

**HINDOOSTANEE GRAMMAR:
SIMPLIFIED AND ADAPTED TO
THE USE OF STUDENTS IN THE
PRECIDENCY OF MADRAS**

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Hindoostanee Grammar: Simplified and Adapted to the Use of Students in the precidency of
madras by Various

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VARIOUS

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HINDOOSTANEE GRAMMAR,

SIMPLIFIED

AND ADAPTED TO THE USE OF STUDENTS

IN THE

PRESIDENCY OF MADRAS.

SECOND EDITION.

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NOTICE.

The books recommended in the Introductory Notice may be procured as under:

		ms.
SUBUQ-I-SULEES,	Church Mission Depository,	Price 2
INITIATORY EXERCISES,	Do.	" 2
HINDOOSTANEE SELECTIONS,	New edition about to be published,	" 8
CAMPBELL'S EXERCISES,	Pharosh and Co.	" 2½
GABB'S COURTS MARTIAL,	Simkins and Co.	" 3

INTRODUCTORY NOTICE.

(Recommended to be read.)

THE following notes are intended simply as an introduction to the Hindoostanee Grammar. They have been compiled chiefly from Gilchrist and Shakespear, with such modifications as have been considered necessary, the grammar of the language as used in Southern India differing in some points from that of the Oordoo, or Hindoostanee of Delhi.

The system of orthography adopted in writing Hindoostanee words in the Roman character is that of Gilchrist—which, of the many that have been proposed, the compiler considers to be, in several respects, the best. The student is recommended to make himself master of it at once. This he may easily do in the course of one or two hours, and he will afterwards find it a very useful help in learning the Hindoostanee character, as well as in acquiring a good pronunciation.

The compiler believes that these notes will be found sufficient to give the student a fair practical acquaintance with the language as used generally through the Madras Presidency—but to render his knowledge of it complete and comprehensive, he should afterwards study either Gilchrist or Shakespear, whose Grammars will then be found not so difficult as they often appear to one who is altogether ignorant of the language.

As a good general course of study, the following may perhaps be recommended. First, to look over the Roman and Persian alphabets carefully, and to read through the grammar just to get a general idea of its character—and then to begin and read easy sentences, for which purpose he may use the *Subuq-i-Sulees*—a few days' practice in which will give him a tolerably ready acquaintance with the Persian character.

Then, to pass on to the stories in the same book, at the same time reading over the grammar, which he will thus the more readily comprehend and remember. He should proceed steadily through the book, when being enabled to read and translate with tolerable facility, he may pass on to the books usually read,—such as the “*Selections*,” prepared under the direction of the Military Examining Com-

mittee,—Chuhar Durwesh, Ikhwan-oos-sufa, &c., always observing to read *deliberately* and *aloud*, with careful attention to acquire the habit of a *distinct* and *correct* pronunciation, *which is of particular importance*. The student should on no account attempt to speak or read *quickly*, until his pronunciation is perfectly confirmed, and he must especially guard against slurring over the vowel *a* in medial syllables, or omitting to sound the aspirates after consonants,—common defects, and often leading to entire misapprehension of the speaker's meaning.

The student should at once commence making written translations from English into Hindoostanee—for which he is recommended in the first instance to use “*Initiatory Exercises*,” the idiom of which is already prepared to his hand,—afterwards translating from Campbell's Selections. In this he will do well to use the Roman character, while learning to write the Persian, for if the latter be used hastily the student will probably never write a clear good hand.

In translating he should not tie himself too closely to the exact order of the English, which he will often find quite incompatible with the Hindoostanee idiom,—but, keeping in mind that his object must be to convey the meaning of the original fully and distinctly to a Native's mind, he should turn the English in whatever manner he may find most suitable. He may in this way frequently begin with the last clause of the sentence, and he will often find it advisable to break one English sentence into two or three in Hindoostanee.

Of course the student must habituate himself to the practice of committing words to memory daily—beginning with such as are in most common use. Every word which he may learn orally from his Moonshee or any Native he should immediately look out in the Dictionary—both to assure himself of its various meanings, and to fix in his recollection its correct orthography and pronunciation.

It may be well to observe that in writing and speaking to Europeans, the student should follow the orthography and pronunciation of proper names or titles, as commonly established, avoiding the affectation of a pedantic singularity in this respect. Thus, such words as *Arcot*, *Cuddapa*, *Calcutta*, *Mahomed*, *Nabob*, &c., should be so written and pronounced. But in writing or speaking to Natives, the student should, on the contrary, carefully habituate himself to write and pronounce all such words exactly as written and pronounced by the Natives themselves,—so, *Urkat*, *Kurpa*, *Kulkattu*, *Moolhummud*, *Nuwwab*.

This may not appear to be of much consequence, but the neglect of it at once stamps the language as that of a foreigner.

EXPLANATION OF THE SYSTEM OF ORTHOGRAPHY IN THE
ROMAN CHARACTER.

- a as a in *mast*. (In Hindoostan as a in *call*.)
b as the English b.
b^h, b *instantly followed by the aspirate*, as in *abhor* (b^hhor.)
c not used.
ch as ch in *church*.
ch^h the same followed by the aspirate, as in *church-hill* (ch^hhill.)
d d as the English d.
d^h, d^h the same followed by the aspirate, as in *adhere* (d^hhere.)
e as e in *there*—or as a in *nay*.
ee as ee in *keel*.
f as f in *fast*.
g as g in *go*.
g^h the same followed by the aspirate, as in *pig-hunt* (g^hhunt.)
gh the rough guttural.
h h as h in *horse*.
i as i in *kill*.
j as j in *judge*.
j^h the same followed by the aspirate.
k as k in *kill*.
k^h the same followed by the aspirate, as in *buck-hound* (k^hhound.)
kh the sharp guttural.
l as l in *line*.
m as the English m.
n as the English n.
n the nasal n.

- o as o in *cole*.
 œ as œ in *good*.
 oo as oo in *boot*.
 p as p in *part*.
 ph the same followed by the aspirate as in *up-hill* (p.hill.)
 q the liquid guttural.
 r r as r in *run*.
 s s s as s in *sun*.
 sh as sh in *shun*.
 t t t t as t in *take*.
 th th the same followed by the aspirate, as in *nut-hook* (t.hook.)
 u as u in *but*.
 ue as i in *bite*.
 uo as ow in *cow*.
 v as v in *vain*.
 w as w in *wine*.
 x not used.
 y as y in *you*.
 z z z z as z in *zone*.
 zh as z in *azure*.

The single dots under the letters d r and t are used for corresponding marks in the Persian character, denoting that those letters are what are termed *hard*—and to be pronounced accordingly.

The dot under n intimates that it has the *nasal* sound. The dots and marks under the other letters are used to denote different letters in the Persian character, which in Hindoostanee have all the same sound, though, as written with the one or the other, words have a different meaning.

u a i ee œ o oo uo and ue—in these the dot below is intended to show that in the Persian character the letter *uen* precedes, as in the following examples :

عقل	uql—	عادل	adil—	عزت	izzut.
عید	eed—	عذر	œzr—	عود	ood—
				عیب	ueb.

uu—is used when the ϵ *uen*, being medial or final, has the broad sound approaching to the long vowel τ — as بند *bund*, جمع *jumu*.

The power of every letter in the Hindoostanee alphabet, *wao* and *ye* only excepted, is *fixed*. The pronunciation of each, therefore, when once acquired, will be the same wherever met with—and this should encourage the student to give himself the trouble to master each correctly from the first.

The long vowel *a* must never be slurred over, but must invariably have its full sound. Thus *sirdaron* should never be pronounced as if written *sirduron*,—*moolaqat* as *mooluqat*, &c.

The *aspirates* must be particularly attended to, their omission or introduction giving a perfectly distinct signification to the word, as will be seen in the following examples :

gora, <i>fair</i> ,	ghora, <i>a horse</i> .
pul, <i>a minute</i> ,	phul, <i>fruit</i> .
baee, <i>a woman</i> ,	bhaee, <i>brother</i> .
bula, <i>evil</i> ,	bhula, <i>good</i> .
ja, <i>place</i> ,	jah, <i>dignity</i> .
roo, <i>face</i> ,	rooh, <i>spirit</i> .
ko, <i>to</i> ,	koh, <i>a hill</i> .

PERSIAN ALPHABET AS USED IN HINDOOSTANEE.

The Persian Alphabet is read from right to left.

NOTE.—The lithographed alphabet in the *Subug-i-Sulees* is recommended to be referred to, as the Student will find it much clearer than the printed character given below.

Names.	Letter.	English Letter.	Sound.
Ulif	ا	u a	see explanations.
Be	ب	b	as the English b.
Pe	پ	p	as the English p.
Te	ت	t	as the English t.
Se	س	s	as s in <i>sun</i> .
Jeem	ج	j	as j in <i>judge</i> .
Che	چ	ch	as ch in <i>church</i> .
He	ح	h	as h in <i>horse</i> .