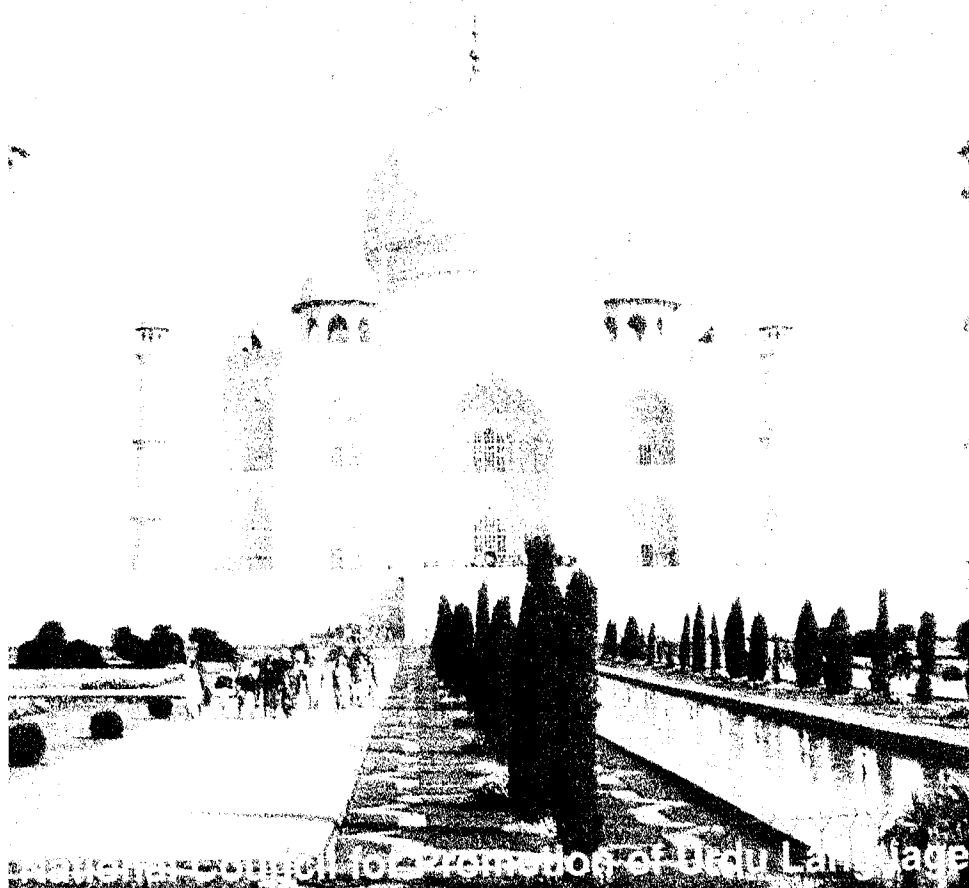


Let's Learn Urdu

Beginner's Manual for Urdu Script



International Council for Promotion of Urdu Language

Let's Learn Urdu
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Gopi Chand Narang



National Council for Promotion of Urdu Language

(Ministry of HRD, Department of Secondary & Higher Education, Govt of India)

West Block-1, Wing No.6, R.K. Puram, New Delhi-110066.

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Let's Learn Urdu
Beginner's Manual for Urdu Script

by
Gopi Chand Narang

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Foreword

The National Council for Promotion of Urdu Language (NCPUL), an autonomous organization under the Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India, has been set up to promote, develop and propagate Urdu language. The Council is also responsible for taking appropriate action for making available in Urdu language, the knowledge of scientific and technological development as well as knowledge of ideas, evolved in the modern context. To meet the above objectives the Council has decided to launch a Certificate Course for learning Urdu through the distance mode. The learning material has been specially prepared by a team of experts drawn from different Universities and Institutions as well as the inhouse experts. The material was discussed and scrutinised by the committee members under the supervision of Prof. Gopi Chand Narang. It is hoped that teaching through distance mode will meet the wide spread demand for the learning of Urdu.

I must express my profound thanks to Prof. Gopi Chand Narang and all the members of the committee for preparing the text books. I also express my appreciation for Dr. M.J. Warsi, who played an important role in coordinating the Urdu Correspondence Course Scheme.

I hope that the book will be of use to the students who wish to learn one of the most beautiful Indian scripts - *Urdu*.

Dr. M. Hamidullah Bhat

Director

Preface

This beginner's Manual for Urdu Script is meant for those who are conversant with spoken Urdu or Hindi, and want to learn Urdu script in the shortest possible time. It is written in the Distance Education mode and everything is self-explanatory. The concepts are introduced gradually, and the characters, words and sentences have been repeated sufficiently so that they are well engrained in the mind of the learner. The Manual is accompanied by a Work Book where things are further explained. The learner must proceed lesson by lesson, and must complete the related exercises in the Work Book. The Work Book contains sufficient reading and writing exercises, which, if followed properly, will render the learning of Urdu script easy and enjoyable.

The Urdu script has been introduced in a graded and scientific manner. The learner who wants to learn Urdu alphabet in the traditional order is welcome to do so. A complete chart of the Urdu alphabet in the traditional order is also provided. However, the lessons introduce the Urdu alphabet gradually and systematically. The Urdu letters are of two types, connectors and non-connectors. The lessons first introduce the non-connectors which are easy to learn. Similarly, combinations which are simple and easy, are introduced in the beginning. The connectors and concepts which are comparatively difficult have been taken up later. The learner, if he moves step by step according to the order of lessons, and follows instructions while completing the reading and writing exercises in the Work Book, will not feel any difficulty. Care has been taken to teach the Urdu alphabet

through names of objects which are illustrated to make the learning less cumbersome and pleasant.

A short introduction to Urdu script is provided in the beginning. The learner is advised to go through it before beginning the book. Of course, the concepts will become fully clear only after the learner has completed all the lessons and all the exercises. The script, in fact, is introduced in the first 12 lessons. Thus, those learners who may master one lesson each week can learn the Urdu script in a period of three months. However, motivation and learning ability plays a major role in the learning process. The learner is advised to practise writing as much as possible, as nothing reinforces reading more than the writing.

In the Manual new characters and combinations are shown in red boxes. They are drilled enough so that by the end of each lesson the learner can easily recognise and read the new elements. At the end of the lessons a complete chart of the new characters and combinations is again given in red boxes for reinforcement.

The names of the Urdu letters are given at the top of the box while the transcription of the sound is given below. Urdu is rich in duplicators and triplicators, i.e., where some letters stand for one sound. A complete chart of Urdu alphabet denoting the sounds is also given for reference. Complete tables of vowel system and diacritics, traditional order of sequences, as well as the table of different shapes of Urdu letters and their combinations are also provided. All this will be of use and will help the process of systematic learning.

The Work Book uses turquoise boxes for exercises and for filling the responses. To facilitate the learning

process of writing Urdu characters, the direction and movement of hand is indicated by small arrows. New words and sentences are also given in the dotted (broken) format so that the learner may write over them in pencil, practising sufficiently to perfect his writing.

The Urdu text has been adopted from the *Urdu Ki Nai Kitab-I* prepared by me and published by the National Council for Educational Research and Training, New Delhi, which is widely used in many school systems in India. I wish to give my thanks to the Director, NCPUL, Dr. M. Hamidullah Bhat, and to my fellow Committee Members, without whose co-operation and help the present project would not have been completed in time.

New Delhi
16 November, 2000

Gopi Chand Narang

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Introduction

Urdu Script

Urdu is an Indo-Aryan language. The script it uses is derived from Arabic and Persian, but to suit the peculiar requirements of Indo-Aryan phonology, particularly aspiration, retroflexion and nasalization, it has been suitably modified. It is cursive in nature. A characteristic feature of this script is that short vowels are not usually indicated, though they can be shown by superscript or subscript marks when necessary. Another important feature is that among the consonants, it has duplicate and triplicate letters which stand for the same sound. It has been necessary to retain them because they are distinctive in the Arabic / Persian loans of Urdu. The Urdu script is written from right to left. The letters are of two types, connectors and non-connectors. The connectors combine with the following letters in the word or the syllable, while the non-connectors cannot combine with the following letters. However, all letters combine with the preceding connector ones. The writing style normally used for Urdu hand-writing or printing is called *Nastaliq*, i.e., beautiful. Since the script is cursive in nature, most of the letters have three shapes, initial when they occur in the beginning, medial when they occur in the middle or finally joined when they occur at the end of a word. The final unjoined shape is the same as the basic letter.

A complete chart of Urdu Characters with all the four shapes is given at the end of the book for reference.

Vowels

The long vowels in Urdu are indicated by alif (ا), alif-mad (آ), vāo (و), choṭī yē (ی) and baṛī yē (ے). The superscript mad (̃) written over alif (ا̃) denotes long /ā/ at the beginning of a word. However, medially and finally alif (ا) by itself stands for long /ā/. Yē (ی) and vāo (و) when occur initially, stand for semi-vowel /y/, and /v/ respectively, such as, /yahā̃/ (یہا̃), /vahā̃/ (واہا̃). Vāo (و), choṭī yē (ی) and baṛī yē (ے) in other environments denote long vowels, the detail of which follows:

Vāo and Ye

و (vāo) in Urdu serves the purpose of four sounds as indicated below:

واہا̃	جو	یو	یو
vahā̃	jo	ju	jau

Initially vāo like yē always stands for semi vowel as in واہا̃/vahā̃/. However, in the medial and final positions vāo stands for three different long vowel sounds, i.e., /ō/, /ū/ or /au/. The vāo for /ū/ sound is shown with ulṭā pēsh (وُ); the vāo for /au/ sound is shown with a preceding zabar (وَا); whereas the unmarked vāo (و) stands for the sound /ō/, as is shown in the examples above.

Similarly, ی/ے (yē) in Urdu serves the purpose of four sounds as indicated below:

یہاں	میرا	میرا	میںا
yahā	mērā	mīrā	mainā

Initially yē like vāo always stands for a semi-vowel, as in یہاں/yahā/. However, in the medial and final positions y ē stands for three different long vowel sounds, i.e., / ē/, /ī/, /ai/. The yē for /ī/ sound is shown with a kharā zēr (میرا); the yē for /ai/ sound is shown with a preceding zabar (میںا); whereas the unmarked y ē (میرا) stands for the sound / ē/, as is shown in the examples above.

Short Vowels

The short vowels in Urdu are indicated by superscript or subscript as indicated below :

- ◌َ above a consonant is called 'zabar'. It denotes a following /a/.
- ◌ِ below a consonant is called 'zēr'. It denotes a following /i/.
- ◌ُ above a consonant is called 'pēsh'. It denotes a following /u/.

Alif (ا) at the beginning of a word or a syllable denotes that the word or syllable begins with a vowel. The particular short vowels can be indicated by use of zēr, zabar or pēsh, e.g., اِس, اَب, اُن. However, short vowel signs are used only when necessary, the general practice being that the Urdu readers read their language without short vowel marks.

A complete chart of the vowels is given at the end of the book for reference.

Nūn-ghunna, dō cashmī hē and hamza

The following three letters, though traditionally not listed in the Urdu alphabet, are very important to learn:

- (i) nūn ghunna (ن), i.e., nūn without dot stands for nasalization of a vowel; however, medially nasalization is indicated with full nūn (ن), i.e., with the dot above, such as in /jāũ/ جاؤں, /ũt/ اونٹ.
- (ii) dō cashmī hē (ھ) is a distinctive feature of Urdu and represents aspiration, such as in /ghōṛā/ گھوڑا, /thōṛā/ تھوڑا.
- (iii) hamza (ء) is a glottal stop in Arabic, but in Urdu, generally, it is an orthographical mark used as a superscript denoting the occurrence of two vowels in a word. Except for the vocalics with which it occurs, it has no phonetic value in Urdu.

Duplicators etc.

The following groups of letters stand for the same sound in Urdu:

- (i) tē (ت) and tōe (ٲ) both represent /t/.
- (ii) sē (ث), sīn (س) and swād (ص) all represent /s/.

- (iii) chōṭī hē (چ) and baṛī hē (ب) both represent /h/.
- (iv) zāl (ز), zē (ژ), zwad (ض) and zōe (ظ) all represent /z/.

The consonant ain (ع), which in Arabic is a glottal fricative, in Urdu generally is pronounced as a vowel combined with other vowels in the word. It normally merges with the sound of a vowel character or vowel marker, such as:

- (a) Initially : aurat (عورت), izzat (عزت)
- (b) Medially : malūm (معلوم), bād (بعد), shōla (شعلہ)
- (c) Finally : jama (جمع), mauzū (موضوع)

Hē (ہ) stands for /h/, but in many cases in the final position it is pronounced softly and denotes a short vowel, e.g.,

na (نا), pata (پتا), balke (بالکے)

But where a final /h/ is to be pronounced, it is shown with a hook, e.g.,

kah (کہ), sah (سہ), bah (بہ)

Silent vao (و)

Vāo (و) following kh (خ) occurs only in a few Persian and Arabic loan words where vāo (و) is not pronounced. It is marked with a subscript below the vāo, thus:

<u>khush</u>	خوش
<u>khud</u>	خود
<u>khurshid</u>	خورشید
<u>khāb</u>	خواب

Particular Conventions

- (i) Initially choṭī hē (ہ) + alif (ا) is written with a double hook, e.g.,

hāthī ہاتھی

- (ii) kāf (ک) or gāf (گ) + alif (ا) are written with a small loop, e.g.,

kāl کال

gāl گال

kāf (ک) or gāf (گ) before lām (ل) are also written similarly, e.g.,

kul کل

gul گل

- (iii) In the environment /i/ + semi-vowel /y/ + vowel, hamza (ء) is not written and instead two dots of medial /y/ are indicated:

cāhi+yē چاہیے

dījī+yē دیجیے

- (iv) hamza (ء) is also not indicated in the environment, /u/ + /ā/, e.g.,

huā ہوا

chuā چھوا

Numerals

1	2	3	4	5	6	7	8	9	0
ا	ب	ب	د	ه	و	ز	ح	ق	ص



Urdu Alphabet and System of Transcription

The traditional order of the Urdu Alphabet comprising 36 letters is the following:

<i>Name</i>	<i>Urdu Character</i>	<i>Transcription</i>
alif	ا	a / ā
bē	ب	b
pē	پ	p
tē	ت	t
ṭē	ٹ	ṭ
sē	ث	s
jīm	ج	j
cē	چ	c
baṛī hē	ح	h
<u>khē</u>	خ	<u>kh</u>
dāl	د	d
ḍāl	ڈ	ḍ
zāl	ز	z
rē	ر	r
ṛē	ڑ	ṛ
zē	ذ	z

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zhē	ژ	zh	
sīn	س	s	
shīn	ش	sh	
swād	ص	s	
zwād	ض	z	
tōe	ط	t	
zōe	ظ	z	
ain	ع	see Intro	
ghain	غ	gh	
fē	ف	f	
qāf	ق	q	
kāf	ک	k	
gāf	گ	g	
lām	ل	l	
mīm	م	m	
nūn	ن	n	see below
vāo	و	v	see below
choṭī hē	ہ	h	see below
choṭī yē	ی	y/ī	see below
bāṭī yē	ے	y/ē, ai	see below

Alif mad

The superscript mad (-) written over alif (ī) denotes

long /ā/ at the beginning of a word. However, medially and finally alif (ا) by itself stands for long /ā/.

Nūn-ghunna, dō cashmī hē and hamza

The following three letters, though not listed in the Urdu alphabet, are very important to learn:

- (i) nūn ghunna (ن) i.e., nūn without dot stands for nasalization of vowel, however medially nasalization is indicated with full nūn (ن), i.e., with dot above, such as, /jā ū/ جائو, /ūṭ/ اونت.
- (ii) dō cashmī hē (ہ) is a distinctive feature of Urdu and represents aspiration, such as /ghōrā/ گھوڑا, /thōrā/ تھوڑا.
- (iii) hamza (ء) is a glottal stop in Arabic, but in Urdu generally it is an orthographical mark used as a superscript denoting the occurrence of two vowels in a word. Except for the vocalics with which it occurs, it has no phonetic value in Urdu.

Vāo and yē

Vāo (و), chōṭī yē (ی) and baṛī yē (ے) stand for semi-vowel /v/ and /y/ only initially (in a word or a syllable), in all other environments they denote long vowels. For details see Introduction to Urdu script.



Sequences of Urdu Letters

The Urdu characters can be easily grouped into a few sequences where the basic shape more or less is the same, and the distinction lies in placing the dot/s above or below the letter.

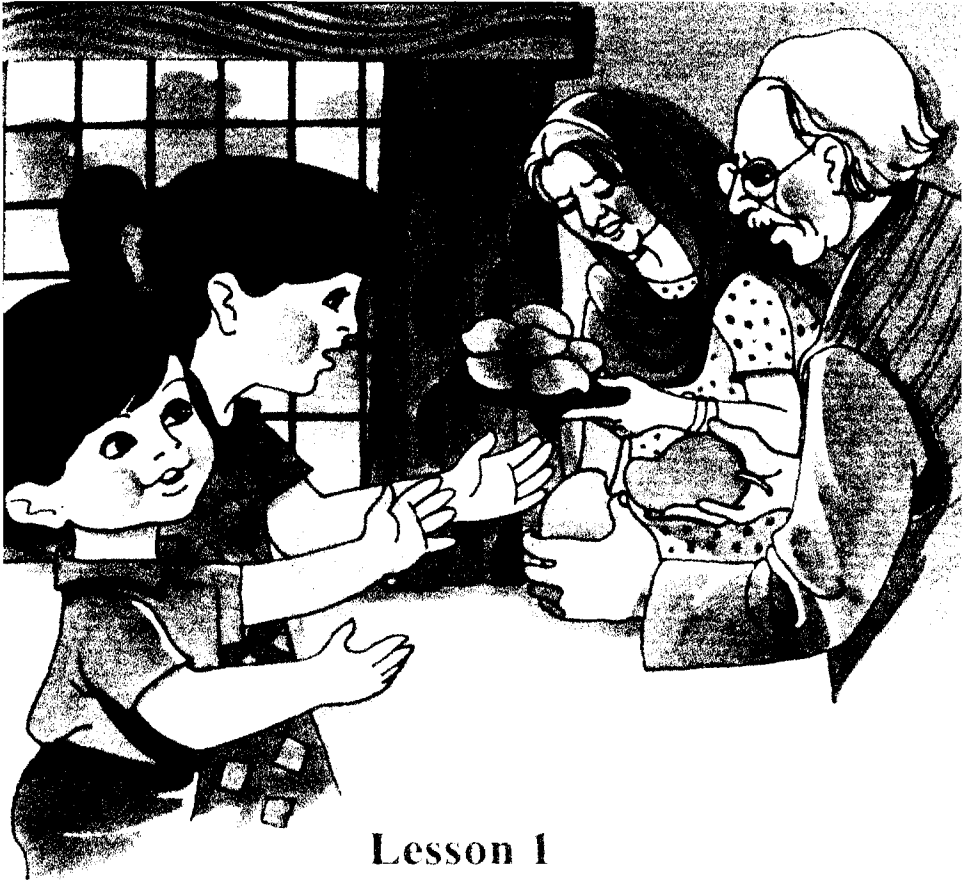
The following sequences will be of help in memorising the Urdu letters in the traditional order:

						ا alif
		ث sē	ث ṭē	ت tē	پ pē	ب bē
			خ khē	ح baḥ hē	ج cē	ج jīm
ژ zhē	ز zē	ز rē	ر rē	ذ zāl	ذ dāl	د dāl
			ض zwād	ص swād	ش shīn	س sīn
					ظ zōe	ط tōe
					غ ghain	ع ain
					ق qāf	ف fē
					گ gāf	ک kāf

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و	ن	م	ل
vāo	nūn	mīm	lām
ے	ی	ہ	
baī yē	chōṭī yē	chōṭī hē	





Lesson 1

- ❖ Urdu language is written from right to left.
- ❖ In each lesson new letters will be shown in red boxes. Read them carefully. The names of the letters are given at the top of the box, while transcription of the sound is given below.
- ❖ Read the letters aloud five times before you proceed further:

choṭī yē



ī

vāo



v

dāl



d

mīm



m

alif mad



ā

alif



a



❖ Read the following aloud five times from right to left:

آم

ām

دو

dō

آم

ām

دادی

dādī

دادا

dādā

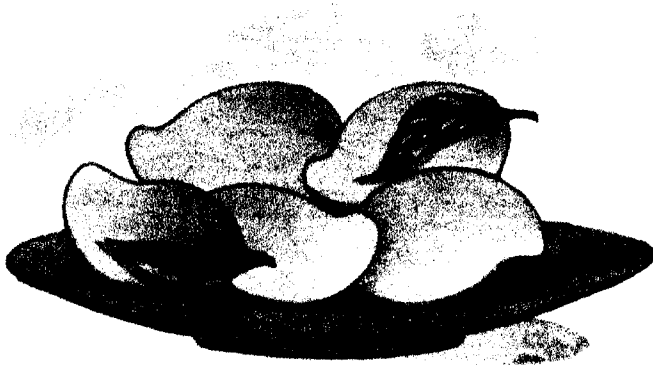
- ❖ You have read the words already. Now you can read the following text. Read the text twice or thrice till you can read it fluently.

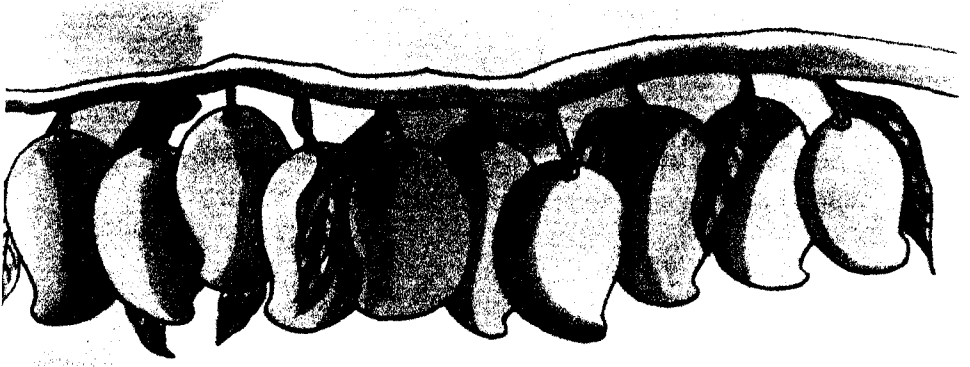


دادا آم دو
دادا دو آم دو
دادی دو آم دو

❖ Vocabulary:

ām	- mango
dādā	- grandfather
dādī	- grandmother
dō	- two
dō (from inf. dē nā)	- (please) give





Lesson 2

- ❖ You already know that the Urdu letters being introduced are shown in red boxes. The names of the letters are given at the top, while the transcription of the sounds is given below.
- ❖ Read the letters aloud five times before you proceed further:

baī ye



ē

rē



r

sīn



s

❖ Read the following aloud five times from right to left:

رَس

ras

دَار

dār

دے

dē

دَس

das

دَام

dām

دَارَا

dārā



- ❖ You have read the words already. Now you can read the following text. Read the text twice or thrice till you can read it fluently:

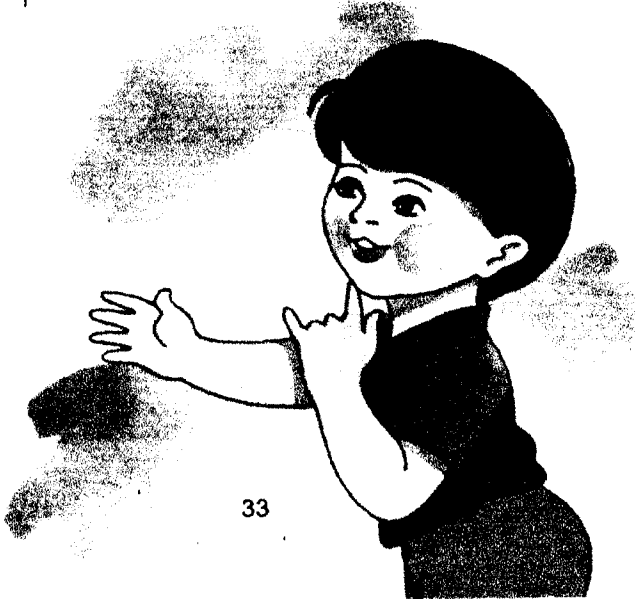
آم دو

رس دار آم دو

دس رس دار آم دو

دارا دس رس دار آم دو

دادا دس رس دار آم دو





دادا دام دو

دادی دام دو

دادا دام دے دو

دادی دام دے دو

دس رس دار آم دے دو

❖ Vocabulary:

das	- ten
ras	- juice
ras-dār	- juicy
dām	- money, price
dē (from inf. dēnā)	- give





- ❖ Letters such as ا (alif), د (dāl), و (vāo), and ر (rē), which you have already read are non-connectors, i.e., they do not combine with the following letter in a word. Similar is the case with ذ (ḏāl); however the letter ل (lām) is a connector. In this lesson you will learn how ل combines with the following letters.
- ❖ Read the following letters and words aloud twice before you proceed further:

دول

ḏol

lām

ل

l

vāo

و

ō

ḏāl

ذ

ḏ



Read the following aloud and
note how ﺝ combines with
other letters:

lā = alif + lām ← lām

لا ا + ﺝ ← ﺝ

لا دُول لا

لال ڈول لا

دو ڈول لا

دارا دو ڈول لا

lō = vāo + lām ← lām

ل ← ل + و لو

لو ڈول لو

لال ڈول لو

دادی ڈول لو

دادی لال ڈول لو



lī = chōṭīyē + lām ← lām

ل ← ل + ی لی

لالی آ

لالی ڈول لا
لالی دو ڈول لا
لالی لال ڈول لا

lē = barī yē + lām ← lām

لے + ل ← ل

لے ڈول لے
لے ڈول دو
لے ڈول لالی
لے ڈول دارا



- ❖ Note the following letters and combinations once again and read them aloud:

لے

lē

لی

lī

لو

lō

لا

lā

ل

l

ڈ

ḍ

lām

ḍāl

❖ **Vocabulary:**

ḍōl	– bucket
lā (from inf. lānā)	– fetch, bring
lāl	– red
lō (from inf. lēnā)	– take





Lesson 4

- ❖ Read aloud the following letters and note how they combine in words:

	bē + alif	tē		pē		bē	
ت	با	ت	ر	پ	آ	ب	ا
t	bā	t	rā	p	ā	b	ā

- ❖ Read the following words carefully, and note how ب (bē) پ (pe), ت (te) combine with the following alif:

آپ

āp

آب

āb

رات

rāt

پات

pāt

بات

bāt

- ❖ Read out and note the combinations:

رات

rāt

آپ

āp

آب

āb

با

bā

ا +

alif +

ب

b

←

ب

b

تا

tā

ا +

alif +

ت

t

←

ت

t

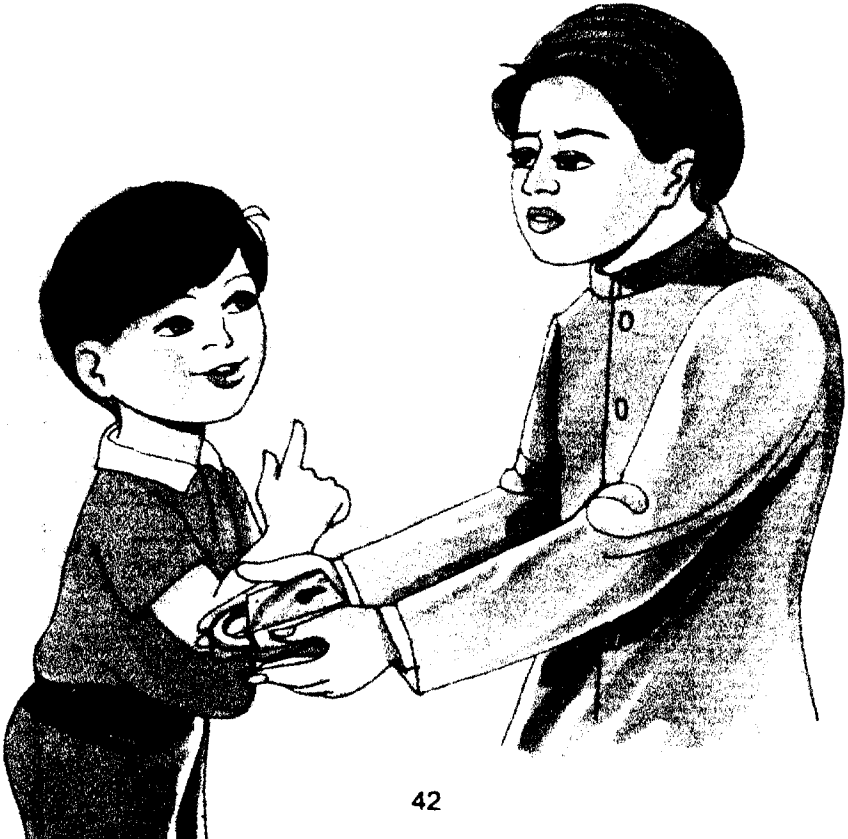
تا

تا

تا آ

تا آ

تا



- ❖ Read out the text two or three times till you can read it fluently:

آ بابا

لا تالا

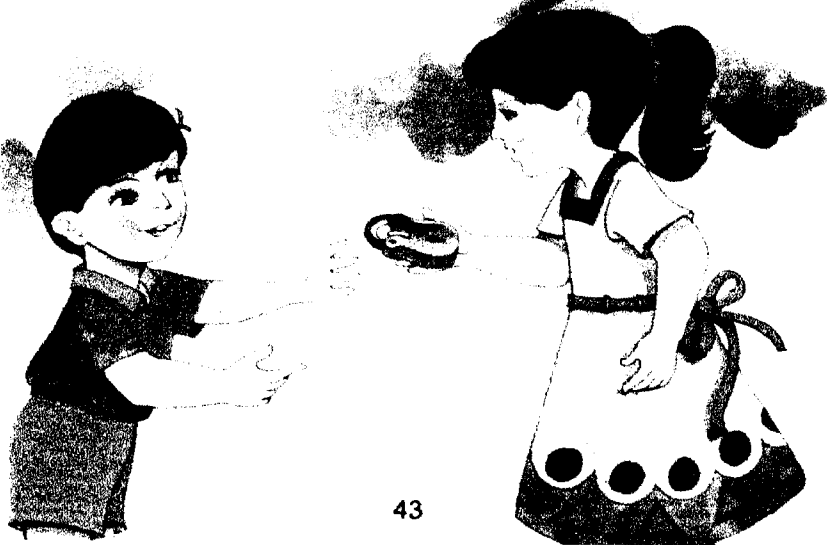
لا تالا بابا

آ پاپا

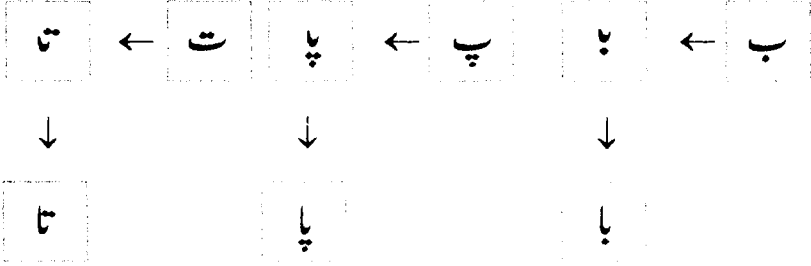
لا تالا

لا تالا پاپا

لا تالا دد



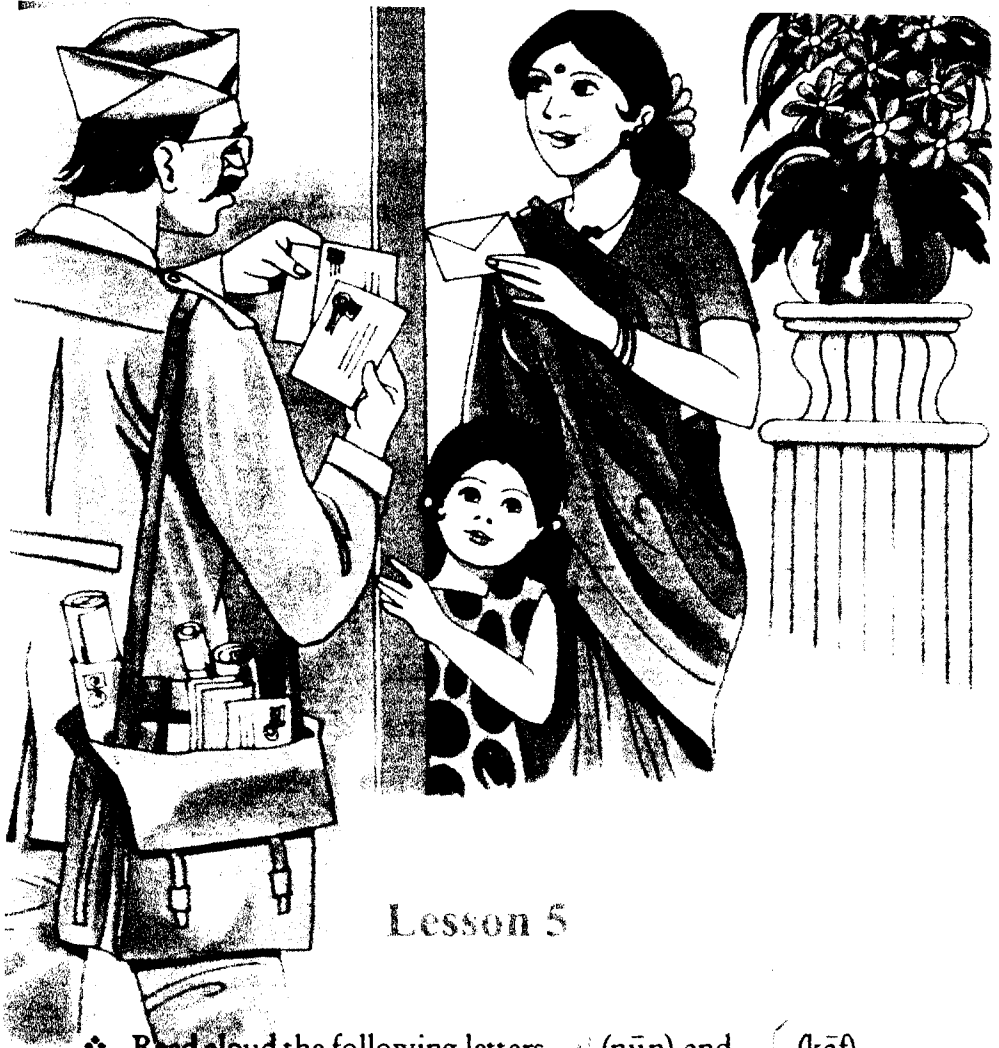
- ❖ The combinations you have read are shown below in boxes. Note them and read out twice:



❖ Vocabulary:

āb	- water
āp	- you (polite)
rāt	- night
bāt	- talk
tālā	- lock
bābā	- old man
pāt	- leaf





Lesson 5

- ❖ Read aloud the following letters, ن (nūn) and ک (kāf), and note how they combine with the following letters:

nūn + b.yē

نبے

nē

nūn + c.yē

نی

nī

nūn + alif

نا

nā

nūn

ن

n

kāf

کے

kē

کی

kī

کو

kō

کا

kā

ک

k

- ❖ Read out the following words carefully and note the initial and final shapes of ن (nū n) and ک (kā f):

نان

nā n

پان

pā n

ناک

nā k

ڈاک

ḍā k

- ❖ Note the combinations and read them aloud three times:

kā alif + kāf

کالا کا کا ا + ک ← ک

kō vāo + kāf

کورا کو کو و + ک ← ک

kī c.yē + kāf

کاکھی کی کی ی + ک ← ک

kē b.yē + kāf

کاکے کے کے ے + ک ← ک



❖ Read the text aloud twice or thrice till you can read it fluently:

	پان	دو	
لالی	کو	پان	دو
نان	دو		
دادی	کو	نان	دو
دارا	نان	لو	دادا
		پان	لو

❖ Mark the different shapes of n ū n:

ن ← ن + ا نا نانا نان

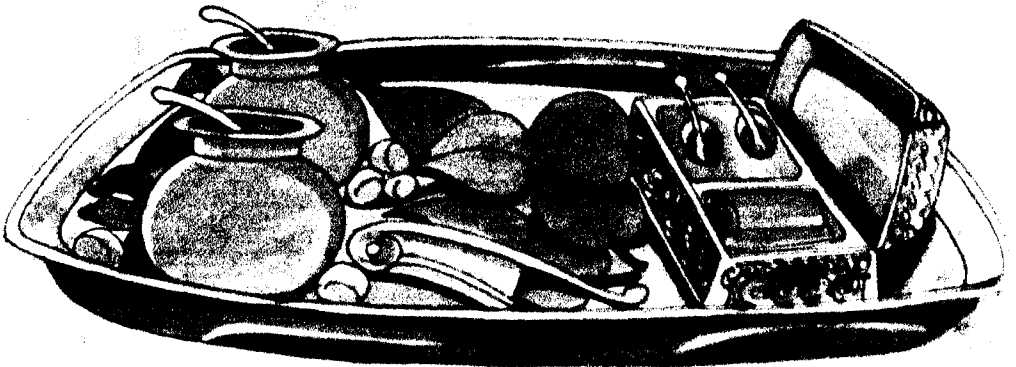
ن ← ن + ی نی نانی رانی

ن ← ن + ے نے پانے آنے

نانا پان لو

نانی پان لو

رانی کو نان دو

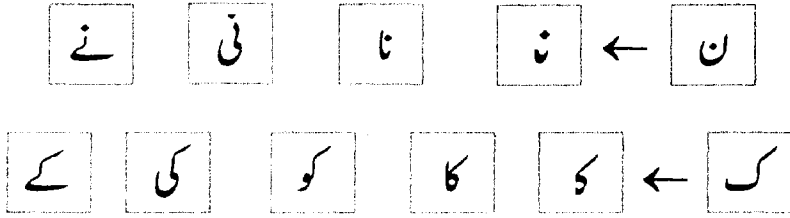




❖ Read out the following text twice:

تارا کو پانی دو
 نانا نانی کو پانی دو
 ڈاک
 دارا آ ڈاک لا
 رام کو ڈاک دو

- ❖ Note the combinations you have learnt and read them aloud:



❖ Vocabulary:

pān	- betel leaf
nān	- nan bread
ḍāk	- mail
nāk	- nose
kālā	- black
kōrā	- blank, untouched
kākī	- aunt
nānā	- maternal grandfather
ānā	- to come
pānā	- to receive
rānī	- queen (term of respect for woman)
pānī	- water



Lesson 6

- ❖ This lesson introduces ج (jīm), ج (cē) and گ (gāf). Read them carefully and note how they combine with the following letters:

gāf + alif



gā



jā

gāf



آ

cē



ت

jīm



آ



- ❖ Read and practise the following before you proceed further:

تاج

nac

آج

āj

جاگ

jāg

از

ag

- ❖ Read the following aloud:

7

آج

7

آج

۱۵

U

آج

دس

זמ

U

- ❖ Note how jīm and cē combine with the following letter:

ج ج ← ج + ۱ جا جاگ

تارا جاگ

جا ڈول لے آ

دو ڈول لے آ

تارا جا ڈول لے آ

بیچ ← چ + ۱ چا چپی چے

رانی ناچی

راجا ناچا

راجا رانی ناچے



- ❖ Note that گ (gāf) combines with the following letters just as ک (kāf) which you have already read:

گا	ا	گ	←	گ
گی	ی	گ	←	گ
گے	ے	گ	←	گ

- ❖ Read out the following text twice or thrice till you can read it fluently:



- ❖ Go through the new combinations you have learnt carefully once more:

جا

جہ



ج

چا

چہ



چ

گے

گی

گا

گ



گ

❖ Vocabulary:

āj

– today

nāc

– dance

āg

– fire

jāg

– wake-up

gā

– future marker

gā (from inf. gānā)

– sing





Lesson 7

- ❖ Note the new combinations and see how the letters ے / ی (yē) and ڑ (rē) combine initially and finally:

yē + alif

یا

yā

لا

kāf + rē

کر

kar

sīn + yē

سی

sī

rē

ے ڑ

r

zē

ی ز

z

- ❖ Read the following words twice or thrice so that you can read them fluently. Note the small superscript above r ē in the first word. This is called 'jazm' which denotes that there is no vowel after r ē, thus dar-zī, not dara-zī :

آیا

āyā

درزی

darzī

لایا

lāyā

کر

kar

سی

sī

کپڑے

kaprē

- ❖ Note that the letters د, ڈ, ذ, ر, ژ, ز, و are all non-connectors (like alif), i.e., they do not combine with the following letter. Read them carefully three times:

ڈر

ḍar

در

dar

زر

zar

ز

zē

زرد

zard

درد

dard

ز

jazm

وردی

vardī

زردی

zardī

درزی

darzī

- ❖ Note how rē combines with a preceding kāf. rē is a non-connector. Mark that rē and all non-connectors, though they do not combine with the following letter, they do combine with the preceding connector letters:

kar

rē + kāf

کر

ر

ک

← ک

kap

pē + kāf

پ کپ کپڑے کپڑے

ک

← ک

❖ Read the following combinations of s̄ in :

س ← س ی سی

سے

sē

سو

sō

سا

sā

یا

yā

ی ← ی ا

alif + yē

گایا

gāyā

لایا

lāyā

آیا

āyā

درزی آیا
نانا کا درزی آیا



❖ Now you can read the following text. Read it twice or thrice till you can read it fluently:

کپڑے لایا
کپڑے سی کر لایا
سارا کے کپڑے سی کر لایا
دڑزی کو کپڑے دو
دڑزی سے کپڑے لو
دڑزی کو پانی دو
دڑزی بازار سے آیا
دڑزی کو آنے



- ❖ The following chart shows the new letters and combinations covered in the lesson. Go through them carefully:

kar	rē	jazm	zē

								←
yā	initial	yē	sē	sī	sō	sā	initial	sīn




❖ Vocabulary:

sīna	- to stitch
lānā	- to bring
ānā	- to come
darzī	- tailor
kaprē	- clothes
zar	- gold, wealth
dar	- door
ḍar	- fear
dard	- pain
zard	- yellow
zardī	- yellowness
vardī	- dress, uniform
gānā	- to sing, n. song





Lesson 8

- ❖ This lesson introduces dō-cashmī hē  (hē with two eyes) which is the mark of aspiration in Urdu. Compare simple  (kāf) of kānā with kha  of khānā. Read the following carefully:






h



gha



kha

- ❖ Note the superscript  on the following letters. This is called /zabar/, and it denotes the short vowel /a/, thus /alif zabar bē/ ab, /gh zabar rē/ ghar, /cē zabar lām/ cal. Similarly, note the subscript zēr  and the superscript pēsh  in the following words. They represent short /i/ and short /u/ respectively, thus /alif zēr sīn/ is, and /alif pēsh sīn/ us. It is necessary to understand these short vowel markers, though generally in writing and printing they are not used, since for the speakers of Urdu they are fairly predictable.

آب گھر چل

cal

ghar

ab

سب سے مل اس اُس سے مل
mil sē us is mil sē sab

چپ رہ گر سُن کھانا کھا
khā khānā sun kar rah cup



- ❖ Compare and contrast zēr, zabar, pēsh in the following simple words, and read them aloud twice:

اَب رَ ب سَب zabar
ab rab sab sab a

اِس اِن مِل مِل zēr
is in mil mil i

اُس اُن سُن سُن pēsh
us un sun sun u

کھانا کھ کھ
khānā alif + kha kha

ghar rē zabar gha gha

گھر گھ گھ

rah hē zabar rē rē

ر ر ر

- ❖ Now you can read the following text without difficulty.
Read it aloud thrice till you can read it fluently:

آب گھر چل
گھر چل دارا گھر چل
تارا گھر چل

اس سے مل
اُس سے مل
ان سے مل
اُن سے مل
سب سے مل



- ❖ Note the short vowel markers again in the following text while reading it aloud:

گَنا سُن

تارا کا گَنا سُن

چُپ رَہ گِر سُن







گَنا دِل سَے سُن

رَب سَے دُور

کام گِر سارا کام گِر

کھانا کھا اَب سو جا

- ❖ Here is the chart of new elements you have learnt in this lesson. Read and understand them carefully:

choṭī he	gha	kha	pēsh	zēr	zabar
					
h	gh	kh	u	i	a

❖ Vocabulary:

ab	- now
ghar	- house
calnā	- to go
sab	- all
milnā	- to meet
is	- this
us	- that
cup	- quiet
rah (from inf. rahnā)	- stay, be
kar (from inf. karnā)	- do
sunnā	- to hear, listen
khānā	- n. food, v. to eat
rab	- God
dil	- heart
kām	- work
sonā	- to sleep
jānā	- to go



Lesson 9

- ❖ This lesson introduces some aspirated sounds and special characters. Note the peculiar shape of **ج** (choṭī he) when it occurs initially. Also note that the letter **و** (vāo), when occurs with the superscript **ul** ṭā' pēsh, e.g., **و** it represents **ū**. The orthographical mark **ء** /hamza/ is also being introduced for the first time in this lesson. Hamza is a glottal stop in Arabic, but in Urdu it denotes the occurring of two vowel sounds in the middle of the word, e.g., **بھائی** /bhāi /, **چھائی** /chāi /. Read the following carefully:

jha



jh

tha



th

pha



ph

bha



bh

hamza



ṭē



ṭ

shīn



sh

cha



ch



- ❖ Read the following text twice or thrice till you can read it fluently. It uses z̄er, zabar, pēsh, jazm as well as the ū marker (ultā pē sh).

بَدْلِي

badlī

رُت

rut

لُو

lō

بارش آئی گرمی بھاگی جاڑا آیا

āyā jāṛā bhāgī garmī āī bārish

رم جھم جل تھل اون موٹا

mōṭā ūn thal jal rim-jhim

- ❖ Note the following combinations carefully and read them aloud. After the first reading you may cover the Roman transcription and try to read Urdu without any help:

ب ← ب د
bad dāl + bē

ٹ ← ٹ ا طا
ṭā alif + ṭē

م ← م و مو موٹا موٹی موٹے
mōṭē mōṭī mōṭā mō vāo + mīm

ا ← و ن اون بھون نون
nūn bhūn ūn nūn + ū

هو و ه ← ه
hō vāo + hē

آ ← ا ی آئی چھائی بھائی
ā ī hamza ā ī bhaī chāī

س ← ر سر بر پر
s̄in joined rē sar bar par

- ❖ Now you can read the following text on your own without any help. Read it twice or thrice till you can read it fluently:

لو رُت بڈی
ساوَن آیا
کالے کالے باوَل لایا
رَم جھم رَم جھم پانی بڑسا





پھر رُت بڈی

جاڑا آیا

موٹے اوننی کپڑے لایا

سردی آئی سردی آئی

سی سی سی سی سی سی سی سی

- ❖ Here is a complete chart of the new characters and shapes you have learnt in this lesson. Go through these carefully and remember them:

چھ

جھ

تھ

پھ

بھ

رُ

وُ

اُ

ٹ

ش

❖ Vocabulary:

rut	- season
badalnā	- to change
barish	- rain
garmī	- heat, summer
bhāgnā	- to run, to disappear
jārā	- winter
rim-jhim	- represents the sound of rain drops
jal	- water
thal	- ground
jal-thal	- to be inundated
mōṭā	- heavy, fat
ūn	- wool
bhunna	- to roast
honā	- to be
chānā	- to cover
bhāī	- brother
par	- on, at
sāvan	- name of a month
kālā	- black
bādal	- cloud
barasnā	- to rain
shōr	- noise
sardī	- winter



Lesson 10

- ❖ The following lesson introduces five consonants and some other features. Note how ہ (dō cashmi hē) is combined with the letter ث (ṭe) to make aspirated ٹ /tha/. Also note that the nasalization of vowel finally is shown with ن (nūn ghunna) e.g., امّاں (ammā). The medial occurrence of و (vāo) and ی (yē) is also shown below. It must be noted and practised how ی (yē) combines with following letters, such as in زید /zaid/:

barī hē		qāf		khe	
حامد	ح	قُدْرَت	ق	خُدا	خ
hāmid	h	qudrat	q	khudā	kh
nūn-ghunna		ṭha		zoe	
امّاں	ن	بَیْٹھ	ٹھ	نَظَر	ظ
ammā	~	baith	ṭh	nazar	z



- ❖ Read aloud the following sentences twice or thrice till you can read them fluently:

سُورَج ڈُوبَا رات ہوئی

hu+i

rāt

dūbā

sūraj

- ❖ Note the doubling of the consonant م (mīm) in /ammā/. The doubling of a consonant is shown with ... (tashdīd) which is a mark of gemination in Urdu. Also

note the medial shapes of ے (yē) in words like میں /mai/, سنیں /sunē/ etc:

مُنّا ابا اُمّاں ا ّ م م ← ام م
munna abba amna ā mm m ma

بَیٹھ زید میں ں ے م ← مے م
baith zaid mai ai ai m

دَریں کَریں بُنیں سُنیں ں ے سُن ← سُن
darē karē bunē sunē ē ē sun

- ❖ You have already learnt that the occurrence of two vowels in a word usually is shown with + (hamza). Hamza in Urdu is placed over the letter or above as shown in the following examples. Mark and read them carefully:

گائے کھائے آئے جائے ے جا ← جا
gā ē khā ē ā ē jā+ē ē + jā

گائیں کھائیں آئیں جائیں ں ے جا ← جائے جا
gā ē khā ē ā ē jā+ē ē ē jā ē

بھائی کھائی آئی ہوئی ی ہو ← ہو
bhā ī khā ī ā ī hu+ī ī + hu

- ❖ Note and read carefully the combinations of ل (lām) and ہ (hē) given below:

ک ل ← کل نکل نکل نکل نکل نکل
niklē niklē niklā nikal kal + ni kal kal

ہم ہی ہ ← ہ
ham hī h h

کہانی نی کہا ← ک ہ ا
kahānī nī kaha ā h k

تماشا شا تما ← ت م ا
tamāshā shā tamā ā m t

- ❖ Now you can read the following text easily. Read it two or three times till you can go through it fluently:

سُورج ڈوبا

رات ہوئی

آسمان پر تارے نکلے

خُدا کی قُدَرَت کا تماشا نظر آیا

حامد اور زید نے راستے میں رُک کر
وارِث سے کہا :

آج گھر جاتے ہی دونوں
آگ کے پاس بیٹھ جائیں گے
اور نانی اماں سے کہانی سُنیں گے



- ❖ Here is a complete chart of the new letters, combinations and special signs which you have learnt in this lesson. Go over them once again and remember them:

qāf



q

zōe



z

khe



kh

b. hē



h

sē



s

tashdīd

ṭha



sign of
gemination

nūn-ghunna



ai



au



~



ṭh

❖ Vocabulary:

sūraj

- sun

ḍubnā

- to go dōwn

rāt

- night

qudrat

- power, nature

vāris

- here name of a person,
lit. heir

nazar ānā

- to see, nazar = sight

tamāshā

- spectacle

rāstā

- way

kahānī

- story

khū dā

- God

Let's Learn Urdu

gā ē	– cow
bhāī	– brother
ammā	– mother
abbā	– father
munnā	– child
nikalnā	– to come out
bunnā	– to knit
ḍarnā	– to be afraid
nānī	– maternal grandmother



Lesson 11

This lesson is about the village fair. Among other letters it introduces ز (zāl) and ض (zwād) whose sound is the same as ز (zē) which you have already covered. Similarly the sound of ط (tōe) is same as ت (tē). The reason for such duplicators and triplicators in Urdu script is that at the dictionary level there are many words derived from different cultural sources which are distinguished by these characters. ژ (zhē) occurs only in a few Persian words and is a rare sound; nonetheless the student must learn it. Similarly ء (silent vāo) which is shown with the line below also occurs in a few Persian words. Read the following aloud and note carefully the new letters and combinations:



	gh ain		ain		zāl
باغ	غ	عَوْرَت	ع	ذَرا	ذ
bāgh	gh	aurat	vowel-like (au)	zarā	z
	tō e		zwād		swād
طرح	ط	ضمیر	ض	صابِرہ	ص
tarah	t	zamīr	z	sābira	s
	dha				fē
ڈھول	ڈھ	صاف		ف	
dhōl	dh	sāf		f	
	vāo				zhē
خُوش	و	آژدہا		ژ	
khush	silent vāo	azhdahā		zh	

- ❖ The following examples illustrate the initial occurrence of ع (ain), ص (swād) and ط (tōe). Read them carefully:

<p>عورت</p> <p>aurat</p>	<p>رت</p> <p>rat</p>	<p>عو</p> <p>au</p> <p>← ع</p> <p>ain</p>
<p>صابره</p> <p>sābira</p>	<p>صاف</p> <p>sāf</p>	<p>ا</p> <p>ā +</p> <p>ص</p> <p>s</p> <p>← ص</p> <p>swād</p>

rē tōe

طَرَف

taraf

ف

f

طَر

tara

ط ر ←

r t

- ❖ You have already learnt in the last lesson that the medial yē is written with two dots below, such as بنیں, سنیں. This stands for the sound /ē/. yē also denotes the sound /ai/ which is distinguished by a preceding zabar mark such as مَیں /mai/. Note below that medial yē also denotes a third sound which is /ī/, such as بھائی /bhāī/, چھائی /chāī/, آئی /āī/. But when this sound occurs medially, to distinguish it from /ē/ and /āī/, a short bar, kharā zēr is placed below the two dots of yē as in the examples given below. Read and note them carefully:

رَٹچھ

rīch

دین

dīn

تین

tīn

بین

bīn

ن

n

اِ

ī

←

بی

ī b

ضمیر

zamīr

حیر

cīz

پِلا

pīlā

نِلا

nīlā

❖ Note also the following combinations and read them carefully:

ہے	ے	ہ	←	ہ
hai	ai	h		h

ہیں	ں	ہیں	ے	ہ
hai	~	hai	ai	h

رہے	رہوں	رہی	رہا	ہا	←	ا
rahē	rahū	rahī	rahā	hā		ā h

بم	بچ	بج	ج	ب	←	ب
bam	bac	baj	j	b		b

تھم	م	ت	←	ت
tum	m	tu		t

❖ Now read the following text and enjoy the village fair:

آج میلا لگا ہے۔ بچے بوڑھے مزد اور

mard būrhe bacce

عورتیں سبھی چلے آرہے ہیں۔ صابڑہ بھی

auratē

آئی ہے۔ ضمیر بھی

آیا ہے۔ رادھا

اور رام بھی

آئے ہیں۔ سب

نے صاف کپڑے

kapre

پہنے ہیں۔ باغ

میں بندر کا ناچ ہو

رہا ہے۔



راتچھ والا تماشا دکھا رہا ہے۔ ڈھول بھی
بج رہا ہے۔ بچے خوش ہو رہے ہیں۔
ادھر اُدھر بھاگ رہے ہیں۔ نیلے پیلے لال
اور ہرے کپڑے پہنے ہوئے ہیں۔ کچھ
بچے جھولا جھول رہے ہیں۔ توتے والا
توتے بیچ رہا ہے۔ سپیرا بہن بجا رہا ہے۔
بچے اُڑ رہا بھی ہے۔ ذرا دوا حلوائی مٹھائی
بیچ رہا ہے۔ بچے خوشی خوشی کھا رہے ہیں۔
طرح طرح کی چیزیں بک رہی ہیں۔ ہر
طرف چہل پہل ہے۔

- ❖ Here is a complete chart of the letters and combinations you have learnt in this lesson. Do not forget that with *kharā-zēr* you will read **بَین** as (*bīn*) and without it you will read it as /*bēn*/. Read the following carefully:

medial

yē	vāo	ḍha	fē	gh	ain	ain	tōe	zwād	swād	zhē	zāl
یَہ	وِ	ڈھ	ف	غ	ع	ط	ض	ص	ژ	ز	
↓	silent vāo	ḍh	f	gh	↓	t	z	s	zh	z	
بَین					عو	طر	ضم	صا			
bīn					au	tar	zam	sā			

❖ Vocabulary:

sair	– walk
aurat	– woman
bāgh	– garden
sāf	– clean
azhdahā	– dragon
khush	– happy
bīn	– a musical instrument
zamiir	– name of a person, lit. conscience

di n	- religion
ni lā	- blue
pi lā	- yellow
mē lā	- fair
zara	- little bit
dhō l	- drum
sābira	- here name of a girl, lit. patient, forbearing
taraf	- side
rī ch	- bear
cī z	- thing
bajnā	- to sound
bacnā	- to be saved
bū rhā	- old man
mard	- man
pahannā	- to wear
bandar	- monkey
harā	- green
jhulā	- swing
tō tā	- parrot
sapērā	- snake charmer
halvā ī	- sweet-seller
biknā	- to be sold
cahal-pahal	- rejoicing



Lesson 12

- ❖ In this lesson you will read something about Delhi, the capital of India. It mainly concentrates on combinations of ع, غ and ه. Read the following carefully, noting the combinations and special signs:

دھانی راج ہماری

dhānī

rāj

hamārī

یہ شہر عذرا بعد شمع شجاع

shujā

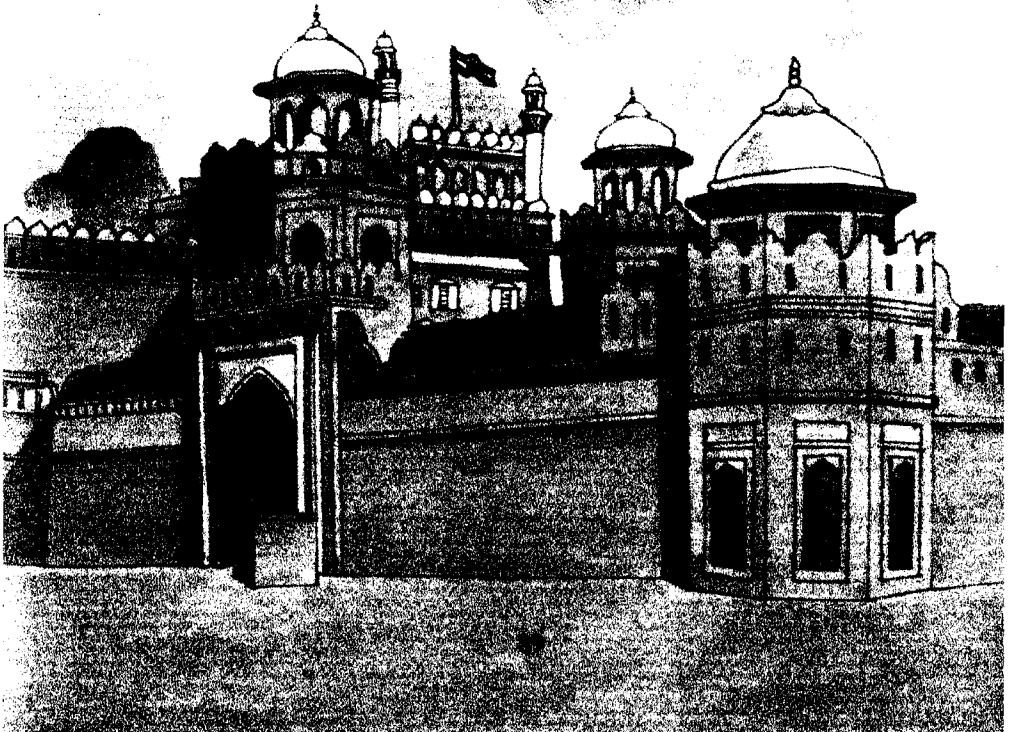
shama

bād

azrā

shahr

yeh



تِغ

tēgh

بِغَل

baghal

غَرِيب

gharīb

- ❖ Note that the sounds of the short vowels get affected in the environment of /h/. These allophonic changes vary from region to region and between Urdu and Hindi. Note them carefully in the words below:

یہ

yeh

یہ

yeh

ہ ی

h y

شہر

shahr

شہر

shahr

ر ہ ش

r h sh

- ❖ Note the shapes of ع occurring initially, medially, finally joined and unjoined in the examples given below. Some of these you have learnt already, and the rest are easy to follow:

عَادِل

ādil

عَذْرَا

azrā

رَا

عَذ

az

عَ ذ

z a

بَعْد

bād

بَعْد

bād

بَ ع د

d a b

جَمْع

jama

شَمْع

shama

شَمْع

شَ م ع

a m sh

وِدَاع شُجَاع ← ش ج ا ع
vidā shujā ā j sh

- ❖ The shapes of غ follow the same pattern. Read them carefully:

دِمَاغ دَاغ بَاغ ← ب ا غ
dimāgh dāgh bāgh gh ā b

غَار غَرِيب غَوْر ر غَو غ و
ghār gharīb ghaur r ghau au gh

مَغْرِب مَغْرُور بَغْل بَغْل ب غ ل
maghrib maghrūr baghal baghal l gh b

تِغ تِغ ت ے غ
tēgh tēgh gh ē t

- ❖ Here are some more examples of the use of ء (hamza).

گئی گئی ی ر گ
gaī ga+ī ī + g

گئے گئے ے ر گ
gaē ga+ē ē + g

- ❖ Now enjoy the following text about Delhi, which is easy to read.

یہ دہلی ہے
دہلی ہماری راج دھانی ہے
دہلی بہت بڑا شہر ہے
دہلی ہمارے دیس کا دل ہے
عذرا اور شمع دہلی میں رہتی ہیں
azra shama



شیام اور سُشما بھی دہلی میں رہتے ہیں
shyām sushmā

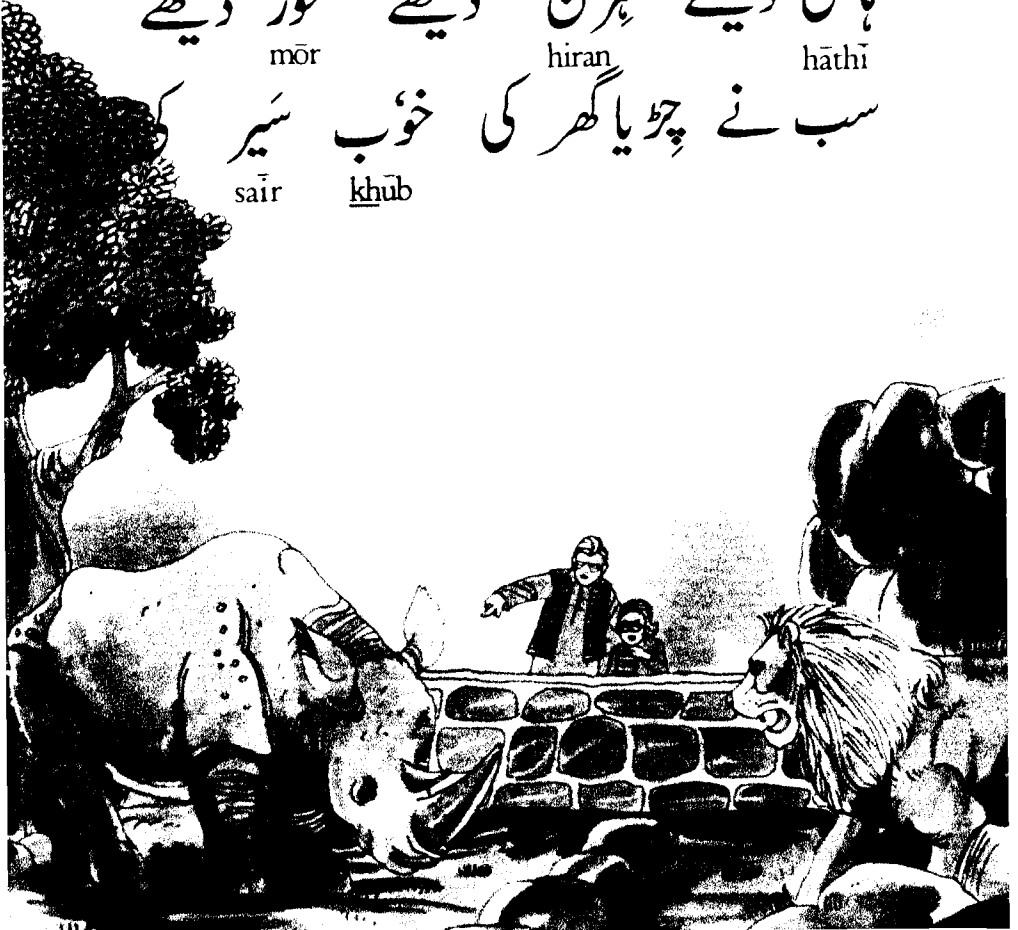
سب بچے مل کر چڑیا گھر دیکھنے گئے
ghar cīryā

سب نے شیر دیکھے
shēr

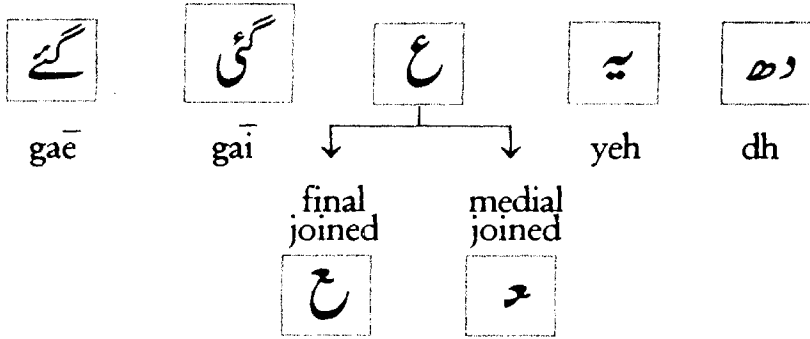
سب نے چتے دیکھے
cītē

ہاتھی دیکھے ہرن دیکھے مور دیکھے
hāthī hiran mōr

سب نے چڑیا گھر کی خوب سیر کی
saīr khūb



- ❖ Here is a chart of the new letters and combinations you have covered in this lesson. Read them carefully and remember them:



❖ Vocabulary:

shahr	– city
bād	– after
shama	– candle light, here name of a girl
shujā	– brave, here name of a boy
tēgh	– sword
gharīb	– poor
bagh al	– side
vidā	– departure
dimāgh	– brain
bāgh	– garden
magh rūr	– arrogant
magh rib	– west

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kāgh az	- paper
ciryā ghar	- zoo
mōr	- peacock
hiran	- deer
khū b	- well, nice
hāthi	- elephant
gh aur	- think
gh ār	- cave
jama	- together, plus





Lesson 13

- ❖ Dear students, you have already learnt all the letters of Urdu alphabet and most of the combinations. The present lesson is about the festival of Īd which is an occasion of great rejoicing. Read the following carefully and see that you already know the letters and combinations. First read the key words:

مُبَارَك

mubārak

عید

Īd

مُنَّا مَنِّي صُح سَوِرے عید گاہ عیدی نماز

namāz

īdī

īd-gāh

savērē

sub-h

munnī

munnā

- ❖ Now you can enjoy reading the text. You may read it aloud twice or thrice till you get into the rhythm of the language:

آج عید ہے
سب بچے صبح سویرے اُٹھے
baccē
بڑوں کو سلام کیا
salām
نہا دھو کر نئے کپڑے پہنے
nahā
سب لوگ عید گاہ گئے
بچے بھی عید گاہ گئے
نماز پڑھی
خدا کا شکر ادا کیا
shukr
سب لوگ گلے ملے
galē





مَنّا بولا عید مُبارک

مَنّی بولی عید مُبارک

مَینا بولی عید مُبارک
mainā

توتا بولا عید مُبارک

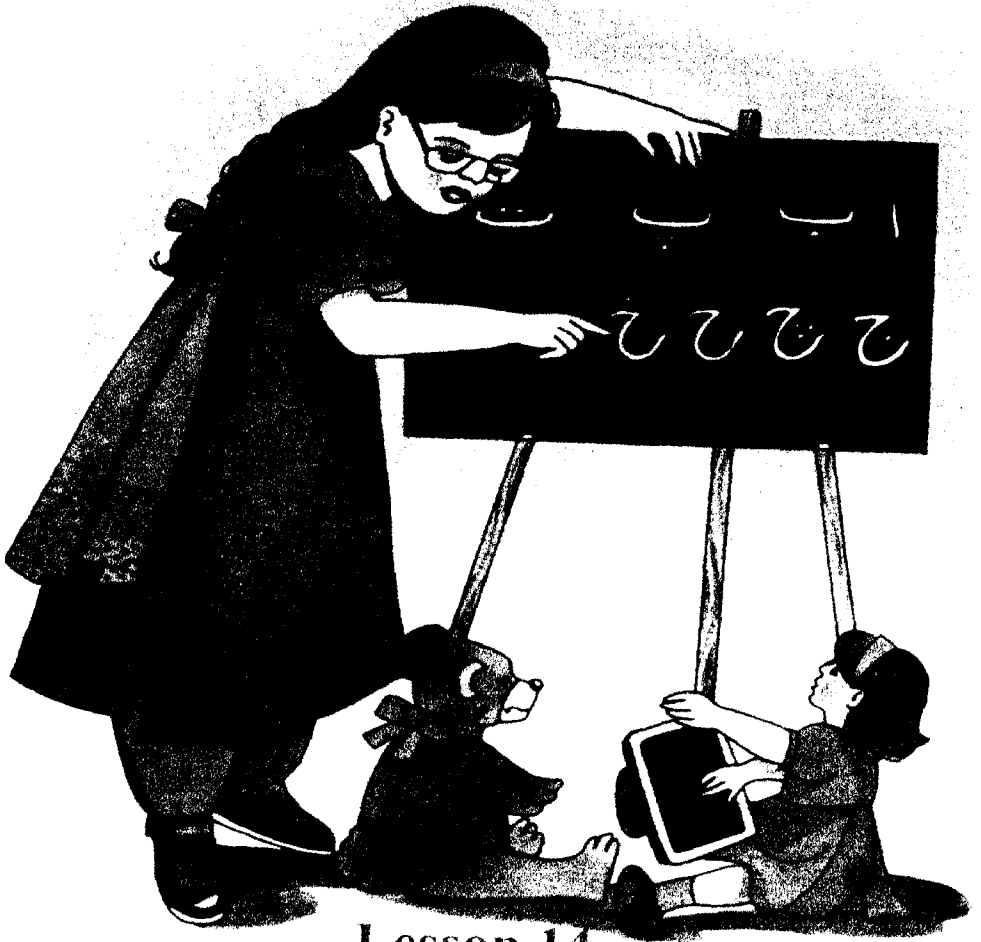
عید مُبارک

دادا دادی امی ابا
 سب بچوں کو عیدی دینا
 بانو کو بھی عیدی دینا
 رانو کو بھی عیدی دینا
 جی ہاں سب کو عیدی دینا
 عید مبارک

❖ Vocabulary:

Īd	- a Muslim festival
mubārak	- congratulations
sub-h savērē	- early morning
i d-gāh	- place for I d worship
īdi	- gift of small amount given to children on I d
namāz	- Muslim prayer
nahānā	- to take bath
shukr	- thanks
galē milnā	- to embrace
mainā	- mynah
tō tā	- parrot





Lesson 14

حروف

اُردو کے سب حُرُوف تُم نے پڑھ

hurūf

Urdū

لیے۔ ان کی ترتیب یہ ہے :

tartīb

ا				
ب	پ	ت	ٹ	ث
ج	چ	ح	خ	
د	ڈ	ذ		
ر	ڑ	ز	ژ	
س	ش	ص	ض	
ط	ظ	ع	غ	
ف	ق	ک	گ	
ل	م	ن و		
ہ	ء	ی	ے	

(نُونُ غُنَّہ)
nūn gh unna

(دَوَّشْمِی ہ)
dō cashmī hē

ں

ھ

نشانات

alif-mad

کام دام آج آم آ mad

گب جب تب اب a zabar

گن دن ان اس i zēr

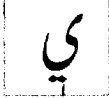
بن سن ان اُس u pēsh


گول ڈھول توتا مور o vāo (simple)



بڑھا سورج جھولا اون ū n vāo with ultā pēsh



گون عورت دولت اور au vāo with preceding zabar


دیس سپیرا شیر میلا  yē (simple)
mē lā ē

رچھ پن پلا نیلا  yē with khaṛa zēr
nī lā ī

بیٹھ زید مینا سیر  yē with preceding zabar
sair ai

 sign of doubling of consonant
تشدید tashdīd
 sign for no following short vowel
جزم jazm

 silent vāo
خاموش واو khāmō sh vāo
 sign for nasalization of vowel
نوں غنہ (نچیں) nū n ghunna

فوراً  tanvīn
fauran
occurs above alif only in Arabic words for /an/



Lesson 15

سارے جہاں سے اچھا

acchā sē jahā sārē

- ❖ You might have heard this tarāna many times. This was written by the famous poet Iqbal. We close the script book with lines from this popular Urdu song. Read the text carefully and mark new words and their meanings:

سارے جہاں سے اچھا ہندوستان ہمارا

hamārā hindō stā acchā sē jahā sārē

گلستاں ہمسایہ پاسباں بیر

bair

pāsbā

hamsāya

gul-sitā



سارے جہاں سے اچھا ہندوستان ہمارا
 ہم بلبلیں ہیں اس کی یہ گلستاں ہمارا
 پر بت وہ سب سے اونچا ہمسایہ آہں کا
 وہ سنتری ہمارا وہ پاسباں ہمارا
 مذہب نہیں سکھاتا آہں میں پر رکھنا
 ہندی گلستاں ہم وطن ہے ہندوستان ہمارا

❖ Vocabulary:

gul-sitā

jahā

hamsāya

pāsba

bulbul

mazhab

Hindi

garden

world

neighbour

protector, guard

nightingale

religion

Indian

country

sentinel, watchman

Chart of Urdu Characters and Their Different Shapes

<i>Name</i>	<i>Letter</i>	<i>Initial</i>	<i>Medial</i>	<i>Finaljoined</i>	<i>Finalunjoined</i>	<i>Transcription</i>
alif	ا	آم	نام	نانا	دادا	a/ā
bē	ب	بابا	سبب	سب	آب	b
pē	پ	پاپا	کپڑا	گپ	آپ	p
tē	ت	تارا	بتا	گت	بات	t
ṭē	ٹ	ٹال	مٹا	مٹ	ٹاٹ	ṭ
sē	ث	ثابت	کثیر	بحث	وارث	s
jīm	ج	جاگ	بجا	بج	آج	j
cē	چ	چاچا	بچا	بچ	ناچ	c
barī hē	ح	حامد	محمود	صلح	تکاح	h
<u>khe</u>	خ	خالی	مختلف	میخ	سوراخ	<u>kh</u>
dāl	د	درزی	بدلتا	بد	درد	d
ḍāl	ڈ	ڈول	سڈول	ٹھنڈ	لاڈ	ḍ
zāl	ذ	ذرا	عذرا	تعویذ	محاذ	z
rē	ر	رات	کرنا	کر	کار	r
ṛē	ڑ	☆	کپڑے	جڑ	پہاڑ	ṛ
zē	ز	زید	عزیز	چیز	باز	z
zhē	ژ	ژالہ	مرگاہاں	☆ پڑ	ژاڑ	zh
sīn	س	سورج	کسنا	کس	دس	s
shīn	ش	شور	بشیر	بخش	بارش	sh

swād	ص	صابر	تختیل	شخص	خاص	s
zwād	ض	ضروری	وضو	فیض	حوض	z
tōe	ط	طرح	خطا	خط	شرط	t
zōe	ظ	ظاہر	نظم	لفظ	الفاظ	z
ain	ع	عورت	بعد	شع	شجاع	vowel-like
ghain	غ	غریب	بغل	تیغ	باغ	gh
fē	ف	فائدہ	نفع	صف	صاف	f
qāf	ق	قدرت	تقدیر	شفق	فاروق	q
kāf	ک	کالا	نکا	ایک	ناک	k
gāf	گ	گانا	سگا	سنگ	ساگ	g
lām	ل	لال	جلنا	جل	جال	l
mīm	م	مبارک	نماز	شیم	دام	m
nūn	ن	نان	سنا	سن	پان	n
vāo	و	وادی	کورا	کو	دو	v/o ☆☆
choṭī hē	ہ	ہونا	کہنا	کہہ رکھ	رہ	h
choṭī yē	ی	یاد	میل	رانی	دادی	y/i
bārī yē	ے	یاد	میرا	آگے	گائے	y/e ☆☆

☆ Part of a word.

☆☆ and other sounds as explained in notes.

Note : Final unjoined shape is the same as the basic letter.



Chart of Urdu Vowels

	<i>Name</i>	<i>sign</i>	<i>Initial</i>	<i>Medial</i>	<i>Final</i>	<i>Transcription</i>
1.	alif	آ	آج	دام	دادا	ā
2.	zabar	.....	اَب	سَبَب	☆	a
3.	zēr	.....	اِس	مَحْفِل	☆	i
4.	pēsh	.....	اُس	بَلْبَل	☆	u
5.	vāo	و	اوس	توتا	جو	o
6.	vāo	و	اؤن	جھولا	جو	ū
7.	vāo	و.....و	اُور	خوف	جو	au
8.	yē	ی	ایٹ	میرا	نانی	ī
9.	yē	ے	ایک	میرا	تالے	ē
10.	yē	ے.....ے	ایسا	مینا	ہے	ai

Note: vāō and yē initially (in a word or a syllable) serve as semi-vowel /v/ and /yē/ respectively, e.g., /vahā/ وہاں, /yahā/ یہاں .



Punctuation Marks and Diacritics

1. For special orthographical marks see lesson 14.
2. Most of the other punctuation marks are the same as in English.

- denotes full stop
- ‘ denotes comma
- ? question mark
- ✠ stands for Isvi, i.e., year of the Christian calendar.
- ☾ stands for Hijri, i.e., year of the Muslim calendar.
- ﷺ Abbreviation of an Arabic phrase used for respect with the name of Prophet Mohammad.
- ﷺ Abbreviation of an Arabic phrase used for respect with the names of prophets.
- ﷺ Abbreviation of an Arabic phrase used for respect with the names of companions of the Prophet.
- ﷺ Abbreviation of an Arabic phrase used for respect with the names of deceased saints and holy persons.
- stands for pseudonyms of poets.



Let's Learn Urdu

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by Gopi Chand Narang

Work Book: Let's Learn Urdu

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Introductory Grammar of Urdu

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