BASIC URDU



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Basic Urdu (Ranjan)

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TABLE OF CONTENTS

Licensing

Acknowledgment

About the Book

1: Urdu and Urdu Script

- 1.1: Urdu Script
- 1.2: Alif and Non-Connectors
- 1.3: be ب ، Jim ج , and sin س Series
- 1.4: kaaf ک , gaaf گ , swad ص , zwad ض , fe ف , qaaf ق , toe ط , zoe ظ
- 1.5: laam ل , mim م , nun ن , ain ع , ghain غ
- 1.6: chhoti ye ی , baRi ye ے , do chashmi he ھ , chhoti he ہ , hamza ء

2: Beginning Conversations

- 2.1: Review Concepts from Chapter 1
- 2.2: Greetings and Introductions
- 2.3: Informal Conversation
- 2.4: Formal Conversation
- 2.5: Study Abroad
- 2.6: Grammar- Gender and Number
- 2.7: Personal Pronouns with Verb "To Be"
- 2.8: 2.8 Cultural Notes and Extra/Optional Online Materials

3: Chapter 3. خاندان "Family"

- 3.1: Review Concepts from Chapter 2
- 3.2: Reading/Listening 1- میرا خاندان
- 3.3: Reading/Listening 2- انجم کا خاندان
- 3.4: Study Abroad
- 3.5: Grammar- Adjectives
- 3.6: Apostrophe “S” (‘s) in Urdu
- 3.7: Degrees of Adjectives
- 3.8: “Wh–” Questions/Interrogative Sentence
- 3.9: Cultural Notes and Extra/Optional Online Materials

4: Describing Places

- 4.1: Review Concepts from Chapter 3
- 4.2: Reading/Listening 1- عمران کا گھر
- 4.3: Reading/Listening 2- عمران کا کمرہ
- 4.4: Reading/Listening 2- پیٹر کا شہر
- 4.5: Study Abroad
- 4.6: Post-Positions
- 4.7: Oblique Case
- 4.8: There Construction
- 4.9: Cultural Notes and Extra/Optional Online Materials

5: Expressing Likes, Dislikes, Needs, and Possession

- 5.1: Review of Chapter 4
- 5.2: Reading/Listening I- پھل اور سبزی کی دکان پر
- 5.3: ریستوراں میں
- 5.4: Study Abroad
- 5.5: Verb "To be" in the Past Tense
- 5.6: Subjects with
- 5.7: چاہیے“Need”
- 5.8: Expressing Possession in Urdu
- 5.9: Cultural Notes and Extra/Optional Online Materials

6: Giving Instructions and Making Requests

- 6.1: Review of Chapter 5
- 6.2: Reading/Listening 1- میرا پسندیدہ کھانا اوراسے بنانے کا طریقہ
- 6.3: Reading/Listening 2- راستہ بتانا
- 6.4: Reading/Listening 3- سوشل میڈیا پر اکاؤنٹ کھولنا
- 6.5: Study Abroad
- 6.6: Verbs
- 6.7: Imperative Construction
- 6.8: Objects with کو and سے
- 6.9: Expressing Obligations and Suggestions
- 6.10: Cultural Notes and Extra/Optional Online Materials

7: Expressing Past, Present, and Future Actions

- 7.1: Review of Chapter 6
- 7.2: Reading/Listening 1- دین کا معمول
- 7.3: Reading/Listening 2- میرے شوق
- 7.4: تیوہار
- 7.5: Study Abroad
- 7.6: Grammar- Tense and Aspect
- 7.7: Grammar- The Present and Past Habitual Tense
- 7.8: The Present and Past Progressive Tense
- 7.9: Grammar- Simple Future Tense
- 7.10: Cultural Notes and Extra/Optional Online Materials

8: Talking About the Past and Completed Actions

- 8.1: Review of Chapter 7
- 8.2: Reading/Listening 1- چھٹیوں کے بعد
- 8.3: Reading/Listening 2- خط لکھنا
- 8.4: Reading/Listening 3- نیک خواہشات
- 8.5: Study Abroad
- 8.6: Grammar- Perfective Aspect
- 8.7: کر Construction
- 8.8: Conjunct Verbs
- 8.9: Subjunctive Mood
- 8.10: Cultural Notes and Extra/Optional Online Materials

Urdu Letters - Table Options

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Acknowledgment

1

First of all, I would like to express my heartfelt gratitude to my students—the source of inspiration for this book. Their motivation to learn Urdu, and their need for comprehensive online learning materials, encouraged me to start this journey.

Words fall short to express my deepest appreciation for Regina Gong and her team members, who work for Open Educational Resources (OER) at Michigan State University Libraries. Without Regina and her team, this project would not be possible; they have helped me at every stage in this book. I would also like to express my gratitude to the Dr. Delia Koo Endowment that the Asian Studies Center at MSU awarded me to complete this book.

I acknowledge the support that I received from the Department of Linguistics, Languages, and Culture at MSU. I am forever grateful to all my language teachers at MSU and elsewhere, who directly and indirectly have shaped and enriched my teaching skill.

Last, but not least, I want to express thanks to: my family, who never stopped believing in me and have always been very supportive; Urdu Fulbright Language Teaching Assistant Shadab Akhter, who helped me with Urdu transliteration; and Hindi Fulbright Teaching Assistant Delilah Pacheco, who helped me with audio recordings of the conversations.

About the Book

3

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.

CHAPTER OVERVIEW

1: Urdu and Urdu Script

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.

1.1: Urdu Script

1.2: Alif and Non-Connectors

1.3: be ب ، Jim ج , and sin س Series

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

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

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

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1.1: Urdu Script



Urdu Letters

ث	ٹ	ت	پ	ب	ا
se	Te	te	pe	be	alif
ڈ	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	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
أ	a	alif zabar
آ	aa	alif madda
إ	i	alif zer
إی	ii	alif zer + chooTii ye
اُ	u	alif pes
اُو	uu	alif pes + vao
اے	e	alif + baRii ye
أے	ai	alif zabar + chhoTii ye
او	o	alif + vao
أو	au	alif zabar + vao
أن	un	alif + nun

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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
a	اَ	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	اَب
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 represents 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 , reر group and wao و

Sound	**Name**	**Letter**
d	daal	د
D	Daal	ڈ
Z	zaal	ذ
r	re	ر
R	Re	ڑ
zhe	zhe	ژ
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	ذ ا	ذ
ا ر	ارا	را	ر
ا ڑ	اڑا	ڑا	ڑ
ا ژ	ا ژا	ژا	ژ
ا ز	ا زا	زا	ز
ا و	ا وا	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: وار آواز وارا

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.

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1.3: be ب ، Jim ج , and sin س Series

1

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 + ٹ = چھٹ	ج + پ = جپ
ت + ا + ر = تار	ب + ت + ا = بتا	ر + ا + ت = رات
ٹ + ب = ٹب	ب + ٹ + ن = بٹن	چ + ا + ٹ = 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
ـج	ـاجر	جا	ج
ـچ	ـآچر	چا	چ
ـح	ـآہر	حا	ح
ـخ	ـآخر	خا	خ

Exercises: Join the letters to form words

Sin س Group

s	sin	س
sh	shin	ش

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 س 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 + ا + م = شام	ح + ش + ر = حشر	ک + ا + ش = کاش

Exercises:

1.3.3_Join the letters to form words

Please check your learning:

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

2

Kaaf ک and gaafگ

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. (کل – کام)

Initial	Medial	Final
ک + ا + ر = کار	ف + ک + ر = فکر	ٹ + ا + ک = ٹاک
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 س and ص are homophonous and give the sound of “s” as in English *sample*. ض is also homophonous with ذ and ز 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 = سخص
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

Initial	Medial	Final
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 ظ

Sound	Name	Letter
t	toe	ط
z	zoe	ظ

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 ا and laam ل .

Initial	Medial	Final
ط + و + ر = طور	س + ل + ط + ن + ت = سلطنت	ق + ح + ط = قحط
ظ + ا +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.

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

3

Laam ل , mimم , 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 ں . This letter, indicating nasalization, is known as nun ghunna.

Initial	Middle	Final
م + ا + ل = مال	ن + م + ک = نمک	ن + ا + م = نام
ل + م + ب + ا = لمبا	ق +ل + م = قلم	م + ا + ل = مال
ن + م + ک = نمک	چ + ن + د + ن = چنداں	خ + ا + 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	مغالطہ =o + ط + ل + ا +غ+ م	ب + ا + غ = اغ

Exercises:

Chapter 1.5.2_ain and ghain

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

chhoti ye ی and baRi yeے

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

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 ھ

Sound	Name	Letter
aspiration	do chashmi he	ھ

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 ھ, we can make Urdu's unaspirated consonants aspirated.

do chashmi he ھwith non-connectors

ڑھ	ڈھ	دھ
Rh	Dh	dh

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

Examples: آدھا , سیدھا , رادھا , دھرتی

do chashmi he ھwith connectors

Examples of do chashmi he ھ with connecting letters ج , ب , and ک groups.

a. Aspiration for letters in the ب group is indicated as follows		
bh	بھ	ب + ھ
ph	پھ	پ + ھ

th	تھ	ت + ھ
Th	ٹھ	ٹ + ھ
b. Aspiration in ج group is indicated as follows		
jh	جھ	ج + ھ
chh	چھ	چ + ھ
c. Aspiration in ک group is indicated as follows		
kh	کھ	ک + ھ
gh	گھ	گ + ھ

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
لے = ے + ہ	بہت = ت + ہ + ب	کہ = ہ + ک

Exercises:

Chapter 1.6.3_chhoti he

hamzaa 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

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CHAPTER OVERVIEW

2: Beginning Conversations

Learning Objectives

- 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
2.2: Greetings and Introductions
2.3: Informal Conversation
2.4: Formal Conversation
2.5: Study Abroad
2.6: Grammar- Gender and Number
2.7: Personal Pronouns with Verb "To Be"
2.8: 2.8 Cultural Notes and Extra/Optional Online Materials

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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

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

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2.2: Greetings and 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	*Ta'aruf*	*n.m*	تعارف
Your (honorific/formal)	*Aapka*	*adj.*	آپکا
Name	*naam*	*n.m*	نام

English	*Transliteration*	*Category*	Urdu
My	*Mera*	*pron.*	میرا
Where	*Kahan*	*adj.*	کہاں
From	*Se*	*pp.*	سے
You (honorific/formal)	*aap*	*pron.*	آپ
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
Good/well	*achchhaa*	*adj.*	اچّھا
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
Economics	*Ma’ashiyaat*	*n.m*	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. aapkii umr kitanii 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

English	*Transliteration*	Urdu
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 سیاسیا ت 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! aapkii umr kitanii hai.*	اضا: میں بھی اچھی ہوں- شکریہ ! آپ کی عمرکتنی 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
Me too, Bye!	*mujhe bhii, khuda hafiz!*	!پیٹر: 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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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.

English	***Transliteration***	**Urdu**
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 ملینگے- 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	٤
5	paanch	پانچ	٥
6	Chhah/chhe	چھے	٦
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 – اچّھا، اپ 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?	آپکا فون نمبر کیا ہے؟
My phone Number is 3322110044. And yours?	Mera phone number 3322110044 hai. aur aap kaa?	میرا فون نمبر ۰۰۱۱۲۲۳۳ ٤٤ 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 ملینگے-خدا حافظ
Okay, bye.	Achha. bye.	-اچھا ، بائے

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

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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 موحترم!
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 ملینگے، خدا حافظ-
Ruh: See you again Bye!	*Ruh: Ji phir milege , Khuda Hafiz!*	روح: جی پھر ملینگے، 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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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*	میجر
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
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 مل نے کے لئے بہت خواہسمند 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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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	*لڑکا laRakaa* "boy" *کمرا kamaraa* "room" *بچا bachchaa* "boy child" *دروازہ darawaazaa* "door"	*لڑکی laRakii* "girl" *بچی bachchii* "girl child" *کھڑکی khiRakii* "window" *کرسی kursii* "chair"
Unmarked (Type 2)	Nouns that do not end in -ہ/ا "*-aa*".	Nouns that do not end in -ی "*-i/ii*".
Examples	*گھر ghar* "home" *پھل phal* "fruit" *سیب seb* "apple" *کتب خانہ kutubkhana* "library"	*کتاب kitaab* "book" *میز mez* "table" *تصویر taswiir* "picture" *قمیض kamiiz* "shirt"

Table 1. Sub-Categories of Masculine and Feminine Gender

These rules have multiple exceptions such as:

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

- *لتا lataa* "leaf,"
- *گھٹا ghaTaa* "cloud"
- *دوا* dawaa "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 -ہ/ا "-aa") change into -ے "-e".

- Unmarked masculine nouns (that do not end in -ہ/ا “-aa”) do not change their form in plural.
- All marked feminine nouns (that end in -ی/یی “i/ii”) change into -یاں “-iyan”.
- Unmarked feminine nouns (that do not end in -ی/یی “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 -آ “*-aa*”	Nouns that ends in -ی/یی “*-i/ii*”
Rule for plural	**change -آ “-aa” into -ے “-e”**	**change -ی/یی “-i/ii” into -یاں “-iyan”**
Examples	“boys” لڑکے – لڑکا “rooms” کمرے – کمرہ “boy children” بچے – بچہ “doors” دروازے – دروازہ	“girls” لڑکیاں – لڑکی “girl children” بچیاں – بچی “windows” کھڑکیاں – کھڑکی “chairs” کرسیاں – کرسی
Unmarked (Type 2)	Nouns that do not end in -آ “*-aa*”	Nouns that do not end in -ی/یی “*-i/ii*“
Rule for plueal	**No changes in form**	**change into -یں “-yen”**
Examples	“homes” گھر – گھر “fruits” پھل – پھل “apples” سیب – سیب “mangoes” آم – آم	“books” کتابیں – کتاب “tables” میزیں – میز “pictures” تصویریں – تصویر “shirts” قمیضیں – قمیض

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

“Names of Fruits” پھلوں کے نام

		
(m) apple سب	***(m) mango ام***	***(m) banana کیلا***
		
(m) orange سنترہ	***(m) watermelon تربوز***	***(m) pineapple انناس***

		
(m) papaya پپیتا	*(m) pomegranate انار*	*(m) grapes انگور*

“Names of Vegetables” سبزیوں کے نام

		
(m) potato آلو	**(m) onion پیاج**	**(m) tomato ٹماٹر**
		
(m) spinach پالک	**(m) peas مٹر**	**(f) cauliflower پھول گوبی**
		
धनिया دھنیا	**(f) cabbage پتا گوبی**	**(m) egg plant بینگن**
		
(f) bell pepper شملہ مرچ	**(m) lemon نیمبو**	**(m) cucumber کھیرا**

Test Yourself

True/False

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Vocabulary Test

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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. *main talib -e-ilm hoon.* –**میں طالب علم ہوں**	***I*** **میں**	***hoon*** **ہوں**
You are a friend. *tum ek dost ho.* -**تم ایک دوست ہو**	***You*** **تم**	***ho*** **ہو**
You are a boy. *tu laRakaa hai.* – **تو ایک لڑکا ہے** This is a book. *ye ek kitaab hai.* – **یہ ایک کتاب ہے** Peter is a friend. *Peter ek dost hai.* – **پیٹر ایک دوست ہے** That is a table. *wo ek mez hai.* – **وہ ایک میز ہے**	***S/he, This, That*** **تو/یہ /وہ**	***hai*** **ہے**
We are students. *hum chhaatr hain.* – **ہم طالب علم ہیں** You are good. *aap achchhe hain.* – **آپ اچھے ہیں** They are farmers. *ye/we kisaan hain.* – **یہ/وہ کسان ہیں** These are vegetables. *ye sabziyaan hain.* – **یہ سبزیاں ہیں** Those are fruits. *we phal hain.* – **وہ پھل ہیں** Kamran sahab is my teacher. *Kamraan sahab mere ustaad hain.* – **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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2.8: 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 *tu*: 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 *tum*: 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 *aap*: 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*kyaa* 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/اللہ حافظ khuda/allah hafiz	khuda/allah hafiz is used to say “good bye” in Urdu.

Extra/Optional Online Materials

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CHAPTER OVERVIEW

3: Chapter 3. خاندان "Family"

Learning Objectives

- 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 کے/کی/کا (‘s) in Urdu.
- You will learn Wh- question words.
- You will learn how to form a Wh- question sentence in Urdu.

3.1: Review Concepts from Chapter 2
3.2: Reading/Listening 1- میرا خاندان
3.3: Reading/Listening 2- انجم کا خاندان
3.4: Study Abroad
3.5: Grammar- Adjectives
3.6: Apostrophe “S” (‘s) in Urdu
3.7: Degrees of Adjectives
3.8: “Wh–” Questions/Interrogative Sentence
3.9: Cultural Notes and Extra/Optional Online Materials

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3.1: Review Concepts from Chapter 2

Vocabulary

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

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گفتگو Conversation

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3.2: Reading/Listening 1- 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

Urdu	Grammatical Categories	English
دادی	*n.f.*	Paternal Grandmother
نانا	*n.m.*	Maternal Grandfather
ناني	*n.f.*	Maternal Grandmother
چچا	*n.m.*	Father’s brother
چچی	*n.f.*	Father’s brother’s wife
بوا	*n.f.*	Father’s sister
فوفا	*n.m.*	Father’s sister’s husband
ماما/مامو	*n.m.*	Mother’s brother
مامی	*n.f.*	Mother’s brother’s wife
خالہ	*n.f.*	Mother’s sister
خالو	*n.m.*	Mother’s sister’s husband
چچیرے بھائی/بہن	*n.m./f.*	Cousin brother/sister (kids of چچا- چچی)
فوفیرے بھائی/بہن	*n.m./f.*	Cousin brother/sister (kids of بوا- فوفہ)
ممیرے بھائ/بہن	*n.m./f.*	Cousin brother/sister (kids of مامو- مامی)
خالیرے بھائی/بہن	*n.m./f.*	Cousin brother/sister (kids of خالہ- خالو)
سوتیلے بھائی/بہن	*n.m./f.*	Half brother/sister
پالتو کتا/بلی	*n.m./f.*	Pet dog/cat

“Family After Marriage” شادی کے بعد رشتہ دار

Urdu	Grammatical Categories	English
شوہر	*n.m.*	Husband
بیوی	*n.f.*	Wife
بیٹا	*n.m.*	Son
بیٹی	*n.f.*	Daughter
بہو	*n.f.*	Daughter-in-law
داماد	*n.m.*	Son-in-law
ساس	*n.m.*	Mother-in-law

سسر	*n.f.*	Father-in-law
سالہ	*n.m.*	Brother-in-law (for a man)
سالی	*n.f.*	Sister-in-law (for a man)
دیور	*n.m.*	Brother-in-law (for a woman)
دیورانی	*n.f.*	Wife of a brother-in-law (for a woman)
نند	*n.f.*	Sister-in-law (for a woman)
نندوئی	*n.m.*	Husband of sister-in-law (for a woman)

Test Yourself

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خاندان کے بارے میں “About the Family”

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.

English	Urdu
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 ڈیٹرائٹ میں ہے۔
Salma: What is your mother’s name?	سلمہا: تمہاری امی کا نام کیا ہے؟
Peter: My mother’s name is Liz. What is your mother’s name?	پیٹر: میری امی کا نام لز 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۔ تمھارے 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 تمھارے 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۔

English	Urdu
Peter: How many brothers and sisters do you have?	پیٹر: تمھارے 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 تمھارے 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 تمھارے دادا دادی بھی ڈیٹرائٹ میں تمھارے 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 تمھارے دادا دادی تمھارے ساتھ رہتے ہیں؟
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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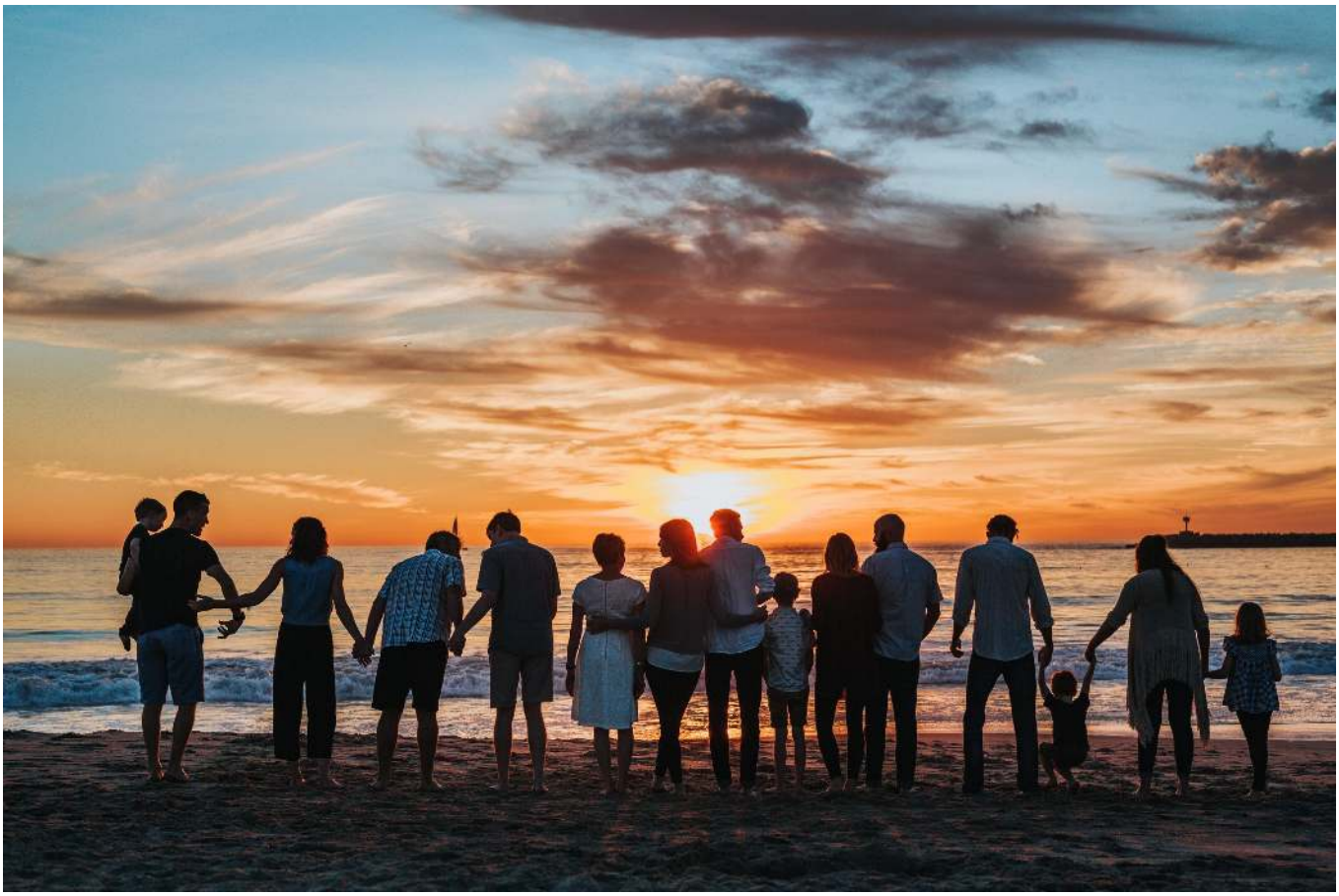
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3.3: Reading/Listening 2- انجم کا خاندان

انجم کا خاندان اور اسکے رشتےدار

“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

English	Grammatical Categories	Urdu
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
Simple/Easy	*adj.*	آسان
Difficult/Hard	*adj.*	مشکل
Woman	*n.f.*	خاتون/عورت
Man	*n.m.*	مرد
Good	*adj.*	اچّھا
Bad	*adj.*	برا
Bad	*adj.*	خراب
Female teacher	*n.f.*	اُستانی
Intelligent	*adj.*	ہوشیار
Intelligent/Fast/Clever	*adj.*	تیز

English	Grammatical Categories	Urdu
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
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

English	Grammatical Categories	Urdu
Worker	*n.m.*	کارکن
Famous	*adj.*	مشہور
Female singer	*n.f.*	گائیکار
Farmer	*n.m.*	کسان
Housewife	*n.f.*	گھریلو خاتون
in the time of happiness and sorrow	*phrase*	خوشی اور غم کے پل/لمحے/وقت
To support	*v.t*	ساتھدینا

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!

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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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Reading: فاطمہ کا خط "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 بچے 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 کنواری 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 ٹائی 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!

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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.

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

ـِ: ـِending adjective is for masculine singular.

ـے: ـےchanges in for plural nouns, and masculine honorific.

ـی: ـیchanges for ـیin 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.) بڑی 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 ـِ 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.

ـِ(b) Unmarked Adjectives are adjectives that do not end in ـِ. 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 "smart children" (plu.) تیز بچے

"strong house" (m.) مضبوط گھر "strong wall" (f.) مضبوط دیوار "strong 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

رنگوں کے نام“Names of Colors”

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.

Chapter 3.5 Adjectives of Quality

Activities

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

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

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.) **کیمرے 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	**دروازھ** *(m. sing.)*		**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	**ابو** *(m. sing./hon)*		**بابا**
Baba’s toys	**کھلونا** *(m. plu.)*		**بابا**
Salma’s husband	**شوہر** *(m. sing./hon)*		**سلمہ**
Salma’s mother-in-law	**ساس** *(f. sing.)*		**سلمہ**
Salma’s sisters-in-law	**نندے** *(f. plu.)*		**سلمہ**
Salma’s children	**بچّے** *(m. plu.)*		**سلمہ**
Salma’s father-in-law	**سسُر** *(m. sing./hon)*		**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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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:

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

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

In comparative sentences, ذرا/کچھand کافی/زیادہare 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/ 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!

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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 ء 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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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-بہن (brothers/sisters), چاچا-چاچی (uncles/aunts), بوا(father's sister), چچیرے بھائی-بہن(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

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CHAPTER OVERVIEW

4: Describing Places

Learning Objectives

- 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.

4.1: Review Concepts from Chapter 3
4.2: Reading/Listening 1- عمران کا گھر
4.3: Reading/Listening 2- عمران کا کمرہ
4.4: Reading/Listening 2- پیٹر کا شہر
4.5: Study Abroad
4.6: Post-Positions
4.7: Oblique Case
4.8: There Construction
4.9: Cultural Notes and Extra/Optional Online Materials

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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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Speaking

Please audio-record your sentences here:

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https://openbooks.lib.msu.edu/urdu/?p=80#h5p-2

Grammar Review

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Reading and Listening Comprehension

Please read/listen to the following text.

ہیلو
میرا نام محمد ہے۔ میں گھر کا سب سے بڑا بیٹا ہوں۔ میرے والد پچاس سال کے ہیں۔ میری والدہ پیتالیس سال کی ہیں۔ میرے چھوٹے بھائی کی عمر بیس سال ہے، اور میری بہن اٹھارہ سال کی ہے۔ میرا چھوٹا بھائی چھ فٹ کا ہے، میرے والد پانچ فٹ آٹھ انچ کے ہیں، اور میں پانچ فٹ پانچ انچ کا ہوں۔
میرے گھر میں میری بہن سب سے خوبصورت ہے۔ میرا بھائی سب سے ذہین ہے۔ میرے والد سب سے مضبوط ہیں۔ میں سب سے محنتی ہوں۔ میری والدہ سب سے زیادہ مذہبی ہیں۔ میری بہن مجھ سے زیادہ مذہبی ہے۔
یہ میرا چھوٹا سا خاندان 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

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

شکریہ!

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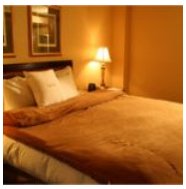
4.2: Reading/Listening 1- عمران کا گھر

Imran's House عمران کا گھر



Vocabulary

		
دروازہ *(n.m.)* Door	**بیٹھک** *(n.m.)* Living Room	**باورچی خان/** *(n.f.)* Kitchen
		
راہداری *(n.m.)* Corridor/Hallway	**پڑھائی کا کمرہ** *(n.m.)* Study Room	**فرش** *(n.m.)* Floor

		
سیڑھی *(n.f.)* Staircase	**سونے کا کمرہ** *(n.m.)* Bedroom	**کھڑکی** *(n.f.)* Window
		
چھت *(n.m.)* Roof	**چھج/** *(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

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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:

English	Urdu	Speaker
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 خانا 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 سونے 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 تمھارے 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?	ارے واہ ! مجھے بھی باغ بہت پسند ہے۔ اور تمہارا کمرہ کہاں ہے؟	سلمہ:
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 گندا ہے۔ میں تمہیں اپنا کمرہ بعد میں دیکھونگا۔	عمران:
Okay.	ٹھیک ہے	سلمہ:

Listening

عمران کا گھر

True/False

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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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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	سوفا*(n.m.)* Sofa	الماری*(n.f.)* Wardrobe
		
کتاب*(n.f.)* Book	پودھا*(n.m.)* Plant	تصویر*(n.f.)* Picture
		
پردہ *(n.m.)* Curtain	بتی *(n.f.)* Light Bulb	پنکھا *(n.m.)* Fan
		

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

Test Yourself

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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

Speaker	Urdu	English
عمران:	آو سلمہ، آج میں تمہیں اپنا کمرہ دکھاؤں گا.	Come Vidya. Today, I'll show you my room.
سلمہ:	چلو	Let's go.
عمران:	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	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.
سلمہ:	پڑھائی کی میز پر کیا ہے؟	What is on the study table?
عمران:	اسٹڈی ٹیبل پر ایک کمپیوٹر، کچھ کتابیں اور کافی کا ایک کپ ہے۔	On the study table, there is a computer, a few books, and a coffee cup.
سلمہ:	اس الماری میں کیا ہے؟	What is in this almirah?
عمران:	اس الماری میں میرے کپڑے اور جوتے ہیں۔ دیکھو اس دیوار پر خوبصورت تصویریں لگی ہیں۔ دروازے کے پیچھے ایک آئینہ بھی ہے۔	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.
سلمہ:	تمہارے کمرے کا پردہ بہت خوبصورت ہے۔ اور ایسا لگتا ہے کہ پنکھا بھی نیا ہے۔	The curtain of your room is very beautiful. It seems that fan is new.
عمران:	ہاں، نیا پنکھا اور نیا قالین بھی.	Yes. New fan and new rug too.
سلمہ:	تمہارا کمرہ بہت بڑا اور ہوا دار بھی ہے۔	Your room is very big and airy too.
عمران:	شکریہ! کیا تم بھی مجھے اپنا کمرہ اور گھر دکھاؤ گی؟	Thanks! Will you also show me your room and house?
سلمہ:	ہاں ضرور، کیوں نہیں؟	Yes, indeed, why not?

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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شکریہ!

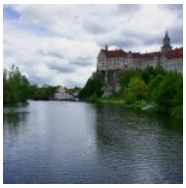
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4.4: Reading/Listening 2- پیٹر کا شہر

“Peter’s Hometown” پیٹر کا شہر



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.*) ریستراں
		
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
		

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

Test Yourself

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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

Speaker	Urdu	English
پیٹر:	عمران بھائی، آپ کہاں سے ہیں؟	Brother Imran, where are you from?
عمران:	میں پاکستان کے لاہور سے ہوں۔ آپ کہاں سے ہیں	I am from Lahore, Pakistan. Where are you from?
پیٹر:	میں ایک چھوٹے سے شہر ایوا سٹی سے ہوں- لاہور پنجاب کی دارالحکومت ہے نہ؟	I am from Iowa City, a small town. Lahore is the capital of Punjab, isn't it?
عمران:	ہاں میں لاہوری ہوں۔ ایوا شہر کی آبادی کتنی ہے؟	Yes, I am a Lahori. What is the population of Iowa City?
پیٹر:	ایوا شہر میں تقریباً 75 ہزار لوگ رہتے ہیں۔ اور لاہور میں؟	Approximately 75,000 people live in Iowa City. And in Lahore?
عمران:	لاہور میں تقریباً ایک سو دس ملین لوگ رہتے ہیں۔ شاید، ایوا شہر ایک بہت چھوٹا شہر ہے۔	Approximately 110,000,000 people live in Lahore. Perhaps Iowa City is a very small town.
پیٹر:	جی ہاں، ایوا شہر ایک بہت چھوٹا سا لیکن خوبصورت شہر ہے۔	Yes, Iowa City is a very small, but very lovely town.
عمران:	کیا وہاں کوئی ہوائی اڈہ ہے؟	Is there an airport there?
پیٹر:	نہیں، مگر قریب کے شہر میں ایک ہوائی اڈہ ہے- ایوا شہر میں، ریلوے سٹیشن بھی نہیں ہے- وہاں ایک بس 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.
عمران:	ایوا شہر میں، کتنے اسکول، کالج اور یونیورسٹیاں ہیں۔	How many schools, colleges, and universities are there in Iowa City?
پیٹر:	میرے شہر میں دو سکول، ایک کالج اور ایک یونیورسٹی ہے۔	In my town, there are two schools, one college, and one university.
عمران:	کیا آپ کے شہر میں کتب خانہ، عجیب گھر، سنیما ہال اور چڑیا خانہ ہے؟	Is there a library, museum, cinema, or zoo in your town?

Speaker	Urdu	English
پیٹر:	ہاں میرے شہر میں دو کتب خانے، ایک عجیب گھر، اور ایک سینما ہال ہے۔ لیکن وہاں کوئی چڑیا خانہ نہیں ہے۔	Yes, in my town there are two libraries, one museum, and one cinema, but there is no zoo.
عمران:	ٹھیک ہے، کیا ایوا شہر میں کوئی دریا، جھیل، تالاب اور پہاڑ ہیں؟	Okay. Is there a river, lake, pond, or mountain in Iowa City?
پیٹر:	میرے شہر میں ایک دریا اور کچھ تالاب ہیں۔ لیکن کوئی پہاڑ نہیں ہے۔	In my town, there is a river and a few ponds. There is no mountain there.
عمران:	کیا آپ کے شہر میں ڈاک خانہ، اور تھانہ وغیرہ ہیں؟	In your town, is there a post office, police station, etc?
پیٹر:	ہاں میرے شہر میں ڈاک خانہ اور تھانہ بھی ہے۔ لاہور میں کیا کیا ہیں؟	Yes, in my town there is one post office and one police station, too. What is there in Lahore?
عمران:	لاہور کے بارے میں، ہم بعد میں بات کریں گے. اب کلاس کا وقت ہو گیا ہے۔	Let’s talk about Lahore later. Now it is time for class.
پیٹر:	ٹھیک ہے، کوئی بات نہیں.	Okay, no problem.

Listening

پیٹر کا شہر

Activities

(a) Please write 10-15 sentences describing your own home town.

(b) Based on the above conversation, please write 10 sentences in Urdu describing Iowa City.

(c) 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.	
٤.	
۵.	
٦.	
۷.	
۸.	
۹.	
۱۰.	

Writing/Speaking

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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 کالیج 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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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)	سونے کا کمرہ گھر کی کھڑکی گھر کے لوگ	‘s	کا/کی /کے
To a boy To you	لڑکے کو آپکو	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 کی/کےor سے.

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	آپکے آگے	*ahead of x*	X کے آگے
Together with/with/along with you	آپکے 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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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-آ change into -ے to the oblique case form. Others (singular masculine that do not end in-آ and singular feminine) do not change.

For Example:

لڑکا- لڑکے کا نام "boy's name" (-آ changes into -ے)

آدمی- آدمی کا نام "man's name" (no change)

Feminine Singular Oblique Nouns

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

For Examples:

لڑکی- لڑکی کا نام "girl's name" (No change)

کتاب- کتاب کا نام "book's name" (No change)

Plural Oblique Nouns

All plural nouns (masculine and feminine) change into **وں** "o" 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**
	-آ 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 **وں** "o".			
	لڑکے- لڑکوں کو **کمرے- کمروں میں**	**گھر- گھروں کے** **مکان- مکانوں میں**	**لڑکیوں- لڑکیوں ک** **کھڑکیاں- کھڑکیوں پر**	**کتابیں- کتابوں میں** **مزین- میزوں پر**

Oblique Adjectives

As we know, Urdu adjectives can be classified into marked and unmarked adjectives. **Marked adjectives** (that ends in -ा) change to -े 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 आ) do not change in oblique adjective form.
For Example:

خوبصورت- خوبصورت لڑکی — خوبصورت لڑکی کا نام (No change) "beautiful girl's name"

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

Summary of Oblique Adjectives

	Oblique Adjectives	
	Marked	**Unmarked**
Rules	-ा changes into -े	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 ा-, to be specific, ना- . **For Example:**

- "To eat" کھانا
- "To read" پڑھنا
- "To sleep" سونا

Rule for changing direct verbs to oblique verbs: , -ा changes into **.** -ना **For Example:**

کھانا "to eat" — کھانے کے لئے "in order to eat/to eat"

پڑھنا "to read" — پڑھنے سے "by reading"

سونا "to sleep" — سونے سے پہلے "before sleeping"

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	کو+ Pronouns	**Oblique**	**Direct**	
مجھ سے	مجھے/مجھکو	مجھ	میں	I
ہم سے	ہمیں/ہمکو	ہم	ہم	We
تجھ سے	تجھے/تجھ کو	تجھ	تو	You
تم سے	تمھیں/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.)

Examples of Pronouns with Post-Position		Pronouns in Hindi		Pronouns in English
کس سے	کسکو	کس	کیا	What (Sing.)
کن سے	کنکو	کن	کیا	What (Plu.)

Test Yourself

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

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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 crowed 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 crowed 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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CHAPTER OVERVIEW

5: Expressing Likes, Dislikes, Needs, and Possession

Learning Objectives

- 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.

5.1: Review of Chapter 4
5.2: Reading/Listening I- پھل اور سبزی کی دکان پر
5.3: ریستوراں میں
5.4: Study Abroad
5.5: Verb "To be" in the Past Tense
5.6: Subjects with
5.7: چاہیے“Need”
5.8: Expressing Possession in Urdu
5.9: Cultural Notes and Extra/Optional Online Materials

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5.1: Review of Chapter 4

Vocabulary

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Grammar

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Reading



میرااسکول

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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5.2: Reading/Listening I- پھل اور سبزی کی دکان پر

پھل 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

English	Grammatical Categories	Urdu
Eggplant	*n.m.*	بیگن
Pea	*n.m.*	مٹر
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*	کتنے 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
Dozen	*adj.*	درجن
Banana	*n.m.*	کیلا
Apple	*n.m.*	سیب

Test Yourself

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Pre-Reading/Listening Activities

(a) Please review the vocabulary of fruits and vegetables from the previous chapter.

(b) Please make a list of your favorite fruits and vegetables.

(c) 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	السلامُ علیکم ! بڑے بھائی	سلمہ:

English	Urdu	Speaker
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.	بیگن 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 بیگن 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:
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:

English	Urdu	Speaker
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

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5.3: ریستوراں میں

ریستوراں میں



Vocabulary

Urdu	Grammatical Categories	English
آنا	*v.i.*	To come
ریستوراں	*n.m.*	Restaurant
خوش آمدید	*n.m.*	Welcome
بیٹھنا	*v.i.*	To sit
شکریہ	*v.m.*	Thanks
کھڑکی	*v.f.*	Window
X کے قریب	*pp.*	Near X
خالی	*adj.*	Available
X کے باہر	*pp.*	Outside of X
منظر	*n.m.*	Scene

English	Grammatical Categories	Urdu
To see	*v.t.*	دیکھنا
To like	*v.t.*	پسند کرنا
Water	*n.m.*	پانی
Other than X	*pp.*	X کے علاوہ
To take	*v.t.*	لینا
Green	*adj.*	سبز/ہرا
Vegetable	*n.f.*	سبزی
Delicious	*adj.*	مزیدار
For X	*pp.*	X کے لیے

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

ریستوراں 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 ریستوراں 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.	جی جناب یہ خالی ہے، آئیے یہاں بیٹھئے۔	بیرا:
Very well brother, thanks!	بہت اچھا بھائی، شکریہ!	عمران:
[After sitting]	[بیٹھنے کے بعد]	
Here is the drink and food menu. What else do you want to drink other than water?	پانی اور کھانے کا یہ مینو لیجئے۔ پانی کے علاوہ، آپ کو پینے کے لئے کیا چاہئے؟	بیرا:
I really like your “sharbat”. Mumtaz what do you want?	مجھے یہاں آپ کا شربت بہت پسند ہے۔ ممتاز تمھیں کیا چاہیے؟	عمران:

English	Urdu	Speaker
I want lassi. I really like mango lassii.	مجھے لسی چاہیے- مجھے آم کی لسی پسند ہے۔	ممتاز:
[After a while]	[کچھ وقت کے بعد]	
There is your “sharbat,” and madam, here is your mango lassii. What food would you like?	یہ رہا آپ کا شربت، اور میم صاحب، یہ آپ کی آم کی لسی. آپ لوگ کھانے میں کیا لیں گیں؟	بیرا:
I want chicken curry, two breads, and one plate of rice.	مجھے چکن کری، دو روٹیاں اور ایک پلیٹ چاول چاہیے۔	عمران:
I want palak paneer and two breads.	مجھے پالک پنیر چاہیے، اور دو روٹیاں.	ممتاز:
Anything else?	اور کچھ ؟	بیرا:
Yes, I need one plate of green vegetable salad.	ہاں، مجھے ایک پلیٹ سبز سبزیوں کا سلاد بھی چاہیے۔	ممتاز:
Very well.	-بہت اچھا	بیرا:
[After eating the food]	[کھانا کھانے کے بعد]	
Did you like the food?	کیا آپ کو کھانا پسند آیا؟	بیرا:
Yes, it was delicious.	-ہاں کھانا بہت لذیذ تھا	ممتاز:
Thanks madam! What would you like for dessert?	شکریہ میم صاحبہ ! آپ کو مٹھائی میں کیا چاہیے؟	بیرا:
I like kulfi. And Mumtaz, what do you want?	مجھے قلفی چاہیے اور ممتاز تمھیں کیا چاہیے؟	عمران:
I like kulfi too.	مجھے بھی قلفی پسند ہے۔	ممتاز:
Very well. I will bring that right away.	بہت اچھا جناب، میں ابھی لاتا ہوں۔	بیرا:
And yes brother, please bring the bill too. We are getting late for a movie.	اور ہاں بھائی ہمیں کھانے کا بل جلد چاہیے۔ ہمیں فلم کے لیے دیر ہو رہی ہے۔	عمران:
Sure sir.	بالکل جناب.	بیرا:
[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 تمھارے لئے	عمران:
Many, many thanks sir.	-آپ کا بہت شکریہ محترم	بیرا:

Listening

ریستوراں میں

Post-Reading/Listening Activities

(a) Check your comprehension

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(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.

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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.

Speaker	Urdu	English
فاطمہ:	بٹی جین، تمہارا ہمارے گھر میں خیر مقدم ہے- یہ تمہارا کمرہ ہے	Daughter Jen, you are most welcome in our home. This is your room.
جین:	شکریہ فاطمہ صاحبہ، یہ کمرہ بہت بڑا اور خوبصورت ہے-	Thanks Fatima sahiba, this room is very big and beautiful.

Speaker	Urdu	English
فاطمہ:	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؟	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.
جین:	امی، کمرہ بہت اچھا ہے- مجھے ان کھڑکیوں پر پردے چاہیے	Mother, the room is very good. I need curtains on these windows.
فاطمہ:	کھڑکیوں پر پردے ہیں- لیکن ابھی انہیں دھونے کے لئے نکالا ہے	There are curtains on these windows. But right now, they were taken down to be washed.
جین:	اچھا، مجھے ایک ٹیبل لیمپ بھی چاہیے	Great! I also need a table lamp.
فاطمہ:	ٹھیک ہے، میں آج ہی تمہارے کمرے میں ٹیبل لیمپ لگوا دوں گی- کیا تمہیں کسی اور چیز کی ضرورت ہے؟	Very well. I will get you a table lamp in your room. What else do you need?
جین:	نہیں اور کچھ نہیں- شکریہ	Nothing at all. Thanks.
فاطمہ:	اچھا بیٹی، کیا تمہیں ہندوستانی کھانا پسند ہے؟	Okay daughter, do you like Indian food?
جین:	جی ہاں، مجھے ہندوستانی کھانا بہت پسند ہے	Yes, I like Indian food very much.
فاطمہ:	اچھا، اور تمہیں صبح-صبح چائے چاہیے یا کافی؟	Okay. Do you like tea or coffee in the morning?
جین:	آپ لوگ کیا پیتے ہیں؟	What do you all drink?
فاطمہ:	ہم لوگ تو چائے پیتے ہیں، لیکن گھر میں کافی مشین بھی ہے	We drink tea. But we have a coffee machine in the house, too.
جین:	بہت اچھا، میں آپ لوگوں کے ساتھ صبح-صبح چائے پینا چاہتی ہوں	Very well! I would like to drink tea in the morning with you all.
فاطمہ:	بہت اچھا، اب تم آرام کرو اور سات بجے تیار ہو کر رات کے کھانے کے لئے باہر آ جاؤ	Very well! Now you rest and come out at 7:00 p.m. for dinner.
جین:	ٹھیک ہے امی، اور آپ کے خاندان کے دیگر افراد کہاں ہیں؟	Okay mother, where are the other members of your family?
فاطمہ:	ابھی سب مصروف ہیں، رات کے کھانے کے بعد میں تمہیں سب سے ملواؤں گی	Right now, they are busy. I will introduce you to the others at the dinner.
جین:	ٹھیک ہے، آپ کا بہت شکریہ	Okay. Thanks to you.

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!

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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 میں(I).
ہو	with تم(familiar you).
ہے	with 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:

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

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

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

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

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

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

سلمہ کہاں تھی- “Where was Salma?”

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

Activity

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

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5.7: چاہیے“Need”

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

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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Other Nouns/Adjectives/Verbs that need Subjects with کو

Example Sentences	English	Words	
مجھے لگتا ہے کہ“I feel that…” مجھے لگتا ہے کہ آج بریشج ہوگی“I feel that it will rain today.”	To feel	لگنا	.١
مجھے لگتا حجی کی ہندی بھوت آسان زبان ہے“It seems to me that Hindi is an easy language.”	To seem		
ہندوستان جانے میں ہمیں ہزاروں ڈالر لگتے ہیں“It takes thousands of dollars for us to go to India.” شکاگو جانے میں مجھے ٤ گھنٹے لگتے ہیں“It takes me four hours to go to Chicago.”	To take money/time		

Example Sentences	English	Words	
مجھے تیرنا آتا ہے“I know how to swim.” مجھے گاڑی چلانا /چلانی آتا ہے“I know how to drive a car.”	To know how to	**آنا**	٢.
مجھے معلوم ہے کہ…“I know that…” مجھے معلوم ہے کہ آپ کہاں رہتے ہیں“I know where you live.” مجھے معلوم ہے کہ امریکہ کا صدر کون ہے“I know who is the president of America.”	To be aware of	**معلوم**	٣.
مجھے خوشی ہے کہ…“I am happy that…” مجھے خوشی ہے کہ آپ اردو سیکھ رہے ہیں“I am happy that you are learning Urdu.”	Happiness	**خوشی**	٤.
مجھے افسوس ہے کہ…“I am sorry that…” مجھے افسوس ہے کی میں آپسے نہیں مل سکا “I am sorry that I could not meet you.” مجھے دکھ/غم ہے کہ آپکی داڈی نہیں رہیں “I am sorry that your grandmother has passed away.”	Regret/Sad	**افسوس/ دکھ/غم**	٥.
مجھے امید ہے کہ ….“I hope that…” مجھے امید ہے کی 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**	٦.
مجھے وہ ایک دکان میں ملا“I happen to meet her in a shop.” مجھے باغ میں سو ڈالر ملے“I found one hundred dollars in a garden.” میں اچھی چائے کہاں ملے گیWhere will I find good tea?” مجھے کم تنخواہ ملتی ہے۔“I receive/get less salary.”	happen to meet someone/to find/to get/to receive	**ملنا**	٧.
کیا آپ کو میرا نام یاد ہے؟ “Do you remember my name?” ہاں، مجھے انکا فون نمبر یاد آیا- “Yes, I remember his phone number.”	remember	**یاد ہونا/آنا**	٨.

Activities

Please write 5 sentences with each of the following words given below. Please use subject with کوfor 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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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
کیا تمہارے پاس “I have many books.” میرے پاس بہت کتابیں ہیں۔ “Do you have some money?” 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**
میرا ایک بھی ہے “I have a brother.” “S/he has two beautiful eyes.” آپکی دو سندر آنکھیں ہیں	کا/کی/کے are used to express possession of kin, limbs of the body, and also permanent/legal possessions such as land, etc.	**کا/کے/کی**
“S/he has high fever.” اسکو تیز بخار ہے “I have lots of work.” مجھے بھوت کام ہے	کو 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.” سکول میں پچیس اساتذہ ہیں۔	میں 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.

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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	چاہیے and چاہنا	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: میں چاہتا ہوں کہ..."I want that..."
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: کیا کھانا ہے؟ (Is there food?) = مجھے کھانا چاہیے-(I need food.) کیا آپ کے پاس قلم ہے؟ (Do you have a pen?) = مجھے آپ کی قلم چاہیے-(I need your pen.)

Extra/Optional Online Materials

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CHAPTER OVERVIEW

6: Giving Instructions and Making Requests

Learning Objectives

- 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.

6.1: Review of Chapter 5
6.2: Reading/Listening 1- میرا پسندیدہ کھانا اوراسے بنانے کا طریقہ
6.3: Reading/Listening 2- راستہ بتانا
6.4: Reading/Listening 3- سوشل میڈیا پر اکاؤنٹ کھولنا
6.5: Study Abroad
6.6: Verbs
6.7: Imperative Construction
6.8: Objects with کو and سے
6.9: Expressing Obligations and Suggestions
6.10: Cultural Notes and Extra/Optional Online Materials

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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?	ارے 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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میرا پسندیدہ کھانا اوراسے 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 اوراسے 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?	آپ کیسے ہیں، عمر صاحب؟	عائشہ:
I am fine, thanks. How are you?	میں ٹھیک ہوں- شکریہ! آپ کیسی ہیں؟	عمر:
I am good as well, thanks. What is in your lunch box today?	میں بھی ٹھیک ہوں- شکریہ! آج آپ کے لنچ باکس میں کیا ہے؟	عائشہ:
I have bread and vegetables in my lunch box today.	آج میرے لنچ باکس میں روٹی اور سبزی ہے۔	عمر:
Is this your favorite food?	کیا یہ آپ کا پسندیدہ کھانا ہے؟	عائشہ:
No, I like khichdi a lot.	نہیں، مجھے کھچڑی پسند ہے۔	عمر:
Whoah! I too like khichdi, but I don't know how to cook it.	واؤ! مجھے بھی کھچڑی پسند ہے۔ لیکن مجھے کھچڑی بنانا نہیں آتا۔	عائشہ:
This is very easy.	یہ بہت آسان ہے۔	عمر:
Can you tell me the recipe of it.	کیا آپ مجھے اسے بنانے کا طریقہ بتا سکتے ہیں ؟	عائشہ:
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.	بلاشبہ، کھچڑی بنانے کے لیے، آپ کو چاول، دال، ٹماٹر، پیاز، مٹر، گھی، لال مرچ، ہری مرچ، ادرک، لہسن، زیرہ، ہنگ، ہلدی، گرم مسالہ، دھنیا اور نمک چاہیے۔	عمر:
I think all these things are available at home. Now, tell me the recipe.	میرے خیال سے، یہ سب چیزیں گھر میں ہیں۔ اب اسے بنانے کا طریقہ بتائیے۔	عائشہ:

First of all, add ghee, cumin, two red chilies 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.	سب سے پہلے پریشر ککر میں گھی ڈالئے، پھر زیرہ، دو لال مرچ اور ہنگ ڈالئے۔ دو منٹ بھوننے کے بعد اس میں پیاز، ٹماٹر، مٹر، ادرک، لہسن اور نمک ڈال کر تین سے چار منٹ تک پکائے۔ اس کے بعد اس میں ہلدی، 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 کھچڑی کو دہی کے ساتھ سرو کیجئے۔	عمر:
This is very easy. I will try to cook it today.	یہ تو بہت آسان ہے۔ میں آج اسے بنانے کی کوشش کروں گی	عائشہ:
Okay Ayesha, what is your favorite food?	ٹھیک ہے عائشہ، آپ کا پسندیدہ کھانا کیا ہے؟	عمر:
I like chicken curry a lot.	مجھے چکن کری بہت پسند ہے۔	عائشہ:
Can you tell me the recipe of the chicken curry?	کیا آپ مجھے چکن کری بنانے کا طریقہ بتا سکتی ہیں؟	عمر:
Yes, why not? But not today, tomorrow.	ہاں کیوں نہیں؟ لیکن آج نہیں کل	عائشہ:
Okay, see you again.	ٹھیک ہے، پھر ملیں گے	عمر:
Bye.	خدا حافظ۔	عائشہ:

Listening

میرا پسندیدہ کھانا اوراسے 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!

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6.3: Reading/Listening 2- راستہ بتانا

راستہ بتانا “Giving Directions”



Pre-Reading/Listening Activities

(a) Learn/review these phrases.

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

(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

راستہ 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.

Speaker	Urdu	English
پیٹر:	ہیلو فرحین	Hello Farheen.

Speaker	Urdu	English
فرحین:	ہیلو پٹر کیا بات ہے ؟ تم کہاں ہو؟	Hello Peter, what is the matter? Where are you?
پیٹر:	میں ایک انڈین ریستوراں میں ہوں۔ یہ بہت اچھی جگہ ہے۔ اگر تم خالی ہیں تو ہم ایک ساتھ کھانا کھا سکتے ہیں۔	I am at an Indian restaurant. This is a great place. If you are available, we can eat lunch together.
فرحین:	ہاں، میں خالی ہوں۔ لیکن مجھے وہاں کا راستہ نہیں معلوم۔	Yes, I am available. But I don't know the directions to that place.
پیٹر:	تم اس وقت کہاں ہو؟	Where are you right now?
فرحین:	میں ہوں Wells Hall میں ابھی	I am in Wells Hall right now.
پیٹر:	ٹھیک ہے ، سب سے پہلے ویلس ہال سے باہر آؤ اور بایں جانب مڈو اور ریڈ سڈر روڈ پر سیدھا چلو- تھوڑی دیر بعد، شو لین پر بایں مڈو – کچھ دور چلنے کے بعد فارم لین پر داہنے جانب مڈو اور سیدھا چلو – اس کے بعد ، ماؤنٹ ہوپ روڈ پر بایں جانب مڈو – اس کے بعد ، ہیگا ڈورن روڈ پر داہنے جانب مڈو – ہیگا ڈورن روڈ پر تین میل کے بعد جولی روڈ اے گا – جولے روڈ پر بایں جانب مڈو – ایک میل کے باد، تمہیں یہ ریستوراں ملے گا	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.
فرحین:	بہت اچھا ، میں تھوڑی دیر میں وہاں پہنچ جاؤں گی۔	Very well. I come there in a little bit.
پیٹر:	ٹھیک ہے، میں تمہارا انتظار کر رہا ہوں۔	Okay, I am waiting for you.

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.

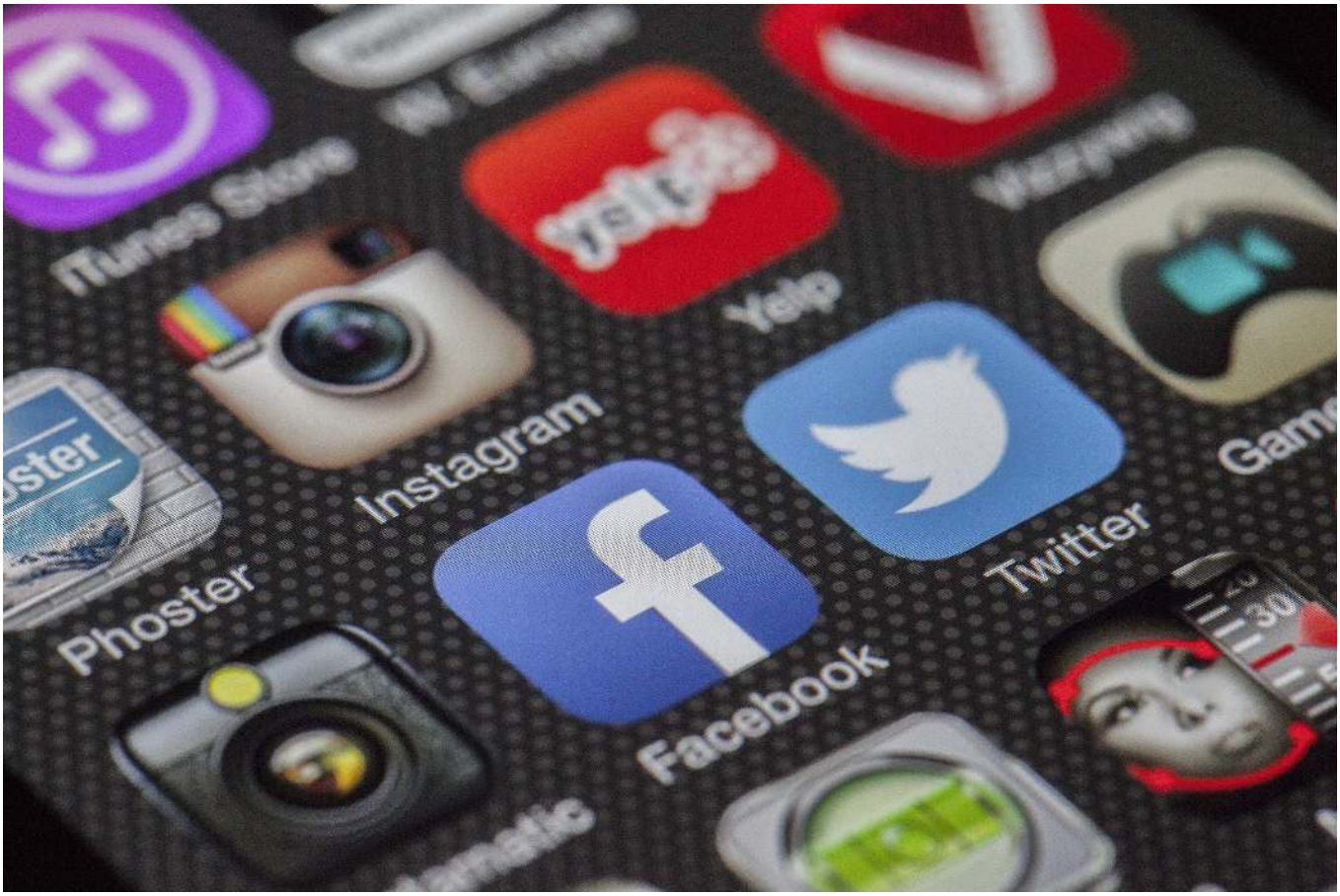
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6.4: Reading/Listening 3- سوشل میڈیا پر اکاؤنٹ کھولنا

سوشل میڈیا پر اکاؤنٹ کھولنا



Pre-Reading/Listening Activities

a) In a group of three or four friends, please share which social media you use and why.

b) Please write five words that explain social media in Urdu. Seek help if you cannot.

c) 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?	پیٹر، آپ اپنے فون پر کیا کرتے رہتے ہیں؟	عائشہ:
I keep checking my Facebook.	میں اپنا فیس بک چیک کرتا رہتا ہوں۔	پیٹر:
What is this Facebook?	یہ فیس بک کیا ہے	عائشہ:
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?	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؟	پیٹر:

English	Urdu	Speaker
No, today, I am learning about Facebook for the first time. Will you help me to open a Facebook account?	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؟	عائشہ:
Yes, indeed, do you have an email address?	ہاں، ضرور، کیا آپ کے پاس ای میل ایڈریس ہے؟	پیٹر:
Yes, I have an account on Gmail.	جی ہاں، میرا جی میل پر اکاؤنٹ ہے۔	عائشہ:
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.	ٹھیک ہے، اب اپنے فون میں فیس بک ڈاٹ کوم 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.	پیٹر:
Oh wow! This is so easy. Then what do I have to do?	وہ واؤ ! یہ تو بہت آسان ہے۔ پھر مجھے کیا کرنا ہے؟	عائشہ:
After that, you can update your profile photo and other information and can send friend requests to your friends.	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۔	پیٹر:
Very well! Today, I will open a Facebook account and will send you a friend request.	بہت اچھا ! میں آج فیس بک پر ایک اکاؤنٹ کھولوں گی اور آپ کو فرینڈ ریکویسٹ بھیجوں گی.	عائشہ:
Very well, then we will chat on Facebook.	ٹھیک ہے، پھر ہم فیس بک پر بات کریں گے۔	پیٹر:

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.

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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 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?	صبح بخیر امی، آپ یہ کیا بنا رہی ہیں؟	جین:
Good morning, Jen, you are awake so early today. I am making chai for the family.	صبح بخیر جین، آج تم بہت جلدی جاگ گیئی ہو- میں خاندان کے لئے چاۓ بنا رہی ہوں	فاطمہ:
This is great. I want to learn how to make chai.	یہ بہت اچھا ہے- میں چاۓ بنانا سیکھنا چاہتی ہوں	جین:
To make chai is very easy. First, take water, milk, tea leaves, and tea spice in a saucepan and boil them.	چاۓ بنانا بہت آسان ہے- سب سے پہلے، پانی، دودھ، چاۓ پتی، اور چاۓ کا مسالا ایک برتن میں لے کرابال لو	فاطمہ:
(After a while. . .)	کچھ دیر بعد	
This is boiling now.	یہ ابل رہا ہے	جین:

Speaker	Urdu	English
فاطمہ:	اب ذرا آنچ کو کم کر دو اور اسے تھوڑی دیر کے لئے ٹھنڈا ہونے دو	Now please lower the heat and let it cool down a little bit.
	کچھ دیر بعد	(After a while. . .)
جین:	امی، اب یہ تھوڑا ٹھنڈا ہو گیا ہے	Fatimah, it’s a little cooler.
فاطمہ:	ٹھیک ہے، اب ذرا چائے کی پتیوں اور چائے کے مسالوں کو اسٹرینر سے چھان لو	Okay, now please strain the tea leaves and tea spices using a strainer.
جین:	ہو گیا	Done.
فاطمہ:	اب اس میں اپنے ذائقے کے مبابق چینی ڈال دو- بس تمہاری چائے تیار ہے	Now add sugar to this according to your taste. Your tea is ready.
جین:	یہ پہلی چائے ہے جو میں نے اپنی زندگی میں خود بنائی ہے	This is the first tea that I have made on my own in my life.
فاطمہ:	واؤ! اگر تم چاہو تو ہر روز اس خاندان کے لئے چائے بنا سکتی ہو	Wow! If you want, you can make tea for the family every day.
جین:	-اگر میں ہر روز اس وقت اٹھ سکی تو	If I get up this time every day.
	دونوں ہنستے ہیں اور چائے کا مزہ لیتے ہیں	(Both laugh and enjoy their tea.)

Listening

چائے بنانے کا طریقہ

Post-Reading/Listening Activities:

a) Please match the following:

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

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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.*	کرنا	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.*	استمعال 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
To sit down	*intran.*	بیٹھنا	To sell	*ditran.*	بیچنا
To sleep	*intran.*	سونا	To see/watch	*tran.*	دیکھنا

English	Verb Type	Urdu	English	Verb Type	Urdu
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:

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

Some Irregular Imperative Forms

Verbs	"تو"	"تم"	"آپ"

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

Giving Instructions and Commands

To give instructions and commands in Urdu, the "تو" and "تم"forms of the verb are used.

For example:

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

Making Requests

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

For example:

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

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

For example:

- **ذرا/مہربانی کرکے یہاں آئے**- "Please come here."
- **ذرا/مہربانی کرکے گھر جائیے**- "Please go home."
- **ذرا/مہربانی کرکے میری کتاب لائے**- "Please bring my book."
- **ذرا/مہربانی کرکے مجھ سے گفتگو کیجئے**- "Please talk to me."
- **ذرا/مہربانی کرکے جان کو اپنی کار بیچئے**- "Please sell your car to John."

Negation of Imperative Construction

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

For example

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

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

For example:

"نہ" before verb for negation	**"نہ" before verb for request**
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

a) Please write ten sentences of instructions and ask your friend to enact them, and vice-versa.

b) Make a list of ten things that you want your parents to do for you. Please use the "آپ" form of the imperative construction.

c) Please choose the correct form of the pronoun "you".

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6.8: Objects with کو and سے

Instructor Video: Object with کو and سے

کو

In the previous chapter, we learned that the post-position کوis 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 چاہئے"need", لگنا"feel", آنا "know how to", معلوم"aware", etc.

For example:

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

Uses of Post-Position کو

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

For example:

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

(b) With an animate direct object.

For example:

- **جانوروں کو مت مارو**- "Do not kill animals."
- **جان نے میری کو کس کیا**- "John kissed Mary."
- **بچوں کو مت پیٹو**- "Do not beat the children."

(c) With an indirect object.

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

سے

(a) Post-position سےis used with objects of the verbs for speaking, telling, etc.

For example:

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

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

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

Activity

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6.9: Expressing Obligations and Suggestions

Instructor Video: Suggestion and Obligation in Urdu

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

For example:

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

However, when چاہیے "need" comes with a verb, it expresses suggestions and obligations.

For example:

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

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.

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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 ، تم ، تو. 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 تو and تم 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

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CHAPTER OVERVIEW

7: Expressing Past, Present, and Future Actions

Learning Objectives

- 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.

7.1: Review of Chapter 6
7.2: Reading/Listening 1- دین کا معمول
7.3: Reading/Listening 2- میرے شوق
7.4: تیوہار
7.5: Study Abroad
7.6: Grammar- Tense and Aspect
7.7: Grammar- The Present and Past Habitual Tense
7.8: The Present and Past Progressive Tense
7.9: Grammar- Simple Future Tense
7.10: Cultural Notes and Extra/Optional Online Materials

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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

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

Speaker	Urdu	English
پیٹر:	ٹھیک ہے، شکریہ- مجھے کیا کرنا ہو گا ؟	Okay, thank you. What will I have to do?
فہیم:	کل آپ بینک سے اکاؤنٹ کھولنے کا درخواست فارم لے کر آئے۔	Bring an application to open a bank account tomorrow.
پیٹر:	ٹھیک ہے، مجھے اور کن چیزوں کی ضرورت ہوگی؟	Okay. What else will I need?
فہیم:	آپ کو دو تصویریں، سناختی کارڈ، اور ایک گرانٹر کی ضرورت ہے۔	You need two photos, identity card, and a guarantor.
پیٹر:	میرے پاس تصاویریں ہیں۔ لیکن میں ایک غیر ملکی ہوں۔ میرے پاس سناختی کارڈ نہیں ہے۔	I have photos. But I am a foreigner. I do not have an Aadhar card.
فہیم:	کوئی بات نہیں، اپنا پاسپورٹ لے آئے۔	No worries, bring your passport.
پیٹر:	ٹھیک ہے، لیکن گرانٹرکون ہوگا؟	Okay, but who will be the guarantor?
فہیم:	میرا بینک میں اکاؤنٹ ہے۔ میں آپ کا گرانٹربن سکتا ہوں۔	I have a bank account. I can be your guarantor.

Speaker	Urdu	English
پیٹر:	واؤ ! یہ بہت اچھی بات ہے۔ مجھے آج ہی درخواست فارم لانا چاہئے	Wow! This is great. I should bring the application today.
فہیم:	ٹھیک ہے، ہم کل ملیں گے۔	Okay. We will meet tomorrow.

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.

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7.2: Reading/Listening 1- دین کا معمول

دن کا معمول“Daily Routine”



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	x کے پہلے
Tuesday	منگل	After X	x کے بعد
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:

English	Urdu	Speaker
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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(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

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7.3: Reading/Listening 2- میرے شوق

میرے شوق“My Hobbies”



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.	کیسی ہیں سنا؟ سنا ہے کہ آپ اور پیٹر فلم دیکھنے گئے تھے۔	صبا:
I am well. Thank you! Yes, last Saturday, we watched a movie. What do you do on weekends?	میں ٹھیک ہوں شکریہ! جی ہاں، گزشتہ ہفتہ ہم نے ایک فلم دیکھی۔ آپ ہفتے کے آخر میں کیا کرتی ہیں؟	سنا:
In my available time, I read books and paint. What do you do?	اپنے فارغ وقت میں، میں کتابیں پڑھتی ہوں اور پینٹ کرتی ہوں۔ آپ کیا کرتی ہیں ؟	صبا:
I watch movies and play table tennis. And, yes, I do yoga too.	میں فلمیں دیکھتی ہوں اور ٹیبل ٹینس کھیلتی ہوں۔ اور ہاں، میں یوگا پریکٹس بھی کرتی ہوں۔	سنا:

Speaker	Urdu	English
صبا:	واؤ ! آپ اپنے جسم پر بہت زیادہ توجہ دیتی ہیں۔ سنا، مجھے فلم کی کہانی بتائیے۔	Wow! You pay attention to your body. Shilpa, tell me the story of a movie.
سنا:	کس فلم کی کہانی؟	Story of which movie?
صبا:	وہ فلم جسے آپ اور پیٹر دیکھنے گئے تھے۔	The film that you and Peter had gone to watch.
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۔	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.
صبا:	واؤ! یہ تو love triangle لگتا ہے۔	Wow! This seems like a love triangle.
سنا:	صبا، میں بھی پینٹ کرنا چاہتی ہوں۔ کیا آپ مجھے پینٹ کرنا سکھا سکتی ہیں؟	Saba, I do want to paint. Can you teach me painting?
صبا:	ہاں بالکل، اگلے اتوار کو میرے گھر آئیے، ہم اکٹھے پینٹنگ کریں گے۔	Yes, of course, come to my home next Sunday and we will paint together.
سنا:	اچھا۔	Great.

Listening

میرے شوق

Post-Reading/Listening Activities

(a) Check your vocabulary

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(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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7.4: تیوہار

Festival



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7.5: Study Abroad

Study Abroad Reading/Listening Activity



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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

	Urdu	**English**
جی: ن	ہیلو امی، آپ کیسی ہیں اور اس وقت کیا کر رہی ہیں؟	Hello mother, how are you and what are you doing right now?
کی: رن	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؟	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?

English	Urdu	
I am well too, mother. I am making our travel plan.	میں بھی ٹھیک ہوں امی- میں ہماری سفری منصوبہ بنا رہی ہوں	جی: ن
I am also very excited about the India tour. Tell me about the travel plan.	میں ہندوستان کے سفر کے لئے بہت پرجوش ہوں- مجھے اپنے سفری منصوبے کے بارے میں بتاؤ	کی: رن
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.	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	جی ن
Will we visit Jama Masjid too?	کیا ہم جامع مسجد بھی جاہیں گی؟	کی: رن
Yes, Jama Masjid is near the Red Fort.	جی ہاں، جامع مسجد لال قلعہ کے قریب ہی ہے	جی: ن
Very well. Where will we go after that?	بہت اچھا، دلی کے بعد، ہم کہاں جاہیں گی؟	:کی رن
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.	دلی کے بعد، ہم جےپور اور ادےپور جاہیں گی- وہاں ہم بہت سے قلعوں کا دورہ کریں گی، اور راجستھانی کھانا کھایں گی، اور خریداری بھی کریں گی	:جی ن
I have heard that Rajasthani handicraft is very famous.	میں نے سنا ہے کہ راجستھانی دستکاری بہت مشہور ہے	کی: رن
Yes mother, we will go to Punjab from Rajasthan and will see a parade by Indian and Pakistani soldiers.	جی ہاں امی، ہم راجستھان سے پنجاب جاہیں گی اور وہاں ہندوستانی اور پاکستانی فوجیوں کی پریڈ دیکھیں گی	جی: ن
Wow! I have heard that the parade is very dramatic.	واؤ! میں نے سنا ہے کہ وہ پریڈ بہت ڈرامائی ہوتی ہے	کی: رن
Yes, we will have so much fun. After that, we will go to visit the Golden Temple in Amritsar and will return to Delhi.	جی ہاں، ہم بہت مزہ کریں گی- اس کے باد، ہم گولڈن ٹیمپل کا دورہ کریں گی اور دلی واپس آئیں گی	جی: ن
This is such a good plan. Do you need anything from America?	یہ تو بہت اچھا سفری منصوبہ ہے- کیا تمہیں امریکہ سے کچھ چاہیے؟	کی: رن
No mother, I do not need anything, but please do not bring warm clothes. It is the summer season in India these days.	نہیں امی، مجھے امریکہ سے کچھ نہیں چاہیے- لیکن آپ کوئی گرم کپڑے مت لائے- ہندوستان میں ان دنوں گرمی کا موسم ہے	جی: ن
Okay daughter, I will see you at the Delhi airport.	ٹھیک ہے بیٹی، میں تمہیں دلی ہوائی اڈے پر ملوں گی	کی: رن

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، ہوگی، 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
-میں کتابیں پڑھتا ہوں “I read books.” -سنا کرکٹ کھیلتی ہے “Sana plays cricket.” -لڑکے کمرے صاف کرتے ہیں “Boys clean rooms.”	-میں کتاب پڑھ رہا ہوں “I am reading a book.” -سنا کرکٹ کھیل رہی ہے “Sana is playing cricket.” -لڑکے کمرے صاف کررہے ہیں “Boys are cleaning rooms.”	-میں نے کتاب پڑھی “I read a book.” -سنا نے کرکٹ کھیلا “Sana played cricket.” -لڑکوں نے کمرے صاف کئے “Boys cleaned rooms.”

Activity

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

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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
میں ام کھاتا تھا- I used to eat mangos. وہ آٹھ بجے اسکول جاتا تھا- We used to go to school at 8 o'clock.	میں ام کھاتا ہوں- I eat mangos. وہ آٹھ بجے اسکول جاتا ہے- He goes to school at 8 o'clock.		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 –	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 (ہوں، ہو، ہے، ہیں) is dropped. However, in the past form of the verb "to be" (تھا، تھی، تھے، تھیں) 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 چاۓ 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:

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

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 جنگلے میں، ایک چوہا بھی رہتا تھا- ایک دن شیر چوہے سے کہتا ہے کہ میں تمھیں کھا جاونگا- چوہا کہتا ہے کہ مجھے مت کھائیے- 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:

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

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 ابھی“right away” and چلئے“let’s”.

Examples:

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

Uses of the Past Habitual Tense

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

Examples:

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

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: آپ خالی وقت میں کیا کرتے/کرتی ہیں؟“What do you do in your free time?” 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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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-	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	ہم“We”	رہا/رہی	میں“I”	1st
NA		رہا/رہی	تو“You”	2nd
رہے/رہی	تم (لوگ)“You”	رہے/رہی	تم“You”	
رہے/رہی	آپ (لوگ)“You”	رہے/رہی	آپ“You”	
رہے/رہی	وہ/یہ“They” and plural nouns	رہا/رہی	وہ/یہ “S/he” and singular nouns	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 (ہوں، ہو، ہے، ہیں) is dropped, but not in the past (تھا، تھے، تھی، تھیں). Negative of past tense keeps the past form of the verb “to be”.

Examples:

- لڑکیا فٹ بال کھیل رہی ہیں- “Girls are playing football.”
- لڑکیا 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 ”ہیں“ 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 ہے 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:

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

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:

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

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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(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.	پچھلے ہفتے، میں _____ تھا/تھی –
۲.	
۳.	
٤.	
٥.	

(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.	
٤.	
٥.	

شکریہ!

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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
یں گے-/-یں گی-	ہم "We"	وں گا/-وں گی –	میں "I"	1st
NA		ے گا/-ے گی-	تو"You"	2nd
وگے/-و گی-	تم (لوگ)"You"	وگے/-و گی-	تم "You"	
یں گے-/-یں گی-	آپ (لوگ) "You"	یں گے-/-یں گی-	آپ"You"	
یں گے-/-یں گی-	یہ/وہ"They," and plural nouns	ے گا/-ے گی-	یہ/وہ"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 کمرا صاف کریں گے**- "You will clean your room."
- **آپ اپنا کمرا 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 جایں 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 مجھسے 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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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, چائےis 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 کیا چل رہا ہے؟ moving?” But this is used to express ”?“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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CHAPTER OVERVIEW

8: Talking About the Past and Completed Actions

Learning Objectives

- 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.

8.1: Review of Chapter 7
8.2: Reading/Listening 1- چھٹیوں کے بعد
8.3: Reading/Listening 2- خط لکھنا
8.4: Reading/Listening 3- نیک خواہشات
8.5: Study Abroad
8.6: Grammar- Perfective Aspect
8.7: کر Construction
8.8: Conjunct Verbs
8.9: Subjunctive Mood
8.10: Cultural Notes and Extra/Optional Online Materials

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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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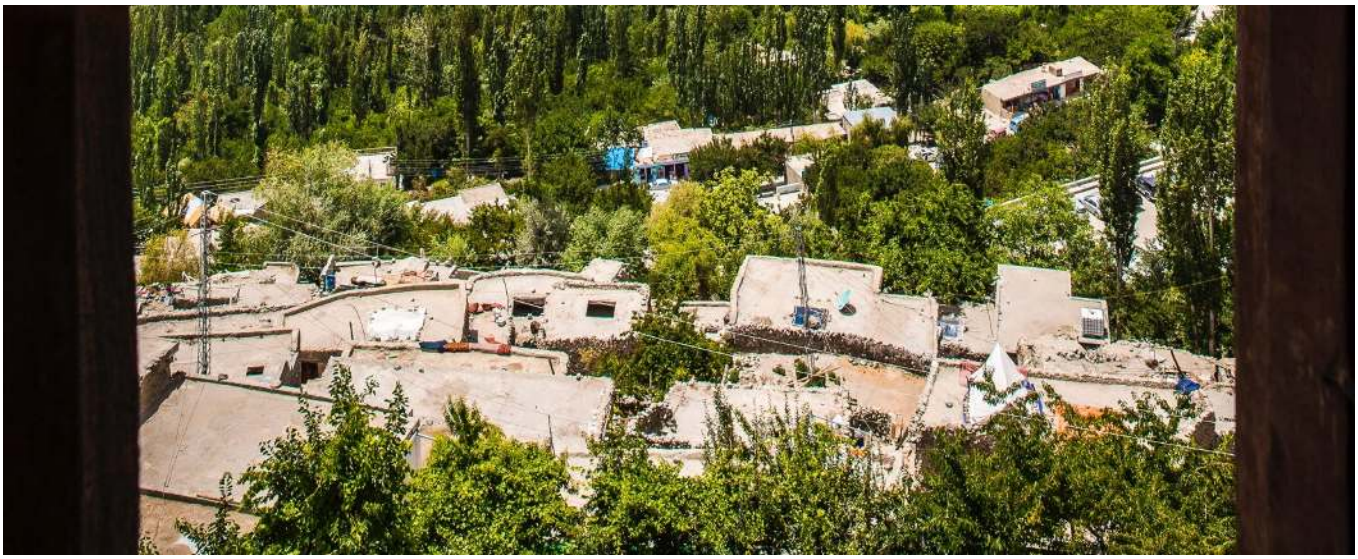
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چھٹیوں کے بعد

"After the Vacation"



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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.

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

Speaker	Urdu	English
پیٹر:	ہیلو شہناز، آپ کیسی ہیں؟	Hello Shahnaz, how are you?
شہناز:	میں ٹھیک ہوں، آپ کیسے ہیں؟	I am well. How are you?
پیٹر:	میں بھی اچھا ہوں۔ آپ کی گرمیوں کی چھٹیاں کیسی رہی	I, too, am well. How was your summer vacation?
شہناز:	میری گرمیوں کی چھٹیاں بہت اچھی تھیں. میں اپنے خاندان کے ساتھ حیدرآباد گیئی.	My summer vacation was very good. I went to Hyderabad with my family.
پیٹر:	ارے واہ ! آپ لوگوں نے حیدرآباد میں کیا کیا؟	Oh wow! What did you do in Hyderabad?
شہناز:	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؟	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?
پیٹر:	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.	I went to my parent’s house in Goa. I spent some time with them and helped them fix their house.
شہناز:	واہ ! اور روشن، آپ نے گرمیوں کی چھٹیوں کے دوران کیا کیا؟	Oh wow! Roshan, what did you do during summer vacation?
روشن:	میں گھر پر تھا- میں نے کھانا پکانا سیکھا.	I was at home. I learned how to cook.
پیٹر:	واہ ! یہ بہت اچھی بات ہے۔ اب روشن ہمارے لئے کھانا بنا سکتا ہے۔	Oh wow! That is great. Now Roshan can cook food for us.

English	Urdu	Speaker
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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8.3: Reading/Listening 2- خط لكهنا

خط لكهنا “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. بتانا*
Leg	*n.m. پیر*	Out	*adj. باہر*
To be stuck	*v.t. پھسنا*	To roam around	*v.t. سیر کرنا*
To fall	*v.i. گرنا*	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 گپے*
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. بچچا*
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 ہونگی۔ 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 گپّے والے کے پاس گول گپّے 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 گیی. 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.

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8.4: Reading/Listening 3- نیک خواہشات

نیک خواہشات “Well Wishes”



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

English	Part of speech/Urdu	English	*Part of speech/Urdu*
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

مبارکباد“Well Wishes”

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:

Speaker	Urdu	English
پیٹر:	نجمہ تم آج اداس کیوں لگ رہی ہو؟ کیا تم یوم آزادی پر خش نہیں	Najma, why are you looking sad today? Are you not happy on Independence Day?
نجمہ:	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۔	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.
کلیم:	آج آپ کی سالگرہ ہے؟ سالگرہ مبارک نجمہ! آئیے سب آج آپ کی سالگرہ منائیں۔	Today is your birthday? Happy birthday Najma! Let's celebrate your birthday together.
پیٹر:	سالگرہ مبارک ہو، نجمہ!	Happy birthday Najma!
نجمہ:	شکریہ! آپ لوگوں کو بھی یوم آزادی مبارک ہو۔	Thanks! Happy Independence Day to you all.

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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شکریہ!

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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

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.*	x کے بارے میں
Sweets	*n.f.*	مٹھائی	Information	*n.f.*	معلومات
Festival	*n.m.*	تیوہار	Much/Very	*adv.*	بہت
Cloth	*n.m.*	کپڑا	Fortunate	*adj.*	خوش قسمت
Perhaps	*adv.*	شاید	With x	*pp.*	x کے ساتھ
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.

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

(b) Please answer the following questions.

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https://openbooks.lib.msu.edu/urdu/?p=175#h5p-117

(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

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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

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

Irregular Verbs in Perfective Aspect

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

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: وہ“He” and آپ“You” 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.	“To go” **جانا**
	۲.	
	۱.	“To come” **آنا**
	۲.	
	۱.	“To sit” **بیٹھنا**
	۲.	
	۱.	“To sleep” **سونا**
	۲.	
	۱.	“To stroll” **ٹہلنا**
	۲.	
	۱.	“To fall” **گرنا**
	۲.	
	۱.	“To run” **دوڑنا**
	۲.	
	۱.	“To be broken” **ٹوٹنا**
	۲.	
	۱.	“To cry/weep” **رونا**
	۲.	
	۱.	“To laugh” **ہنسنا**
	۲.	

پہنچنا "To arrive"	۱.	
	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	"We" ہم	میں نے	"I" میں
تم نے	"You" تم	تو نے	"You" تو
اس نے	"S/he, This" یہ	اپ نے	"You" آپ
انہوں نے	"They, These" یہ	اس نے	"S/he, That" وہ
کس نے	"Who (singular)" کون	انہوں نے	"They, Those" وہ
proper noun نے	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 -نے , it blocks the subject-verb agreement, so the verb agrees with the object.
- For example:
  - **میں نے کھانا کھایا**- "I ate food." (Here, کھایا is agreeing with the object کھانا which is masculine singular.)
  - **صبا نے کپڑے خریدے**- "Saba bought clothes." (Here, خریدے is agreeing with the object کپڑے which is masculine plural.)
  - **عمران نے** روٹی کھای - "Imran ate some bread." (Here, کھایی is agreeing with the object روٹی which is feminine singular)
  - **انہوں نے سنا کو**-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.)
  - **پیٹر نے احمد کو**-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:
  - **صبا نے سنا کو**-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.

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

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

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 گیئی “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.

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Activity 8

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Activity 9

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

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

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8.7: کر Construction

Instructor Video: کر Construction

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 کر<strong construction, the subject should be used just once.

For example:

-میں صبح اٹھتی ہوں	
-میں کافی پیتی ہوں	
-میں اسکول جاتی ہوں	
-میں صبح **اٹھکر** کافی **پیکر** اسکول جاتی ہوں	**کر** Construction:

-وہ اسکول جاتی ہے	
-وہ اردو پڑھتی ہے	
-وہ کھانا کھاتی ہے	
-وہ اسکول **جاکر** اردو **پڑھکر** کھانا کھاتی ہے	**کر** Construction:

کر with کرنا Conjunct Verb

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 **کرکے** کمرا صاف **کرکے** آرام کرتا ہوں	**کر** Construction:

کر in 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 **اٹھکر** کافی**پیکر** اسکول گیا	**کر** Construction:

-میں اٹھا	
-میں اسکول گیا	
-میں نے کافی پی	
-میں **نے** **اٹھکر** اسکول **جاکر** کافی پی	**کر** Construction:

Activity 1

Please combine the following sentences by using **کر** construction:

-صبا کام کرتی ہے	+	-صبا آرام کرتی ہے	=	
-تم کھانا خاوگئ	+	-تم گھر جاوگئ	=	
-تم دوڑے	+	-تم نے پانی پیا	=	
-اختر نے کھانا کھایا	+	-اختر سویا	=	
-پیٹر نے گاڑی چلایی	+	-پیٹر گھر آیا	=	
-اس نے کھانا پکایا	+	-اس نے کھانا کھایا	=	
-ہم اردو پڑھیگے	+	-ہم ہندوستان جاینگے	=	
-اس نے فلم دیکھی	+	-وہ سونے گیا	=	
-تم یہاں اوگی	+	-تم کیا کروگی	=	
-وہ نہایا	+	-اس نے ناشتہ کیا	=	

Activity 2

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

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

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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 **کرنا** 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 + کرنا**	**Noun + کرنا**
Properties	• Conjunct verbs with کرناact 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 کرنا 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 کرنا in a standard word order. • Agreement system: In a conjunct verb, the noun/adjective part of the conjunct verb remains unchanged and the verb کرنا agrees with the potential subject/object in the sentence. Based on the agreement, the verb کرنا changes its form.	

Examples of Adjectival Conjunct Verbs

-میں نے اپنا کمرا 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 connecter 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 کرناalso have a construction with ہونا , in which the doer of the action is usually not expressed.

Adjective + ہونا

Examples of adjectival conjunct verbs:

-میرا کمرا صاف ہوا “My room got cleaned.”

-اسکا کمرا گندا ہوا "His house became dirty."

-پروگرام کی تیاری ہو رہی ہے "Preparation for the program is taking place."

Noun + ہونا

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

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

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 گیئی "The mistake happened."

Activity 1

Please write two sentences with each of the following conjunct 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.
کرناکم "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 کرنا x "To wait for X"	۱. ۲.
کی کوشش کرنا x "To try X"	۱. ۲.

“To practice X” **x کا مشق کرنا**	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:
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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 گا، گے، or, گیfrom 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*, دیناto 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	ہووں 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:

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

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

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

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

Negation of Subjunctive

The negative particle used with the subjunctive is always ***نہ***.

-شاید وہ کل دلی نہ جائے “Perhaps s/he may not go to Delhi tomorrow.”

-شاید آج بارش نہ ہو "Perhaps it may not rain today."

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 دیکھ رہے ہوں "Perhaps my friends may be watching some movie."

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 آوں "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 ایں "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 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/چاھتی/چاہتے/چاہتیں ہوں/ہیں/ہو/ہیں کہ

میں چاھتی ہوں کہ آپ اردو پڑھیں "I want you to study Urdu."

امی چاہتی ہیں کہ میں ڈاکٹر بنوں "Mother wants me to become a doctor."

..... میری/تمہاری/آپکی/اسکی/ انکی خواہش ہے کہ

میری امی کی خواہش ہے کہ میں ہندوستان جاؤں "My mother wants me to go to India."

اسکی خواہش ہے کہ ہم مٹھائی کھایں "S/he wants us to eat sweets."

More Expressions

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

Other constructions requires subjunctive with Conjunctions

تاکہ/جس سے کہ ..... (so that)

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

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

اگر تم کہو تو میں بھی تمھارے 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 اجنبی ہوں "It seemed to us/we felt as if we were strangers there."

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

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:

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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 علیکم، 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

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Urdu Letters - Table Options

ORIGINAL

ث	ٹ	ت	پ	ب	ا
se	Te	te	pe	be	alif
ڈ	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

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	

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					

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    - TitlePage - *Undeclared*
    - InfoPage - *Undeclared*
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    - 1.2: Alif and Non-Connectors - *CC BY 4.0*
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    - 4.1: Review Concepts from Chapter 3 - *CC BY 4.0*
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  - 6: Giving Instructions and Making Requests - *CC BY 4.0*
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2

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  - Glossary - *Undeclared*
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