

# Urdu

An Essential Grammar

Ruth Laila Schmidt

● ● ● ● ● ○ ESSENTIAL GRAMMARS

# URDU: AN ESSENTIAL GRAMMAR

*Urdu: An Essential Grammar* is a reference guide to the grammatical structures of modern Urdu.

The complexities of Urdu are set out in short, readable sections, which are conveniently grouped under major topical headings. Explanations contain minimal jargon and emphasis has been placed on the aspects of Urdu that pose a particular challenge for English-speaking students.

Features include:

- language examples throughout in both Urdu script and romanization
- user-friendly layout
- network of cross-references between sections
- detailed contents list
- comprehensive index.

*Urdu: An Essential Grammar* presents a fresh and accessible description of the language. It will prove invaluable to students at all levels in schools, colleges, universities and adult classes. Its clear explanations make it ideal for independent learners too.

**Ruth Laila Schmidt** lectures in the Department of East European and Oriental Studies at the University of Oslo, Norway.



# URDU: AN ESSENTIAL GRAMMAR

Ruth Laila Schmidt



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Bruce R. Pray  
in recognition of his four decades of service  
to the Urdu language, and his contribution  
to the study of Urdu  
through the establishment of the  
Berkeley Urdu Language Program

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# PREFACE

by Gopi Chand Narang

Urdu is a major language of South Asia which has been gaining in popularity since the advent of independence of India and Pakistan. It is one of the eighteen national languages listed in the Constitution of India, as well as the national language of Pakistan. Unlike Arabic and Persian, Urdu is an Indo-Aryan language akin to Hindi. Both Urdu and Hindi share the same Indic base, and at the phonological and grammatical level they are so close that they appear to be one language, but at the lexical level they have borrowed so extensively from different sources (Urdu from Arabic and Persian, and Hindi from Sanskrit) that in actual practice and usage each has developed into an independent language. This distinction is further marked at the orthographic level, where Hindi uses Devanagari and Urdu uses the Arabo-Persian script indigenously modified to suit the requirements of an Indo-Aryan speech. With this context in view, although the grammars of these languages cover much common ground, nevertheless in order to do justice to the differing sociolinguistic paradigms, separate materials have to be developed for each of these languages, which taken together form the fourth largest speech community in the modern world.

The grammatical tradition of Urdu and Hindi is now almost three centuries old, beginning with Ketelaar in the seventeenth century and continuing through Schultze, Forbes, Fallon, Platts, Shakespear, Gilchrist and others down to the nineteenth century. While Platts' work has become a classic and is reprinted time and again, the others have fallen into disuse. Lately, with inputs from modern linguistics, and the fresh impetus given by Urdu's new status as a national language as well as a cultural vehicle of the Indo-Pakistani diaspora, the need for new teaching materials is ever on the increase. The work of scholars such as Barker, McGregor, Russell, Shackle, Glassman, Pray, Naim and others has met some of the present need, however most of them have developed languageteaching books in which a discussion of the grammar is included as part of the pedagogical requirement. As far as I know, no reference grammar of Urdu (or Hindi) has so far been written, and it is precisely this gap which the present volume attempts to fill.

I have known Ruth Laila Schmidt for more than twenty years, since her study of Dakhini Urdu appeared. She is widely travelled in India and Pakistan, spending years in research and teaching. Her research in the Dardic language Shina, and her *Practical Dictionary of Modern Nepali*, Have in particular been well received. She belongs to that brand of South Asian linguistic scholars who deserve attention for their sense of dedication and thoroughness. It has been my pleasure to interact with her on this grammar, and I found the work fulfilling. Though the volume is called a reference grammar, I am sure it can profitably be read from cover to cover in a systematic way. As such it breaks fresh ground, and I do hope it will serve as a model for future intrepid scholars in the difficult terrain of South Asian grammatical studies.

New Delhi  
14 June 1999



# INTRODUCTION

## *What is Urdu?*

Urdu is widely spoken not only in South Asia but also in the West. Worldwide, there are nearly 55 million Urdu speakers.<sup>1</sup>

In Pakistan it is the national language and is used in instruction in most government schools, at the lower levels of administration, and in the mass media.<sup>2</sup> The number of Urdu speakers in Pakistan has been estimated at almost 11 million with the largest number in the province of Sindh, followed by Panjab.

Urdu is also one of the one of the 18 national languages of the Union of India. There are almost 44 million Urdu speakers in India, with the largest numbers found in the state of Uttar Pradesh, followed by Bihar, Maharashtra, Andhra Pradesh and Karnataka. Delhi is also a significant centre not only of Urdu speakers but of Urdu literature and publishing.

Urdu is also spoken in Bangladesh, Afghanistan and Nepal, and has become the culture language and lingua franca of the South Asian Muslim diaspora outside the subcontinent, particularly in the Middle East, Europe, the United States and Canada.

Historically, Urdu developed from the sub-regional language of the Delhi area, which became a literary language in the eighteenth century. Two quite similar standard forms of the language developed in Delhi, and in Lucknow in modern Uttar Pradesh. Since 1947, a third form, Karachi standard Urdu, has evolved.

## *What does this work cover?*

*Urdu: An Essential Grammar* is intended to present as complete a description of the grammar of Delhi Standard Urdu as is possible in the space available. It does not cover Urdu phonology or the writing system. The inventory of grammatical structures has been compiled from existing textbooks as well as from texts typically read in second- and third-year Urdu classes.

This work is a reference grammar rather than a pedagogical grammar. Grammatical constructions are grouped by topical headings: nouns, pronouns, adjectives, adverbs, verbs, etc., with a network of cross references to other sections. It is intended to serve a resource to which to refer as one reads texts; to look up complex grammatical constructions, or review more elementary constructions; and with the help of the table of contents, index and cross-references, to look up individual sentences and analyse them without reading the whole book. Ideally one should be able to start anywhere in *Urdu: An Essential Grammar* and find the information one needs.

<sup>1</sup> Sources: The Summer Institute of Linguistics *Ethnologue*, Census of India 1991, Census of Pakistan 1981, *Encyclopedia Britannica (Britannica Online)*.

<sup>2</sup> Tariq Rahman, *Language and Politics in Pakistan*, Karachi: Oxford University Press, 1996.



Although one can certainly read this book from cover to cover, and the author has kept that kind of reader in mind, that is not its primary purpose. This means that some constructions must be looked up in several different places. If a person wishes to make a comprehensive review of the use of **nē** with perfective tense transitive verbs, he or she must consult all the following sections: §211, §510, §629 and §809, because the **nē** construction involves a postposition, verb constructions, special forms of pronouns, and the notion of transitivity; and each of these is dealt with under its own heading. Cross references are provided to make the search easier.

### Transcription system

The primary purpose of the transcription system, which is adapted from that presented by R.S.McGregor,<sup>3</sup> is to provide a guide for pronunciation. The two main departures are: (a) the Arabic letters ع ظ ط ض ص ژ ح ث are not distinguished, and (b) long and short **e** and **o** are distinguished as: **e ē/o o** (even though short **e**, **o** are allophones of /i a u/). The purpose for transcribing them in this way is that the environments of short **e, o** are many, complex and often require a knowledge of the spelling of the word, or its origin; thus this convention is expected to be helpful to the reader.

### How should this book be used?

This work is most useful to students who already have a basic knowledge of Urdu. The reader may begin by skimming the table of contents to get an overview of what is covered and how it is organized. A reader who knows what he or she is looking for may find it here. Alternatively, one may look up key words in the index. For example, the uses of the adverb **bhī** ‘also’ are listed in the index under ‘**bhī**’, ‘emphatic particles’, ‘modal adverbs’, ‘both...and’, ‘neither...nor’ and ‘relative words followed by **bhī**’. Finally, look up any reference and follow the network of cross-references.

In the example sentences, the grammatical topic under discussion is highlighted by italicization of words in the Urdu transcription and the corresponding English translation. Occasionally, a literal translation holds the italicized equivalent. The following examples illustrate italicization.

دفتري کام	- اُس کا نام مجھے معلوم ہے۔
<i>daftari kām</i>	<i>us kā nām mujhē mālūm hai</i>
official work	I know his name (his name is <i>known</i> to me).

If there is no italicization in an example, it is because the structure of the Urdu original and the translation are too disparate to permit the technique, because the entire sentence would need to be italicized, or because the relevant Urdu word is not expressed in the translation. For example, **kyā** in the sentence below merely introduces a question, and is not translated.

کیا یہ گھڑا ہے؟

kyā ye **gharā** hai?

Is this is a water pot?

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The roman text in this book is set in the Norman font, except for the examples in [Chapter 15](#), which are set in Jerome Bauer's South Asia Times Bold. Urdu is set in the Jawhar font produced by Kamal Mansour of Monotype, U.S.A., which was provided by Monotype as a courtesy.

# SYMBOLS AND ABBREVIATIONS

$x \rightarrow y$	x becomes y
$x < y$	x is derived from y
$x + y$	y is added to x
$x \sim y$	y is a variant or inflected form of x
f.	feminine
int.	intransitive
lit.	literally
m.	masculine
pl.	plural
sg.	singular
tr.	transitive
AP	active participle
PP	passive participle
VN	verbal noun



# 1 NOUNS

Urdu has two grammatical genders: masculine (m.) and feminine (f.). Nouns may have special gender suffixes (marking), or be unmarked for gender. Nouns are inflected to show number (singular or plural) and case (nominative, oblique or vocative).

## GENDER AND MARKING

### 101 Gender

All Urdu nouns belong to one of two noun genders, masculine and feminine.

#### MASCULINE

لڑکا	<b>laṛkā</b> , boy
بچہ	<b>bacca</b> , (male) child
گھر	<b>ghar</b> , house

#### FEMININE

لڑکی	<b>laṛkī</b> , girl
چڑیا	<b>ciṛiyā</b> , bird
میز	<b>mēz</b> , table

### 102 Marking

All Urdu nouns may be additionally divided into two groups: those which are marked for gender (marked nouns), and those which have no special gender suffix (unmarked nouns).

Plural nouns, excepting masculine unmarked nouns, have distinctive gender suffixes. See §107.

### 103 Marked nouns

Nouns ending in the masculine gender suffixes **-ā** ا, **-a** ہ and **-aya** یہ are masculine:

لڑکا <b>laṛkā</b> , boy	بچہ <b>bacca</b> , (male) child
مرغا <b>murγā</b> , rooster	روپیہ <b>rūpaya</b> , rupee, money

Extremely rarely, the suffix **-ā** is nasalized.

کنواں **kūām**, well

Nouns ending in the feminine gender suffixes **-ī** ی or **-iyā** یا are feminine.

لڑکی **larkī**, girl

بچی **baccī**, (female) child

مرغی **murγī**, hen

چڑیا **ciṛiyā**, bird

#### 104 Unmarked nouns

Nouns which do not end in the above gender suffixes are unmarked, and their gender must be learned.

گھر **ghar**, house (m.)

کام **kām**, work (m.)

کتاب **kitāb**, book (f.)

Special attention should be paid to nouns that look like marked nouns, but are not. A number of common masculine nouns end in **-ī**. They are either suffixless nouns that happen to end in **-ī**, or nouns formed with the occupation suffix **-ī**.

پانی **pānī**, water (suffixless)

جہازی **jahāzī**, sailor (جہاز **jahāz**, ship+occupation suffix)

Some feminine nouns end in **-ā**, **-a** or **-ām**. They are either suffixless words that happen to end in **-ā**, **-a**, **-ām**, or Arabic nouns in which the final **-a** ء results from an Arabic suffix **-t** ة which derives a feminine noun from a masculine one:

ہوا **havā**, wind, air (a suffixless Arabic noun)

جگہ **jaga**, place (colloquial pronunciation of جگہ **jagah**)

والدہ **vālidā**, mother (term of reference) (<Arabic والد **vālid**, father)

امان **ammām**, mother (term of address)

Feminine nouns formed with the suffix **-iyā** should not be confused with masculine nouns.

چڑیا **ciṛiyā**, bird (چڑا **ciṛā**, male sparrow+diminutive suffix)

## 105 Natural gender

The biological gender of people or animals denoted by a noun usually determines the gender of the noun.

- ماں **mām**, mother (term of address) (f.)  
 باپ **bāp**, father (term of address) (m.)  
 ڈاکٹر **ḍāktar**, doctor (masculine if a man, feminine if a woman)  
 دستکار **dastkār**, artisan (masculine if a man, feminine if a woman)

## 106 Some other clues to gender of nouns

Some other suffixes or noun patterns help to identify the gender of nouns.

*Arabic loanwords*

Arabic nouns ending in **-at** ات **-iyat** يت and **-ā** ا are usually feminine.

- قیمت **qīmat**, price  
 حیثیت **haisiyat**, status, capacity  
 حیا **hayā**, modesty  
 دوا **davā**, medicine

Verbal nouns of the pattern **تفعیل** tafīl are feminine.

- تکلیف **taklīf**, trouble  
 تصویر **tasvīr**, picture

Arabic nouns ending in **-a** ا are usually masculine.

- حملہ **hamla**, attack  
 قصہ **qissa**, story

However, **vāḍida** والدہ , ‘mother’; **tāliba** طالبہ , ‘female student’; **dafa** دفعہ , ‘time’, are feminine. Note also that not all masculine nouns ending in **-a** are borrowed from Arabic, as there is an increasing tendency to write **chōḍī hē** ہ in place of final **alīf** ا: **ghaṇṭa** گھنٹہ for **ghaṇṭā** گھنٹا , ‘hour’ (indigenous Urdu); **pata** پتہ for **patā** پتا , ‘address’ (Persian); **kamra** کمرہ **kamrā** کمرہ , ‘room’ (Portuguese).

*Persian loanwords*

Nouns ending in the place suffixes **-gāh** گاہ and **-āē** آئے are feminine.

**ibādatgāh** عبادت گاہ, place of worship

**xāknāē** خاکنائے, isthmus

Nouns ending in the noun-forming suffixes **-ī** ی and **-gī** گی are feminine.

**dōstī** دوستی, friendship

**zindagī** زندگی, life

Nouns ending in the place suffix **-istān** or **-stān** ستان are masculine:

**pākistān** پاکستان, Pakistan

**rēgistān** ریگستان, desert

*Indigenous Urdu words*

Most indigenous nouns ending in **-ū** or **-ō** و are masculine.

**bhāō** بھاؤ, market price

**ālū** آلو, potato

**ḍākū** ڈاکو, robber



However, personal names in rural areas are often formed by adding **-ū** for men and **-ō** for women:

تاجو **tājō** (a woman's name)  
 رمضانو **ramzānū** (a man's name)

Nouns ending in the noun-forming suffixes **-pan** پن and **-pā** پا are masculine.

بچپن **bacpan**, childhood  
 لڑکپن **larakpan**, boyhood; childishness  
 بڑھاپا **buḥhāpā**, old age

Nouns ending in the diminutive suffix **-ī** ی ~ **-iyā** یا and the noun-forming suffix **-i** ی are feminine.

پہاڑی **pahārī**, small hill (from **pahār** پہاڑ , mountain)  
 چڑیا **ciṛiyā**, bird (from **ciṛā** چڑا , male sparrow)  
 سلانی **silāī**, seam, sewing (from **silnā** سلنا , to be sewn)  
 لمبائی **lambāī**, length (from **lambā** لمبا , long)

Nouns ending in the abstract noun-forming suffixes **-āhaṭ** آہٹ , **-āvaṭ** آوٹ and **-yat** یت are feminine.

گھبراہٹ **ghabrāhaṭ**, confusion  
 رکاوٹ **rukāvaṭ**, obstacle

## NOUN PLURALS

### 107 Forms (nominative case)

There are different plural suffixes for masculine marked, feminine marked and feminine unmarked nouns. Masculine unmarked nouns have no plural suffixes.

(a) The suffixes **-ā** and **-a** (masculine marked) change to **-ē**:

لڑکے ← لڑکا **larḳā** → **larḳē**, boys  
 بچے ← بچہ **bacca** → **baccē**, children

If the suffix **-ā** is nasalized (**-ām̄**), the plural suffix is nasalized as well.

کنوئیں ← کنواں **kūām̄** → **kūēm̄**, well

(b) The suffix **-aya** (masculine marked) changes to **-aē ~ -ē**:

روپے ← روپیہ **rūpaya** → **rūpaē**, **rūpē**, rupees

(c) Masculine unmarked nouns have no plural suffix:

گھر ← گھر **ghar** → **ghar**, houses

(d) The suffix **ī** (feminine marked) changes to **-iyām̄**

لڑکیاں ← لڑکی **larḳī** → **larḳiyām̄**, girls

(e) Indigenous feminine nouns ending in **-iyā** take the plural in **-iyām̄**.

چڑیاں ← چڑیا **ciṛiyā** → **ciṛiyām̄**, birds

(f) Feminine unmarked nouns add the plural suffix **-ēm̄**:

کتابیں ← کتاب **kitāb** → **kitābēm̄**, books  
 دوائیں ← دوا **davā** → **davāēm̄**, medicines

*Reduction of penultimate short vowel*

When suffixes consisting of long vowels, including the nominative and oblique plural and the vocative, are added to roots containing two or more short vowels, the penultimate short vowel of the root is reduced or lost.

عورت **aurat**, woman+**-ēm̄** → **aurtēm̄**, women  
 بہن **bahen**, sister+**-ēm̄** → **bahnēm̄**, sisters

عورت	aurat, woman+	- <b>ēm</b> → <b>aurtēm</b> , women
بہن	bahen, sister+	- <b>ēm</b> → <b>bahnēm</b> , sisters

Table 1: Plural of nouns

	SINGULAR		PLURAL	
MASC. MARKED	لڑکا	<b>laṛkā</b>	لڑکے	<b>laṛkē</b>
	کمرہ	<b>kamra</b>	کمرے	<b>kamrē</b>
	روپیہ	<b>rūpaya</b>	روپے ، روپے	<b>rūpaē, rūpē</b>
	کنواں	<b>kūām</b>	کنوئیں	<b>kūēm</b>
MASC. UNMARKED	گھر	<b>ghar</b>	گھر	<b>ghar</b>
FEM. MARKED	لڑکی	<b>laṛkī</b>	لڑکیاں	<b>laṛkiyām</b>
	چڑیا	<b>ciṛiyā</b>	چڑیاں	<b>ciṛiyām</b>
FEM. UNMARKED	کتاب	<b>kitāb</b>	کتابیں	<b>kitābēm</b>

## 108 Non-count (mass) nouns

Non-count (mass) nouns do not have plural forms.

بہت پانی

**bahut pānī**

a lot of *water*

ہمارے پاس کافی چینی ہے۔

**hamārē pās kāfī cīnī hai**

We have plenty of *sugar*.

If one has occasion to speak of more than one variety of non-count nouns, they may be pluralized. However plural amounts of non-count nouns are usually qualified by the measure or container used to hold them. See §116.

ہمارے پاس دو طرح کی دالیں ہیں۔

**hamārē pās dō tarah kī dālēm haiṁ**

We have two kinds of *lentils*.

## INFLECTION OF NOUNS

Nouns may occur in the nominative, oblique or vocative case.<sup>1</sup>

## 109 Nominative case

Nominative nouns most commonly occur as the subjects of verbs. (In perfective tenses, however, the subjects of transitive verbs take the postposition **nē**, and are in the oblique case. See §629.)

لڑکا یہاں رہتا ہے۔  
**larkā yahām** rahtā hai  
*The boy lives here.*

روپیہ کل ملے گا۔  
**rūpaya kal milē gā**  
*The money will be available tomorrow.*

A nominative noun may occur as the direct object of a sentence.

میں کام کرتا ہوں اور روپیہ کماتا ہوں۔  
**mainm kām kartā hūm aur rūpaya kamātā hūm**  
*I work and I earn money.*

## 110 Oblique case

Whenever a noun is followed by a postposition (for example, **kō** کو, 'to'; **kā** کا, 'of'; **mēm** میں 'in'; **sē** سے 'from', etc.), it occurs in the oblique case. The ergative postposition **nē** نے also takes the oblique case of nouns. (See [Chapter 5](#) for information about postpositions; see §211 for pronouns before **nē**.)

<sup>1</sup> The term 'case' is used in this work to refer only to bound nominal suffixes (nominative, oblique and vocative) described below and in [Chapter 2](#). Other grammarians treat grammatical postpositions ([Chapter 5](#)) as case markers. According to this school of thought, a noun followed by the ergative postposition **nē** is in the ergative case; a noun followed by **kō** is in the dative case, and a noun with no postposition is in the nominative-accusative case.