**Urdu Study Guide 6**

**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 II: The Urdu Script: Lesson 13: *fe, qāf, kāf, gāf,* and *lām*

Unit I: Chapter 3: My Classroom: Listing Items: *There is* and *There are*; Noun Types and Forms

*LangMedia:* [*Urdu in Pakistan*](http://langmedia.fivecolleges.edu/lm_collection.html)*:* Numbers

**Assignments for Independent Study**

*Beginning Urdu: A Complete Course (BU)*

*Learning to Write in Urdu*: Lesson 13: *fe, qāf, kāf, gāf,* and *lām*

* Step 1: Read the chart and table for the letters *fe, qāf, kāf, gāf,* and *lām*. Study their script forms and the pronunciation of each. Make flashcards and study these until you are able to associate the letter in Urdu with its sound without relying on the transcription.
* Step 2: On a separate sheet of paper, practice writing the letters *fe, qāf, kāf, gāf,* and *lām* as asked in Exercise 1. Each time you write the letter, same its name aloud. Practice writing each letter a few times. Do this until you find yourself writing the letters easily and fluidly. On a clean sheet of paper, write down each letter.
* Step 3: Listen to the audio recording in Exercise 2 and write down the letters in the order in which you hear them pronounced. As you listen to the letters, imitate the pronunciation of the speaker.
* Step 4: Read the words aloud in Exericse 3. Some are letters you have learned already written in connected form. The standard written forms are given in parenthesis. Read these aloud two times. Afterwards, listen to the audio recording. Does your pronunciation sound similar to that of the speaker’s in the recording? After listening to the recording, practice the pronunciation of each word. Practice until your pronunciation sounds similar to that of the speaker’s.
* Step 5: Read and study the different connected forms of *fe, qāf, kāf, gāf,* and *lām* in the section entitled Connected forms of *fe, qāf, kāf, gāf,* and *lām*. There are two charts illustrating the connected forms and the irregular forms of *kāf* and *gāf* when followed by *alif* or *lām*, and the irregular form of *lām* when followed by *alif.* If it helps, make flashcards to help with memorizing these different forms.
* Step 6: On a separate sheet of paper write the connected form of each word given in Exercise 3 five times. Pronounce each word as you write it as explained in Exercise 4. Look at the words in the Nastaliq style in Exercise 4. Are you able to recognize them? Practice reading them aloud to yourself 3 times.
* Step 7: Connect the letters of the words indicated in Exercise 5 on a separate sheet of paper. If you find this difficult first, and make mistakes, do not worry. Practice a few times before writing them down on a clean piece of paper to discuss at your tutorial.
* Step 8: Listen to the audio recording in Exercise 6. Write down the words on a separate sheet of paper exactly as you hear them. Listen to the recording once more, paying attention to the pronunciation of the speaker. After you have listened, look at the words you have written. Practice saying them out loud. Does your pronunciation sound like that of the speaker’s?
* Step 9: Set aside time each day to practice writing out new letters and their different forms in the Urdu script each day. This will help you reinforce and remember how to write the different letter combinations.

*Learning to Speak in Urdu:* Listing Items: *There Is* and *There Are*

* In English, sentences such as “There is….”or “There are….” illustrate that an object or person is present within a particular space. In Urdu, however, this is not the case. Rather, when translating such phrases from English to Urdu, by omitting the word “There” you can see clearly how the sentence translates literally into Urdu.
* Step 1: Read the example sentences such as “There is a chair” or “There is a table” as well as the question “Is there….?” and its appropriate response such as “Yes, there’s a….” These are ways to list items using an Urdu sentence that accomplishes the same expression as the English “There is, there are, it’s a, it’s over there.” Make flashcards if necessary in order to aide in studying these expressions.
* Step 2: Study the appropriate responses to questions such as “Is there a computer here?” “Where is the table?” You should be able to use the equivalent of the English responses, “The table is over there,” and “James is over there.”
* Step 3: Walk around your study space. Look at the objects around you. Using the vocabulary list from Vocabulary 1, list the items in your room out loud. How many items do you see?
* Step 4: Read Noun Types and Forms. In English words are made plural by simply adding the letter “s” such as plate -> plates. There are only a few exceptions that are irregular such as deer, mice, sheep, etc. However, in Urdu making nouns plural is more difficult as most nouns have a certain gender: masculine or feminine. There is no “it” in Urdu. Rather everything is either masculine or feminine. The gender of living things is natural in Urdu as in English. Inanimate objects, however, are either masculine or feminine since there is no general or neuter “it” for them like there is in English. As you have read in this section, there is some predictability for determining the gender of nouns. Almost all nouns which end in *alif* or *choṭī he*  are masculine whereas almost all nouns ending in *choṭī ye* are feminine. Nouns that have different endings are evenly split between the genders and will be either masculine or feminine.
* Step 5: Read and study the charts for Noun Types and Plural Forms. Look at the words in Vocabulary 1 and cover the transcription of each word. Looking at the script alone, is the noun masculine or feminine?
* Step 6: Listen to the audio recording for Cardinal Numbers. Listen to the speaker in the recording. Afterwards, try to read the numbers out loud and imitate the pronunciation of the speaker. Keep in mind that unlike the rest of the Urdu script, multi-digit numbers are written left to right.
* Step 7: Look around your room or study space. What objects do you see that you know in Urdu? Do you see multiples of them? Say out loud to yourself how many of each item there are. For example, “There are 2 pencils.” Make a list detailing how many of the different items you see. Write this on a separate sheet of paper to discuss at your tutorial.
* Complete Exercise 2 both A and B.
* Go to <http://langmedia.fivecolleges.edu/collection/lm_pakistan/urNumbers.html> and practice the different numerical expressions. Practice looking at objects, asking “how much?” and responding.

**Conversation Session Preparation**

* Be prepared to describe your room to your Conversation Partner. Can you list the different items in your room?
* Be prepared to ask your Conversation Partner to describe his/her room. Ask him/her if there is a computer, a desk, a chair. Use the words from Vocabulary 1.
* Be prepared to complete Exercise 1 in Listing Items: *There Is* and *There Are* with your Conversation Partner.
* Be prepared to role-play a situation in which your Conversation Partner brings in different items (items that reflect the vocabulary you have studied thus far) in a box. S/he will ask you to go through the box and tell him/her how many of each item there are.
* Be prepared to complete Exercise 4 from Listing Items: *There Is* and *There Are* with your Conversation Partner.
* Be prepared to play a game in which your Conversation Partner places items in a box and you have to guess what item is inside and how many of that item are in there.
* Be prepared to role-play a situation in which you and your Conversation Partner pretend to be new students meeting for the first time. One of you left your book on a table. The other one has found it. In this conversation you talk about the following: Ask where the book is, respond as to where the book is, introduce yourselves, say where you are from, ask how each other is doing, say goodbye.
* Be prepared to role-play a situation in which you are a student who has left a book in the professor’s classroom/office. Your Conversation Partner will be the professor. You walk into the room, introduce yourself and ask the professor if there is a book. The professor will confirm there is a book and ask you where you are from and how you are doing. You will respond using the appropriate greetings and expressions for polite conversation.
* Be prepared to role-play a shop scenario where you ask how much objects cost. Be prepared to switch roles with your conversation partner and act as the store owner offering the price for each object.

**Homework for Tutorial**

* Writing task from Exercise 1, 2, 4, 5, and 6 in *fe, qāf, kāf, gāf,* and *lām*.
* List some items in your room and classes; use them in the structures, *There Is and There are.* At least 10 items.
* Writing tasks from Exercise 2 and 3 in *Listing Items: There Is* and *There Are*.