**Urdu Study Guide 5**

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

**Available online at** [**http://langmedia.fivecolleges.edu**](http://langmedia.fivecolleges.edu/)Version Date: January 2018

**Materials for this Study Guide**

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

Part I: The Sound System of Urdu: Lesson 6: The Consonants *q*, *x*, and *gh*; Lesson 7: Nasalized Vowels and Doubled Consonants

Part II: The Urdu Script: Lesson 12: The vowels *vāo, choṭī ye,* and *baṛī ye*

Unit I: Chapter 2: Me and My Classmates: Exchanging Basic Personal Information

*Language Learning Strategies and Tools* on LangMedia (<http://langmedia.fivecolleges.edu/strategies>)

**Assignments for Independent Study**

*Beginning Urdu: A Complete Course (BU)*

*Learning the Sounds of Urdu:* Lesson 6: The Consonants *q*, *x*, and *gh*

* Step 1: The consonants *q, x,* and *gh* do not have direct equivalents in English. Read the directions on how to pronounce these different consonants. Try practicing in front of a mirror to try and mimic the pronunciation instructions. Move on to Exercise 1 and listen to the speaker’s pronunciation of the Urdu words. Listen to the words a second time and practice pronouncing each word after the speaker. Can you isolate the pronunciation of the different consonants? Can you imitate the speaker’s pronunciation? Practice these words 5-6 times until you think your pronunciation matches closely to the speaker.
* Step 2: Listen to the words in Exercise 2 and on a separate sheet of paper transcribe the words you hear.

*Learning the Sounds of Urdu:* Lesson 7: Nasalized Vowels and Doubled Consonants

* Step 1: All Urdu vowels have nasalized equivalents denoted by the tilde sign ( ˜ ).
* Step 2: Listen to the audio recording in Exercise 1. Can you hear the differences between the pairs of words and those which have nasalized vowels? Try to imitate the difference with each pair.
* Step 3: Try practicing a nasalized sound by saying the English word “on.” Pronounce it slowly and paying attention to right before your tongue hits the roof of your mouth to pronounce the letter “n.” What does the vowel “o” sound like? This is nasalized. Say the word “on” a few times. Then say the word “awe.” Can you hear the difference between a nasalized vowel and one that is not?
* Step 4: Doubled Consonants in Urdu are held longer than single consonants. The sound is more exaggerated. Listen to Exercise 2 carefully. Can you hear the difference between words that have a double consonant and words that do not? Practice pronouncing these pairs of words paying close attention to your pronunciation of single vs. double consonants.
* Step 5: Listen to the audio recording in Exercise 3. Transcribe them as you hear them pronounced.

*Learning to Write in Urdu*: Lesson 12: The vowels *vāo, choṭī ye,* and *baṛī ye*

* Step 1: Read and study the chart in The vowels *vāo, choṭī ye,* and *baṛī ye*. Remember the letters *vāo* and *choṭī ye* are unusual in that they can represent both vowels and consonants.
* Step 2: On a separate sheet of paper practice writing the letters *vāo, choṭī ye,* and *baṛī ye* in the manner indicated from Exercise 1. Pronounce each letter as your practice writing it.
* Step 3: Listen to the audio recording in Exercise 2. Write the letters in the order in which you hear their names pronounced on a separate sheet of paper.
* Step 4: Read about the letters *vāo* and *choṭī ye* as consonantsand the letters *vāo*, *baṛī ye*, and *choṭī ye* as vowels. Study the table containing the letter combinations. Followed by the table explaining when these vowel sounds occur initially *vāo* or *ye* is preceded by *alif*, which also takes short diacritical marks if they are included.
* Step 5: Read the words included in Exercise 3 out loud, then, listen to the audio recording. How does your pronunciation compare to that of the speaker in the audio recording? Practice reading the words and pronouncing them similarly to the speaker. Look at the written words in the book again: Are the letters *vāo, choṭī ye,* and *baṛī ye* connectors or non-connectors?
* Step 6: Following Exercise 4, on a separate sheet of paper write the connected form of each word given in Exercise 3 five times, pronouncing each word aloud as you write it. Practice reading the same words aloud in the Nastaliq style.
* Step 7: Connect the letters in Exercise 5 on a separate sheet of paper.
* Step 8: Listen to the audio recording in Exercise 6 and write down the words exactly as you hear them pronounced.

*Learning to Speak in Urdu:* Me and my Classmates: Exchanging Basic Personal Information

* Step 1: How do you say “I, you, he, she, it, we, and they” in Urdu? Look at the chart and study how to say “I, you, he, she, it, we, and they” in Urdu.
* Step 2: How do you say “I am, you are, he/she/it is, we are, and they are” in Urdu? Look at the chart “Simple Present Forms of *honā*.”
* Step 3: Read the examples of how to introduce yourself. Stand up, walk over to the mirror and introduce yourself as if you were talking to someone else. As yourself, “Are you American?” Refer to Vocabulary 1 to increase the amount of vocabulary and words you can say. How many different ways can you introduce yourself to describe who you are in Urdu? For example, “I’m American, I’m a student, I’m from the United States.”
* Step 4: Are you able to talk about others? Read the section on third-person pronouns. Open up a magazine and ask yourself “Who is this/ s/he?” and answer “S/He is …..” Do this several times until you feel comfortable asking about others and confirming who they are.
* Step 5: Read the section Expressing Respect through Plural Forms. What is the difference between *tū, tum*, and *āp*? Which two will you use the most? Why does the book ask for your to avoid *tū*? This is important to remember.
* Step 6: What is the difference between the formal and informal way to ask “Where are you from?” When do you use the familiar or the formal?
* Step 7: Why do Urdu speakers insert the words *log, sab,* or *donõ* in front of words such as we, you, or they?
* Step 8: Follow the instructions in the “Summary” section and review Vocabulary 1.
* Step 9: Complete Exercise 1 on a separate sheet of paper.
* Step 10: Complete Exercise 2 on a separate sheet of paper.

**Conversation Session Preparation**

* Be prepared to write down the words you hear your conversation partner say in the form of a dictation.
* Be prepared to role-play with your conversation partner, using different ways of introducing yourself, inquiring after your partner, and asking them where s/he is from. Remember when to use appropriate formal and informal expressions.
* Be prepared to look at different images of Pakistani actors and actresses and ask who they are. Bring in photographs of you and your family to show your conversation partner or of a famous family. Be prepared to say who each person is and to use words from Vocabulary 1.
* Be prepared to complete Exercise 3 in Exchanging Basic Personal Information.
* Be prepared to do an exercise similar to Exercise 4 in Exchanging Basic Personal Information. Your Conversation Partner will have different index cards filled with different people’s names, nationalities, and cities. You will each pretend to be different people at a professional conference in South Asia and introduce yourselves.
* Be prepared to complete an exercise similar to Exercise 5 in Exchanging Basic Personal Information. You have just arrived late to a lecture at the university and you are unsure of who all the speakers are. You ask your conversation partner, another professor, who the different speakers at the lecture are. Your conversation partner will have place different pictures above different seats to act as the other people. S/he will tell you who is who. Afterwards, you will go up to each imaginary person and introduce yourself. Remember to use the correct formalities and formal speech if necessary.
* Be prepared to role-play a situation in which you and your conversation partner are new students in class together and have never met. Introduce yourself and exchange basic information.
* Be prepared to look at photographs of simple signs written in Urdu and try to pronounce them.

**Homework for Tutorial**

* Written task for Exercise 2 in The Consonants *q*, *x*, and *gh*.

Written task for Exercises 1, 2, 4, and 5 in The Urdu Script: Lesson 12: The vowels *vāo, choṭī ye,* and *baṛī ye*.

* Written task for Exercises 1 and 2 in Exchanging Basic Personal Information.