This text consists of 89 lessons in Hindustani. Each lesson is divided into four parts. The first section lists the grammatical objectives of the lesson. A brief dialogue follows which deals with an everyday situation. The notes clarify certain grammatical points of the dialogue. The lesson ends with repetition, transformation, and substitution drills. (CFM)
Preliminary Draft

LESSONS IN COLLOQUIAL HINDUSTANI
FOR FIJI

Developed by
Sheela Smith

With the Assistance of
Vijendra Sundar

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The Pacific and Asian Linguistics Institute
The University of Hawaii
LESSON 1

Goals: 1. Interrogative "ka" - what.
       2. Demonstrative "u" - that.
       3. Auxiliary verb "heī".

Dialogue: u ka hōi? What is that?
           u buk heī. That is a book.

Notes. "u" is the demonstrative pronoun meaning "that". It should be used when the object being spoken about is not within reaching distance of the speaker.

The auxiliary verb "heī" (infinitive "honē"), means "am", "is", or "are" depending on the number of the subject. It occurs at the end of the sentence in a simple sentence or a clause.

In an interrogative sentence like "u ka hōi?" the auxiliary "heī" is shortened to an -e and the sentence may sound like this "i ka e?"

Certain words from English language are very frequently used in Hindustani. They may retain their original form as in "buk" or may be distorted to varying degrees.

E.g.: cok chalk
     beg bag
     tebil table
     dova door
Drills: 1. Repetition

u pensil hei
u gher hei
u buk hei
u ledka hei
u dukan hei.

That is a pencil.
That is a house.
That is a book.
That is a boy.
That is a store.
LESSON 2

Goals: 1. Addition of demonstrative "i" = this.

Dialogue: i ka-hei? What is this?
            u pensil hei. That is a pencil.

Notes: "i" is equivalent to "this". It indicates the proximity of the speaker to the object.

Drills: 1. Repetition
        i ledk i hei This is a girl.
        i gher hei This is a house.
        i tibil hei This is a table.
        i kursi hei This is a chair.

2. Repetition
    i ka hei? What is this?
    u buk hei. That is a book.
    u ka hei? What is that?
    u gher hei That is a house.
    u ka hei? What is that?
    i juta hei This is a shoe.
LESSON 3

Goals:
1. Asking a question that calls for either a positive or a negative response.
2. Affirmative "hā" and negative "nē".

Dialogue:
i makēt hei? Is this the market?
hā, i makēt hei. Yes, this is the market.

u mandir hei? Is that a temple?

nē, u masjid hei. No, that is a mosque.

Notes:
A simple statement can be transformed into an interrogation simply by changing the intonation of the sentence.

E.g.
i makēt hai This is a market.
i makēt hei? Is this the market.

"hā" is equivalent to "yes" and "nē" or "nēhi" to "no". "nē" is a shortened form of "nēhi" and is used more often than "nēhi". But both forms can be used without any change in the meaning.

Drills:
1. Repetition
i pensēr hei? Is this a pencil?
u mandir hei? Is that a temple?
u vijēy hei? Is that Vijay?
i skul hai? Is this a school?
2. Substitution

Instructor: skul

Class: há, u skul hei.

dukan

gai

khet

dalo

3. Transformation

Transform the drills in drill 2 by substituting "ne" in place of "hā".
LESSON 4

Goals: 1. Addition of the conjunction "aur" - and to the sentences in lesson 1. 
Addition of the adverb "bhi" - too or also.

Dialogue: 
aur i ka hei? And what is this? 
u bhi buk hei. That too is a book.

Notes: "yehu" and "yehu bhi" have the same meaning as "i bhi" and can be substituted in place of "i bhi". All three words are commonly used and all three are correct.
i bhi buk hei. This too is a book. 
y hu buk hei. This too is a book. 
y hu bhi buk hei. This too is a book.

Similarly, "vahu" and "vahu bhi" can be substituted in place of "u bhi" with no change in the meaning.

Drills: 1. Repetition and Substitution
A. Repetition
aur i bhi-pensil hei And this too is a pencil.
aur i bhi-ledki hei And this too is a girl.
aur i bhi-khet hei And this too is a field.
aur i bhi-ghar hei And this too is a house.
aur i bhi-kursi hei And this too is a chair.
aur i bhi-tabil hei And this too is a table.
B. Substitution
Instructor: kursi
ped
khet
tebil
cok
beg

2. Substitution
Instructor: yahu
i
u bhi
yahu
i bhi
yahu bhi
u
yahu bhi
yahu

3. Repetition
i le Łke hei aur u le Łki This is a boy and that is hei
i tebil he Ł aur u kursi This is a table and that hei
i em hei aur u neriyar This is a mango and that hei

Class: aur i bhi kursi hei.

Class: yehu tebil hei.

This is a girl.

This is a chair.

This is a coconut.
This is an Indian and that is an American.

This is a temple and that is a mosque.
LESSON 5

Goals:
1. Interrogative "whose".
2. Possessive "hēmar" and "tumār".
3. Postposition "ke" - possessive.

Dialogue: u kis ke pensil hai?  Whose pencil is that?
u hēmar pensil hai.  That is my pencil.

Notes: "ke" is attached to the oblique form of the nouns to indicate possession.
E.g.
Sarla ke sadi  Sarla's sari.
ram ke saykāl  Ram's bicycle.
sambhu ke dukan  Sambhu's store.
hēmar and tumār are the possessive forms of hēm and tum respectively.

Drills:
1. Repetition
hēmar sadi  My sari
sita ke beg  Sita's bag
kisan ke khet  Farmer's field.
gokāl ke dukan  Gokāl's store
tumār pen  Your pen

2. Substitution
Instructor: kursi  Class: i kis ke kursi hai?
ghodi
LESSON 6

Goals: 1. Possessive "is ke" and "us ke".
2. Asking a person's name.

Dialogue: tumar nam ka hai? What is your name?
hamar nam raja hai. My name is Raja.
Sur is ke nam ka hai? And what is this person's name?
is ke nam Sham hai. His name is Sham.

Notes: "is" and "us" are the oblique forms of "i" and "u" respectively. To form the possessive postposition "ke" follows these oblique forms.

Drills:
1. Repetition
hamar nam sarla hai My name is Sarla.
us ke nam Ashok hai His name is Ashok.
tumar nam tom hai Your name is Tom.
is ke nam sadhu hai His name is Sadhu.
us ke nam sita hai Her name is Sita.

2. Substitution
Instructor: tumar.
Class: tumar pensil hai?
is ke
sita ke
hamar
viny ke
3. Chain drill: Student A asks student B:

tūmar nam ka hēi?

Student B responds:

hēmar nam ------ hēi. (to student C):

tūmar nam ka hēi?

And so on.
LESSON 7

Goals:
1. Positive commands using simple verbs.
2. Addition of direct object to the verb.

Dialogue:
lao Bring
pādo Read or study
khao Eat
suno Listen
pensil lao Bring the pencil.
bāk pādo Read the book.
kHana khao Eat the meal
Gana suno Listen to the song

Notes:
The Imperative mood is used to express command, entreaty, prohibition and the giving of advice and warning. It may refer to an act in the immediate present; or the immediate future.

The form in the lesson is used when addressing members of the family except the elders, friends of equal status to the speaker and servants. This form should not be used when addressing one's teachers, superiors and complete strangers.

In an Imperative sentence, the subject "you" is omitted.

The Imperative form for second person is obtained by the addition of the vowel -o to the verbal root. Verbal roots ending in consonants, -a, and -e
have regular formation.

e.g.

sun + -o  suno  Listen
bol + -o  bolo  Speak
kha + -o  khao  Eat
de + -o  deo  Give
lao + -o  lao  Bring

Drills:  1. Repetition

ca lao  Bring the tea
nimak deo  Give the salt
citthi likho  Write a letter
buk padho  Read the book
radio suno  Listen to the radio
dukan jao  Go to the shop

2. Substitution

Instructor: lao  Class: buk lao
lao
deo
dekho
padho
khorido

3. Repetition

caaur pani bhi lao  Bring tea and water too.
buk'aur pensil bhi  Buy the book and a pen too.
khorido
nimak aur mircaz bhi deo

cini aur dudh bhi deo

hath aur god bhi dhob.

Give the salt and the
pepper too.

Give the sugar and the
milk too.

Wash hands and feet too.
LESSON 8

Goals: 1. Simple negative commands.

Dialogue: nahi khao.

Notes: "nahi" and "met" are used as negatives. There is not much difference except that "met" cannot be used as "no" while "nahi" is used as "no".

Drills: 1. Substitution
Instructor: khao Class: met khao
lao
suno
pio
dekho
so
LESSON 9

Goals:
1. Nominative pronouns "हम" and "तुम" and "मेरे" and "उ"
2. Verb "करना" - to do.
3. Conjunction of nouns and verbs "करना".

Dialogue:
(tum) ka kērtā? What are you doing?
hām phon kērtā hei. I am telephoning.
i ka kērtī? What is she doing?
u kam kērtī hei. She is working.

Notes:
"हम" is the first person singular pronoun meaning "I"; "तुम" is the second person singular pronoun meaning "you". "मेरे" and "उ" are used as "he", "she" or "it" - the third person singular pronouns.

The pronoun is usually omitted in an interrogative sentence in the second person.

e.g.
ka kērtā? instead of tum ka kērtā?

The auxiliary verb in an interrogative sentence can also be omitted.

e.g.
i ka kērtī? instead of i ka kērtī hei?

The verb "करना" means "to do". ("कर") is the bare root of the verb and "करना" is the infinitive.
All infinitives end in "ka-na". This verb in combination with a noun forms a verb that can be used as a principal verb.

E.g.

phon + karna = To telephone
phon karna

bhojen + karna = To eat
bhojen karna

It may be noticed that in most noun + verb conjuncts in the lesson the nouns are "loan words" from the English language.

E.g.

rest kerta, dreiv kerta etc.

In a nominative sentence the form of the verb agrees with the gender of the subject.

E.g.

kamla kam kerti. Kamla is working.
tom yad kerta. Tom is remembering.
tum bhojen kerta. You are eating. (feminine)
u-rest kerti. She is resting.

To obtain the correct form of the verb for a masculine noun -ta should be added to the bare root of the verb and the correct form for the feminine nouns in second and third persons can be obtained by adding -ti to the bare root of the verb. The verbal form does not change for
feminine gender in first person.

\[ \text{ker + ta} = \text{kerta} \quad \text{tum kerta} \quad \text{You (masculine)} \]

\[ \text{ker + ti} = \text{kafti} \quad \text{u kerti} \quad \text{She does.} \]

Drills: 1. Repetition

- hem kam kerta
- uma phon kerti
- tum sted kerta
- hem bhajen kerta
- gyan draiv kerta
- u yad kerti

2. Substitution

- Instrucctotr: hem
- Class: hem kam kerta hei

- meri
- sadhu
- sita
- tom
- i (feminine)
- u (masculine)
- vīmla
- ramdas

3. Chain Drill

Student A asks Student B

ka kerta?
Student B responds:
phon kerta.
Student B asks Student C:
ka kerta?
Student C responds:
est kerta.
and so on.
Use the verbs used in this lesson.
LESSON 10

Goals:
1. Verbs not found with "karta".
2. Interrogative "where".
3. Adverbs "here" and "there".

Dialogue:
Rā kārta?
ham jāta hē.
kēhā jāta hē?
huā.

What are you doing?
I am going.
Where are you going?
There.

Notes:
As in the previous lesson the form of the verb has to agree with the gender of the noun and the correct verbal form for masculine nouns in all three persons and feminine nouns in first person is obtained in the same way as before, i.e. the bare root of the verb + ta.

Ja + ta = jāta
verbal root + ta

The verbal form for all feminine nouns except those in the first person is the same as before, i.e. verbal root + ti.

E.g.
likh + ti, likhti
uma likhti hēi. Uma is writing,
tum likhti hēi. You are writing.
"hiyā" and "huā" are the place adverbs meaning "here" and "there" respectively.

Another way of answering the question "kohā jata/ti?" is:

hem maket jata. I am going to the market.

Drills: 1. Substitution

Instructor: sun

Class: hem suntā hei.

lish
kha
bol
ja
bula

2. Transformation

Transform the above drill by substituting the following pronouns in place of "hem".

1. i (masculine)
2. u (feminine)
3. tum (masculine and feminine both)

3. Repetition

vijay kohā hei? Where is Vijay?

maket kohā hei? Where is the market?

pehsil kohā hei? Where is the pencil?

skul kohā hei? Where is the school?

posthopis kohā hei? Where is the post office?
4. Chain Drill
Student A asks, Student B:
tum kēhā jata?
Student B responds:
hem dukān jata. (to student C): tum kēhā jata?
jēi hei.

Student C:
hem skūl jata.

5. Repetition
hem hotel mē khana I eat at a hotel.
khana hei
hem hōpis mē kam kerta I work in an office.
hei
hem begica mē phul todta I pluck flowers in the
garden.
hem beūai mē hindī I teach Hindī in Hawaiī.
pēdhatā hei
LESSON 11

Goals: 1. Plural pronouns.
2. Postposition "mē" - (locative).

Dialogue: tum log kēhā jata hei? Where are you (plural) going?
   bēgica mē In the garden.

Notes: "log" literally translated means "people" or "folks". So "hēm log" or "tum log" really means "we people" or "you folks". To get the plural of any pronoun "log" should be added after the pronoun.
   e.g.
   tum log you people you
   hēm log we people we
   i log these people they (here)
   u log those people they (there)

   The forms of the principal verb and the auxiliary verb remain the same as in singular constructions.
   e.g.
   tum kēhā jata hei?
   tum log kēhā jata hei?
   or
   hēm khatā hei.
   hēm log khata hei.
"mē" means "in" or "at" and always precedes the noun.

e.g.

begica mē and not mē begica
skul mē and not mē skul

Drills:

1. Repetition.

Hem log dukan jata hei We are going to the shop.
tum log buk pēdhta hei You are reading a book.
i log khana khata hei They (here) are eating.
tum log ca pita hei You are drinking tea.
hem log pēl lata hei We are bringing fruit.
u log ganā gata hei They are singing.

2. Transformation

Transform the sentences in Drill 1 in singular sentences.

3. Substitution

Instructor: begica Class: lila begica mē hei.

suva
skul
kemra
emrika
mendir
ba
honolulu
gāv
LESSON 12

Goals: 1. Simple equational sentences:
   "What are you?"
   "I am a lawyer."

2. Vocabulary for different professions.

Dialogue: tum ka heī? What are you?
ham master heī. I am a teacher.
"ticēr" (feminine).

Notes: It is considered polite to use "tum" for friends, family and people of equal status. But when addressing complete strangers, teachers, superiors, women and elders "ap" should be used instead of "tum". "ap" is considered more polite and proper.

E.g.
ap kā kārta?

Drills: 1. Repetition.
ham master heī I am a teacher.
ham mehājen heī I am a shopkeeper.
ham kesāi heī I am a butcher.
i veheil'saheb heī This person is a lawyer.
ham sonar heī I am a goldsmith.
ram nau heī Ram is a barber.
2. Substitution  
Instructor: doktersahēb Class: u hemar doktersahēb hei.
mali
kuk
dhobi
nau
vekil
sonar

3. Question and Answer Drill
The instructor asks the students one by one:
"tum kā hei?"
They respond:
"hem ---- hei, ap kā' hei?"
LESSON 13

Goals:
1. Interrogative "who".
2. Family.
3. Introduction of adjectives.
4. "ji" as a suffix indicating respect.
5. Genders of nouns.

Dialogue:
i kon hai?  Who is this?
i hemar chota bhaiyya  This is my younger brother.

Notes: Adjectives agree with the gender of the noun they qualify in a nominative sentence.

-  "chota bhaiyya"  younger brother
-  "chota ladka"  small boy
-  but "choti behni"  younger sister
-  "choti ladki"  small boy

Adjectives qualifying masculine nouns end in -a. To obtain the feminine, the terminal -a should be changed to -i.

-  "accha ladka"  good boy
-  "acchi ladki"  good girl
Adjectives ending in a consonant remain the same.

E.g.
- Sunder ladki - beautiful girl
- Garib ladka - poor boy
- Als i ladka - lazy boy
- Als i ladki - lazy boy

Names of animate objects are masculine or feminine according to the sex. There are only two genders in Hindi. Names of inanimate objects ending in a consonant and the vowel -a are generally masculine.

E.g.
- dukon, ped; gher etc.

Names of inanimate objects ending in -i are generally feminine.

E.g.
- sadi, gadi etc.

Names of days and mountains and most of the metals except silver are masculine while those of rivers are feminine.

Sometimes adjectives like "bada" may be lengthened into "bedkana" or "bedkani". It is usually used to indicate the superlative degree; but may also be used in comparison.

I hamar bedkana bheiyye hei, may mean

This is my eldest brother or

This is my elder brother.
The suffix "ji" is attached to nouns to indicate respect.

e.g.

- penditji = priest
- masterji = teacher

Some people may even attach it to a proper noun: ramdas ji

Drills:

1. Repetition

- bedi behini = elder sister
- bedkowi behini = eldest or elder sister
- lemba ped = tall tree
- eccha ledka = good boy
- neva set = new shirt
- motkowi aurét = the fattest woman or fat woman
- choti ledki = small girl

2. Substitution

Instructor: bheiyya

Class: i hēmar bheiyya hei.

- mā behini
- pitaji
- ledka
- ledki-
- aurét
- admi
3. Repetition

हमार भाईया अच्छा है My brother is nice.
उस के बहिन लंबी है That person's sister is tall.
इस के चाटा पुराना है This person's umbrella is old.
राम के शर्ट नया है Ram's shirt is new.
तुमार घर बड़ा है Your house is big.
LEsson 14

Goals: 1. Plurals of masculine nouns.
2. A Hobbit - "now" or "at the moment".
3. Adverb "kitna" - "how many".

Dialogue: hiyā kitna skul ho? How many schools does this place have?
Abhi daī hoī. There are two at the moment.

Notes: The plural of masculine nouns that are animate objects can be formed by adding "log" to the noun.
E.g.
- lodka log boys
- lomi log men

Masculine nouns ending in -a that are not animate objects form their plural by changing the -a to -e.
E.g.
- juta
ekte
- komra
ekore

The other masculine nouns do not change forms.
Most of the "loan words" from English language are treated as masculine nouns unless they are feminine nouns themselves.

The word "lodka" (plural of "lodka") is an exception and refers to "children" as well as "boys".

34
Drills: 1. Substitution
Instructor: ped  Class: hiyā kīmā ped hai?
ghar
Pedka log
dukan
hotel
admi log

2. Substitution
Instructor: jao  Class: obhi lao
likho
suno
deo
khao
beitho
pedha
daudo
hāso

3. Substitution
Instructor: ek  Class: hiyā ek ped hai
dui
tin
car
pāc
che
Lesson 15

Goals:
1. The use of "ke pas" and "ke lege" - possession.
2. Idiomatic use of "ham nahi jano".
3. Plurals of feminine nouns.

Dialogue: lila ke lege kitna sadi hai? How many saris does Lila have?
ham nahi jano. I do not know.

Notes:
The words "lege" and "pas" both indicate possession - permanent or temporary - if the thing possessed is a saleable movable object. "pas" and "lege" must be preceded by either a possessive pronoun or a noun + postposition "ke".

E.g.
hamar lege
ram ke pas
lila ke lege

There is no word for "have". So "Lila has long hair" will be expressed this way:
lila ke bar lemba hai.

The phrase "ham nahi jano" is used by men and women both and is equivalent to "I do not know".

As with masculine nouns the plurals of animate feminine nouns can be formed by adding
“log” to the noun.

E.g.

ledki
auret

Feminine nouns that are not animate objects remain the same. So the plural of "ghedi" – watch – will be "ghedi".

There is one exception. When referring to one's children, either "pas" or "lege" should be used.

E.g.

tumar lege kitna

lêdkên hei?

hêmar pas tin

lêdkên hei.

1. Repetition

hêmar lege dui pensil

hei.

tumar lege sat hûk hei

is ke lege bêhut sadi

hei

ram ke lege pâc set

hei

us ke lege ek chata

hei.

How many children do you have?

I have three children.

I have two pencils.

You have seven books.

She has a lot of saris.

Ram has five shirts.

That person has an umbrella.
2. Transformation

Transform the sentences in Drill 1 by substituting "pas" for "lege".

3. Repetition

1. hemar ledki hei
This is my daughter.

2. ghedi mehenga hai
This watch is expensive.

3. sadi sunder hei
This sari is beautiful.

4. cudi badi be
This bracelet is big.

4. Transformation

Transform the sentences in Drill 3 by substituting the plural form of the noun instead of the singular.

E.g.

1. hemar ledki log hei.
Lesson 16

Goals:
1. Postposition "ke" (objective).
2. Proper nouns as receivers of action.

Dialogue:
1. A pencil ram ke deo. Give this pencil to Ram.
2. I lea tumar pensil. Here, take your pencil.

Notes:
When a proper noun occurs in a sentence as the receiver of an action the postposition "ke" should proceed the noun.

E.g.
- Ram ke belao call Ram
- Sita ke lao bring Sita

When the receiver is a pronoun, the possessive should be used.

E.g.
- Us ke belao call that person
- Is ke deo give this person

"I lea tumar pensil" is an Imperative sentence and hence the principal verb does not occur at the end of the sentence.

Drills:
1. Substitution

Instructor: belao
Class: serla ke belao
lao
maro
deo
2. Substitution

Instructor: hiyá bələo. Class: us ke hiyá bələo.
ghər lao
buk deo
gos beco

3. Substitution

Instructor: pensil. Class: i leo tumar pensil.
cok
bog
chata
pəfsa
ghudi
LESSON 17

Goals: 1. Past tense.
2. Interrogative "when".
3. Time words "today", "yesterday", and "the day before yesterday".


Notes: Formation of the past tense:
For the verbs that end in consonants, -a should be added to the bare root of the verb for the masculine gender; and -i for the feminine gender in the first and the second person.

e.g.
ram bola
sita dekhi
hēm log suna
tum beitha

For the verbs that end in the vowel sound of a, -i, and -o, -ya should be added for the masculine genders in all three persons and feminine gender in the first person. For feminine gender in second and the third persons, -i should be added to the verbs ending in consonants and -iya should be added to those ending in the vowel sounds of -a, -e,
-i and -o, omitting the terminal vowel. But this last form is used very seldom; instead the past perfect is used.

For the verbs ending in the vowel sound of -e, the terminal -e should be omitted and -iya added for the masculine gender.

*Example:*

ram khaya
sita khai
hem khaya
tum khaya

Similarly:

hem siya
tum roya
sita roi
hem di
ram piya
sita di

1. Repetition

hem aj likha
u kəl aya
tum perso diya

I wrote today.
He came yesterday.
You gave on the day before yesterday.
This girl came yesterday.
You came today.
ap pərso aya You (polite) came day before yesterday.

2. Substitution
Instructor: beith
le
pi
cadḥ
dekh
khel
so

3. Transformation
Transform the sentences in Drill 2 by substituting "u" in place of "hem" and changing the verb form.

E.g.
Instructor: la Class: u laya.

u lai.
LESSON 18

Goals: 1. Introduction of present perfect tense.

Dialogue: tumar mastorjji skul Is your teacher in the school? mē hoi?
ne, u suva gais hoi. No, he has gone to Suva.

Notes: The present perfect tense is made of the perfect participle and the present auxiliary for the third person and the past tense and the present auxiliary for the first and the second persons.

The perfect participle of a verb can be formed by adding -is to the bare root of the verb.

e.g.: kha + is
likh + is
so + is

Drills: 1. Repetition

hem aya hei
i ays hei
um ays hei
uladka ays hei
ap aya hei

2. Substitution

Instructor: kha

Class: ram khaish hei

1 have come.
This person has come.
You (feminine) have come.
That boy has come.
You (polite) have come.
1. Transformation

Transform the drills in Drill 2 by substituting "həm" in place of "rem" changing the verb form accordingly.

e.g.
Instructor: kha
Class: hem khaya hei
Drills: 1. Repetition
tum ay reha
hém laya reha
mástër ji sikhay reha
ap khay rehi
śem i buk pedhe reha
dhobi kepdā dhoy reha

lila i gana sune rebi

2. Repetition
śeberē ao
din mé ao
śenjha ke ao
rat ke ao

3. Substitution
Instructor: sun

likh
utēr
kherid
dekh
le
Transform the sentences in Drill 3 by substituting "diñ mē", "ṣənjhra ke", "rat ke" in place of "sēberē".

e.g.

Instructor: sun

Class: ham diñ me suna ṛēha/
suni ṛēhi
LESSON 20

Goals:
1. Future tense
2. Time words like "tomorrow" and "day after tomorrow."

Dialogue:
master ji kēb lautī?
persō sēnjha kē.

Notes:
Formation of future tense:
For verbs that end in a consonant, -ega should be added for masculine gender first and the second person and -i for the third person. For feminine gender -ega should be added for first person and -ego for the second and the third person.

e.g.

hem lautega I will return.
tum lautega You will return.
lautega

ap lautega/lautega You (polite) will come back.

jagat lautī Jagat will come back.
līlā lautega Līlā will come back.

For verbs that end in the vowel sounds of -a, -i, and -o, -ye ga should be added to the root for the masculine gender in first and second person and feminine gender in first person and -ye gi for the
feminine gender in second and the third person -i should be added to third person masculine gender.

e.g.

hem ayega I will come.
tum ayega/gi You will come.
ram ayi Ram will come.
sita ayegi Sita will come.

The words for "tomorrow" and "yesterday", and "day before yesterday" and "day after tomorrow" are the same. Some people might use "bihan" instead of "kal".

For verbs that end in -e, -ga for masculine gender in first and second person and feminine gender in first person and -gi for feminine gender in second and the third person -i should be added to masculine gender in third person.

e.g.

hem buk dega

1. Repetition

hem kal sebere jayega I will go tomorrow morning.
hem aj sebere jayega I will go this morning.
hem perso sebere jayega I will go on the morning of the day after tomorrow.

2. Substitution

Instructor: La. Class: u kal senjha ke lai
beith
dekh
cadh
bandh
khol
pi
so
bela
le.

3. Repetition
hām ghor bandhega  
I will build a house.

nau bar kati
The barber will cut hair.

mehājen kōpda beci
The shopkeeper will sell cloth.

bēhīni khana pēkayegi  
Sister will cook food.

hām log ṛagbi khelega
We will play ṛagbi.

tum log dhan boyega
You (plural) will sow rice.

i log gana gayega
These people will sing song.
LESSON 21

Goals: 1. Asking "what is the time?"
2. Telling time in terms of whole numbers.

Dialogue: abhi kitna baja hai? What is the time now?
des baja hai. It is ten o'clock.

Drills: 1. Repetition
   abhi ek baja hai  It is one o'clock now.
   abhi dui baja hai  It is two o'clock now.
   abhi tin baja hai  It is three o'clock now.

2. Substitution
   Substitute cardinal numbers up to twelve in place of the cardinal numbers in the sentences of Drill 1.
Lesson 22

Goals:
1. Interrogative future.
2. Time in terms of "half past".
3. Formal commands.

Dialogue:

When shall I come?
Come at nine in the morning.

Drills:

When asking a question in the future tense, a different verb form is used. The vowel -i should be added to the bare root of the verb to obtain for all the persons in both the genders.

E.g.

Shall I go?
Will Sarla eat?
Will you come?

There is another way of expressing commands. This form is used frequently and is a fraction more polite than the form learned before.

To form the imperative, -na should be added to the bare root of the verb.

E.g.

Come tomorrow.
Call that person.
Keep here.
Give that book.
Whenever "baja" is used as an adverb, the terminal "a" is changed to "-e".

For example:

हेम झें झे झया. I ate at seven o'clock.

Drills:

1. Substitution
   Instructor: ek
   Class: sadhe ek baja lana.
   dui
   And so on up to "dara".

2. Substitution
   Instructor: khana
   Class: phir mota khana.
   la
   sun
   ga
   beth
   dekh
   padh
   dho
   bol
   pi
   likh
   ro
   si
   de
Goals: 
1. Telling time in fractions.
2. "me" used as "till".

Dialogue: 
abhi des beje mē kitna
How long till ten

taim bāki hai?
o'clock?

pendā minēt
Fifteen minutes.

Notes: 
The postposition "mē" is also used as "till" or "until". It always proceeds the action verb as in "beje mē". The verb roots ending in consonants should have -e added and the verb roots ending in vowels should have the terminal vowel removed and -ye added. In case nouns are used as subjects, they should be followed by the postposition, "ke".

e.g.

jēye mē taim hēi.
ūṣa ke aye me taim hēi.
gādi ke chute mē taim hēi.

"fifteen minutes till" can also be expressed as "paune".

e.g.

paune dui
a quarter till two

paune bara
a quarter till twelve.

Nouns can also be substituted in place of the verbs.
e.g.

us ke/śaḍi hāye
mē  tāim hēi
sinema me deri hēi

There is time for his, her, marriage.
There is still time for the movie.

Drills:

1. Repétition

dēs ṇēje mē pāc minēt
bāki hēi

It is five minutes till ten o'clock.

It is ten minutes till eight o'clock.

It is twenty minutes till eleven o'clock.

2. Substitution

Instructor: car

Class: aḥī paune car bēja hēi

dūj

Sat

neō tin

3. Substitution

Instructor: knāna

Class: aḥī khāye mē deri hēi

sona
ena
Jana
bolna
LESSON 24

Goals:
1. Another way of asking "what is the time?".
2. Verb conjuncts: principal verb + जाना.

Dialogue:

kitna ताइम है?
What is the time?

नाइ बाज खे दस मिनट
It is ten minutes past nine

पास हो गय एक बीस
o'clock.

Notes:

Some people may also ask "का ताइम है?" instead of "कितना बजा?" or "कोम ताइम है?".

Another way of expressing "fifteen minutes past" is "सेव्वा".

e.g. सेव्वा दुई a quarter after two

The infinitive "जाना" combines with certain principal verbs to form conjuncts that convey an idea of finality.

The secondary verb "जाना" can be used in its past tense or the future tense in these constructions, except in imperative sentences,

e.g. कोई जाओ, क्या जाओ?

e.g.

हम सप्ट गेवा I went to sleep,

हम क्याव भयेगा I will eat up.

The form of the secondary verb depends on the gender of the subject, but here are some rules for
the principal verbs.

Verbs ending in consonants retain their original forms, which is the root of the verb.

e.g.

हौम देख गय

우सा बैठ गई

Verbs ending in the vowel sound of -e remain the same.

e.g.

उि किताब दे गया

Sometimes the terminal -e is omitted and -aye substituted in its place,

e.g.

हौम पेनसिल ले गय.

Verbs ending in -a and -o have -y added to them.

e.g.

हौम ये गय

सीता सोय गई

Verbs ending in -i retain their original form.

Drills:

1. Substitution

Instructor: अ और Class: हौम ये गय

so

pi

dekh

so
LESSON 25

Goals: 1. The days of the week.

Dialogue: aj kon din hei? What day is today?
aj kon roj hei?
aj sommar hei. Today is Monday.

Drills: 1. Substitution
Instructor: sommar
møngel
budh
 bif
suk
senicer
etvar

2. Substitution
Instructor: kal
Class: kal sommar reha
perso
us din
LESSON 26

Goals: 1. Dates of the month.
2. Ordinal numbers.

Dialogue: aṭ kon tarikh hai? What is the date today?
aṭ sētra tarikh hai. Today is seventeen.

Notes: The ordinal numbers are irregular for the first ten numbers then "va" or "vi" should be added to the cardinal number depending on the gender.

Drills: 1. Substitution
Instructor: tera cauda pendra sola sētra sēthara unnis bis
Class: aṭ tera tarikh hai

2. Repetition
pehla ladka First boy
dusri ladki Second girl
tisri ladki Third girl
cautha admi Fourth man
pācva admi Fifth man
chevi aurat sixth woman
chetvi aurat  
Satva ladka  
Akhva ladka  
Moovi laki  
Dosvi aurat  

Sixth woman  
Seventh boy  
Eighth boy  
Ninth girl  
Tenth woman

The first five ordinal numbers are used often, but the rest are not used as much.
LESSON 27

Goals: 1. The months of the year.

Dialogue: 1. kon mëhina hëi? What month is this?
   i jëneri hëi. This is January.

Drills: 1. Substitution

Instructor: jëneri
ferveri
mac
épreel
mei
jun
julai
égest
septemba
oktuba
nëvemba
digëmbe

Class: i jëneri hëi

2. Répetition

u jëneri ke ikkis That was the twenty-first
tarikh reha day of January.

u mei ke bëis tarikh That was the twenty-second
reha day of May.

u égest ke teis tarikh That was the twenty-third
reha day of August.

64
That was the twenty-fourth day of March.
That was the twenty-fifth day of October.

2. Substitution
Instructor: Chebbis
Class: perso chebbis

setais
etrais
untis
tis
ektis
LESSON 28

Goals:
1. Adverbs "ever" and "never".
2. Words like "next year", etc.

Dialogue: tum kēbhi reva gey reha? Have you ever been to Rewa? hā, pichle sal ek dāfe. Yes, one time last year.

Notes: When negative "nēhi" is added to adverb "kēbhi" the meaning changes to "never".

E.g.

tum kēbhi suva gey reha?

kēbhi nēhi.

Never.

Drills:
1. Repetition
   tum kēbhi gos- khay reha?
   tum kēbhi i filām dekhē reha?
   tum kēbhi i gana sunē reha?
   tum kēbhi hiyā ay. reha?

   Have you (masculine) ever eaten meat?
   Have you (masculine) ever seen this movie?
   Have you ever heard this song?
   Have you ever been here?

2. Transformation

   A. Transform the sentences in Drill 1 by substituting "tum" (feminine) in place of "tum" (masculine).
B. Transform the sentences in Drill 1 by substituting "sita" in place of "tum".

3. Substitution

Instructor: ek

Class: hém ek dēfe bōle

dui
dēs
bis
pecas
sau

4. Repetition

hém 'egle sal kolej

Jayega

Ram pichle sal pas hoy
gēya

Sarla pichle mahina ay
tum 'egle sal ka kēregā?

hém pichle hēfta ek

Sarla came last month.

I saw a good movie last week.

I will go to college next year.

Ram passed last year.

What are you going to do next year?

5. Substitution

Instructor: kha

Class: hém i cīj kēbhī

bol

nēhi khāya

sun
ker.
dekh
tod
la
de.
le
pi
LESSON 29

Goals:
1. Adverbs "previously" and "always".
2. Past habitual.
3. Conjunction "but" (par).

Dialogue: tum ēbhi kēhā rehta? Where do you live how?
heṁ pehlē suva mē. I used to live in Suva
rēhēt rēha pēr ēbhi previously, but I live
nausutī mē rehta heī. in Nausori now.

Notes: The past habitual tense is formed by combining
the root of the principal verb + t or -ēt and the
past auxiliary.

Verbs ending in -e and -o should have -ēt
added to them to form this tense.

e.g.

khat
det
soēt
piēt

ēt should be added to the verbs ending in
consonants.

e.g.

bolēt
sunēt

The past auxiliary should agree with the gender
of the subject.
For verbal roots ending in -e and -a, t should be added.

E.g.

det khat

Drills: 1. Repetition

Ham pehle gos khat reha
Ham pehle daru piar reha
Sita pehle behut roet rehi
U-aurat pehle behut jhagda karot rehi
Ram pehle ragbi khelet reha
Ham pehle behut soet reha
Tum pehle heman ghare roj at reha

I used to eat meat previously.
I used to drink previously.
Sita used to cry a lot previously.
That woman used to quarrel a lot previously.
Ram used to play Rugby previously.
I used to sleep a lot previously.
You used to come to my house every day previously.

2. Repetition

Ham hameça car beje uthet reha
Ham hameça pedhet reha
Tum hameça soet reha

I always used to get up at four o'clock.
I always used to study.
You always used to sleep.
Sita always used to eat tamarind.

Ram always used to drink liquor.

3. Substitution

Instructor: so

Class: hem behut sot reha

per ebhi nehi sota

khet

bol

khel

bedmasi ker

din mar

pit

film dekh
LESSON 30

Goals: 1. Ablative "se".

Dialogue: hiyan se maket kitna dur hai? How far is the market from here?
lagbhag adha mil.

Notes: The postposition "se" has the value of the English "from".

Drills: 1. Substitution
Instructor: maket 
Class: maket hiyan se behut dur hai
ghar
skul
erodrom
pul
theta
post hopis
espetal

2. Repetition
lagbhag car beje ana Come at about four o'clock,
lagbhag du1 sal pehle Nearly two years ago,
lagbhag seb tog ay reha Nearly (almost) all the people came,
lagbhag panC sitting About five shillings.
Within about three hours.

The house is half a mile from here.

Lautoka is far from Suva.

The house is far from the skul.

The theater is close to the house.
LESSON 31

Goals: 1. Prepositions, like "in front", "behind", etc.

Dialogue: maket kahan hai? Where is the market?
u bada benk ke age. In front of that big bank.

Notes: The postposition "ke" should always proceed prepositions like "age", "piche", etc.

Drills: 1. Repetition

makan benk ke age hai Market is in front of the bank.
makan benk ke bagal hai Market is next to the bank.
makan benk ke piche hai Market is behind the bank.
makan benk ke nagicce hai Market is near the bank.
makan benk ke pados men hai Market is near the bank.

2. Substitution

Instructor: bada benk Class: u bada benk men ka he?

bada maket chota ghar
occha ghar
chota beg
LESSON 32


Dialogue: make k rasta kon hoi? Which is the road to the market?

sidha jayke u kona Go straight and turn at
ghum jao. that corner.

Kon bagal? Which side?
dahina bagal. Right side.

Notes: Hindi tends to reduce the number of finite verbs by including one or more of them in subordinate clauses. This done in the clause by means of the conjunctive participle.

To form the conjunctive participle the participle "ke" should be added to the bare root of the verbs ending in consonants and the vowel sound of -"i". For the verbs ending in the vowel sounds of -"a", -"e", -"O", y should be added before adding the "ke".

Here, the conjunctive participle expresses the priority in time, i.e. the action of its verb is prior to that of the finite verb.

Drills: 1. Repetition

khayke ac korta. Having eaten, come.
dekhke ao
deke ao
puchke ao

2. Substitution

Instructor: sun

le
pi
dekh
kha
beta
ga
dekh

Having seen, cone.
Having given, cone.
Having asked, cone.

Class: sunke ghare jao
LESSON 33

Goals: 1. Indefinite pronoun "koi" used as "any"—pronominal adjective.

Dialogue: makej ke neqice ko? Is there any shoe shop near
juta ke dukan hei? the market?
bohut hei, lekin tuw. There are a lot, but you
sambhu ke dukan jao. go to Sambhu's shop.

Notes: "koi" when used as a pronominal adjective
should be followed by a singular noun. It can also
be used to mean "about" or "nearly". While "nahi"
added to it changes the meaning to "no body".
"lekin" has the same value as "per".

Drills: 1. Repetition
ghere koi hei? Is anybody at home?
yeha ko? hei? Is anybody here?
koi ay reha? Did anybody come yesterday?
koi ek sal About a year.
koi car pane shiling Some four, five shillings
koi duj tin mil hei Nearly two, three miles.

2. Substitution
Instructor: khela Class: hum bufaya lekin
aya koi nahi khelis
likha
suna
liya
LESSON 34

Goals:
1. "hi" used to give an idea of exclusiveness.
2. Instrumental "se".
3. Locative "per".

Dialogue:
ka yohi sambhu ke dukan Is this Sambhu's shop?
he?
hain, u sidhi per se Yes, come here by the stairs.
hiyan ano.

Notes: "hi" added after a word gives it an idea of exclusiveness.

eg.
jagga hi kera Jagga did it.
hiyan hi hei buk The book is right here.
kel hi kem i sad I bought this sari just.

The postposition "ar" is used to indicate location on, upon or at something or some place.

Drills:
1. Repetition
yehi tumar ghar he? Is this your house?
yehi is ke skul he? Is this this person's school?
yehi tumar bhai he? Is this your brother?
yehi sita ke motor Is this sita's car?
yehi tum log ke master Is this your teacher?
ji hei?

2. Transformation
Transform the sentences in Drill 1 by substituting "wahi" in place of "yehi".

3. Repetition
sidhi par se ao Come by the stairs.
churi se phel kato Cut the fruit with a knife.
cimmac se ca ghoro Stir the tea with a spoon.
pen se cithi likho Write the letter with a pen.
sabun se kapa dhoo Wash the clothes with soap.
bes se ao Come by a bus.
LESSON 35

        2. Adjective + karna combinations.
        3. Indefinite pronoun "kuch".
        4. Adjective "only".

Dialogue: ek bendo dalo ke

1. Kitpa dam?
2. Sirf panC siling.
3. PanC siling behut mehenge hai kuch kemti kero.

What is the price of a bundle of Dalo?
Only five shillings.
Five shillings is very expensive, reduce it little.

Notes: The verb "karna" also combines with certain adjectives to form one verb.

e.g.

kemti karna To reduce.
saf karna

"kuch" when used as an indefinite pronoun should be followed by a singular verb.

e.g.

kuch hei There is some.

It can also be used as a pronominal adjective.

e.g.

kuch sadI hai
Drills:

1. Repetition

doktər kuch dəwəl diya
kuch pəisa lao
kuch kam kəro

2. Substitution

Instructor: likh kha lə de le dikha

Class: kuch nəhi likhə

3. Repetition

ek juttə kabiʃ ek dərənən ənda
ek paun jhinga
ek kūda bhində
ek jədə juta

4. Repetition

kuch tīta hei kuch məhəŋə hei
kuch kədua hei

5. Substitution

Instructor: kabiʃ

alū

Class: sirf kabiʃ hi lao.

Two heads (pair) of cabbage.
A dozen eggs.
A pound of prawns.
A share of okra.
A pair of shoes.

It is a little hot.
It is a little expensive.
It is a little bitter.

The doctor gave some medicine.
Bring some money.
Do some work.
pyej
cœur
ata
cinî
dûdh
apul
nîbu
LESSON 36

Goals:
1. Principal verb + dēna conjuncts.
2. Additions and subtractions.
3. Past participle of auxiliary "hona".

Dialogue:

1. i apul tājā hai? Are these apples fresh?
2. ekdam tājā hai. They are absolutely fresh.
3. dui paun deye deo. Give two pounds.
4. car aur car ath ana bhāy. That was four and four.

Notes:

Some verbs combine with verb "dēna" (to give) to form a conjunct verb that contributes an idea of action directed outwards in another's direction.

E.g.

1. citthi dēnh deo Read this letter out to me.

Formation:

For verbs ending in consonants there is no change. Ŷ should be added to the verbs ending in -a, the terminal -e removed from verbs ending in -ē and -oy added to them.

"bhāy" is the past participle of the auxiliary "hona" and has the value of "was" or "has happened".

E.g.

1. kal us ke ghere There was Ramayana at that person's place yesterday.
2. rāmayāṇ bhāy
Drills:

1. Repetition
   am ekdam pēkā hei
   nēriyēl ekdēm
   sēsta hei
   gos ekdēm tāja hei
   set ekdēm niēa hei

Mangoes are absolutely ripe.
Coconuts are absolutely cheap.
The meat is absolutely cheap.
The shirt is absolutely cheap.

2. Repetition
tērkāri dēye deo
kēpā nēp deo
kam kēr deo
citthē līkh deo
set sī deo
tel lāye deo

Give the vegetables.
Measure the cloth.
Do the work.
Write the letter.
Stitch the shirt.
Bring the oil.

3. Repetition
dūī aur dūī car
tīn aur ek car
tīn aur car sat
pānc aur nēo cauda

Two and two four.
Three and one four.
Three and four seven.
Five and nine fourteen.

4. Repetition
pānc mēn se tīn nīkalo
sat mēn se dūi nīkalo
bara mēn se sēth nīkalo
dēs mēn se pānc nīkalo

Minus three from five.
Minus two from seven.
Minus eight from twelve.
Minus five from ten.
LESSON 37

Goals:

1. Adjective "keisan" — what kind.
2. Adjective "itna" — so much, this much, so many.

Dialogue: tum keisan gos bacta hai?

hamar pas khali bheda aur baki ke gos itna hi hai.

eccha dui paun bheda ke gos dena.

What kind of meats do you sell?

I have only this much lamb, mutton, and goat meat.

Okay, give two pounds of lamb.

Notes:

The terminal a in itna should be changed to -i when it qualifies a feminine noun. It can also be used as an adverb.

Drills:

1. Repetition

i keisan sadri hai?

i keisan phuli hai?

u keisan koparda hai?

i keisan mitti hai?

i keisan caur hai?

What kind of a sari is this?

What kind of a flower is this?

What kind of cloth is that?

What kind of soil is this?

2. Repetition

honolulu mein itna motor hai

There are so many cars in Honolulu.
There are so many coconuts in Fiji.

Sidney is such a big city.

That person has so much money.

He is so fat.

Sita is so nice.

That girl is so lazy.
LESSON 38

Goals:
1. Principal verb + lena conjuncts.
2. Article "to".

Dialogue: i kəpda kitna beret hai? How much a "baret" (two yards) is this material?

Nc siling. Five shillings.
to duī beret nap deo. Then measure two barets.
tin beret leye lelo. Take three barets.

nəhi, nəhi duī beret bəs hai. No, no two barets are enough.

Notes: Verb "lena" combines with certain verbs to form conjuncts that convey an idea of action directed towards the subject, or of finality.

The rules for the principal verbs are the same as for the verb + dena conjuncts.

The article "to" has no definite meaning.

Sometimes it is used as an adverb as in this lesson with the value of "then".

It may also be used to give emphasis, or to protest.

e.g.
ham to nəhə gaya. I did not go.
ham gay to reha I had gone.
Drills:

1. Repetition
   to hum a nih jeb
   to us ladka ke nahi
   to hem bola
   to u rois

2. Repetition
   hem than da pani se nehay liya
   u khana khay liis
   u bekdi pek pedh leo?
   tum i buk pedh liya?
   hem u gana sikh liya
   hem, u nava filem dekh liya

Then do not invite that boy.
Then I said ----
Then she cried.
I bathed with cold water.
He or she ate.
Catch that nanny goat.
Did you read this book?
I learnt that song.
I saw that new movie.
Lesson 39

Goals:
1. **Verb "sekna"** — to be able, or can, also may.
2. Locative "per".
3. Optative sentences.

Dialogue: हम हियें से वीरिया कैसा जाए How can I go to Viriya sekta? फेडर, भेसर, या टेरर On foot, by bus, or per.

Notes: Verb "sekna" added to other verbs forms conjunct verbs which are intransitive and follow the root of the attached verb. "sekna" means to be able. There is no distinction in Hindi in "can" and "may". So "sekna" is also used to express permission.

e.g.
हम हिंदी बोल सकता है ई I can speak Hindi.
तुम अबी जाय सकते है ई You can go now.

The rules for the principal verbs are the same as for other conjuncts.

Drills:
1. Repetition
   हम लिखे तेक्ता है ई I can write.
   हम गाय तेक्ता है ई I can sing.
   हम पकाय तेक्ता है ई I can cook.
   हम द्राव करे तेक्ता है ई I can drive.
2. Substitution
Instructor: nac
-padh
ga
-a
-sikhā
si

3. Repetition
kal ya pērso ao
pen yā pensil, laq
kabi j yā bheñdi lao
sham yā ram ko bēlao

4. Repetition
i sadī leo ya to i leo
i gana sikhao ya to u
sikhao
ubuk, padho ya to i
padho
LESSON 40


Dialogue: tum khana pekay seko? Can you cook?
ha, hem sakta hai. Yes, I can.

Notes: The vowel sound of -o is substituted in place of -ta in most interrogative sentences.

Drills: 1. Repetition
    tum ka likho hai? What are you writing?
    tum ka sikho hai? What are you earning?
    tum ka bolo hai? What are you saying?
    tum ka beco hai? What are you selling?
    tum ka khoa hai? What are you eating?
    tum ka pekao hai? What are you cooking?

2. Repetition
   tum khan a pekay seko? Can you cook?
   tum motor calay seko? Can you drive a car?
तुम हिंदी बोल सको? Can you speak Hindi?
tुम नदी पार सको? Can you swim a river?
tुम घोड़ा दुवाय सको? Can you ride a horse?
LESSON 41

Goals:
1. The interrogative future form also used in simple positive sentences in third person.
2. Use of special verb "lagna".
3. Terminal -e instead of -ta-in sentences in third person.

Dialogue:
1. Bes kahan jayi? Where does this bus go?
   suwe jayi. It will go to Suva.
2. HiyeN kitna bha-ra lege What is the fare from here?
   hei? car siling. Four shillings.

Notes:
The interrogative future forms jayi, kari, khayi are also used in simple positive sentences, especially in those without a subject, or when the subject is in third person.

E.g.
Sita khana khayi? Will Sita eat?
heN, khayi. Yes, she will eat.

The verb "lagna" is special in the sense that it has two meanings. "To begin" and "to attach itself to". We are using the second interpretation here.

E.g.
Sita ke pyas lagna hei. Sita is thirsty.
Ram ke bhuk lagna hei. Ram is hungry.
Instead of using the terminal -ta in sentences with subjects in the third person, -e is very often used.

E.g.

u ka kere hei? What is that person doing?
līla kə likhe āi? What is Līla writing?
sembhu ka khaye āi? What is Sambhu eating?

The verb roots ending in consonants should have -e added to them, while the verb roots ending in the vowel sounds of -e, -e, -i and -o should have -ye added to them.

Drills:
1. Substitution

Instructor: païsa 

Class: bhut païsa lēge āi.

tex
panī
buk
bhara
kiraya
petrol
pyas
bhūk
thēnda
gērem
(Note: If hem has to be used as a subject in any of these sentences, then the inflected oblique form of hem which is hemme should be used. The same holds true for tum, the inflected oblique form of which is tumme. If the subject is in the third person then it should be followed by the postposition "ke" [objective] ise and use are the inflected oblique forms of i and u respectively).

2. Substitution

Instructor: kha dekh so bol sun si dho le la

Class: Rem khay

3. Repetition

līla əbhī ayī Lila will come now.
lədki khana khayī This girl will eat now.
plēn dēs beje ayī The plane will come at ten o'clock.
śambhu kebj jayī? When is Sambhu going?
Goals: 1. Duplication of adverbs.

Dialogue: suwa jaye me kitna darih How long does it take to go lage hai to Suva? car sadhe car ghanta. Four and four half hours. bos kahan kahan ruki? What various places the bus stop at? nandi, singatoka, koro Nandi, Singatoka, Koro Levu lewu aur nawua ruki and Navua.

Notes: The duplication of words is frequent in Hindustani. Duplication gives an idea of extension or distribution over time or space. Adverbs are repeated to convey intensity. e.g. Instead of saying "jaldi kam kero", people might say, "jaldi jaldi kam kero". similar examples: dhire dhire cale thik thik bolo

Drills: 1. Repetition tum kahan kahan gaya? What various places did you go to? ganna ke khet kahan kahan hai? What various places are the cane fields at?
am ke per kahan kahan What various places are mang-
hein? trees at?
joldi joldi bolo Speak fast.
dhire dhire motor calao Drive the car slowly.
LESSON 43

Goals:
1. Conditional sentences.
2. Use of the special verb "cahna".

Dialogue:

agä hëm ëccha bhojën If I want to eat good food,
khëna
cähta hëi to hëm kahän Where should I go?
jayë?
tüm bombe lôj jao babu, You go to the Bombay Lodge
sir,
hüan ke khëna ëccha häi. the food there is good.

Notes:
The verb "cahna" (to wish, to desire) may take
an uninflected singular infinitive as a direct object.

Drills:

Repetition

agä sambhu ayí to hëm We will go if Sambhu comes.
lôg jayëga.
agär lïla ayí to us ke Detain Lila if she comes.
ñokä
agä tum cahta hëi to You, too, can come if you
tum bhi ay såko hëi want to.
We will stay home if it rains.

Instructor: maket jana  
Class: 'hem maket jana
filam dekhna  cahta hei.
hotel jana
regbi khelna
keri khana
kam kerna
buk pehna
This tree has a lot of fruit on it.

This tree has few flowers.

Without a postposition:

I like this sari.

This kind of a thing looks bad.
LESSON 44

Goals:
1. Duplication of interrogative pronoun "kon".
2. Transforming intransitive verbs into transitive verbs.

Dialogue:

ŋj kon kon bhojēn bēna? What all foods have been cooked today?

hēmme bēhūt bhuṅk lēga? I am very hungry.

ŋj mūrgī ke gōsā, ēlū ke Chicken, potatoes, tentile, tērkērī, dāl, roti ēr rotī and rice have been cooked today.

Notes:

The interrogative pronoun "kon" is repeated to convey an idea of extension and distribution.

e.g.

ŋj kon ayega? What various people will come?

ŋj kon bōla? What various persons spoke?

Some verbs have an intransitive form, which may be a passive or a kind of a middle form indicating that something occurs of itself, and a transitive form. The usual characteristic of the transitive of such verbs is medial -a.

e.g.

Intransitive bēnāna

Transitive bēnāna
Drills: 1. Repetition.

*ej ka bena hai?
kele chaka bhajan peka reha.
sos phut geya
sad phat geya

2. Repetition.

kon kon bhajan
kon kon log
kon kon kapa
kon kon janwar

3. Repetition.

The special verb "lagnay" may be preceded by a postposition:

*hemar ghar men rang
lege hai.

Some verbs have an irregular formation.

- e.g.

*chutna
*chodna
*dhulna
*dhona
*phetna
*phadna
*tutna
*todna
*phutna
*phodna

My house is being painted.
Lesson 49

Goals:
1. Dative "ke.khatin".
2. Interrogative "why".

Dialogue:
hemar khatin murgi,ke Bring some chicken, vegetable.
gos
terkari aur roti lao and roti for me, and don’t
aur bring
hemar dost ke khatin any meat for my friend.
gos nahi lana.
kaNheN? Why?
kahis ki i sadhu hei. Because he is a vegetarian.

Notes:
The postposition "ke khatin" means "for". "ke liye", and "ke vaste" have the same meaning.

Drills:
Repetition
hemar khatin ek buk Bring a book for me.
lana
us ke khatin hem sadi I brought a sari for her.
laya
hemar friend ke khatin Bring some food for my
khana lao friend.
hem tumar khatin rukega I will wait for you.

2. Substitution

Instructor: bol Class: tum kaNheN bola?
3. Repetition

a ja ga ruk dekh la pi.

3. Repetition

tum ī kānheN vaste What did you buy this for?
khēridā

4. Repetition

sīte kānheN vaste nēhi Why did not Sita come?
dīs?

4. Repetition

kānheN vaste bēs hiyaN Why did the bus stop here?
rukis?

4. Repetition

kāhis kī kēl chuttī Because tomorrow is a holiday.
heī

kāhis kī hēm log gos Because we do not eat meat.
nēhi khetī

kāhis kī tum ēbbhi chōta Because you are young yet.
heī

kāhis kī bēs kē tāyər Because the tire on the bus
pēnkcer hoy geya. has a puncture.
Lesson 46

Goals:

1. Use of special verb "pasand ana" — "to be liked".

2. Adverb "phir" — "again".

Dialogue:

tum come khana pasand aya babu? Did you like the food sir?

hain, pah khana thoda tita raha.

Yes, but the food was a little hot.

kitna paisa hoo?

How much was it?

neo siling, hamar hotel mene phir ana.

Nine shillings, come again to my hotel.

Notes:

"pasand ana" is a special intransitive verb that agrees with the gender of the object.

hamme u ladki pasand aya is. I liked that girl.

The subject should be in inflected oblique form. If a proper noun is used as subject it should be followed by the postposition "ke".

e.g.

Sarla ke u sadi pasand aya Sarla liked that sari.
Drills: 1. Substitution
Instructor: mithai
Class: hemme mithai

buk-
 kepda
 gana
  gēNw
 gher
  bag

2. Repetition
hem tumme phir boltā hei — I am telling you again —
hem u filem phir dekha — I saw that movie again.
hem phir ēmrika jayega — I will go to America again.
tum kei phir ana — Come again tomorrow.
Lesson 47

Goals:
1. Principal verb + cukna conjuncts.
2. Expressing purpose.

Dialogue: tum khana khay cukā babu? Have you eaten sir?
haN, kāNheN? Yes, why?
celo hēmar khet dekhe Come to see my field.

Notes: Verb + cukna is another conjunct that is used frequently. It conveys an idea of finality.

Drills:
1. Repetition
tum kam ker cukā?
Have you finished working?
tum khana khay cukā?
Have you finished eating?
tum form bher ċuka?
Have you finished filling the form?
tum peper pedh cukā?
Have you finished reading the paper?
tum i sakis dekhe cukā?
Have you seen this movie?
tum āji legay cukā?
Have you applied?

2. Repetition
kel hēmar ghere khana khaye ana.
Come to eat (and eat) at my place tomorrow.

108
I am going to see a movie.
He is going to play cricket.
We are going to catch prawns tomorrow.
Lesson 48

Goals: 1. Suffix "wala" -- on nouns only.

Dialogue: ka + se tumar khet hei? Are these all your fields?
nahi, khali gennawala khet No, only the one with
hēmar hei. sugar cane in it is mine.

Notes: Suffix "wala" is added to verbs to form adjectives.
It is added to nouns to form descriptive adjectives.

Drills: 1. ham seb frend ke belaya I invited all the friends.
seb log ghare geya All the people (everybody)
sēb buk lao went home.
sēb phēl kharab hoy geya Bring all the books.

2. Repetition
u dēhīwala admī hōmar That man with a beard is
bēhiyya hei my brother.
u kōtwala admī ledken ke
masters, T hei
jutawala dukan kēhen? T hei
sayawali lērki hēmar bēhīmī That girl with the dress
hēi is my sister.
3. Substitution
Instructor: juta

Class: jutawala dukan
4.3.2

sadi
gos
kepda
buk.
Lesson 49

Goals:
1. Reflexive pronoun "apən".
2. Adjective "every".

Dialogue:
tum apən khet meN kon kon
kìj bori hai?
hem her sal sirf genna
nota hai

What different things do you sow in your field?
I sow (plant) only sugar cane.

Notes:
If the possessive adjective is identical with the main subject of the sentence, then the reflexive pronoun is used.

e.g.

hem apən bheiyya ke layega
hem apən buk neht dega
u apən beg khola.

Drills:
1. Repetition
hem apən pitajì se puchega. I will ask my father.
apən ghere jao. Go to your home.
u apən moter layis. He brought his car.
t apən khet meN kam kore hai He is working in his field.

hem apən kapa dhota hai I am washing my clothes.
2. Repetition
hem her sal suwa jata hei
I master ji her hefta ekjem
deta hei
hemar meN roj gher saf kerti
hei
I go to Suva every year.
This teacher gives an
examination (test) every
week.
My mother cleans the house
every day.
Lesson 50

Goals: Optative sentences using "ki".

Suffix "bher".

Dialogue: tumme koi madad kere hai ki nehi?

heN, hemar sathe hemar gherwaly din bher kare Hai

Does any body help you or not?

Yes, my wife works with me all day.

Notes: The suffix "bher" added to a noun gives an idea of fullness.

Drills:

1. tum ayega ki nehi?

Are you going to come or not?

tum bhek mehnge ki nehi?

Do you want this book or not?

tum abhi khayega ki der me?

Will you eat now or later?

tumme i genu pesend aya ki nehi?

Did you like this town or not?

2. Repetition

hem rat bher pedha

I studied all night.

pet bher khana khao

Eat a bellyfull (till your belly is full)

I lerka din bher sota hai

This boy sleeps all night.

gilas bher pani deo

Give a glassful of water.
3. Substitution

Instruction: hamar

Class: hamar sathe ao

is ke

master jī ke

us ke

ram ke

apen kheiyya ke

apen'frend
Lesson 51.

Goals:
1. Passive voice.
2. Duplication of interrogative pronoun "ka".

Dialogue:

1. Dialogue:

fiji meN ka boya jata hei? What various things are sown in Fiji?
gonna, dhan, dalo, kela, sugar cane, rice, dalo,
neriyel vegaira bananas, coconut etc.

Notes: The passive voice is not so extensively used as in English. It is formed by adding "jana" to the past participle of a verb, and both verbs are subject to the rules of gender.
e.g.
hiyëN-ecca kam p:ara jata hei Good work is done here.

Drills:

1. Repetition

tum hentar khatin'ka ka laya? What all did you bring for me?
tum sheher meN ka ka kherida? What all did you buy at the city?
master ji aj ka ka kam diya? What work has the teacher given today?
tum chuttí meN ka ka-kéra? What all did you do during the holidays?
2. Repetition

_food is cooked in this room._

Food is cooked in this room.

_this thing is not eaten in America._

This thing is not eaten in America.

_good meat is sold here._

Good meat is sold here.

_everything is sold very high here._

Everything is sold very high here.
Lesson 52

Goals:
1. Idiomatic use of "ekko"
2. "is liye" -- "for this reason", "so", "because"

Dialogue:
hiyeN kon kon cij benaya jata hei?
hiyeN ekko karkhana nehi, is liye seb cij bahar se laya jata hei.

What different things are made here?
There is not even one factory here, so everything has to be brought in from outside.

Notes:
"ekko" is equivalent to "even one"
e.g.
Do you have even one pencil?

Drills:
1. Repetition
tum ekko defa suva geya?
hiyeN ekko sakis gher nehi
i per meN ekko phel nehi
hamar lege ekko buk nehi

Have you been to Suva even once?
There is not even one movie house here?
There is not even one fruit on this tree.
I do not have even one book.
2. Repetition

I did not come yesterday because I was sick.

So you don't come tomorrow.

I called you for this reason.

I wrote for this reason -- this letter.
LESSON 53

Goals: 1. Intentional future.

Dialogue: tumar lege koi janwar Do you have any animals? hei?
əbhi nehī per hem kuch Not now, but I am going to beil kharidewala hei. buy some bulls.

Notes: Suffix "wala" on the oblique form of a verb root indicates intention.

Drills: 1. Repetition
hem kal sheher jayewala I am going to go to town tomorrow.
egle hefta hemar My brother is going to come from America next week.
bheiyya emrika se ayewala hei.
ham apan frend ke cithi likkewala hei. I am going to write a letter to my friend.
LESSON 54

       2. "aur koi" -- "any other".

Dialogue: tum aûr koi janwar nehâm Aren't you going to keep palega? any other animals?
sait kuch mûrgî layega I might bring some chickens ēnda ke liye. for eggs.

Notes: "sait" indicates probability. It means "may", "might", "probably", etc. "aur koi" means "any other" or "anybody else" or "any more".

Drills: 1. Repetition
        aur koi nehâm aya? Didn't anybody else come?
tum aûr koi filêm Did you see any more movies?
dekha?
tum aûr koi desh Did you see any other countries?
dekha?
tum aûr koi log' ke Did you invite any more people?
belaya?

2. Répétition
        ej hâm saît filêm dékhe I might go for a movie
        jayeğâ today.
sait kol tûfan aïî There might be a storm
        tomorrow.
That person is probably sick.
Ram will probably come this evening.
LESSON 55

Goals: 1. Duplication of adverb "kabhi".

Dialogue: hiyaN panI k eb beresta When does it rain here?

barish ke mosem meN to It rains a lot during the

behut beresta hei, per rainy season, but sometimes

kabhi kabhi thend it also rains during winter

aur gurmI ke mosem and summer.

meN bhI beresta hei.

Notes: When the adverb "kabhi" is duplicated, the
meaning changes from "ever" to "sometimes".

Drills: 1. Repetition

hiyaN kabhi kabhi behut Sometimes, it rains a lot

panI beresta hei here.

hem kabhi kabhi ghoda I go horse riding some-
daudaye jata hei times.

hiyaN kabhi kabhi behut Really good movies come
echa sakis ata hei here sometimes.

i admI kabhi kabhi This man gives bad meat
kherab gos deta hei sometimes.
LESSON 56

Goals: 1. Comparative and superlative degrees.

Dialogue: Fiji meN seb se jada Where does it rain the most pani kahan beresta in Fiji? hei?

Rewa jilha meN. In Rewa district.

Notes: There is no special form of superlative or comparative. When two objects are compared, that one with which the comparison is drawn has the postposition "se" on it. The adjective confirms to the rule of the adjective.

E.g.

i larka se i larka This boy is taller than lemba hei. this boy.
i larki se u larki This girl is fatter than moti hei. that girl.

To express the superlative degree a universal comparison is made by using "seb" -- "all", with the postposition "se".

E.g.

i larka seb se This boy is the smartest husyar hei. of all.
hindustani khana Indian food is the hottest seb se tita hei. of all.
Sometimes, when the thing referred to is not known to the speaker, the superlative is expressed by repeating the adjective and inserting the postposition "se" in between.

e.g.
accha se accha, Bring the best material.
kapda lana.

Drills:

1. Repetition
i pensil se u pensil lemba hei That pencil is longer than this pencil.
igher se u gher unca hai That house is taller than this house.
hamar buk se tumar buk eccha hei Your book is better than mine.
suwa lautoka se beda hei Suva is bigger than Lautoka.

2. Repetition
seb se unca pehar kahan Where is the highest mountain of all?
hai?
u admi seb se mota hei That man is the fattest of all.
i am seb se mitha hei This mango is the sweetest of all.
huan k-arziya seb se The coconuts from that place beda hei. 125 are sweetest of all.
3. Repetition

There are the most beautiful flowers in the garden.

You have the most clothes of all.

This tree bears the biggest fruit of all.

4. Substitution

Class: I larki seb se

Instructor: sundar

moti

eechi

husyar

lejii
LESSON 57

Goals: 1. Adverb "bar bar" — repeatedly, again and again, often.

2. Noun + hona conjunctions.

Notes: Some nouns combine with auxiliary "hona" to form intransitive verbs that have a sort of a passive or a middle form that indicates that the action takes place of itself. The object of these verbs should be followed by the postposition "ke".

e.g.

us ke ghav bhey He has a sore.

Drills: 1. Repetition

why do you come again and again?

I go to Suva often.
That boy fails again and again.

That person goes to a hotel often.

He made a lot of profit.

My field produced a lot of rice this year.

This boy has a sore.

His house was damaged a lot by fire.
LESSON 58

Goals: 1. Duplication of indefinite pronoun "koi".

Dialogue: ka amrika meN baref Does it snow in America?
   gire hei?
   haN, koi koi jegha - Yes, it snows in some
   gire hei. places.

Notes: When duplicated "koi" means "some".

   e.g. koi koi log
       angreI neI Some people do not speak
       bole hei English.

Drills: 1. Repetition
       koi koi log gos neI Some people do not eat
       khata hei meat.
       koi koi kisan sirf Some farmers plant only
       genna bota hei sugarcane.
       koi koi paltu janwar Some animals are tame.
       heI
       koi koi larka pedhe Some boys go to Australia
       ke liye estreliya to learn (to go, to school).
       jata hei
LESSON 59

Goals: 1. Adverb "tek".

Dialogue: əmrìkə meN kəb ɓeɬef  When does it snow in
gire hei?  America?
disəmbHə se mac ẹpreiɬ  From December till
tek.  March-April.

Notes: "tek" really means "till" or "until". It
is used like a postposition.

e.g.
hiyaN se huaN tek  from here till there
neo-ɓeɬe tek  till nine o'clock

Drills: 1. Repetition

hiyaN se huaN tek  kitna  How many miles from here
mil hei? to there?
nəndi se lautcẖa tek  There is good road from
accha sərək hai  Nandi to Lautoka.
-həm thend ke mosem  I will stay here till
tek hiyaN rehega  winter.
həm səbəɬe se ɬeɬʒha  I work from morning till
tek kam kərtə hei  night.
Lesson 60

Goal: 1. Relative pronoun "Jo".

Dialogue: jo admī ṭabī gana gay Who is the man that sang now?
reha u kon hei? or
Who is he that sang now?
peṭa nehi, ram se I do not know, ask Ram.
pūcho.

Notes: A clause introduced by a relative particle and followed by another introduced by a corelative is a frequent mode of construction. The corelative "so" has been almost entirely replaced by the demonstrative "u".

Verb "pūch" is one of the special verbs that require the postposition "se" on their object.

Drills: 1. Repetition
kēl jo admī ay reha Who is that man that u kon hei? came yesterday?
hiyaN jo ṭarkī beithi The girl that was sitting rehī u behut țcchī here is very nice.
heī.
tum kēl jo goś khay The meat you ate yesterday reha u lemb reha was lamb.
The plane by which I went to America was very big.

When are the things you ordered coming?

Tell everybody, (all the people).

Come after you have asked your father.

He does not talk to me.

Ask that person.

Buy fruits from this man.
LESSON 61

Goals: 1. Suffix "wala" on verbs.
2. Suffix "wala" on adverbs.


Notes: Suffix "wala" is used to form adjectives. Added to oblique form of the verbal root it indicates the doer of the action.

e.g. kheti karewala people who do farming

It is added to adverbs to form adjectives:
nagiccewala gaoN the town near by.

Drills: 1. Repetition
u nacewala kon hai? Who is that dancer?
i hindustani bolewala kon hei? Who is this speaker of Hindustani?
hiyaN koi gos becewala Is there anybody who hei? sells meat here?
hiyaN gos khayewala Isn't there anybody who kbi nehi? eats meat here?
2. Substitution
Instructor: nice
Class: nicewala dukán

uçør
mgícce
begël
padaus
pīche
LESSON 62

Goals: 1. "se" indicating manner.
2. Adverb "upər" — "on", "on the top of", "over", "above".

Dialogue: Why is Sarla shouting loudly?
What is on her book?

Notes: Suffix "se" on adverbs, and certain nouns indicate manner.
e.g.
acchi se nicely
"upər" is really a postposition. Sometimes the locative "per" is synonymous with it. "pef" is often distorted so it sounds like "pe".

Drills: 1. Repetition
homar chet ke upər There is a monkey on my roof.
ek bənder həd
tebil ke upər dher There are a lot of books on the table.
buk hə!
per ke upər nəhī cədho Do not climb on the tree.
sofa ke upər god mət Do not put your feet on the sofa.
rekho
The book is on the table.

Sit on the chair.

We sleep on the floor.

Keep my food on the table.

Do not write on the board.

Do not talk loudly.

That person speaks very softly.

Do this work in a nice way.

Write properly.

That boy runs very fast.
LESSON 63

Goals: 1. Duplication of adjectives.

Dialogue: u myuziyem ke bhitar ka hei? behut purana purana cij hei.

What is inside that museum? There are very old things in it.

Notes: Duplication of adjectives conveys intensity. Sometimes the duplication may be done by using a synonym of the adjective.

Drills:

1. Repetition

neva neva kepda   Very nice clothes.
eccha eccha cij   Very nice things.
beda beda bilding Really big buildings.
mitha mitha phel Very sweet fruit.
khara khara kam Very bad deeds.
sunder sunder phul Very beautiful flowers.

2. Repetition

saf suthra sher Very clean house.
meila kucela kepda Very dirty clothes.
hera bhera khet Very green field.
sera gela phel Really rotten fruit.
Goals: 1. Optative "nehi to" -- or, else, otherwise, lest.

Dialogue: jeldi jeldi celo nehi Walk fast otherwise we to deri hoy jai: will be late. tum jep hem bad men You go, I will come ayega. later.

Notes: Postposition "bad" is equivalent to "after". When "men" is added to it, it is used as "later".

Drills: 1. Substitution

Instructor: deri Class: jeldi kero nehi to deri hoy jai

sakis shuru
dukan bend
ramain beitha
khana khetem

2. Repetition

apen buk pedho nehi Read your book otherwise to master jidantega the teacher will scold.

stedi kero nehi to tum Study or you will fail.

feil ho jayega

khub kheio nehi to tum Play a lot or you will get

mota ho jayega fat.
bat met kero nahi to master ji gussa hoy jai
3. Repetition
  1. karsi nahi bad meN ana
  2. hem khana khay ke bad meN ayega
  3. ram bad meN ayewala hei
  hem aj bad meN khana khayega

Do not talk or the teacher will get angry.
Not now, come later.
I will come after I have eaten.
Ram is going to come later.
I will eat later today.
LESSON 65

Goals: 1. Relative "jab" and corelative "teb"
2. Verb + pedna conjuncts.

Dialogue: jab mastar ji gussa What did Sita do when th e teacher got angry. bhey teb sita ka keri? u roy pedi. She burst out crying.

Notes: Verb + pedna conjuncts are not as often used as some of the other conjuncts. "pedna" gives an idea of suddenness.

Drills: 1. Repetition
jab hem aya teb hiyan When I came there was koi nei teb nobody here at that time.
jab u amrika geya teb When that person went to erodrom per behut America, a lot of people log ay reha.
jab hem maket jayega When I go to the market, teb tumme sathe ley jayega I will take you with me.
jab badel gharta hei It rains when the clouds teb panj ata hei gather.

140
2. Repetition

Ram laughed when he heard the joke.

I fell down yesterday.

The bus started.

Then the woman burst out shouting.

I walked out of that place.

Dialogue: tum koi aapen frend se mila? Did you see your friend yesterday?
hem nehi mil paya I could not see him because
kahis ki u bimar reha.

Notes: "pana" added to a verb conveys ability. "pana" means "to get".

Drills: 1. Repetition
hem u sakis nehi dekh paya I could not see that movie.
hem kel rat nehi soy paya I did not get to sleep last night.
hem per per nehi cedh paya I did not get to climb on the tree.
ram i kam nehi ker payega Ram will not be able to do this job.
hem tin mehina se fiji ke ekhhar nehi pedh paya I have not been able to read the Fiji newspaper since three months.
LESSON 67

Goals: 1. Another way of using infinitives.

Dialogue: tum jhūt kaṇheN bōla? Why did you tell a lie?
       kēb? When?
kēl, jhūt bolna kherab Yesterday, lying is a 
bat hei. bad thing.

Notes: The infinitive may take a direct object as 
above. The infinitive is uninflected in these 
constructions.

Drills: 1. Repetition
       corī kērṇa pāp hei Stealing is a sin.
bēhūt sākis dekhna It is a bad thing to see
       kherab bat hei 
aplen pīta jī ke medēd It is good to help one's
       kērṇa ecche bat hei father.
jhūt bolna pāp hei Lying is a sin.
buddha log ke ijjet It is good to respect old
       kērṇa ecche bat hei people.
LESSON 68


Notes: Infinitive can also be used to express intention or necessity. It should be preceded by the oblique form of the pronoun, or if a noun is used as subject it should be followed by the postposition "ke".

Drills: 1. Repetition hem kaē nehī ayega I will not come tomorrow kēhis ki hemme sēheē jana hei as I have to go to town. hemme ebē hemmē kērēa I have to do some work now, hei tum derē meēN come later. ana hem log ke ekjam ke We have to study for the liye pēdna hei examination. use khana khaye ke That person has to go to liye jana hei eat.

2. Substitution instructor: likh Class: tummē likhna hei to likho
LESSON 69

Goals: 1. Idiomatic use of "paked lena".

Dialogue: tum itna din kahaN Where were you all these raha?
days?
hemme jukam paked I have caught a cold.
llis.

Notes: "paked lena" is a transitive verb meaning "to catch". In Hindustani the person does not catch a disease, it is the disease that catches a person.

Another way of saying "I have influenza" is: "hemme influenza hoy gay". Literally translated: "Influenza has happened to me"

Instructor: jukam  Class: hemme jukam paked

bimari

1tifoid

meleriya

influenja

2. Substitution
Instructor: u  Class: us ke influenza hoy gay

ERI
hem
krisna
usha
asha
shanker
tum
LESSON 70

Goals: 1. Duplication of participles.
       2. Verb + łęgna conjuncts.

Dialogue: tum kam kärte kärte Why did you stop while
          kaNheń ruk geya? working?
          hémár per piray łęga. My stomach started aching

Notes: Participles are duplicated to convey an idea
       of distribution over time. The participles should
       be in oblique.

        "łęgna" is an intransitive verb meaning "to
        attach itself to" and "to begin". With the later
        there is no difficulty in construction.
        e.g.

        u kam kærne łęga He started to work.

        When combined with another verb it forms a
        conjunct that gives an idea of commencement (as
        above).

Drills: 1. Repetition
        shenker pedhte pedhte Shankar fell asleep while
        soy gey reading.
        u rote rote hänś dîis That person laughed out
        while crying.
hem kam karte karte I am tired working.
theek gaya
u caalte caalte ruk gaya He stopped while walking.
uterki gate gate
pekati hai

2. Substitution

Instructor: Hans Class: Jitendra Hans
lega
kha
ga
nac
bol
cel
LESSON 71

Goals:
1. Indirect speech.
2. Adverb "kəNhī".

Dialogue:
- \textit{tum dōktər ke lēge} \quad \textit{Did you go to the doctor,}
- \textit{gēya kī nāhī?} \quad \textit{or not?}
- \textit{gēya rēha, u bolīs kī} \quad \textit{I had gone, he said not to}
- \textit{kəNhī nāhī jana}.

Notes:
There is not too much difference in direct and indirect speech in Hindustani. When converting direct speech into the indirect form, the comma and the inverted commas are removed and article "kī" (that) inserted.

\textit{e.g.}
\begin{itemize}
  \item u bolā, "hēm jāta hēi"
  \item u bolā kī hēm jāta hēi.
\end{itemize}

Drills:
1. Substitution

\begin{itemize}
  \item Instructor: \textit{ghēre jāo} \quad \text{Class:} \quad \textit{u bolīs kī ghēre jāo.}
  \item \textit{nērēm khānā khaō}
  \item i dēvai pīo
  \item \textit{dāktər suī lēgāīs}
  \item hēi
  \item ghēre jayke soy jāo
  \item gōlī khaō.
\end{itemize}

150
2. Repetition

- hem behut din se kənhi nəhi gaya I have not gone anywhere since a long time.
- tum kal kənhi met jana Do not go anywhere tomorrow.
- u kənhi nəhi jatı hei She does not go anywhere.
- u admi apen ledken ke That man does not send his
- kənhi nəhi bheje hei. children anywhere.
LESSON 72

Goals: 1. Interrogative pronoun "kis".
       2. Postposition "bare meN".

Dialogue: tum kis ke bare meN bat Whom are you talking about?
          kerta hai?
          rajendra. kel moter. se Rajendra. He got hit by a
          us. ke dhekka leg gey. car yesterday.

Notes: The pronoun "kis" always has one of the following postpositions on it.
       When it has "ke" following it, it either means "whose" or "whom".
       e.g.
          ijuta kis ke hai? Whose shoes are these?
          tum kis ke bulaya? Whom have you invited?

       With the postposition "se" on it, the meaning changes to "to whom" or "whom".
       e.g.
          tum kis se pucha? Whom did you ask?

       When it is followed by "liye" it is equivalent to "why", or "for what reason".
       e.g.
          tum kal kis liye Whv did you not come
          nahi aya? yesterday?

       "bare meN" is equivalent to "in connection with" or "about".
Drills:  1. Substitution

Instructor: गेहना  Class: बेरे में गेहना के
        गंधका  बेरे में न कुछ
        इ गंधफ  बेठा
        गंधटी  गंधटी

2. Repetition

u बेरे घर किस के हेत?  बेरे हो बिग हो घर के हो?
        तुम केल किस के सीखा?  तुम के किस के सीखा?
        तुम केल किस के अपना  तुम के किस के अपना?
        घरे लया रेहा?  घरे लया रेहा?

3. Substitution

Instructor: पुच्छ  Class: तुम किस से पुछके?
        बोल  तुम किस से पुछके?
        बेठा  तुम किस से पुछके?
        केह  तुम किस से पुछके?

4. Repetition

तुम इसें केम किस लिये?  तुम किस लिये?
        केरा?  केरा?
        तुम जुटा किस लिये नेही?  तुम जुटा किस लिये नेही?
        पेर्न आई?  पेर्न आई?
        तुम किस लिये इन उदास?  तुम किस लिये इन उदास?
LESSON 73

Goals: 1. Duplication by means of a rhyming word.

Dialogue: rajendra ke cot wot to Did Rajendra get hurt?
nehī lega?
u ramesh bole hai ki us Ramesh here says that he
ke god tut gay.
broke a leg.

Notes: Duplication is also done by adding a rhyming
jingling word without meaning. The word is formed
by substituting "w" for the initial letter of the
noun.
This sort of duplication is fairly common with
nouns and is used in a comparatively less degree
with adjectives, verbs, adverbs and conjunctive
participles.

Drills: 1. Repetition
hath wath dhoy leo Wash your hands.
i admi kuch kam wam This man does not do any
nehī kere hei work.
juta wuta utarke gher Take your shoes off before
mel ao. coming into the house.
god wot dhoy ke ñaer Wash your feet before
ao. coming in.
2. Repetition
khorab werab gos met
dena
thenda wenda pani leye
ao.
kuch gerem warem ca
nehī hei?
3. Repetition
ṭumar kedken pedhe.
vedhe nehī hei
rāt meN behut ghumo
wumo nehī
us ke khatin rukna
wukna nehī
hun jayke rona wona
nehī.

Do not give bad meat.
Bring cold water.
Don't you have any hot tea?
Your children do not study.
Don't walk around at night.
Don't wait for that person.
Don't cry after going there.
Lesson 74

2. Adverb "always".

Dialogue: i admī roj kōnhen dauda Why does this man run every
dēre hei? day?
us ke doktēr bolis ki His doctor said that he
tum kērdēm sebēre aur should always run morning
sēnba ke dauda kērō and evening.

Notes: This conjunct of verb and kōnha indicates a
habit or an every day happening. Here are a few
rules for formation of the principal verb.

Verb roots ending in consonants should have
-e' added to them; and verb roots ending in the vowel
sounds of -a, -e, -i and -o should have -ya added
to them.

E.g.

i lēdēkē bēhut This boy, studies a lot.
pēdna kērē hei
itna īmlī nehī Don't eat so much tanarind.
khēyā kērō
i admī hēmār gherē This man gives (brings)
dudh diya kērō milk to our place.
hei
i admī behut piya This man drinks a lot.
kērē hei.
Din bher met soya - Don't sleep all day.

To change the tense into past tense past habitual construction should be used.

E.g.

1. Admi- pehle behut piya kero reha.

Drills:

1. Substitution

Instructor: led-

so

ro

pek-

heNs

Class: I a uret herdem

lada kere he.

2. Repetition

roj skul jaya kero - Be going to school every day.

herdem sec bola kero - Be telling the truth always.

socsemajhke bola kero - Be thinking and then speaking.

behut daru nehi piya kero - Do not drink too much.

157
LESSON 75

Goals:
1. Special verb "mangna".
2. Special verb "dena".

Dialogue: Ramesh wants to go for a movie. Then let him go.

Notes: "mangna" is a special verb like "canna", almost identical in meaning. The verb "mangna" takes a verb as its direct object, which may be in oblique infinitive form or in the following form. The later form is used more often.

The verb roots ending in consonants have -e added to them and the verb roots ending in vowels have -ye added to them. Except for -e, in which case -iye should be added.

\[ \text{e.g.} \]
- ham accha gana\) I want to hear a good song.
sune mangit hei.
- i apen frend ke\) He wants to bring his friend
  ghere jaye mange\) home.
  hei.
- tum daru piye\) Do you want to drink?
mango?

"dena" is also a special verb \( \text{meaning "to give" or "to let". When it takes as its indirect object.} \)
the inflected infinitive of another verb, or the form described above, it signifies "to allow".

e.g.

हम्मे सये देये लेट मे स्लीप।
सूम्भु के आये देये लेट सूम्भु कॉम।

The direct object should be in inflected form if a pronoun is used and nouns should have the postposition "के" ρ Asked. "उस के" and "इस के" may be substituted for "इसे" and "उसे" respectively.

Drills:

1. Substitution

Instructor: गाना सुने लेखा गाना สुนे
मघे जये। मंगित है।
खना खये।
पये।
नाव खेपडा खेरीडे
सये।

2. Transformation

Transform the sentences in drill 1 by substituting "तम्", ० और "उ" in place of "हम्" and changing the verb form to suit.

3. Substitution

Instructor: बोल लेठा बोले देये
मार।
सो।
खार।
beit
kam ker
("jaye deo," is idiomatically used as "Let it be"
or "Don't bother about it").
LESSON 76


Dialogue: tum lale reng ke moter What did your father say
kherida to tumar when you bought a red
pitaji ka bodis? colored car?
u'dui ghenta tek He kept scolding me for
bigehta reha.

two hours.

Notes: The verb "rehna" means "to remain" or "to stay". A sense of continuity is expressed by the
combination of perfect tense of "rehna" and the
present participle of the main verb.

E.g.

hem log kam kerta We kept working.
rehaa.

Drills: 1. Substitution

Instructor: so Class: kefl hem din bher
kha sota reha.

bat kér
pedh
heNes
ro
pēkā
kam kér
2. Repetition

samundar mile rang ke hai
kuch phul lal rang ke hai
hemar kapda ujar hai
us ke chata keriya hai
hem heriyar rang ke sadhi khatida.
hamme beijenr rang
posand nehi
orenj rang ke kapda lao

The ocean is blue colored.
Some flowers are red colored.
My clothes are white.
His umbrella is black.
I bought a green sari.
I don't like purple color.
Bring orange colored cloth.
LESSON 77

Goals: 1. Relative "jeise" and correlative "weise".

Dialogue: 

Do you know the way to school?

Then go as I tell you to.

Notes: The pronominal adjectives "jeisa" and "weisa" are used in their inflected forms as adverbs. They are very rarely used in their uninflected forms in Fiji.

Drills: 1. Repetition

Do as told.

Tell as you were taught.

Tell as you saw.

Go as you came.

163
LESSON 78

Goals: 1. Another way of using special verb "cahna".

Dialogue: tumme itna sakis nahi You should not see so many
dekhe cahi movies.
kenhen? Why?
tumar ankh khabab hoy Your eyes will get bad
jaai.

Notes: "cahi", "it is necessary", "one ought to", is an impersonal form derived from "cahna". It is used with verbs more frequently than with nouns. It can be used as singular or plural and in any tense. The interpretation depends on the context.

There is a special form of verb that goes with "cahi". Verb roots ending in -a, -e, and -o have -ewek added to them; and verb roots ending in -i have -yek added to them.

E.g.

tumme i kam kerek You ought to do this work.
cahi

tumme kel awek You have to come tomorrow.
cahi

hemme ram ke imbuk I ought to give this book
dewek cahi to Ram.
use abhi sowek He ought to sleep now.
cahi
The subject, if it is a pronoun should be inflected form and postposition "ke" should be added to the noun's.

Drills: 1. Substitution
Instructor:  hòa
kha
ga
so
pedh
pi
de

Class: tumme bolek caah.
Goals: 1. Special verb "padna".

Dialogue: hem pedhe nehi mangit I don't want to study. 
   nehi. 
   u to tumar kam nehi, That is your duty, you 
   tumme padhek pedi. have to study.

Notes: "padna" is another verb like "cahna". "pedi" is the impersonal form derived from it, that expresses necessity or compulsion.

The verb form for the verb used as the indirect object is identical with the verb form for "cahi".

Drills: 1. Repetition 
tumme hemar pedi men. You have to come for my 
   awek pedi. party.
   tumme hemar bat sunek You have to listen to what 
   pedi I say.
   hemme moter becek pedi I had to sell the car.
   use kal dokter ke lege He will have to go to the 
   jayek pedi doctor tomorrow.
   hemme kal dui mil cel ek I had to walk two miles
   pedi yesterday.
   ushe ke bihan Jeddi Usha will have to come 
   awek pedi early tomorrow.
Lesson 80

Goals:
1. Relative "jis" and correlative "us".

Dialogue:
- tum kal jis ke ghere
- geya reha us ke nam ka hei?
- shenker - u nate me
- hemar bhai lege hei.

What is the name of the person whose house you visited yesterday? Shankar. He is distantly related to me as brother.

Notes:
"jis" and "us" are the inflected forms of "jo" and "u" respectively. Both of them always have a postposition on them.

In the Indian community, a boy cousin is regarded as "brother" and a girl cousin as "sister". But if the relation is distant, "nate meN" is used which signifies that the person is a distant relation.

Drills:
1. Repetition
- jis ke cij hei us ke lauta deo.
- jis ke pichle hesta bulaya us ke phir met bulana.
- hem jis dokter ke lege geya reha us ke lege kabhile nahi jana.

Return the thing to the person it belongs to.
Don't invite the person(s) you invited last week.
Never go to the doctor I went to.
i dukan is ñmí ke hei us ke lège behut paisa hei.

2. Substitution
Instructor: kaka behini mama phua mausi

The man who owns this shop has a lot of money.
LESSON 81

Goals: 1. Two postpositions occurring together.

Dialogue: u abhi pe se gir peda u kon hei? Who is the person that just fell off the tree? sambhu ke lerka. Sambhu's son. Of all of sambhu ke sab lerken (among all of) Sambhu's men se sirf i lerka children this boy turned behut bedmas nikla. out to be very naughty.

Notes: The postpositions "per se" -- "off" and "men se" -- "among" occur very frequently. These are almost the only times when two postpositions occur together.

Drills: 1. Répétition per pe se am gir peda A mango fell off of the tree. chat pe se admi gir A man fell off the roof. peda mejdur sidhi per se gir The laborer fell off the peda ladder. tebil per se hotel gir Bottle fell off the table. gey.

2. Repetition i sob neiryel men se Not one coconut is good. ekko accha nahi nikla among all of these.
Among all these fields only one is green.

Among all these trees only two trees have fruit on them.

Bombay lodge is the best.
LESSON 82

Goals: 1. Relative "jehaN" and correlative "huaN".
2. Another way of expressing "lots of".

Dialogue: hawai kaisen des hei? What kind of a place is Hawaii?

hawai meN jehaN jao. There are lots flowers in Hawaii.

huaN phulephul hei. any place you go in Hawaii.

Notes: The vowel "e" is inserted between nouns to convey an idea of abundance.

e.g.

phulephul lots of fruits

Relative "jehaN" and correlative "huaN" are used to convey either "any place" or "every place".

Drills: 1. Repetition

jehaN bahut pani barse What grows best where there

huaN seb se eccha rains a lot?

ka uge hei?

jehaN semunder hei huan Wherever there is an ocean,

mechil behut se staa bike fish is sold very cheap. hei.

tum jehaN se buk liya Put the book where you took

huaN rekho it from.
jahān krīṣṇa rēhāt rēhā There is going to be a new
hūn ek nēwa gher house where Krīṣṇa used
tenewala heā to live.

2. Repetition

kēlwala paṭē men There was lots of liquor
baruedaru rēhā in yesterday’s party.

buca, men gosegos heī There is lots of meat in
the butcher shop.

māket men apuleapul heī There are lots apples in
the market.
Goals: 1. Duplication of cardinal numbers.

Dialogue: tum larken ke kitna peisa diya? How much money did you give to the children?
sob ke ek ek siling I gave a shilling each.

Notes: The cardinal is repeated to express either the distributives:
e.g.
u log ke pas tin tin siling hai or to express "at a time".

e.g.
'ek ek admi ke andar bhejo /

Drills: 1. Repetition
sob ke rege tin tin buk Everybody has three books
hein each.
hem leg ke pas ek ek We have got one umbrella
chata hein each.
sob ke car car ana deo Give everybody four annas
each.

2. Substitution
Instructor: bhejo 
Class: ek ek admi ke bhej

bulao
lao

batao
LESSON 84


Dialogue: tum itna kaνheN hεNso. Why are you laughing so much?
krisna hamme behut hεNsaye heи. Krisna is making me laugh a lot.

Notes: Many verbs besides having an intransitive form and a transitive form, also have a "causal" form which is indicated by the medial "wa".

Transitive: Intransitive: Causal
bёnna
pιtna
khulna
benwana
pitwana
khulwаnа

Drills: 1. Repetition

lεrkεn ke κοσωy heo Put the children to bed
bheiyα ke kαtιn ca
mεngwаo
aпεn behinι ke nεhi
rowaо
us ke kεhanι kεhwаo
hεm newа kεpda
benwayega

Put the children to bed
Send for tea for brother
Don't make your sister cry
Make him tell a story
I will get new clothes made
LESSON 85


Dialogue: hémme saït poïsa udhar I might have to borrow
lena pādī. some money.
kaNheN? Why?
hémme poïsa ke jēruret I need the money very
hēi. much.

Notes: "To need something" is expressed as "I have the need of---".

Drills: 1. Repetition
hémme kāpda ke jēruret I need clothes.
hēi
cā meN cīnī ke jēruret The tea needs sugar.
hēi
āsha ke poïsa ke Asha needs money,
jēruret hēi
jēruret hēi
tūm log ke jūta ke You (plural) need shoes.
jēruret hēi.
LESSON 87

Goals:
1. Prepositional "without".
2. Special verb "milna".

Dialogue:

hemme aj behut am mila. I found (got) a lot of mangoes today.
dho ye bina nehi khana. Do not eat without washing them.

Notes:

Used with an indirect object, verb "milna" means "to get".

aj hem log ke behut meghli mila.

With "se" it means "to meet".

e.g.

kel hem ek behut accha larki se mila gey reha.

The prepositional "without" - "bina" follows the verb. -ye should be added to the verbal roots ending in -a, -i, and -o. -e should be added to the verbal roots ending in consonants and -iye to the roots ending in -e.

Drills:
1. Substitution
   Instructor: hemme buk mila.
   Class: buk
2. Repetition

Don't go without letting me know.

Did you come without asking at home?

Don't come tomorrow without doing this much home-work.

Don't come without bringing the fee.

Don't go today without eating.

Don't speak without thinking.
LESSON 86

Goals:
1. Inflection of cardinal numbers.
2. Prepositional "in stead of" and "together".

Dialogue:

You two have been working together since two days; haven't you still finished it?

Raja wanders around in stead of working.

Notes:
- o should be added for the inflection of cardinal numbers. When inflected, cardinal numbers indicate totality.
  e.g.
  
caron 'leraf all four sides
  The conjunctive participle "milker" also means together.

Drills:
1. Repetition
  sah log milke holo. Everybody say together.
  1 caron larka milke These four boys together
  behut bedmaas kore create a lot of mischief.
  hej
  tino larkin ke bolo ke Tell all three children
  ja'ke pedho: to go and study.
All four of his daughters are very beautiful.

Why don't you work in stead of sleeping?

Give lamb in stead of chicken.

Wear sandals in stead of shoes.

We eat rice in stead of potatoes.
Goals: Duplication of indefinite pronouns with "na" in between.

Notes: "koi na koi" is used as "somebody or other". "Kuch na kuch" means "something or other". And "kabhi na kabhi" means "sometime or other".

Drills: 1. Repetition
yehin ruko koi na koi

koi na koi ke ai market jayek padhi.

hem socit he ki koi

na koi ai hamar ghare ayi.

2. Repetition
hamme uske khatin kuch

na kuch to khoridek padhi.

tumme shehor mein kuch

na kuch kam mil jayga.

sankar, kuch na kuch

cij jeyur bhulis he.

Wait here somebody or other will come.

Somebody or other will have to go to the market today.

I think that somebody or other will come to my house today.

I will have to buy something or other for that person.

You will find some job or other in town.

Sankar is sure to forget one thing or other.
3. Repetition

Everybody has to die one time or another.

Take me along with you sometime or other.

Come on time some time or other.