**Urdu Study Guide 7**

**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 II: The Urdu Script: Lesson 14: *mīm, choṭī, he, do caśmī he,* and *nūn ghunna*

Unit 1: Chapter 3 - My Classroom: Indefinite Words: *koī* and *kuch*

Unit 1: Chapter 4 - Describing Classroom Items: Describing Items by Their Qualities: Adjectives

*LangMedia: Urdu in Pakistan:* [Necessities: Restrooms](http://langmedia.fivecolleges.edu/lbc-subtopic/124321)

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

**Assignments for Independent Study**

*Beginning Urdu: A Complete Course (BU)*

*Learning to Write in Urdu*: Lesson 14: *mīm, choṭī, he, do caśmī he,* and *nūn ghunna*

* Step 1: Study the script and sounds of the letters *mīm, choṭī, he, do caśmī he,* and *nūn ghunna* included in the section. Practice the pronunciation of the letters’ names and writing out their letter. Create flashcards to review.
* Step 2: Practice the pronunciation of the words *pecīda, sāda,* and *tāza*.
* Step 3: Can you give examples of letter combinations where *do caśmī he* is used to represent aspiration in aspirated consonants?
* Step 4: What kind of sound does *nūn ghunna* represent in vowels?
* Step 5: Complete Exercise 1 by practicing the writing of the letters *mīm, choṭī, he, do caśmī he,* and *nūn ghunna* on a separate sheet of paper. Pronounce each letter as you read it and follow the directions carefully on how to write *do caśmī he*.
* Step 6: Complete Exercise 2. Listen to the audio recording carefully and write down the words you hear on a separate sheet of paper.
* Step 7: Complete Exercise 3. Read the following words written in connected form. After you have read the words aloud once, listen to the audio recording. How does your pronunciation compare with that of the speaker’s? After you have listened to the speaker in the recording, practice pronouncing the words once more. Is your pronunciation closer to that of the Urdu speaker in the recording?
* Step 8: Study the connected forms of *mīm, choṭī, he, do caśmī he,* and *nūn ghunna*. Make flashcards to study.
* Step 9: Complete Exercise 4 on a separate sheet of paper. Once you have finished, practice pronouncing the words aloud in the Nastaliq style. Are you able to read them?
* Step 10: Complete Exercise 5 on a separate sheet of paper. Practice pronouncing them out loud.
* Step 11: Complete Exercise 6. Listen to the audio recording and write down the words that you hear. After you have written the words, practice pronouncing them. Listen to the audio recording once more. Did your pronunciation sound like the pronunciation of the speaker in the recording?

*Learning to Speak in Urdu:* My classroom: Indefinite Words: *koī* and *kuch*

* Step 1: Read about *koī* and *kuch* as pronouns.
* Step 2: Practice asking the question, “Is anyone there?” and responding “Someone is here.”
* Step 3: Practice saying, “There is something here.”
* When do *koī* and *kuch* mean some/something and anyone/anything? In which kind of sentences/statements? Are there words in Urdu for no one and nothing?
* Step 4: Read *koī* and *kuch* as adjectives.
* With which kind of nouns is *koī* used? With which kind of nouns is *kuch* used? As adjectives what do they mean?
* Step 5: Practice asking questions inquiring whether a multiple of an object or person is here/there. Respond to these questions. For example, “Are there any chairs?” “Yes there are some chairs.”
* Step 6: On a separate sheet of paper write down 2 questions and their responses using *koī* and *kuch* as adjectives and 2 questions and their responses using *koī* and *kuch* as pronouns.
* Step 7: Read “Summary of the Uses of *koī* and *kuch*.” Read and study the chart. Make flashcards if they are helpful for studying.
* Step 8: Read “Additional Points on Indefinites.”
* Step 9: Practice pronouncing the different words from “Additional Points on Indefinites” out loud.
* Step 10: On a separate sheet of paper write down write 1 sentence for each of the following words: “somewhere,” “sometime,” “ever,” *bhī, aur, …na…, koī + vajah* and *tarah.*
* Step 9: Complete Exercise 5. On a separate sheet of paper translate the paragraph.
* Step 10: Complete Exercise 6 on a separate sheet of paper.

*Learning to Speak Urdu:* Describing Classroom Objects: Describing Items by Their Qualities

* Step 1: Read Vocabulary 1 for Describing Items by Their Qualities and make flashcards.
* Step 2: Read “Variable Adjectives.” How do adjectives change depending on the object they describe? Look at the adjective *nīlā*. How does it change depending on the word it precedes?
* Step 3: Study the chart “Variable Adjective Endings.” What is the difference between endings for adjectives that describe masculine nouns and adjectives that describe feminine nouns that are variable?
* Step 4: Using the adjectives from Vocabulary 1, describe three objects in your room/study space out loud. Afterwards, write down the same three sentences on a sheet of paper.
* Step 5: Write down on a separate sheet of paper three questions using the words from Vocabulary 1 that ask about objects in your room/study space. For example, “Is this book good?” “Are there any good books?” Try using *koī* and *kuch*in your sentences.
* Step 6: Study the names of colors in Urdu from Vocabulary 1. Walk around your room/study space and point to objects. Describe the object and its color. For example “This is a red pen.” “This is a green book.” Write down 3 sentences using colors to describe objects.
* Step 7: Complete Exercise 1. Write down the translation on a separate sheet of paper.
* Step 8: Complete Exercise 2. Write down the translations on a separate sheet of paper.
* Step 9: Go to <http://langmedia.fivecolleges.edu/lbc-subtopic/124321> and listen to the expressions used asking for the restroom. Practice these expressions until you know them by memory.

**Conversation Session Preparation**

* Be prepared to complete Exercise 7 from *mīm, choṭī, he, do caśmī he,* and *nūn ghunna* with your conversation partner.
* Be prepared to role-play a situation in which you knock on the door and ask “Is anyone there?” Your conversation partner will respond and then you will greet your partner, introduce yourself, and have a brief conversation. Be prepared to switch roles and do exchange greetings both formally and informally.
* Be prepared to read aloud Exercise 5 from Indefinite Words: *koī* and *kuch*.
* Be prepared to describe to your conversation partner the items that are present or not present in your classroom and the number of each item present.
* Be prepared to describe objects in your classroom/study space to your conversation partner.
* Be prepared to answer questions about the quality of objects. For example “Is this book good?” “Yes, this book is good.”
* Be prepared to describe the colors of objects to your Conversation partner.
* Be prepared to complete an activity where you will choose an object and describe it to your conversation partner. S/he will have to guess the object based on your description. Be prepared to swap roles.
* Be prepared to role-play scenarios in different locations (museum, university, office, someone’s home) where you need to ask for the restroom. Ask your conversation partner what kinds of expressions are appropriate for this question depending on location.

**Homework for Tutorial**

* Written task for Exercise 1, 2, 4, and 5 in *mīm, choṭī, he, do caśmī he,* and *nūn ghunna*
* 2 questions and their responses using *koī* and *kuch* as adjectives and 2 questions and their responses using *koī* and *kuch* as pronouns.
* Sentences for each of the following words: “somewhere,” “sometime, ever,” *bhī, aur, …na…, koī + vajah* and *tarah.*
* Written task for Exercise 5 and 6 in Indefinite Words: *koī* and *kuch*.
* Three sentences describing objects in your room/study space using variable adjective endings.
* Three questions using the words from Vocabulary 1.
* Three sentences using colors to describe objects.
* Written task from Exercise 1 and 2 in Describing Items by Their Qualities.