Urdu Study Guide 6

Five College Center for World Languages

Available online at <http://langmedia.fivecolleges.edu> Version Date: May 2023

# Materials for this Study Guide

* *Beginning Urdu: A Complete Course* (and [accompanying audio recordings under "Additional Resources"](https://press.georgetown.edu/Book/Beginning-Urdu))
  + Unit I: Chapter 3: My Classroom: Listing Items: *There is* and *There are*; Noun Types and Forms
* [*Language Learning Strategies and Tools* on LangMedia](http://langmedia.fivecolleges.edu/strategies)

# Assignments for Independent Study

## Learning to Speak in Urdu: Listing Items: There Is and There Are

* In English, sentences such as “There is…” or “There are….” illustrate that an object or person is present within a particular space. In Urdu, however, this is not the case. Rather, when translating such phrases from English to Urdu, by omitting the word “There” you can see clearly how the sentence translates literally into Urdu.
* Step 1: Go to Chapter 3: My Classroom, pg. 76 and read the example sentences such as “There is a chair” or “There is a table” as well as the question “Is there….?” and its appropriate response such as “Yes, there’s a….” These are ways to list items using an Urdu sentence that accomplishes the same expression as the English “There is, there are, it’s a, it’s over there.” Make flashcards if necessary in order to aide in studying these expressions.
* Step 2: Study the appropriate responses to questions such as “Is there a computer here?” “Where is the table?” You should be able to use the equivalent of the English responses, “The table is over there,” and “James is over there.”
* Step 3: Walk around your study space. Look at the objects around you. Using the vocabulary list from Vocabulary 1, list the items in your room out loud. How many items do you see?
* Step 4: Read Noun Types and Forms, pp. 77-78. In English words are made plural by simply adding the letter “s” such as plate -> plates. There are only a few exceptions that are irregular such as deer, mice, sheep, etc. However, in Urdu making nouns plural is more difficult as most nouns have a certain gender: masculine or feminine. There is no “it” in Urdu. Rather everything is either masculine or feminine. The gender of living things is natural in Urdu as in English. Inanimate objects, however, are either masculine or feminine since there is no general or neuter “it” for them like there is in English. As you have read in this section, there is some predictability for determining the gender of nouns. Almost all nouns which end in *alif* or *choṭī he* are masculine whereas almost all nouns ending in *choṭī ye* are feminine. Nouns that have different endings are evenly split between the genders and will be either masculine or feminine.
* Step 5: Read and study the charts for Noun Types and Plural Forms. Look at the words in Vocabulary 1 and cover the transcription of each word. Looking at the script alone, is the noun masculine or feminine?
* Step 6: Listen to the audio recording for Cardinal Numbers, pg. 80. Listen to the speaker in the recording. Afterwards, try to read the numbers out loud and imitate the pronunciation of the speaker. Keep in mind that unlike the rest of the Urdu script, multi-digit numbers are written left to right.
* Step 7: Look around your room or study space. What objects do you see that you know in Urdu? Do you see multiples of them? Say out loud to yourself how many of each item there are. For example, “There are 2 pencils.” Make a list detailing how many of the different items you see. Write this on a separate sheet of paper to discuss at your tutorial.
  + **HAND IN**: Write at least ten sentences listing the items in your room or one of your classrooms, as well as how many there are.
  + **HAND IN:** Complete Exercise 2 both A and B.
  + **HAND IN:** Write a two-person dialogue with at least 12 lines, in which a principal asks a teacher to confirm that they have all the items for their classroom, and how many there are.

# Conversation Session Preparation

* Be prepared to describe your room to your Conversation Partner. Can you list the different items in your room?
* Be prepared to ask your Conversation Partner to describe his/her room. Ask him/her if there is a computer, a desk, a chair. Use the words from Vocabulary 1.
* Be prepared to role-play a situation in which your Conversation Partner brings in different items (items that reflect the vocabulary you have studied thus far) in a box. S/he will ask you to go through the box and tell him/her how many of each item there are.
* Be prepared to play a game in which your Conversation Partner places items in a box and you have to guess what item is inside and how many of that item are in there.
* Be prepared to role-play a situation in which you are a student who has left a book in the professor’s classroom/office. Your Conversation Partner will be the professor. You walk into the room, introduce yourself and ask the professor if there is a book. The professor will confirm there is a book and ask you where you are from and how you are doing. You will respond using the appropriate greetings and expressions for polite conversation.

# Homework for Tutorial

* **HAND IN**: Write at least ten sentences listing the items in your room or one of your classrooms, as well as how many there are.
* **HAND IN:** Complete Exercise 2 both A and B.
* **HAND IN:** Write a two-person dialogue with at least 12 lines, in which a principal asks a teacher to confirm that they have all the items for their classroom, and how many there are.