**Urdu Study Guide 2**

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

**Available online at** <http://langmedia.fivecolleges.edu>Version Date: December 2020

**Materials for this Study Guide**

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

 Part I: The Sound System of Urdu: The Consonants *r, l, v*, and the Vowels *e* and *o*

Part II: The Urdu Script: Lesson 9: The *jīm* Series, *sukūn* and *taśdīd*

Unit I: Introductions: Chapter 1 - Identifying Classroom Items

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

**Assignments for Independent Study**

*Beginning Urdu: A Complete Course (BU)*

**[Note*: The main goal of this Study Guide, like Study Guide 1, is to familiarize students with the entire Urdu alphabet; these are necessary tools for learning the language from the beginning*.]**

*Learning the Sounds of Urdu*

* Step 1: Practice the sounds of the following letters and letter combinations: *b, f, g, h, j, m, n*, *s, ś, y, z, a, ā, i, ī, u, ū, bas, sab, sāf, sun, jūn, nīm, jīnā, sāg, binā, bahānā, mahīna, zamāna, zamīn, banana, śabāna āzmī*, *bahan, bahas, zahan, sahmā, bahnā, śahanśāh.* You should feel comfortable pronouncing these different sounds.
* Step 3: Read Lesson 2: The Consonants *r, l, v*, and the Vowels *e* and *o*.
* Step 4: The consonant *r* : This sound is very different from its English equivalent. It requires some practice and getting used to. It is the action of the tip of your tongue tapping a single time where it meets the top of your mouth. Try saying the letter combinations “otta” and “better.” Do you see the action happening and the sound it creates?
* Step 5: Listen to the recordings for Exercise 1 and 2 from The Consonants *r, l, v*, and the Vowels *e* and *o*. Try to pronounce the Urdu words you hear. Does your pronunciation sound like the speaker’s?
* Step 6: The consonant *v*: This consonant is similar to both the English ‘v’ and ‘w.’ Practice making both the ‘w’ sound in which both lips are involved in producing it as well as the ‘v’ sound in which a buzzing sound is produced.
* Step 7: Listen to the recording for Exercise 3 from The Consonants *r, l, v*, and the Vowels *e* and *o*. Try to pronounce the Urdu words you hear. Does your pronunciation sound like the speaker’s?
* Step 8: Listen to the recording in Exercise 4 from The Consonants *r, l, v*, and the Vowels *e* and *o*. On a separate sheet of paper write down the transcription of the words as you hear them pronounced.
* Step 9: The vowel *e*: Listen to the audio recording for Exercise 5 from The Consonants *r, l, v*, and the Vowels *e* and *o*. Can you hear the similarity and difference between the Urdu ‘e’ and the English ‘e’?
* Step 10: The vowel *o*: This vowel is similar to the ‘o’ in the English word “no.” Listen to the recording for Exercise 6 from The Consonants *r, l, v*, and the Vowels *e* and *o*. Practice saying the Urdu words. Does your pronunciation sound like the speaker’s? Can you mimic the sounds?
* Step 11: Listen to the audio recordings for Exercise 7 from The Consonants *r, l, v*, and the Vowels *e* and *o*. On a separate sheet of paper transcribe the words you hear as they are pronounced. Once you have finished, go back and pronounce the words yourself.

*Learning to Speak in Urdu*

* Step 1: Read Unit 1: Introductions: Identifying Classroom Items.
* Step 2: Listen to the words in the audio recording from Vocabulary 1. Practice pronouncing each word. Make flashcards and practice saying these words. Use the transcription to help you.
* Step 3: Look around at the objects around you where you are studying. Do you see objects such as pens, pencils, pictures, books, a dictionary, a clock? Stand up and walk around your room or study place. Look for the following objects: a pen, a pencil, a chair, a book, a dictionary, a desk, a table, a map, a door, a picture, and a trash can. Walk to each object and say “This is a\_\_\_\_\_\_\_\_\_\_.” Do this for each object that you see from the list of words from Identifying Classroom Items.
* Step 4: Write down 5 sentences using the words from Vocabulary 1 and *ye…hai*; *vo…hai*.

*Learning to Write in Urdu*

* Step 1: Read The *jīm* Series, *sukūn* and *taśdīd*.
* Step 2: Study 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.
* 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.

**Conversation Session Preparation**

* Can you introduce yourself to someone you have not met before?
* Do you know the different greetings/partings you can use when meeting someone?
* Can you point to different objects in your room or in your study place and say what they are?
* Be prepared to play a game with your Conversation Partner in which your partner will ask you to close your eyes and s/he will put an object in your hand from the word list in Vocabulary 1. You will have to guess what it is by saying “This is a \_\_\_\_\_\_\_\_\_\_\_\_.”
* 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 play Bingo with Urdu numerals. Remember these are located in the chart The Urdu Alphabet.
* Be prepared to recite the alphabet for your Conversation Partner.

**Homework for Tutorial**

* 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 5 sentences using the words from Vocabulary 1 and *ye…hai*; *vo…hai*.