THE STORIES OF KRISHNA

A Sanskrit Coursebook for Beginners

PART I

Edited by
WARWICK JESSUP
ELENA JESSUP

THE STORIES OF KRISHNA

The Stories of Krishna

A Sanskrit Coursebook For Beginners

Edited by

WARWICK JESSUP
ELENA JESSUP

PART I

COVER DRAWING: Kṛṣṇa playing his flute

Foreword

by Prof Dr Satya Vrat Shastri

After a thorough perusal of these text books written by teachers of St James Schools in London for the teaching of Sanskrit, I am convinced of their utility for Indian schools. They are well-graded and supported by appropriate illustrations that make them very attractive to learners, particularly the young.

Today many Indian universities offer Sanskrit as an optional subject, even for those who are majoring in other subjects. For these students the books would be very effective in introducing them to Sanskrit which they might not have studied previously. The books could also be useful for those involved in performing arts like dance and music, or for students of Yoga and Ayurveda, subjects which have many Sanskrit references.

The first group of books entitled Sanskrit is Fun (3 volumes) introduce the learners to the Devanagari alphabet grouping the letters according to their place of articulation. Each group is given a designation, 'Family'. The 'Family' comprises both the vowels and the consonants. The learners are first taught how to draw the letters. The teaching is also helped by the humorous presentation of them in the form of animal figures. The next step is to add vowels to the consonants and then to teach joint consonants. Finally words and sentences are formed.

The second group of books seek to teach Sanskrit with reference to age-old stories of Krishna (2 volumes) and Rama (2 volumes). These stories with perennial interest of their own are then pressed into service to teach vocabulary, the formation of nouns and the conjugation of verbs in all three tenses. Adjectives and prepositions are also covered .

By the time learners have completed these books it is expected they would have a good basic grasp of the Sanskrit language, its vocabulary, structure and grammar. These books are an attempt to teach Sanskrit in a simple and systematic way that may well dispel the notion that Sanskrit is a difficult language.

Dr Shastri is currently an Honorary Professor at the Special Centre for Sanskrit Studies, Jawaharlal Nehru University, New Delhi. He was the Head of the Department of Sanskrit and the Dean of the Faculty of Arts at the University of Delhi, where he was the Pandit Manmohan Nath Dar Professor of Sanskrit (1970–1995).

Contents – Part One

Preface

by Professor Richard Gombrich

It is a privilege for me to be invited to introduce this set of textbooks. They have been compiled with loving care by the teachers of the Sanskrit Department of St James School in London. Their slow birth reflects the years of teaching experience which have gone into their making.

Sanskrit is by no means an easy language: even in India it is mastered only by a small minority of the population. The grammar is complicated, even if someone who masters it will finally discover that it is more systematic and less irregular than that of English. The vocabulary is vast, reflecting the vast span of time and geographical area over which Sanskrit has been used. Learning to read and write an Indian script is also a major undertaking for a student from another culture. (Luckily for us Europeans, at least it is written left to write and top to bottom.)

On the other hand, Sanskrit is not only a beautiful language written in a beautiful script; it is the vehicle of classical Indian culture, the culture which has given the world one of its greatest literatures and greatest civilizations. Sanskrit achieved something not very different from the form it still has today more than three thousand years ago. The reason why it has survived so well, and may well outlive most of the languages which the world is now using, is not hard to understand: it is because of the aesthetic attractions and the intellectual and spiritual value of the content of so many Sanskrit texts.

Only a few students are likely to have the opportunity to go on to study Sanskrit in depth, so that they can enjoy reading Sanskrit by themselves. There will be so many rival claims on their attention. But even those who only work through these books are likely to look back on the experience with satisfaction, a feeling that they have done something truly worth while. And the few who go further will be grateful that these books have launched them on an unforgettable experience.

Prof Gombrich was the Boden Professor of Sanskrit at the University of Oxford from 1976 to 2004 and was a past President of the Pali Text Society (1994–2002) and General Editor Emeritus of the Clay Sanskrit Library. He is currently the Boden Professor of Sanskrit Emeritus, University of Oxford

Introduction to the Sanskrit Language

Language is fundamental to a human being. For this reason, it is a primary element in education. Language is one of the greatest gifts that a student is given. How a person learns to speak is all important and will be determined by example. So the aim of the teacher should be to present the student with the finest language.

Linguists agree that one of the finest languages is Sanskrit. Sir William Jones, recognised as a founder of modern linguistics, said in 1786:

> "The Sanskrit language, whatever be its antiquity, is of a wonderful structure; more perfect than the Greek, more copious than the Latin, and more exquisitely refined than either; yet bearing to both of them a stronger affinity, both in the roots of verbs and the forms of grammar, than can possibly have been produced by accident."

The considerable benefits of studying the classical languages, Greek and Latin, have been known in the West for hundreds of years; indeed, in recent centuries some of the best education available in the world has been based upon them. However, Sir William Jones had discovered a classical language *par excellence,* more ancient than Greek or Latin, which had been preserved intact for thousands of years.

The word 'Sanskrit' means 'perfected', for its sound system and grammar are scientifically structured. It has even been put forward as being the most suitable language for use in computers (see 'Knowledge Representation in Sanskrit and Artificial Intelligence', *The A.I. Magazine,* Spring 1985).

Sanskrit also has one of the greatest literatures known to humanity. The Sanskrit epics, the *Rāmāyaṇa* and the *Mahābhārata,* are inspiring and fascinating. Readers of all ages love these stories and enjoy the company of great and heroic men and women.

Notes for Teachers/Students

PREPARATION

Before beginning this book students should be fairly fluent in reading the Sanskrit script. They should also be able to write this script beautifully and take dictation of simple words (such as those in the first pages of this book) with something approaching accuracy. Of course, all this presupposes familiarity with, and ability in, Sanskrit pronunciation.

Practice in dictation of vocabulary and individual reading of letters, words, sentences and stories should carry on throughout the period of this book's use to maintain a good standard. For this purpose Appendices 1 and 2 should be used. This would ensure that the learner is not relying on memory, which would normally be the case if they were reading their current story. Appendices 1 and 2 are for reading practice only and should not be used at this stage for translation. For this reason, words from these texts are generally not included in the vocabularies at the end of this book.

STORIES

By the time the stories are reached in this book, a reader would do well to have familiarised him or herself with the tales of Krishna's childhood, around which the book is based. These will be found in the *Śrīmad Bhāgavatam*, available in many translations. Such familiarity will enable the reader to understand the story naturally and simply in the Sanskrit version. As with most situations, it is best not to read from a book but rather to speak from a well funded memory and the inspiration of the moment.

Before a new story is begun, the new words should be practised orally over the course of several lessons. Words which the reader has met before should also be practised again. Then he should practise one sentence at a time, reading and repeating the sentence carefully. He should then go for translation.

This process should be repeated over several sessions until the story is quite well known. A useful exercise at this stage is to read the story out with one word in each sentence left out. The reader should be able to give the sentence back with the word replaced. It is worth mentioning that these stories lend themselves to being acted out.

WRITING

Written translation work may be entered straight into this book, since it is essentially a workbook. When translating, they should first write the English meaning beneath each Sanskrit word and only then write the complete sentence when they have worked it out. In this way they are discouraged from writing the story from guesswork or vague memory.

In writing translations of individual words the reader should include the preposition corresponding with the particular ending of the word (e.g., from Rāma, in the house, etc.). Since in English no preposition is used for the object, it being known by word order alone, he should add (2nd) after the English translation of the object of the sentence.

OTHER DETAILS

As the book proceeds, the singular forms of the noun राम are gradually built up, case-ending by case-ending. The recitation of these forms, as given in English and Sanskrit, should be regularly practised up to the point that has been reached.

The Stories of Krishna comes in two books, this being the first of the two. Both parts together should take about four or five terms to complete.

Key to Transliteration and Pronunciation

The English words given are only close equivalents to the Sanskrit and refer to what used to be called 'BBC English' pronunciation.

अ	a	as in	*approach*	ङ	ṅ	as in	*long*
आ	ā	as in	*star*	च	c	as in	*chalk*
इ	i	as in	*if*	छ	ch	as in	*catch him*
ई	ī	as in	*feel*	ज	j	as in	*jug*
उ	u	as in	*book*	झ	jh	as in	*hedgehog*
ऊ	ū	as in	*food*	ञ	ñ	as in	*cringe*
ऋ	ṛ	a sound made with the tip of the tongue raised but not quite touching the roof of the mouth	ट	ṭ	as in	*take**
				ठ	ṭh	as in	*anthill**
ए	e	as in	*say*	ड	ḍ	as in	*do**
ऐ	ai	as in	*my*	ढ	ḍh	as in	*godhood**
ओ	o	as in	*home*	ण	ṇ	as in	*under**
औ	au	as in	*now*	त	t	as in	*table*
क	k	as in	*kite*	थ	th	as in	*anthill*
ख	kh	as in	*blockhead*	द	d	as in	*day*
ग	g	as in	*gate*	ध	dh	as in	*god-head*
घ	gh	as in	*log-hut*	न	n	as in	*no*

प	**p**	as in	*pure*	व	**v**	as in	*awake*
फ	**ph**	as in	*loop-hole*	श	**ś**	as in	*shall*
ब	**b**	as in	*baby*	ष	**ṣ**	as in	*show**
भ	**bh**	as in	*abhor*	स	**s**	as in	*slug*
म	**m**	as in	*mother*	ह	**h**	as in	*heaven*
य	**y**	as in	*yellow*		**ṁ**		as in pure nasal
र	**r**	as in	*rosy**	:	**ḥ**		as in a breath
ळ	**l**	as in	*lady*				

[* with the tip of the tongue raised to the roof of the mouth]

CHAPTER 1

Nouns

*Introduce the concept of the noun by
asking the students to give several examples.
Everything has a name.*

> ## A **noun** is a name.
>
> John, forest, lion and river
> are English nouns.

All the creatures hear Kṛṣṇa's flute.

Exercise 1

Choose five things from the picture opposite and write down an English noun for each. Then draw a picture of each in the box.

1. _____

2. _____

3. _____

4. _____

5. _____
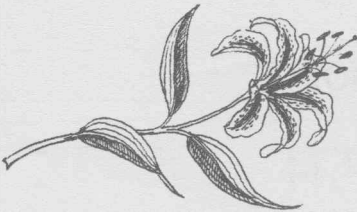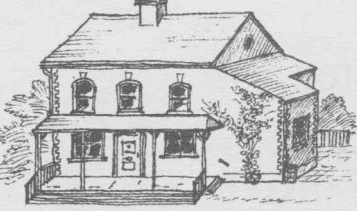
In Exercises 2 to 5, and 8, the class should practise for several consecutive lessons, sounding each word after the teacher, followed by its English translation.

When the words have been learnt in this way, the teacher should write each word on the blackboard, building it up letter by letter, with the class reading each step as it appears.

After this, the class should copy all the Sanskrit words in that exercise three times each, together with their translations, using the lines given, and then copy the English word in the box provided. They should finally be tested on the words.
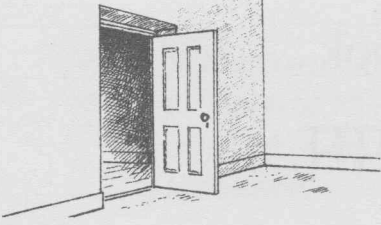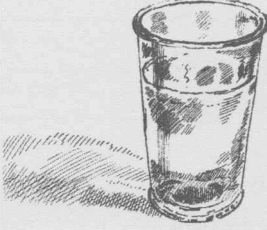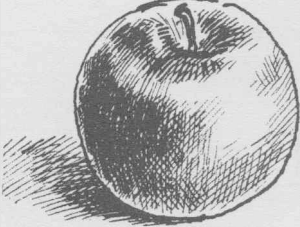
Students working alone should adapt these practices according to their available resources.

Exercise 2

	पुस्तकम्	....
	book	
	पुष्पम्	....
	flower	
	गृहम्	....
	home	
	नगरम्	....
	town	
	वनम्	....
	forest	

Exercise 3

Where there is no picture, draw your own!

	द्वारम् door	
	जलम् water	
	फलम् fruit	
	आस्यम् mouth	

	चिबुकम्	....
	chin	
	सूत्रम्	....
	rope	
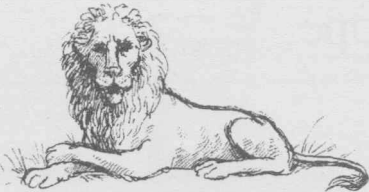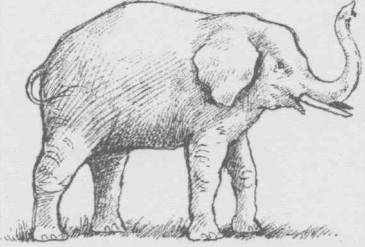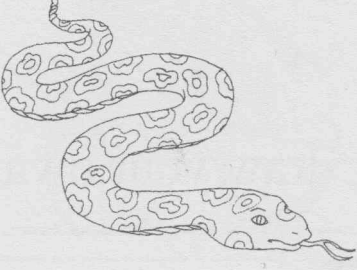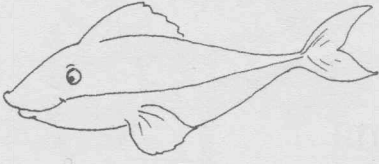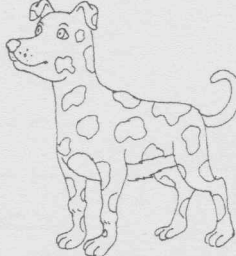
Now solve this mystery.

Which sound do the Sanskrit words in
Exercises 2 and 3 end with? ....

Exercise 4

Where there is no picture, draw your own!

	नरः man		
	सिंहः lion		
	खगः bird		
	गजः elephant		

	सर्पः snake	
	मत्स्यः fish	
	कृष्णः Kṛṣṇa	
	कुक्कुरः dog	
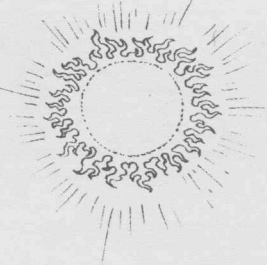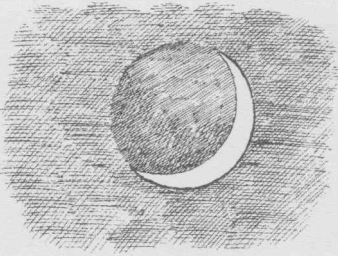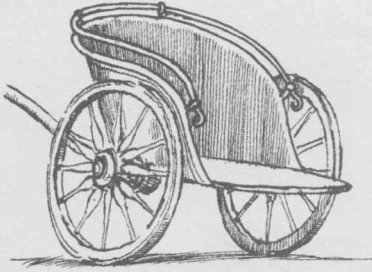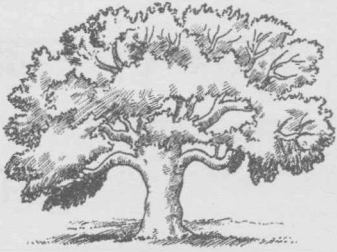
Now solve this mystery.

Which sound do all the Sanskrit words in Exercise 4 end with?

Exercise 5

Where there is no picture, draw your own!

	राम: Rāma	.... [ ]
	सूर्य: sun	.... [ ]
	चन्द्र: moon	.... [ ]
	राक्षस: demon	.... [ ]

	रथः .... chariot	[ ]
	वृक्षः .... tree	[ ]
	हस्तः .... hand	[ ]

GAME: ṢAIL TO THE KING

The following may be used for reading round the class as a game.

START→ रथः

गृहम् हस्तः

पुस्तकम् वृक्षः

पुष्पम्

खगः

कुक्कुरः वनम्

नगरम्

जलम्

सिंहः गजः

चिबुकम् आस्यम् द्वारम्

रामः राक्षसः चन्द्रः

सूर्यः सूत्रम् फलम्

मत्स्यः

सर्पः

नरः

Exercise 6

जलम्
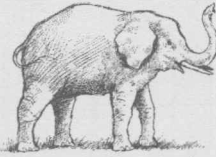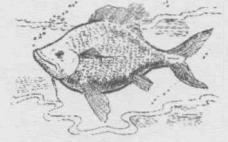
What is coming out of the magic hat?

Write the Sanskrit words under the lines, as shown with जलम्.

Exercise 7

The next page has the same picture as below, but with objects missing. Find out the objects missing from the picture on the next page and name them in Sanskrit, writing the words under the lines given below that picture.

Missing objects:

1. ....

2. ....

3. ....

4. ....

5. ....

Exercise 8

Where there is no picture, draw your own!

	तारका star	
	नारी lady	
	यशोदा Yaśodā	
	नौका boat	

	नदी	....
	river	
	नासिका	....
	nose	

Now solve this mystery.

The Sanskrit words in this exercise end in two different sounds.

What are these two sounds? ....

Exercise 9
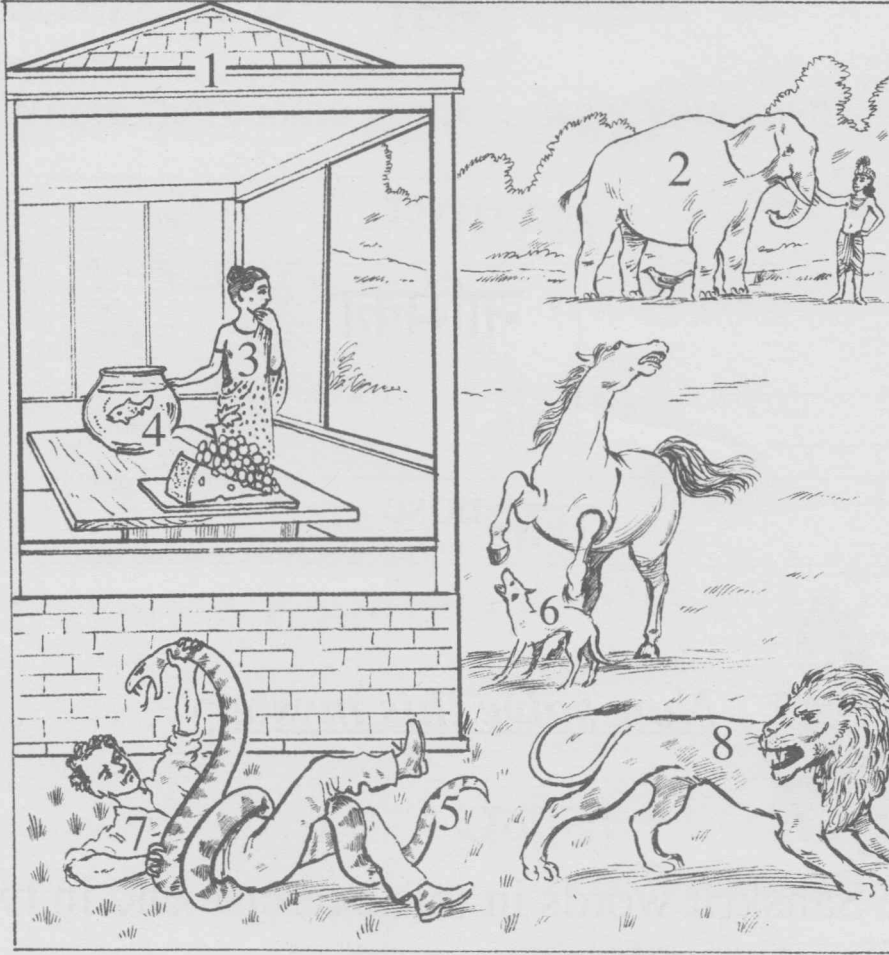
Some of the people or things in this picture have numbers. Write the Sanskrit word for each thing in the correct space below. Number 1 is done for you.

1. गृहम्   5. ....

2. ....   6. ....

3. ....   7. ....

4. ....   8. ....

Puzzle

रा	क्ष	सः	पु
मः	वृ	स	स्त
	क्षः	र्पः	क
न	ग	र	म्

There are six Sanskrit words hidden in the puzzle. Ring them above, then write them out next to the English for them below:

demon	....	tree	....
book	....	town	....
Rāmaḥ	....	snake	....

CHAPTER 2

Adjectives

An **adjective** tells the quality of something.

- 'mighty'   *tells the quality of*   a king.
- 'kind'   *tells the quality of*   a lady.
- 'bright'   *tells the quality of*   the sun.

So we have:

- a *mighty* king
- a *kind* lady
- a *bright* sun

Ensure that the students understand what an adjective is.
Ask for plenty of examples of their own.

Exercise 10

Write an English adjective for each of these nouns, and draw a picture of each object in the box.

1. _____ पुष्पम्

2. _____ गजः

3. _____ गृहम्

4. _____ वृक्षः

5. _____ द्वारम्

The first adjectives we shall meet in Sanskrit are colours.

Over the course of several lessons the teacher should point to various objects and state the colour in Sanskrit. The teacher should then ask the question कः वर्णः ? *('What is the colour?') and the class should respond in Sanskrit. When the students know the colours, the following exercise should be completed. Self-study students should devise a similar test for themselves.*

Exercise 11

Copy the Sanskrit word for each colour, and colour the box in that colour.

पीत
....
yellow
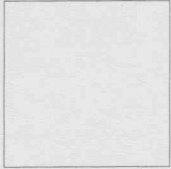
नील
....
blue
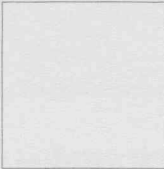
अरुण
....
red
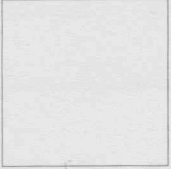
हरित
....
green

कृष्ण
....
black

नारङ्ग
....
orange

CHAPTER 3

Using Adjectives with Nouns

An **adjective** should have the same
ending as the **noun** it goes with.

नील   *is the word for*   'blue'.
पुष्पम्   *is the word for*   'flower'.

So, if we wish to say 'blue flower',
नील has to have the same ending as पुष्पम्
and we say

नीलम् पुष्पम्

Many of the students will take some time to appreciate this principle.
Patience will be required.

Over the course of several lessons the following examples should be built up orally in this way:

1. What is the Sanskrit for 'red'? (अरुण)
2. What is the Sanskrit word for flower? (पुष्पम्)
3. How do we say 'red flower'? (अरुणम् पुष्पम्)

Other examples:

पीतम् पुस्तकम्   हरितः सर्पः
नीलम् सूत्रम्   अरुणा नासिका
अरुणः खगः   पीता तारका
पीतः सूर्यः

Practise the following exercise several times orally before undertaking it as a written exercise.

Exercise 12

Fill in the missing endings, then draw a picture of the object spoken of.

हरित..... फलम्

नारङ्ग..... रथः

अरुण..... नौका

नारङ्ग….. द्वारम्

नील….. नासिका

पीत….. खगः

CHAPTER 4

Verbs

A **verb** is an action.

- ‘eats’   - ‘speaks’   and   - ‘thinks’

are verbs

Ensure that the students understand what a verb is by asking for examples.
The verbs in Exercise 13 should be practised orally for some lessons
before the written exercises are undertaken.

GAME: SPOT THE VERB

Here is a battle between the forces of good and evil.
Name six English verbs which can be seen in the
picture. For example: 'shouts'.

1. ....
2. ....
3. ....

4. ....
5. ....
6. ....

Exercise 13

Copy these words beautifully, using the lines given. If there is time, draw pictures of someone carrying out the action.

	धावति	
	runs	
	वदति	
	speaks	
	चरति	
	walks	
	खादति	
	eats	

	पतति	.... falls	....
	हसति	.... laughs	
	नमति	.... bows	
	पिबति	.... drinks	
	पश्यति	.... sees	

29

Exercise 14

The following exercise first should be practised orally, then written.

Write in three different verbs. Choose ones which would make good sense. Then draw a picture of each action being carried out.

	नरः ....
	खगः ....
	नारी ....

There are many games which may be played at this point. किम् करोति *(What is he or she doing?) is a useful question to use in such games.*

GAME: THE CHARIOT WHEEL
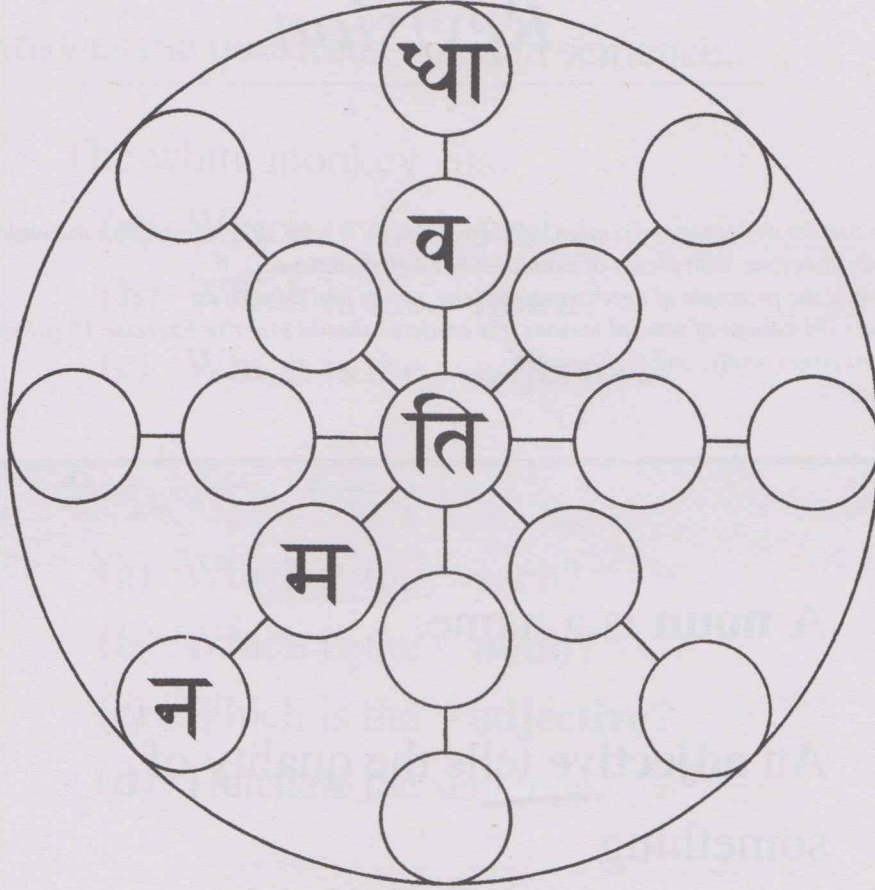
Two of the spokes of the chariot wheel have been filled in with धावति ('runs') and नमति ('bows'). Fill in the other six spokes with the Sanskrit verbs for:

speaks   eats   falls

laughs   walks   drinks

CHAPTER 5

Revision

1. Revise the definitions of a noun, an adjective and a verb, and re-establish the understanding of these concepts, with plenty of examples in English and Sanskrit.

2. Revise the principle of agreement between nouns and adjectives.

3. Over the course of several lessons, the students should practise Exercise 15 (which starts on the next page) orally, and then write it.

- ◆ A **noun** is a name.

- ◆ An **adjective** tells the quality of something.

- ◆ An **adjective** should have the same ending as the **noun** it goes with.

- ◆ A **verb** is an action.

Exercise 15

Answer the questions on each sentence:

1. The white monkey sits.
   - (a) Which is the **verb**? ....
   - (b) Which is the **noun**? ....
   - (c) Which is the **adjective**? ....

2. नीलः गजः चरति
   - (a) Which is the **verb**? ....
   - (b) Which is the **noun**? ....
   - (c) Which is the **adjective**? ....
   - (d) Translate the sentence.

   ....

3. The brave soldier fights.
   - (a) Which is the **noun**? ....
   - (b) Which is the **verb**? ....
   - (c) Which is the **adjective**? ....

4. पीतम् फलम् पतति

   (a) Which is the **adjective**? ....

   (b) Which is the **noun**? ....

   (c) Which is the **verb**? ....

   (d) Translate the sentence.

   ....

5. The wise lady listens.

   (a) Which is the **adjective**? ....

   (b) Which is the **verb**? ....

   (c) Which is the **noun**? ....

6. पिबति हरितः खगः

   (a) Which is the **noun**? ....

   (b) Which is the **adjective**? ....

   (c) Which is the **verb**? ....

   (d) Translate the sentence.

   ....

CHAPTER 6

The First Ending

⌘

A **noun** can play
a number of parts in a sentence.
It can name the *doer,*
the person who *does* the action.

⌘

- *The girl* picks the flowers.
- *The king* speaks to his people.
- *The fish* swims to the ocean.

Exercise 16

The following exercise first should be practised orally.

Underline in <u>RED</u> the ***doer*** in these sentences.

For example: The ***man*** eats.

1. The book falls.

2. The lion drinks.

3. The elephant washes.

4. The dog runs.

5. The horse walks.

6. The lady laughs.

7. The man bows.

8. The pupil writes.

9. The man stands.

10. The snake falls.

◆ Whenever a noun plays the part of the *doer* in a sentence, it has a special ending.

◆ The **First Ending** is used to show the *doer*.

◆ All the nouns which we have learnt so far already have the **First Ending** on them.

नरः   man

नौका   boat

पुष्पम्   flower

Exercise 17

The following exercise should first be practised orally.

Underline in <u>RED</u> the word with the **First Ending** in these sentences, and write down what each sentence means.

For example: नरः खादति	The man eats.

1. कुक्कुरः चरति _____

2. नरः हसति _____

3. सिंहः पिबति _____

4. नारी नमति _____

5. सर्पः पिबति _____

6. सिंहः धावति _____

7. पुस्तकम् पतति _____

THE MAZE GAME

नरः

अश्वः   कुक्कुरः

गजः   सिंहः

सर्पः   यशोदा

नारी
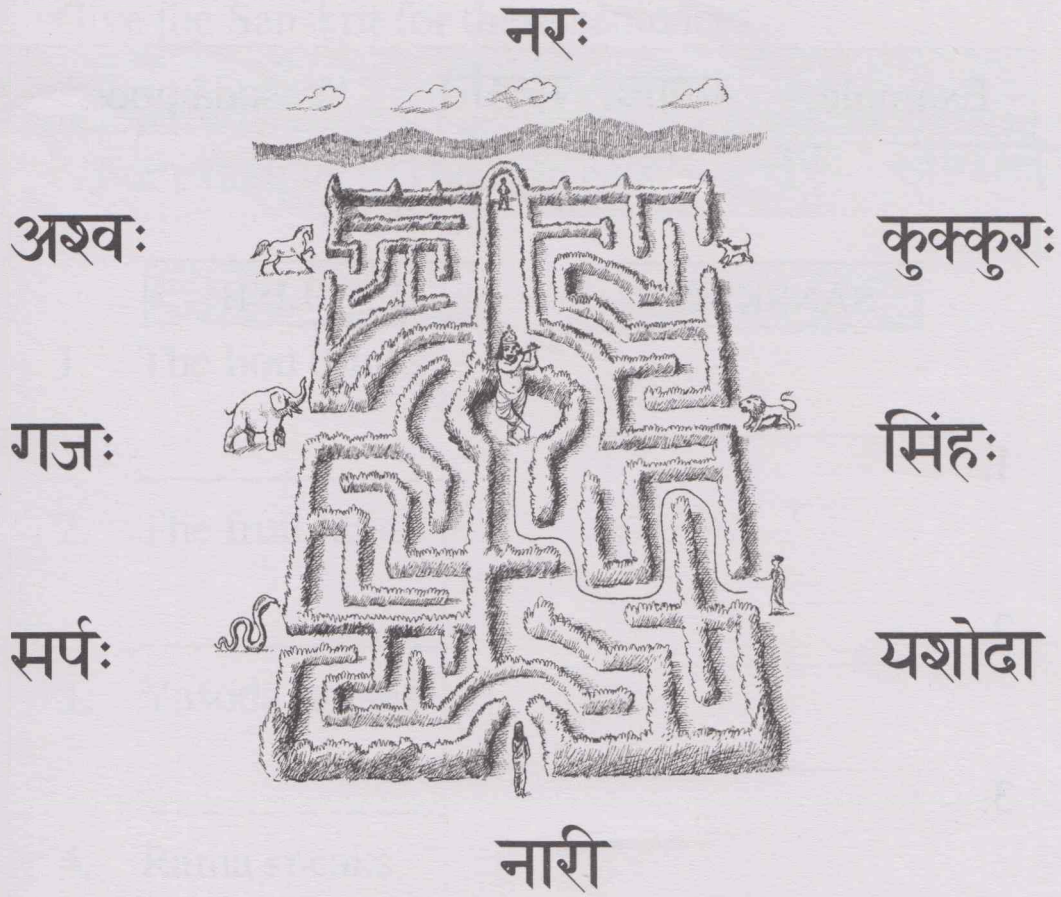
Who is able to find Kṛṣṇa ?

1. Draw in their route. Yaśodā's route is shown.

2. Now write a sentence in Sanskrit, in the spaces on the next page, for each of those who go to Kṛṣṇa.

[Game continues overleaf →]

39

3.   Then write the English for each sentence.

Example:	यशोदा गच्छति	'Yaśodā goes.'

SANSKRIT	ENGLISH

1.   ....   _____

2.   ....   _____

3.   ....   _____

◆ Now underline <u>IN RED</u> each word with a First Ending (the doer).

◆ Then, underline <u>IN GREEN</u> each verb.

Exercise 18

Give the Sanskrit for these sentences.

> For example: 'The man eats.' नरः खादति

1. The lion drinks. ....

2. The fruit falls. ....

3. Yaśodā laughs. ....

4. Rāma speaks. ....

Now underline <u>IN RED</u> each Sanskrit word that has a First Ending, and <u>IN GREEN</u> each Sanskrit verb.

CHILDREN'S NAMES

Each student should be given a Sanskrit name from the lists which follow. The student can be called by that name in subsequent lessons.

Great Men		Great Ladies	
भीमः	रामः	लक्ष्मी	सीता
वसिष्ठः	याज्ञवल्क्यः	श्रद्धा	शकुन्तला
नकुलः	अर्जुनः	कौसल्या	सरस्वती
व्यासः	कृष्णः	पार्वती	द्रौपदी
चैतन्यः	शिवः	दमयन्ती	रमा
सहदेवः	विश्वामित्रः	दक्षिणा	अनसूया
युधिष्ठिरः	जनकः	सुनीथा	कमला
भरद्वाजः	प्रह्लादः	गौरी	श्वेता
सत्यव्रतः	लक्ष्मणः	मैत्रेयी	सुमना
वरदः	शंकरः	उर्वशी	मंजा
सनत्कुमारः	उद्दालकः	तपती	वरस्त्री
ध्रुवः	पराशरः	कुन्ती	गङ्गा

CHAPTER 7

Calling Someone's Name

⌘

In old stories, when great men or
women are spoken to, the word '**O**'
is used before their names.

'**O** King'   '**O** Queen'

In Sanskrit we use '**हे**' instead of '**O**'.
We also change the ending of the name.
This is called the Vocative Ending.

⌘

Exercise 19

Underline <u>IN BROWN</u> the vocative word in these sentences:

1. O king, build a palace.

2. Rule wisely, O queen.

3. O Rāma, protect us.

4. O ministers, speak truthfully.

5. Do not doubt, O warrior.

A man's name ends in a विसर्ग, written with two dots, as in रामः.

When he is called, we change this ending. We change it by not saying the विसर्ग.

So हे राम means 'O Rāma'.

Exercise 20

Write the vocative forms of the following:

FIRST ENDING	VOCATIVE
रामः	हे राम
अर्जुनः	....
भीमः	....
कृष्णः	....
शिवः	....

THE VOCATIVE GAME

Call out to each of these.

For example: हे कृष्ण
O Kṛṣṇa !

हे O _____

हे O _____
_____

हे O _____
_____

हे O _____
_____

46
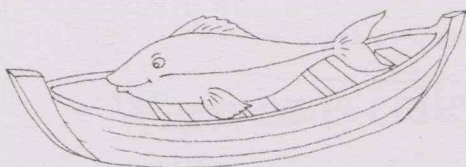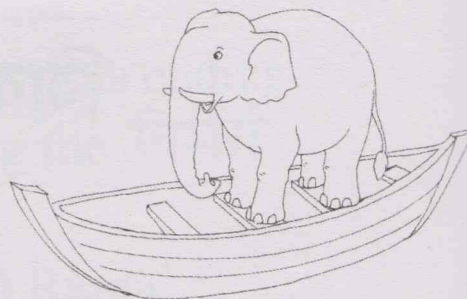
THE FORMS OF राम

As we have learnt, a **noun** can play many parts in a sentence. For each of the different parts it plays it is given a special ending. We shall take राम as an example of a noun. Now we shall start building up the table of special endings for राम, beginning with the two we have learnt so far.

रामः	Rāma	*First*
हे राम	O Rāma	*Vocative*

As the course proceeds, the forms of राम are built up and should be practised regularly as a recitation.

> A verb is an action.
> A word with a First Ending shows the *doer*.
> A vocative word shows the *person called*.

Exercise 21

In each of the following sentences, underline the verb in <u>GREEN</u>, the word with a First Ending in <u>RED</u>, and the vocative word in <u>BROWN</u>.

1. O king, the enemy is coming.

2. The birds are singing, O queen.

3. O captain, the boat sinks.

4. O Kṛṣṇa, the shepherdesses are dancing.

5. Sītā weeps, O Rāma.

Exercise 22

The following exercise should first be practised orally.

In these sentences underline
  - ★ the verb in <u>GREEN</u>,
  - ★ the word with a First Ending in <u>RED</u>, and
  - ★ the vocative word in <u>BROWN</u>.

Then, in the space given, write in English what each sentence means.

1. हे राम कृष्णः हसति। ....

2. हे कृष्ण रामः खादति। ....

3. हे लक्ष्मण रामः धावति। ....

4. हे भीम सिंहः चरति। ....

5. हे अर्जुन सर्पः पतति। ....

The **|** at the end of a Sanskrit sentence is like a full stop in English.

Exercise 23

Give the Sanskrit for these sentences.   Underline
- ★ the verb in <u>GREEN</u>,
- ★ the word with a First Ending in <u>RED</u>, and
- ★ the vocative word in <u>BROWN</u>.

1. O Rāma, the lion runs.

2. O Kṛṣṇa, the snake eats.

3. O Lakṣmaṇa, Rāma laughs.

4. O Arjuna, Kṛṣṇa speaks.

5. O Kṛṣṇa, the man bows.

CHAPTER 8

The Second Ending

⌘

A **noun** can sometimes name
the thing the action is done *to*.

⌘

- ◆ The boy kicks the   *football.*
- ◆ The lady eats the   *fruit.*
- ◆ The pupil hears the *command.*

Exercise 24

Underline in BLUE the **_thing done to_** in these sentences:

1. The warrior kills the dragon, O queen.

2. O king, the queen reads the book.

3. The monster eats the man, O warrior.

4. O sage, the fish swallows the coin.

5. The girl drinks the juice, O brother.

Now underline
  * ★ the verb in <u>GREEN</u>,
  * ★ the word with a First Ending in <u>RED</u>, and
  * ★ the vocative word in <u>BROWN</u>.

THE SECOND ENDING

The ***thing done to*** has a special ending. This is called the Second Ending.

The last letter of Second Endings is a म्,
as in   रामम्,   सिंहम्,   खगम्.

Exercise 25

Here are some words with First Endings. Next to each is the same word with a Second Ending. Copy these twice each.

FIRST	SECOND
रामः	रामम्
....	....
....	....
सिंहः	सिंहम्
....	....
....	....
खगः	खगम्
....	....
....	....

Exercise 26

Here again are some words with First Endings.
Now fill in the spaces with the same words but with
Second Endings.

FIRST	SECOND
रामः	रामम्
सिंहः	....
गजः	....
वृक्षः	....
कुक्कुरः	....

खगः	....
रथः	....
सूर्यः	———————

THE FORMS OF राम

The following forms of राम
should be practised regularly as a recitation.

So far we have learnt these three:

रामः	Rāma	*First*
हे राम	O Rāma	*Vocative*
रामम्	Rāma	*Second*

The endings of verbs should be revised (-ति) and the First and Second Endings of nouns (-ः and -म् respectively).

Exercise 27

Underline in BLUE the ***things done to***, as in

रामः चन्द्रम् पश्यति।

1. गजः फलम् खादति।

2. कुक्कुरः वृक्षम् धावति।

3. सिंहः नगरम् गच्छति।

4. हे कृष्ण सिंहः जलम् पिबति।

5. हे लक्ष्मण खगः वृक्षम् चरति।

Now underline

◇ the verbs in GREEN,

◇ the words with a First Ending in RED, and

◇ the words with a Vocative Ending in BROWN.

Once the new words are well known, the students should, without looking at the text, repeat each sentence after the teacher and then volunteer a translation. This should be repeated over several lessons. See the Notes for Teachers/Students on page xi.

STORY 1

Kṛṣṇa's Mother, Yaśodā, Sees All Things in His Mouth

NEW WORDS:

गच्छति	goes	तस्य	his
तत्र	there	सर्वम्	everything

1. यशोदा कृष्णम् गच्छति।

   ....

   ....

2. कृष्णः हसति।

   ....

   ....

Yaśodā looks into Kṛṣṇa's mouth.

3. यशोदा तस्य आस्यम् पश्यति।

....

....

4. तत्र यशोदा सूर्यम् पश्यति।

....

....

5. तत्र यशोदा चन्द्रम् पश्यति।

....

....

6. तत्र यशोदा वनम् पश्यति।

....

....

7. तत्र यशोदा सर्वम् पश्यति।

....

....

The teacher should find this story on pages 176-7 of the
'Śrīmad Bhāgavatam: The Wisdom of God',
translated by Swāmī Prabhavānanda (Madras 1972), and fill in the details for the class.

WORD ORDER

We should notice that in Sanskrit sentences the verb usually goes at the end.

Thus,
'Kṛṣṇa sees the lion'
becomes
कृष्णः सिंहम् पश्यति।

WHAT DOES KRṢṆA SEE?
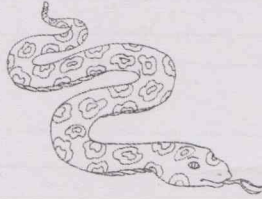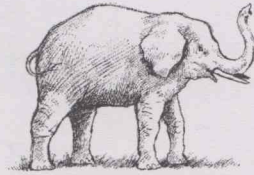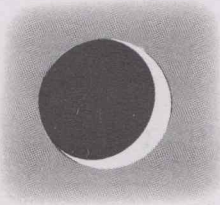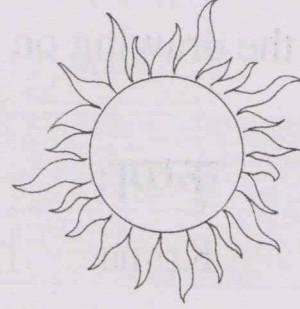
Words Needed

चन्द्रः	moon	सर्पः	snake
सूर्यः	sun	सिंहः	lion
	गजः	elephant	

In this game the students are invited to complete the following sentences. The teacher should introduce the procedure of giving a word-for-word translation, then a final translation of the whole sentence with a good order of words.

Write a sentence for each of the objects Kṛṣṇa sees in the drawing on page 63, as in:

कृष्णः	खगम्	पश्यति
Kṛṣṇa	bird	sees.

Kṛṣṇa sees a bird.

कृष्णः	....	पश्यति
Kṛṣṇa	....	sees.

....

कृष्णः	....	पश्यति
Kṛṣṇa	....	sees.

....

कृष्णः .... पश्यति

Kṛṣṇa .... sees.

```
┌─────────────────────────────────────┐
│                                     │
│ ................................... │
└─────────────────────────────────────┘
```

कृष्णः .... पश्यति

Kṛṣṇa .... sees.

```
┌─────────────────────────────────────┐
│                                     │
│ ................................... │
└─────────────────────────────────────┘
```

कृष्णः .... पश्यति

Kṛṣṇa .... sees.

```
┌─────────────────────────────────────┐
│                                     │
│ ................................... │
└─────────────────────────────────────┘
```

Exercise 28

Use these words

वृक्षः tree   सिंहः lion   कुक्कुरः dog
मत्स्यः fish   नरः man

to say in Sanskrit what other things Yaśodā sees in Kṛṣṇa's mouth. Remember that what is seen must have a Second Ending (– म्). Fill in the missing word with one of the words from the box above.

For example:

तत्र   यशोदा   गजम्   पश्यति।
there   Yaśodā   elephant   sees

There Yaśodā sees an elephant.

The first sentence below is partly done for you:

1. तत्र   यशोदा   ....   पश्यति।
   there   Yaśodā   ....   sees

There Yaśodā ....

2. तत्र यशोदा .... पश्यति।
   ....

3. तत्र यशोदा .... पश्यति।
   ....

4. तत्र यशोदा .... पश्यति।
   ....

5. तत्र यशोदा .... पश्यति।
   ....

REVISION BOX

- A **noun** is a <u>name</u>.

- An **adjective** tells the <u>quality</u> of something.

- A **verb** is an <u>action</u>.

- A word with a **First Ending** shows <u>the doer</u>.

- A word with a **Vocative Ending** shows <u>the person called</u>.

- A word with a **Second Ending** shows <u>the thing done to</u>.

CHAPTER 9

The Third Ending

⌘

A **noun** can sometimes name
the thing the action
is done *by* or *with*.

⌘

- ◆ The man goes   *by horse.*
- ◆ The lady cuts   *with a knife.*
- ◆ The soldier fights   *with a sword.*

Exercise 29

Underline in <u>YELLOW</u> what these actions are done **_by_**.

1. Rāma travels by chariot.

2. Kṛṣṇa goes by elephant.

3. The king travels by road.

4. By an eye the giant sees.

5. The teacher comes by foot.

Exercise 30

Sometimes, instead of **_'by'_**, we say **_'with'_**.
Underline in <u>YELLOW</u> what these actions are done
_'by'_ or **_'with'_**.

1. The man eats with his hands.

2. The lady cuts with a knife.

3. The minister arrives by horse.

> ❖ To say what an action is done **_by_** or **_with_**
>   we use a special ending.
>
> ❖ This is the Third Ending.
>
> ❖ The Third Ending means **_by_**.

Exercise 31

Underline in <u>YELLOW</u> the words which would take
the Third Ending in Sanskrit.

1. O Kṛṣṇa, Yaśodā goes by chariot to the village.

2. The man digs with a spade.

3. The king goes to the mountain by horse, O queen.

4. By road the soldiers come to the city, O king.

5. The girl draws the flower with a pencil.

[Exercise continues overleaf →]

Now, in the sentences on page 71, underline

❖ the verbs in <u>GREEN</u>,

❖ the words with a First Ending in <u>RED</u>,

❖ any words with a Vocative Ending in <u>BROWN</u>, and

❖ any words with a Second Ending in <u>BLUE</u>.

The Third Ending is —रन.

So गजः becomes गजेन 'by elephant'

and हस्तः becomes हस्तेन 'by hand'.

Exercise 32

Here are some words with First Endings. Opposite each is the same word with a Third Ending. First copy each word twice.

FIRST	THIRD
गजः	गजेन
....	....
....	....
सिंहः	सिंहेन
....	....
....	....
मत्स्यः	मत्स्येन
....	....
....	....

In the boxes below, next to each of the words with a First Ending, write the same word with a Third Ending.

FIRST	THIRD
Example: खगः	खगेन
कृष्णः	....
गजः	....
रथः	....
राक्षसः	....
हस्तः	....

THE FORMS OF राम

The following forms of राम
should be practised regularly as a recitation.

So far we have learnt these four:

रामः	Rāma	*First*
हे राम	O Rāma	*Vocative*
रामम्	Rāma	*Second*
रामेण	by Rāma	*Third*

Note: In रामेण there is ण instead of न. We shall learn about this later.

Exercise 33

(a) Underline in <u>YELLOW</u> the words in these
sentences that have a Third Ending, as in

राक्षमः <u>रथेन</u> गच्छति।

1. कृष्णः हस्तेन खादति।

....

....

2. सिंहः रथेन गच्छति।

....

....

3. नरः हस्तेन पिबति।

....

....

4. नरः नगरम् गजेन गच्छति।

....

....

5. हे कृष्ण गजः आस्येन खादति।

....

_____

(b) Now underline the verbs in <u>GREEN</u>, the words with a First Ending in <u>RED</u>, any words with a Vocative Ending in <u>BROWN</u>, and any words with a Second Ending in <u>BLUE</u>.

(c) Finally, in the spaces provided, give a word-for-word and then a complete translation for each sentence.

Exercise 34

See if you can put these words with a Third Ending in the right sentence. Write them in under the dotted lines.

आस्येन	हस्तेन	गजेन	रथेन

1. नारी वनम् .... गच्छति।

....

....

2. नरः जलम् .... पिबति।

....

....

3. नरः नगरम् .... गच्छति।

....

....

4. कृष्णः फलम् .... खादति।

....

....

Now in the spaces provided give word-for-word,
and then complete, translations for each sentence.

S T O R Y   2

Yaśodā Cannot Bind the Limitless Kṛṣṇa

NEW WORDS:

नवनीतम् butter   अस्ति is

बध्नाति binds   पुनः again

ह्रस्व॰ short   अनन्त॰ limitless

द्वितीयेन सूत्रेण   तृतीयेन सूत्रेण

with the second rope   with the third rope

द्वितीयम् सूत्रम्   तृतीयम् सूत्रम्

the second rope   the third rope

---

1. कृष्णः नवनीतम् हस्तेन खादति।

....

....

80

2. यशोदा कृष्णम् गच्छति।

  ....

  ....

3. कृष्णः धावति।

  ....

  ....

4. यशोदा कृष्णम् सूत्रेण बध्नाति।

  ....

  ....

5. सूत्रम् ह्रस्वम् अस्ति।

  ....

  ....

6. द्वितीयेन सूत्रेण यशोदा कृष्णम् बध्नाति।

  ....

  ....

Yaśodā cannot bind the limitless Kṛṣṇa.

7. द्वितीयम् सूत्रम् ह्रस्वम् अस्ति।

....

8. तृतीयेन सूत्रेण यशोदा कृष्णम् बध्नाति।

....

....

9. तृतीयम् सूत्रम् ह्रस्वम् पुनः अस्ति।

....

....

10. कृष्णः अनन्तः।

....

....

The teacher should find this story on page 177 of the
'Śrīmad Bhāgavatam: The Wisdom of God',
translated by Swāmī Prabhavānanda (Madras 1972), and fill in the details for the class.

CHAPTER 10
More about Adjectives

The examples in the box below should be practised orally over the course of several lessons before Exercise 35 is begun.

◆ An **adjective** tells the quality of something.

विशाल॰	large	दीर्घ॰	long
अभय॰	fearless	प्राज्ञ॰	wise
प्रबल॰	strong	शुद्ध॰	pure

The ॰ shows that an ending needs to be added

◆ An **adjective** should have the same ending as the noun it goes with. This is called 'agreement'.

Exercise 35

Copy these examples and say what they mean in English. For instance, the first example means 'a large book'. Draw a picture of each.

	IN ENGLISH	PICTURE
विशालम् पुस्तकम्		
विशालः वृक्षः		
विशाला तारका		
प्राज्ञः नरः		

दीर्घा नौका	....	
दीर्घः सर्पः	....	
प्रबलः राक्षसः	....	
अभयः नरः	....	
शुद्धा यशोदा	....	

Exercise 36

Under the dotted lines, write a Sanskrit adjective to go with each of the Sanskrit nouns. Remember, the ending of the adjective must agree with the ending of the noun, as in

विशालः राक्षसः 'large demon'.

```
╔═══════════════════════════════════╗
║     USE THESE ADJECTIVES          ║
║                                   ║
║       ◆ विशाल॰ 'large' ◆           ║
║  ◆ अल्प॰ 'small' ◆  दीर्घ॰ 'long' ◆ ║
╚═══════════════════════════════════╝
```

In the box given, draw a picture of each object you have described.

.... पुस्तकम्	
.... खगः	

.... मूत्रम्	
.... राक्षम:	
.... तारका	
.... हस्त:	

88

Exercise 37

Put a Sanskrit adjective of your choice with each of these vocative words and translate each expression, as in

> ## हे प्रबल नर 'O strong man!'

1. हे .... कृष्ण ....
2. हे .... अर्जुन ....
3. हे .... राक्षस ....
4. हे .... सिंह ....
5. हे .... गज ....

Exercise 38

Put a Sanskrit adjective of your choice with each of these words with a Second Ending and translate each expression. Put '(2nd)' after each translation to show that it has the Second Ending, not the First, as in

विशालम् गजम् 'large elephant' (2nd)

1. .... खगम् ....

2. .... नरम् ....

3. .... राक्षसम् ....

4. .... रामम् ....

5. .... हस्तम् ....

The forms of Rāma, up to and including the Third Ending, should be revised before the following Quiz is begun. The Quiz comprises six parts and revises systematically all the endings learnt so far.

THE TRANSPORT QUIZ

1. How Do You Go to School ?

(a) Here are some expressions describing five types of transport, some unusual. Translate the last four and draw a picture of each in the box.

Example: अरुणेन रथेन by a red chariot

◆ कृष्णेन रथेन ....
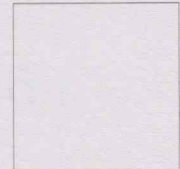
◆ प्रबलेन गजेन   ....

◆ अभयेन सिंहेन   ....

◆ विशालेन मत्स्येन   ....

(b) Now here are some other unusual types of transport. Describe each with a Sanskrit adjective that has the correct ending, and then translate.

....   खगेन   ....

....   सर्पेण   ....

....   कुक्कुरेण   ....

2. How Do They Go to School ?
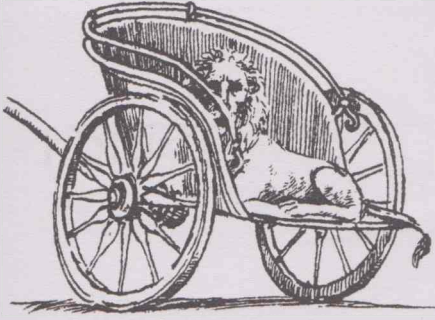
Now here are some sentences with First Ending words showing the ***doer***. The verb in each is गच्छति 'goes'. Say by what means they go, and add a Sanskrit adjective. Give a word-for-word and then a complete translation. The first one is done for you.

1.	कृष्णः	पीतेन	रथेन	गच्छति।
	Kṛṣṇa	yellow	by chariot	goes
		Kṛṣṇa goes by a yellow chariot.		

2. भीमः .... गच्छति।

....

....

3. रामः .... गच्छति।

....

....

4. सिंहः .... गच्छति।

....

....

5. अर्जुनः .... गच्छति।

....

....

3. Who Is Going to School ?
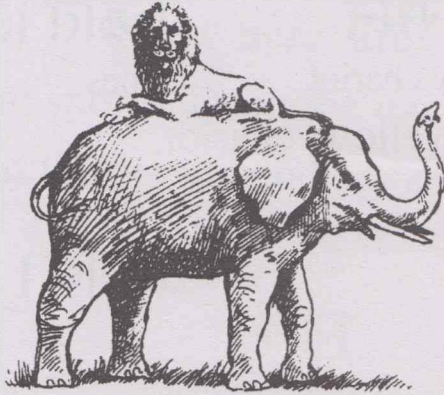
In the next five sentences, you choose a First Ending word, the *doer*, with a विसर्ग (ः) ending. Also, give word-for-word and then complete translations.

1. .... हरितेन रथेन गच्छति।

....

....

2. .... प्रबलेन गजेन गच्छति।

....

....

3. .... विशालेन रथेन गच्छति।

....

....

4. .... दीर्घेण कुक्कुरेण गच्छति।

....

....

5. .... नारङ्गेण खगेन गच्छति।

....

....

4. Where Are They Going To ?

In the next five sentences, you choose a Second Ending word, the **thing done to** or **gone to**, with a म् ending. Also, give word-for-word and complete translations. The first one is done for you.

1. कृष्णः राक्षसम्
   Kṛṣṇa   demon (2nd)
   हरितेन   रथेन
   green   by chariot
   गच्छति ।
   goes

Kṛṣṇa goes to the demon by green chariot.

2. अर्जुनः .... प्रबलेन सिंहेन गच्छति ।

....

....

3. रामः .... विशालेन गजेन गच्छति।

    ....

    ....

4. भीमः .... दीर्घेण सर्पेण गच्छति।

    ....

    ....

5. लक्ष्मणः .... नीलेन सूत्रेण गच्छति।

    ....

    ....

5. Who Is Being Called ?

In the next five sentences, you choose a vocative word, the *person called*, with the विसर्ग ending missing. Also, give word-for-word and full translations. The first one is done for you·

1. हे नर कृष्णः पीतम् सर्पम् रथेन गच्छति।

O man Krṣṇa yellow snake (2nd) by chariot goes

O man, Krṣṇa goes to the yellow snake by chariot.

2. हे _____ भीमः विशालम् सर्पम् सिंहेन गच्छति।

3. हे _____ रामः प्राज्ञम् गजम् रथेन गच्छति।

4. हे _____ अर्जुनः शुद्धम् नरम् रथेन गच्छति।

5. हे _____ लक्ष्मणः अरुणम् राक्षसम् सिंहेन गच्छति।

6. Which Is the Right Fish ?
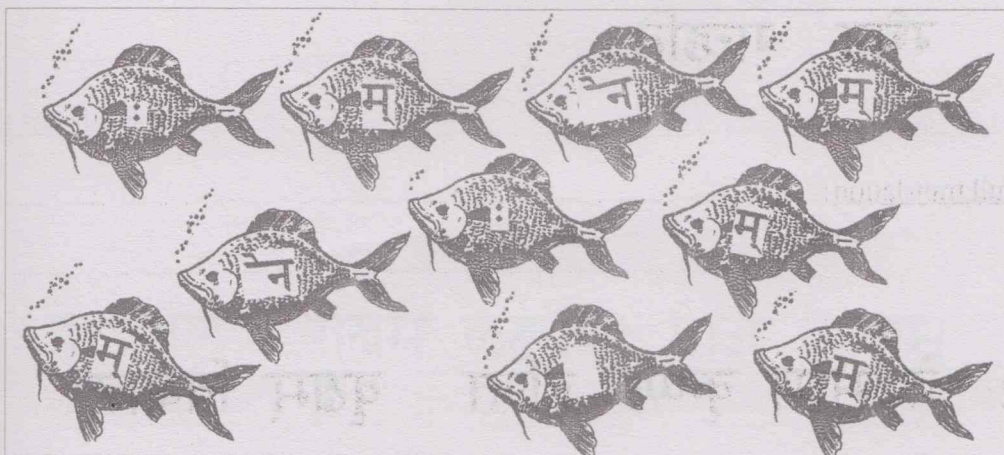
Finally, in the five sentences on the next two pages, the adjective endings have been swallowed by fish. Choose the fish with the right ending and write that ending where the dots are. Remember that the endings must agree with those of the words which follow them. Also, give word-for-word and complete translations of each sentence.

1. हे राक्षस रामः कृष्ण सर्पम् प्रबल

....

रथेन गच्छति।

....

Full translation: ....

....

2. हे भीम कृष्णः हरित वृक्षम् विशाल

....

गजेन गच्छति।

.....

Full translation: ....

....

3. हे लक्ष्मण शुद्ध रामः अभय सिंहम्

....

रथेन गच्छति।

....

Full translation: ....

....

4. हे अर्जुन प्रबल भीमः दीर्घ सर्पम्

    ....

गजेन गच्छति।

  ....

Full translation: ....

....

5. हे प्रबल राक्षस लक्ष्मणः प्राज्ञ नरम्

  ....

रथेन गच्छति।

  ....

Full translation: ....

....

CHAPTER 11

The Fourth Ending

⌘

A **noun** can sometimes name
the thing the action
is done *for*.

⌘

- They work   *for the teacher.*
- He gathers fruit   *for his father.*
- She cooks a meal   *for the family.*

Exercise 39

In these sentences underline IN PINK the person or thing for which the action is done, as in

> 'The elephant walks to the tree *for fruit*.'

1. . The man writes the book for the king.

2. Yaśodā washes the fruit for Kṛṣṇa.

3. The lady goes to the forest for a flower.

4. Kṛṣṇa binds the snake for the pupil.

5. The lady cleans the house for her mother.

To say what an action is ***done for*** we use the Fourth Ending.

The Fourth Ending is —आय.

So गजः   becomes   गजाय   'for an elephant'

and नरः   becomes   नराय   'for the man'.

Exercise 40

Here are some words with First Endings. Opposite each they are given Fourth Endings. First copy each word twice.

FIRST	FOURTH
कृष्णः	कृष्णाय
....	....
....	....
सिंहः	सिंहाय
....	....
....	....
नरः	नराय
....	....
....	....

Below, next to each of the words with First Endings, write the same word with a Fourth Ending.

FIRST	FOURTH
Example: गजः	गजाय
सर्पः	....
मत्स्यः	....
सूर्यः	....
वृक्षः	....
चन्द्रः	....
नरः	....

THE FORMS OF राम

The following forms of राम
should be practised regularly as a recitation.

So far we have learnt these five:

रामः	Rāma	*First*
हे राम	O Rāma	*Vocative*
रामम्	Rāma	*Second*
रामेण	by Rāma	*Third*
रामाय	for Rāma	*Fourth*
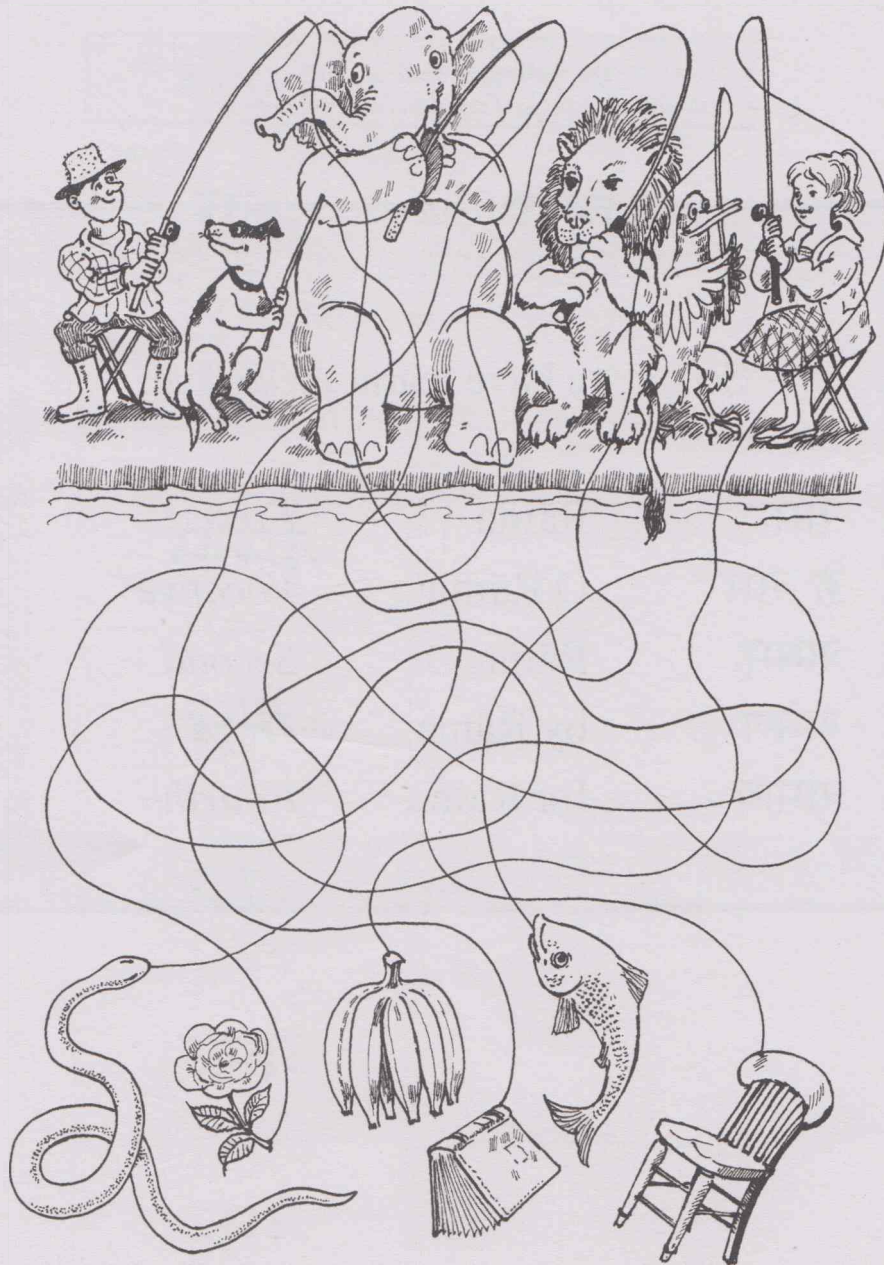
THE FISHING GAME

In the drawing opposite some people and animals are fishing. Follow their lines to find out what they are fishing for. Below are listed in Sanskrit the people and animals who are fishing. Opposite each of these write what they are fishing for, using the Sanskrit word with the Fourth Ending. The first one is done for you.

Remove any final म् before adding the Fourth Ending.

THE FISHERS	FISHING FOR
नरः	मत्स्याय
सिंहः	....
गजः	....
खगः	....
कुक्कुरः	....
नारी	....

109

The following Word Tree
Game will require careful
introduction. Some students
will find it challenging.

THE WORD TREE GAME

Here is a sentence made up from the fruits of the Word Tree shown on the next page:

हे	राम	नरः	राक्षसम्	सूत्रेण	कृष्णाय	बध्नाति।
O	Rāma	the man	demon (2nd)	with a rope	for Kṛṣṇa	binds

'O Rāma, the man binds the demon
with a rope for Kṛṣṇa.'

In this sentence underline the Sanskrit

- ❖ First Ending word   in RED,
- ❖ Vocative word   in BROWN,
- ❖ Second Ending word in BLUE,
- ❖ Third Ending word   in YELLOW,
- ❖ Fourth Ending word   in PINK, and the
- ❖ Verb   in GREEN.

सिंह कृष्णः कृष्ण
रथम्
नारी
खगम्
सूत्रेण कृष्णाय गच्छति
कुक्कुरम् राक्षसम् बध्नाति
हे पश्यति धावति
नराय रथेन
नरः
गजाय राम
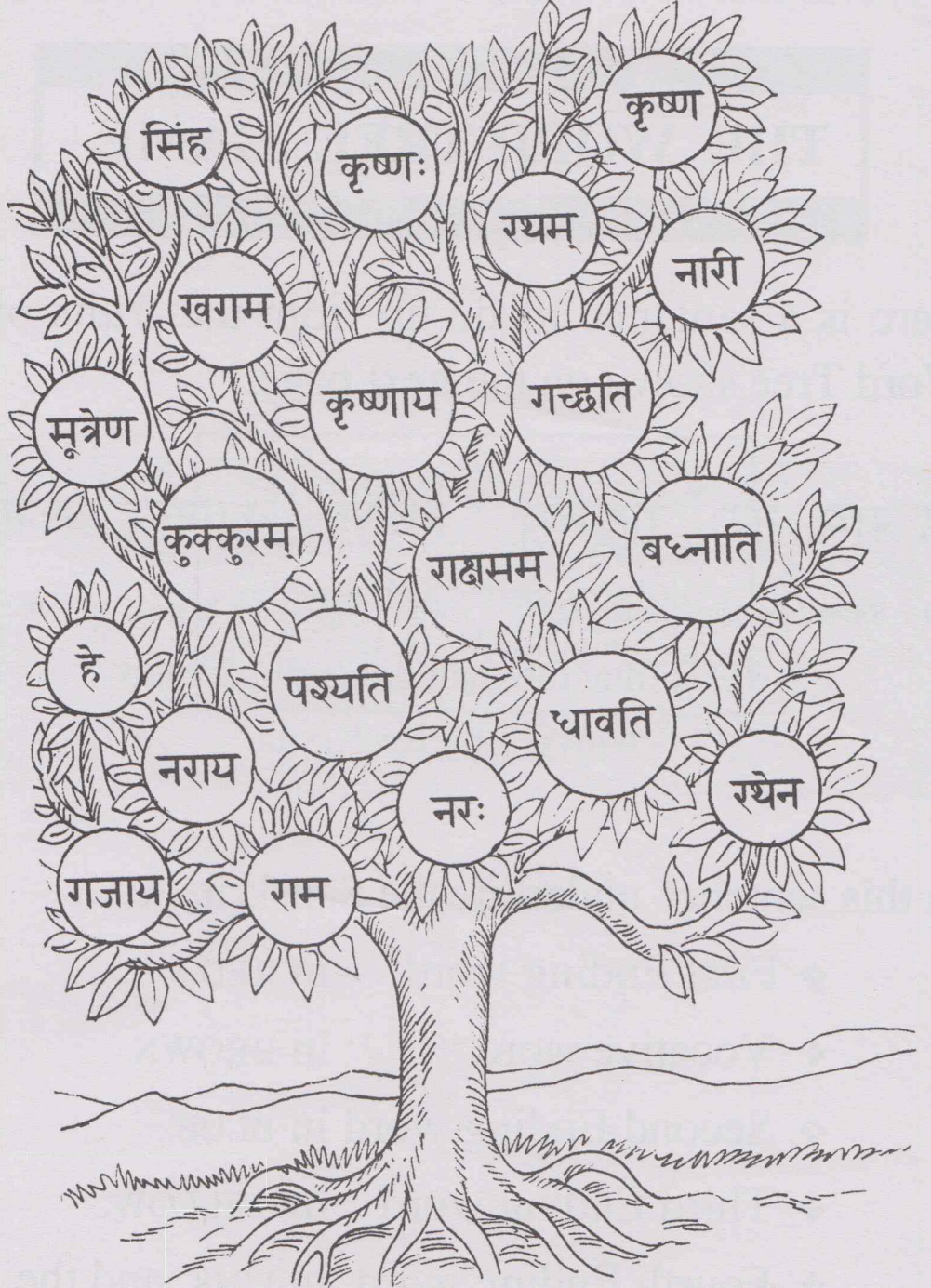
The Word Tree

Now put together two more sentences below, choosing fruits from the Word Tree (opposite) and setting them out and underlining as shown on page 111. Your sentences do not have to include all the types of endings.

1. (Sanskrit:) ....

(Word-for-
word translation:) ....

(Full translation:) ....

2. (Sanskrit:) ....

(Word-for-
word translation:) ....

(Full translation:) ....

THE FOURTH ENDING USED WITH
नमति AND ददाति

❖ In Sanskrit the person to whom we bow takes the Fourth Ending, as in

नारी कृष्णाय नमति।
'The lady bows to Kṛṣṇa.'

❖ The person to whom a gift is given will also take the Fourth Ending, as in

नरः कृष्णाय पुष्पम् ददाति।
'The man gives a flower to Kṛṣṇa.'

Exercise 41

Give a word-for-word and then a complete translation of the following:

1. नरः कृष्णाय नमति।

   ....

   ....

2. नारी कृष्णाय पुष्पम् ददाति।

   ....

   ....

3. कृष्णः नराय नमति।

   ....

   ....

4. नरः कृष्णाय पुस्तकम् ददाति।

   ....

   ....

STORY 3

The Call of Kṛṣṇa's Flute

NEW WORDS:

भाति	shines	द्वितीय॰	second
तूष्णीम्	silent	तृतीय॰	third
सः	he	शृणोति	hears
सा	she	उत्तम॰	best
वंशः	flute	उपरमति	stops
वादयति	plays	हृदयम्	heart
(an instrument)		निमिषति	closes eyes
प्रथम॰	first		

1. चन्द्रः भाति।

....

....

116
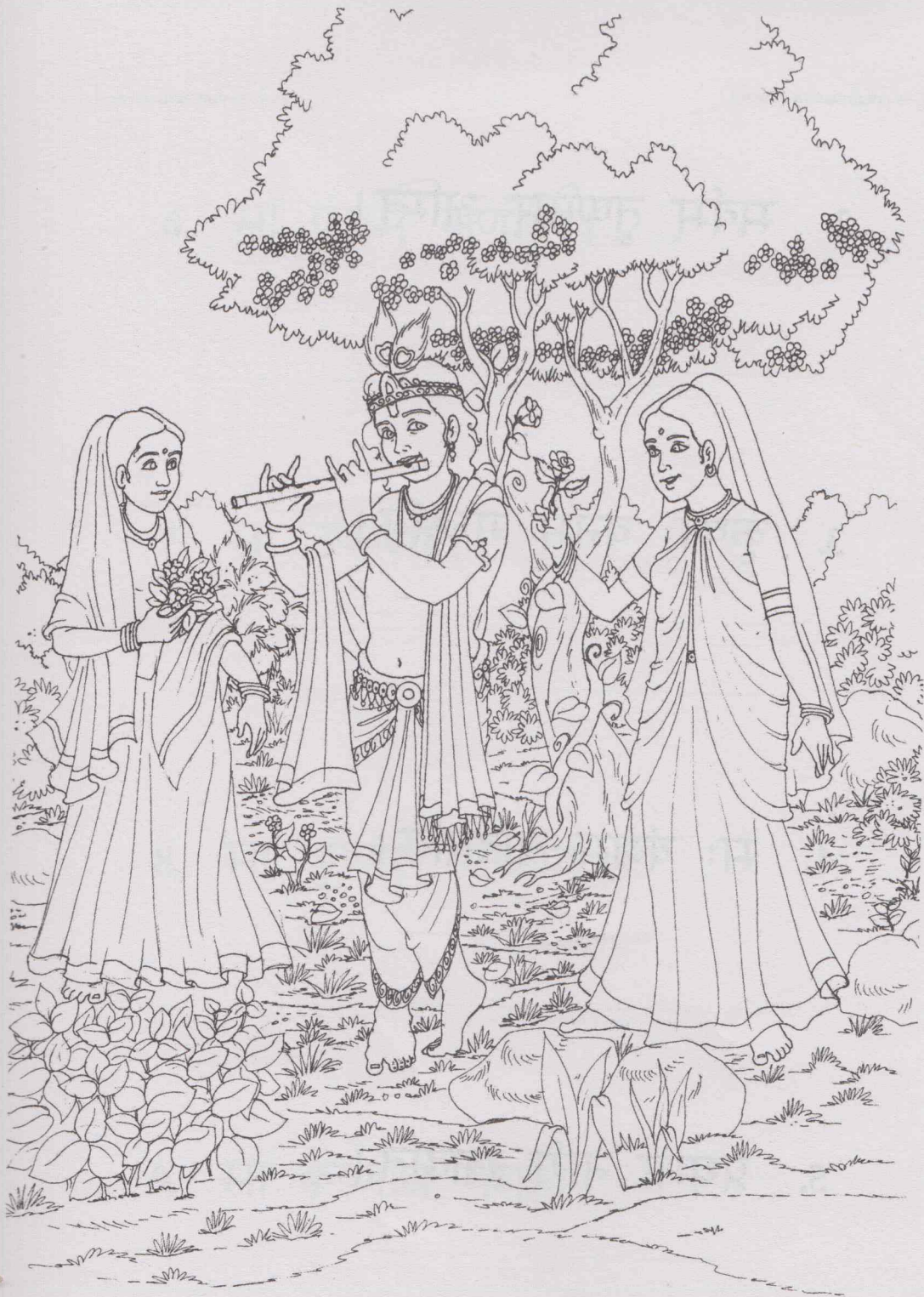
Ladies offer flowers to Kṛṣṇa.

2. सर्वम् तूष्णीम् अस्ति।

....

....

3. कृष्णः वनम् गच्छति।

....

....

4. सः वंशम् वादयति।

....

....

5. प्रथमा नारी खादति।

....

....

6. सा वंशम् शृणोति।

....

....

7. सा उपरमति।

....

....

8. सा कृष्णम् गच्छति।

....

....

9. सा कृष्णाय नमति।

....

....

10. सा कृष्णाय पुष्पम् ददाति।

....

....

11. द्वितीया नारी वदति।

....

....

12. सा वंशम् शृणोति।

....

....

13. सा उपरमति।

....

....

14. सा कृष्णम् गच्छति।

....

....

15. सा कृष्णाय नमति।

....

....

16. सा कृष्णाय पुष्पम् ददाति।

....

....

17. तृतीया नारी प्राज्ञा अस्ति।

....

....

18. सा वंशम् शृणोति।

....

....

19. सा निमिषति।

....

....

20. सा शुद्धेन हृदयेन कृष्णम् गच्छति।

....

....

21. सा शुद्धेन हृदयेन कृष्णाय नमति।

....

....

22. सा शुद्धेन हृदयेन कृष्णाय पुष्पम् ददाति।

23. सा उत्तमा नारी॥

APPENDICES

1. **Basic Reading Practice**

2. **Further Reading Practice**

3. **List of Words: English - Sanskrit**

4. **List of Words: Sanskrit - English**

APPENDIX 1

BASIC READING PRACTICE

See Notes for Teachers/Students, page xi.

◆ BASIC PRACTICE 1 ◆

॥अथ अक्षराणि॥

॥अथ स्वराः॥ अ आ इ ई उ ऊ ऋ ॠ

ऌ ए ओ ऐ औ ॥इति स्वराः॥

॥अथ व्यञ्जनाः॥

क ख ग घ च ङ ह

च छ ज झ ञ य श

ट ठ ड ढ ण र ष

त थ द ध न ल स

प फ ब भ म व

॥इति व्यञ्जनाः॥

॥इति अक्षराणि॥

◆ BASIC PRACTICE 2 ◆

Read across:

अथ	न	वद
तव	एव	भव
च	चर	मम
सह	एकः	सः
नरः	नलः	नगरम्
जनः	जनकः	जलम्
अचलः	इयम्	इदम्
एतद्	कः	कथम्
भरतः	भयम्	वनम्

गजः	गत	खगः
तत्	यत्	हत
रथः	शरः	फलम्

◆ BASIC PRACTICE 3 ◆

अ	क	प	य	र	त	न
आ	का	पा	या	रा	ता	ना
इ	कि	पि	यि	रि	ति	नि
ई	की	पी	यी	री	ती	नी
उ	कु	पु	यु	रु	तु	नु
ऊ	कू	पू	यू	रू	तू	नू
ऋ	कृ	पृ	*	*	तृ	नृ
ॠ	कॄ	पॄ	*	*	तॄ	नॄ
ऌ	कॢ	पॢ	*	*	तॢ	नॢ
ऍ	के	पे	ये	रे	ते	ने
ओ	को	पो	यो	रो	तो	नो
ऐ	कै	पै	यै	रै	तै	नै
औ	कौ	पौ	यौ	रौ	तौ	नौ

◆ BASIC PRACTICE 4 ◆

Read across or down:

त	स	र	न	ल	ख	म
ता	का	या	ला	मा	रा	गा
गि	बि	जि	चि	रि	मि	लि
की	री	मी	सी	दी	धी	खी
गु	मु	रु	सु	लु	फु	चु
तू	गू	बू	दू	मू	षू	शू
कृ	तृ	नृ	पृ	सृ	गृ	हृ
के	ते	रे	से	ले	मे	थे
यो	लो	रो	नो	तो	सो	जो

मै	तै	मै	रै	नै	पै	कै
कौ	तौ	गौ	लौ	दौ	रौ	सौ
क	का	कु	की	कि	कृ	के
कौ	को	कै	कू	कि	का	की
कृ	कृ	कौ	को	के	कै	कु
तौ	रे	लो	गी	मा	मि	दै
तो	नै	मि	मृ	तू	तु	लू

◆ BASIC PRACTICE 5 ◆

In the boxes are letters which are often confused. The students should read across.

च		ध
मेघः	चोर	धावति
च		ज
चरति	जित	जनकः
य		थ
यत्	यथा	कथम्
ब		व
वाली	बालकः	वद
म		म
मम	मः	मह
रव		ख
भैरव	खगः	खादति

◆ BASIC PRACTICE 6 ◆

The pupils can be asked to say what is at a particular coordinate, e.g. (col. 3, row 1) पे.

	1	2	3	4	5	6
1	अ	भ	पे	कि	या	सी
2	ज	गु	ञ	फ	गी	दौ
3	ष	ऊ	कै	य	ब	हु
4	त	मा	ऋ	च	शि	भ
5	चू	य	व	ॠ	ख	ट
6	ल	जृ	द	षे	ल	ङ
7	पृ	बू	शृ	ध	हा	ए
8	का	गे	न	इ	ओ	ठ
9	भृ	ल	आ	ऐ	ङ	तो
10	म	ई	औ	ठ	दै	पो
11	उ	च	ण	धौ	तै	मू
12	छ	ऊ	नि	र	नु	लौ

◆ BASIC PRACTICE 7 ◆

Read across:

तदा	तथा	कदा
नाम	भागः	माम्
रामः	शापः	एकदा
अपि	अमि	इति
ऋषिः	एहि	उपविश
किम्	कपिः	हरिः
सीता	नारी	नदी
अतीव	मारिचः	वाली
वीर	आसीत्	इदानीम्

कुतः	तु	पुनः
जटायुः	बहु	हनुमान्
कुरु	गुरुः	अरुण
दूतः	भूमिः	रूपम्
नृपः	गृहम्	शृणु
मृगः	मृत	तृतीय
केशः	पेटा	मेघः
रामेण	देहि	विशेषण
अहो	चोर	लोकः
रोदति	मोदरः	करोति
मैनिकः	कैकेयी	नौका

◆ BASIC PRACTICE 8 ◆

क् + र = क्र	क्रिया	न् + त = न्त	अन्तः
ङ् + ग = ङ्ग	अङ्गः	ष् + ठ = ष्ठ	तिष्ठ
त् + म = त्म	आत्मा	र् + ऊ = रू	रूपम्
त् + त = त्त	सत्ता	न् + य = न्य	अन्यः
प् + र = प्र	प्रति	प् + त = प्त	अप्त
त् + र = त्र	अत्र	च् + छ = च्छ	इच्छा
क् + ष = क्ष	अक्षर	ण् + ठ = ण्ठ	कण्ठः
ह् + म = ह्म	ब्रह्मा	ष् + ट = ष्ट	अष्ट
र् + उ = रु	अरुण	द् + ध = द्ध	बुद्ध
ज् + ञ = ज्ञ	ज्ञानम्	र् + य = र्य	अर्यः
श् + र = श्र	श्रीः	व् + य = व्य	अव्यय

◆ BASIC PRACTICE 9 ◆

Read across:

क्रिया	क्रोशति	आक्रोशति
अङ्गः	लिङ्गः	लङ्का
मत्ता	दत्त	उत्तम
प्रति	प्रिय	प्रायः
अत्र	तत्र	कुत्र
रक्ष	राक्षमः	अक्षः
ज्ञानम्	प्राज्ञ	राज्ञी
श्रीः	श्रुत	श्रुतम्
अन्तः	शान्त	अन्यत्

[continued]

वन्दनम्	सुन्दर	कबन्धः
इच्छा	गच्छति	ऐच्छत्
तिष्ठ	श्रेष्ठ	षष्ठी
बुद्ध	युद्धम्	शुद्ध

◆ BASIC PRACTICE 10 ◆

ल् + प = ल्प अल्प   द् + व = द्व द्वारम्

क् + त = क्त उक्त   क् + क = क्क कुक्कुरः

ग् + र = ग्र ग्रामः   य् + य = य्य शय्या

स् + त = स्त हस्तः   ग् + न = ग्न अग्निः

श् + व = श्व श्वेत   प् + ल = प्ल प्लुत

र् + ण = र्ण कर्णः   ञ् + ज = ञ्ज व्यञ्जनः

म् + भ = म्भ शम्भुः   र् + त = र्त कर्ता

त् + स् + य = त्स्य मत्स्यः

न् + त् + र = न्त्र मन्त्रः

न् + द् + र = न्द्र इन्द्रः

139

◆ BASIC PRACTICE 11 ◆

Read across:

कर्णः	सुवर्ण	कर्ता
कर्म	धर्मः	मूर्खः
मार्गः	हर्योः	भार्या
उक्त	विभक्तिः	शक्तिः
ग्रन्थः	अग्रम्	सुग्रीवः
मत्स्यः	हस्तः	अस्ति
कृष्णः	कुक्कुरः	शय्या
द्वे	द्वारम्	द्वीपः
प्लुत	प्लवते	प्लवनम्

APPENDIX 2

FURTHER READING PRACTICE

The three texts which follow are intended to be used for reading practice and not for translation.
See Notes for Teachers/Students, page xi.

◆ FURTHER PRACTICE 1 ◆

॥ अथ रामायणे प्रथमः भागः ॥

1. एकदा एकः ऋषिः आसीत् ।

2. ऋषिः वाल्मीकिः नाम ।

3. वाल्मीकिः प्राज्ञम् नारदम् आगच्छत् ।

4. नारदः साधुः गुरुः अस्ति ।

5. सः नित्यम् सत्यम् वदति ।

6. यत्र यत्र नारदः गच्छति तत्र तत्र सः
   कथाः कथयति।

7. वाल्मीकिः अवदत्।

8. हे नारद कः नरः लोके शुद्धः शान्तः च
   अस्ति।

9. कः नरः अभयः अस्ति।

10. कः पुरुषः नित्यम् सत्यम् वदति।

11. कः पुरुषः चोरान् राक्षसान् व्यापादयति।

12. नारदः अवदत्।

13. वदिष्यामि कः नरः लोके शुद्धः
    शान्तः च अस्ति।

14. वदिष्यामि कः पुरुषः उत्तमः अस्ति।

15. कथयिष्यामि कः पुरुषः चोरान्
राक्षसान् व्यापादयति।

16. शृणु हे वाल्मीके।

17. तदा नारदः रामायणम् अकथयत्।

18. वाल्मीकिः अप्रमादम् अशृणोत्।

19. अथ नारदस्य कथा।

20. एकदा एकम् नगरम् आसीत्।

21. नगरम् अयोध्या नाम।

22. अयोध्यायाम् एकः नृपः आसीत्।

23. नृपः दशरथः नाम।

24. दशरथस्य तिस्रः भार्याः आसन्।

25. ताः तिस्रः भार्याः कौसल्या कैकेयी
सुमित्रा नाम।

26. भार्याणाम् पुत्राः आसन्।

27. प्रथमः पुत्रः रामः नाम।

28. रामः कौसल्यायाः पुत्रः आसीत्।

29. द्वितीयः पुत्रः भरतः नाम।

30. भरतस्य जननी कैकेयी नाम।

31. तृतीयः पुत्रः लक्ष्मणः नाम।

32. चतुर्थः पुत्रः शत्रुघ्नः नाम।

33. लक्ष्मणस्य शत्रुघ्नस्य च जननी सुमित्रा नाम।

34. उत्तमः पुत्रः तु रामः आसीत्।

35. यत्र यत्र रामः अचरत् तत्र तत्र लक्ष्मणः नित्यम् अन्वगच्छत्।

36. यत्र यत्र रामः अगच्छत् तत्र तत्र सः राक्षसान् व्यापादयत्।

37. अचिरेण रामस्य चरित्राणि श्रोष्यामः।

॥ इति रामायणकथायाम् प्रथमः भागः ॥

◆ FURTHER PRACTICE 2 ◆

॥अथ रामायणे द्वितीयः भागः
दशरथस्य द्वे वरे॥

1. रामस्य भार्या सीता नाम।

2. रामः सीता च अयोध्यायाम् अवसताम्।

3. दशरथः अचिन्तयत् रामः मम उत्तमः
   पुत्रः अस्ति।

4. अचिरेण रामः नृपः भविष्यति इति।

5. कैकेयी तु अचिन्तयत् मम भरतः
   दशरथस्य उत्तमः पुत्रः अस्ति।

6. दशरथस्य सुवर्णे पीठे भरतम् इच्छामि।

7. तत्र न रामम् इच्छामि इति।

8. एकदा दशरथः अवदत् हे कैकेयि द्वे
   वरे ददामि।

[*continued*]

9. किम् इच्छसि इति।

10. तत् श्रुत्वा कैकेयी अवदत् इदम् मम प्रथमम् वरम्।

11. रामः न नृपः भविष्यति। सः वनम् गमिष्यति इति।

12. तत् श्रुत्वा दशरथः दुःखी अभवत्।

13. अहो अहो इति सः अरोदत्।

14. कैकेयी पुनर् अवदत् इदानीम् शृणु मम द्वितीयम् वरम्।

15. तव सुवर्णे पीठे मम भरतम् इच्छामि हे नृप इति।

16. तत् श्रुत्वा दशरथः सुवर्णात् पीठात् अपतत्।

[*continues next page → *]

17. पीठात् पतित्वा सः अरोदत् अहो अहो

18. मम प्रियः पुत्रः। मम रामः। मम प्रियः पुत्रः इति।

19. दशरथः तु अचिन्तयत् साधुः नरः यथा वदति

20. सः नित्यम् तथा करोति।

21. द्वे वरे ददामि इति अहम् अवदम्।

22. तथा द्वे वरे दास्यामि।

23. हा हा इदानीम् मम रामः वनम् गमिष्यति।

24. इति चिन्तयित्वा सः पुनः पुनः अरोदत्।

25. अचिरेण रामः दशरथम् आगच्छत्।

26. सः दशरथस्य समीपे उपाविशत्।

27. रामम् दृष्ट्वा दशरथः अरोदत्। सः
मन्दम् मन्दम् अवदत्।

28. हे... मम... प्रिय... राम... वनम्... गच्छ
इति।

29. तत् श्रुत्वा रामः अचिन्तयत् यत् यत्
पिता वदति

30. तत् तत् साधुः पुत्रः नित्यम् करोति।

31. मम पिता अवदत् वनम् गच्छ इति।
तस्मात् वनम् गमिष्यामि इति।

32. तत् चिन्तयित्वा सः रथे वनम् शीघ्रम्
अगच्छत्।

33. लक्ष्मणः सीता च रामेण सह
अगच्छताम्।

34. दशरथः तु अहो अहो... मम प्रियः
    पुत्रः... मम प्रियः पुत्रः

35. इति रोदित्वा मृतः भूत्वा भूमिम्
    अपतत्।

36. हे शिष्याः दशरथस्य वचनम्
    श्रुत्वा

37. नगरात् रथेन गत्वा

38. रामः धर्माय वने अवसत्॥

॥इति रामायणकथायाम् द्वितीयः
भागः दशरथस्य द्वे वरे॥

◆ FURTHER PRACTICE 3 ◆

॥अथ रामायणे तृतीयः भागः
दण्डकारण्यम् रावणः च॥

1. रामः लक्ष्मणः सीता च अरण्यम्
   अगच्छन्।

2. अरण्यम् दण्डकः नाम। तत्र आगम्य ते
   पर्णगृहम् अकुर्वन्।

3. दण्डकारण्ये खगाः वृक्षेषु अगायन्।
   सर्वत्र पुष्पाणि आसन्।

4. सर्वम् सुन्दरम् आसीत्।

5. तत्र रामः लक्ष्मणः सीता च सुखेन
   अक्रीडन्।

6. यत्र यत्र रामः दण्डकारण्ये अगच्छत् तत्र तत्र सः राक्षसान् व्यापादयत्।

7. नृपः राक्षसानाम् रावणः नाम। सः द्वीपे अवसत्।

8. द्वीपः लङ्का नाम। लङ्का दण्डकारण्यात् दूरे अस्ति।

9. रामः मम राक्षसान् व्यापादयति इति रावणः अचिन्तयत्।

10. तत् चिन्तयित्वा रावणः दुःखी अभवत्।

11. सः राक्षसम् मारीचम् अगच्छत्।

12. मारीचम् आगम्य रावणः अवदत् हे मारीच राममम् दण्डयिष्यावः।

13. अहम् सीताम् अपहरिष्यामि इति।

14. रावणः मारीचः च दण्डकारण्यम्
अगच्छताम्॥

॥ इति रामायणकथायाम् तृतीयः भागः
दण्डकारण्यम् रावणः च॥

APPENDIX 3

LIST OF WORDS: ENGLISH – SANSKRIT

This English-Sanskrit vocabulary comprises in alphabetical order appropriate English renderings of all the Sanskrit words used in the exercises and games found in Chapters 1 to 11 of this book.

◆ A ◆

action word	क्रिया
again	पुनः
Arjuna	अर्जुनः

◆ B ◆

best	उत्तम॰
Bhīma	भीमः
binds	बध्नाति
bird	खगः
black	कृष्ण॰
blue	नील॰
boat	नौका
book	पुस्तकम्
bows	नमति
butter	नवनीतम्

◆ C ◆

chair	पीठम्
chariot	रथः
chin	चिबुकम्
closes (the eyes)	निमिषति
colour	वर्णः

154

forest	वनम्
fruit	फलम्

◆ D ◆

demon	राक्षमः
dog	कुक्कुरः
door	द्वारम्
drinks	पिबति

◆ G ◆

gives	ददाति
goes	गच्छति
green	हरित°

◆ E ◆

eats	खादति
elephant	गजः
everything	सर्वम्

◆ H ◆

hand	हस्तः
he	मः
hears	शृणोति
heart	हृदयम्
his	तस्य
house	गृहम्

◆ F ◆

falls	पतति
fearless	अभय°
fish	मत्स्यः
flower	पुष्पम्
flute	वंशः

◆ I ◆

is	अस्ति

◆ K ◆

Kṛṣṇa   कृष्णः

◆ L ◆

lady	नारी
large	विशालः
laughs	हसति
limitless	अनन्तः
lion	सिंहः
long	दीर्घः

◆ M ◆

man	नरः
moon	चन्द्रः
mouth	आस्यम्

◆ N ◆

nose   नासिका

◆ O ◆

orange	नारङ्गः
'O!'	हे

◆ P ◆

plays (an instrument)	वादयति
pure	शुद्धः

◆ R ◆

Rāma	रामः
red	अरुणः
river	नदी
road	मार्गः

rope   सूत्रम्
runs   धावति

tree   वृक्षः

◆ S ◆

sees   पश्यति
she   सा
shines   भाति
short   ह्रस्व॰
silent   तूष्णीम्
small   अल्प॰
snake   सर्पः
speaks   वदति
star   तारका
stops   उपरमति
strong   प्रबल॰
sun   सूर्यः

walks   चरति
water   जलम्
wise   प्राज्ञ॰
writes   लिखति

◆ Y ◆

Yaśodā   यशोदा
yellow   पीत॰

◆ T ◆

there   तत्र
town   नगरम्

APPENDIX 4

LIST OF WORDS: SANSKRIT - ENGLISH

The following vocabulary comprises all the Sanskrit words used in the exercises and games found in Chapters 1 to 11. It is set out in the order of the Sanskrit alphabet as shown on pages xiii and xiv.

अ	
अनन्त°	limitless
अभय°	fearless
अरुण°	red
अर्जुनः	Arjuna
अल्प°	small
अश्वः	horse
अस्ति	is

आ	
आस्यम्	mouth

उ	
उत्तम°	best
उपरमति	stops

क	
करोति	does
किम्	what?
कुक्कुरः	dog
कृष्ण°	black
कृष्णः	Kṛṣṇa

ख	
खगः	bird
खादति	eats

ग	
गच्छति	goes
गजः	elephant
गृहम्	house

च	
चन्द्रः	moon
चरति	walks
चिबुकम्	chin

ज	
जलम्	water

त	
तत्र	there
तस्य	his
तारका	star
तूष्णीम्	silent
तृतीय॰	third

द	
ददाति	gives
दीर्घ॰	long
द्वारम्	door
द्वितीय॰	second

ध	
धावति	runs

न

नगरम्	town
नदी	river
नमति	bows
नरः	man
नवनीतम्	butter
नारङ्ग॰	orange
नारी	lady
नासिका	nose
निमिषति	closes the eyes
नील॰	blue
नौका	boat

प

पतति	falls
पश्यति	sees
पिबति	drinks

पीत॰	yellow
पीठम्	chair
पुनः	again
पुष्पम्	flower
पुस्तकम्	book
प्रथम॰	first
प्रबल॰	strong
प्राज्ञ॰	wise

फ

फलम्	fruit

ब

बध्नाति	binds

भ

भाति	shines
भीमः	Bhīma

म	

मत्स्यः   fish
मार्गः   road

य	

यशोदा   Yaśodā

र	

रथः   chariot
राक्षसः   demon
रामः   Rāma

ल	

लक्ष्मणः   Lakṣmaṇa

लिखति   writes

व	

वदति   speaks
वनम्   forest
वर्णः   colour
वंशः   flute
वादयति   plays (an instrument)
विशाल°   large
विसर्गः   a sound shown in writing as ः, as in रामः.
वृक्षः   tree

श	

शुद्ध°   pure
शृणोति   hears

म		ह	
सर्पः	snake	हरित॰	green
सर्वम्	everything	हसति	laughs
सः	he	हस्तः	hand
सा	she	हे	O!
सिंहः	lion	हृदयम्	heart
सूत्रम्	rope	ह्रस्व॰	short
सूर्यः	sun		

Seven Sanskrit Coursebooks for Beginners

THESE Coursebooks are well-graded, and supported by appropriate illustrations that make them very attractive to learners, particularly the young. Today many Indian and foreign schools/colleges offer Sanskrit as an optional subject. For such students these books are a very effective means of introducing Sanskrit, which they might not have studied previously. These books could also be useful for those involved in performing arts, such as dance and music, or for students of Yoga and Ayurveda— subjects which have many Sanskrit references.

All books are A4 Size (297x210mm) and available in Paperback, Spiral Bound and Hard Bound.

The first group of books entitled **Sanskrit is Fun** (Parts I-III) introduce the learners to the *Devanagari* alphabets, grouping the letters according to their place of articulation, called 'Family', which comprises both the vowels and consonants. Learners are first taught how to draw the letters.

Learning and teaching is also helped by the humorous presentation of the letters in the form of animals figures. The next step is to add vowel to the consonants, and then to teach joint (compound) consonants. Finally words and sentences are formed.
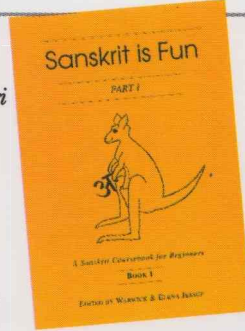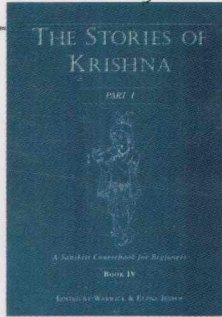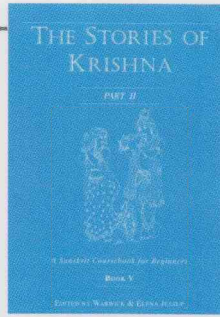
Pages: viii, 76
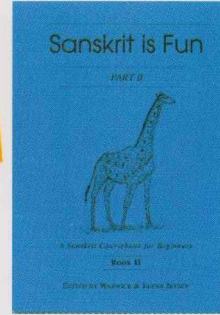
Pages: viii, 76
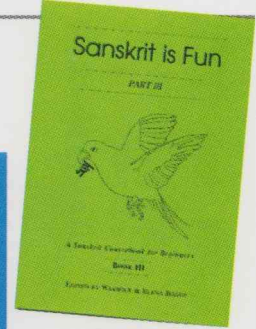
Pages: viii, 60

Pages: xiv, 162

Pages: xv, 189

The second group of books seek to teach Sanskrit with reference to the age-old stories of Krishna and Rama. **The Stories of Krishna** (Parts I-II) cover full declensions of the most common type of masculine, feminine and neuter nouns: conjugations of a simple verb in the present, future and past tenses and twelve stories based on the childhood of Krishna.

The Story of Rama books (Parts I – II) together relate, in 16 episodes, the story of the Ramayana. Part I introduces: the standard method of transliteration; the gerund ('having done something'); and the declension of the Sanskrit word for 'that' in all three genders. Part II covers an introduction to the imperative mood; other important noun and pronoun declensions; 'having done something' used with prefixes; the past passive participle; the conjugation of the middle voice and the verb 'to be' in present, future and past tenses; and the completion of the standard method of transliteration.
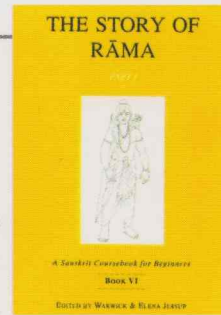
Pages: xviii, 125
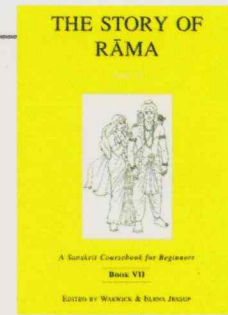
Pages: xiv, 137

Please see the Sanskrit@St. James website, which offers information and support for tutors and students taking the CIE exams. *Www.sanskritexams.org.uk*