Urdu Study Guide 2

Five College Center for World Languages

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# Materials for this Study Guide

* *Beginning Urdu: A Complete Course* (and [[accompanying audio recordings under "Additional Resources"](https://press.georgetown.edu/Book/Beginning-Urdu)](https://press.georgetown.edu/Book/Beginning-Urdu))
	+ Part I: The Sound System of Urdu: The Consonants *r, l, v*, and the Vowels *e* and *o*
	+ Part II: The Urdu Script: Lesson 10: The *dāl* and *re* Series; Lesson 11: The *sīn* and *suād* Series
	+ Unit I: Introductions: Chapter 1 - Identifying Classroom Items
* [*Language Learning Strategies and Tools on LangMedia*](http://langmedia.fivecolleges.edu/strategies)

# Assignments for Independent Study

## Learning the Sounds of Urdu

* Step 1: Read Lesson 2: The Consonants *r, l, v*, and the Vowels *e* and *o*, pg. 3.
* 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 Write in Urdu

* Step 1: Read and study the tables Lesson 10: The *dāl* and *re* Series, pg. 20. On a separate piece of paper, practice writing out the letters and pronouncing their sound as you write them.
* Step 2: Complete Exercise 1 in The *dāl* and *re* Series.
* Step 3: Listen to the audio recording in Exercise 2. On a separate piece of paper write down the letters as you hear their names pronounced.
* Step 4: Read the words in Exercise 3 from The *dāl* and *re* Series. These words have been written in connected form. These are words and connected forms you are familiar with. Read the words aloud slowly, then, listen to the audio recording. Did your pronunciation sound similar to that of the speaker’s? After listening to the speaker in the recording, practice saying the words aloud 5 times each.
* Step 6: Read Connected Forms of the *dāl* and *re* Series. Study the table well and practice writing the letters in Urdu.
	+ **HAND IN:** Written task from Exercises 1, 2, 5, and 6 in The *dāl* and *re* Series.
* Repeat the same steps for Lesson 11: The *sīn* and *suād* Series, pg. 23.
	+ **HAND IN:** Written task from Exercises 1, 2, and 4 in The *sīn* and *suād* Series.

## Learning to Speak in Urdu

* Step 1: Read Unit 1: Introductions: Identifying Classroom Items, pg. 50.
* Step 2: Listen to the words in the audio recording from Vocabulary 1, pg. 51. 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.
	+ **HAND IN:** Imagine you’re a teacher. Using the words from Vocabulary 1, write a short (at least 8-sentence paragraph) using the structure *ye…hai*; *vo…hai* in which you list the things in one of your classrooms.

# 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 they 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 roleplay various scenarios involving introducing yourself and listing things.

# Homework for Tutorial

* **HAND IN:** Written task from Exercises 1, 2, 5, and 6 in The *dāl* and *re* Series.
* **HAND IN:** Written task from Exercises 1, 2, and 4 in The *sīn* and *suād* Series.
* **HAND IN:** Imagine you’re a teacher.Using the words from Vocabulary 1, write a short (at least 8-sentence paragraph) using the structure *ye…hai*; *vo…hai* in which you list the things in one of your classrooms.