Urdu Study Guide 3

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: Aspirated and Unaspirated Consonants
	+ Part II: The Urdu Script: Lesson 12: The vowels *vāo, choṭī ye,* and *baṛī ye*; Lesson 13: *fe, qāf, kāf, gāf,* and *lām*
	+ Unit I: Chapter 1 - Introductions: Asking and Answering Questions; Asking Yes-or-No Questions
* [*Language Learning Strategies and Tools* on LangMedia](http://langmedia.fivecolleges.edu/strategies)

# Assignments for Independent Study

## Learning the Sounds of Urdu

* Step 1: Practice the consonants *r, l, v*, and the vowels *e* and *o* on pg. 3. Review the recordings in Part I: The Sound System of Urdu: Lesson 2: The Consonants *r, l, v*, and the Vowels *e* and *o*: Exercises 1-6. Listen to them and pronounce the words after the speaker. You should be comfortable with these sounds.
* Step 2: Read Aspirated and Unaspirated Consonants on pg. 5.
* Step 3: What is variation in sounds, for example with the consonants ‘p,’ ‘ch,’ and ‘k’? Which are breathier (aspirated) and which are less?
* Step 4: Read The Consonants *ph, kh,* and *ch*. When pronouncing these sounds, think of the English words ‘pot,’ ‘kin,’ and ‘chip.’ Pronounce each of these words one-by-one and follow the book’s instructions by placing the palm of your hand in front of your mouth. As you pronounce each word, note the breath you feel on your hand when you pronounce the ‘p,’ ‘ch,’ and ‘k.’ To make these sounds in Urdu, increase the amount of aspiration or “breathiness.”
* Step 5: Listen to the recording in Exercise 1 from The Consonants *ph, kh,* and *ch*. Replicate the pronunciation of the words after the speaker. Do you sound like the speaker in the recording?
* Step 6: Read The Consonants *p, k,*and *c*. Try pronouncing the words ‘spot,’ ‘skin,’ and ‘mischief.’ Following the book’s instructions, keep your hand in front of your mouth as you the say the words noting the amount of breathe you release. This slight breathe is due to the letters being “unaspirated.” Try isolating these sounds. If it helps, look at yourself in the mirror as you do this to see how you make the sounds visually.
* Step 7: Listen to the recording in Exercise 2 from The Consonants *p, k,*and *c*. Try to replicate the speaker’s pronunciation in the recording.
* Step 8: Read The Consonants *bh, jh,* and *gh*.
* Step 9: Listen to the recording in Exercise 3 from The Consonants *bh, jh,* and *gh*.
* Step 10: Read carefully the section on getting the vocal cords to vibrate. Practice getting the vocal cords to vibrate first and then attempt pronunciation of the Urdu consonants. Follow the instructions in the book and practice several times. Listen to the recording once more. Repeat after the speaker. Does your pronunciation sound similar to the speaker’s?
* Step 11: On a separate sheet of paper, write down the transcription of the words you hear in the recording from Exercise 4 in The Consonants *bh, jh,* and *gh*.
	+ **HAND IN:** Written task for Exercise 4 in The Consonants *bh, jh,* and *gh*.

## Learning to Write in Urdu

* Step 1: Read Part II: The Urdu Script: Lesson 12: The vowels *vāo, choṭī ye,* and *baṛī ye*, pg. 25.
* Step 2: Study the letters and their pronunciations, listening to the audio.
* Step 3: On a separate sheet of paper practice writing the letters *vāo, choṭī ye,* and *baṛī ye*. Follow the instructions included in Exercise 1 from The vowels *vāo, choṭī ye,* and *baṛī ye*.
* Step 4: Listen to the audio recording in Exercise 2 from The vowels *vāo, choṭī ye,* and *baṛī ye* and do the exercise.
* Step 5: Study the pronunciations and connected forms on pp. 26-27. How are these various vowels written and distinguished from one another? In what forms (initial, medial, final) do they differ?
	+ **HAND IN:** Written task for exercises 1, 2, 5, and 6 in Lesson 12: The vowels *vāo, choṭī ye,* and *baṛī ye*
* Step 6: Read The Urdu Script: Lesson 13: *fe, qāf, kāf, gāf,* and *lām*, pg. 28.
* Step 7: Study the letters and their pronunciations, listening to the audio.
* Step 8: Read the words in Exercise 3 from *fe, qāf, kāf, gāf,* and *lām*. Read the words once to yourself and then read them 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: Study the connected forms on pg. 29. Practice writing them a few times and note where the connected forms seem surprising or unusual.
* Step 10: Read the words from Exercise 4 as connected from *fe, qāf, kāf, gāf,* and *lām*. Notice how they are written differently in the Nasx and Nastaliq script?
	+ **HAND IN:** Written task for Exercise 1, 5, and 6 in Lesson 13: *fe, qāf, kāf, gāf,* and *lām*.

## Learning to Speak in Urdu

* Step 1: Look around at the objects around you where you are studying. Practice saying the objects around the space such as “pen,” “pencil,” “picture,” and “book.” Words you studied in the last study guide. Walk to each object, point, and say “This is a\_\_\_\_\_\_\_\_\_\_.” Do this for each object that you see from the list of words in Identifying Classroom Items.
* Step 2: Look at yourself in the mirror and pretend to have a conversation with someone else. Introduce yourself using the basic greetings/partings.
* Step 3: Asking and Answering Questions.
* Step 4: Now, return to the mirror and hold up one of the objects from Identifying Classroom Items. Ask yourself in the mirror, “What is this?” in Urdu. And answer back, “It is a \_\_\_\_\_\_\_\_\_\_.” Do this with each of the objects from Unit 1: Introductions: Identifying Classroom Items.
* Step 5: Now look through photographs of friends, or photographs online of famous celebrities or in a magazine. For each person ask yourself aloud, “Who is that?” and answer, “That’s \_\_\_\_\_\_\_\_\_\_\_.”
* Step 6: Look at the words in Asking and Answering Questions in Vocabulary 2. Write them down and pronounce them aloud.
	+ **HAND IN:** Write a dialogue in which two teachers greet one another for the first time and ask about the things in the other person’s classroom. Write at least 12 lines of dialogue.

# Conversation Session Preparation

* Be prepared to greet your conversation partner.
* Do you know the different greetings/partings you can use when meeting someone informally and formally?
* Can you point to different objects in your room or in your study place and say what they are?
* Be prepared to look at different pictures of famous Pakistani actors and actresses. Your Conversation will show you a picture of them and you will ask “Who is that?”
* Bring with you photographs of famous American actors/actresses. Your conversation partner will ask you who they are and you will need to respond, “That’s\_\_\_\_\_\_\_\_\_\_.”
* 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 asking questions and giving information about people and things.

# Homework for Tutorial

* **HAND IN:** Written task for Exercise 4 in The Consonants *bh, jh,* and *gh*.
* **HAND IN:** Written task for exercises 1, 2, 5, and 6 in Lesson 12: The vowels *vāo, choṭī ye,* and *baṛī ye*
* **HAND IN:** Written task for Exercise 1, 5, and 6 in Lesson 13: *fe, qāf, kāf, gāf,* and *lām*.
* **HAND IN:** Write a dialogue in which two teachers greet one another for the first time and ask about the things in the other person’s classroom. Write at least 12 lines of dialogue.