"WORD-FORMS IN URDU"

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in the University of London

By

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ABSTRACT

In this thesis an attempt is made at a formal classification of Urdu words. Words are first classified according to the full range of the different patterns of formal variation, then further sub-classified on the basis of concordial and colligational criteria.

Native words have been treated separately from the borrowed words in each class only insofar as they show a different range of the patterns of formal variation.

In the Introduction, it has been stated briefly what type of language is used, and the main features of the type of analysis performed.

Chapter One forms an Introduction.

Chapter Two deals with Nominal forms, both native and borrowed.

Chapter Three deals with adjectival forms including borrowed ones.

Chapter Four deals with verbal forms of native origin.

Chapter Five deals with pronominal forms

Chapter Six deals with concord patterns which have been referred to in different Chapters.

Indeclinable forms are also briefly mentioned in the Chapters where necessary.
I wish to express my gratitude to Professor E.J.A. Henderson, Head of the Department of Phonetics and Linguistics, for her constant help and supervision in preparing this thesis. I am also grateful to Mrs E.M. Whitley, for her supervision before her departure to India on study leave.

I am also indebted to Mr David Mathew, now lecturer in Urdu, in the Department of India, Pakistan and Ceylon for his great encouragement, help and fruitful discussions whenever I was encountered with any problem.

I owe much thanks to all members of the Department of Phonetics and Linguistics for their expert tuition and guidance.

I am extremely grateful to Dr M.O. Ghâni, S. Pk., S.Q.A., Vice-Chancellor of Dacca University (Pakistan) and Dr W.H.A. Shadani, Head of the Department of Urdu and Persian, Dacca University for their kindness to provide me with an opportunity to study Linguistics and Phonetics on Central Government's Scholarship at the disposal of the University.

I also extend my thanks to Miss Rolfe, Secretary of the Department for her ever helpful attitude during my stay in S.O.A.S. London, and Mrs Williams who prepared a difficult type-script in such a short time.
I have no words to express my feeling for my wife, Mrs I. Moiz who always has been a source of courage, strength and inspiration to me ever since I ventured to take up this course.
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</tbody>
</table>
TRANSCRIPTION

The transcription symbols used in this thesis are for the most part the same as those used in the All India Roman Alphabet devised by J.R. Firth which he has used in Urdu by T. Grahame Bailey while editing it in collaboration with A.H. Harley.

I have, however, made a few modifications which are listed below.

<table>
<thead>
<tr>
<th>My transcription</th>
<th>Firth's</th>
</tr>
</thead>
<tbody>
<tr>
<td>~</td>
<td>j</td>
</tr>
<tr>
<td>i</td>
<td>y</td>
</tr>
<tr>
<td>i:</td>
<td>i</td>
</tr>
<tr>
<td>u</td>
<td>w</td>
</tr>
<tr>
<td>u:</td>
<td>u</td>
</tr>
</tbody>
</table>

Professor Firth justifies this transcription in the following words:

"The romanic orthography employed is the outcome of my own work on an All-Indian alphabet, and was substituted for the transcription which Dr. Grahame Bailey used throughout."

"The romanic orthography, both phonetically and linguistically, as every speaker of Urdu will at once recognise, serves as a grammatical spelling which Indians and Pakistanis

See also 'The Problem of National Script for India' by Daniel Jones, Stephen Austin & Sons, Hertford, 1942.
themselves could use; parallel as it is with the script."

1. The list below indicates in summary fashion phonetic values to be associated with the symbols.

Consonants:

/P/ voiceless bilabial unaspirated plosive
/Ph/ voiceless bilabial aspirated plosive
/b/ voiced bilabial unaspirated plosive
/bh/ voiced bilabial aspirated plosive
/t/ voiceless dental unaspirated plosive
/th/ voiceless dental aspirated plosive
/d/ voiced dental unaspirated plosive
/dh/ voiced dental aspirated plosive
/t/ voiceless retroflex unaspirated plosive
/th/ voiceless retroflex aspirated plosive
/q/ voiced retroflex unaspirated plosive
/qh/ voiced retroflex aspirated plosive
/c/ voiceless palatal unaspirated plosive (affricated)
/ch/ voiceless palatal aspirated plosive
/j/ voiced palatal unaspirated plosive
/jh/ voiced palatal aspirated plosive
/k/ voiceless velar unaspirated plosive
/kh/ voiceless velar aspirated plosive
/g/ voiced velar unaspirated plosive
/gh/ voiced velar aspirated plosive

2: Dr Mohiuddin Qadri - 'Hindustani Phonetics', Paris, 1930.
3: Also Grahame Bailey and J.R. Firth 'Teach Yourself Urdu'.

/q/ voiceless uvular plosive
/m/ voiced bilabial nasal
/n/ voiced alveolar nasal
/l/ voiced alveolar lateral
/r/ voiced alveolar tapped
/r/ voiced retroflex unaspirated flapped
/rh/ voiced retroflex aspirated flapped
/f/ voiceless labio-dental fricative
/v/ voiced labio-dental fricative
/s/ voiceless alveolar fricative
/z/ voiced alveolar fricative
/ʃ/ voiceless palatal fricative
/ʒ/ voiced palatal fricative
/x/ voiceless velar fricative
/ɣ/ voiced velar fricative
/h/ voiceless glottal fricative
/y/ voiced palatal unrounded semivowel.

Vowels:—

i: represents a long unrounded nearly close front vowel
i short unrounded nearly half close front
e long unrounded nearly half close to mid-front
a long unrounded open nearly back
ə short half open central

1. See Hindustani Phonetics by Dr Mohiuddin Qadri p. 91.
also M.A. Thesis London University 1965 'Siddiqui A.H.'
o  long rounded half close to mid-back
u  short rounded nearly half close back
uː  long rounded nearly close back

**Diphthongs:**

ei, eu,

' is used to symbolise nasality of the vowels.
All vowels in Urdu can be nasalised.
ABBREVIATIONS

C.P. Concord Pattern.
A/P Arabic and Persian
Mas.(M) Masculine
Fem.(f) Feminine
Sing. Singular
Plu. Plural
Nom. Nominative
Obl. Oblique
Voc. Vocative
Emph. Emphatic
R. Root.
S.R. Simple Root.
Ext.R. Extended Root.
CHAPTER 1

INTRODUCTION

The purpose of this study is to attempt, as far as possible, a purely formal classification of Urdu words. When formal classification alone is not sufficient to give us some broad indication of the use of forms, it has been further supplemented by sub-classification according to their relations with forms or items from other classes. Classification on semantic or translational grounds, such as may be found in traditional grammars, has been avoided.

The Urdu taken as a basis for this study is that of my own speech, while reference is also made to the modern literary language which does not basically differ from my own speech. As a native speaker of Urdu and teacher of both Urdu and Persian at the University level, the type of Urdu I have used here is a standard Urdu, acceptable to all.
Our first criterion of classification of Urdu words is their full range of formal variation. For this reason we had to classify our words into Declinable and Indeclinable groups. We have not included the Indeclinable words of the language such as those commonly referred to as Numerals, Particles, Adverbs, Postpositions and Preposed Particles which cannot be formally defined according to our criterion of formal variation. They do not exhibit any change of form. We have, however, on occasions referred to them by their traditional names. Declinable words are regarded as words consisting of root plus affix. The affix may, however, be zero in certain cases. After declinable words have been classified by their total range of formal variation, we have four major word classes:— Nouns Adjectives, Verbs, Pronouns. Thus we have different formal variants of each class of words which are termed in this thesis Nominal Forms, Adjectival Forms, (both Native and Borrowed), Verbal Forms and Pronominal Forms. It will be seen that our first classification is
purely formal.

Our second classification is by concordial relations with forms of other classes. This classification is partly formal and partly syntactic, and gives us the categories of **Number**, **Gender**, and **Person**. The concord of Person may also be regarded as partly lexical, in that concord may be with particular lexical items rather than with classes. (see page 35)

Our third classification is by **Colligation** with other classes, or with a specific lexical item, such as postpositions, or preposed particles. (see page 25). This Classification is thus partly formal partly syntactic and partly lexical.

This method of approach has already been touched upon by Professor J.R. Firth in A Synopsis of Linguistic Theory 1930-1955. pp.16-17.

In a discussion of the German Nominal Phrase he suggests the formal classification and cross classification of the German Article in the following passage, which foreshadowes what has been attempted in this thesis.

"In German, the statement of the graphic exponents of number, gender and case provides a useful
approximation to an analysis. In dealing with the definite article by itself, for example, there are six forms in all as follows:

\[
\begin{array}{cccc}
\text{der} & \text{die} & \text{das} & \text{dem} \\
\text{a} & \text{b} & \text{c} & \text{d} & \text{e} & \text{f}
\end{array}
\]

If three categories of gender are set up, we get the following distribution forms:

- masculine \(a, d, e, f\).
- feminine \(b, a\).
- neuter \(c, d, e\).

For the two numbers, singular and plural:

- singular \(a, b, c, d, e, f\).
- plural \(b, a, f\).

If four cases are recognised, the following table shows the mutual exclusiveness of the orthographic exponents:

- nominative \(a, b, c\).
- genitive \(d, a\).
- dative \(a, e, f\).
- accusative \(f, c, b\).

The tabulation above shows the necessity of considering both the articles and all the demonstratives in colligation with substantives and adjectives in the nominal phrase and the nominal piece in colligation with
In this study we have not discussed derivation or derivational affixes except in relation to the verb where we have shown the patterns of the causative verbs. It is for this reason that the so-called pronominal adjectives e.g. hem-ar-a, tum-har-a etc. which we consider derived forms, are not discussed with the pronominal forms, since by the definition offered here (see page 41) they are regarded simply as adjectives.

Each word class is described and classified by its form alone. Since we are concerned with only forms, syntactic and other criteria are not regarded within our terms of reference unless they have some bearing upon our formal classifications.

Thus the main interest of this thesis is in formal variation of Urdu words where emphasis is placed upon classification by formal criteria. But this however, can sometimes be ambiguous by itself, unless we take other things into account, such as concordial relations between forms of different classes.
Urdu grammarians, treat all the word classes (i.e. parts of speech) under three general heads: Nouns, Verbs and Particles.¹ Noun includes such sub classes as the Substantive, the Adjective and the Pronoun etc. Thus the different formal classes are lumped together and defined semantically. For instance, Abdul Haqq in his Qavaid-e-Urdu² (Urdu Grammar) defines noun and adjective in these words: 'The Noun is the word which denoted name of someone. It has two sub-divisions i) Particular ii) Common.³ Adjectives are those words which denote the quality, quantity and description of a particular noun.

An attempt has been made in this study to define words of different classes on formal grounds with syntactic function kept apart.

Although our nomenclature may sometimes correspond to that of traditional grammars, there are nevertheless areas of disagreement, since we have defined our words on the basis of their forms.

¹ Platts op. cit p.21 and also A. Haqq op. cit p.16
² A. Haqq p.17
³ A. Haqq p.52
For example, the forms -ga, -gi, -ge are usually described as verbal particles, used in forming the future tense. Our analysis, however, compels us to call them adjectival particles (see page 46).

Urdu possesses a vast number of words of foreign origin, mostly borrowed from Arabic and Persian. In traditional grammars, these borrowed words are usually treated separately from the native elements. This is done on historical and etymological grounds. Since however our study is a synchronic study, we have treated separately only those borrowed forms which show different patterns of formal variation from the native forms.

We have divided our study into four sections:

1. The Study of Nominal Forms
2. The Study of Adjectival Forms
3. The Study of Verbal Forms
4. The Study of Pronominal Forms.

1. See Platts op. cit. Persian and Arabic Construction pp 61-113
Classification is of the Declinable Forms, with Indeclinable words which appear to function in the same way as the forms of a particular class mentioned at the end of the relevant chapter.

Under each of these four headings, we have listed all the different variants of each word class, referring to them by Letter and Number.

We have used:

- Roman Capitals and Roman Numerals for Nominal Forms.
- Greek miniscules and Roman Numerals for Adjectival Forms
- Roman Miniscules and Roman Numerals for Verbal Forms
- Arabic and Roman Numerals for Pronominal Forms.
For the purposes of this study, a NATIVE NOUN is defined as a word having one of the patterns of formal variation A - F as listed in table 1 below:

<table>
<thead>
<tr>
<th>A</th>
<th>i R + Ø</th>
<th>ii R + 0</th>
<th>iii R + Ø</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>i R + a</td>
<td>ii R + e</td>
<td>iii R + 0</td>
</tr>
<tr>
<td>C</td>
<td>i R + Ø</td>
<td>ii R + e</td>
<td>iii R + 0</td>
</tr>
<tr>
<td>D</td>
<td>i R + i</td>
<td>ii R + iä</td>
<td>iii R + io</td>
</tr>
<tr>
<td>E</td>
<td>i R + ya</td>
<td>ii R + yä</td>
<td>iii R + yo</td>
</tr>
<tr>
<td>F</td>
<td>i R + e</td>
<td>ii R + e</td>
<td>iii R + yo</td>
</tr>
</tbody>
</table>

Table One shows Nominal forms classified according to their total range of variation. Native Urdu/nouns can thus, according to their total range of formal variation, be divided into six classes labelled A - F, as shown in the table above.

Class A nouns exhibit 3 formal variants, while classes B - F exhibit 4 in each case.
Examples for Table One:

In the following examples these roots will be used to illustrate each class. (Root is marked R.)

A gher- house
B lerk- boy
C behen- sister
D ghor- mare
E cir- bird
F ga- cow

The following sentences illustrate the forms of Table One.

Ai ye gher occha hei. This is a good house.
Aii ei ghor, tumhari yad ati hei mujhe. Oh houses, I remember you.
Aiii in ghero ko sejao. Decorate these houses.

Bi lerka aya. A boy came.
Bii lerke aye. Some boys came.
Biii ei lerko so jao. Go to sleep, you boys!
Biv in lerkō ko bulao. Call these boys.

Ci behen udas hei. The sister is sad.
Cii ap ki kitni behenē hei. How many sisters do you have?
Ciii ei beheno, idher ao. Come here, my sisters!
Civ in behenō ko dekho. Look at these sisters.
Di ye ghori moṭi hei. This mare is fat.

Dii ye ghoriā kis ki heī. Whose are these mares?

Diii ei ghorio tez deufo. Run fast, you mares!

Div in ghoro ko cara dedo Give fodder to these mares.

Ei ye ciryē behut xu:bsurēt heī. This bird is pretty.

Eii ciryā jax per beithi heī. There are birds sitting on the bough.

Eiii ciryō, tum kidher se aī. Birds, where have you come from?

Eiv in ciryō ko azad ker do. Set these birds free.


Fii ye gāe kitne mē xeri:dī. How much did you pay for these cows?

Fiii gayo, tum ghas khao. Eat your grass, cows!

Fiv in gayō ko ne setao. Do not tease these cows.

The Nominal forms above may now be cross classified into three new classes on the basis of their occurrence in certain interdependent variation patterns with ADJECTIVES¹ and VERBS².

1. For the use of the term 'adjective' in this thesis see Chapt. 3.

2. For the use of the term 'verb' in this thesis see Chapt. 4.
Such interdependent patterns involving nouns, adjectives and verbs will be termed CONCORD PATTERNS. They are set out in detail in chapter 6. The concordial relations manifested by those patterns are of two types (cf. Chapt. 6 pp. 95-96). The one set of relations is termed the CONCORD OF NUMBER and the second the CONCORD OF GENDER.

Forms occurring in Concord Pattern 1 but not in Concord Pattern 2 will be termed **Singular**. Those occurring in Concord Pattern 2 but not in Concord Pattern 1 will be termed **Plural**. (see pp. 95-96). Those forms which may occur in either Concord Pattern 1 or 2 will, for the moment, be termed **Neutral**.

The forms listed on pp. may thus now be reclassified into Neutral, Singular and Plural. This is shown in Table 2 below.

**TABLE 2**

<table>
<thead>
<tr>
<th>NEUTRAL</th>
<th>Nominal Forms occurring in Concord Pattern 1 SINGULAR</th>
<th>Nominal Forms occurring in Concord Pattern 2 PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ai</td>
<td>Bi</td>
<td>Aii Aiii</td>
</tr>
<tr>
<td>Bii</td>
<td>Bi</td>
<td>Bii Biv</td>
</tr>
<tr>
<td></td>
<td>Ci</td>
<td>Cii Ciii Civ</td>
</tr>
<tr>
<td></td>
<td>Di</td>
<td>Dii Diii Div</td>
</tr>
<tr>
<td></td>
<td>Ei</td>
<td>Eii Eiii Eiv</td>
</tr>
<tr>
<td></td>
<td>Fi</td>
<td>Fii Fiii Fiv</td>
</tr>
</tbody>
</table>
Examples.

**Neutral**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ai gher gir geya</td>
<td>Aii ei ghero</td>
</tr>
<tr>
<td>gher ko dekho</td>
<td>Aiii gherō ko dekho</td>
</tr>
<tr>
<td>gher gir geye</td>
<td>Biiv yo behenō ke sath ae</td>
</tr>
</tbody>
</table>

- The house fell down
- Look at the house!
- The houses fell down
- Look at the boy!
- The boys came

**Singular**

<table>
<thead>
<tr>
<th>Bi lepke ko dekho</th>
<th>Bi lepka aya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bii lepke ae</td>
<td>Bii lepke aya</td>
</tr>
</tbody>
</table>

- The boy came
- The sister came
- The mare came
- The bird came
- The cow came

**Plural**

<table>
<thead>
<tr>
<th>Aii ei lepke ko dekho</th>
<th>Aii gae ai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biii ei lepko idher ao</td>
<td>Biv lepko se keh do</td>
</tr>
<tr>
<td>Ciii behenō ai</td>
<td>Cii behenō ai</td>
</tr>
<tr>
<td>Civi ei beheno</td>
<td>Cii ei beheno</td>
</tr>
</tbody>
</table>

- 0 houses!
- Look at the houses!
- You boys come here
- Say to the boys
- The sisters came
- 0 sisters!
- They came with their sisters
Neutral and Singular Nominal forms may be further sub-classified according to whether they occur in Concord pattern 3 (P. 96) or Concord pattern 4* as described on P. 96.

Those occurring in Concord pattern 3 will be termed Masculine and those in Concord pattern 4* will be termed Feminine.

The table of Nominal Forms may now be arranged as Table 3* below.
### TABLE 3

<table>
<thead>
<tr>
<th>NEUTRAL</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>{ A A1</td>
<td></td>
<td>A1i A1ii</td>
</tr>
<tr>
<td>{ B B1i</td>
<td>Bi</td>
<td>B1i B1ii B1iv</td>
</tr>
<tr>
<td>FEM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>{ C</td>
<td>Ci</td>
<td>C1i C1ii C1iv</td>
</tr>
<tr>
<td>{ D</td>
<td>Di</td>
<td>D1i D1ii D1iv</td>
</tr>
<tr>
<td>{ E</td>
<td>E1i</td>
<td>E1i E1ii E1iv</td>
</tr>
<tr>
<td>{ F</td>
<td>F1i</td>
<td>F1i F1ii F1iv</td>
</tr>
</tbody>
</table>

It will be seen that Nominal Forms in Classes A-B are Masculine and those in Classes C-F are feminine.

We may now further classify the Plural nominal forms according to whether they colligate\(^1\) with one of the following/positions: \(^2\)

ka, ki, ke, ko, per, më, ne, se, tek

or with one of the preposed vocative particles:

ei, o.

---


Those forms which colligate with the post-
positions are to be termed OBLIQUE, those colligating with
the preposed particles are termed VOCATIVE. Those that
colligate with neither are termed NOMINATIVE. 1

The Neutral form of Class A and the Singular
forms of Classes C-F cannot be further subclassified on
this basis since they may all occur with or without
particles and postpositions.

Nominal forms of Class B, however, may be sub-
classified on the basis of their colligation with the
postpositions and particles listed above, considered
together with their occurrence in Number Concord Patterns
1 & 2. Bii may colligate with both postpositions and
Vocative particles, Bi with neither.

Form Bi will thus be termed Nominative Singular.
Form Bii, when colligated with either particle or post-
position will be termed vocative or oblique singular
respectively.

When Bii is not colligated with either post-
position or voc. particle it will be found to be in a
Plural Concord Pattern. In this context it functions as
a Nominative Plural Form. That is to say the same Nominal
Form, accompanied by a postposition or a particle functions

1. See W.S. Allen - A study in the Analysis of Hindi sentence-
as an Oblique or vocative singular in CP 1 but as a Nominative Plural without either particles or postpositions in CP 2.

   e.g. lerke ocche hef    The boys are good
         lerke ko dekho     See the boy.

We may now draw up a comprehensive table of Nominal forms of Native Origin, in which each form can be identified uniquely and unambiguously by reference to its multiple classification, using the formal and colligational criteria described above.

<table>
<thead>
<tr>
<th>variation class</th>
<th>Singular NOMINATIVE</th>
<th>Voc-Obl.</th>
<th>Plural Nom</th>
<th>Voc</th>
<th>Obl</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASCULINE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A)</td>
<td>i (a)</td>
<td></td>
<td>i (b)</td>
<td>ii</td>
<td>iii</td>
</tr>
<tr>
<td>(B)</td>
<td>i</td>
<td>ii (a)</td>
<td>ii(b)</td>
<td>iii</td>
<td>iv</td>
</tr>
<tr>
<td>FEMININE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C)</td>
<td>i</td>
<td></td>
<td>i</td>
<td>iii</td>
<td>iv</td>
</tr>
<tr>
<td>(D)</td>
<td>i</td>
<td></td>
<td>ii</td>
<td>iii</td>
<td>iv</td>
</tr>
<tr>
<td>(E)</td>
<td>i</td>
<td></td>
<td>ii</td>
<td>iii</td>
<td>iv</td>
</tr>
<tr>
<td>(F)</td>
<td>i</td>
<td></td>
<td>ii</td>
<td>iii</td>
<td>iv</td>
</tr>
</tbody>
</table>

a) Singular form  (i) a occurring in CP 1
   (ii) a          "    " CP 1

b) Plural form   (i) b    "    " CP 2
   (ii) b          "    " CP 2
NOTES ON THE MEMBERSHIP OF NOUN CLASSES A - F

Class A

This Class includes

All masculine nouns terminating in a Consonant, -c
e.g. gher, phel (house, fruit)

All masc. nouns terminating in the vowels -i, -u
e.g. dhobi, (wahserman) hicchu (scorpion).

Some nouns terminating in -a. (The majority of these
denote masc. relationship)
e.g. raja (king), dada (paternal grandfather),
girja (church)

Class B

This class comprises

All masculine nouns terminating in -a, not included in
Class A above

e.g. lerka (boy), becca (child) etc.

Class C

This class comprises

All feminine nouns terminating in a consonant, -c

e.g. behen (sister), rat (night)

All feminine nouns ending in -a, -u

mala (garland), jharu (broom)
Class D
This class comprises:
All feminine nouns ending in -i
  e.g. lepki (girl) ghori (mare)

Class E
This class comprises:
All those feminine nouns terminating in -ya
  e.g. cirya (bird) burhia (old woman)

Class F
This class comprises:
All feminine nouns ending in -e
  e.g. gae (cow)

Features of nasalisation

Nouns having a nasalised ending retain the nasal feature throughout.
  e.g. dhuā (smoke) c.f. lepka (boy)
    dhuš  lepke
    dhuś  lepke

In such forms a root R- is assumed with the nasalisation regarded as a property of the root.
INDECLINABLE NOUNS

A small number of words which are formally invariable are found to function syntactically in the same way as the nominal forms described above. Compare for example the forms below with those on page 19.

e.g. paṅ (a foot)

un ke paṅ me derd hei  He has a pain in his foot
us ka paṅ suj geya   His foot has swollen
us ke paṅ choṭe hei  her feet are small
mere donō paṅ me choṭ ai both my feet were injured
(lit. in my two feet harm came)

The form paṅ will be seen to be invariable whether occurring with singular or plural verb forms, and whether or not it is colligated with postpositions.

In a full scale grammar of Urdu it would be convenient to call such words 'nouns', by analogy with other nouns, although they do not show any of the characteristic patterns of formal variation. Such words will be termed 'Indeclinable nouns'.
1. **PERSI-ARABIC**

Under this heading will be considered all those nominal forms which have been borrowed from Persian and Arabic (usually via Persian), and which will be referred to as Persi-Arabic\(^1\) (abbreviated as P/A) nouns. These nouns are formally distinct from the NATIVE NOUNS described above (p. 19) inasmuch as they may have additional formal variants, which are not found in the variation patterns of native nouns.

Traditional grammars have considered certain words as P/A nouns, which however, are in no way formally distinct from native nouns i.e. they have been completely integrated into the native patterns. For example a noun such as 'mez' (table), though historically or etymologically Persian in origin, exhibits exactly the same pattern of formal variation as 'behên' (sister) of Class C (feminine) (see p. 28). Therefore, for the purpose of our study, we need not regard such nouns as in any way different from native nouns. For instance, 'mez' is historically of Persian origin and 'behên' of native origin, but there is...

---

no formal morphological difference between the two. The following examples will illustrate the point. Compare 'mez' with 'behen' in these sentences.

ye mez be\textit{r}i hei
veh\textit{a} kit\textit{n}i mez\textit{\textbar} hei
in mez\textit{\textbar} ko ke\textit{h}\textit{a} rak\textit{k}h\textit{u}?
mez\textit{\textbar} eur k\textit{u}rsi\textit{o} se
kemra bhera tha

\begin{verbatim}

This is a big table.
how many tables are there?
where should I put these tables?
the room was packed up with tables and chairs.

\end{verbatim}

vo hem\textit{\textbar}i behen hei
thum\textit{\textbar}ari kit\textit{n}i behen\textit{\textbar}e hei
in behen\textit{\textbar} me keun be\textit{r}i hei?
ei meri pyari beheno!

\begin{verbatim}

She is my sister.
how many sisters have you?
who is the eldest of these sisters?
O my beloved sisters!

\end{verbatim}

By the term "Persi-Arabic", therefore, in this study is meant those nouns which have possibilities of more formal variants in certain contexts than the native nouns discussed above in Chapter 2. That is to say for these nouns the range of formal variation is greater than in the native patterns. These nouns are discussed below.

For the purpose of this study, therefore, a P/A noun is defined as a word having one of the patterns of formal variation G – P as listed in Table 5.
Persi-Arabic nouns can thus, according to their total range of formal variation, be divided into ten classes labelled G - P, as shown in the table above.

In the examples below the following roots will be used to illustrate each class.

G  exbar- newspaper

H  musennif- author

I  mérd - a man

J  sal- year

K  tejreb- experience, experiment
It will be observed that forms

G

H

I

J

K

L

M

N

O

and that

Since these forms are used in the same contexts as their native counterparts, they need not be discussed further.

Forms G

H

I

J

K

L

M

N

O

and P

are, however, characteristic of and exclusive to certain

L

M

N

O

P
P/A nouns and are used in certain restricted stylistic and literary contexts.

Most of these forms occur only in the literary and written style. e.g.

exbarat (Press, newspapers).

təmam exbarat is bat pər muttefıq heı

all the newspapers (i.e. Press) are unanimous on this point.

muṣənnifi:n (authors)

tereqqı pəsənd muṣənnifi:n ki ek mejlis

muṣeqid hui

a meeting of the progressive group of authors was held.

merdān (men, heroes)

merdān-i-ali himmet saməne ae

the men of high courage came forward.

salha (years)

ye kitab un ki salha sal ki mıhnet ka

neti:ja heı

this book is the result of his labour for many years.

teqrebat (experience, experiments)

sains ke teqrebat ne sabıt kər dia ke

cəd pər jana muʃkil nəhĩ

The scientific experiments have
proved that it is not difficult to go on the moon.

namejat (documents)
jo vesi:qe our namajat menfu:z the
unke varisõ ko mil gõe
All the deeds and documents which were found intact were given to his heirs.

becceegan (children, pupils)
becccegane mekteb di:no hikmet ki bate
kya janë
What do these school children know about religion and philosophy.

kitabha (books)
kitabha i danij se hemne adabi suxen si:khe hei.
We have learnt the art of conversation from the books of wisdom.

tali:mat (education)
duniyavi ulum ke sath di:ni talimat bhi zeru:ri hei
with general education, religious education is also necessary.

validein (parents)
hemare validein hem pey be:re miheryban hei
our parents are very kind to us.
These forms of P/A nouns i.e. Giv, Hiv, Iiv, Jiv, Kv, Lv, Mv, Nv, Ov, Pii occur in Concord Pattern 2 i.e. Plural (P.96)

**BROKEN PLURALS**

Certain singular nominal forms in Urdu have altogether different plural forms which cannot be grouped in the range of formal variation shown above in Table. They are labelled here as 'Broken Plurals' and are too complex to be handled in terms of Root and Affix, which have been taken as the basis of this study. They are regarded as being examples of transplanted Arabic morphology, and are thus outside the scope of this study.

*e.g.* mesjid (sing.) (mosque)
mesajid (plu.) (mosques)
hal (sing.) (condition)
ehval (plu.) (condition, description)

vehā ek nei mesjid bēni hei
a new mosque has been built there.
kinitni mesjidē vi:ran pe:ri hei
many mosques are deserted.
hukumēt ke nee mensu:be mē imāvat euY mesajid ki
tamiY bhi hei.

1. Platts, op. cit. page 105
In the new scheme of government, there is a plan to construct mosques and buildings.

un ka hal ērse se nehi malum

nothing has been known about him for a long time.

xuda ki dein ka mu:sa se pu:chie ehval. (a line from a famous poet).

the description of Divine gift will best be described by Moses.

All nouns of this class are borrowed from Arabic (usually via Persian).

The forms occurring in Concord Pattern 2 (Plural) may or may not alligate with preposed vocative particles or past-position. (i.e.) there is no change in the plural nominal form).

e.g. ēi jeri:f admi! O nobleman

[jurefa ka ye destu:r hei

this is the principle of noblemen.

ēi alimo! ye tumhara ferz hei

O scholars! it is your duty.

ulema ki teqri:r sunne log du:r du:r se ae
to hear the speech of learned men;

people came from far and near.
2. ENGLISH NOUNS

Quite a number of words borrowed from English and, through English, from Portuguese and French, today form an integral part of the Urdu vocabulary as nominal forms.

All of them show the same patterns of formal variation as native nouns and there are thus no formal morphological grounds for distinguishing between English loan words and native nominal forms. The examples below will illustrate the point. For instance, we shall take the English nouns iskuːl (school), pinsil (Pencil) yuniversiti (University) comparing them with the native nouns of Classes A (gher), C (behen) D (ləpki) (above page 29-30). It will be seen that there is no difference in their formal variation, i.e. 'pinsil' has the same formal variants as 'behen' (see page 28). The following examples will illustrate the statement.

\[
\begin{align*}
\text{ye pinsil həməri hei} & \quad \text{This is my pencil} \\
\text{ye kiti pinsilə heũ} & \quad \text{how many pencils are there?} \\
\text{in pinsilə se likho} & \quad \text{write down with these pencils.} \\
\text{us ka iskuːl khula hei} & \quad \text{his school is open.} \\
\text{in iskuːlə mə daxela} & \quad \text{admission is very difficult.} \\
\text{jeld neũ milta} & \quad \text{in these schools.}
\end{align*}
\]
This is a new university. Education is good in these universities. All the universities of Pakistan are closed these days.
CHAPTER 3 (a)
ADJECTIVAL FORMS OF NATIVE ORIGIN

In this Study ADJECTIVES are defined as words whose total range of formal variation is as in Table 6 below. The symbol $\lambda$ is used to indicate the formal variation pattern of adjectives. 1

**TABLE 6**

<table>
<thead>
<tr>
<th>$\lambda$</th>
<th>i</th>
<th>R + a</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\lambda$</td>
<td>ii</td>
<td>R + i</td>
</tr>
<tr>
<td>$\lambda$</td>
<td>iii</td>
<td>R + e</td>
</tr>
</tbody>
</table>

The following are examples of each form with the Root $\text{o\text{cch}-}$

- $\lambda$ i o\text{ccha} good
- $\lambda$ ii o\text{cchi} "
- $\lambda$ iii o\text{cche} "

Form $\lambda$ i occurs in Number Concord Pattern 1 (p95)

Forms $\lambda$ ii & $\lambda$ iii occur in Number Concord Pattern 2 (p96)

Forms $\lambda$ i and $\lambda$ iii occur in Gender Concord Pattern 3 (p96)

while Form $\lambda$ ii occurs in Gender Concord Pattern 4 (p96)

In other words, concordial relations of one kind,

1. The use of such a symbol (\(\lambda\)) enables one to handle the material economically in such passages as those on pp. 42-44 and elsewhere.
i.e. of Gender, obtain between forms \(\lambda i\) and Forms \(\lambda iii\) and MASCULINE NOMES (see p. 96), and between Form \(\lambda ii\) and FEMININE nouns, (see p. 96) while concordial relations of a different kind, i.e. of Number, obtain between form \(\lambda i\) and certain singular nominal forms. Forms \(\lambda ii, \lambda iii\) on the other hand, may colligate with both singular and plural Nominal forms.

Form \(\lambda iii\) may colligate with a singular masculine noun only when that noun itself is colligated either with a preposed particle (p. 25 above) or with a postposition (p. 25 above). Form \(\lambda iii\) may colligate with a plural masculine noun, whether or not the noun is colligated with such a particle or postposition.

The following examples illustrate the above statements.

\(\lambda i\) Showing concord with masculine singular nouns not colligated with postposition or preposed particle.

\[\text{ye eccha kə̂̃r̂a hei} \quad \text{this is good cloth}\]
\[\text{vo eccha lə̂̃r̂ka hei} \quad \text{he is a good boy}\]

\(\lambda ii\) Showing concord with feminine nouns, singular and plural.

\[\text{ye ecchi uphni hei} \quad \text{this is a good scarf}\]
\[\text{ei ecchi lə̂̃pki} \quad \text{(you) good girl!}\]
\[\text{ek ecchi uphni se ser chupao!} \quad \text{cover your head with a good scarf!}\]
ecchi lepkiā māāki       good girls help their mothers
madad kerti hei          madad kerti hei
ye ecchi urhniā hei      these are good scarves
ei ecchi lepkio idher ao come here, my fine girls!
tum ne ecchi urhniō ko phaṛqala you have torn these
good scarves

liii (a) Showing concord with masculine singular nouns
+ preposed particles (vocative)

ei bhele lepke suno!    listen to me, my fine fellows!

(b) Showing concord with masculine singular nouns
+ postposition (oblique)

itne ecche kēpre per dhēbba lēg gēya there's a stain
on such fine cloth

(c) Showing concord with masculine plural nouns

eise ecche kēpē kehā        Where could you get such
miltē hei?       fine cloths?

(d) Showing concord with masculine plural nouns
+ preposed particle (vocative)

ei ecche lepko, suno!    listen, my fine fellows!

(e) Showing concord with masculine plural nouns
+ postposition (oblique)

uske ecche kēpū per
roṣnai lēg gēi    ink got on to his fine
clothes

1. See Ch. 2 p. 25
2. See ch.2 p. 25
To sum up, Form $\alpha_1$ shows concord with nominative masculine singular nouns (p. 45). Form $\alpha_{ii}$ shows concord with feminine nouns both singular and plural. Form $\alpha_{iii}$ shows concord with masculine oblique and vocative singular nouns, and with Masculine plural nouns.

In the table below, the adjectival forms are arranged according to their concordial relations with nominal forms.

| TABLE 7 |
| --- | --- | --- |
| MASC. SING. NOM. | FEM. SING. PLUR. all forms | MASC. sing obl. voc. plur. all forms |
| $\alpha_1$ | $\alpha_{ii}$ | $\alpha_{iii}$ |

Adjectival forms of the $\alpha$ pattern (see table 5) having a nasalised ending retain their nasalised feature throughout the inflexional pattern.

For example.

$\alpha_1$ dayā

$\alpha_{ii}$ dayi right (hand).

$\alpha_{iii}$ dayē

In such forms a root day- is assumed with the nasalisation regarded as a property of the root.
Indeclinable Adjectives

Some words which are formally invariable are found to function syntactically in the same way as the Adjectival forms described above. Such a word is lal (red). Compare for example the forms below with those on page 41.

ye lal kep'ra kis ka hei? Whose is this red cloth?
ye lal ur'hni kis ki hei? Whose is this red scarf?
ye lal ur'hniā kis ki heī? Whose are these red scarves?
lal kep'ra per dhebbba hei There's a stain on the red cloth
lal kep'ra dikhao Show me some red clothes
lal kep'ro ko senduːq me rakko Put those red clothes in the chest

Thus the word lal will be seen to be invariable whether occurring with singular or plural, masculine or feminine nominal forms, and whether or not the nouns are colligated with postpositions.

In a full scale grammar of Urdu, it would be convenient to call such words Adjectives by analogy with other Adjectives, even though they do not share any of the characteristic patterns of formal variation described above. Such words in this Study will be termed 'Indeclinable Adjectives'. 
ADJECTIVAL PARTICLES

ga, gi, ge:—

It will be noted that the forms ga, gi, ge which are traditionally regarded as inflexional endings attached to certain forms of the verb to indicate the 'future tense'¹ should by our definition of an adjective on p 41 be claimed as the formal variant of an adjective with the root g-. Such a classification is supported by the fact that these forms have the same concordial relation with nouns as the adjectives described hitherto.

e.g.

*kala ghora dēupa* The black horse ran.
*kali ghori dēuri* The black mare ran.
*kele ghore dēure* The black horses ran.
*kala ghora dēure ga* The black horse will run.
*kali ghori dēuri gi* The black mare will run.
*kele ghore dēure ge* The black horses will run.

They differ from other adjectives, however, in that they are restricted syntactically to occurrences after the verbal forms (see page 68).

On syntactic grounds, therefore, ga, gi, ge will

---

¹ Platts op.cit. p.142.
be distinguished from adjectives, despite the identity of
formal variation, and will be termed adjectival particles,
showing concord of gender and number with nouns and
number and person with pronouns and always colligated with
one of the verbal forms.

e.g.

leŋka pephe ga  The boy will read.
leŋki pephe gi  The girl will read.
leŋke pephe ge  The boys will read.
leŋkia pephe gi  The girls will read.
meĬ jau gi     I shall go.
tū jae gi      you (girl) will go.
hem jaē ge     we will go.
vo jaē ge      They (boys) will go.
vo jaē gi      They (girls) will go.
CHAPTER 3 (b)
BORROWED ADJECTIVAL FORMS

Under this heading will be considered those adjectives originally borrowed from Persian and Arabic. Some of these adjectives are formally distinct from the native adjectives inasmuch as they may have different Patterns of formal variation, which are not found with the native adjectival forms.

On the basis of formal and colligational criteria P/A adjectives may be divided into three groups.

1. Identical with native patterns:

Adjectives which are always and in all circumstances of the same form as native adjectives. Although historically these adjectives are of Persian and Arabic origin they are for the purpose of this study grouped with native adjectives, since they have the same forms and range of formal variation.

i.e. A1, Aii, Aiii. 

In the examples below, genda, which is of P/A origin, behaves formally in the same way as the native forms already described on p. 41.
ye genda lērka hei  The boy is untidy.
ye gendi lērki hei  the girl is untidy.
ye gende lērke hei  these boys are untidy.
ye gendi lērkiā hei  these girls are untidy.
in gendi lērkiō ko yehā  Don't allow these untidy girls to sit here.
ne beṭhao
in gende lērkiō ko yehā  Don't call these untidy boys here.
ne bulao

Such adjectival forms need no further discussion as they are completely integrated into the native patterns.

2. Indeclinable:

As a general rule most of the P/A adjectives either having the form जि or ending in a consonant (like the indeclinable forms of native adjectives) are invariable in form i.e., they function syntactically in the same way as the adjectival forms described above, but do not show similar variation in form. Compare for example the forms below with those on page 45:

ye zinda janver hei  This is a live animal
         (masculine)
ye zinda mechli hei  This is a live fish
         (feminine)
ye zinda janver hei  These are live animals.
ye zinda mechliā hei  These are live fishes.
ye sefed ghopī hei  This is a white mare.
ye sefed ghopē hei  These are white horses.
ye sefed ghopīā hei  These are white mares.
ye xu:bsu:rat admii:hei this man is handsome.
ye xu:bsu:rat euret hei this woman is pretty.

These adjectival forms can in no way be formally differentiated from the native forms discussed on page 45 although historically they are borrowed from Persian and Arabic.

3. Adjectival forms with special patterns of formal variation:

This group of adjectives can be formally identified as 'borrowed' in that they exhibit formal variants not found in the native adjectival patterns. The symbol $\beta$ is used to indicate the pattern of formal variation of this group of borrowed adjectives. Their total range of formal variation is indicated in the table below:

<table>
<thead>
<tr>
<th>$\beta$</th>
<th>1</th>
<th>R + $\emptyset$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\beta$</td>
<td>ii</td>
<td>R + ter</td>
</tr>
<tr>
<td>$\beta$</td>
<td>iii</td>
<td>R + teri:n</td>
</tr>
</tbody>
</table>

The following are examples of each form used with the root 'hesi:n' (beautiful).

Bi hesi:n beautiful
Bii hesi:nter more beautiful
Biii hesi:nteri:n most beautiful.
Forms Bii and Biii can further be distinguished from native patterns A in that forms Bii and Biii do not enter into the Concord Patterns of number and gender and as can be seen from the following examples: (see page

vo euret hesi:n hei that woman is beautiful.
in donč euretō mē who is the more beautiful
hesi:nter keun hei? of the two women?
vo euret mulk mē that woman is considered
hesi:nteri:n semjhi the most beautiful in the
jati hei.

Forms Bii and Biii may conveniently be called comparative and superlative inasmuch as they show degrees of comparison.

A patterns have no comparative and superlative forms like Bii and Biii. Various syntactic devices are employed to express degree of comparison, the most common being the use of the post position 'se' (from)

e.g. ye usse eccha hei This is better than that.
literally means 'this from that is good'.

We may compare constructions with Bii and Biii, on the semantic level, with similar constructions in which A forms are employed.

e.g. A is se vo eccha hei this is better than that
\[ \beta i i \] se vo bi\text{\color{red}{i}}\text{\color{blue}{t\text{\color{red}{er}}}} \text{hei} \quad \text{this is better than that.}

\[ \alpha \] ii in don\text{\color{red}{o}} m\text{\color{red}{e}} vo ec\text{\color{red}{ch}}i \text{hei} \quad \text{she is the better of the two.}

\[ \beta i i \] in don\text{\color{red}{o}} m\text{\color{red}{e}} vo hes\text{\color{red}{i:nter}} \text{hei} \quad \text{she is the more beautiful of the two women.}

\[ \alpha \] ii vo suret ga\text{\color{red}{o}} m\text{\color{red}{e}} \text{seb} se ec\text{\color{red}{ch}}i \text{hei} \quad \text{that woman is the best in the village.}

\[ \beta i i \] vo ga\text{\color{red}{o}} m\text{\color{red}{e}} hes\text{\color{red}{i:nter:i:n}} \text{She is the most beautiful in the village.}

The Comparative is frequently expressed also by using the P/A words 'ben\text{\color{red}{is}bet}' (in relation to) or 'muq\text{\color{red}{ableten}}' (comparatively) e.g.

\[ \text{us ka qed h\text{\color{red}{e}m\text{\color{red}{a}}\text{r}}} \text{ben\text{\color{red}{is}bet l\text{\color{red}{e}m\text{\color{red}{b\text{\color{red}{a}}\text{h}}}e\text{i}}} \]

his height is greater than mine.

\[ \text{i.e. He is taller than me.} \]

The Superlative is expressed by using the word 'seb' (all) followed by the post position 'se' e.g.

\[ \text{vo seb se ec\text{\color{red}{ch}}a hei} \]

he is the best of all.

\[ \text{vo seb se hes\text{\color{red}{i:n}} hei} \]

she is the most beautiful.
CHAPTER 4
VERBAL FORMS

For the purpose of this study, a VERB is defined as a word having one of the following patterns of formal variation shown in the table below.

**TABLE 9**

<table>
<thead>
<tr>
<th>(a)</th>
<th>iR + Ø</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>iiR + a</td>
</tr>
<tr>
<td></td>
<td>viR + i</td>
</tr>
<tr>
<td></td>
<td>viiiR + te</td>
</tr>
<tr>
<td></td>
<td>xR + i</td>
</tr>
<tr>
<td></td>
<td>xiiR + e</td>
</tr>
<tr>
<td></td>
<td>xiiiR + ū</td>
</tr>
<tr>
<td>(b)</td>
<td>iR + ū</td>
</tr>
<tr>
<td>(c)</td>
<td>iR + a</td>
</tr>
</tbody>
</table>

Note on the arrangement of the Table 9

The table is arranged so that (1) the verbal root with no inflexional suffix stands alone at the top of the table (ai).

(2) The forms which we have referred to as impersonal forms later in the Chapter are then grouped together (forms aii - axi), firstly as masculine singular, (aix,
a;i, aiv), secondly as feminine singular (av, avi, avii), masculine
and thirdly as plural (aviii, aix) and fourthly as feminine
plural (ax, axi).
(3) The form axii which we have called comprehensive then
stands alone.
(4) The personal forms of (a) i.e. (axiii–axvi) and (b)
(bi–bv) are then grouped together.

All verbs follow the pattern shown in (a) except
the verb with the root h–, which is the only verb of
type (b) and the verb with the root th–, which is the
only verb of type (c).

The above forms may be subdivided into the following
groups according to their concordial relations.

(1) PERSONAL FORMS

Personal forms are those forms which show concord
of numbers and person with nouns (page 19-40) and pronouns;
(page 76-93) but not of gender.

(2) IMPERSONAL FORMS

Impersonal forms are those forms which show concord
of gender and number with nouns and pronouns but not of
person.

(3) COMPREHENSIVE FORMS

A form which will be, for the moment, called
COMPREHENSIVE may show concord both of (a) number and
person (Personal) and of (b) number and gender
(impersonal).
The following examples illustrate all the forms shown in table 9. For the sake of illustration the root of the verb 'likhna' (to write) will be used for (a) and the root \(\text{h}-\) as in hū (am) for (b) and the root \(\text{th}-\) as in tha (was) for (c).

There is a semantic link between the forms (b) and the forms (c) and a verb of class (a), of which the root is \(\text{ho}-\) (hona) 'to be'.

Forms ci - iv semantically form the 'past tense' of the forms of class (b) verbs and the forms of class (a) verb 'hona' supply semantically the other 'tenses' of (b) and (c) e.g.

\[
\begin{align*}
\text{meī hū} & \quad \text{I am} \\
\text{meī tha} & \quad \text{I was} \\
\text{meī hota} & \quad \text{I might have been} \\
\text{meī hua} & \quad \text{I was (I became)} \\
\text{hona} & \quad \text{(to be) the 'infinitive'.}
\end{align*}
\]

For other tenses see page 69-71.

Examples:

(a) i tu likh (you) write!

iī us ne xet likha he wrote a letter

iii ēger lēpka xet if the boy had written

liktā a letter

iv mujhe xet likhna Do write a letter to me.

v us ne kitab likhi he/she wrote a book.
vi eger lepki xet likhti

vii mujhe cithhi likhni hei

viii eger lepke xet likhte

ix nameri xet likhne ki
adet nehi

x lepke ne cithhi likhi

xi eger lepkiia xet likhti

xii eger lepka xet likhe

xiii eger mei xet likhü

xiv tum ek xet likho!

xv vo xet likhe

xvi ap xet likhie

if the girl had written a letter
I have to write a letter.
if the boys had written a letters.
I am not in the habit of writing letters.
the boy has written letters.
if the girls had written letters.
if the boy writes a letter.
if I write a letter.
(you) write a letter!
they may write letters.
(Please will you) write a letter (honorofic).

I am a doctor.
he is an advocate
you are clever
they are poets.
if they are there
PERSONAL FORMS

Forms (a) i, xiii - xvi and (b) i - v show concord of person and number but not gender with nouns and pronouns (V.C.P. 5).  

ai concords with 2nd Person singular pronoun.

axiii " " 1st Person singular " 

axiv " " 2nd Person Plural " 

axv " " 1st and 3rd Person Plural pronoun, and 2nd Person Plural (Honourific) pronoun

axvi " " 2nd Person honourific pronoun

bi " " 1st Person Singular " 

bii " " 2nd Person singular and 3rd Person Singular pronoun

biii " " 2nd Person singular, 2nd Person Plural, 3rd Person singular. pronoun

biv " " 1st Person Plural, 3rd Person Plural (Honourific) pronoun

by " " 1st Person plural, 3rd Person plural (Honourific) pronoun

1. This is fully discussed in the chapter on pronouns, where the concord of person has been taken into account. See Chapter 5.
The following examples illustrate these statements.

ai - tu likh!  (you) write!

axi II - eger mei likhū  if I write.

axiv  eger tum likhō  if you write

axv  eger hem likhe  if we write.

axv  eger vo likhē  if they write

axv  eger ap likhē  if you write (honorific)

axvi  ap likhie  (you) write! (honorific)

bi  mei jevan hū  I am young

bii  tu nadan hai  you are innocent.

bii  vo hojiyar hei  he is clever

biii  eger tu meuju:d ho  if you are present.

biii  tum bevequ:ū ho  you are a fool

biii  eger vo kamiyab ho  if he is successful

biv  hem pakistani hei  we are Pakistani.

biv  ap ōngrez hei  you are an Englishman.

bv  eger hem kamiyab hō  if we are successful.

bv  eger vo kamiyab hō  if they are successful.

bv  eger ap kamiyab hō  if you are successful.

IMPERSO\'NAL FORMS

In simple verbal constructions i.e. constructions in which there is no combination of forms from verb classes (a), (b) and (c), forms (a) ii - xi and (c) i - iv show concord in gender with nouns and number with nouns and pronouns, but not in person in this way.
ail - iv, ci with masculine singular nouns and pronouns.
av - vi, cii with feminine singular nouns and pronouns.
avi with feminine singular and plural pronouns.
aviii - ix, ciii with masculine plural nouns and pronouns.
av - xi, civ with feminine plural nouns and pronouns.

Note: In the examples which follow, forms aii, av and ax have been illustrated with two types of verbs: transitive and intransitive according to old grammarians. The transitive verb agreeing with its nominal or pronominal subject, but the transitive verb entering into an ergative construction, and agreeing with what in the English translation appears to be the object. Although such syntactic description is outside the scope of this study, a few lines are written to clarify the point.

Verbs which have been called 'transitive' and take the ergative construction, i.e. of type likha 'to write' differ from 'intransitive verbs' i.e. of type bolna 'to speak'.

In the examples where 'ne' has been used, the verbal form is in concord with the preceding nominal or pronominal form which does not calligate with 'ne', not with the nominal or pronominal form, which calligates with 'ne'.

e.g. mei ne xet likha I wrote the letter
        tum ne kitab perhi you read the book.
                  (likha and perhi concord with xet (mas.) and  
                    kitab (fem.) respectively.)

1 See W. S. Allen - op. cit. pp 74-75.
However, in examples where 'ne' does not occur, the verb is in concord with the nominal or pronominal form e.g. leṛka bola the boy spoke meĩ bola I spoke leṛki boli the girl spoke

The following examples illustrate these statements.

<table>
<thead>
<tr>
<th>aiĩ meĩ</th>
<th>I (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>you (s.m.)</td>
</tr>
<tr>
<td>vo</td>
<td>he (s.m.)</td>
</tr>
<tr>
<td>leṛka</td>
<td>the boy</td>
</tr>
<tr>
<td>meĩ</td>
<td>I (m.f.)</td>
</tr>
<tr>
<td>tu</td>
<td>you (s.m.f.)</td>
</tr>
<tr>
<td>us</td>
<td>ne xet likha! he/she wrote a letter</td>
</tr>
<tr>
<td>leṛke</td>
<td>the boy</td>
</tr>
<tr>
<td>leṛki</td>
<td>the girl</td>
</tr>
<tr>
<td>aiĩi</td>
<td>ēger meĩ</td>
</tr>
<tr>
<td>&quot; tu</td>
<td>you (s.m.)</td>
</tr>
<tr>
<td>&quot; vo</td>
<td>likhtā he (s.m.)</td>
</tr>
<tr>
<td>&quot; leṛka</td>
<td>the boy</td>
</tr>
<tr>
<td>aĩv</td>
<td>xet likhna! write a letter!</td>
</tr>
<tr>
<td>av</td>
<td>meĩ</td>
</tr>
<tr>
<td>tu</td>
<td>you (s.f.)</td>
</tr>
<tr>
<td>vo</td>
<td>she</td>
</tr>
<tr>
<td>leṛki</td>
<td>the girl</td>
</tr>
</tbody>
</table>
meī
tu
us
lerki
lerke

I (m.f.)
you (s.m.f.)
he/she wrote a book
the girl
the boy

avi eger meī
" tu
" vo
" lerki

if I (f)
you (s.f.)
she (s.f.) wrote
the girl

avii mujhe kitab likhni hei
mujhe kitabē likhni hei

I (m.f.) have to write a book.
I (m.f.) have to write books.

aviī eger hem
" tum
" ap
" vo
" lerke

if we (m.f.)
you (m.pl.)
you (hon.) wrote
they (m.)
the boys

avii mujhe xet likhne hei

I (m.f.) have to write letters.

ax ap
tum
vo
lerkiā

you (hon.)
you (pl.f.) spoke
they (m.f.)
the girls

1. See the footnote on page 58
2. See Chapter 5 on pronouns on page 76
COMPREHENSIVE FORM

The remaining form, axii, which has not yet been dealt with, is found both in concord pattern (1) and concord pattern (2) on pages 95-96. In some contexts it is in concord with masculine plural nouns and pronouns showing gender and number and thus an impersonal form, but in other contexts it may be in concord with 2nd and 3rd Person singular pronouns, and singular nouns of either gender, indicating only number and person and thus
may be regarded as a personal form.

e.g. (1) Concord of gender and number with masculine plural nouns and pronouns.

hem  
we  
tum  
you  
ap  
bole  
you (hon.)  
spoke  
vo  
they  
lerke  
the boys  

(2) Concord of number with masculine singular nouns and of person with 2nd and 3rd Person singular pronouns.

eger tu  
if you  
speak  
"  
vo  
bole  
he  
speaks  
"  
lerka  
the boy  
speaks  
eger tu  
if you  
write  
"  
vo  
likhe  
he  
writes  
"  
lerka  
the boy  
writes

Therefore this form for the moment will be termed comprehensive (i.e. either Impersonal or Personal form).

COMBINATIONS OF FORMS (a) with (b) and (c).

The impersonal forms ii - ix and the comprehensive form xii of class (a) verbs may be combined with the personal forms of class (b) and impersonal forms of class (c).
When such combinations take place it will be necessary to expand the statement made in the Table on Page 67 that ex - xi occur with feminine plural nouns, for in combinations of a ± b/c forms it will be seen that av - vi may occur either with feminine singular or plural forms as shown in the examples below.

The combinations may take place in the following way.

| aii, ii, iii | + bi, ii, iii, ci |
| aiv         | + bi, ii, iii, ci |
| av, vi      | + bi, ii, iii, iv, v, cii, civ |
| avii        | + bi, iv, v, cii, civ |
| aviii, ix   | + biv, v, ciii |
| a xii       | + biv, v, ciii |

It will be seen from the preceding section that the forms ex, xi may not occur with the b and c forms. Forms ex, xi when not in combination with b and c forms, occur with feminine plural nouns, e.g.

- леркиа боли the girls spoke
- леркиа нели боли the girls didn't speak.
- егер еурете лихти if the women wrote
- егер еурете нели лихти if the women didn't write.

However, in the case of combined a ± b/c forms the forms av and avi occur with feminine plural nouns.
Examples of different combinations are as follows:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. lērkiā boli hei</td>
<td>the girls have spoken.</td>
</tr>
<tr>
<td>lērkiā boli thi</td>
<td>the girls had spoken.</td>
</tr>
<tr>
<td>euretiē likhti hei</td>
<td>the women write</td>
</tr>
<tr>
<td>euretiē likhti thi</td>
<td>the women used to write</td>
</tr>
<tr>
<td>but the form <em>lērkiā likhti hei</em> cannot occur.</td>
<td></td>
</tr>
</tbody>
</table>

I. lērkiā boli hū
   aii + bi meī bola hū   I have spoken
   aii + bii vo bola hei   he has spoken
   aii + biii vo bola ho   he may have spoken
II. lērkiā likhta hū
   aii + bi meī likhta hū I write
   aii + bii vo likhta hei he writes
   aii + biii vo likhta ho he might be writing
   aii + ci vo likhta tha he was writing
III. lērkiā likhta hū
   av + bi meī ai hū
   av + bii vo ai hei
   av + biii tum ai ho
   av + biv lērkiā ai hei
   av +bv euretiā ai hō
   av + cii lērkiā boli thi
   av + civ lērkiā boli thi
   av + bi meī likhti hū
   av + bi meī likhti hū

the girls have spoken.
the girls had spoken.
the women write
the women used to write

I have spoken
he has spoken
he may have spoken
I write
he writes
he might be writing
he was writing
I have to write
if he has to write
I had to write
I have come
she has come
you have come
the girls have come
the women may have come
the girl had spoken
the girls had spoken
I write
avi + bii vo likhti hei  
avi + bii vo likhti ho  
avi + biv vo likhti hei  
avi + bv vo likhti hō  
avi + cii vo likhti thi  
avi + civ vo likhti thī  
avii + bii mujhe cīṭṭhī likhni hei  
avii + biv use ṛōṭīā pakani hei  
avii + bv eger tumhā kursīā xerī:dnī hō  
avii + cii mujhe kitab likhni thi  
avii + civ unhē kitabē peṛnhī thi  
aviii + biv leṛke jor kerte hei  
aviii + bv eger vo sote hō  
aviii + ciii hem āxbar peṛhte the  
six + biv mujhe kei xet likhne hei  
six + bv eger tumhē xet likhne hō to  
six + ciii mujhe jute xerī:dnē the  

she writes
she may have written
they write
they may have written
she was writing
they were writing
I have to write a letter.
he has to bake bread
if you have to buy chairs
I had to write a book.
they had to read books.
boys are making noise
if they are sleeping
we were reading newspapers.
I have to write many letters.
If you have to write letters, write at this address.
I had to buy shoes.
axii + biv lērke dēuhe ħeì the boys have run
axii + biv ēger vō cēle ĕō if they have walked
axii + ciii vō vēhā ruke the they had halted there.

We may now deal with the comprehensive form axii discussed above.

When form axii (-e) occurs with a following (b) or (c) form and a masculine plural noun or pronoun we shall call it an impersonal form by analogy with other verbal forms in similar syntactic constructions and shall regard it as showing concord of gender and number with masculine plural nouns.

When it occurs either with a singular noun or 3rd person singular pronoun without a following (b) or (c) form, we shall call it a personal form showing concord of person and number.

e.g. Impersonal form: hēm
        tum bole ħeì you
        ap bole the you (hon.) have
        vō the boys you (hon.) spoken

        lērke

        Personal form: ēger tu if: you (s.) write
        vō likhe he writes
        lērke the boy writes
Particles: -1 ga, gi ge.

These particles indicating gender and number may be combined with certain forms of the verb in the following manner.

- **ga** - in concord with mas. sing. nouns or pronouns to forms (a) xii, xiii, (b) i, iii.

- **ge** - in concord with mas. plural nouns or pronouns to forms (a) xiv, xv, (b) v.

- **gi** - in concord with fem. singular and plural nouns and pronouns to forms
  
  (a) xii, xiii, xiv, xv
  
  (b) i, iii, v.

- **ga** to (a) xvi regardless of gender.

The following are the examples of each form with the root likh-

- **ga** - vo likhe ga he will write.
- mei likhū ga I shall write.
- mei likhta hū ga I shall have been writing.
- us ne likha hoga he might have written.
- **ge** - tum likho ge you will write.
- vo likhē ge they will write.
- hem/vo likhte hō ge we/they shall have been writing.

---

1. These particles on formal ground have been treated in this study as adjectival particles. For detailed discussion see chapter on Adjectival Forms on page 46.
gi - vo likhē gi  she will write
meī likhū gi  I shall write
tum likho gi  you (s.) will write
lerkīā likhē gi  the girls will write.
meī likhti hū gi  I shall have been writing
vo likhti ho gi  She will have been writing.
lerkīā likhti hō gi  the girls will have written.

(1) The Imperative:— tu likh! write!
   (R+∅, -o,-ie) tum likho you write!
   ap likhīe you write please
   (honorific).

(2) The Aorist:— meī likhū I write
   (R+ū, -e,-o, -ū). tu likhe you write
   vo likhe he should write

1. Platt's Hindustani Grammar, pp. 146-160. Compare also
   Teach Yourself Urdu pp38-54; A.Haq Qawaid-e-Urdu pp94-97.
hem likhē we write
tum likho you write
vo likhē they should write

(3) The future:-
(meī likhū ga^ I shall write (mas.)
(R + -ū, -ē, -e, meī likhū gi I shall write (fem.)
-ō, +ga, gi, tu likhe ga/gi You shall write.
ge.) hem likhē ge we shall write
tum likho ge/gi you shall write
vo likhē ge/gi they shall write

(4) The Past Conditional or Optative (Subjunctive):-
(R + ta, -ti, -te, -tī)
meī likhta/tī I might, should or would write.
hem likhte we might, should or would write.
tum likhte/tī you " " " " " "
vo likhte/tī they " " " " " "

(5) The Present Imperfect or Continuous:-
(R + ta, -ū, -ti + -ū, -ta + -ē, -ti + -ē,
-te + -ē, -ti + -ē, -te + -ō, -ti + -ō)
meī likhta/tī hū I am writing
tu likhta/tī hei you are writing
hem likhte hei we are writing

1. 'Teach Yourself Urdu', T. Graham Bailey, pp. 46-49.
ler kiā likhtī hei the girls are writing.
tum likhte/thi ho you are writing.

(6) The Past Imperfect or Continuous:–
(R + ta + -a, -ti + -i, -te + -e, -ti + -ī)
meī likhta/thi the I was writing or used to write
hem likhte the we were writing
vo likhte/thi the/thī they were writing

(7) The Past Absolute or Indefinite:–
(R + a, -i, -e, -ī)
meī ne xet likha I wrote a letter
us ne ciṭṭhi likhi she wrote a letter
tum ne xet likhe you wrote letters
usne ciṭṭhiā likhī she wrote letters

(8) The Present Perfect:–
(R + a + -ei, -i + si)
meī ne xet likha hei I have written a letter
meī ne ciṭṭhi likhi hei " " "

(9) The Past Perfect or Pluperfect:–
(R + a + -a, -i + -ī)
meī ne xet likha tha I had written a letter
meī ne ciṭṭhi likhi thi " " "

(10) The Future Perfect or Past Potential:–
(R + a + -o + ga, R + i + -o + gi, R + e + -ō + ge, R + e + -ō + gi)
meī ne xet likha ho ga I shall have written a letter.
mei ne citthi likhi ho gi I shall have written a letter.
mei ne xet likhe hō ge I shall have written letters.
mei ne citthiā likhi hō gi " " " "

**IRREGULAR VERBS:**

Certain verbs have more than one root.

<table>
<thead>
<tr>
<th>Root 1</th>
<th>Root 2</th>
<th>Root 3</th>
<th>Root 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) ker - (do)</td>
<td>ki:j-</td>
<td>ki: (y)</td>
<td>-</td>
</tr>
<tr>
<td>(2) le - (take)</td>
<td>li:j-</td>
<td>li: (y)</td>
<td>l-</td>
</tr>
<tr>
<td>(3) de - (give)</td>
<td>di:j-</td>
<td>di: (y)</td>
<td>d-</td>
</tr>
<tr>
<td>(4) ja - (go)</td>
<td>-</td>
<td>ge (y)</td>
<td>-</td>
</tr>
<tr>
<td>(5) ho - (to become)</td>
<td>hu:j-</td>
<td>hu</td>
<td>-</td>
</tr>
<tr>
<td>(6) mer - (die)</td>
<td>-</td>
<td>mu</td>
<td>-</td>
</tr>
<tr>
<td>(7) pi - (drink)</td>
<td>pi:j-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Root 2 occurs only in form axvi
e.g. ki:jie, li:jie, di:jie, hu:jie, pi:jie.

Root 3 occurs only in forms a ii, v, x, xii
e.g. ki(y)a (also kera) ki ki kie
li(y)a li li lie
di(y)a di di die
geya (also jaya) geyi geyī gaye
hua hui huī hue
mua (also mera) mui muī mue
In root 3 ker, ja, mer exhibit alternative forms as shown above in brackets. le, de, ho have only one form of root.
Root 4 is used in form axiv only of the verbs le- de e.g.
le - a xiv lo take!
de - a xiv do give!

We may summarise the above statement thus:

Root 1 Root 2 Root 3 Root 4

c v (c) c v (j) c v (y) c-

When a verb root ends in 'v a palatal element (y) is added to the root before a vowel ending. This holds good both for regular or irregular verbs.
e.g. Root Form
so- aii soya slept
ja- aii jaya go
cu- aii cua dropped.

EXTENDED FORMS

The simple root of the verb may be extended by the addition of -a and -va. Such extended forms then function as the roots of new verbs of class (a). These extended forms may or may not suffer other modifications.
e.g. Simple Extended Extended
   Root  Root 1. Root 2.

   likh, likha, likhva (no modification in
   the root.)

   si:kh, sikha, sikhva (modification in the
   root.)

In some cases the first extended root may exhibit
vocalic modification only without the addition of a
suffix *-a*.

e.g. Simple Extended Extended

   pit, pi:†, pitva (hit)

   guth, gu:th, guthva (pierce)

The following examples show all the patterns of the
extended forms.

<table>
<thead>
<tr>
<th>Simple Root</th>
<th>Extended Root 1.</th>
<th>Extended Root 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1. likh-(write)</td>
<td>likha -</td>
<td>likhva -</td>
</tr>
<tr>
<td>B.2. si:kh-(learn)</td>
<td>sikha -</td>
<td>sikhva -</td>
</tr>
<tr>
<td>3. qu:b-(sink)</td>
<td>quba -</td>
<td>qubra -</td>
</tr>
<tr>
<td>C.4. dekh-(look)</td>
<td>dikha -</td>
<td>dikhva -</td>
</tr>
<tr>
<td>5. bol-(speak)</td>
<td>bula-</td>
<td>bulva -</td>
</tr>
<tr>
<td>D.6. kat-(cut)</td>
<td>kat-</td>
<td>katva -</td>
</tr>
<tr>
<td>7. pit-(be beaten)</td>
<td>pi:†-</td>
<td>pitva -</td>
</tr>
<tr>
<td>8. guth-(be beaten)</td>
<td>gu:th-</td>
<td>guthva -</td>
</tr>
<tr>
<td>E.9. pi-(drink)</td>
<td>pila -</td>
<td>pilva -</td>
</tr>
<tr>
<td>10. de-(give)</td>
<td>dila -</td>
<td>dilva -</td>
</tr>
<tr>
<td>11. chu-(drop)</td>
<td>chula -</td>
<td>chulva -</td>
</tr>
</tbody>
</table>
Simple Root | Extended Root 1 | Extended Root 2
---|---|---
E.12. so- (sleep) | sula - | sulva -
13. kha- (eat) | khila - | khilva -

Formalization of the Extended Root Pattern

(where SR = Simple Root):

A. SR + -a -va
B. SR + -a -va
  (where root vowel is shortened)
C. SR + -a -va
  (Root vowel is shortened and raised)
D. SR + -a -va
  (Root vowel is lengthened)
E. SR + -l + a -l + va
  (where root vowel is shortened).

Formal variation of these 'new' (derived) verbs, formed with extended roots, is perfectly regular of the (a) type. We may note that semantically these are usually 'causal' or 'double causal' verbs.

e.g. vo khana khata hei he eats the meal.
  vo khana khila ta hei he (i.e. he serves the meal).
  (i.e. he gets the meal eaten by someone.)
  vo khana khilvata hei he gets the meal served by someone.

<table>
<thead>
<tr>
<th>Task</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>( u + v )</td>
<td>( u + v )</td>
<td>( u + v )</td>
<td>( u + v )</td>
<td>( u + v )</td>
<td>( u + v )</td>
<td>( u + v )</td>
<td>( u + v )</td>
<td>( u + v )</td>
</tr>
<tr>
<td>( u + v )</td>
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**Pronoun Form**

For the purpose of this study, a pronoun is defined as a word having one of the patterns of formal expression.
Table 10 shows pronominal forms classified according to their total range of formal variation. Since every root shows different Patterns of Combination with affixes, there are as many formal classes as there are roots, i.e. nine in all.

Roots have been shown on the left side of the table, and are illustrated in the examples below on p. 77–80.

It should be noted that in the case of the root 5 (i.e. v-) when the root is followed by the back vowel u, the root v is assimilated to the vowel u so that v + u > u i.e. R + u s = u s and that similarly in the case of the root 6 (i.e. y-) when the root is followed by front vowel i the root y is assimilated to the following vowel i so that y + i > i i.e. y + is = is (this).

The root of number 9 is to be taken as k - i, so that form 9i = koi (someone, no-one)

9ii = kisi (anyone).

The following sentences demonstrate the use of the pronominal forms in the table above.

li mei likhta hū I write.

lii mujh ko ne setao. don't tease me.

liii mujhe jane do. let me go.

liv mujhi se vo jhu: he told me a lie, i.e.
bola.
2i tu kēhā tha?  
where had you been?
2ii tujh se kis ne kēha?  
who told you this?
2iii tujhe kya cahiye?  
what do you want?
2iv tujhi ko seb se zyada kyō fikr hei?  
why are you so much concerned about it?

3i hem vēhā the  
we were there.
3ii hemē kya malum?  
what do we know about it?
3iii hemē ne unko kēha tha  
we had told him this.

4i tum kēhā the?  
where had you been?
4ii tumhē perchna cahiye  
you should study.
4iii tumhī ne mujhko bulaya  
you did call me.

5i vo kaun hei?  
who is that?
5ii vēhi leṛka vēhā tha  
that was the boy who was there.
5iii us ne xet likha  
he wrote a letter.
5iv use yēhā bulao!  
call him here!
5v usi ne kēha hoga  
he would have told.
5vi un ko bulao!  
Call them!
5vii unhē ne ane do  
don't allow them here.
5viii unhī ne bheja hei.  
they have sent.
5ix. unhō ne kya semjha?  
what did they understand?
6i ye keun hei? who is this?
6ii yehe hemara dost hei this is my friend
6iii is ko le jao take him away.
6iv ise ne setao don't tease him.
6v isl lerke ne liya hei this very boy has taken.
6vi in ko dikhao show them.
6vii inhō hetao remove them.
6viii inhī lerkiō ne pepha the girls had read.
6ix inhō ne keha tha they had said.

7i jo vēhā ho use bulau call whoever is there.
7ii jis lerke ko dekho bulao call the boy whom you see.
7iii jisā caho lejao take away whoever you want.
7iv jin logō ne eisa kya those who have done so did wrong.
bura kya
7v jinhō eql nehī vēhi those who are devoid of common sense they do so.
ye kerte hei
7iv jinhō ne keha yelet those who said, said wrong.
kehā

8i keun aya hei? who has come?
8ii. kis ko davet di hei?
8iii kise peise ki hajet nehī
8iv. kin lepk̈ ne fi's nehī
di hei?
8v. kinhē bure kēhū
e8vi. kinhō ne seravet ne ki?

Who didn't need money.
who are the boys who
didn't pay their fee?
whom should we call bad.
who didn't do undesirable
things?

9i. koi nehī aya
9ii. kisi se ne kēh

no-one came.
don't tell it to anyone.

Number

Forms 1i, 2i may only be in concord with what we have
defined above (page 57) as singular verbal and nominal
forms (see C.P.5 p. 97). Forms 3i, 4i may only be
in concord with plural verbal and nominal forms (above p. 78).

Thus we may state that forms 1i, 2i are SINGULAR
PRONOUNS and that forms 3i, 4i are PLURAL PRONOUNS.

It will be noted in the examples below that there is concord
between mei (I) and hū (am) (i.e. pronominal form 1i and
personal verb bi) and tu (you) and hei (are) (i.e.
pronominal form 2i and personal verb bi) but not between
the pronominal forms and impersonal verb forms aiii, avi
(i.e. likhta, likhti) or the nominal forms lepk̈ka, 'boy';
lepk̈ki 'girl').
The following examples will illustrate the statement.

1. **I write (m.)**
   - *mei likhta hū*  
   - *mei lepkā hū*  
   - *mei likhti hū*  
   - *mei lepki hū*

2. **I am a boy.**
   - *tu likhta heį*  
   - *tu lepka heį*  
   - *tu likhti heį*  
   - *tu lepki heį*

3. **I am a girl.**
   - *hem likhte heį*  
   - *hem lepke yeri:b heį*  
   - *hem lepkiyeryi:b heį*

4. **You write (s.f.)**
   - *tum likhte ho*  
   - *tum likhti ho*  
   - *tum kēise lepke ho*

Forms 5i, 6ii

6. **You (pl.) write.**
   - *tum likhtet ho*  
   - *tum likhtet ho*  
   - *tum kēise lepke ho*

For the moment we shall refer to these forms as NEUTRAL FORMS.

The following examples illustrate this statement.

5i. **They write.**
   - *vo likhta heį*  
   - *vo likhtet heį*

6i, ii. **I may be in concord with both singular and plural verbs and nouns.**

7i. **pp 78-80**

8i. **above page**

*The following examples illustrate this statement.*

5i. **He writes.**
   - *vo likhta heį*  
   - *vo likhtet heį*
vo becca hei
he is a child.

vo becca hei
they are children.

5i vein lepka ayäh
that very boy came.

veh lepke se
those very boys came.

6i ve lepki gati hei
this girl sings.

ve lepkiā gati hei
these girls sing.

6ii vehi lepki jati thi
this very girl was going.

vehi lepkiā jati thi
these very girls were going.

7i Jo lepka rota tha
the boy who cried.

Jo lepke rote the
the boys who cried.

8i keun admi vehā tha
who was the man there?

keun log vēhā the
who were the men there?

9i koi lepka yēhā ne tha
no boy was here.

GENDER

Forms 1i, 2i, 4i, 5i, 1i, 6i, 1i, 7i, 8i, 9i may be in
concord with nominal and verbal forms of either gender
(i.e. masculine and feminine), as shown in C.P.3 and
C.P.4 (see page 96)

Thus the above pronominal forms show no concord of
GENDER.

The concordial relations of GENDER are exhibited
only when these pronominal forms calligate with either
nominal forms or verbal forms showing masculine or feminine
gender.
Form 3i may be in concord only with verbal forms a8ii, aix, and axii, which have been defined above as masculine plural forms (see p. 57), not with verbal forms ax, axi referred to above as feminine plural forms (see page 57)

Form 3i may, however, be in concord with nominal forms of either gender. In other words when the pronominal form 3i, hem (we) refers syntactically to the feminine nominal form, it is in concord with the masculine plural impersonal verb forms. e.g.

lerkio ne keha "hem ja rehe heí"

the girls said, "We are going."

to be compared with

lerkio ne keha "hem ja rehe heí"

If, however, the feminine plural nominal form is syntactically interposed between the pronominal form and the verb, the verbal form is then in concord with the nominal form, e.g.

hem lerkia sinema jarehi heí

the girls are going to the pictures.

to be compared with

hem lerke sinema jarehe heí

we boys are going to the pictures.

The following examples will show their uses.

"li mei lerka hú"

I am a boy

1. Simple underlining shows number concord and double underlining indicates gender concord.
mei lerki hū  I am a girl.
mei bola tha  I spoke.
mei boli thi  I spoke.

2i tu bacca hei  you are a child (m).
tu bacci hei  you are a child (f).
tu rota tha  you were crying (m).
tu roti thi  You were crying (f).

4i tum gate the  you were singing (m).
tum gati thi  you were singing (f).

5i vo lerka perhta tha  that boy used to read.
vo lerki perhti thi  that girl used to read.

6i ye merd sota tha  this man was sleeping
ye euret soti thi  this woman was sleeping

7i jo lerka nacta hei  that boy who danced
jo lerki nacti hei  that girl who danced.

8i keun lerka jagta tha  which of the boys was awake?
keun lerki jagti thi  which of the girls was awake?

9i koi admi likhta hoga  some man might be writing.
koi euret likhti hogi  some women might be writing.

3i hem likhte the  we (m. and f.) used to write.
hem jage    we (m. and f.) kept awaken.

hem ocche lerke hefi we are good boys.

hem occhi lerkia hefi we are good girls.

PERSON

The concord of Person is shown in Concord Pattern 5 (page 97).

We may now state that form 1i which shows concord with verbal forms aii, iii, v, vi, xiii, bi, ci, ii may be described as 1st Person Singular Pronoun.

2i which shows concord with verbal forms ai, ii, iii, iv, vi, xii, bii, iii, iv, ci, ii may be described as 2nd Person Singular Pronoun.

3i which shows concord with verbal forms a viii, xii, xv, bi iv, v, ciii, iv may be described as 1st Person Plural.

4i which shows concord with verbal forms a viii, x, xi, xiv, biii, ciii, iv may be described as 2nd Person Plural.

5i, 6i which show concord with verbal forms aii, iii, v, vi, viii, x, xi, xii, xv, bii, iii, iv, v, ci, ii, iii, iv may be described as 3rd Person Singular and Plural (see page 57).

The above classification is based entirely upon concordial
relations, not on forms as such.

Form 7i may show concord with all persons singular and plural personal verbs.

e.g. mei jo kemzor admi hū
   tu jo mezbu:t admi hei
   vo jo i:mandav lępka hei
   tum jo nek ho
   hem jo meʃhn:r hei

I, who am a weak man.
you (s.), who are a strong man.
that, who is an honest boy (s.).
those who are honest boys.
you, who are gentle we, who are famous

Form 8i may show concord with all persons singular and plural of personal verbs.

e.g. mei keun hū?
   tu keun hei?
   hem keun hei?
   tum keun ho?
   vo keun hei?

Who am I?
Who are you (s)?
Who are we?
Who are you (p)?
Who is he?
Who are they?

Form 9i may show concord only with 3rd person singular of personal verb.

e.g. koi hei?

Is there anyone?

It will be seen from the above statement that form 5ii, 6ii show the same concordial relations as forms 5i and 6i.
Forms li, 2i may colligate with the post position ne but with no others.

Form 3i, iii, 4i, iii may colligate with all post-positions.

Forms 1ii, iv, 2ii, iv may colligate with all post positions excluding ne, ka, ki, ke

Forms 5iii, 5v
  6iii, 6v
  7ii may colligate with all post
  8ii positions.
  9ii

Forms 5vi, 5viii
  6vi, 6viii positions excluding ne.
  7iv, 8iv

Forms 5ix, 6ix, 7vi, 8vi may colligate with post position ne but no others.

Those forms listed above which may colligate with post-positions of any kind may then be called OBLIQUE FORMS (see p. 26)

Those forms which may only colligate with ne may be called, for the moment, OBLIQUE FORMS + ne.

Forms liii, 2iii, 3ii, 4ii, 5iv, vii, 6iv, vii,
  7iii, v, 8iii, v
may neither colligate with post positions, nor may show any concordial relations with verbs, as forms li - 9i described above. These forms, in this study, will be
termed ABSOLUTE FORMS.

Forms 5iii, v, 6iii, v, 7ii, 8ii, 9ii may also be in concord with oblique singular nouns (page 26) and thus may be called SINGULAR OBLIQUE PRONOUNS.

e.g. usi lerpke ko dekho
          see that boy.
usi lerpke ko dekho
          see that (particular) boy.
is lepke ko dekho
          see this boy.
is lerpke ko dekho
          see this (particular) boy.
jis admi ne suna
          this man who heard
kisi admi ne lāye
          who is the man who told.
kisi admi ko ne bētao
don't disclose it to anyone.

Forms 5vi, viii, 6vi, viii, 7iv, 8iv may also be in concord with oblique plural nouns and thus may be called PLURAL OBLIQUE FORMS.

e.g. un lerpko ko bulao
          call those boys.
unhi lerpko ko bulao
          call those very boys.
in lerpko ko bulao
          call these boys.
inhi lerpko ko bulao
          call these very boys.
jin lerpko ko seza de
          the boys who said so
          said wrongly.
             Yēlāt kōha
kin lerpko ko seza dū
gin which boys shall I punish.

Forms 5iv, 6iv, 7iii, 7v, 7vi,
      5vii, 6vii, 8iii, 8v, 8vi,
      5ix, 6ix
may not be in concord with nominal forms.
However, other criteria such as syntactic and semantic, compell us to treat these forms in the following way:

5iv, 6iv, 7iii, 8iii may stand in place of an oblique singular nominal form + the post position ko.

e.g. compare

\[
\begin{align*}
\{ & \text{us lerke ko dekho} & \text{see that boy} \\
\{ & \text{use dekho} & \text{see him} \\
\{ & \text{is lerki ko dekho} & \text{see this girl} \\
\{ & \text{ise dekho} & \text{see her etc.}
\end{align*}
\]

Forms 5vii, 6vii, 7v, 8v stand in place of a plural oblique nominal form + post position ko.

e.g. compare

\[
\begin{align*}
\{ & \text{un lerkō ko dekho} & \text{see those boys} \\
\{ & \text{unhō dekho} & \text{see them} \\
\{ & \text{in lerkiō ko dekho} & \text{see those girls} \\
\{ & \text{inhō dekho} & \text{see them.}
\end{align*}
\]

Forms 5ix, 6ix, 7vi, 8vi stand in place of an oblique plural nominal form + post position ne.

e.g. compare

\[
\begin{align*}
\{ & \text{lerkō ne betaya} & \text{the boys told (us).} \\
\{ & \text{unhō ne betaya} & \text{they told (us).}
\end{align*}
\]

Thus we shall term

5iv, 6iv, 7iii, 8iii singular absolute form.

5vii, 6vii, 7v, 8v plural absolute form.

5ix, 6ix, 7vi, 8vi plural oblique form + ne.
Forms 5i, ii, 6i, ii, 7i, 8i, 9i, which we have termed neutral forms above may not colligate with post positions but may be in concord with verbal forms, either singular or plural, masculine, and feminine and in concord with nominative nominal forms of either gender and number.

Thus we may refer to these forms as NOMINATIVE PRONOUNS.

e.g., vo aya he came
vo aye they came
vo leɾka jatahei that boy is going.
vo leɾke jate hei those boys are going.
vo ai she came
vo aĩ they (f) came.
vo leɾki jati hei that girl is going.
vo leɾkiā jati hei those girls are going.

etc.

It will be noted from the examples above (page 77–80) that forms Liv may occur in the same concordial relation as lii

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These forms are used in emphatic and emotional contexts. Semantic criteria demand that we should call these forms *Emphatic Forms* of the forms shown on the right side above as exemplified below e.g.

- mujh se qesu:r hua  
  It was my fault.
- mujhī se qesu:r hua  
  It was (particularly) my fault.
- vo le̠ʔka aya  
  that boy came.
- vēhi le̠ʔka aya  
  that very boy came.
- Hem ne suna  
  we heard.
- hem⁸ ne suna  
  we (specially) heard. etc.

But since semantic considerations do not form part of our study, we need not comment any further.

**Indeclinable Pronouns**

A few words, which are formally invariable are found to function syntactically as the pronominal forms discussed above.

These are the words ap, kuch, kya.

1. *ap* may be in concord with 3rd Person Plural Personal Verbs and with plural masculine and feminine impersonal verbal forms.
2. *ap* may colligate with all post positions.
e.g. ap jevan hei
   ap ocche admi hei
   ap occhi lepki hei
   egər ap likhte to mei ata
   egər ap likhtī to meī ata
   ap ko kehā jana hei
you are young.
you are a good man.
you are a good girl.
if you (m) would have
written I could come.
if you (f) would have
written I could come.
where do you intend
to go.

Some semantic considerations lead us to term this
pronoun the 'honorific pronoun'.
kuch and kya1 may be1 in concord with any person of
personal verb.
(2) in concord with nominal forms of any gender,
number or case e.g.
mujhe kuch kitabē xari:dni hei I have to buy some
books.
ap kya cahe te Noi? What do you want?

In a full scale grammar of Urdu, it would be convenient to
call such words 'pronoun' by analogy with other pronouns;
though they do not show the characteristic patterns of
formal variation. Such words will be called 'Indeclinable
pronouns'.

1. See Platt op.cit. page 121-122
### TABLE

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<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
<th>Noun Emphatic</th>
<th>Singular Oblique</th>
<th>Plural Oblique</th>
<th>Oblique + ne</th>
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CHAPTER 6
CONCORD PATTERNS

When certain classes of word co-occur in an Urdu sentence there is a relationship of mutual expectancy between the particular form of each class that may co-occur. This relationship, whereby a form Ai of one class co-occurs with a form a1 of second class, and with form bii of a third class is what is meant by 'concord' in this thesis. The sets of co-occurrent forms, e.g. Ai + a1 + bii, i.e.,

gher  eccha hei (This) House is good.

in the example above are called 'Concord Patterns'. Concordial relations may be said to obtain between such forms, or we may say that form Ai 'concreds with' form a1 and bii etc.

In this thesis 5 concord patterns are established. Concord patterns 1,2,3,4 interrelate, nominal, adjectival and verbal forms; concord pattern 5 interrelates pronouns and personal verbal forms.

The concord patterns set out in this chapter are those patterns which have already been referred to in the previous chapters.

The abbreviations C.P.'s 1 and 2 refer to relations between nominal, adjectival and verbal forms which will

1. See Firth - Synopsis of Linguistic Theory, 1930-55 p17
be termed **Concord of Number**.

C.P.3 and 4 refer to the relations between nominal adjectival and impersonal verbal forms which will be termed **Concord of Gender**.

C.P.5 refers to relations between pronominal forms and personal verbal forms which will be termed **Concord of Person**.

**CONCORD OF NUMBER.**

**C.P.1.** (Singular)

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<thead>
<tr>
<th>Nominal forms(^1)</th>
<th>Adjectival forms(^2)</th>
<th>Verbal forms(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ai - Fi</td>
<td>(\mathcal{A}i) or (\mathcal{A}ii)</td>
<td>(a) ii, iii, iv, xii, (b) ii, iii, (c) i or (a) v, vi, vii.</td>
</tr>
<tr>
<td>Bii</td>
<td>(\mathcal{L}iii)</td>
<td>(b) ii, iii, (c) ii</td>
</tr>
</tbody>
</table>

1. See Chapter 2.
2. See Chapter 3.
3. See Chapter 4.
C.P.2. (Plural)

<table>
<thead>
<tr>
<th>Nominal forms</th>
<th>Adjectival forms</th>
<th>Verbal forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ai, Bii - Fii</td>
<td>L iii or L ii</td>
<td>(a) vii, ix, xii, xv</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) iv, v, (c) iii</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) x, xi, xv,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) iv, v, (c) iv</td>
</tr>
</tbody>
</table>

The choice where there are alternatives is determined by Concord of Gender, see page 96

CONCORD OF GENDER

C.P.3. (Masculine)

<table>
<thead>
<tr>
<th>Nominal forms</th>
<th>Adjectival forms</th>
<th>Verbal forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - B (any form)</td>
<td>L i or L iii</td>
<td>(a) ii, iii, iv,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or viii, ix, xii</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) i or iii</td>
</tr>
</tbody>
</table>

The choice where there are alternatives is determined by Concord of number, see above page 95-96

C.P.4. (Feminine)

<table>
<thead>
<tr>
<th>Nominal forms</th>
<th>Adjectival forms</th>
<th>Verbal forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - F (any form)</td>
<td>L ii</td>
<td>(a) v, vi, vii or x, xi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) ii or iv</td>
</tr>
</tbody>
</table>
The choice where there are alternatives is determined by Concord of Number; see above page 95-96.

**CONCORD OF PERSON.**

(The concordial relations here are with personal form of the verb only; not with impersonal form.)

C.P.5.

<table>
<thead>
<tr>
<th>Pronominal forms¹</th>
<th>Personal verbal forms²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1i</td>
<td>a xiii, bi</td>
</tr>
<tr>
<td>2i</td>
<td>a i, xiii, b ii, iii</td>
</tr>
<tr>
<td>3i</td>
<td>a xv, b iv</td>
</tr>
<tr>
<td>4i</td>
<td>a xiv, biii</td>
</tr>
<tr>
<td>5i, 6i</td>
<td>a xii, xv, bii, iv</td>
</tr>
<tr>
<td>7i, 8i</td>
<td>a xii, xiii, xiv, xv,</td>
</tr>
<tr>
<td></td>
<td>bi, ii, iii, iv</td>
</tr>
<tr>
<td>9ii</td>
<td>a xii, bii</td>
</tr>
</tbody>
</table>

Concord of Person is always with form one of the Pronoun and a Personal Verbal form.

1. See Chapter 5, page 76.
2. See Chapter 4, page 53.
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6. Masud Husain — Phonetic and Phonological Study of the word in Urdu, Aligarh, Muslim University, India, 1958.


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