

احمد فراز

اے مرے شہر

قواعد

**1. The Vocative.** O Vocative! What art thou? The vocative case denotes address or invocation. Urdu uses several vocative markers. Perhaps the most of these markers is اے [ai]. When invoking singular objects, any marked masculine nouns and adjectives in the vocative phrase must be put into the oblique. That is, ے or ے must change to اے. Feminine nouns do not change. When the invoked object is plural, the suffix ں [o] is added. Many Urdu speakers nasalize the vocative as وں [oñ], but this is not considered standard. Examples:

[O my friend!] اے میرے یار ← ۱- میرا یار  
[O my friends!] اے میرے یاروں ← ۲- میرے یاروں

a) Scan اے مرے شہر by Ahmad Faraz and underline all instances of the vocative marker اے. Then scan it again and double-underline any nouns that are in the vocative.

b) Change into the vocative using the marker اے.

اے میرے دوست ← ۱- میرا دوست  
← ۲- میرا بھائی  
← ۳- میرا یار  
← ۴- میرا اللہ  
← ۵- میرا خدا  
← ۶- میرا دل  
← ۷- میری ماں  
← ۸- میری بہن  
← ۹- میری جان  
← ۱۰- میری زندگی

c) Change the following nominative plural nouns into the vocative.

- اے میرے دوستو ← ۱۔ میرے دوست  
← ۲۔ میرے بھائی  
← ۳۔ میرے یار  
← ۴۔ میرے عزیز  
← ۵۔ میری بہن

d) Change all of the vocatives in اے میرے شہر from the singular to the plural.

**2. The past progressive.** Read the following chart, which reviews the past progressive tense of the verb جانا [jānā] (to go).

[1st person, singular]	میں جا رہی تھی	میں جا رہا تھا
[1st person, plural]	ہم جا رہی تھیں	ہم جا رہے تھے
[2nd person, polite]	آپ جا رہی تھیں	آپ جا رہے تھے
[2nd person, familiar]	تم جا رہی تھیں	تم جا رہے تھے
[2nd person, intimate]	تو جا رہی تھی	تو جا رہا تھا
[3rd person, singular]	وہ جا رہی تھی	وہ جا رہا تھا
[3rd person, plural]	وہ جا رہی تھیں	وہ جا رہے تھے

a) Scan اے میرے شہر to find examples of the past progressive and underline them.

b) Conjugate the verbs that you found while searching اے میرے شہر past progressive tense using the following pronouns. Conjugate in both the masculine and feminine genders. The first has been done for you.

آگ برسا رہا تھا	_____	میں
_____	_____	ہم
_____	_____	آپ
_____	_____	تم
_____	_____	تو

_____	_____	وہ
_____	_____	[pl] وہ
_____	_____	یہ
_____	_____	[pl] یہ

c) In pairs, conjugate the following verbs in the past progressive using to the chart above to guide you.

آنا                      سونا                      جانا                      دیکھنا                      پڑھنا                      کام کرنا                      کھانا

**3. Transitive verbs compounded with دینا [denā] (to give).** The grammatical distinction between transitive verbs (those which take an object) and intransitive (those which do not take an object) is quite useful in Urdu, because, except for a few special cases, it tells us which Urdu verbs require that their subject be marked with نے in the perfective past tenses and which do not. Consider the following examples. Note that transitive “ne” [نے] verbs require an object, while intransitive “non-ne” verbs do not.

میں نے کھایا                      میں آیا  
میں نے کام کیا                      میں سویا

In Urdu, many transitive “ne” verbs are compounded with the verb دینا to give a sense of completion or the fulfillment of an expectation. Grammarians often tell us that in such cases, the completion of the action implies that the benefit does not lie with the doer of the action. Thus:

[I read aloud (to someone else)]                      میں نے پڑھ دیا                      [I read]                      میں نے پڑھا  
[I told (implies completion)]                      میں نے بتا دیا                      [I told]                      میں نے بتایا

a) Scan اے مرے شہر and underline an example of a transitive verb combined with دینا . Then, in the space provided, write the line in which the verb appears.

\_\_\_\_\_

b) Recognizing verbs compounded with دینا . The following constructions include transitive verbs

compounded with دینا . Remove دینا and write the simple form in the space provided.

اس نے بڑھایا ←  
\_\_\_\_\_ ←  
\_\_\_\_\_ ←

c) Returning to اے میرے شہر , remove the compounding دینا from the verb and reread the line. With your teacher, discuss how the presence or absence of دینا changes the meaning of the line.

d) Compounding transitive verbs with دینا . Practice the mechanics of forming compound verbs by changing the following phrases according to the pattern.

میں بتاؤں گا ← میں بتاؤں گی  
ہم بتائیں گے ←  
آپ بتائیں گے ←  
تم بتاؤ گے ←  
تو بتائے گا ←  
وہ بتائے گا ←  
وہ بتائیں گے ←

میں نے دیا ← میں نے دے دیا  
ہم نے دیا ←  
آپ نے دیا ←  
تم نے دیا ←  
تو نے دیا ←  
اس نے دیا ←  
انہوں نے دیا ←

فہمیدہ ریاض

مجبوری

قواعد

### 1. Postpositions and obliqueness.

a. When marked masculine adjectives and singular nouns [those ending in ء or ٰ (ā)] are modified by a postposition, they take the oblique form [ے (e)]. Scan مجبوری by Fahmida Riyaz, find an example of this, and write the phrase in which it appears in the space provided.

---

b. For each of the following examples, first read the phrase the right, then add the postposition کو [ko] (to) and change the phrase accordingly. The first has been done for you.

- |              |   |               |
|--------------|---|---------------|
| اچھے لڑکے کو | ← | ۱۔ اچھا لڑکا  |
|              | ← | ۲۔ برا لڑکا   |
|              | ← | ۳۔ بڑا لڑکا   |
|              | ← | ۴۔ چھوٹا لڑکا |
|              | ← | ۵۔ اچھا کمرہ  |
|              | ← | ۶۔ برا کمرہ   |
|              | ← | ۷۔ بڑا کمرہ   |
|              | ← | ۸۔ چھوٹا کمرہ |

Unmarked singular masculine nouns do not change when followed by a postposition. Read the following phrases and change them according to the pattern.

- |             |   |              |
|-------------|---|--------------|
| اچھے گھر کو | ← | ۱۔ اچھا گھر  |
|             | ← | ۲۔ برا گھر   |
|             | ← | ۳۔ بڑا گھر   |
|             | ← | ۴۔ چھوٹا گھر |
|             | ← | ۵۔ اچھا کام  |
|             | ← | ۶۔ برا کام   |
|             | ← | ۷۔ بڑا کام   |

← ۸۔ چھوٹا نام

Similarly, feminine adjectives and feminine singular nouns do not change when followed by a postposition. Read the following phrases, then add a postposition, following the pattern.

اچھی لڑکی کو	←	۱۔ اچھی لڑکی
	←	۲۔ بری لڑکی
	←	۳۔ بڑی لڑکی
	←	۴۔ چھوٹی لڑکی
	←	۵۔ اچھی چیز
	←	۶۔ بری چیز
	←	۷۔ بڑی چیز
	←	۸۔ چھوٹی چیز

## 2. Two uses of the plural وں .

a. In almost all circumstances, when a postposition modifies a singular noun, that noun must take the oblique plural وں [oñ]. Read aloud the following chart, which demonstrates the ways in which وں is added to Urdu marked and unmarked masculine and feminine plural nouns.

دو لڑکوں کو	←	دو لڑکے
دو مردوں کو	←	دو مرد
دو لڑکیوں کو	←	دو لڑکیاں
دو عورتوں کو	←	دو عورتیں

Note that in phrases involving adjectives and nouns, only the noun takes وں:

دو اچھے لڑکوں کو	←	دو اچھے لڑکے
دو اچھے مردوں کو	←	دو اچھے مرد
دو اچھی لڑکیوں کو	←	دو اچھی لڑکیاں
دو اچھی عورتوں کو	←	دو اچھی عورتیں

Scan the poem by Fahmida Riyaz to find a plural noun, modified by a postposition, ending in وں.  
Write the phrase in the space provided:

---

b. Following the patten, change the following plural nouns from the nominative to the oblique.

دوستوں کی محفل میں	←	دوست
	←	دشمن
	←	لڑکے
	←	لڑکیاں
	←	مرد
	←	عورت
	←	استاد
	←	طالب علم
	←	ادیب
	←	شاعر

c. Remember that all elements of a noun phrase in which a postposition is used must be in the oblique. This includes pronouns that take an oblique form. Study the following chart.

اِس لڑکے کو	←	یہ لڑکا
اِن لڑکوں کو	←	یہ لڑکے
اُس لڑکے کو	←	وہ لڑکا
اُن لڑکوں کو	←	وہ لڑکے

d. Change the following using the postposition کے بعد [ke bād] (after). The first has been done for you.

اِس لڑکے کے بعد	←	یہ لڑکا
	←	وہ لڑکا
	←	یہ لڑکے
	←	وہ لڑکے
	←	یہ لڑکی
	←	یہ لڑکیاں
	←	وہ لڑکی
	←	وہ لڑکیاں
	←	میرا دوست
	←	میرے دوست

e. In the case of numbers and measurements of time,  $\cup$  indicates indefiniteness and is used without a postposition. Find an example of this use of  $\cup$  in Fahmida Riyaz's poem and write it in the space provided.

---

3. In the case of indefinite or uncountable numbers and measurements of time,  $\cup$  is used without a postposition. Find an example of this use of  $\cup$  in Fahmida Riyaz's poem and write it in the space provided. Ask your teacher to share examples of idioms in which  $\cup$  is used in this way.

فیض احمد فیض

شام فراق اب نہ پوچھ

قواعد

1. Negative imperatives. There are two common ways to negate an imperative in Urdu. The first, نہ [na], is generally considered less forceful than its counterpart, مت [mat]. Study the following chart, which reviews five ways in which Urdu forms and negates imperatives. Note that in some cases [کرنا لینا دینا پینا] the

مت / نہ لیجیے	←	لیجیے	مت / نہ بیٹھیے	←	بیٹھیے
مت / نہ لو	←	لو	مت / نہ بیٹھو	←	بیٹھو
مت / نہ لے	←	لے	مت / نہ بیٹھ	←	بیٹھ
مت / نہ لینا	←	لینا	مت / نہ بیٹھنا	←	بیٹھنا
مت / نہ لیں	←	لیں	مت / نہ بیٹھیں	←	بیٹھیں

In pairs, practice negating the following verbs in all five of the forms written above.

لینا	یاد کرنا	سمجھنا	آنا	جانا
رہنا	کہنا	چلنا	جگانا	اٹھنا

b. Scan شام فراق and underline all imperatives. Note any negative imperatives with a double-underline. Ignoring issues of meter, replace نہ with مت or vice versa and discuss how this changes the meaning or sense of the phrase. Still ignoring issues of meter, practice changing the imperatives from negative to positive and positive to negative. Discuss how these changes change the meaning of the phrase or couplet.

2. Compounding جانا [jānā] with intransitive verbs. When جانا is compounded with the stem of an intransitive verb, it highlights the transition from one state to another, thereby emphasizing the completion or thoroughness of the main action. This is easily illustrated by the difference between ہونا [to be] and ہو جانا [to happen, take place].

a. Practice forming compound verbs. Combine the following verbs with جانا in the simple past, present habitual, and future tenses. The first has been done for you.

ہو جائے گا	ہو جاتا ہے	ہو گیا	ہونا
			جلنا
			سنجھلنا
			بچھنا
			ڈھلنا
			مچلنا
			بدلنا
			رہنا
			نکلنا

b. Scan شام فراق and underline all instances of verbs compounded with جانا .

c. Read the poem again, this time **removing** جانا and therefore changing the compound verb to a simple one. Discuss with your teacher how this change affects the meaning of the line.

3. Compound verbs with لینا [lenā]. لینا is most often combined with transitive verbs (that is, verbs that take an object) to indicate the completion of an action whose direction is imagined to be towards the actor.

a. Practice forming compounds with لینا in the simple past and future with میں . The first has been done for you. Ask your teacher for examples of the use of these verbs, and speak about how لینا compound affects meaning of the main verb.

میں کر لوں گا / کر لوں گی	میں نے کر لیا	کرنا
---------------------------	---------------	------

دیکھنا

پڑھنا

سوچنا

b. Scan شامِ فراق and underline any examples of compound verbs with لیتا .

c. Remove لیتا from the verbs that you have underlined and reread the poem with these simple forms of the verb. Reread the the lines with the simple verbs and ask your teacher to explain the difference.

فیض احمد فیض

زنداں کی شام

قواعد

**1. The present perfect tense.** English forms the present perfect tense by use of the verb to have (e.g., I have gone; I have seen). Urdu, by contrast uses the verb ہونا . Read the following chart aloud, which surveys the present perfect of the verb جانا [jānā] (to go).

میں گیا / گئی ہوں	ہم گئے / گئی ہیں
آپ گئے / گئی ہیں	تم گئے / گئی ہو
	وہ گیا / گئی ہے
	وہ گئے / گئی ہیں

It is important to remember that because the present perfect is built on the simple past tense, verbs that take نے in the simple past also take it in the present perfect. Thus:

[I <b>have</b> worked]	میں نے کام کیا ہے	[I worked]	میں نے کام کیا
------------------------	-------------------	------------	----------------

Read the following chart aloud, which surveys the present perfect of the نے verb کرنا [kānā] [to (do) work].

میں نے کام کیا ہے	ہم نے کام کیا ہے
آپ نے کام کیا ہے	تم نے کام کیا ہے
	اس نے کام کیا ہے
	انہوں نے کام کیا ہے

a. Conjugate the following verbs in the present perfect tense using all the pronouns in the charts

above. Do the first as a group, then break into pairs.

کرنا                  ہونا                  آنا                  بنانا                  کہنا                  گزرنا                  اترنا

b. Scan زندوں کی ایک شام and underline examples of the present perfective. Then write them in the space provided.

---

c. Scan and underline verbs in the simple past tense. In the spaces provided, write the lines in which the simple past tense appears, but change the verb to the present perfect. Discuss how this change affects the meaning of the line.

---

---

2. **والا [wālā]**. The suffix **والا** [f: والی ; pl. والے ] is quite versatile in Urdu. One of its most common meanings is that of a doer or someone associated with something. Consider the following examples.

[fruit-seller] پھل والا

[milk-seller] دودھ والا

It can also be used with infinitive forms of the verb to similar effects. In such cases, the verb is put into the oblique (viz., ا changes to ے).

[seller] بیچنے والا

[worker] کام کرنے والا

When used with oblique verbs like those above, **والا** can also give the meaning of being about to perform the action described. Thus, the following sentence is grammatically ambiguous.

[I am a worker. / I am about to work.] میں کام کرنے والا ہوں

a. Practice combining **والا** with the following verbs, following the pattern:

جاننا	جاننے والا	جاننے والی	جاننے والے				
اترنا	گزرنا	کہنا	بنانا	آنا	ہونا	کرنا	

b. Practice using **والا** to indicate that an action is about to take place. Following the patterns, combine **والا** with the following verbs.

جاننا	آپ جانے والے / والی ہیں	تم جانے والی / والے ہو
کہنا		
آنا		
کام کرنا		

c. Scan your text to find an example of **والا**. Which sense has it been used in?

**3. چکنا [chuknā] compounded with a verb stem.** When compounded with a verb stem, چکنا gives the sense that an action has been finished or that it is already been done. Read the following chart, which surveys چکنا compounded with the verb کام کرنا in the present perfect tense. The meaning of these sentences depends to some extent on context, but, roughly, they mean “I have finished work/already worked, etc...”

	ہم کام کر چکے / چکی ہیں	میں کام کر چکا / چکی ہوں
تو کام کر چکا / چکی ہے	تم کام کر چکے / چکی ہو	آپ کام کر چکے / چکی ہیں
	وہ کام کر چکے / چکی ہیں	وہ کام کر چکا / چکی ہے

Note that چکا never takes نے , even when compounded with نے verbs in the perfective tense.

When not used in the perfective tenses, the verb more obviously equates with “to finish” in English.

[I finish working] میں کام کر چکتا ہوں

[I shall finish working] میں کام کر چکوں گا

[I finished working] میں کام کر چکا

a. On the pattern of the chart above, practice conjugating the following verbs with چکا in the present perfect tense.

اترنا      گزرنا      کہنا      بنانا      آنا      ہونا      کرنا

b. Now do the same, but for the past perfect. One has been started for you.

میں کہہ چکا تھا / چکی تھی      ہم کہہ چکے تھے / چکی تھیں

c. Substitute the bracketed verbs in the following sentences.

میں شام تک [یہ کام کر] چکوں گا

[یہ مضمون لکھنا]

[یہ کتاب پڑھنا]

d. Fill in the blanks following the pattern.

[میں] روز دس بجے تک [کام کر چلتا ہوں]

[ ہم روز دس بجے تک ]

[ آپ روز دس بجے تک ]

[ تم روز دس بجے تک ]

[ تو روز دس بجے تک ]

[ وہ لڑکا روز دس بجے تک ]

[ یہ لڑکی روز دس بجے تک ]

[ وہ لڑکے روز دس بجے تک ]

[ وہ لڑکیاں روز دس بجے تک ]

c. Scan your text to find an example of a verb compounded with چکنا . Talk about the sense in which it is used and to what extent it matches the meanings given in this set of exercises.

حبیب جالب

فرنگی

قواعد

1. اگر / جو and تو. You may have studied standard forms of conditional (if/then) sentences in a course in elementary Urdu grammar. In some registers of Urdu (especially colloquial and poetic), the relative pronoun جو [who, which, that, what] replaces the conditional conjunction اگر. It is therefore very important to be able to distinguish between these two uses. Read the following sentences, which have the same meaning. Ask your teacher to reflect on any differences of register, connotation, etc.

۱۔ اگر وہ یہاں آئے تو ہم اس سے ملیں گے۔

۲۔ جو وہ یہاں آئے تو ہم اس سے ملیں گے۔

a. Scan فرنگی for all uses of جو. Read the couplets in which the word is used aloud and determine if has been used as a relative pronoun or a conditional conjunction.

b. Practice forming conditional sentences. Complete the following sentences. You may substitute جو for اگر where appropriate. Note that in conditional sentences, اگر / جو may be dropped, but تو typically cannot.

۱۔ اگر میں پاکستان کا صدر بنوں تو \_\_\_\_\_

۲۔ اگر میں گرمیوں میں انگلستان جاؤں تو \_\_\_\_\_

۳۔ اگر بچہ روئے تو \_\_\_\_\_

۴۔ اگر وہ سو رہا ہو تو \_\_\_\_\_

۵۔ اگر آپ کو کل فرصت ہو تو \_\_\_\_\_

۶۔ اگر آپ اردو پڑھنا چاہیں تو \_\_\_\_\_

۷۔ اگر تم انگلش سیکھنا چاہو تو

۸۔ اگر تیرے سر میں درد ہو تو

**2. Counterfactual and conditional statements.** Just as English forms the counterfactual using “had” [if I had been... then I would have...], Urdu uses the present participle [verb stem + تے تی ] to form statements that are contrary to fact. Read the following examples of counterfactual conditional statements:

۱۔ اگر آپ پاکستان جاتے تو آپ کو بہت مزہ آتا

[Had you gone to Pakistan, you would have had a lot of fun.]

۲۔ اگر وہ بچی امریکہ میں پیدا ہوتی تو وہ صدر ہوتی۔

[If that girl had been born in America, she would have been president.]

In some cases, Urdu speakers draw particular attention to the time at which a past action was completed by using the past participle. The meaning of these sentences is often nearly identical to those in which the past participle is not used. Read the following sentence and ask your teacher to speak a bit about the difference in sense, idiom, connotation, etc., if any:

۱۔ اگر وہ بچی امریکہ میں پیدا ہوئی ہوتی تو وہ صدر ہوتی۔

[If that girl had been born in America, she would have been president.]

The past participle can be substituted for ہونا in a number of verb tenses to form counterfactual statements. Consider the following:

۱۔ وہ بچہ پڑھا رہا ہے۔۔۔

[That child is studying...]

اگر وہ بچہ پڑھ رہا ہوتا۔۔۔

[If that child had been studying...]

۱۔ اس نے ان سے بات کی ہے۔۔۔

[He has talked to them...]

اگر اس نے ان سے بات کی ہوتی۔۔۔

[If he had talked to them...]

a. Scan فرنگی and underline all the uses of counterfactual verbs.

b. Practice forming counterfactual statements. Complete the following sentences.

۱۔ اگر میں پاکستان کا صدر ہوتا تو \_\_\_\_\_

۲۔ اگر میں گرمیوں میں انگلستان جاتا تو \_\_\_\_\_

۳۔ اگر بچہ روتا تو \_\_\_\_\_

۴۔ اگر وہ سو رہا ہوتا تو \_\_\_\_\_

۵۔ اگر آپ کو کل فرصت ہوتا تو \_\_\_\_\_

۶۔ اگر آپ اردو پڑھتے تو \_\_\_\_\_

۷۔ اگر تم انگلش سیکھنا چاہتے تو \_\_\_\_\_

۸۔ اگر تیرے سر میں درد ہوتا تو \_\_\_\_\_

### 3. The pronunciation of the Arabic definite article ال [al-].

a. The Arabic definite article ال [al-] (E: the) is found in a large number of names and phrases in Urdu. This section introduces students to the rules for pronouncing the definite article in Urdu.

When discussing the pronunciation of ال , Arabic grammarians divide the letters of the Arabic alphabet into two groups, شمسی [shamsī] (sun) and قمری [qamarī] (moon):

شمسی: ت ت ذ ر ز س ش ص ض ط ظ ل ن  
قمری: ا ب ج ح خ ع غ ف ق ک م ه و ی

When ال precedes the letters of the قمری group, its pronunciation [al-] is entirely predictable. Read the following aloud:

المسجد	الغرض	النجیر	الباسط	القمر
الواجب	القصة	العطش	الجبرا	الکیمیا
الحق	الکتاب	الامان	الحاصل	الباری

However, when ال precedes a شمسی letter, ل is assimilated into the following letter, which is redoubled. Read the following words aloud. The first have been transliterated for you.

اللہ	الشہید	الراقم	الداعی	[ash-shams]	الشمس
اللیل	الصباح	السیح	الروف	[as-salām]	السلام
النبی	الطیف	الشکور	الرحمن	[an-nūr]	النور

\*Note that the redoubling only occurs when the ال in a word is the definite article. There are many Urdu words of Arabic origin in which ال precedes شمسی letters, but in these words, ال is

pronounced as would be expected. For example, **التجا** [iltijā].

b. In Urdu, when **ال** appears between two nouns, it performs a genitive function (of the) similar to that of the Persian **اضافه**. In such cases, **ا** [a] is suffixed to the preceding noun and pronounced **أ** [u]. Consider the following examples, which are common names.

[Abdulbāsit] **عبد الباسط**

[Nūrulhaq] **نور الحق**

[Zebunnisā] **زيب النسا**

Note that these names comprise three parts. In the last example, these are **زيب** [zeb] **ال** [al-] **نسا** [nisā]. In this case, **ال** [al-] is suffixed to **زيب** [zeb], becoming **ال زيب** [zebul-] and prefixed to **نسا** [nisā], which begins with a **قمرى** letter, thus, **النسا** [unnisā]. All together, **ال زيب النسا** [zebunnisā].

Practice pronouncing **ال**. Read the following names of Urdu books.

<b>نور اللغات</b>	<b>شعر الهند</b>	<b>سيرة النبي [سیرت النبي]</b>	<b>آثار الصناديد</b>
	<b>احكام القرآن</b>	<b>المميزان</b>	<b>الممامون</b>
	<b>سحر البيان</b>	<b>شعر العجم</b>	<b>الفاروق</b>

c. Parsing **ال** constructions. A useful strategy for guessing the meaning of unfamiliar phrases in which **ال** is used is to break up the phrase into constituent parts. Typically, when **ال** appears between two nouns, it performs a genitive function and can be translated as “of the.” The idiomatic nature of such phrases, however, can vary somewhat from their literal meaning. Consider the following example.

[ākhiruzzikr] **آخر الذكر**

[mention] **ذكر** [of the] **ال** [last] **آخر**

The last-mentioned.

Read the following Urdu phrases. Then parse them, writing the component words in the first provided. Look up the meanings of the component words and the phrase in a dictionary, or ask your teacher to help you understand them. Then write their meanings in the second space.

_____	_____	۱۔ عزیز القدر
_____	_____	۲۔ صدر الصدور
_____	_____	۳۔ عظیم المرتبت
_____	_____	۴۔ کثیر اللسان
_____	_____	۵۔ مُسَلَّم الثبوت

d. Scan فرنگی for an example of a common Urdu phrase in which ال is used to connect two nouns. Pronounce the phrase. Then break it into its parts. Write the two words of which the phrase is comprised in the first space provided. Look them up in a dictionary or speak in class to make sense of the connection between the meaning of the words. Then write the meaning of the phrase in the second space.

\_\_\_\_\_

اقبال

جاوید کے نام

قواعد

**1. The reflexive passive pronoun اپنا** . The pronoun اپنا is used in place of possessive pronouns [e.g., اس کا , میرا / تمہارا / اس کا , etc.] when the possessor of the object is also the grammatical or logical subject of the sentence. Consider the following example.

تم اپنا کام کرو۔ میں اپنا کام کروں گا۔

[You do your (own) work. I'll do my (own) work.]

a. Substitution drill.

اپنی کتاب بیچے۔

pen

paper

sari

bag

shoes

stuff

b. Substitution drill.

یہ لڑکی اپنی کتاب بیچ رہی ہے۔

This girl is selling her (own) book.

her book (not her own)

their book

my book

her (own) shoes

her shoes (not her own)

my shoes

her (own) parents' things

c) Scan جاوید کے نام and underline all instances of اپنا . Ignoring meter and rhyme, replace مقام in the line with words of your own choosing to make a new couplet. Then vote on the best new couplet.

**2. Conditionals.** اگر / تو . Conditional statements typically combine two clauses: an اگر (if) clause; and a تو (to). اگر and تو clauses can use several verb forms to express different ideas:

The subjunctive expresses uncertainty:

اگر میں پاکستان جاؤں تو بریانی کھاؤں؟

If I should go to Pakistan, should I eat biryani?

The future tense a degree of certainty:

اگر میں پاکستان جاؤں تو بریانی کھاؤں گا۔

If I go to Pakistan, I will eat biryani.

When the تو clause is an imperative, the اگر clause is typically in the subjunctive:

اگر آپ پاکستان جائیں تو بریانی کھائیے۔

If you go to Pakistan, please eat biryani.

اگر آپ چاہیں تو ہمارے ساتھ چلیے۔

If you go want, please come with us.

a) Substitution drill.

اگر آپ چاہیں تو ہمارے ساتھ چلیے۔

If you want, come with us.

read a different book

watch a movie starring Shahrukh Khan

eat ten kababs

tell him about your problem

go back to the store

b) Scan جاوید کے نام and find an example of an اگر/تو construction. In the اگر clause, replace دلِ فطرت شناس with any term, then change the تو clause however you wish to create a new couplet. In pairs, see how many couplets you can come up with. Then vote on the best couplet.

اقبال

لالہء صحرا

قواعد

**1. The اضافہ construction.** Borrowed from Persian, the اضافہ [izāfa] (pronounced e) is used to connect words in Urdu and can be broken into two categories: noun-noun and noun-adjective. It can be written in three ways. Perhaps the most common way is to write it as a zer:

طالبِ علم [tālib-e ilm]

Following ا and و, it is written either as ے or ئے:

دریائے عشق [daryā-e ishq]

Following ہ, it is commonly written as ء [hamza]:

قطرہٴ دریا [qatra-e daryā]

a. Scan لالہء عشق for اضافہ constructions, mark them with your pen, and practice reading them aloud in pairs.

b. اضافہ constructions can be divided into two kinds: noun-noun and noun-adjective:

i) Noun-noun constructions involve two nouns, and the izāfa can be translated roughly as “of.” Consider the following examples:

[a seeker of knowledge (a student)] طالبِ علم ← [knowledge] علم [seeker] طالب

[river of love] دریائے عشق ← [love] عشق [river] دریا

ii) noun-adjective. The second kind of اضافہ construction connects a noun to an adjective. In this case, the izāfa has no direct translation in English. It simply serves to link the noun to the adjective. Consider the following.

[The great(est) Mughal] مغل اعظم ← [great(est)] اعظم [Mughal] مغل  
 [foolish heart] دل نادان ← [foolish, naive] نادان [heart] دل

b. Practice working with the اضافہ by translating all of the اضافہ constructions in لاءء صحرا into English.

**2. Causative verbs.** Urdu regularly derives causative verbs by adding ا and وا to verb stems. Adding ا may turn an intransitive verb into a transitive one or a transitive verb into a causative one. Adding وا to a transitive verb typically produces a verb in which it is implied that the actor will not personally be involved in the action (similar to “to have someone x” in English). Often times, the addition of ا will result in the shortening of a long vowel in the verb. Consider the following.

[to have meet] ملوانا ← [to make meet, to mix] ملانا ← [to meet, mix] ملنا

تلاش کرنا [to search for (something)]

← تلاش کروانا [to have others join you in searching for something]

← تلاش کروانا [to have something searched for (but not to join the search party)]

بیٹھنا [to sit] ← بیٹھانا [to seat]

a. Match the intransitive verb to its transitive counterpart or the transitive verb to its causative counterpart.

۱۔ لڑانا	_____	۱۔ کرنا
۲۔ رکھوانا	_____	۲۔ بنانا
۳۔ کرانا	_____	۳۔ جھکنا
۴۔ بٹوانا	_____	۴۔ سرکنا
۵۔ بڑھانا	_____	۵۔ بانٹنا
۶۔ بلانا	_____	۶۔ رکھنا
۷۔ سرکانا	_____	۷۔ اٹھنا
۸۔ اٹھانا	_____	۸۔ بڑھنا
۹۔ جھکانا	_____	۹۔ لڑنا
۱۰۔ بنوانا	_____	۱۰۔ بولنا

b. Some verbs form the causative not by adding ۱, but by changing consonants or elongating vowels in the verb. Consider the following:

[to have dragged] کھنچوانا	←	[to drag] کھینچنا	←	[to be dragged] کھنچنا
[to have broken] توڑوانا	←	[to break (transitive)] توڑنا	←	[to break] ٹوٹنا

Following the chart above, write the causative and double-causative [وا] forms of the following verb:

← [to burst, break] پھوٹنا

c. Scan لالہء صحرا to find an example of a causative verb. Write it in the space provided. Then write its intransitive and double-causative forms

\_\_\_\_\_

d. The double-causative [وا] form of the verb is often used to make very polite requests. One reason for this may be that they imply that the person who will be performing the action will be “having it done,” thereby implying that they occupy a position of power and leisure, even if they themselves will be performing the action. Thus, the following request may be made of the person who will bring you the water, but implies that s/he may have someone else do it:

پانی پلوایئے

Note that some verbs, including پینا , have irregular forms in the causative. Read the following examples:

[to have a drink served] پلوانا ← [to serve a drink] پلانا ← [to drink] پینا  
 [to cause to cry (by someone else)] رلوانا ← [to make cry] رلانا ← [to cry] رونا

e. Form the third-party causative [وا] of the following verbs. The first has been done for you.

پکانا ← پکوانا  
 اٹھانا بناانا  
 لگانا بٹھانا  
 ڈرانا گھمانا

Practice using the causative to make polite requests requests. Use the following verbs to ask your conversation partner to perform tasks for you. Ask your teacher to help you resolve issues of idiom.

سیر کوانا پانی پلوانا ملاقات کروانا بات کروانا

کشورناہید  
قید میں رقص  
قواعد

**1. The verb سکتا [saktā] (to be able to).** The verb سکتا [saktā] (to be able to) combines with the stems of nouns to express ability, especially physical ability. It is never used by itself.

[I can work]	میں کام کر سکتا ہوں
[I shall be able to work]	میں کام کر سکوں گا
[I was not able to work]	میں کام کرنے کا

a) Read the following chart, which surveys the use of سکتا in combination with دینا [denā] (to give) in the future tense (assuming a masculine subject).

	ہم دے سکیں گے	میں دے سکوں گا
تو دے سکے گا	تم دے سکو گے	آپ دے سکیں گے
	وہ / یہ دے سکیں گے	وہ / یہ دے سکے گا

b) Following the chart above, conjugate the following verbs combined with سکتا in the future tense:

جانا      کرنا      ماننا      بننا      بنانا

c) سکتا is a non-ne verb. This means that even when combined with ne verbs in the past tense, ne is not used. For example:

میں نے نہیں دیا ← میں نہیں دے سکا

Conjugate the following verbs with سکتا in the negative past tense as above.

جانا کرنا ملنا بننا بنانا

d) Scan قید میں رقص and underline all uses of سکتا . Then, remove سکتا and reread the phrase. Discuss how this changes the meaning of the line.

**2. Gender.** All nouns in Urdu are of one of two genders: masculine and feminine. Urdu speakers sometimes disagree about the standard gender of certain nouns [for example, دہی (dahī; yogurt) is considered masculine by some and feminine by others]. However, for the most part, the gender of nouns has become standardized.

Nouns of both genders can be broken into two categories: marked and unmarked. Marked masculine nouns end in either ا or ہ [ā]. Marked feminine nouns end in ی [ī]. Read the following and decide if the nouns are masculine, feminine, marked, or unmarked.

گھر لڑکا  
چیز لڑکی

a) Scan قید میں رقص to examples of unmarked nouns. Underline all unmarked feminine nouns once and all unmarked masculine nouns twice. Discuss strategies for recognizing the gender of unmarked nouns.

b) Gender in verbs. All verbs are conjugated to reflect gender. The gender of personal nouns, such as باپ [bāp] (father) or ماں [māñ] (mother) and pronouns is typically reflected in the verbs of sentences. For example:

[I (m) sit] میں بیٹھتا ہوں

[I (f) sit]

میں بیٹھتی ہوں

This is not true in the perfective tense because نے [ne] blocks agreement. In such cases, the verb agrees in gender and number with a logical object. In such cases, the same sentence can be used for either a masculine or feminine (logical) subject.

[I (f/m) worked]

میں نے کام کیا

[I (f/m) talked]

میں نے بات کی

Scan قید میں رقص to find examples of verbs in which gender is reflected.

c) Changing nouns. For the unmarked nouns in قید میں رقص that you underlined, substitute other nouns to make a new poem. You may substitute any kind of you wish (unmarked or marked masculine or feminine), but you must make any necessary changes to the phrase in which the nouns appears. For example, the first line might be changed thus:

سب کے لیے ناپسندیدہ اڑتا پرندہ

←

سب کے لیے ناپسندیدہ اڑتی مکھی

Do this in pairs. Read your poem aloud to the class.

ناصر کاظمی  
گلی گلی آباد تھی  
قواعد

**1. Reduplication of nouns, adjectives, and adverbs.** Reduplication. Urdu commonly repeats words of varying parts of speech to indicate distribution, intensity, frequency, specificity, or thoroughness. This unit surveys the reduplication of varying parts of speech. Consider the following example:

[Each and every child knows this.] یہ بات بچہ بچہ کو معلوم ہے

a. Practice using reduplication to show distribution by replacing the ---ہر--- phrases with reduplicated nouns.

- ۱۔ عید پر [ہر گھر] میں لوگ نئے کپڑے پہنتے ہیں۔
- ۲۔ ملک کے [ہر کونے] میں اس کا چرچہ ہو رہا ہے۔
- ۳۔ اس کی شہرت [ہر ملک] میں پھیل گئی ہے۔
- ۴۔ اس کتاب میں [ہر جگہ] پر اس کی ذہانت کا ذکر ہے۔

The reduplication of an adjective or adverb of quality typically intensifies it.

گرم گرم کھانا [very hot food.]

آہستہ آہستہ بولو [Speak very slowly/softly.]

The reduplication of an adjective or adverb of quantity can suggest distribution or intensity.

[one at a time; each in turn] باری باری

[All the children received one toy each.] سارے بچوں کو ایک ایک کھلونا ملا

[Thank you very much.] بہت بہت شکریہ

a. Scan گلی گلی آباد تھی and underline all instances of reduplication of nouns, adjectives, and adverbs. Remove one of the repeated elements and repeat the line to see how the meaning has changed.

b. Complete the following sentences:

۱۔ سارا سارا دن \_\_\_\_\_

۲۔ گلی گلی میں \_\_\_\_\_

**2. Reduplication of verb stems.** Verb stems can be repeated in conjunctive participles to show repetition and thoroughness:

[Having repeatedly seen their condition, I became very sad.] ان کی حالت دیکھ دیکھ کر مجھے افسوس ہوا

a. Read the following sentences aloud. Then redouble the verb stem in the conjunctive participle, seeing how the meaning has changed.

۱۔ وہ اس کے گھر [جا کر] کہنے لگے۔۔۔

۲۔ گاؤں کی عورتیں [آ کر] لاش کو دیکھتی تھیں۔

۳۔ وہ اپنے پرانے معشوق کے بارے میں [سوچ کر] خوش ہوتا ہے۔

۴۔ اس کی باتیں [سن کر] میں پریشان ہو گیا۔

b. Scan your poem for an example of a repeated verb stem in a conjunctive participle. Remove one of the repetitions, then reread the couplet to see how the meaning changes. Complete the following sentences.

۱۔ ہم رات کو اٹھ اٹھ کر \_\_\_\_\_

۲۔ میں غریبوں کا حال دیکھ دیکھ کر \_\_\_\_\_

۳۔ وہ لاہور کے بارے میں سن سن کر \_\_\_\_\_

۴۔ لوگ مزے دار کھانا کھا کھا کر \_\_\_\_\_

۵۔ سکریٹ پی پی کر \_\_\_\_\_

**3. Reduplication of pronouns.** The reduplication of pronouns typically implies distribution. Note that when interrogative pronouns are repeated, it is implied that the speaker expects more than one thing to be named in response.

لاہور میں آپ کہاں کہاں گھومے؟ [Where (all) did you go in Lahore?]

لاہور میں آپ نے کیا کیا کھایا؟ [What (all) did you eat in Lahore?]

لاہور میں کون کون سی چیزیں مشہور ہیں؟ [What (all) things are famous in Lahore?]

a. Scan your text for a redoubled interrogative pronoun. Remove the repeated word, reread the couplet, and ask how the meaning has changed.

b. Practice redoubling interrogative pronouns. Read the sentences below. Then redouble the pronoun and reread the sentence, focusing on the difference in meaning. Make any necessary changes to the surrounding words, asking your teacher to help you. Then answer the questions in pairs.

۱۔ لاہور میں آپ نے کیا دیکھا ہے؟

۲۔ لاہور میں آپ نے کیا کھایا ہے؟

۳۔ پاکستان میں آپ کہاں گھومے ہیں؟

۴۔ پاکستان میں آپ کن سے ملے ہیں؟

۵۔ آپ کو پاکستانی کھانوں میں کون سا کھانا پسند ہے؟

۶۔ لاہور میں آپ کس محلہ میں اردو کی کتابیں خریدنے جاتے ہیں؟

ن م راشد

زندگی سے ڈرتے ہو؟

قواعد

**1. The emphatic particle بھی** . The emphatic particle بھی immediately follows the word or phrase that it emphasizes. It suggests inclusion and can be translated as “too,” “also,” or “even.” Read the following sentences, noting how the placement of بھی changes the meaning.

[I shall go shopping today.] میں آج خریداری کروں گا۔

[I, too, shall go shopping today.] میں بھی آج خریداری کروں گا۔

[I shall go shopping today, too.] میں آج بھی خریداری کروں گا۔

[I shall go shopping, too, today.] میں آج خریداری بھی کروں گا۔

a. Following the example above, practice moving the emphatic particle through the following sentences. Ask your teacher if you have any questions about the meaning.

ہم نے کل فلم دیکھی۔

ہم روز ہندوستانی کھانا کھاتے ہیں۔

وہ لڑکیاں آج کتابیں پڑھیں گی۔

b. Scan زندگی سے ڈرتے ہو for examples of the use of بھی . Remove بھی from the lines of verse to see how the meaning changes.

c. Practice using بھی by responding to the following questions. The first has been done for you.

میں کل کباب کھاؤں گا۔ میں بھی کل کباب کھاؤں گا۔  
مجھے اردو پسند ہے۔ مجھے بھی اردو پسند ہے۔

- ۱۔ میں کل فلم دیکھوں گا
- ۲۔ میں آج پڑھائی کروں گا
- ۳۔ میں شام کون م راشد کی شاعری پڑھوں گا
- ۴۔ میں رات کو گانا گاؤں گا
- ۵۔ مجھے لاہور بہت پسند ہے۔
- ۶۔ میں ہر صبح چائے پیتا ہوں۔

**2. Relative-correlative constructions.** The case of جو۔ جو۔ Review a discussion of relative and correlative constructions in a standard work of Urdu grammar such as Ruth Laila Schmidt's book. Then complete the following exercises:

Combine the following sentences to form relative-correlative constructions. The first has been done for you.

جو لڑکا شاعری پڑھ رہا ہے وہ میرا بھائی ہے۔ ← لڑکا شاعری پڑھ رہا ہے۔ لڑکا میرا دوست ہے۔  
طالب علم اس کلاس میں ہیں۔ طالب علم بہت ہوشیار ہیں۔  
آدمی گارہا ہے۔ آدمی کی آواز اچھی ہے۔  
آپ کتاب پڑھ رہے ہیں۔ کتاب میں اپنا نام لکھئے۔  
لوگ اردو بولتے ہیں۔ لوگوں سے بات کیجئے۔

لڑکا ادھر کھیل رہا ہے۔ لڑکے سے پوچھئے۔  
میں شعر پڑھ رہا ہوں۔ شعرن م راشد کا ہے۔  
آدمی کو شاعری پسند ہے۔ آدمی میرا دوست ہے۔

**3. Compound verbs with اٹھنا** . By compounding verbs with اٹھنا , Urdu emphasizes the suddenness or intensity. Compare the following examples:

خون کو دیکھ کر لڑکا چیخا  
خون کو دیکھ کر لڑکا چیخ اٹھا

Whereas the first sentence simply states the fact that, having seen blood, the boy screamed, the second suggests that the scream was sudden and intense.

Urdu grammarian Usha Jain nicely illustrates the meaning of اٹھنا [to rise] in compounds by contrasting it with پڑنا [to fall] (Jain, *Advanced Hindi Grammar*, 132):

[Upon reading the letter, Mother burst into tears.] خط پڑھ کر ماں رو پڑی  
[Upon reading the letter, Mother burst into tears/cried loudly.] خط پڑھ کر ماں رو اٹھی

[He screamed with pain.] درد سے چیخ پڑا  
[He screamed out loud with pain.] درد سے چیخ اٹھا

[Upon hearing him, we burst into laughter.] اس کی بات سن کر ہم ہنس پڑے  
[Upon hearing him, we burst into laughter/we laughed uproariously.] اس کی بات سن کر ہم ہنس اٹھے

a. Transform the following sentences into compound verbs with اٹھنا . Adapted from Jain, *Advanced Hindi Grammar*, 136.

شیر کو سامنے دیکھ کر وہ ڈر سے کانپ اٹھا ← شیر کو سامنے دیکھ کر وہ ڈر سے کانپا  
میرے گھر میں گھستے ہی ٹیلیفون کی گھنٹی بجی  
فلم ختم ہوتے ہی کمرے میں تالیوں کی آواز گونجی  
وہ تقریر کے بیچ میں اچانک بولا  
زخم پر دوا لگتے ہی وہ درد سے چیخا  
اچانک پلیس کو آتے ہوئے دیکھ کر وہ چونکا  
یہ خبر پڑھ کر وہ رونے لگی  
الارم سنتے ہی وہ جاگ گیا  
اپنے اچھے نتیجے دیکھ کر وہ خوشی سے ناچنے لگی

b. Scan your poem to find an example of a compound verb with اٹھنا . Read the line, then remove the compound verb and discuss how the meaning changes.

پروین شاکر

سجدہ

قواعد

This unit surveys three uses of the oblique infinitive in Urdu. Infinitive verbs in Urdu all end in ت . For example, سمجھنا , پینا , کھانا , جانا , etc.

1. **Oblique infinitive + لگنا**. To begin to. Study the following:

[The boy began to cry.] بچہ رونے لگا

[He begins to study at four o'clock.] وہ روز چار بجے پڑھنے لگتا ہے

a. Change according to the model.

وہ اردو بولتا ہے۔ ← وہ اردو بولنے لگا

۱۔ وہ لڑکی گانا گاتی ہے

۲۔ وہ لوگ ہنستے ہیں

۳۔ طالب علم پڑھائی کرتے ہیں

۴۔ میری بہن اپنا کام کرتی ہے

۵۔ وہ کتاب لکھتا ہے

b. Fill in the blank with the following phrases. The first has been done for you.

وہ گھر جا کر فلم دیکھنے لگے گا

.After going home, he will begin to watch a movie

وہ گھر جا کر

to study Urdu

to read poetry by Parveen Shakir

to make food

to speak with his sister

to write a novel

to sing a song

c. Scan your text for examples of this construction. Build one sentence using Parveen Shakir's verb and لگنا .

2. **Oblique infinitive + آنا or جانا** . To come or go in order to. Study the following:

[He studies Urdu.]

وہ اردو پڑھتا ہے

[He comes to study Urdu.]

وہ اردو پڑھنے آتا ہے

[He goes to study Urdu.]

وہ اردو پڑھنے جاتا ہے

a. Change according to the model.

میرا دوست یہاں کھانا کھانے آتا ہے

←

میرا دوست یہاں کھانا کھاتا۔

ہم روز یہاں چائے پیتے ہیں

وہ لڑکی اگلے ہفتے یہاں اردو پڑھے گی

آپ کب ہم سے ملیں گے؟

تم کتنے بچے وہاں ناچیں گے؟  
میں وہاں ہندی پڑھوں گا  
ان لڑکیوں نے وہاں خریداری کی

b. Fill in the blank following the pattern:

میں لاہور \_\_\_\_\_ آئی / آیا ہوں  
میں لاہور بریبانی کھانے آیا ہوں۔

I have come to Lahore to eat biryani.

to read Parveen Shakir's poetry

to study Urdu

to visit Shalimar Gardens

to visit Iqbal's tomb

to buy Urdu books

to buy Pakistani clothes

to make new friends

c. Scan your poem to find examples of an oblique infinitive and آتا . Then practice this construction by filling in the blank to make a new couplet:

حضور شاہِ سبھی \_\_\_\_\_ آئے  
زباں کا قرض لہو سے اتارنے آئے

3. Oblique infinitive + دینا . To allow to. Study the following:

[That boy does not go.]

وہ لڑکا نہیں جاتا

[That boy's mother does not allow him to go.]

اس لڑکے کی ماں اس کو جانے نہیں دیتی

a. Change according to the model.

لڑکے کی ماں اس کو فلم نہیں دیکھنے دیتی

← لڑکا فلم نہیں دیکھتا

لڑکا بریانی نہیں کھاتا

لڑکا باہر نہیں کھیلتا

لڑکا اس لڑکی سے بات نہیں کرتا

لڑکا شام کو فلم نہیں دیکھتا

لڑکا دیر تک نہیں سوتا

b. Fill in the blank following the pattern:

مجھے \_\_\_\_\_ دیجئے

مجھے سوچنے دیجئے

Please, allow me to think.

to study in peace

to help you

to speak

to pay off this debt

to dedicate this to you

to bow at your feet

ساحر لدھیانوی  
تاج محل  
قواعد

**1. The iterative.** singular masculine past participle + کرتا . Urdu places emphasis on the repetitive aspect of an action by means of the iterative construction. In the iterative, the past participle is always in the masculine singular; it does not change to reflect the gender or number of the subject. Here, جاتا has a special form. Study the following:

[Always read carefully!]	دھیان سے پڑھا کرو
[Those girls often used to come here.]	وہ لڑکیاں اکثر یہاں آیا کرتی تھیں
[She will every day.]	وہ روز جایا کرے گی

Note that the difference simple and iterative constructions in the habitual tenses are subtle. It is perhaps a bit clearer in the imperative. Study the following pair:

[Read carefully!]	دھیان سے پڑھو
[Always read carefully (Always pay attention when you read)!]	دھیان سے پڑھا کرو

a. Read the following sentences. Then change them into the iterative. The first has been done as an example.

یہاں جون میں بارش ہوتی ہے۔ ← یہاں جون میں بارش ہوا کرتی ہے۔  
 وہ ہمیشہ لوگوں کی تعریف کرتا ہے۔  
 میں ہمیشہ اس تہوہ خانہ میں کافی پیتی تھی۔  
 روز اردو بولنے اور لکھنے کی مشق کیجئے۔  
 لاہور میں ہم شالیمار باغ جائیں گے۔  
 پاکستان میں ہم اردو روز بولیں گے۔  
 اچھے طالب علم جھوٹ نہیں بولتے۔  
 ای میل کا جواب اسی دن لکھ دو۔

b. Scan your poem and underline examples of the iterative construction. Change the construction to its non-iterative counterpart and see how the meaning changes.

c. Complete the following sentences using the iterative.

\_\_\_\_\_ ہم روز پاکستان میں  
 \_\_\_\_\_ میرا دوست اکثر  
 \_\_\_\_\_ میں شام کو  
 \_\_\_\_\_ لاہور جا کر میں  
 \_\_\_\_\_ میری محبوب کہیں اور

**2. The possessive** کے / کی / کا . Read the following sentences aloud, which reviews the use of the possessive کے / کی / کا . Note that this postposition inflects according to the number and gender of the noun that follows it:

دوست کا گھر      دوست کے گھر

## دوست کی چیزیں      دوست کی چیز

When combined with pronouns, **کا** / **کی** / **کے** takes special forms. Study the following chart, which reviews the form of pronouns combined with the singular masculine **کا**.

ان کا	←	یہ	←	میرا	←	میں
ان کا	←	وہ	←	ہمارا	←	ہم
کس کا	←	کیا	←	آپ کا	←	آپ
کن کا	←	کیا	←	تمہارا	←	تم
کس کا	←	کون	←	تیرا	←	تو
کن کا	←	کون	←	اس کا	←	یہ
				اس کا	←	وہ

Note that like other postpositions, **کا** and its variants put preceding words in the phrases to which they belong into the oblique:

یہ لڑکا + کا ← اس لڑکے کا

a. Practice using **کا** / **کی** / **کے** by substituting the given word or phrase. Complete the exercise once using the pronoun **میں** as in the example. Then, replacing **میں**, repeat the exercise for each of the following pronouns or phrases: ہم آپ تم تو وہ لڑکی وہ لڑکے .

یہ [میں] کا \_\_\_\_\_ ہے / ہیں۔

یہ میرا گھر ہے ←	house
	class
	shoes
	books
	brothers
	sister
	store
	beloved
	building
	love
	palace

b. Scan تاج محل poem for the possessive postposition [whether in کے form or as a possessive pronoun] and underline it. Then, using it to guide you, write the gender of the nouns that follow it.

**3. Expressing presumption with ہوتا** . Read the following chart, which reviews present, future, and past tenses of ہوتا .

past	future	present	
ہوا	ہوں گا	ہوں	میں
ہوئے / ہوئی	ہوں گے / گی	ہیں	ہم
ہوئے / ہوئی	ہوں گے / گی	ہیں	آپ
ہوئے / ہوئی	ہوں گے / گی	ہو	تم
ہوا / ہوئی	ہو گا / گی	ہے	تو
ہوا / ہوئی	ہو گا / گی	ہے	یہ

ہوئے / ہوئی	ہوں گے / گی	ہیں	وہ
ہوا / ہوئی	ہوگا / گی	ہے	یہ
ہوئے / ہوئی	ہوں گے / گی	ہیں	وہ
ہوئے / ہوئی	ہوں گے / گی	ہیں	کون / کیا
ہوا / ہوئی	ہوگا / گی	ہے	کون / کیا

a. Substitute the following and make appropriate changes to the sentence. The first has been done for you.

وہ آدمی لاہور سے ہوگا	
وہ لڑکی ←	وہ لڑکی
	یہ طالب علم
	یہ لوگ
	وہ لڑکے
	وہ شاعر
	یہ لڑکیاں
	اس کا دوست
	ان کے استاد

b. Transform the following sentence into the presumptive using the future tense of ہونا .

وہ لوگ آرہے ہوں گے	←	وہ لوگ آرہے ہیں
--------------------	---	-----------------

عارف سو رہا ہے  
 لڑکے کتابیں دیکھ رہے ہیں  
 لکشمی اپنے دوست کا انتظار کر رہی ہے  
 وہ لوگ ہندوستان گئے  
 آپ نے دیر تک انتظار کیا  
 اس نے ہندی بھی پڑھی ہے  
 تم نے دلوالے دلہنیا لے جائیں گے دیکھی ہے

c. Substitution drill.

لاہور میں آپ نے قوالی سنی ہوگی

You must have heard qawwali in Lahore.

visited Anarkali bazaar

purchased books in Urdu bazaar

shopped in Liberty market

eaten biryani

eaten kabobs

strolled in Shalimar Gardens

heard some Punjabi

danced bhangra

d. Scan تاج محل and underline the presumptive use of ہوتا. Then change it to the simple present tense and discuss the difference in meaning.

e. Taking the phrase in part d, substitute a word or phrase for محبت and also make any changes necessary to the following lines to create a new poem. Don't worry about the meter.