Urdu Study Guide 5

Five College Center for World Languages

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# 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 16: Additional Signs
	+ 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

**[*Note: Now that the script and sound portions of the book have been completed, all of your assignments must be submitted in the Urdu script in order to receive full credit*]**

## 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 on pg. 8. Try practicing in front of a mirror to try and mimic the pronunciation instructions.
* Step 2: 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 3: Listen to the words in Exercise 2 and on a separate sheet of paper transcribe the words you hear.
	+ **HAND IN:** Written task for Exercise 2 in The Consonants *q*, *x*, and *gh*.

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

* Step 1: Go to this section on pg. 9. All Urdu vowels have nasalized equivalents denoted by the tilde sign in transcription ( ˜ ) or *nun gunna* in the Urdu script.
* 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.
	+ **HAND IN:** Written task for Exercise 3 in Nasalized Vowels and Doubled Consonants

## Learning to Write in Urdu

* Step 1: Read and study Lesson 16: Additional Signs, pg. 37. These are all signs that are more or less common in Urdu. *Hamza* is the most common and turns up in all sorts of words, while the remaining signs are used for limited vocabulary from Arabic and proper names.
* Step 2: Many Urdu letters have the same pronunciation. Study Additional Points: Spelling Tips for tips on what letters to write when, especially for the sounds *t* and *h*.
* Step 3: Study the signs *hamza*, *tanvin, alif maqsura*, and *The Arabic Definite Article*. Note down their peculiarities and listen to the audio exercises as you go.
	+ **HAND IN:** Written task for Exercises 1 and 3 in The Urdu Script Lesson 16: Additional Signs.

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

* Step 1: Go to Chapter 2: Me and My Classmates: Exchanging Basic Personal Information, pg. 66. 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. Ask yourself, “Are you American?” in Urdu and respond. 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, pp. 67-69. What is the difference between *tū, tum*, and *āp*? Which two will you use the most? Why does the book ask for you 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.
	+ **HAND IN:** Written task for Exercise 2 in Exchanging Basic Personal Information.
	+ **HAND IN:** Two 6-sentence introductions, in which made up people introduce themselves and give personal identifying information. Try to get creative and write introductions for people who are quite different from you.

# Conversation Session Preparation

* 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 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.

# Homework for Tutorial

* **HAND IN:** Written task for Exercise 2 in The Consonants *q*, *x*, and *gh*.
* **HAND IN:** Written task for Exercise 3 in Nasalized Vowels and Doubled Consonants
* **HAND IN:** Written task for Exercises 1 and 3 in The Urdu Script Lesson 16: Additional Signs.
* **HAND IN:** Written task for Exercise 2 in Exchanging Basic Personal Information.
* **HAND IN:** Two 6-sentence introductions, in which made up people introduce themselves and give personal identifying information. Try to get creative and write introductions for people who are quite different from you.