

Basic Urdu

Basic Urdu

RAJIV RANJAN

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Basic Urdu is funded by the Dr. Delia Koo Endowment from the Asian Studies Center at Michigan State University. This resource is an online, interactive theme-based textbook for true beginners in the Urdu language that promotes communicative, linguistic, and cultural competence. It has a mixture of pedagogical approaches to fit all types of learning, and teaching, philosophies and styles to achieve the intermediate low- to mid-ACTFL proficiency level within a semester.

The book has eight chapters: Chapter 1 is an introduction to the Urdu script and sound system. Chapters 2-8 are based on themes: beginning conversation; family; describing places; expressing likes, dislikes, needs, and possession; giving instructions and making request, expressing present, past, and future actions; and talking about past and completed actions.

Each chapter starts with a review of the vocabulary, grammar, and theme of the previous chapter. Each chapter has 2-3 “reading/listening carefully” activities tailored to fit the proficiency level of the intended learners. Each chapter also has a “study abroad” section. Reading/listening and study abroad sections have both pre- and post-reading/listening activities to help learners achieve interpersonal, interpretive, and presentational communication skills. The goal of the study abroad section is to mirror study abroad experiences. Each chapter also has a grammar section which includes 3-4 grammatical items explained in a video and text which are followed by interactive activities. Each chapter ends with cultural notes and a few additional online materials related to the theme of the chapter.

The book caters to different learning and teaching styles, so learners can go through the reading/listening and grammar sections in either order to develop the linguistic competence. Vocabulary in reading/listening includes the English meaning so learners can infer other meanings and glean context. Activities in reading/listening and grammar are developed using h5p so learners can get immediate constructive feedback.

Lastly, this book is the beginning of a journey and not the end of it. I promise to keep this book updated and revised based on users’ and experts’ feedback, so if you find any error, or just have a suggestion, please feel encouraged to write to rranjan@msu.edu.

PART I

CHAPTER I: URDU AND URDU SCRIPT

Urdu

Urdu and Hindi are sister languages and belong to the Indo-Aryan language family. The word “Urdu” is a Turkish word which means “camp/barracks”. Urdu is recognized as a national language of Pakistan and one of the 22 officially recognized languages in the constitution of India. Basic conversational Hindi and Urdu appear to be the same language along with their grammatical structures. Gradually, effects of Arabic- and Persian-borrowing in Urdu, and Sanskrit-borrowing in Hindi, are very visible at the lexical level. One major difference between Urdu and Hindi is script. Hindi uses Devanagari script, whereas Urdu uses Arabic script with a few modifications to match Hindustani speech. Today, about 60 million people speak Urdu in Pakistan, India, and elsewhere. If we combine the population of Urdu and Hindi speakers, it makes the second-largest spoken language in the world.

I.I Urdu Script



Urdu Letters

ث	ٹ	ت	پ	ب	ا
se	Te	te	pe	be	alif
ذ	د	خ	ح	چ	ج
Daal	daal	xe	baRi he	che	jim
س	ژ	ز	ڑ	ر	ذ
sin	zhe	ze	Re	re	zaal
ع	ظ	ط	ض	ص	ش
ain	zo	to	zuad	suad	shin
ل	گ	ک	ق	ف	غ
lam	gaaf	(choTa) kaaf	(baRa) qaaf	fe	ghain
ھ	ہ	و	ں	ن	م
do chashmii he	chhoTii he	vao	num ghunna	nun	mim
			ے	ی	ء
			baRii ye	chhoTii ye	hamza

Practice writing these letters to memorize them: Chapter 1.1_Urdu script writing practice

Hindi Vowels in Urdu

Letter	Sound	Name
ا	a	alif
آ	a	alif zabar
آ	aa	alif madda
إ	i	alif zer
ای	ii	alif zer + chooTii ye
۲	u	alif pes
او۲	uu	alif pes + vao
اے	e	alif + baRii ye
اے	ai	alif zabar + chhoTii ye
او	o	alif + vao
او	au	alif zabar + vao
أن	un	alif + nun

!شکریہ

1.2 Alif and Non-Connectors

Alif ا

Alif (ا) is the first Urdu letter and a non-connector. It has only independent and final shapes. It appears with four different diacritics as shown below.

Sound	Letter	Name
a	ا	alif
ā	آ	alif zabar
i	اِ	alif zer
u	اُ	alif pes
aa	آ	alif madda

Let's see a few examples of these vowels with a letter *be* (ب):

ab	alif zabar be	آب
ib	alif zer be	اِب
ub	alif pes be	اُب
aab	alif madda be	آب

Alif and alif zabar have the same sound, /a/, because alif is a carrier of diacritics and when it does not appear with any other diacritics, then it is by default considered as alif zabar /a/. Additionally, in a standard writing practice, people do not use zabar, zer, and pes diacritics with alif and other letters as they represent short vowels—/a/, /i/, and /u/—and these short vowels are often assumed. However, if there is a long (/aa/) vowel, then people do use alif madda (آ).

daal د , re ر group and wao و

Sound	Name	Letter
d	daal	د
D	Daal	ڈ
Z	zaal	ذ
r	re	ر
R	Re	ړ
zhe	zhe	ڙ
z	ze	ز
v,o	wao	و

Alif (ا) and these letters in Urdu are non-connectors and do not join with following letters in words. However, alif (ا) and these letters will join with the preceding letters in words that you will see in the next chapter. Also, notice the difference in shapes of dal and re groups.

As dal and re groups do not connect with following letter, they do not change their shapes in the initial, middle, and final positions.

Final	Middle	Initial	Letter
ا د	ادا	دا	د
ا ڈ	اڈا	ڈا	ڈ
ا ذ	اذا	ذا	ذ
ا ر	ارا	را	ر
ا ړ	اړا	ړا	ړ
ا ڙ	اڙا	ڙا	ڙ
ا ز	ازا	زا	ز
ا و	اوا	وا	و

Wao و represents two distinct sets of sounds:

1. As a semi-vowel, it gives the sounds of “v” (as in English “vote”).

Examples: وارا آواز وار

2. As a long vowel, it gives the sounds of “o” (as in English “role”), “u” (as in English “loot”/”boot”), and “au” (as in English “moss”).

Examples	Vao as Vowel Sounds	Vao	
ڈور	زور	o (as in English “pole”)	و
دور	دارو	uu (as in English “shoot”/”too”)	و
دور	دوڑ	au (as in English “bought”/”caught”)	و

Practice

1.2 form a word

Please check your understanding with the activity below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=24#h5p-118>

شکریہ!

I. 1.3 be ب , Jim ج , and sin س Series

ب Series

Sound	Name	Letter
b	be	ب
p	pe	پ
t	te	ت
T	Te	ٹ
s	se	ث

All the letters of the ب series have similar shape in their independent, initial, medial, and final positions. They can only be differentiated by dots and diacritics.

Initial	Middle	Final
ب + ا + ر = بار	س + ب + ب = سبب	ج + ب = جب
پ + ا + ر = پار	چ + پ + ث = چھٹ	ج + پ = چپ
ت + ا + ر = تار	ب + ت + ا = بتا	ر + ا + ت = رات
ث + ب = ٹب	ب + ث + ن = بن	چ + ا + ث = چاٹ
ث + ب + و + ت = ثبوت	م + ث + ل = مثل	ح + د + ی + ث = حدیث

Exercises: Please join the letters to form words. Join the letters to form words

Jim ج Group

Sound	Name	Letter
j	jim	ج
ch	che	چ
h	he	ح
kh	khe	خ

Urdu letters of the jim ج group look alike, but the placement of dots distinguishes them. Please learn the shape and the placement of the dots. Letters of the jim ج series are also connectors. They join the following letters in words. Like other connectors, letters of the jim ج series look different at the initial and middle positions. However, the final position and the full form of ج jim series look alike.

Final	Middle	Initial	Letter
حج	اجر	جا	ج
جج	آجر	چا	چ
أح	أبر	حا	ح
چخ	آ خر	خا	خ

Exercises: Join the letters to form words

Sin سی Group

s	sin
sh	shin

These two letters “s” and “sh” have only one difference: “sh” (ش) is written with three dots on the top of the “s” (س). These are connectors and like most connectors, letters in the Sin سی group take the variant in the initial and medial positions, and the full form in the final position.

Initial	Middle	Final
س + ب = سب	م + س + ت = مست	ب + س = بس
ش + ل + م = شام	ح + ش + ر = حشر	ک + ل + ش = کاش

Exercises:

1.3.3_Join the letters to form words

Please check your learning:



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شكریہ!

2. 1.4 kaaf ک , gaaf گ , swad ص ,
zwad ض , fe ف , qaaf ق , toe ط , zoe
ظ

Kaaf ک and gaaf گ

Sound	Name	Letter
k	kaaf	ک
g	gaaf	گ

Kaaf and gaaf look similar except gaaf has two strokes connected to the right side. They are connectors, hence the different shapes at the initial, middle, and final positions. They look a little different when combined with alif and laam. (کام - کل)

Initial	Medial	Final
ک + ا = کار	ف + ک + ر = فکر	ن + ا + ک = ناک
گ + و + ل = گول	ب + گ + ل = بگل	پ + ا + گ = پاگ

Exercises:

Chapter 1.4.1_ Kaaf and gaaf

swad ص Group

Sound	Name	Letter
s	swad	ص
z	zwad	ض

Swad and zwad are similar-looking letters, except that zwad has a dot. Please also note that the letters ص and ض are homophonous and give the sound of “s” as in

English sample. ض is also homophonous with ڙ and ڙ and gives the sound of “zee” as in English zero.

Initial	Medial	Final
ص + ا + ف = صاف	ح + ا + ص + ل = حاصل	ش + خ + ص = شخص
ض + ر + و + ر = ضرور	ح + ض + ر + ت = حضرت	ب + ی + ا + ض = بیاض

Exercises:

Chapter 1.4.2_Swad and Zwad

fe ف Series

Sound	Name	Letter
f	fe	ف
q	qaaf	ق

Letters in the fe group have different full forms. The variants are identical and only distinguishable by the number of dots above the letter.

Initial	Medial	Final
ف + ل + م = فلم	ل + ف + ظ = لفظ	ا + ل + ف = الف
ق + ر + ی + ب = قریب	و + ق + ت = وقت	ف + ر + ق = فرق

Exercises:

Chapter 1.4.3_fe and qaaf

toe ط and zoe ڙ

Sound	Name	Letter
t	toe	ط
z	zoe	ڙ

ط and ظ are each homophonous with different letters of the Urdu alphabets. They remain the same in all positions, but pay attention with ali ل and laam ج .

Initial	Medial	Final
ط + و + ر = طور	س + ل + ط + ن + ت = سلطنت	ق + ح + ط = قحط
ظ + ل + م = ظلم	ن + ظ + ر = نظر	ا + ل + ف + ا + ظ = الفاظ

Exercises:
Chapter 1.4.4_toe and zoe

Please check your learning.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=983#h5p-120>

شکریہ!

3. 1.5 laam ل , mim م , nun ن , ain ع , ghain غ

Laam ل , mim م , nun ن

Sound	Name	Letter
l	laam	ل
m	mim	م
n	nun	ن

م , ل , and ن are three distinct letters. They do not belong to the same group. Variants of ن are similar to ب group variants and follow the same rule. If nasalization occurs in the medial position of a word, the variants of ن are used. If nasalization occurs in the final position of word, the Urdu letter ن is used without a dot ن. This letter, indicating nasalization, is known as nun ghunna.

Initial	Middle	Final
م + ل + ا = مال	ن + م + ک = نمک	ن + ل + م = نام
ل + م + ب + ا = لمبا	ق + ل + م = قلم	م + ل + ا = مال
ن + م + ک = نمک	چ + ن + د + ن = چنداں	خ + ل + ن = خان

Exercises:

Chapter 1.5.1_laam, mim and nun

ain ع Group

Sound	Name	Letter
vowel letter	ain	ع
gh	ghain	غ

ain (ع) and ghain (غ) are similar-looking letters. However, ain gives vowel sounds where as ghain is a voiced velar fricative consonant sound. Both have different shapes at initial, middle, and final position.

Initial	Middle	Final
ع + و + ر + ت = عورت	م + ع + ل + و + م = معلوم	م + ق + ط + ع = مقطع
غ + م = غم	م + غ + ا + ل + ط + ه = مغالطہ	ب + ا + غ = باغ

Exercises:
Chapter 1.5.2_ain and ghain

Please check your learning.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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شکریہ

1.6 chhoti ye ی , baRi ye ے , do chashmi he ہ , chhoti he ہ , hamza ء

chhoti ye ی and baRi ye ے

Sound	Name	Letter
i, y	chhoti ye	ی
ai	baRi ye	ے

The letters ی and ے function as both long vowels and semi-vowels. Close attention needs to be paid to the variants of these two letters, as they take different initial, middle, and final forms.

Initial	Middle	Final
ی + و + م = یوم	و + ز + ی + ر = وزیر	پ + ا + ن + ی = پانی
	ا + ے + س + ا = ایسا	چ + ل + ت + ے = چلتے

Gives the sound of a vowel i (as in English *peel*) as well as the semi-vowel y (as in *yak*).

a	vowel i	وزیر	نانی	تین
b	semi-vowel y	یوم	نیا	یار

Gives the sound of two different vowels: e (as in English *bay*) and ai (as in *ash*).

a	long vowel e	نیک	دینا	بیچ
b	long vowel ai	ایسا	کیسا	پیسا

Exercises:

Chapter 1.6.1_chhoti and baRi ye

do chashmi he ہ

Sound	Name	Letter
aspiration	do chashmi he	ہ

As you all know, Hindi and Urdu are the same language with two different scripts. Hindi has separate letters for aspirated consonants, but Urdu does not have separate letters. By using do chashmi he ہ, we can make Urdu's unaspirated consonants aspirated.

do chashmi he ہ with non-connectors

ڑھ	ڈھ	دھ
Rh	Dh	dh

Please note that do chashmi he ہ joins with a following letter, even though it indicates aspiration for the previous letter.

Examples: آدھا , سیدھا , رادھا , دھرتی

do chashmi he ہ with connectors

Examples of do chashmi he ہ with connecting letters چ , ب , and ک groups.

a. Aspiration for letters in the ب group is indicated as follows		
bh	بھ	ه + ب
ph	پھ	ه + پ
th	تھ	ه + ت
Th	ٹھ	ه + ٹ
b. Aspiration in چ group is indicated as follows		
jh	جھ	ه + ج
chh	چھ	ه + چ
c. Aspiration in ک group is indicated as follows		
kh	کھ	ه + ک
gh	گھ	ه + گ

Exercises:

Chapter 1.6.2_do chashmi he

chhoti he ہ

Sound	Name	Letter
h, a, e	chhoti ye	ہ

chhoti he ہ shows both a consonant “h”, and vowels “a” and “e”. Please also see its very different shapes at the initial, middle, and final positions.

Initial	Middle	Final
ہے = ے + ہ	بہت = ت + ہ + ب	کھ = ہ + ک

Exercises:

Chapter 1.6.3_chhoti he

hamza ء

Sound	Name	Letter
—	hamzaa	ء

hamzaa ء indicates the occurrence of two vowels in a sequence. Hamzaa is always placed on the second vowel except for certain combinations. It is always “seated” above any of the variants of the ب group. In other words, hamzaa ء is written with the help of a variant.

Exercises:

Chapter 1.6.4_hamzaa

Please check your learning.



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<https://openbooks.lib.msu.edu/urdu/?p=996#h5p-122>

شكریہ!

PART II

CHAPTER 2: BEGINNING CONVERSATIONS

Goals of this Chapter

- You will learn basic greetings in Urdu.
- You will learn how to exchange introductions.
- You will learn vocabulary related to household items, numbers (1-10), and names of fruits and vegetables.
- In grammar, you will learn the gender of nouns and how to change nouns from a singular to plural form.
- You will learn the verb “to be” with pronouns.
- You will learn to form simple positive, negative, and yes/no questions, as well as “yes/no + negative” question sentences.

2.1 Review Concepts from Chapter 1

Review of Chapter 1

Review Worksheet: Please write these words in Urdu script. Chapter 2.1 Review of Chapter 1

Table 1: Answer to review worksheet, with English meaning of these words.

Table 1

معنی	زبان	اردو	اولیا	ہندوستان
Meaning	Language	Urdu	Sage	Hindustan
بھارت	آداب	اسسلام و علیکم	عمر	خوشی
India	Hello, Bye	Hello, Bye	Age	Happiness
بولنا	لکھنا	سننا	طالب علم	طاقت
To speak	To write	To listen	Student	Power

!شکریہ

2.2 Greetings & Introductions

Greetings

Vocabulary 1. List of words for formal and informal greetings

English	Transliteration	Category	Urdu
Hello	Aadaab	n.m	آداب
Peace be upon you	assalaam alaikum		السلام علیکم
And peace be upon you	wa alaikum assalaam		و علیکم السلام
What	kyaa	pron. & adj.	کیا
Condition/Situation	haal	n.m	حال
How are you (informal)	kyaa haal hai?		کیا حال ہے؟
All	sab	adj.	سب
Okay	Thiik	adj.	ٹھیک
All is well	sab Thiik hai.		سب ٹھیک ہے
And	aur	conj.	اور
You (Informal)	tum	pron.	تم
I	main	pron.	میں
Too	bhii	adv. & conj.	بھی
To walk	chalanaa	v.it.	چلنا
Again	phir	adj.	پھر
To meet/see	milanaa	v.it.	ملنا

Instructor Video: Basic Greetings

Introductions

Vocabulary 2. Introduction

English	Transliteration	Category	Urdu
Introduction	<i>Ta'aruf</i>	<i>n.m</i>	تعارف
Your (honorific/formal)	<i>Aapka</i>	<i>adj.</i>	آپکا
Name	<i>naam</i>	<i>n.m</i>	نام
My	<i>Mera</i>	<i>pron.</i>	میرا
Where	<i>Kahan</i>	<i>adj.</i>	کہاں
From	<i>Se</i>	<i>pp.</i>	سے
You (honorific/formal)	<i>aap</i>	<i>pron.</i>	آپ

English	Transliteration	Category	Urdu
How much/many	Kitna	adj.	کتنا
Year	saal	adj.	سال
's (of) Example. میں بیس سال کا ہوں "I am 'of 20 years old."	ki	pp.	کی
Age	umar	n.f	عمر
S/he, this	ye	pron.	یہ
Boy	laRakaa	n.m	لڑکا
Who	kaun	adj. & pron.	کون

English	Transliteration	Category	Urdu
Good/well	achchhaa	adj.	اچھا
Thanks	shukriya	n.m	شکریہ
To meet	milna	v.it	ملنا
Happiness	khushi	n.m	خوشی
To me (dative case)	mujhe	pron.	مجھے
English	angrezi	n.f	انگریزی
Political Science	siyasiyaat	n.m	سیاسیات

English	Transliteration	Category	Urdu
Economics	<i>Ma'ashiyaat</i>	<i>n.m</i>	معاشیات

Reading: تعارف “Introduction”

Context: Izza walked in to her Urdu class on the first day and met Ruh and Peter.

English	Transliteration	Urdu
Hello/peace be upon you.	aadaab/assalaam alaikum	اضا: آداب / السلام علیکم
Hello/And peace be upon you.	aadaab/wa alaikum assalaam	روح: آداب / و علیکم السلام
What is your name?	aapkaa naam kyaa hai?	اضا: آپکا نام کیا ہے؟
My name is Ruh. And yours?	meraa naam Ruh hai. aur aapkaa?	روح: میرا نام روح ہے۔ اور آپ کا؟
My name is Izza.	meraa naam Izza hai.	-اضا: میرا نام اضا ہے
Where are you from?	aap kahaan se hain?	روح: آپ کہاں سے ہیں؟
I am from Michigan. Where are you from?	main Michigan se hoon. aap kahaan se hain?	اضا: میں مشیگن سے ہوں۔ آپ کہاں سے ہیں؟
I am from Chicago.	main Chicago se hoon.	-روح: میں شکاگو سے ہوں
How old are you?	aap kitane saal kii hain?	اضا: آپ کتنے سال کی ہیں؟
I am 20. What is your age?	main biis saal kii hoon. aapki umr kitani hai?	روح: میں بس سال کی ہوں۔ آپ کی عمر کتنی ہے؟
I am 21.	main ikkiis (saal) kii hoon.	-اضا: میں اکیس سال کی ہوں
What is your major?	aapkaa major kyaa hai?	روح: آپ کا میجر کیا ہے؟
My major is English. And yours?	meraa major angrezii hai. aur aapakaa?	اضا: میرا میجر انگریزی ہے۔ اور آپ کا؟
My major is Political science.	meraa major siyasiyaat hai.	-روح: میرا میجر سیاسیات ہے
Who is this boy?	ye laRakaa kaun hai?	اضا: یہ لڑکا کون ہے؟
He is Peter.	ye Peter hai.	-روح: یہ پیٹر ہے
Hello Peter!	aadaab Peter!	!اضا: آداب پیٹر
Hello! What is your name?	aadaab! aapkaa naam kyaa hai?	پیٹر: آداب! آپ کا نام کیا ہے؟
I am Izza. How are you?	main Izza hoon. aap kaise hain?	اضا: میں اضا ہوں۔ آپ کیسے ہیں؟
I am well. And you?	main achchhaa hoon. aur aap?	پیٹر: میں اچھا ہوں۔ اور آپ؟
I am well too. Thanks! What is your age?	main bhii achchhii hoon, Thanks! aapki umr kitani hai.	اضا: میں بھی اچھی ہوں۔ شکریہ! آپ کی عمر کتنی ہے؟
I am 19 years old. What is your major?	main unniis saal kaa hoon. aapakaa major kyaa hai?	پیٹر: میں انیس سال کا ہوں۔ آپ کا میجر کیا ہے؟
My major is English. And yours?	meraa major angrezii hai, aur aapakaa?	اضا: میرا میجر انگریزی ہے، اور آپ کا؟
Mine too.	meraa bhii.	پیٹر: میرا بھی
Nice to meet you.	aap se milakar khushii huii.	-اضا: آپ سے مل کر خوشی ہوئی

<u>English</u>	<u>Transliteration</u>	<u>Urdu</u>
Me too, Bye!	mujhe bhii, khuda hafiz!	!پیتھر: مجھے بھی، خدا حافظ
Bye!	khuda hafiz!	!اضا: خدا حافظ

Please watch the following video and listen to the above conversation and check your reading and pronunciation.

Instructor Video: تعارف

Question & Answer



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Test Yourself



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شرکیہ!

2.3 Informal Conversation

Reading

Informal Conversation Between Friends

Context: Imran and Ruh are friends and study together in a school. They saw each other in school before going to their class.

<u>English</u>	<u>Transliteration</u>	<u>Urdu</u>
Imran: Hello!	Imran: aadaab!	!عمران: آداب
Ruh: Hello!	Ruh: aadaab!	!روح: آداب
Imran: How are you?	Imran: kyaa haal hai?	عمران: کیا حال ہے؟
Ruh: All is well. And you?	Ruh: sab thiik hai. aur tum?	روح: سب ٹھیک ہے۔ اور تم؟
Imran: I am well too.	Imran: mai bhii thiik hoon.	-عمران: میں بھی ٹھیک ہوں
Ruh: Should we go to class?	Ruh: class chalen	روح: کلاس چلیں؟
Imran: Let's go.	Imran: chalo	عمران: چلو
[After the class]	class ke baad	کلاس کے بعد
Ruh: See you again. Bye	Ruh: phir milenge. khuda haafiz	!روح: پھر ملیں گے - خدا حافظ
Imran: Okay, Bye!	Imran: thiik hai. khuda haafiz	!عمران: ٹھیک ہے - خدا حافظ

Listening: Please watch the following video and listen to the above conversation and check your reading and pronunciation.

Instructor Video: Informal Conversation



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Informal Conversation

Asking for Phone Number & Email

Vocabulary 3. Learn Urdu Numbers 0-10

English	Transliteration	Urdu Name	Urdu Number
0	sifar	صفر	۰
1	ek	ایک	۱
2	do	دو	۲
3	tiin	تین	۳
4	char	چار	۴
5	paanch	پانچ	۵
6	Chhah/chhe	چھ	۶
7	Saat	سات	۷
8	aaTh	آٹھ	۸
9	nau	نو	۹
10	das	دس	۱۰

Reading: Informal Conversation—Asking for phone number

and email address.

Context: The Urdu teacher assigns group work and puts Ruh and Peter in a group. Now Ruh and Peter need to exchange their email address and phone number.

English	Transliteration	Urdu
Hello Peter! What's going on?	Hello Peter! Kyaa chal raha hai?	ہیلو پیٹر! کیا چل رہا ہے؟
Hello Shilpa, all is well. How are you?	Aadaab Ruh! Sab Thiik hai. Aap kaa Kyaa haal hai?	آداب روح! سب ٹھیک ہے۔ آپ کا کیا حال ہے؟
All is well, okay, what is your email address?	Sab thiik hai, achha, aap kaa email address kyaa hai?	سب ٹھیک ہے۔ اچھا، آپ کا ای میل ایڈریس کیا ہے؟
My email Address is peter@gmail.com. And yours?	Mera email address peter@gmail.com hai. Aur Aap kaa?	میرا ای میل ایڈریس [پیٹر@ج میل.کوم] ہے۔ اور آپ کا؟
My email Address is ruh@gmail.com.	Mera email address ruh@gmail.com hai.	میرا ای میل ایڈریس [روح@ج میل.کوم] ہے
What is your phone number?	Aap kaa phone number kyaa hai?	آپ کا فون نمبر کیا ہے؟
My phone Number is 3322110044. And yours?	Mera phone number 3322110044 hai. aur aap kaa?	میرا فون نمبر ۰۰۱۱۲۲۳۳ ۴۴ ہے، اور آپ کا؟
My phone number is 123...	Mera phone number 123... hai.	میرا فون نمبر ۳۲۱ ہے
Thank you. See you again. Bye.	Shukriya phir milenge. khuda hafiz.	شکریہ، پھر ملیں گے۔ خدا حافظ
Okay, bye.	Achha. bye.	اچھا، باے

Listening: Please watch the following video, listen to the above conversation, and check your reading and pronunciation.

Instructor Video: Asking for Contact Information

Test Yourself



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Activities

In your classroom and/or outside the classroom, identify 2-3 Urdu learners/speakers. Introduce yourself, and ask questions in Hindi such as name, major, age, where s/he is from, phone number, and email address. In addition to these 6 questions, please try to create 2-4 more questions based on your own creativity.

Chapter 2.3 Activity

شکریہ!

2.4 Formal Conversation

Reading

Formal Conversation with an Urdu Teacher

Context: After the class, Ruh sees her Urdu teacher.

English	Transliteration	Urdu
Ruh: Hello Sir!	Ruh: assalaam alaikum, Ustad-e-mohtaram!	!روح: السلام علیکم، استاد محترم
Teacher: Hello Ruh sahiba! How are you?	Ustaad: va alaikum assalaam, Ruh sahiba! aap kaisii hain?	استاد: و علیکم السلام، روح صاحبہ! آپ کیسی ہیں؟
Ruh: I am good. Thank you, How are you?	Ruh: Main Thiik hun. Shukriya Aap kaise hain ?	روح: میں ٹھیک ہوں، شکریہ، آپ کیسے ہیں؟
Teacher: I am good too. See you again bye!	Ustaad: Main bhi Thiik hun. Phir milenge, Khuda hafiz!	استاد: میں بھی ٹھیک ہوں - پھر ملیں گے، خدا حافظ
Ruh: See you again Bye!	Ruh: Ji phir milege , Khuda Hafiz!	-روح: جی پھر ملیں گے، خدا حافظ

Video 3. Listening: Formal Conversation with an Urdu Teacher

Listening: Please watch the following video and listen to the above conversation and check your reading and pronunciation.

Instructor Video: Conversation with an Urdu Teacher

Test Yourself



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Activities



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شکریہ!

2.5 Study Abroad

Formal Conversation: Study Abroad

Jen is an Urdu student at one of the universities in America and is planning to go to India for three months to learn Urdu. In India, she is going to stay with a host family. She is planning to send her host family a video introducing herself. Before she makes the video, she wrote a script.

Vocabulary 4 and Reading

English	Transliteration	Category	Urdu
Dear	Azeez	adj.	عزیز
Host	Mezbaan	adj.	میزبان
Family	khandaan	n.m	خاندان
Twenty-Two	Baais	adj.	بائیس
Year	Saal	n.m	سال
University	Jamia	n.m	جامہ
Student (Female)	Taliba	n.f	طالبہ
My	Mera	adj.	میرا
Major	Majar	n.m	مبجر
Music	Mausiqui	n.m	موسیقی
State	Suba	n.m	صوبہ
But	Magar	conj.	مگر
To live	Rahna	v.it	رہنا
People	Log	n.m	لوگ
To meet	Milna	v.it	ملنا
For X	X ke liye	pp.	x کیلئے

English	Transliteration	Category	Urdu
Very	Bahot	adj. & adv.	بہوت
Excited	Khahismand	adj.	خواہشمند
Yours	Aapki	adj.	آپکی
Guest	mehman	n.m	مہمان

، عزیز میزبان خاندان

!اسلام علیکم

میرا نام جن ہے - میں بائیس سال کی ہوں - میں ایک جامہ کی طالبہ ہوں - میرا میجر موسیقی ہے - میں امریکا کے وسکونسن صوبہ سے ہوں۔

-مگر میں نیو یارک میں رہتی ہوں - میرا فون نمبر ۰۰۰ ہے - میرا ای میل ایڈریس جن@جمیل.کوم ہے

-میں آپ لوگوں سے ملنے کے لئے بہت خواہشمند ہوں

آپ کی مہمان

جین

Listening: Jen's first letter to her host mother.

Test Yourself

Question Answer

Based on the above reading about Jen, please answer the following questions.



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Speaking



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شکریہ!

2.6 Grammar: Gender and Number

Gender

Instructor Video: Gender in Urdu

In Urdu, nouns can be divided into two types of gender, namely مونکر “Masculine” and مونس “Feminine”. Like English, Urdu has social gender such as boy and girl/ man and woman. However, unlike English, Urdu also has grammatical gender. For example: Book, table, etc, are “feminine” nouns. Whereas, room, house, door, etc. are “masculine” nouns.

There are no certain rules to learn about gender assignment to particular noun in Urdu. Based on common observation, masculine and feminine nouns can be further classified into two subcategories as shown in the following table (1).

	Masculine	Feminine
Marked (Type 1)	Nouns that ends in -ہ/ا “-aa”.	Nouns that ends in -ی “-i/ii”.
Examples	<p>لڑکا laRakaa “boy”</p> <p>کمرہ kamaraa “room”</p> <p>بچا bachchaa “boy child”</p> <p>دروازہ darawaazaa “door”</p>	<p>لڑکی laRakii “girl”</p> <p>بچی bachchii “girl child”</p> <p>کھڑکی khiRakii “window”</p> <p>کرسی kursii “chair”</p>
Unmarked (Type 2)	Nouns that do not end in -ہ/ا “-aa”.	Nouns that do not end in -ی “-i/ii”.
Examples	<p>گھر ghar “home”</p> <p>پھل phal “fruit”</p> <p>سیب seb “apple”</p> <p>کتاب خانہ kutubkhana “library”</p>	<p>کتاب kitaab “book”</p> <p>میز mez “table”</p> <p>تصویر taswiir “picture”</p> <p>قمیض kamiiz “shirt”</p>

Table 1. Sub-Categories of Masculine and Feminine Gender

These rules have multiple exceptions such as:

Nouns ending in -ہ/ا “-aa”, but feminine.

- لٹا lataa “leaf,”
- گھٹا ghaTaa “cloud”
- دوا dawa “medicine”, etc.

Nouns ending in -ی “-i/ii”, but masculine.

- ساتھی saathii “Friend”.
- ہاتھی hathii “Elephant”.

Test Yourself



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Number

Instructor Video: Singular to Plural Number in Urdu

Like English, Urdu has two numbers, namely, singular number and plural number. To change singular nouns into plurals in Urdu, it is important to know the gender of the nouns and apply the following rules.

- All marked masculine nouns (that end in -ا/آ “-aa”) change into -ے “-e”.
- Unmarked masculine nouns (that do not end in -ا/آ “-aa”) do not change their

form in plural.

- All marked feminine nouns (that end in -ی / "i/ii") change into -یاں "-iyan".
- Unmarked feminine nouns (that do not end in -ی / "i/ii") change into -یں "-yen".

The following table (2) summarizes these rules and shows examples.

	Masculine	Feminine
Marked (Type 1)	Nouns that ends in -ā "-aa"	Nouns that ends in -ی / "i/ii"
Rule for plural	change -ā "-aa" into -ے "-e"	change -ی / "i/ii" into -یاں "-iyan"
Examples	"boys" لڑکا - لڑکے "rooms" کمرہ - کمرے "boy children" بچہ - بچے "doors" دروازہ - دروازے	"girls" لڑکی - لڑکیاں "girl children" بچی - بچیاں "windows" کھڑکی - کھڑکیاں "chairs" کرسی - کرسیاں
Unmarked (Type 2)	Nouns that do not end in -ā "-aa"	Nouns that do not end in -ی / "i/ii"
Rule for plural	No changes in form	change into -یں "-yen"
Examples	"homes" گھر - گھر "fruits" پھل - پھل "apples" سیب - سیب "mangoes" آم - آم	"books" کتاب - کتابیں "tables" میز - میزیں "pictures" تصویر - تصویریں "shirts" قمیض - قمیضیں

Table 2. Summary of rules for changing singular nouns to plural based on the sub-categories of masculine and feminine gender.

Test Yourself

Chapter 2.6 Plural

Vocabulary 5. Names of Fruits and Vegetables

پھلوں کے نام “Names of Fruits”



(m) apple سب



(m) mango ام



(m) banana کیلا



(m) orange سنترہ



(m) watermelon تربوز



(m) pineapple انناس



(m) papaya پیٹا



(m) pomegranate انار



(m) grapes انگور

“Names of Vegetables” نام کے سبزیوں کے نام



(m) potato آلو



(m) onion پیاج



(m) tomato ٹماٹر



(m) spinach پالک



(m) peas مٹر



(f) cauliflower پھول گوبی



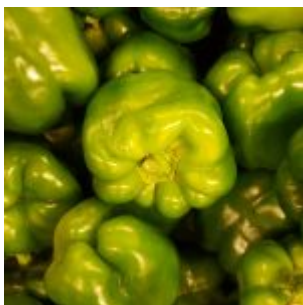
دھنیا



(f) cabbage پتا گوبی



(m) egg plant بینگن



(f) bell pepper شملہ مرچ



(m) lemon نیلمو



(m) cucumber کھیرا

Test Yourself

True/False



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Vocabulary Test



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شكریه!

2.7 Personal Pronouns with Verb "To Be"

Verb “To Be”

Instructor Video: Personal Pronouns and Verb “to be”

Plural pronouns and verb “to be”.			Singular pronouns and verb “to be”.		
English	Transliteration	Urdu	English	Transliteration	Urdu
We are __.	hum __hain	ہم — ہیں	I am __.	main __hoon	میں — ہوں
			You are __.	tu __hai	تو — ہے
You are __.	tum __ho	تم — ہو	You are __.	tum __ho	تم — ہو
You are __.	aap __hain	آپ — ہیں	You are __.	aap __hain	آپ — ہیں
They, These/ Those are __.	ye/we __hain	یہ / وہ — ہیں	S/he, This/ That is __.	ye/wo __hai	یہ / وہ — ہے

Table 3. List of personal pronouns with the forms of verb ہونا “to be”.

Summary

Examples	Pronouns	Verb “to be”
I am a student. <i>main talib -e-ilm hoon.</i> - میں طالب علم ہوں	I میں	hoon ہوں
You are a friend. <i>tum ek dost ho.</i> - تم ایک دوست ہو	You تم	ho ہو
You are a boy. <i>tu laRakaa hai.</i> - تو ایک لڑکا ہے This is a book. <i>ye ek kitaab hai.</i> - یہ ایک کتاب ہے Peter is a friend. <i>Peter ek dost hai.</i> - پیٹر ایک دوست ہے That is a table. <i>wo ek mez hai.</i> - وہ ایک میز ہے	S/he, This, That / تو / یہ / وہ	hai ہے
We are students. <i>hum chhaatr hain.</i> - ہم طالب علم ہیں You are good. <i>aap achchhe hain.</i> - آپ اچھے ہیں They are farmers. <i>ye/we kisaan hain.</i> - یہ / وہ کسان ہیں These are vegetables. <i>ye sabziyaan hain.</i> - یہ سبزیاں ہیں Those are fruits. <i>we phal hain.</i> - وہ پھل ہیں Kamran sahab is my teacher. <i>Kamraan sahab mere ustaad hain.</i> - کامران صاحب میرے استاد ہیں	We/ you (honorific) / They/ These / Those / ہم / آپ / یہ / وہ	hain ہیں

Table 4. List of verb ہونا “to be” with personal pronouns.

Positive Sentence and the Verb ہونا “to be”

Unlike English, the standard word order of Urdu is: Subject-Object-Verb (SOV).

Structure 1:

English	Subject	Verb	Object
	This	is	a pen
Urdu	Subject	Object	Verb
	This	a pen	is
	یہ	ایک کلم	ہے

Negative Sentence in Urdu and the Verb ہونا “to be”

Structure 2:

English	Subject	Verb	Negative	Object
	This	is	not	a pen
Urdu	Subject	Object	Negative	Verb
	This	a pen	not	is
	یہ	ایک کلم	نہیں	ہے

Yes/No question and the Verb ہونا “to be”

In English, we move auxiliary verb at the beginning of a sentence to form a yes/no question. Whereas, in Urdu, the word کیا *kyaa* is used at the beginning of a sentence to form a yes/no question. Please note that here the word کیا *kyaa* does not mean “what”.

Structure 3:

English	Auxiliary verb	Subject	Object	
	Is	this	a pen	
Urdu	کیا kyaa	Subject	Object	Verb
	Kyaa	this	a pen	is
	کیا	یہ	ایک کلم	ہے

Yes/No question + Negative and the Verb ہونا “to be”

Structure 4:

English	Auxiliary verb	(Negative)	Subject	(Negative)	Object
	Is	(not)	this	(not)	a pen
	Isn't this a pen? / Is this not a pen?				
Urdu	کیا kyaa	Subject	Object	Negative	Auxiliary Verb
	kyaa	this	a pen	not	is
	کیا	یہ	ایک کلم	نہیں	ہے

Activities

Now, as you know how to change a simple Urdu sentence into a negative, yes/no question, and yes/no question + negative, please fill the following table as instructed.

Chapter 2.7 Change sentences

Please fill in the blanks with suitable object to form five sentences with each pronoun given below. You can use the vocabulary list in this chapter or dictionary for any help that you need to complete this activity.

Chapter 2.7 Activity Verb “To be.”

Test Yourself



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<https://openbooks.lib.msu.edu/urdu/?p=51#h5p-59>

شكریه!

2.8 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

Topics	Explanation
السلام علیکم assalaam alaikum آداب aadab	“Assalaam alaikum/aadab” is used as “Hello” at any time of day by Urdu speakers. It is culturally odd to shake hands, so when you say Assalaam alaikum/aadab, just make the hand gesture. However, in a business setting and bigger metropolitan cities, you will notice that people shake hands because of the effect of western world.
Personal Pronoun “You”	Unlike English, Urdu has three different second persona, personal pronoun “you”. تو <i>tu</i> : It is used with younger, intimate relations such as mother, and God, and someone who is lower in socio-economic status. It is a very informal way to say “You” in Urdu. تم <i>tum</i> : It is used with friends and with someone who is of equal status. It is somewhat informal. It should be used carefully only after confirming with the person you are speaking to. آپ <i>aap</i> : It is used with older and respected people of the community. It is also used for someone who is of higher socio-economic status. It is a very formal way to say “You” in Urdu.
Introduction	Typically, in Urdu culture, you typically do not have to go on introducing yourself to everyone. Culturally, you will be introduced to other people by your host, a friend, and/or someone who already knows you. However, you should expect some very personal questions which may be culturally odd for you in your first meeting with someone, such as: are you married? how much money do you earn? etc. Please know that the sense of privacy varies between different cultures.
Yes/No Question	You learned in this chapter that you can simply add کیا <i>kyaa</i> at the beginning of a simple sentence to form a yes/no question. For example: کیا آپ امریکی ہیں؟ Are you an American? However, it is very common for the native speakers to pose a yes/no question by using a simple sentence in a raised tone. It is also very common in English. For example: آپ امریکی ہیں؟ You are an American?
Gender	In this chapter, you learned that all Urdu nouns have a grammatical gender. However, you may hear native speakers use Urdu words with incorrect gender during conversation. It is for two major reasons: (a) Not everyone knows the gender of the noun a hundred percent, (b) there are many dialects of Urdu which are mutually intelligible, but do not have gender features. So, they claim to be the native speaker of Urdu, but their L1/mother tongue is not modern, standard Urdu.
خدا/الله حافظ khuda/allah hafiz	khuda/allah hafiz is used to say “good bye” in Urdu.

Extra/Optional Online Materials



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/urdu/?p=53#oembed-1>

شکریہ!

PART III

CHAPTER 3. "FAMILY" خاندان



Goals of this Chapter

- In this chapter, you will begin with a review of Chapter 2.
- You will learn kinship vocabulary.
- You will learn how to introduce your family members.
- You will learn adjectives to describe your family members.
- You will learn how to ask questions to learn more about family members.
- In grammar, you will learn about adjectives.
- You will learn how adjectives and nouns conjugate.
- You will learn the degrees of adjectives.
- You will learn possessive makers کا/کی/کے ('s) in Urdu.
- You will learn Wh- question words.
- You will learn how to form a Wh- question sentence in Urdu.

شکریہ

3.1 Review Concepts from Chapter 2

Vocabulary



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<https://openbooks.lib.msu.edu/urdu/?p=57#h5p-20>

Multiple Choice Questions on Gender, Number, and Verb “To Be”



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گفتگو Conversation



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شکریہ!

3.2 Reading/Listening I: میرا خاندان

میرا خاندان "My Family"



Vocabulary

Family Members and Relatives

English	Grammatical Categories	Urdu
Family	n.m.	خاندان
Relative	n.m.	رشتہ دار
Mother	n.f.	امی / والدہ
Father	n.m.	ابو / والد
Brother	n.m.	بھائی
Brother's wife	n.f.	بھابی
Sister	n.f.	بہن
Sister's husband	n.m.	بہنوئی
Paternal Grandfather	n.m.	دادا
Paternal Grandmother	n.f.	دادی
Maternal Grandfather	n.m.	نانا
Maternal Grandmother	n.f.	نانی
Father's brother	n.m.	چچا
Father's brother's wife	n.f.	چچی
Father's sister	n.f.	بوا
Father's sister's husband	n.m.	فوفاف
Mother's brother	n.m.	ماما / مامو
Mother's brother's wife	n.f.	مامی
Mother's sister	n.f.	خالہ
Mother's sister's husband	n.m.	خالو

English	Grammatical Categories	Urdu
Cousin brother/sister (kids of چچا- چچی)	n.m./f.	چچیرے بھائی/بہن
Cousin brother/sister (kids of پوا- فوفہ)	n.m./f.	فوفیرے بھائی/بہن
Cousin brother/sister (kids of مامو- مامی)	n.m./f.	ممیرے بھائی/بہن
Cousin brother/sister (kids of خالہ- خالو)	n.m./f.	خالیرے بھائی/بہن
Half brother/sister	n.m./f.	سوتیلے بھائی/بہن
Pet dog/cat	n.m./f.	پالتو کتا/بلی

“Family After Marriage” شادی کے بعد رشتہ دار

English	Grammatical Categories	Urdu
Husband	n.m.	شوہر
Wife	n.f.	بیوی
Son	n.m.	بیٹا
Daughter	n.f.	بیٹی
Daughter-in-law	n.f.	بھو
Son-in-law	n.m.	داماد
Mother-in-law	n.m.	ساس
Father-in-law	n.f.	سسر
Brother-in-law (for a man)	n.m.	سالہ
Sister-in-law (for a man)	n.f.	سالی
Brother-in-law (for a woman)	n.m.	دیور
Wife of a brother-in-law (for a woman)	n.f.	دیورانی
Sister-in-law (for a woman)	n.f.	نند
Husband of sister-in-law (for a woman)	n.m.	نندوئی

Test Yourself



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<https://openbooks.lib.msu.edu/urdu/?p=59#h5p-23>

“About the Family” خاندان کے بارے میں

Context: Ruh and Peter are in the same Urdu class. Their teacher asked them to collect information about each other’s family members. In this reading/listening, they are asking questions to each other.

Pre-reading Activity 1: Please respond to the following questions. Please write your response in Urdu in the given space.

Chapter 3.2 Prereading Activity

Pre-reading Activity 2: Based on the above information, please draw a family tree.

Reading

Please read the following conversation aloud with a partner or by yourself.

Salma: Hello Peter! How are you?

سلمہ: آداب پیٹر! تم کیسے ہو؟

Peter: Hello Salma, I am well, thanks. And you?

پیٹر: آداب سلمہ، میں ٹھیک ہوں، شکریہ۔ اور تم؟

Salma: I am okay too. Thanks. Let's start the work.

سلمہ: میں بھی ٹھیک ہوں۔ شکریہ! چلو، کام شروع کرتے ہیں۔

Peter: Okay. Please tell me, where does your family live?

پیٹر: ٹھیک ہے۔ بتاؤ تمہارا خاندان کہاں رہتا ہے؟

Salma: My family lives in Chicago. And yours?

سلمہ: میرا خاندان شکاگو میں رہتا ہے۔ اور تمہارا؟

Peter: My family lives in Detroit.

پیٹر: میرا خاندان ڈیٹروئٹ میں ہے۔

Salma: What is your mother's name?

سلمہ: تمہاری امی کا نام کیا ہے؟

Peter: My mother's name is Liz. What is your mother's name?

پیٹر: میری امی کا نام لیز ہے۔ تمہاری والدہ کا نام کیا ہے؟

Salma: My mother's name is Ruksana Praveen. What does your mother do?

سلمہ: میری والدہ کا نام رکسانہ پروین ہے۔ تمہاری والدہ کیا کرتی ہیں؟

Peter: My mother is a school teacher. And your mother?

پیٹر: میری والدہ ایک اسکول ٹیچر ہیں۔ اور تمہاری والدہ؟

Salma: My mother is a housewife. What is your father's name?

سلمہ: میری والدہ گھریلو خاتون ہیں۔ تمہارے والد کا نام کیا ہے؟

Peter: My father's name is Adam, he is a doctor. What is your father's name and what does he do?

پیٹر: میرے والد کا نام ایڈم ہے، اور وہ ایک ڈاکٹر ہیں۔ اور تمہارے والد کا نام کیا ہے اور وہ کیا کرتے ہیں؟

Salma: My father's name is Aftab Alam and he is a scientist.

سلمہ: میرے والد کا نام آفتاب عالم ہے، اور وہ ایک سائنسدان ہیں۔

Peter: How many brothers and sisters do you have?

پیٹر: تمہارے کتنے بھائی بہن ہیں؟

Salma: I have a brother, his name is Sahil. I have no sisters. And how many brothers and sisters do you have?

سلمہ: میرا ایک بھائی ہے، اس کا نام ساحل ہے۔ میری کوئی بہن نہیں ہے۔ اور تمہارے کتنے بہن بھائی ہیں؟

Peter: I am the only one. I have no brothers and sisters.

پیٹر: میں اکیلا ہوں۔ میرے کوئی بہن بھائی نہیں ہیں۔

Salma: Do your grandparents live with you in Detroit?

سلمہ: کیا تمہارے دادا دادی بھی ڈیٹروئٹ میں تمہارے ساتھ رہتے ہیں؟

Peter: No, my grandparents do not live with us. They have their own separate house. Do your grandparents live with you?

پیٹر: نہیں، میرے دادا دادی ہمارے ساتھ نہیں رہتے۔ ان کا اپنا الگ گھر ہے۔ کیا تمہارے دادا دادی تمہارے ساتھ رہتے ہیں؟

English

Urdu

Salma: Yes, in an Indian/Pakistani family, mother-father, brother-sister, grand-parents, uncle-aunt, all live together in the same house.

سلمہ: ہاں۔ ہندوستانی/پاکستانی خاندان میں، والدین، بھائی بہن، دادا دادی، چچا اور خالہ، سبھی ایک گھر میں ایک ساتھ رہتے ہیں۔

Peter: Oh Wow! This is a very good thing. Okay, see you again, bye.

پیٹر: واہ! یہ بہت اچھی بات ہے۔ ٹھیک ہے، پھر ملتے ہیں، خدا حافظ

Salma: Okay, Bye.

-سلمہ: ٹھیک ہے خدا حافظ

Listening

خاندان کے بارے میں

Activities

Please provide the following information about Salma and Peter. Please note that some answers may not be available in the text, you can leave them blank.

Chapter 3.2 Post reading Activity

Family Tree: Based on the above reading/listening, please draw Salma's and Peter's family trees.

Writing/Speaking



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Complete the following conversation: Please choose the correct question/prompt for each answer/response in the following conversation.



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شكریہ!

انجم کا 3.3 Reading/Listening 2: خاندان

انجم کا خاندان اور اس کے رشتے دار

“Anjum’s Family and Her Relatives”



Vocabulary

Anjum's Family and Relatives

Anjum's Family and Relatives

English	Grammatical Categories	Urdu
My	adj.	میرا
Our	adj.	ہمارا
Your	adj.	تیرا
Your	adj.	تمہارا
Your	adj.	آپکا
His/Her	adj.	اسکا/اُسکا
Their	adj.	انکا/اُنکا
Whose (for singular)	adj.	کسکا
Whose (for plural)	adj.	کنکا
Small/Younger	adj.	چھوٹا
Big/Older	adj.	بڑا
Lovely	adj.	پیارا
Happy	adj.	خوشحال
Sad	adj.	اُداس
Clean	adj.	صاف
Pure	adj.	پاک
Dirty	adj.	گندا
Skilled	adj.	ہنرمند
Unskilled	adj.	غیر ہنر مند
Engineer	n.m.	انجینئر

English	Grammatical Categories	Urdu
Simple/Easy	adj.	آسان
Difficult/Hard	adj.	مشکل
Woman	n.f.	خاتون/عورت
Man	n.m.	مرد
Good	adj.	اچھا
Bad	adj.	برا
Bad	adj.	خراب
Female teacher	n.f.	اُستانی
Intelligent	adj.	ہوشیار
Intelligent/Fast/ Clever	adj.	تیز
Clever	adj.	چالاک
Foolish	adj.	بیوقوف
Beautiful	adj.	حسین
Beautiful	adj.	خوبصورت
Ugly	adj.	بدصورت
Ugly	adj.	بیکار
Tall	adj.	لمبا
Short (in height)	adj.	چھوٹا
Old (For animate nouns)	adj.	بوڑھا
Old (For inanimate nouns)	adj.	پرانا

English	Grammatical Categories	Urdu
Member	n.m.	رکن
People	n.m.	لوگ
Festival	n.m.	تہوار
Some	adj.	کچھ
Rich	adj.	امیر
Poor	adj.	غریب
Fat/Big	adj.	موٹا
Thin	adj.	پتلا
Honest	adj.	ایماندار
Dishonest	adj.	بے ایمان
Business man/ woman	n.m.	تاجر
Unmarried woman/ man	adj.	کنواری/بیچلر
Married	adj.	شادی شدہ
Hard-working	adj.	محنتی
Lazy	adj.	سست
Social	adj.	سماجی
Worker	n.m.	کارکن
Famous	adj.	مشہور
Female singer	n.f.	گائیکار
Farmer	n.m.	کسان

English	Grammatical Categories	Urdu
Housewife	n.f.	گھریلو خاتون
in the time of happiness and sorrow	phrase	خوشی اور غم کے پل / لمحے / وقت
To support	v.t	ساتھ دینا

Test Yourself



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Pre-reading activity: Please respond to the following questions/prompts about your relatives. Please write your response in Hindi in the given space.

Chapter 3.3 Pre Reading Activity

Reading

Please read the following text aloud.

!السلام علیکم

میرا نام انجم ہے۔ میرا چھوٹا سا خاندان ہے میں صاف ستھرے مشی گن کے ایک بڑے شہر ڈیٹرائٹ میں اپنے پیارے اور خوش کن خاندان کے ساتھ رہتی ہیں۔ میرے والد ایک ہنر مند انجینئر ہیں۔ میری والدہ ایک سادہ پاکستانی خاتون ہیں۔ میری والدہ ایک اچھی ٹیچر ہیں۔ میرے ایک بڑے بھائی ہیں۔ وہ ایک ذہین طالب علم ہیں۔ میری ایک چھوٹی بہن ہے۔ وہ بہت خوبصورت ہے میری بہن مجھ سے لمبی ہے۔ میرے بوڑھے دادا اور بوڑھی دادی بھی ہمارے ساتھ رہتی ہیں۔ مجموعی طور پر، میرے خاندان میں، سات افراد ہیں۔

میرا خاندان ہر تہوار پر رشتہ داروں کو اپنے گھر بلاتا ہے۔ ہمارے بعض رشتہ دار بہت امیر ہیں لیکن ہمارے بعض رشتہ دار غریب بھی ہیں۔ میرے بڑے چچا اور چاچی شکاگو میں رہتے ہیں۔ میرے چچا میرے والد سے زیادہ موٹے ہیں۔ میرے چچا ایک ایماندار پولیس اہلکار ہیں۔

میری چاچی ایک ہوشیار تاجر ہیں۔ میری بوآ ابھی کنواری ہیں۔ وہ ایک محنتی سماجی کارکن ہیں۔ میرے ماما اور خالہ ابھی پاکستان میں ہیں۔ میرے ماما ایک مشہور پروفیسر ہیں۔ میری خالہ ایک مشہور گلوکار ہیں۔ میرے نانا ایک کسان تھے۔ میری نانی ایک ہنر مند گھریلو خاتون تھیں۔

ہمارے رشتہ دار ہر خوشی اور غم میں ایک دوسرے کا ساتھ دیتے ہیں۔

!شکریہ

Listening

انجم کا خاندان

Activities



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Writing/Speaking



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شکریہ!

3.4 Study Abroad

Study Abroad Reading/Listening Activity



Context: In Chapter 2, Jen wrote a letter to her host family introducing herself. In this chapter, I am including a letter from her host mother introducing her family.

Pre-Reading/Listening Activity



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<https://openbooks.lib.msu.edu/urdu/?p=63#h5p-112>

Reading: “Fatima’s Letter”

عزیز جین،
!!السلام علیکم

آپ کا خط ملا اور پڑھ کر بہت خوشی ہوئی۔ اس خط میں، میں آپ کو اپنے خاندان کے بارے میں بتاؤں گی۔ جیسا کہ آپ جانتی ہیں، میرا خاندان لکھنؤ میں رہتا ہے۔ لکھنؤ اتر پردیش کا دارالحکومت ہے۔ میرا خاندان بہت بڑا ہے اور مجھے امید ہے کہ آپ کو مشترکہ خاندان میں رہنے کا اچھا تجربہ ہوگا۔ میں اپنے شوہر اور ان کے بڑے خاندان کے ساتھ رہتی ہوں۔ میرے شوہر اختر عالم پچپن سال کے ہیں، اور ایک حکومتی دفتر میں کام کرتے ہیں۔ میرے دو بیٹے ہیں، ایک لڑکا عمران، اور ایک لڑکی صبا۔ میرے سسر ارشد عالم کی عمر تقریباً اسی سال ہے، اور رٹائر ہو چکے ہیں۔ میری ساس کا نام شہناز ہے۔ وہ ایک گھریلو اور مذہبی عورت ہیں۔ میرے دو چھوٹے دیور (شوہر کے بھائی) ہیں، اور ایک چھوٹی نند (شوہر کی بہن) ہے۔ چھوٹے دیوروں کے نام افروز عالم اور ایوب عالم ہیں۔ افروز ایک پرائیویٹ کمپنی میں کام کرتے ہیں اور شادی شدہ ہیں۔ ان کی تین سال کی ایک بیٹی بھی ہے۔ ایوب ابھی پڑھائی کر رہے ہیں۔ میری نند کا نام سفینہ ہے۔ سفینہ پچیس سال کی خوبصورت اور کٹواری لڑکی ہے۔ یہ کرکٹ کی بہت اچھی کھلاڑی ہے۔ وہ اتر پردیش کے لئے کرکٹ کھیلتی ہے۔ ان کے علاوہ میرے گھر میں ایک ملازمہ بھی ہے۔ اس کا نام ندا ہے۔ ندا گھر کی صاف-صفائی کرتی ہے۔ ہمارے پاس ایک پالتو کتا بھی ہے۔ ہم -اسے پیار سے نائی گر بلاتے ہیں -امید ہے ہم جلد ملیں گے، آپ کی میزبان امی، فاطمہ

Listening

فاطمہ کا خط

Activities

Based on the above reading/listening, please respond to the following questions/
prompts.

Your response	English	Urdu
	Who is Jen?	جین کون ہے؟
	Who is Fatimah?	فاطمہ کون ہے؟
	Where does Fatimah's family live?	فاطمہ کا خاندان کہاں رہتا ہے؟
	Where is the capital of Uttar pradesh?	اتر پردیش کی دارالحکمت کہاں ہے؟
	What is the name of Fatimah's father-in-law?	فاطمہ کے سسر کا نام کیا ہے؟
	What is the age of Fatimah's father-in-law?	فاطمہ کے سسر کی عمر کیا ہے؟
	What does Fatimah's father-in-law do?	فاطمہ کے سسر کیا کرتے ہیں؟
	What type of woman is Fatimah's mother-in-law?	فاطمہ کی ساس کیسی عورت ہیں؟
	What is the name of Fatimah's husband?	فاطمہ کے شوہر کا نام کیا ہے؟
	What is the age of Fatimah's husband?	فاطمہ کے شوہر کی عمر کیا ہے؟
	What does Fatimah's husband do?	فاطمہ کے شوہر کیا کرتے ہیں؟
	How many children does Fatimah have?	فاطمہ کے کتنے بچے ہیں؟
	How many brothers-in-law does Fatimah have?	فاطمہ کے کتنے دیور ہیں؟
	What are the names of Fatimah's brothers-in-law?	فاطمہ کے دیواروں کے نام کیا ہیں؟
	How many sisters-in-law does Fatimah have?	فاطمہ کی کتنی نندیں ہیں؟
	What is the name of Fatimah's sister-in-law?	فاطمہ کی نند کا نام کیا ہے؟
	What does Fatimah's sister-in-law do?	فاطمہ کی نند کیا کرتی ہے؟
	Who is Tiger?	ٹائیگر کون ہے؟

Family Tree: Based on the reading/listening to Fatimha's letter to Jen, please draw Fatimah's family tree.

Make Sentences: Please form a sentence with each word given below.

Chapter 3.4 Make Sentences

شکریہ!

3.5 Grammar: Adjectives

Instructor Video: Adjectives in Urdu

Adjectives qualify nouns and pronouns. In Urdu, adjectives can be classified in two categories: (a) Marked and (b) Unmarked.

(a) Marked Adjectives end in *ī-*. A marked adjective changes its form according to the number and gender of the noun that it qualifies.

ī- : *ī*-ending adjective is for masculine singular.

ē- : *ī* changes in *ē-* for plural nouns, and masculine honorific.

ē- : *ī* changes in *ē-* for feminine noun.

Examples:

“good boy” (m.) اچھا لڑکا “good girl” (f.) اچھی لڑکی “good children”
(plu.) اچھے بچے

“big house” (m.) “ بڑا گھر “big wall” (f.) “ دیوار “big houses” (plu.)
بڑے گھر

“tall man” (m.) لمبا آدمی “tall woman” (f.) لمبی عورت “tall people” (plu.)
لمبے لوگ

Exception: There are a few adjectives like بڑھیا “good,” زندہ “alive,” and مادہ “female,” etc., that end in *ī-* but do not change their forms according to number and gender of the nouns that these adjectives qualify. Most of these adjectives are Persian-Arabic loan words.

(b) Unmarked Adjectives are adjectives that do not end in *ī-*. Unmarked adjective does not change its form according to number and gender of the noun that it qualifies.

Examples:

“smart boy” (m.) “تیز لڑکا” smart girl” (f.) “تیز لڑکی”
 children” (plu.) تیز بچے
 “strong house” (m.) مضبوط گھر “strong wall” (f.) مضبوط دیوار
 houses” (plu.) مضبوط گھر
 “rich man” (m.) “امیر آدمی” rich woman” (f.) امیر عورت “rich people”
 (plu.) امیر لوگ

Word order for adjectives: Adjectives can be used predicatively (following) and attributively (preceding).

For examples:

Predicatively	Attributively
-یہ کتاب اچھی ہے This book is good.	-یہ ایک اچھی کتاب ہے This is a good book.
-وہ لوگ امیر ہیں Those people are rich.	-وہ امیر لوگ ہیں They are rich people.
-یہ لڑکا ہوشیار ہے This boy is intelligent.	-وہ ایک ہوشیار لڑکا ہے He is an intelligent boy.

Use of سا With Adjectives

In Urdu, -سا is used with adjectives to add extra meaning.

(a) Adjective + : سا It adds “looking, seeming”.

For example:

- “fat looking man” موٹا سا آدمی
- “seemingly good tea” اچھی سی چائے
- “seemingly crazy children” پاگل سے بچے

(b) Quantitative Adjective + سا :

- “a great deal” بہت سا
- “just a little” تھوڑا سا

Activities

Names of Colors رنگوں کے نام

Please read the following adjectives and decide whether the adjective is marked or unmarked adjective.

Marked/Unmarked	English	Urdu
	Black	کالا
	Blue	نیلا
	Brown	بھورا
	Gray	بھورا
	Green	ہرا
	Orange	نارنجی
	Purple	بائینی
	Red	لال
	White	سفید
	Yellow	پیلا

Adjectives of Quality

Please read the following adjectives and decide whether the adjective is marked or unmarked adjective. Please also make a sentence with each adjective.

Activities



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Please choose the correct form of the adjective for the following nouns.



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<https://openbooks.lib.msu.edu/urdu/?p=65#h5p-31>

شکریہ!

3.6 Apostrophe “S” (‘s) in Urdu

Instructor Video: Apostrophe “S” in Urdu

In Urdu, genitive case/apostrophe “s” (‘s) is expressed by a post-position کا (kaa). In English, we can say “car of Imran” or “Imran’s car”, which mean the same thing. In Urdu, phrases like “car of Imran” are not possible. Hence, phrases like “Imran’s car” is used to express both kinds of phrases.

The postposition کا (kaa) comes after nouns/pronouns, and it changes them from nouns to adjectives. کا also changes its form according to number and gender of the following noun.

For examples:

- Imran’s home/home of Ram (m.) عمران کا گھر
- Imran’s car/car of Ram (f.) عمران کی گاڑی
- Imran’s friends/friends of Ram (plu.) عمران کے دوست
- Ruh’s room/room of Sita (m.) روح کا کمرہ
- Ruh’s book/book of Sita (f.) روح کی کتاب
- Ruh’s children/children of Sita (plu.) روح کے بچے

When کا comes after a noun/pronoun then that noun/pronoun changes in oblique case (see chapter 4 for oblique case in details).

For example:

- boy’s brother/brother of a boy (m.) لڑکے کے بھائی
- boy’s sister/sister of a boy (f.) لڑکے کی بھائی
- boy’s clothes/clothes for a boy (plu.) لڑکے کے کپڑے
- room’s door/door to a room (m.) کمرے کے دروازے
- room’s window/window of a room (f.) کمرے کی کھڑکی
- room’s curtains/curtains in the room (plu.) کمرے کے پردے

Note: In above examples, لڑکے and کمرے are in oblique form. They are not in the plural form, although the oblique and plural form of لڑکا and کمرہ look alike.

Activity

Please fill in the blanks with the correct form of . کا

English	Noun	کا/کی/کے	Noun
room's curtains	پردہ (m. plu)		کمرہ
room's door	(m. sing.) دروازہ		کمرے
room's windows	کھڑکی (f. plu.)		کمرے
Baba's brother	بھی (m. sing.)		بابا
Baba's sister	بہن (f. sing.)		بابا
Baba's father	(m. sing./hon) آبو		بابا
Baba's toys	کھلونا (m. plu.)		بابا
Salma's husband	(m. sing./hon) شوہر		سلمہ
Salma's mother-in-law	ساس (f. sing.)		سلمہ
Salma's sisters-in-law	نندے (f. plu.)		سلمہ
Salma's children	بچے (m. plu.)		سلمہ
Salma's father-in-law	(m. sing./hon) سسر		سلمہ

Pronouns with کا/کی/کے

Possessive pronouns/adjectives are formed by adding کا/کی/کے with personal pronouns. These pronouns change in oblique forms as shown in the table below.

Table: List of possessive pronouns/adjective

English	Urdu	+ کا/کی/کے	Urdu	English
My	میرے / میری / میرا	+ کا/کی/کے	میں	I
Our	ہمارا/ہمارا/ہمارا	+ کا/کی/کے	ہم	We
Your	آپ کا / آپ کا / آپ کا	+ کا/کی/کے	تو	You
Your	آپ کا / آپ کا / آپ کا	+ کا/کی/کے	تم	You
Your	آپ کا / آپ کا / آپ کا	+ کا/کی/کے	تم	You
His/her	اس کا/اس کا/اس کا	+ کا/کی/کے	یہ	S/he (near)
His/her	اس کا/اس کا/اس کا	+ کا/کی/کے	وہ	S/he (far)
Their	ان کا/ان کا/ان کا	+ کا/کی/کے	یہ	They (near)
Their	اس کا/ان کا	+ کا/کی/کے	وہ	They (far)
Whose	کس کا / کس کا / کس کا	+ کا/کی/کے	کون	Who (Singular)
Whose	کنکا/کنکی/جس کا	+ کا/کی/کے	کیں	Who (plural)

Test Yourself



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<https://openbooks.lib.msu.edu/urdu/?p=68#h5p-32>

شکریہ

3.7 Degrees of Adjectives

Instructor Video: Degree of Adjective

In Urdu, there are three degrees of an adjective: (a) positive, (b) comparative, and (c) superlative. For comparative سے X "X se" is used, where X is a noun to whom/which comparison is being done. For the superlative degree, سب سے "sab se" is used.

For examples:

Superlative	Comparative	Positive	Adjective
شکاگو سب سے بڑا شہر ہے۔ Chicago is the biggest city.	شکاگو لانسنگ سے بڑا ہے۔ Chicago is bigger than Lansing.	شکاگو ایک بڑا شہر ہے۔ Chicago is a big city.	بڑا Big
میں سب سے لمبا ہوں۔ I am the tallest.	میں اپنے بھائی سے اونچا ہوں۔ I am taller than my brother.	میں لمبا ہوں۔ I am tall.	لمبا Tall
میری بہن سب سے ذہین ہے۔ My sister is the most intelligent.	میری بہن مجھ سے زیادہ ہوشیار ہے۔ My sister is more intelligent than me.	میری بہن ہوشیار ہے۔ My sister is intelligent.	ہوشیار Intelligent
قمیض سب سے مہنگی ہے۔ Shirt is the most expensive.	قمیض پاجامے سے زیادہ مہنگی ہے۔ Shirt is more expensive than pajama.	قمیض مہنگی ہے۔ Shirt is expensive.	مہنگا Expensive
یہ تصویر سب سے خوبصورت ہے۔ This picture is the most beautiful.	یہ تصویر اس سے زیادہ خوبصورت ہے۔ This picture is more beautiful than that.	یہ تصویر خوبصورت ہے۔ This picture is beautiful.	خوبصورت Beautiful

Use of "A Little" and "A Lot" / کچھ / ذرا

In comparative sentences, کچھ / ذرا and زیادہ / کافی are used to further emphasize the meaning.

For example:

- This book is a little thicker than that book. - یہ کتاب اس کتاب سے تھوڑی موٹی ہے۔
- This room is a little bigger than that room. - یہ کمرہ اس کمرے سے تھوڑا بڑا ہے۔
- This book is a lot thicker than that book. - یہ کتاب اس کتاب سے زیادہ موٹی ہے۔
- This room is a lot bigger than that room. - یہ کمرہ اس کمرے سے بڑا/بہت بڑا ہے۔

Activities



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!شکریہ

3.8 “Wh–” Questions/Interrogative Sentence

Instructor’s Video: Interrogative Sentences in Urdu

Uses	English	Urdu
To find out the object of a verb	What	کیا
To find out the subject (human) of a verb	Who	کون
To find out the beneficiary in a sentence	Whom	کس کو
For possession	Whose	کس کا/کی/کے
To select one	Which	کون سا/سی/سے
For a time	When	کب
For a place	Where	کہاں
For a reason	Why	کیوں
For a situation/condition and quality	How	کیسا/کیسی/کیسے
For quantity	How many/much	کتنا/کتنی/کتنے

Test yourself



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Formation of “Wh-” Questions Sentences

In Urdu, to form a “wh-” question sentence, we should simply replace that part of a sentence with an appropriate question word.

For example:

“Wh-” Question Sentence		Positive Sentence	
What is this?	یہ کیا ہے؟	This is a fruit.	یہ ایک پھل ہے
Who is my brother?	میرا بھائی کون ہے؟	Rakesh is my brother.	راکیش میرا بھائی ہے۔
Where am I from?	میں کہاں سے ہوں؟	I am from India.	میں بھارت سے ہوں
Whose brother is Rakesh?	راکیش کس کا بھائی ہے؟	Rakesh is my brother.	راکیش میرا بھائی ہے۔
How are you?	آپ کیسے ہو؟	You are okay.	تم ٹھیک ہو
How many students are here?	وہاں کتنے طالب علم ہیں؟	Ten students are here.	یہاں دس طالب علم ہیں۔

Activity

Please change the following positive sentences into wh-question/interrogative sentences.

Chapter 3.8 Question Sentences

Test Yourself



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Please read the following conversation and click on the question words.



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Please match the following.



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Please choose the correct response of the following prompts.



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شکریہ

3.9 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

#	Topic	Explanation
1.	Family	Traditionally in a South Asian country, a family consists of دادا-دادی (Grandparents), والدین (parents), بھائی-بھین (brothers/sisters), چچا-چچی (uncles/aunts), بابا (father's sister), بھین (cousins).
2.	Decision-making	Traditionally in a South Asian country, male members of the family make all the decisions. However, as women are becoming more empowered, it is not unusual to see their participation in decision-making these days.
3.	After marriage	After marriage, brides go to a groom's family. She has to stay with his family. It is considered bad if a bride demands to live separately, especially in the same village/city.
4.	Gaining Weight	"You gained weight" is considered an insult in America, but it can be considered a compliment in South Asian countries. It simply means that you have been eating well and taking care of yourself. It is also a sign of your financial well-being.

Extra/Optional Online Materials



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/urdu/?p=74#oembed-1>

!شکریہ

PART IV

CHAPTER 4: DESCRIBING PLACES



Goals of the Chapter

- In this chapter, you will learn vocabulary related for a home, room, and city/town.
- In this chapter, you will learn how to describe places such as a home, room, city/town, school, market, etc.
- In this chapter, you will learn about Urdu post-positions.
- In this chapter, you will learn about the oblique case in Urdu.
- In this chapter, you will learn about the “there construction” in Urdu, and how to use it to describe places.
- In this chapter, you will also learn about some cultural aspects of homes, towns, and other spaces in India, Pakistan, and other South Asia regions.

!شكرية

4.1 Review Concepts from Chapter 3

Vocabulary

Please match the following and then form a sentence with each word describing your family. Please write/record your sentences.



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<https://openbooks.lib.msu.edu/urdu/?p=80#h5p-1>

Speaking

Please audio-record your sentences here:



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Grammar Review



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Reading and Listening Comprehension

Please read/listen to the following text.

میرا نام محمد ہے۔ میں گھر کا سب سے بڑا بیٹا ہوں۔ سال
میرے والد چالیس سال کے ہیں۔ میری والدہ تیس سال
کی ہیں۔ میرے چھوٹے بھائی کی عمر تیس سال ہے اور
میری بہن اٹھارہ سال کی ہے۔ میرا چھوٹا بھائی چھ سال
کا ہے۔ میرے والد پانچ فٹ آٹھ انچ کے ہیں، اور میں پانچ
فٹ کا چھ انچ ہوں۔ بہن سب سے خوبصورت ہے۔ میرا
بھائی سب سے دینی ہے۔ میرے والد سب سے مضبوط ہیں۔
میں سب سے مہذب ہوں۔ میری والدہ سب سے زیادہ
مددگار ہیں۔ میری بہن مجھ سے زیادہ مددگار ہے۔
شکریہ!

Listening

محمد کا خاندان

Comprehension Test

Please respond to the following questions in Urdu.

Your response in Urdu	English	Urdu	#
	In Muhammad's family, who is the eldest son?	محمد کے خاندان میں سب سے بڑا بیٹا کون ہے؟	1.
	In age, who is the oldest?	عمر میں، سب سے بڑا کون ہے؟	2.
	In the family, who is the tallest?	خاندان میں، سب سے لمبا کون ہے؟	3.
	In the family, who is the most beautiful?	خاندان میں، سب سے خوبصورت کون ہے؟	4.
	In the family, who is the strongest?	خاندان میں، سب سے مضبوط کون ہے؟	5.
	In the family, who is the hardest-working?	خاندان میں سب سے زیادہ محنتی کون ہے؟	6.
	In the family, who is the most intelligent?	خاندان میں سب سے ذہین کون ہے؟	7.
	In the family, who is the most religious?	خاندان میں سب سے زیادہ مذہبی کون ہے؟	8.
	In the family, who is more religious than Muhammad?	خاندان میں محمد سے زیادہ مذہبی کون ہے؟	9.

!شکریہ

4.2 Reading/Listening I: عمران کا گھر

Imran's House عمران کا گھر



Vocabulary

		
دروازه (n.m.) Door	بیٹھک (n.m.) Living Room	باورچی خانہ (n.f.) Kitchen
		
رابداری (n.m.) Corridor/Hallway	پڑھائی کا کمرہ (n.m.) Study Room	فرش (n.m.) Floor
		
سیڑھی (n.f.) Staircase	سوئے کا کمرہ (n.m.) Bedroom	کھڑکی (n.f.) Window

		
چھت (n.m.) Roof	چھچھا (n.m.) Balcony	باغ (n.m.) Garden
		
بیت الخلاء (n.m.) (Toilet)	غسل خانہ (n.m.) (Shower/Bathroom)	کھانا کھانے کا کمرہ (n.m.) (Dining Room)

Test Yourself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=82#h5p-5>

Reading/Listening

Context: Salma is visiting Imran's home for the first time. Imran is giving Salma a tour of his home.

Pre-Reading Activities:

- (a) Please collect photos of the several parts of your home and, on the back of each photo, please write its name in Urdu. It should look like a flash-card, but with photos.
- (b) Please think about your home and your friends' homes. Make a list of the parts of a home that theirs has and yours does not, and vice-versa.

Reading

English	Urdu	Speaker
Door-bell rings and Imran opens the door.	دروازے کی گھنٹی بجتی ہے اور عمران دروازہ کھولتا ہے۔	
Oho! It is Salma. Hello, how are you?	اچھا، سلمہ ہے، آداب! کیا حال ہے؟	عمران:
Hello, all is well. How are you?	ہیلو، سب ٹھیک ہے۔ تم کیسے ہو؟	سلمہ:
I am okay, too. Come, come inside	-میں بھی ٹھیک ہوں۔ چلو اندر آؤ	عمران:
Thanks, your home is very beautiful.	شکریہ! تمہارا گھر بہت خوبصورت ہے۔	سلمہ:
Thanks. Let's go, I will show you my whole house.	شکریہ! چلو، میں تمہیں پورا گھر دکھاتا ہوں۔	عمران:
Okay, Let's go.	ٹھیک ہے، چلو	سلمہ:
This is the door of our house. After that, there is a corridor. After the corridor, there is another door. After that door, there is our living room. On the left side of the living room is our kitchen and dinning room. On the right side of the living room, there is a study room, worship room, and a guest room, too. In the living room itself, there is a staircase.	یہ ہمارے گھر کا دروازہ ہے۔ اس کے بعد ایک راہداری ہے۔ راہداری کے بعد ایک اور دروازہ ہے۔ اس دروازے کے بعد ہماری بیٹھک ہے۔ بیٹھک کے بائیں جانب ہمارا باورچی خانہ اور ڈائننگ روم ہے۔ بیٹھک کے دائیں جانب، ایک پڑھنے کا کمرہ، ایک عبادت کا کمرہ، اور ایک مہمان کا کمرہ بھی ہے۔ بیٹھک میں ہی ایک سیڑھی ہے۔	عمران:
And what is on the top floor?	اور اوپر کی منزل پر کیا ہے؟	سلمہ:
On the top floor, there are three bedrooms. In each room, there is a toilet and shower. There is also a balcony on the top floor.	اوپر کی منزل پر تین سوئے کے کمرے ہیں۔ ہر کمرے میں ایک ٹوائلٹ اور ایک غسل خانہ ہے۔ اوپر کی منزل پر ایک بالکونی بھی ہے۔	عمران:
Is there no toilet on the bottom floor?	کیا نیچے کی منزل پر بیت الخلا نہیں ہے؟	سلمہ:
Yes, there is one toilet and shower on the bottom floor, too.	جی ہاں، نیچے کی منزل پر ٹوائلٹ اور باتھ روم بھی ہے۔	عمران:
Imran, your house is very good, clean, and airy, too. Is there any garden in your house?	عمران، تمہارا گھر بہت اچھا، صاف ستھرا اور ہوا دار بھی ہے۔ کیا تمہارے گھر میں کوئی باغ ہے؟	سلمہ:
Behind the house, there is a small garden. This is my mother's favorite place.	گھر کے پیچھے ایک چھوٹا سا باغ بھی ہے۔ یہ میری امی کی پسندیدہ جگہ ہے۔	عمران:
Oh Wow! I, too, like gardens a lot. And where is your room?	اے واہ! مجھے بھی باغ بہت پسند ہے۔ اور تمہارا کمرہ کہاں ہے؟	سلمہ:

English	Urdu	Speaker
My room is on the top floor. Right now, my room is dirty. I will show you my room later.	میرا کمرہ اوپر کی منزل پر ہے۔ میرا کمرہ ابھی کُندا ہے۔ میں تمہیں اپنا کمرہ بعد میں دیکھونگا۔	عمران:
Okay.	ٹھیک ہے	سلمہ:

Listening

عمران کا گھر

True/False



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<https://openbooks.lib.msu.edu/urdu/?p=82#h5p-10>

Drawing: Based on the above description of Imran's house, please draw a picture of the bottom floor of Imran's house.

Writing/Speaking



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<https://openbooks.lib.msu.edu/urdu/?p=82#h5p-11>













شکریہ




4.3 Reading/Listening 2: عمران کا کمرہ

“Imran’s Room” عمران کا کمرہ



Vocabulary

		
قالین (n.f.) Rug	بستر (n.m.) Bed	کرسی (n.f.) Chair
		
میز (n.f.) Table	سوفای (n.m.) Sofa	آرامخانه (n.f.) Wardrobe
		
کتاب (n.f.) Book	گیاه (n.m.) Plant	تصویر (n.f.) Picture
		
پرده (n.m.) Curtain	لامپ (n.f.) Light Bulb	پنکه (n.m.) Fan

		
) گلدان n.m.) Flower Vase) گھڑی n.f.) Clock/Watch) آئینہ n.f.) Mirror

Test Yourself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=85#h5p-12>

Reading/Listening

Context: Salma comes back to Imran's home. This time, Imran shows her his room.

Pre-Reading Activities

Please collect photos of several things in your room. Then, on the back of each photo, please write its name in Urdu. It should look like a flashcard, but with photos.

Reading

English	Urdu	Speaker
Come Vidya. Today, I'll show you my room.	آو سلمہ، آج میں تمہیں اپنا کمرہ دکھاؤں گا۔	عمران:
Let's go.	چلو	سلمہ:
This is my room. In my room, there is one bed, one table, one chair, and one small sofa, too. On that table, there is an electric bulb, a flower vase, and one clock, too.	یہ میرا کمرہ ہے۔ میرے کمرے میں ایک بستر، ایک میز، ایک کرسی اور ایک چھوٹا سا صوفہ ہے۔ بستر کے ساتھ ہی ایک چھوٹی سی میز ہے۔ اس میز پر، ایک الیکٹرک بلب، ایک گلدان اور ایک گھڑی بھی ہے	عمران:
What is on the study table?	پڑھائی کی میز پر کیا ہے؟	سلمہ:
On the study table, there is a computer, a few books, and a coffee cup.	اسٹڈی ٹیبل پر ایک کمپیوٹر، کچھ کتابیں اور کافی کا ایک کپ ہے۔	عمران:
What is in this almirah?	اس الماری میں کیا ہے؟	سلمہ:
In this almirah, there are my clothes and shoes. Look, there are beautiful pictures on that wall. There is a mirror behind the door too.	اس الماری میں میرے کپڑے اور جوتے ہیں۔ دیکھو اس دیوار پر خوبصورت تصویریں لگی ہیں۔ دروازے کے پیچھے ایک آئینہ بھی ہے۔	عمران:
The curtain of your room is very beautiful. It seems that fan is new.	تمہارے کمرے کا پردہ بہت خوبصورت ہے۔ اور ایسا لگتا ہے کہ پنکھا بھی نیا ہے۔	سلمہ:
Yes. New fan and new rug too.	ہاں، نیا پنکھا اور نیا قالین بھی۔	عمران:
Your room is very big and airy too.	تمہارا کمرہ بہت بڑا اور ہوا دار بھی ہے۔	سلمہ:
Thanks! Will you also show me your room and house?	شکریہ! کیا تم بھی مجھے اپنا کمرہ اور گھر دکھاؤ گی؟	عمران:
Yes, indeed, why not?	ہاں ضرور، کیوں نہیں؟	سلمہ:

Listening

عمران کا کمرہ

Activity

Please make a list of at least 10 things in Imran's room. Then, do the same with your own room.

Chapter 4.3 Imran's and My room

Drawing: Based on the above description of Imran's room, please draw a picture Imran's room.

Writing/Speaking



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<https://openbooks.lib.msu.edu/urdu/?p=85#h5p-13>






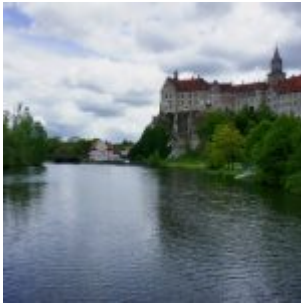






!شکریہ













4.4 Reading/Listening 2: پیٹر کا شہر







پیٹر کا شہر “Peter’s Hometown”



Vocabulary

		
Road (n.f.) سڑک	Highway (n.m.) ہائی وے	Bus Station (n.m.) بس اڈہ
		
Railway Station (n.m.) ریلوے سٹیشن	Airport (n.m.) ہوائی اڈہ	River (n.f.) دریا
		
Pond (n.m.) تالاب	Lake (n.f.) جھیل	Mountain (n.m.) پہاڑ
		
Cinema (n.m.) سنیما ہال	Bank (n.m.) بینک	Sports Field (n.m.) میدان

		
Market (n.m.) بازار	Shop (n.f.) دکان	Restaurant (n.m.) ریستوران
		
Hotel (n.m.) ہوٹل	Building (n.f.) عمارت	Hospital (n.m.) ہسپتال
		
Office (n.m.) دفتر	Post office (n.m.) ڈاک خانہ	Police Station (n.m.) تھانہ
		
Zoo (n.m.) چڑیا خانہ	Library (n.m.) کتب خانہ	Museum (n.m.) عجائب گھر

		
Bridge (n.m.) پل	Shopping Mall (n.m.) مال	School (n.m.) مدرسہ
		
University (n.m.) جامعہ درس گاہ	College (n.m.) کالج	Gas Station (n.m.) پٹرول پمپ

Test Yourself



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<https://openbooks.lib.msu.edu/urdu/?p=89#h5p-14>

Reading/Listening

Context: Imran is talking to Peter about his home town, Iowa City.

Pre-Reading Activities

Please read the following words and write the meaning in English. Then respond to the prompts.

Chapter 4.4 Prereading Activity

Reading

English	Urdu Speaker
Brother Imran, where are you from?	پیٹر: عمران بھائی، آپ کہاں سے ہیں؟
I am from Lahore, Pakistan. Where are you from?	عمران: میں پاکستان کے لاہور سے ہوں۔ آپ کہاں سے ہیں؟
I am from Iowa City, a small town. Lahore is the capital of Punjab, isn't it?	پیٹر: میں ایک چھوٹے سے شہر ایوا سٹی سے ہوں۔ لاہور پنجاب کی دارالحکومت ہے نہ؟
Yes, I am a Lahori. What is the population of Iowa City?	عمران: ہاں میں لاہوری ہوں۔ ایوا شہر کی آبادی کتنی ہے؟
Approximately 75,000 people live in Iowa City. And in Lahore?	پیٹر: ایوا شہر میں تقریباً 75 ہزار لوگ رہتے ہیں۔ اور لاہور میں؟
Approximately 110,000,000 people live in Lahore. Perhaps Iowa City is a very small town.	عمران: لاہور میں تقریباً ایک سو دس ملین لوگ رہتے ہیں۔ شاید، ایوا شہر ایک بہت چھوٹا شہر ہے۔
Yes, Iowa City is a very small, but very lovely town.	پیٹر: جی ہاں، ایوا شہر ایک بہت چھوٹا سا لیکن خوبصورت شہر ہے۔
Is there an airport there?	عمران: کیا وہاں کوئی ہوائی اڈہ ہے؟
No, but there is an airport in a nearby town. Even the railway station is not there in Iowa City. There is just a bus station.	پیٹر: نہیں، مگر قریب کے شہر میں ایک ہوائی اڈہ ہے۔ ایوا شہر میں، ریلوے سٹیشن بھی نہیں ہے۔ وہاں ایک بس اڈہ ہے
How many schools, colleges, and universities are there in Iowa City?	عمران: ایوا شہر میں، کتنے اسکول، کالج اور یونیورسٹیاں ہیں۔
In my town, there are two schools, one college, and one university.	پیٹر: میرے شہر میں دو سکول، ایک کالج اور ایک یونیورسٹی ہے۔
Is there a library, museum, cinema, or zoo in your town?	عمران: کیا آپ کے شہر میں کتب خانہ، عجیب گھر، سینما ہال اور چڑیا خانہ ہے؟
Yes, in my town there are two libraries, one museum, and one cinema, but there is no zoo.	پیٹر: ہاں میرے شہر میں دو کتب خانے، ایک عجیب گھر، اور ایک سینما ہال ہے۔ لیکن وہاں کوئی چڑیا خانہ نہیں ہے۔
Okay. Is there a river, lake, pond, or mountain in Iowa City?	عمران: ٹھیک ہے، کیا ایوا شہر میں کوئی دریا، جھیل، تالاب اور پہاڑ ہیں؟
In my town, there is a river and a few ponds. There is no mountain there.	پیٹر: میرے شہر میں ایک دریا اور کچھ تالاب ہیں۔ لیکن کوئی پہاڑ نہیں ہے۔

English	Urdu	Speaker
In your town, is there a post office, police station, etc?	کیا آپ کے شہر میں ڈاک خانہ، اور تھانہ وغیرہ ہیں؟	عمران:
Yes, in my town there is one post office and one police station, too. What is there in Lahore?	ہاں میرے شہر میں ڈاک خانہ اور تھانہ بھی ہے۔ لاہور میں کیا کیا ہیں؟	پیٹر:
Let's talk about Lahore later. Now it is time for class.	لاہور کے بارے میں، ہم بعد میں بات کریں گے۔ اب کلاس کا وقت ہو گیا ہے۔	عمران:
Okay, no problem.	ٹھیک ہے، کوئی بات نہیں۔	پیٹر:

Listening

پیٹر کا شہر

Activities

- Please write 10-15 sentences describing your own home town.
- Based on the above conversation, please write 10 sentences in Urdu describing Iowa City.
- Imagine that you are Peter. You are planning to ask Imran at least 10 questions about Lahore in Urdu. Please make a list of your questions.

Write 10 questions about Lahore in Urdu.

Questions about Lahore“ لاہور کے بارے میں سوالات	
	.۱
	.۲
	.۳
	.۴
	.۵
	.۶
	.۷
	.۸
	.۹
	.۱۰

Writing/Speaking



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شکریہ

4.5 Study Abroad

Study Abroad Reading/Listening Activity



Reading

Context: In Chapter 3, you read a letter from Fatima (Jen's host mother from India) to Jen in which she describes her family. In this chapter, Jen is writing a letter back to Fatima describing her family and her city.

عزیز میزبان امی،
 !!السلام علیکم
 آپ کا خط ملا - آپ کے خاندان کے بارے میں جان کر بہت خوشی ہوئی۔ اس خط میں، میں آپ کو اپنے خاندان اور شہر کے بارے میں بتاؤں گی
 میرا ایک چھوٹا سا خاندان ہے اور ہم سب نیو یارک شہر میں رہتے ہیں۔ میرا ایک چھوٹا بھائی ہے۔ وہ ابھی اسکول میں پڑھتا ہے۔ میرے والد اور والدہ دونوں یونیورسٹی میں پڑھاتے ہیں۔ میرے پاس ایک پالتو بلی بھی ہے۔ اس کا نام گوری ہے
 نیو یارک ایک بہت بڑا شہر ہے۔ یہ امریکہ کا اقتصادی دارالحکومت ہے۔ اس شہر میں کئی حکومتی اور غیر حکومتی دفاتر ہیں۔ یہاں دو بڑے یونیورسٹی اور بہت سے کاليج اور اسکول ہیں۔ اس شہر میں دنیا کے ہر ملک کے لوگ رہتے ہیں۔ یہاں ہندوستانی اور پاکستانی لوگ بھی بہت ہیں۔ نیو یارک میں ایک دریا بھی ہے۔ کسی بھی بڑے شہر کی طرح اس شہر میں بھی سب کچھ ہے لیکن قدرتی خوبصورتی زیادہ نہیں
 میں اگلے ہفتے ہندوستان آ رہی ہوں۔ جب ہم ملیں گی تو آپ کو اپنے شہر کے بارے میں مزید بتاؤں گی
 آپ کی بیٹی
 جین

Listening

جین کا خط

Activities

(a) Make a sentence with each word given below.

Make a sentence with each word.

Sentence	English	Urdu
	Host	میزبان (n.m.)
	Letter	خط (n.m.)
	Both	دونوں (adj.)
	Government	حکومتی (adj.)
	City/Town	شہر (n.m.)

(b) Click on all the post-positions in the text below. (Look at the grammar section before doing this activity.)



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!شكریه

4.6 Post-Positions

Instructor Video: Postpositions in Urdu

English has a class of words called “prepositions”. Prepositions are the words that precede a phrase and indicate a relationship between the phrase and another word in the sentence. Urdu has a similar class of words known as “post-positions”. As the name implies, post-positions come after the word.

Simple Post-Positions

Simple post-positions consist of a single word.

Examples:

Examples		English	Post-positions
English	Urdu		
In my town	میرے شہر میں	in	میں
On a table	میز پر	on,	پر
At home	گھر پر	at	
From India	ہندوستان سے	from	سے
By train	ٹرین سے	by	
With a pen	کلام سے	with	
Since childhood	بچپن سے	since	
Bedroom House's window (window of a house) House's people (people of a house)	سوئے کا کمرہ گھر کی کھڑکی گھر کے لوگ	's	کا/کی / کے
To a boy To you	لڑکے کو آپ کو	to	کو

Compound Post-Positions

Urdu has many compound post-positions as well. Compound post-positions consist of two or more words. Most compound post-positions begin with the post-position سے . or/کی

Examples:

	Examples	English	Post-Positions
English	Urdu		
For house	گھر کے لیے	for x	X کے لیے
About town	شہر کے بارے میں	about x	X کے بارے میں
Because of you	آپ کی وجہ سے	because of x	X کی وجہ سے
Far from home	گھر سے	far from x	X سے دور
Near home	گھر کے قریب	near x	X کے پاس / نزدیک
Before school	اسکول سے پہلے / اسکول سے پہلے	before x	X سے / کے پہلے
Outside home	گھر کے باہر	outside x	X کے باہر
Inside the home	گھر کے اندر	inside the x	X کے اندر
After school	اسکول کے بعد	after x	X کے بعد
Above/on/on top of home	گھر کے اوپر	above/ on/ on top of x	X کے اوپر
Under/beneath/below roof	چھت کے نیچے	under/ beneath/ below x	X کے نیچے
Toward you	آپ کی طرف	towards x	X کی طرف
In front of you	آسمان کے نیچے	in front of x	X کے سامنے
Behind you	آپ کے پیچھے	behind x	X کے پیچھے
Ahead of you	آپ کے آگے	ahead of x	X کے آگے
Together with/with/ along with you	آپ کے ساتھ	together with/ with/ along with x	X کے ساتھ
Between school and home	اسکول اور گھر کے بیچ	between x and y	X اور Y کے بیچ

Test Yourself



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Fill in the blanks with the suitable post-position.



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شکریہ!

4.7 Oblique Case

Instructor Video: Oblique Case in Urdu

Case is a property of a word which indicates its uses within a phrase or sentence. In Urdu, based on form, there are two types of case: (a) Direct Case and (b) Oblique Case.

(a) Direct Case: The direct case is used with a nominal phrase is not followed by a post-position.

(b) Oblique Case: The oblique case is used with a nominal phrase is followed by a post-position.

Nouns, pronouns, adjectives, and verbs change in oblique case form when followed by a post-position.

Note: Please note that when a nouns, pronouns, adjectives, and verbs are in oblique case form, they do not change their meanings. It is just a grammatical form which has nothing to do with the meaning of those words. This is why, typically, Hindi learners struggle to acquire this very crucial, but meaningless, feature of Hindi language.

Oblique Noun

Masculine Singular Oblique Nouns

Only singular masculine nouns that end in *-ī* change into *-e* to the oblique case form. Others (singular masculine that do not end in *-ī* and singular feminine) do not change.

For Example:

لڑکا - لڑکے کا نام (*-ī* changes into “ *-e* boy’s name” نام

آدمی - آدمی کا نام (no change) “man’s name” نام

Feminine Singular Oblique Nouns

When a feminine singular noun is followed by any post-position, it does not change its form.

For Examples:

(No change) لڑکی - لڑکی کا نام
(No change) کتاب - کتاب کا نام

Plural Oblique Nouns

All plural nouns (masculine and feminine) change into "o" وں in their oblique case forms.

For Examples:

لڑکے - لڑکوں کے نام "Boys' names"
شہر - شہروں کے نام "Cities' names"
لڑکیاں - لڑکیوں کے نام "Girls' names"
کتابیں - کتابوں کے نام "Books' names"

Oblique Nouns Summary

	Masculine		Feminine	
Singular	Type I	Type II	Type I	Type II
	-ī changes in -ے	No change	No change	No change
	لڑکا - لڑکے کا کمرہ - کمرے میں	گھر - گھر پر مکان - مکان میں	لڑکی - لڑکی کو کھڑکی - کھڑکی پر	کتاب - کتاب میں میز - میز پر
Plural	Type I	Type II	Type I	Type II
All masculine and feminine plural nouns change into "o" وں.				
	لڑکے - لڑکوں کو کمرے - کمروں میں	گھر - گھروں کے مکان - مکانوں میں	لڑکیوں - لڑکیوں ک کھڑکیاں - کھڑکیوں پر	کتابیں - کتابوں میں میزیں - میزوں پر

Oblique Adjectives

As we know, Urdu adjectives can be classified into marked and unmarked adjectives.

Marked adjectives (that ends in (-ī change to -ے for oblique adjective form.

For Example:

اچھا- اچھا لڑکا — اچھے لڑکے کا نام “good boy’s name”

میٹھا- میٹھا پھل — میٹھے پھلوں میں “in sweet fruits”

Unmarked adjectives (that do not end in آ) do not change in oblique adjective form.

For Example:

(No change) خوبصورت- خوبصورت لڑکی — خوبصورت لڑکی کا نام “beautiful girl’s name”

(No change) ہوادار- ہوادار کمرہ — ہوادار کمرے میں “In an airy room”

Summary of Oblique Adjectives

	Oblique Adjectives	
	Marked	Unmarked
Rules	-ī changes into -ے	No change
Examples	اچھا- اچھا لڑکا — اچھے لڑکے کا میٹھا- میٹھا پھل — میٹھے پھلوں میں	خوبصورت- خوبصورت لڑکی — خوبصورت لڑکی کا نام ہوادار- ہوادار کمرہ — ہوادار کمرے میں

Oblique Verbs

We will learn more about verbs in the next chapters (5 and 6). Here, please know that all the verbs in Hindi end in *ī*-, to be specific, *ū*- .

For Example:

- “To eat” کھانا
- “To read” پڑھنا

- “To sleep” سونا

Rule for changing direct verbs to oblique verbs: , -ī changes into . -ū

For Example:

“in order to eat/to eat” کے لئے — “to eat” کھانا

“by reading” سے پڑھنے — “to read” پڑھنا

“before sleeping” سے پہلے — “to sleep” سونا

Oblique Pronouns

Urdu pronouns also change into oblique case form when followed by a post-position.

Examples of Pronouns with Post-Position		Pronouns in Hindi		Pronouns in English
سے + Pronouns	+ Pronouns کو	Oblique	Direct	
مجھ سے	مجھے / مجھکو	مجھ	میں	I
ہم سے	ہمیں / ہمکو	ہم	ہم	We
تجھ سے	تجھے / تجھکو	تجھ	تو	You
تم سے	تمہیں / تم کو	تم	تم	You
آپ سے	آپ کو	آپ	آپ	You
اس سے	اسکو	اس	یہ	S/he (near)
اس سے	اسکو	اس	وہ	S/he (far)
ان سے	انکو	ان	یہ	They (near)
ان سے	انکو	ان	وہ	They (far)
کس سے	کسکو	کس	کون	Who (Sing.)
کن سے	کنکو	کن	کون	Who (Plu.)
کس سے	کسکو	کس	کیا	What (Sing.)
کن سے	کنکو	کن	کیا	What (Plu.)

Test Yourself



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شکریہ

4.8 There Construction

Instructor Video: There Construction

English is not a pro-drop language, in other words, you cannot have an English sentence in which the subject is not available. This is why, we need “dummy” subjects like ‘there’ and ‘it’ in English.

For example:

- There is a car.
- There are ten students.

Unlike English, Urdu **is** a pro-drop language, hence subject can be dropped or is not needed in “there” or “it” sentences. In these sentences, the verb agrees with the object.

For Example:

In my town, there is a museum.	English	.1
My town in + (there) + a museum + is	Urdu Word order	
میرے شہر میں (—) ایک عجیب گھر ہے	Urdu	
In my room, there are ten books.	English	.2
My room in + (there) + ten books + are	Urdu Word order	
میرے کمرے میں (—) دس کتابیں ہیں	Urdu	
There is a computer on my desk.	English	.3
My desk on + (there) + a computer + is	Urdu Word order	
میری میز پر (—) ایک کمپیوٹر ہے	Urdu	

Activities

Using “there construction”, please form five sentences for describing the places given below.

Chapter 4.8 There sentences

شکریہ

4.9 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

#	Topics	Explanation
1	City/Town	Typically, Indian and South Asian cities and towns are very crowded and houses do not have front and back lawns. Villages have comparatively more open space.
2	Transportation	Public transportation is easily available in India and South Asian cities. Though, all the buses, trains, and airports are very crowded and can be intimidating for someone new.
3	Private Space	Given that families up to three generations live in one house, there is not much private/personal space.
4	Bathroom/ Toilet	In typical Indian and South Asian houses, the bathroom and toilet are not in the same room as in America. They are built separately. However, in a bigger city, and in apartment complexes, you will find the bathroom and toilet in one space. Please also note that South Asian toilets are squatting toilets.
5	Worship Room	Typically, in a bigger house, there would be a separate worship room.
6	Shoes NOT in the House	Typically, Indians and South Asians do not allow shoes in the house. Everyone takes off their shoes outside the house in a corridor or near the entry door.
7	Kitchen	Indian and South Asian houses/apartments do not have open kitchens attached to the living room like in American houses/apartments. Indian and South Asian kitchens are not visible to the guests. As a guest, you should ask permission to enter your host's kitchen.
8	Market	In India and South Asia, smaller markets are everywhere. You can find smaller grocery stores in your own alley. Every neighborhood has small stores for regularly used things such as: medical supplies, groceries, mobile phones, vegetables and fruits, etc. However, in a village, it is not the case so much and typically there is a weekly village market. Villagers also visit nearby/local towns or cities for shopping.

Extra/Optional Online Materials



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PART V

CHAPTER 5: EXPRESSING LIKES, DISLIKES, NEEDS, AND POSSESSION



Goals of this Chapter

- You will learn vocabulary related to situations like those in a vegetable market or at a restaurant.
- You will learn how to change sentences in the past tense using the verb “to be” in the past.
- You will learn dative subjects (subject with -ko) in Urdu.
- You will learn how to express likes.
- You will learn how to express dislikes.
- You will learn how to express needs.
- You will learn how to express possession.

شکریہ!

5.1 Review of Chapter 4

Vocabulary



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Grammar



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Reading



میرا اسکول

میرے اسکول کا نام لانسنگ ہائی سکول ہے۔ میرے اسکول میں تقریباً ایک سو کمرے ہیں۔ میرے اسکول میں ایک باغ اور دو کھیل کے میدان ہیں۔ میرے اسکول میں ایک لائبریری اور ایک آڈیٹوریم بھی ہے۔ میرے اسکول میں تقریباً بارہ سو لڑکے اور لڑکیاں ہیں۔ میرے اسکول میں تقریباً بیس اساتذہ ہیں۔ میرے پرنسپل کو نظم و ضبط پسند ہے۔ اسکول میں تمام مضامین پڑھائے جاتے ہیں۔ میرا اسکول شہر سے بہت دور ہے۔ میں ہر روز سائیکل سے سکول جاتا ہوں۔ آپ بھی مجھے اپنے اسکول کے بارے میں بتائیں۔
شکریہ!

Listening

میرا اسکول

Check Your Comprehension

Based on the above reading and listening, please answer the following questions.



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Speaking



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شکریہ!

5.2 Reading/Listening I: پهل اور سبزی کی دکان پر

پهل اور سبزی کی دکان پر



Vocabulary

English	Grammatical Categories	Urdu
Elder brother	n.m.	بڑے بھائی
Need	v.i.	چاہئے
X has	phrase	X کے پاس
What all	phrase	کون کون سی
Vegetable	n.f.	سبزی
Potato	n.m.	آلو
Onion	n.m.	پیاز
Tomato	n.m.	ٹماٹر
Cauliflower	n.f.	گوبھی
Radish	n.f.	مولی
Spinach	n.m.	پلک
Bitter gourd	n.m.	کریلا
Eggplant	n.m.	بیگن
Pea	n.m.	منر
Sorry	phrase	معاف کیجئے
If	conj.	مگر
These days	adv.	آجکل
Weather	n.m.	موسم
Therefore	conj.	اسلئے
No worries	phrase	کوئی بات نہیں
How much	phrase	کتنیے کا
X feels that	phrase	X کو لگتا ہے
Expensive	adj.	مہنگا
Very	adv.	بہت
Cost	n.m.	دام
Import	n.m.	درآمد
State	n.m.	صوبہ
Market	n.m.	بازار
Where will I get X?	phrase	X کہاں ملے گا
Half	adj.	آدھا
Fruit	n.m.	پھل

English	Grammatical Categories	Urdu
Dozen	adj.	درجن
Banana	n.m.	کیلا
Apple	n.m.	سیب

Test Yourself



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Pre-Reading/Listening Activities

- Please review the vocabulary of fruits and vegetables from the previous chapter.
- Please make a list of your favorite fruits and vegetables.
- Please ask your friends about their favorite fruits and vegetable.

Reading

پھل اور سبزی کی دکان پر

Context: Salma is in a market shopping for fruits and vegetables.

English	Urdu	Speaker
Hello, Elder brother	السلام علیکم ! بڑے بھائی	سلمہ:
Hello, Yes, What do you want?	جی وعلیکم السلام ، آپ کو کیا چاہیے؟	دکاندار:
What types of vegetables do you have?	آپ کے پاس کون سی سبزیاں ہیں؟	سلمہ:
I have potato, tomato, onion, cauliflower, radish, spinach, and bitter gourd, etc.	میرے پاس آلو، ٹماٹر، پیاز، بند گوبھی، مولی، پالک اور کریلا وغیرہ سبزیاں ہیں۔	دکاندار:
I do not like bitter-gourd and radish. Do you have eggplant and peas? I like peas a lot.	مجھے کریلا اور مولی پسند نہیں۔ کیا آپ کے پاس بینگن اور مٹر ہیں؟ مجھے مٹر بہت پسند ہے	سلمہ:
Yes, I have eggplant. Sorry, but, this is not the season for peas. This is why I do not have peas.	ہاں، میرے پاس بینگن ہے۔ معذرت، لیکن، آج کل، مٹر کا موسم نہیں ہے۔ اس لیے مٹر نہیں ہے۔	دکاندار:
No problem. What is the cost of eggplant?	کوئی بات نہیں، بینگن کتنے کا ہے؟	سلمہ:
Eggplant is 50 rupees per kilo.	بینگن 50 روپے کلو ہے۔	دکاندار:
I think it is quite expensive.	میرے خیال سے، یہ بہت مہنگا ہے۔	سلمہ:
No, the price is absolutely right. Do you know that we import eggplants from other states?	نہیں، قیمت بالکل ٹھیک ہے۔ کیا آپ جانتے ہیں کہ ہم یہاں دوسری ریاستوں/صوبوں سے بینگن درآمد کرتے ہیں؟	دکاندار:
Okay brother, where can I get peas in this market?	اچھا بھائی، اس منڈی میں مٹر کہاں ملے گا؟	سلمہ:
You will not get peas in this market anywhere.	اس بازار میں، آپ کو مٹر کہیں نہیں ملے گا۔	دکاندار:
Okay, no problem. Please give me half a kilo of potato and one kilo of tomato.	اچھا کوئی بات نہیں، آدھا کلو آلو اور ایک کلو ٹماٹر دے دیجئے۔	سلمہ:
Okay. Anything else?	ٹھیک ہے۔ اور کچھ؟	دکاندار:
Do you have fruits too?	کیا آپ کے پاس کوئی پھل ہے؟	سلمہ:

English	Urdu	Speaker
Yes, I have all seasonal fruits. What fruits do you want?	ہاں میرے پاس تمام موسمی پھل ہیں۔ آپ کو کون سا پھل چاہیے؟	دکاندار:
Please give me one dozen banana and one kilo apple.	ایک درجن کیلے اور ایک کلو سیب دیجئے۔	سلمہ:
Okay. Please take half kilo potato, one kilo tomato, one dozen banana, and one kilo apple.	ٹھیک ہے، آدھا کلو آلو، ایک کلو ٹماٹر، ایک درجن کیلے اور ایک کلو سیب لیجئے۔	دکاندار:
How much?	کتنا ہوا؟	سلمہ:
115 rupees.	ایک سو پندرہ روپے	دکاندار:
Okay, please take your money. Bye	-ٹھیک ہے، اپنے پیسے لیجئے، خدا حافظ	سلمہ:
Bye.	خدا حافظ	دکاندار:

Listening

پھل ور سبزی کی دکان پر

Post-Reading/Listening Activities

(a) Please answer the following questions based on your reading/listening.



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(b) Please ask these questions to three classmates or friends and find out who has similar likes and dislikes. Chapter 5.2_Activity B

شکریہ!

رستوران میں: 5.3

رستوران میں



Vocabulary

English	Grammatical Categories	Urdu
To come	v.i.	آنا
Restaurant	n.m.	رستوران
Welcome	n.m.	خوش آمدید
To sit	v.i.	بیٹھنا
Thanks	v.m.	شکریہ
Window	v.f.	کھڑکی
Near X	pp.	کے قریب X
Available	adj.	خالی
Outside of X	pp.	کے باہر X
Scene	n.m.	منظر
To see	v.t.	دیکھنا
To like	v.t.	پسند کرنا
Water	n.m.	پانی
Other than X	pp.	کے علاوہ X
To take	v.t.	لینا
Green	adj.	سبز/ہرا
Vegetable	n.f.	سبزی
Delicious	adj.	مزیدار
For X	pp.	کے لیے X

Test Yourself



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Pre-Reading/Listening Activities

- (a) Please make a list of your favorite South Asian food.
- (b) After making a list of your favorite Indian/Pakistani food, please ask your friends and try to find out who else has similar favorite foods.
- (c) Please try to find out Indian/Pakistani food menu from any Indian/Pakistani restaurant in your area.

Reading

رستوراں میں

Context: Imran and Mumtaz are in an Indian restaurant ordering food.

English	Urdu	Speaker
Please come sir, you are welcome in this restaurant,. Please sit here.	آئیے جناب، اس ریسٹوراں میں خوش آمدید، یہاں بیٹھئے۔	بیرا:
Thanks! Is there any table available near a window? I like to see outside.	شکریہ! کیا کھڑکی کے قریب کوئی خالی میز ہے؟ مجھے باہر کا منظر دیکھنا پسند ہے۔	عمران:
Yes sir, it is available. Please come sit there.	بیرا: جی جناب یہ خالی ہے، آئیے یہاں بیٹھئے۔	
Very well brother, thanks!	عمران: ! بہت اچھا بھائی، شکریہ	
[After sitting]	[بیٹھنے کے بعد]	
Here is the drink and food menu. What else do you want to drink other than water?	بیرا: پانی اور کھانے کا یہ مینو لیجئے۔ پانی کے علاوہ، آپ کو پینے کے لئے کیا چاہئے؟	
I really like your “sharbat”. Mumtaz what do you want?	عمران: مجھے یہاں آپ کا شربت بہت پسند ہے۔ ممتاز تمہیں کیا چاہئے؟	
I want lassii. I really like mango lassii.	ممتاز: مجھے لسی چاہیے۔ مجھے آم کی لسی پسند ہے۔	
[After a while]	[کچھ وقت کے بعد]	
There is your “sharbat,” and madam, here is your mango lassii. What food would you like?	بیرا: یہ رہا آپ کا شربت، اور میم صاحب، یہ آپ کی آم کی لسی۔ آپ لوگ کھانے میں کیا لیں گیں؟	
I want chicken curry, two breads, and one plate of rice.	عمران: مجھے چکن کری، دو روٹیاں اور ایک پلیٹ چاول چاہیے۔	
I want palak paneer and two breads.	ممتاز: مجھے پالک پنیر چاہیے، اور دو روٹیاں۔	
Anything else?	بیرا: اور کچھ؟	
Yes, I need one plate of green vegetable salad.	ممتاز: ہاں، مجھے ایک پلیٹ سبز سبزیوں کا سالاد بھی چاہیے۔	
Very well.	بیرا: -بہت اچھا	
[After eating the food]	[کھانا کھانے کے بعد]	
Did you like the food?	بیرا: کیا آپ کو کھانا پسند آیا؟	
Yes, it was delicious.	ممتاز: -ہاں کھانا بہت لذیذ تھا	
Thanks madam! What would you like for dessert?	بیرا: شکریہ میم صاحبہ! آپ کو مٹھائی میں کیا چاہیے؟	
I like kulfi. And Mumtaz, what do you want?	عمران: مجھے قلفی چاہیے اور ممتاز تمہیں کیا چاہیے؟	
I like kulfi too.	ممتاز: مجھے بھی قلفی پسند ہے۔	
Very well. I will bring that right away.	بیرا: بہت اچھا جناب، میں ابھی لاتا ہوں۔	
And yes brother, please bring the bill too. We are getting late for a movie.	عمران: اور ہاں بھائی ہمیں کھانے کا بل جلد چاہیے۔ ہمیں فلم کے لیے دیر ہو رہی ہے۔	

English	Urdu	Speaker
Sure sir.		بیرا: بالکل جناب۔
[After a while]	[کچھ وقت کے بعد]	
Here is your kulfi and bill.	یہ لیجئے جناب اپنی کلفیاں اور کھانے کا بل۔	بیرا:
What is the total amount?	کل بل کتنا ہے؟	عمران:
180 rupees, sir.	۱۸۰ روپے جناب	بیرا:
Please take 200 rupees. 20 rupees for you.	یہ لو ۲۰۰ روپے ، ۲۰ روپے تمہارے لئے	عمران:
Many, many thanks sir.	آپ کا بہت شکریہ محترم	بیرا:

Listening

ریستوراں میں

Post-Reading/Listening Activities

(a) Check your comprehension



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=109#h5p-109>

(b) Based on the above conversation, please prepare an imagined conversation between you and a server at an Indian/Pakistani restaurant.

(c) Please prepare a skit “at a restaurant” with your two other friends.

!شکریہ

5.4 Study Abroad

Study Abroad Reading/Listening Activity



Reading

Context: After reaching India, Jen moved in with her host family. Her host mother, Fatima, and Jen are talking about Jen's needs, likes, and dislikes in the following conversation.

English	Urdu	Speaker
Daughter Jen, you are most welcome in our home. This is your room.	بٹی جین، تمہارا گھر میں خیر مقدم ہے۔ یہ تمہارا کمرہ ہے	فاطمہ:
Thanks Fatima sahiba, this room is very big and beautiful.	-شکر یہ فاطمہ صاحبہ، یہ کمرہ بہت بڑا اور خوبصورت ہے	جین:
Yes daughter, we offer this room to our American guest every year. Please look at this room and let me know if you need anything.	ہاں بیٹی یہ کمرہ ہم ہر سال اپنے امریکی مہمان کو دیتے ہیں۔ کمرے کو ٹھیک سے دیکھ لو اور مجھے بتاؤ اگر تمہیں اور کچھ چاہیے؟	فاطمہ:
Mother, the room is very good. I need curtains on these windows.	امی، کمرہ بہت اچھا ہے۔ مجھے ان کھڑکیوں پر پردے چاہیے	جین:
There are curtains on these windows. But right now, they were taken down to be washed.	کھڑکیوں پر پردے ہیں۔ لیکن ابھی انہیں دھونے کے لئے نکالا ہے	فاطمہ:
Great! I also need a table lamp.	اچھا، مجھے ایک ٹیبل لیмп بھی چاہیے	جین:
Very well. I will get you a table lamp in your room. What else do you need?	ٹھیک ہے، میں آج ہی تمہارے کمرے میں ٹیبل لیмп لگوا دوں گی۔ کیا تمہیں کسی اور چیز کی ضرورت ہے؟	فاطمہ:
Nothing at all. Thanks.	نہیں اور کچھ نہیں۔ شکریہ	جین:
Okay daughter, do you like Indian food?	اچھا بیٹی، کیا تمہیں ہندوستانی کھانا پسند ہے؟	فاطمہ:
Yes, I like Indian food very much.	جی ہاں، مجھے ہندوستانی کھانا بہت پسند ہے	جین:
Okay. Do you like tea or coffee in the morning?	اچھا، اور تمہیں صبح-صبح چائے چاہیے یا کافی؟	فاطمہ:
What do you all drink?	آپ لوگ کیا پیتے ہیں؟	جین:
We drink tea. But we have a coffee machine in the house, too.	ہم لوگ تو چائے پیتے ہیں، لیکن گھر میں کافی مشین بھی ہے	فاطمہ:
Very well! I would like to drink tea in the morning with you all.	بہت اچھا، میں آپ لوگوں کے ساتھ صبح-صبح چائے پینا چاہتی ہوں	جین:
Very well! Now you rest and come out at 7:00 p.m. for dinner.	بہت اچھا، اب تم آرام کرو اور سات بجے تیار ہو کر رات کے کھانے کے لئے باہر آ جاؤ	فاطمہ:
Okay mother, where are the other members of your family?	ٹھیک ہے امی، اور آپ کے خاندان کے دیگر افراد کہاں ہیں؟	جین:

English	Urdu	Speaker
Right now, they are busy. I will introduce you to the others at the dinner.	ابھی سب مصروف ہیں، رات کے کھانے کے بعد میں تمہیں سب سے ملواؤں گی	فاطمہ:
Okay. Thanks to you.	ٹھیک ہے، آپ کا بہت شکریہ	جین:

Listening

فاطمہ اور جین

Post-Reading/Listening Activities

- (a) Please talk to a native speaker of Urdu and find out things that you might need to live three months in India or in Pakistan.
- (b) If you have ever lived in India/Pakistan please make a list of the things that you needed there.

شکریہ!

5.5 Verb "To be" in the Past Tense

Instructor Video: Verb “to be” in the Past

In the previous chapter, we learned that the verb “to be” ہونا in Urdu has four different forms in present tense. We also learned the uses of those four forms. See the table below for a quick review.

Forms of Verb “to be” ہونا	Uses
ہوں	with (I) میں (I).
ہو	with (familiar you) تم (familiar you).
ہے	with (informal you) تو (informal you), یہ (This, s/he), وہ (That, s/he), and singular subjects.
ہیں	with ہم (we), آپ (formal you), یہ (These, They), وہ (Those, They), and with plural and honorific subjects.

Today, we are going to learn about the past tense forms of the verb “to be” in Urdu. There are four forms of the verb “to be” in the past form. Please see the table below for forms and their uses.

Forms of Verb “to be” ہونا	Uses
تھا	with masculine singular subjects.
تھی	with feminine singular subjects.
تھے	with masculine plural and honorific subjects.
تھیں	with feminine plural and honorific subjects.

Examples:

تھا - “There was a boy in this room.” اس کمرے میں ایک لڑکا تھا

تھی - “There was one chair in this room.” اس کمرے میں ایک کرسی تھی

تھے - “There were two doors in this room.” اس کمرے میں دو دروازے تھے

تھیں - “There were many books in this room.” اس کمرے میں بہت کتابیں تھیں

تھا - “Ahmad was in school.” احمد سکول میں تھا

تھے - “My friends were in the market.” میرے دوست بازار میں تھے

تھی - “Where was Salma?” سلمہ کہاں تھی

تھیں - “My sisters were in the garden.” میری بہنیں باغ میں تھیں

Activity

Please choose the correct past form of the verb “to be” to fill in the blanks.



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<https://openbooks.lib.msu.edu/urdu/?p=111#h5p-105>

شكریہ

5.6 Subjects with کو

Instructor Video: Subjects with کو

In Urdu, subjects can have a nominative case like English. Additionally, Urdu subjects can also come with dative and ergative cases. Here, we are going to learn subjects with dative case. We use dative case when the subject is not the doer of an action, but an experiencer and/or a beneficiary of an action. Dative case in Hindi is marked with کو “ko”.

There are a few verbs that require a dative subject with کو marking. In this chapter, we are going to learn only three in detail, and I will mention a few others here too. But, you will encounter more verbs, adjectives, and nouns that require subjects with کو as you progress further in your Urdu language learning journey. As the subject is marked with dative case , کو the verb agrees with the object of that sentence.

Verbs that Require Dative Subject with کو	
Urdu	English
پسند	like
نا پسند	dislike
چاہئے	need

“پسند To Like”

When you like someone or something, you are not doing anything actively, you are merely experiencing something that is pleasing to you. Hence, the verb “to like” needs a subject in dative case with کو marker. When a subject receives a case marker کو which is a post-position, the subject changes into oblique form.

Examples:		
Explanation	English	Urdu
with مجھے becomes in oblique, and the verb is agreeing ے with tea. Literal translations of this Urdu sentence in English would be “to me, tea is pleasing”. This pattern will follow for the rest of the examples given here	I like tea.	مجھے چائے پسند ہے۔
Here, the verb ہیں is agreeing with the plural subject طلباء “students”.	I like my students.	مجھے اپنے طلباء پسند ہیں۔
Here, the verb آگے agrees with اردو “Urdu”.	Peter likes Urdu.	پیٹر کو اردو پسند ہے۔
Here, the verb آگے agrees with “toys”.	In childhood, My brother liked toys.	بچپن میں، میرے بھائی کو کھلونے بہت پسند تھے۔

“To Dislike” نا پسند

Dislike is similar to like. Hence, the verb “to dislike” needs a subject in the dative case with کو marker. When a subject receives a case marker کو which is a post-position, the subject changes into the oblique form.

Examples:		
Explanation	English	Urdu
with مجھے becomes in oblique, and verb آگے is agreeing with کافی “coffee”. The literal translation of this Urdu sentence in English would be “to me, coffee is displeasing”. This pattern will follow for the rest of the examples given here.	I dislike coffee.	مجھے کافی نا پسند نہیں ہے۔
Here, the verb آگے is agreeing with the plural subject ایمان لوگو “dishonest people”.	I dislike dishonest people.	مجھے بے ایمان لوگو نا پسند ہیں۔
Here, the verb آگے agrees with a verb that acts as a noun (object) دوڑنا “to run”.	Peter dislikes running.	پیٹر کو دوڑنا نا پسند ہے۔
Here, the verb آگے agrees with گاڑیاں “cars”.	In childhood, my brother disliked cars.	بچپن میں میرے بھائی کو گاڑیاں نا پسند تھیں۔

Note: — ناپسند = پسند نہیں In Urdu, native speakers tend to use a negative marker نہیں with پسند to express dislike.

For example:

- مجھے کافی پسند نہیں ہے۔ I do not like (dislike) coffee.
- پیٹر کو دوڑنا پسند نہیں کرتا۔ Peter does not like (dislikes) running. etc.

Activity

Please read the following questions carefully. After reading these question, please answer them and then ask these questions to three of your friends/family members and try to find common likes and dislikes.

Chapter 5.6_Activity: Likes and Dislikes

شکریہ!

5.7 “Need” چاہیے

Instructor Video: چاہیے

As in English, “need” is a modal verb that is different from “to want”. Likewise, چاہیے “need” acts like a modal verb (it does not change its form based on the subject/object) and different from چاہنا “to want”.

Similar to “like” and “dislike”, “need” also requires a subject with کو. However, “need” as a modal verb does not agree with either with the subject or the object of a sentence, it remains the same.

It is used to express need and desire.

Example:

Explanation	English	Urdu
The subject is marked with , کو and, hence, out of the agreement. is masculine, but چاہیے is a modal verb and not changing its form either according to the subject or the object.	I need water.	-مجھے پانی چاہیئے
“what” is unknown here, so we can’t decide the number and gender of کیا. However, چاہیے will not change its form in any case.	What do you need?	آپ کو کیا چاہیے ؟
Here, “my sister” is feminine and marked with , کو and “book” is feminine too. But چاہیے will not change its form according to feminine “book”.	My sister needs a book.	-میری بہن کو ایک کتاب چاہیئے
Here, “my friend” is masculine and marked with , کو and “some money” is masculine plural. But, چاہیے will not change its form according to feminine “some money”.	My friend needs some money.	-میرے دوست کو کچھ پیسے چاہیئے

Activities

Please write at least two sentence about what you need in several situations that are given below. After doing filling your part, please ask these questions to three of your friends/family members and then audio-record yourself.

Chapter 5.7_Activity 1

Speaking



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<https://openbooks.lib.msu.edu/urdu/?p=99#h5p-103>

Other Nouns/Adjectives/Verbs that need Subjects with کو

Example Sentences	English	Words	
“feel that...” “feel امجھے لگتا ہے کہ۔” that it will rain today.”	To feel	لگتا	۱.
“It seems to me that Hindi is an easy language.” Hindi is an easy language.”	To seem		
“It takes thousands of dollars for us to go to India.” شکاگو جانے میں مجھے ۴ گھنٹے لگتے “It takes me four hours to go to Chicago.”	To take money/time		
“I know how to swim.” مجھے گاڑی چلانا / چلانی آتا “I know how to drive a car.”	To know how to	آتا	۲.
“I know that...” مجھے معلوم ہے کہ آپ کہاں رہتے “I know where you live.” مجھے معلوم ہے کہ امریکہ کا صدر کون “I know who is the president of America.”	To be aware of	معلوم	۳.
“I am happy that...” مجھے خوشی ہے کہ آپ اردو “I am happy that you are learning Urdu.”	Happiness	خوشی	۴.
“I am sorry that...” مجھے افسوس ہے کہ میں “I am sorry that your grandmother has passed away.”	Regret/Sad	افسوس / دکھ / غم	۵.
“I hope that...” مجھے امید ہے کہ آپ کامیاب ہونگے “I hope that you will be successful.” مجھے امید ہے کہ ایک دن آپ ہندی میں بات کریں گے “I hope that you will converse in Hindi one day.”	Hope	امید	۶.
“I happen to meet her in a shop.” مجھے وہ ایک دکان میں ملا “I found one hundred dollars in a garden.” Where will I find good tea? “I receive/get less salary.”	happen to meet someone/to find/to get/to receive	ملتا	۷.
“Do you remember my name?” ہاں، مجھے انکا فون نمبر یاد آیا “Yes, I remember his phone number.”	remember	یاد ہونا / آنا	۸.

Activities

Please write 5 sentences with each of the following words given below. Please use subject with **کو** for each sentence. After writing these sentences, please record your sentences and send it to your friends/family members.

Chapter 5.7_Activity 2

Speaking



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شکریہ

5.8 Expressing Possession in Urdu

Instructor Video: Possession in Urdu

In English, we use “to have” to express possession.

For Example:

- I have a car.
- I have two sisters.
- I have a fever.
- This book has several chapters.

In Urdu, there are four different ways to express possession “to have” and it depends on the thing being possessed.

Different ways to express “to have”

Examples	Uses	In Urdu
“I have many books.” میرے پاس بہت کتابیں ہیں۔ “Do you have some money?” کیا تمہارے پاس کچھ رقم ہے؟	It is used to express possession of inanimate things that are tangible, movable, or material objects of which the ownership is not necessarily permanent.	کے پاس
“I have a brother.” آپکی دو سندر “S/he has two beautiful eyes.” انکھیں ہیں	are used to express possession of kin, limbs of the body, and also permanent/legal possessions such as land, etc.	کا/کی/کے
مجھے “S/he has high fever.” اسکو تیز بخار ہے “I have lots of work.” ابھوت کام ہے	is used to show possession of abstract entities such as: (a) Physical ailments like a fever, cold, cough, headache, etc. (b) Free time or work, and (c) Needs.	کو
“My home has four rooms.” میرے گھر میں چار کمرے ہیں۔ “My school has 25 teachers.” میرے سکول میں پچیس اساتذہ ہیں۔	is used to show possession of an integral part of a whole in Urdu.	میں

Activity

Please choose the correct form of the subject to express possession in Urdu.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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شكریه

5.9 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

#	Topics	Explanation
1	Fruit and Vegetable shops in India and South Asia	In America, we typically go to a supermarket and/or farmer's market to buy fresh fruits and vegetables. But in India and South Asia, each small town/city/village has many small fruits and vegetables. Some towns have designated areas for these small shops. Unlike America, you need to talk to the shopkeeper to ask for the price and negotiate the price before buying it, so conversation is a must.
2	At a restaurant in India and South Asia	Effects of globalization are very visible when it comes to restaurants in India and South Asia. However, there are still many smaller food stalls and restaurants which are still old-fashioned. In these restaurants, they typically do not have menu cards with a price list. There is a typical server who will come to you with a glass of water and tell you what the available items are and their prices.
3	چاہنا چاہیے	In English, there is a big difference between “to want” and “to need”. However, in Urdu, native speakers use “چاہیے to need” for everything they want/need. چاہنا “to want” is typically used in constructions like: “...I want that...” میں چاہتا ہوں کہ
4	Expressing desire/ need	Native speakers do not use direct statement such as: “مجھے چاہیے۔” to express desire/need. Instead, they ask indirectly using a question sentence and/or subjunctive. For example: (Is there food?) = کیا کھانا ہے؟ I need food. = مجھے کھانا چاہیے (Do you have a pen?) = کیا آپ کے پاس قلم ہے؟ I need your pen. = مجھے آپ کی قلم چاہیے

Extra/Optional Online Materials



One or more interactive elements has been excluded from this version of the text.
You can view them online here: <https://openbooks.lib.msu.edu/urdu/?p=117#oembed-1>

شكریه!

PART VI

CHAPTER 6: GIVING INSTRUCTIONS AND MAKING REQUESTS



Goals of this Chapter

- You will learn Urdu verbs.
- You will learn how to give instructions.
- You will learn how to make a formal request.

- You will learn how to ask for/give directions.
- You will learn how to ask for/explain food recipes.
- You will learn how to ask for/give suggestions.
- You will learn objects with -ko and -se in Urdu.

شكریه

6.1 Review of Chapter 5

Vocabulary



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Grammar



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Reading/Listening

جیب سم کارڈ/موبائل فون اسٹور پر

Context: Jen needs a SIM card to use in Pakistan during her study abroad. She goes to a phone/SIM card shop and buys a SIM card.

English	Urdu	Speaker
Aadaab! Do you have an Airtel SIM card?	آداب! کیا آپ کے پاس ایرٹیل کا سم کارڈ ہے؟	جین:
Yes. Here you will find SIM cards of all the companies.	جی ہاں، یہاں آپ کو تمام کمپنیوں کے سم کارڈ ملیں گے۔	دکاندار:
I just need one Airtel SIM card.	مجھے ایرٹیل کا سم کارڈ چاہیے۔	جین:
Okay. Do you have a photo identity card?	ٹھیک ہے، کیا آپ کے پاس فوٹو اور شناختی کارڈ ہیں؟	دکاندار:
Yes, I have my passport.	ہاں، میرے پاس پاسپورٹ ہے۔	جین:
Very good, do you have a photo?	بہت اچھا کیا آپ کے پاس آپ کی کوئی تصویر ہے؟	دکاندار:
Yes, my host mother said that I should bring my photo. Here is my photo.	ہاں، میری میزبان والدہ نے کہا کہ مجھے فوٹو ساتھ لے جانا چاہیے۔ یہ میری تصویر ہے۔	جین:
Wonderful! This is good. How much money do you need in your sim card?	واہ! یہ اچھا ہے۔ آپ کو سم کارڈ میں کتنے پیسے چاہیے؟	دکاندار:
I don't know. Can you tell me more about it?	میں نہیں جانتی کیا آپ مجھے اس کے بارے میں بتا سکتے ہیں؟	جین:
Sure. Generally, people get a recharge of 300 rupees. Other than that, they also get and internet pack of 200 rupees.	عام طور پر، لوگ 300 روپے کا ریچارج حاصل کرتے ہیں۔ اس کے علاوہ، 200 روپے کا انٹرنیٹ پیک بھی لیتے ہیں۔	دکاندار:
Okay. I need both of these.	ٹھیک ہے، مجھے بھی یہ دونوں چاہیے۔	جین:
Very well. Here is your SIM card.	بہت اچھا، یہ رہا آپکا سم کارڈ	دکاندار:
How much money?	کتنے پیسے ہوئے؟	جین:
550	پانچ سو پچاس	دکاندار:
Oh brother, is it not 500 rupees only?	اے بھائی، صرف پانچ سو روپے ہوئے، نا؟	جین:
No madam, 50 rupees is the service charge to activate the SIM card.	نہیں میڈم، 50 روپے سم شروع کرنے کا چارج ہے۔	دکاندار:
Okay, alright. Please take this 550 rupees.	ٹھیک ہے ٹھیک ہے، یہ لیجئے اپنے ساڑھے پانچ سو روپے۔	جین:
Very good, thanks!	بہت اچھا، شکریہ	دکاندار:

Listening

جیب سم کارڈ/موبائل فون اسٹور پر

Post-Reading/Listening Activities



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شکریہ!

6.2 Reading/Listening I: میرا پسندیدہ کھانا اور اسے بنانے کا طریقہ

میرا پسندیدہ کھانا اور اسے بنانے کا طریقہ



Pre-Reading/Listening Activities

- a) Please share your favorite Indian/Pakistani food with your friends and ask your friends their favorite food.
- b) Make a list of two common favorite foods and watch their recipe videos on the internet.
- c) Discuss with your friends/family about common ingredients in Indian food. Make a list of five common ingredients in Indian/Pakistani food that people use.

Reading

میرا پسندیدہ کھانا اور اسے بنانے کا طریقہ

Context: Umer and Ayesha are talking about their favorite foods during their lunch break. Umer tells Ayesha about his favorite food and its recipe.

English

Urdu Speaker

How are you Umer?

عائشہ: آپ کیسے ہیں، عمر صاحب؟

I am fine, thanks. How are you?

عمر: میں ٹھیک ہوں - شکریہ! آپ کیسی ہیں؟

I am good as well, thanks. What is in your lunch box today?

عائشہ: میں بھی ٹھیک ہوں - شکریہ! آج آپ کے لنچ باکس میں کیا ہے؟

I have bread and vegetables in my lunch box today.

عمر: آج میرے لنچ باکس میں روٹی اور سبزی ہے۔

Is this your favorite food?

عائشہ: کیا یہ آپ کا پسندیدہ کھانا ہے؟

No, I like khichdi a lot.

عمر: نہیں، مجھے کھجڑی پسند ہے۔

Whoah! I too like khichdi, but I don't know how to cook it.

عائشہ: واؤ! مجھے بھی کھجڑی پسند ہے۔ لیکن مجھے کھجڑی بنانا نہیں آتا۔

This is very easy.

عمر: یہ بہت آسان ہے۔

Can you tell me the recipe of it.

عائشہ: کیا آپ مجھے اسے بنانے کا طریقہ بتا سکتے ہیں؟

Sure, To cook khichdi, you need rice, lentils, tomato, onion, peas, ghee, red chili, green chili, ginger, garlic, cumin, asafoetida, turmeric, garam masala, coriander, and salt.

عمر: بلاشبہ، کھجڑی بنانے کے لیے، آپ کو چاول، دال، نمائز، پیاز، مٹر، گھی، لال مرچ، بری مرچ، ادراک، لہسن، زیرہ، بنگ، بلدی، گرم مسالہ، دھنیا اور نمک چاہیے۔

I think all these things are available at home. Now, tell me the recipe.

عائشہ: میرے خیال سے، یہ سب چیزیں گھر میں ہیں۔ اب اسے بنانے کا طریقہ بتائیے۔

First of all, add ghee, cumin, two red chillies and asafoetida in a pressure cooker. After frying that for two minutes, add the onion, tomato, peas, ginger, garlic, and salt and cook for three to four minutes. After that, add turmeric and garam masala. When it is ready, add the rice and lentils. Mix it well. Add four to five cups of water and cook it till five whistles. After that, open the pressure cooker and serve the khichdi with yogurt.

عمر: سب سے پہلے پریشر ککر میں گھی ڈالئے، پھر زیرہ، دو لال مرچ اور بنگ ڈالئے۔ دو منٹ بھوننے کے بعد اس میں پیاز، نمائز، مٹر، ادراک، لہسن اور نمک ڈال کر تین سے چار منٹ تک پکائے۔ اس کے بعد اس میں بلدی، اور گرم مسالہ ڈالئے۔ جب پیسٹ تیار ہو جائے تو اس میں دال اور چاول ڈال دیجئے۔ اسے اچھی طرح مکس کیجئے۔ پھر پریشر ککر میں چار سے پانچ کپ پانی ڈال کر اس وقت تک پکائے جب تک کہ پانچ سیٹیاں نہ لگ جائیں۔ پھر پریشر ککر کھول کر کھجڑی کو دہی کے ساتھ سرو کیجئے۔

This is very easy. I will try to cook it today.

عائشہ: یہ تو بہت آسان ہے۔ میں آج اسے بنانے کی کوشش کروں گی

Okay Ayesha, what is your favorite food?

عمر: ٹھیک ہے عائشہ، آپ کا پسندیدہ کھانا کیا ہے؟

I like chicken curry a lot.

عائشہ: مجھے چکن کری بہت پسند ہے۔

Can you tell me the recipe of the chicken curry?

عمر: کیا آپ مجھے چکن کری بنانے کا طریقہ بتا سکتی ہیں؟

Yes, why not? But not today, tomorrow.

عائشہ: ہاں کیوں نہیں؟ لیکن آج نہیں کل

Okay, see you again.

عمر: ٹھیک ہے، پھر ملیں گے

Bye.

عائشہ: خدا حافظ

Listening

میرا پسندیدہ کھانا اور اسے بنانے کا طریقہ

Post-Reading/Listening Activities

(a) Please check your comprehension.



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(b) List the ingredients of your favorite Indian food.

(c) Please write the recipe of your favorite Indian food.

(d) Please make a video of cooking your favorite Indian food, and share it with class/your friends.

!شکریہ

6.3 Reading/Listening 2: راستہ بتانا

“Giving Directions” راستہ بتانا



Pre-Reading/Listening Activities

(a) Learn/review these phrases.

To turn right	دائیں مڑنا	To tell the direction	راستہ بتانے
At a little distance	تھوڑے فاصلے پر	To go straight	سیدھے جانا
In a little while	تھوڑی دیر میں	To turn left	بائیں مڑنا

(b) Please go to Google Maps (or any map that you use) and find your favorite place in your city/town. Write the directions to that place from your school, and then try to say that in Hindi and make notes of your challenges.

Reading

راسته بتانا

Context: Peter is at an Indian restaurant and asks Farheen to join him for lunch. Farheen does not know the place, so Peter gives her the directions on a phone call.

English	Urdu	Speaker
Hello Farheen.	ہیلو فرحین	پیٹر:
Hello Peter, what is the matter? Where are you?	ہیلو پیٹر کیا بات ہے؟ تم کہاں ہو؟	فرحین:
I am at an Indian restaurant. This is a great place. If you are available, we can eat lunch together.	میں ایک انڈین ریستوراں میں ہوں۔ یہ بہت اچھی جگہ ہے۔ اگر تم خالی ہیں تو ہم ایک ساتھ کھانا کھا سکتے ہیں۔	پیٹر:
Yes, I am available. But I don't know the directions to that place.	ہاں، میں خالی ہوں۔ لیکن مجھے وہاں کا راستہ نہیں معلوم۔	فرحین:
Where are you right now?	تم اس وقت کہاں ہو؟	پیٹر:
I am in Wells Hall right now.	میں ہوں Wells Hall میں ابھی	فرحین:
Okay, come out of Wells hall, turn left, and walk straight down Red Cedar Road. After a while, take a left turn on Shaw Lane. After a little distance, take a right turn on Farm Lane and go straight. Then, turn left onto Mt. Hope Road. After that, turn right on Hagadorn Road. After going on Hagadorn for three miles, turn left on Jolly Road. After a mile, you will find this restaurant.	ٹھیک ہے، سب سے پہلے ویلس ہال سے بہار آؤ اور بائیں جانب مڈو اور ریڈ سڈر روڈ پر سیدھا چلو۔ تھوڑی دیر بعد، شو لین پر بائیں مڈو - کچھ دور چلنے کے بعد فارم لین پر داہنے جانب مڈو اور سیدھا چلو - اس کے بعد، ماؤنٹ ہوپ روڈ پر بائیں جانب مڈو - اس کے بعد، ہیگا ڈورن روڈ پر داہنے جانب مڈو - ہیگا ڈورن روڈ پر تین میل کے بعد جولی روڈ آئے گا - جولے روڈ پر بائیں جانب مڈو - ایک میل کے باد، تمہیں یہ ریستوراں ملے گا	پیٹر:
Very well. I come there in a little bit.	بہت اچھا، میں تھوڑی دیر میں وہاں پہنچ جاؤں گی۔	فرحین:
Okay, I am waiting for you.	ٹھیک ہے، میں تمہارا انتظار کر رہا ہوں۔	پیٹر:

Listening

راستہ بتانا

Post-Reading/Listening Activities

(a) Please read/listen to Peter's directions to an Indian restaurant in the above conversation and draw it on a paper and match that with the above map.

(b) Review the directions-related phrases.



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شكریہ

6.4 Reading/Listening 3: سوشل میڈیا پر اکاؤنٹ کھولنا

سوشل میڈیا پر اکاؤنٹ کھولنا



Pre-Reading/Listening Activities

- In a group of three or four friends, please share which social media you use and why.
- Please write five words that explain social media in Urdu. Seek help if you cannot.
- Please discuss/debate virtues and vices of social media. Please write your points in Urdu as much as possible. Please ask your friends/teacher for help.

Reading

Context: Peter is informing Ayesha about Facebook and gives her instructions to open a Facebook account.

English	Urdu Speaker
Peter, what do you keep doing on your phone?	عائشہ: پیٹر، آپ اپنے فون پر کیا کرتے رہتے ہیں؟
I keep checking my Facebook.	پیٹر: میں اپنا فیس بک چیک کرتا رہتا ہوں۔
What is this Facebook?	عائشہ: یہ فیس بک کیا ہے
Facebook is a social media. On Facebook, you can make friends, post your photos, and make friends from other towns and countries. Do you have a Facebook account?	پیٹر: فیس بک ایک سوشل میڈیا ہے۔ آپ اس پر دوست بنا سکتی ہیں، اپنی تصویر شامل کر سکتی ہیں، اور دوسرے شہروں اور ممالک میں دوستوں سے بات کر سکتی ہیں۔ کیا آپکا فیس بک اکاؤنٹ نہیں ہے؟
No, today, I am learning about Facebook for the first time. Will you help me to open a Facebook account?	عائشہ: نہیں، آج میں پہلی بار اس فیس بک کے بارے میں سن رہی ہوں۔ کیا آپ فیس بک پر اکاؤنٹ کھولنے میں میری مدد کریں گے؟
Yes, indeed, do you have an email address?	پیٹر: ہاں، ضرور، کیا آپ کے پاس ای میل ایڈریس ہے؟
Yes, I have an account on Gmail.	عائشہ: جی ہاں، میرا جی میل پر اکاؤنٹ ہے۔
Okay, Now you go to facebook.com on your phone and click on "create new account". After that, put your name, email or phone number, password, date of birth, and gender. After that, click on sign up. After that, confirm your email or phone number and your account will open.	پیٹر: ٹھیک ہے، اب اپنے فون میں فیس بک ڈاٹ کام پر جائیے اور نیا اکاؤنٹ بنائیں پر کلک کیجئے۔ اس کے بعد اپنا نام، ای میل یا فون نمبر، پاس ورڈ، پیدائش کی تاریخ، اور جنس درج کیجئے۔ اس کے بعد سائن اپ پر کلک کیجئے۔ اس کے بعد ای میل یا فون نمبر کی تصدیق کیجئے، اور آپ کا اکاؤنٹ کھل جائے گا۔
Oh wow! This is so easy. Then what do I have to do?	عائشہ: وہ واؤ! یہ تو بہت آسان ہے۔ پھر مجھے کیا کرنا ہے؟
After that, you can update your profile photo and other information and can send friend requests to your friends.	پیٹر: اس کے بعد آپ اپنی پروفائل میں اپنی تصویر اور دیگر معلومات کو اپڈیٹ کر سکتی ہیں اور دوستوں کو فرینڈ ریکویسٹ بھیج سکتی ہیں۔
Very well! Today, I will open a Facebook account and will send you a friend request.	عائشہ: بہت اچھا! میں آج فیس بک پر ایک اکاؤنٹ کھولوں گی اور آپ کو فرینڈ ریکویسٹ بھیجوں گی۔
Very well, then we will chat on Facebook.	پیٹر: ٹھیک ہے، پھر ہم فیس بک پر بات کریں گے۔

Listening

سوشل میڈیا پر اکاؤنٹ کھولنا

Post-Reading/Listening Activities

a) Please check your vocabulary.



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b) Imagine you are working in a rural part of India/Pakistan with villagers. You want them to open a Gmail account, but they don't know English. Please prepare a list of instructions in Urdu to open a Gmail account for them.

c) Imagine that you are helping someone do a project in the area of your major. Please create a small project and write a list of instructions to complete the project.

شکریہ!

6.5 Study Abroad

Study Abroad Reading/Listening Activity



Pre-Reading/Listening Activities

- a) In a group of three or four friends, please discuss what do you want to learn if/when you are in India/any other South Asian country.
- b) In a group of three or four friends, please discuss different beverages that people drink in the morning in India/South Asia and in America.

Reading

Context: Jen wakes up early in the morning and saw her host mother, Fatima, making chai “tea” for the family and wants to learn how to make Indian chai.

English**Urdu Speaker**

Good morning, mother, what are you making?

جین: صبح بخیر امی، آپ یہ کیا بنا رہی ہیں؟

Good morning, Jen, you are awake so early today. I am making chai for the family.

فاطمہ: صبح بخیر جین، آج تم بہت جلدی جاگ گئی ہو۔ میں خاندان کے لئے چائے بنا رہی ہوں

This is great. I want to learn how to make chai.

جین: یہ بہت اچھا ہے۔ میں چائے بنانا سیکھنا چاہتی ہوں

To make chai is very easy. First, take water, milk, tea leaves, and tea spice in a saucepan and boil them.

فاطمہ: چائے بنانا بہت آسان ہے۔ سب سے پہلے، پانی، دودھ، چائے پتی، اور چائے کا مسالا ایک برتن میں لے کر ابال لو

(After a while. . .)

کچھ دیر بعد

This is boiling now.

جین: یہ ابل رہا ہے

Now please lower the heat and let it cool down a little bit.

فاطمہ: اب ذرا آنچ کو کم کر دو اور اسے تھوڑی دیر کے لئے ٹھنڈا ہونے دو

(After a while. . .)

کچھ دیر بعد

Fatimah, it's a little cooler.

جین: امی، اب یہ تھوڑا ٹھنڈا ہو گیا ہے

Okay, now please strain the tea leaves and tea spices using a strainer.

فاطمہ: ٹھیک ہے، اب ذرا چائے کی پتیوں اور چائے کے مسالوں کو اسٹریئر سے چھان لو

Done.

جین: ہو گیا

Now add sugar to this according to your taste. Your tea is ready.

فاطمہ: اب اس میں اپنے ذائقے کے مطابق چینی ڈال دو۔ بس تمہاری چائے تیار ہے

This is the first tea that I have made on my own in my life.

جین: یہ پہلی چائے ہے جو میں نے اپنی زندگی میں خود بنائی ہے

Wow! If you want, you can make tea for the family every day.

فاطمہ: واؤ! اگر تم چاہو تو ہر روز اس خاندان کے لئے چائے بنا سکتی ہو

If I get up this time every day.

جین: اگر میں ہر روز اس وقت اٹھ سکی تو

(Both laugh and enjoy their tea.)

دونوں ہنستے ہیں اور چائے کا مزہ لیتے ہیں

Listening

چائے بنانے کا طریقہ

Post-Reading/Listening Activities:

a) Please match the following:



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<https://openbooks.lib.msu.edu/urdu/?p=131#h5p-114>

b) Please try to follow the instruction given above and try to make a cup of chai for yourself.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=131#h5p-115>

شکریہ!

6.6 Verbs

Instructor Video: Verbs in Urdu

Verbs are action words. Like all languages, Urdu verbs can be classified into three categories.

a) Intransitive verbs: Verbs that require only one noun. A noun can be the subject or object of a sentence. For example: Walk, Swim, Sleep, etc.

b) Transitive verbs: Verbs that require two nouns. One acts as a subject and other as an object. For example: Eat, Drink, Read, etc.

c) Di-transitive verb: Verbs that require three nouns. Nouns act as a subject, indirect object, and direct object in a sentence. For example: Give, Send, Receive, etc.

List of Commonly Used Verbs

English	Verb Type	Urdu	English	Verb Type	Urdu
To do	tran.	کرتا	To learn	tran.	سیکھنا
To go	intran.	جانا	To converse	tran.	گفتگو کرنا
To come	intran.	آنا	To laugh	intran.	ہنسنا
To turn	intran.	مڑنا	To cry/weep	intran.	رونا
To reach	intran.	پہنچنا	To feel	tran.	محسوس کرنا
To return	intran.	لوٹنا	To use	tran.	استعمال کرنا
To run	intran.	دوڑنا	To wait	tran.	انتظار کرنا
To practice	tran.	مشق کرنا	To remember	tran.	یاد کرنا
To exercise	tran.	کسرت کرنا	To end	tran.	ختم کرنا
To eat	tran.	کھانا	To clean	tran.	صاف کرنا
To make food	tran.	پکانا	To open	tran.	کھولنا
To drink	tran.	پینا	To shut down	tran.	بند کرنا
To die	intran.	مرنا	To explain	ditran.	وضاحت کرنا
To stand up	intran.	کھڑا ہونا	To buy	ditran.	خریدنا

English	Verb Type	Urdu	English	Verb Type	Urdu
To sit down	intran.	بیٹھنا	To sell	ditran.	بیچنا
To sleep	intran.	سونا	To see/ watch	tran.	دیکھنا
To wake up	intran.	جاگنا	To wash	tran.	دھونا
To rest	tran.	آرام کرنا	To want	tran.	چاہنا
To read/ study	tran.	پڑنا	To receive	tran.	پانا
To teach	tran.	پڑھانا	To plan	tran.	منصوبہ بنانا
To write	tran.	لکھنا	To keep	tran.	رکھنا
To speak	tran.	بولنا	To tour	tran.	دورہ کرنا
To ask	ditran.	پوچھنا	To ride	tran.	سواری کرنا
To say	ditran.	کہنا	To take	ditran.	لینا
To listen	tran.	سننا	To give	ditran.	دینا
To answer	tran.	جواب دینا	To forgive	tran,	معاف کرنا

Activity

Please match the following:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=133#h5p-99>

شكریه

6.7 Imperative Construction

Instructor Video: Imperative in Urdu

Imperative sentences are sentences that express requests, commands, order, instructions, etc. Like in English, the subject “you” is dropped. However, unlike English, Urdu has three different forms of the pronoun “you”, which are used in three different sociocultural contexts, as explained below.

English	Urdu	Uses
You	تو	is used for someone who is younger in age and/or in a lower socio-economic class. It is also used with someone who is very intimate to the speaker such as a friend, mother, and God
You	تم	تم is used for someone who is of the same age group and/or same socio-economic class.
You	آپ	آپ is used for someone who is older in age and/or higher socio-economic class. It is used for anyone to whom you want to show respect.

Forms of Imperative Construction Based on Three Different Forms of “You”

The forms for “تو” and “تم” are used for instructions and commands. Whereas the form for “آپ” is used for requests.

Verbs	نا - Drop the "تو" part of the verb	تم - Drop the "و" part and add "و"	آپ - Drop the "نے" part and add "آپ"
کھانا "To eat"	کھا	کھاؤ	کھائے
جانا "To go"	جا	جاؤ	جائے
آنا "To come"	آ	آؤ	آئیے
پڑھنا "To read/study"	پڑھ	پڑھو	پڑھئے
لکھنا "To write"	لکھ	لکھو	لکھئے
سونا "To sleep"	سو	سوو	سوئے
بولنا "To speak"	بول	بولو	بولئے
سننا "To listen"	سن	سنو	سنئے
بیٹھنا "To sit"	بیٹھ	بیٹھو	بیٹھئے
بنانا "To make"	بنا	بناؤ	بنائے

Some Irregular Imperative Forms

Verbs	”آپ“	”تم“	”تو“
”To do“ کرنا	کیجئے	کرو	کرن
”To take“ لینا	لیجئے	لو	لے
”To give“ دینا	دیجئے	دو	دے
”To drink“ پینا	پیجئے	پیئو	پی

Giving Instructions and Commands

To give instructions and commands in Urdu, the ”آپ“ and ”تم“ forms of the verb are used.

For example:

- ”Come here.“ - یہاں آؤ
- ”Go home.“ - گھر جاؤ
- ”Bring my book.“ - میری کتاب لاؤ
- ”Talk to me.“ - مجھ سے بات کر/کرو
- ”Sell your car to John.“ - جان کو اپنی کار بیچ/بیچو

Making Requests

To make requests in Urdu, the ”آپ“ form of the verb is used.

For example:

- “Please come here.” -یہاں آئے
- “Please go home.” -گھر جائے
- “Please bring my book.” -میری کتاب لائے
- “Please talk to me.” -مجھ سے گفتگو کیجئے
- “Please sell your car to John.” -جان کو اپنی کار بیچئے

Use of ذرا

In Urdu, formal imperatives do not necessarily imply “please”. Just as in any language, the tone of voice, context, and personal relationships affect politeness.

The adverb (just, a little) ذرا (kindly) مہربانی کر کے () is used to make a command milder/extra polite.

For example:

- “Please come here.” -ذرا/مہربانی کر کے یہاں آئے
- “Please go home.” -ذرا/مہربانی کر کے گھر جائے
- “Please bring my book.” -ذرا/مہربانی کر کے میری کتاب لائے
- “Please talk to me.” -ذرا/مہربانی کر کے مجھ سے گفتگو کیجئے
- “Please sell your car to John.” -ذرا/مہربانی کر کے جان کو اپنی کار بیچئے

Negation of Imperative Construction

In order to make negative imperative commands and negative requests in Urdu, words like “and” نہ “can be used.

For example

- “Do not come here.” -یہاں نہ / مت آؤ
- “Do not go home.” -گھر نہ / مت جاؤ
- “Please do not bring my book.” -میری کتاب نہ / مت لائے
- “Please do not talk to me.” -مجھ سے گفتگو نہ / مت کیجئے
- “Please do not sell your car to John.” -ذرا/مہربانی کر کے جان کو اپنی کار نہ / مت بیچئے

Note: Use of “نہ” post-verb in an imperative construction will make it a request and not a negative sentence.

For example:

”before verb for negation“نہ	”before verb for request“نہ
”یہاں نہ آئے-Please do not come here.“	”یہاں آئے نہ-Please come here.“
”مجھ سے گفتگو نہ کیجئے-Please do not talk to me.“	”مجھ سے گفتگو کیجئے نہ-Please talk to me.“
”میری بات نہ سنئے-Please do not listen to me.“	”میری بات سنئے نہ-Please listen to me“

Activities

- Please write ten sentences of instructions and ask your friend to enact them, and vice-versa.
- Make a list of ten things that you want your parents to do for you. Please use the ”آپ“form of the imperative construction.
- Please choose the correct form of the pronoun ”you“.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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!شکریہ

6.8 Objects with سے and کو

Instructor Video: Object with سے and کو

کو

In the previous chapter, we learned that the post-position کو is used with the subject (a) when the subject is not an active doer of an action, but an experiencer; (b) to express internal feelings and sensation; (c) with the words like “need”, “feel”, “know how to”, “aware”, etc.

For example:

- “Ahmad needs a book.” - احمد کو ایک کتاب چاہئے
- “I have a fever.” - مجھے بخار ہے
- “He feels that it will rain today.” - اسے لگتا ہے کہ آج بارش ہوگی
- “I know how to cook food.” - مجھے کھانا بنانا آتا ہے
- “Everyone knows that we are friends.” - سب کو معلوم ہے کہ ہم دوست ہیں

Uses of Post-Position کو

(a) With an inanimate definite object (not with inanimate indefinite object). Typically, the object with کو also needs demonstrative pronouns such as “this”, “that”, etc. in the oblique form as they are followed by post-position کو.

For example:

- “Please read this book.” - اس کتاب کو پڑھئے
- “Please do not touch these things.” - اس چیزوں کو مت چھئے
- “Please wash those plates” - ان تھالیوں کو دھوئے
- “Please buy that pen.” - اس قلم کو خریدئے

(b) With an animate direct object.

For example:

- “Do not kill animals.” - جانوروں کو مت مارو

- “John kissed Mary.” -جان نے میری کو کس کیا
- “Do not beat the children.” -بچوں کو مت پیٹو

(c) With an indirect object.

- “Please give sweets to the children.” -بچوں کو مٹھایاں دیجئے
- “Write a letter to your mother.” -اپنی امی کو خط لکھو
- “Send gifts to friends.” -دوستوں کو تحفہ بھیجو
- “Give work to students.” -طلباء کو کام دو

سے

(a) Post-position سے is used with objects of the verbs for speaking, telling, etc.
For example:

- “Please talk to me.” -مجھ سے گفتگو کیجئے
- “Please ask a question to the teacher.” -استاد سے سوال پوچھئے
- “Please ask students to talk to me in Urdu.” -طلباء سے کہئے کہ مجھ سے اردو میں گفتگو کریں
- “He said to me in Urdu that I am a good man.” -اس نے مجھ سے اردو میں بولا کہ میں ایک اچھا آدمی ہوں

(b) Postposition سے is used with an object of verbs that require an instrument: an equal active participant of an action.

- “Please meet my brother.” -میرے بھائی سے ملئے
- “Mother loves children.” -امی بچوں سے محبت پیار کرتی ہیں
- “I love you.” -میں آپ سے محبت کرتا ہوں

Activity



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openbooks.lib.msu.edu/urdu/?p=137#h5p-101>

شكریه

6.9 Expressing Obligations and Suggestions

Instructor Video: Suggestion and Obligation in Urdu

In previous chapter, you have learned that “need چاہئے” is used to express the need. “need چاہئے” always takes subjects with . کو

For example:

- “I need books.” - مجھے کتابیں چاہیے
- “What do you need?” - آپ کو کیا چاہیے؟
- “All need money.” - سب کو پیسے چاہیے

However, when “need چاہئے” comes with a verb, it expresses suggestions and obligations.

For example:

- “You should do your work.” - آپ کو اپنا کام کرنا چاہیے
- “All should converse in Urdu.” - سب کو اردو میں گفتگو کرنا چاہیے
- “You should/ought to respect your parents.” - آپ کو اپنے والدین کا احترام کرنا چاہیے
- “Now, I should go home.” - اب مجھے گھر جانا چاہیے

Activities

(a) Imagine that you and your friends are planning a trip to a tourist place. Please make a list of 10 things that you need and 10 things that you should do. (Hints: Please use “noun + ” چاہیے for things that you need, and “verb + ” چاہیے for things that you should do.)

(b) Imagine that you met a freshman who wants to know what to do and what not to do in college level classes. Please make a list of five things that you think s/he should or should not do.

(c) In a group of two or three friends who are learning Urdu, please discuss how you can further improve your Urdu language skills. Please make a list of

10 suggestions that you and your friends should be doing to improve your Urdu language skills.

شكریه!

6.10 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

#	Topics	Explanation
1.	تو، تم، آپ	It is very important for all Urdu language learners to learn the proper uses of آپ and تو، تم. Typically, people learn about students' cultural competence based on their uses of these three variants of the pronoun "you". As it is explained in the chapter, you should use them appropriately.
2.	Giving orders	As you learned in this chapter, the تم and تو forms are used for giving instructions and commands. Urdu native speakers hardly use this with strangers. So, if you meet any strangers, please use the آپ form and try not to give instructions and commands.
3.	Making requests	Please use this آپ form to make a request. However, it is important to keep in mind that native speakers may use the subjunctive to express requests and not the imperative forms of آپ.
4.	Cooking	Unlike America, in India and South Asia, traditionally people learn to cook by either participating in cooking or observing. Reading a cookbook and/or following written recipes is not part of the culture.
5.	Giving directions	In India and South Asia, people use landmarks for giving directions because towns/cities are not well-planned and, hence, no one really knows the names of streets other than the main streets and roads.
6.	Giving suggestions	Indians and South Asians always give advice and suggestions even though you didn't ask for it. It may sound like a violation of privacy for non-Indians/South Asian to receive unsolicited suggestions. However, this is the way they show that they care and express their love for you. Please observe this culture and participate in it. Additionally, older people may use the imperative construction to give suggestions/advice rather than the (چاہیے + verb) construction, which might sound rude, but this is how they emphasize that you should do what s/he is suggesting.

Extra/Optional Online Materials



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/urdu/?p=141#oembed-1>

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PART VII

CHAPTER 7: EXPRESSING PAST, PRESENT, AND FUTURE ACTIONS



Goals of this Chapter

- You will learn time expressions.
- You will learn how to express your habitual actions.
- You will learn how to express your daily routine.
- You will learn how to express general and universal truths.
- You will learn how to narrate a story and express a series of events.
- You will learn how to express temporary and permanent actions.
- You will learn how to express your future plans.

شکریہ!

7.1 Review of Chapter 6

Vocabulary



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Grammar



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Reading/Listening

Pre-Reading/Listening Activities

(a) With your friends, please make a list of documents that you need to open a bank account.

(b) Make a list of personal information that you need to fill out an application to open a bank account. (Hint: Please go online and look for an application to open a bank account.)

(c) Discuss with your teacher or an Indian/Pakistani person about things that you need to open a bank account here versus in India/Pakistan.

Reading

بینک میں کھاتہ کھولنا

English	Urdu	Speaker
Brother Peter, namasté, how are you?	پیٹر بھائی، ہیلو، آپ کیسے ہیں ؟	فہیم:
Namasté, brother Faheem. All is well, but I need your help.	ہیلو فہیم بھائی، سب ٹھیک ہے۔ لیکن مجھے آپ کی مدد کی ضرورت ہے۔	پیٹر:
Tell me, how can I help you?	مجھے بتائیں، میں آپ کی مدد کیسے کر سکتا ہوں ؟	فہیم:
I have received a scholarship, but I do not have my bank account.	مجھے سکالرشپ مل گیا ہے۔ لیکن میرا بینک میں اکاؤنٹ نہیں ہے۔	پیٹر:
Congratulations! I will help you open a bank account.	مبارک ہو میں بینک اکاؤنٹ کھولنے میں آپ کی مدد کروں گا۔	فہیم:
Okay, thank you. What will I have to do?	ٹھیک ہے، شکریہ۔ مجھے کیا کرنا ہو گا ؟	پیٹر:
Bring an application to open a bank account tomorrow.	کل آپ بینک سے اکاؤنٹ کھولنے کا درخواست فارم لے کر آئے۔	فہیم:

English	Urdu	Speaker
Okay. What else will I need?	ٹھیک ہے، مجھے اور کن چیزوں کی ضرورت ہوگی؟	پیٹر:
You need two photos, identity card, and a guarantor.	آپ کو دو تصویریں، شناختی کارڈ، اور ایک گرانٹر کی ضرورت ہے۔	فہیم:
I have photos. But I am a foreigner. I do not have an Aadhar card.	میرے پاس تصاویر ہیں۔ لیکن میں ایک غیر ملکی ہوں۔ میرے پاس شناختی کارڈ نہیں ہے۔	پیٹر:
No worries, bring your passport.	کوئی بات نہیں، اپنا پاسپورٹ لے آئے۔	فہیم:
Okay, but who will be the guarantor?	ٹھیک ہے، لیکن گرانٹر کون ہوگا؟	پیٹر:
I have a bank account. I can be your guarantor.	میرا بینک میں اکاؤنٹ ہے۔ میں آپ کا گرانٹر بن سکتا ہوں۔	فہیم:
Wow! This is great. I should bring the application today.	واؤ! یہ بہت اچھی بات ہے۔ مجھے آج ہی درخواست فارم لانا چاہیے	پیٹر:

Okay. We will meet tomorrow.

فہم: ٹھیک ہے، ہم کل ملیں گے۔

Listening

بینک میں کھاتا کھولنا

Post-Reading/Listening Activities

(a) Please check your vocabulary.



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(b) In a group of two or three, please look for an application form to open a bank account. After finding the application form, please translate the form to Urdu. After translating the form into Urdu please fill out all the information that the form required.

شکریہ!

7.2 Reading/Listening I: دین کا معمول

“Daily Routine دن کا معمول”



Pre-Reading/Listening Activities

(a) Complete the table with the things you do at the given time on a typical day.

Chapter 7.2_Your routine Prereading Activity

(b) Please learn the following vocabulary.

English	Urdu	English	Urdu
Morning	صبح	1:15 a.m./p.m.	سوا
Afternoon	دوپہر	1:30 a.m./p.m.	ڈیڑھ
Evening	شام	2:30 a.m./p.m.	ڈھائی
Night	رات	2:15 a.m./p.m.	سوا دو
Day	دن	3:30 a.m./p.m.	ساڑھے تین
Sunday	اتوار	03:45 a.m./p.m.	پونے چار
Monday	پیر	Before X	کے پہلے x
Tuesday	منگل	After X	کے بعد x
Wednesday	بدھ	Week	ہفتہ
Thursday	جمعرات	Weekend	ہفتے کے آخر میں
Friday	جمعہ	Month	مہینہ
Saturday	ہفتہ	Year	سال
o'clock	بجے	At what time	کتنے بجے
It is 3 o'clock.	تین بجے ہیں	What do you do at X o'clock?	آپ - بجے کیا کرتے/کرتی ہیں

Reading

دن کا معمول

Context: Aneesha and Peter are talking about what they do during the different times of the day.

English	Urdu	Speaker
Hello Peter, what are you doing?	السلام علیکم پیٹر، کیا کر رہے ہو؟	انیشا:
Hello Aneesha, I am studying right now. Generally, I study at 3 o'clock in the evening. What are you doing?	وعلیکم السلام انیشا، میں ابھی پڑھ رہا ہوں۔ میں عموماً شام کو 3 بجے پڑھتا ہوں۔ آپ کیا کر رہی ہیں؟	پیٹر:
I am watching a film right now. When do you get up in the morning?	میں ابھی فلم دیکھ رہی ہوں۔ آپ صبح کب اٹھتے/جاگتے ہیں؟	انیشا:
I get up at 5 o'clock in the morning everyday. And you?	میں ہر روز صبح 5 بجے اٹھتا ہوں۔ اور آپ؟	پیٹر:
I get up at 6 o'clock. When do you eat breakfast?	میں 6 بجے اٹھتی ہوں۔ آپ ناشتہ کب کرتے ہیں؟	انیشا:
After waking up, I work out. After my work out, I bathe and after that, around 7:15, I eat breakfast. When do you eat breakfast?	میں جاگنے کے بعد ورزش کرتا ہوں۔ میں ورزش کے بعد شاور لیتا ہوں، اس کے بعد تقریباً 7:30 بجے ناشتہ کرتا ہوں۔ آپ ناشتہ کب کرتی ہیں؟	پیٹر:
I eat breakfast 8 or 8:15 o'clock. What do you do at 4 o'clock in the evening?	میں آٹھ یا سوا آٹھ بجے ناشتہ کرتی ہوں۔ شام چار بجے آپ کیا کرتے ہیں؟	انیشا:
I study from 3 to 6 o'clock. And you?	میں 3 بجے سے 6 بجے تک پڑھتا ہوں۔ اور آپ؟	پیٹر:
I read 3 to 4 o'clock. After that, I rest a little. When do you sleep?	میں 3 بجے سے 4 بجے کے درمیان پڑھتی ہوں۔ اس کے بعد میں کچھ آرام کرتی ہوں۔ آپ کب سوتے ہیں؟	انیشا:
I sleep around 10 o'clock. And you?	میں رات 10 بجے کے قریب سوتا ہوں۔ اور آپ؟	پیٹر:
I sleep around 11 o'clock. Are you available this Saturday or Sunday evening?	میں 11 بجے کے قریب سوتی ہوں۔ کیا آپ اس ہفتہ یا اتوار کی شام خالی ہیں؟	انیشا:
Yes, generally I am available on weekends. Why, what's the matter?	ہاں، عام طور پر، میں ہفتے کے آخر میں خالی ہوتا ہوں۔ کیوں کیا بات ہے؟	پیٹر:
I want to watch a film. If you are available, we can watch a film.	میں ایک فلم دیکھنا چاہتی ہوں۔ اگر آپ خالی ہیں تو ہم ایک فلم دیکھ سکتے ہیں۔	انیشا:
Wow/Great! This is good plan.	واؤ! یہ بہت اچھا منصوبہ ہے۔	پیٹر:
Okay.	ٹھیک ہے	انیشا:

Listening

دن کا معمول

Post-Reading/Listening Activities

(a) Check your vocabulary



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<https://openbooks.lib.msu.edu/urdu/?p=147#h5p-88>

(b) Based on the above reading/listening, please complete the following table.

(c) Based on your own daily routine (that you have done in pre-reading/listening activity), please talk to a friend and make a list of her/his daily routine. Please find out where your routine matches with her/him.

Chapter 7.2_Activity B and C

شکریہ

7.3 Reading/Listening 2: میرے شوق

“My Hobbies میرے شوق”



Pre-Reading/Listening Activities:

- (a) Please make a list of your hobbies.
- (b) Make a list of things that you do during the weekend, but not on weekdays.

Reading

Context: Saba and Sana talk about their weekends and their hobbies.

English	Urdu Speaker
How are you, Sana? I heard that you and Peter went to watch a movie.	صبا: کیسی ہیں سنا؟ سنا ہے کہ آپ اور پیٹر فلم دیکھنے گئے تھے۔
I am well. Thank you! Yes, last Saturday, we watched a movie. What do you do on weekends?	سنا: میں ٹھیک ہوں شکریہ! جی ہاں، گزشتہ ہفتہ ہم نے ایک فلم دیکھی۔ آپ ہفتے کے آخر میں کیا کرتی ہیں؟
In my available time, I read books and paint. What do you do?	صبا: اپنے فارغ وقت میں، میں کتابیں پڑھتی ہوں اور پینٹ کرتی ہوں۔ آپ کیا کرتی ہیں؟
I watch movies and play table tennis. And, yes, I do yoga too.	سنا: میں فلمیں دیکھتی ہوں اور ٹیبل ٹینس کھیلتی ہوں۔ اور ہاں، میں یوگا پریکٹس بھی کرتی ہوں۔
Wow! You pay attention to your body. Shilpa, tell me the story of a movie.	صبا: واؤ! آپ اپنے جسم پر بہت زیادہ توجہ دیتی ہیں۔ سنا، مجھے فلم کی کہانی بتائے۔
Story of which movie?	سنا: کس فلم کی کہانی؟
The film that you and Peter had gone to watch.	صبا: وہ فلم جسے آپ اور پیٹر دیکھنے گئے تھے۔
Okay, this was an interesting film. In this film, a boy loves a girl, but the girl loves some other boy. After a while, she learns that he is not a good man. Then she marries the boy who loves her.	سنا: ٹھیک ہے، یہ ایک دلچسپ فلم تھی۔ اس فلم میں ایک لڑکا ایک لڑکی سے پیار کرتا ہے۔ لیکن لڑکی دوسرے لڑکے سے محبت کرتی ہے۔ اسے بعد میں پتہ چلتا ہے کہ وہ جس لڑکے سے پیار کرتی ہے وہ اچھا آدمی نہیں ہے۔ پھر لڑکی اس لڑکے سے شادی کر لیتی ہے جو اس سے پیار کرتا ہے۔
Wow! This seems like a love triangle.	صبا: -لگتا ہے love triangle واؤ! یہ تو
Saba, I do want to paint. Can you teach me painting?	سنا: صبا، میں بھی پینٹ کرنا چاہتی ہوں۔ کیا آپ مجھے پینٹ کرنا سکھا سکتی ہیں؟
Yes, of course, come to my home next Sunday and we will paint together.	صبا: ہاں بالکل، اگلے اتوار کو میرے گھر آئے، ہم اکٹھے پینٹنگ کریں گے۔
Great.	سنا: -اچھا

Listening

میرے شوق

Post-Reading/Listening Activities

(a) Check your vocabulary



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<https://openbooks.lib.msu.edu/urdu/?p=149#h5p-87>

(b) Based on the above reading/listening, make a list of Saba and Sana's hobbies. Additionally, ask two of your friends about their hobbies.

سوق	صبا	سنا	دوست ۱	دوست ۲
۱.				
۲.				
۳.				

(c) You read/listened above to how Sana narrated the story of a film. Please recollect the story of a movie that you have watched and write the story of that movie, then record it below and share this with your instructor for feedback.



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شکریہ!

7.4 تیوبار

Festival



7.5 Study Abroad

Study Abroad Reading/Listening Activity



Pre-Reading/Listening Activities

(a) Please make a list of places where you want to travel in America and in India.

List five places you'd like to visit in America and five places in India.

	ہندوستان میں، آپ کہاں-کہاں سفر کرنا چاہتے ہیں؟ "What are the places you want to tour in India?"	امریکہ میں، آپ کہاں-کہاں سفر کرنا چاہتے ہیں؟ "What are the places you want to tour in America?"
1.		
2.		
3.		
4.		
5.		

(b) As you plan to go five places in India, please make a list of 15-20 items in Urdu that you think you would need to pack to visit these places.

(c) As you decided to go to five different places in India, please briefly (1-3 sentences) write why you want to visit each place.

Grid to write 1-3 sentences about why you'd like to visit each of your five selected places in India.

	جگہ کے نام "Name of the place"	آپ وہاں کیوں جانا چاہتے/چاہتی ہیں؟ "Why do you want to go there?"
1.		
2.		
3.		
4.		
5.		

Reading

English

Urdu

Hello mother, how are you and what are you doing right now?

جین: ہیلو امی، آپ کیسی ہیں اور اس وقت کیا کر رہی ہیں؟

Hello daughter, I am fine and I am packing right now. I am coming to India on a morning flight tomorrow. How are you and what are you doing?

جین: ہیلو بیٹی، میں ٹھیک ہوں اور ابھی سامان پیک کر رہی ہوں۔ میں کل صبح کی فلائٹ سے ہندوستان آ رہی ہوں۔ تم کیسی ہو اور کیا کر رہی ہو؟

I am well too, mother. I am making our travel plan.

جین: میں بھی ٹھیک ہوں امی۔ میں ہماری سفری منصوبہ بنا رہی ہوں

I am also very excited about the India tour. Tell me about the travel plan.

جین: میں ہندوستان کے سفر کے لئے بہت پرجوش ہوں۔ مجھے اپنے سفری منصوبے کے بارے میں بتاؤ

Okay. I will meet you at the international airport in Delhi. We will stay in Delhi for two days and will visit Red Fort and Qutab Minar.

جین: ٹھیک ہے، میں آپ سے دلی بینالاقوامی ہوائی اڈے پر ملوں گی۔ ہم دو دن دلی میں رہیں گی اور لال قلعہ اور قطب مینار دیکھیں گی

Will we visit Jama Masjid too?

جین: کیا ہم جامع مسجد بھی جاویں گی؟

Yes, Jama Masjid is near the Red Fort.

جین: جی ہاں، جامع مسجد لال قلعہ کے قریب ہی ہے

Very well. Where will we go after that?

جین: بہت اچھا، دلی کے بعد، ہم کہاں جاویں گی؟

After Delhi, we will go to Jaipur and Udaipur. In Jaipur and Udaipur, we will visit many forts, eat Rajasthani food and do shopping, too.

جین: دلی کے بعد، ہم جے پور اور اڈے پور جاویں گی۔ وہاں ہم بہت سے قلعوں کا دورہ کریں گی، اور راجستھانی کھانا کھائیں گی، اور خریداری بھی کریں گی

I have heard that Rajasthani handicraft is very famous.

جین: میں نے سنا ہے کہ راجستھانی دستکاری بہت مشہور ہے

Yes mother, we will go to Punjab from Rajasthan and will see a parade by Indian and Pakistani soldiers.

جین: جی ہاں امی، ہم راجستھان سے پنجاب جاویں گی اور وہاں ہندوستانی اور پاکستانی فوجیوں کی پریڈ دیکھیں گی

Wow! I have heard that the parade is very dramatic.

جین: واؤ! میں نے سنا ہے کہ وہ پریڈ بہت ڈرامائی ہوتی ہے

Yes, we will have so much fun. After that, we will go to visit the Golden Temple in Amritsar and will return to Delhi.

جین: جی ہاں، ہم بہت مزہ کریں گی۔ اس کے بعد، ہم گولڈن ٹمپل کا دورہ کریں گی اور دلی واپس آئیں گی

This is such a good plan. Do you need anything from America?

جین: یہ تو بہت اچھا سفری منصوبہ ہے۔ کیا تمہیں امریکہ سے کچھ چاہیے؟

No mother, I do not need anything, but please do not bring warm clothes. It is the summer season in India these days.

جین: نہیں امی، مجھے امریکہ سے کچھ نہیں چاہیے۔ لیکن آپ کوئی گرم کپڑے مت لائے۔ ہندوستان میں ان دنوں گرمی کا موسم ہے

English

Urdu

Okay daughter, I will see you at the Delhi airport.

کیڑن: ٹھیک ہے بیٹی، میں تمہیں دلی ہوائی اڈے پر ملوں گی

Listening

Study Abroad

Post-Reading/Listening Activities

Please match the following:



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Speaking:



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7.6 Grammar: Tense and Aspect

Tense

Instructor Video: Introduction to Tense and Aspect

Tense is the time of an action. In all languages, tense is categorized in to three types, namely: (a) present tense, (b) past tense, and (c) future tense.

In Urdu, tense is marked with auxiliary verbs and/or morphemes attached to the verb stem, as shown below.

Past Tense	Present Tense	Future Tense
Auxiliary verbs: تھا، تھے، تھی، تھیں	Auxiliary verbs: ہوں، ہو، ہے، ہیں	Auxiliary verbs: ہوگا، ہوئے، ہونگی
“It was raining yesterday.” -کل بارش ہو رہی تھی “Last year, I was going to Pakistan.” -پچھلے سال، میں پاکستان گیا تھا	“It is raining today.” -آج بارش ہو رہی ہے “I am going to Pakistan.” -میں پاکستان جا رہا ہوں	“It will rain tomorrow.” -کل بارش ہوگی “I will go to Pakistan next year” -اگلے سال، میں پاکستان جاؤں گا

Aspect

Aspect shows the manner of an action. Grammatical aspects are categorized into two types, namely: (a) imperfective aspect and (b) perfective aspect. Imperfective aspect shows that the action is not completed. Perfective aspect shows that the action is complete.

Imperfective aspect is further categorized into two types, namely: (a) habitual and (b) progressive/continuous.

All grammatical aspects in Urdu are marked as morphemes with verb stem, as shown below.

Imperfective Aspect		Perfective Aspect
Habitual	Progressive/Continuous	
Morphemes: -تا، -تی، -تے -	-رہا، -رہی، -رہے -	-آ، -ے، -ی، -یں -
<p>-میں کتابیں پڑھتا ہوں "I read books." -سنا کرکٹ کھیلتی ہے "Sana plays cricket." -لڑکے کمرے صاف کرتے ہیں "Boys clean rooms."</p>	<p>-میں کتاب پڑھ رہا ہوں "I am reading a book." -سنا کرکٹ کھیلتی رہی ہے "Sana is playing cricket." -لڑکے کمرے صاف کر رہے ہیں "Boys are cleaning rooms."</p>	<p>-میں نے کتاب پڑھی "I read a book." -سنا نے کرکٹ کھیلا "Sana played cricket." -لڑکوں نے کمرے صاف کئے "Boys cleaned rooms."</p>

Activity

Please read these sentences carefully and identify the tense and aspect.



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<https://openbooks.lib.msu.edu/urdu/?p=155#h5p-84>

شکریہ

7.7 Grammar: The Present and Past Habitual Tense

Instructor Video: Habitual Construction in Urdu

Structure

Past Tense	Present Tense	Habitual Aspect Marker	Verb Stem
تھا، تھی، تھے، تھیں	ہوں، ہو، ہے، ہیں	-تا، -تی، -تے	کھا، جا
<p>-میں ام کھاتا تھا I used to eat mangos. -وہ اُنھ بجے اسکول جاتا تھا We used to go to school at 8 o'clock.</p>	<p>-میں ام کھاتا ہوں I eat mangos. -وہ اُنھ بجے اسکول جاتا ہے He goes to school at 8 o'clock.</p>		Example

Use of Habitual Aspect Marker with Different Subjects

Habitual markers (تا/تی/-تے) are used based on the number, person, and gender features of the agreeing subject.

Habitual Markers Masculine/ Feminine	Plural Pronoun	Habitual Markers Masculine/ Feminine	Singular Pronoun	Person
تے/-تی-	“ہم We”	تا/-تی-	“ا میں I”	1st
NA		تا/-تی-	“تو You”	2nd
تے/-تی-	“تم (لوگ) You”	تے/-تی-	“تم You”	
تے/-تی-	“آپ (لوگ) You”	تے/-تی-	“آپ You”	
تے/-تی-	“وہ/یہ They” and plural nouns	تا/-تی-	“وہ/یہ S/he” and singular noun	3rd

Note: When subject of a sentence is of mixed gender please use plural masculine aspect marker.

Negation of Habitual Aspect

In order to change habitual aspect sentences in to negative, we use the word **نہیں** right before the verb. When habitual sentences appear in the negative, generally, the verb “to be” in the present (ہیں، ہے، ہو، ہوں) is dropped. However, in the past form of the verb “to be” (تھیں، تھے، تھی، تھا) is not dropped.

Examples:

- لڑکیاں فٹ بال کھیلتی ہیں۔ “Girls play football.”
- لڑکیاں فٹ بال نہیں کھلتیں۔ “Girls do not play football.”
- آپ ہر دن اپنا کمرہ صاف کرتے تھے۔ “You clean your room everyday.”
- آپ ہر دن اپنا کمرہ صاف نہیں کرتے۔ “You do not to clean your room everyday.”

Note: Please notice the extra nasal dot in negative sentences with the subject **لڑکیاں** “girls”. As we drop the verb “to be”, the dot indicates the plural feminine subject in contrast to a singular feminine subject.

Uses of Habitual Aspect

(a) To express routine actions.

Examples:

- میں چار بجے جاگتا ہوں۔ “I get up at 4 o'clock.”
- میں پانچ بجے چائے پیتا ہوں۔ “I drink tea at 5 o'clock.”
- میں آٹھ بجے اسکول جاتا ہوں۔ “I go to school at 8 o'clock.”

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

	Examples	Negative	Past Tense
1.			
2.			
3.			
4.			
5.			

(b) To express habitual actions.

Examples:

- “صبا کتابیں پڑھتی ہے۔” -Saba reads books.”
- “عمران گٹار بجاتا ہے۔” -Imran plays guitar.”
- “احمد سگریٹ پیتا ہے۔” -Ahmed smokes.”

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

	Examples	Negative	Past Tense
1.			
2.			
3.			
4.			
5.			

(c) To express permanent actions.

Examples:

- “پیٹر مشی گن میں رہتا ہے۔” -Peter lives in Michigan.”
- “جین یہاں کام کرتی ہے۔” -Jen works here.”
- “میں اپنے استاد کی عزت کرتا ہوں۔” -I respect my teacher.”

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

Grid to write five examples of sentences expressing permanent actions and then change them to negative and past tense.

	Examples	Negative	Past Tense
1.			
2.			
3.			
4.			
5.			

(d) To express general/universal truth.

Examples:

- "The earth revolves around the sun." زمین سورج کے گرد گھومتی ہے۔
- "Generally, roses are red." عام طور سے، گلاب لال ہوتے ہیں۔
- "It snows in Michigan." مشی گن میں برفباری ہوتی ہے۔

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

Grid to write 5 examples of sentences expressing /general universal truth and then change them to the negative and past tense.

	Examples	Negative	Past tense
1.			
2.			
3.			
4.			
5.			

(e) To narrate a story and to express series of events:

When narrating a story, background information is generally expressed using habitual (imperfective aspect) construction. Whereas, the foreground information is expressed using perfective aspect. Habitual construction (background information) in the story below is highlighted.

Example:

ایک جنگل میں ایک شیر رہتا تھا۔ اسی جنگل میں، ایک چوہا بھی رہتا تھا۔ ایک دن شیر چوہے سے کہتا ہے کہ میں تمہیں کھا جاؤنگا۔ چوہا کہتا ہے کہ مجھے مت کھائے۔ ایک دن شکاری شیر کو جال میں پھساتا ہے تب چوہا جال کاٹتا ہے۔ اس طرح چوہا شیر کی مدد کرتا ہے

“A lion lived in a forest. In the same forest, there also lived a rat. One day, the lion says to the rat, “I will eat you.” The rat says, “Please don’t eat me.” One day, a hunter traps the lion in a net. Then, the rat chews the net. This is how the rat frees the lion.”

(f) To express impersonal sentences

Examples:

- “People say that...” لوگ کہتے ہیں کہ
- “How do you say “flower” in Urdu?” کیسے کہتے ہیں؟ **flower** اردو میں
- “Good tea is available here.” -یہاں اچھی چائے ملتی ہے

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

Grid to write impersonal sentences and then change them to the negative and past tense.

	Examples	Negative	Past Tense
1.			
2.			
3.			
4.			
5.			

(g) To express immediate future action by adding adverbs like “right away” ابھی and “let’s” چلئے.

Examples:

- “I will come right away.” -میں ابھی آتی ہوں
- “Let’s watch a film.” -چلئے، ایک فلم دیکھتے ہیں
- “Don’t cry, mother will give you food right away.” -رو مت، امی ابھی تمہیں کھانا دیتی ہے

Uses of the Past Habitual Tense

(a) The past habitual tense is generally used to express past habits, routines, and permanent actions.

Examples:

- “I used to go to school at 10 o'clock last year.” - میں پچھلے سال، دس بجے اسکول جاتا تھا
- “Where did you used to live in India?” - آپ پاکستان میں کہاں رہتی تھیں؟
- “My brother used to talk to me everyday, until last month.” - پچھلے مہینے تک، میرا بھائی ہر دن مجھ سے گفتگو کرتا تھا

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

Grid for sentences using the past habitual tense and then change them to the negative and past tense

	Examples	Negative	Past Tense
1.			
2.			
3.			
4.			
5.			

Activities

(a) Please choose the correct form of the habitual aspect marker, based on the subject of the sentence.



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(b) Please write your daily routine of this semester/year. After writing your daily routine, compare it with last semester/year. (Hint: Please use present habitual for current daily routine and use past habitual for last semester/year.)

(c) Please ask your friends about their hobbies and enlist them here. (Hint: Use: “What do you do in your free time?” آپ خالی وقت میں کیا کرتے/کرتی ہیں؟” to ask their hobbies.)

(d) Please watch a short film and write the story in Urdu. After writing, please record yourself here and share your story with the instructor/any native speaker for the feedback.



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شکریہ!

7.8 The Present and Past Progressive Tense

Instructor Video: Progressive in Urdu

Structure

Past Tense	Present Tense	Progressive Aspect Marker	Verb Stem
تھا، تھے، تھی، تھیں	ہوں، ہو، ہے، ہیں	رہا، رہے، رہی، رہیں	کھا، جا
-میں کام کر رہا تھا "I was working." - وہ اسکول جا رہا تھا "He was going to school."	- میں کام کر رہا ہوں "I am working." - وہ اسکول جا رہا ہے "He is going to school."		Examples

Use of Progressive Aspect Marker with Different Subjects

Progressive markers (رہا، رہے، رہی) are used based on the number, person and gender features of the agreeing subject.

Habitual markers Masculine/ Feminine	Plural pronoun	Habitual markers Masculine/ Feminine	Singular Pronoun	Person
رہے/رہی	"ہمWe"	رہا/رہی	"میںI"	1st
NA		رہا/رہی	"توYou"	2nd
رہے/رہی	"تم (لوگ)You"	رہے/رہی	"تمYou"	
رہے/رہی	"آپ (لوگ)You"	رہے/رہی	"آپYou"	
رہے/رہی	"وہ/یہThey" and plural nouns	رہا/رہی	"S/he" and singular nouns یہ/وہ	3rd

Note: When subject of a sentence is of mixed gender please use plural masculine aspect marker.

Negation of Progressive Aspect

In order to change progressive aspect sentences in negative, we use the word **نہیں** right before the verb. When progressive sentences appear in negative, generally, the verb “to be” in present (**ہیں، بو، بے، ہیں**) is dropped, but not in the past (**تھی، تھے، تھا، تھے**). Negative of past tense keeps the past form of the verb “to be”.

Examples:

- **لڑکیاں فٹ بال کھیل رہی ہیں** - “Girls are playing football.”
- **لڑکیاں فٹ بال نہیں کھیل رہیں** - “Girls are not playing football.”
- **آپ اپنا کمرہ صاف کر رہے تھے** - “You were cleaning your room.”
- **آپ اپنا کمرہ صاف نہیں کر رہے** - “You were not cleaning your room.”

Note: Please notice the extra nasal dot **رہیں** “in negative sentences with subject **لڑکیاں** “girls.” As we drop the verb “to be”, the dot indicates the plural feminine subject, in contrast to a singular feminine subject.

Uses of Progressive Aspect

(a) To express action happening at the time of speaking.

Examples:

- **بارش ہو رہی ہے** - “It is raining.”
- **سب لوگ سو رہے ہیں** - “Everyone is sleeping.”
- **صبا بے سنا ایک فلم دیکھ رہی تھیں** - “Saba and Sana were watching a film.”

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative and past tense.

Grid to write action sentences and then change them to negative and past tense.

	Examples	Negative	Past Tense
1.			
2.			
3.			
4.			
5.			

(b) To express temporary action. Generally, adverbs like “آج کل these days” and “ابھی right now” are used.

Examples:

- “Ruh is reading a book right now.” -روح ابھی کتاب پڑھ رہی ہے
- “Imran is playing a guitar these days.” -عمران آجکل گٹار بجا رہا ہے
- “Ahmed was living/staying in America.” -احمد امریکا میں رہ رہا تھا

Activity:

Please add five more examples here. After writing your examples, please change your sentences in negative and past tense.

Grid to write temporary action sentences, and then change them to negative and past tense.

	Examples	Negative	Past tense
1.			
2.			
3.			
4.			
5.			

(c) To express planned future action. The sentences must have future adverbs of time.

Examples:

- “Peter is going to Pakistan next month.” -پیٹر اگلے مہینے پاکستان جا رہا ہے
- “Jen is working tomorrow.” -جن کل کام کر رہی ہے
- “I am watching a film next week.” -میں اگلے ہفتے ایک فلم دیکھ رہی ہوں

Note: To express planned future action using progressive aspect is only possible in present tense. Past tense of progressive aspect cannot express planned future action.

Activity:

Please add five more examples here. After writing your examples, please change your sentences in negative and past tense.

Grid to write planned future action sentences, and then change them to negative and past tense.

	Examples	Negative	Past Tense
1.			
2.			
3.			
4.			
5.			

Activities

(a) Please choose the correct progressive aspect markers based on the subject of the sentence.



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<https://openbooks.lib.msu.edu/urdu/?p=159#h5p-82>

(b) Please write 5 sentences explaining what you were doing last weekend.

Space to write five sentences explaining what you were doing last weekend.

-
۱. بچھے ہفتے، میں _____ تھا/تھی -
- ۲.
- ۳.
- ۴.
- ۵.
-

(c) Please write 5 sentences explaining what you are doing next week.

Space to write five sentences explaining what you are doing next week.

۱۔	اگلے ہفتے، میں ----- ہوں
۲۔	
۳۔	
۴۔	
۵۔	

شکریہ

7.9 Grammar: Simple Future Tense

Instructor's Video: Future Tense in Urdu

Structure

Verb Stem + Future Marker

Use of Future Markers with Different Subjects

Future markers are used based on the number, person, and gender features of the agreeing subject.

Habitual Markers Masculine/Feminine	Plural Pronoun	Habitual Markers Masculine/ Feminine	Singular Pronoun	Person
ہیں گے/-ہیں گی-	ہم "We"	ہوں گا/-ہوں گی-	"I" میں	1st
NA		ہے گا/-ہے گی-	"You" تو	2nd
وگے/-وگی-	"You" تم (لوگ)	وگے/-وگی-	"You" تم	
ہیں گے/-ہیں گی-	"You" آپ (لوگ)	ہیں گے/-ہیں گی-	"You" آپ	
ہیں گے/-ہیں گی-	"They," and plural nouns	ہے گا/-ہے گی-	"S/he," and singular noun	3rd

Note:

(a) When the subject of a sentence is of mixed gender, use the plural masculine aspect marker.

Negation of Progressive Aspect

In order to change progressive aspect sentences to negative, we use the word **نہیں** right before the verb.

Examples:

- لڑکیاں فٹ بال کھیلیں گی۔ “Girls will play football.”
- لڑکیاں فٹ بال نہیں کھیلیں گی۔ “Girls will not play football.”
- آپ اپنا کمرہ صاف کریں گے۔ “You will clean your room.”
- آپ اپنا کمرہ صاف نہیں کریں گے۔ “You will not clean your room.”

Uses of Future Tense

(a) To express future actions.

Examples:

- کل بارش ہوگی۔ “It will rain tomorrow.”
- سب لوگ گھر جائیں گے۔ “Everyone will go home.”
- پیٹر اور سنا ایک فلم دیکھیں گے۔ “Peter and Sana will watch a film.”

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative.

Grid to write examples of future action sentences and their negatives

	Examples	Negative
1.		
2.		
3.		
4.		
5.		

(b) To express assumption/presumption.

Examples:

- شاید کل برفباری ہوگی۔ “Perhaps it will snow tomorrow.”
- اگلے سال، میں پاکستان جاؤں گی۔ “Next year, I will go to Pakistan.”
- پیٹر اور سنا کل مجھ سے ملیں گے۔ “Peter and Sana will meet me tomorrow.”

Activity:

Please add five more examples here. After writing your examples, please change your sentences to negative.

Grid to write five examples of assumptions/presumptions, and then change them to the negative.

	Examples	Negative
1.		
2.		
3.		
4.		
5.		

Activities

(a) Please choose the correct form of future markers based on the subject of the sentence.



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<https://openbooks.lib.msu.edu/urdu/?p=161#h5p-81>

شکریہ!

7.10 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

#	Topics	Explanation
1.	Food habits	In Urdu, there are not separate words for lunch and dinner. “کھانا food” is used for both lunch and dinner. Typically, for both lunch and dinner, people eat a full meal.
2.	چائے	چائے is one of the drinks that Indians and South Asians love to drink in the morning and in the evening with snacks. Additionally, چائے is often served in the office and is a drink for breaks during work or study.
3.	کیا چل رہا ہے؟	Literally, it means “What is moving?” But this is used to express “کیا چل رہا ہے؟” “What’s up?” or “What is going on”
4.	School and Office hours.	In America, people generally go to work at 8 in the morning. In India and South Asia, work starts at 10. This gives enough time in the morning for morning rituals such as making breakfast, eating breakfast, and packing lunch.
5.	Daily Routine	When you ask about daily routines to Indian and South Asian people, they may just talk about their work/study. They may say how long they work and study.

Extra/Optional Online Materials



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شكریه!

PART VIII

CHAPTER 8: TALKING ABOUT THE PAST AND COMPLETED ACTIONS



Goals of this Chapter

- You will learn vocabulary related to travelling.
- You will learn how to write a letter in Urdu.
- You will learn how to express completed actions.
- You will learn how to form long sentences using “kar” construction.
- You will learn how to express uncertain future plans, blessings, curses, and good/bad wishes.

!شكره

8.1 Review of Chapter 7

Vocabulary



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Reading/Listening and Grammar



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Listening

تاج محل

Answer the following questions based on on the above reading/listening.



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!شكره

8.2 Reading/Listening I: چھٹیوں کے بعد

چھٹیوں کے بعد

“After the Vacation”



Pre-Reading/Listening Activities

- (a) Please recollect the memories of your last trip and make a list of the places you went, food that you ate, and things that you did.
- (b) Please share your vacation details with your friend, and ask hers/his.

Reading

Context: Shahnaz, Peter, and Roshan meet in school after the summer vacation.

English	Urdu	Speaker
Hello Shahnaz, how are you?	ہیلو شہناز، آپ کیسی ہیں؟	پیٹر:
I am well. How are you?	میں ٹھیک ہوں، آپ کیسے ہیں؟	شہناز:
I, too, am well. How was your summer vacation?	میں بھی اچھا ہوں۔ آپ کی گرمیوں کی چھٹیاں کیسی رہی	پیٹر:
My summer vacation was very good. I went to Hyderabad with my family.	میری گرمیوں کی چھٹیاں بہت اچھی تھیں۔ میں اپنے خاندان کے ساتھ حیدرآباد گئی۔	شہناز:
Oh wow! What did you do in Hyderabad?	ارے واہ ! آپ لوگوں نے حیدرآباد میں کیا کیا؟	پیٹر:
We stayed there for a week. We saw the city. We went to the Charminar, Golconda Fort, and Ramoji Film City. We ate different types of biryani. Where did you go on summer vacation and what did you do?	ہم ایک ہفتہ وہاں رہے۔ ہم نے شہر دیکھا۔ ہم چار مینار، گولکنڈہ فورٹ اور راموجی فلم سٹی گئے۔ ہم نے مختلف قسم کی بریانی کھائی۔ آپ گرمیوں کی چھٹیوں میں کہاں گئے اور کیا کیا؟	شہناز:
I went to my parent's house in Goa. I spent some time with them and helped them fix their house.	میں اپنے والدین کے گھر، گوا گیا۔ میں نے ان کے ساتھ کچھ وقت گزارا۔ میں نے گھر کی مرمت میں ان کی مدد کی۔	پیٹر:
Oh wow! Roshan, what did you do during summer vacation?	واہ ! اور روشن، آپ نے گرمیوں کی چھٹیوں کے دوران کیا کیا؟	شہناز:
I was at home. I learned how to cook.	میں گھر پر تھا۔ میں نے کھانا پکانا سیکھا۔	روشن:
Oh wow! That is great. Now Roshan can cook food for us.	واہ ! یہ بہت اچھی بات ہے۔ اب روشن ہمارے لئے کھانا بنا سکتا ہے۔	پیٹر:
Yes, why not?	ہاں کیوں نہیں؟	روشن:

Listening

چھٹیوں کے بعد

Post-Reading/Listening Activities

(a) Check your vocabulary:



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(b) Speaking:



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شكریه!

8.3 Reading/Listening 2: خط لکھنا

خط لکھنا “Letter Writing”



Pre-Reading/Listening Activity

(a) In a group, please share your letter writing experience. Please also share who you want to write a letter today, and what you want to write about.

(b) In a group, please discuss how mode of communication changes due to new technological developments like facebook, twitter, and emails, etc.

(c) Please learn the following vocabulary

English	part of speech/Urdu	English	part of speech/Urdu
Toward X	pp. x کے جانب	Friend	n.m./f. دوست
Fast	adv. تیزی سے	Hope	n.f. امید
To run	v.i. دوڑنا	Special	adj. خصوصی
To save	v.t. بچانا	Reason	n.m. وجہ
To lift	v.t. اٹھانا	Return	adv. واپس
To run away	v.i. بھاگنا	To spend	v.i. بنانا
Leg	n.m. پیر	Out	adj. باہر
To be stuck	v.t. پھسنا	To roam around	v.t. سیر کرنا
To fall	v.i. گرنے	Last	adj. پچھلا
To lie down	v.i. پڑنا	Paternal uncle's daughter	n.f. چچیری بہن
Safe	adj. محفوظ	Marriage	n.f. شادی/نکاح
Pain	n.m. درد	Happy	adj. خوش
To feel	v.t. محسوس کرنا	Preparation	n.f. تیاری
Hospital	n.m. ہسپتال	Grandeur	adj. دھوم دھام
To arrive	v.t. پہنچنا	To buy	v.t. خریدنا
Bone	n.f. ہڈی	An Indian snack	n.m. گول گپیے
Break	v.i. ٹوٹنا	To see	v.t. دیکھنا
To give treatment	v.t. علاج کرنا	Small	adj. چھوٹا
Rest	n.m. آرام	Child	n.m. بچہ
To instruct	v.t. ہدایت دینا	Road	n.f. سڑک
To take care	v.t. خیال رکھنا	To cross	v.t. پار کرنا

Reading

کانپور

جنوری 2022

عزیز دوست عمران، صبا اور پیٹر

السلام علیکم

امید ہے کہ آپ لوگ خیریت سے ہوں گے، اور آپ کی گرمیوں کی چھٹیاں اچھی گزری ہوں گی۔ خط لکھنے کی بنیادی وجہ یہ ہے کہ میں اس سمسٹر میں واپس اسکول نہیں آسکتی۔

میں گرمی کی چھٹیوں میں کانپور میں اپنے گھر آئی تھی۔ میں اپنے خاندان کے ساتھ اچھا وقت گزار رہی تھی۔ ہم نے بہت اچھا کھانا کھایا، اور چند بار سیر کے لیے نکل گئے۔ پچھلے ہفتے میری ایک کزن کی شادی تھی اور ہم سب بہت خوش تھے۔ پورا خاندان اکٹھا تھا اور ہم بڑے دھوم دھام سے شادی کی تیاریاں کر رہے تھے۔ شادی سے دو دن پہلے میں کچھ کپڑے خریدنے بازار گئی۔ شاپنگ کے بعد میں گول گئے والے کے پاس گول گئے کھا رہی تھی۔ میں نے دیکھا کہ ایک چھوٹا بچہ سڑک پار کر رہا ہے اور ایک موٹر سائیکل اس کے جانب تیزی سے آرہی ہے۔ میں اسے بچانے کے لیے بھاگی۔ میں بچے کو اٹھا کے بھاگی لیکن میری ٹانگ میں کوئی چیز پھنس گئی اور میں گر گئی۔ ہم دونوں سڑک کے کنارے پڑے تھے۔ بچہ محفوظ تھا، لیکن میں نے اپنی ٹانگ میں درد محسوس کیا۔ بعد میں جب میں ہسپتال پہنچی تو پتہ چلا کہ میری داہنی ٹانگ کی ہڈی ٹوٹ گئی ہے۔ ڈاکٹر نے میرا علاج کیا اور مجھے تین مہینے آرام کرنے کی ہدایت دی۔ اب میں گھر پر ہوں اور خیریت سے ہوں۔ میں نے استاد کو بھی خط لکھ دیا ہے۔ اب میں تم لوگوں سے اگلے سمسٹر میں ملوں گی۔

اچھا اب مزید کیا لکھوں؟ آپ لوگ اپنا خیال رکھنا اور مجھے خط لکھتے رہنا۔

تمہاری دوست

روح

Listening

خط لکھنا

Post-Reading/Listening Activities

(a) Please check your vocabulary.



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(b) Please answer the following questions based on the above letter.



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(c) Please follow the pattern of the above letter and write a letter to your friend explaining one recent incident that you witnessed.

شکریہ!

8.4 Reading/Listening 3: نیک خواہشات

“Well Wishes” نیک خواہشات



Pre-Reading/Listening Activities

- (a) Please search for and make a list of national holidays that are celebrated in South Asian countries and in America.
- (b) Please discuss how you wish each other on national holidays and try to learn those well-wishes in Urdu.
- (c) Please learn the following vocabulary:

English	Part of speech/ Urdu	English	Part of speech/Urdu
Because	क्योंकि conj. کیونکہ	Congratulations	n.f. نیک خواہشات
National	राष्ट्रीय adj. قومی	To celebrate	v.t. منانا
Festival	त्योहार n.m. تہوار	A few/some	pron., adj., & adv. کچھ
Entry	n.m. داخلہ	Historical	adj. تاریخی
Regional	adj. علاقائی	Place	n.m. جگہ
Republic Day	n.m. یوم جمہوریہ	Perhaps	adv. شاید
Happiness	adj. خوشی	To tell	v.t. بتانا
Birthday	n.m. یوم پیدائش	Someone	pron. & adj. کوئی
Congratulations	adj. مبارک	Plan	n.m. منصوبہ
Independence Day	n.m. یوم آزادی	To rest	v.t. آرام کرنا
Hearty	adv. دل سے		

Reading

“Well Wishes” مبارکباد

Context: Kaleem, Najma, and Peter are talking, on Independence Day, about national holidays in India.

Conversation between Kaleem, Najma and Peter about national holidays in India

English	Urdu	Speaker
Assalaam alaikum, Kaleem, happy Independence Day!	السلام علیکم، کلیم، یوم آزادی مبارک ہو	پیٹر:
Wa alaikum assalaam brother Peter, Thanks. Happy Independence Day to you too! How will you celebrate Independence Day?	وعلیکم السلام پیٹر بھائی، شکریہ۔ آپ کو بھی یوم آزادی مبارک ہو! آپ یوم آزادی کیسے منائیں گے؟	کلیم:
I am just coming from the India Gate after watching the Independence Day parade. After this, me and a few of my friends will go visit some historical places and buildings. After that, perhaps, we might eat out. What will you do?	میں ابھی انڈیا گیٹ سے یوم آزادی کی پریڈ دیکھ کر آیا ہوں۔ اس کے بعد میں اور میرے کچھ دوست دہلی کے تاریخی جگہوں اور عمارتوں کو دیکھنے جائیں گے۔ اس کے بعد، شاید ہم باہر رات کا کھانا کھا سکتے ہیں۔ آپ کیا کریں گے؟	پیٹر:
What do I say? I have no plans. Perhaps, I might go home and sleep.	کیا کہوں؟ میرا کوئی منصوبہ نہیں ہے۔ شاید میں گھر جا کر سو جاؤں	کلیم:
If you want, you can come with us.	اگر آپ چاہیں تو ہمارے ساتھ چل سکتے ہیں۔	پیٹر:
No friend, I will rest today. But tell me why you are all going to visit historical places today.	نہیں دوست آج آرام کروں گا۔ لیکن یہ بتاؤ کہ آج تاریخی جگہوں اور عمارتوں کو دیکھنے کیوں جا رہے ہو؟	کلیم:
Because entry is free at all these places on national festival/holidays.	کیونکہ ہر قومی تہوار میں ان جگہوں پر داخلہ مفت ہوتا ہے۔	پیٹر:
Oh wow! What are the other national festivals in India.	واؤ! ہندوستان میں کون سے دوسرے قومی تہوار ہیں؟	کلیم:
There are many regional festival/holiday, but there are only three national festivals/holidays: Independence Day (15 August), Republic Day (26 January), and Gandhi's birthday (2nd October).	ہندوستان میں بہت سے علاقائی تہوار ہیں، لیکن صرف تین قومی تہوار ہیں۔ یوم آزادی (15 اگست)، یوم جمہوریہ (26 جنوری)، اور گاندھی جینتی (2 اکتوبر)	پیٹر:
Very well! Perhaps I, too, will go to these places on 2nd October.	بہت اچھا! شاید، میں بھی 2 اکتوبر کو ان جگہوں پر جاؤں گا۔	کلیم:
Najma, why are you looking sad today? Are you not happy on Independence Day?	نجمہ تم آج اداس کیوں لگ رہی ہو؟ کیا تم یوم آزادی پر خوش نہیں	پیٹر:
No, No. It is not like that. But today is my birthday, too, and every one is wishing me happy Independence Day, and not happy birthday.	نہیں نہیں ایسی کوئی بات نہیں ہے۔ لیکن آج میری سالگرہ/یوم پیدائش بھی ہے اور ہر کوئی مجھے سالگرہ کی نہیں بلکہ یوم آزادی کی مبارکباد دے رہا ہے۔	نجمہ:

English	Urdu	Speaker
Today is your birthday? Happy birthday Najma! Let's celebrate your birthday together.	آج آپ کی سالگرہ ہے؟ سالگرہ مبارک نجمہ! آئیے سب آج آپ کی سالگرہ منائیں۔	کلیم:
Happy birthday Najma!	سالگرہ مبارک ہو، نجمہ	پینٹر:
Thanks! Happy Independence Day to you all.	شکریہ! آپ لوگوں کو بھی یوم آزادی مبارک ہو۔	نجمہ:

Listening

مبارکباد

Post-Reading/Listening Activities

(a) Check your vocabulary.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=173#h5p-75>

(b) Please answer the following questions:



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(c) Writing/Speaking



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شكریه!

8.5 Study Abroad

Study Abroad Reading/Listening Activity



Pre-Reading/Listening Activities

(a) In a group, please discuss your experience of study abroad. If you have not participated in any study abroad programs, then please discuss where you want to go and what you would plan to do in your dream study abroad.

(b) In a group, please discuss the importance of study abroad in your overall education at the college level. Please make a list of 7-10 benefits. Additionally, if in the discussion some negative point comes up, please also list them.

(c) Please learn the following vocabulary

Vocabulary

English	Part of speech	Urdu	English	Part of speech	Urdu
To feel/appear	v.i.	لگنا	Respected	adj.	قبل احترام
To understand	v.t.	سمجھنا	Mother	n.f.	امی/والدہ
Heart	n.m.	دل	Hope	n.f.	امید
To try	v.t.	کوسس کرنا	Well, Efficient	adj.	مؤثر
Historical	adj.	تاریخی	Ahead	adv.	آگے
Religious	adj.	مذہبی	Letter	n.m.	خط
Tourism	n.f.	سیاحت	Special	adj.	خصوصی
Place	n.f.	جگہ	Reason	n.f.	وجہ
Travel	n.m.	سفر	Study	n.f.	پڑھائی
Diversity	n.m.	تنوع	To be completed	v.i.	مکمل ہونا
Different/Separate	adj.	مختلف/الگ	To return	v.i.	واپس آنا
Unique	adj.	منفرد	When....then...	conj	جب تب
To suppose/To agree	v.t.	ماننا	First time	adv.	پہلی بار
Country	n.m.	ملک	Language	n.f.	زبان
Generally	adv.	عام طور پر	Culture	n.m.	ثقافت
Multilingual	adj.	کثیرلسانی	About x	pp.	کے بارے میں x
Sweets	n.f.	مٹھائی	Information	n.f.	معلومات
Festival	n.m.	ٹیوبار	Much/Very	adv.	بہت
Cloth	n.m.	کپڑا	Fortunate	adj.	خوش قسمت

English	Part of speech	Urdu	English	Part of speech	Urdu
Perhaps	adv.	شاید	With x	pp.	کے ساتھ x
Soon	adv.	جلدی	To stay	v.i.	رہنا/ ٹھہرنا
Certainly	adv.	بلکل	To get an opportunity	v.i.	موقع ملنا
To tell	v.t.	بتانا	To help	v.t.	مدد کرنا
Bye	phrase	خدا حافظ	To leave	v.t.	چھوڑنا
Love	n.m.	پیار	A little	adj.	تھوڑا
Daughter	n.f.	بیٹی	Difficult	adj.	مشکل

Reading

Context: Jen has complete her study abroad in India and is now planning to go back to America. Her teacher asked her to write a letter to her mother in Hindi explaining her experience and her travel plan.

دلی

۱۷ جنوری ۲۰۲۲

عزیز امی جان

!اسلام علیک

امید ہے کہ آپ خیریت سے ہوں گی۔ میں بھی خیریت سے ہوں۔ آگے/مزید خط لکھنے کی خاص وجہ یہ ہے کہ یہاں میری پڑھائی مکمل ہو گئی ہے اور اب میں گھر واپس آ رہی ہوں۔ جب میں پہلی بار ہندوستان آئی تھی تب مجھے یہاں کی زبان اور ثقافت کے بارے میں زیادہ علم نہیں تھا۔ لیکن میں بہت خوش قسمت تھی کہ مجھے فاطمہ صاحبہ اور ان کے خاندان کے ساتھ رہنے کا موقع ملا۔ فاطمہ اور ان کے خاندان نے میری بہت مدد کی۔ اب انہیں چھوڑ کر امریکہ واپس آنا تھوڑا مشکل لگ رہا ہے۔ ہندوستان میں، میں نے اردو کی پڑھائی کی اور یہاں کی ثقافت کو سمجھنے کی پورے دل سے کوشش کی۔ میں نے بہت سے تاریخی، مذہبی اور سیاحتی جگہوں کا دورہ بھی کیا۔ ہندوستان کا تنوع مجھے بہت متاثر کرتا ہے۔ یہاں کی ہر ریاست/صوبے میں کئی زبانیں بولی جاتی ہیں اور ہر ریاست کی اپنی مختلف/الگ اور منفرد ثقافت ہے۔ ہر ریاست گویا/مانو ایک الگ ملک ہو۔ ہندوستانی عام طور پر کثیر لسانی ہوتے ہیں۔ مجھے ہندوستانی مٹھائیاں، تہوار اور کپڑے بہت پسند ہیں۔ شاید، میں دوبارہ ہندوستان آؤں

میری امریکہ کی ٹکٹ ۲۵ جنوری کی ہے۔ میں دلی سے پیرس، اور پیرس سے شکاگو کا سفر ۲۰ گھنٹے
میں پورا کروں گی۔ مجھے بہت خشی ہے کہ میں آپ سے جلد ملوں گی۔ اگر آپ کو کوئی ہندوستانی چیز
چاہیے تو مجھے ضرور بتائیں
-آگے کیا لکھوں، والد صاحب کو میرا سلام اور چھوٹی بہن کو پیار
آپ کی بیٹی
جین

Listening

امی کو جین کا خط

Post-Reading/Listening Activities:

(a) Please check your vocabulary.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=175#h5p-116>

(b) Please answer the following questions.



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(c) Based on the above pre-reading/listening discussion and letter by Jen, please write a letter to one of your family members talking about your experience of your study abroad, or a place you want to go for study abroad.

شکریہ!

8.6 Grammar: Perfective Aspect

Instructor Video: Perfective Aspect in Urdu

Use of Perfective Markers with Different Subjects

Future markers are used based on the number, person and gender features of the agreeing subject.

Future Markers

Examples	Masculine/Feminine	Plural pronoun	Examples	Masculine/ Feminine	Singular Pronoun	Person
اے/آئی لکھے/لکھیں	ے/یں	ہم "We"	آیا/آئی لکھا/لکھی	آ/ی	"I" میں	1st
			آیا/آئی لکھا/لکھی	آ/ی	"You" تو	2nd
اے/آئی لکھے/لکھی	ے/ی	"You" (تم) (لوگ)	اے/آئی لکھے/لکھی	ے/ی	"You" تم	
اے/آئی لکھے/لکھیں	ے/یں	"You" (آپ) (لوگ)	اے/آئی لکھے/لکھیں	ے/یں	"You" آپ	
اے/آئی لکھے/لکھیں	ے/یں	"They," and plural nouns ہو/وہ	آیا/آئی لکھا/لکھی	آ/ی	S/he" and Singular "Noun یہ/وہ	3rd

Irregular Verbs in Perfective Aspect

ی	ی	ے	آ	Verb
گئیں	گئی	گئے	گیا	جانا "To go"
کیں	کی	کے	کیا	کرنا "To do"
ہوئیں	ہوئی	ہوئے	ہوا	"To be/happen" ہونا
لیں	لی	لئے	لیا	لینا "To take"
دیں	دی	دیے	دیا	دینا "To give"

Perfective Aspect with Intransitive Verbs

We have learned that the main verb can be classified into three categories: (a) intransitive verb, (b) transitive verb, and (c) ditransitive verb. The structure of the perfective aspect for intransitive verbs is different from the structure of transitive and ditransitive verbs.

We also learned that an intransitive verb is a verb that requires only one noun/pronoun in a complete sentence and that the noun/pronoun can be either the subject or the object of that complete sentence.

Verb agreement: The intransitive verb requires only one noun/pronoun that can act like a subject or object. The verb agrees with the subject or object, whichever is available in a sentence.

Perfective aspect with Intransitive Verbs in Three Tenses

Perfective aspect with Intransitive Verbs in Three Tenses

Remarks	Future Perfect	Present Perfect	Past Perfect	Simple Perfect
Subject-Verb Agreement: “وہHe” and “آپYou” are the subjects of these sentences. If you ask a question like “Who ran?” or “Who slept?”, what you receive as an answer is a subject.	-وہ دوڑا ہوگا -آپ سوی ہونگی	-وہ دوڑا ہے -آپ سوی ہیں	-وہ دوڑا تھا -آپ سوی تھیں	-وہ دوڑا -آپ سویں
Object-Verb Agreement: “Train” and “Leaves” are the objects of these sentences. If you ask a question like “What arrived?” or “What fell?”, you will receive an object as an answer.	-ٹرین پہنچی ہوگی -پتے گرے ہونگے	-ٹرین پہنچی ہے -پتے گرے ہیں	-ٹرین پہنچی تھی -پتے گرے تھے	-ٹرین پہنچی -پتے گرے

Activity 1

Please write two sentences in perfective aspect using the following intransitive verbs.

Sentences		Intransitive Verbs
	۱.	جانا "To go"
	۲.	
	۱.	آنا "To come"
	۲.	
	۱.	بيٺهنا "To sit"
	۲.	
	۱.	سونا "To sleep"
	۲.	
	۱.	ٺهلا "To stroll"
	۲.	
	۱.	گرنا "To fall"
	۲.	
	۱.	دوڙنا "To run"
	۲.	
	۱.	ٽوٽنا "To be broken"
	۲.	
	۱.	رونا "To cry/weep"
	۲.	
	۱.	ٻيسنا "To laugh"
	۲.	
	۱.	پهچنا "To arrive"
	۲.	

Perfective Aspect with Transitive and Ditransitive Verbs

We have learned that a transitive verb is a verb that requires two nouns/pronouns in a complete sentence where one noun/pronoun has to be the subject and other noun/pronoun has to be the object of a complete sentence.

A ditransitive verb is a verb that requires three nouns/pronouns in a complete sentence where one noun/pronoun has to be the subject and the other noun/

pronoun has to be the indirect object; yet another noun/pronoun has to be the direct object of a complete sentence.

Use of نے

When transitive and ditransitive verbs appear in the perfective aspect, the ergative case marker - نے comes with the subject of the sentence. The subject of the transitive and ditransitive verbs in the perfective aspect has to be in oblique form because of the appearance of the ergative case marker - نے.

Oblique Form of Hindi Pronouns with Ergative Case Marker نے

Oblique Form of Pronouns with نے	Direct Pronoun	Oblique Form of Pronouns with نے	Direct Pronoun
ہم نے	ہم "We"	میں نے	میں "I"
تم نے	تم "You"	تو نے	تو "You"
اس نے	یہ "S/he, This"	اپ نے	آپ "You"
انہوں نے	یہ "They, These"	اس نے	وہ "S/he, That"
کس نے	"Who (singular)" کون	انہوں نے	وہ "They, Those"
نے proper noun	proper noun	کینہوں نے	"Who (Plural)" کون

Note: There are a few transitive verbs that do not use the subject with - نے marking. These verbs are لانا "to bring", بھولنا "to forget", and بولنا "to speak".

Verb-Agreement of Transitive and Ditransitive Verbs in the Perfective Aspect

Object-Verb Agreement

- As the subject of transitive and ditransitive verbs in the perfective aspect has to have the ergative case marker , -ے it blocks the subject-verb agreement, so the verb agrees with the object.
- For example:
 - **کھانا** **کھایا** - "I ate food." (Here, **کھایا** is agreeing with the object **کھانا** which is masculine singular.)
 - **کپڑے** **خریدے** - "Saba bought clothes." (Here, **خریدے** is agreeing with the object **کپڑے** which is masculine plural.)
 - **روٹی** **کھائی** - "Imran ate some bread." (Here, **کھائی** is agreeing with the object **روٹی** which is feminine singular)
 - **پھول** **دیا** - "They gave Sana a flower." (Here, **دیا** is agreeing with the object **پھول** which is masculine singular. Also note that the indirect object **سنا** is also marked with , -کو and hence cannot agree with the verb.)
 - **کتابیں** **دیں** - "Peter gave books to Ahmed." (Here, **دیں** is agreeing with the object **کتابیں** which is feminine plural. Please also note that the indirect object **احمد** is also marked with -کو and hence cannot agree with the verb.)

Default Agreement

- When the subject and the object both are marked by case markers **نے** and **کو/سے** respectively, the verb of a sentence does not have any noun/pronoun to agree with. In this case, the verb will always take a third person, singular masculine perfect aspect marking, which is also called default marking.
- For example:
 - **سنا** **صبا** **مارا** - "Saba beat up Sana." (Here, **صبا** and **سنا** are both feminine, but the verb **مارا** is in 3rd person singular masculine form because of the default agreement.)

- استاد نے ہم سے کہا - "Teacher spoke to us." (Here, استاد is 3rd person singular honorific and ہم is masculine plural, but the verb کہا is in 3rd person singular masculine form, because of the default agreement.)
- لوگوں نے چور کو پکڑا - "People caught a thief." (Here, لوگوں is 3rd person plural and چور is masculine singular, the verb پکڑا is in 3rd person singular masculine form because of the default agreement, not because of چور.)

Activity 2

Please write two sentences in perfective aspect using the following transitive and ditransitive verbs.

Sentences		Transitive Verbs
	.۱	کھانا "To eat"
	.۲	
	.۱	پڑھنا "To study/read"
	.۲	
	.۱	لکھنا "To write"
	.۲	
	.۱	پوچھنا "To ask"
	.۲	
	.۱	پڑھانا "To teach"
	.۲	
	.۱	کہنا "To say"
	.۲	
	.۱	بتانا "To tell"
	.۲	
	.۱	کھولنا "To open"
	.۲	
	.۱	ٹوڑنا "To break"
	.۲	
	.۱	سوچنا "To think"
	.۲	
	.۱	دیکھنا "To watch/see"
	.۲	

Negative of Perfective Aspect

In order to change the perfective aspect sentences to negative, we use the word **نہیں** right before the main verb.

Examples:

-میں اسکول نہیں گیا/ گئی "I did not go to school."

-ہم نے کھانا نہیں کھایا ہے "We did not eat food."

-امی نے بچوں کو مٹھائیاں نہیں دیں "Mother did not give sweets to the children."

استاد نے ہمیں کچھ نہیں پڑھایا تھا۔ “Teacher had taught nothing to us.”

Uses of the Perfective Aspect

Use of Simple Perfective Aspect

Unlike the habitual past tense which expresses the routine, habitual, and permanent actions in the past, the simple perfective aspect expresses one completed action. The past adverb of time can be used in a simple perfective aspect sentence.

For examples:

- کل میں دس کلومیٹر دوڑی۔ “Yesterday, I ran 10 kilometers.”
-پچھلے مہینے، میرے والد صاحب نے ایک ریڈیو خریدا۔ “Last month, father bought a radio.”
-پچھلے سال، وہ ہندوستان گئی۔ “Last year, she went to India.”

Activity 3

Please write 5 Urdu sentences explaining what you did yesterday in the simple perfective aspect.

- 1.
- 2.
- 3.
- 4.
- 5.

Use of the Present Perfective Tense

The perfective aspect in the present tense is used to express a recently completed action, the effect of which may still be continuing. Please note that the past adverbs of time cannot be used in the present perfective tense sentences.

For examples:

- آج میں دس کلومیٹر دوڑی ہوں۔ “Today, I have run 10 kilometers.”
-آج میرے ابو نے مجھے کچھ پیسے دیے ہیں۔ “Today, my father has given me some money.”

-آج صبح، میں نے یوگا کیا ہے۔ “I have done yoga this morning.”

Activity 4

Please write 5 Urdu sentences explaining what you did today in the present perfective tense.

- .1
- .2
- .3
- .4
- .5

Use of the Past Perfective Tense

The perfective aspect in the past tense is used to express a distant past completed action, the effect of which may not be continuing at all. Please note that the past adverbs of time can be used in the past perfective tense sentences.

For example:

-کل میں دس کلومیٹر دوڑی تھی۔ “Today, I have run 10 kilometers.”

-پچھلے مہینے میرے ابو نے مجھے کچھ پیسے دیے تھے۔ “Today, my father has given me some money.”

-بچپن میں، میں نے یوگا کیا تھا۔ “I have done yoga this morning.”

Activity 5

Please write 5 Urdu sentences explaining what did you do when you were a child (during your childhood) in the past perfective tense.

- .1
- .2
- .3
- .4
- .5

Use of the Future Perfective Tense

In English, the future perfective tense is used to show a completed action by a particular time in future. In Urdu, we simply use Simple future tense to express those actions.

In Urdu, the perfective aspect in the future tense is used to express assumption that some action must have been completed by a particular time.

For example:

- اب تک بچے سو گئے ہونگے۔
"The children must have fallen asleep by now."
-ابو ۱۰ بجے تک دفتر پہنچ گئے ہونگے۔
"Father must have reached the office by 10 o'clock."
-امی نے شام تک کھانا پکا لیا ہوگا۔
"Mother must have cooked the food by the evening."

Activity 6

Please write 5 Urdu sentences assuming what your friends must have done by now using the future perfective tense.

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 7

Please read the following paragraphs and click on the verbs which are in the perfective aspect.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=177#h5p-72>

Activity 8



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=177#h5p-73>

Activity 9

Please read the following sentences carefully and decide if the sentences are grammatical or ungrammatical.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=177#h5p-74>

شکریہ!

8.7 Construction کر

Instructor Video: Construction کر

In Urdu, کر is used to combine two or more actions which happen subsequently and the subject is the same in all these sentences. When we combine two or more verbs by using کر, the aspect markers on the verbs is replaced by کر and only the last verb keeps its aspect and agreement markers. When multiple sentences are combined by using the Construction کر, the subject should be used just once.

For example:

-میں صبح اٹھتی ہوں	
-میں کافی پیتی ہوں	
-میں اسکول جاتی ہوں	
-میں صبح انہکر کافی پیکر اسکول جاتی ہوں	Construction کر:
-وہ اسکول جاتی ہے	
-وہ اردو پڑھتی ہے	
-وہ کھانا کھاتی ہے	
-وہ اسکول جا کر اردو پڑھ کر کھانا کھاتی ہے	Construction کر:

Conjunct Verb کرنا with کر

When کر comes with the کرنا 'to do' verb, it changes to **کے**.

For example:

-میں کام کرتا ہوں	
-میں کمرا صاف کرتا ہوں	
-میں آرام کرتا ہوں	
-میں کام کے کمرا صاف کے آرام کرتا ہوں	Construction کر:

کرسن Perfective Aspect

In perfective sentences, the use of -نے with a subject depends on the last verb which comes with its perfective aspect and agreement markers.

For example:

-میں اٹھا	
-میں نے کافی پی	
-میں اسکول گیا	
-میں انھکر کافی پیکر اسکول گیا	کر Construction:
-میں اٹھا	
-میں اسکول گیا	
-میں نے کافی پی	
-میں نے انھکر اسکول جا کر کافی پی	کر Construction:

Activity 1

Please combine the following sentences by using کر construction:

=	-صبا آرام کرتی ہے	+	-صبا کام کرتی ہے
=	-تم گھر جاوگے	+	-تم کھانا خاوگے
=	-تم نے پانی پیا	+	-تم دوڑے
=	-اختر سویا	+	-اختر نے کھانا کھایا
=	-پیٹر گھر آیا	+	-پیٹر نے گاڑی چلائی
=	-اس نے کھانا کھایا	+	-اس نے کھانا پکایا
=	-ہم ہندوستان جاین گے	+	-ہم اردو پڑھیں گے
=	-وہ سونے گیا	+	-اس نے فلم دیکھی
=	-تم کیا کروگی	+	-تم یہاں اوگی
=	-اس نے ناشتہ کیا	+	-وہ نہایا

Activity 2

Please separate these sentences which are combined by using **کر** construction.

-
- | | |
|----|--------------------------------------|
| ۱. | -میں نے صبح اٹھکر مہ دھویا |
| ۲. | |
| ۱. | -میں پانی پیکر دوڑنے گیئی |
| ۲. | |
| ۱. | -میں نے گھر آکر ناشتہ کیا |
| ۲. | |
| ۱. | -میں اسکول جا کر دوستوں سے ملکر کلاس |
| ۲. | میں گیئی |
| ۱. | -میں نے کلاس کر کے کھانا کھایا |
| ۲. | |
| ۱. | -میں نے گھر آکر آرام کیا |
| ۲. | |
| ۱. | -میں نے روٹی پکائی اور کھانا کھایا |
| ۲. | |
| ۱. | -میں نے کھانا کھا کر فلم دیکھی |
| ۲. | |
| ۱. | -میں فلم دیکھ کر سونے گیئی |
| ۲. | |
| ۱. | -میں کل صبح اٹھکر پھر سے یہی کرونگی |
| ۲. | |
-

!شکریہ

8.8 Conjunct Verbs

Instructor Video: Conjunct Verbs in Urdu

In English, one can use a noun or an adjective like a verb. To use a noun or adjective as a verb in Urdu, one can combine verbs such as **کرتا** and **ہونا** strong with them. These combinations cannot be used to create a verb which already exists. However, Urdu does not always have a single verb equivalent to English verbs: such as “to close” (**بند کرنا**).

	Adjectival Conjunct Verb	Nominal Conjunct Verb
Forms	Adjective + کرتا	Noun + کرتا
Properties	<ul style="list-style-type: none"> Conjunct verbs with کرتا act like a transitive verb and, hence, the subject must appear with the -ne (نے) marker when the conjunct verb comes in the perfective tense (or express a completed action). Conjunct verbs with کرتا focus on the doer of an action. Negative sentence: To form a negative conjunct verb, the word نہیں should be placed between the noun/adjective and the verb کرتا in a standard word order. Agreement system: In a conjunct verb, the noun/adjective part of the conjunct verb remains unchanged and the verb کرتا agrees with the potential subject/object in the sentence. Based on the agreement, the verb کرتا changes its form. 	

Examples of Adjectival Conjunct Verbs

- میں نے اپنا کمرہ صاف کیا۔ “I cleaned my room.”
- تم اپنا گھر گندا کرتے ہو۔ “You make your house dirty.”
- وہ پروگرام کی تیاری کر رہے ہیں۔ “They are preparing for the program.”

Examples of Nominal Conjunct Verbs

Nominal conjunct verbs can be further divided into two categories:

(a) one that requires a connector such as **کی/کا** .

Examples of nouns that require connectors:

- ہم نے اس کی مدد کی "We helped him/her."
- عمران نے گاڑی کی مرمت کی "Imran fixed the car."
- طلب علم اردو کا مشق کر رہے ہیں "Students are practicing Hindi."
- اختر نے گھر کی صفائی کی "Rahul cleaned a house."

(b) one that does not require any connector.

Examples of nouns that do not require connectors:

- عمران نے مجھے معاف کیا "Imran forgave me."
- بچے شور کر رہے ہیں "Children are making noise."
- میں نے اپنی امی کو فون کیا "I called my mother."

Conjunct Verb with **ہونا**

Conjunct verbs with **ہونا** are intransitive verbs and, hence, the subject must not appear with the **-ne** (نے) marker when the conjunct verb comes in the perfective tense (or expresses a completed action). All the conjunct verbs with **کرنا** also have a construction with **ہونا** , in which the doer of the action is usually not expressed.

Adjective + **ہونا**

Examples of adjectival conjunct verbs:

- میرا کمر صاف ہوا "My room got cleaned."
- اسکا کمر گندا ہوا "His house became dirty."
- پروگرام کی تیاری ہو رہی ہے "Preparation for the program is taking place."

Noun + ہونا

Like conjunction verbs, nominal conjunction verbs with ہونا can also be further divided into two categories.

(a) one that requires connectors such as . کا/کی

Examples of nouns that require connectors:

- اس کی مدد ہوئی۔ "His/her help happened (literally)./S/he was helped."
- گاڑی کی مرمت ہوئی۔ "The fixing of the car happened (literally)./The car was fixed."
- اردو کا مشق ہو رہا ہے۔ "Practice of Urdu is happening (literally)./Urdu is being practiced."

(b) one that does not require any connector.

Examples of nouns that do not require connectors:

- یہاں پروگرام ہو رہا ہے۔ "A program is happening here."
- پروگرام ختم ہو گیا۔ "The program ended."
- بھول ہو گئی۔ "The mistake happened."

Activity 1

Please write two sentences with each of the following conjunction verbs.

فیصلہ کرنا "To decide"	۱. ۲.
صاف کرنا "To clean"	۱. ۲.
واپس کرنا "To return"	۱. ۲.
ختم کرنا "To finish"	۱. ۲.
کم کرنا "To reduce"	۱. ۲.
ٹھیک کرنا "To fix up"	۱. ۲.
تیار کرنا "To prepare"	۱. ۲.
شروع کرنا "To start"	۱. ۲.
مرمت کرنا "To repair"	۱. ۲.
کی مدد کرنا x "To help X"	۱. ۲.
کا انتظار "To wait for X" کرنا x	۱. ۲.
کی کوشش کرنا "To try X" x	۱. ۲.
کا مشق "To practice X" کرنا x	۱. ۲.

Activity 2

Please write a response of these following personalized questions and then record yourself.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=181#h5p-71>

شکریہ

8.9 Subjunctive Mood

Instructor Video: Subjunctive Mood

Subjunctive verb forms are generally used to convey desirability, possibility, probability, uncertainty, or a wish about some future action or event.

Structure

If we delete the suffix گے, گا, or گی from the future verb forms, then the subjunctive verb form is remaining.

Future	Subjunctive
-میں بازار جاؤں گا “I will go to the market.”	-شاید میں بازار جاؤں “Perhaps I might go to the market.”
-ہم بازار جائیں گے “We will go to the market.”	-شاید ہم بازار جائیں “Perhaps we might go to the market.”
-وہ بازار جائے گا “He will go to the market.”	-شاید وہ بازار جائے “Perhaps he might go to the market.”

Notes:

- The subjunctive form of a verb remains the same regardless of whether it refers to a masculine or a feminine subject.
- Three verbs that are irregular forms in future (لینا to take, دینا to give, and ہونا to be) are also have irregular in the subjunctive case.

Subjunctive			Future			Pronoun
دینا	لینا	ہونا	دینا	لینا	ہونا	
دوں	لوں	ہوں	دوں گا	لوں گا	ہوں گا	میں
دیں	لیں	ہوں	دیں گے	لیں گے	ہوں گے	ہم
دے	لے	ہو	دے گا	لے گا	ہو گا	تو
دو	لو	ہو	دوگے	لوگے	ہوگے	تم
دیں	لیں	ہوں	دیں گے	لیں گے	ہوں گے	آپ
دے	لے	ہو	دے گا	لے گا	ہو گا	یہ
دے	لے	ہو	دے گا	لے گا	ہو گا	وہ
دیں	لیں	ہوں	دیں گے	لیں گے	ہوں گے	یہ
دیں	لیں	ہوں	دیں گے	لیں گے	ہوں گے	وہ

For examples:

“Perhaps he/she will go to Delhi tomorrow.” : Future-شاید وہ کل دلی جائے گا/گی :

“He/She may go to Delhi tomorrow.” : Subjunctive-شاید وہ کل دلی جائے

“I will study Urdu next year, too.” : Future-اگلے سال بھی میں اردو پڑھوں گا :

“Perhaps I may study Urdu next year.” : Subjunctive-اگلے سال بھی میں اردو پڑھوں :

Negation of Subjunctive

The negative particle used with the subjunctive is always نہ.

“Perhaps s/he may not go to Delhi tomorrow.” نہ جائے

“Perhaps it may not rain today.” نہ ہو

Subjunctive Case in Imperfective and Perfective Aspects

In order to use subjunctive case in imperfective and perfective aspect, a subjunctive form of ہونا is added as an auxiliary to the habitual, progressive, or perfective forms of the main verb.

Simple Subjunctive

-شاید ہم دلی جاہیں "Perhaps we may go to Delhi."
-شاید بچے کرکٹ کھیلیں "Perhaps children may play cricket."

Subjunctive Habitual

-شاید وہ لکھنؤ میں اردو پڑھتا ہو "Perhaps he learned/used to learn Urdu in lockdown."
-شاید وہ ساری رات پڑھائی کرتی ہو "Perhaps she studies whole night."

Subjunctive Progressive

-شاید ہم دلی جا رہے ہوں "Perhaps we may be going to Delhi."
-شاید میرے دوست ابھی کوئی فلم- "Perhaps my friends may be watching some movie."
دیکھ رہے ہوں

Subjunctive Perfective

-شاید اس نے وہاں کام کیا ہو "Perhaps s/he may have worked there."
-شاید اس نے تم سے کچھ کہا ہو "Perhaps s/he may have said something to you."

Uses of Subjunctive Case

To express desirability.

- چلو آج کہیں باہر چلیں "Let's go out somewhere today."
- چلو آج اردو میں بات کریں "Let's talk in Urdu today."

To express advice/permission (may, should).

- میں اندر آؤں "May I come in?"
- میں گھر جاؤں "May I go home?"

Let's Constructions

- چلیے گھومنے چلیں "Let's go for a walk."
- چلئے کھانا کھائیں "Let's eat food."

Most polite form of request.

- آپ میرے ساتھ آئیں "Please come with me."
- اب کھانا کھا ئیں "Let's eat now."

To express probability/uncertainty.

-شاید آج بارش ہو "Perhaps it may rain today."
-شاید کل وہ یہاں اے "Perhaps s/he may come here tomorrow."

To express wishes/blessings/curses.

!سالگرہ مبارک ہو "Wish you a happy birthday!"
!نیا سال مبارک ہو "Wish you a happy new year!"

Complex Sentences: Uses of Subjunctive in Subordinate Clauses

The subjunctive case can be used in a subordinate clause to express desire and possibility.

For example:

..... میں / ہم / تم / آپ / وہ چاہتا / چاہتی / چاہتے / چاہتیں ہوں / ہیں / ہو / ہیں کہ
"I want you to study Urdu." میں چاہتی ہوں کہ آپ اردو پڑھیں
"Mother wants me to become a doctor." امی چاہتی ہیں کہ میں ڈاکٹر بنوں

..... میری / تمہاری / آپکی / اسکی / انکی خواہش ہے کہ
"My mother wants me to go to India." میری امی کی خواہش ہے کہ میں ہندوستان جاؤں
"S/he wants us to eat sweets." اسکی خواہش ہے کہ ہم مٹھائی کھائیں

More Expressions

Examples	Expressions	#
"It would be great if she came back!" اے کتنا بہتر ہو کہ وہ واپس آئے	... کتنا بہتر ہو کہ	1
"If only today was a holiday." خاش کہ ... آج چھٹی ہو جائے	... کاش کہ	2
"You ought to/should help the poor." تمہیں چاہئے کہ تم غریبوں کی مدد کرو	... کو چاہئے کہ x	3
"It is necessary for us to help the poor." یہ ضروری ہے کہ ہم غریبوں کی مدد کریں	... یہ ضروری ہے کہ	4
"I think you should not go anywhere today." میرا خیال ہے کہ آج تم کہیں نہ جاؤ	... میرا خیال ہے کہ	5
"It is possible that they will go to Pakistan." ممکن ہے کہ وہی لوگ اگلے سال پاکستان چاہیں	... یہ ممکن ہے کہ	6
"It may be that she will come tomorrow." ہو سکتا ہے کہ کل وہ آئے	... یہ ہو سکتا ہے کہ	7

Other constructions requires subjunctive with Conjunctions

تاکہ / جس سے کہ (so that)

اردو پڑھو تاکہ / جس سے کہ "Learn Urdu so that you can speak Urdu in Pakistan."
پاکستان میں اردو بول سکو

The subjunctive of possibility is common in conditional (if.....then construction).

اگر تم کہو تو میں بھی تمہارے ساتھ چلوں گا) "If you ask, then I will also come with you."

In the sentence with (جب تک نہ), the subjunctive form is generally used (if the reference is to a future action).

جب تک میں نہ بلاؤں ، (تب تک) اندر نہ آنا "Don't come in until I call you."

The subjunctive is used in "as if/as though" clauses that indicate supposition or imagined actions or situations, particularly after expressions such as "it seems as if/as though...." or "it appears as if/as though."

ہمیں ایسا لگا جیسے ہم وہاں "It seemed to us/we felt as if we were strangers there."
اجنبی ہوں

وہ اتنی "She is as pretty (that you would think of her) as though she were a rose."
خوبصورت ہے مانو گلاب

Activity 1

Activity 1. Please write two subjunctive sentences in Urdu for each category to express a) desirability b) advice/permission c) “let’s” construction d) polite form of request e) probability/uncertainty and f) blessing/curse/wishes.

		Please write two subjunctive sentences in Urdu that express:	
	.۱	desirability	(a)
	.۲		
	.۱	advice/ permission	(b)
	.۲		
	.۱	“let’s” construction	(c)
	.۲		
	.۱	polite form of request	(d)
	.۲		
	.۱	probability/ uncertainty	(e)
	.۲		
	.۱	Blessing/ Curse/ Wishes	(f)
	.۲		

Activity 2

(a) Food Recipe: Please write a recipe of your favorite Indian/South Asian food. You have done this before using imperative sentences. Here, you have to write the recipe using subjunctive sentences.

(b) Giving Direction: Imagine that you have invited a friend to your house for a party. Your friend does not know the direction from her/his house to your house. Please write directions in Urdu. (Hint: Please use subjunctive sentences).

(c) Good wishes:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/urdu/?p=183#h5p-70>

شکریہ!

8.10 Cultural Notes and Extra/ Optional Online Materials

Cultural Notes

	Topics	Explanations
1.	Good Morning/Good Afternoon/Good Evening/ Good Night	In English, we generally wish each other good morning, good afternoon, good evening, good night, and good day. But in India and South Asian, native speakers, generally speaking, do not greet each other in these ways. People generally say السلام عليكم، سلام، آداب , etc.
2.	Instruction and Polite Requests	Generally, when you learn Urdu, your instructor—including me—teaches you to use آپ form of imperative construction to express polite requests/instructions. However, when you travel to India and South Asia, native speakers typically use the subjunctive form to express polite requests/instructions. You can observe by watching any recipe video by a native Urdu speaker. All the written instructions on the roadside and elsewhere in Urdu are also written in subjunctive.
3.	Conjunct Verb	In this chapter, you learned about conjunct verb. You learned how we can take a noun/adjective/adverb and add کرنا/ہونا to form a conjunct verb. However, these days, the influence of English on the Urdu language is significant. You may hear native speakers using conjunct verbs with English “ کرنا + nouns/adjectives/adverbs”. For example: کرنا + text/message/phone/email/Google”
4.	Letter Writing	Letter writing was very prominent in India and South Asia. However, after the new development in technologies, and telecommunication boom, people bought mobile phones and now the letter writing does not happen very much.
5.	Festivals	Indian and South Asian festivals can be divided in two parts, namely, national festivals and regional festival. National festivals are Independence Day and Republic Day. On these public/national festivals, the whole country enjoys a break from work. All the offices, colleges, schools, and other institutions are closed. Indian and South Asia also celebrate a few regional festivals. On regional festival days, certain regions of the country observe a break from work.

Extra Optional/Online Materials

Hindi-Urdu song that uses subjunctive:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.lib.msu.edu/urdu/?p=185#oembed-1>

شکریہ

PART IX

URDU LETTERS - TABLE OPTIONS

ORIGINAL

ث	ٹ	ت	پ	ب	ا
se	Te	te	pe	be	alif
ذ	د	خ	ح	چ	ج
Daal	daal	xe	baRi he	che	jim
س	ڑ	ز	ڑ	ر	ذ
sin	zhe	ze	Re	re	zaal
ع	ظ	ط	ض	ص	ش
ain	zo	to	zuad	suad	shin
ل	گ	ک	ق	ف	غ
lam	gaaf	(choTa) kaaf	(baRa) qaaf	fe	ghain
ھ	ہ	و	و	ن	م
do chashmii he	chhoTii he	vao	num ghunna	nun	mim
			ے	ی	ء
			baRii ye	chhoTii ye	hamza

OPTION A

Letters in Urdu script and their transliteration

Urdu script	transliteration
ا	alif
ب	be
پ	pe
ت	te
ٹ	Te
ث	se
ج	jim
چ	che
ح	BaRi he
خ	xe
د	daal
ڈ	Daal
ذ	zaal
etc etc	

OPTION B

Urdu script	transliteration
ا	alif
ب	be
پ	pe
ت	te
ٹ	Te
ث	se
ج	jim
چ	che
ح	BaRi he
خ	xe
د	daal
ڈ	Daal
ذ	zaal
etc etc	

Urdu script	transliteration

Option C

Urdu Letters and Their Transliteration

ث se	ٹ Te	ت te	پ pe	ب be	ا alif
ڈ Daal	د daal	خ xe	ح baRi he	چ che	ج jim
ETC ETC					