FIJI HINDI

A BASIC COURSE AND REFERENCE GRAMMAR

by RODNEY F. MOAG
# The Hindi Alphabet and Its English Transcription

## Vowels

### Independent

| अ  | आ  | इ  | ई  | उ  | ऊ  | ऋ  | उँ  | ओ  | ऊँ  | ए  | ऐ  | ऒ  | ओँ  | ऐँ  | ओँ  | एँ  | ऑ  | झँ  | छँ  | जँ  | झँ  |
|----|----|----|----|----|----|----|-----|----|-----|----|----|----|-----|-----|-----|----|----|----|----|----|
| a  | aa | i  | ii | u  | uu | e  | ai  | o  | au  | a  | a  | a  | a   | a   | a  | a  | a  | a  | a  | a  |

### Dependent

| ख  | ग  | घ  | ङ  | च  | छ  | ज  | झ  | ञ  | ट  | ठ  | ड  | ढ  | ण  | त  | थ  | द  | ध  | न  | ब  | भ  | ब्र  | भ्र  | ब  |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| ka | ga | gha | ga | cha | chha | ja | jha | jna | ta | tha | tha | da | dha | da | tha | tha | na | ba | bha | bha | ra | ra |

## Consonants

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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.
Introduction

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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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,
How The Book Is Organized

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
How The Book Is Organized

easy task when grammar and vocabulary must be strictly con-
trolled.

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 asso-
ciated 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 lan-
guage teachers today have discarded the translation method as
old-fashioned and even harmful, an impediment to the develop-
ment 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 class-
room 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 avail-
able, 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
How The Book Is Organized

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
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.
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.
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
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 (āā) 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.

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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.
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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.
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
--------|---------
कुछ तामाटा | है।
kuchh Tamaat | hai.  (3A)

EQUATIONAL SENTENCES:

Subject | Predicate
--------|---------
1. ठाम | ठीक है।
2. ठाम | ठीक ठाम है।
1. ii daam | Thiik hai.
2. ii | Thiik daam hai.  (5)

COMMANDS:

उस में देखो।
uu sab dekho.  (7A)

NEGATIVE TRANSFORMATION:

उस देखो ठीक नहीं है।
ii daam Thiik nahi hai.  (8A)
### VOCABULARY

#### For Dialogue One

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>bechnewaala</td>
<td>seller</td>
</tr>
<tr>
<td>2.</td>
<td>khariidnewaalaa</td>
<td>buyer</td>
</tr>
<tr>
<td>3.</td>
<td>achchhaa</td>
<td>good, nice</td>
</tr>
<tr>
<td>4.</td>
<td>TamaaTar</td>
<td>tomato(es)</td>
</tr>
<tr>
<td>5.</td>
<td>hai</td>
<td>is, are, there is, there are</td>
</tr>
<tr>
<td>6.</td>
<td>le jaao</td>
<td>take away, carry</td>
</tr>
<tr>
<td>7.</td>
<td>bhaaii, bhaiya</td>
<td>brother, term of address</td>
</tr>
<tr>
<td>8.</td>
<td>kuchh</td>
<td>some, something</td>
</tr>
<tr>
<td>9.</td>
<td>chhoTaa</td>
<td>small, little</td>
</tr>
<tr>
<td>10.</td>
<td>kuchh chhoTe chhoTe</td>
<td>some little ones</td>
</tr>
<tr>
<td>11.</td>
<td>dekho</td>
<td>look</td>
</tr>
<tr>
<td>12.</td>
<td>ii</td>
<td>this, these</td>
</tr>
<tr>
<td>13.</td>
<td>uu</td>
<td>that, those</td>
</tr>
<tr>
<td>14.</td>
<td>sab</td>
<td>all</td>
</tr>
<tr>
<td>15.</td>
<td>kaise</td>
<td>how, what kind of</td>
</tr>
<tr>
<td>16.</td>
<td>daam</td>
<td>price</td>
</tr>
<tr>
<td>17.</td>
<td>chaalis</td>
<td>forty</td>
</tr>
<tr>
<td>18.</td>
<td>senT</td>
<td>cent(s)</td>
</tr>
<tr>
<td>19.</td>
<td>paaunD</td>
<td>pound(s)</td>
</tr>
<tr>
<td>20.</td>
<td>Thiik</td>
<td>right, correct</td>
</tr>
<tr>
<td>21.</td>
<td>duii</td>
<td>two</td>
</tr>
</tbody>
</table>
### Classroom Expressions

<table>
<thead>
<tr>
<th>Number</th>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>de do, do, deo</td>
<td>give</td>
</tr>
<tr>
<td>23.</td>
<td>ii raha</td>
<td>here you are, this is</td>
</tr>
<tr>
<td>24.</td>
<td>aur</td>
<td>and</td>
</tr>
<tr>
<td>25.</td>
<td>aapke</td>
<td>your (polite)</td>
</tr>
<tr>
<td>26.</td>
<td>paisaa</td>
<td>money</td>
</tr>
<tr>
<td>27.</td>
<td>dhanbaad</td>
<td>thank you</td>
</tr>
<tr>
<td>28.</td>
<td>bolo</td>
<td>speak, say</td>
</tr>
<tr>
<td>29.</td>
<td>fir se</td>
<td>once more, again</td>
</tr>
<tr>
<td>30.</td>
<td>suno</td>
<td>listen</td>
</tr>
<tr>
<td>31.</td>
<td>matlab?</td>
<td>meaning?</td>
</tr>
</tbody>
</table>

### Common Numbers

<table>
<thead>
<tr>
<th>Number</th>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>ek</td>
<td>one</td>
</tr>
<tr>
<td>33.</td>
<td>do, duui</td>
<td>two</td>
</tr>
<tr>
<td>34.</td>
<td>tiin</td>
<td>three</td>
</tr>
<tr>
<td>35.</td>
<td>haar</td>
<td>four</td>
</tr>
<tr>
<td>36.</td>
<td>paach</td>
<td>five</td>
</tr>
<tr>
<td>37.</td>
<td>chhe</td>
<td>six</td>
</tr>
<tr>
<td>38.</td>
<td>saat</td>
<td>seven</td>
</tr>
<tr>
<td>39.</td>
<td>auTh</td>
<td>eight</td>
</tr>
<tr>
<td>40.</td>
<td>nau</td>
<td>nine</td>
</tr>
<tr>
<td>41.</td>
<td>das</td>
<td>ten</td>
</tr>
</tbody>
</table>
Other Market Items

42. आपूल 42. aapul 42. apple(s)
43. आलू 43. aaluu 43. potato(es)
44. प्याज 44. pyaaj 44. onion(s)
45. केळी, केळा 45. baigan, baigan 45. eggplant(s), brinjal(s)
46. केला, केला 46. kelaa, keraa 46. banana(s)

Dialogue One

In The Market

Key बे = बेचनेवाला, ख = रखरीदनेवाला
बे आच्छा टमार है? ते जानो भाई?
ख आच्छा, कुछ घाटे घाटे है?
बे इसी, इ सब घाटे घाटे?
ख कैसे हिम बा?
बे चारास सपना पाउन?
ख धीरे है| दुई पाउड़ दो दो?
बे आच्छा, ई रहा दुई पाउड?
ख आपंकी ई रहो आपके वेंसा?
बे धनवाद?

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 एक आम, दस आम, 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. कुछ टमाटर हैं?
2. कुछ प्यास है?
3. अच्छा कैला है?
4. अ अच्छा?
5. चालिस सेंट पाउने ठीक है?
6. छोटा प्याज है?
7. इ सब है?
8. बेगमन 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 अच्छा - "Oh, I see". If you hear a question, reply with नहीं "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: फिर ठीक है - फिर ठीक दाम है.

1. कुछ टमाटर है?
2. कुछ प्यास है?
3. अच्छा कैला है?
4. अ अच्छा?
5. चालिस सेंट पाउने ठीक है?
6. छोटा प्याज है?
7. इ सब है?
8. बेगमन ठीक है?
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 देखि = "look", देखि = "to see, please look".

The infinitive for the verb हु० is होना "to be".

6A. Repeat the following infinitives.

देखि, देखि, बोलि, नहीं, जानि, रहि, सुनि, होि

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

ते जाओ, दुःखि, बोलि, सुनि, रहि

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: देखि + ते सब = ते सब
7A. देखो + कुछ सब
ई पैसा
कुछ आयु -
ई छोटा टमाटर
7B. ना जाओ + कुछ अच्छा प्याज
ई चालिस सॅंट
कुछ चालिस पाउने आल
सब पैसा
7C. दे + (Use items from A and B above.)
7D. Redo A, B and C above using infinitives for commands
as in the model: देखना + कुछ सब = कुछ सब
7खाना.

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. कैला नहीं है?
2. ई बंन अच्छा नहीं है?
3. छोटा प्याज नहीं है?
4. दस सॅंट पाउने ठीक सब नहीं है?
5. दस्ता, दो सब चालू नहीं है?
6. के प्रश्न आपके नहीं है?

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

Exercise 1, 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. aanchaa Tamaat haa. le jaaao, bhaaai.
Kha. aanchhhaa, kuchh chhoTe chhoTe haa?
be. dekho, ii saa chhoTe haa.
Kha. kaise daam haa?
be. chaalis senT paamuD.
Kha. Thiik haa. duii paamuD aa do.
be. aanchhhaa, ii rahaa duii paamuD.
Kha. aur ii rahaa aapke paisaa.
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 achcha - "Oh, I see". If you hear a question reply with nahi - "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 jaaao</th>
<th>de do</th>
<th>rahaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>dekho</td>
<td>hai</td>
<td>suno</td>
</tr>
</tbody>
</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 jaao + 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
### FUTURE TENSE VERB FORMS:

<table>
<thead>
<tr>
<th>हम, हम लोग</th>
<th>उन, उन लोग</th>
<th>आप</th>
</tr>
</thead>
<tbody>
<tr>
<td>tum, tum log</td>
<td>uu, uu log</td>
<td>aap</td>
</tr>
<tr>
<td>baiThegaa</td>
<td>baiThii</td>
<td>baiThege</td>
</tr>
</tbody>
</table>

### VERBAL OBJECTS OF माग्ना:

1. हम लोग तवूनी देखे माग्ना।
2. हम लोग माग्ना तवूनी देखे।

1. ham log tawayuunii dekhe maagtaa.
2. ham log maagtaa tawayuunii dekhe.  

### EQUATIONAL QUESTIONS:

1. आ नम्बर है?
2. आ काँची है?
3. आ कहाँ है?

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

1. आदमी
   1. aadmii
   1. man

2. लड़का
   2. laRkaa
   2. boy, son

3. ए
   3. e
   3. hey

4. लड़की
   4. laRkii
   4. girl, daughter

5. हिया
   5. hiyaa
   5. here

6. हुआ
   6. huwaa
   6. there

7. आओ (आना)
   7. aao (aanaa)
   7. come (to come)

8. जी
   8. jii
   8. yes, shows politeness

9. राम सिंह
   9. ruam sih
   9. man's name

10. हाँ
    10. haan
    10. yes

11. थोरा
    11. thoRaa
    11. shows politeness

12. बुला (बुला देना)
    12. bulaa do (bulaa denaa)
    12. call, invite (to call, to invite)

13. वाट करि (वाट करना)
    13. wait karo (wait karnaa)
    13. wait (to wait)

14. अभी
    14. abhii
    14. now

15. अभी बुलाता
    15. abhii bulaataa
    15. (I) will call (him) right away

2. Greeting and Leave Taking

16. मुनी देव
    16. munii dew
    16. male name

17. श्री श्री श्राद्ध
    17. shiwr prasaad
    17. male name

18. कैसे? तू?
    18. kaise? tum kaise hai?
    18. how are you?
3. Catching The Right Bus

23. चलानेवाला 23. chalaanewaala 23. driver
24. बस 24. bas 24. bus
25. जारी 25. jaari 25. will go (3rd person)
26. जाना 26. jaa 26. want to go
27. मैल 27. mail 27. mile
28. बाइथ जाओ 28. baiTh jaao (baiTh jaanaa) 28. sit down (to sit down)
29. कितना 29. kitna 29. how much, how many
30. भारा 30. bhaaraa, bhaaaraa 30. fare
31. लो, लैंडो 31. lo, leo (lenaa) 31. here, take it (to take)

4. In A Small Shop

32. खरीदार 32. khariidaar 32. customer
33. दुकानदार 33. dukaandaar 33. shopkeeper
34. सौप पाउड़ा 34. sop paaWdaa 34. soap powder
35. कौनला, कौनवाला 35. kaunlaa, kaunwaala 35. which one
36. मागो (मागना) 36. मागो (मागना) 36. आप (पत्र) चाहते हैं (to want)
37. ऑम 37. ऑम 37. एक खूंटी मागना ब्रांड ऑफ सोप पोवर (a brand of soap powder)
38. कि 38. कि 38. या या (to want)
39. बड़ा, बड़ी 39. बड़ा, बड़ी 39. बड़ा, बड़ी (big, large)
40. पैकेट, पैकेट 40. पैकेट, पैकेट 40. पैकेट (packet)
41. और कुछ 41. और कुछ 41. कुछ कुछ (something else)
42. बस 42. बस 42. बस (enough, that's all, only, just)
43. असी 43. असी 43. असी (eighty)

More Numbers
44. ग्यारह 44. ग्यारह 44. ग्यारह (eleven)
45. बारह 45. बारह 45. बारह (twelve)
46. तेरह 46. तेरह 46. तेरह (thirteen)
47. चाँदहर 47. चाँदहर 47. चाँदहर (fourteen)
48. पंडरह 48. पंडरह 48. पंडरह (fifteen)
49. सोलह 49. सोलह 49. सोलह (sixteen)
50. सत्रह 50. सत्रह 50. सत्रह (seventeen)
51. आठरह 51. आठरह 51. आठरह (eighteen)
52. उन्नीस 52. उन्नीस 52. उन्नीस (nineteen)
53. बीस 53. बीस 53. बीस (twenty)

DIALOGUE TWO, USEFUL FRAGMENTS
1. Looking For Ram Singh
Key: आ = आदमी, ० = नूकर
2. Greeting and Leave Taking

Key: Two friends, मु = मुनी देव, शिं = शिंव प्रसाद

मु रै?  शिं ठीक है? कहाँ?
मु भोजा दुकान जाता।
शिं अच्छा, फिर मिलेगा।

3. Catching The Right Bus

Key: आ = आद्य, च = चलानवाला

आ ई बस नसीरी जाई?
च हाँ, कहाँ जार माँगता?
आ नसीर चार मेल?
च हाँ, बैठ जाओ!
आ कितना भाला?
च बीस सेन्ट?
आ अच्छा ना?

4. In A Small Shop

Key: रक = खरीदार, दुकान = दुकानदार
रक सोप पावां 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 आहूँ. 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, हाँ है, and नहीं है 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 पाकर है?
5. आपका भाई है?
6. कुछ तुकान है?
7. तीन पाकर है?
8. कुछ बड़ा ग्याज 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

Singular

इहम जार्गा आ जार्गा
I shall go.
you (familiar) will go

Plural

हम लाँग जार्गा आ लाँग जार्गा
we shall go
you (fam.) will go

अाँप जार्गा
you (polite) will go

क लाँग जार्गा
they will go

NOTE: You can see from the table that जार्गा is used for all persons save क, क लाँग and आाँप. 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. जार्गा 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 जार्गा or जार्गा.

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

बैढ़गा आहरगा रह्ड़गा

वक्तृहगा सांगेहगा ते जार्गा

सुनेहगा बुलार्गा बोलेहगा
4B. Join the general future forms in A to any of the subjects listed - हमः, तुमः, हमः लागः, तुमः लागः.

4C. Change the general forms in A to those which go with कः and उ लागः as in the model: बैठँगा to बैठँगी.

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

4E. Repeat the irregular future forms for लेना "to take" and देना "to give".

हमः लागः कः लेनः आप लेनः
हमः देनः कः देनः आप देनः

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

1. हम नहीं (will speak).
2. तुम कहँ (will sit)?
3. क आपके पैसा नहीं (will take).
4. हम लागः सीधः (will listen).
5. राय सिंह लिखेगी (will want).
6. तुम लागः भी लिखेगा (will go)?
7. क आपके आफ़ा (will carry).
8. हम नसीसी (will see).

Exercise 5, The Objects Of Desire

NOTE: The verb चाँगला 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 - से. For example चांगला बनावा becomes चांगला बने।
A verbal object may sometimes precede मागना as shown in B below. Wherever it occurs in the sentence, मागना 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. मागना is little used in the future.

5A. Repeat after the teacher.

1. हम लोग तब्यनी देखें मागना।
2. उ कैला सब्बा मागने।
3. हम टमारा लै जार यागनाय।
4. आप हिया बहु मागने कि हुवा।
5. उ कृष्ण बोले मागने।
6. आप उमे कृष्ण मागने?
7. हम बस आनु मागना प्याज़ नहीं।
8. हम लोग और कृष्ण नहीं मागना।

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

हम लोग तब्यनी देखें मागना - हम लोग मागना तब्यनी देखें।

Exercise 6, Negatives

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

1. सोप पाक्या नहीं?
Exercise 7, Near And Far

NOTE: The words फ्रैंड and फ्रैंड्स indicate closeness to the speaker and फ्रृंड and फ्रृंड्स indicate distance.

7A. Put numbers one to twenty on the board. Model: Teacher (at board): कौन सा नंबर है? "What number is this?" Student: हूँ, "That's __." 7B. Model: Teacher (handing student an object): कौन चीज़ है? "What is this?" Student (taking it): फ्रृंड, "This is __." 7C. Use names of students in the class. Model: Teacher: कौन है? "Where is ____?" Student (pointing): हूँ, "He is here (if nearby)." फ्रृंड, "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 डांस, etc. Fijian "t", "d", and "c" remain dental when borrowed into Hindi. For example Fijian "moto" (spear) = मोटा, and "Cuvu" (a village) = कुवु.

3A. Practice the dental sounds in these words.

तीन सात हो सात जाता
कितना ढाम बुलाता
चोरिज चोरिज
8B. Practice the retroflex sounds in these words.

\[ \text{पाफ} \quad \text{पाफ} \quad \text{पाफ} \]

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:  

\[ \text{aa. = aadmii, la = laRkaa} \]
\[ \text{aa. = e, laRkaa, hiyaa aao!} \]
\[ \text{la. = jii.} \]
\[ \text{aa. = ram sih hai?} \]
\[ \text{la. = haa hai.} \]
\[ \text{aa. = thoRaa bulaa do.} \]
\[ \text{la. = achchhaa, thoRaa wait karo. abhii bulaataa.} \]
2. Greeting And Leave Taking

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

3. Catching The Right Bus

Key: aa. = aadmii, cha. = chalaaneewaalaa
aa. ii bas nasorii jaaii?
cha. haa, khaa jaae maagtaa?
aa. nasinu nu 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 paakeT?
Kha. duii chhoTaa paakeT 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.
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 hai. Note that the "there" in these questions is not a location word and thus is not equivalent to Hindi huqaz.

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, nahii, haa hai, and nahii 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 paaDaa 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 nahii 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 Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham</td>
<td>jaaeaga</td>
</tr>
<tr>
<td>tum</td>
<td>jaaeaga</td>
</tr>
<tr>
<td>uu</td>
<td>jaaii</td>
</tr>
<tr>
<td>I shall go</td>
<td>you (familiar) will go</td>
</tr>
<tr>
<td>you (familiar) will go</td>
<td>he, she, it will go</td>
</tr>
</tbody>
</table>
Plural

ham log  jaaegaa  we shall go
  tum log  jaaegaa  you (fam.) will go
  aap  jaaege  you (polite) will go
  uu log  jaaii  they will go

NOTE: You can see from the table that jaaegaa is used for all persons save uu, uu log and aap. You will sometimes hear jaaegaa used for these persons also, but you will not be admired for your command of Hindi if you do so. jaaege 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 jaaii or jaaege.

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

<table>
<thead>
<tr>
<th>bai</th>
<th>aaegaa</th>
<th>rahegaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>dekhegaa</td>
<td>maagegaa</td>
<td>le jaaegaa</td>
</tr>
<tr>
<td>sunegaa</td>
<td>bulaaegaa</td>
<td>bolegaa</td>
</tr>
</tbody>
</table>

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 baiThege.

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

<table>
<thead>
<tr>
<th>ham, etc. legaa</th>
<th>uu leii</th>
<th>aap lege</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham, etc. degaa</td>
<td>uu deii</td>
<td>aap dege</td>
</tr>
</tbody>
</table>

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

1. ham nahí (will speak).
2. tum kahaa (will sit)?
3. uu aapke paisaa nahí (will take).
4. ham log reDiyo (will listen).
5. raam szh sigreT (will want).
6. tum log bhii lambaasaa (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 -naa 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 tawayuunii dekhe maagtaa.
2. uu kelaa 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 nahii.
8. ham log aur kuchh nahii maagtaa.

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

`ham log tawayuunii dekhe maagtaa - ham log maagtaa tawayuunii dekhe.`

Exercise 6, Negatives

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

1. sop paawDaa hai?
2. harii prasaad bhii aaii.
3. ii baigan aachhhaa hai.
4. ii bas abhii nasorii jaaaii.
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 milegaa.
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>paakteT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TamaaTar</td>
<td>chhoTaa</td>
<td>paaDaa</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:**

<table>
<thead>
<tr>
<th>२</th>
<th>फिसके मॉटर है?</th>
<th>२</th>
<th>रामा के ॥</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu kiske moTar hai?</td>
<td>uu raamaa ke hai.</td>
<td>(४०)</td>
<td></td>
</tr>
</tbody>
</table>

**LOCATIVE PHRASES:**

<table>
<thead>
<tr>
<th>जब मे</th>
<th>दुकान पर</th>
</tr>
</thead>
<tbody>
<tr>
<td>jeb me</td>
<td>dukaan par</td>
</tr>
</tbody>
</table>

**ADJECTIVE/NOUN AGREEMENT:**

<table>
<thead>
<tr>
<th>छोटी लड़की</th>
<th>बड़ा भाई</th>
</tr>
</thead>
<tbody>
<tr>
<td>chhoTii laRkii</td>
<td>baRaav bhaaai</td>
</tr>
</tbody>
</table>

**PRESENT TENSE VERBFORMS:**

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

<table>
<thead>
<tr>
<th>करता</th>
<th>करे</th>
<th>करते हैं</th>
</tr>
</thead>
<tbody>
<tr>
<td>kartaa</td>
<td>kare</td>
<td>karte hai</td>
</tr>
</tbody>
</table>
For Dialogue Three

1. रामा 1. raamaa 1. male name
2. हरी 2. harii 2. male name
3. बस, ठीक है 3. bas, Thiik hai 3. oh, all right
4. तब 4. tab 4. then
5. आज 5. aaj 5. today
6. फिल्म 6. filam 6. movie, film
7. देखे जाता 7. dekhe jaataa 7. going to see
8. चलना 8. chalnaa 8. to go, move
9. थोरा 9. thoRaa 9. a little, small amount
10. काम 10. kaam 10. work, job
11. हाथ 11. haath 11. hand
12. मे 12. me 12. in, on
13. काँच, का 13. kaunchii, kaa 13. what
14. बैग 14. beg 14. purse, briefcase, etc.
15. ओ! 15. o! 15. oh!
16. उसमे 16. usme 16. in it, in that
17. कागज 17. kaagaj 17. paper
18. पुस्तक 18. pustak 18. book
19. छोटा वाला 19. chhoTaawaalaa 19. little one
20. लाओ (लाना) 20. laao (laanaa) 20. give, hand (it) to me, bring (to bring)
21. देखिए 21. dekhii 21. let's see
22. हुए 22. huu 22. um (musing expression)
23. बहुत 23. bahut 23. very, very much
<table>
<thead>
<tr>
<th>Unit Three</th>
<th>Page 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. किसके</td>
<td>24. kiske</td>
</tr>
<tr>
<td>25. लक्ष्मी के</td>
<td>25. lakshmi ke</td>
</tr>
<tr>
<td>26. तुमार</td>
<td>26. tumaar</td>
</tr>
<tr>
<td>27. बहन, बहनी</td>
<td>27. bahan, bahanii</td>
</tr>
<tr>
<td>28. घर</td>
<td>28. ghar</td>
</tr>
<tr>
<td>29. घर, घर में</td>
<td>29. ghare, ghar me</td>
</tr>
<tr>
<td>30. कर (करना)</td>
<td>30. kare (karna)</td>
</tr>
<tr>
<td>31. सौ (साना)</td>
<td>31. soe (sonaa)</td>
</tr>
<tr>
<td>32. भी</td>
<td>32. bhii</td>
</tr>
<tr>
<td>33. ना</td>
<td>33. na</td>
</tr>
<tr>
<td>34. पर, पे</td>
<td>34. pär, pe</td>
</tr>
<tr>
<td>35. देरी होई</td>
<td>35. derii hoe</td>
</tr>
<tr>
<td><strong>Eating And Drinking</strong></td>
<td><strong>Eating And Drinking</strong></td>
</tr>
<tr>
<td>36. खाना</td>
<td>36. khaanaa</td>
</tr>
<tr>
<td>37. पीना</td>
<td>37. piiinaa</td>
</tr>
<tr>
<td>38. पानी</td>
<td>38. paanii</td>
</tr>
<tr>
<td>39. चाय, चाय</td>
<td>39. chaay, chaay</td>
</tr>
<tr>
<td>40. कॉफी</td>
<td>40. kofii</td>
</tr>
<tr>
<td><strong>Common Objects</strong></td>
<td><strong>Common Objects</strong></td>
</tr>
<tr>
<td>41. कुर्सी</td>
<td>41. kursii</td>
</tr>
<tr>
<td>42. मीज</td>
<td>42. mej</td>
</tr>
<tr>
<td>43. मोटर</td>
<td>43. motar</td>
</tr>
<tr>
<td>44. रुमाल</td>
<td>44. rumaal</td>
</tr>
<tr>
<td>45. चाब्ही</td>
<td>45. chaabhi</td>
</tr>
<tr>
<td>46. जेब</td>
<td>46. jeb</td>
</tr>
</tbody>
</table>
Relatives

47. पिता, पिताजी 47. pitaa, pitaajii 47. father
48. मां, माताजी 48. maa, maataajii 48. mother

DIALOGUE THREE
Two Friends Meeting On The Street

Key: तुम = tu\r\nतुमकैं = tumka\r\nतुमसें = tumse\n
हैं, माई?
तुम कैं?
बस, ठीक है?
तब कैं?
आज फिल्म क्या जाता?
नहीं, बड़ा काम है?

हाथ में कौन ची?
बंग है?
अच्छा, बंग में कौन?
अरे, उसमें कुछ कागज है और एक पुस्तक, घटावाना?
लाओ, दूसरी है, बहुत अच्छा पुस्तक है?
लंबाई के?
अरे, तुम्हारे बड़ी बहनी?
पढ़े?
कौन ची?
साइंस?
पिताजी भी पढ़े?
न, उसकी काम है?
अच्छा, तब हम जाएँ?
हाँ, 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.

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>जाओ</th>
<th>स्वामी</th>
<th>करो</th>
</tr>
</thead>
<tbody>
<tr>
<td>देखो</td>
<td>जाओ</td>
<td>बढ़ो</td>
</tr>
<tr>
<td>पीहो</td>
<td>लेओ</td>
<td>सुइंद्रो</td>
</tr>
</tbody>
</table>

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

| जाओ   | पीहो   | बढ़ो   | देखो   |

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 जाओ, पानी पीहो, पानी भी जाओ, पानी देखो.

<table>
<thead>
<tr>
<th>कागज</th>
<th>काम</th>
<th>कुर्सी में</th>
</tr>
</thead>
<tbody>
<tr>
<td>हिन्दी</td>
<td>पुस्तक</td>
<td>ई धीता मेज</td>
</tr>
<tr>
<td>घर</td>
<td>द्रमाल</td>
<td>मैज पर</td>
</tr>
</tbody>
</table>
Exercise 4, Possessives

TABLE II, FIJI HINDI POSSESSIVES

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

NOTE: आपने 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 मॉटर किसके हैं? (रामा) - ऊ रामा हैं हैं.

1. ऊ मोटर किसके हैं? (रामा)
2. ऊ चैसा किसके हैं? (मोर)
3. ऊ चापेह किसके हैं? (पिताजी)
4. ऊ रामा किसके हैं? (हम)
5. ऊ मॉटर किसके हैं? (आपन मेडिकल)
6. ऊ किसके बहन हैं? (ऊ लड़का)
7. किसके घर हैं? (सिंह साहब)
8. इन तककी किसके हैं? (मूनी ठाब)
9. किसके के हैं? (हरी)
10. किसके हैं? (प्रसाद के बहनी)

Exercise 5, Phrases Of Location

5A. Repeat these locative phrases after the teacher.

| ठुकान में | घर में | नींतका में |
| बेंग में | जैब में | पानी में |
| हिंगाँ | हुवाँ | 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: तुम्हारे पैसा कहाँ हैं? - जैब में.

5C. Repeat these locative phrases after the teacher.

| काम में | ठुकान पर |
| मेज में | टेलिफोन में |

5D. Complete the sentences with त उ पर as in the model:

तहसील काम — — — — तहसील काम पर हैं.

1. बेंग मेज — — —
2. हरी प्रसाद ठुकान — — —
3. रक आदीपी टेलिफोन — — —
4. कैरा मेज — — —
5. राम सिंह काम — — —
6. पुस्तक शेलफ — — —
7. तुम्हारे पैन कर्सी — — —

Exercise 6, Adjective Agreement

NOTE: Most adjectives in Fiji Hindi end in - आ, 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 आँ, ठ, while those describing females end in फ़्, ट. Occasionally you will also hear an ल, ending when someone is showing respect to one male or indicating that he is describing several males. The ल, ठ 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 = छोटी पत्नी, 2. big, older brother = बड़े (बड़े) भाई।

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

Exercise 7, Present Tense

TABLE III, FIJI HINDI PRESENT TENSE VERBFORMS

Singular:

\begin{align*}
&\text{करता (}\text{करते}^{2}\text{)} \quad \text{I do, am doing} \\
&\text{करती (}\text{करती}^{7}\text{)} \quad \text{you (fam.) do, are doing} \\
&\text{करता (}\text{करते}^{12}\text{)} \quad \text{he, she, it does, is doing}
\end{align*}
Plural:

हम लग | करता (रू) | we do, are doing

तुम लग | करता (रू) | you (fam.) do, are doing

आप | करते (रू) | you (polite) do, are doing

उन में | करते (रू) | they do, are doing

NOTE: In the table you can see that करता (रू) is used for all subjects except उन, उन में 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 रू 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 अ- ending as well as ता (रू) in present tense. Thus: तुम कन्नला माँगा = तुम कन्नला माँगा "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 रू may be used in the same situations to show respect.

7A. Repeat the forms from Table III with the subjects, including रू. When you have practiced the forms of करना, substitute verbs from the list below.
7B. Repeat and translate: NOTE: Verb Stems ending in -आ, -ा often add -व before -र, -ा endings. See number 7 below.

1. पिताजी चाय पीएँ ।
2. हम चाय नहीं पीता ।
3. तुम आज कौन यात्रा करता?
4. रा, उ आइसी तुम्हारे काफी ले जाओ ।
5. नसीनु बस चल उम्मी?
6. धोखा बैठो, अभी देखता ।
7. बेटे करो, हमारे छोटी बहनी कुछ पानी लाओ ।
8. हम ई कुछी में नहीं बैठता ।
9. आप पैसा देते, कि नहीं?
10. तुम बड़वाले ले जाओ, हम घोटावाले ने जाय ।

7C. Change the subject of the sentences in B so they require a different verb form as in the models: 1. पिताजी चाय पीएँ - हम लोग चाय पीता । 2. हम चाय नहीं पीता - उ चाय नहीं पीएँ ।

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

पीर ने जावे चले
इसे बुला दे ले
आवे नावे दे दे
सोर आवे बैठे

7E. Change the verbs in D above to present tense forms having the -ता ending as in the model: पीर चाय 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: उ करना करू - उ रेडियो सुनू.

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

Exercise 8, Pronunciation Practice

NOTE: SHORT AND LONG VOWELS. In Hindi every vowel is either long or short. Long vowels are (आ, इ, ◌, ए, ओ) or (ट, थ, त्र, ओ, ऐ) while short vowels are (अ, इ, ◌, ए, ओ) or (ट, थ, त्र, ओ). 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 बुध must be shorter and have a different sound from the last syllable. Likewise the middle syllable of टमार 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 आ, — vowel in these words. It should sound like the "a" in English "about".

इस अभी अस्सी बंगण
सब बस बंगण
नंबर तब पंडण

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

हाम अगढ़ चालिस
चार गोटा उडा
आप पेसा फोड़ा

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

कागज ओ-घटा नड़का
बड़ा टामार धुनबाद

Exercise 9, Conversational Practice

Learn and enact in class this dialogue.

माँ हरी, तुम कौन सी करता?
हरी केला 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 film dekhe jaataa. chalegaa?
raa. "ahii, thoRaa 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, chhoTaawaalaa.
ha. Laao, dekhii. hau, bahut achchhaa pustak hai. kiske hai?
raa. Lakshmi ke.
ha. O, tumaar baRii bahanii. uu kahaa hai?
raa. Ghare.
ha. Kaunchii kare?
raa. Uu soe.
ha. Pitaajii bhi ghare hai?
raa. Na, uu abhii kaam pe hai.
ha. Achchhaa, tab ham jaataa. derii hoe.
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>khaao</th>
<th>karo</th>
</tr>
</thead>
<tbody>
<tr>
<td>dekho</td>
<td>le jaaoo</td>
<td>baiTho</td>
</tr>
<tr>
<td>piio</td>
<td>le</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 jaaoo, paanii dekho.

kaagaaj | kaam       | kursii me |
hindii  | pustak     | ii chhoTaa mej |
grhar   | rumaal     | mej par |

Exercise 4, Possessives

TABLE II, FIJI HINDI POSSESSIVES

Singular

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

Plural

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

tumaar paisaa | hamaar baRii bahan |
uske bhaaii   | aapke pitaajii ke kaam |
uu log ke ghar| ham log ke moTar |
aapan rumaal  | uu laRkaa ke bhaiyaa |
4C. Form answers to the questions using the word(s) in brackets as in the model: uu moTaar kiske hai? (raamaa) - uu raamaa ke hai.

1. uu moTaar kiske hai? (raamaa)
2. uu paisaa kiske hai? (maa)
3. ii chaabhi kiske hai? (pitaaji)
4. uu rumaal kiske hai? (ham)
5. ii moTaar kiske hai? (aapan bhaiyaa)
6. uu kiske bahan hai? (uu laRkaa)
7. uu kiske ghar hai? (sth 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 paannii me
hiyaa huwaa 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
telifau pe

5D. Complete the sentences with pe or par as in the model: lakshmii kaam ____ ____ - lakshmii kaam par hai

1. beg me
2. harii prasaad dukaan ____ ____.
3. ek aadmii Telifau ____ ____.
4. keraa mej ____ ____.
5. raam sth kaam ____ ____.
6. pustak shelaf.
7. tumaar pen kursii ____ ____.

Exercise 6, Adjective Agreement

NOTE: Most adjectives in Fijii 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

Singular:

<table>
<thead>
<tr>
<th></th>
<th>I do, am doing</th>
<th>you (fam.) do, are doing</th>
<th>he, she, it does, is doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham</td>
<td>kartaa (hai)</td>
<td>tum</td>
<td>kartaa (hai)</td>
</tr>
</tbody>
</table>

Plural:

<table>
<thead>
<tr>
<th></th>
<th>we do, are doing</th>
<th>you (fam.) do, are doing</th>
<th>you (polite) do, are doing</th>
<th>they do, are doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log</td>
<td>kartaa (hai)</td>
<td>tum log</td>
<td>kartaa (hai)</td>
<td>aap</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 haat 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>verb</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bolnaa</td>
<td>speak</td>
</tr>
<tr>
<td>aanaa</td>
<td>come</td>
</tr>
<tr>
<td>chalnaa</td>
<td>go</td>
</tr>
<tr>
<td>baiThnaa</td>
<td>sit</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 nahti piitaa.
3. tum aaj kauchhii kartaa?
4. e, uu aadmi tumaar kaufii le jaee.
5. nasiinu bas chale abhii?
6. thoRaa baiTho, abhii dekhtaa.
7. waiT karo, hamaar chhoTii bahani kuchh paani laawe.
8. ham ii kursii me nahti baiTheetaa.
9. aap paisaa dete, ki nahti?
10. tum baRaawaalaa le jaao, ham chhoTaawaalaa le jaataa.

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

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

<table>
<thead>
<tr>
<th>verb</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>piie</td>
<td>leave</td>
</tr>
<tr>
<td>dekhe</td>
<td>see</td>
</tr>
<tr>
<td>aawe</td>
<td>come</td>
</tr>
<tr>
<td>soe</td>
<td>take</td>
</tr>
<tr>
<td>le jaawe</td>
<td>he/she leaves</td>
</tr>
<tr>
<td>bulaa-de</td>
<td>see you</td>
</tr>
<tr>
<td>laawe</td>
<td>come</td>
</tr>
<tr>
<td>jaawe</td>
<td>take</td>
</tr>
<tr>
<td>chale</td>
<td>there</td>
</tr>
<tr>
<td>de</td>
<td>there</td>
</tr>
<tr>
<td>baiThe</td>
<td>sit</td>
</tr>
</tbody>
</table>

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 kauchhii kare? - uu reDiyo sune.
7G. Change the present tense sentences in B above to future as in the model: pitaajii chaay pii - pitaajii 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".

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>das</td>
<td>abhii</td>
</tr>
<tr>
<td>sab</td>
<td>bas</td>
</tr>
<tr>
<td>nambar</td>
<td>tab</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>daam</td>
<td>aaTh</td>
</tr>
<tr>
<td>chaar</td>
<td>chhoTaa</td>
</tr>
<tr>
<td>aap</td>
<td>paisaa</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaagaj</td>
<td>achchhaa</td>
</tr>
<tr>
<td>baRaa</td>
<td>TamaaTar</td>
</tr>
<tr>
<td></td>
<td>laRkaa</td>
</tr>
<tr>
<td></td>
<td>dhanbaad</td>
</tr>
</tbody>
</table>
Exercise 9, Conversational Practice

Learn and enact in class this dialogue.

maal. harii, tum kaunchii kartaa?
harii. kalaa khaataa.
maal. sab laRkaa khaawe?
harii. nahit, uu log kaam kare.
maal. dekho, pitaajii aawe. uske beg laao.
harii. abhii laataa.
UNIT FOUR

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

1. कितना बजा है? तीन बजा है। (3A)
2. बस कितना बजे आई? उ पाच बजे आई। (3C)
3. रात के बारह बजे- (5B)

POSESSION:

1. तुमार लगे/पास कितना पैसा है? (4A)

LET'S/ SHALL VERBFORMS:

हिया बाही

hiya baiThii (6B)

NEGATIVE COMMANDS:

1. सब पैसा नहीं लेना। (7A)

OMITTED SUBJECTS:

1. आज (हम) फिल्म देखे जाता? (तुम) चलेगा?

aai (ham) filam dekhe jaataa. (tum) chalegaa? (8)
VOCABULARY

For Dialogue Four

1. पहला
2. दूसरा
3. कितना बजे
4. मिला
5. तो
6. चलाया(य) गये
7. कब
8. गये
9. बजे
10. साज़, सज्जा
11. साज, सज्जा के
12. हो जाना
13. बजा
14. तक
15. कितना में
16. लगभग
17. अरे
18. बजा
19. हमारा लागे(पास)
20. हमारा लागे (पास) — है
21. अगरना
22. अगरना पढ़ी

1. first, the first
2. other, another, second
3. at what time
4. to get
5. then, particle emphasizing preceding word
6. left, has gone
7. when
8. past of (jaanaa) go
9. o'clock
10. evening
11. in the evening
12. to become
13. has struck
14. up to, as far as
15. for how much
16. approximately
17. an exclamation
18. this much, so much
19. by me, near me
20. I have _____
21. to wait for
22. will have to wait for
23. कड़ा 23. kaRaa 23. hard, difficult
24. पट्टा 24. ghanTaa 24. hour
25. बाकी 25. baakii 25. left, left over
26. का, क्या 26. kaa, kyaa 26. what
27. कोई 27. koi 27. any, some (indefinite)
28. रास्ता, रस्ता 28. raastaa, rastaa 28. road, way
29. राईट 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. देरी मैं नहीं 35. ekdam nahi 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. सार्थ 39. saaRhe 39. half past, plus one half
40. साल 40. sawaa 40. quarter past, plus one quarter
41. पाँचें 41. paune 41. quarter till, minus one quarter

Classroom Expressions
42. क्हिर्किया खोलो 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
Unit Four

45. तीस 46. चालिस 47. पचास 48. साठ 49. सत्तर 50. अस्सी 51. नबे 52. सैँ
45. tiis 46. chaalis 47. pachaas 48. saTh 49. sattar 50. assii 51. nabbe 52. sau
45. thirty 46. forty 47. fifty 48. sixty 49. seventy 50. eighty 51. ninety 52. one hundred

DIALOGUE FOUR

Frustrations Of A Traveller

(बसस्टॉर्ड पर हुई आदमी बैठ करूँ)

Key: प = पहला, दू = दूसरा

प बावाला बस कितना बजे मिली?
दू ऊ ती चला गया?
प कब गया?
दू प दूसरा बस कितना बजे आई?
दू ऊ ती सामूह के पांच बजे आई?
प तब मे बहुत ही होय आई?
दू हाँ अभी मैं उतरार बजा।
p अच्छा, मैं तो मोटर कितना में जांग?
दू लगभग इस डोना में।
p उसे भाई, इतना येता तो हमारा अब नहीं 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.

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, "o'clock" is used. When asking or telling what time the clock shows, use \( \text{काला} \) \( \frac{3}{4} \), "has struck".

3A. Do questioning and response as in the model: Question: \( \text{कितना काला} \) \( \frac{3}{4} \). Answer: \( \text{काला} \) \( \frac{3}{4} \). The teacher indicates the times (one through twelve).

3B. Put the following times into Hindi, as in the models:

5:30 - सात \( \frac{1}{2} \) पाँच, 5:15 - सबसे पाँच
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:45</td>
<td>पाँच देरी</td>
</tr>
<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:

Teacher: कावाला बस कितना बजे आई?
Student: अय - बजे आई. The student supplies the time.

3D. Repeat and translate the following sentences.

1. हमारा मोटर साठी निंम बजे मिली
2. सुवा बस सवा नागरको बजे आई।
3. नौ बजे तक अग्रेसिव रही।
4. हमारा लोग सबै रात बजे चला जारी।
5. तुम सांभर के साठे छै बजे घरे रहेगा?
6. उन्हीं आठ बजे वाला फिल्म देखे जा।
7. उसके दुकान साथ बजे बने ही आई।
8. अब तो पाँच पाँच बजा।
9. तुम कितना बजे मानगता उन्हे?
10. उसके बड़ा भाई लगाने पर बजे आ जा।
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)

उसके लगे हैं (he, she has)

आपके लगे हैं (I, you, etc. have)

Plural:

हम लगे/लागने के लगे हैं (we have)

तुम लगे/लागने के लगे हैं (you (fam.) have)

उसके लगे हैं (you (polite) have)

उ हमारे लागने 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. तुमारे लगे दे दिला है?
3. उसके लगे कोई हमारे नहीं है?
4. उ हमारे लागने के लगे ठीक पैसा नहीं है?
5. शिव के लगे कोई अच्छा पुस्तक नहीं है?
6. आपके लगे मार्टर है?
7. चाम्मी किसके लगे है?
8. बहनी के लगे कुछ प्याज है?

4B. Do questioning and response using the key words provided as in the model: चाम्मी, शिव - Question: चाम्मी
कैसके लगा है?

Answer: शिव के लगा है

1. चाम्पी
2. उ पुस्तक
3. मैनिसल
4. इतना पैसा
5. अच्छा रहिया
6. घटिटा कमान
7. हमारा पैसा
8. तुमारा बंगा
9. तु कारज

एपीसी

एपीसोड

एपीएस

एपीएस

एपीएस

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**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>सुबह - morning</td>
<td>पाँच बजे से तक</td>
</tr>
<tr>
<td>दोपहर - midday</td>
<td>बारह बजे से दस बजे तक</td>
</tr>
<tr>
<td>सायर - evening</td>
<td>चार बजे से सात बजे तक</td>
</tr>
<tr>
<td>रात - night</td>
<td>सप्ताह बजे से चार बजे तक</td>
</tr>
<tr>
<td>दिन - day</td>
<td>दिन बजे से चार 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 postpositionि after the name of the period. Witness रात ि, सायर ि etc. सुबह is an exception and does not take ि. It also tends to follow the specific time stated rather than preceding it, though both दोबजे सुबह and सुबह दोबजे 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 व्र  बारह बजे तक
- 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.
Repeat and Translate:

1. हम लोग संभव के निली।
2. दोष्पुर के तुम घर के लेगा?
3. अनाज रात के तुम लोग कैसी करेगा?
4. हम सबसे कॉफी पीता और सामूहिक जाय।
5. हम लोग रात वाला फिल्म देखें।
6. ठीक है, बिहान सबर दे देना।
7. माताजी दोष्पुर के बहू नहीं रखाए।
8. सब लड़का सबर स्कुल चुना जाए।
9. उन लोग रात के गिया सस्ते।
10. लोगों का से पहला बस्त कोष्पुर के आ जाए।

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

NOTE: "Let's, shall type" verbforms always end in ट्र. 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 परें, "I'm going home now." Practice will make these usages familiar.
6A. Repeat these "let's, shall" forms after the teacher.

बिनी होई देखौ बनै भोजाई कान्द करी ले जाई
रबाई सुनौ चलौ रहौ

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

हैया बैठो .
1. हैया (let's sit) |
2. बैठो लांच रेक (let's see) |
3. रोई पलनी (shall I open) ?
4. ठीक हो, एक प्यारा तक (shall we wait)?
5. उनाज कूरा कर्डा काम (let's do) |
6. तेरस्त देना (shall I give) ?
7. अर्धम, रेडिया (let's listen) |
8. रोई तुकारा में (let's go) |
9. आज गरी (let's stay) |
10. भुजार बांट (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 -अह, -़ and the more polite infinitive form ending in -नाह. The latter is more common since it somewhat
softens the harshness of the negative. \textit{न} is often heard instead of \textit{नहीं} in such commands.

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

1. सब धोप ला।
2. आपने सब पैसा दे।
3. मैं ठहर।
4. बिधान चला जाओ।
5. उस काम ठोपड़ के कर।
6. आज तुम परे रह।
7. ऐ छोटा पुस्तक लेआ।
8. ऐ चीज खाओ।
9. सिरोट पी।
10. आच्छा, बिधान 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. " \textit{बाढ़ा कैट करना} \textit{अभी} \textit{कुलता।}
2. " \textit{कैसे?} " \textit{तीक \textit{है।}}
3. \textit{आज} \textit{फिल्म} \textit{देख} \textit{जाता।}
4. \textit{ई} \textit{पाउन्ड} दे \textit{दो।}
5. कहाँ जार मांगो?  
6. कौन्ही करें?  
7. अब चली घर, और बिहान सबरे दर्सी।  
8. तब का करेगा?  
9. और कौन्ही मांगते हैं?  
10. "सांस के तुम लोग हमारे घरे आना।" "ढीक हैं, कितना बजे आइ।"

**Exercise 9, Conversational Practice**

Memorize and enact this dialogue in class.

प बस तो चला गये। हम लोग का करें?  
ढ़ अरे, जैठे। भोज वेट करे।  
प संभव वाला बस चार बजे आवे, न?  
ढ़ हाँ, कितना बजा ते आवी?  
प साढ़े बारह | हैं। कपी तेरी तक उगौला पड़ी।  
ढ़ तो अब चली घर। संभव के फिर आएगा।

**DIALOGUE FOUR**

**Frustrations Of A Traveller**

(bassTainD par duii aadmii wait kare.)

Key:  
pa. = pahlaa, 'duu. = duusraa  
pa. baawaalaa bas kitnaa baje milii?  
duu. uu to chalaa gaye.  
pa. kab gaye?  
duu. das baje.  
pa. duusraa bas kitnaa baje jaaii?  
duu. uu to saajh ke paach baje jaaii.  
pa. tab to bahut derii hoy jaaii.  
duu. haa, abhii to gyaarah bajaa.  
pa. achchhaa, baa tak MoTaa kitnaa me jaaii?  
duu. lagbhag das Dolaax me.  
pa. are bhaaii, itnaa paisaa to hamaar lage nahič hai.
duu. tab to bas agornaa parii.
pa. uu to kaa kaaam hai. chhe ghanTa baakii hai.
duu. tab kaa kareegaa? aur koi raastaa to hai nahti.
pa. haa, rait baat hai. ab chalii ghare aur bihaan
sawere dekhii.
duu. Thiik hai, lekin derii nahti karnaai.
pa. ekdam nahti. kaafii jaldi 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:
   kitnaa 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>Time</th>
<th>Hindi</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 aa?i?  
Student: uu ______ baje aa. 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 aa.ii.
3. nau baje tak agornaa paRii.
4. ham log sawere paune das baje chalaa jaagaa.
5. tum saajh ke saaRhe 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 bajar.
9. tum kitnaa baje maagtaa ae?
10. uske baRaa bhaaII lagbhag chaar baje aa jaaii.

Exercise 4, To Have And To Hold

TABLE IV, FIJI HINDI FORMS OF POSSESSION

Singular:

<table>
<thead>
<tr>
<th>Hindi</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>hamaar lage hai</td>
<td>I have</td>
</tr>
<tr>
<td>tumaar lage hai</td>
<td>you (fam.) have</td>
</tr>
<tr>
<td>uske lage hai</td>
<td>he, she has</td>
</tr>
<tr>
<td>aapan lage hai</td>
<td>I, you, etc. have</td>
</tr>
</tbody>
</table>

Plural:

<table>
<thead>
<tr>
<th>Hindi</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log/logan ke lage hai</td>
<td>we have</td>
</tr>
<tr>
<td>tum log/logan ke lage hai</td>
<td>you (fam.) have</td>
</tr>
<tr>
<td>aapke lage hai</td>
<td>you (polite) have</td>
</tr>
<tr>
<td>uu log/logan ke lage hai</td>
<td>they have</td>
</tr>
</tbody>
</table>

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

4A. Repeat and translate:

1. tumaar lage kitnaa paisaa hai?
2. hamaar lage chhe Dolaa hai.
3. uske lage koi rumaal nahii hai.
4. uu logan ke lage Thii paisaa nahii hai.
5. shi ke lage koii achchhaa pustak nahii hai.
6. aapke lage moTar hai?
7. chaabhi kiske lage hai?
8. bahanii ke lage kuchh pyaaj hai. abhii laataa.

4B. Do questioning and response using the key words provided as in the model: chaabhii, shi - Question: chaabhii kiske lage hai? Answer: shi ke lage hai.
1. chaabhii
2. uu pustak
3. pensil
4. itnaa paisaa
5. achchhaa reDiiyo
6. chhoTaa rumaal
7. hamaar paisaa
8. tumaar beg
9. uu kaagaj

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: haa. hamaar läge hai.

1. uu pustak tumaar läge hai?
2. tum logan ke läge moTar hai?
3. bahanii 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 bAaa 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.</td>
<td>raat ke baarah</td>
</tr>
<tr>
<td>12 p.m.</td>
<td>noon</td>
</tr>
<tr>
<td>7 p.m.</td>
<td>7 a.m.</td>
</tr>
<tr>
<td>10 p.m.</td>
<td>11 p.m.</td>
</tr>
<tr>
<td>3 a.m.</td>
<td>3 p.m.</td>
</tr>
<tr>
<td>6 a.m.</td>
<td>11 a.m.</td>
</tr>
<tr>
<td>2 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

5C. Repeat and translate:

1. ham log sajhaa ke milii.
2. dopahar ke tum ghave rahegaa?
3. aaj raat ke tum log kaunchii karegaa?
4. ham sawere kaufii piitaa, aur saajh ke chaay.
5. ham log raat waalaa filam dekhe jaega.
6. Thiik hai, bihaan sawere de denaa.
7. maataajii dopahar ke bahut nahii khaae.
8. sab laRkaa sawere skul chalaa jaawe.
9. uu log raat ke hiyaa soii.
10. lautokaa 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 ghave, "I'm going home now." Practice will make these usages familiar.

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

milii   de deii      lei
jaaii   dekhii      band karii
kholii  sunii       le jaaii
khaaii  chalii      rahii

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 dukaaan 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 chaalaa jaaoo.
5. uu kaam dopahar ke karo.
6. aaj tum ghare raho.
7. ii chhoTaa pustak le jaaoo.
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. __________ thoraawait karnaa. abhii bulaataa.
2. "________ kaise?" "Thilk hai."
3. aaj __________ filam dekhe jaataa. __________ chalegaa?
4. __________ duii paaunD de do.
5. __________ khaa jaae maago?
6. __________ kaunchii kare?
7. ab __________ chalii ghare, aur bihaan sawere __________ dekhii.
8. tab __________ kaa karegaa?
9. __________ aur kaunchii maagte hai
10. "saajh ke tum log hamaar ghar aanaa." "Thiik hai, ______ kitnaa baje aaii?"

**Exercise 9, Conversational, Practice**

Memorize and enact this dialogue in class.

pa. bas to chalaa gaye. ham log kaa karii?

duu. are, baiTho. thora waiT karo.

pa. sajhaa waalaa bas chaar baje aawe, na?

duu. haas, kitnaa bajar hai abhi?

pa. saarhe baarah. huu, kaafii derii tak agornaa parii.

duu. to ab chalii ghar. sajhaa ke fir aaega.
A Surprise For Dad
DIRECT OBJECTS:

Animate:

उ लड़की के देखो | उसके देखो |

uu larkhii ke dekho. uske dekho.

Inanimate:

उ पैर देखो | उ देखो |

uu per dekho. uu dekho.  (4)

INDIRECT OBJECTS:

उ लोग हम के पैसा दे दिया |

uu log ham ke paisaa de diyaa.  (4A)

PAST TENSE VERB FORMS (Transitive):

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

<table>
<thead>
<tr>
<th>खरीदा</th>
<th>खरीदीस</th>
<th>खरीदिन</th>
<th>खरीदे</th>
</tr>
</thead>
<tbody>
<tr>
<td>khariidaa</td>
<td>kariidiss</td>
<td>kariidin</td>
<td>kariide  (5).</td>
</tr>
</tbody>
</table>

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

मामा घरे रहा | मामी घरे रही |

maamaa ghare rahaa. maamii ghare rahii.  (5E)

COMPOUND VERBS:

बम लोग आ आएगा |

ham log aa jaegaa.  (6A)

INDIRECT SENTENCES:

प्रसाद के अच्छा लगा |

prasaad ke achchhaa lagaa.  (7A)
### VOCABULARY

**For Dialogue Five**

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>beTaa</td>
<td>1. son</td>
</tr>
<tr>
<td>2.</td>
<td>beTii</td>
<td>2. daughter</td>
</tr>
<tr>
<td>3.</td>
<td>chech se</td>
<td>3. from church</td>
</tr>
<tr>
<td>4.</td>
<td>aa gaye</td>
<td>4. arrived, came</td>
</tr>
<tr>
<td>5.</td>
<td>thailii</td>
<td>5. bag</td>
</tr>
<tr>
<td>6.</td>
<td>nibbuu, nabbuu</td>
<td>6. lemon</td>
</tr>
<tr>
<td>7.</td>
<td>laayaa</td>
<td>7. brought</td>
</tr>
<tr>
<td>8.</td>
<td>maakeT</td>
<td>8. market</td>
</tr>
<tr>
<td>9.</td>
<td>gayaa raha</td>
<td>9. went, had gone</td>
</tr>
<tr>
<td>10.</td>
<td>kitnaa me</td>
<td>10. for how much</td>
</tr>
<tr>
<td>11.</td>
<td>khariidaa</td>
<td>11. bought</td>
</tr>
<tr>
<td>12.</td>
<td>kuuRaa</td>
<td>12. bunch, heap</td>
</tr>
<tr>
<td>13.</td>
<td>diyaa</td>
<td>13. gave</td>
</tr>
<tr>
<td>14.</td>
<td>utnaa</td>
<td>14. that much, so much</td>
</tr>
<tr>
<td>15.</td>
<td>milaa</td>
<td>15. got, found, met</td>
</tr>
<tr>
<td>16.</td>
<td>maamaa</td>
<td>16. maternal uncle</td>
</tr>
<tr>
<td>17.</td>
<td>maamii</td>
<td>17. maamii's wife</td>
</tr>
<tr>
<td>18.</td>
<td>aataa raha</td>
<td>18. was coming</td>
</tr>
<tr>
<td>19.</td>
<td>ki</td>
<td>19. when (conjoiner)</td>
</tr>
<tr>
<td>20.</td>
<td>wijay bhaiyya</td>
<td>20. Cousin Vijey</td>
</tr>
<tr>
<td>21.</td>
<td>bulaake</td>
<td>21. invited (me) and</td>
</tr>
<tr>
<td>22.</td>
<td>le gayaa</td>
<td>22. took</td>
</tr>
<tr>
<td>23.</td>
<td>raha</td>
<td>23. was, stayed</td>
</tr>
<tr>
<td>24.</td>
<td>peR</td>
<td>24. tree</td>
</tr>
<tr>
<td>25.</td>
<td>toRnaa, tuRnaa</td>
<td>25. to break</td>
</tr>
</tbody>
</table>
26. घेर से लौटके 26. peR se torke 26. to pick from a tree and
27. दीया (है) 27. diis (hai) 27. gave, has given
28. किचन 28. kichin 28. kitchen
29. रखना, रख देना 29. rakhnaa, rakh denaa 29. to put
30. देखे 30. dekhe 30. saw, have seen
31. छुपा रखा 31. chhupaa rakhaa 31. have kept hidden
32. पहले 32. pahle 32. first, beforehand
33. वतना 33. bataanaa 33. to tell
34. तुम्हारे 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. अच्छा लगना 38. achchhaa lagnaa 38. to like
39. हमें 39. hame 39. me, to me
40. कौन, कौन 40. kaahe, kyo 40. why
41. क्योंकि 41. kyoki 41. because
42. वस्त्र, वस्त्र 42. waaste, wastin 42. for
43. शर्ट के कपड़ा 43. sheT ke kapRaa 43. shirt cloth
44. दिखाना 44. dikhaanaa 44. to show
45. बाहूया 45. baRhiyaa 45. wonderful, terrific
46. जानना 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
Unit Five

52. जग 52. gaj 52. yard (measurement)
53. सम, कमरा 53. ruum, kamraa 53. room
54. धर देना 54. dhar denaa 54. to put away

DIALOGUE FIVE

A Surprise For Dad

Key: पिता = पिता, वै = बेटा.

चेह बन से आ गये?
हैं।
अंचल में जैसी ही?
और, कुछ कैला है, और निक्कू।
कहाँ से लाया?
मैंकेट से।
और, मैंकेट में गया रहा?
जो।
अच्छा, कैला कितना में खरीदा?
बांस सेंट कुछ दिया।
निक्कू भी उसने भी मिला?
नहीं, निक्कू तै समा के घर से लाया।
और अच्छा, समा के घर भी गया रहा?
हैं, मैंकेट से आता रहा कि किज्ञ सैया मिला, और ऊँचा घरे ले गया।
मामा रहा वी?
नहीं, मामा नहीं रहा। सामी पैदे से तोड़के दीम है।
अच्छा वैटा, किचन में सर्व दे।
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.

<table>
<thead>
<tr>
<th>बीस</th>
<th>तीस</th>
<th>सात</th>
</tr>
</thead>
<tbody>
<tr>
<td>चौतिस</td>
<td>आसी</td>
<td>माई</td>
</tr>
<tr>
<td>सौ</td>
<td>सत्तर</td>
<td>पच्चास</td>
</tr>
</tbody>
</table>

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, तीस and व्यास combine to form चौतिस, 34, and पच्चास and दो combine as क्वात्त, 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 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 से and the following digit. Thus, 105 is said सौ से पांच. से must be used before से in numbers from 101 to 199, but when stating 100 itself, से does not usually appear with it; it is simply सौ.

3C. Put the following numbers into Hindi:

<table>
<thead>
<tr>
<th>41</th>
<th>72</th>
<th>87</th>
</tr>
</thead>
<tbody>
<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: आपुल, 44 सेन्ट पाउंड.

पाउंड - Question: आपुल कितना में लिया? Answer: चालिस और चार सेन्ट पाउंड.

| 1. आपुल | 44 सेन्ट पाउंड |
| 2. गुलाबी कपड़ा | 94 सेन्ट गज |
| 3. केसरी | 19 सेन्ट कुंडा |
| 4. ई सिगेट | 23 सेन्ट पैकेट |
| 5. अ दिली | 60 सेन्ट मे |
| 6. चाय | 35 सेन्ट पैकेट |
| 7. ई शैट | सात सेन्ट ढोला में |
| 8. आपना मोटर | सात सेन्ट ढोला में |
| 9. बागीर | सात सेन्ट कृंडा |
| 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></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>हमै, तम कै</td>
<td>me, to me</td>
<td>तूमै, तूम कै</td>
<td>you, to you (fam.)</td>
</tr>
<tr>
<td>उसै, उस कै</td>
<td>him, her, to him, to her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>आफन कै</td>
<td>to myself, to yourself, to themselves, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>हम लौग / लौग कै</td>
<td>us, to us</td>
<td>तूम लौग / लौग कै</td>
<td>you, to you (fam.)</td>
</tr>
<tr>
<td>आफन कै</td>
<td>you, to you (polite)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>उस लौग / उस कै</td>
<td>them, to them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 कै. Thus, क लडकै कै देखै, "Look at that girl", but क पैड देखै, "Look at that tree." Similarly with prpnouns: उसकै देखै, "Look at him (or her)" but क देखै, "Look at that".

4A. Form sentences by adding पैड देखै 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) दिखा है।
2. (him) देखो।
3. (them) बुलाए।
4. हम (her) नहीं कहते।
5. मुम्मी देव (you - familiar) ते जाई।
6. सिंह साहब (you - polite) के साथ जाओ।
7. बिजय (me) आपके दोहे ले गया।
8. (mother) दिखाओ।
9. तुम (that man) जानता?
10. तुम (your own sister) पैसा नहीं देगा?

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

पिताजी हम
तुमार दोटी कहाँ का लड़की?
लखारी रामा के बड़ा बच्चा?
तुम बेचनेवाला का लेगा?
मामा और मामी आप?

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

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

### Singular

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>हम</td>
<td>खरीदा</td>
<td>I bought</td>
</tr>
<tr>
<td>तुम</td>
<td>खरीदा</td>
<td>you (fam.) bought</td>
</tr>
<tr>
<td>के</td>
<td>खरीदिएस</td>
<td>he, she bought</td>
</tr>
</tbody>
</table>

### Plural

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>हम लोग</td>
<td>खरीदा</td>
<td>we bought</td>
</tr>
<tr>
<td>तुम लौग</td>
<td>खरीदा</td>
<td>you (fam.) bought</td>
</tr>
<tr>
<td>आप</td>
<td>खरीदा, खरीदा</td>
<td>you (polite) bought</td>
</tr>
<tr>
<td>के लौग</td>
<td>खरीदै, खरीदिए</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 -आ from the infinitive and add -इस, -िस्स. This ending is used for living things only. All other subjects may take the -आ ending, but -र, -ठ is often used with लौग, and -इन, -िन with के लौग or other third person plural subjects when one wishes to be more formal or polite.

Notice that -या- is used as a joining device between a vowel final stem and the past endings, particularly with -आ, -ठ. 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 पढ़ा are used.

There are only three irregular verbs in the past tense. The forms of लिखा and भेजा are easily recognised and quickly learned. जाना is irregular in a different way in that it has a special stem जा- 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.

कराहा
लिखा
मुना

5B. Place का before the verbforms in A above and change the form to agree with the subject as in the model:

कराहा- का कराहीस

5C. Repeat and translate these irregular forms for लिखा, भेजा and जाना after the teacher.
S. A. R. V. K. A. N. 6

5D. Repeat and translate.

1. मैं हमें नहीं कताईलैगा।
2. पिताजी तैकी स्वकीय।
3. तुम माफ़ के नीचे नाहीं लाते?
4. क लौग निकहिन मी आलू धर दीन, कि नहीं?
5. तुमारे भाई कोड़ी चला गये?
6. निव नमार्ज वास्ते कुछ कपड़ा लाड़िस।
7. लामबी, कोई काम नहीं करीस।
8. क फिल्म हम लौगन के बड़ा अच्छा लगा।
9. क लौग बालान कि प्राच लाज 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 अयस, रद्दीस and गधीस 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 देरे रहा. The म ending is obligatory with आप for these verbs, and optional with third person plural subjects and names of persons to show respect.
5E. Repeat these sentences noting the subject/verb agreement.

1. भाई नहीं रहे। ।
2. पिताजी क्या आये?
3. तुम लड़का आया?
4. धार कौन रहा?
5. हम बहिँ गया?
6. रामा सवारे चला।
7. हम नहीं गया।
8. बच्ची कहीं रही?
9. कौन आया?
10. 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: कौन रहा?

Answer: लक्ष्मी रही

लक्ष्मी, तुम भाई, सफर वोट, आदमी पिताजी, हम बहिँ, माता, दम, सिंह साड़क, बहन मुनी देव, उसके 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 आ जाना 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 बुला 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. बुला 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, किचिन में रखे दो can become किचिन में रखे with no loss in meaning. लें जाना is an exception since लेना alone can not mean "take away" or "carry". लें 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 जायेंगा।
2. तुम बसके कुला किया था?
3. किसने में कोन-ची रख दिया?
4. हम लोग उन पियारों के देख लिया। (already seen)
5. क बसके पुस्तक ले लिया?
6. में धाम बुमों मोटर स्वीद रेम। (bought)
7. हम लोग सब कैसा खा लिया। (ate up)
8. तुम किसके बता दिया? (told)
9. हम का काम कर दिया। (did)
10. इन कागज चालो जाए? (will do, will suit)
11. आपने शॉपिंग द्वारे सह गया। (was left behind)
12. इन किरसे-से कैह जाओ।

6B. Change the verbs in the sentences in A above to simple ones as in the model: हम लोग आ जायेंगा - हम लोग आयेंगा.

Exercise 7. Indirect Sentences

NOTE: In Hindi a number of things are expressed by indirect sentences. तुम कौनसा रंग उच्चार अच्छा लगे? 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, तूमी, in the Hindi sentence. Note also that the object of the English sentence, "colour", appears as the subject in the Hindi sentence, रंग.

Similarly, देरे वसन अगोंने 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 देरे 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 अच्छे लगा

प्रसाद पिताजी चलोंगी दौरा
हम राम सिंह आपन मंदी
उ तुम सवे 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: कहूँ "where" versus कहूँ "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.

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

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

लड़का के आदेश आ गये।
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 rahaa.
be. jii.
pi. achchhaa, kelaa kitnaa me khariidaa?
be. biis senT kuuRaa diyaa.
pi. nibbuu bhii utnaa me milaa?
be. nahi, nibbuu to maamaa ke ghar se laayaa.
pi. o achchhaa, maamaa ke ghar bhii gayaa rahaa?
be. haa, maakeT se aataa rahaa 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 dekhe nahi.
pi. usme kyaa chhupaa rakhhaa hai?
be. achchhaa, pahle ii bataao ki tume kaunsaa rag jyaadah
   achchhaa lage?
pi. haam, kahe?
be. kyoki tumaar waaste sheT ke kapRaa laayaa.
pi. achchhaa! dikhaao.
be. ii raha.
pi. ii to bahut baRhiyaa hai.
be. ham jaantaa rahaah ki tume gulaabii achchhaa lage.
pi. haa, lekin ii baRaa mahogaa hotii.
be. bas, ek Dolaa pachaas senT gaj.
pi. hamaar beTaa kitnaa achchhaa hai.
be. tumaar ruum me dhar detaa, achchhaa?
pi. achchhaa, beTaa.

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.

<table>
<thead>
<tr>
<th>biis</th>
<th>tiis</th>
<th>suaTh</th>
</tr>
</thead>
<tbody>
<tr>
<td>chaalis</td>
<td>assii</td>
<td>nabbe</td>
</tr>
<tr>
<td>sau</td>
<td>sattar</td>
<td>pachaas</td>
</tr>
</tbody>
</table>

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, 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. *aa uu*  

44 sent paaunD  
94 sent gaj  
19 sent kuuRaa  
23 sent paakeT  
60 sent me  
35 sent paakeT  
saarRhe tiin Dolaa me  
saat sau Dolaa me  
satrah sent kuuRaa  
aThaarah sent paaunD

Exercise 4, Objects Of Verbs

TABLE VI, FIJI HINDI DIRECT AND INDIRECT OBJECT FORMS

<table>
<thead>
<tr>
<th>Singular</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hame, ham ke</td>
<td>me, to me</td>
<td></td>
</tr>
<tr>
<td>tume, tum ke</td>
<td>you, to you (fam.)</td>
<td></td>
</tr>
<tr>
<td>use, uske</td>
<td>him, her, to him, to her</td>
<td></td>
</tr>
<tr>
<td>aapan ke</td>
<td>to myself, to yourself, to themselves, 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>us, to us</td>
<td></td>
</tr>
<tr>
<td>tum log/logan ke</td>
<td>you, to you (fam.)</td>
<td></td>
</tr>
<tr>
<td>aapke</td>
<td>you, to you (polite)</td>
<td></td>
</tr>
<tr>
<td>uu log/logan ke</td>
<td>them, to them</td>
<td></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. munii dew (you-familiar) le jaaii.
6. sth sahab (you-polite) dekhe maage.
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

tumaar chhoTii bahan uu laRkii
lakshmii raamaa ke baRaa bhaaaii

tum bechnewaalaa
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

ham

khariidaa
I bought

tum

khariidaa
you (fam.) bought

uu

khariiidis
he, she bought
Plural

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>We bought</th>
<th>You (fam.) bought</th>
<th>You (polite) bought</th>
<th>They bought</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log</td>
<td>khariidaa</td>
<td>we bought</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tum log</td>
<td>khariidaa</td>
<td></td>
<td>you (fam.) bought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aap</td>
<td>khariidaa, khariide</td>
<td>you (polite) bought</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uu log</td>
<td>khariide, khariidin</td>
<td>they bought</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 rahnaa 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.

<table>
<thead>
<tr>
<th>khariidaa</th>
<th>laayaa</th>
<th>sunaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>khaayaa</td>
<td>bolaa</td>
<td>karaa</td>
</tr>
<tr>
<td>dokhaa</td>
<td>diyaa</td>
<td>bulaayaa</td>
</tr>
</tbody>
</table>

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

(ham, etc.) (uu) (aap) (uu log)
liyaa liiis liye liin
diyaa diiis diye diin
gaya gayiis gaye gayiin

SD. Repeat and translate.

1. maa hamé nahít bataais.
2. pitaajii kхиRkii kholiis.
3. tum maakeT se kaunchii laayaa?
4. uu log kichin me aaluu dhar diin, ki nahít?
5. tumaar bhaaïi kahaa chalaa gaye?
6. shiw hamaar waaste kuchh kapRaa laaiis.
7. lakshmi koii kaam nahít kariis.
8. uu filam ham logan ke baRaa achaahhaa 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 rahiis.</td>
</tr>
<tr>
<td>laRkaa kab gayaa?</td>
<td>laRkii kab gayii?</td>
</tr>
</tbody>
</table>

SE. Repeat these sentences noting the subject/verb agreement.

1. maamii nahít rahii.
2. pitaajii kab aaye?
3. koii laRkaa aa gayaa.
4. ghare kaun raha?
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. lakshmi - Question: ghare kaun raha?
Answer: lakshmi rahee.

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 jaega 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 jaanaa 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 jaega.
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. sth sahab duusraa moTar khariid liis. (bought)
7. ham log sab kelaa khaaa liyaa. (ate up)
6B. Change the verbs in the sentences in A above to simple ones as in the model: ham log aa jaagaa - ham log aagaa.

Exercise 7, Indirect Sentences

NOTE: In Hindi a number of things are expressed by indirect sentences. tum kaunsa rag jaadaa achchhaa lage? 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: prasaad - prasaad ke achchhaa lagaa.

prasaad - pitaajii - chalaanewaalaa
ham - raam sih - aapan bhaaaii
uu - tum - sab log

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 bhaiyaa ke bataayaa?
laRkaa    haa. uu boliis ki uske paisaa do.
ammaa     to kaa karaa, tum?
laRkaa    paisaa de diyaa.
ammaa     Thiik karaa, beTaa.
UNIT SIX
Riding In A Bus
COMPARATIVE (With Adjective Agreement):
1. शीतला उस से कड़ी है।
2. रामा उस से पतला है।
1. shiilaa us se baRii hai.
2. raamaa us se patlaa hai. (3B)

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

AGE:
1. तुम मिति ना साल के हैं?
2. हम पंढर 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 moTaa kaun rag ke hai?
piila (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? हॉ, सके
tum kuchh sake do, na? haa, sake. (9)

PAST PERFECT TENSE:
tum maakeT gayaa raha?
tum maakeT gayaa rahaa? (10A)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>kaaiibiitii</td>
<td>1. a Fijian</td>
</tr>
<tr>
<td>2.</td>
<td>hinduustaanii</td>
<td>2. A Fiji Indian</td>
</tr>
<tr>
<td>3.</td>
<td>kaaiibiitii baat</td>
<td>3. Fijian language</td>
</tr>
<tr>
<td>4.</td>
<td>baat karna</td>
<td>4. to talk, to converse</td>
</tr>
<tr>
<td>5.</td>
<td>jagah</td>
<td>5. place, space, room</td>
</tr>
<tr>
<td>6.</td>
<td>naam</td>
<td>6. name</td>
</tr>
<tr>
<td>7.</td>
<td>naawuuaa</td>
<td>7. a town on Viti Levu near Suva</td>
</tr>
<tr>
<td>8.</td>
<td>yahii</td>
<td>8. here (formal)</td>
</tr>
<tr>
<td>9.</td>
<td>rahnaa</td>
<td>9. to live, to stay</td>
</tr>
<tr>
<td>10.</td>
<td>duur pe</td>
<td>10. at a distance</td>
</tr>
<tr>
<td>11.</td>
<td>naadii</td>
<td>11. a town on Viti Levu</td>
</tr>
<tr>
<td>12.</td>
<td>idhar</td>
<td>12. in this direction, here</td>
</tr>
<tr>
<td>13.</td>
<td>kaam se</td>
<td>13. on business</td>
</tr>
<tr>
<td>14.</td>
<td>khaalii</td>
<td>14. only, empty</td>
</tr>
<tr>
<td>15.</td>
<td>ghumnaa</td>
<td>15. to tour, to travel</td>
</tr>
<tr>
<td>16.</td>
<td>eyapaut</td>
<td>16. airport</td>
</tr>
<tr>
<td>17.</td>
<td>naukrii</td>
<td>17. job</td>
</tr>
<tr>
<td>18.</td>
<td>pariwaar</td>
<td>18. family</td>
</tr>
<tr>
<td>19.</td>
<td>udhar</td>
<td>19. in that direction, there</td>
</tr>
<tr>
<td>No.</td>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>20.</td>
<td>bachchaa</td>
<td>child, children</td>
</tr>
<tr>
<td>21.</td>
<td>bachche</td>
<td>children (formal)</td>
</tr>
<tr>
<td>22.</td>
<td>aurat</td>
<td>woman, wife</td>
</tr>
<tr>
<td>23.</td>
<td>yaar</td>
<td>brother, mate, chum</td>
</tr>
<tr>
<td>24.</td>
<td>hotaa</td>
<td>(if there) were</td>
</tr>
<tr>
<td>25.</td>
<td>aate</td>
<td>would come</td>
</tr>
<tr>
<td>26.</td>
<td>kamaal ke</td>
<td>marvelous, wonderful</td>
</tr>
<tr>
<td>27.</td>
<td>siikhnaa</td>
<td>to learn</td>
</tr>
<tr>
<td>28.</td>
<td>samajhnaa</td>
<td>to understand</td>
</tr>
<tr>
<td>29.</td>
<td>samajh gaye</td>
<td>I see, I understand</td>
</tr>
<tr>
<td>30.</td>
<td>baat</td>
<td>thing, matter, reason, language</td>
</tr>
<tr>
<td>31.</td>
<td>kisaan</td>
<td>farmer</td>
</tr>
<tr>
<td>32.</td>
<td>laRkan</td>
<td>boys</td>
</tr>
<tr>
<td>33.</td>
<td>saghe, saaTh</td>
<td>with</td>
</tr>
<tr>
<td>34.</td>
<td>khetii karnaa</td>
<td>to farm</td>
</tr>
<tr>
<td>35.</td>
<td>makenik</td>
<td>mechanic</td>
</tr>
<tr>
<td>36.</td>
<td>paRhnna</td>
<td>to read, to study</td>
</tr>
<tr>
<td>37.</td>
<td>shaadii</td>
<td>marriage, wedding</td>
</tr>
<tr>
<td>38.</td>
<td>ho(y) jaanaa</td>
<td>to happen, to take place</td>
</tr>
<tr>
<td>39.</td>
<td>sab se</td>
<td>-est (superlative)</td>
</tr>
<tr>
<td>40.</td>
<td>jo hai, jon hai</td>
<td>emphasizes preceding word or phrase</td>
</tr>
<tr>
<td>41.</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
Riding In A Bus

का  माई साइकिल, आप काइबिली बात करते थे?
हो बहुत चौंका।
का  इस जगह के कौन नाम है?
हो इस नाम नाबूझा है।
का  आप यहीं रहते हो?
हो जी हाँ, बस थोड़ा दूर रहे।
का  ओ, अच्छा?
हो हमारे घर कहाँ?
का  हम नौकरी में रहता?
हो बड़ार कहाँ जाता?
का  सुकूर।
हो कुछ काम से आँख के स्वागत क्यूँ साथ?
का  नहीं, थोड़ा काम रहा।

हो नौकरी में हम बौन काम करो?
का  शौकिये पर हमारे नौकरी है?
हो पश्चिम दी उठड़ा है?
का  जी हाँ, दो कवे है?
हो तब अंग्रेज़ी सी होई?
का  और खां आर! आरत नहीं हैता? बच्चे
कहाँ से आते?
का आपके किसने बनाये?

हमारे पाँच लड़के हैं, और तीन लड़की।

का लड़कों कैसे कहे?

हम दुसरे तो हमारे संयोजन स्वीकार करे, सफल अनेकों है, और दुसरे समूह पके।

का कुछ लड़की के बाद की होच गये?

सब से बड़ी जोन है, उसने शादी की होच गये। इस से छोटी पड़े और सब से हौटकानी खोए हैं अभी।

का सब से छोटी के कितना उम्र है?

उस साल चार साल के है।

का तब तो काफी छोटी ही है?

है। अच्छा, हम यहीं हटे जाएं। यह आय गये।

का बहुत अच्छा रहा?

कभी आना चाहे, ना?

अच्छा, मैं तो होगा, तो जस्ता आ जायेगा।

अच्छा तो?

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: जौटिंडे 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 जौटिंडे लम्बा है may be said with a comparative meaning. Note that as with other postpositions, से requires
that के  become उस and that बी  become इस . 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. जोकिन्द्र तुम से लम्बा है।
2. तुम हम से पतला है।
3. लौटका बाँदी से बढ़ा है।
4. लाहौली अम्मा से छोड़ा छोटी है।
5. ये काम उस से बहुत कड़ा है।
6. उस पौकेट ईसे बला से बड़ा है।
7. तुमारे बॉट हमारे बॉट से काफ़ी लम्बा है।
8. उस लाल कपड़ा इस से महंगा है।
9. सिंह सहक हम से बहुत ज्यादा मीठा है।
10. उस जगह यहीं से अच्छा है।

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

(1) —— उस से बड़ी है — शीतला —— 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: अस से बड़ी कौन है? Answer: शीर्षक।

<table>
<thead>
<tr>
<th>बड़ी</th>
<th>लम्बी</th>
<th>अच्छी</th>
</tr>
</thead>
<tbody>
<tr>
<td>छोटी</td>
<td>बड़ा</td>
<td>लम्बा</td>
</tr>
<tr>
<td>अच्छी</td>
<td>पतला</td>
<td>मोटी</td>
</tr>
<tr>
<td>मोटा</td>
<td>छोटा</td>
<td>पतली</td>
</tr>
</tbody>
</table>

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 दोरे 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 कुंड में सब से लंबा कौन रहा?

5. तुमारे खैली में सब से बड़ा चीज कौनसा है?

6. आज सब से देरी में कौन आईसा रहा?

7. सब से अच्छा पुस्तक कौनसा है?

8. सब से अच्छा दम कौन दुकान में मिले?

9. सब से काफ़ी काम किसके है?

10. सब से बड़ा मीटर किसके पास है?

3F. Do questioning and response between students as in the model: Question: तुमारे चर्चे सब से बड़ा कौन है? Answer: पिताजी 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 लोज is used for material things which one can actually own - clothing, personal articles, etc. - while that without लोज 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 लौटे दुकान अच्छा कपड़ा है।
3. आपके माता - पिता हैं?
4. तुम्हारे पास समाल है?
5. उसके खाली एक हाथ है।
6. क लागन के ली चार है नहीं?
7. हम लेग के पास और पैसा तो है?
8. हमारे मामा के कितना लड़की है?
9. किसान के लौटे बाड़ा. के पैसा नहीं है।
10. क बाबू के तुम्हारे कितना चाई है?
11. कौन भोजन के बॉने रंग है?
12. के लौटे आड़ा. के पैसा नहीं है।

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.

संजय: तुम कौन जगह रहते?
लता: लम्बाई में।
संजय: कौन काम करता?
लता: हम टीचा दे।
संजय: शादी होय गये?
लता: जी हाँ, हमारे आदमी भी पढ़ते।
संजय: तू कितना बच्चा है?
लता: धीरे लड़का है अभी।
संजय: कितना साल के है?
लता: प्यारे साल।
संजय: आपका नाम?
लता: लता दादी।
संजय: अच्छे हो, लता। फिर मिलेगा।
लता: अच्छे, जकर।

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

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

क कितना साल के है?
Answer: क साल
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: पीला - Question: उसके मोटर रंग के हैं? Answer: पीला (रंग के) हैं.

पीला, ऊजरा, लाल, हीरेयर, काँफ़्या, कल्हू

6B. Form your own responses to these questions.

1. तमें कौन सा रंग उच्चा लौग?
2. तुम से क्या अच्छा लौग?
3. क पाउल से छर से कौन लौग रहे?
4. कुश उससे काफी है?
5. तुम कौसा कपड़ा खोजा, पीला कि हीरेयर?
6. इला लाल समाल किससे होई?

**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 आप 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 -आ ending, (2) the Hindi sounds are quite distorted, (3) the verb ए is replaced by देता (often pronounced देते), 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 -आ endings when talking about his sons, and uses the colloquial आप गाये instead of the more formal आप गाया. 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 लिखक. For his part, the Indian switches between the usual
present tense form in कहा जाता and the very informal आ, ते forms in काम काम करे and कामाल के हिदी जाने. These forms are used when 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 ते forms in your own speech. We explain the आ, ते 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. तूम -- आप often with corresponding changes in verbform
2. अंस -- मैं with accompanying ते often becoming हूँ
3. ओ ले गा -- दे often with corresponding changes in verbform
4. तुम्हारे -- आपके when possessive and before postpositions
5. हमारे -- मेरे when possessive and before postpositions
6. -आ -- -र as the ending for masculine plural nouns and adjectives
7. के -- की as marker for both direct and indirect object
8. -के -- -के for all plural subjects
9. इत्यादि -- था and may change to agree in gender with subject
10. Commands such as बैठो, बैठना -- बैठिए
11. Compound verbs such as आय गये, हो जाता -- आ गया, हो जाता and may change to agree in gender with subject
12. Third person present tense forms such as कर्ता -- 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 कोला -- कोलेगा, कोलेगी with singular and plural subjects respectively, and may change to agree in gender with subject
Word Changes: Informal to Formal

1. है, कै -- यह, वह
2. हियाँ, हुवा -- यहाँ, वही
3. काहे -- कस्ता
4. का, कोनिया -- क्या
5. बिहान -- कल
6. मैथा -- माई
7. बढ़नी -- बढ़न
8. दुई -- दो
9. लोग (possessive) -- पास

7A. Translate and change to Fiji Hindi.

1. आप का नाम क्या है?
2. मैं अभी आक नहीं।
3. आइवे, बैठिये।
4. आपकी पास कितनी शॉर्ट है?
5. आप कहीं क्यों गये?
6. वह मेरे माई को नहीं जानता था।
7. दो आदमी बैठें।
8. यह पुस्तक बहुत अच्छी है।
9. सब बच्चे पानी पीते हैं।
10. सब लैण हिन्दी सीखते हैं।

7B. Change the following sentences to formal Hindi.

1. कै 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</td>
<td>Monday</td>
</tr>
<tr>
<td>मंगर</td>
<td>Tuesday</td>
</tr>
<tr>
<td>बुधवार</td>
<td>Wednesday</td>
</tr>
<tr>
<td>बिहारवार</td>
<td>Thursday</td>
</tr>
<tr>
<td>सुवार, शुक्लवार</td>
<td>Friday</td>
</tr>
<tr>
<td>शनिवार</td>
<td>Saturday</td>
</tr>
<tr>
<td>रविवार</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

8B. Do questioning and response using the days of the week as in the model: Question: आज कौन 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 सी जाना, (See Unit Two, Exercise 5) two different orders are possible: तुम आज आए सको or तुम आज सके आओ. One can also hear तुम आज सके 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 -है, -हूँ, -हैं, etc. Thus, "I will be able to go tomorrow" will be: हम बिहान जाएँ सकेंगे.

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, सकना must come after the main verb, not before it, and takes all person and tense endings. The main verb takes no -स, -न 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 बिदियां जाएं सकेगा।
2. तुम आज आए सको?
3. विद्या से बौनियों सकें देखे?
4. इसे तू कहा है। हम लोग कुछ नहीं करे सकता।
5. रात के हम सोंगे नहीं सका।
6. कुछ के नहीं, तो हम लोग बिखरे के मिले सकेंगा।
7. हरी पैसा इतना के सके देवे।
8. आदि आपने औरत के कुछ नहीं सके बेख़ौफ़े।
9. तुम नित्य प्यारा नज़ोंसे सके पीज़ो?
10. उ हौग बहुत निक्लू नहीं सकें सख़स।

9B. Enact this small dialogue between members of the
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 जा गया, दिसा or past perfect forms like जा गया हो, दिसा हो. 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 रहा, 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 सीट क्या? तुम सीट क्या रहा?

1. तुम सीट क्या?
2. हम खाली की कहना सोचा।
3. मैंने स्कूल आफ़सिया आली।
4. उसके द्वारा हम पहले देखा।
5. वे लोग हमें कुछ नहीं कहा।
6. वे बताए। तुम उसके कौन बनाया किया?
7. वे सवाल अच्छा कमरा से धारा दिया।
8. अम्मा कुछ आनु हम लाइस।
9. वे हैट के कपड़ा कब खरीदा?
10. वे हम से भी कुछ वैसा 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 - टीक . Students - wood.

1. टीक (right) टीक (wood)
2. साध (with) साध (seven)
DIALOGUE SIX
Riding In A Bus

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

kaa. bhaaiai saahab, aap kaaibiitii baat karte?
hi. baahut thoRaaā.
kaa. ii jagahe ke kaum naam hai?
hi. ii naawuwaā hai.
kaa. aap yahīt rahte haat?
hi. jii haā, bas thoRaa duur pe.
kaa. o, achchhhaa.
hi. tumaar ghar khaaā?
kaa. ham naadii me rahtaā.
hi. idhar khaaā jaataa?
kaa. suuwaa.
hi. kuch kaan se aayaa ki khaalii ghuume aayaa?
kaa. nahīt, thoRaa kaam rahaā.

hi. naadii me tum kaun kaam karo?.
kaa. eyapauT par hamaar naukrii hai.
hi. pariwaar bhii udhar hai?
kaa. jii haā, do bache hae.
hi. tab aurat bhii hoiū.
kaa. are yaari! aurat nahīt hotaa to, bache khaaā se aate?
hi. tum to kamaal ke hindii jaano.
kaa. haā, ham skuul me siikhaa rahaā.
hi. o, samajh gaye. ii baat hai.
kaa. jii. aap kaun kaam karte haat?
hi. ham to kisaan hai.

kaa. aapke kitne bache?
hi. hamaar paach laRaakaa hai, aur tiin laRkii.
kaa. laRkaa kaunchii kare?
hi. duii to hamaar saghe khetii kare, ek makenik hai,
aur duii skuul paRahe.
kaa. laRkii ke shaadii hoy gaye?
hi. sab se baRii jon hai, uske shaadii to hoy gaye. us se
chhoTii paRaawee, aur sab se chhoTkanii ghaare 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.
kaa. bahut achchhaa raha.
hi. kabhii aanaa ghare, na?
kaa. achchhaa, maukaa lage, to jaruur aa jaaegaa.
hi. achchhaa to.
kaa. 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 naaadii se baraa hai.
4. lakshmii ammaa 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 hoiii.
9. sii saahab ham se bahut jyaadaa moTaa hai.
10. uu jagah yahii se achchhii hai.

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 hai - 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
choTii baRaa lambaa
achchhii patlaa moTii
moTaa choTaa 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 after.

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 choTaa aadmii kaun hai?
4. ii kuusaa me sab se lambaa kelaa kaun raahaa?
5. tumaar thalii me sab se baRhiyaa chiiij kaunsaa hai?
6. aaj sab se derti me kaun aaiis raahaa?
3F. Do questioning and response between students as in the model:

Question: tumaar ghare sab se baRaa kaun hai?
Answer: pitaajii sab se baRaa kaTaT. 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 kapRaa 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 bhaaiii 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 rahta?
lataa  lambaasaa me.
saroj  kaun kaam karta?
lataa  ham Tiichaa hai.
saroj  shaadii hoy gaye?
lataa  jii haa, hamaar aadmii bhi parhaaaw.
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  achchaa, jaruur.

turn  kaun jagah rahtaa?

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, ujjar, 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 gulaabi gharma kaun log rahe?
4. kuchh ujjar 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.

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

Grammar Changes: Informal to Formal.

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2. ham -- mai with accompanying hai often becoming huu
3. uu log -- we often with corresponding changes in verb forms
4. tumaar -- aapke when possessive and before post-positions
5. hamaar -- mere when possessive and before post-positions
6. -aa -- -e as the ending for masculine plural nouns and adjectives
7. ke -- ko as marker for both direct and indirect object
8. hai -- hai for all plural subjects
9. rahaa -- thaa and may change to agree in gender with subject
10. Commands such as baiTho, baiThnaa -- baiThiye
11. Compound verbs such as aay gave, hoy jaataa -- aa gayaa, ho jaataa and may change to agree in gender with subject
12. 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
13. Third person future forms such as bolii -- bolegaa, bolege with singular and plural subjects respectively, and may change to agree in gender with subject

Word Changes: Informal to Formal.

1. ii, uu -- yah, wah
2. hiyaa, huwaa -- yahii, wahii
3. kaahe -- kyo
4. kaa, kaunchii -- kyaa
5. bihaan -- kai
6. bhaiyaa -- bhaaii
7. bahanii -- bahan
8. duii -- do
9. läge (possessive) -- paas

7A. Translate and change to Fiji Hindi.

1. aap kaa naam kyaa hai?
2. mai abhii aataa huw.
3. aaiye, baiThiye.
4. aapke paas kitnii mo TAR hai?
5. aap wahii kyo gaye.
6. wah mere bhaaii ko nahi jaanta thaa.
7. do aadmii bolege.
8. yah pustak bahut achchhii hai.
9. sab bachche paanii piite hai?
10. sab log hindii siikhte hai.

7B. Change the following sentences to formal Hindi.

1. uu aadmii kaun hai?
2. ham duii paunD maagtaa.
3. uu log ghare nahi hai.
4. tumaar bahanii kaafii motii hai.
5. raamaa bihaan aaii.
6. harii ke bulaa denaa.
7. maakeT se aataa rahaa ki wijay bhaiyaa milaa.
8. uske shaadii hoy gaye?
9. uu hiyaa kaahe baiThete?
10. uske sab laRkaa achchhii hai.
11. hamaar läge paisaa nahi hai.
12. ii kaunchii hai.

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
magar, magalwaar Tuesday
budh, budhwaar 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.

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. achchhhaa, jaao.

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 dekhaa.
5. uu log hame kuchh nahii bataain.
6. ii bataao. tum uske kaunchii diyaan?
7. harii sab aapan kamraa me dhar diyaa.
8. ammaa kuchh aaluu bhii laaiis.
9. ii sheT ke kapRaa kab khariidas?
10. uu ham se bhii kuchh paisaa maagaa.
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.

pachaas aur paach  
piilaa pustak  
tab to  
tum tiin jaataa  
chaalis aur chaar  

chaudah chiij  
kaun kaam karo  
kiskekelaa  
ek Tin TamaaTar
11B. Practice the aspirated sounds in these phrases.

dekho, huwa rakko
chhe achchha chhaapaa (photos).
haath me thailii thii.
miiThaa (sweetness) Thiiik 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
Thiiik. Students: wood.

1. Thiiik (right) Tiik (wood)
2. saath (with) saat (seven)
3. khaalii (empty) kaalii (goddess)
ANSWER GUIDE - UNIT ONE

STRUCTURAL MODELS

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.
bea. What kind of price is (it)?/How's the price?
be. Forty cents (a) pound.
bea. 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 Tamaat, paach Tamaat
2. ek appul, das aapul
3. ek paaunD, saat paaunD
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:

(transl.) This price is right. - This is the right price.
1. ii Thiik daam hai.
2. uu aapke paisaa hai.
3. ii achchh aa pu laa hai.
4. uu aapke duii pu unD hai.
5. uu achchh aa luu hai.
6. uu chhoTaaj pyaaj hai.
7. achchh aa 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 take away/to carry

to stay/to be

to listen/to hear

to be

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

de jaanaa dekhnaa bolnaa

de denaa honaa sunnaa

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

7B. kuchh achchh aa pyaaj le jaa. Take along some good onions.
    ii chaalis senT le jaa. Take along this forty cents.
    uu chaalis pu unD aaluu le jaa. Carry these forty pounds of potatoes.
    sab paisaa le jaa. Take away all the money.
7C. uu sab de do.
    ii paisaa de do.
    etc.
    Give (me) all that.
    Give (me) this money.

7D. A. uu sab dekhnaa.
    Etc.
    Please look at all that/those
    Etc.
    B. kuchh achchhaa
    pyaaj le jaanaa.
    Etc.
    Please take along some good
    onions.
    Etc.
    C. uu sab de denaa.
    Etc.
    Please give (me) all that.
    Etc.

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 nahit hai.
    2. uu paisaa aapke nahit hai.
    3. ii aapul achchhaa nahit hai.
    4. uu duii paaunD aapke nahit hai.
    5. uu aaluu achchhaa nahit hai.
    6. uu pyaaj chhoTaa nahit hai.
    7. daam achchhaa nahit 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 B 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,</th>
<th>he/she,</th>
<th>you (formal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (sing.),</td>
<td>they</td>
<td></td>
</tr>
<tr>
<td>you (pl.)</td>
<td>will sit</td>
<td>will sit</td>
</tr>
</tbody>
</table>

(4)

Verbal Objects Of To Want:

1. We want to see Taveuni.
2. We want to see Taveuni. (5B)

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.
Answer Guide - Unit Two

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)

- will sit
- will come
- will be/stay
- will see/look
- will want
- will take away/
- will listen/hear
- will call/invite
- carry
- will speak/say

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

- ham  baiThegaa
- tum  baiThegaa
- ham log baiThegaa
- tum log baiThegaa
- ham  dekhega

Etc.

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

- baiThii  aaii
- dekhii  maagii
- sunii  bulaaii
- rahii  le jaaii
- bolii

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

- baithega  aaege
- dekhega  maagege
- sunega  bulaaage
- rahega
- le jaaage
- bolege

4E. Repeat the irregular forms.

I, etc., will take  he/she will take  you will take
I, etc., will give  he/she will give  you will give

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

1. bolegaa  (translation) I won't speak.
2. baiThegaa  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 khaae.
3. tum TamaaTar maagtaa le jaae?
4. aap hiyaa–maagtaa baiThe ki huwaa.
5. uu kuch maage bole.

Exercise 6, Negatives

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

<table>
<thead>
<tr>
<th>three</th>
<th>how much</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>seven</td>
<td>price</td>
<td>call/invite</td>
</tr>
<tr>
<td>two</td>
<td>Prasad</td>
<td>fourteen</td>
</tr>
<tr>
<td>seventeen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>tin</th>
<th>dance</th>
<th>packet</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomato</td>
<td>little</td>
<td>powder</td>
</tr>
<tr>
<td>cent</td>
<td></td>
<td>pound</td>
</tr>
</tbody>
</table>

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
doo eat
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
le jaao lo
hindii holo suno
ghar aao
dekhe jaao de do
jakao dekho
kaam
dekhe jaaon
dekho
karo
laao
le jaaon
lo

pustak
deo
e tc., same as kaagaj above

rumaal
deo
e tc., same as kaagaj above

kursii me
baiTho
khaao
karo
piio
soo

ii chhoTaa mej
deo
e tc., same as for kaagaj above

mej par
aaon
baiTho
chalo
dekho
jaao
khaao
karo
le jaaon
piio
soo

Exercise 4, Fiji Hindi Possessives

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

4B. Repeat these possessive phrases. (translation)

your money
his/her brother
their house
my, your, etc.,
handkerchief

my older sister
your (polite) father's job
our car
that boy's brother
4C. Form answers to the questions using the word(s) in brackets. Model: (translation) Whose car is that? (Rama) - It's 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 sǐh saahab ke hai.
8. uu munii dew ke hai.
9. ii harii ke hai.
10. uu prasaad ke bahaniai 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>
</tr>
</thead>
<tbody>
<tr>
<td>In (the) bag</td>
<td>In (the) pocket</td>
</tr>
<tr>
<td>Here</td>
<td>There</td>
</tr>
</tbody>
</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 bhaaaii kahii hai? dukaan me hai.
  hiyaa (hai).
  etc.

5C. Repeat these locative phrases. (translation)

<table>
<thead>
<tr>
<th>At work</th>
<th>At the shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the table</td>
<td>On the telephone</td>
</tr>
</tbody>
</table>
5D. Complete the sentences with pe or par.

Model: (translation) Lakṣṭhmi - work
Lakṣṭhmi 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  
baRaa laRkaa  
baRaa bhaaii  
baRaa laRkaa  
baRii laRkii

Exercise 7, Present Tense

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

boltaa, bole, bolte  
aataa, aae/aaawe, aate

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. waif karo, ham kuchh paanii laataa.
8. uu ii kursii me nahii baiThe.
9. tum/tum log paisaa detaa ki nahii (or) uu/uu log paisaa de, ki nahii?
10. tum baRaaawaalaa le jaao, uu/uu log chhoTaawaalaa le jaawe/jaae.

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
sotaat jaataa baiThtaa

7F. Form your own responses as in the model: (translation) What is he/she doing? - He/she is listening to the radio. Open-ended response. Guide not needed.

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. nasiinu bas chalii abhii?
6. thoRaa baitho, abhii dekhegaa.
7. wait karo, hamaar chhoTii bahani kuchh paani laaaii.
8. ham ii kursii me nahii baiThegaa.
9. aap paisaa dege, ki nahii?
10. tum barawaalaa le jaao, ham chhoTaawaalaa le jaaegaa.

Exercise 8. Pronunciation Practice

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

<table>
<thead>
<tr>
<th>ten</th>
<th>now</th>
<th>eighty</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>enough</td>
<td>eggplant(s)</td>
</tr>
<tr>
<td>number</td>
<td>then</td>
<td>fifteen</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>price</th>
<th>eight</th>
<th>forty</th>
</tr>
</thead>
<tbody>
<tr>
<td>four</td>
<td>little</td>
<td>was</td>
</tr>
<tr>
<td>you</td>
<td>money</td>
<td>a little</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>paper</th>
<th>good</th>
<th>boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>tomato(es)</td>
<td>thank you</td>
</tr>
</tbody>
</table>

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. Open ended response. Guide not needed.

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>saarRe paach</td>
<td>sawaa paach</td>
</tr>
<tr>
<td>saawaa do</td>
<td>sawaa do</td>
</tr>
<tr>
<td>paune chhe</td>
<td>saarRe baarah</td>
</tr>
<tr>
<td>sawaa chhe</td>
<td>saawaa chhe</td>
</tr>
<tr>
<td>saarRe baarah</td>
<td>paune baarah</td>
</tr>
<tr>
<td>saawaa das</td>
<td>saarRe saat</td>
</tr>
<tr>
<td>sawaa nau</td>
<td>paune do</td>
</tr>
<tr>
<td>sawaa nau</td>
<td>saarRe tiin</td>
</tr>
<tr>
<td>sawaa tiin</td>
<td>saarRe das</td>
</tr>
<tr>
<td>paune das</td>
<td>paune chhe</td>
</tr>
<tr>
<td>paune aaTh</td>
<td>saawaa 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 at 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 hook.
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 lage hai? shiw ke lage hai.
2. uu pustak Takshmi 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 lage.

A. tumaar paas kitnaa paisaa hai? etc.
B. chaahhii kiske paas hai? shiw ke paas hai.
   uu pustak. Takshmi 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
saajh ke paach baje
dopahar ke do baje
saajh ke saat baje
raat ke das baje
raat ke tiin baje
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 pallaa kholii
4. Thiik hai, ek ghanTaa tak' waiT karii (or) agorii.
5. aaj kuchh kaRaa kaam karii.
6. terah Dolaa de deii?
7. achchhaa, 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 karna.
6. aaj tum ghare nahii rahna.
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 abhi bulaataa.
2. "tum kaise?" "ham Thiiik hai."
3. aaj ham film dekhe jaataa. tum/tum log chalegaa.
4. tum duui paaun de do.
5. tum kahaa jaaa maago?
6. uu kaunchii kare?
7. ab ham/ham log chalii ghare, aur bihaan sawere ham log dekhii.
8. tab tum/tum log kaa karegaa?
9. aap aur kaunchii maazte hai?
10. "saajh ke tum log hamaar ghare aanaa." "Thiiik 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):

<table>
<thead>
<tr>
<th>I, we, you (sing.), you (pl.)</th>
<th>he/she</th>
<th>they</th>
<th>you (polite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>bought</td>
<td>bought</td>
<td>bought</td>
</tr>
</tbody>
</table>

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: pl. = father, he. = son.
You've come back from church?
Yes.
What's in that bag?
Oh, there are some bananas and lemons.
Where did you get them?
From the market.
Oh, you went to the market, too?
Yes.
I see, how much did you buy the bananas for?
I gave twenty cents a bunch.
Did you get the lemons for that much, too?
No, I got the lemons from uncle's house.
Oh I see, you went to uncle's house, too?
Yes, I was coming from the market when I met cousin Vijey, and he invited me home.
Was uncle at home?
No, uncle wasn't there. Auntie picked them from the tree and gave them to me.
Okay, son, put them in the kitchen.
You didn't see this bag.
What have you kept hidden in it?
Well, first tell me this, which colour do you like the most?
Because I brought a shirt cloth for you.
Here you are.
This is really wonderful.
I knew that you liked pink.
Yes, but this must be very expensive.
Just one dollar fifty cents a yard.
What a good son I have!
I'll put it in your room, all right?
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?

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 jaaegaa.
6. sih saahab aapke dekhe maage.
7. vijay hame aapan ghare 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 bataaiis? pitaajii ke bataaiis.
    " tumaar chhoTii bahan ke
    " lakshmii ke
    " tume
    " uu logan ke
    " uu log ke
    " hame
    " uu laRkii ke
(uu) kiske bataaish?
   " raamaa ke baRaa bhaaaii ke
   " bechnewaalaa ke
   " ii aadmii 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? nahii, uske nahii jaane.
tumaar chhoTii bahan uske
lakshmii uske
tum hame
uu logan uu logan ke
maamaa aur maamii uu log ke
ham tume
uu laRkii uske
raamaa ke baRaa bhaaaii uske
bechnewaalaa uske
ii aadmii uske
aap hame

Exercise 5, Past Tense

5A. Repeat and translate these past tense forms.

| bought | brought | heard/listened |
| ate    | spoke    | did            |
| saw/looked | gave    | called/invited |

5B. Place uu before the verb forms in A and change the form to agree with the subject.

uu khariidiis uu laaaiis uu suniis
uu khoaaiis uu boliis uu kariis
uu dekhiis uu diis uu bulaaiis

5C. Repeat and translate these irregular forms for lenaa "take", denaa "give", and jaanaa "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 kitchin, 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 bhaaii  rahaa, rahe
    "  hamaar beTii  rahii
    "  ham  rahaa
    "  munii dew  rahaa
    "  ek chhoTaa aadmii  rahaa
    "  uu logan ke ma  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 rahaa.
12. ii kursii me baiTho.

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
five
no
here
to want
why
because
evening
expensive
colour
evening
there
8B. Practice the following words. (translation)

<table>
<thead>
<tr>
<th>mother</th>
<th>to want</th>
<th>but</th>
</tr>
</thead>
<tbody>
<tr>
<td>sixty</td>
<td>why</td>
<td>closed</td>
</tr>
<tr>
<td>man</td>
<td>go</td>
<td>I</td>
</tr>
<tr>
<td>gave</td>
<td>work/job</td>
<td>must be</td>
</tr>
</tbody>
</table>

**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.
ANSWER GUIDE - UNIT SIX

STRUCTURAL MODELS

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
kaa. 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.
Exercise 2, Drilling The Dialogue

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 achchhaa 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
ChhōTii - shiilaa
achchhaa - 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 baRii - biggest
- sab se chhoTii - smallest
- sab se achchhaa - 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 bhii hai?
2. aapke/tumaar paríwaar hai?
3. hamaar tiin bhaliyaa hai aur duii bahanii.
4. kiske bis bachihaa hai?
5. tumaar kitnaa bhaaii hai?
6. uu log ke tiin bachchaa hai.
4C. Translate into Hindi.

1. tumaar lage ek Dolaa hai?
2. uske lage bahut pustak hai.
3. chaabhi 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 kaunchii hai?
2. I'm coming right away. ham abhii aataa (hai).
3. Come, sit down. aao, baiTho.
4. How many cars do you have? aap ke lage kitnaa moTar hai?
5. Why did you go there? tum huwaak kahe gayaa?
6. He didn't know my brother. uu hamaar bhaiyaa ke nahi' jaanta rahaa.
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 paanii 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/mzaagtiy hu,. 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 aagaa. Rama will come tomorrow.
6. harii ko bulaa diijiye. 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 baaiThtaa hai? Why is he sitting here?
10. uske sab laRke achchhe hai. All his/her boys are nice.
11. mere paas paisaa nahii 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 sooyaa 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 nahii bataain rahaa. They told me nothing.
6. ii bataao. tum uske kaunchii diyyaa rahaa?
   Tell (me) this. What did you give him/her?
7. harii sab aapan kamraa me dhar diyyaa 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 khariiddaa 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
- yellow book
- then
- you three are going
- forty-four
- fourteen things
- what work do you do
- whose banana
- one tin of tomatoes

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 क्र[०] / "khaa" comes before क्र[१] "khaaa".

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 ज्या "gya" will be found after ज्या "gau", and before ज्या "gra" and ज्या "gwa".

3. In consonant clusters having र "ra" as the second member, it is often represented by a short line as in प्र[०] "padrah".

4. The letters र "Ra" and र "Rha", in terms of dictionary order come after र "Da" and र "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

अगर : if (formal)
अगरना : to wait for
अगरना पढ़ना : will have to wait for
अच्छा : 1. good, nice (masculine) 2. okay, all right 3. I see, oh
अच्छा लगना : to like (indirect)
अच्छी : good, nice (feminine)
अच्छीदरह : eighteen
अब : now
अभी : now
अभी खुलासा : (I) will call (him) right away
अभीमा : mother
अरे ! : (an exclamation)
अस्तीत्वी : eighty

आँ : come
आ गया : arrived, came (formal)
आ गये : arrived, came (past of आ जाना)
आज : today

आ जाना : to come, to arrive
आठ : eight
आठा 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)
आपना : your, their (etc. - refers back to the subject)
आपने के : to myself, to themselves (etc. - refers back to subject)
आपना : apple(s)
आपने गए : arrived, came
आलू : potato(es)

इतना : this much, so much
इतना : Sunday
इत्थर : in this direction, here
(ढ़) Cont.

ढ़ेँ: than this, than it (near)

ढ़ें: this, these (close to the speaker)

ढ़ें हाथा: here you are, this is

उ: white

उन्नत: white

उतः: that much, so much

उतर जाना: to get off, to descend

उतरना: to get off, to descend

उपर: in that direction, there

उस्तीस: nineteen

उमा: age

उस: him, her, it, that (with postposition)

उसके: 1. his, her, hers, its 2. him, her, to him, to her

उसमें: in it, in that

उस में: than him, than her, than that, than it

उस में छोटा: younger/smaller than him/her

(उ) Cont.

उसे: him, her, to him, to her

उस: 1. that, those (away from speaker) 2. he, she, it

उसे हॉम: they, those people

उसे लैसा / लैसा के: 1. their, theirs 2. them, to them

(ऋ)

ऋ: hey

ऋक: one

ऋक नहीं: not at all

ऋक एक पृथ्वी: one hundred and five (105)

ऋकराष्ट्र: airport

(ॠ)

ॠ: oh! (an exclamation)

ॠमु: Omu (brand of soap powder)

ॠर: 1. and 2. more, else, other
(क्रूं) Cont.

अरु कुछ: something else
औरत: 1. woman 2. wife

काठ: hard, difficult
कपड़ा: cloth
कब: when
कभी: sometime
कक्ष: room
कमाल: marval, wonder
कमाल के: marvelous, wonderful
करते हैं: do, are doing (formal)
कर दिया: did
कर देना: to do
करना: 1. to do 2. please do
काल्याण: black
कै: does, is doing
कल: 1. tomorrow (formal) 2. yesterday
कहना: 1. to say 2. please say
कहाँ: where, where to
कहा: said
का: what

(क) Cont.

काइक्ककी: 1. a Fijian 2. Fijian
काइक्ककी वात: Fijian language
कागज: paper
काफी: 1. quite, fairly 2. enough
काम: work, job
काम से: on business
काली: a goddess
काटें: why
की: 1. or 2. that (conjunct) 3. when (conjunct)
किचिंचिं: kitchen
कितना: (masculine) how much, how many
कितना बिना (क्या)?: What time (is it)?
कितना बिने: at what time
कितना से: for how much
कितना: (feminine) how much, how many
कितना (masculine-polite): how much, how many
के नहीं?: or not?
किस्मे: 1. whose 2. who, to whom 3. who (before postposition)
किस्मत: farmer
कुछ : 1. some 2. something

कुछ किसी के : some little ones

कुछ नहीं : 1. nothing 2. not any

कर्सी : chair

कुछ : bunch, heap

के : (postposition) 1. of (possessive) 2. to (object marker), 3. at, in (with time expressions) 4. on (with days of the week)

5. के लोग : has have 6. के पास: has, have (formal)

7. के साथ : with

8. के लाभ : for

-के : and (verb stem plus-के, तोईके: pick and)

केसा : banana

केला : banana

केरी : 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. someone

का : 1. what, which one, 2. who

कोईन : what

कोईनाच : which one

कोईनवाला : which one

कोईन्सा : which, which one

कौमी : coffee

कम्पा : what (formal)

क्या : why (formal)

क्योंकि : because

क्लासेस : class, classroom

क्या : 1. to buy 2. please buy

क्या दिनों : buyer(s)

क्या दिनों लेना : bought

क्या दिनों : to buy

क्या दिनों : bought

क्या दिनों : customer(s)

क्या : to eat (verbal object)

क्या : 1. to eat 2. please eat

क्या लिया : ate, ate up

क्या लेना : to eat, to eat up
Glossary A - Hindi Script To English

(ख़) Cont.
खाना लिया : ate, ate up
खानी : 1. only 2. empty
खाना लेना : to eat, to eat up
खिलाड़ी : window
खिलाड़ी खोलो : open the window
खेलना करना : to farm
खेलना : 1. to open 2. please open

(ग) गोला : yard (measurement)
गाथा : went (masculine)
गाथा रहा : went, had gone
गाथी : went (feminine)
गाथीन : they went
गाथीस : he/she went
गाथे : went (past of गाथा)
गुलाबी : pink
जोविंद : Govind (male name)

(घ) गार्ड : eleven
(घ) ग्राहक : hour
घर : house, home
घर आये गये : here is my house
घर में : at home, at the house, home (formal)
घरे : at home, at the house
घरना : to tour, to travel

(ङ) चल जाओ : 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
चला गये : left, has gone
चलने बाला : driver
चलो : 1. go, move 2. come on 3. go ahead
चाय : tea
चाजी : key
(च) Cont.

चाय : tea
चार : four
चालिस : forty
चालिस और चार : forty-four
चीज : thing
चैस से : from church
चौति : thirty-four
(formal)
चौदह : fourteen

(छ)
खोपा : photograph
हुपाना : to hide
हुपा रखा : have kept hidden
छ : six
छोटकमी : little, small
छोटा : (masculine)
1. small, little
2. short
छोटवाला : little one
छोटी : (feminine)
1. small, little
2. short
छोटे : little, small (masculine plural)

(ज)
अङ्गत : 1. place 2. space

room
<table>
<thead>
<tr>
<th>Hindi Script</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>टेलिफोन</td>
<td>telephone</td>
</tr>
<tr>
<td>टीक</td>
<td>right, correct</td>
</tr>
<tr>
<td>टीक है</td>
<td>1. all right, fine 2. (it's) correct, right</td>
</tr>
<tr>
<td>डांस</td>
<td>dance</td>
</tr>
<tr>
<td>डॉलर</td>
<td>dollar</td>
</tr>
<tr>
<td>तक</td>
<td>up to, as far as, till</td>
</tr>
<tr>
<td>तक</td>
<td>then</td>
</tr>
<tr>
<td>तैवुनी</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>टूटा</td>
<td>to break</td>
</tr>
<tr>
<td>तुम के</td>
<td>you (familiar singular)</td>
</tr>
<tr>
<td>तुम के</td>
<td>you, to you</td>
</tr>
</tbody>
</table>

(त) Cont.

तुम के मे हैं?: How are you?
तुम लोग: you, you people (familiar plural)
तुम लोग / लोगन के: (familiar plural) 1. your, yours 2. you, to you
तुमारे: your, yours (familiar singular)
तुम: you: to you
tेरह: thirteen
tी: 1. then 2. (particle emphasizing preceding word) 3. (informal filler)
tैंका देता: broke/picked and gave
tैंका: to break
(थ) था: was (formal masculine past of होना: to be)
थी: was (formal feminine past of होना: to be)
थौली: bag(s)
थौंडा: 1. (shows politeness) 2. a little/small amount
(द)

dasa: ten
dama: price
diwasana: to show
din: day
din ka: in the daytime
ditya: gave
diyete: you gave (formal)
diina: they gave
disam (है): he/she gave, he/she has given
di: two
dukaan: store(s), shop(s)
dukaan ka: shopkeeper(s)
di pe: at a distance
dhuru: Cuvu (village near Sigatoka on Viti Levu)
dusara: 1. other, another 2. second
d: 1. give(s), is giving (3rd person irregular present) 2. give (stem of ______: often part of a compound verb)
deyo: give

(द) Cont.
desak: 1. to see 2. to look 3. please see 4. please look
desak lisha: already seen
desak lana: 1. to see 2. to look
dewa: 1. let's see, let's look 2. shall I see, shall I look
dewa jagata: going (in order) to see
dewa: look
dewa diya: gave
dewa lana: 1. to give 2. please give
dewa de: give
dewa lana: 1. to give 2. please give
dewa karma: to be late
dewa hossa: it's getting late
dewa: give(s), is/are giving
dewa: 1. give 2. two (formal)
dopahar: midday
dopahar ka: at noon, at midday
(ना) : no
(ना? ok. all right?)

यांगोना, कावा - a non-alcoholic drink used widely in Fiji

नाखु : lemon
नाखाना : ninety
नकाव : number

नासीनु : Nasinu (town near Suva)
नासोरिनी : Nausori (town near Suva)

नादी : no
नांदी : Nadi (town on the western side of Viti Levu)

नामस्खलन : name

नावुआ : Navua (town on the southern side of Viti Levu)

निम्बू : lemon

(ना) Cont.

नीला : blue
शांति : nine

मातृत्व : job

(पा)

पाँचाली : fifty
पढ़ावा : will have to (verb)

पढ़ावा : to read, to study
पढ़ावा : to teach

पढ़ावा : is teaching, teaches

पत्ताँ : thin (masculine)
पत्तला : thin (masculine)
पत्तली : thin (feminine)

पंड्दी : fifteen
पर : at, on

परिवार : family
परिवार : family

पलवार : door

पलवार बंद करें : close the door

पहला : first, the first
(प) Cont.

पहले: first, before-hand

पाँच: five

पाउंड: pound

पॉकेट: 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

पीना: 1. to drink

2. to smoke

3. please drink

4. please smoke

पीला: yellow

पुस्तक: book

पेट: at, on

पेटेट: packet

पेड़: tree

पेड़ से नींदें: to pick from a tree and

पेन: pen

पेंसिल: pencil

(प) Cont.

पैसा: money

पैसे: quarter till, minus one quarter

प्यात्ती: a bowl-like cup

प्यात्ती: often of metal

प्याज: onion(s)

प्रसाद: prasad (a sir name)

(फ)

फिर: again

फिर तिमेहागै: se you again, so long

फिर फिर: once more, again

फिल्म: movie, film

(व)

बच्चा: child, children

बच्चे: children (formal)

कांटी: has struck

कालें: at o'clock

कंट: (masculine) 1. big, large 2. older

कंट: साहस: very expensive, really expensive

कंटी: (feminine) 1. big

large 2. older
बदिया: wonderful, terrific
बता: told
बता देना: to tell
बताना: to tell
बन्द: closed
बन्द करना: 1. to close 2. please close
बस: 1. enough, that's all 2. only, just 3. bus
बस, ठीक है: oh, all right
बस्टेंड: bus-stand
बहन: sister (formal)
बहनी: sister
बहुत: 1. very 2. a great deal of
बा: Ba (a town on Viti Levu)
बाँकी: 1. left 2. left over
बात: 1. thing, matter, reason 2. language
बात करना: to talk, to converse
बार: twelve
बारें: fifty-two (formal)
बाराला: the one of Ba
बिच: Thursday
बिहान: tomorrow
बीस: twenty
बुध: Wednesday
बुधतार: Wednesday (formal)
बुला: invited and
बुला देना: (for someone else) 1. to call 2. to invite 3. please call 4. please invite
बुला दो: (for someone else) 1. call 2. invite
बुला लेना: (for oneself) 1. to call 2. to invite
बुला ले: (for oneself) 1. call 2. invite
बुला पैसा: purse, briefcase
बुला विच: seller(s)
बुला: son
**Glossary A - Hindi Script To English**

(कृ) भाई : daughter
भेजा : eggplant(s), brinjal(s) (formal)
भेजा : eggplant(s), brinjal(s).
भेजा जाओ : sit down
भेजा जाना : to sit down
2. please sit down
भेजना : 1. to sit 2. please sit 3. to be (pidgin Hindi)
भेजथे : please sit (formal)
भेज : seated
कोलना : 1. to speak 2. please speak
कोलने : 1. we / you / they / (names of people)
will speak (formal)
कोलना : 1. I / you / we / will speak 2. he / she / (names of people) will speak (formal).
कोलने : speak, say
क्रिकपीत्वर : Thursday (formal)
क्लेक : blue

(ख) माई : 1. brother (formal) 2. cousin (formal) 3. (term of address)
भाई : (formal) term of address
माँ : fare
मामा : fare
भी : too, also
मामा : 1. brother 2. cousin 3. (term of address)

(ग) मंगर : Tuesday
मंगनवार : Tuesday (formal)
मैचनिक : mechanic
मार : if (formal)
महतर्मक : meaning?
महता : expensive
माँ : mother
माँगा : 1. to want 2. to request
माँगो : you (familiar) want
मार्केट : market
माता : mother (formal)
मातृतिवी : mother (formal)
माता : maternal uncle
(मा) Cont.

मासी : maternal uncle's wife

मिलना जाना : to get, to find

मिलना : 1. to get, to find (indirect) 2. to meet 3. please meet

मिला : 1. got, found (indirect) 2. met

मीठा : sweetness

मुनी देव : Muni Deo (male name)

मीठा : 1. in, on 2. for

मीठा : table, desk

मीठा : (formal) 1. my, mine 2. me (before postpositions)

मीठा : I (formal)

मीठा : mile

मीठा : (masculine) 1. thick 2. fat

मीठा : car, automobile

मीठा : (feminine) 1. thick 2. fat

मीठा : spear (Fijian)

मौका : chance, opportunity

मौका लगे : (if) get(s) the chance (indirect)

(या)

यह : this (formal-close to the speaker)

यहाँ : here (formal-close to speaker)

भाई : brother, mate, chum

(र)

रंग : colour(s)

रख देना : 1. to put 2. please put

रखो : put

रखना : 1. to put 2. please put

रखो : put

रविवार : Sunday (formal)

रविवार : 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
Cont.

was, were 2. stayed (past tense of रहना)

stayed (past tense of रहना)

night

at night

Ram Chandar (male name)

Ram Singh (male name)

Rama (male name)

road, way

handkerchief(s)

room

radio

right

that's right

roti (flat unleavened bread)

(approximately)

near (postposition)

has/have (possession)

boys

1. boy 2. son

1. girl 2. daughter

Lata (female name)

(masculine) 1. long 2. tall

Labasa (town on Vanua Levu)

(feminine) 1. long 2. tall

1. bring 2. give, hand (it) to me

1. to bring 2. to give 3. please bring 4. please give (me)

brought

red

1. took 2. bought, got

(formal) 1. you took 2. you bought/got

1. they took 2. they bought/got
(त) Cont.

लीस : 1. he/she took
2. he/she bought, got

लें : 1. take(s), is taking (present 3rd person irregular)
2. take (stem of लें - often part of compound verb)

लेंगा : take (it), here (colloquial form of लें - see लें)

लेगकन : but

लाया : 1. took away 2. carried

ला गु लाया : 1. take away 2. carry

उलाया : 1. to take away 2. to carry 3. please take away 4. please carry

लाना : 1. to take 2. please take 3. to buy, to get

लास : took

लासन : to take

लासन : take (it), here

लों : 1. people 2. (plural marker)

लोकन : 1. people 2. (plural marker)

लोकोका : Lautoka (town near Nadi on Viti Levu)

(ब)

वीसन : for

वह : (formal) 1. that (away from speaker)
2. he, she, it

वहीं : there (formal-away from speaker)

विला : 1. one(s) 2. (noun)er

वास्ते : for (postposition)

विजय : Vijey (male name)

विजय भाई :
Brother Vijey, Cousin Vijey

वे : (formal) 1. those (away from speaker)
2. they

वैट कहाँ : 1. to wait
2. please wait

वैट कैसे : wait

(छ)

शुक्रवार : Saturday

श्राद्धि : marriage, wedding

श्रवं प्रसाद : Shiu Prasad (male name)

श्रीला : Sheila (female name)

शुक्रवार : Friday (formal)

शर्ट : shirt(s)
shirt cloth(s)
shelf(s)
with (postposition)
evening
in the evening
can, to be able
seventy
seventeen
Saturday (formal)
all
everyone
-largest (superlative)
I see, I understand
1. to understand 2. please understand
Saroj (a female name)
quarter past, plus one quarter
morning, in the morning
evening
in the evening
sixty
halfpast, plus one half
seven
with (formal-postposition)
year
1. Mr., sir (term of respect) 2. husband
Mr. Singh
cigarette(s)
to learn
1. to listen 2. to hear 3. please listen
Suva (Fiji's capital)
Mr. Singh
1. from 2. than 3. to (object marker for - to meet, and verbs of speech) 4. (adverb marker as again)
(से) Cont.

से ______: -er (comparative)

सेन्ट: cent(s)

सीएस: sleep(s), is/are sleeping

सोना: 1. to sleep
2. please sleep

सोप पावड़ा: soap powder

सोमवार: Monday (formal)

शुक्रवार: Monday

सेतो: sixteen

शति: one hundred

(टै) Cont.

टमर पास: by me,

near me (पास is formal)

टमर पास: I have

(पै) Cont.

हम: I

हम के: me, to me

हम लोग: we, we people

हम लोग / लोगों के: 1. our, ours 2. us, to us 3. us (before postposition)

टमर: 1. my, mine
2. me (before postpositions)

टमर लोग: by me, near me

टमर लोग: I have
Glossary A - Hindi Script To English  

(हु) Cont.

1. to become  
2. to happen, to take place

1. if there were

1. to be

1. became  
2. happened, took place

1. to become  
2. to happen,  
to take place
GLOSSARY B

Hindi In Transcription To English

(a)

aadmaa: man, husband
(ordinary)
aad gaya: came, arrived
(formal)
aad gaye: arrived, came
(past ofaad jaanaa)
aaj: today
aad jaanaa: to come, to
arrive
aaluu: potato(es)
aanaa: to come, please come
aao: come
aap: you (formal-polite)
aapan: your, their, (etc.-
refers back to the
subject)
aapan ke: to myself, to
themselves, (etc.-
refers back to sub-
ject)
aapke: (formal-polite)
1. your, yours 2. you,
to you 3. you (before
postposition)
aapul: apple(s)
aataa raha: was coming
aat: would come
aat: eight
aad gaye: arrived, came
ab: now
abhi: now
abhi bulaataa: (I) will
call (him) right away
achchha: 1. good, nice
(masculine) 2. okay,
all right 3. I see,
oh
achchhaa lagna: to like
(indirect)
achchhii: good, nice
(feminine)
agar: if (formal)
agoranaa: to wait for
agoranaa parii: will have
to wait for
ammaa: mother
are!: (an exclamation)

(a) Cont.

assii: eighty
aathaarah: eighteen
aur: 1. and 2. more, else,
other
aurat: 1. woman 2. wife
aur kuchh: something else

(b)

baa: Ba (a town on Viti Levu)
baakii: 1. left 2. left
over
baarah: twelve
baat: 1. thing, matter,
reason 2. language
baat karna: to talk, to
converse
baawala: the one of Ba
baawan: fifty-two (formal)
bachcha: child, children
bachche: children (formal)
bahan: sister (formal)
bahani: sister
bahut: 1. very 2. a great
deal of
baigan: eggplant(s), brinjal(s)
Baigan: eggplant(s), brinjal(s)
brinjal(s) (formal)
baiTh: seated
baiThiye: please sit (formal)
baiTh jaanaa: 1. to sit down
2. please sit down
baiTh jaa: sit down
baiThnaa: 1. to sit 2. please
sit 3. to be (pidgin
Hindi)
bajaa: has struck
baje: at o'clock
band: closed
band karna: 1. to close
2. please close
baRaa: (masculine) 1. big,
large 2. older
baRaa mahagga: 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
bassTainD: bus-stand
bataa denaa: to tell
bataa diyyaa: told
bataanaa: to tell
bechnewaalaa: seller(s)
beg: purse, briefcase
befaa: son
beTii: daughter
bhaaaii: 1. brother (formal) 2. cousin (formal) 3. (term of address)
bhaaaii saahab: (formal) (term of address)
bhaaraa: fare
bhaaraa: fare
bhaiyaa: 1. brother 2. cousin 3. (term of address)
bhi: too, also
bif: Thursday
biihaan: tomorrow
biis: twenty
bluu: blue
bolege: 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

(c)

chaa: tea
chaabhii: key
chaalis: forty
chaalis aur chaar: forty-four
chaar: four
chaay: tea
chalaa gaye: left, has gone
chalaanewaalaa: driver
chal jaaii: will do, will suit
chal jaanaa: to do, to suit
chaina: 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
chhaapaa: photograph
chhe: six
chhoTaa: (masculine) 1. small, little 2. short
chhoTawaala: little one
chhoTe: little, small (masculine plural)
chhoTii: (feminine) 1. small, little 2. short
chhoTkanii: little, small
chhupaanaa: to hide
chhupa rakhaa: have kept hidden
chiiij: thing
chotis: thirty-four (formal)

(d)

bulaa lo: (for one's self) 1. call 2. invite
bulaaanaa: 1. to call 2. to invite 3. please call 4. please invite
(d) Cont.

de: 1. give(s), is giving
    (3rd person irregular present) 2. give (stem of denaa—often part of compound verb)
denaa: 1. to give 2. please give
diyaa: gave
de do: give
dewa: give(s), is/are giving
dekhe: saw, have seen
dekha jaataa: going (in order) to see
dekhi: 1. let's see, let's look 2. shall I see, shall I look
dekha lenaa: 1. to see 2. to look
dekha liyaa: already seen
dekhnaa: 1. to see 2. to look 3. please see
    4. please look
dekho: look
dena: 1. to give 2. please give
deo: give
derii hoe: it's getting late
derii karna: to be late
dhanbaad: thank you
diis (hai): he/she gave, he/she has given
dikhaanaa: to show
din: day
    din ke: in the day time
diya: gave
diye: you gave (formal)
doo: 1. give 2. two (formal)
Dolas: 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
duwwu: Cuvu (village near Sigatoka on Viti Levu)

(e)

e: hey
ek: one
ekdam: completely, exactly
ekdam nahii: not at all
ek saa poich: one hundred and five (105)
eyapaut: airport

(f)

filam: movie, film
fir: again
fir milegaa: see you again, so long
fir se: once more, again

(g)

gaj: yard (measurement)
gayaa: went (masculine)
gayaa raahaa: went, had gone
gaye: went (past of jaanaa)
gayii: went (feminine)
gayii: 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)
ghuumnaa: 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
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)
harii: 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)
onaa: to be
otaa: 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

(ii)

idhar: in this direction, here
ii: this, these (close to the speaker)
ii rahaa: here you are, this is
is se: than this, than it (near)
itnaa: this much, so much
itwaar: Sunday

(j)

jaae maagtaa: want to go

(j) Cont.

jaaii: will go (3rd person)
jaanaa: 1. to go 2. please go
jaanaa paRii: have to go, must go
jaannaa: to know
jaantaa rahaa: knew, use to know
jaataa: am/is/are going
jagah: 1. place 2. space, room
jaldii: 1. fast, quickly 2. early, soon
jaruur: certainly, surely
jaatii: 1. more 2. most, mostly 3. much
jeb: pocket
jii: 1. yes 2. (shows politeness)
jo hai: (emphasizes preceding word or phrase)
jon hai: (emphasizes preceding word or phrase)
juryaadaa: (formal) 1. more 2. most, mostly 3. much

(k)

kaa: what
kaafii: 1. quite, fairly 2. enough
kaagaaj: paper
kahe: why
kaaibiitii: 1. a Fijian 2. Fijian
kaaibiitii baat: Fijian language
kaalii: a goddess
kaam: work, job
kaam se: on business
kab: when
kabhi: sometime
kahaa: said
kahaa: where, where to
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  
kaRaa: hard, difficult  
karan denaa: to do  
kar diya: did  
kare: does, is doing  
kariyaa: black  
karna: 1. to do 2. (formal) please do  
karte hai: do, are doing  
kaufii: coffee  
kaun: 1. what, which one 2. who  
kaunchii: what  
kaunlaa: which one  
kaunsa: which one  
kaunwaalaa: 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 sahe: with 8. ke waaste: for -ke: and (verbstem plus -ke; torke: pick and)  
kela: banana  
keraa: banana  
khaa: to eat (verbal object)  
khaa lenaa: to eat, to eat up  
khaalii: 1. only 2. empty  
khaa liyaa: ate, ate up  
khaanaa: 1. to eat 2. please eat  
khaay lenaa: 1. to eat 2. to eat up  
khaay liyaa: ate, ate up  
kharidaa: bought  
khariidhaar: customer(s)  
khariid lenaa: to buy  
khariid liis: bought  
khariidnaa: 1. to buy 2. (formal) please buy  
kharidnewaalaa: buyer(s)  
Khetii karna: to farm  
(k) Cont.  
khii: Sunday  
khiiRkii: window  
khiiRkii kholo: open the window  
kholnaa: 1. to open 2. please open  
ki: 1. or 2. that (con­joiner) 3. when (con­joiner)  
kichin: kitchen  
ki nahi?: or not?  
kisaan: farmer  
kiske: 1. whose 2. who, to whom 3. who (before postposition)  
ktnaa: (masculine) how much, how many  
ktnaa bajaah (hai): what time (is it)?  
ktnaa baje: at what time  
ktnaa me: for how much  
ktna: (masculine-polite) how much, how many  
ktnii: (feminine) how much, how many  
klaas: class, classroom  
kto: (or leave blank) (formal marker for direct and indirect objects)  
koi: (indefinite) 1. any, some 2. someone  
kuchh: 1. some 2. something  
kuchh chhole chhoTe: some little ones  
kuchh nahii?: 1. nothing 2. not any  
kursii: chair  
kuuRaa: bunch, heap  
kyaa: what (formal)  
kyo: why (formal)  
kyoki: because  

(k) Cont.  
laal: red  
laanaa: 1. to bring 2. to give 3. please bring 4. please give (me)  
lao: 1. bring 2. give, hand (it) to me
Glossary B - Transcription To English

(1) Cont.

laayaa: brought
lagbhag: approximately
lage: near (postposition)
lanis: took
lagnaa: to strike, to stick
lakshmi: Lakshmi (female name)
lakshmi ke: Lakshmi's
lambaa (masculine) 1. long 2. tall
lambaa: Labasa (town on Vanua Levu)
lambii: (feminine) 1. long 2. tall
larkaa: 1. boy 2. son
larkan: boys
larkii: 1. girl 2. daughter
lataa: Lata (female name)
lautoka: 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 lis: 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
maagnaa: 1. to want 2. to request
maago: you (familiar) want
maakat: market
maamaa: maternal uncle
maamii: maternal uncle's wife
maataa: mother (formal)
maataajii: mother (formal)
magar: if (formal)
magar: Tuesday
magalwaar: Tuesday (formal)
mahagaa: expensive
maa: I (formal)
amai: mile
makenik: mechanic
matlab?: meaning?
maukaa: chance, opportunity
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)
(n)

na: no

na?: okay? all right?

nadi: Nadi (town on the western side of Viti Levu)

nam: name

navuaa: Navua (town on the southern coast of Viti Levu)

nabbe: ninety

nabuua: Navua (town on the southern coast of Viti Levu)

nqgonaa: yaqona, kava - a non-alcoholic drink used widely in Fiji

naii: no

nambar: number

nasnuu: Nasinu (town near Suva)

nasorii: Nausori (town near Suva)

nau: nine

naukrii: job

nibbuulemon

nlaa: blue

(o)

o!: oh! (an exclamation)

omu: Omu (brand of soap powder)

(p)

paach: five

paak: packet

paani: water

paas: near (formal post-position)

paashai: has (formal possession)

paunD: pound

paawDaa: powder

paachaa: fifty

pahlaa: first, the first

pahle: first, beforehand

paises: money

pallaa: door

pallaa band karo: close the door

(p) Cont.

palwaar: family

pandRaah: fifteen

par: at, on

paKhaanii: to teach

paKhaave: is teaching, teaches

paRhnii: to read, to study

paRii: will have to

(verb)

pawi: family

pati: thin (masculine)

pati: thin (feminine)

patraa: thin (masculine)

paune: quarter till, minus one quarter

pe: at, on

peket: packet

pen: pen

pensi: pensil

pe: tree

peK se toRke: to pick from a tree and

pii: (3rd person irregular)

1. will drink 2. will smoke

piilaa: yellow

piinaa: 1. to drink 2. to smoke 3. please drink
4. please smoke

pita: father (formal)

pitaajii: father (formal)

prasaaD: Prasad (a surname)

pustak: book

pyaaji: onion(s)

pyaalaas: a bowl-like cup often of metal

(r)

raamaa: Rama (male name)

raam chandar: Ram Chandar (male name)

raam ssh: Ram Singh (male name)

raastaa: road, way

raat: night

raat ke: at night

raaj: colour(s)

rahaa: 1. was, were 2. stayed (past tense of rahnaa)
(r) Cont.

rah gayaa: was left behind
rah jaanaa: to be left
rahnaa: 1. to live 2. to stay behind
3. to be 4. please stay
rait: right
rait baat hai: that's right
rakh denaal: to put 2. please put
rakh do: put
rakhnaa: 1. to put 2. please put
rakho: put
rasta: road, way
rawiwaar: Sunday (formal)
reDIOo: radio
rollT: roti (flat unleavened bread)
rumaal: handkerchief(s)
rum: room

(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 milnnaa - to meet, and verbs of speech) 4. (adverb marker as in fir se - again)
se _____: -er than _____ (comparative)
set: cent(s)
shaadii: marriage, wedding
shanic: Saturday
sht: shirt(s)
shT ke kapRaa: shirt cloth(s)
shilaa: Sheila (female name)
shiw prasaad: Shiu Prasad
shukrawaar: Friday (formal)
sigreT: cigarette(s)
si saahab: Mr Singh
silhnaa: 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)
tawayuuni: Taveuni (island just east of Vanuatu Levu)
Telifaun: telephone
terah: thirteen
(t) Cont.
thaːː was (formal masculine past of honaa - to be)
thiiː was (formal - feminine past of honaa - to be)
thaliiː: bag(s)
Thilː: right, correct
Thiik haiː 1. all right, fine 2. (it's) correct, right
thoRaaː 1. shows politeness 2. a little/small amount
Tiichaaː teacher
Tiikː  teakwood
tiinː three
tiiːs: thirty
TikaTː ticket(s)
Tinː tin, can
toː 1. then 2. (particle emphasizing preceeding word) 3. (informal filler)
toRke diisː broke/picked and gave
toRnaaː to break
tumː you (familiar singular)
tumaarː your, yours (familiar singular)
tumeː you, to you
tum kaise haiː? How are you?
tum keː you, to you
tum logː you, you people (familiar plural)
tum log/logan keː (familiar plural) 1. your, yours 2. you, to you
tuRnaaː to break

(u) Cont.
usmeː in it, in that
us seː than he, than she than that, than it
us se chhoRaaː younger/smaller than he/she
utar jaanaː to get off, to descend
utarRnaaː to get off, to descend
utnaaː that much, so much
uuː 1. that, those (away) from speaker) 2. he, she, it
uu logː they, those people
uu log/logan keː 1. their, theirs, 2. them, to them

(w)
waalaː 1. one(s) 2. (noun)-er
waasteː for (postposition)
waːː (formal) 1. that (away) from speaker) 2. he, she, it
waːːiː there (formal-away) from speaker
wait karnaː 1. to wait 2. please wait.
wait karoː wait
wastinː for
weː (formal) 1. those (away from speaker) 2. they
wijayː Vijey (male name)
wijay bhaiyaaː Brother Vijey, Cousin Vijey

(y)
yaarː brother, mate, chum
yahː this (formal-close to the speaker)
yahiiː 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
   Thiik hai 3. bas
also: bhi
am: 1. hai 2. huw (formal) 3. baiTho
and: 1. aur 2. -ke (verb-stem plus ke)
another: duusraa
any: koi
apple(s): aapul
approximately: lagbhag
are: 1. hai 2. hai
   (formal) 3. baiTho
(arrin 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)

Ba: 1. baa (the town)
   2. baawaalaa (adjective)
bag(s): thailii
banana(s): 1. keraa
   2. kelaa
be: 1. honaa 2. rahnaa

(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: pustuk
bowl-like cup: pyaalaa
boy(s): larkaa
boys: larkan
break: 1. tuRnaa 2. toRnaa
briefcase: beg
bring: laanaa
brinjal(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: kuuRaa, kuuraa
bus: bas
bus-stand: bassTainD
but: lekin
buy: 1. khariidnaa, khariid
   lenaa 2. lenaa
buyer(s): khariidnewaalaa

(C)
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
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
coffee: kaufi
colour(s): rag
come: aanaa, aa jaanaa
completely: ekdam
converse: baat karna
correct: Thiik
cousin: 1. bhaiyaa
  2. bhaaii (formal)
Cousin Vijey: wijay
bhaiyaa
cup: pyaala
customer(s): khariidaar
Cuvu: duuwuu
dance: Daans
daughter: 1. laRkii
  2. beTii
day: din
daytime: din ke (in the
time)
descend: utarnaa, 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. jaanaa, kar denaa
  2. chalnaa, chal
  jaanaa (to suit)
dollar: Dolaa
door: pallaa
drink: plinaa
driver: chalaanewaalaa
dance: Daans
day: din
daylight: din ke (in the
time)
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time)
descent: utarnaa, utar
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  2. chalnaa, chal
  jaanaa (to suit)
dollar: Dolaa
door: pallaa
drink: plinaa
driver: chalaanewaalaa
**Glossary C - English To Hindi**

(F) **Cont.**

- **first**: 1. pahlaa (adjective) 2. pahle (beforehand)
- **five**: paach
- **for**: 1. wastin, waaste 2. me (in citing prices)
- **forty**: chaalis
- **forty-four**: chaalis aur chaar
- **four**: chaar
- **fourteen**: chaudah
- **Friday**: 1. sukh 2. shukrawar (formal)
- **from**: se

- **gave**: diyaa etc., de diyaa etc. (irreg.)
- **get**: 1. milnaa, mil jaanaa (indirect) 2. lena
- **get off**: utarnaa, utar jaanaa
- **girl**: laaRkii
- **give**: 1. denaa, de denaa 2. laanaa
- **go**: 1. jaanaa 2. chalnaa
- **good**: achchhaa
- **Govind**: govind (male name)
- **green**: harii, hariyar

(G)

- **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)
- **her(s)**: 1. uske 2. uskaa (formal) 3. aapan (refers to subject)
- **her**: (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 rahaa 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. ghare (at home) 3. ghar me, ghar par (at home-formal)
- **hour(s)**: ghanTaa
- **house**: 1. ghar 2. ghare (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)

I: 1. ham 2. mai (formal)
ff: 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. bulaaanaa
  2. bulaa denaa (for someone else)
  3. bulaa lenaa (for one's self)
invited and: bulaaake
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)

(L) Cont.

Lakshmi's: lakshmii ke
language: baat
large: ba'Taa
Lata: lataa (female name)
late: 1. derii karna (to be late) 2. derii hoe (it's getting late)
Lautoka: lautokaa
learn: siikhnaa
leave: chalnaa
leave behind: rah jaanaa (to be/get left)
left: baakii (leftover)
lemon: nabbuu, nibbuu
like: achchhaa lagna (indirect)
listen: sunnaa
little: 1. chhoTaa (size) thoRaa (quantity)
little one(s): 1. chhoTaa-waala 2. chhoTkanaa
  3. kuchh chhoTe chhoTe (some little ones)
live: rahnaa
long: lambaa
look: dekhnaa, dekh lenaa

(m)

man: aadmii
market: maakeT
marriage: shaadii
marvel: kamaal
marvelous: kamaal ke
mate: yaar
matter: baat
me, to me: (object) 1. hame, ham ke
  2. mujhe (formal)
me: (with postpositions) 1. hamaar, ham
  2. mere (formal)
meaning?: matlab?
mechanic: makenik
meet: milnaa
midday: 1. dopahar
  2. dopahar ke (at midday)
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: siih saahab
much: 1. bahut 2. jastii 3. jyaadaa (formal)
Muni Deo: muniis dew (male name)
must be: 1. hoiii 2. hogaa (formal)
must go: jaananaa paRii (future)
my: 1. hamaar 2. meraa (formal) 3. aapan (refers to subject)

Nadi: naadii
name: naam
Nasinu: nasiinuu
Navua: naawuuaa
Nausori: nasorii
near: 1. läge 2. paas (formal)
nice: achchhaa
night: 1. raat 2. raat ke (at night)
nine: nau
nineteen: unniis
ninety: nabbe

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, abhi
number: nambar

O'clock: 1. ____ bajaa hai (it is ____ o'clock) 2. baje (at ____ o'clock)
of: 1. ke 2. kaa (formal)
oh: 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
otherwise: 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: chhaapaa
picked and gave: toRke diis
pink: gulaabii
place: jagah
pocket: jeb
potato(es): aaluu
pound: paaunD
powder: paaDaa
Prasad: prasaad
price: daam
purse: beg
Put: rakhnaa, rakh denaa
Put away: dhar denaa

(Q)
quarter past: sawaa
quarter till: paune
quickly: jaldii
quite: kaafii

(R)
radio: reDiiyo
Rama: raamaa
Ram Chandar: raam chandar
Ram Singh: raam sTh
read: paRhhnaa
really: 1. baRaa 2. bahut
reason: baat
red: laal
request: maagnaa
right: 1. raIT, Thiik
  2. Thiik hai
road: raastaa, rastaa
room: 1. ruum 2. kamraa
  (formal) 3. jagah
  (space)
roti: roTii

(said: kahaa
Saroj: saroj (female name)
Saturday: 1. sanichar 2.
  saniwaar (formal)
say: 1. kahnaa 2. bolnaa
school: skuul
second: duusraa
see: dekhnaa, dekhn lenaa
see you again: fir milegaa
seller(s): bechnewaalaa
seven: saat
seventeen: satrah
seventy: sattar
she: 1. uu 2. wah (formal)
Sheila: shiilaa (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: dikhaaanaa
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. chhoTkanaa
  3. kuchh chhote chhote
  (some small ones)
smoke: piinaa (verb)
soap powder: sop paaDaa
so long: fir milegaa
some: 1. kuchh (amount)
  2. koii (single item,
  indefinite)
someone: koii
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: miiThaa

Thick: moTaa
thin: patraa, patlaa
thing: 1. chiij (concrete) 2. baat (abstract)
thirteen: terah
thirty: tiis, saaRhe (in telling time)
thirty-four: chotiis (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 rahaa
this much: itnaa
those: 1. uu 2. we (formal)
three: tiin
Thursday: 1. bif 2. brihas-patiwaar (formal)
ticket(s): TikaT
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 (formal)
  2. ko (formal)
  3. se (for milnaa and verbs of speech)
today: aaj
tomato(es): TamaaTar
tomorrow: 1. bihaan 2. kal
(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

(W)

wait: wait karna, 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. budhwaar (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, kaunsaa 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) saahe 2. (ke) saath (formal)
woman: aurat
wonder: kamaal
(W) Cont.

wonderful: 1. baRhiyaa
2. kamaal ke
work: kaam

(Y)
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
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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>bolegaa</td>
<td>bolii</td>
<td>bolii</td>
</tr>
<tr>
<td>will speak</td>
<td>boltaa (hai)</td>
<td>bole (hai)</td>
<td>bole (hai)</td>
</tr>
<tr>
<td>PRESENT TENSE</td>
<td>bolaa</td>
<td>boliis</td>
<td>bolin/bolaa</td>
</tr>
<tr>
<td>speak(s), am/is/are speaking</td>
<td>bolaa hai</td>
<td>boliis hai</td>
<td>bolin hai/bolaa hai</td>
</tr>
<tr>
<td>Transitives</td>
<td>bolaa rahaa</td>
<td>boliis rahaa</td>
<td>bolin rahaa/bolaa rahaa</td>
</tr>
<tr>
<td>PAST spoke</td>
<td>bolaa rahaa</td>
<td>boliis rahaa</td>
<td>bolin rahaa/bolaa rahaa</td>
</tr>
<tr>
<td>PRESENT PERFECT</td>
<td>bolaa hai</td>
<td>boliis hai</td>
<td>bolin hai/bolaa hai</td>
</tr>
<tr>
<td>has spoken</td>
<td>bolaa</td>
<td>boliis</td>
<td>bolin/bolaa</td>
</tr>
</tbody>
</table>


### Appendix A - Fiji Hindi Verbforms

<table>
<thead>
<tr>
<th>Tense</th>
<th>Present</th>
<th>Past</th>
<th>Past Perfect</th>
<th>Past Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can speak, am/is/are able to speak</td>
<td>bole saktaa</td>
<td>bole sake</td>
<td>bole sake</td>
<td>bole sake</td>
</tr>
<tr>
<td>Can speak, am/is/are able to speak (2nd person only)</td>
<td>(or) bole sako</td>
<td>bole sake</td>
<td>bole sake</td>
<td>bole sake</td>
</tr>
<tr>
<td>Could speak, was/were able to speak</td>
<td>bole saka</td>
<td>bole sakis</td>
<td>bole sakin</td>
<td></td>
</tr>
<tr>
<td>Could speak, was/were able to speak (2nd person only)</td>
<td>bole sako</td>
<td>bole sakis</td>
<td>bole sakin</td>
<td></td>
</tr>
<tr>
<td>Had been able to speak</td>
<td>bole sakaa</td>
<td>bole sakis raha</td>
<td>bole sakin raha</td>
<td></td>
</tr>
<tr>
<td>Had been able to speak (2nd person only)</td>
<td>bole saka</td>
<td>bole sakis raha</td>
<td>bole sakin raha</td>
<td></td>
</tr>
<tr>
<td>Was/were able, used to be able to speak</td>
<td>bole sakat</td>
<td>bole sakat raha</td>
<td>bole sakat rahin</td>
<td></td>
</tr>
</tbody>
</table>

#### B2. Overcoming Difficulties

<table>
<thead>
<tr>
<th>Tense</th>
<th>Present</th>
<th>Past</th>
<th>Past Perfect</th>
<th>Past Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will manage to speak</td>
<td>bole paaeaa</td>
<td>bole paaii</td>
<td>bole paaii</td>
<td></td>
</tr>
<tr>
<td>Manage(s) to speak</td>
<td>bole paataa</td>
<td>bole paae</td>
<td>bole paae</td>
<td></td>
</tr>
<tr>
<td>Managed to speak</td>
<td>bole paayaa</td>
<td>bol(e) paaiis</td>
<td>bol(e) paain</td>
<td></td>
</tr>
<tr>
<td>Managed to speak (2nd person only)</td>
<td>bole paayaa</td>
<td>bol(e) paaiis</td>
<td>bol(e) paain</td>
<td></td>
</tr>
<tr>
<td>Had managed to speak</td>
<td>bole paayaa raha</td>
<td>bol(e) paaiis raha</td>
<td>bol(e) paain raha</td>
<td></td>
</tr>
<tr>
<td>Had managed to speak (2nd person only)</td>
<td>bole paayaa raha</td>
<td>bol(e) paaiis raha</td>
<td>bol(e) paain raha</td>
<td></td>
</tr>
<tr>
<td>Was/were managing, used to manage to speak</td>
<td>bole paat</td>
<td>bole paat raha</td>
<td>bole paat rahin</td>
<td></td>
</tr>
<tr>
<td>1st. person sing./pl.</td>
<td>2nd. person sing./pl.</td>
<td>3rd. person sing./pl.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ham, ham log</td>
<td>tum, tum log</td>
<td>uu, uu log aap</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>bollbe</th>
<th>bollbe</th>
<th>bollbe</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/you/they would say that</td>
<td>karegaa</td>
<td>kariyo</td>
<td>kariii</td>
</tr>
</tbody>
</table>

all persons

<table>
<thead>
<tr>
<th></th>
<th>hame, tume</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tume, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**B4. Obligation, Compulsion**

NOTE: This aspect is expressed by an indirect construction, the personal subject appearing as an object. Thus the verbform does not change in accordance with person, but has a single form. The meanings of the two aspect markers honaa and paRNaa are not completely synonymous, but close enough to be grouped together in this table.

<table>
<thead>
<tr>
<th>FUTURE</th>
<th>bole ke</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>must speak, will have to speak</td>
<td>hoii/paRii</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>bole ke</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>has/have to speak, am/is/are to speak</td>
<td>hai/paRe</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A - Fiji Hindi Verbforms

PAST
had to speak,  bole ke
was/were to  raha/
speak       paRaa

PAST PERFECT
had to speak,  bole ke.
was/were to  raha/
have spoken paRaa raha

PAST CONTINUOUS
used to have  bole ke
               rahat raha/
to speak      paRat raha

<p>| 1st./2nd. | 3rd. person | 3rd. person |</p>
<table>
<thead>
<tr>
<th>person</th>
<th>sing.</th>
<th>pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham, ham log, uu tum, tum log, aap uu log</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B5. Permissive

FUTURE
will let  bole degaa  bole deii  bole deii
         speak

PRESENT
let(s)    bole detaa  bole de(we)  bole de(we)
         speak

PAST
let      bole diyaa  bole diis  bole diin
         speak

PAST PERFECT
had let    bole diyaa  bole diis  bole diin
             raha     raha     raha

PAST CONTINUOUS
was/were letting  bole deit  bole deit  bole deit
         speak     raha     raha     raha
         rahin
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 jaaiit/
CONTINUOUS: jaat rahaa

C2. Completion

PAST finished eating, ate
khaa(y) liyaa
up

C3. Self Benefactive

PAST did (for one's own sake)
kar liyaa
C4. Other Benefactive

PAST kar diyaa did (for the sake of another)

C5. Keep On

FUTURE bolte will keep on speaking rahegaa

C6. Start

PAST bole lagaa started speaking

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></td>
<td></td>
</tr>
<tr>
<td>ham, ham log, / uu tum, tum log, uu log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRESENT</td>
<td>boltaa hoii</td>
<td>bole hoii</td>
</tr>
<tr>
<td>must speak,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>must be speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st./2nd. person sing./pl.</td>
<td>3rd. person sing.</td>
<td>3rd. person pl.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>ham, ham log, tum, tum log, aap</td>
<td>uu</td>
<td>uu log</td>
</tr>
</tbody>
</table>

**PAST**
- probably spoke: bolaa hoii, boliis hoii, bolin hoii

**PAST PERFECT**
- must have spoken: bolaa rahaa hoii, boliis rahaa hoii, bolin rahaa hoii

**PAST CONTINUOUS**
- must have been speaking: bolat rahaa hoii, bolat rahaa hoii, bolat rahin hoii

---

**D2. With Aspects**

**Ability**
- PAST: probably could have spoken: bole sakaa rahaa hoii, bole sakiis rahaa hoii, bole sakin rahaa hoii

**Overcoming Difficulties**
- PRESENT: probably manage(s) to speak: bole paataa hoii, bole paae hoii, bole paae hoii

**Obligation**
- PAST: must have had to speak: bole ke paaRaa hoii, bole ke paaRaa hoii, bole ke paaRaa hoii

**Permissive**
- PAST PERFECT: must have let speak: bole diyaa rahaa hoii, bole diis rahaa hoii, bole diin rahaa hoii
### D3. With Compounds

#### On The Verge Of

<table>
<thead>
<tr>
<th></th>
<th>PAST</th>
<th>Present Form</th>
<th>Future Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bole jaait/</td>
<td>bole jaait/</td>
<td>bole jaait/</td>
</tr>
<tr>
<td></td>
<td>jaat rahaa</td>
<td>jaat rahaa</td>
<td>jaat rahin</td>
</tr>
<tr>
<td></td>
<td>must have</td>
<td>hoiI</td>
<td>hoiI</td>
</tr>
<tr>
<td></td>
<td>been about</td>
<td>hoiI</td>
<td>hoiI</td>
</tr>
<tr>
<td></td>
<td>to speak</td>
<td>hoiI</td>
<td>hoiI</td>
</tr>
</tbody>
</table>

#### Completion

<table>
<thead>
<tr>
<th></th>
<th>PAST</th>
<th>Present Form</th>
<th>Future Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>khaa(y)</td>
<td>khaa(y)</td>
<td>khaa(y)</td>
</tr>
<tr>
<td></td>
<td>must have</td>
<td>liiyaa hoiI</td>
<td>liis hoiI</td>
</tr>
<tr>
<td></td>
<td>eaten up</td>
<td>hoiI</td>
<td>liin hoiI</td>
</tr>
</tbody>
</table>

#### Self Benefactive

<table>
<thead>
<tr>
<th></th>
<th>Present Form</th>
<th>Future Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kar leetaa</td>
<td>kar le hoiI</td>
</tr>
<tr>
<td></td>
<td>hoiI</td>
<td>kar le hoiI</td>
</tr>
</tbody>
</table>

#### Other Benefactive

<table>
<thead>
<tr>
<th></th>
<th>Present Form</th>
<th>Future Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kar detaa</td>
<td>kar de hoiI</td>
</tr>
<tr>
<td></td>
<td>hoiI</td>
<td>kar de hoiI</td>
</tr>
</tbody>
</table>

#### Keep On

<table>
<thead>
<tr>
<th></th>
<th>Present Form</th>
<th>Future Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bolte rahaas</td>
<td>bolte rahiis</td>
</tr>
<tr>
<td></td>
<td>hoiI</td>
<td>hoiI</td>
</tr>
</tbody>
</table>

#### Start

<table>
<thead>
<tr>
<th></th>
<th>Present Form</th>
<th>Future Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bole lagaa</td>
<td>bole lagiiis</td>
</tr>
<tr>
<td></td>
<td>hoiI</td>
<td>hoiI</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 their 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.

AS 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 chalaee ke/chalaao bahut julum lage.

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 ganaa kaaTe (or) ganna kaaTe waalaa mashin (or) ganna kaaTe ke mashin

E3. Adverbialization

a. you came shouting. tum chillaate/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</td>
<td>uu</td>
<td>uu log</td>
</tr>
</tbody>
</table>
### Appendix A - Fiji Hindi Verbforms

#### A1. Regular

<table>
<thead>
<tr>
<th>Tense</th>
<th>Future</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUTURE</strong></td>
<td>bolib</td>
<td>boliyo, boliyo</td>
<td>boliye, boliye</td>
</tr>
<tr>
<td>will speak</td>
<td>bolih</td>
<td>bolih, boliho</td>
<td>bolihe, bolihe</td>
</tr>
<tr>
<td><strong>PRESENT</strong></td>
<td>bolat (hai)</td>
<td>bolat (ho)</td>
<td>boli (hai)</td>
</tr>
<tr>
<td>speak(s)</td>
<td>bolat</td>
<td>Bol (hai)</td>
<td>bolat (hai)</td>
</tr>
<tr>
<td><strong>PAST</strong></td>
<td>bolaa</td>
<td>boliis</td>
<td>bolin</td>
</tr>
<tr>
<td>spoke</td>
<td>bolae</td>
<td>boliest</td>
<td>bolin</td>
</tr>
<tr>
<td><strong>PAST PERFECT</strong></td>
<td>boliis</td>
<td>boliest</td>
<td>bolin</td>
</tr>
<tr>
<td>had spoken</td>
<td>boloe</td>
<td>boliest</td>
<td>bolt</td>
</tr>
<tr>
<td><strong>PAST CONTINUOUS</strong></td>
<td>rahe</td>
<td>rahe</td>
<td>rahe</td>
</tr>
<tr>
<td>was speaking/use to speak</td>
<td>bolat rahe</td>
<td>rahe</td>
<td>rahe</td>
</tr>
</tbody>
</table>

#### A2. Irregular

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past</th>
<th>Past Perfect</th>
<th>Present</th>
<th>Present Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>lenaa</td>
<td>lihaa</td>
<td>lihaa</td>
<td>lihiis</td>
<td>lihin</td>
</tr>
<tr>
<td>took</td>
<td>lihaa</td>
<td>lihaa</td>
<td>lihiis</td>
<td>lihin</td>
</tr>
<tr>
<td>jaanaa</td>
<td>gawaa</td>
<td>gawaa</td>
<td>gaiis</td>
<td>gaiin</td>
</tr>
<tr>
<td>PAST Perfect</td>
<td>gawaa</td>
<td>gawaa</td>
<td>gaiis</td>
<td>gaiin</td>
</tr>
<tr>
<td>went/</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
</tr>
<tr>
<td>had gone</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
</tr>
<tr>
<td>aanaa</td>
<td>aawaa</td>
<td>aawaa</td>
<td>aaiis</td>
<td>aain</td>
</tr>
<tr>
<td>PAST Perfect</td>
<td>aawaa</td>
<td>aawaa</td>
<td>aaiis</td>
<td>aain</td>
</tr>
<tr>
<td>came/had</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
</tr>
<tr>
<td>come</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
<td>rahaa</td>
</tr>
<tr>
<td>honaa</td>
<td>hai</td>
<td>hai</td>
<td>hai</td>
<td>hai</td>
</tr>
<tr>
<td>PRESENT am/is/are</td>
<td>hai (sing.)/</td>
<td>hai</td>
<td>hai</td>
<td>hai</td>
</tr>
<tr>
<td></td>
<td>hau (pl.)</td>
<td></td>
<td></td>
<td></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.
TABLE IX. CONVERGENCES IN FIJI HINDI

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>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 Possessives</strong></td>
<td>*R5</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrative Adjectives And Pronouns</strong></td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>*R8&amp;9</td>
</tr>
<tr>
<td><strong>Personal Pronouns</strong></td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td><strong>Future Tense</strong></td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>*R19</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>+</td>
<td>*R23</td>
</tr>
<tr>
<td><strong>Past (Perfect) Participle of Intransitives</strong></td>
<td>*R25</td>
<td>+</td>
<td>*R26</td>
<td>-</td>
</tr>
<tr>
<td><strong>Past (Perfect) Participle of Transitives</strong></td>
<td>-</td>
<td>+</td>
<td>*R33</td>
<td>*R33</td>
</tr>
<tr>
<td><strong>Past Auxiliary</strong></td>
<td>+</td>
<td>*R39</td>
<td>*R39</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>+</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

A. Gender

**RULE 1**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Singular</th>
<th>Plural</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animate Nouns</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masc. Sing.</td>
<td>baRaa laRkaa rahaa</td>
<td>--- same</td>
<td>a big boy stayed</td>
</tr>
<tr>
<td>Fem. Sing.</td>
<td>baRii laRkii rahii</td>
<td>--- same</td>
<td>a big girl stayed</td>
</tr>
<tr>
<td><strong>Inanimate Nouns</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masc. Sing.</td>
<td>baRaa kelaa rahaa</td>
<td>--- same</td>
<td>a big banana remained</td>
</tr>
<tr>
<td></td>
<td>baRaa kaam rahaa</td>
<td>--- same</td>
<td>a big job remained</td>
</tr>
<tr>
<td></td>
<td>achchhaa paanii rahaa</td>
<td>--- same</td>
<td>good water remained</td>
</tr>
<tr>
<td>Fem. Sing.</td>
<td>baRaa chaabhii rahaa</td>
<td>--- baRii chaabhii rahii</td>
<td>the big key remained</td>
</tr>
<tr>
<td></td>
<td>baRaa chiij rahaa</td>
<td>--- baRii chiij rahii</td>
<td>the big object remained</td>
</tr>
<tr>
<td></td>
<td>baRaa maalaa rahaa</td>
<td>--- baRii maalaa rahii</td>
<td>the big garland remained</td>
</tr>
</tbody>
</table>

B. Number

**RULE 2**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Pl.</th>
<th>Sing.</th>
<th>P.l.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc. Sing.</td>
<td>ek kelaa</td>
<td>do kelaa</td>
<td>ek kelaa</td>
<td>ek kelaa do kele</td>
</tr>
<tr>
<td></td>
<td>ek kaam</td>
<td>do kaam</td>
<td>--- same</td>
<td>work</td>
</tr>
<tr>
<td></td>
<td>ek paanii</td>
<td>do paanii</td>
<td>--- same</td>
<td>water</td>
</tr>
</tbody>
</table>

* The symbol --- means changes to.
FIJI HINDI          STANDARD HINDI

RULE 2 Cont.

Fem.     Pl.     Sing.     Pl.     Meanings
     (one)     (two)     
ek chaabhii     do chaah     -- ek chaah     do chaah     key
bhii                 bhii       bhii       bhiyaa
ek chiij     do chiij     -- ek chiij     do chiij     object
ek maalaa     do maalaa     -- ek maalaa     do maalaa     garland

C. Case

RULE 3

Masc. Sing.     Meanings
kelaa me       kele me     in/on the banana
kaam me        same         in the work
paanii me      same         in the water

Fem. Sing.     Meanings
chaabhii me    same         on the key
chiij me       same         on the object
maalaa me      same         in the garland

RULE 4

Masc. Pl.     Meanings
sab kelaa me   sab kelo me   in/on all bananas
sab kaam me    sab kaamo me   in all jobs
sab paanii me   sab paaniyo me   in all waters

Fem. Pl.     Meanings
sab chaabhii me   sab chaabhiyo me   on all keys
sab chiij me    sab chiijo me   on all objects
sab maalaa me   sab maalaaao me   on all garlands

II. Adjectives
## FIJI HINDI

### A. Gender And Number

#### RULE 5

<table>
<thead>
<tr>
<th>Masc. Sing.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa kelaa</td>
<td>same</td>
</tr>
<tr>
<td>baRaa kaam</td>
<td>same</td>
</tr>
<tr>
<td>baRaa paanii</td>
<td>same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Masc. Pl.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa kelaa</td>
<td>baRe kele</td>
</tr>
<tr>
<td>baRaa kaam</td>
<td>baRe kaam</td>
</tr>
<tr>
<td>baRaa paanii</td>
<td>baRe paanii</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fem. Sing.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa chaabhii</td>
<td>baRii chaabhii</td>
</tr>
<tr>
<td>baRaa chiij</td>
<td>baRii chiij</td>
</tr>
<tr>
<td>baRaa maalaa</td>
<td>baRii maalaae</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fem. Pl.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa chaabhii</td>
<td>baRii chaabhiyaa</td>
</tr>
<tr>
<td>baRaa chiij</td>
<td>baRii chiij</td>
</tr>
<tr>
<td>baRaa maalaa</td>
<td>baRii maalaae</td>
</tr>
</tbody>
</table>

## STANDARD HINDI

### B. Case

#### RULE 6

<table>
<thead>
<tr>
<th>Masc. Sing.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa kelaa me</td>
<td>baRe kele me</td>
</tr>
<tr>
<td>baRaa kaam me</td>
<td>baRe kaam me</td>
</tr>
<tr>
<td>baRaa paanii me</td>
<td>baRe paanii me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Masc. Pl.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa kelaa me</td>
<td>baRe kele me</td>
</tr>
<tr>
<td>baRaa kaam me</td>
<td>baRe kaam me</td>
</tr>
<tr>
<td>baRaa paanii me</td>
<td>baRe paanii me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fem. Sing.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa chaabhii me</td>
<td>baRii chaabhii me</td>
</tr>
<tr>
<td>baRaa chiij me</td>
<td>baRii chiij me</td>
</tr>
<tr>
<td>baRaa maalaa me</td>
<td>baRii maalaa me</td>
</tr>
</tbody>
</table>
RIJ HINDI

RULE 6 Cont.

Fem. Pl.
baRaa chaabhi me  -- baRii chaabhiyo me
baRaa chiij me  -- baRii chiijyo me
baRaa maalaa 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
uu kelaa  -- wah kelaa

Meanings
this banana
that banana

Plural
ii sab kelaa  -- ye sab kele
uu sab kelaa  -- we sab kele

all these bananas
all those bananas

B. Case

RULE 8

Singular
ii kaam me  -- is kaam me
uu kaam me  -- us kaam me
kaun kaam me  -- kis kaam me
koii kaam me  -- kisii kaam me

Meanings
in this job
in that job
in which job
in some job

Plural
ii sab kaam me  -- in sab kaamo me
uu sab kaam me  -- un sab kaamo me
kaun sab kaam me  -- kin sab kaamo me

in all these jobs
in all those jobs
in all which jobs
### FIJI HINDI | STANDARD HINDI

**RULE 9**

<table>
<thead>
<tr>
<th><strong>Singular</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>is me</em></td>
<td>-- same</td>
</tr>
<tr>
<td><em>us me</em></td>
<td>-- same</td>
</tr>
<tr>
<td><em>kis me</em></td>
<td>-- same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>is me</em></td>
<td>-- in me</td>
</tr>
<tr>
<td><em>us me</em></td>
<td>-- un me</td>
</tr>
<tr>
<td><em>kis me</em></td>
<td>-- kin me</td>
</tr>
</tbody>
</table>

**IV. Grammatical Markers**

#### A. Possessive Marker

**RULE 10**

<table>
<thead>
<tr>
<th><strong>Singular</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>harii ke bhaaii</em></td>
<td>-- <em>harii kaa</em> bhaaii</td>
</tr>
<tr>
<td><em>harii ke bahan</em></td>
<td>-- <em>harii kii</em> bahan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>harii ke sab bhaaii</em></td>
<td>-- same</td>
</tr>
<tr>
<td><em>harii ke sab bahan</em></td>
<td>-- <em>harii kii sab bahane</em></td>
</tr>
</tbody>
</table>

**B. Object Marker**

**RULE 11**

<table>
<thead>
<tr>
<th><strong>Singular</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>uu laRkaa ke bataao</em></td>
<td>-- <em>us laRke ko bataao</em></td>
</tr>
<tr>
<td><em>uu laRkii ke bataao</em></td>
<td>-- <em>us laRkii ko bataao</em></td>
</tr>
</tbody>
</table>
FIJI HINDI

RULE 11 Cont.

Meanings

Plural

sab laRkaa ke bataao
sab laRkii ke bataao

meanings
tell all the
tell all the
boys
girls

V. Personal Pronouns

A. Person And Number

RULES 12 - 13

Meanings

Singular

ham Thiik hai -- mai Thiik huw
turn Thiik hai -- tum Thiik ho
uu Thiik hai -- wah Thiik hai

I am fine
you are fine
he is fine

Plural

ham log Thiik hai -- ham Thiik hai
wah kelaa mere

we are fine
you (F) are fine
they (far) are fine

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.

Meanings

Singular

uu kelaa hamaar -- wah kelaa
uu kelaa hamaar -- we kele mere

that/those
is/are mine

meraa hai
hai
<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>RULE 14 Cont.</td>
<td></td>
</tr>
</tbody>
</table>

**Singular**

<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu lakRii hamaar hai</td>
<td>--- wah lakRii merii hai</td>
</tr>
<tr>
<td>uu lakRii hamaar hai</td>
<td>--- we lakRiyaa merii hai</td>
</tr>
<tr>
<td>uu kelaa tumaar hai</td>
<td>--- wah kelaa tum-haaraa hai</td>
</tr>
<tr>
<td>uu kelaa tumaar hai</td>
<td>--- we kele tum-haare hai</td>
</tr>
<tr>
<td>uu lakRii tumaar hai</td>
<td>--- wah lakRii tum-haarii hai</td>
</tr>
<tr>
<td>uu lakRii tumaar hai</td>
<td>--- we lakRiyaa tum-haarii hai</td>
</tr>
<tr>
<td>uu kelaa uske hai etc.</td>
<td>--- wah kelaa uskaa hai etc.</td>
</tr>
<tr>
<td>uu kelaa iske hai etc.</td>
<td>--- wah kelaa iskaa hai etc.</td>
</tr>
<tr>
<td>uu kelaa aapan hai etc.</td>
<td>--- wah kelaa apnaa hai etc.</td>
</tr>
</tbody>
</table>

**Plural**

<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu kelaa ham-log(an) ke hai etc.</td>
<td>--- wah kelaa hamaa-raa hai</td>
</tr>
<tr>
<td>uu kelaa tum-log(an) ke hai etc.</td>
<td>--- wah kelaa tum-log kaaka hai</td>
</tr>
<tr>
<td>uu kelaa aapke hai etc.</td>
<td>--- wah kelaa aap-kaa hai</td>
</tr>
<tr>
<td>uu kelaa uu-log(an) ke hai etc.</td>
<td>--- wah kelaa unkaa hai etc.</td>
</tr>
<tr>
<td>uu kelaa ii-log(an) ke hai etc.</td>
<td>--- wah kelaa inkaa hai etc.</td>
</tr>
</tbody>
</table>

**Meanings**

- that/those stick(s)
- that/those banana(s)/stick(s)
- is/are mine
- yours (F)
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></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></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 him/her (far)
(near)
near you (P)
near them (far)
near them (near)
to/from/on me
to/from/on you
to/from/on self
to/from/on him or her (far)
to/from/on him or her (near)
to/etc. us
to/etc. you (P)
to/etc. them (far)
to/etc. them (near)
RULE 17

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>hame, hame</td>
<td>mujhe</td>
</tr>
<tr>
<td>tume, tume</td>
<td>tumhe</td>
</tr>
<tr>
<td>use</td>
<td>same</td>
</tr>
<tr>
<td>ise</td>
<td>same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log ke</td>
<td>hame</td>
</tr>
<tr>
<td>tum log ke</td>
<td>tum logo ko</td>
</tr>
<tr>
<td>aap ke</td>
<td>aap ko</td>
</tr>
<tr>
<td>uu log ke</td>
<td>unhe</td>
</tr>
<tr>
<td>ii log ke</td>
<td>inhe</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>Singular</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(I will go)</td>
<td></td>
</tr>
<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>Plural</th>
<th></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.)

Singular
(I go, I am going)
ham jaataa (hai)  --  mai jaataa/jaati 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 hai
  tum log jaataa (hai)  --  tum log jaate/jaatii ho
  aap jaataa (hai)  --  aap jaate/jaatii hai
  uu log jaa(w)e (hai)  --  we jaate/jaatii hai

PAST TENSE OF INTRANSITIVES
RULES 24 - 27

(Masc. and Fem.)   (Masc. or Fem.)

Animate Sing.
(I was)
ham rahaa  --  mai thaa/thii
  tum rahaa  --  tum the/thii
  uu rahaa/rahii  --  wah thaa/thii
  *(also) uu rahiis

Animate Pl.
ham log rahaa  --  ham the/thii
  tum log rahaa  --  tum log the/thii
  aap rahaa/rahe  --  aap the/thii
  uu log rahin/rahaa  --  we the/thii

Animate Sing.
(I came)
ham aayaa  --  mai aayaa/aayii
  tum aayaa  --  tum aaye/aayii
  uu aayaa/aayii  --  wah aayaa/aayii
  *(also) uu aaiis

* Intransitives can optionally take the transitive -iis ending.
FIJI HINDI RULES 24-27 Cont.

(Masc. and Fem.)

Animate PI.
ham log aayaa -- ham aaye/aayii
  tum log aayaa  -- tum log aaye/aayii
  aap aayaa/aaye  -- aap aaye/aayii
  uu log aain  -- we aaye/aayii

Inanimate Sing./PI.
  ek Kelaa rahaa -- ek kelaa thaa there was 1 banana
  tiin kelaa rahaa -- tiin kele the there were 5 bananas
  ek chaabhii rahaa -- ek chaabhi thii there was 1 key
  tiin chaabhii rahaa -- tiin chaabhiya thii there were 3 keys
  ek kelaa milaa -- ek kelaa milaa 1 banana was found
  duii kelaa milaa -- do kele mile 2 bananas were found
  ek chaabhii milaa -- ek chaabhi milii 1 key was found
  duii chaabhii milaa -- do chaabhiya milii 2 keys were found

STANDARD HINDI RULES 25 - 28, 37
(Masc. or Fem.)

Animate Sing.
(I have come)
  ham aayaa hai -- maa aayaa/aayii huu
  tum aayaa hai  -- tum aaye/aayii ho
  uu aayaa/aayii hai  -- wah aayaa/aayii hai
*(also) uu aaiis hai

Meanings

Present Perfect of Intransitive

Rules 25 - 28, 37

(Masc. and Fem.)

Animate Sing.
(I have come)
  ham aayaa hai  -- maan aayaa/aayii huu
  tum aayaa hai  -- tum aaye/aayii ho
  uu aayaa/aayii hai  -- wah aayaa/aayii hai
*(also) uu aaiis hai

* Intransitives can optionally take the transitive -iis ending.
FIJI HINDI

RULES 25 - 38, 37 Cont.

(Masc. and Fem.)

Animate Pl.

<table>
<thead>
<tr>
<th>Fijian</th>
<th>Standard Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log aayaa hai</td>
<td>ham aaye/aayii hai</td>
</tr>
<tr>
<td>tum log aayaa hai</td>
<td>tum log aaye/aayii ho</td>
</tr>
<tr>
<td>aap aayaa/aaye hai</td>
<td>aap aaye/aayii hai</td>
</tr>
<tr>
<td>uu log aayin hai</td>
<td>we aaye/aayii hai</td>
</tr>
</tbody>
</table>

Inanimate Sing./Pl.

<table>
<thead>
<tr>
<th>Fijian</th>
<th>Standard Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>ek kelaa milaa hai</td>
<td>same</td>
</tr>
<tr>
<td>duii kelaa milaa hai</td>
<td>do kele mile hai</td>
</tr>
<tr>
<td>ek chaabhi milaa hai</td>
<td>ek chaabhi milii hai</td>
</tr>
<tr>
<td>duii chaabhi milaa hai</td>
<td>do chaabhiyaa milii hai</td>
</tr>
</tbody>
</table>

Meanings

1. banana has been found
2. bananas have been found
1. key has been found
2. keys have been found

PAST PERFECT OF INTRANSITIES

RULES 29 - 31

(Masc. and Fem.)

Singular

(I came, I had come)

<table>
<thead>
<tr>
<th>Fijian</th>
<th>Standard Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham aayaa rahaa</td>
<td>mai aayaa thaa/aayii thii</td>
</tr>
<tr>
<td>tum aayaa rahaa</td>
<td>tum aaye the/aayii thii</td>
</tr>
<tr>
<td>uu aayaa rahaa/aayaa rahii</td>
<td>wah aayaa thaa/aayii thii</td>
</tr>
<tr>
<td>*(also) uu aayii rahaa</td>
<td></td>
</tr>
</tbody>
</table>

Plural

<table>
<thead>
<tr>
<th>Fijian</th>
<th>Standard Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log aayaa rahaa</td>
<td>ham aaye the/aayii thii</td>
</tr>
<tr>
<td>tum log aayaa rahaa</td>
<td>tum log aaye the/aayii thii</td>
</tr>
<tr>
<td>aap aayaa rahaa/ aaye rahaa</td>
<td>aap aaye the/aayii thii</td>
</tr>
<tr>
<td>uu log aayin rahaa/ aayaa rahin</td>
<td>we aaye the/aayii thii</td>
</tr>
</tbody>
</table>

*Intransitives can optionally take the transitive _-iis ending.
FIJI HINDI

PAST OF TRANSITIVE
RULES 24, 32 - 36

With Varying Objects

Animate

(I saw a boy)
ham ek larkaa (ke) -- maitamin ne ek laRkaa dekhaa (or)
dekhhaa maatinum ne ek laRke ko dekhaa

(I saw two boys)
ham duui laRkaa (ke) -- maatinum ne do laRke kekhe (or)
dekhhaa maatinum ne do laRko ko dekhaa

(I saw a girl)
ham ek laRkii (ke) -- maatinum ne ek laRkii dekhii (or)
dekhhaa maatinum ne ek laRkii ko dekhaa

(I saw two girls)
ham duui laRkii (ke) -- maatinum ne do laRkiyaay dekhiti (or)
dekhhaa maatinum ne do laRkiyo ko dekhaa

Inanimate

(I saw a banana)
ham ek kelaa -- maatinum ne ek kelaa dekhaa (or)
dekhhaa maatinum ne ek kele ko dekhaa

(I saw two bananas)
ham duui kelaa -- maatinum ne do kele dekhe (or)
dekhhaa maatinum ne do kelo ko dekhaa

(I saw a key)
ham ek chaabhii -- maatinum ne ek chaabhii dekhii (or)
dekhhaa maatinum ne ek chaabhii ko dekhaa

(I saw two keys)
ham duui chaabhii -- maatinum ne do chaabhiyaay dekhiti (or)
dekhhaa maatinum ne do chaabhiyo ko dekhaa

With Varying Subjects

Singular

(I saw)
ham dekhaa -- maatinum ne dekhaa/dekhe/dekhii/dekhiti
tum dekhaa -- tum ne dekhaa/etc.
uu dekhiis -- usne dekhaa/etc.

Plural

ham log dekkhaa -- ham ne dekhaa/etc.
tum log dekhaa -- tum logo ne dekhaa/etc.
aap dekkhaa/dekhe -- aap ne dekhaa/etc.
uu log dekхиn/ dekkhaa -- unhone dekhaa/etc.
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)

(I have seen one girl)
ham ek laRkii (ke) dekhaa hai

(I have seen two girls)
ham duii laRkii (ke)

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

mäñ ne ek laRkaa dekhaa hai
(or) mäñ ne ek laRke ko dekhaa hai

mäñ ne do laRke dekhe haï
(or) mäñ ne do laRko ko dekhaa hai

mäñ ne ek laRkii dekhii hai
(or) mäñ ne ek laRkii ko dekhaa hai

mäñ ne do laRkiyaa dekhii haï
(or) mäñ ne do laRkiyo ko dekhaa hai

mäñ ne ek kelaa dekhaa hai
(or) mäñ ne ek kele ko dekhaa hai

mäñ ne do kele dekhe haï (or) mäñ ne do kelo ko dekhaa hai

mäñ ne ek chaabhii dekhii hai
(or) mäñ ne ek chaabhii ko dekhaa hai

mäñ ne do chaabhiyaa dekhii haï (or) mäñ ne do chaabhiyo ko dekhaa hai
WITH VARYING SUBJECTS

**Singular**

(I have seen)

ham dekhaa hai -- māi ne dekhaa hai/dekhe hai/dekhii hai/dekhii hai

tum dekhaa hai -- tum ne dekhaa hai/etc.

uu dekhiis 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/dekhe hai -- aap ne dekhaa hai/etc.

uu log dekhiin hai/ dekhaa hai -- unhone dekhaa hai/etc.

PAST PERFECT OF TRANSITIVES

**RULES 29 - 36**

**With Varying Objects**

**Animate**

(I had seen that boy)

ham uu lārkāa (ke) dekhaa rahaa -- māi ne wah lārkāa dekhaa thaa (or) māi ne us lārke ko dekhaa thaa

(I had seen those two boys)

ham uu duii lārkāa (ke) dekhaa rahaa -- māi ne we do lārke dekhe the (or) māi ne un do larko ko dekhaa thaa

(I had seen that girl)

ham uu lārkīi (ke) dekhaa rahaa -- māi ne wah lārkīi dekhii thii (or) māi ne us lārkīi ko dekhaa thaa

(I had seen those two girls)

ham uu duii lārkīi (ke) dekhaa rahaa -- māi ne we do lārkiyaa dekkhii thii (or) māi ne un do lārkiyo ko dekhaa thaa.
FIJI HINDI

RULES 29 - 36 Cont.

With Varying Objects

Inanimate

(I had seen one banana)
ham ek kele dekhaa rahaa

(I had seen two bananas)
ham duii kele dekhaa rahaa

(I had seen one key)
ham ek chaabhi dekhaa rahaa

(I had seen two keys)
ham duii chaabhi dekhaa hai

With Varying Subjects

Singular

(I had seen)
ham dekhaa rahaa
tum dekhaa rahaa
uu dekhiis rahaa

Plural
ham log dekhaa rhaha
tum log dekhaa rhaha
aap dekhaa rhaha/
dekhe rhaha
uu log dekhiin rhaha/
dekhaa rhaha

STANDARD HINDI

mai ne ek kele dekhaa thaa
(or) mai ne ek kele ko
dekhaa thaa

mai ne do kele dekhe the
(or) mai ne do kelo ko
dekhaa thaa

mai ne ek chaabhi dekhi thii
(or) mai ne ek
chaabhi ko dekhaa thaa

mai ne do chaabhiya dekkhi thii
(or) mai ne do
chaabhiyo ko dekhaa thaa

mai ne dekhaa thaa/dekhe the/
dekhi thii/dekhi thii thii
tum ne dekhaa thaa/etc.
usne dekhaa thaa/etc.

ham ne dekhaa thaa/etc.
tum logo ne dekhaa thaa/etc.
aap ne dekhaa thaa/etc.
unhone dekhaa thaa/etc.
FIJI HINDI                            STANDARD HINDI

PAST CONTINUOUS (Habitual/Progressive)
RULES 38 - 39

<table>
<thead>
<tr>
<th>Masc. and Fem.</th>
<th>(Masc. or Fem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>(I was going, I used to go)</td>
<td></td>
</tr>
<tr>
<td>ham jaat raha</td>
<td>mai jaataa thaa/ jaatii thii</td>
</tr>
<tr>
<td>tum jaat raha</td>
<td>tum jaate the/ jaatii thii</td>
</tr>
<tr>
<td>uu jaat raha/rahi</td>
<td>wah jaataa thaa/ jaatii thii</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>ham log jaat raha</td>
<td>ham jaate the/ jaatii thii</td>
</tr>
<tr>
<td>tum log jaat raha</td>
<td>tum log jaate the/ jaatii thii</td>
</tr>
<tr>
<td>aap jaat raha</td>
<td>aap jaate the/ jaatii thii</td>
</tr>
<tr>
<td>uu log jaat rahi/ raha</td>
<td>we jaate the/ jaatii thii</td>
</tr>
</tbody>
</table>

PRESENT PROGRESSIVE
RULES 40 - 41

<table>
<thead>
<tr>
<th>Masc. and Fem.</th>
<th>(Masc. or Fem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>(I am going)</td>
<td></td>
</tr>
<tr>
<td>ham jaataa (hai)</td>
<td>mai jaa raha/ rahi hai</td>
</tr>
<tr>
<td>tum jaataa (hai)</td>
<td>tum jaa rahe/ rahi hai</td>
</tr>
<tr>
<td>uu jaa(w)e (hai)</td>
<td>wah jaa raha/ rahi hai</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>ham log jaataa (hai)</td>
<td>ham jaa rahe/ rahi hai</td>
</tr>
<tr>
<td>tum log jaataa (hai)</td>
<td>tum log jaa rahe/ rahi hai</td>
</tr>
<tr>
<td>aap jaataa (hai)</td>
<td>aap jaa rahe/ rahi hai</td>
</tr>
<tr>
<td>uu log jaa(w)e (hai)</td>
<td>we jaa rahe/ rahi hai</td>
</tr>
</tbody>
</table>

PAST PROGRESSIVE
RULES 40 and 42

<table>
<thead>
<tr>
<th>Masc. and Fem.</th>
<th>(Masc. or Fem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>(I was going)</td>
<td></td>
</tr>
<tr>
<td>ham jaat raha</td>
<td>mai jaa raha thaa/ rahi thii</td>
</tr>
<tr>
<td>tum jaat raha</td>
<td>tum jaa rahe the/ rahi thii</td>
</tr>
<tr>
<td>uu jaat raha/ rahi</td>
<td>wah jaa raha thaa/ rahi thii</td>
</tr>
</tbody>
</table>
Appendix B, Examples - Comparative Grammar

FIJI HINDI

RULES 40 and 42 Cont.

**Plural**
- ham log jaat raha
- tum log jaat raha
- aap jaat raha
- uu log jaat rahin/
  raha

**A2. Commands**

RULES 43 - 44

(sit/please sit)
- tum baiTho/baiThnaa
- tum log baiTho/ baiThnaa
- aap baiThnaa

**A3. Hortative**

RULE 45

(May I go?/Shall I go?)
- ham jaaii?
  (Shall we go?/ Let's go.)
- ham log jaaii?/ jaae koii?

**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.
<table>
<thead>
<tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td><strong>(if) I go/(if) I should go</strong></td>
</tr>
<tr>
<td>ham chalii</td>
<td>-- māṭ chalwū</td>
</tr>
<tr>
<td>tum chalo</td>
<td>-- same</td>
</tr>
<tr>
<td>uu chale</td>
<td>-- wah chale</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>ham log chalii</td>
<td>-- ham chale</td>
</tr>
<tr>
<td>tum log chalo</td>
<td>-- same</td>
</tr>
<tr>
<td>aap chale</td>
<td>-- aap chale</td>
</tr>
<tr>
<td>uu log chale</td>
<td>-- we chale</td>
</tr>
<tr>
<td><strong>PRESENT SUBJUNCTIVE</strong></td>
<td><strong>RULE 47</strong></td>
</tr>
<tr>
<td><strong>(Masc. and Fem.)</strong></td>
<td><strong>(Masc. or Fem.)</strong></td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td><strong>((if) I came/ I would come)</strong></td>
</tr>
<tr>
<td>ham aataa</td>
<td>-- māṭ aataa/aatii</td>
</tr>
<tr>
<td>tum aataa</td>
<td>-- tum aate/aatii</td>
</tr>
<tr>
<td>uu aataa</td>
<td>-- wah aataa/aatii</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>ham log aataa</td>
<td>-- ham aate/aatii</td>
</tr>
<tr>
<td>tum log aataa</td>
<td>-- tum log aate/aatii</td>
</tr>
<tr>
<td>aap aataa</td>
<td>-- aap aate/aatii</td>
</tr>
<tr>
<td>uu log aataa</td>
<td>-- we aate/aatii</td>
</tr>
<tr>
<td><strong>PAST SUBJUNCTIVE</strong></td>
<td><strong>RULES 48 - 49</strong></td>
</tr>
<tr>
<td><strong>(Masc. and Fem.)</strong></td>
<td><strong>(Masc. or Fem.)</strong></td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td><strong>((if) I had come/I would have come)</strong></td>
</tr>
<tr>
<td>ham aataa</td>
<td>-- māṭ aayaa hotaa/aayii hotii</td>
</tr>
<tr>
<td>tum aataa</td>
<td>-- tum aaye hote/aayii hotii</td>
</tr>
<tr>
<td>uu aataa</td>
<td>-- wah aayaa hotaa/aayii hotii</td>
</tr>
</tbody>
</table>
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 paRh saktaa hai?

paRhe? haa, sake. haa, paRh saktaa hai.

c. (He/she couldn't say anything.)

uu kuchh bole nahii -- wah kuchh bol nahii sakaa/sakii.

B2. Overcoming Difficulties

RULE 58

a. (He/she didn't manage to come.)

uu aae nahii paaiis. -- wah aa nahii paayaa/paayii.
RULE 58 Cont.

b. (I'll manage to catch him/her.)
   uske pakRe paaegaa. -- use pakaR paaawgaa/paaawugii.

c. (I can't manage to see.)
   dekhe nahti paataa. -- dekh nahti paataa/paatii 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 karnaa paRaa/thaa.

c. (One has to read several books.)
   kaafii buk paRhe ke ha.
   kaafii buk paRhe ke paRhe. (or)
   -- kaafii kitaabe paRhnii partii hat. (or)

   kaafii kitaabe paRhnii hat.

d. (I had to close all the doors.)
   sab pallaa band kare ke paRaa/rahaa.
   -- sab darwaaze band karne paRe/the.
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

C1. On The Verge Of

RULES 66 - 67

a. (Are you about to say something?)
   aap kuchh bole jaataa hai?
   -- aap kuchh bolne jaa rahe/
       raheii hai?

b. (I was about to ask.)
   ham puuchhe jaait rahaa.
   -- mai puuchhne jaa raahaa thaa/
       raahii thii.

RULES 68 - 69

c. (Were you about to say something?)
   - aap kuchh bole waalaa raha.
   -- aap kuchh bolne waale the/
       waali thii?

d. (I'm going to ask.)
   ham puuchh jaa rh hai.
   -- mai puuchhne jaa raha/
       rahaii hau.
C2. Completion

RULES 70, 72 - 73 (Intransitives)

a. (It will be made tomorrow.)
   uu bihaan ban
   -- wah kal ban jaagaa.

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
   -- tum ne sab roTiyaa khaa lii?
   khaa(y) liyaa.
   (or)
   tum sab roTiyaa khaa gaye?

C3. Self Benefactive

RULES 74 - 75

a. (Make tea, i.e. for yourself.)
   chaa banaa(y) lo.
   -- chaay banaa lo.

b. (Mother wrote it, i.e. for her-
   self.)
   maa likh liis.
   -- maa ne likh liyaa.

c. (Do you speak Hindi?)
   aap hindii bol
   -- aap hindii bol lete hai?
   letaa?
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 dwaagaa/dwaagii.

C5. Keep On

RULES 77 - 78

a. (You keep on speaking.)
   aap bolte raho. -- aap bolte rahiye.

b. (I kept telling you she would fall.)
   ham bolte raahaa ki -- mai boltii rahii ki wah
   uu gir jaaii. -- gir jaaegii.

c. (A person keeps learning his whole life.)
   aadmii jindagii bhar sikhtaa -- insaan zindagii bhar sikhtaa
   bhar sikhtee rahe. -- rahtaa hai.

C6. To Start

RULES 79 - 80

a. (He/she had started moving.)
   uu chale lagiiis -- wah chalne lagaa thaa/raahaa.

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 hoii...  --  aap soch rahe hoge...

b. (Lakshmi must have come.)
   lakshmi aayii hoii.  --  lakshmi aayii hogii.

c. (She must have told you/them/etc.)
   uu bataaiis hoii.  --  us ne bataayaa hogaa

d. (I must have been sleeping.)
   ham suutaa rahaa hoii.  --  maṭ sotaa huaa houugaa/
                        sotii huii houugii/

e. (It must be hot.)
   uu garam hoii.  --  wah garam hogaa/hogii.

D2. Aspects

a. (They must not have been able to come.)
   uu log nahiī aae sakin hoii.  --  we nahiī aa sake hoge/
                                  sakii hogii

b. (He/she probably couldn't manage to say anything.)
   uu kuchh nahiī bole.  --  wah kuchh nahiī bol paayaa
                            hogaa/paayii hogii.

c. (He/she must have had to go back.)
   use lauTe ke paRaa hoii.  --  use lauTnaa paRaa hogaa.

d. (The farmer must have allowed the rams to graze.)
   kisaan khasiī log ke chare diis hoii.  --  kisaan ne bakRo ko charne diyaa hogaa.
FIJI HINDI  

RULES 81 - 85 Cont.

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/ chaay/diyaa/ roTii banaa(y) liin hoii.  

d. (They must have made food/tea/ lamps/rotis, i.e. for others.)

uu log khaanaa/ chaay/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 lagiis hoii.  

STANDARD HINDI  

wah kuchh bolne jaa rahaa hogaa/jaa rahii hogii.  

wah so gayaa hogaa/so gayii hogii.  

unhone khaanaa banaa liyya hogaa/ chaay banaa lii hogii/ diye banaa diye hoge/ roTiiyaa banaa lii hogii.  

unhone khaanaa banaa diyya hogaa/ chaay banaa dii hogii/ diye banaa diye hoge/ roTiiyaa banaa dii hogii  

tum log piite rahe hoge/ piitii rahii hogii.  

ab to munnaa chalne lagaa hogaa.
E. Derived Forms

El. Nominalization

AS OBJECT OF A VERB
RULES 86 - 90

a. (What do you want to do?)
   aap kaunchii maagtaa kare/
      kare maagtaa?
   -- aap kyaa karnaa chaahate hai?

b. (I am thinking of calling him.)
   ham uske bulaae ke sochtaa.
   -- maat use bulaanaa soch rahaa/
       rahii huw. (or)
       maat use bulaane ko soch
       rahaa/rahii huw.

c. (He/she forgot to ask.)
   uu puuchhe ke bhulaay gae.
   -- wah puuchhne ko bhuul gayaa/
       gayii. (or)
       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 thi
    rahegaa.
   -- fir se aanaa Thiik nahii
      parii.

b. (Going inside is forbidden.)
   bhittar jaae ke
     alauD nahii hai.
   -- andar jaanaa manaa hai.
FIJI HINDI

RULES 86 - 88, 91 Cont.

c. (It's difficult to make them understand.)

uu log ke samjhae ke/samjhaao kaRaa kaam hai.

uu log ke samjhaae ke/samjhaao kaRaa 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

chaataa banaane waalaa aadmii/waalii aurat

b. (any breakable object)

koii TuuThe waa- laa chiij

koii TuuThne waalaa chiij

OF PRESENT PROGRESSIVE FORMS
RULES 92 - 94, 98 - 100

c. (they boy who is speaking)

jon laRkaa bole

jo laRkaa boltaa hai (or)

boltaa huua laRkaa

d. (the girl who is speaking)

jon laRkii bole

jo laRkii boltii hai (or)

boltii huii laRkii

e. (the boys who are speaking)

john laRkan bole

jo laRke bolte hai (or)

bolte huue laRke
Appendix B, Examples - Comparative Grammar

FIJI HINDI

RULES 92 - 94, 98 - 100 Cont.

f. (the girls who are speaking)
jon laRkii log bole -- jo laRkiyaa boltii hai
(or)
boltii huii laRkiyaa

STANDARD HINDI

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 kaa banaayaa huaa

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 banaaye
-- jo diye aap ne banaaye
(or)
aap ke banaaye hue diye

j. (the rotis which you made)
jon roTii aap banaayaa
-- jo roTiyaa aap ne banaayii
(or)
aap kii banaayii huii roTiyaa

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
Appendix B, Examples - Comparative Grammar  

FIJI HINDI  
STANDARD HINDI  

E3. Adverbialization  
RULES 102 - 112  

a. (He/she came running.)  
uu dauRte/dauRat aaiis.  
-- wah dauRte (hue) aayaa/aayii  
b. (I always read lying down.)  
ham hadam leT ke paRhta.  
-- mai hameshaa leT kar paRhta/parhthii hue.  
c. (We came singing all the way.)  
ham log gaate gaate chale aaye/aayii.  
d. (He will run away when he sees me.)  
(jab) hame dekhii to bhaag jaaii.  
(or)  
hame dekh ke bhaag jaaii.  
e. (Say something like that only after thinking carefully.)  
aisan baat khaalii soch soch ke karo.  
-- aissi baat khaalii soch soch kar kar.  

E4. Complementization  
RULES 113 - 117  

a. (I saw that you were coming.)  
ham dekhaa (ki) aap aat rahaa.  
-- maane dekhaa (ki) aap aa rahe the.
Appendix B, Examples - Comparative Grammar

FIJI HINDI

RULES 113 - 117 Cont.

b. (I saw you coming)
ham aap ke aate dekhaa.

-- maine aap ko aate (hue) dekhaa.

c. (They found him lying on the ground.)
uu log use jemiin pe paRaa paayaa.

-- unhone use zemiin par paRaa (huaa) paayaa.

d. (I found mother bent over.)
ammaa bame jhukaa miiaa.

-- 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.

STANDARD HINDI

All nouns, save -aa final masculine singular, show the same forms before postpositions as in nominative case.

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.

Plural nouns show different forms before postpositions.
C. Fem. nouns ending in -ii -- lyo.
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.
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* -- *kii* for fem. sing. and plural items possessed.

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 -- mäi 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.

Posessive personal pronouns and adjectives change to agree in gender and number with the item possessed.
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.

VI. Verbs

A. Mood

Al. Indicative

FUTURE TENSE

18. The future is formed by adding future endings to the verb stem. Same as for Fiji Hindi.

19. Future verbforms show distinctions in person only.

A. -egaa ending -- -wgaan/-ega for 1st. pers. sing. and pl. subjects respectively, and changes to agree with the gender of its subject.
Appendix B, Rules - Comparative Grammar

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. honaa changes in present tense to agree with its subject in person and number as main verb and auxiliary.

A. hai -- huu with the subject mai.
B. hai -- ho with subjects tum and tum log.
C. hai -- hii 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. The imperfect participle shows distinctions in gender and number.

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.
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

PAST TENSE

24. Same as for Fiji Hindi.

PAST TENSE OF INTRANSITIVES

25. Past participles of intransitive verbs change their endings to agree with the gender of all subjects.

26. Past participles of intransitive verbs change their endings to agree in number with all subjects.

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. Same as for Fiji Hindi.
Appendix B, Rules - Comparative Grammar

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 inflectional 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

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. Same as for Fiji Hindi.

PAST PERFECT

29. Same as for Fiji Hindi.

30. Both the participle and the auxiliary must carry inflectional endings.

31. The auxiliary changes its endings to agree with the gender and number of its accompanying participle.

PAST OF TRANSITIVES

32. 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. -nā ending for aap -- -nā/-iye/-iyēgāa/-e.
A3. Hortative

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

Subjunctive verbforms change to agree in person 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

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.

A. Past subj. ending -t*aa -- -aa/-e for masc. sing. and pl. subjects respectively.
B. Past subj. ending -t*aa -- -ii/-ii for fem. sing. and pl. subjects respectively.

STANDARD HINDI

48. Verbs show separate forms for present and past subjunctive.

49. 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 -t*aa -- -aa/-e for masc. sing. and pl. subjects respectively.
B. Past subj. ending -t*aa -- -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.

Same as for Fiji Hindi.
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.
FIJI HINDI

B4. Obligation, Compulsion

60. This aspect consists of the oblique infinitive plus the marker ke plus the modifying verb honaa/paRnnaa.

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.

STANDARD HINDI

This aspect consists of the infinitive plus the modifying verb honaa/paRnnaa.

Same as for Fiji Hindi.

The infinitive may change to agree in gender and number with its direct object, if any.

The modifying verb may change to agree in gender and/or number with the direct object of the main verb.

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.

No equivalent rule.

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.
C 1. 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.

C 2. 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.
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 -- howgaa/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.

STANDARD HINDI

Same as for Fiji Hindi.

The probability marker changes to agree with the person, gender and number of its subject.

Same as for Fiji Hindi. When probability is added past forms of honaa become huaa and retain the endings showing gender and number.
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 -naa.
B. Verbstem plus -e ke -- 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 -naa.
B. Verbstem plus -e ke as object of a verb -- verbstem plus -naa 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.
90. With the verb maagnaa, a verbal object may appear after rather than before the verb. No equivalent rule.

91. As subject of a verb, verbstem plus ke may be replaced by verbstem plus -o. No Alternative form.

A. Verbstem plus -o as subject of a verb -- verbstem plus -naa.

E2. Adjectivization

92. All adjective clauses may follow the noun they modify. Same as for Fiji Hindi.

93. Adjective clauses which follow their noun retain the verb unchanged and substitute the relative pronoun for the subject. Same as for Fiji Hindi.

A. Relative pronoun jon -- jo.

94. The relative pronoun may precede or follow the noun. Same as for Fiji Hindi.

95. An adjective clause whose verb shows present habitual tense may precede its noun. 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.
   B. waalaa -- waalii before all fem. inanimate nouns.

98. No equivalent rule.

99. No equivalent rule.

100. No equivalent rule.
10. No equivalent rule. 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.

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.
107. An adverbial clause appearing before the main clause takes an appropriate conjunction and preserves its verb unchanged.

108. The adverbial conjunction jab may be deleted.

109. If the subject of an adverbial clause is the same as that of the main clause, and the action in its verb occurs before that of the main clause, the imperfect participle may be replaced by the verbstem plus the prior completion marker.

A. Prior completion marker ke -- kar after all verbstem save kar.

110. An adverbial clause containing verbstem plus the prior completion marker may be embedded within the main clause.

111. Adverbial clauses must delete their subject when embedded within a main clause.

112. The imperfect participle or verbstem before the prior completion marker in an adverbial clause may be reduplicated to show repeated or continual action.
E4. Complementization

113. A clause which is object of a verb may follow the verb introduced by the optional marker \textit{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 imbedded complement takes the form of the imperfect participle showing a single form for all subjects.

A. Imperfect participle ending \textit{-at/-te} -- \textit{-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.
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><strong>Pronouns</strong></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. mat</td>
<td>3. I</td>
</tr>
<tr>
<td>4. uu log</td>
<td>4. we</td>
<td>4. they</td>
</tr>
<tr>
<td><strong>Possessives</strong></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. kaahe</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. szsge</td>
<td>20. saath</td>
<td>20. with</td>
</tr>
<tr>
<td>22. nagilich</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. zyaadaa</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>
### Fiji Hindi | Standard Hindi | Meaning
---|---|---
31. kariyya | 31. kaalaa | 31. black
32. fokaTiyaa | 32. bekaar | 32. useless
33. chok | 33. pain | 33. sharp

#### Adjectives Cont.

34. maagnaa | 34. chaahnaa | 34. to want
35. chiinnaa | 35. pahchaanna | 35. to recognize
36. piraanaa, piraanaa | 36. dard honaa | 36. to hurt, to pain
37. bhijnaa | 37. bhiignaa | 37. to get wet
38. baar denaa | 38. jaiia denaa | 38. to light
39. butaanaa | 39. bujhaanaa | 39. to put out, extinguish
40. dhar denaa | 40. rakh denaa | 40. to put away
41. agornaa | 41. intazaar karna, pratiikshaa karna | 41. to wait

#### Verbs

42. luk jaanaa | 42. chhip jaanaa | 42. to get lost
43. biignaa | 43. phæknaa | 43. to throw
44. hal jaanaa | 44. gus jaanaa | 44. to enter
45. pauRnaa | 45. tairnaa | 45. to swim
46. chhaapT karnaa | 46. kay karna | 46. to vomit
47. chhaaapaa utaarnaa | 47. foTo kiichnaa | 47. to take a picture

#### Nouns

48. bihaan | 48. kal | 48. tomorrow
49. goR | 49. pair, paaw | 49. leg, foot
50. muuR | 50. sir | 50. head
51. pallaa | 51. darwaazaa | 51. door
52. rakam, maaafik prakaar | 52. tarah, prakaar | 52. kind, type
53. barkhaa, paanii warshaa | 53. baarish, warshaa | 53. rain
54. chaatTaa | 54. kiichaR | 54. mud
55. jane | 55. wyaktii | 55. person
56. biijyaa | 56. biij | 56. seed
57. chaur | 57. chaawal | 57. cooked rice
58. sajhaa | 58. shaam | 58. evening
59. pahunaa, paunaa | 59. mahmaan | 59. guest
<table>
<thead>
<tr>
<th>Fiji Hindi</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>60. khasii, khasii</td>
<td>60. bakraa</td>
<td>60. male goat</td>
</tr>
<tr>
<td>61. juun</td>
<td>61. belaa</td>
<td>61. period of the day</td>
</tr>
<tr>
<td>62. maTTii, murdaa</td>
<td>62. laash</td>
<td>62. corpse</td>
</tr>
<tr>
<td>63. gaTayi</td>
<td>63. gallaa, gardan</td>
<td>63. neck</td>
</tr>
<tr>
<td>64. bista'ya</td>
<td>64. chipkalii</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>
NOTE: There are no regular sound differences between Fiji Hindi and standard Hindi. Most Fiji Indians make no distinction between "j" and "z", or "v" 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

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. keraa</td>
<td>1. kelaa</td>
<td>1. banana</td>
</tr>
<tr>
<td>2. gaarii</td>
<td>2. gaalii</td>
<td>2. oath, curse</td>
</tr>
<tr>
<td>3. naaraa</td>
<td>3. naalaa</td>
<td>3. stream</td>
</tr>
<tr>
<td>4. sorah</td>
<td>4. solah</td>
<td>4. sixteen</td>
</tr>
<tr>
<td>5. naura, neora</td>
<td>5. naula, neola</td>
<td>5. mongoose</td>
</tr>
<tr>
<td>6. dubra</td>
<td>6. dublaa</td>
<td>6. thin</td>
</tr>
</tbody>
</table>

1B. Syllable Initial

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. machhrii</td>
<td>7. machhlii</td>
<td>7. fish</td>
</tr>
<tr>
<td>8. patraa</td>
<td>8. patlaa</td>
<td>8. thin</td>
</tr>
<tr>
<td>9. nikraa</td>
<td>9. niklaa</td>
<td>9. came out</td>
</tr>
<tr>
<td>10. karejaa</td>
<td>10. kalejaa</td>
<td>10. liver, heart</td>
</tr>
</tbody>
</table>
## Appendix D - Sound Changes

### 1C. Syllable Final

<table>
<thead>
<tr>
<th>Informal</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. ujjar</td>
<td>13. ujjal</td>
<td>13. white</td>
</tr>
<tr>
<td>14. samtar</td>
<td>14. samtal</td>
<td>14. flat</td>
</tr>
<tr>
<td>15. magar</td>
<td>15. mazal</td>
<td>15. Tuesday</td>
</tr>
<tr>
<td>16. kaThar</td>
<td>16. kaThal</td>
<td>16. jackfruit</td>
</tr>
<tr>
<td>17. hardii</td>
<td>17. haldii</td>
<td>17. tumeric</td>
</tr>
<tr>
<td>18. jarnaar</td>
<td>18. jaNaar</td>
<td>18. to burn</td>
</tr>
<tr>
<td>19. sambhaar</td>
<td>19. sambhaalnaa</td>
<td>19. to take care</td>
</tr>
<tr>
<td>20. palwaar</td>
<td>20. pariwaar</td>
<td>20. family</td>
</tr>
</tbody>
</table>

### 2. Diminutivization

**2A. Shortening Of Preceding Vowel and Adding -yaa, -iyaa**

<table>
<thead>
<tr>
<th>Informal</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. maai</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. biddi</td>
<td>25. dot</td>
</tr>
</tbody>
</table>

**2B. Dropping Of Final Vowel And Addition Of -kanaa**

<table>
<thead>
<tr>
<th>Informal</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>Informal</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>Informal</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

#### 3. Intrusive Or Replacive Syllable Final Nasal

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<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<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

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. hame</td>
<td>42. hame</td>
<td>42. me, to me</td>
</tr>
<tr>
<td>43. tume</td>
<td>43. tume, tumhe</td>
<td>43. you, to you</td>
</tr>
<tr>
<td>44. aakh</td>
<td>44. aakh</td>
<td>44. eye</td>
</tr>
<tr>
<td>45. oTh</td>
<td>45. oTh</td>
<td>45. lip</td>
</tr>
<tr>
<td>46. gaaThii</td>
<td>46. gaaTh</td>
<td>46. knee, knot</td>
</tr>
<tr>
<td>47. hastaa</td>
<td>47. hastaa</td>
<td>47. laugh(ing)</td>
</tr>
</tbody>
</table>

#### 5. Reductions In Rapid Speech

##### 5A. Dropping Of h

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. ai</td>
<td>48. hai</td>
<td>48. is, are, etc.</td>
</tr>
<tr>
<td>49. naā́</td>
<td>49. nahi</td>
<td>49. no, not</td>
</tr>
<tr>
<td>50. raa</td>
<td>50. rahaa</td>
<td>50. was, were, etc.</td>
</tr>
<tr>
<td>51. kaa</td>
<td>51. kaha</td>
<td>51. where</td>
</tr>
<tr>
<td>52. baut</td>
<td>52. bahut</td>
<td>52. much, many</td>
</tr>
<tr>
<td>53. chale k oii</td>
<td>53. chale ke hoi</td>
<td>53. let's go</td>
</tr>
</tbody>
</table>

##### 5B. Reduction Of Final -e In Postpositions

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>54. gaay k bachchaa</td>
<td>54. gaay ke bachchaa</td>
<td>54. calf</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>hari se</td>
<td>hari se</td>
<td>ask Hari</td>
</tr>
<tr>
<td>amma se</td>
<td>amma se</td>
<td>did you tell mother?</td>
</tr>
<tr>
<td>thora derii</td>
<td>thora deri</td>
<td>I'll come in a little while</td>
</tr>
<tr>
<td>ek ghanTaa</td>
<td>ek ghanTaa</td>
<td>in an hour</td>
</tr>
</tbody>
</table>

#### Shortening Of Root Vowel

**Often With Compensatory Lengthening Of Consonant**

<table>
<thead>
<tr>
<th>6A. -aa- Reducing To -a-</th>
</tr>
</thead>
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<td>59. mataa</td>
</tr>
<tr>
<td>60. jantaa</td>
</tr>
<tr>
<td>61. rastaa</td>
</tr>
<tr>
<td>62. chal jaii</td>
</tr>
<tr>
<td>63. chakku</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6B. -ii- Reduces To -i-</th>
</tr>
</thead>
<tbody>
<tr>
<td>64. bhiitar</td>
</tr>
<tr>
<td>65. pichche</td>
</tr>
<tr>
<td>66. niiche</td>
</tr>
<tr>
<td>67. Dhiilaa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6C. -uu- Reduces To -u-</th>
</tr>
</thead>
<tbody>
<tr>
<td>68. TuTh gae</td>
</tr>
<tr>
<td>69. uppar</td>
</tr>
<tr>
<td>70. kabuttar</td>
</tr>
<tr>
<td>71. Dub gae</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6D. -e- Reduces In Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>72. dekho</td>
</tr>
<tr>
<td>73. kekRaa</td>
</tr>
<tr>
<td>74. ek hii</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6E. -o- Reduces In Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>75. oRhnni</td>
</tr>
<tr>
<td>76. boklaa</td>
</tr>
<tr>
<td>77. sommaaar</td>
</tr>
<tr>
<td>Informal</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>78. suutaa</td>
</tr>
<tr>
<td>79. tuRnaa</td>
</tr>
</tbody>
</table>

8. Weakening Of Aspiration

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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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