



Lessons in Colloquial Hindustani for Fiji



LESSON 1

- Goals:
1. Interrogative "ka" - what.
 2. Demonstrative "u" - that.
 3. Auxillary verb "hēi".

Dialogue: u ka hēi? What is that?
u buk hēi. 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 auxillary verb "hēi" (infinitive "honē"),
means "am", "is", or "are" depending on the number
of the subject. It occurs at the end of the sen-
tence in a simple sentence or a clause.

In an interrogative sentence like "u ka hēi?"
the auxillary "hēi" 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 lødka 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 hēi? What is this?
 u pensil hēi. That is a pencil.

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

Drills: 1. Repetition

i lədki hēi This is a girl.
i ghər hēi This is a house.
i təbil' hēi This is a table.
i kursi hēi This is a chair.

2. Repetition

i ka hēi? What is this?
u buk hēi. That is a book.

u ka hēi? What is that?
u ghər hēi. That is a house.

u ka hēi? What is that?
i juta hēi. 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 makét hei?	Is this the market?
hā, i maket hei.	Yes, this is the market.
u mēdir hei?	Is that a temple?
nē, u mēsjid 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 maket hei This is a market.

i maket 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 pensil hei? Is this a pencil?

u mēdir hei? Is that a temple?

u vijey hei? Is that Vijay?

i skul hei? Is this a school?

2. Substitution

Instructor: skul Cläss: hä, u skul hei.

dukan

gai

khet

dalo

3. Transformation

Transform the drills in drill 2 by substituting
"ne" in place of "hä".

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 hai? And what is this?
u bhi buk hai. That too is a book.

Notes: "yahu" and "yahu 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 hai. This too is a book.
y hu buk hai. This too is a book.
y hu bhi buk hai. 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 hai And this too is a pencil.
aur i bhi ladki hai And this too is a girl.
aur i bhi khet hai And this too is a field.
aur i bhi ghar hai And this too is a house.
aur i bhi kursai hai And this too is a chair.
aur i bhi tabel hai And this too is a table.

B. Substitution

Instructor: kursi
ped
khet
tebil
cok
beg

Class: aur i bhi kursi hai.

2. Substitution

Instructor: yehu
i
u bhi
yehu
i bhi
yehu bhi
u
yehu bhi
yehu

Class: yehu tebil hai.

3. Repetition

i ladke hai aur u ladki This is a boy and that is
hai a girl.

i tebil hai aur u kursi This is a table and that
hai is a chair.

i am hai aur u nariyal This is a mango and that
hai is a coconut.

i hindustani hei aur u This is an Indian and that
emriken hei • is an American.
i mendir hei aur u This is a temple and that
mesjid hei is a mosque.

LESSON 5

- Goals:**
1. Interrogative "whose".
 2. Possessive "hōmar" and "tumar".
 3. Postposition "ke" - possessive.

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

Notes: "ke" is attached to the oblique form of the nouns to indicate possession.
e.g.,

Sarla ke sari	Sarla's sari.
ram ke saykai	Ram's bicycle.
sambhu ke dukan	Sambhu's store.

hōmar and tumar are the possessive forms of hēm and tum respectively.

Drills: 1. Repetition

hōmar sari	My sari
sita ke beg	Sita's bag
kisan ke khet	Farmer's field.
gokal ke dukan	Gokal's store
tumar pen	Your pen

2. Substitution

Instructor: kursi	Class: i kis ke kursi hai?
ghodi	

buk

sət

sudi

ghar

teg

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.
aur is ke nam ka hai?	And what is this person's name?
is ke nam sam 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: i tumar pensil hai?
is ke	
sita ke	
hamar	
vinoy ke	

us ke

fiia ke

3. Chain drill: Student A asks student B:

tumar nam ka hai?

Student B responds:

hamar nam ----- hai. (to student C):

tumar nam ka hai?

And so on.

LESSON 7

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

Dialogue: lao	Bring
p dho	Read or study
khao	Eat
suno	Listen
pensil lao	Bring the pencil.
buk padho	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
la + -o	lao	Bring

Drills: 1. Repetition

ca lao	Bring the tea
nimək 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	
khrido	

3. Repetition

caaur pani bhi lao	Bring tea and water too
buk aur pensil bhi	Buy the book and a pen
khrido	too

nimək aur mircaz bhi deo

Give the salt and the
pepper too.

cini aur dudh bhi deo

Give the sugar and the
milk too.

hath aur god bhi dho.

Wash hands and feet too.

LESSON 8

Goals: 1. Simple negative commands.

Dialogue: nēhi kḥeo.

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

Drills: 1. Substitution

Instructor: kḥeo Class: mēt kḥeo

lēo

sunō

pīo

dekho

eo

LESSON 9

- Goals:
1. Nominative pronouns "həm" and "tum" and "i" and "u".
 2. Verb "kərna" - to do.
 3. Conjunctions of noun and verb "kərna".

Dialogue:

(tum) ka kərta?	What are you doing?
həm phon kərta həi.	I am telephoning.
i ka kərta?	What is she doing?
u kam kərta həi.	She is working.

Notes:

"həm" is the first person singular pronoun meaning "I"; "tum" is the second person singular pronoun meaning "you". "i" and "u" 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 kərta? instead of tum ka kərta?

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

e.g.

i ka kərta? instead of i ka kərta həi?

The verb "kərna" means "to do". ("kər" is the bare root of the verb and "kərna" is the infinitive.

All infinitives end in "na"). This verb in combination with a noun forms a verb that can be used as a principal verb.

e.g.

phon + kerna = To telephone

phon kerna

bhojen + kerna = To eat

bhojen kerna

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 kertti. Kamla is working.

tom yad kerta. Tom is remembering.

tum bhojen kerta. You are eating. (feminine)

u-rest kertti. 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.

e.g.

ker + ta = kerta tum kerta You (masculine)

do.

ker + ti = kerti u kerti She does.

Drills: 1. Repetition

hem kam kerta

I am working.

uma phon kerti

Uma is telephoning.

tum stedī kerta

You are studying.

hem bhojen kerta

I am eating.

gyan draiv kerta

Gyan is driving.

u yad kerti

She is remembering.

2. Substitution

Instructor: hem

Class: hem kam kerta hei

meri

sadhu

sita

tom

i (feminine)

u (masculine)

vimla

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:

rest kerta.

and so on.

Use the verbs used in this lesson.

LESSON 10

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

Dialogue:

kā kerta?	What are you doing?
ham jata hai.	I am going.
kaha jata hai?	Where are you going?
hua.	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 = jata

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 hai. Uma is writing,

tum likhti hai. You are writing.

"hiyā" and "huā" are the place adverbs meaning "here" and "there" respectively.

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

həm maket jata. I am going to the market.

Drills: 1. Substitution

Instructor: sun Class: həm sunta hei.

likh

kha

bol

a

je

bula

2. Transformation

Transform the above drills by substituting the following pronouns in place of "həm".

1. i (masculine)

2. u (feminine)

3. tum (masculine and feminine both)

3. Repetition

viḷey kəhā hei?

Where is Vijay?

maket kəhā hei?

Where is the market?

peṅsil kəhā hei?

Where is the pencil?

skul kəhā hei?

Where is the school?

posthopis kəhā hei?

Where is the post office?

4. Chain Drill

Student A asks Student B:

tum kēhā jata?

Student B responds:

hēm dukan jata. (to student C): tum kēhā jata?

jēiē hēi.

Student C:

hēm 'skul jata.

5. Repetition

hēm hotel mē khana I eat at a hotel.

khana hēi

hēm hopis mē kam kerta I work in an office.

hēi

hēm begica mē phul todta. I pluck flowers in the

hēi

garden.

hēm hōvai mē hīndī I teach Hindi in Hawaii.

pedhata hēi

LESSON 11

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

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

Notes: "log" literally translated means "people" or "folks". So "hēm log" or "tum log" really mean "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 hēi?
tum log kēhā jata hēi?

or

hēm khata hēi.
hēm log khata hēi.

"mē" means "in" or "at" and always precedes the noun.

e.g.

bēgica mē and not mē bēgica

skul mē and not mē skul

Drills:

1. Repetition.

hēm 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.

hēm log phēl lata hei We are bringing fruit.

u log gana gata hei They are singing.

2. Transformation

Transform the sentences in Drill 1 in singular sentences.

3. Substitution

Instructor: bēgica Class: lila bēgica mē hēi.

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 hai? What are you?
ham mastar hai. I am a teacher.
"ticar" (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 ka karta?

Drills: 1. Repetition.

ham mastar hai	I am a teacher.
ham mehajan hai	I am a shopkeeper.
ham kesai hai	I am a butcher.
i vehil saheb hai	This person is a lawyer.
ham sonar hai	I am a goldsmith.
ram nau hai	Ram is a barber.

2. Substitution

Instructor: doktersaheb Class: u hëmar doktersaheb
hei.

mali

kuk

dhobi

nau

vëkil

sonar

3. Question and Answer Drill

The instructor asks the students one by one:

"tum ka hei?"

They respond:

"hem ----- hei. ap ka 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 bhaiyye This is my younger brother.
hai.

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

e.g.

chota bhaiyye	younger brother
chota ladka	small boy
but choti behini	younger sister
choti ladki	small girl

Adjectives qualifying masculine nouns end in

-a. To obtain the feminine, the terminal -a should be changed to -i.

e.g.

accha ladka	good boy
acchi ladki	good girl

Adjectives ending in a consonant remain the same.

e.g.

sunder ləḍki beautiful girl.

garib ləḍka poor boy

alsi ləḍka lazy boy.

alsi ləḍki 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.

ḍukən, pəḍ; ghər 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 "bəḍa" may be lengthened into "bəḍkəna" or "bəḍkəni". It is usually used to indicate the superlative degree; but may also be used in comparison.

i həmar bəḍkəna bhəiyyə həi, 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

bēdi behini	elder sister
bēdkēni behini	eldest or elder sister
lēmba ped	tall tree
eccha lēdka	good boy
neva set	new shirt
moṭkēni auret	the fattest woman or fat woman
choṭi lēdki	small girl

2. Substitution

Instructor: bheiyya Class: i hēmar bhēiyya hēi.

mā

bēhini

pitaḷji

lēdka

lēdki

auret

admi

3. Repetition .

həmar bhəiyya əccha həi	My brother is nice.
us ke bhəini ləmbi həi	That person's sister is tall.
is ke chata purana həi	This person's umbrella is old.
rəm ke sət nəva həi	Ram's shirt is new.
tumar ghar bəda həi	Your house is big.

LESSON 14

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

Dialogue: hiyā kitnā skul hoi? How many schools does this place have?
abhi dū hoi. There are two at the moment.

Notes: The plurals of masculine nouns that are animate objects can be formed by adding "log" to the noun.

e.g.

lōdka log	boys
ādmi log	men

Masculine nouns ending in -a that are not animate objects form their plural by changing the -a to -e.

e.g.

luta	lute
kāmra	kāme

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 "lōdkā" (plural of "lōdka") is an exception and refers to "children" as well as "boys".

Drills: 1. Substitution

Instructor: ped

Class: hiyā kitā ped hai?

ghar

padka log

dukan

hotel

admi log

2. Substitution

Instructor: lao

Class: abhi lao

likho

suno

deo

khaos

betho

pedho

daudo

hāso

3. Substitution

Instructor: ek

Class: hiyā ek ped hai

dud

tin

car

pāc

che

set

atli

neo

des

Lesson 15

- Goals:**
1. The use of "ke pas" and "ke ləge" - possession.
 2. Idiomatic use of "həm nəhi jāno".
 3. Plurals of feminine nouns.

Dialogue: lila ke ləge kitna sadi hai? How many saris does
Lila have?
həm nəhi jāno. I do not know.

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

e.g.

həmar ləge

ram ke pas

lila ke ləge

There is no word for "have". So "Lila has long hair" will be expressed this way:

lila ke bar ləmba hai.

The phrase "həm nəhi jāno" 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.

lodkī

lodkī log

auret

auret log

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

How many children do you have?

lodken hei?

hemar pas tin

I have three children.

lodken hei.

1. Repetition

hemar lege dui pensil
hei.

I have two pencils.

tumar lege sat buk hei

You have seven books.

is ke lege behut sadi

She has a lot of saris.

hei

ram ke lege pac set

Ram has five shirts.

hei

us ke lege ek chata

That person has an umbrella.

hei.

2. Transformation

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

3. Repetition

i hēmar lēdki hēi	This is my daughter.
i ghēdi mēhēnga hēi	This watch is expensive.
i sādī sūndēr hēi	This sari is beautiful.
i cudī bēdi bēi	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.

i hēmar lēdki log hēi.

LESSON 16

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

Dialogue:

di pensil ram ke deo.	Give this pencil to Ram.
i leo 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 leo 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: hiyā bəlao Class: . us ke hiyā bəlao.
gher lao
buk deo
gos beco

3. Substitution

Instructor: pensil Class: i leo tumar pensil.
/cok
beg
chata
pəisa
ghədi

LESSON 17

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

Dialogue: tum kab aya? When did you come?
kal. 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

ham 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.

e.g.

ram khaya Ram ate.

sita khai Sita ate.

hem khaya I ate.

tum khaya You ate.

Similarly:

hem siya

tum roya

sita roi

hem di

rem piya

sita di

1. Repetition

hem aj likha

I wrote today.

u kel aya

He came yesterday.

tum perso diya

You gave on the day before
yesterday.

i ledki kel ai

This girl came yesterday.

tum aj ai

You came today.

ap p̄erso aya

You (polite) came day before
yesterday.

2. Substitution

Instructor: b̄eith

Class: h̄em b̄eitha.

le

pi

c̄edh

dekh

khel

so

3. Transformation

Transform the sentences in Drill 2 by substituting "u" in place of "h̄em" 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 mastərjji skul Is your teacher in the school?
mē hai?

nə, u suva gais hai.. 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 hai

I have come.

i aya hai.

This person has come.

tum aya hai

You (feminine) have come.

u ledka aya hai

That boy has come.

ap aya hai

You (polite) have come.

2. Substitution

Instructor: kha

Class: ram khais hai

so

dekh

ga

bec

3. Transformation

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

e.g.

Instructor: kha

Class: hēm khaya hēi

Drills:

1. Repetition

tum ay rēha

You came, you had come.

həm laya rēha

I brought, I had brought.

māstēr jī sikhay rēha

The teacher taught, the
teacher had taught.

ap khay rēhi

You ate, you had eaten.

shēm i buk pēdhe rēha

Sham read this book, Sham
had read this book.

dhobi kēpda dhoy rēha

The laundryman washed these
clothes, the laundryman
had washed these clothes.

lila i gana sune rēhi

Lila heard this song, Lila
had heard this song.

2. Repetition

sēbere ao

Come in the morning.

din mē ao

Come in the afternoon

(during the day).

sēnjha ke ao

Come in the evening.

rat ke ao

Come at night.

3. Substitution

Instructor: sun

Class: həm sēbere sune
rēha

likh

utēr

kherid

dekh

le

si

bol

pədhā

bec

Transformation

Transform the sentences in Drill 3 by substituting "diñ mẽ", "sənjhā ke", "rat ke" in place of "səbere".

e.g.

Instructor: sun

Class: həm dīn me sunā rēhā/

sunī rēhī

feminine gender in second and the third person.

-i should be added to third person masculine gender.

e.g.

həm 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 "kəl".

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.

həm buk dega

1. Repetition

həm kəl səbere jayega	I will go tomorrow morning.
həm aĵ səbere jayega	I will go this morning.
həm perso səbere jayega	I will go on the morning of the day after tomorrow.

2. Substitution

Instructor: .la

Class: u kəl sənĵha ke lai

bēith

dekh

cēdh

bandh

khol

pi

so

bāla

le.

3. Repetition

hēm ghēr bandhēga

I will build a house.

nau bar kati

The barber will cut hair.

mēhajēn kēpda beci

The shopkeeper will sell
cloth.

bēhīni khana pēkayegi

Sister will cook food.

hēm log rēgbi khelēga

We will play ragbi.

tum log dhan boyega

You (plural) will sow rice.

i log gana gayega

These people will sing song.

Lesson 22

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

Dialogue: həm kəb' ai? When shall I come?
səbere sadhe nəo bəje Come at nine in the morning.
ana

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.

həm jai?	Shall I go?
sərla khai?	Will Sarla eat?
tum ai?	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.

kəl ana	Come tomorrow.
us ke bəlana	Call that person.
hiyā rəkhna	Keep here.
u buk dena	Give that book.

Whenever "bāya" is used as an adverb, the terminal "a" is changed to "-e".

e.g.

həm sat bāje khaya. I ate at seven o'clock.

Drills: 1. Substitution

Instructor: ek
 dui

Class: sadhe ek bāje lana.

And so on up to "dara".

2. Substitution

Instructor: khana
 la
 sun
 ga
 bāiṛh
 dekh
 pādh
 dho
 bol
 pi
 likh
 ro
 si
 de

Class: abhi māt khana.



LESSON 23

- Goals:
1. Telling time in fractions.
 2. "me" used as "till".

Dialogue: ebhi des beje me kitne How long till ten
 taim baki hai? o'clock?
pendra minet Fifteen minutes.

Notes:

The postposition "me" is also used as "till" or "until". It always proceeds the action verb as in "beje me". 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.

jaye me taim hai.

usa ke aye me taim hai.

gadi ke chute me taim hai.

"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/sādi hāye
mē taim hēi
sinema me deri
hēi

There is time for his,
her marriage.

There is still time for
the movie.

Drills: 1. Repetition

dēs bēje mē pāc minēt

It is five minutes till
ten o'clock.

baki hēi

eth bēje mē dēs minēt

It is ten minutes till
eight o'clock.

baki hēi

gyara bēje mē bis minēt

It is twenty minutes till
eleven o'clock.

baki hēi

2. Substitution

Instructor: car

Class: ebhi paune car

bēja hēi

dui

eth

dēs

sat

neo

tin

3. Substitution

Instructor: khana

Class: ebhi khaye mē

deri hēi

sona

ena

jana

bolna

LESSON 24

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

Dialogue: kitna taim hai? What is the time?
neq bej ke des minet It is ten minutes past nine
pas hoy gay o'clock.

Notes: Some people may also ask "ka taim hai?" instead of "kitna beja?" or "kon taim hai?".

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

e.g.

sevva dui a quarter after two

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

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

e.g. cadh jao, kha jao;

e.g.

ham soy gaya I went to sleep,

ham khay jayega 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.

həm dekh gəy

uša bəith gai

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

e.g.

u i kitab de gəya

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

e.g.

həm pensil ləye gəy.

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

e.g.

həm ay gəy

sita soy gai

Verbs ending in -i retain their original form.

Drills: 1. Substitution

Instructor: a

Class: həm ay gəy

so

pi

dekh

so

bol

dē

le

ho

jēl

tut

2. Substitution

Instructor: pāc

Class: pāc minēt pas

hōy gey

dēs

pēndra

bis

pēccis

3. Substitution

Instructor: nēo

Class: sēvva nēo bēja hēi

ēth

gyara

pāc

sat

LESSON 25

Goals: 1. The days of the week.

Dialogue: aĵ kon din hei? What day is today?

aĵ kon roĵ hei?

aĵ sommar hei. Today is Monday.

Drills: 1. Substitution

Instructor: sommar

Class: aĵ sommar hei

mængel

budh

bif

suk

senicer

etvar

2. Substitution

Instructor: kel

Class: kel sommar reha

perso

us din

LESSON 26

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

Dialogue: aj kon tarikh hai? What is the date today?
aj setra 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	Class:	aj tera tarikh hai
	cauda		
	pendra		
	sola		
	setra		
	ethara		
	unnis		
	bis		

2. Repetition

pehla ladka	First boy
dusri ladki	Second girl
tisri ladki	Third girl
cautha admi	Fourth man
pācva admi	Fifth man
chevi aurt	sixth woman

chətvi surət

Sixth woman

sarva ləḍka

Seventh boy

aṭhva ləḍka

Eighth boy

nəovi lāḍki

Ninth girl

dəsvi surət

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: i kon mēhina hēi? What month is this?
i jēnvēri hēi. This is January.

Drills: 1. Substitution

Instructor: jēnvēri Class: i jēnvēri hēi

fērvēri

mac

ēprēel

mēi

jūn

julai

ēgēst

septēmba

oktuba

nevēmba

disēmba

2. Repetition

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

u mēi ke bāis tarikh That was the twenty-second
reha day of May.

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

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u mac ke caubis tarikh
reha

That was the twenty-fourth
day of March.

u oktuba ke peccis
tarikh reha

That was the twenty-fifth
day of October.

2. Substitution

Instructor: chebbis

Class: perso chebbis
tarikh nei

sətəis

əttəis

untis

tis

ektis

LESSON 28

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

Dialogue: tum kabhi rewa gay raha? Have you ever been to Rewa?
ha, pichle sal ek dafa. Yes, one time last year.

Notes: When negative "nahi" is added to adverb "kabhi" the meaning changes to "never".

e.g.

tum kabhi suva gay Have you ever been to Suva?
reha?

kabhi nah. Never.

Drills:

1. Repetition

tum kabhi gos khay
reha?

Have you (masculine) ever
eaten meat?

tum kabhi i filem
dekhe reha?

Have you (masculine) ever
seen this movie?

tum kabhi i gana
sune reha?

Have you ever heard this
song?

tum kabhi hiya ay.
reha?

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: hēm ek dēfe bōle
rēha

dui

dēs

bis

pecas

sau

4. Repetition

hēm ēgle sal kolej I will go to college next
jayega year.

ram piche sal pas hoy Ram passed last year.
geya

serla piche mahina ay Sarla came last month.
rehi

tum ēgle sal ka karega? What are you going to
do next year?

hēm piche hefta ek I saw a good movie last
eccha filam dekhe week.
reha

5. Substitution

Instructor: kha Class: hēm i cij. kabhi
bol nehi khaya.
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 ebhi kehā rehta? Where do you live now?
 hām pehle suva mē I used to live in Suva
 rehēt rehā par ebhi previously, but I live
 nausuti mē rehta hēi. in Nausori now.

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

Verbs ending in -i and -o should have -et added to them to form this tense.

e.g.

khat

det

soet

piet

et 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

hem pehle gos khat

I used to eat meat previously.

reha

hem pehle daru piat

I used to drink previously.

reha

sita pehle behut roet

Sita used to cry a lot

rehi

previously.

u auret pehle behut

That woman used to quarrel

jhegda karet rehi

a lot previously.

ram pehle regbi khelet

Ram used to play Rugby pre-

reha,

viously.

hem pehle behut soet

I used to sleep a lot pre-

reha

viously.

tum pehle hamar ghare

You used to come to my

roj at reha

house every day previously.

2. Repetition

hem hamesa car beje

I always used to get up

uthet reha

at four o'clock.

hem hamesa padhet reha

I always used to study.

tum hamesa soet reha

You always used to sleep.

sire hemeša imli khat

Sita always used to eat

rehi

tamarind.

ram hemeša daru piēt

Ram always used to drink

reha

liquor.

3. Substitution

Instructor: so

Class: hem behut sot reha

per ebhi nehi sota

khet

bol

khel

bedmasi ker

diu mar

pit

filem dekh

LESSON 30

Goals: 1. Ablatiye "se".

Dialogue: hiyaN se maket kitna dur hei? How far is the market from here?

legbhag adha mil.

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

Drills: 1. Substitution

Instructor: maket Class: maket hiyaN se
behut dur hei

gher

skul

erodrom

pul

theta

post hopis

espetal

2. Repetition

legbhag car beje ana Come at about four o'clock.

legbhag duī sal pehle Nearly two years ago.

legbhag seb log ay reha Nearly (almost) all the people
came.

legbhag panē siling About five shillings.

lēghes + In ghēnta mēn

Within about three hours.

3. Repetition

hiyan se gher adha mil

The house is half a mile

hei

from here.

sūwa se lautoka dūr.

Lautoka is far from Suva.

hei

skul se gher dūr hei

The house is far from the

skul.

gher se theta nagicce

The theater is close to the

hei

house.

LESSON 31

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

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

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

Drills: 1. Repetition

maket bank ke age hai Market is in front of the bank.

maket bank ke begal me hai Market is next to the bank.

maket bank ke piche hai Market is behind the bank.

maket bank ke negicce hai Market is near the bank.

maket bank ke pados men hai Market is near the bank.

2. Substitution

Instructor: bada bank Class: u bada bank men ka hai?

bada maket

chota gher

accha gher

chota beg 74

LESSON 32

Goals: 1. Conjunctive participles.

Dialogue: market ke rasta kon hai? Which is the road to the
market?

sidha jayke u kona Go straight and turn at
ghūn 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 ao Having eaten, come.

dekhke ao

Having seen, come.

deke ao

Having given, come.

pūchke ao

Having asked, come.

2. Substitution

Instructor: sun

Class: sunke ghare jao

le

pī

dekh

kha

bāta

ga

dekh

LESSON 33

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

Dialogue. maket ke negicce koi Is there any shoe shop near
jūta ke dukan hai? the market?
bahut hai, lekin tum 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 hai? Is anybody at home?
yehaṅ koi hai? Is anybody here?
kai koi ay raha? Did anybody come yesterday?
koi ek sal About a year.

koi car pañc siling Some four, five shillings
koi duī tīn mil hai Nearly two, three miles.

2. Substitution

Instructor: khela Class: ham bufaya lekin
koi nahī khelis

aya

likha
suna
liya

LESSON 34

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

Dialogue: ka yohī sambhu ke dukan Is this Sambhu's shop?
hei?

haN, u sidhī per se Yes, come here by the stairs.
hiyaN aNo.

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

e.g.

Jegga hī kera Jagga did it.

hiyaN.hī hei buk The book is right here.

kai hī kem i sadi I bought this sari just
kherīda yesterday.

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

Drills: 1. Repetition

yehī tumar gher hei? Is this your house?

yehī is ke skūl hei? Is this this person's
school?

yehī tumar bhai hei? Is this your brother?

yehī sīta ke motar Is this sīta's car?

hēi?

yehī tum log ke master Is this your teacher?

ji hai?

2. Transformation

Transform the sentences in Drill 1 by substituting "wehī" in place of "yehī".

3. Repetition

sidhi par se ao

Come by the stairs.

churī se phel kato

Cut the fruit with a knife.

cimmec se ca ghorō

Stir the tea with a spoon.

pen se citthī likho

Write the letter with a pen.

sabun se kepda dhoo

Wash the clothes with soap.

bās se ao

Come by a bus.

LESSON 35

- Goals:
1. Bargaining.
 2. Adjective + kerna combinations.
 3. Indefinite pronoun "kuch".
 4. Adjective "only".

Dialogue:

ek bāndal dālo ke	What is the price of a
kitna dam?	bundle of Dalo?
sirf pañc siling.	Only five shillings.
pañc siling bahut	Five shillings is very
mehenge hai kuch	expensive, reduce it a
kēmtī karo.	little.

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

e.g.

kēmtī kerna To reduce.

saf kerna

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

e.g.

kuch hai There is some.

It can also be used as a pronominal adjective.

e.g.

kuch sadī hai

Drills:

1. Repetition

dokter kuch dewai
diya

*The doctor gave some
medicine.

kuch peisa lao

Bring some money.

kuch kam kero

Do some work.

2. Substitution

Instructor: likh
kha
la
de
le
dikha

Class: kuch nehi likho

3. Repetition

ek jutti kabij
ek derjen enda
ek paun jhinga
ek kuda bhindi
ek jodi juta

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

4. Repetition

kuch tita hei
kuch mehenga hei
kuch kedua hei

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

5. Substitution

Instructor: kabij
alu

Class: sirf kabij hi
lao.

pye]j
ceur
ata
cīnī
dūdh
apui
nībū



LESSON 36

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

Dialogue: i apul taja hei? Are these apples fresh?
ekdam taja hei. They are absolutely fresh.
dui paun deye deo. Give two pounds.
car aur car ath ana That was - four and four -
bhay. eight annas.

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

i citthi padh deo Read this letter out to me.

Formation:

For verbs ending in consonants there is no change. \bar{y} should be added to the verbs ending in -a, the terminal -e removed from verbs ending in -e and -ey added to them.

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

e.g.

kel us ke ghare There was Ramayana at that
ramayen bhay person's place yesterday.

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Drills:

1. Repetition

am ekdəm pəkā həi

nəriyəl ekdəm

səsta həi

gos ekdəm taja həi

sət ekdəm nəwa həi

2. Repetition

tərkəri dəye deo

kəpda nəp deo

kām kər deo

citthī likh deo

sət sī deo

tel laye deo

3. Repetition

duī aur duī car

tīn aur ek car

tīn aur car sat

paNc aur nəo cauda

4. Repetition

paNc meN se tīn nikalo

sat meN se duī nikalo

bara meN se əth

nikalo

dəs meN se paNc

nikalo

Mangoes are absolutely ripe.

Coconuts are absolutely

cheap.

The meat is absolutely

The shirt is absolutely

Give the vegetables.

Measure the cloth.

Do the work.

Write the letter.

Stitch the shirt.

Bring the oil.

Two and two four.

Three and one four.

Three and four seven.

Five and nine fourteen.

Minus three from five.

Minus two from seven.

Minus eight from twelve.

Minus five from ten.

fījī meN itna nēriyēl

hēi

sidnī itna bōda sehar

hēi

us ke pas itna pēisa

hēi

u itna mota hēi

sīta itnī ecchī hēi

u lēdkī itnī lejī hēi

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.

Drills:

1. Repetition

to tum us jeb

to us ledka ke nehī

beḷaḡ

to hem bola -----

to u rois

2. Repetition

hem thenda panī se

nehay liya

u khana khay liis

u bekdi pēked leo?

tum i buk pedh liya?

hem u gana sikh liya

hem, u neva filem dekh

liya

Then you go

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 "səkna" -- to be able, or can, also may.
 2. Locative "pər".
 3. Optative sentences.

Dialogue: hēm hiyən se wiriya kəisa jay How can I go to Viriya
səkta? from here?
pəider, bəspər, ya to pətpət On foot, by bus, or
pər. by launch.

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

hēm hindī bol səkta hēi I can speak Hindi.
tum əbhī jay səkta hēi You can go now.

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

Drills:

1. Repetition
hēm likhe səkta hēi I can write.
hēm gay səkta hēi I can sing.
hēm pəkay səkta hēi I can cook.
hēm d̄raiw kərə səkta hēi I can drive.

2. Substitution

Instructor: naç
 pədh
 ga
 a
 sikha
 si

Class: Kəmla nace
 sekti hei.

3. Repetition

kəl ya pərsə ə

Come tomorrow or the
day after.

pən ya pensil, laə

Bring a pen or a pencil.

kabij ya bhndī laə

Bring cabbage or okra.

sham ya ram kə bəlaə

Call Sham or Ram.

4. Repetition

i sadī leə ya to i leə

Take either this sari, or
this.

i gana sikhao ya to u
sikhao

Teach either this song
or that one.

u buk, pədhə ya to i
pədhə

Read either that book or
this one.

LESSON 40

Goals: 1. Terminal -o in verbs instead of -ta in interrogative sentences in second person.

Dialogue: tum khana pekay sako? Can you cook?
hā, ham sakta hai. Yes, I can.

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

e.g.

tum ka kero hai? What are you doing?

tum ka likho hai? What are you writing?

The use of "it" on the verb root is not restricted to the feminine gender, some men will use this form.

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 khao hai? What are you eating?

tum ka pekao hai? What are you cooking?

2. Repetition

tum khana pekay sako? Can you cook?

tum moter celay sako? Can you drive a car?

tum Hindī bole sēko? Can you speak Hindi?

tum nēdī paure sēko? Can you swim a river?

tum ghoda dauday sēko? 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: i bəʃ kəhən jayi? Where does this bus go?
sūwə jayi. It will go to Suva.
hiyəN kitna bhāra ləge What is the fare from here?
həi?
car siling. Four shillings.

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

e.g.

sīta khana khayi? Will Sita eat?
həN, 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.

sīta ke pyas ləga həi. Sita is thirsty.
ram ke bhuk ləga həi. 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 hai? What is that person doing?
- lila ke likhe hai? What is Lila writing?
- sambhu ka khaye hai? 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 -ə, -e, -i and -o should have -ye added to them.

Drills: 1. Substitution

Instructor: paisa Class: bahut paisa lege hai.

- tex
- pani
- buk
- bhara
- kiraya
- petrol
- pyas
- bhuk
- thenda
- gerem

(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 Class: Rəm khay

dekh

so

bol

sun

si

dho

le

la

3. Repetition.

līla ebhī ayī

Lila will come now.

i lēdkī khana khayī

This girl will eat now.

plen dēs beje ayī

The plane will come at ten

o'clock.

səmbhu kəbj jayī?

When is Sambhu going?

LESSON 42

Goals: 1. Duplication of adverbs.

Dialogue: suwa jaye me kitna dèrī. How long does it take to go
lage hai? to Suva?

car sadhe car ghēntā. Four and four half hours.

bēs kahaN kahaN ruki? What various places the bus
stop at?

nandī, singatoka, koro Nandi, Singatoka, Koro Levu
lewu aur nawua ruki. and Navua.

Notes:

The duplication of words is frequent in Hindus-
tani. Duplication gives an idea of extension or
distribution over time or space.

Adverbs are repeated to convey intensity. e.g.

Instead of saying "jeldī kam kero", people
might say, "jeldī jeldī kam kero".

similar examples:

dhire dhire celo

thik thik bolo

Drills:

1. Repetition

tum kahaN kahaN gaya? What various places did you
go to?

genna ke khet kahaN What various places are the
kahaN hai? cane fields at?

am ke per kahaN kahaN What various places are mang

hai? trees at?

jaldi jaldi bolo Speak fast.

dhire dhire motar calao Drive the car slowly.

LESSON 43

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

Dialogue: eger hēm eccha bhojēn . If I want to eat good food,
khana
cahta hēi to hēm kahan . Where should I go?
jayi?
tūm bombe loj jao babu, You go to the Bombay Lodge
sir,
huan ke khana eccha hēi. the food there is good.

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

hēm jāna cahta hēi. I wish to go.
tūm ka kerna cahta hēi? What would you like
to do?

Drills: Repetition

eger sambhu ayī to hēm We will go if Sambhu comes.
lag jayega.
eger lila ayī to us ke Detain Lila if she comes.
rokna
eger tūm cahta hēi to You too can come if you
tūm bhī ay sako hēi. want to.

eger panī ayī to hēm We will stay home if it
log ghare rehega. rains.

Substitution

Instructor: maket jana Class: hēm maker jana
filam dekhna cahta hei.

hotel jana

rēgbī khēlna

kērī khana

kam kerna

buk pēdhna



i ped meN bahut phel This tree has a lot of fruit
lega hei. on it.

i ped meN thoda phul This tree has few flowers.
lege hei.

Without a postposition:

i sadi hemme eccha lege I like this sari.
hei.

eisen bat kherab lege This kind of a thing looks
hei. bad.

LESSON 44

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

Dialogue:

ej kon kon bhojēn bēna What all foods have been
 hēi? cooked today?
 hēme bhūt bhūk lēga I am very hungry.
 hēi.
 ej murgī ke gos, alū ke Chicken, potatoes, lentils,
 tērkerī, dal, rotī aur roti and rice have been
 bhat, pēka hēi. cooked today.

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

e.g.

kon kon ayega? What various people will come?

kon kon bola? 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

bēna

Transitive

bēnana

rukna	rokna
pəkna	pəkana
nikəlna	nikalna

Some verbs have an irregular formation.

e.g.

chutna	chodna
dhulna	dhona
phetna	phadna
tutna	todna
phutna	phodna

Drills:

1. Repetition.

aj ka bəna hēi?

What has been made today?

kā ēccha bhojən pəka
rəhā.

Good food had been cooked
yesterday.

sosā phut गया

Saucer broke.

sadi phet गया

Sari tore.

2. Repetition.

kon kon bhojən

What various foods

kon kon log

What different people

kon kon kapda

What different kinds of cloth

kon kon janwer

What different animals.

3. Repetition

The special verb, "ləgna" may be preceded by

a postposition:

həmar ghar meN rəng

My house is being painted.

lēge hēi.

Hosted for free on livingua.com



LESSON 45

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

Dialogue: hēmar khatin murgi, ke gos tērkarī aur rotī lao aur hēmar dost ke khatin gos nēhī lana. kahanē? kahis kī i sadhu hēi.

Bring some chicken, vegetables and roti for me, and don't bring any meat for my friend. Why? Because he is a vegetarian.

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

Drills: Repetition

hēmar khatin ek buk lana
Bring a book for me.

us ke khatin hēm sadī laya
I brought a sari for her.

hēmar frēnd ke khatin khana lao
Bring some food for my friend.

hēm tumār khatin rukega
I will wait for you.

2. Substitution

Instructor: bol

Class: tum kahanē bola?

a

ja

ga

ruk

dekh

la

pi.

3. Repetition

tum ī kaNheN vaste

What did you buy this for?

kherida

sīte kaNheN veste nehi

Why did not Sita come?

ayis?

kaNheN vaste bes hiyaN

Why did the bus stop here?

rukis?

4. Repetition

kahis kī kel chuttī

Because tomorrow is a holiday.

hei

kahis kī hem log gos

Because we do not eat meat.

nehi kheti

kahis kī tum ebhi chōta

Because you are young yet.

hei.

kahis ki bes ke tayer

Because the tire on the bus

penkcer hoy gaya.

has a puncture.

Lesson 46

Goals:

1. Use of special verb "pēsənd ana" --- "to be liked".
2. Adverb "phir" --- "again".

Dialogue:

tumme khənə pēsənd aya babū? Did you like the food sir?

həN, pər khāna thoda tita reha!

Yes, but the food was a little hot.

kitna pəisa bhəy?

How much was it?

neō siling, hēmar hotel

Nine shillings, come

mēN phir ana.

again to my hotel.

Notes:

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

həmme u lēdki pēsənd ayis 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.

sərla ke u sadi pēsənd aya

Sarla liked that sari.

Drills:

1. Substitution

Instructor: mithai

Class: hømme mithai

pəsənd, aya.

buk-

kəpda

gana

gəNw

ghər

bag

2. Repetition

həm tumme phir boltā hai I am telling you again

həm u filem phir dekha I saw that movie again.

həm phir əmrika jayega I will go to America again.

tum kəi phir ana Come again tomorrow.

Lesson 47

Goals:

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

Dialogue:

tum khana khay cuka babu? Have you eaten sir?
heN, kNheN? Yes, why?
celo hemar 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 cuka? Have you finished working?
tum khana khay cuka? Have you finished eating?
tum form bher cuka? Have you finished filling
the form?
tum peper pedh cuka? Have you finished reading
the paper?
tum i sakis dekhe cuka? Have you seen this movie?
tum aji legay cuka? Have you applied?

2. Repetition

kel hemar ghore khana khaye
ana. Come to eat (and eat)
at my place tomorrow.

həm səkis dekhe jata hei

I am going to see a movie.

u kriket khele jata hei

He is going to play cricket.

kəl həm log jhīnga pekde jayega.

We are going to catch prawns tomorrow.

Lesson 48

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

Dialogue: ka + seb tumar khet hei? Are these all your fields?
nehi, khali gennawala khet No, only the one with
hemar 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 friend ke belaya I invited all the friends.
seb log ghare gaya All the people (everybody)
went home.

seb buk lao Bring all the books.

seb phel kharab hoy gaya All the fruits spoiled.

2. Repetition

u dadhiwala admī hamar That man with a beard is
bheiyya hei my brother.

u kotwala admī ledken ke That man with a coat is
master. hī hei the childrens' teacher.

jutawala dukan kehēn/hei? Where is the shoe shop?

sayawali larki hamar behinī That girl with the dress
hei is my sister.

3. Substitution

Instructor: juta

Class: jutawala dukan
dur hei.

sadi
gos
kepda
buk.

Lesson 49

Goals:

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

Dialogue:

tum apən khet meN kon kon
cīj bota hei?
həm hər sal sirf gəna
bota hei

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.

həm apən bheiyya ke layega
həm apən buk nəht dege
u apən beg khola.

Drills:

1. Repetition

həm apən pitajī se puchega.

I will ask my father.

apən ghəre jao

Go to your home.

u apən moter layis

He brought his car.

I apən khet meN kam kere hei

He is working in his
field.

həm apən kəpda dhota hei

I am washing my clothes.

2. Repetition

həm hər sal suwa jata həi

I-master ji hər hefta ekjem

deta həi

həmar məN roj għər saf kərti

həi

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 kare hai ki
nahi? Does any body help you
or not?
haN, hamar sahe hamar
gherwalli din bher kare hai 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 nahi? Are you going to come or
not?
tum i buk mangta ki nahi? Do you want this book or
not?
tum abhi khayega ki der me? Will you eat now or later?
tumme i genv pesend aya ki Did you like this town or
nahi? not?

2. Repetition

ham rat bher pedha I studied all night.
pet bher khana khao Eat a bellyfull (till your
belly is full)
i larka din bher sota hai This boy sleeps all night.
gilas bher pani deo Give a glassful of water.

3. Substitution

Instruction: hemar

Class: hemar sethe ao

is ke

master ji ke

us ke

ram ke

apen bheiyya ke

apen friend

Lesson 51.

Goals: 1. Passive voice.

2. "Duplication of interrogative pronoun "ka".

Dialogue: fiji meN ka ka boya jata hei? What-various things are
sown in Fiji?
genna, 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.

hiyeN eccha kam kera jata hei Good work is done here.

Drills:

1. Repetition

tum hamar 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 chutti meN ka ka kera? What all did you do during
the holidays?

2. Repetition

† kəmra meN khana pekaya
jata hei.

Food is cooked in this
room.

† cij emrika meN nehI khaya
jata hei.

This thing is not eaten
in America.

hiyeN eccha gos-beca jata
hei

Good meat is sold here.

hiyeN seb cij behut mehenga
beca jata hei

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 What different things
hei? are made here?
hiyeN ekko karkhana nehi, There is not even one
is liye seb cij baher se factory here, so every-
laya jata hei. thing has to be brought
in from outside.

Notes: "ekko" is equivalent to "even one".

e.g.

tumar lage ekko pensil Do you have even one
hei? pencil?

Drills:

1. Repetition

tum ekko defa suva gaya?

Have you been to Suva
even once?

hiyeN ekko sakis ghar
nehi

There is not even one
movie house here?

i per meN ekko phal nehi

There is not even one
fruit on this tree.

hamar lage ekko buk nehi

I do not have even one
book.

2. Repetition

həm bimar reha is liye kəl

nehī-aya

is liye tum kəl met ana

həm tumme is liye

bulaya --

həm I citthi is liye likha --

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?

abhi nahī per ham 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

ham kal shehar jayewala I am going to go to town
tomorrow.

egle hafta hamar My brother is going to come
bhaiyya emrika se from America next week.
ayewala hei.

ham apen friend ke I am going to write a letter
citthi likhewala hei. to my friend.

LESSON 54

- Goals:
1. Probability.
 2. "aur koi" -- "any other".

Dialogue: tum aur koi janwar nehā Aren't you going to keep
palega? any other animals?
sair kuch murgi layega I might bring some chickens
enda ke liye. for eggs.

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

- Drills:
1. Repetition
aur koi nehī aya? Didn't anybody else come?
tum aur koi film Dekha? Did you see any more movies?
dekha?
tum aur koi desh Dekha? Did you see any other countries?
dekha?
tum aur koi log ke belaya? Did you invite any more people?
belaya?
 2. Repetition
ej hem sair film dekhe I might go for a movie
jayega today.
sair ke tūfan ayī There might be a storm
tomorrow.

y sait bimar hei
ram sait aj senjha ke
ayi

That person is probably sick.
Ram will probably come
this evening.

LESSON 55

Goals: 1. Duplication of adverb "kəbhī"..

Dialogue: hiyaN pañī kəb bərəsta When does it rain here?
həi?

barish ke mōsə mēN to It rains a lot during the
bəhūt bərəsta həi, pər rainy season, but sometimes
kəbhī kəbhī thənd it also rains during winter
aur gərmī ke mōsə and summer.
mēN bhī bərəsta həi.

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

Drills: 1. Repetition

hiyaN kəbhī kəbhī bəhūt Sometimes, it rains a lot
pañī bərəsta həi here.

həm kəbhī kəbhī ghōda I go horse riding some-
daudaye jata həi times.

hiyaN kəbhī kəbhī bəhūt Really good movies come
ecchā sakis ata həi here sometimes.

i admī kəbhī kəbhī This man gives bad meat
kherab gos deta həi 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
lamba hei. this boy.

i larkī se u larkī This girl is fatter than
motī 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.

hindustanī 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.

eccha se eccha Bring the best material.
keḍa lana.

Drills:

1. Repetition

i pensil se u pensil That pencil is longer than
lemba hei this pencil.

i gher se u gher uNca That house is taller than
hei this house.

hemar buk se tumar buk Your book is better than
eccha hei mine.

suwa leutoka se beda Suva is bigger than Lautoka
hei

2. Repetition

Seb se uNca pehar kahan Where is the highest moun-
hei? tain of all?

u admī 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 ka neriye seb se The coconuts from that place
beda hei are sweetest of all.

3. Repetition

bēgīca meN sunder se

sunder phul hai

tumar lēge jēstī se

jēstī kēpda hai

i-per meN bēda se

bēda phēl lēge hai

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

Instructor: sunder

motī

ecchī

husyar

lejī

Class: I larkī sēb se

sunder hai

LESSON 57

- Goals:
1. Adverb "bar bar" -- repeatedly, again and again, often.
 2. Noun + hona conjuncts.

Dialogue: hiyaN bar bar tufan Do you have storms often?
ata hai?
nahi, per pichle sal No, but last year a big
bada tufan aya aur storm came and caused
admi log ke bahut a lot of damage.
niksan bhay.

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 ghay bhay He has a sore.

Drills:

1. Repetition

tum bar bar kaNheN
ata hai?

Why do you come again
and again?

ham bar bar shehar
jata hai

I go to Suva often.

u lərka bār bār feil . That boy fails again and
hota hai again.

u bār bār hotel jata . That person goes to a
hai hotel often.

2. Repetition

us ke bəhūt fayda . He made a lot of profit.

bhəy

hamar khet meN i sal . My field produced a lot
bəhūt dhan bhəy of rice this year.

i lərka ke ghav bhəy This boy has a sore.

agī se us ke gher ke His house was damaged a
bəhūt niksān bhəy lot to fire.

LESSON 58

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

Dialogue: ka amrika meN beref 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

Some people do not speak

angrezi nehi

English.

bole hei

Drills: 1. Repetition

koi koi log gos nehi

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 60

Goals: 1. Relative pronoun "jo".

Dialogue: jo admī ebhī gana gay Who is the man that sang now?
 rēha u kon hēi? or
 Who is he that sang now?
 pēta nēhī, ram se I do not know, ask Ram.
 pūcho.

Notes: A clause introduced by a relative particle and followed by another introduced by a correlative is a frequent mode of construction. The correlative "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 rēha Who is that man that
 u kon hēi? came yesterday?

hiyaN jo lērkī bēthī The girl that was sitting
 rēhī u bēhut ecchī here is very nice.
 hēi.

tum kēl jo gos khay The meat you ate yesterday
 rēha u lemb rēha was lamb.

həm jo plən se əmrika
gəya u bəhūt bəda
rəha

The plane by which I went
to America was very big.

tum jo cīj ordər kəra
u kəb ayī?

When are the things you
ordered coming?

2. Repetition

səb log se bətaɪ dənə

Tell everybody, (all the
people).

pitaɪ se pūchke ana

Come after you have asked
your father.

u həm se nəhī bolta
həi

He does not talk to me.

us se pūch leo

Ask that person.

is admī se phəl

Buy fruits from this man.

kherīdo

LESSON 61

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

Dialogue: hiyaN koi angreji Is there a speaker of
bolewala hei? English here?
huaN begelwala dukan There is a man next
men-ek admī hei, u door. He speaks it.
Bolta hei.

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.

khetī karewala people who do farming /
log

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 Who is this speaker of
kon hei? Hindustani?
hiyaN koi gos becewala. Is there anybody who
hei? sells meat here?
hiyaN gos khayewala Isn't there anybody who
kbi nehī? eats meat here?

2. Substitution

Instructor: nice

Class: nicewala dukan

eccha hai

uper

negicce

begel

pedaus

piche

LESSON 62

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

Dialogue: sīta jor se kaNhen Why is Sarla shouting
 cillaye hai? loudly?
 us ke buk ke uper There is a lizard on
 bistuiya hai. her book.

Notes: Suffix "se" on adverbs, and certain nouns
 indicate manner.

e.g.

ecchā se nicely

"uper" is really a postposition. Sometimes
the locative "per" is synonymous with it. "pef"
is often distorted so it sounds like "pe".

Drills: 1. Repetition

hēmar chēt ke uper	There is a monkey on my
ek bēndar hai	roof.
tebil ke uper dher	There are a lot of books
buk hai	on the table.
per ke uper nehī cedho	Do not climb on the tree.
sofa ke uper god mat	Do not put your feet on
rekho	the sofa.

buk tebil ke uper hei

The book is on the table.

2. Repetition

kursi per beitho

Sit on the chair.

hem log jemin per sota

We sleep on the floor.

hei

hemar khana tebil per

Keep my food on the table.

rekho

bord per met likho

Do not write on the board.

3. Repetition.

jor se met bolo

Do not talk loudly.

u behut dhire se bole

That person speaks very

hei

softly.

i kam accha se kero

Do this work in a nice way.

thik se likho

Write properly.

u lerka behut jor se

That boy runs very fast.

daude hei

LESSON 63

Goals: 1. Duplication of adjectives.

Dialogue: u myuziyəm ke bhītar What is inside that museum?
 ka hēi?
 bēhut purana purana There are very old things
 cīj hēi. 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 kēpda	Very nice clothes.
eccha eccha cīj	Very nice things.
bedā bedā bilding	Really big buildings.
mītha mītha phēl	Very sweet fruit.
khērab khērab kam	Very bad deeds.
sunder sunder phul	Very beautiful flowers.

2. Repetition

saf suthra ghēr	Very clean house.
mēlla kucela kēpda	Very dirty clothes.
hēra bhēra khet	Very green field.
sēra gēla phēl	Really rotten fruit.

LESSON 64

Goals: 1. Optative "nehī to" -- or, else, otherwise, lest.

Dialogue: jeldī jeldī celo nehī Walk fast otherwise we
to derī hoy jāī. will be late.
tum jōh hēm bad mēN You go, I will come
ayega. later.

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

Drills: 1. Substitution

Instructor: derī Class: jeldī kero nehī
to derī hoy jāī
sakis shuru
dukan bēnd
ramain beitha
khana khetem

2. Repetition

apen buk pedho nehī Read your book otherwise
to master jī danTega the teacher will scold.
stedī kero nehī to tum Study or you will fail.
feil ho jayega
khūb kheio nehī to tum Play a lot or you will get
mota ho jayega fat.

bat mat kero nahī to
master jī gussa hoy
jaī

Do not talk or the teacher
will get angry.

3. Repetition

ebhī nahī bad meN ana
hem khana khay ke bad
meN ayega

Not now, come later.

I will come after I have
eaten.

ram bad meN ayewala
hei

Ram is going to come later.

hem aj bad meN khana
khayega

I will eat later today.

LESSON 65

- Goals:
1. Relative "jeb" and correlative "teb".
 2. Verb + pedna conjuncts.

Dialogue: jeb master ji gussa What did Sita do when
 bhey teb sita ka the teacher got angry.
 keris?
 u roy pedī. She burst out crying.

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

Drills: 1. Repetition

<p>jeb hem aya teb hiyaN koi nehī reha</p>	<p>When I came there was nobody here at that time.</p>
<p>jeb u emrika gaya teb erodrom per behut log ay reha</p>	<p>When that person went to America, a lot of people came to the airport.</p>
<p>jeb hem maket jayega teb tumme sathe loye jayega</p>	<p>When I go to the market, I will take you with me.</p>
<p>jeb badel ghirta hei teb pani ata hei</p>	<p>It rains when the clouds gather.</p>

2. Repetition

məjak sunkər ram haNs

Ram laughed when he heard

pəda

the joke.

həm kəl gir pəda

I fell down yesterday.

bəs chut pəda

The bus started.

phir u auret cillay

Then the woman burst out

pədis

shouting.

həm huaN se cəl pəda

I walked out of that place.

LESSON 66

Goals: 1. Verb + pana conjuncts.

Dialogue: tum kael apen friend

Did you see your friend

se mila?

yesterday?

hem nehī mil paya

I could not see him because

kahis kī u bimar

he was sick. (I didn't

reha.

get to see him.)

Notes:

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

Drills:

1. Repetition

hem u sakis nehī

I could not see that

dekh paya

movie.

hem kael rat nehī soy

I did not get to sleep

paya

last night.

hem per per nehī cedh

I did not get to climb on

paya

the tree.

ram i kam nehī ker

Ram will not be able to

payega

do this job.

hem tin mehina se

I have not been able to

fiji ke akhbar nehī

read the Fiji newspaper

pedh paya

since three months.

LESSON 67

Goals: 1. Another way of using infinitives.

Dialogue: tum jhūt kaNheN bola? Why did you tell a lie?
kəb? When?
kəl, jhūt bolna khərab Yesterday, lying is a
bat həi. bad thing.

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

Drills: 1. Repetition

corī kərna pāp həi	Stealing is a sin.
bəhut sakis dekhna	It is a bad thing to see
khərab bat həi	a lot of movies.
apən pita jī ke mēdēd	It is good to help one's
kərna əccha bāt həi	father.
jhūt bolna pāp həi	Lying is a sin.
buddha log ke ijjet	It is good to respect old
kərna əccha bat həi	people.

LESSON. 68

Goals: 1. Still another use of infinitive.

Dialogue: hem sūwa jāī? Can I go to Suva?
tumme jāna hei to jāo. Go if you want to.

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 kēl nehī ayega I will not come tomorrow
kēhis ki hemme sheher as I have to go to town.

jana hei

hemme ebhī kēn kēna I have to do some work now,
hei tum derī men come later.

ana

hem log ke ekjam ke We have to study for the
liye pedhna hei examination.

use khana khaye ke That person has to go to
liye jāna hei eat.

2. Substitution

Instructor: likh Class: tumme likhna hei
to likho

bol
nac
kherid
de
ruk
a
bula
so

LESSON 69

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

Dialogue: tum itna din kahaN Where were you all these
 reha? days?

hemme jukam pəkəd I have caught a cold.
 11is.

Notes: "pəkəd 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 influenja hoy gay". Literally translated: "Influenza has happened to me".

Drills: 1. Substitution.

Instructor: jukam

Class: hemme jukam pəkəd

11is:

bimari

tifoid

meleriya

influenja

2. Substitution

Instructor: u

Class: us ke influenja

hoy gay

69-2

həm
krisna
usha
asha
shenkər
tum

həm kam kəṛte kəṛte I am tired working.

ṭhək gəya

u cəlṭe calṭe rṭk gəya He stopped while walking.

u lərkī gəṭe gəṭe That girl sings while

pəkātī ḥei cooking.

2. Substitution

Instructor: haNs

Class: jitendṛə haNse

lega

kha

ga

nac

bol

cəl

2. Repetition

-həm*behut din se kēNhi, I have not gone anywhere
'nehī gəya since a long time.

tum kəl kēNhi met jana Do not go anywhere tomorrow.

u kēNhi nehī jatī hai She does not go anywhere.

u admī apen lədken ke That man does not send his
kēNhi nehī bheje hai. 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?
karta hai?

rajendra. kēl moter se Rajendra. He got hit by a
us ke dhakka leg gay. 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.

i jūta 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 pūcha? Whom did you ask?

When it is followed by "liye" it is equivalent to "why", or "for what reason".

e.g.

tum kēl kis liye Why did you not come
nehī aya? yesterday?

"bare meN" is equivalent to "in connection with" or "about".

Drills: 1. Substitution

Instructor: genna
emrika
i admī
khetī
fījī

Class: .hem me genna ke
bare meN kuch
betao.

2. Repetition

u bere gher kis ke hei?
tum kel kis ke sikhaya?
i chata kis ke hei?
tum kel kis ke apen
ghere laya reha?

Who does that big house
belong to?
Whom did you teach yesterday?
Whose umbrella is this?
Whom did you bring to your
house yesterday?

3. Substitution

Instructor: puch
bol
beta
keh

Class: tum kis se puchke.
aya reha?

4. Repetition

tum eisen kam kis liye
kera?
tum juta kis liye nehi
pehao hei?
tum kis liye itna uda
hei?

What did you do a thing
like this for?
Why do not wear shoes?
What are you so sad for?

LESSON 73

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

Dialogue: rejendṛe ke cot wot to . Did Rajandra get hurt?
 nehī lega?
 i remesh bole hei ki us Ramesh here says that he
 ke god tūt gey. 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 admī kuch kam wam	This man does not do any
	nehī kere hei	work.
	jūta wūta utarke gher	Take your shoes off before
	mel ao.	coming into the house.
	god wod dhoy ke pnder	Wash your feet before
	ao.	coming in.

2. Repetition

kherab werab gos met

Do not give bad meat.

dena

thenda wenda panī leye

Bring cold water.

ao.

kuch^h gerem werem ca

Don't you have any hot tea?

nehī hei?

3. Repetition

tumar kədkən pedhe

Your children do not study.

wedhe nehī hei

rāt meN behut ghumo

Don't walk around at night.

wumo nehī

us ke khatin rukna

Don't wait for that person.

wukna nehī

hueN jayke rona wona

Don't cry after going there.

nehī.

LESSON 74

- Goals:
1. Verb + kerna conjuncts.
 2. Adverb "always".

Dialogue: i admī roj kēNheN dauda Why does this man run every
kēre hēi? day?

us ke doktar bolis ki His doctor said that he
tum hērdem sēbere aur should always run morning
sēn̄ha ke dauda kēro. and evening.

Notes: This conjunct of verb and kerna 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 x̄ -o should have -ya added to them.

e.g.

i lēdkā bēhut This boy studies a lot.

pēdha kēre hēi

itna imlī nēhī Don't eat so much tamarind.

khaya kero

i admī hēmar ghēre This man gives (brings)

dudh diya kēre milk to our place.

hēi

i admī bēhut piya This man drinks a lot.

kēre hēi.

din bher mat soya Don't sleep all day.
kero.

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

e.g.

i admī-ṗehle behut piya keret reha.

Drills: 1. Substitution

Instructor: led	Class: i auret herdem
so	leda kere hei.
ro	
peka	
heNs	

2. Repetition

roj skul jaya kero	Be going to school every day.
herdem sec bola kero	Be telling the truth always.
socsemejke bola kero	Be thinking and then speak- ing.
behut daru nehī piya kero.	Do not drink too much.

LESSON. 75

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

Dialogue: remeh sakis jaye mange Ramesh wants to go for a
hei. movie.
to uske jaye deo. Then let him go.

Notes: "mangna" is a special verb like "cahna", almost identical in \bar{x} 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.

e.g.

ham eccha gana) I want to hear a good song.

sune mangit hei.

i apen friend 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 \bar{x} 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.

həmme soye deo Let me sleep.

səmbhu ke aye deo Let Sambhu come.

The direct object should be in inflected form, if a pronoun is used and nouns should have the postposition "ke" on them. "us ke" and "is ke" may be substituted for "ise" and "use" respectively.

Drills:

1. Substitution

Instructor: gana sunē Class: həm gana sunē
 ghere jaye| mangit hai.
 khana khaye
 ca piye
 nəva kəpda kheride
 soye

2. Transformation

Transform the sentences in drill 1 by substituting "tum", $\$$ and "u" in place of "həm" and changing the verb form to suit.

3. Substitution

Instructor: bol Class: use bole deo.

a

mar

so

kha

bèith

kam kər

("jaye deo" is idiomatically used as "Let it be" or "Don't bother about it").

2. Repetition

səmundər nīlə rəng ke

The ocean is blue colored.

həi

kuch phul lal rəng ke

Some flowers, are red colored.

həi

həmar kəpda ujər həi

My clothes are white.

us ke chata kəriya həi

His umbrella is black.

həm həriyar rəng ke

I bought a green sari.

sadī khərīda.

həmme bəijənī rəng

I don't like purple color.

pəsənd nəhī

orenj rəng ke kəpda lao

Bring orange colored cloth.

LESSON 77

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

Dialogue: tumme skūl ke rasta Do you know the way to
peta hai? school?
nahī. No.
to phir hēm jaise Then go as I tell you to.
betata weise jao.

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

Drills: 1. Repetition
jaise betāya weise kero Do as told.
jaise sikhaya weise Tell as you were taught.
bolna.
jaise dekha weise, betao Tell as you saw.
jaise aya weise jao Go as you came:

LESSON 78

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

Dialogue: tumme itna sakis nahī You should not see so many
dekhak cahī. movies.

kəNhen? Why?

tumar əNkhī kherab hoy Your eyes will get bad
jaī.

Notes: "cahī", "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 "cahī". Verb roots ending in -ə, -e, and -o have -ewek added to them; and verb roots ending in -ə have -yek added to them:

e.g.

tumme i kam kerek You ought to do this work.

cahī

tumme kəl awek You have to come tomorrow.

cahī

həmme ram ke i buk I ought to give this book
dewek cahī to Ram.

use əbhī sowek He ought to sleep now.

cahī

The subject, if it is a pronoun should be in
inflected form and postposition "ke" should be
added to the nouns.

Drills: 1. Substitution

Instructor: bol

Class: tumhe boleke kahī.

kha

ga

so

pedh

pi

de

LESSON 19

Goals: 1. Special verb "pedna".

Dialogue: ham pedhe nahī mangit, I don't want to study.

hai.

u to tumar kam hai, That is your duty, you

tumme pedhek-pedi. have to study.

Notes: "pedna" 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 hamar pati men, You have to come for my
awek pedi. party.

tumme hamar bat sunk, You have to listen to what
pedi I say.

hamme moter becek pedi I had to sell the car.

use keli doktor ke lege He will have to go to the
jayek pedi doctor tomorrow.

hamme keli dui mil celek I had to walk two miles
pedi yesterday.

usha ke bihan jeldi Usha will have to come
awek pedi early tomorrow.

i dukan jis admī ke
hēi us ke lēge bēhut
pēisa hēi.

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

2. Substitution

Instructor: kaka
bēhīnī
mama
phua
mausi

Class: u nate meN hēmar
kaka lēge hēi.

LESSON 81

Goals: 1. Two postpositions occurring together.

Dialogue:

<p>u abhi per pe se gir . pēda u kon hai? sambhu ke lērka. sambhu ke sab lērken meN se sirf i lērka behut badmas nikla.</p>	<p>Who is the person that just fell off the tree? Sambhu's son. Of all of (among all of) Sambhu's children this boy turned out to be very naughty.</p>
--	---

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. Repetition

per pe se am gir pēda	A mango fell off the tree.
chet pe se admi gir	A man fell off the roof.
pēda	
mējdur sidhi per se gir	The laborer fell off the
pēda	ladder.
tebil per se botel gir	Bottle fell off the table.
gay.	

2. Repetition

i sab neiryel meN se	Not one coconut is good
ekko eccha nehi nikle	among all of these.

i s**ə**b khet meN se sirf Among all these fields
 ek khet h**ə**ra bh**ə**ra h**ə**i only one is green.

i s**ə**b p**ə**d meN se sirf Among all of these trees
 d**u**i p**ə**r meN ph**ə**l h**ə**i. only two trees have
 fruit on them.

s**ə**b h**o**tel meN se b**o**mbe Among all these hotels
 l**o**j **ə**c**h**a h**ə**i. Bombay lodge is the best.

LESSON 82

- Goals:**
1. Relative "jəhaN" and correlative "huanN".
 2. Another way of expressing "lots of".

Dialogue: həwai kəisən des həi? What kind of a place is
Hawaii?

həwai mən jəhaN jao There are lots flowers
huan phūlēphūlē həi. any place you go in
Hawaii.

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

e.g.

phēlēphēlē lots of fruits

Relative "jəhaN" and correlative "huanN" are
used to convey either "any place" or "every place".

Drills: 1. Repetition

jəhaN bəhūt panī bərsə What grows best where there
həi huan səb sē əccha rains a lot?

ka ugē həi?

jəhaN səmundər həi huan Wherever there is an ocean,
məchlī bəhūt səsta bike fish is sold very cheap.
həi.

tum jəhaN sē buk liya Put the book where you took
huan rəkho it from.

jəhəN krisna rəhət rəha There is going to be a new
huan ek nəwa ghər house where Krishna used
bənewala həi. to live.

2. Repetition

kəlwala patī mēN There was lots of liquor
baruedaru rəha. in yesterday's party.

buca, mēN gosegos həi There is lots of meat in
the butcher shop.

maket mēN apuleapul həi There are lots apples in
the market.

LESSON 83

Goals: 1. Duplication of cardinal numbers.

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

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

səb ke t̄əge t̄in t̄in buk Everybody has three books
 hai each.

həm log ke pas ek ek We have got one umbrella
 chata hai each.

səb ke car car ana deo Give everybody four annas.
 each.

2. Substitution

Instructor: bhejo Class: ek ek admi ke bhejo

bulao

lao

betao

LESSON 85

Goals: 1. Necessity.

Di' due: hēmme sait pōisa udhar I might have to borrow.
lena pādī. some money.

kaNpēN? Why?

hēmme pōisa ke jērurēt I need the money very
hēi. much.

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

Drills: 1. Repetition

hēmme kēpda ke jērurēt I need clothes.
hēi

ca meN cīnī ke jērurēt The tea needs sugar.
hēi

āsha ke pōisa ke Asha needs money,
jērurēt hēi

tūm log ke jūta ke You (plural) need shoes.
jērurēt hēi.

LESSON 87

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

Dialogue: hamme aj behut am mila. I found (got) a lot of mangoes today.
dhoye bina nehI khana. Do not eat without washing them.

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

e.g.

aj ham log ke behut mehli mila.

With "se" it means "to meet".

e.g.

kai ham ek behut accha larki se mile gaye raha.

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

buk

Class

hamme buk mila.

poc

gher

eccha mark

jhinga

taja terkari

2. Repetition

ham se betaye bina nehī
jana.

Don't go without letting
me know.

tum ghare pūche bina
aya?

Did you come without
asking at home?

kāi itna homework kare
bina nehī ana.

Don't come tomorrow with-
out doing this much
home-work.

fīs liye bina nehī ana.

Don't come without
bringing the fee.

aj khana khaye bina mēt
jana.

Don't go today without
eating.

soce bina mēt bolna.

Don't speak without
thinking.

LESSON 88

- Goals:
1. Inflection of cardinal numbers.
 2. Prepositional "instead of" and "together".

Dialogue: tum dūno milke dui dīn You two have been working
 se kam kero hai, phir together since two days;
 be kam khetam nahī haven't you still
 bhey? finished it?
 raja kin kere ke jagha Raja wanders around in
 ghūme hai. instead 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 "milke" also means
 together.

Drills:

1. Repetition

sab log milke bolo.

Everybody say together.

1 caron larka milke

These four boys together

bahut badmasi kere

create a lot of mischief.

hai.

3 tin larkon ke bolo ke

Tell all three children

jayke padho.

to go and study.

us ke caron larkī log
bahut sundar hai.

All four of his daughters
are very beautiful.

2. Repetition

um soye ke jegha kam
kaNheN nehī kerta?

Why don't you work in
stead of sleeping?

murgī ke jegha lemb
daye deo.

Give lamb in stead of
chicken.

tum jūtā ke jegha flip
flop pehno.

Wear sandals in stead of
shoes.

həm log alū ke jegha
bhat khata hai.

We eat rice in stead of
potatoes.

LESSON 89

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

yehīN ruko koi na koi . Wait here somebody, or
to. ayī. other will come.
koi na koi ke ai makei . Somebody or other will
jayeK pedī. have to go to the market
today.

ham socit hai ki koi . I think that somebody, or
na koi ai hamar ghare other will come to my
ayi. house today.

2. Repetition

hemme uske khatin kuch . I will have to buy some-
na kuch to kharidek thing or other for that
pedī. person.

tumme shehar mein kuch . You will find some job
na kuch kam mil jayega. or other in town.

sankar kuch na kuch . Sankar is sure to forget
cij जरूर bhūlis hai. one thing or other.

3. Repetition

sab ke kabhi na kabhi to Everybody has to die one
marna hai. time or another.

kabhi na kabhi hume Take me along with you
bhi apni sathe le jao. some time or other.

kabhi na kabhi to aaim Come on time some time or
par aya kro. other.