**Urdu Study Guide 3**

**Five College Center for the Study of World Languages**

**Available online at** [**http://langmedia.fivecolleges.edu**](http://langmedia.fivecolleges.edu)Version Date: August 2014

**Materials for this Study Guide**

*Beginning Urdu: A Complete Course*  (and accompanying audio recordings on CD)

 Part I: The Sound System of Urdu: Aspirated and Unaspirated Consonants

Part II: The Urdu Script: The *jīm* Series, *sukūn* and *taśdīd*

 Unit I: Chapter 1 - Introductions: Asking and Answering Questions; Asking Yes-or-No Questions

**Assignments for Independent Study**

*Beginning Urdu: A Complete Course (BU)*

*Learning the Sounds of Urdu*

* Step 1: Practice the consonants *r, l, v*, and the vowels *e* and *o*. Review the recordings in Lesson 2: The Consonants *r, l, v*, and the Vowels *e* and *o*: Exercises 1-6. Listen to them and pronounce the words after the speaker. You should be comfortable with these sounds.
* Step 2: Read Aspirated and Unaspirated Consonants.
* Step 3: What is variation in sounds, for example with the consonants ‘p,’ ‘ch,’ and ‘k’? Which are more breathy (aspirated) and which are less?
* Step 4: Read The Consonants *ph, kh,* and *ch*. When pronouncing these sounds, think of the English words ‘pot,’ ‘kin,’ and ‘chip.’ Pronounce each of these words one-by-one and follow the book’s instructions by placing the palm of your hand in front of your mouth. As you pronounce each word, note the breath you feel on your hand when you pronounce the ‘p,’ ‘ch,’ and ‘k.’ To make these sounds in Urdu, increase the amount of aspiration or “breathiness.”
* Step 5: Listen to the recording in Exercise 1 from The Consonants *ph, kh,* and *ch*. Replicate the pronunciation of the words after the speaker. Do you sound like the speaker in the recording?
* Step 6: Read The Consonants *p, k,*and *c*. Try pronouncing the words ‘spot,’ ‘skin,’ and ‘mischief.’ Following the book’s instructions, keep your hand in front of your mouth as you the say the words noting the amount of breathe you release. This slight breathe is due to the letters being “unaspirated.” Try isolating these sounds. If it helps, look at yourself in the mirror as you do this to see how you make the sounds visually.
* Step 7: Listen to the recording in Exercise 2 from The Consonants *p, k,*and *c*. Try to replicate the speaker’s pronunciation in the recording.
* Step 8: Read The Consonants *bh, jh,* and *gh*.
* Step 9: Listen to the recording in Exercise 3 from The Consonants *bh, jh,* and *gh*.
* Step 10: Read carefully the section on getting the vocal cords to vibrate. Practice getting the vocal cords to vibrate first and then attempt pronunciation of the Urdu consonants. Follow the instructions in the book and practice several times. Listen to the recording once more. Repeat after the speaker. Does your pronunciation sound similar to the speaker’s?
* Step 11: On a separate sheet of paper, write down the transcription of the words you hear in the recording from Exercise 4 in The Consonants *bh, jh,* and *gh*.

*Learning to Write in Urdu*

* Step 1: Read The *jīm* Series, *sukūn* and *taśdīd*.
* Step 2: Review the chart included in Lesson 9.
* Step 3: On a separate sheet of paper practice writing the letters *jīm, ce, baṛī, he,* and *xe*. Follow the instructions included in Exercise 1 from The *jīm* Series, *sukūn* and *taśdīd*.
* Step 4: Listen to the audio recording in Exercise 2 from The *jīm* Series, *sukūn* and *taśdīd*.
* Step 5: On a separate sheet of paper write down the letters in the order in which you hear their names pronounced. Some of the letters will be a review!
* Step 6: Read The Signs *sukūn* and *taśdīd*.
* Step 7: Look at the example of words with the *sukūn* and *taśdīd* in The Signs *sukūn* and *taśdīd* in the explanations. Are you able to distinguish the *sukūn* and *taśdīd* in writing? Do you know when to use the *sukūn* and *taśdīd*? How do you place them within a word?
* Step 8: Read the passage in Exercise 3 from The Signs *sukūn* and *taśdīd*. Read the passage once to yourself and then read the passage aloud twice. Once you have read it aloud, listen to the recording. Repeat after listening to the recording. Listen to the recording once more. Does your pronunciation sound similar to that of the speaker’s in the recording?
* Step 9: Read Connected Forms of the *jīm* Series. Read the table demonstrating the letters of the *jīm* Series connectors.
* Step 10: Read the words from Exercise 4 as connected from The Signs *sukūn* and *taśdīd*. Notice how they are written differently in the Nasx and Nastaliq script?
* Step 11: Read the words aloud from Exercise 4 and then write each one 5X on a separate sheet of paper. Pronounce each word aloud as you write it.
* Step 12: On a separate sheet of paper write the words from Exercise 5 in The Signs *sukūn* and *taśdīd* as connected.
* Step 13: On a separate sheet of paper write the words you hear in Exercise’s 6 recording from The Signs *sukūn* and *taśdīd* as connected.

*Learning to Speak in Urdu*

* Step 1: Look around at the objects around you where you are studying. Practice saying the objects around the space such as “pen,” “pencil,” “picture,” and “book.” Words you studied in the last study guide. Walk to each object, point, and say “This is a\_\_\_\_\_\_\_\_\_\_.” Do this for each object that you see from the list of words in Identifying Classroom Items.
* Step 2: Look at yourself in the mirror and pretend to have a conversation with someone else. Introduce yourself using the basic greetings/partings.
* Step 3: Asking and Answering Questions.
* Step 4: Now, return to the mirror and hold up one of the objects from Identifying Classroom Items. Ask yourself in the mirror, “What is this?” in Urdu. And answer back, “It is a \_\_\_\_\_\_\_\_\_\_.” Do this with each of the objects from Unit 1: Introductions: Identifying Classroom Items.
* Step 5: Now look through photographs of friends, or photographs online of famous celebrities or in a magazine. For each person ask yourself aloud, “Who is that?” and answer, “That’s \_\_\_\_\_\_\_\_\_\_\_.”
* Step 6: Look at the words in Asking and Answering Questions in Vocabulary 2. Write them down and pronounce them aloud.
* Step 7: Write down 3 sentences asking questions and answering them.
* Step 8: Go to <http://langmedia.fivecolleges.edu/collection/lm_pakistan/urNumbers.html> and listen to each of the numbers. Practice saying each one after the speaker in the recording.

**Conversation Session Preparation**

* Be prepared to greet your conversation partner.
* Do you know the different greetings/partings you can use when meeting someone informally and formally?
* Can you point to different objects in your room or in your study place and say what they are?
* Be prepared to look at different pictures of famous Pakistani actors and actresses. Your Conversation will show you a picture of them and you will ask “Who is that?”
* Bring with you photographs of famous American actors/actresses. Your conversation partner will ask you who they are and you will need to respond, “That’s\_\_\_\_\_\_\_\_\_\_.”
* Can you write down what you hear? Be prepared to hear different words and write them down correctly in the Urdu script.
* Be prepared to recite the Urdu alphabet.
* Be prepared to complete Exercise 4 in Unit 1: Asking and Answering Questions.
* Be prepared to complete Exercise 5 in Unit 1: Asking and Answering Questions.

**Homework for Tutorial**

* Written task for Exercise 4 in The Consonants *bh, jh,* and *gh*.
* Written task for Exercise 1 and 2 in The *jīm* Series, *sukūn* and *taśdīd*.
* Written task for Exercise 4, 5, and 6 in The *jīm* Series, *sukūn* and *taśdīd*.
* Write down 12 questions and answer them. Hand in the questions and answers.

**Practical Knowledge**

* Go to *LangMedia:* [*Urdu in Pakistan*](http://langmedia.fivecolleges.edu/lm_collection.html): Greetings and Partings.
* Listen to the Greetings and Partings and practice saying them yourself.
* Go to *LangMedia:* [*Urdu in Pakistan*](http://langmedia.fivecolleges.edu/lm_collection.html): Numbers