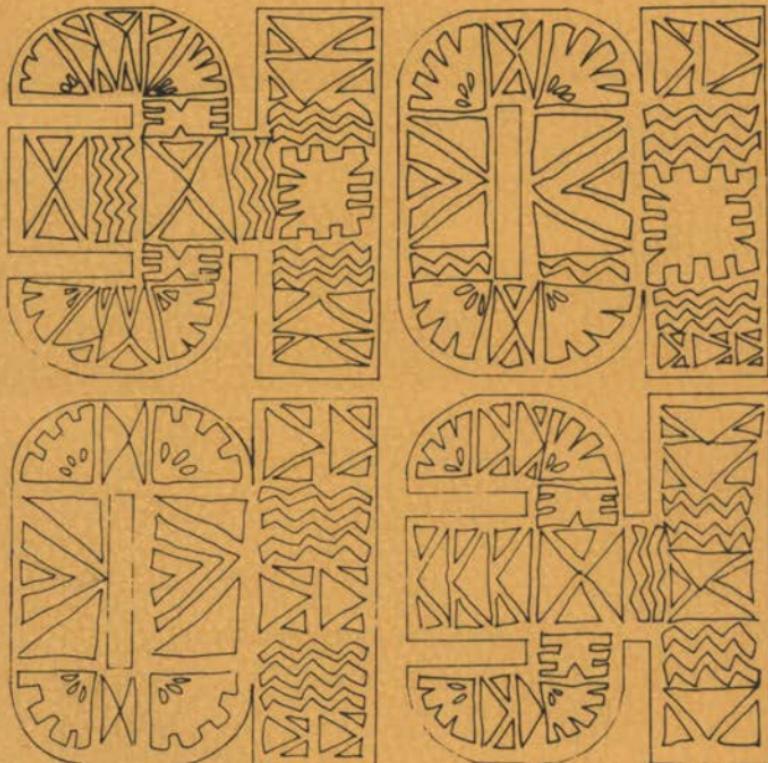


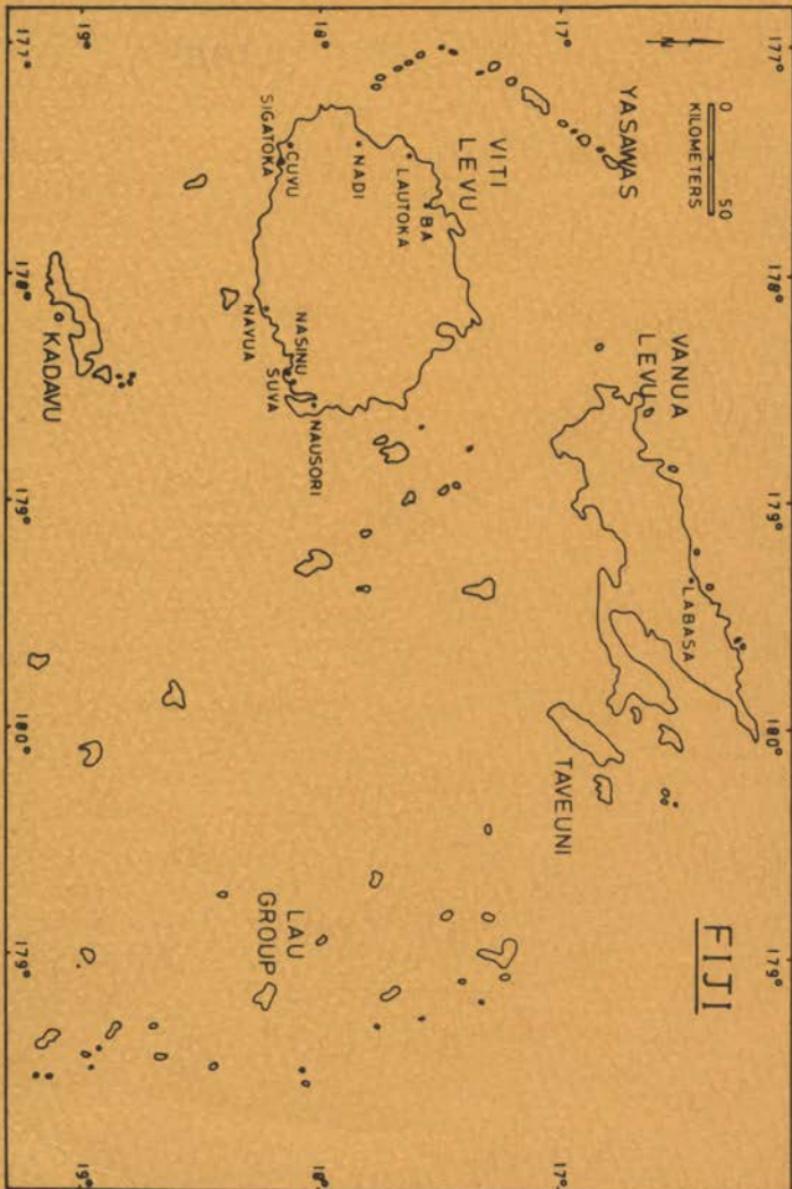
फीजी हिन्दी

FIJI HINDI

A BASIC COURSE AND REFERENCE GRAMMAR



by RODNEY F. MOAG



THE HINDI ALPHABET AND ITS ENGLISH TRANSCRIPTION

Vowels

INDEPENDENT

Nasal	
अ = a	अं or अौ = a
आ = aa	आं or आौ = aa
इ = i	ईं = i
ई = ii	ईं = ii
उ = u	ऊं = u
ऊ = uu	ऊं = uu
ए = e	ऐं = e
ऐ = ai	ऐं = ai
ओ = o	ओं = o
औ = au	औं = au

DEPENDENT

Nasal	
का = ka	कं or कौ = kaa
का॒ = kaa	कां or कौ॒ = kac
की = ki	की॒ = kī
की॒ = kii	की॑ = kii
कु = ku	कु॒ = ku
कु॒ = kuu	कु॑ = kuu
के = ke	के॒ = ke
कै = kai	कै॒ = kai
को = ko	को॒ = ko
कौ = kau	कौ॒ = kau

Consonants

ক = ka	খ = kha	গ = ga	ঢ = gha	ঝ = ḡa
চ = cha	ছ = chha	জ = ja	ঢ্ৰ = jha	ঝ্ৰ = ḡa
ট = Ta	ঠ = Tha	ঢ = Da	ঢ = Dha	ণ = Na
ত = ta	ঠ = tha	দ = da	ঢ = dha	ন = na
প = pa	ফ = fa/ pha	ব = ba	ভ = bha	ম = ma
য = ya	ৰ = ra	ল = la	ৱ = wa	শ = sha
স = sa	হ = ha	ৰ = Ra	ঢু = Rhu	ঞ = xsa
				ত্র = tra

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FIJI HINDI

A BASIC COURSE AND REFERENCE GRAMMAR

by

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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 maticulously 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.

Introduction

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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ABOUT THE AUTHOR

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 controlled.

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

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

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

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

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.

How The Book Is Organized

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

How The Book Is Organized

make the grammar as accessible as possible to the non-specialist, clarity has been given priority over brevity and technical terminology has been minimized.

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

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

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

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

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

The Index

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

How The Book Is Organized

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



HOW TO USE THE BOOK

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

I. Learning Fiji Hindi

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

Classroom Use:

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

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

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

Vocabulary lists, for example, should not be drilled in their entirety but must be broken up into functional pieces. Even some of these may be a bit long, and it is well to break up such drills by occasionally inserting something which forces the student to think such as impromptu sentences

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for translation or response using the item just drilled, showing a photo or drawing on the board with rapid-fire questioning and response about the items or persons in it, etc.

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

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

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

It is not even necessary to take the units themselves in order. Several parts of Unit Six can be done very early in the course, including the colours, days of the week, the

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conversational practice, and even the past perfect tense. The important thing is that the student get language directly useful to him from the very outset. It will be up to the individual teacher to assess the needs of the class and order the exercises accordingly.

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

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

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

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

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

In doing impromptu exercises in class, the teacher often unwittingly uses common vocabulary items which have not appeared in the lessons. It is a must for him to know

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the text's vocabulary thoroughly so that he can limit himself to it in off-the-cuff remarks and activities which do so much to keep the class interesting. This does not mean that there is anything wrong with giving additional vocabulary, simply that it must be done in a planned rather than random way.

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

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

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.

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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.

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.



फीजी हिन्दी

FIJI HINDI

UNIT ONE

In The Market



STRUCTURAL MODELS

EXISTENTIAL SENTENCES:

<u>Subject</u>	<u>Predicate</u>	
कुछ टमाटर	हैं।	
kuchh TamaaTar	hai.	(3A)

EQUATIONAL SENTENCES:

<u>Subject</u>	<u>Predicate</u>	
1. इस दाम	ठीक है।	
2. यह	ठीक दाम है।	
1. ii daam	Thiik hai.	
2. <u>ii</u>	Thiik daam hai.	(5)

COMMANDS:

अग सब देखो।	
uu sab dekho.	(7A)

NEGATIVE TRANSFORMATION:

इस दाम ठीक नहीं है।	
ii daam Thiik nahii hai.	(8A)

VOCABULARY

For Dialogue One

1. बेचनेवाला	1. bechnewaalaa	1. seller
2. खरीदनेवाला	2. khariidnewaalaa	2. buyer
3. अच्छा	3. achchhaa	3. good, nice
4. टमाटर	4. TamaaTar	4. tomato(es)
5. है	5. hai	5. is, are, there is, there are
6. ले जाओ	6. le jaaoo	6. take away, carry
7. भाई, भाया	7. bhaaii, bhaiyaa	7. brother, term of address
8. कुछ	8. kuchh	8. some, something
9. छोटा	9. chhoTaa	9. small, little
10. कुछ छोटे छोटे	10. kuchh chhoTe chhote	10. some little ones
11. देखो	11. dekho	11. look
12. इ	12. ii	12. this, these
13. उ	13. uu	13. that, those
14. सब	14. sab	14. all
15. कैसे	15. kaise	15. how, what kind of
16. दाम	16. daam	16. price
17. चालिस	17. chaalis	17. forty
18. सेन्ट	18. sent	18. cent(s)
19. पाँव	19. paaund	19. pound(s)
20. ठीक	20. Thiik	20. right, correct
21. दुई	21. duii	21. two

22. दे दो, दो, दोओ	22. de do, do, deo	22. give
23. है रहा	23. ii rahaa	23. here you are, this is
24. और	24. aur	24. and
25. आपके	25. aapke	25. your (polite)
26. पैसा	26. paisaa	26. money
27. धनबाद	27. dhanbaad	27. thank you

Classroom Expressions

28. बोलो	28. bolo	28. speak, say
29. फिर से	29. fir se	29. once more, again
30. सुनो	30. suno	30. listen
31. मतलब ?	31. matlab?	31. meaning ?

Common Numbers

32. एक	32. ek	32. one
33. दो, दुई	33. do, duii	33. two
34. तीन	34. tiin	34. three
35. चार	35. chaar	35. four
36. पाँच	36. paach	36. five
37. छह	37. chhe	37. six
38. सात	38. saat	38. seven
39. आठ	39. aaTh	39. eight
40. नौ	40. nau	40. nine
41. दस	41. das	41. ten

Other Market Items

42. आपुल	42. aapul	42. apple(s)
43. आलू	43. aaluu	43. potato(es)
44. प्याज	44. pyaaj	44. onion(s)
45. बींगन, बिंगन	45. baigan, baigan	45. eggplant(s), brinjal(s)
46. केला, केरा	46. kelaa, keraa	46. banana(s)

DIALOGUE ONE

In The Market

Key बे = बेचनेवाला, ख = खरीदनेवाला

बे अच्छा टमाटर है। ले जाओ मार्ड।
 ख अच्छा, कुछ देले देले है ?
 बे देखो, इस सब देले है।
 ख कैसे हास है ?
 बे चालिस सेन्ट पाउन्ड।
 ख ठीक है। दुई पाउन्ड ढे ढे।
 बे अच्छा, इस रहा दुई पाउन्ड।
 ख आरे द्वितीय आपके पैसा।
 बे धनबाद।

EXERCISES

Exercise 1, Vocabulary Practice

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

Exercise 2, Drilling The Dialogue

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

Exercise 3, Number Practice

- 3A. Repeat numbers one to ten after the teacher until you begin to know them.
- 3B. As the teacher calls on you, count from one to five without looking at your book.
- 3C. As the teacher calls on you, count from six to ten as above.
- 3D. The teacher will indicate a number by holding up fingers, writing on the board, etc. Give the number in Hindi when you are called upon.
- 3E. Translate the following into Hindi. NOTE: In Fiji Hindi nouns usually have the same form for both singular and plural. Thus एक आलू, बड़े आलू, etc.
 1. 1 tomato, 5 tomatoes
 2. 1 apple, 10 apples
 3. 1 pound, 7 pounds
 4. 6 cents, 1 cent
 5. 9 brinjals, 1 brinjal
 6. 8 onions, 1 onion.

Exercise 4, Statements Versus Questions

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

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

1. कुछ ट्याक्स हैं ?
2. कुछ वसा है ?
3. अच्छा किला है ?
4. तु अच्छा है ?
5. चालिस सौ पाँच ठीक है ?
6. घोटा प्याज है ?
7. दू सब है ?
8. बगन 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 ही-ही - "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: हूँ फाम ठीक है - हूँ ठीक फाम है.

1. है दाम ठीक है।
2. कु पूँछा आपके है।
3. है आपुल अच्छा है।
4. कु दुई पाउन्ड आपके है।
5. कु आळू अच्छा है।
6. कु प्याज छोटा है।
7. दाम अच्छा 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 देखो = "look", देखना = "to see, please look".

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

6A. Repeat the following infinitives.

देखना	दें देना	बोलना
ले जाना	रहना	सुनना
होना		

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

ले जाओ	देखो	बोलो
दे दो	है	सुनो
रहा		

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: देखो + कु सब = कु सब

देरवा।

- 7A. देरवा + उ सब
 ई पैसा
 ऊ आपुल
 ई छोटा हमातर

- 7B. ले जाओ + कुछ अच्छा प्याज
 ई चालिस सेन्ट
 ऊ चालिस पाउन्ड आलू
 सब पैसा

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

- 7D. Redo A, B and C above using infinitives for commands
 as in the model: देरवना + ऊ सब = ऊ सब

देरवना।

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. कला नहीं है ?

2. ई बगन अच्छा नहीं है ?

3. छोटा प्याज नहीं है ?

4. दस सेन्ट पाउन्ड ठीक राम नहीं है ?

5. देखो, इस सब क्या है नहीं है ?
 6. उस पर्सा आपके नहीं है ?

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

Exercise 9, Conversational Practice

- 9A. Practice the dialogue at home until you can repeat all of it without looking at your book.
- 9B. Enact the dialogue in class with the teacher and with other students.
- 9C. Make up variations on the dialogue, or a completely new conversation, by using the words and sentence types learned so far.

DIALOGUE ONE

In The Market

Key: le. = bechnewaalaa, kha. = khariidnewaalaa
 be. achchhaa Tamaa Tar hai. le jaao, bhaai.
 Kha. achchhaa, kuchh chhoTe chhoTe hai?
 be. dekho, ii sat, chhoTe hai.
 Kha. kaise daam hai?
 be. chaalis sent paaund.
 kha. Thiik hai. duii paaund aao.
 be. achchhaa, ii rahaa duii paaund.
 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 achchhaa - "Oh, I see". If you hear a question reply with nahii - "no".

Exercise 5, Sentence Rearrangement

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

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

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

Exercise 6, The Infinitive

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

The infinitive for the verb hai is honaa.

- 6A. Repeat the following infinitives.

dekhnaa	de denaa	bolnaa
le jaanaa	rahnaa	sunnaa
honaa		

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

le jaao	dekh	bolo
de do	hai	suno
rahaa		

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: deko + uu sab = uu sab deko.

- 7A. deko + 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 nahiī hai?
 2. ii baigan achchhaa nahiī hai?
 3. chhoTaa pyaaj nahiī hai?
 4. das senT paauND Thiik daam nahiī hai?
 5. deko, ii sab chhoTe nahiī hai?
 6. uu paisaa aapke nahiī 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.



फीज़ी हिंदी

FIJI HINDI

UNIT TWO

In A Small Shop



STRUCTURAL MODELS

FUTURE TENSE VERB FORMS:

हम , हम लोग , तुम , तुम लोग <u>ham</u> , <u>ham</u> <u>log</u> , <u>tum</u> , <u>tum</u> <u>log</u>	ऊ , ऊ लोग <u>uu</u> , <u>uu</u> <u>log</u>	आप aap
बैठा <u>baiThegaa</u>	बैठी <u>baiThii</u>	बैठे <u>baiThege</u>

(4)

VERBAL OBJECTS OF maagnaa:

1. हम लोग तवयूनी देखे माँगता।
2. हम लोग माँगता तवयूनी देखे।
1. ham log tawayuunii dekhe maagtaa.
2. ham log maagtaa tawayuunii dekhe.

(5B)

EQUATIONAL QUESTIONS:

1. इ कौन नम्बर है?
2. इ कौनची है?
3. ऊ कहा 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. हियाँ	5. hiyaa	5. here
6. हुवा	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. raam sih	9. man's name
10. हाँ	10. haa	10. yes
11. पौंडा	11. thoRaa	11. shows politeness
12. बुला दो (बुला देना)	12. bulaa do (bulaa denaa)	12. call, invite (to call, to invite)
13. वैट करो (वैट 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. श्रीव प्रसाद	17. shiw prasaad	17. male name
18. कैसे? तुम कैसे है?	18. kaise? tum kaise hai?	18. how are you?

19. कहाॅ	19. kahaa	19. where, whereto
20. दुकान	20. dukaan	20. store, shop
21. जाता	21. jaataa	21. am, is, are going.
22. फिर मिलेगा	22. fir milegaa	22. see you again, so long

3. Catching The Right Bus

23. चलाने वाला	23. chalaanewaalaa	23. driver
24. बस	24. bas	24. bus
25. जाइ	25. jaaii	25. will go (3rd person)
26. जाए माँगता	26. jaae maagtaa	26. want to go
27. मैल	27. mail	27. mile
28. बैठ जाओ (बैठ जाना)	28. baiTh jaao (baiTh jaanaa)	28. sit down (to sit down)
29. कितना	29. kitnaa	29. how much, how many
30. भारा	30. bhaaraa, bhaaRaa	30. fare
31. लो, लेओ (लेना)	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. सोप पावडा	34. sop paawDaa	34. soap powder
35. कौनला, कौनवाला	35. kaunlaa, kaunwaalaa	35. which one

36. माँग	36. maago (maagnaa)	36. you (fam.) want (to want)
(माँगना)		
37. ओमु	37. omu	37. a brand of soap powder
38. कि	38. ki	38. or
39. बड़ा, बड़ी	39. baRaa, baRii	39. big, large
40. पाकेट, पैकेट	40. paakeT, pekaT	40. packet
41. आरु कुछ	41. aur kuch	41. something else
42. बस	42. bas	42. enough, that's all, only, just
43. अस्सी	43. assii	43. eighty

More Numbers

44. ग्यारह	44. gyaarah	44. eleven
45. बारह	45. baarah	45. twelve
46. तेरह	46. terah	46. thirteen
47. चौदह	47. chaudah	47. fourteen
48. पंद्रह	48. pandrah	48. fifteen
49. सोलह	49. solah	49. sixteen
50. सत्रह	50. satrah	50. seventeen
51. अठारह	51. aThaarah	51. eighteen
52. उन्नीस	52. unniis	52. nineteen
53. बीस	53. biis	53. twenty

DIALOGUE TWO, USEFUL FRAGMENTS

1. Looking For Ram Singh

Key: आ = आदमी, ल = लड़का

आ ए, लड़का, हियाँ आओँ :

ल जी।

आ राम सिंह है ?

ल हाँ है।

आ धोड़ा बुला दो।

ल अच्छा, धोड़ा बैठ करो। अच्छी बुलाता।

2. Greeting and Leave Taking

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

मु कैसे ?

शि ठीक है। कहाँ ?

मु धोड़ा दुकान जाता।

शि अच्छा, फिर मिलेगा।

3. Catching The Right Bus

Key: आ = आदमी, च = चलानेवाला

आ ई बस नसीरी जाई ?

च हाँ, कहाँ जार माँगता ?

आ नसीन चार मैल।

च हाँ, बैठ जाओ।

आ कितना भारा ?

च बीस सैन्ट।

आ अच्छा लो।

4. In A Small Shop

Key: रव = खरीदार, दु = दुकानदार

रव सोप पावडा है ?

- दु कौनला माँगा ?
 रव आमु।
 दु घोटा कि बड़ा पाकट ?
 रव दुई घोटा पाकट द्वारा।
 दु और कुछ ?
 रव नहीं, बस।
 दु अस्ती और आठ सैन्ट।
 रव अच्छा, धनबाद।

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 है. Note that the "there" in these questions is not a location word and thus is not equivalent

to Hindi हुवाँ.

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 छाटे टमाटर है ? can be answered: हाँ, 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: हाँ, कुछ छाटे टमाटर है, but this is very artificial in conversation.

3A. Repeat after the teacher.

1. कुछ छाटे टमाटर है ?
2. कुछ पेसा है ?
3. हरी प्रसाद है ?
4. सोप पाकड़ है ?
5. आपके माई है ?
6. कुछ दुकान है ?
7. तीन पाकड़ है ?
8. कुछ बड़ा र्याज है ?

3B. Give short answers to the questions in A, using हाँ है or नहीं है 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

हम	जारगा	I shall go.
तुम	जारगा	you (familiar) will go
उ	जाई	he, she, it will go

Plural

हम लाग	जारगा	we shall go
तुम लाग	जारगा	you (fam.) will go
आप	जारंग	you (polite) will go
उ लाग	जाई	they will go

NOTE: You can see from the table that जारगा is used for all persons save उ, उ लाग and आप. You will sometimes hear जारंग used for these persons also, but you will not be admired for your command of Hindi if you do so.

जारंग is a very formal form in Fiji and should be used when you particularly wish to show respect for someone you are speaking to or about. Thus people's names or titles are used with either जाई or जारंग.

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

बूलेगा	आरगा	रहेगा
देखेगा	मार्गेगा	ले जारगा
सुनेगा	बुलारगा	बोलेगा

- 4B. Join the general future forms in A to any of the subjects listed - हूम्, तुम्, हूम् लाग्, तुम् लाग्.
- 4C. Change the general forms in A to those which go with त् and ऊ लाग् as in the model: बढ़ागा to बढ़ा.
- 4D. Change the general forms in A to those which go with आप् as in the model: बढ़ागा to आप् बढ़ा.
- 4E. Repeat the irregular future forms for लाग् "to take" and देगा "to give".

हूम् etc.	लागा	ऊ लाई	आप लागे
हूम् etc.	देगा	ऊ देई	आप देगे

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

1. हूम् नहीं (will speak).
2. तुम् कहाँ (will sit)?
3. ऊ आपके पसान लागी (will take).
4. हूम् लागे रुचियो (will listen).
5. राष्ट्र सिंह सिखाए (will want).
6. तुम् लागे भी लम्बासा (will go)?
7. ऊ आपके आपुना (will carry).
8. हूम् नसीरी (will see).

Exercise 5, The Objects Of Desire

NOTE: The verb माँगना to want or desire, can take both noun and verb objects. With a noun object, sentences follow the usual Hindi pattern of subject, object, verb. The verbal object may be formed by removing - ना from the infinitive and adding - रा. For example दरवाना becomes दरवरा

(to see).

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

5A. Repeat after the teacher.

1. हम लोग तव्यनी देके माँगता।
2. उ कैला रवास माँगे।
3. तुम टस्टर ले जाए माँगता ?
4. आप हियां बढ़ि माँगते कि हुवाँ ?
5. उ कुछ बोले माँगे।
6. आप और कुछ मागते ?
7. हम बस आलू माँगता. प्याज नहीं।
8. हम लोग और कुछ नहीं माँगता।

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

हम लोग तव्यनी देके माँगता - हम लोग
माँगता तव्यनी देके.

Exercise 6, Negatives

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

1. सीप पावडा है?

2. हमी प्रसाद भी आई।
3. वे बैगन अच्छा हैं।
4. वे बस अभी नसारी जाई।
5. हम बड़ा पाकेट साँगता।
6. उठारह सैन्ट ठिक दाम है।
7. हम कुछ प्याज लेंगा।
8. तुम कुछ पेसा देगा?
9. ऊ लड़की है।
10. फिर मिलेगा।

Exercise 7, Near And Far

NOTE: The words है and हियो indicate closeness to the speaker and है and हुवो indicate distance.

- 7A. Put numbers one to twenty on the board. Model: Teacher (at board): है काने नम्बर है? "What number is this?" Student: है — है, "That's ____."
- 7B. Model: Teacher (handing student an object): है कान्ची है? "What is this?" Student (taking it): है — है. "This is ____."
- 7C. Use names of students in the class. Model: Teacher: — कहै — है? "Where is ____?" Student (pointing): है हियो है, "He is here (if nearby)." है हुवो है, "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 टीन, "dance" becomes डॉन्स, etc. Fijian "t", "d", and "c" remain dental when borrowed into Hindi. For example Fijian "moto" (spear) = मोतो, and "Cuvu" (a village) = कुवु.

3A. Practice the dental sounds in these words.

मीन

किनारा

जागा

सात

दृष्टि

बुलाता

ही

प्रसाद

चूफे

सत्रह

8B. Practice the retroflex sounds in these words.

दिन

स्त-ह

पाक्ट

टमाटर

तेला

पावडी

सूर्द

पांडे

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

Exercise 9, Conversational Practice

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

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

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

DIALOGUE TWO - USEFUL FRAGMENTS

1. Looking For Ram Singh

- Key: aa. = aadmii, la = laRkaa
 aa. e, laRkaa, hiyaa aao!
 la. jii.
 aa. ram sih hai?
 la. haa hai.
 aa. thoRaa bulaa do.
 la. achchhaa, thoRaa waiT karo. abhii bulaataa.

2. Greeting And Leave Taking

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

3. Catching The Right Bus

Key: aa. = aadmii, cha. = chalaaneewaalaa
 aa. ii bas nasorii jaaii?
 cha. haaz, kahza jaae maagtaa?
 aa. nasiinuu chaar mail.
 cha. haaz, 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. duui chhoTaa paakeT deo.
 du. aur kuchh?
 kha. nahii, 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 huwa.

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 paawDaa hai?
5. aapke bhaaii hai?
6. kuchh dukaan hai?
7. tiin paakeT hai?
8. kuchh baRaa pyaaj hai?

3B. Give short answers to the questions in A, using haa hai or 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

Singular

ham	jaaegaa	I shall go
tum	jaaegaa	you (familiar) will go
uu	jaaii	he, she, it will go

Plural

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

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

baiThegaa	aaegaa	rahegaa
dekhgaa	mægægaa	le jaaegaa
sunegaa	bulaaegaa	bolegaa

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

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

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

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

ham, etc. legaa	uu leii	aap lege
ham, etc. degaa	uu deii	aap dege

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

1. ham nahii (will speak).
2. tum kahaa (will sit)?
3. uu aapke paisaa nahii (will take).
4. ham log reDiyo (will listen).
5. raam sih 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 tawayunii 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 tawayunii dekhe maagtaa - ham log maagtaa tawayunii 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 aiii.
3. ii baigan achchhaa hai.
4. ii bas abhii nasorii jaaii.
5. ham baRaa paakeT maagtaa.
6. aThaarah senT Thiik daam hai.
7. ham kuchh pyaaj legaa.
8. tum kuchh paisaa degaa?
9. uu laRkii 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 kaunchhi 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

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 Tin, "dance" becomes Daans, etc. Fijian "t", "d", and "c" remain dental when borrowed into Hindi. For example Fijian "moto" (spear) = moto, and "Cuvu" (a village) = duuwuu.

8A. Practice the dental sounds in these words.

tiin	kitnaa	jaataa
saat	daam	bulaataa
do	prasaad	chaudah
satrah		

8B. Practice the retroflex sounds in these words.

Tin	Daans	paakeT
TamaaTar	chhoTaa	paawDaa
senT	paaund	

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.



फिजी हिंदी

FIJI HINDI

UNIT THREE

Two Friends Meeting On The Street



STRUCTURAL MODELS

POSSESSIVE ADJECTIVES AND PRONOUNS:

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

LOCATIVE PHRASES:

<u>जे</u> <u>मे</u>	<u>दुकान</u> <u>पर</u>	
<u>jeb me</u>	<u>dukaan par</u>	(4)

ADJECTIVE/ NOUN AGREEMENT:

<u>चहोटी</u> <u>लड़की</u>	<u>बड़ा</u> <u>भाई</u>	
<u>chhotii laRkii</u>	<u>baRaa bhaaii</u>	(6)

PRESENT TENSE VERBFORMS:

हम, हम लोग, तुम, तुम लोग	का, का लोग	आप
<u>ham, ham log,</u> <u>tum, tum log</u>	<u>uu, uu log</u>	<u>aap</u>
करता <u>kartaa</u>	करे <u>kare</u>	करते हैं <u>karte hai</u>

(7)

VOCABULARY

For Dialogue Three

1. रामा	1. raamaa	1. male name
2. हरी	2. harii	2. male name
3. बस, थीक हूँ	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. पूँछा	9. thoRaa	9. a little, small amount
10. काम	10. kaam	10. work, job
11. हाथ	11. haath	11. hand
12. में	12. me	12. in, on
13. काँची, का	13. kaunchii, kaa	13. what
14. बैग	14. beg	14. purse, briefcase, etc.
15. ओ!	15. o!	15. oh!
16. उसमें	16. usme	16. in it, in that
17. कागज	17. kaagaj	17. paper
18. पुस्तक	18. pustak	18. book
19. छोटावाला	19. chhoTaawaalaa	19. little one
20. लाओ (लाना)	20. laao (laanaa)	20. give, hand (it) to me, bring (to bring)
21. देखी	21. dekhii	21. let's see
22. हुूँ	22. huu	22. um (musing expression)
23. बहुत	23. bahut	23. very, very much

24. किसके	24. kiske	24. whose
25. लक्ष्मी के	25. lakshmii ke	25. Lakshmi's
26. तुमारे	26. tumaar	26. your
27. बहन, बहनी	27. bahan, bahanii	27. sister
28. घर	28. ghar	28. house, home
29. घर, घर में	29. ghare, ghar me	29. at home, at the house
30. करा (करना)	30. kare (karnaa)	30. is doing, to do
31. सोए (सोना)	31. soe (sonaa)	31. sleeps, is sleeping (to sleep)
32. भी	32. bhii	32. too, also
33. न	33. na	33. no
34. पर, पे	34. par, pe	34. on, at
35. देरी होए	35. derii hoe	35. it's getting late

Eating And Drinking

36. खाना	36. khaanaa	36. to eat
37. पीना	37. piinaa	37. to drink, to smoke
38. पानी	38. paanii	38. water
39. चा, चाय	39. chaa, chaay	39. tea
40. कौफी	40. kaufii	40. coffee

Common Objects

41. कुरसी	41. kursii	41. chair
42. मेज	42. mej	42. table, desk
43. मोटर	43. moTar	43. car, automobile
44. रुमाल	44. rumaal	44. handerchief
45. चाबी	45. chaabhi	45. key(s)
46. जेब	46. jeb	46. pocket

Relatives

- | | | |
|------------------|---------------------|------------|
| 47. पिता, पिताजी | 47. pitaa, pitaajii | 47. father |
| 48. माँ, माताजी | 48. maa, maataajii | 48. mother |

DIALOGUE THREE

Two Friends Meeting On The Street

Key: हू = हरी, रा = रामा

- हू कैसे, याद्दि?
 रा ठीक हू। तुम कैसे?
 हू बस, ठीक हू।
 रा नब कहाँ?
 हू आज फिलम फैख जाता। चलेगा?
 रा नहीं, पांडा काम हू।

- हू छाप मैं कैनची हू?
 रा बंग हू।
 हू अच्छा, बंग मैं कैनची हू?
 रा ओ, उसमें कुछ कागज हू और एक पुस्तक, छाटावाला।
 हू लाओ, हँसी हू, बहुत अच्छा पुस्तक हू। किसके हू?
 रा लम्भमी के।
 हू ओ, तुमार बड़ी बहनी। ऊ कहाँ हू?
 रा घर।
 हू कैनची कर?
 रा ऊ सार।
 हू पिताजी भी घर हू?
 रा न, ऊ अभी काम पे हू।
 हू अच्छा, नब हम जाता। हरी होइ।
 रा अच्छा।

EXERCISES

Exercise 1, Vocabulary Practice

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

Exercise 2, Drilling The Dialogue

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

Exercise 3, Commands

- 3A. Repeat these command forms after the teacher.

लाओ	खाओ	करो
दे रखो	ले जाओ	बढ़ो
पीओ	लेओ	सोओ

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

जाता	पीता	आई
है फैगा	बढ़ा	है रखी
है रखे जाता	चलेगा	बुला हूता

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

काम	कुरसी मेरे
पुस्तक	इच्छोटा मेरे
रुमाल	मेरे पर

Exercise 4, Possessives

TABLE II, FIJI HINDI POSSESSIVES

Singularहमार

my, mine

तुमार

your, yours (fam.)

उसके

his, her, hers, its

आपन

(own) my, their, etc.

Pluralहम लोग/लोगन के

our, ours

तुम लोग/लोगन के

your, yours (fam.)

आपके

your, yours (polite)

उस लोग/लोगन के

their, theirs

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

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

4B. Repeat these possessive phrases after the teacher.

तुमार पैसाहमार बड़ी बहनउसके घरआपके पिताजी के कामउस लोग के घरहम लोग के स्टॉरआपन रुमानउस लड़का के दौद्या4C. Form answers to the questions using the words in brackets as in the model: उस स्टॉर किसके हैं? (रामा) -उस रामा के हैं.1. उस स्टॉर किसके हैं? (रामा)2. उस पैसा किसके हैं? (माँ)3. इच्छा किसके हैं? (पिताजी)4. उस रुमान किसके हैं? (हम)5. इस स्टॉर किसके हैं? (आपन ममा)6. उस किसके बहन हैं? (उस लड़का)

7. उ किसके घर है? (सिंह साहब)
8. इ लड़की किसके है? (मुनी देव)
9. इ कला किसके है? (हरी)
10. उ बंग किसके है? (प्रसाद के बहनी)

Exercise 5, Phrases Of Location

5A. Repeat these locative phrases after the teacher.

दुकान में	घरे	लौटीका में
बंग में	जैव में	पानी में
हियाँ	दुवाँ	सब में

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

5C. Repeat these locative phrases after the teacher.

काम पर	दुकान पर
मीज पर	टेलिफोन पर

5D. Complete the sentences with पे or पर as in the model:
लड़की काम — — — - लड़की काम पर है.

1. बंग मीज — — |
2. हरी प्रसाद दुकान — — |
3. एक आदमी टेलिफोन — — |
4. केरा मीज — — |
5. दाम सिंह काम — — |
6. पुस्तक ग्लैफ — — |
7. तुमार पेन कुरती — — |

Exercise 6, Adjective Agreement

NOTE: Most adjectives in Fiji Hindi end in - आ, - त though odd ones which you will learn in Lesson Six end in

a consonant or other vowel. Adjectives do not change to agree with the gender of the nouns they describe since the nouns themselves have no gender. Living things, i.e. persons and animals, do show gender, however, and their adjectives must agree. Those describing males end in the familiar ती, त्, while those describing females end in शि, षि. Occasionally you will also hear an रौ, ॑ ending when someone is showing respect to one male or indicating that he is describing several males. The रौ, ॑ 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 = बड़ी लड़की, 2. big, older brother = बड़ा (बड़ी) भाई.

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

Exercise 7, Present Tense

TABLE III, FIJI HINDI PRESENT TENSE VERBFORMS

Singular:

हृषि करता (१२) I do, am doing

हृषि करते (१२) you (fam.) do, are doing

हृ करते (१२) he, she, it does, is doing

Plural:

हम लागे	करता (^{है})	we do, are doing
तुम लागे	करता (^{है})	you (fam.) do, are doing
आप	करते (^{है})	you (polite) do, are doing
उन लागे	करते (^{है})	they do, are doing

NOTE: In the table you can see that करता (^{है})

is used for all subjects except उन्, उन लागे and आप. Names of persons take the same form as उन्, though the form for आप may be used when one wishes to be fancy or show definite respect. The auxiliary ^{है} 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 माँगता "to want" and जानता "to know" are unusual in that with तुम् they permit the -आ, -इ ending as well as -ता (^{है}) in present tense. Thus: तुम् कानला माँगा = तुम् कानला माँगता "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 ^{है} may be used in the same situations to show respect.

- 7A. Repeat the forms from Table III with the subjects, including ^{है}. When you have practiced the forms of करता, substitute verbs from the list below.

बैलना

आना

चलना

बैठना

- 7B. Repeat and translate: NOTE: Verb Stems ending in -आ,
- त often add - वे before - र्, - ल् endings. See
number 7 below.

1. पिताजी चाय पीर।
2. हम चाय नहीं पीता।
3. तुम आज कौनसी करता?
4. र्, ऊ आदमी तुमार कौफी ले जाए।
5. नसीनु बस चले अभी?
6. पूँडा बैठी, अभी ढूँखता।
7. वेट करो, हमार छोटी बहनी कुछ पानी लावे।
8. हम ई कुरती मेंनहीं बैठता।
9. आप ऐसा फैत, कि नहीं?
10. तुम बड़ावाला ले जाओ, हम छोटावाला ले जाता।

- 7C. Change the subject of the sentences in B so they require
a different verbform as in the models: 1. पिताजी
चाय पीर - हम लागे चाय पीता 2. हम चाय
नहीं पीता - ऊ चाय नहीं पीर.

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

पीर

ले जावे

चले

ढूँखे

बुला दे

ले

आवे

लावे

दे दे

सोए

जावे

बैठे

- 7E. Change the verbs in D above to present tense forms having
the -ता ending as in the model: पीर 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 हो करता. The exchanges may take place between teacher and student or between two students.
- Model: कृ कर्तवी कर - कृ कृतिया सुन.

- 7G. Change the present tense sentences in B above to future as in the model: प्रियाजी चाय पीए - प्रियाजी चाय पी.

Exercise 8, Pronunciation Practice

NOTE: SHORT AND LONG VOWELS. In Hindi every vowel

is either long or short. Long vowels are (आ, ई, ओ, ऋ) or (ए, ऐ, उ, औ) while short vowels are (अ, इ, उ, ए, ऋ) or (े, ै, ौ, ॑, ॒). 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 बड़ा must be shorter and have a different sound from the last syllable. Likewise the middle syllable of स्टेटर must be longer and have a distinct sound from

the first and last syllables.

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

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

हस	अमी	अस्ती
सष	वस	वगन
तप्तर	तष	पंडै

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

दाम	आठ	चालिस
चार	छाटो	उद्धा
आप	पेसा	पूँडा

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

कागज	अच्छा	लड़का
बड़ा	टमाटर	धनबाद

Exercise 9, Conversational Practice

Learn and enact in class this dialogue.

माँ हरी, तुम कौनसी करता?
हरी केला रखता।

माँ सब लड़का स्वावे ?
हरी नहीं, उत्तोग काम करे।
याँ देखो, पिताजी आवे उसके बगलाअ।
हरी अभी लाता।

DIALOGUE THREE

Two Friends Meeting On The Street

Key: ha. = harii, raa. = raamaa.
ha. kaise, bhaaии?
raa. Thiik hai. tum kaise?
ha. bas, Thiik hai.
raa. tab kahaa?
ha. aaj filam dekhe jaataa. chalegaa?
raa. "nahii, 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. uu, bahut achchhaa pustak hai. kiske
hai?
raa. lakshmii ke.
ha. o, tumaar baRii bahanii. uu kahaa hai?
raa. ghare.
ha. kaunchhii kare?
raa. uu soe.
ha. pitaajii bhii 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.

laao	khaao	karo
dekho	le jaaoo	baiTho
pioo	leo	soo

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

jaataa	piitaa	aaii
de degaa	baiThaa	dekhii
dekhe jaataa	chalegaa	bulaa detaa

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 pilo, paanii le jaaoo, paanii dekho.

kaagaaj	kaam	kursii me
hindii	pustak	ii chhoTaa mej
ghar	rumaal	mej par

Exercise 4, Possessives

TABLE II, FIJI HINDI POSSESSIVES

Singular

hamaar	my, mine
tumaar	your, yours (fam.)
uske	his, hers, its
aapan	(own) my, their, etc.

Plural

ham log/logan ke	our, ours
tum log/logan ke	your, yours (fam.)
aapke	your, yours (polite)
uu log/logan ke	their, theirs

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 moTar kiske hai? (raamaa) -
uu raamaa ke hai.

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

Exercise 5, Phrases of Location

5A. Repeat these locative phrases after the teacher.

dukaan me	ghare	lautokaa me
beg me	Jeb me	paanii me
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
mej pe	Telifaun pe.

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

1. beg mej ____.
2. harii prasaad dukaan ____.
3. ek aadmii Telifaun ____.
4. keraa mej ____.
5. raam sih kaam ____.
6. pustak shelaaf ____.
7. tumaar pen kursii ____.

Exercise 6, Adjective Agreement

NOTE: Most adjectives in Fiji Hindi end in -aa, though odd ones which you will learn in Lesson Six end in a consonant or other vowel. Adjectives do not change to agree with the gender of the nouns they describe since the nouns themselves have no gender. Living things, i.e. persons and animals, do show gender, however, and their adjectives must agree. Those describing females end in

-ii. Occasionally you will also hear an -e ending when someone is showing respect to one male or indicating that he is describing several males. The -e is the masculine plural ending in Standard Hindi, and using it in the right places will make your Hindi sound more prestigious.

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

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

Exercise 7, Present Tense

TABLE III, FIJI HINDI PRESENT TENSE VERBFORMS

Singular:

ham	kartaa (hai)	I do, am doing
tum	kartaa (hai)	you (fam.) do, are doing
uu	kare (hai)	he, she, it does, is doing

Plural:

ham log	kartaa (hai)	we do, are doing
tum log	kartaa (hai)	you (fam.) do, are doing
aap	karte (hai)	you (polite) do, are doing
uu log	kare (hai)	they do, are doing

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 hat 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.

bolnaa	chalaanaa
aanaa	baiThnaa

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

1. pitaajii chaay pile.
2. ham chaay nahii piitaa.
3. tum aaj kaunchii kartaa?
4. e, uu aadmii tumaar kaufii le jaae.
5. nasiinu bas chale abhii?
6. thoRaa baiTho, abhii dekhtaa.
7. wait karo, hamaar chhoTii bahanii kuchh paanii laawe.
8. ham ii kursii me nahii baiThtaa.
9. aap paisaa dete, ki nahii?
10. tum baRaawaalaa le jaao, ham chhoTaawaalaa le jaataa.

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

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

piie	le jaawee	chale
dekhe	bulaarde	le
aawe	laawe	de de
soe	jaawe	baiThe

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

- 7F. Form your own responses to the common question using any words you have learned so far. You can also Hindi-ize English verbs on the model of wait karnaa. The exchanges may take place between teacher and student or between two students. Model: uu kaunchii kare? - uu reDiyo sune.

- 7G. Change the present tense sentences in B above to future as in the model: 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, e, o). Short vowels are about half as long as long ones, and long vowels must be twice as long as the short ones.

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

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

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

das	abhi	assi
sab	bas	baigan
nambar	tab	pandra

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

daam	aaTh	chaalis
chaar	chhoTaa	rahaa
aap	paisaa	thoRaa

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

kaagaj	achchhaa	laRkaa
baRaa	TamaaTar	dhanbaad

Exercise 9, Conversational Practice

Learn and enact in class this dialogue.

maa. harii, tum kaunchii kartaa?
harii. kelaa khaataa.
maa. sab laRkaa khaawe?
harii. nahii, uu log kaam kare.
maa. dekho, pitaajii aawe. uske beg laao.
harii. abhii laataa.

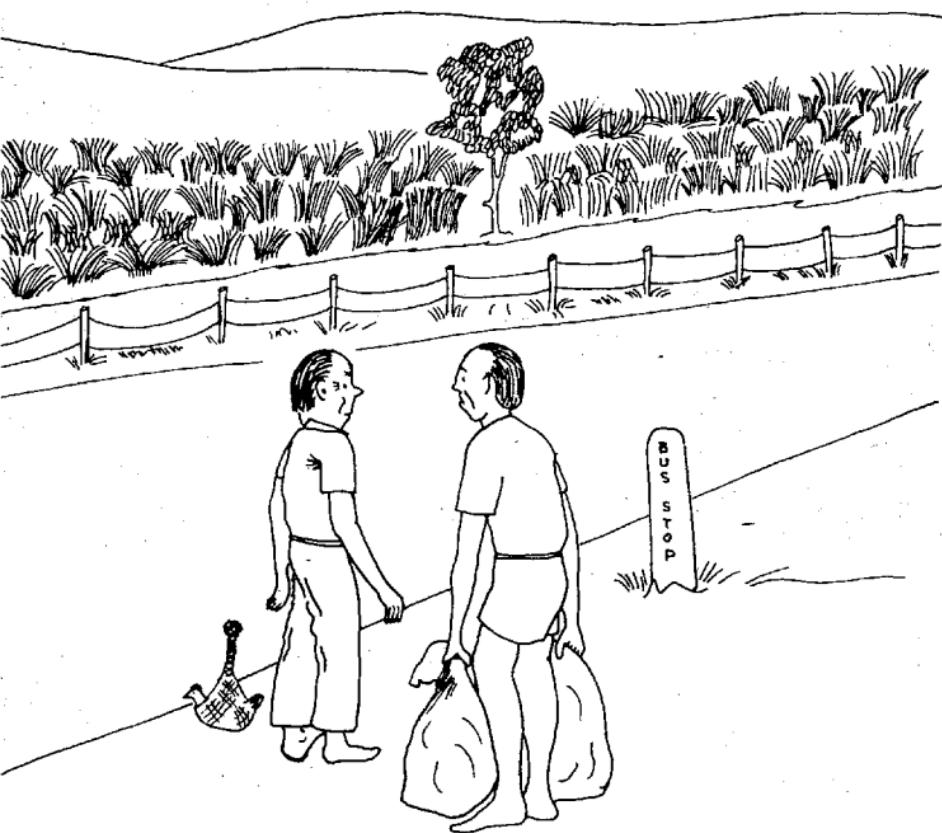


फीजी हिन्दी

FIJI HINDI

UNIT FOUR

Frustrations Of A Traveller



STRUCTURAL MODELS

TIME EXPRESSIONS:

1. कितना बजा है? तीन बजा है! (3A)
 2. बस कितना बजे आई? ऊ पाँच बजे आई! (3C)
 3. रात के बारह बजे (5B)
1. kitnaa bajaa hai? tiin bajaa hai. (3A)
 2. bas kitnaa baje aaii? uu paach baje aaii. (3C)
 3. raat ke baarah baje (5B)

POSSESSION:

तुमारे लगे, पास कितना पैसा है?
tumaar lage/paas kitnaa paisaa hai? (4A)

LET'S/ SHALL VERBFORMS:

हियाँ बढ़ी
hiyaa baiThii (6B)

NEGATIVE COMMANDS:

सब पैसा नहीं लेना।
sab paisaa nahii lenaa. (7A)

OMITTED SUBJECTS:

आज (हम) फिल्म देखे जाता! (तुम) चलेगा?
aaj (ham) filam dekhe jaataa. (tum) chalegaa? (8)

VOCABULARY

For Dialogue Four

1. पहला	1. pahlaa	1. first, the first
2. दूसरा	2. duusraa	2. other, another, second
3. कितना बजे	3. kitnaa bajee	3. at what time
4. मिलना	4. milnaa	4. to get
5. तो	5. to	5. then, particle emphasizing preceding word
6. चलाया गये	6. chalaa(y) gaye	6. left, has gone
7. कब	7. kab	7. when
8. गये	8. gaye	8. past of (<u>jaanaa</u>) go
9. बजे	9. bajee	9. o'clock
10. साझा, साझा	10. saajh, sajhaa	10. evening
11. साझा के	11. saajh ke	11. in the evening
12. होय जाना	12. hoy jaanaa	12. to become
13. बजा	13. bajaa	13. has struck
14. तक	14. tak	14. up to, as far as
15. कितना मे	15. kitnaa me	15. for how much
16. लगभग	16. lagbhag	16. approximately
17. अरे	17. are	17. an exclamation
18. इतना	18. itnaa	18. this much, so much
19. हमार लगे(पास)	19. hamaar lage/paas	19. by me, near me
20. हमार लगे (पास) —	20. hamaar lage (paas) —	20. I have _____
21. अगोरना	21. agornaa	21. to wait for
22. अगोरना परी	22. agornaa paRii	22. will have to wait for

23. कड़ा	23. kaRaa	23. hard, difficult
24. घन्टा	24. ghanTaa	24. hour
25. बाकी	25. baakii	25. left, left over
26. का , क्या	26. kaa, kyaa	26. what
27. कोई	27. koii	27. any, some (indefinite)
28. रास्ता, रस्ता	28. raastaa, rastaa	28. road, way
29. राइट 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. ऐक्टम नहीं	35. ekdam nahiz	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. सारे	39. saaRhe	39. half past, plus one half
40. सवा	40. sawaa	40. quarter past, plus one quarter
41. पाँच	41. paune	41. quarter till, minus one quarter

Classroom Expressions

42. खिड़की रखोल	42. khiRkii kholo	42. open the window
43. पाला बन्द करो	43. palla band karo	43. close the door

More Numbers

44. बीस	44. biis	44. twenty
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45. तीस	45. tiis	45. thirty
46. चालिस	46. chaalis	46. forty
47. पचास	47. pachaas	47. fifty
48. साठ	48. saaTh	48. sixty
49. सत्तर	49. sattar	49. seventy
50. अस्सी	50. assii	50. eighty
51. नब्बे	51. nabbe	51. ninety
52. सौ ¹²	52. sau	52. one hundred

DIALOGUE FOUR

Frustrations Of A Traveller

(बसस्टॉप पर हुई जादमी बैट करें।)

Key: प = पहला, दू = दूसरा

प बावाला बस कितना बजे मिली?

दू ऊ तो चला गये।

प कब गये?

दू दस बजे।

प दूसरा बस कितना बजे जाई?

दू ऊ तो सांभू के पांच बजे जाई।

प तब तो बहुत देरी होय जाई।

दू हाँ आमी तो ग्यारह बजा।

प अच्छा, बा तक सोट कितना मैं जाई?

दू लगभग दस डीला मैं।

प अरे भाई, इतना पैसा तो हमार लगे नहीं हैं।

- दू तब तो बस अगौरना पड़ी।
प औ तो कड़ा काम है। ये घन्टा बाकी है।
- दू तब का करेगा? और कोई राज्ञा तो है नहीं।
प हाँ, ऐ बात है। अब चली घरे और विहान सर्वे दृश्यी।
- दू ठीक है, लेकिन दूरी नहीं करना।
प रकम नहीं। काफी जल्दी आ जाएगा।

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, जि, "o'clock" is used. When asking or telling what time the clock shows, use जा (ह), "has struck".

3A. Do questioning and response as in the model: Question:

कितना बजा है. Answer: — बजा है. The teacher indicates the times (one through twelve).

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

5:30 - साँ पाँच, 5:15 - सवा पाँच.

5:45 - पैन्ने दे.

5:30	2:30	8:15
5:15	6:15	11:30
5:45	10:15	9:15
12:30	7:30	4:45
6:45	3:30	1:45
2:15	8:45	6:30
11:45	10:30	9:45
12:15	3:15	7:45

- 3C. Do questions and answers as in the model: Teacher or student: कावाला बस कितना बजे आई ?
 Student: ऊँ — बजे आई. The student supplies the time.

- 3D. Repeat and translate the following sentences.

1. हमार मोटर साढ़े तीन बजे भिली।
2. सवा बस सवा ग्यारह बजे आई।
3. नौ बजे तक अगोरना पड़ी।
4. हम लाइ सर्वे पाँच दस बजे चला जाएगा।
5. हम सांझ के साढ़े छँट बजे घरे रहेगा?
6. ऊ लाइ आठ बजे बाला फिलम फैरवे जाई।
7. उसके दुकान सात बजे बच्छे हो जाई।
8. अब तीन पाँच पांच बजा।
9. हम कितना बजे मांगता आएं?
10. उसके बड़ा घाई लगभग चार बजे आ जाई।

Exercise 4, To Have And To Hold

TABLE IV, FIJI HINDI FORMS OF POSSESSION

Singular:

हमार लगे हूँ
 हमार लगे हूँ
 उसके लगे हूँ
 आपन लगे हूँ

I have
 you (fam.) have
 he, she has
 I, you, etc. have

Plural:

हम लोग / लोगन के लगे हूँ
 तुम लोग / लोगन के लगे हूँ
 आपके लगे हूँ
 तुम लोग / लोगन के लगे हूँ

we have
 you (fam.) have
 you (polite) have
 they have

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

4A. Repeat and translate:

1. हमार लगे किनना पसा हूँ ?
2. हमार लगे दृ डीला हूँ।
3. उसके लगे कोई इमाल नहीं हूँ।
4. तुम लोगन के लगे ठीक पसा नहीं हूँ।
5. शिव के लगे कोई अच्छा पुस्तक नहीं हूँ।
6. आपके लगे मोटर हूँ ?
7. चाम्पि किसके लगे हूँ ?
8. बहनी के लगे कुछ घाज हूँ। अम्मि लाता

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

in the model: चाम्पि, शिव - Question: चाम्पि

किसके लगे हैं? Answer: पिता के लगे हैं।

1. चाची	दिवा
2. ऊ पुस्तक	लड़की
3. पेन्सिल	मृत्या
4. इतना पैसा	हम
5. अच्छा रिडियो	पिताजी
6. छोटा रुमाल	तुम
7. हमारे पैसा	आपन
8. हमारे बंग	ऊ आढ़मी
9. ऊ कागज	प्रसाद साहब

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

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

The teacher may ask them, or point out students to do the asking. Model: Question: ऊ पुस्तक

तुमारे लगे हैं? - Answer हाँ, हमारे लगे हैं।

1. ऊ पुस्तक तुमारे लगे हैं?
2. तुम लौगन के लगे मोटर हैं?
3. बहनी के लगे पैसा हैं?
4. चाची पिताजी के लगे हैं?
5. मुनी फैव के लगे टिकट हैं?
6. हमारे कागज तुमारे लगे हैं?
7. रामा के लगे बड़ा रुमाल हैं?
8. आपके लगे कुछ केला हैं?

Exercise 5, Times Of Day

TABLE V, DIVISIONS OF THE DAY

Division:Range:

सवेरे -morning	पाँच बजे से छह बजे तक
दोपहर -midday	बारह बजे से दो बजे तक
सांझा -evening	चार बजे से सात बजे तक
रात -night	सात बजे से लगभग चार बजे तक
दिन -day	उपारह बजे से दो बजे तक

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

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

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

12 a.m. - *रात के बारह बजे*.

12 a.m. midnight 7 p.m. 12 p.m. noon

8 a.m.	10 p.m.	7 a.m.
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5 p.m.	3 a.m.	11 p.m.
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8 p.m.	6 a.m.	3 p.m.
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2 p.m.	11 a.m.	
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5C. Repeat and Translate:

1. हम लोग संभा के मिली।
2. दौपहर के तुम घरे रहेगा?
3. आज रात के तुम लोग कैन्सी करेगा?
4. हम सवेरे कोफी पीता, और सांझके चाय।
5. हम लोग रात बाला फिल्म देखें जाएगा।
6. ठीक है, बिहान सवेरे है देना।
7. माताजी दौपहर के बहुत नहीं रवार।
8. सब लड़का सवेरे रुकूल चला जावे।
9. ऊं लोग रात के हियाँ साईं।
10. लोंगोंका से पहला बस दौपहर के आ जावे।

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

NOTE: "Let's, shall type" verbforms always end in -इ.

-9. 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 घर, "I'm going home now." Practice will make these usages familiar.

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

मिली	कै हैं	लैं
जाई	हैरवी	करै करी
रवाली	सुनी	लै जाई
रवाई	वली	रही

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

हिया बैठि .

1. हिया (let's sit) |
2. विदान सांझ के (let's see) |
3. र , कै पला (shall I open) ?
4. ठीक है , रक घटा तक (shall we wait) ?
5. आज कुछ कड़ा काम (let's do) |
6. तरह डोला (shall I give) ?
7. अच्छा , रेखि (let's listen) |
8. र , इ दुकान चि (let's go) |
9. आज घरे (let's stay) |
10. तभी थग (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 -आ, -त and the more polite infinitive form ending in -ए। The latter is more common since it somewhat

softens the harshness of the negative. न is often heard instead of नहीं in such commands.

Change the commands to negatives as in the model: सब

पैसा लो - सब पैसा नहीं लेना .

1. सब पैसा लो।
2. आपन सब पैसा दो।
3. अमी सोआँ।
4. बिहान चला जाओ।
5. ऊ काम दौपहर के करो।
6. आज तुम घर रहो।
7. ई छोटा पुस्तक ले जाओ।
8. ई चीज खाओ।
9. सिंट पीओ।
10. अच्छा, बिहान 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. — भाड़ा बेट करना — अमी बुलाता।
2. — क्से? " — ठीक हूँ।"
3. आज — फिलम फेरव जाता।
— चलेगा?
4. — हुई पाउन दे दो।

5. — कहाँ जाए मांगा ?
 6. — कौनची करे ?
 7. अब — चली घरे, और विद्यान सवेरे —
 देखी।
 8. तब — का करेगा ?
 9. — और कौनची मांगते हैं ?
 10. "संभा के तुम लोग हमार घरे आना" "
 ठीक है, — कितना बजे आई ?"

Exercise 9, Conversational Practice

Memorize and enact this dialogue in class.

प बस तो चला गये। हम लोग का करी ?
 हूँ और, बैठो। भोड़ा बैट करो।
 प संभा वाला बस चार बजे आवे, न ?
 हूँ, कितना बजा है अभी ?
 प साढ़े बारह। हूँ, काफी देरी तक उगोरना पड़ी।
 हूँ तो अब चली घरे। संभा के फिर आएगा।

DIALOGUE FOUR

Frustrations Of A Traveller

(baSTainD par duui 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 motar kitnaa me jaaii?
duu.	lagbhag das Dolaa me.
pa.	are bhaaii, itnaa paisaa to hamaar lage nahii hain.

duu. tab to bas agornaa paRii.
 pa. uu to kaRaAa kaam hai. chhe ghanTaa baakii hai.
 duu. tab kaa karegaa? aur koii raastaa to hai nahti.
 pa. haa, raiT baat hai. ab chalii ghare aur bihaan
 sawere dekhii.
 duu. Thiik hai, lekin derii nahii karnaa.
 pa. ekdam nahii. kaafii jaldii 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: 5:30 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.

5:30	2:30	8:15
5:15	6:15	11:30
5:45	10:15	9:15
12:30	7:30	4:45
6:45	3:30	1:45
2:15	8:45	6:30
11:45	10:30	9:45
12:15	3:15	7:45

3C. Do questions and answers as in the model: Teacher or student: baawaalaa bas kitnaa baje aaifi?
 Student: uu _____ baje aaifi. The student supplies the time.

3D. Repeat and translate the following sentences.

1. hamaar moTar saaRhe tiin baje milii.
2. suuwaas bas sawaa gyaarah baje aaifi.
3. nau baje tak agornaa paRii.
4. ham log sawere paune das baje chalaa jaaegaa.
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 bajaa.
9. tum kitnaa baje maagtaa aae?
10. uske baRaa bhaaii lagbhag chaar baje aa jaaii.

Exercise 4, To Have And To Hold

TABLE IV, FIJI HINDI FORMS OF POSSESSION

Singular:

hamaar lage hai	I have
tumaar lage hai	you (fam.) have
uske lage hai	he, she has
aapan lage hai	I, you, etc. have

Plural:

ham log/logan ke lage hai	we have
tum log/logan ke lage hai	you (fam.) have
aapke lage hai	you (polite) have
uu log/logan ke lage hai	they have

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 koii rumaal nahii hai.
4. uu logan ke lage Thiik paisaa nahii hai.
5. shiw 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: chaabhi, shiw - Question: chaabhi kiske lage hai? Answer: shiw ke lage hai.

1. chaabhii	shiw
2. uu pustak	lakshmii
3. pensil	bhaiyaa
4. itnaa paisaa	ham
5. achchhaa reDiyo	pitaajii
6. chhoTaa rumaal	tum
7. hamaar paisaa	aapan
8. tumaar beg	uu aadmi
9. uu kaagaj	prasaad saahab

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

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 lage hai? - Answer: haa. hamaar lage hai.

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

Exercise 5, Times Of Day

TABLE V, DIVISIONS OF THE DAY

Division: Range:

sawere-morning	paach baje se das baje tak
dopahar-midday	baarah baje se do baje tak
saajh-evening	chaar baje se saat baje tak
raat-night	saat baje se lagbhag chaar baje tak
din-day	gyaarah baje se chhe baje tak.

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 bajे.

12 a.m. midnight	7 p.m.	12 p.m. noon
8 a.m.	10 p.m.	7 a.m.
5 p.m.	3 a.m.	11 p.m.
8 p.m.	6 a.m.	3 p.m.
2 p.m.	11 a.m.	

5C. Repeat and translate:

1. ham log sajhaa ke milii.
2. dopahar ke tum ghare 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 jaaegaa.
6. Thiik hai, bihaan sawere de denaa.
7. maataajii dopahar ke bahut nahii khaae.
8. sab laRkaa sawere skuul 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 ghare, "I'm going home now." Practice will make these usages familiar.

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

milii	de deii	leii
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, ii pallaa (shall I open)?
4. Thiik hai, ek ghanTaa tak (shall we wait)?
5. aaj kuchh kaRaai kaam (let's do).

6. terah Dolaa (shall I give)?
7. achchhaa, reDiyo (let's listen).
8. e, ii dukaan me (let's go).
9. aaj ghare (let's stay).
10. tumaar beg (shall I carry)?

Exercise 7, Negative Commands

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

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

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

Exercise 8, Recovering Lost Subjects

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

Fill in the missing subjects in the blanks provided.

1. _____ thoRaa waiT karnaa. abhii bulaataa.
2. " _____ kaise?" " _____ Thiik hai."
3. aaj _____ filam dekhe jaataa. _____ chalegaa?
4. _____ duui paauND de do.
5. _____ kahaaz 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 ghare 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. thoRaa waiT karo.
pa. sajhaa waala bas chaar baje aawe, na?
duu. haa, kitnaa bajaa hai abhi?
pa. saaRhe baarah. huu, kaafii derii tak agornaa paRii.
duu. to ab chalii ghare. sajhaa ke fir aaegaa.



फीजी हिन्दी

FIJI HINDI

UNIT FIVE

A Surprise For Dad



STRUCTURAL MODELS

DIRECT OBJECTS:

Animate:

अ लड़की के देखो । उसके देखो ।

uu laRkii ke dekho. uske dekho.

Inanimate:

अ पेड़ देखो । अ देखो ।

uu peR dekho. uu dekho.

(4)

INDIRECT OBJECTS:

अ लोग हम के पैसा दे दिया ।

uu log ham ke paisaa de diyaa.

(4A)

PAST TENSE VERBFORMS (Transitive):

हम, हम लोग,	अ	अ लोग	आप
तुम, तुम लोग	<u>uu</u>	<u>uu log</u>	<u>aap</u>
<u>ham, ham log,</u>			
<u>tum, tum log</u>			
खरीदा	खरीदीस	खरीदिन	खरीदे
<u>khariidaa</u>	<u>khariidiis</u>	<u>khariidin</u>	<u>khariide</u> (5)

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

मामा घरे रहा । मामी घरे रही ।

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

COMPOUND VERBS:

हम लोग आ जाएगा ।

ham log aa jaaegaa. (6A)

INDIRECT SENTENCES:

प्रसाद के अच्छा लगा ।

prasaad ke achchhaa lagaa. (7A)

VOCABULARY

For Dialogue Five

1. बेटा	1. beTaa	1. son
2. बेटी	2. beTii	2. daughter
3. चेच से	3. chech se	3. from church
4. आ गये	4. aa gaye	4. arrived, came
5. थाली	5. thailii	5. bag
6. निक्कू, निक्कू	6. nibbuu, nabbuu	6. lemon
7. लाया	7. laayaa	7. brought
8. माकेट	8. maakeT	8. market
9. जाया रहा	9. gayaa rahaa	9. went, had gone
10. कितना में	10. kitnaa me	10. for how much
11. खरीदा	11. khariidaa	11. bought
12. कुट्ठा	12. kuuRaa	12. bunch, heap
13. दिया	13. diyaa	13. gave
14. उतना	14. utnaa	14. that much, so much
15. मिला	15. milaa	15. got, found, met
16. मामा	16. maamaa	16. maternal uncle
17. मामी	17. maamii	17. <u>maamaa's wife</u>
18. आता रहा	18. aataa rahaa	18. was coming
19. कि	19. ki	19. when (conjoiner)
20. विजय भैया	20. wijay bhaiyaa	20. Cousin Vijey
21. बुलाके	21. bulaake	21. invited (me) and
22. ले गया	22. le gayaa	22. took
23. रहा	23. rahaa	23. was, stayed
24. पेड़	24. peR	24. tree
25. तोड़ना, तूड़ना	25. toRnaa, tuRnaa	25. to break

26. पेड़ से तोड़के	26. peR se toRke	26. to pick from a tree and
27. कीस (है)	27. diis (hai)	27. gave, has given
28. किचिन	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. बताना	33. bataanaa	33. to tell
34. तुमे	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. हमे	39. hame	39. me, to me
40. काहे, क्यों	40. kaahe, kyo	40. why
41. क्योंकि	41. kyoki	41. because
42. वास्ते, वस्तिन	42. waaste, wastin	42. for
43. शेट के कपड़ा	43. sheT ke kapRaa	43. shirt cloth
44. दिखाना	44. dikhanaa	44. to show
45. बढ़िया	45. baRhiyaa	45. wonderful, terrific
46. जानता रहा	46. jaantaa raha	46. knew
47. जानना	47. jaannaa	47. to know
48. कि	48. ki	48. that (conjoiner)
49. गुलाबी	49. gulaabii	49. pink
50. बड़ा महँगा	50. baRaa mahagaa	50. very expensive, really expensive
51. होई	51. hoii	51. must be, will be

- | | | |
|---------------|------------------|------------------------|
| 52. गाज | 52. gaj | 52. yard (measurement) |
| 53. स्म, कमरा | 53. ruum, kamraa | 53. room |
| 54. घर - देना | 54. dhar denaa | 54. to put away |

DIALOGUE FIVE

A Surprise For Dad

Key: पि = पिता, बे = बेटा.

- पि चेच से आ गये?
बे हाँ।
पि ज - चैली में कौनची है?
बे ओ, कुद्द केला है, और निष्कू।
पि कहाँ से लाया?
बे मॉकेट से।
पि ओ, मॉकेट भी गया रहा?
बे जी।
पि अच्छा, केला कितना में खरीदा?
बे सेस्ट कूड़ा दिया।
पि निष्कू भी उतना में मिला?
बे नहीं, निष्कू तो मामा के घर से लाया।
पि ओ अच्छा, मामा के घर भी गया रहा?
बे हाँ, मॉकेट से आता रहा कि किस्य मैंया मिला, और जुलाके घरे ले गया।
पि मामा रहा घरे?
बे नहीं, मामा नहीं रहा. मामी पेह से तोड़के दीस है।
पि अच्छा बेटा, किचिन में रख दो।

वे ही थैली तो आप देखे नहीं।
 इसमें क्या हुआ रखा है?
अच्छा, पहले ही बताओ कि तुमे कौनसा रंग ज्यादा
 अच्छा लगे?
 हमें, कहे?
 क्योंकि तुमार वास्ते शोट के कपड़ा लाया।
अच्छा! दिखवाओ।
 ही रहा।
 ही तो बहुत बढ़िया है।
 हम जानता रहा कि तुमे गुलाबी अच्छा लगे।
 हाँ, लेकिन ही बड़ा मंहगा होई।
 क्स, स्कूल डॉला पचास सैन्ट जग।
 हमार बेटा कितना अच्छा है।
 तुमार स्मृति में धर देता, अच्छा?
अच्छा, बेटा।

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.

बीम

चालेस

सौ

तीस

अस्सी

सल्लर

साठ

नळो

पचास

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 चार combine to form चौतीस, 34, and पचास and दो combine as पाँचन, 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 आर 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 आर is not

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

3C. Put the following numbers into Hindi:

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

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

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

1. आपुल	44	सेन्ट पाउंड
2. गुलाबी कपड़ा	94	सेन्ट गज
3. केरा	19	सेन्ट कूड़ा
4. ही सिंगेट	23	सेन्ट पोकेट
5. ऊ थैली	60	सेन्ट में
6. चाच	35	सेन्ट पोकेट
7. ही शेट	साढ़े तीन डॉला में	
8. आपन मोटर	सात सौ डॉला में	
9. ब्रेगन	सत्रह सेन्ट कूड़ा	
10. आलू	अठारह सेन्ट पाउंड	

Exercise 4, Objects Of Verbs

TABLE VI, FIJI HINDI DIRECT AND INDIRECT OBJECT FORMS

Singular

हमे, हम के	me, to me
तुमे, तुम के	you, to you (fam.)
उसे, उसके	him, her, to him, to her
आपन के	to myself, to yourself, to themselves, etc.

Plural

हम लोग / लोगन के	us, to us
तुम लोग / लोगन के	you, to you (fam.)
आपके	you, to you (polite)
उन लोग / लोगन के	them, to them

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

4A. Form sentences by adding पैसा दे दिया to the object forms in Table VI above. Consider ऊं लोग as the omitted subject.

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

1. मामा (me) दीस है।
2. (him) देखो।
3. (them) बुला दो।
4. हम (her) नहीं करतेगा।
5. मुनी देव (you - familiar) ते जाइ।
6. सिंह साहब (you - polite) देखे मांगे।
7. विजय (me) आपने चरे 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 बताइस
Answer: पिताजी के बताइस.

Take ऊ as omitted subject.

पिताजी

तुमारे घोटी बहन

लक्ष्मी

तुम

ऊ लाला

मामा और मामी

हम

ऊ लड़की

रामा के बड़ा भाई

बेचनवाला

ई आदमी

आप

4D. Do questioning and response using the items from C above as in the model: पिताजी - Question: ऊ पिताजी

के जाने ? Answer: नहीं, उसके नहीं जाने

Exercise 5, Past Tense

TABLE VII, FIJI HINDI PAST TENSE VERBFORMS

Singular

हम	खरीदा	I bought
तुम	खरीदा	you (fam.) bought
ऊ	खरीदीएम	he, she bought

Plural

हम	लोगा	खरीदा	we bought
तुम	लोगा	खरीदा	you (fam.) bought
आप		खरीदा, खरीदै	you (polite) bought
ऊ	लोग	खरीदै, खरीदिएम	they bought

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

Notice that -ए- is used as a joining device between a vowel final stem and the past endings, particularly with -आ, -ट. It is commonly used with all forms of जाना।

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

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

खरीदा

लाया

सुना

खाया

बोला

करा

देखा

दिया

मुलाया

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

खरीदा - अ खरीदीस

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

(हम, etc.)	(उ)	(आप)	(उ लोग)
लिया	लीस	लिये	लीन
दिया	दीस	दिये	दीन
गया	गयीस	गये	गयीन

SD. Repeat and translate.

- मैं हमें नहीं बताइस ।
- पिताजी बिड़की खेलीस।
- तुम मार्केट से कौनची लाया ?
- अ लोग कियिन में आलू घर दीन, कि नहीं ?
- तुमारे भाई कहाँ चला गये ?
- बिक हमारे वास्ते कुछ कपड़ा लाइस ।
- लहमी कोई काम नहीं करीस ।
- अ फिल्म हम लोगों के बड़ा अच्छा लगा ।
- अ लोग बताइन कि प्रसाद आज 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 आइस, रहाइस and गयीस 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 येरे रहा. The ए, उ ending is obligatory with आप for these verbs, and optional with third person plural subjects and names of persons to show respect.

Masculine

रामा अभी आया।
मामा घेरे रहा।
लड़का कब गया?

Feminine

लक्ष्मी अभी आयी।
मामी घेरे रही।
लड़की कब गयी?

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

1. मामी नहीं रही।
2. पिताजी कब आये?
3. कोई लड़का आ गया।
4. घेरे कौन रहा?
5. तुमारे बेटी मी गयी?
6. रामा सवारे चला।
7. हम नहीं गया।
8. बहनी कहाँ 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: घेरे कौन रहा?

Answer: लक्ष्मी रही।

लक्ष्मी

पिताजी

मामा

बहनी

तुमारे भाई

तुमारे बेटी

हम

मुनी देव

सक छोटा आदमी

अ लोगन के माँ

सिंह साहब

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 अ—जारगा 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 कुला 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. कुला ले 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 रख दो can become किचिन में रखो with no loss in meaning. ले जाना is an exception since तोना alone can not mean "take away" or "carry". ले जाना is a two-piece unit.

6A. Repeat these sentences noting the compound verbs.

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

1. हम लौग आ जाएगा।
2. तुम असे कूला दिया ?
3. किन्हिन में कौनची रख दिया ?
4. हम लौग अं पिलम तो दैख लिया | (already seen)
5. अं बस से पुस्तक ले लीज़ |
6. सिंह साहब दूसरा मोटर स्वरीद लीज़ | (bought)
7. हम लौग सब कैला खा लिया | (ate up)
8. तुम किसके बता दिया ? (told)
9. हम अं काम कर दिया | (did)
10. हूँ कागज चल जाइ ? (will do, will suit)
11. आपन घैली घेरे रह गया | (was left behind)
12. हूँ कुरसी में बैठ जाओ।

6B. Change the verbs in the sentences in A above to simple ones as in the model: हम लौग आ जाएगा

हम लौग आएगा.

Exercise 7, Indirect Sentences

NOTE: In Hindi a number of things are expressed by indirect sentences. तुमे कौनसा रंग ज्यादा 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, तुम्हीं, in the Hindi sentence. Note also that the object of the English sentence, "colour", appears as the subject in the Hindi sentence, रंगा.

Similarly, हमे बस अग्रज 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 हमे 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 अन्दर लगा

प्रसाद

पिताजी

चलने वाला

हम

राम सिंह

आपन माई

कि

तुम

सब लोग

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

Exercise 8, Pronunciation Practice

NOTE: NASALIZED VOWELS: English speakers are sometimes accused of talking through their nose. Whether we do so or not does not change the meaning of what we say, however, as it

does in Hindi: कहौं "where" versus कहा "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 -न् 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.

हाँ	माँगना	मुँगा
पांच	कर्मी	रंग
नहीं	कर्मिणी	संभा
हिँड़ा	सांझ	दुँड़ा

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

माता	जानता	लेकिन
साठ	काहे	वरद
आदमी	चलो	हम
दिला	काम	दृढ़ि

Exercise 9, Conversational Practice

Memorize and enact this brief dialogue in class.

लड़का के आदमी आ गये।

अमा तुम भैया के बताया ?
लड़की हाँ जा बोलिस कि उसके पेसा दे ।
आत्मा तो का करा, तुम ?
लड़का पेसा दे दिया ।
आत्मा ठीक करा, बैठा ।

DIALOGUE FIVE

A Surprise For Dad

Key: pi. = pita, be. = beTaā.

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. nabbuu bhii utnaa me milaa?
 be. nahii, 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 rahaa ghare?
 be. nahii, maamaa nahii rahaa. maamii peR se toRke diis
 hai.
 pi. achchhaa beTaa, kichin me rakh do.

be. ii thailii to aap dekhe nahii.
 pi. usme kyaa chhupaa rakhaa hai?
 be. achchhaa, pahle ii bataao ki tume kaunsaa rag jyaadah
 achchhaa lage?
 pi. hame, kaahe?
 be. kyoki tumaar waaste sheT ke kapRaa laayaa.
 pi. achchhaa! dikhaao.
 be. ii rahaa.
 pi. ii to bahut baRhiyaa hai.
 be. ham jaantaa rahaa ki tume gulaabii achchhaa lage.
 pi. haa, lekin ii baRaa mahgaa hooi.

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.

biis	tiis	saath
chaalis	assii	nabbe
sau	sattar	pachaas

3B. Give the Hindi for these numbers.

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

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

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

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

3C. Put the following numbers into Hindi.

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

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

1. aapul	44 sent paaunD
2. gulaabii kapRaa	94 sent gaj
3. keraa	19 sent kuuRaa
4. ii sigreT	23 sent paakeT
5. uu thailii	60 sent me
6. chaay	35 sent paakeT
7. ii sheT	saaRhe tiin Dolaa me
8. aapan moTar	saat sau Dolaa me
9. baigan	satrah sent kuuRaa
10. aaluu	aThaarah sent paaunD

Exercise 4, Objects Of Verbs

TABLE VI, FIJI HINDI DIRECT AND INDIRECT OBJECT FORMS

Singular

hame, ham ke	me, to me
tume, tum ke	you, to you (fam.)
use, uske	him, her, to him, to her
aapan ke	to myself, to yourself, to themselves, etc.

Plural

ham log /logan ke	us, to us
tum log /logan ke	you, to you (fam.)
aapke	you, to you (polite)
uu.log /logan ke	them, to them

NOTE: OBJECTS OF VERBS: The object of a verb in Fiji Hindi has the same form as the subject except in the case of living things. Table VI gives the special forms used for direct and indirect pronoun objects. When the object is a name or other word designating a person or animal, it must be followed by the postposition ke. Thus, uu laRkii ke dekho, "Look at that girl", but uu peR 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. sih saahab (you-polite) dekhe maage.
7. wijay (me) aapan ghare le gayaa.
8. (mother) dikhaao.
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
lakshmi	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	khariidiis	he, she bought

Plural

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

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

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

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

khariidaa	laayaa	sunaa
khaayaa	bolaa	karaa
dekhaa	diyaa	bulaayaa

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

5C. Repeat and translate these irregular forms for lenaa, denaa, and jaanaa after the teacher.

(ham, etc.)	(uu)	(aap)	(uu log)
liyaa	liis	liye	liin
diyaa	diis	diye	diin
gayaa	gayiis	gaye	gayiin

5D. Repeat and translate.

1. maa hamé nahii bataaiis.
2. pitaajii khirekii kholiis.
3. tum maakeT se kaunchii laayaa?
4. uu log kichin me aaluu dhar diin, ki nahii?
5. tumaar bhaaIIi kahaa chalaa gaye?
6. shiw hamaar waaste kuchh kapRaa laaiis.
7. lakshmi koii kaam nahii kariis.
8. uu filam ham logan ke baRaa achahhaa lagaa.
9. uu log bataain ki prasaad aaj nahii 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.

Masculine

raamaa abhii aayaa.
maamaa ghare rahaa.
laRkaa kab gayaa?

Feminine

lakshmi abhii aayii.
maamii ghare rahii.
laRkii kab gayii?

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

1. maamii nahii rahii.
2. pitaajii kab aaye?
3. koii laRkaa aa gayaa.
4. ghare kaun rahaa?
5. tumaar betii bhii gayii?
6. raamaa sawere chalaa.
7. ham nahii gayaa.
8. bahanii kahaa rahii?
9. kaun aaya?
10. uske maataajii aayii.

5F. Do questioning and response using the word provided as in the model: Take care to make your verb agree with the subject. lakshmii - Question: ghare kaun rahaa?
 Answer: lakshmii rahii.

<u>lakshmii</u>	<u>tumaar bhaaaii</u>	<u>ek chheTaa aadmii</u>
<u>pitaajii</u>	<u>hamaaar beTii</u>	<u>uu logan ke maa</u>
<u>maamaa</u>	<u>ham</u>	<u>sih saahab</u>
<u>bahani</u>	<u>muni dew</u>	<u>uske sab laRkii</u>

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 jaaegaa 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. Its use here indicates that the "call" will be on someone else's behalf rather than the caller's. bulaa lo would be used if the caller himself were the one who wanted to see the person called.

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

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

1. ham log aa jaaegaa.
2. tum uske bulaa diyaa?
3. kichin me kaunchii rakh diyaa?
4. ham log uu filam to dekh liyaa. (already seen)
5. uu bas ek pustak le liis.
6. sih saahab duusraa moTar khariid liis. (bought)
7. ham log sab kelaa khaa liyaa. (ate up)

8. tum kiske bataa diyaa? (told)
9. ham uu kaam kar diyaa. (did)
10. ii kaagaj chal jaaii? (will do, will suit)
11. aapan thailii ghare rah gayaa. (was left behind)
12. ii kursii me baitTh jao.

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

Exercise 7, Indirect Sentences

NOTE: In Hindi a number of things are expressed by indirect sentences. tume kaunsa rag jyaadaa 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 agornaaparii 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 bhaaii
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.

haa	maagnaa	mahaagaa
paach	kyo	rag
nahii	kyoki	sajhaa
hiyaa	saajh	huwaa

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

maataa	jaantaa	lekin
saaTh	kaahe	band
admii	chalo	ham
diyaa	kaam	hoii

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 bolis ki uske paisaa do.
ammaa	to kaa karaa, tum?
laRkaa	paisaa de diyaa.
ammaa	Thiik karaa, beTaa.

फीजी हिन्दी

FIJI HINDI

UNIT SIX

Riding In A Bus



STRUCTURAL MODELS

COMPARATIVE (With Adjective Agreement):

1. शीला उस से बड़ी है।
 2. रामा उस से पतला है।
1. shilaa us se baRii hai.
 2. raamaa us se patlaa hai.

(3B)

SUPERLATIVE:

- पिताजी सब से बड़ा है।
- pitaajii sab se baRaa hai.

(3F)

AGE:

1. तुम कितना साल के हैं?
 2. हम पंद्रह साल के हैं।
1. tum kitnaa saal ke hai?
 2. ham pandrah saal ke hai.

(5B)

COLOR:

- उसके मोटर कौन रंग के हैं?
 पीला रंग के हैं।
- uske moTar kaun rag ke hai?
piilaa (rag ke) hai.

(6A)

DAYS OF THE WEEK:

- आज कौन दिन है? सोम्मार है।
- aaj kaun din hai? sommaar hai.

(8B)

CAN, BE ABLE:

- तुम कुछ सके दो, न? हाँ, सके
- tum kuchh sake do, na? haa, sake.

(9)

PAST PERFECT TENSE:

- तुम माकेट गया रहा?
- tum maakeT gayaa rahaa?

(10A)

VOCABULARY

For Dialogue Six

1. काइबीती	1. kaaiibiitii	1. a Fijian
2. हिन्दूस्तानी	2. hinduustaanii	2. A Fiji Indian
3. काइबीती	3. kaaiibiitii	3. Fijian language
बात	baat	
4. बात करना	4. baat karnaa	4. to talk, to converse
5. जगह	5. jagah	5. place, space, room
6. नाम	6. naam	6. name
7. नावुआ	7. naawuuaa	7. a town on Viti Levu near Suva
8. यहीं	8. yahii	8. here (formal)
9. रहना	9. rahnaa	9. to live, to stay
10. दूर पे	10. duur pe	10. at a distance
11. नाँदी	11. naadii	11. a town on Viti Levu
12. इधर	12. idhar	12. in this direction, here
13. काम से	13. kaam se	13. on business
14. खाली	14. khaalii	14. only, empty
15. घूमना	15. ghuumnaa	15. to tour, to travel
16. एयपोर्ट	16. eyapauT	16. airport
17. नौकरी	17. naukrii	17. job
18. परिवार	18. pariwaar	18. family
19. उदर	19. udhar	19. in that direction, there

20. बच्चा	20. bachchaa	20. child, children
21. बच्चे	21. bachche	21. children (formal)
22. औरत	22. aurat	22. woman, wife
23. यार	23. yaar	23. brother, mate, chum
24. होता	24. hotaa	24. (if there) were
25. आते	25. aate	25. would come
26. कमाल के	26. kamaal ke	26. marvelous, wonderful
27. सीखना	27. siikhnaa	27. to learn
28. समझना	28. samajhnaa	28. to understand
29. समझ गये	29. samajh gaye	29. I see, I understand
30. बात	30. baat	30. thing, matter, reason, language
31. किसान	31. kisaan	31. farmer
32. लड़कन	32. laRkan	32. boys
33. संघे, साथ	33. saghe, saaTh	33. with
34. खेती करना	34. khetii karna	34. to farm
35. मकानिक	35. makenik	35. mechanic
36. पढ़ना	36. paRhnaa	36. to read, to study
37. शादी	37. shaadii	37. marriage, wedding
38. हो(य) जाना	38. ho(y) jaanaa	38. to happen, to take place
39. सब से —	39. sab se —	39. -est (superlative)
40. जो है, जोन है	40. jo hai, jon hai	40. emphasizes preceding word or phrase
41. अस से छोटा	41. us se chhoTaa	41. younger or smaller than he, she, I or it

42. पढ़ाना	42. paRhaanaa	42. to teach
43. छोटकनी	43. chhoTkanii	43. little, small
44. उमर	44. umar	44. age
45. साल	45. saal	45. year
46. काफी	46. kaafii	46. enough, quite
47. उतर जाना	47. utar jaanaa	47. to get off, descend
48. घर आय गये	48. ghar aay gaye	48. here is my house
49. कभी	49. kabhii	49. sometime
50. न ?	50. na?	50. okay? all right?
51. मौका लगे	51. maukaa lage	51. if _____ get(s) the chance
52. जरुर	52. jaruur	52. certainly, surely

Adjectives of Size

53. मोटा	53. moTaa	53. thick, fat
54. पतला, पत्रा	54. patlaa, patraa	54. thin
55. लंबा	55. lambaa	55. long, tall
56. छोटा	56. chhoTaa	56. short

The Colours

57. लाल	57. laal	57. red
58. पीला	58. piilaa	58. yellow
59. उज्जल, उज्जर	59. ujjal, ujjar	59. white
60. कारिया	60. kariyaa	60. black
61. ब्लू, नीला	61. bluu, niilaa	61. blue

DIALOGUE SIX

Riding In A Bus

(बस में दुई आदमी थे)

Key: का = कार्डविती, हि = हिन्दूस्तानी.

का माहि साइकल, आप कार्डविती बात करते ?

हि बहुत चोड़।

का हि जगह के कौन नाम है ?

हि वृ नाम्बूआ है।

का आप यहाँ रहते हैं ?

हि जी हाँ, बस चोड़ दूर मै।

का ओ, अच्छा।

हि तुमर दर कहाँ ?

का दस नौकी में रहता।

हि उधर कहाँ जाता ?

का सूखा।

हि कुछ काम से आया कि खाली दूसे आया ?

का नहीं, चोड़ा काम रहा।

हि नौकी में तुम कौन काम करो ?

का रयपौट पर हमार नौकरी है।

हि परिवार भी उधर है ?

का जी हाँ, दो बच्चे हैं।

हि तब औरत सी होइ ?

का और यार ! औरत नहीं होता तो, बच्चे कहाँ से आते ?

हि हम तो कमाल के हिन्दी जानो।
 का हैं, हम स्कूल में सीखा रहा।
 हि ओ, समझ गये। हुई बात है।
 का जी। आप कौन काम करते हैं?
 हि हम तो किसान हैं।

का आपके कितने बच्चे?
 हि हमार पाँच लड़का हैं, और तीन लड़की।
 का लड़कम कौनची करे?
 हि हुई तो हमार संघे खेती करे, एक
 मैकानिक है, और हुई स्कूल पढ़े।
 लड़की के बाबी होय गये?
 सब से छोटी जोन है, उसके बाबी तो
 होय गये। व्हस से छोटी पढ़ावे, और
 सब से छोटकनी धेर है अभी।
 का सब से छोटी के कितना उम्र है?
 हि उसकी चार साल के हैं।
 का तब तो काफी छोटी ही है।
 हि है। अच्छा, हम यहीं उतर जाइ। यह
 आय गये।
 का बहुत अच्छा रहा।
 हि कमी आना धेर, ना?
 का अच्छा, मैंका लगे, तो जरूर आ जायेगा।
 हि अच्छा तो।
 का अच्छा।

EXERCISES

Exercise 1, Vocabulary Practice

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

Exercise 2, Drilling The Dialogue

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

Exercise 3, Comparatives And Superlatives

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

In Hindi comparisons are made with the postposition से coming after the item compared with. Thus: गोविन्द से तुम से लंबा 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 लंबा.

Like many other things, the item compared with can be omitted in Hindi when it is clear from previous conversation. Thus गोविन्द लंबा है may be said with a comparative meaning. Note that as with other postpositions, से requires

that ऊं become उस and that वैं become इस . Therefore, अं 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. गोविन्द तुम से लम्बा है।
2. तुम हम से पतला है।
3. लौटोका नाँकी से बड़ा है।
4. लक्ष्मी अम्मा से घोड़ा छोटी है।
5. ई काम उस से बहुत कड़ा है।
6. ऊं पाकेट ई बाला से बड़ा है।
7. तुमार बोट हमार बोट से काफी लम्बा है।
8. ऊं लाल कपड़ा इस से महंगा होई।
9. सिंह साहब हम से बहुत ज्यादा मोटा है।
10. ऊं जगह यहाँ से अच्छा है।

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

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

3. _____ इस से अच्छा है।
 4. _____ इस से लम्बी है।
 5. _____ इस से मोटा है।
 6. _____ इस से मोटी है।
 7. _____ इस से पतली है।
 8. _____ इस से अच्छी है।
 9. _____ इस से लम्बा है।
 10. _____ इस से छोटी है।

3C. Do questioning and response using the adjectives provided as in the model: बड़ी - Question: इस से बड़ी कौन है? Answer: श्रीला.

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

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

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

3E. Repeat and translate the following superlative questions.

1. तुमारे घरे सब से बड़ा कौन है?
 2. क्लास में सब से लम्बा कौन है?

3. इं कमरा में सब से छोटा आदमी कौन है ?
4. इं कुड़ा में सब से लम्बा केला कौन रहा ?
5. तुमारे थोली में सब से बढ़िया चीज कौनसा है ?
6. आज सब से देरी में कौन अर्हित रहा ?
7. सब से अच्छा पुस्तक कौनसा है ?
8. सब से अच्छा दम कौन दुकान में मिले ?
9. सब से कड़ा काम किसके है ?
10. सब से बढ़िया मोटर किसके पास होई ?

3F. Do questioning and response between students as in the model: Question: तुमारे थोरे सब से बड़ा कौन है ? Answer: पिताजी सब से बड़ा है

Exercise 4, Forms Of Possession

NOTE: We have seen in these lessons two ways of showing possession. Though there is some overlap, in general लगे is used for material things which one can actually own - clothing, personal articles, etc. - while that without लगे 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 लड़का हैं।
2. हमारे लगे कुछ अच्छा कपड़ा है।
3. आपके माता - पिता हैं?
4. तुमारे पास रसायन है?
5. उसके स्वाली एक हाथ है।
6. उस लौगिन के लगे दर कि नहीं?
7. तुमारे दर के कौन नम्बर है?
8. हम लोग के पास और पैसा तो है नहीं।
9. तुमारा मामा के कितना लड़की है?
10. इस बताओ कि तुमारा कितना भाई है?
11. उसके मोटर के कौन रंग है?
12. उस किसान के लगे भाड़ा 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.

सरोज	तुम कौन जगह रहता ?
लता	लम्बासा में।
सरोज	कौन काम करता ?
लता	हम टीचा है।
सरोज	बाढ़ी होय गये ?
लता	जी हौं, हमार आदमी भी पढ़वे।
सरोज	तौं कितना बच्चा है ?
लता	वह सक लड़का है अभी।
सरोज	उँ कितना साल के हैं ?
लता	दुई साल।
सरोज	आपके नाम ?
लता	लता प्रसाद।
सरोज	अच्छा, लता। फिर मिलेगा।
लता	अच्छा, जरूर।

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

तुम कितना साल के हैं ?

Answer: हम — साल के हैं. You may also

ask about third persons. (2) Question: उँ कितना

साल के हैं ? Answer: उँ — साल

~~के~~ ~~है~~

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 कौन रँग के है? Answer: पीला (रँग के) है.

पीला, ऊंजर, लाल, हरियर, कारिया, ब्लू

6B. Form your own responses to these questions.

1. तमे कौन रँग अच्छा लगे?
2. तुमे ब्लू अच्छा लगे?
3. जे गुलाबी चरमे कौन लोग रहे?
4. कुद्द ऊंजर काघज है?
5. तुम कौसा कपड़ा माँगता, पिला कि हरियर?
6. द्वि लाल स्माल किसके होइ?

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 seat-mate. He uses आप and आपके throughout, makes his verbs agree with आप, and uses Standard Hindi masculine plural -ए, -ं 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 -ओ, -ं ending, (2) the Hindi sounds are quite distorted, (3) the verb है is replaced by हो (often pronounced होतो), 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 तुमार throughout, uses no -ए, -ं endings when talking about his sons, and uses the colloquial आय गये instead of the more formal आ गया. It is not until he hears a fairly complex conditional sentence that he stops to notice the level of Hindi which the Fijian commands. It is interesting, too, that like most Indian speakers of Fiji Hindi the Fijian lets a few informalisms slip into his formal style, cf. the very colloquial लड़कन् . For his part, the Indian switches between the usual

-ता present tense form in इधर कहो जाता and the very informal -ओ, -ने forms in कान कास करो and कामाल के हिन्दी जानो. 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 -ता forms in your own speech. We explain the -ओ, -ने 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. तुम -- आप often with corresponding changes in verbform
2. हम -- हमें with accompanying हमें often becoming हमें
3. अं लोग -- वे often with corresponding changes in verbform

4. तुमारे -- आपके when possessive and before postpositions
5. हमारे -- मेरे when possessive and before postpositions
6. -आ -- -रे as the ending for masculine plural nouns and adjectives
7. के -- को as marker for both direct and indirect object
8. हैं -- है for all plural subjects
9. रहा -- था and may change to agree in gender with subject
10. Commands such as कहो, कहना -- कहिये
11. Compound verbs such as आय गये, होय जाता -- आया गया, हो जाता and may change to agree in gender with subject
12. Third person present tense forms such as करे -- करता है, करते हैं with singular and plural subjects respectively, and may change to agree in gender with subject
13. Third person future forms such as बोली -- बोलगा, बोलेंगे with singular and plural subjects respectively, and may change to agree in gender with subject

Word Changes: Informal to Formal

1. हूँ, तो -- यह, वह
2. हियाँ, हुवाँ -- यहीं, वहीं
3. काहे -- क्यों
4. का, कौनची -- क्या
5. बिहान -- कल
6. मैया -- माई
7. बहनी -- बहन
8. दुई -- दो
9. लगे (possessive) -- पास

7A. Translate and change to Fiji Hindi.

1. आप का नाम क्या है ?
2. मैं अमी आता हूँ।
3. आइये, बैठिये।
4. आपके पास कितनी मौद्र है ?
5. आप वहीं क्यों गये ?
6. वह मेरे माई को नहीं जानता था।
7. दो आदमी बोलेंगे।
8. यह पुस्तक बहुत अच्छी है।
9. सब बच्चे पानी पीते हैं।
10. सब लोग हिन्दी सीखते हैं।

7B. Change the following sentences to formal Hindi.

1. तो आदमी कौन है ?

2. हम कुछ पांड माँगता हैं।
3. अलोग करे नहीं है।
4. तुमार कहनी काफी मीठी है ?
5. रामा बेहान आई।
6. हरी के बुला देना।
7. मॉकेट से आता रहा कि विजय मीया मिला।
8. उसके बादी होय गये ?
9. अदियाँ काहे बैठते ?
10. उसके सब लड़का अच्छा है।
11. हमार लोग पैसा जटी है।
12. हूँ कौनची हूँ।

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.

सोमवार,	Monday
मंगवार,	Tuesday
बुधवार,	Wednesday
बिप, बिहसपतिवार	Thursday
सुख, शुक्रवार	Friday
शनिवार,	Saturday
इतवार रवी	Sunday

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: सोमार 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 माँगना, (See Unit Two, Exercise 5) two different orders are possible: तुम आज आस सको or तुम आज सके आओ. One can also hear तुम आज सको आओ. Which forms are proper with the different orders and for different subjects is a bit complex, and rules are not easily stated which cover all cases. It is important to learn to understand the various combinations when you hear them, but for your own speech the following rule will allow you to produce correct forms.

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

सकना is somewhat less used in Hindi than is "can" in English, but it is still quite common. In Fiji Hindi सकना can be used alone as the short answer for a question. Witness: तुम कुछ सके दो, न?

हूँ, सके.

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, -त् 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 विद्यालय जाएं सकेगा।
2. तुम आज आएं सको?
3. हियाँ से कौनची सके देखे?
4. वै तो कड़ा है। हम लोग कुछ नहीं करे सकता।
5. रात के हम सोए नहीं सका।
6. बुध के नहीं, तो हम लोग विफान के मिले सकेगा।
7. हरी पैसा इतवार के सके देवे।
8. ऊ आदमी आपन औरत के कुछ नहीं सके चोले।
9. तुम कितना प्याला नगीना सके पीओ?
10. ऊ लोग बहुत निक्ख नहीं सके खाए।

9B. Enact this small dialogue between members of the

class.

Key: अ = अम्मा, बे = बेटी

बे अम्मा, आज मार्केट बन्द है।

निक्खु नहीं खरीदे सकेगा।

अ तो कोई पेड़ से तुझे लाओ,
न। सको?

बे हाँ, पेड़ से तुड़ सकता।

अ काफी जल्दी सके लाओ?

बे दूर नहीं है, अभी ले आता।

अ अच्छा, जाओ।

Exercise 10, Past Perfect Tense

NOTE: In Hindi the past perfect tense is used, as in English, to show that the event reported took place prior to another event in past time. Unlike English, however, it is also used to report a single event or action in past time. Thus, where only simple past forms such as "went" and "gave" may be used in English, Hindi can use either simple past forms like गया दीस or past perfect forms like गया रहा and दीस रहा. 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 है, 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 मार्केट गया ? तुम मार्केट गया रहा ?

1. तुम मार्केट गया ?
2. हम खाली दो बच्चा सोया ।
3. सवेरे एक आकमी आईसि ।
4. उसके पर हम पहले देखा ।
5. को लोग हमें कुछ नहीं बताइन ।
6. हूँ बताओ ! तुम उसके कौनची दिया ?
7. हरी सब आपन कमरा में धार दिया ।
8. अम्मा कुछ आलू भी लाइस ।
9. हूँ शॉट के कपड़ा कब खरीदा ?
10. को हम से भी कुछ ऐसा 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.

पचास और पांच
पीला पुस्तक
तब तो
तुम तीन जाता
चालिस और चार

चौदह चौज
कौन काम करो
किसके केला
एक टिन टमाटर

11B. Practice the aspirated sounds in these phrases.

देरवो, हुवाँ रखो।
हे अ-हा व्हापा (photos)
हाथ में छैली थी।
मीठा (sweetness) ठीक ।

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 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 - ठीक . Students - wood.

- | | |
|----------------|-------------|
| 1. ठीक (right) | ठीक (wood) |
| 2. साथ (with) | सात (seven) |

3. रवाली (empty)

काली (goddess)

DIALOGUE SIX

Riding In A Bus

(bas me duii aadmii baiThe)

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

kaa. bhaaaii saahab, aap kaaiibiitii baat karte?
 hi. bahut thoRaá.
 kaa. ii jagah ke kaun naam hai?
 hi. ii naawuuuaa hai.
 kaa. aap yahti rahte hai?
 hi. jii haaz, bas thoRaa duur pe.
 kaa. o, achchhaa.
 hi. tumaar ghar kahaa?
 kaa. ham naadii me rahtaa.
 hi. idhar kahaa jaataa?
 kaa. suuwaa.
 hi. kuch kaam se aayaa ki khaalii ghuume aayaa?
 kaa. nahii, thoRaa kaam rahaa.

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

kaa. aapke kitne bachche?
 hi. hamaar paach laRkaa hai, aur tiin laRkii.
 kaa. laRkan kaunchii kare?
 hi. duii to hamaar saghe khetii kare, ek makenik hai,
 aur duii skuul paRhe.
 kaa. laRkii ke shaadii hoy gaye?
 hi. sab se baRii jon hai, uske shaadii to hoy gaye. us se
 chhoTii paRhaawe, aur sab se chhoTkani ghare hai abhii.
 kaa. sab se chhoTii ke kitnaa umar hai?
 hi. uu khaalii chaar saal ke hai.

kaa. tab to kaafii chhoTii hii hai.
 hi. haaz. 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 nazdii se baRaa hai.

4. lakshmii ammaa se thoRaa chhoTii hai.
5. ii kaam us se bahut kaRaa hai.
6. uu paakeT ii waalaa se baRaa hai.
7. tumaar sheT hamaar sheT se kaafii lambaa hai.
8. uu laal kapRaa is se mahagaa hoii.
9. sih saahab ham se bahut jyaadaa moTaa hai.
10. uu jagah yahii se achchhaa 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 nai- shiilaa us se baRii hai. (2) _____ us se patlaa hai - raamaa us se patlaa hai.

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

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

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

3F. Repeat and translate the following superlative questions.

1. tumaar ghare sab se baRaa kaun hai?
2. kiaas me sab se lambaa kaun hai?
3. ii kamraa me sab se chhoTaa aadmii kaun hai?
4. ii kuuRaa me sab se lambaa kelaa kaun rahaa?
5. tumaar thailii me sab se baRhiyaa chiij kaunsaa hai?
6. aaj sab se derii me kaun aaiis rahaa?

7. sab se achchhaa pustak kaunsa hai?
8. sab se achchhaa daam kaun dukaan me mile?
9. sab se kaaRaa kaam kiske hai?
10. sab se baRhiyaa moTar kiske paas hoi?

3F. Do questioning and response between students as in the model:
 Question: tumaar ghar sab se baRaa kaun hai?
 Answer: pitaajii sab se baRaa hai. Use the questions from E above.

Exercise 4, Forms Of Possession

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

4A. Study and translate these sentences.

1. hamaar tiin laRkaa hai.
2. hamaar lage kuchh achchhaa 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 bhaaaii hai?
11. uske moTar ke kaun rag hai?
12. uu kisaan ke lage bhaaraa ke paisaa nahii hai.

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

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

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

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

Exercise 5, Conversational Practice

5A. Memorize and enact this dialogue in class.

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

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 gulaabii gharne 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 uses aap and aayke throughout, makes his verbs agree with aap, and uses standard Hindi masculine plural -e in phrases like kitne bachche. His performance is still fairly unusual since many Fijians speak only a pidgin Hindi in which, among other things, (1) all tenses of verbs for all persons have a common -o ending, (2) the Hindi sounds are quite distorted, (3) the verb hai is replaced by baiTho (often pronounced baito), and (4) there are no fancy forms for politeness.

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

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

TABLE VIII, FORMAL MARKERS IN FIJI HINDI

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

Grammar Changes: Informal to Formal.

1. tum -- aap often with corresponding changes in verbforms
2. ham -- mai with accompanying hai often becoming huu
3. uu log -- we often with corresponding changes in verbforms
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 gaye, 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 bólii -- 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. bihan -- kal
6. bhaiyaa -- bhaaii
7. bahanii -- bahan
8. duii -- do
9. lage (possessive) -- paas

7A. Translate and change to Fiji Hindi.

1. aap kaa naam kyaa hai?
2. mai abhii aataa huu.
3. aaiye, baiThiye.
4. aapke paas kitnii moTar hai?
5. aap wahii kyo gaye.
6. wah mere bhaaii ko nahii jaantaa 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 paaunD maagtaa.
3. uu log ghare nahii 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 hiyaaz kaahe baiThte?
10. uske sab laRkaa achchhaa hai.
11. hamaar lage paisaa nahii 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 mazgnaa, (See Unit Two, Exercise 5) two different orders are possible: tum aaj aae sako or tum aaj sake aao. One can also hear tum aaj sako aao. Which forms are proper with the different orders and for different subjects is a bit complex, and rules are not easily stated which cover all cases. It is important to learn to understand the various combinations when you hear them, but for your own speech the following rule will allow you to produce correct forms.

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

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

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

9A. Repeat and translate.

1. ham bihaan jaae sakegaa.
2. tum aaj aae sako?
3. hiyaa se kaunchii sake dekhe?
4. ii to kaRaaii 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 pioo?
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. nibuu 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 nahiz hai, abhii le aataa.
- a. achchhaa, 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 raha and diis raha. 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 rahaa, 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 rahaaa?

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 diyaa?
7. harii sab aapan kamraa me dhar diyaa.
8. ammaa kuchh aaluu bhii laaiis.
9. ii sheT ke kapRaa kab khariidaa?
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
kiske kelaa
ek Tin TamaaTar

11B. Practice the aspirated sounds in these phrases.

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

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

- | | |
|--------------------|------------------|
| 1. Thiiik (right) | Tiik (wood) |
| 2. saath (with) | saat (seven) |
| 3. khaalii (empty) | kaalii (goddess) |

ANSWER GUIDES FOR
UNITS ONE THROUGH SIX

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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.
kha. What kind of price is (it)?/How's the price?
be. Forty cents (a) pound.
kha. That's fine, Give (me) two pounds.
be. All right, here are two pounds.
kha. And here is your money.
be. Thank you.

EXERCISES

Exercise 1, Vocabulary Practice

Guide not needed.

Exercise 2, Drilling The Dialogue

Guide not needed.

Exercise 3, Number Practice

- 3A. Repetition of numbers 1 to 10. Guide not needed.
- 3B. Counting 1-5. Guide not needed.
- 3C. Counting 6-10. Guide not needed.
- 3D. Open-ended number identification. Guide not needed.
- 3E. Translate into Hindi. Thus: one potato, two potatoes.
1. ek TamaaTar, paach TamaaTar
 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:
(translation) This price is right. - This is the right price.

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

(translation of original)

This price is right.
 That money is yours.
 This apple is good.
 That two pounds is yours.
 Those potatoes are good.
 Those onions are small.
 The price is good.

Exercise 6, The Infinitive

6A. Repeat these infinitives. (translation)

to see/to look	to give	to say/to speak
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.

le jaanaa	dekhnaa	bolnaa
de denaa	honaa	sunnaa
rahnaa		

Exercise 7, Forming Commands

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

- 7A. (translation)
- | | |
|----------------------------|-------------------------------|
| uu sab dekho. | Look at all that |
| ii paisaa dekho. | Look at this money. |
| uu aapul dekho. | Look at that apple |
| ii chhoTaa TamaaTar dekho. | Look at these small tomatoes. |
- 7B. Take along some good onions.
- | | |
|----------------------------------|---------------------------------------|
| kuchh achchhaa pyaaj | Take along some good onions. |
| le jaao | |
| ii chaalis senT le jaao. | Take along this forty cents. |
| uu chaalis paaunD aaluu le jaao. | Carry these forty pounds of potatoes. |
| sab paisaa le jaao. | Take away all the money. |

- 7C. uu sab de do. Give (me) all that.
 ii paisaa de do. Give (me) this money.
 etc.
- 7D. A. uu sab dekhnaa. Please look at all that/those
 Etc.
 B. kuchh achchhaa Please take along some good
 pyaaj le jaanaa. onions.
 Etc.
 C. uu sab de denaa. 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 nahii hai.
2. uu paisaa aapke nahii hai.
3. ii aapul achchhaa nahii hai.
4. uu duuii paaunD aapke nahii hai.
5. uu aaluu achchhaa nahii hai.
6. uu pyaaj chhoTaa nahii hai.
7. daam achchhaa,nahii 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:

I, we, you (sing.), you (pl.)	he/she, they	you (formal)
will sit	will sit	will sit

(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?
2. What is this?
3. Where is he/she/it/that?

(7A)

(7B)

(7C)

DIALOGUE TWO - USEFUL FRAGMENTS

(translation) 1. Looking For Ram Singh

Key: aa. = man, la. = boy

- aa. Hey, boy, come here!
la. Yes.
aa. Is Ram Singh (here)?
la. Yes, (he) is.
aa. Please call (him).
la. All right, please wait. I'll call (him) right away.

2. Greeting And Leave Taking

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

- mu. How (are you)?/Hello.
shi. (I) am fine. Where (are you going)?
mu. Just going to the shop.
shi. Okay, see (you) again.

3. Catching The Right Bus

Key: aa. = man, cha. = driver

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

4. In A Small Shop

Key: kha. = buyer, du. = shopkeeper

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

EXERCISES

Exercise 1, Vocabulary Practice

Guide not needed.

Exercise 2, Drilling The Dialogue

Guide not needed.

Exercise 3, Answering Existential Questions

3A. Repeat after the teacher. (translation)

1. Are there/do (you) have some small tomatoes?
2. Is there/do (you) have some money?
3. Is Hari Prasad here?
4. Do (you) have soap powder?
5. Is your brother here?
6. Are there some shops?
7. Do (you) have/are there three packets?
8. Are (there/do (you) have some large onions?

3B. Give short answers to the questions in A. Guide not needed.

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

Exercise 4, Future Tense

4A. Repeat the future forms. (translation)

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	dekhegaa
Etc.	

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

baiThii	aaii	rahii
dekhhii	maagii	le jaaii
sunii	bulaaaii	bolii

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

baithäge	aaege	rahege
dekhege	maagege	le jaaege
sunäge	bulaaäge	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. sunegaa | 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 kelaat maage khaae.
 3. tum TamaaTar maagtaa le jaae?
 4. aap hiyaa-maagtaas 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 nasorii nahii jaaii.
This bus won't go to Nasori now.
 5. ham baRaa paakeT 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 laRkii nahii hai.
That is not a girl.
10. fir nahii milegaa.
(We) won't meet again.

Exercise 7, Near and Far

- 7A. Free questioning and response with numbers. Guide not needed.
- 7B. Free questioning and response with objects. Guide not needed.
- 7C. Free questioning and response with names of students. Guide not needed.

Exercise 8, Pronunciation Practice

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

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

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

tin	dance	packet
tomato	little	powder
cent	pound	

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

Exercise 9, Conversational Practice

- 9A. Practice at least one of the fragments at home. Guide not needed.
- 9B. Enact one or more of the fragments in class. Guide not needed.
- 9C. Devise variations on one of the fragments, or make a completely new dialogue. Guide not needed.

ANSWER GUIDE - UNIT THREE

STRUCTURAL MODELS

Possessive Adjectives And Pronouns:

Whose car is that? It's Rama's.

(4C)

Locative Phrases:

in (the) pocket at (the) shop (5A)

Adjective/Noun Agreement:

small girl (or)
younger daughter big, older brother

(6)

Present Tense Verbs:

I, we, you (sing.), you (pl.)	he/she, they	you (formal)
do, am/are doing	does/do, is/are doing	do, are doing

(7)

DIALOGUE THREE

Two Friends Meeting On The Street

(translation)

Key: ha. = Hari, raa. = Rama.ha. How (are you), friend?raa. (I) am fine. How (are) you?ha. Oh, (I) am all right.raa. Where (are you going) then?ha. Today (I'm) going to see a film. Will (you) come?raa. No, (I) have some work.ha. What's (that) in (your) hand?raa. It's (my) bag.ha. Oh, what's in the bag?raa. Oh, there's some paper in it and a book, a small one.

- ha. Give (it here), let's see. Hmm, it's a very nice book. Whose is it?
raa. Lakshmi's
ha. Oh, your big sister. Where is she?
raa. At home
ha. What (is she) doing?
raa. She's sleeping.
ha. Is (your) father at home, too?
raa. No, he's at work now.
ha. Okay then, I'm going. It's getting late.
raa. Okay.

Exercise 3, Commands

- 3A. Repeat these commands. (translation)

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

- 3B. Change these varying verbforms to commands.

jaao	pio	aao
de do	baiTho	dekho
dékhe jaao	chalo	bulaa do

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

kaagaj	de do
"	dekhe jaao
"	dekho
"	laao
"	le jaao
"	lo
"	
hindii	bolo
"	suno
ghar	aao
"	chalo
"	de do
"	dekhe jaao
"	dekho
"	jaao

kaam	de do
"	dekhe jaao
"	dekho
"	karo
"	laao
"	le jaao
"	lo
pustak	de do
"	etc., same as <u>kaagaj</u> above
rumaal	de do
"	etc., same as <u>kaagaj</u> above
kursii me	baiTho
"	khaao
"	karo
"	piio
"	soo
ii chhoTaa mej	de do
"	etc., same as for <u>kaagaj</u> above
mej par	aao
"	baiTho
"	chalo
"	dekho
"	jaao
"	khaao
"	karo
"	le jaao
"	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) - Its Rama's.

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

Exercise 5, Phrases of Location

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

in (the) shop	at home
in (the) bag	in (the) pocket
here	there
	in all/everything

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	<u>kahaa</u> <u>hai?</u>	dukaan me (hai).
"	"	beg me (hai).
"	"	hiyaa (hai).
"	"	ghare (hai).
"	"	jeb me (hai).
"	"	huwaa (hai).
"	"	lautokaa me (hai).
"	"	paanii me (hai).
"	"	etc.
uske bhaaии kahii	<u>hai?</u>	dukaan me hai.
"	"	hiyaa (hai).
"	"	etc.

5C. Repeat these locative phrases. (translation)

at work	at the shop
on the table	on the telephone

5D. Complete the sentences with pe or par.

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

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

Exercise 6, Adjective Agreement

Translate the phrases below into Hindi.

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

Exercise 7, Present Tense

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

boltaa, bole, bolte	chaltaa, chale, chalte
aataa, aae/aawe, aate	baihtaa, baiThe, baiThete

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 verbform.

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 chaitaa abhii?
6. thoRaa baiTho, uu/uu log abhii dekhe.
7. wait 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 baRaawaalaa 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.

piittaa	le jaataa	chaltaa
dekhtaa	bulaa detaa	letaa
aataa	laataa	de detaa
sotaa	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 piegaa.
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 bahanii kuchh paanii laaaii.
8. ham ii kursii me nahii baiThegaa.
9. aap paisaa dege, ki nahii?
10. tum baRaawaalaa le jaaao, ham chhoTaawaalaa le jaaegaa.

Exercise 8, Pronunciation Practice

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

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

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

price	eight	forty
four	little	was
you	money	a little

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

paper	good	boy
big	tomato(es)	thank you

Exercise 9, Conversational Practice

Memorize and enact this dialogue in class. (translation)

Mother: Hari, what are you doing?

Hari: (I'm) eating a banana.

Mother: Are all the boys eating?

Hari: No, they're working.

Mother: Look, (your) father is coming. Bring his bag.

Hari: (I'll) bring it right away.

ANSWER GUIDE - UNIT FOUR

STRUCTURAL MODELS

Time Expressions:

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

Possession:

How much money do you have? (4A)

Let's/Shall Verbform:

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

Negative Commands:

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

Omitted Subjects:

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

DIALOGUE FOUR

Frustrations Of A Traveller

(translation)

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

Key: pa. = first, duu. = second

- pa. What time do you (or) does one get the Baa bus?
duu. It's gone.
pa. When did (it) go?
duu. Ten o'clock.
pa. At what time will another bus go?
duu. It will go at five o'clock in the evening.

- pa. Then (it) will get very late.
duu. Yes, it's (just) struck eleven now.
pa. Well, how much will it cost for a car to Ba?
duu. About ten dollars.
pa. Oh brother, I don't have that much money.
duu. Then you'll have to wait for the bus.
pa. That's a hard job. There are six hours to go.
duu. Then what will (you) do? There isn't any other way.
pa. Yes, that's right. I shall go home now, and
let's see tomorrow morning.
duu. That's right, but don't be late.
pa. 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.

saaRhe paach	saaRhe do	sawaa aaTh
sawaa paach	sawaa chhe	saaRhe gyaarah
paune chhe	sawaa das	sawaa nau
saaRhe baarah	saaRhe saat	paüne paach
paune saat	saaRhe tiin	paune do
sawaa do	paune nau	saaRhe chhe
paune baarah	saaRhe das	paune das
sawaa baarah	sawaa tiin	paune aaTh

- 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		Jakshmii ke
3. pensil		bhaiyaa ke
4. itnaa paisaa		hamaar
5. achchhaa reDiyo		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. Jakshmii 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 (etc.)	from five o'clock to ten o'clock (etc.)
-------------------	--

- 5B. Put the following times into Hindi.

raat ke baarah baje
 aaTh baje sawere
 saajh ke paach baje
 raat ke aaTh baje
 dopahar ke do baje
 saajh ke saat baje
 raat ke das baje
 raat ke tiin baje
 chhe baje sawere
 din ke gyaarah baje
 dopahar ke baarah baje
 saat baje sawere
 raat ke gyaarah baje
 din ke tiin baje

- 5C. Repeat and translate.

1. Let's meet in the evening.
2. Will you be at home at midday?
3. What will you people do tonight?
4. I drink coffee in the morning, and tea in the afternoon.
5. We are going to see the night movie.
6. That's fine, give (it) tomorrow morning.
7. Mother doesn't eat much at noontime.
8. All the boys go to school in the morning.
9. They will sleep here at night.
10. The first bus from Lautoka comes at midday.

Exercise 6, The "Let's, Shall" Type Verbform

6A. Repeat these "let's, shall" forms. (translation)

Shall I/we meet? (or) Let's meet.

go	go
open	(etc.)
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 kaRaah kaam karii.
6. terah Dolaa de deiii?
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 rahnaa.
7. ii chhotaa pustak nahii le jaanaa.
8. ii chij nahii khaanaa.
9. sigreT nahii piinnaa.
10. achchhaa; bihaan sawere nahii aanaa.

Exercise 8, Recovering Lost Subjects

Fill in the missing subjects in the blanks provided.

1. tum thoRaa waiT karnaa. ham abhii bualaataa.
2. "tum kaise?" "ham Thiik hai."
3. aaj ham filam dekhe jaataa. tum/tum log chalegaa.
4. tum duui paaunD de do.
5. tum kahaa jaae maago?
6. uu kaunchii kare?
7. ab ham/ham log chalii ghare, aur bihaan sawere ham log dekhii.
8. tab tum/tum log kaa karegaa?
9. aap aur kaunchii mægte hai?
10. "saajh ke tum log hamaar ghare aanaa." "Thiik hai, ham log kitnaa bajé 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.

ANSWER GUIDE - UNIT FIVE

STRUCTURAL MODELS

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):

I, we, you (sing.), you (pl.)	he/she	they	you (polite)
bought	bought	bought	bought (5)

Gender Agreement-In Intransitive Past Tense (3rd person):

Uncle was/stayed at home. Auntie was/stayed at home. (5E)

Compound Verbs:

We will come. (6A)

Indirect Sentences:

Prasad liked it. (7A)

DIALOGUE FIVE

A Surprise For Dad

(translation)

Key: pi. = father, be. = son.

- pi. You've come back from church?
be. Yes.
pi. What's in that bag?
be. Oh, there are some bananas and lemons.
pi. Where did you get them?
be. From the market.
pi. Oh, you went to the market, too?
be. Yes.
pi. I see, how much did you buy the bananas for?
be. I gave twenty cents a bunch.
pi. Did you get the lemons for that much, too?
be. No, I got the lemons from uncle's house.
pi. Oh I see, you went to uncle's house, too?
be. Yes. I was coming from the market when I met cousin
Vijey, and he invited (me) home.
pi. Was uncle at home?
be. No, uncle wasn't there. Auntie picked (them) from the
tree and gave (them) to me.
pi. Okay, son, put (them) in the kitchen.

-
- be. You didn't see this bag.
pi. What have you kept hidden in it?
be. Well, first tell me this, which colour do you like
the most?
pi. Me, why?
be. Because I brought a shirt cloth for you.
pi. Oh, show (it to me).
be. Here you are.
pi. This is really wonderful.
be. I knew that you liked pink.
pi. Yes, but this must be very expensive.
be. Just one dollar fifty cents a yard.
pi. What a good son I have!
be. I'll put (it) in your room, all right?
pi. Good, son.

EXERCISES

Exercise 1, Vocabulary Practice

Guide not needed.

Exercise 2, Drilling The Dialogue

Guide not needed.

Exercise 3, Number Practice

- 3A. Repeat these Hindi numbers. Guide not needed.
- 3B. Give the Hindi for these numbers. Guide not needed.
- 3C. Put the following numbers into Hindi:
cháalis aur ek sattar aur do etc.
- 3D. Conduct questioning and response between students.
Model: (translation) apple, 44 cents per pound -
Question: For how much did (you) get the apples?
Answer: Forty-four cents a pound. Guide not
needed.

Exercise 4, Objects of the Verb

- 4A. Form sentences by adding paisaa de diyaa to the forms in Table VI. Take uu log as omitted subject.
(uu log) hame paisaa de diyaa.
etc.
- 4B. Translate the English word(s) in brackets and repeat.
1. maamaa hame diis hai.
 2. uske dekho.
 3. uu log ke bulaa do.
 4. ham uske nahii bataaegaa.
 5. munii dew tume le jaaegaa.
 6. sih sahab aapke dekhe maage.
 7. vijay hame aapan ghare le gayaa.
 8. ammaa ke dikhaao.
 9. tum uu aadmi 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 bataaiis?

" raamaa ke baRaa bhaaii 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 bhaaii		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 laaiis	uu suniis
uu khaaiis	uu boliiis	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 raha?	<u>lakshmii</u>	<u>rahii.</u>
"	pataajii	rahaa, rahe
"	maamaa	rahaa, rahe
"	bahani	rahii
"	tumaar bhaaii	rahaa, rahe
"	hamaaar betii	rahii
"	ham	rahaa
"	munii dew	rahaa
"	ek chhotaa admii	rahaa
"	uu logan ke maa	rahii
"	sih sahaah	rahaa, rahe
"	uske sab laRkii	rahii, rahiin

Exercise 6, Compound Verbs

6A. Repeat these sentences. (translation)

1. We will come.
2. Did you invite him/her?
3. What did (you) put in the kitchen?
4. We have already seen that film.
5. He took only one book.
6. Mr. Singh bought himself another car.
7. We ate up all the bananas.
8. Whom did you tell?
9. I did that job.

10. Will this paper do?
11. My bag was left at home.
12. Sit down in this chair.

6B. Change the verbs in A to simple ones.

1. ham log aaegaa.
2. tum uske bulaaaya?
3. kichin me kaunchii rakhaa?
4. ham log uu filam to dekhaa.
5. uu bas ek pustak liis.
6. sih saahab duusraa moTar khariidiis.
7. ham log sab kelaa khaayaa.
8. tum kiske bataayaa?
9. ham uu kaam karaa.
10. ii kaagaj chalii?
11. aapan thailii ghare rahaa.
12. ii kursii me baiTho.

Exercise 7, Indirect Sentences

7A. Substitute the words provided in the model sentence:
(translation) Prasad - Prasad liked it.

prasaad ke achchhaa lagaa.
hame
uske
pitaajii ke
raam sih ke
tume
chalaanewaalaa ke
aapan bhaaii ke
sab log ke

7B. Form new sentences by substituting the words in A
as in the model: (translation) Prasad - Prasad
had to go.

prasaad ke jaanaa paRii.
hame
Etc.

Exercise 8, Pronunciation Practice

8A. Practice the nasal vowels in these words. (translation)

yes	to want	expensive
five	why	colour
no	because	evening
here	evening	there

8B. Practice the following words. (translation)

mother	to want	but
sixty	why	closed
man	go	I
gave	work/job	must be

Exercise 9, Conversational Practice

Memorize and enact this brief dialogue in class.

(translation)

Son: That man has come.
Mother: Did you tell brother?
Son: Yes. He said to give him the money.
Mother: Then what did you do?
Son: (I) gave (him) the money.
Mother: (You) did right, son.

ANSWER GUIDE - UNIT SIX

STRUCTURAL MODELS

Comparative (With Adjective Agreement):

1. Sheila is older/bigger. (3B)
2. Rama is thinner.

Superlative:

Father is (the) oldest/biggest. (3F)

Age:

How old are you?
I am 15 years old. (5B)

Color:

What colour is his/her car?
(It) is yellow. (6A)

Days Of The Week:

What day is today? (It) is Monday (8B)

Can, Be Able:

You can give something, can't you?
Yes, (I) can. (9)

Past Perfect Tense:

Did you go to market? (or) Had you gone to market? (10A)

DIALOGUE SIX

Riding In A Bus

(translation)

(Two men sitting on the bus.)

Key: kaa. = Fijian, hi. = Indian

kaa. Sir, do you speak Fijian?

hi. Very little.

kaa. What's the name of this place?

hi. This is Navua.

kaa. Do you live here?
hi. Yes, just a little way off.
kaa. Oh, I see.
hi. Where do you live?
kaa. I live in Nadi.
hi. Where are you going over here?
kaa. Suva.
hi. Did you come on business, or did you come just to tour?
kaa. No, (I) had some business.

hi. What do you do in Nadi?
kaa. My job is at the airport.
hi. Is your family there, too?
kaa. Yes, (I) have two children.
hi. Then (you) must have a wife, too.
kaa. Hey man! If I didn't have a wife, then where would the children come from?
hi. You know wonderful Hindi.
kaa. Yes, I studied (it) in school.
hi. Oh, I understand. That's the reason.
kaa. Yes. What work do you do?
hi. I'm a farmer.

kaa. How many children do you have?
hi. I have five sons and three daughters.
kaa. What do the boys do?
hi. Two farm with me, one is a mechanic, and two study in school.
kaa. Are the girls married?
hi. The biggest one, she's married. (The one) younger than she teaches, and the littlest is still at home.
kaa. How old is the smallest one?
hi. She's only four years old.
kaa. Then she's quite little indeed.
hi. Yes. Well, I shall get off here. Here's my house.
kaa. It was very nice.
hi. Come to (my) house sometime, won't you?
kaa. All right, if I get the chance, I'll surely come.
hi. Okay, then.
kaa. Okay.

EXERCISES

Exercise 1, Vocabulary Practice

Guide not needed.

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
ChhoTii	- 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 pariwaar hai?
3. hamaar tiin bhaiyaa hai aur duii bahanii.
4. kiske biis bachchaa hai?
5. tumaar kitnaa bhaaaii hai?
6. uu log ke tiin bachchaa hai.

4C. Translate into Hindi.

1. tumaар lage ek Dolaa hai?
2. uske lage bahut pustak hai.
3. chaabhi kiske paas hai?
4. tumaар baRaa bhaiyaa ke lage kitnaا 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.

5B. Do questioning and response. Models: (translation) 1.

Question: How old are you? Answer: I am _____ years old. 2. Question: How old is he/she? Answer: He/She is _____ years old. Open ended response. Guide not needed.

5C. Open-ended impromptu conversation. Guide not needed.

Exercise 6, Using The Colours6A. 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 abhi 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 huwaa kaahe gayaa?
6. He didn't know my brother. uu hamaar bhaiyaa ke nahii jaantaa 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/maagtii huu. I want two pounds.
3. we ghar me nahii hai. They are not at home.
4. aapke bahan kaafii motii hai. Your sister is quite fat.
5. raamaa kal aaegaa. 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 baithaa 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

8A. Repitition. Guide not needed.

8B. Open-ended response. Guide not needed.

Exercise 9, Can, Be Able

9A. Repeat and translate.

1. I will be able to go tomorrow.
2. Can you come today?
3. What can (one) see from here?
4. This is difficult. We cannot do anything.

5. I couldn't sleep at night.
6. If not on Wednesday then we can meet on Thursday.
7. Hari will be able to give the money on Sunday.
8. That man can't say anything to his wife.
9. How many cups of yaqona can you drink?
10. They will not be able to eat much lemon.

9B. Enact this small dialogue. (translation)

Key: a. Mother, be. Daughter

- be. Mother, the market is closed today. I will not be able to buy lemons.
a. Then pick (one) from some tree, okay. Can you?
be. Yes, (I) can pick (one) from a tree.
a. Can (you) bring (it) quite soon?
be. (It) is not far. (I'll) bring (one) right away.
a. Okay, go. (ahead).

Exercise 10, Past Perfect Tense

**10A. Change the verb to past perfect as in the model:
 (translation) Did you go to the market? - Had you gone to the market? (or) Did you go to the market?**

1. tum maakeT gayaa rahaa? Did you go to (the) market?
2. ham khaalii do ghanTaa soyaa rahaa. I slept only two hours.
3. sawere ek aadmii aaiis rahaa. A man came in the morning.
4. uske ghar ham pahle dekhaa rahaa. I saw his house before.
5. uu lo hame kuchh nahii bataain rahaa. They told me nothing.
6. ii bataao. tum uske kaunchii diyaa rahaa? Tell (me) this. What did you give him/her?
7. harii sab aapan kamraa me dhar diyaa rahaa. Hari put everything away in his room.
8. ammaa kuchh aaluu bhii laaiis rahaa. Mother brought some potatoes, too.
9. ii sheT ke kapRaa kab khariidaa rahaa? When did (you) buy that shirt cloth?
10. uu ham se bhii kuchh paisaa maagaa rahaa. He also asked me for some money.

10B. Translate into Hindi using past perfect throughout.

1. ham skuul me siikhaa rahaa.
2. maakeT me raamaa milaa rahaa.
3. tum kaunchii karaa rahaa?
4. uu aaTh roTii khaaiis rahaa.
5. uu log sawere ham log ke bataaein rahaa.
6. maamaa tawayunii gayaa rahaa.

7. ham biis senT me khariidaa raha.
8. prasaad baarah bajé ke aaiis raha.
9. maataa pitaa uu log ke diin raha.
10. ham bas se utar gayaa raha.

Exercise 11, Pronunciation Practice

11A. Practice the unaspirated sounds. (translation)

fifty-five	fourteen things
yellow book	what work do you do
then	whose banana
you three are going	one tin of tomatoes
forty-four	

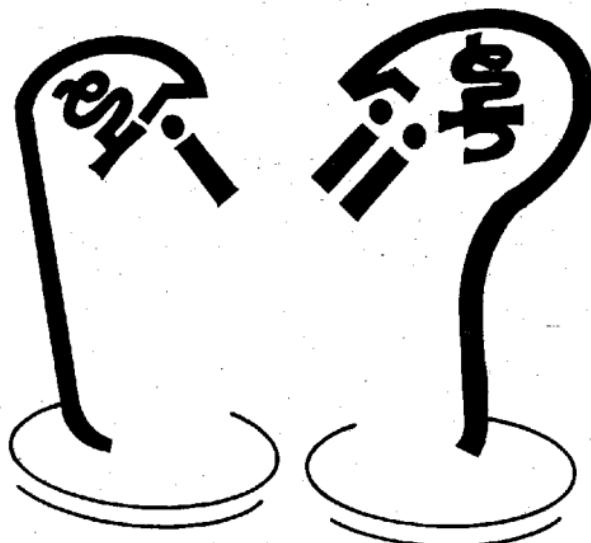
11B. Practice the aspirated sounds. (translation)

look, put it there
six good photos
there was a bag in hand
the sweetness is right

11C. Guessing game. Guide not needed.

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 କାହା "kahaa" comes before କାହା "kaha".
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 ଗ୍ୟ "gya" will be found after ଗୁ "gau", and before ଗ୍ରା "gra" and ଗ୍ୱା "gwa".
3. In consonant clusters having ର "ra" as the second member, it is often represented by a short line as in ପାରା "pâdrah".
4. The letters ର୍ମ "Ra" and ର୍ହ "Rha", in terms of dictionary order come after ଦ୍ମ "Da" and ଧ୍ମ "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

(अ)

अगर: if (formal)

अगोरना: to wait for

अगोरना पड़ी: 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)

अठारह: eighteen

अब: now

अभी: now

अभी बुलाता: (I) will call (him) right away

अम्मा: mother

अरे!: (an exclamation)

अस्सी: eighty

(आ)

आओ: come

आ गया: arrived, came (formal)

आ गये: arrived, came (past of आ जाना)

आज: today

(आ) Cont.

आ जाना: to come, to arrive

आठ: eight

आता रहा: was coming

आते: would come

आदमी: 1. man 2. husband

आना: to come, please come

आप: you (formal-polite)

आपके: (formal-polite)

1. your, yours 2. you, to you 3. you (before postposition)

आपन: your, their (etc. - refers back to the subject)

आपन के: to myself, to themselves (etc. - refers back to subject)

आपुल: apple(s)

आय गये: arrived, came

आलू: potato(es)

(इ)

इतना: this much, so much

इतवार: Sunday

इधर: in this direction, here

(अ) Cont.

इस से: than this, than it (near)

(ई)

इ: this, these (close to the speaker)

इ रहा: here you are, this is

(उ)

उज्जर: white

उज्जल: white

उतना: that much, so much

उतर जाना: to get off, to descend

उतरना: to get off, to descend

उधर: in that direction, there

उन्नीस: nineteen

उमर: 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 से: than him, than her, than that, than it

उस से छोटा: younger/smaller than him/her

(उ) Cont.

उसे: him, her, to him, to her

(ऊ)

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

ऊ लोग: they, those people

ऊ लोग / लोगन के:
1. their, theirs
2. them, to them

(ऋ)

ऋ: hey

एक: one

एकदम: completely, exactly

एकदम नहीं: not at all

एक सौ पाँच: one hundred and five (105)

एयपौट: airport

(ओ)

ओ!: oh! (an exclamation)

ओमु: Omu (brand of soap powder)

(ओ)

और: 1. and 2. more, else, other

(अ) Cont.

और कुछ: something elseऔरत: 1. woman 2. wife

(क)

कठोर: hard, difficultकपड़ा: clothकब: whenकभी: sometimeकमरा: roomकमाल: marval, wonderकमाल के: marvelous, wonderfulकरते हैं: do, are doing (formal)कर दिया: didकर देना: to doकरना: 1. to do 2. please doकरिया: blackकरे: does, is doingकल: 1. tomorrow (formal)
2. yesterdayकहना: 1. to say 2. please sayकहाँ: where, wheretoकहा: saidका: what

(क) Cont.

काइकीटी: 1. a Fijian
2. Fijianकाइकीटी बात: Fijian languageकागज: paperकाफी: 1. quite, fairly
2. enoughकाम: work, jobकाम से: on businessकाली: a goddessकोहे: whyकि: 1. or 2. that (conjoiner)
3. when (conjoiner)किचिन: kitchenकितना: (masculine) how much, how manyकितना क्या है?
What time (is it)?कितना क्यों: at what timeकितना में: for how muchकितनी: (feminine) how much, how manyकितने: (masculine-polite)
how much, how manyकि नहीं? or not?किसके: 1. whose 2. who,
to whom 3. who
(before postposition)किसान: farmer

(क) Cont.

कुछ : 1. some 2. something

कुछ दोटे दोटे : some little ones

कुछ नहीं : 1. nothing 2. not any

कुरसी : chair

कुहड़ी : 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 लगे :

has have 6. के पास:

has, have (formal)

7. के सच्चे : with

8. के वास्ते : for

-के : and (verb stem

plus -के; तोड़के: pick and)

केरा : banana

केला : banana

कैसे : 1. how 2. what kind of 3. How are you?.

को : to, (or leave blank) (formal-marker for direct and indirect objects)

कोई : (indefinite) 1. any, some 2. some-one

(क) Cont.

कोन : 1. what, which one, 2. who

कोनची : what

कोनलो : which one

कोनवाला : which one

कोनसा : which, which one

कौफी : coffee

क्या : what (formal)

क्यों : why (formal)

क्योंकि : because

क्लास : class, classroom

(ख)

खरीदना : 1. to buy 2. please buy

खरीदनेवाला : buyer(s)

खरीद लीस : bought

खरीद लेना : to buy

खरीदा : bought

खरीदार : customer(s)

खास : to eat (verbal object)

खाना : 1. to eat 2. please eat

खाय लिया : ate, ate up

खाय लेना : to eat, to eat up

(ख) Cont.

खा लिया: ate, ate
up

खाली: 1. only 2. empty

खा लेना: to eat,
to eat up

खिड़की: window

खिड़की खोलो: open
the window

खेती करना: to
farm

खोलना: 1. to open
2. please open

(ज)

गज: yard (measurement)

गया: went (masculine)

गया रहा: went, had
gone

गयी: went (feminine)

गयीन: they went

गयीस: he/she went

गये: went (past of
जाना)

गुलाबी: pink

गोविंद: Govind (male
name)

(ग) Cont.

ग्यारह: eleven

(घ)

घन्टा: hour

घर: house, home

घर आये गये: here
is my house

घर में: at home, at
the house, home (for-
mal)

घरे: at home, at the
house

घृणा: to tour, to
travel

(च)

चल जाइ: 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

चलानेवाला: driver

चलो: 1. go, move
2. come on 3. go
ahead

चा: tea

चारी: key

(च) Cont.

चाय: teaचार: fourचालिस: fortyचालिस और चार: forty-fourचीज़: thingचैर्च से: from churchचौतास: thirty-four
(formal)चौदह: fourteen

(द्व)

द्वापा: photographद्वृपाना: to hideद्वुपा रखा: have
kept hiddenद्वे: sixद्वोटकनी: little, smallद्विटा: (masculine)
1. small, little
2. shortद्विटाकाला: little oneद्विटी: (feminine)
1. small, little
2. shortद्विटे: little, small
(masculine plural)

(ज)

जगह: 1. place 2. space
room

(ज) Cont.

जल्दी: certainly,
surelyजल्द: 1. fast, quickly
2. early, soonजस्ती: 1. more 2. most,
mostly 3. muchजाहि: will go (3rd per-
son)जाग्य माँगता: want
to goजाता: am/is/are goingजानता रहा: knew,
use to knowजानना: to knowजाना: 1. to go 2.
please goजाना पड़ी: have
to go, must goजी: 1. yes 2. (shows
politeness)जेब: pocketजोन है: (emphasizes
preceding word or
phrase)जो है: (emphasizes
preceding word or
phrase)ज्यादा: (formal) 1. more
2. most, mostly
3. much

(ट)

- टमाटर: tomatoe(s)
टिकट: ticket(s)
टिन: tin, can
टीक: teakwood
टीचा: teacher
टेलफोन: telephone

(ठ)

- ठीक: right, correct
ठीक हुई: 1. all right, fine 2. (it's) correct, right

(ड)

- डांस: dance
डॉलर: dollar

(त)

- तक: up to, as far as,
तब: then
तवय्युनी: Taveuni (island just east of Vanua Levu)
तीन: three
तीस: thirty
तुड़ना: to break
तुम: you (familiar singular)
तुम के: you, to you

(त) Cont.

- तुम कैसे हैं?:
तुम लोग: you, you people (familiar plural)
तुम लोग / लोगन के:
(familiar plural)
1. your, yours 2. you, to you
तुमार: your, yours
(familiar singular)
तुम्हे: you: to you
तेरह: thirteen
तो: 1. then 2. (particle emphasizing preceding word) 3. (informal filler)
तोड़के दीस: broke/picked and gave
तोड़ना: to break

(थ)

- था: was (formal masculine past of होना: to be)
थी: was (formal feminine past of होना- to be)
थोड़ी: bag(s)
ओड़ा: 1. (shows politeness) 2. a little/small amount

(द)

दस : tenदाम : priceदिरवाना : to showदिन : dayदिन के : in the daytimeदिया : gaveदिये : you gave (formal)दीन : they gaveदीस (है) : he/she gave,
he/she has givenदुहि : twoदुकान : store(s),
shop(s)दुकानकर : shopkeeper(s)दूर थे : at a
distanceदूकु : Cuvu (village
near Sigatoka on
Viti Levu)दूसरा : 1. other,
another 2. secondदे : 1. give(s), is
giving (3rd person
irregular present)
2. give (stem of_____ : often part of
a compound verb)देओ : give

(द) Cont.

देरवा : 1. to see 2. to
look 3. please see
4. please lookदेरव लिया : already
seenदेरव लेना : 1. to see
2. to lookदेरवी : 1. let's see,
let's look 2. shall I
see, shall I lookदेरवे : saw, have seenदेरवे जाता : going (in
order) to seeदेरवो : lookदे दिया : gaveदे देना : 1. to give
2. please giveदे दे : giveदेना : 1. to give
2. please giveदेरी करना : to be lateदेरी होस : it's
getting lateदेरवे : give(s), is/are
givingदो : 1. give 2. two
(formal)दोपहर : middayदोपहर के : at noon, at
midday

(अ)

धन्याद: thank you
धर देना: to put away

(इ)

न: no
न ? okay? all right?
नगोना: yaqona, kava - a non-alcoholic drink used widely in Fiji

नम्बू: lemon
नव्वे: ninety

नम्बर: number

नसीनु: Nasinu (town near Suva)

नसोरी: Nausori (town near Suva)

नहीं: no

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

नाम: name

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

निम्बू: lemon

(ए) Cont.

नील: blue
नौ: nine
नौकरी: job

(प)

पचास: fifty
पड़ी: will have to (verb)
पढ़ना: to read, to study
पढ़ाना: to teach
पढ़ाते: is teaching, teaches
पतरा: thin (masculine)
पतला: thin (masculine)
पतली: thin (feminine)
पंद्रह: fifteen
पर: at, on
परिवार: family
पलवार: family
पल्ला: door
पल्ला बन्द करो: close the door
पहला: first, the first

(प) Cont.

पहले: first, before-handपाँच: fiveपाउंड: poundपैकेट: packetपानी: waterपावडा: powderपास: near (formal postposition)पास है: has/have (formal possession)पिता: father (formal)पिताजी: father (formal)पी: (3rd person irregular) 1. will drink
2. will smokeपीना: 1. to drink
2. to smoke 3.
please drink
4. please smokeपीला: yellowपुस्तक: bookपे: at, onपैकेट: packetपेंड: treeपेंड से तोहके: to pick from a tree andपेन: penपेन्सिल: pencil

(प) Cont.

पैसा: moneyपैने: quarter till,
minus one quarterप्याला: a bowl-like cup
often of metalप्याज: onion(s)प्रसाद: prasad (a sir name)

(फ)

फिर: againफिर मिलेगा: se you again, so longफिर से: once more, againफिल्म: movie, film

(ब)

बच्चा: child, childrenबच्चों: children (formal)बजा: has struckबजे: at o'clockबड़ा: (masculine) 1. big, large 2. olderबड़ा महंगा: very expensive, really expensiveबड़ी: (feminine) 1. big large 2. older

(ब)

बढ़िया: wonderful, terrific

बता दिया: told

बता देना: to tell

बतोना: 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

बसस्टैंड: bus-stand

बहन: sister (formal)

बहनी: sister

बहुत: 1. very 2. a great deal of

बा: Ba (a town on Viti Levu)

बाकी: 1. left 2. left over

बात: 1. thing, matter, reason 2. language

बात करना: to talk, to converse

बारह: twelve

(अ) Cont.

बाबन्: fifty-two
(formal)

बाबला: the one of Ba

बिप: Thursday

बिहान: tomorrow

बीस: twenty

बुध: Wednesday

बुधवार: Wednesday
(formal)

बुलाके: 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

बुलाना: 1. to call 2. invite 3. please call 4. please invite

बुला लेना: (for ones self) 1. to call 2. to invite

बुला लो: (for ones self) 1. call 2. invite

बैग: purse, briefcase

बैचनेवला: seller(s)

बेटा: son

(अ)

किंदी : daughterब्रिंजल : eggplant(s),
brinjal(s) (formal)ब्रिंगोल : eggplant(s),
bringol(s).जै जाओ : sit downजै जाना : to sit down
2. please sit downजैना : 1. to sit 2.
please sit 3. to be
(pidgin Hindi)जैठिये : please sit
(formal)जै : seatedकोलना : 1. to speak
2. please speakकोलेगो : we/you/they/
(names of people)
will speak (formal)कोलेगा : 1. I/you/we/
will speak 2. he/she/
(names of people) will
speak (formal).कोलो : speak, sayकिंवद्दस्पतिवार: Thursday
(formal)कलू : blue

(भ)

माहि : 1. brother
(formal) 2. cousin
(formal) 3. (term of
address)

(भ) Cont.

माहि साहब: (formal
term of address)माड़ा : fareमारा : fareमी : too, alsoभैया : 1. brother
2. cousin 3. (term
of address)

(स)

मंगड : Tuesdayमंगलवार : Tuesday
(formal)मकानिक: mechanicमंगर : if (formal)मतलेल ?: meaning?महंगा : expensiveमाँ : motherमाँगना : 1. to want
2. to requestमाँगो : you (familiar)
wantमार्केट: marketमाता : mother (formal)माताजी : mother (formal)मामा : maternal uncle

(म) Cont.

मामी : maternal uncle's wifeमिल जाना : to get, to findमिलना : 1. to get, to find (indirect) 2. to meet 3. please meetमिला : 1. got, found (indirect) 2. metमीठा : sweetnessमुनी देव : Muni Deo (male name)में : 1. in, on 2. forमेज : table, deskमेरे : (formal) 1. my, mine 2. me (before postpositions)मैं : I (formal)मैल : mileमोटा : (masculine) 1. thick 2. fatमोटर : car, automobileमोटी : (feminine) 1. thick 2. fatमोतो : spear (Fijian)मौका : chance, opportunityमौका लगे:(if) get(s)
the chance (indirect)

(य)

यह : this (formal-close to the speaker)यहाँ : here (formal-close to speaker)यार : brother, mate, chum

(र)

रंग : colour(s)रख देना : 1. to put 2. please putरख दो : putरखना : 1. to put 2. please putरखो : putरविवार : Sunday (formal)रस्ता : road, wayरह गया : was left behindरह जाना : to be left behind, to stay behindरहना : 1. to live 2. to stay 3. to be 4. please stay

(र) Cont.

रहा: 1. was, were 2. stayed (past tense of

रहना)रात: nightरात के: at night

राम चन्द्र: Ram Chandar
(male name)

राम सिंह: Ram Singh
(male name)

रामा: Rama (male name)रास्ता: road, wayरुमाल: handkerchief(s)रुम: roomरेडियो: radioरैट: right

रैट वात है:
that's right

रोटी: roti (flat unleavened bread)

(ल)

लक्ष्मी: Lakshmi
(female name)

लक्ष्मी के: Lakshmi's

लगाना: to strike, to stick (indirect-see

अच्छा लगना orमीका लगे)

(ल) Cont.

लगा मारा: approxi-
tely

लगे: near (postposi-
tion)

लगे हैं:
has/have (possession)

लड़कन: boysलड़का: 1. boy 2. sonलड़की: 1. girl 2.
daughterलता: Lata (female name)लम्बा: (masculine) 1.
long 2. tallलम्बासा: Labasa (town on
Vanua Levu)लम्बी: (feminine) 1.
long 2. tallलाओ: 1. bring 2. give,
hand (it) to me

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

लाया: broughtलाल: redलिया: 1. took 2.
bought, gotलिये: (formal) 1. you
took 2. you bought/
gotलीन: 1. they took
2. they bought/got

(ल) Cont.

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

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

लेओ : take (it), here (colloquial form of लो - see लेना)

लेकिन : but

ले गाया : 1. took away 2. carried

ले जाओ : 1. take away 2. carry

ले जाना : 1. to take away 2. to carry 3. please take away 4. please carry

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

ले लीस : took

ले लेना : to take

लो : take (it), here

लोग : 1. people 2. (plural marker)

लोगन : 1. people 2. (plural marker)

लौतोका : Lautoka (town near Nadi on Viti Levu)

(व)

वर्सितन : for

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

वही : there (formal-away from speaker)

विला : 1. one(s) 2. (noun)er

विस्ते : for (postposition)

विजय: Vijey (male name)

विजय मीचा : Brother Vijey, Cousin Vijey

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

वैट कास्ता : 1. to wait 2. please wait

वैट करे : wait

(श)

शानिचर : Saturday

शादी : marriage, wedding

शिव प्रसाद : Shiu Prasad (male name)

शीला : Sheila (female name)

शुक्रवार : Friday (formal)

शैट : shirt(s)

(अ) Cont.

श्रृंग के कपड़ा : shirt cloth(s)श्लेष्मा : shelf(s)

(स)

संचे : with (postposition)सॅम्ना : eveningसॅम्ना के : in the eveningसकना : can, to be ableसत्तर : seventyसत्तह : seventeenसनिवार : Saturday (formal)सब : allसब लोग : everyoneसब से : -est (superlative)समझ गये : I see, I understandसमझना : 1. to understand 2. please understandसरोज : Saroj (a female name)सवा : quarter past, plus one quarterसदर : morning, in the morningसॅम्ना : evening

(स) Cont.

सॅम्ना के : in the eveningसाठ : sixtyसाढ़े : halfpast, plus one halfसात : sevenसाथ : with (formal postposition)साल : yearसाहब : 1. Mr., sir (term of respect)
2. husbandसिंह साहब : Mr. Singhसिगरेट : cigarette(s)सीखना : to learnसुरव : Fridayसुनना : 1. to listen 2. to hear 3. please listenसुनो : listenसुवा : Suva (Fiji's capital)स्कूल : schoolसे : 1. from 2. than
3. to (object markerfor मीलना - to meet,
and verbs of speech)
4. (adverb marker asin फिर से
again)

(स) Cont.

से : -er
than (comparative)

सेन्ट : cent(s)

सोस : sleep(s), is/are sleeping

सोना : 1. to sleep
2. please sleep

सोप पावड़ : soap powder

सोमवार : Monday (formal)

सोम्मार : Monday

सोत्ते : sixteen

सौ : one hundred

(ह)

हम : I

हम के : me, to me

हम लोग : we, we people

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

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

हमार लोग : by me,
near me

हमार लोग : I have

(ह) Cont.

हमार पास : by me,
near me (पास is formal)

हमार पास : I have
is formal) (पास

हमे : me, to me

हरियर : green

हरी : 1. Hari (male name)
2. green

हूँ : yes

हाथ : hand

हिन्दी : Hindi (the language)

हिन्दुस्तानी : 1. a Fiji Indian
2. Indian

हिच्छौ : here

हुबौ : there

हूँ : 1. um (musing expression)
2. am: (formal)

है : are, there are
(formal)

है : is, are, there is,
there are

होकू : must be, will be

हो जाता : becomes,
am/is/are becoming
(formal)

(८) Cont.

हो जाना: (formal)
1. to become 2. to
happen, to take place

होता: if there were

होना: to be

होय गये: 1. became
2. happened, took
place

होय जाना: 1. to
become 2. to happen,
to take place

GLOSSARY B

Hindi In Transcription To English

(a)

aadmii: man, husband
aa gayaa: came, arrived (formal)
aa gaye: arrived, came (past of aa jaanaa)
aaj: today
aa jaanaa: to come, to arrive
aaluu: potato(es)
aanaa: to come, please come
ao: come
aap: you (formal-polite)
apan: your, their, (etc.- refers back to the subject)
apan ke: to myself, to themselves, (etc.- refers back to subject)
aapke: (formal-polite) 1. your, yours 2. you, to you 3. you (before postposition)
aapul: apple(s)
aataa rahaa: was coming
aater would come
aaTh: eight
aay gaye: arrived, came
ab: now
abhi: now
abhi bulaataa: (I) will call (him) right away
achchhaa: 1. good, nice (masculine) 2. okay, all right 3. I see, oh
achchhaa lagnaa: to like (indirect)
achchhii: good, nice (feminine)
agar: if (formal)
agornaa: to wait for
agornaa paRii: will have to wait for
ammaa: mother
are!: (an exclamation)

(a) Cont.

assii: eighty
aThaarah: 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 karnaa: to talk, to converse
baawaala: the one of Ba
baawan: fifty-two (formal)
bachchaa: child, children
bachche: children (formal)
bahan: sister (formal)
bahani: sister
bahut: 1. very 2. a great deal of
baigan: eggplant(s), brinjol(s)
baigan: eggplant(s), brinjol(s) brinjol(s) (formal)
baiThe: seated
baiThiye: please sit (formal)
baiTh jaanaa: 1. to sit down 2. please sit down
baiTh jaao: sit down
baiThnaa: 1. to sit 2. please sit 3. to be (pidgin Hindi)
bajaa: has struck
baje: at o'clock
band: closed
band karnaa: 1. to close 2. please close
baRaa: (masculine) 1. big, large 2. older
baRaa mahagaa: 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 diyaa: told
bataanaa: to tell
bechnewaalaa: seller(s)
beg: purse, briefcase
beTaa: son
beTii: daughter
bhaaii: 1. brother (formal)
2. cousin (formal) 3.
(term of address)
bhaaii saahab: (formal
term of address)
bhaaraa: fare
bhaRaa: fare
bhaiyaa: 1. brother
2. cousin 3. (term
of address)
bhii: too, also
bif: Thursday
bihan: tomorrow
biis: twenty
bluu: blue
bolegaa: 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)
budh: Wednesday
budhwaar: Wednesday (formal)
bulaa denaa: (for someone
else) 1. to call 2. to
invite 3. please call
4. please invite
bulaa do: (for someone else)
1. call 2. invite
bulaaake: invited and
bulaa lenaa (for one's self)
1. to call 2. to invite

(b) Cont.

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

(c)
chaa: tea
chaabhii: key
chaalis: forty
chaalis aur chaar: forty-four
chaar: four
chaay: tea
chalaay gaye: left, has gone
chalaanewaalaa: driver
chal jaaii: will do, will
suit
chal jaanaa: to do, to suit
chalnaa: 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
chhoTaawaalaa: little one
chhoTe: little, small (mas-
culine plural)
chhoTii: (feminine) 1. small,
little 2. short
chhoTkani: little, small
chhupaanaa: to hide
chhupaa rakhaa: have kept
hidden
chiij: thing
chotis: thirty-four (formal)

(d)

daam: price
Daans: dance
das: ten

(d) Cont.

de: 1. give(s), is giving
 (3rd person irregular present) 2. give (stem of denaa-often part of compound verb)

de denaa: 1. to give 2.
 please give

de diyaa: gave

de do: give

dewe: give(s), is/are giving

dekhe: saw, have seen

dekhe jaataa: going (in order) to see

dekhii: 1. let's see, let's look 2. shall I see, shall I look

dekh lenaa: 1. to see 2. to look

dekh liyaa: already seen

dekhnaa: 1. to see 2. to look 3. please see 4. please look

dekho: look

denaa: 1. to give 2. please give

deo: give

derii hoe: it's getting late

derii karnaa: to be late

dhanbaad: thank you

dhar denaa: to put away

diin: they gave

diis (hai): he/she gave, he/she has given

dikhaanaa: to show

din: day

din ke: in the day time

diyaa: gave

diye: you gave (formal)

do: 1. give 2. two (formal)

Dolaa: dollar

dopahar: midday

dopahar ke: at noon, at midday

duui: two

dukaan: store(s), shop(s)

dukaandaar: shopkeeper(s)

duur pe: at a distance

duusraa: 1. other, another
 2. second

duuuuu: Cuvu (village near Sigatoka on Viti Levu)

(e)

e: hey

ek: one

ekdam: completely, exactly

ekdam nahi: not at all

ek sau paach: 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 rahaa: went, had gone

gaye: went (past of jaanaa)

gayii: went (feminine)

gayiin: they went

gayiis: 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
 (before postposition)

hamaar lage: by me, near me

(h) Cont.

hamaar lage ____ hai: I have
hamaar paas: by me, near me
 (paas is formal)
hamaar paas ____ hai: I have
 . (paas is formal)
hame: me, to me
ham ke: me, to me
ham log: we, we people
ham log/logan ke: 1. our,
 ours 2. us, to us 3. us
 (before postposition)
hari: 1. Hari (male name)
 2. green
hariyar: green
hindii: Hindi (the language)
hinduustaani: 1. a Fijian
 Indian. 2. Indian
hiyaa: here
hoii: must be, will be
ho jaanaa: (formal) 1. to
 become, 2. to happen,
 to take place
ho jaataa: becomes, am/is/are
 becoming (formal)
honaa: to be
hotaa: if there were
hoy gaye: 1. became 2.
 happened, took place
hoy jaanaa: 1. to become 2.
 to happen, to take place
huu: 1. um (musing expression)
 2. am (formal)
huwaa: there

(i)

idhar: in this direction, here
ii: this, these (close to the
 speaker)
ii raha: 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 raha: 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
jastii: 1. more 2. most,
 mostly 3. much
jeb: pocket
ji: 1. yes 2. (shows
 politeness)
jo hai: (emphasizes prece-
 ding word or phrase)
jon hai: (emphasizes prece-
 ding word or phrase)
jyaadaa: (formal) 1. more
 2. most, mostly 3. much

(k)

kaa: what
kaafii: 1. quite, fairly
 2. enough
kaagaj: paper
kaahe: why
kaalibiitii: 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, whereto
kahnaa: 1. to say 2. please
 say
kaise: 1. how 2. what kind
 of 3. How are you.
 (greeting)
kal: 1. tomorrow (formal)
 2. yesterday

(k) Cont.

kamaal: marvel, wonder
kamaal ke: marvelous, wonderful
kamraa: room
kapRaa: cloth
kaRaa: hard, difficult
kar denaa: to do
kar diyaa: did
kare: does, is doing
kariyaa: black
karnaas: 1. to do 2. please do
karte hai: do, are doing (formal)
kaufii: coffee
kaun: 1. what, which one 2. who
kaunchhi: what
kaunlaa: which one
kaunsa: which, 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 saghe: with 8. ke waaste: for
-ke: and (verbstem plus -ke; torke; pick and)
kelaa: banana
keraa: banana
khaae: 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
khariidaa: bought
khariidaar: customer(s)
khariid lenaa: to buy
khariid liis: bought
khariidnaa: 1. to buy 2. please buy
khariidnewaalaa: buyer(s)
khetii karnaas: 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 nahii?: or not?
kisaan: farmer
kiske: 1. whose 2. who, to whom 3. who (before postposition)
kitnaa: (masculine) how much, how many
kitnaa bajaa (hai): what time (is it)?
kitnaa baje: at what time
kitnaa me: for how much
kitne: (masculine-polite) how much, how many
kitnii: (feminine) how much how many
kiaas: class, classroom
ko: to, (or leave blank) (formal marker for direct and indirect objects)
koi: (indefinite) 1. any, some 2. someone
kuchh: 1. some 2. something
kuchh chhoTe chhoTe: some little ones
kuchh nahii: 1. nothing 2. not any
kursii: chair
KuuRaa: bunch, heap
kyaa: what (formal)
kyo: why (formal)
kyoki: because

(1)

laal: red
taanaa: 1. to bring 2. to give 3. please bring 4. please give (me)
laao: 1. bring 2. give, hand (it) to me

(1) Cont.

laayaa: brought
lagbhag: approximately
lage: near (postposition)
 lage hai: has,
 have (possession)
lagnaa: to strike, to stick
 (indirect - see
 achchhaa lagnaa or
 maukaa lage)
lakshmii: Lakshmi (female
 name)
lakshmii ke: Lakshmi's
lambaa (masculine) 1. long
 2. tall
lambaasa: 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)
lautokaa: Lautoka (town near
 Nadi on Viti Levu)
le: 1. take(s), is taking
 (present 3rd person
 irregular) 2. take
 (stem of lenaa often
 part of compound verb)
le gayaa: 1. took away
 2. carried
le jaanaa: 1. to take away
 2. to carry 3. please
 take away 4. please
 carry
le jaaoo: 1.. take away 2.
 carry
lekin: but
le lenaa: to take
le liis: took
lenaa: 1. to take 2. please
 take 3. to buy, to get
leo: take (it), here (collo-
 quial 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)

(m)

maa: mother
maagnaa: 1. to want 2. to
 request
maago: you (familiar) want
maakeT: 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
mai: I (formal)
mail: mile
makenik: mechanic
matlab?: meaning?
maukaa: chance, opportunity
 maukaa lage: (if)
 get(s) the chance
 (indirect)
me: 1. in, on 2. for
mej: table, desk
mere: (formal) 1. my, mine
 2. me (before post-
 positions)
miiThaa: sweetness
milaan: 1. got, found (in-
 direct) 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
motil: (feminine) 1. thick
 2. fat
moto: speak (Fijian)
munii dew: Muni Deo (male
 name)

(n)

na: no
na?: okay? all right?
naadii: Nadi (town on the western side of Viti Levu)
naam: name
naawuaa: Navua (town on the southern coast of Viti Levu)
nabbe: ninety
nabbuu: lemon
nagona: yaqona, kava - a nonalcoholic drink used widely in Fiji
nahii: no
nambar: number
nasiinuu: Nasinu (town near Suva)
nasorii: Nausori (town near Suva)
nau: nine
naukrii: job
nibbuu: lemon
niila: blue

(o)

o!: oh! (an exclamation)
omu: Omu (brand of soap powder)

(p)

paach: five
paaket: packet
paanii: water
paas: near (formal post-position)
paas hai: has/have (formal possession)
paaund: pound
paawDaa: powder
pachaas: fifty
pahlaa: first, the first
pahle: first, beforehand
paisaa: money
pallaa: door
pallaa band karo: close the door

(p) Cont.

palwaar: family
pandrah: fifteen
par: at, on
paRhaanaa: to teach
paRhaawe: is teaching, teaches
paRhnaa: to read, to study
paRii: will have to (verb)
pariwaar: family
patlaa: thin (masculine)
patlii: thin (feminine)
patraa: thin (masculine)
paune: quarter till, minus one quarter
pe: at, on
pekeT: packet
pen: pen
pensil: pensil
peR: tree
peR 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
pitaa: father (formal)
pitaajii: father (formal)
prasad: Prasad (a surname)
puStak: book
pyaaj: onion(s)
pyaala: a bowl-like cup often of metal

(r)

raamaa: Rama (male name)
raam chandar: Ram Chandar (male name)
raam sih: Ram Singh (male name)
raastaa: road, way
raat: night
raat ke: at night
rag: colour(s)
rahaa: 1. was, were 2. stayed (past tense of rahnaa)

(r) Cont.

rah gayaa: was left behind
rah jaanaa: to be left behind, to stay behind
rahnaa: 1. to live 2. to stay 3. to be 4. please stay
raiT: right
raiT baat hai: that's right
rakh denaa: 1. to put 2. please put
rakh do: put
rakhnaa: 1. to put 2. Please put
rakho: put
rastaa: road, way
rawiiwaar: Sunday (formal)
reDiyo: radio
roTii: roti (flat unleavened bread)
rumaal: handkerchief(s)
ruum: room

(s)

saahab: 1. Mr., sir, (term of respect) 2. husband
sajjh: evening
sajjh ke: in the evening
saai: year
saaRhe: halfpast, plus one half
saat: seven
saath: with (formal-post-position)
saath: sixty
sab: all
sab log: everyone
sab se: -est (superlative)
saghe: with (post position)
sajhaa: evening
sajhaa ke: in the evening
saknaa: can, to be able
samajh gaye: I see, I understand
samajhnaa: 1. to understand 2. please understand
saniwaar: Saturday (formal)
saroj: Saroj, (female name)
saträh: seventeen
sattar: seventy

(s) Cont.

sau: one hundred
sawaa: quarter past, plus one quarter
sawere: morning, in the morning
se: 1. from 2. than 3. to (object marker for verbs of speech) 4. (adverb marker as in fir se - again)
se: -er than (comparative)
senT: cent(s)
shaadii: marriage, wedding
shanichar: Saturday
shelaf: shelf(s)
sheT: shirt(s)
sheT ke kapRaA: shirt cloth(s)
shiilaa: Sheila (female name)
shiw prasad: Shiu Prasad
shukrawaar: Friday (formal)
sigreT: cigarette(s)
sth saahab: Mr Singh
siikhnaa: 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 paawdaa: soap powder
sukh: Friday
sunnaa: 1. to listen 2. to hear 3. please listen
suno: listen
suuwaas: Suva (Fiji's capital)

(t)

tab: then
tak: up to, as far as, till
TamaaTar: tomato(es)
tawayuunii: Taveuni (island just east of Vanua Levu)
Telifaun: telephone
terah: thirteen

(t) Cont.

thaan: was (formal masculine past of honaa - to be)
thii: was (formal - feminine past of honaa - to be)
thaillii: bag(s)
Thiik: right, correct
Thiik hai: 1. all right, fine 2. (it's) correct, right
thoRaa: 1. shows politeness 2. a little/small amount
Tiichaa: teacher
Tiik: teakwood
tiin: three
tiis: thirty
TikaT: ticket(s)
Tin: tin, can
to: 1. then 2. (particle emphasizing preceding word) 3. (informal filler)
toRke diis: broke/picked and gave
toRnaa: to break
tum: you (familiar singular)
tumaar: your, yours (familiar singular)
tume: you, to you
tum kaise hai?: How are you?
tum ke: you, to you
tum log: you, you people (familiar plural)
tum log/logan ke: (familiar plural) 1. your, yours 2. you, to you
tuRnaa: to break

(u)

udhar: in that direction, there
ujjal: white
ujjar: white
umar: age
unniis: nineteen
us: him, her, it, that (with postposition)
use: him, her, to him, to her
uske: 1. his, her, hers, its 2. him, her, to him, to her

(u) Cont.

usme: in it, in that
us se: than he, than she than that, than it
us se chhoTaa: younger/ smaller than he/she
utar jaanaa: to get off, to descend
utarnaas: to get off, to descend
utnaa: that much, so much
uu: 1. that, those (away) from speaker) 2. he, she, it
uu log: they, those people
uu log/logan ke: 1. their, theirs, 2. them, to them

(w)

waala: 1. one(s) 2. (noun) -er
waaste: for (postposition)
wah: (formal) 1. that (away) from speaker) 2. he, she, it
wahii: there (formal-away) from speaker)
waiT karnaa: 1. to wait 2. please wait.
waiT karo: wait
wastin: for
we: (formal) 1. those (away from speaker) 2. they
wijay: Vijey (male name)
wijay bhaiyaa: Brother Vijey, Cousin Vijey

(y)

yaar: brother, mate, chum
yah: this (formal-close to the speaker)
yahii: here (formal-close to speaker)

GLOSSARY C

English To Hindi In Transcription

(A)

able: saknaa (to be able)
again: fir, fir se
age: umar
a great deal of: bahut
airport: eyapauT
all: sab
all right: 1. achchhaa
 2. Thiik hai 3. bas
 Thiik hai 4. na?
also: bhii
am: 1. hai 2. huu (for-
 mal) 3. baiTho
 (pidgin Hindi)
and: 1. aur 2. -ke (verb-
 stem plus ke)
another: duusraa
any: koii
apple(s): aapul
approximately: lagbhag
are: 1. hai 2. hai
 (formal) 3. baiTho
 (pidgin Hindi)
arrive: aa jaanaa
at: 1. pe, par (locative)
 2. ke (with periods
 of the day)
at a distance: duur pe,
 duur par
at midday: dopahar ke
at night: raat ke
at noon: dopahar ke
at o'clock: baje
at what time: kitnaa baje?
aunt: maamii (maternal
 uncle's wife)
automobile: moTar

(B)

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

(B) Cont.

3. baiTho (pidgin
 Hindi)
became: hoy gaye
because: kyaki
become: 1. hoy jaanaa
 2. ho jaanaa (formal)
beforehand: pahle
big: baRaa
black: kariyaa
blue: 1. bluu 2. niilaa
book: pustak
bowl-like cup: pyaalaa
boy(s): laRkaa
boys: laRkan
break: 1. tuRnaa 2. toRnaa
briefcase: beg
bring: laanaa
brinjol(s): 1. baigan
 2. baigan
broke and gave: tuRke diis
brother: 1. bhaiyaa
 2. bhaaии (formal)
 3. yaar (mate)
Brother Vijey: wijay bhaiyaa
brought: laayaa, 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

(C) Cont.

chance: maukaa
child: bachchaa
children: 1. bachchaa
 2. bachche (formal)
chum: yaar
church: chech
cigarette(s): sigret
class: klaas
classroom: klaas
close: band karnaa
closed: band
close the door: pallaa
 band karo
cloth: kapRaa
coffee: kaufii
colour(s): rag
come: aanaa, aa jaanaa
completely: ekdam
converse: baat karnaa
correct: Thiik
cousin: 1. bhaiyaa
 2. bhaaii (formal)
Cousin Vijey: wijay
 bhaiyaa
cup: pyaala
customer(s): khariidaar
Cuvu: duuwuu

(D)

dance: Daans
daughter: 1. laRkii
 2. betii
day: din
daytime: din ke (in the daytime)
descend: utarna, utar jaanaa
desk: mej
difficult: kaRaa
direction: 1. idhar (in this direction)
 2. udhar (in that direction)
distance: 1. duur
 2. duur pe (at a distance)
do: 1. karnaa, kar denaa
 2. chalnaa, chal jaanaa (to suit)
dollar: Dolaa
door: pallaa
drink: piinaa
driver: chalaanewaalaa

(E)

early: jaldii
eat: 1. khaanaa, khaa(y)
 lenaa 2. khaae
 (verb object)
eggplant(s): baigan, baigan
eight: aaTh
eighteen: aThaarah
eighty: assii
eleven: gyaarah
else: 1. aur 2. aur kuchh
 (something else)
empty: khaali
enough: 1. bas 2. kaafii
—er than: se
 (comparative)
—est: sab se
 (superlative)
evening: 1. sajhaa, saajh
 2. sajhaa ke, saajh
 ke (in the evening)
everyone: sab log
exactly: ekdam
expensive: mahagaa

(F)

fairly: kaafii
family: 1. palwaar 2. pari-waar
fare: bhaaraa, bhaaraa
farm: khetii karnaa (verb)
farmer: kisaan
fast: jaldii
fat: motaa
father: pitaa, pitaajii
 (formal)
fifteen: pandrah
fifty: pachaas
fifty-two: baawan (formal)
Fijian: kaaiibiitii (noun and adjective)
Fijian language: kaaiibiitii baat
film: filam
find: milnaa, mil jaanaa
 (indirect)
fine: Thiik hai

(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. shukraar (formal)
from: se

(G)

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

(H)

halfpast: saaRhe
hand: haath
handkerchief(s): rumaal
happen: 1. hoy jaanaa
 2. ho jaanaa (formal)
happened: hoy gaye
hard: kaRaa
Hari: harii (male name)
have: 1. _____ (ke) lage
 2. _____ (ke) paas
 (formal)
have to: (infinitive plus)
 paRnaa

(H) Cont.

have to go: jaanaa paRii
 (future)
he: 1. uu 2. wah (formal)
heap: kuuRaa, kuuraa
hear: sunnaa
her, to her: (object)
 1. use, uske 2. us ko
 (formal)
her(s): 1. uske 2. uskaa
 (formal) 3. aapan
 (refers to subject)
her: (with postpositions)
 1. uske 2. us
here: 1. hiyaa 2. yahaa,
 yahii (formal) 3. idhar
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. hin-
 duustaanii 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

(I)

I: 1. ham 2. mai (formal)
If: 1. agar 2. magar (formal)
in: 1. me 2. ke (with periods of the day)
Indian: hinduustaanii (noun and adjective).
in it: usme
in the evening: sajhaa ke, saajh ke
in the morning: sawere
invite: 1. bulaanaa 2. bulaa denaa (for someone else) 3. bulaa lenaa (for one's self)
invited and: bulaake
is: 1. hai 2. baiTho (pidgin Hindi)
it: 1. uu 2. wah (formal)
it, to it: (object) 1. uu 2. us ko (formal)
it: (with postpositions) 1. uske (including formal) 2. us 3. usme (in it) 4. us se (than it)
its: 1. uske 2. uskaa (formal)

(J)

job: 1. kaam 2. naukrii
just: bas

(K)

kava: nagonaa
key(s): chaabhi
kitchen: kichin
know: jaannaa

(L)

Labasa: lambaassaa
Lakshmi: lakshmii (female name)

(L) Cont.

Lakshmi's: lakshmii ke language: baat large: baRaa Lata: lataa (female name). late: 1. derii karnaa (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 lagnaa (indirect) listen: sunnaa little: 1. chhoTaa (size) thoRaa (quantity) little one(s): 1. chhoTaa-waalaa 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: makinik meet: milnaa midday: 1. dopahar 2. dopahar ke (at midday).

(M) Cont.

mile: mail
mine: 1. hamaar 2. meraa
 (formal) 3. aapan
 (refers to subject)
Monday: 1. sommaar
 2. somwaar (formal)
money: paisaa
more: 1. aur 2. jastii
 3. jyaadaa (formal)
morning: sawere
most: 1. jastii 2. jyaadaa
 (formal)
mostly: 1. jastii 2. jyaadaa
 (formal)
mother: 1. ammaa, maa
 2. maataa, maataajii
 (formal)
move: chalnaa
movie:
Mr.: saahab
Mr. Singh: sih saahab
much: 1. bahut 2. jastii
 3. jyaadaa (formal)
Muni Deo: munii dew (male
 name)
must be: 1. hoii 2. hogaa
 (formal)
must go: jaanaa paRii
 (future)
my: 1. hamaar 2. meraa
 (formal) 3. aapan
 (refers to subject)

(N)

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

(N) Cont.

no: 1. nahii 2. na
noon: 1. dopahar 2. dopahar
 ke (at noon)
not: 1. nahii 2. ki nahii
 (or not)
not any: kuchh nahii
not at all: ekdam nahii
nothing: kuchh nahii
now: ab, abhii
number: nambar

(O)

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: kholo
opportunity: maukaa
or: ke
other: 1. duusraa 2. aur
our(s): 1. ham log/logan ke
 2. hamaaraa (formal)
 3. aapan (refers to
 subject)

(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: paawDaa
Prasad: prasaad
price: daam
purse: beg
put: rakhnaa, rakh denaa
put away: dhar denaa

(Q)

quarter past: sawaa
quarter till: paune
quickly: jaaidii
quite: kaafii

(R)

radio: reDiyo
Rama: raamaa
Ram Chandar: raam chandar
Ram Singh: raam sih
read: paRhnaa
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

(s)

said: kahaa
Saroj: saroj (female name)
Saturday: 1. sanichar 2.
saniiwaar (formal)
say: 1. kahnaa 2. bolnaa
school: skuul
second: duusraa
see: dekhnaa, dekh lenaa
see you again: fir milegaa
seller(s): bechnewaalaa
seven: saat
seventeen: satrah
seventy: sattar
she: 1. uu 2. wah (formal)
Sheila: 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: dikaanaa
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 paawDaa
so long: fir milegaa
some: 1. kuchh (amount)
2. koii (single item,
indefinite)
someone: koii

(S) Cont.

something: kuchh
something else: aur kuchh
sometime: kabhi
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

(T)

table: mej
take: lenaa, le lenaa
take away: le jaanaa
take place: 1. hoy jaanaa 2. ho jaanaa (formal)
talk: baat karna
tall: lambaa
Taveuni: tawayunii
tea: chaa, chaay
teach: paRhaanaa
teacher: Tiichaa
teakwood: Tiik
telephone: Telifaun
tell: 1. bataanaa, bataa denaa 2. bolnaa
ten: das
terrific: baRhiyaa
than: se
than he: us se

(T) Cont.

than it: 1. is se (near) 2. us se (far)
thank you: dhanbaad
than she: us se
that: 1. uu 2. wah (formal) 3. ki (conjoiner)
that: (with postpositions) 1. uske 2. us 3. usme (in that) 4. us se (than that)
that much: utnaa
that's all: bas
their(s): 1. uu log/logan ke 2. unkaa (formal) 3. aapan (refers to subject)
them: (with postpositions) 1. uu log/logan ke 2. uu log 3. un (formal)
then: to, tab, fir
there: 1. huwaa 2. wahaa, wahii (formal) 3. udhar
there are: 1. hai 2. hat 3. baiTho (pidgin Hindi)
there is: 1. hai 2. baiTho (pidgin Hindi)
these: 1. ii 2. we (formal)
they: 1. uu log 2. we (formal)
thick: moTaa
thin: patraa, patlaa
thing: 1. chiij (concrete) 2. baat (abstract)
thirteen: terah
thirty: tiis, saaRhe (in telling time)
thirty-four: chotis (formal)
this: 1. ii 2. yah (formal)
this: (with postpositions) 1. iske 2. is 3. isme (in this) 4. is se (than this)
this is: ii rahaa
this much: itnaa
those: 1. uu 2. we (formal)
three: tiin
Thursday: 1. bif 2. brihas-patiwaar (formal)
ticket(s): TikaT

(T) Cont.

till: tak
time: 1. kitnaa bajे (at what time) 2. kitnaa bajaa (what time is it?)
tin: Tin
to: (object marker)
 1. ke 2. ko (formal)
 3. se (for milnaa and verbs of speech)
today: aaj
tomato(es): TamaaTar
tomorrow: 1. bihaan 2. kal (formal)
too: bhii
took: 1. liyaa etc. (irreg.)
 2. le gaye (took away-irreg.)
tour: ghumnaa
travel: ghumnaa
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 karnaa, agornaa (verb)
wait for: agornaa
want: maagnaa
want to go: jaae maagtaa
was: 1. rahaa 2: thaa etc. (formal)
water: paanii
way: raastaa, rastaa
we: 1. ham log 2. ham (formal)
wedding: shaadii
Wednesday: 1. budh 2. budh-waar (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: khirekii
with: 1. (ke) saghe 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

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APPENDIX A
A COMPÉNDIUM 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

A. Mood	1st./2nd. person sing./pl.	3rd. person sing.	3rd. person pl.
---------	----------------------------------	----------------------	--------------------

<u>A1. Indicative</u>	ham, ham log, tum, tum log, aap	uu	uu log
-----------------------	---------------------------------------	----	--------

FUTURE TENSE will speak	bolegaa	bolii	bolii
----------------------------	---------	-------	-------

PRESENT TENSE speak(s), am/ is/are speak- ing	boltaa (hai)	bole (hai)	bole (hai)
--	--------------	------------	------------

Transitives

PAST spoke	bolaas	boliis	bolin/bolaas
---------------	--------	--------	--------------

PRESENT PERFECT has spoken	bolaas hai	boliis hai	bolin hai/ bolaas hai
----------------------------------	------------	------------	--------------------------

PAST PERFECT spoke/ had spoken	bolaas rahaa	boliis rahaa	bolin rahaa/ bolaas rahaa
--------------------------------------	--------------	--------------	------------------------------

PRESENT can speak, am/ is/are able to speak	bole saktaa (or) bole sako (2nd person only)	bole sake	bole sake
PAST could speak, was/were able to speak	bole sakaa	bole sakiis	bole sakin
PAST PERFECT had been able to speak	bole sakaa rahaa	bole sakiis rahaa	bole sakin rahaa
PAST CONTINUOUS was/were able, used to be able to speak	bole sakat rahaa	bole sakat rahaa	bole sakat rahin

B2. Overcoming
Difficulties

FUTURE will manage to speak	bole paaegaa	bole paaii	bole paaii
PRESENT manage(s) to speak	bole paataa	bole paae	bole paae
PAST managed to speak	bole paayaa	bol(e) paaiis	bol(e) paain
PAST PERFECT had managed to speak	bole paayaa rahaa	bol(e) paaiis rahaa	bol(e) paain rahaa
PAST CONTINUOUS was/were man- aging, used to manage to speak	bole paat rahaa	bole paat rahaa	bole paat rahin

1st. person sing./pl.	2nd. person sing./pl.	3rd. person sing./pl.
--------------------------	--------------------------	--------------------------

ham, ham log	tum, tum log, aap	uu, uu.log
--------------	----------------------	------------

B3. Expectations
Borne Out

NOTE: A single tense appears in this aspect since it can only be used to comment on an event already taken place.

FUTURE
he/you/they
would say that

bollbe	bollbe	bollbe
karegaa	kariyo	karii

all persons

hame, tume
uske, etc.

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.

FUTURE
must speak,
will have to
speak

bole ke
hoii/paRii

PRESENT
has/have to
speak, am/is/
are to speak

bole ke
hai/paRe

PAST

had to speak, bole ke
was/were to rahaa/
speak paRaa

PAST PERFECT

had to speak, bole ke
was/were to rahaa/
have spoken paRaa rahaa

PAST

CONTINUOUS bole ke
used to have rahat rahaa/
to speak paRat rahaa

1st./2nd.
person
sing./pl.

3rd. person
sing.

3rd. person
pl.

ham, ham log, uu
tum, tum log,
aap

uu log

B5. Permissive

FUTURE
will let
speak

bole degaa

bole deii

bole deii

PRESENT
let(s)
speak

bole detaa

bole de(we)

bole de(we)

PAST
let
speak

bole diyaa

bole diis

bole diin

PAST PERFECT
had let
speak

bole diyaa
rahaa

bole diis
rahaa

bole diin
rahaa

PAST
CONTINUOUS
was/were
letting
speak

bole deit
rahaa

bole deit
rahaa

bole deit
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 C1. 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

C1. On The
Verge Of

PAST	bole jaait/
CONTINUOUS:	jaat rahaa
was about to	
speak	

C2. Comple-
tion

PAST	khaa(y) liyaa
finished	
eating, ate	
up	

C3. Self Bene-
factive

PAST	kar liyaa
did (for one's	
own sake)	

C4. Other
BeneFac-
tive

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.

1st./2nd. person sing./pl.	3rd. person sing.	3rd. person pl.
----------------------------------	----------------------	--------------------

D1. With Indi-
catives ham, ham log, / uu
 tum, tum log,
 aap

PRESENT must speak, must be speak- ing	boltaa hoii	bole hoii	bole hoii
---	-------------	-----------	-----------

	1st./2nd. person sing./pl.	3rd. person sing.	3rd. person pl.
	ham, ham log, tum, tum log, aap	uu	uu log
PAST probably spoke	bolaah hoii	boliis hoii	bolin hoii
PAST PERFECT must have spoken	bolaah rahaah hoii	boliis rahaah hoii	bolin rahaah hoii
PAST CONTINUOUS must have been speaking	bolat rahaah hoii	bolat rahaah hoii	bolat rahin hoii
D2. With Aspects			
<u>Ability</u> PAST probably could have spoken	bole sakaa rahaah hoii	bole sakiis rahaah hoii	bole sakin rahaah hoii
<u>Overcoming Difficulties</u> PRESENT probably man- age(s) to speak	bole paataa hoii	bole paae hoii	bole paae hoii
<u>Obligation</u> FAST must have had to speak	bole ke paRaah hoii	bole ke paRaah hoii	bole ke paRaah hoii
<u>Permissive</u> PAST PERFECT must have let speak	bole diyaa rahaah hoii	bole diis rahaah hoii	bole diin rahaah hoii

D3. With CompoundsOn The Verge Of

PAST must have been about to speak	bole jaait/ jaat rahaa hoii	bole jaait/ jaat rahaa hoii	bole jaait/ jaat rahin hoii
---------------------------------------	--------------------------------	--------------------------------	--------------------------------

Completion

PAST must have eaten up	khaa(y) liyaa hoii	khaa(y) liis hoii	khaa(y) liin hoii
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Self Bene-factive

PRESENT must be doing	kar letaa hoii	kar le hoii	kar le hoii
--------------------------	-------------------	-------------	-------------

Other Bene-factive

PRESENT must be doing	kar detaa hoii	kar de hoii	kar de hoii
--------------------------	-------------------	-------------	-------------

Keep On

PAST must have kept talk-ing	bolte rahaa hoii	bolte rahiis hoii	bolte rahin hoii
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Start

PAST must have started talking	bole lagaa hoii	bole lagiis hoii	bole lagin hoii
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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?
- b. I'm thinking of hitting him.

tum kaunchii kare maaqtaa?
 (or)
 tum kaunchii maaqtaa kare?
 ham uske maare ke sochtaa.
 (or)
 ham sochtaa (ki) uske maar deii.

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.
- e. Cutting cane is hard work

uske moTar chalaae ke/chalaao
 bahut julum lage.
 ganna kaTe ke/kaaTo baRaa
 kaRaa kaam hai.

E2. Adjectivization

NOTE: In Fiji Hindi only verbs carrying present habitual may be made into an adjective which can be placed before the noun. With all other tenses, the full clause is placed after the noun with the relative pronoun *jo/jon*, which takes the place of the duplicate subject, appearing usually to the left of the noun. (See example below.)

E2. Adjectivization Cont.

the canecutting
machine

jon mashin ganna kaTe (or)
ganna kaTe waalaa mashin
(or)
ganna kaTe ke mashin

E3. Adverbialization

- a. you came shouting.
- b. Mother washes
clothes sitting
down.

tum chillaate/chillaawat
aayaa.
amma baiTh ke kapRaa dhoe.

E4. Complementation

- a. I saw him carrying
off a chicken.
- b. I found him fallen
in a ditch.

ham uske murgii le jaate/le
jaawat dekhaa.
ham uske gaDDhaa me gira
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.

<u>A. Indicative</u>	1st. person sing./ pl.	2nd. person sing./ pl.	3rd. person sing.	3rd. person pl.
<u>A1. Regular</u>	ham, ham log	tum, tum log, aap	uu	uu log

A1. Regular

FUTURE will speak	bolib	boliyo, boliho	bolkiye, bolihe	bolkiye bolihe
PRESENT speak(s)	bolat (hai)	bolat (ho)	bole (hai)	bolat (hai)
PAST spoke	bolaa	bole	boliiis	bolin
PAST PERFECT had spoken	bolaa rahaa	bole rahaa	boliiis rahaa	bole rahe
PAST CONTINUOUS was speak- ing/use to speak	bolat rahaa	bolat rahaa	bolat rahaa	bolat rahe

A2. Irregu-
lar

lenaa PAST took	lihaa	lihaa	lihiis	lihin
jaanaa PAST PERFECT went/ had gone	gawaa rahaa	gawaa rahaa	gaiis rahaa	gaiin rahaa
aanaa PAST PERFECT came/had come	aawaa rahaa	aawaa rahaa	aaiis rahaa	aain rahaa
honaa PRESENT am/is/are	hai	ho (sing.)/ hau (pl.)	hai	hai

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.

PART ONE - SUMMARY TABLES

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.

	FIJI HINDI	STANDARD HINDI
Gender of Nouns	Natural	- Natural Grammatical
Number in Nouns	Singular and Plural	- Singular Plural
Case in Plural Nouns	Nominative	- Nominative Oblique
Number in Demonstratives	Singular and Plural	- Singular Plural
Grammatical Markers	Object and Possessive Markers	- Object Marker Possessive Marker
Person for Present and Future Tense	1st. and 2nd. Person 3rd. Person	- 1st. Person 2nd. Person 3rd. person
Past Tense Constructions	Intransitive and Transitive	- Intransitive Transitive
Present and Past Imperfect	Habitual and Progressive	- Habitual Progressive
Subjunctives	Future Present and Past	- Future Present Past
Adjective Clause	relativization	- relativization embedded

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.

	Gender	Number	Person	Case
Nouns	+*R1 +	- +*R2	-	- +*R3
Adjectives, Including Possessives	+*R5 +*R5	- +	-	- +*R6
Demonstrative Adjectives And Pronouns	- +	- +	-	+*R8&9 +
Personal Pronouns	- -	+	+	+*R16 +
Future Tense	- +	- +	- +	+*R19
Present Auxiliary	- -	- +	- +*R21	-
Present (Imperfect) Participle	- +	- +	- -	+*R23
Past (Perfect) Participle of Intransitives	+*R25 +	+*R26 +	-	-
Past (Perfect) Participle of Transitives	- +	+*R33 +	+*R33 -	-
Past Auxiliary	+*R39 +	+*R39 +	- -	-
Commands	- -	- -	- -	-
Hortatives	- -	- +	- -	-
Future Subjunctive	- -	- +*R46	- +	-
Present/Past Subjunctive	- +	- +	- -	-

PART TWO - EXAMPLES

I. Nouns

FIJI HINDI

STANDARD HINDI

A. Gender

RULE 1

Animate Nouns

Masc. Sing.

baRaa laRkaa
rahaa

--* same

Meanings

a big boy stayed

Fem. Sing.

baRii laRkii
rahii

-- same

a big girl stayed

Inanimate Nouns

Masc. Sing.

baRaa kelaa rahaa -- same
baRaa kaam rahaa -- same
achchhaa paanii -- same
rahaa

a big banana
remained
a big job remained
good water
remained

Fem. Sing.

baRaa chaabhi	--	baRii chaabhi	the big key
rahaa		rahii	remained
baRaa chiij	--	baRii chiij	the big object
rahaa		rahii	remained
baRaa maalaa	--	baRii maalaa	the big garland
rahaa		rahii	remained

B. Number

RULE 2

Masc.

Sing. (one)

Pl. (two)

ek kelaa do kelaa -- ek kelaa
ek kaam do kaam -- same
ek paanii do paanii -- same

Sing.

Pl.

Meanings

banana
work
water

* The symbol -- means changes to.

FIJI HINDI

STANDARD HINDI

RULE 2 Cont.

Fem. <u>Sing.</u> (one)	P1. (two)	<u>Sing.</u>	P1.	<u>Meanings</u>
ek chaa- bhii	do chaa- bhii	-- ek chaa- bhii	do chaa bhiyaa	key
ek chiij	do chiij	-- ek chiij	do chiije	object
ek maalaa	do maalaa	-- ek maalaa	do maa- laae	garland

C. Case

RULE 3

Masc. <u>Sing.</u>			<u>Meanings</u>
kelaa me	--	kele me	in/on the banana
kaam me	--	same	in the work
paanii me	--	same	in the water
Fem. <u>Sing.</u>			
chaabhii me	--	same	on the key
chiij me	--	same	on the object
maalaa me	--	same	in the garland

RULE 4

Masc. <u>Pl.</u>			
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. <u>Pl.</u>			
sab chaabhii me	--	sab chaabhiyo me	on all keys
sab chiij me	--	sab chiijo me	on all objects
sab maalaa me	--	sab maalaao me	on all garlands

II. Adjectives

FIJI HINDI

STANDARD HINDI

A. Gender And Number

RULE 5

Masc. Sing.

baRaa kelaa	-- same	Meanings
baRaa kaam	-- same	big banana
baRaa paanii	-- same	big job

Masc. Pl.

baRaa kelaa	-- baRe kele	big bananas
baRaa kaam	-- baRe kaam	big jobs
baRaa paanii	-- baRe paanii	big waters

Fem. Sing.

baRaa chaabhii	-- baRii chaabhii	big key
baRaa chiij	-- baRii chiij	big object
baRaa maalaa	-- baRii maalaae	big garlands

Fem. Pl.

baRaa chaabhii	-- baRii chaa-	big keys
baRaa chiij	-- baRii chiije	big objects
baRaa maalaa	-- baRii maalaae	big garlands

B. Case

RULE 6

Masc. Sing.

baRaa kelaa me	-- baRe kele me	in a big banana
baRaa kaam me	-- baRe kaam me	in a big job
baRaa paanii me	-- baRe paanii me	in a big water

Masc. Pl.

baRaa kelaa me	-- baRe kelo me	in big bananas
baRaa kaam me	-- baRe kaamo me	in big jobs
baRaa paanii me	-- baRe paaniyo me	in big waters

Fem. Sing.

baRaa chaabhii me	-- baRii chaabhii me	in a big key
baRaa chiij me	-- baRii chiij me	in a big object
baRaa maalaa me	-- baRii maalaa me	in a big garland

FIJI HINDI

STANDARD HINDI

RULE 6 Cont.

Fem. Pl.			Meanings
baRaa chaabhii me	--	baRii chaabhiyo me	in big keys
baRaa chiij me	--	baRii chiijo me	in big objects
baRaa maalaa me	--	baRii maalaao me	in big garlands

III. DemonstrativesA. Number

RULE 7

Singular			Meanings
ii kelaa	--	yah kelaa	this banana
uu kelaa	--	wah kelaa	that banana
Plural			
ii sab kelaa	--	ye sab kele	all these bananas
uu sab kelaa	--	we sab kele	all those bananas

B. Case

RULE 8

Singular			Meanings
ii kaam me	--	is kaam me	in this job
uu kaam me	--	us kaam me	in that job
kaun kaam me	--	kis kaam me	in which job
koii kaam me	--	kisii kaam me	in some job
Plural			
ii sab kaam me	--	in sab kaamo me	in all these jobs
uu sab kaam me	--	un sab kaamo me	in all those jobs
kaun sab kaam me	--	kin sab kaamo me	in all which jobs

FIJI HINDI**STANDARD HINDI****RULE 9**Singular

<u>is me</u>	--	same	<u>Meanings</u>
<u>us me</u>	--	same	in this
<u>kis me</u>	--	same	in that

Plural

<u>is me</u>	--	in me	<u>Meanings</u>
<u>us me</u>	--	un me	in these
<u>kis me</u>	--	kin me	in those

in which ones

IV. Grammatical MarkersA. Possessive Marker**RULE 10**Singular

<u>harii ke bhaaii</u>	--	harii kaa bhaaii	<u>Meanings</u>
<u>harii ke bahan</u>	--	harii kii bahan	Hari's brother

Hari's sister

Plural

<u>harii ke sab</u>	--	same	<u>Meanings</u>
<u>bhaaii</u>	--		all Hari's brothers

harii ke sabbahanharii kii sabbahane

all Hari's sisters

B. Object Marker**RULE 11**Singular

<u>uu laRkaa ke</u>	--	us laRke ko	<u>Meanings</u>
<u>bataao</u>	--	bataao	tell that boy

uu laRkii kebataaous laRkii kobataao

tell that girl

FIJI HINDI

STANDARD HINDI

RULE 11 Cont.

Plural

sab laRkaa ke
bataao
sab laRkii ke
bataao

-- sab laRko ko
bataao
sab laRkiyo
ko bataao

Meanings

tell all the
boys
tell all the
girls

V. Personal PronounsA. Person And Number

RULES 12 - 13

Singular

ham Thiik hai
tum Thiik hai
uu Thiik hai

-- mai Thiik huu
-- tum Thiik ho
-- wah Thiik hai

Meanings

I am fine
you are fine
he is fine

Plural

ham log Thiik hai
tum log Thiik hai
aap Thiik hai
uu log Thiik hai
ii log Thiik hai

-- ham Thiik hai
-- tum log Thiik
ho
-- aap Thiik hai
-- we Thiik hai
-- ye Thiik hai

we are fine
you (F) are
fine
you (P) are fine
they (far) are
fine
they (near) 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.

Singular

uu kelaa hamaar
hai
uu kelaa hamaar
hai

-- wah kelaa
meraa hai
-- we kele mere
hai

Meanings

that/those
banana(s)
is/are mine

FIJI HINDI

STANDARD HINDI

RULE 14 Cont.

Singular

			<u>Meanings</u>
uu lakRii hamaar hai	--	wah lakRii merii hai	that/those stick(s)
uu lakRii hamaar hai	--	we lakRiyaa merii hai	is/are mine
uu kelaa tumaar hai	--	wah kelaa tum- haaraa hai	that/those banana(s)/
uu kelaa tumaar hai	--	we kele tum- haare hai	stick(s)
uu lakRii tumaar hai	--	wah lakRii tum- haarii hai	is/are yours (F)
uu lakRii tumaar hai	--	we lakRiyaa tum- haarii hai	
uu kelaa uske hai etc.	--	wah kelaa uskaa hai etc.	his/hers (far)
uu kelaa iske hai etc.	--	wah kelaa iskaa hai etc.	his/hers (near)
uu kelaa aapan hai etc.	--	wah kelaa apnaa hai etc.	yours/ mine/etc.

Plural

uu kelaa ham- log(an) ke hai etc.	--	wah kelaa hamaa- raa hai. etc. ours
uu kelaa tum log(an) ke hai etc.	--	wah kelaa tum logo kaa hai. etc. yours (F)
uu kelaa aapke hai etc.	--	wah kelaa aap- kaa hai etc. yours (P)
uu kelaa uu log(an) ke hai etc.	--	wah kelaa unkaa hai etc. theirs (far)
uu kelaa ii log(an) ke hai etc.	--	wah kelaa inkaa hai etc. theirs (near)

FIJI HINDI

STANDARD HINDI

C. Case

RULE 15

Singular

hamaar paas
tumaar paas
uske paas
iske paas

aapan paas

-- mere paas
-- tumhaare paas
-- same
-- same

-- apne paas

Meanings

near me
near you
near him/her (far)
near him/her
(near)
near _____ self

Plural

ham log ke paas
tum log ke paas
aapke paas
uu log ke paas
ii log ke paas

-- hamaare paas
-- tum logo ke
paas
-- same
-- unke paas
-- inke paas

near us
near you (F)
near you (P)
near them (far)
near them (near)

RULE 16

Singular

ham ke/se/pe
tum ke/se/pe
aapan ke/se/pe
us ke/se/pe
is ke/se/pe

-- mujh ko/se/par
-- tum ko/se/par
-- aapne ko/se/
par
-- us ko/se/par
-- is ko/se/par

Meanings

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)

Plural

ham log ke/etc.
tum log ke/etc.
aap ke/etc.
uu log ke/etc.
ii log ke/etc.

-- ham ko/etc.
-- tum logo ko/
etc.
-- aap ko/etc.
-- un ko/etc.
-- in ko/etc.

to/etc. us
to/etc. you (F)
to/etc. you (P)
to/etc. them
(far)
to/etc. them
(near)

FIJI HINDI

STANDARD HINDI

RULE 17

Singular

hame, hame

-- mujhe

Meanings

me, to me

tume, tume

-- tumhe

you, to you (F)

use

-- same

him, her, to him,

ise

-- same

to her (far)

him, her, to him,

to her (near)

Plural

ham log ke

-- hame

us, to us

tum log ke

-- tum logo ko

you, to you (F)

aap ke

-- aap ko

you, to you (P)

uu log ke

-- unhe

them, to them

ii log ke

-- inhe

(far)

them, to them

(near)

VI. VerbsA. MoodA1. Indicative

FUTURE TENSE

RULES 18 - 19

(Masc. and Fem.)

-- (Masc. or Fem.)

Singular

(I will go)

ham jaaegaa

-- mai jaauugaa/jaauugii

tum jaaegaa

-- tum jaaoge/jaaogii

uu jaaii

-- wah jaaegaa/jaaegii

Plural

ham log jaaegaa

-- ham jaaege/jaaegii

tum log jaaegaa

-- tum log jaaoge/jaaogii

aap jaaegaa

-- aap jaaege/jaaegii

uu log jaaii

-- we jaaege/jaaegii

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)

tum jaataa (hai)

uu jaa(w)e (hai)

-- mai jaataa/jaatii huu

-- tum jaate/jaatii ho

-- wah jaataa/jaatii hai

Pluralham log jaataa
(hai)tum log jaataa
(hai)aap jaataa (hai)
uu log jaa(w)e
(hai)

-- ham jaate/jaatii hai

-- tum log jaate/jaatii ho

-- aap jaate/jaatii hai

-- we jaate/jaatii ha'

PAST TENSE OF INTRANSITIVES
RULES 24 - 27

(Masc. and Fem.)

(Masc. or Fem.)

Animate Sing.

(I was)

ham raha

tum raha

uu raha/rahi

*(also) uu rahiis

-- mai thaa/thii

-- tum the/thii

-- wah thaa/thii

Animate Pl.

ham log raha

tum log raha

aap raha/rahe

uu log rahin/rahaa

-- ham the/thii

-- tum log the/thii

-- aap the/thii

-- we the/thii

Animate Sing.

(I came)

ham aayaa

tum aayaa

uu aayaa/aayii

*(also) uu aaiis

-- mai aayaa/aayii

-- tum aaye/aayii

-- wah aayaa/aayii

* Intransitives can optionally take the transitive -iis ending.

FIJI HINDI

STANDARD HINDI

RULES 24-27 Cont.

(Masc. and Fem.)

(Masc. or Fem.)

Animate Pl.

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./Pl.

		<u>Meanings</u>
ek kelaas rahaa	-- ek kelaas thaa	there was 1 banana
tiin kelaas rahaa	-- tiin kele the	there were 3 bananas
ek chaabhiis rahaa	-- ek chaabhiis thiis	there was 1 key
tiin chaabhiis rahaa	-- tiin chaabhiyaa thiis	there were 3 keys
ek kelaas milaa	-- ek kelaas milaa	1 banana was found
duii kelaas milaa	-- do kele mile	2 bananas were found
ek chaabhiis milaa	-- ek chaabhiis milii	1 key was found
duii chaabhiis milaa	-- do chaabhiyaa milii	2 keys were found

PRESENT PERFECT OF INTRANSITIVE
RULES 25 - 28, 37

(Masc. and Fem.)

(Masc. or Fem.)

Animate Sing.

(I have come)

ham aayaa hai	-- mai aayaa/aayii huu
tum aayaa hai	-- tum aaye/aayii ho
uu aayaa/aayii hai	-- wah aayaa/aayii hai

*(also) uu saais hai

* Intransitives can optionally take the transitive -iis ending.

FIJI HINDI

STANDARD HINDI

RULES 25 - 38, 37 Cont.

(Masc. and Fem.)

(Masc. or Fem.)

Animate Pl.

ham log aayaa hai	--	ham aaye/aayii hai
tum log aayaa hai	--	tum log aaye/aayii ho
aap aayaa/aaye hai	--	aap aaye/aayii hai
uu log aayin hai	--	we aaye/aayii hai

Inanimate Sing./Pl.

		Meanings
ek kelaa milaa hai	-- same	1 banana has been found
duii kelaa milaa hai	-- do kele mile hai	2 bananas have been found
ek chaabhi milaa hai	-- ek chaabhi milii hai	1 key has been found
duii chaabhi milaa hai	-- do chaabhiyaas milii hai	2 keys have been found

PAST PERFECT OF INTRANSITIVES

RULES 29 - 31

(Masc. and Fem.)

(Masc. or Fem.)

Singular

(I came, I had come)

ham aayaa raha	--	mai aayaa tha/aayii thii
tum aayaa raha	--	tum aaye the/aayii thii
uu aayaa raha/aayaa rahi	--	wah aayaa tha/aayii thii
*(also) uu aayiis raha		

Plural

ham log aayaa raha	--	ham aaye the/aayii thii
tum log aayaa raha	--	tum log aaye the/aayii thii
aap aayaa raha/aaye raha	--	aap aaye the/aayii thii
uu log aayin raha/aayaa rahin	--	we aaye the/aayii thii

*Intransitives can optionally take the transitive -iis ending.

FIJI HINDI

STANDARD HINDI

PAST OF TRANSITIVE
RULES 24, 32 - 36

With Varying ObjectsAnimate

(I saw a boy)	
ham ek laRkaa (ke)	-- mai ne ek laRkaa dekhaa (or) dekhaa
(I saw two boys)	
ham duui laRkaa (ke)	-- mai ne do laRke kekhe (or) dekhaa
(I saw a girl)	
ham ek laRkii (ke)	-- mai ne ek laRkii dekhii (or) dekhaa
(I saw two girls)	
ham duui laRkii (ke)	-- mai ne do laRkiyaa dekhii (or) dekhaa

Inanimate

(I saw a banana)	
ham ek kelaa	-- mai ne ek kelaa dekhaa (or) dekhaa
(I saw two bananas)	
ham duui kelaa	-- mai ne do kele dekhe (or) dekhaa
(I saw a key)	
ham ek chaabhi	-- mai ne ek chaabhi dekhii (or) dekhaa
(I saw two keys)	
ham duui chaabhi	-- mai ne do chaabhiyaa dekhii (or) mai ne do chaabhiyo ko dekhaa

With Varying SubjectsSingular

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

Plural

ham log dekhaa	-- ham ne dekhaa/etc.
tum log dekhaa	-- tum logo ne dekhaa/etc.
aap dekhaa/dekhe	-- aap ne dekhaa/etc.
uu log dekhin/ dekhaa	-- unhone dekhaa/etc.

FIJI HINDI

STANDARD HINDI

PRESENT PERFECT OF TRANSITIVES
RULES 28, 32-37With Varying ObjectsAnimate

(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) dekhaa hai

-- mai ne ek laRkaa dekhaa hai
(or) mai ne ek laRke ko dekhaa hai-- mai ne do laRke dekhe hai
(or) mai ne do laRko ko dekhaa hai-- mai ne ek laRkii dekhii hai
(or) mai ne ek laRkii ko dekhaa hai-- mai ne do laRkiyaa dekhii hai
(or) mai ne do laRkiyo ko dekhaa haiInanimate

(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 chaabhi dekhaa hai

(I have seen two keys)

ham duii chaabhi dekhaa hai

-- mai ne ek kelaa dekhaa hai
(or) mai ne ek kele ko dekhaa hai-- mai ne do kele dekhe hai (or)
mai ne do kelo ko dekhaa hai-- mai ne ek chaabhi dekhii hai
(or mai ne ek chaabhi ko dekhaa hai)-- mai ne do chaabhiyaa dekhii
hai (or) mai ne do chaabhiyo ko dekhaa hai

FIJI HINDI

STANDARD HINDI

RULES 28, 32 - 37 Cont.

With Varying SubjectsSingular

(I have seen)

ham dekhaa hai	--	mai 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 dekhin hai/ dekhaa hai	--	unhone dekhaa hai/etc.

PAST PERFECT OF TRANSITIVES

RULES 29 - 36

With Varying ObjectsAnimate(I had seen that
boy)

ham uu laRkaa (ke) dekhaa rahaa	--	mai ne wah laRkaa dekhaa thaas (or) mai ne us laRke ko dekhaa thaas
------------------------------------	----	---

(I had seen those
two boys)

ham uu duui laRkaa (ke) dekhaa rahaa	--	mai ne we do laRke dekhe the (or) mai ne un do larko ko dekhaa thaas
---	----	--

(I had seen that
girl)

ham uu laRkii (ke) dekhaa rahaa	--	mai ne wah laRkii dekhii thiis (or) mai ne us laRkii ko dekhaa thaas
------------------------------------	----	--

(I had seen those
two girls)

ham uu duui laRkii (ke) dekhaa rahaa	--	mai ne we do laRkiyaa dekhii thii (or) mai ne un do laRkiyaa ko dekhaa thaas.
---	----	---

FIJI HINDI

STANDARD HINDI

RULES 29 - 36 Cont.

With Varying ObjectsInanimate

(I had seen one banana)

ham ek kelaa dekhaa rahaa

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

(I had seen two bananas)

ham duii kelaa dekhaa rahaa

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

(I had seen one key)

ham ek chaabhii dekhaa rahaa

mai ne ek chaabhii dekhii thii
(or) mai ne ek chaabhii ko dekhaa thaa

(I had seen two keys)

ham duii chaabhii dekhaa hai

mai ne do chaabhiyaa dekhii thii
(or) mai ne do chaabhiyo ko dekhaa thaaWith Varying SubjectsSingular

(I had seen)

ham dekhaa rahaa

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

ham log dekhaa rahaa --

tum log dekhaa rahaa --

aap dekhaa rahaa/ --
dekhe rahaauu log dekhin rahaa/ --
dekhaa rahaaham 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

(Masc. and Fem.)

(Masc. or Fem.)

Singular

(I was going, I used to go)

ham jaat rahaa	--	mai jaataa tha़/jaatii thii
tum jaat rahaa	--	tum jaate the/jaatii thii
uu jaat rahaa/rahii	--	wah jaataa tha़/jaatii thii

Plural

ham log jaat rahaa	--	ham jaate the/jaatii thii
tum log jaat rahaa	--	tum log jaate the/jaatii thii
aap jaat rahaa	--	aap jaate the/jaatii thii
uu log jaat rahin/ rahaah	--	we jaate the/jaatii thii

PRESENT PROGRESSIVE

RULES 40 - 41

(Masc. and Fem.)

(Masc. or Fem.)

Singular

(I am going)

ham jaataa (hai)	--	mai jaa rahaa/rahii huu
tum jaataa (hai)	--	tum jaa rahe/rahii ho
uu jaa(w)e (hai)	--	wah jaa rahaa/rahii hai

Plural

ham log jaataa (hai)	--	ham jaa rahe/rahii hai
tum log jaataa (hai)	--	tum log jaa rahe/rahii ho
aap jaaataa (hai)	--	aap jaa rahe/rahii hai
uu log jaa(w)e (hai)	--	we jaa rahe/rahii hai

PAST PROGRESSIVE

RULES 40 and 42

(Masc. and Fem.)

(Masc. or Fem.)

Singular

(I was going)

ham jaat rahaa	--	mai jaa rahaa tha़/rahii thii
tum jaat rahaa	--	tum jaa rahe the/rahii thii
uu jaat rahaa/rahii	--	wah jaa rahaa tha़/rahii thii

FIJI HINDI

STANDARD HINDI

RULES 40 and 42 Cont.

Plural

ham log jaat rahaa	-- ham jaa rahe the/rahii thii
tum log jaat rahaa	-- tum log jaa rahe the/rahii thii
aap jaat rahaa	-- aap jaa rahe the/rahii thii
uu log jaat rahin/ rahaa	-- we jaa rahe the/rahii thii

A2. Commands

RULES 43 - 44

(sit/please sit)	
tum baiTho/baiThnaa	-- same
tum log baiTho/ baiThnaa	-- same
aap baiThnaa	-- aap baiThnaa/baiThiye/ baiThiyegaa/baiThe

A3. Hortative

RULE 45

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

A4. Subjunctive

FUTURE SUBJUNCTIVE

RULE 46

NOTE: The verbforms usually appear in a clause contained within a larger sentence. The future subjunctive is required after expressions of desire, hope, etc. and also in the "if" clause of a conditional sentence. The present and past subjunctive are required in both the "if" and "then" clauses of conditional sentences.

FIJI HINDI

STANDARD HINDI

RULE 46 Cont.

Singular((if) I go/(if) I
should go)

ham chalii

-- mai chaluu

tum chalo

-- same

uu chale

-- wah chale

Pluralham log chalii
tum log chalo
aap chale
uu log chale-- ham chale
-- same
-- aap chale
-- we chale

PRESENT SUBJUNCTIVE

RULE 47

(Masc. and Fem.)

(Masc. or Fem.)

Singular((if) I came/
I would come)

ham aataa

-- mai aataa/aatii

tum aataa

-- tum aate/aatii

uu aataa

-- wah aataa/aatii

Pluralham log aataa
tum log aataa
aap aataa
uu log aataa-- ham aate/aatii
-- tum log aate/aatii
-- aap aate/aatii
-- we aate/aatii

PAST SUBJUNCTIVE

RULES 48 - 49

(Masc. and Fem.)

(Masc. or Fem.)

Singular((if) I had come/I
would have come)

ham aataa

-- mai aayaa hotaa/aayii hotii

tum aataa

-- tum aaye hote/aayii hotii

uu aataa

-- wah aayaa hotaa/aayii hotii

FIJI HINDI

STANDARD HINDI

RULES 48 - 49 Cont.

Plural

ham log aataa
 tum log aataa
 aap aataa
 uu log aataa

-- ham aaye hote/aayii hotii
 -- tum log aaye hote/aayii hotii
 -- aap aaye hote/aayii hotii
 -- 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/
 sakiis.

B2. Overcoming Difficulties

RULE 58

- a. (He/she didn't
 manage to come.)
 uu aae nahii paaiis. -- wah aa nahii paayaa/paayii.

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STANDARD HINDI

RULE 58 Cont.

- b. (I'll manage to
catch him/her.)
uske pakRe paaegaa. -- use pakaR paauugaa/paauugii.
c. (I can't manage to
see.)
dekhe nahii paataa. -- dekh nahii 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
paRe. (or)
kaafii buk paRhe ke
hai. -- kaafii kitaabe paRhni
paRtii hai. (or)
kaafii kitaabe paRhni
hai.
d. (I had to close all
the doors.)
sab pallaa band
kare ke paRaa/
rahaa. -- sab darwaaze band karne paRe/
the.

FIJI HINDI

STANDARD HINDI

B5. Permissive

RULES 64 - 65

- a. (He/she will not let us speak.)
uu ham log ke bole nahii deii.
-- wah hame bolnaa nahii degaa/
degii.
- b. (Let these people go/pass.)
ii log ke jaain do.
- c. (I used to let him come.)
ham use aawan deit rahaai.
-- mai use aane detaa thaa/
detii thii.

C. CompoundsC1. On The Verge Of

RULES 66 - 67

- a. (Are you about to say something?)
aap kuchh bole jaataa hai?
-- aap kuchh bolne jaa rahe/
raahii hai?
- b. (I was about to ask.)
ham puuchhe jaait rahaai.
-- mai puuchhne jaa rahaa thaa/
raahii thii.

RULES 68 - 69

- c. (Were you about to say something?)
- aap kuchh bole waalaa rahaai?
d. (I'm going to ask.)
ham puuchhe jaait hai.
-- aap kuchh bolne waale the/
waalii thi?
-- mai puuchhne jaa rahaa/
raahii huu.

FIJI HINDI

STANDARD HINDI

C2. Completion

RULES 70, 72 - 73 (Intransitives)

- a. (It will be made tomorrow.)
 uu bihaan ban jaaii. -- wah kal ban jaaegaa.
- b. (The needle has stuck.)
 suii lag gayaa hai. -- suii lag gayii hai.
- c. (When did the marriage take place?)
 shaadii kab ho(y) gae? -- shaadii kab ho gayii?

RULES 71 - 73 (Transitives)

- d. (Did you eat up all the rotis?)
 tum sab roTii khaa(y) liyaa. -- tum ne sab roTiyaa khaa lii?
 (or)
 tum sab roTiyaa khaa gaye?

C3. Self Benefactive

RULES 74 - 75

- a. (Make tea, i.e. for yourself.)
 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 letaa? -- aap hindii bol lete hai?

FIJI HINDI

STANDARD HINDI

C4. Other Benefactive

RULES 75 - 76

- a. (Make some tea, i.e.
for others.)
chaa 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 duugaa/duugii.

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 rahaa ki
uu gir jaaii. -- mai boltii rahii ki wah
gir jaaegii.
- c. (A person keeps
learning his
whole life.)
aadmi jindagii
bhar sikhte rahe. -- insaan zindagii bhar sikhtaa
rahtaa hai.

C6. To Start

RULES 79 - 80

- a. (He/she had
started moving.)
uu chale lagii
rahaa. -- wah chalne lagaa thaa/
lagii thii.
- b. (They will start
counting
tomorrow.)
bihaan gine lagii. -- kal ginne lagege.

FIJI HINDI

STANDARD HINDI

D. Probability

RULES 81 - 85

D1. Indicatives

- a. (You must be thinking...) aap sochtaa hoi... -- aap soch rahe hoge...

b. (Lakshmi must have come.) lakshmii aayii hoi... -- lakshmii aayii hogii.

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

d. (I must have been sleeping.) ham suutaa rahaan hoi... -- mai sotaa huua houugaa/ sotii huii houugii/

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

D2. Aspects

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

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

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

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

FIJI HINDI

STANDARD HINDI

RULES 81 - 85 Cont.

D3. With Compounds

- a. (He/she must be about to say something.)
 uu kuchh bole jaataa hoi.
 -- wah kuchh bolne jaa rahaa hogaa/jaa rahii hogii.
- b. (He/she must have fallen asleep.)
 uu so(y) gae hoi.
 -- wah so gayaa hogaa/so gayii hogii.
- c. (They must have made food/tea/lamps/rotis, i.e. for themselves.)
 uu log khaanaa/ chaa/diyaal/ roTii banaa(y) liin hoi.
 -- unhone khaanaa banaa liyaa hogaa/ chaay banaa lii hogii/ diye banaa liye hoge/ roTiyaal banaa lii hogii.
- d. (They must have made food/tea/lamps/rotis, i.e. for others.)
 uu log khaanaa/ chaa/diyaal/ roTii banaa(y) diin hoi.
 -- unhone khaanaa banaa diyaa hogaa/ chaay banaa dii hogii/ diye banaa diye hoge/ roTiyaal banaa dii hogii
- e. (You must have kept on drinking.)
 tum log piite raha hoi.
 -- tum log piite rahe hoge/ piitii rahii hogii.
- f. (The little boy must have started walking by now.)
 ab to munnaa chale lagiis hoi.
 -- ab to munnaa chalne lagaa hogaa.

FIJI HINDI

STANDARD HINDI

E. Derived FormsE1. Nominalization

AS OBJECT OF A VERB

RULES 86 - 90

- a. (What do you want to do?)
 aap kaunchii -- aap kyaa karnaa chaahte hai?
 maagtaa kare/
 kare maagtaa?
- b. (I am thinking of calling him.)
 ham uske bulaae ke sochtaa. -- mai use bulaanaa soch rahaa/
 rahii huu. (or)
 mai use bulaane ko soch
 rahaa/rahii huu.
- 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 -- fir se aanaa Thiik nahii
 Thiik nahii
 paRii.
- b. (Going inside is forbidden.)
 bhittar jaae ke alauD nahii hai. -- andar jaanaa manaa hai.

FIJI HINDI

STANDARD HINDI

RULES 86 - 88, 91 Cont.

- c. (It's difficult to make them understand.)
 uu log ke samjhaae
 ke/samjhao
 kaRaa kaam hai.
- d. (I like swimming.)
 hame pauRe ke/
 pauRo achchhaa
 lage.
- un ko samjhaanaa mushkil
 kaam hai.
- mujhe tairnaa achchhaa
 lagtaa hai.

E2. AdjectivizationOF PRESENT HABITUAL FORMS
RULES 95 - 97

- a. (the umbrella fixer
 man/woman)
 chaataa banaae
 waalaa aadmii/
 waalii aurat
- b. (any breakable
 object)
 koii TuuThe waa-
 laa chiij
- chaataa banaane waalaa
 aadmii/waalii aurat
- koii TuuThne waalaa chiij

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

- c. (they boy who is
 speaking)
 jon laRkaa bole
- d. (the girl who is
 speaking)
 jon laRkii bole
- e. (the boys who are
 speaking)
 john' laRkan bole
- jo laRkaa boltaa hai (or
 boltaa huua laRkaa)
- jo laRkii boltii hai (or)
 boltii huui laRkii
- jo laRke bolte hai (or),
 bolte hue laRke

FIJI HINDI

STANDARD 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

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 huua

h. (the tea which you made)

jon chaay aap banaayaa -- jo chaay aap ne banaayii
(or)
aap kii banaayii huii chaay

i. (the lights which you made)

jon diya aap banaayaa -- jo diye aap ne banaaye
(or)

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

FIJI HINDI STANDARD HINDI

E3. Adverbialization

RULES 102 - 112

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

E4. Complementization

RULES 113 - 117

- a. (I saw that you were coming.)
ham dekhaa (ki) aap -- maine dekhaa (ki) aap aa aat raha.

FIJI HINDI

STANDARD 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 (huua) paayaa.
- d. (I found mother bent over.)
ammaa hame jhukaa milaa.
-- ammaa mujhe jhukii (huii) milii.

PART THREE - RULES

I. Nouns

FIJI HINDI

STANDARD HINDI

A. Gender

1.

Only animate nouns have gender with which associated verbs and adjectives must agree.

All nouns have gender with which associated verbs and adjectives must agree.

B. Number

2.

Nouns show the same form for singular and plural.

Nouns show separate forms 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.

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

- A. Masc. sing. nouns ending in -aa -- -e.

4.

Plural nouns show the same form before postpositions as in nominative case.

Plural nouns show different forms before postpositions.

- A. Masc. nouns with -aa ending -- -o.
- B. Masc. nouns ending in a consonant or non -aa vowel add -o.

FIJI HINDI

STANDARD HINDI

4. Cont.

- C. Fem. nouns ending in -ii -- iyo.
 D. Fem. nouns ending in consonant or in a non -ii vowel add -o.

II. AdjectivesA. Gender And Number

5.

adjectives ending in -aa
 agree in gender and number
 with animate nouns they
 modify.

-aa final adjectives agree
 with all 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 postposi-
 tion as in nominative case.

-aa final adjectives change
 to -e before masc. sing.
 nouns governed by a post-
 position.

III. DemonstrativesA. Number

7.

Demonstrative adjectives
 and pronouns show a dis-
 tinction for near and far.

Demonstrative adjectives
 and pronouns show distinc-
 tions in number as well as
 near and far.

- A. Adjectives and pronouns ii and uu -- yaa/wah for
 singular and ye/we for plural referents
 respectively.

FIJI HINDI

STANDARD HINDI

B. Case

8.

Demonstrative adjectives show the nominative form in a post positional phrase.

Demonstrative adjectives show the oblique form in a postpositional 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 -- kisii.

9.

Demonstrative pronouns show a single oblique form for singular and plural when governed by a postposition.

Demonstrative pronouns show separate oblique forms 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 MarkersA. Possessive Marker

10.

Possessive marker ke shows a single uninflected form for all items possessed.

Possessive marker kaa is inflected to agree with the gender of the item 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.

FIJI HINDI

STANDARD HINDI

B. Object Marker

11.

Direct and indirect object marker ke shows a single form for all objects.

Direct and indirect object marker ko shows a single form for all objects.

- A. ke -- ko as marker for direct and indirect objects.

V. Personal PronounsA. Person And Number

12.

Personal pronouns show distinctions between first, second, and third persons in both singular and plural.

Same as in Fiji Hindi.

- A. ham -- mai with accompanying hai becoming huu.
- B. tum and tum log remain the same, but accompanying hai -- ho.
- C. uu -- wah with no change in accompanying hai.
- D. ham log -- ham and requires plural verbforms.
- E. aap remains the same but requires plural verbforms.
- F. uu log -- we and requires plural verbforms.

13.

Personal pronouns show separate forms for familiar and polite in 2nd. person plural.

Same as for Fiji Hindi.

B. Possessives

14.

Possessive personal pronouns and adjectives show a single form for all items possessed.

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

FIJI HINDI

STANDARD HINDI

C. Case

15.

All postpositions, save ke se, and pe require the possessive form of personal pronouns they govern.

16.

Three postpositions require the nominative form of all personal pronouns they govern save uu and ii.

17.

Singular personal pronouns have alternative oblique forms which can appear with no postpositions as direct or indirect objects.

All postpositions save ko/se/par require the inflected possessive form of personal pronouns they govern.

Three postpositions require the oblique form of all personal pronouns, save tum, ham and aap.

All personal pronouns save 2nd. person plural have special oblique forms which can appear with no postposition as direct and indirect objects.

VI. VerbsA. MoodA1. Indicative

FUTURE TENSE

18.

The future is formed by adding future endings to the verbstem.

Same as for Fiji Hindi.

19.

Future verbforms show distinctions in person only.

Future verbforms show distinctions in person, gender, and number.

A. -egaa ending -- -uugaa/-ege for 1st. pers. sing. and pl. subjects respectively, and changes to agree with the gender of its subject.

FIJI HINDI

STANDARD 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.

Same as for Fiji Hindi

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 -- hai for all plural subjects save tum log.

22.

The auxiliary verb is optional in all present tense forms.

The auxiliary verb is obligatory in all present tense forms except negatives.

23.

The imperfect participle shows distinctions in person.

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

STANDARD HINDI

PAST TENSE

24.

The past tense is formed by the perfect participle which consists of the verb stem plus inflectional endings.

Same as for Fiji Hindi.

PAST TENSE OF INTRANSITIVES

25.

Past participles of intransitive verbs change their endings to agree with the gender of 3rd. person animate subjects only.

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 2nd. person polite subjects only.

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.

Three intransitive verbs show irregular stems in past tense.

Same as for Fiji Hindi.

FIJI HINDI

STANDARD HINDI

27. Cont.

- A. rahaa (the past participle of the main and auxiliary verb honaa) -- tha and changes to agree with the gender and number of its subjects.
- B. The past participle bhay (restricted to certain impersonal expressions) -- hu 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.

Same as for Fiji Hindi.

PAST PERFECT

29.

The past perfect is formed by the inflected perfect participle plus the past auxiliary.

Same as for Fiji Hindi.

30.

Either the participle or the auxiliary carry inflectional endings, but not both.

Both the participle and the auxiliary must carry inflectional endings.

31.

When the auxiliary carries inflectional endings, the participle shows the neutral ending -aa.

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 show a single form for all inanimate subjects.

Past participles of transitive verbs change to agree with their object in gender and number, except as described below.

FIJI HINDI

STANDARD HINDI

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.

Past participles of transitive verbs change to agree in gender and number with all animate objects.

The subjects of past participles of transitive verbs take the postposition ne and, thus, must show oblique endings according to their gender and number.

Same as for Fiji Hindi.

The presence of the direct object marker blocks verb agreement with the object and requires that the verb show 3rd. person masculine singular forms.

The present auxiliary changes to agree in number with its participle.

The past continuous is formed by the inflected imperfect participle plus the past auxiliary.

FIJI HINDI

STANDARD HINDI

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.

When appearing with an imperfect participle, the past auxiliary changes to agree with the gender and number of its subject.

PRESENT AND PAST PROGRESSIVE

40.

Verbs show a single form for both habitual and progressive action.

Verbs show separate forms for habitual versus progressive action.

41.

Progressive action is shown by present tense.

The present progressive is formed with the verbstem plus an inflected form of rahaa plus the present auxiliary.

42.

Progressive action is shown by the past continuous.

The past progressive is formed with the verbstem plus an inflected form of rahaa plus the past auxiliary.

A2. Commands

43.

Commands show separate forms for familiar and polite subjects.

Same as for Fiji Hindi.

44.

aap takes a single command form.

aap takes different forms depending on degree of politeness.

A. -naa ending for aap -- -naa/-iye/-iyegaa/-e.

FIJI HINDI

STANDARD HINDI

A3. Hortative

45.

The hortative shows both a common form and separate forms for singular and plural.

The hortative shows separate forms for singular and plural.

- A. Hortative ending -ii -- -uu for 1st. pers. singular subjects.
- B. Hortative ending -ii/-e koii -- -e for 1st. person plural subjects.

A4. Subjunctive

FUTURE SUBJUNCTIVE

46.

Subjunctive verbforms change to agree in person with their subject.

Subjunctive verbforms change to agree in person and number with their subject.

- A. 1st. person ending -ii -- -uu and -e for singular and plural subjects respectively.
- B. 2nd. person ending -o -- same.
- C. 3rd. person ending -e -- -e and -e for singular and plural subjects respectively.
- D. 2nd. person plural polite ending -e -- -e.

PRESENT SUBJUNCTIVE

47.

The present subjunctive is realized by the imperfect participle which shows a single ending for all subjects.

The present subjunctive is realized by the imperfect participle which changes its ending to agree with the gender and number of its subject.

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

Verbs show separate forms for present and past subjunctive.

The past subjunctive is realized by the perfect participle plus the imperfect participle, both of which change to agree with the gender and number of the subject.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

The oblique infinitive is formed by the verbstem plus -ne.

FIJI HINDI**STANDARD HINDI**

54.

Aspects and compounds follow the rules for transitive verbs in past tenses which use the perfect participle.

The modifying verb determines whether an aspect or a compound follows the rules for transitive or intransitive verbs in past tenses which use the perfect participle.

B1. Ability

55.

This aspect consists of the oblique infinitive plus the modifying verb saknaa.

This aspect consists of the verbstem plus the modifying verb saknaa.

56.

saknaa may either precede or follow the main verb.

saknaa must follow the main verb.

57.

The main verb may be deleted if it is implied in the context.

The main verb may not be deleted under any condition.

B2. Overcoming Difficulties

58.

This aspect consists of the oblique infinitive plus the modifying verb paanaa.

This aspect consists of the verbstem 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 karnaas.

This aspect is not found in standard Hindi.

FIJI HINDI

STANDARD HINDI

B4. Obligation, Compulsion

60.

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

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

61.

The personal subject is expressed as indirect object.

Same as for Fiji Hindi.

62.

The oblique infinitive does not change its form.

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

63.

The modifying verb shows 3rd. person masc. endings only.

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.

Same as for Fiji Hindi.

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.

FIJI HINDI

STANDARD HINDI

C1. On The Verge Of

66.

This meaning is added by an imperfect form of the modifying verb jaanaa.

67.

This meaning requires that the main verb take the form of the oblique infinitive.

68.

The modifying verb may be replaced by the marker waalaa.

69.

waalaa shows a single form for all subjects.

C2. Completion

70.

This meaning is added to intransitive main verbs by the modifying verb jaanaa.

71.

This meaning is added to transitive main verbs by the modifying verb lenaa.

72.

This meaning requires that the main verb take the form of the stem.

73.

main verbs whose stems end in -aa or -o optionally add -y.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

waalaa changes its endings to agree with the gender and number of its subject.

This meaning is added to intransitive main verbs by the modifying verb jaanaa or chuknaa.

This meaning is added to transitive main verbs by the modifying verbs lenaa or jaanaa.

Same as for Fiji Hindi.

No equivalent rule.

FIJI HINDI

STANDARD HINDI

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.

FIJI HINDI

STANDARD HINDI

D. Probability

81.

Probability may be added to any verb phrase having an indicative verb.

Same as for Fiji Hindi.

82.

Probability is added by placing a future form of the verb honaa after the final element of the verb phrase.

Same as for Fiji Hindi.

83.

The probability marker shows a single form, hoii, for all subjects.

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

A. Probability marker hoii -- houugaa/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.

Same as for Fiji Hindi.

85.

When probability is added past forms of honaa do not change.

When probability is added past forms of honaa become huua and retain the endings showing gender and number.

FIJI HINDI

STANDARD HINDI

E. Derived FormsE1. 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.

Same as for Fiji Hindi.

87.

When a verb functions as a noun, it takes the form of the oblique infinitive.

When a verb functions as a noun, it takes the form of the infinitive and, like any -aa final noun, changes its ending to -e before a postposition.

- A. Verbstem plus -e -- verbstem plus -naa.
- B. Verbstem plus -e -- verbstem plus -ne before a postposition.

88.

As subject or object of a verb, the oblique infinitive adds the postposition ke.

As object of a verb, the infinitive may add the postposition ko which causes the infinitive to become oblique.

- 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.

FIJI HINDI

STANDARD HINDI

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.

FIJI HINDI

STANDARD HINDI

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.

Same as for Fiji Hindi.

97.

waalaa changes to agree with the gender of animate nouns only.

waalaa changes to agree with the gender and number of the noun it modifies.

- A. Adjective marker waalaa -- waale for all masc.
pl. nouns.
- B. waalaa -- waalii before all fem. inanimate nouns.

98.

No equivalent rule.

When an adjective clause whose verb shows present progressive or past tense precedes the noun, the verbs take the form of the imperfect participle and the perfect participle respectively.

99.

No equivalent rule.

A participle in an adjective clause preceding its noun changes its ending to agree with the gender and number of the noun it modifies.

100.

No equivalent rule.

A participle in an adjective clause preceding its noun takes the marker huaa which changes its ending to agree with the gender and number of its participle.

FIJI HINDI

STANDARD HINDI

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.

Same as for Fiji Hindi.

A. Imperfect participle ending -at/-te -- -te.

104.

No equivalent rule.

The marker hue may appear after the participle.

105.

With certain intransitive verbs, the imperfect participle may be replaced by the verbstem plus the prior completion marker.

Same as for Fiji Hindi.

A. Prior completion marker ke -- kar after all verb-stems save kar.

106.

Adverbial clauses other than those of manner appear before the main clause of the sentence.

Same as for Fiji Hindi.

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.

STANDARD HINDI

Same as for Fiji Hindi.

FIJI HINDI

STANDARD HINDI

E4. Complementation

113.

A clause which is object of a verb may follow the verb introduced by the optional marker ki.

Same as for Fiji Hindi.

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.

Same as for Fiji Hindi.

115.

The verb of an imbedded complement takes the form of the imperfect participle showing a single form for all subjects.

Same as for Fiji Hindi.

A. Imperfect participle ending -at/-te -- -te.

116.

A few intransitive verbs whose action occurs prior to what of the main clause verb take the form of the perfect participle in an embedded complement.

Same as for Fiji Hindi.

117.

A perfect participle in an embedded complement shows a single ending for all subjects.

A perfect participle in an embedded complement changes its endings to agree with the gender and number of its subject.

APPENDIX C
DIGLOSSIC WORDLIST

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 kaala becoming kariyaa, items have been cited here and not in Appendix D.

<u>Fiji Hindi</u>	<u>Standard Hindi</u>	<u>Meaning</u>
<u>Pronouns</u>		
1. ii	1. yah, ye	1. this, these
2. uu	2. wah, we	2. that, those
3. ham	3. mai	3. I
4. uu log	4. we	4. they
<u>Possessives</u>		
5. hamaar	5. meraa, -e, -ii	5. my, mine
6. tumaar	6. tumhaaraa, -e, -ii	6. your, yours

Appendix C - Diglossic Wordlist

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<u>Fiji Hindi</u>	<u>Standard Hindi</u>	<u>Meaning</u>
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Possessives Cont.

7. ham log ke	7. hamaaraa, -e, -ii	7. our, ours
8. uu log ke	8. unkaa, -e, -ii	8. their, theirs

Question Words

9. kaunchii, kaa	9. kyaa	9. what
10. kaahe	10. kyo	10. why
11. ke	11. kaun	11. who

Adverbs

12. hiyaa	12. yahaa, yahii	12. here
13. huwaa	13. wahaa, wahii	13. there
14. hardam	14. hameshaa	14. always
15. khaalii	15. sirf	15. only, just

Postpositions

16. ke	16. kaa, ke, kii	16. of
17. ke	17. ko	17. to, at
18. lage	18. paas	18. near, have
19. waaste, waste, wastin	19. liya	19. for
20. saghe	20. saath	20. with
21. bhittar	21. andar	21. inside
22. nagiich	22. nazdiik, paas	22. close, near

Adjectives

23. julum	23. baRhiyaa	23. fine, great
24. khalaas	24. khatam, samaapt	24. finished
25. jastii, besii	25. zyaadaa	25. more
26. DheR	26. zyaadaa, kaafii	26. plenty, lots
27. kaRaa	27. mushkil, sakht	27. hard, difficult
28. kaRaa	28. chatuur	28. clever
29. jhuuraa	29. suukhaa	29. dry
30. ujjar, ujjal	30. safed	30. white

Fiji HindiStandard HindiMeaningAdjectives Cont.

31. kariyaa	31. kaalaa	31. black
32. fokaTiyaA	32. bekaar	32. useless
33. chok	33. pain	33. sharp

Verbs

34. maagnaa	34. chaahnaa	34. to want
35. chiinnaa	35. pahchaannaa	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. jalaa 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
42. luk jaanaa	42. chhip jaanaa	42. to get lost
43. biignaa	43. pheknaa	43. to throw
44. hal jaanaa	44. gus jaanaa	44. to enter
45. pauRnaa	45. tairnaa	45. to swim
46. chhazT karna	46. kay karna	46. to vomit
47. chhaapaa 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, maafik	52. tarah, prakaar	52. kind, type
53. barkhaa, paanii	53. baarish, warshaa	53. rain
54. chzaTaa	54. kiichaR	54. mud
55. jane	55. wyaktii	55. person
56. biiyaa	56. bijj	56. seed
57. chaur	57. chaawal	57. cooked rice
58. sajhaa	58. shaam	58. evening
59. pahunaa, paunaa	59. mahmaan	59. guest

<u>Fiji Hindi</u>	<u>Standard Hindi</u>	<u>Meaning</u>
<u>Nouns Cont.</u>		
60. khasii, khassii	60. bakraa	60. male goat
61. juun	61. belaa	61. period of the day
62. maTTii, murdaa	62. laash	62. corpse
63. gaTayi	63. gallaa, gardan	63. neck
64. bistuiyaa	64. chipkalii	64. lizard
65. aafat	65. tag	65. bother
66. aasraa	66. sahaaraa	66. help
67. Daig	67. kadam	67. step
68. gos	68. maas	68. meat

APPENDIX D

SOUND CHANGES IN INFORMAL FIJI HINDI

NOTE: There are no regular sound differences between Fiji Hindi and standard Hindi. Most Fiji Indians make no distinction between "j" and "z", or "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.

<u>Informal</u>	<u>Standard Hindi</u>	<u>Meaning</u>
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1. Alternation Of "r" and "l"

1A. Intervocalic

1. keraa	1. kelaan	1. banana
2. gaarii	2. gaali	2. oath, curse
3. naaraa	3. naalaa	3. stream
4. sorah	4. solah	4. sixteen
5. naura, neora	5. nauka, neola	5. mongoose
6. dubraa	6. dublaa	6. thin

1B. Syllable Initial

7. machhrii	7. machhlii	7. fish
8. patraa	8. patlaa	8. thin
9. nikraa	9. niklaa	9. came out
10. karejaa	10. kalejaa	10. liver, heart

<u>Informal</u>	<u>Standard Hindi</u>	<u>Meaning</u>
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1C. Syllable Final

11. baar	11. baal	11. hair
12. paidar	12. paidal	12. on foot
13. ujjar	13. ujjal	13. white
14. samtar	14. samtal	14. flat
15. magar	15. magal	15. Tuesday
16. kaThar	16. kaThal	16. jackfruit
17. hardii	17. haldii	17. tumeric
18. jarnaa	18. ja1naa	18. to burn
19. sambhaarnaa	19. sambhaalnaa	19. to take care
20. palwaar	20. pariwaar	20. family

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

21. bhaiyaa	21. bhaaии	21. brother
22. maiyaa	22. maa	22. mother
23. kariyaa	23. kaalaa	23. black
24. hariyaa	24. harii	24. Hari (name)
25. bidiyaa	25. bidii	25. dot

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

26. chhoTkanaa	26. chhoTaa	26. small
27. baRkanaa	27. baRaa	27. big
28. lamkanaa	28. lambaa	28. long, tall

2C. Shortening Of Root Vowel And Addition -naa or -kaa with haitus of -u-.

29. nakunaa	29. naak	29. nose
30. galukkaa	30. gaal	30. cheek

2D. Adding -ii

31. bahani	31. bahan	31. sister
32. juunii	32. juun	32. period of the day
33. piiThii	33. piiTh	33. back

<u>Informal</u>	<u>Standard Hindi</u>	<u>Meaning</u>
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3. Intrusive Or Replacive Syllable Final Nasal

34. aisan	34. aaisaa, aise	34. this way, this kind
35. waisan	35. waisaa, waise	35. that way, that kind
36. kaisan	36. kaisaa, kaise	36. which way, which kind
37. fin	37. fir	37. well, then, again
38. jon	38. jo	38. which, who (rel. pron.)
39. mandraajii	39. madraasii	39. from Madras
40. telinguu	40. teluguu	40. one who speaks Telugu
41. samundar	41. samudra	41. sea

4. Loss Of Nasalization On Vowels

42. hame	42. hame	42. me, to me
43. tume	43. tume, tumhe	43. you, to you
44. aakh	44. aakh	44. eye
45. oTh	45. oTh	45. lip
46. gaaThii	46. gaaTh	46. knee, knot
47. hastaa	47. hastaa	47. laugh(ing)

5. Reductions In Rapid Speech5A. Dropping Of h

48. ai	48. hai	48. is, are, etc.
49. naii	49. nahii	49. no, not
50. raa	50. rahaa	50. was, were, etc.
51. kaa	51. kahaa	51. where
52. baut	52. bahut	52. much, many
53. chale k oii	53. chale ke hoii	53. let's go

5B.. Reduction Of Final -e In Postpositions

54. gaay k bachchaa	54. gaay ke bachchaa	54. calf
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<u>Informal</u>	<u>Standard Hindi</u>	<u>Meaning</u>
55. harii s puuchho	55. harii se puuchho	55. ask Hari
56. ammaa s bataayaa?	56. ammaa se bataayaa?	56. Did you tell mother?
57. thoRaa derii m aaegaa	57. thoRaa derii me aaegaa	57. I'll come in a little while
58. ek ghanTaa m	58. ek ghanTaa me	58. in an hour

6. Shortening Of Root Vowel
Often With Compensatory Lengthening Of Consonant

6A. -aa- Reducing To -a-

59. mataa	59. maagtaa	59. want(ing)
60. jantaa	60. jaantaa	60. know(ing)
61. rastaa	61. raastaa	61. road, way
62. chal jaii	62. chal jaaii	62. will do, suit
63. chakku	63. chaaku	63. small knife

6B. -ii- Reduces To -i-

64. bhittar	64. bhiitar	64. inside
65. pichchhe	65. piichhe	65. behind
66. nichche	66. niiche	66. below
67. Dhillaa	67. Dhiilaa	67. loose

6C. -uu- Reduces To -u-

68. TuTh gae	68. TuuTh gaye	68. has broken
69. uppar	69. uupar	69. above
70. kabuttar	70. kabuutar	70. pigeon
71. Dub gae	71. Duub gaye	71. sunk, drowned

6D. -e- Reduces In Length

72. deKho	72. dekho	72. look
73. kekRaa	73. kekRaa	73. crab
74. ekke	74. ek hii	74. the same

6E. -o- Reduces In Length

75. oRhni	75. oRhni	75. shawl
76. boklaa	76. boklaa	76. peelings
77. sommaar	77. somwaar	77. Monday

<u>Informal</u>	<u>Standard Hindi</u>	<u>Meaning</u>
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7. Variation In Root Vowel

78. suutaa	78. sotaa	78. sleep(ing)
79. tuRnaa	79. toRnaa	79. to break

8. Weakening Of Aspiration

80. haat	80. haath	80. hand
81. abii	81. abhii	81. now
82. dud	82. duudh	82. milk



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