WORD STRESS, SENTENCE STRESS PATTERNS AND RHYTHM IN ENGLISH AND URDU – A COMPARATIVE STUDY

ABSTRACT

SUBMITTED FOR THE AWARD OF THE DEGREE OF

Doctor of Philosophy
IN
ENGLISH

BY
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UNDER THE SUPERVISION OF
PROF. ASIF SHUJA

DEPARTMENT OF ENGLISH
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)

2014
Fed in Computer

27 OCT 2015
ABSTRACT

A comparative study of the word stress, sentence stress pattern and rhythm in English and Urdu has been attempted revealing the similarities and the differences in the two languages.

The present thesis has been divided into seven chapters. The first chapter forms the introduction of the thesis highlighting aim and scope, method and approach adopted and giving a brief account of the plan of study. The second chapter deals with the stress pattern in Urdu words including simple words of two, three, four and five syllables and compound words. The third chapter focuses on the word stress pattern in English. Chapter four discusses the sentence stress patterns and rhythm in Urdu. Chapter five contains sentence stress pattern and rhythm in English. Chapter six attempts a comparison of word stress, sentence stress patterns and rhythm in English and Urdu. Finally, chapter seven offers the conclusion. It deals with the findings of the study. It gives an overview of the topic under study and reveals the similarities and differences in the stress pattern and rhythm in English and Urdu.

The study describes nature of stress and its importance in the speech development program. In English language, every syllable is not stressed but only the required ones whereas in Urdu every syllable is often stressed.

It is found that Urdu words do not have defined rules of stress whereas English has. As against Urdu, English word stress pattern is fixed in the sense that the main stress always falls on a particular syllable of any given word but in Urdu, the stress generally falls on the syllable which gives a core meaning.

Open vowels are more prominent than close vowels and voiced consonants are more prominent than voiceless consonants in both the languages under study. In English
and Urdu, suffixes normally do not affect stress patterns. There are a number of
disyllabic words in English in which the stress pattern depends on whether the word is
used as a noun, adjective or a verb. When the word is pronounced as a noun or as an
adjective, the stress falls on the first syllable and when the word is used as a verb, the
stress falls on the second syllable in English. But this functional shift of stress is not
possible in Urdu. In English polysyllabic words, there is one primary accent and one
or more secondary accents. But in Urdu, most of the polysyllabic words carry one or
even more than one primary accent(s) and one secondary accent. In English
compound words, stress generally falls on the first element of a compound word but
in Urdu the stress falls on both the elements of the word. Unlike Urdu, English words
formed by adding prefixes and having a distinct meaning of its own have two primary
stresses one on the prefix and the other on the main word. In English and Urdu, if all
the important words in an utterance are equally important then they all have strong
stress. In a sentence relative stress of the words in a sequence depends on their
relative importance. The more important a word is, the stronger is its stress. The
number of accented syllables is largely determined by the nature of words forming the
sentence. Content words are strongly stressed and functional words are weakly
stressed or unstressed in a sentence.

In English, it is important to know which words are to be accented in a sentence and
which syllables of polysyllabic words are to receive primary stress depending upon
the rhythmic balance of an utterance. This aspect is not found in Urdu. In English
utterances, rules of word stress patterns are followed in the sense that only that
syllable of a polysyllabic word is made prominent which receives primary accent
when the word is uttered in isolation. Normally, in Urdu language there is no fixed
rule or specific pattern of sentence stress and rhythm.
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ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)

2014
Dedicated to
My Loving
Parents
CANDIDATE'S DECLARATION

I, Naukhaiz Mehreen Fatima, hereby declare that the work embodied in this Ph.D. thesis is my own bonafide work carried out by me under the supervision of Prof. Asif Shuja, Chairman, Dept. of English, Aligarh Muslim University, Aligarh. The matter presented in this Ph.D. thesis is an independent work which has not been submitted for the award of any other degree. I owe responsibility for the errors, if any, committed consciously or unconsciously in this thesis.

Date: 31/12/14
(Naukhaiz Mehreen Fatima)
Certificate

This is to certify that Ms. Naukhaiz Mehreen Fatima Enrol. No. DD0645 has completed her Ph.D thesis entitled, "Word Stress, Sentence Stress Patterns and Rhythm in English and Urdu: A Comparative Study" under my supervision. It is an independent and original piece of research work, to the best of my knowledge, carried out by the candidate. I find it suitable for submission for the award of the degree of Doctor of Philosophy in English.

Prof. Asif Shuja
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ACKNOWLEDGEMENT

I would like to take the opportunity to first and foremost thank the Vice Chancellor Lt.Gen.(Retd) Mr. Zamiruddin Shah of Aligarh Muslim University for all the administrative support and cooperation.

I must express my gratitude towards my supervisor, Professor Asif Shuja. Her leadership, support, attention and hard work, have set an example I hope to match some day. I thank her for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in my research and writing of this thesis. Her enthusiasm, integral view on research and her mission for providing high-quality work, has made a deep impression on me. I could not have imagined having a better guide and mentor for my Ph.D thesis.

I am thankful to the Dean of the faculty of Arts, Prof. Kafeel Qasmi and Prof. Iffat Ara for their support and cooperation in various ways. I am immensely grateful to Associate Professor Masood Ali Beg (Department of Linguistics), for providing me guidance and spent time for discussions whenever I needed.

I am indebted to thank all the staff members of Maulana Azad Library, Seminar Library and the office bearers of the English Department. I sincerely acknowledge the help of the participants who were quite patient and spared a lot of time for making the recording possible for my data collection. I would also like to thank my typist Mr. Azad, Mr. Saqib and Mr. Hameed.

I cannot forget friends who went through hard times together, cheered me on, and celebrated each accomplishment: Najmi, Samina, Sumbai, Fatima, Saleha, Farhana, Md. Saqib and Zoya. I would like to thank Dr. Neelam Shahrar, Dr. Sheeba, Dr. Kishwar Zafar, Dr. Darakshan Zafar and Dr. Yousuf Ansari for their help and support. Besides this, several people have knowingly and unknowingly helped me in the successful completion of this thesis.

It’s my fortune to gratefully acknowledge the support of my Mom and Dad. I pay high regards to them. I doubt that I will ever be able to convey my appreciation fully for
their sincere encouragement and inspiration throughout my research work and lifting me uphill this phase of life. It is their love that raised me up again when I got weary. I owe everything to them.

I would like to thank my in-laws for their unfailing emotional support and also being generous with their love and encouragement despite the long distance between us.

I also thank for heart-warming kindness of my three elder brothers Asad, Adnan and Rizwan for their unconditional trust, timely encouragement, and endless patience. I deeply thank my sister-in-law Mehpura and my cousin Anas, they have always supported me and encouraged me with their best wishes.

I convey special acknowledgement to my sister Najab Fatima and her husband Mr. Qamar Alam for their inevitable support during the ups and downs of my research. It’s a great delight to name my niece and nephew Zahren and Hamdan for their pious wish for my success.

I owe my deepest gratitude towards my husband Mr. Wasti Akhter, for his eternal support and understanding of my goals and aspirations. He has been my best friend and great companion, loved, supported, encouraged, entertained, and helped me get through this agonizing period in the most positive way. His patience and sacrifice will remain my inspiration throughout my life. Without his help, I would not have been able to complete much of what I have done and become who I am.

Shahzada, you have inspired me in ways that you may never understand. The day that you came into my life was the happiest day of my life. I look forward to watching you grow and achieve your goals. My son, you are my biggest accomplishment. I thank God for you, and I will always love you.

Mehfuz

Naukhaiz Mehreen Fatima
# LIST OF PHONETIC SYMBOLS AND SIGNS

<table>
<thead>
<tr>
<th>Sigs</th>
<th>Three Term Labeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>front, close, unrounded vowel</td>
</tr>
<tr>
<td>ɪ</td>
<td>centralized, front unrounded vowel; between close and half-close</td>
</tr>
<tr>
<td>e</td>
<td>front, half-close, unrounded vowel; sometimes centralized</td>
</tr>
<tr>
<td>ɛ</td>
<td>front, half-open, unrounded vowel</td>
</tr>
<tr>
<td>æ</td>
<td>front, unrounded vowel; between half open and open</td>
</tr>
<tr>
<td>a</td>
<td>front, unrounded vowel; sometimes centralized</td>
</tr>
<tr>
<td>ɑ</td>
<td>back, open, unrounded vowel</td>
</tr>
<tr>
<td>ɒ</td>
<td>back, open, rounded vowel</td>
</tr>
<tr>
<td>ɔ</td>
<td>back, half-open, unrounded vowel</td>
</tr>
<tr>
<td>ʌ</td>
<td>central, half-open, rounded vowel</td>
</tr>
<tr>
<td>ɔ</td>
<td>back, half-close, rounded vowel; sometimes centralized</td>
</tr>
<tr>
<td>ɔ̃</td>
<td>centralized back rounded vowel, between half-closed and closed</td>
</tr>
<tr>
<td>u</td>
<td>back, close, rounded vowel</td>
</tr>
<tr>
<td>ə</td>
<td>unrounded central vowel, short (English initial vowel in ‘above’)</td>
</tr>
<tr>
<td>ɜ</td>
<td>unrounded central vowel, as in British R.P. ‘word’</td>
</tr>
<tr>
<td>p</td>
<td>voiceless bilabial plosive</td>
</tr>
<tr>
<td>b</td>
<td>voiced bilabial plosive</td>
</tr>
<tr>
<td>t</td>
<td>voiceless dental plosive</td>
</tr>
<tr>
<td>d</td>
<td>voiced dental plosive</td>
</tr>
</tbody>
</table>
c  voiceless palatal plosive
k  voiceless velar plosive
g  voiced velar plosive
tʃ  voiceless palatal-alveolar affricate
dʒ  voiced palatal-alveolar affricate
m  voiced bilabial nasal
n  voiced alveolar nasal
ŋ  voiced velar nasal
l  voiced alveolar lateral
r  voiced post-alveolar fricative or frictionless continuant; also used for linguo-alveolar roll or flap
f  voiceless labio-dental fricative
v  voiced labio-dental frictionless continuant
θ  voiceless dental fricative
ð  voiced dental fricative
s  voiceless alveolar fricative
z  voiced alveolar fricative
ʃ  voiceless palate-alveolar fricative
ʒ  voiceless velar fricative
x  voiceless dental fricative
h  voiceless glottal fricative
w  voiced labio-velar semi-vowel
j  voiced unrounded palatal semi-vowel
[h] strong aspiration, e.g. [th]
[:i:] full length of proceeding segment, e.g. [i:]
[~] nasalization e.g. [ð:] 
[„] dental articulation e.g. [ɾ]
[.] devoiced lenis consonant, e.g. [ɾ]
[ ] post-alveolar articulation, e.g. [d]
[ , ] syllabic consonant, e.g. [l]
[ ' ] primary accentual stress or pitch prominence on following syllable,
e.g. a'bout
[.,] secondary accentual stress on following syllable, e.g. after'noon
[` ] high falling tone e.g. 'yes
[!] low falling tone e.g. yes
['] pre-tonic accent, e.g. 'Good 'Morning
[.,] post-tonic accent, e.g. 'Good , Morning
[ ] phonetic transcription
// phonemic transcription
// // sentence group boundary
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M.U.</td>
<td>Aligarh Muslim University</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>I.P.A.</td>
<td>Indian Phonetic Alphabet</td>
</tr>
<tr>
<td>L</td>
<td>Long (vowel)</td>
</tr>
<tr>
<td>S</td>
<td>Short (vowel)</td>
</tr>
</tbody>
</table>
Chapter-1
Introduction
CHAPTER 1
INTRODUCTION

1.0 AIM AND SCOPE:

Every language has its features different from others, because of which each can be called a language, like English, Hindi, Urdu, French, Spanish and so on. At the same time, every language has some similar features, following the rules of language universals. All the languages of the world have some similar, some partially similar and some quite dissimilar features.

The present study aims at identifying and analyzing similar and dissimilar features in English and Urdu languages while studying word stress, sentence stress patterns and rhythm in the two languages. Findings of the present research will contribute to the knowledge in this area, since no comprehensive work is so far available in this particular field of study. There is some work available only on the word stress patterns of Urdu but sentence stress patterns and rhythm in Urdu have not been systematically investigated yet. Since word stress and sentence stress patterns are normally related, it is felt necessary to study the word stress patterns in isolated words as well as sentences. This study aims at helping Urdu speakers to learn English as well as English speakers to learn Urdu, and is expected to make their oral communication in English and Urdu more effective.

In English language, every syllable is not accented, but only the required syllables are stressed. J.D’O Conner (2006) asserts very emphatically, "If you stress the wrong syllable, it spoils the shape of the word for an English hearer and he may have difficulty in recognising the word" (p.91).
According to Ladefoged (2006, p.243): Stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables whatever they might be. A stressed syllable is pronounced with a greater amount of energy than an unstressed syllable and is more prominent in the flow of speech. An effort has been made to open up the mysteries of stress in English and Urdu speech; this is also sometimes called accent. The study describes nature of stress and its importance in the speech development program. In English language, every syllable is not stressed, but only the required syllables are accented. However, in Urdu every syllable is mostly stressed. Stress is a linguistic feature which creates rhythm in English language.

Rhythm of all the languages in the world can be divided into two categories:

1) Syllable Timed

2) Stress Timed

1) Syllable Timed Rhythm

In a syllable-timed rhythm, every syllable is stressed. All the syllables are equally accented and they occur at equal interval of time. The rhythm thus created is said to be syllable-timed rhythm. In a syllable-timed language, variation of stress is always absent. Urdu, Punjabi, Hindi, Pashto and French are syllable-timed languages.

2) Stress Timed Rhythm

In a stress timed rhythm, only the required syllables are stressed and these stressed syllables occur at regular intervals of time. Whatever is the number of unstressed syllables between the two stressed syllables, the time taken between the stressed syllables
is roughly the same. The rhythm thus created in the language is known as Stress Timed Rhythm. English, Russian, and Arabic have Stress Timed Rhythm.

In English, if stressed syllables occur close to each other, the speaker tends to slow down; if unaccented syllables occur in a sequence, he tries to quicken the pace in order to get to the next accented syllable. Thus the delivery of speech is slower when the number of stressed syllables is more in a sentence and faster if the number of unstressed syllables is more in an utterance.

This study attempts to present a comparative analysis of English and Urdu. Comparison plays a very significant role in second language learning and teaching. Language learning involves the transfer of practice of the native language. Comparative study describes the structural differences and similarities of two or more languages. It is necessary for language instructors to study and understand the similarities and differences between the source and target languages. One of the primary objectives of the study is to give an impetus to bilingual research in English and Urdu so that an integrated linguistic interdisciplinary research is carried out and an honest contribution is made in the academic world.

1.2 REVIEW OF LITERATURE

1.2.1 ELT in India: Earlier, only the elite classes and few limited groups used English in everyday life. The middle class reserved it for occasions whereas the lower classes thought the use of English was beyond them, and the government schools made no effort to teach spoken English. However, around 1995, the whole idea began to change. Liberalization of the economy led to the beginning of multinationals resulting in many
developments in different job opportunities that demanded a command of English. ELT India has come a long way from 1880, when only 60% primary schools used English the medium of teaching. By 1970, all professional courses began to be taught in English which had also become the subject for independent study. ELT emerged as an independent subject in India in the late 1980s. Similarly, the language laboratory also came a part of the ELT concept around 1985.

English language teaching has acquired new dimensions into the diverse methods of ELT school as well as college levels. ELT developed primarily in the West where political and social realities were different and the status of English was fixed whereas, in India, ELT pedagogy depends upon the different ways in which the status of English keeps anging. The developments that have taken place in ELT methodology in the West took me time to reach Indian classrooms. Three factors are to be blamed for this gap:

English achieved adequate attention from policy makers, administrators and teachers in 1980.
It lacked formal teacher training to new recruits or practising teachers.
Examination system was more achievement oriented than performance oriented.

the end of the twentieth century, when English began to emerge as the global language, the Indian classroom changed because of the change in the environment of the inner. Suddenly, every speaker seemed to be jumping over learning English. The change was first observed around the year 1995 when the whole paradigm began to insform, at the social, political and economic levels. All of a sudden, English ceased to the badge of status for the high class.
The liberalisation of the economy led to the advent of multinationals resulting in many developments, for instance: varied job opportunities that demanded a command of English, more English channels on the television, an increasing number of English publications and international lifestyles.

There has been relatively little work done on Urdu in India. For instance, in the journal Indian Linguistics, from Vol. 1 (1931) through Vol. 26 (1965) there were no articles with the word Urdu alone in the title. Articles including the term Hindi-Urdu appeared in Vol. 27 (1966), Vol. 36 (1975), Vol. 39 (1978), Vol. 49 (1988). One article on Urdu each appeared in Vol. 49 (1988), Vol. 54 (1993), and Vol. 56 (1995). Of these three, two were by a Muslim author and one by a European. Two early Urdu-language papers by C. M. Naim (1956, 1957) concerned Urdu phonology, but were not followed by further work in linguistics. The 30th All-India Conference of Linguists in 2008 (Linguistic Society of India 2008) included only two papers with Urdu in the title, Shukla (2008) and Mustafa (2008). But with the passage of time, it has been found that work done in India on Urdu mostly concerns preparation of pedagogical materials such as bilingual dictionaries and textbooks, or conducting the teacher-training workshops. Many Ph.D. dissertations have been written but are, unfortunately, available only in the universities where they were produced.

Studies of different varieties of Urdu other than Modern Standard North Indian Urdu have received attention. Dakini (Urdu) has been the focus of a significant number of studies because of the different dialect. It provides, a scholar with an area in which he can pursue his strictly linguistic interests. Also, as a minority variety, it has an intrinsic magnetism for many linguists. An early work on Dakini Urdu phonetics is done by Qadri

Arkhandari, the variety of Urdu spoken by the Karkhandars of Delhi, has been studied by Narang (1961) and later by Rauf (1997), whose work is on articulatory phonetics.

Some of the studies of Urdu are listed here. Donald Becker, at the University of Wisconsin, worked on Urdu phonology (Becker and Narang 1971), developed a computer font for Urdu, and published a reverse dictionary of Urdu (1980), an early application of the newly emerging computer technology to lexicography. Azim (1978), is a Columbia University Ph.D. dissertation on the verb system of classical Urdu. Tuite, Gha, and Graczky (1985) wrote an article on Urdu semantics and typology, focused on rm and function in verb conjugations. Few works of Anjum Saleemi, the first one to work on theoretical linguistics, deal with Urdu (1994a, 1994b, 2004). His work is in the generative framework and has focused on questions of universal grammar and language acquisition. Miriam Butt, starting with a Ph.D. dissertation on complex predicates in Urdu (1995), has been working mainly in the Lexical Functional Grammar (LFG) syntactic framework since then, drawing her data from what she specifically calls Urdu. Recently she has done computational work on Urdu and collaborated with the Centre for Urdu Language Processing in Lahore on computational projects including a 2003 summer School on Morphology and Syntax of Urdu for Computational Linguists and development of a machine translation system. Bashir has done three studies on Urdu and her Pakistani languages (1991a, 1991b, 1991c) and two articles on recent language

After the Chomskyian revolution in linguistics there was an addition of syntax and formalism which were above other aspects of linguistic analysis. This state of affairs and the resulting animosity within the field obtained from 1960s till 1990, and was, responsible for turning some young scholars away from academic linguistics. This, however, did not happen in Europe. Roman Jakobson, who was a phonologist and a literary theorist, addressed the relationship between poetics and linguistics as follows: Poetics deals with problems of verbal structure whereas linguistics is the global science of verbal structure.

For the last few years, a new wave of studies in Urdu linguistics has been seen. It is interesting to note that the information technology sector, specially computer science, is leading the way in these new developments. This sharp turn in the field of linguistic studies of Urdu has been brought about by worldwide information technology revolution and the keenly felt needs to make Urdu usable as a language of electronic communication, and to localize essential forms of software. Hussain (1997), Lodhi (2004), and Rizvi (2007), are three important recent Ph.D. dissertations on Urdu. Hussain, worked on the effects of stress on the phonetic properties of Urdu vowels and consonants, and the theoretical implications of these phonetic changes. Lodhi aimed at developing an Urdu character pattern recognition system which can classify patterns even

Most of the works in the area of phonology of Indian English have focused on phoneme ventories, segmental and suprasegmental features, and word stress in General Indian english and regional varieties. The study of regional Indian English began before the study of General Indian English by Bansal and his collaboration with Harrison began in 1970s. The earliest study on the aspect of phonology was done by Kelkar (1957). He analysed the phonology of Marathi English spoken in Maharashtra. Another regional variety described by Bansal (1971–1972) was the English spoken by a group of well-educated speakers from Uttar Pradesh. The works by Kelkar and Bansal in particular motivated researchers to study the phonology of other regional varieties of English. For example, Marathi English was studied by Rubdy (1975), and Gokhale (1978), and a number of new regional varieties of Indian English have been studied including Tamil english by (Vijaykrishnan, 1978; T. Balasubramanian, 1972–1973, 1975), Telugu english (Prabhakar Babu, 1974), Punjabi English (Sethi, 1976, 1980), Rajasthani English (Dhamija, 1976), Hindustani English (Pandey, 1980), Malayalee English (Nair, 1996; remlatha, 1978), and Tripura Bengali English (Das, 2001).

Several studies have been done in the area of comparative study between English and Urdu. One of the pioneering works has been done by Asif Shuja “Urdu–English phonetics and Phonology”, (1995).
1.3 METHOD AND APPROACH ADOPTED

The approach adopted for the analysis of word stress, sentence stress and rhythm in the speech of Urdu speaking research scholars and professionals in western Uttar Pradesh is based on the analysis of phonemic transcription. This model is chosen for describing the accentual patterns used by the informants in their speech.

1.3.1 PROCEDURE

(a) CHOICE OF SPEAKERS

Speakers speaking Urdu as their mother tongue belonging to different cities of western Uttar Pradesh were chosen as informants. Most of them were research scholars and few were working in various professions.

(b) QUESTIONNAIRE

Given below is the questionnaire used for the study.

Disclaimer: The response would be kept confidential and the information revealed would be used strictly for research purpose only.

Part A

Name: .................................................................

Age: ..............................

Educational Qualification: .................................................................

Medium of School Attended:
English  □

indi  □

rdw  □

Any other language □ Specify the language: .............................................

originally belongs to: ....................................................

lace(s) of Residence:

..............................................................

..............................................................

..............................................................

Mother Tongue:...............................

Other Languages(s) Spoken:.......................

art B

ise of English

oken □

ritten □

oth □

ow frequently do you use English in your Academic/Professional/Social/Personal life?
Daily ☐
Weekly ☐
Monthly ☐
Rarely ☐

Mother's Educational Background: ________________________________

Father's Educational Background: ________________________________

Father's Profession: ____________________________________________

Mother's Profession: ____________________________________________

Do you speak English at home? Yes ☐ No ☐

If YES, how frequently?

Frequently ☐

Sometimes ☐

Rarely ☐

How often do you speak English in your daily life?

Frequently ☐

Sometimes ☐

Rarely ☐
Professional details:

Name of the organisation/company: ...........................................

Working independently: ......................................................

Job satisfaction  

Yes [ ]  No [ ]

Do you enjoy speaking English at your work place?  

Yes [ ]  No [ ]

How often do you speak English at your work place?

Sometimes [ ]

Rarely [ ]

While meeting strangers, which language do you prefer to speak?

English [ ]

Indi [ ]

Rdu [ ]

Any other language: ......................................................

Rate your fluency in speaking English

Very fluent [ ]

Fluent [ ]

Not fluent [ ]
(c) CHOICE OF MATERIALS

A list of 85 words was framed particularly to examine the word stress pattern in Urdu by the informants. Out of 85 words 70 were simple words (24 disyllabic, 29 tri syllabic, 10 words of four syllables and 7 words of five syllables) and 15 were compound words. The list contained very common and simple words that are used in everyday speech so that the informants would utter them easily without any difficulty in recognizing a word.

A list of 50 isolated sentences was used to study the sentence stress pattern and rhythm of all specimens. The sentences chosen for this purpose were very common and used in daily life and included all grammatical sentence types, e.g., statements, questions (Wh-question and Yes/No question) imperatives and exclamations. They were arranged in a haphazard manner in the list just to avoid the mechanical repetition of the stress and the rhythmic patterns of sentences.

(d) PHONEMIC TRANSCRIPTION

A phonemic transcription was used for the analysis of stress and rhythm in each recorded sample. The transcriptions adopted in this study make use of the phonetic symbols given in the I.P.A. Some diacritical marks were used to supplement the phonetic alphabet.

SOURCES

The recorded material was extracted from the following sources:


(e) RECORDING

The informants were asked to read the text silently to get familiar with the text before recording their speeches. They were asked to mention their names in the beginning of the recording. All recordings were made on the HTC voice recorder in the Department of English, Aligarh Muslim University, Aligarh, U.P.

The following framework for listing the various features of word stress and sentence stress patterns and rhythm were recorded. These categories were then reshuffled and rearranged in order to investigate the general patterns.

1. Stress on simple and compound words.

2. Stress on isolated sentences.

Students were encouraged to read the given word lists and sentence list for analysing the word stress and sentence stress patterns and rhythm in Urdu language.

(f) ANALYSIS

The data recorded for the analysis contained list of Urdu words and sentences. It also contained word list for the analysis of the word stress in simple words, compound words
and words involving functional stress change. A list of isolated sentences was recorded to examine the sentence stress patterns and rhythm in Urdu language.

Data compilation tables were prepared for a quick and easy reading of a general pattern of stress and rhythm spoken by the recorded specimen. On the basis of the analysis majority patterns were discovered. The stresses in each individual word in the word list of 85 words were marked for each recorded specimen. The aim was to use the word list for the study of word stress patterns only. An analysis of the word stress patterns by examining the stressed and unstressed syllables and their arrangement in all simple and compound words was made for each speaker separately.

A list of 50 isolated sentences was used to study the arrangement of stressed and unstressed syllables in all these sentences for the analysis of sentence stress patterns and rhythm in the recorded specimens. Stresses in each sentence in the list were therefore marked for each speaker separately.

The analysis of 85 words and 50 sentences reveals that these informants do not seem to follow any fixed rule for the word stress and the sentence stress patterns and rhythm and therefore, no rules were formulated for the Urdu language. Whatever general patterns in stress and rhythm were identified were described.
1.4 PLAN OF STUDY:

The present study comprises the following Chapters:

Chapter 1: Forms the introduction of the thesis. It discusses the aim and scope of the thesis, includes a brief review of literature and also the method and approach adopted in this study.

Chapter 2: Deals with the word stress in Urdu. It contains a word list for the analysis of word stress in simple words, compound words and words involving functional stress change.

Chapter 3: Discusses word stress in English. It highlights the word stress pattern for simple words, compound words and words involving functional stress change. This chapter ends with some important rules of word stress patterns in English.

Chapter 4: Focuses on the sentence stress patterns and rhythm in Urdu.

Chapter 5: Describes the sentence stress patterns and rhythm in English.

Chapter 6: Suggests a comparison of word stress, sentence stress patterns and rhythm in English and Urdu. Similarities and differences at the level of word stress and also at the level of sentence stress and rhythm in both the languages are highlighted.

Chapter 7: Offers the conclusion dealing with the findings of the study.
REFERENCES/SOURCES


6. www.manuu.ac.in/engdept_profile.php

7. www.developingteachers.com/articles_tchtraining/supra1_scott.htm


Chapter-2
Word Stress in Urdu
CHAPTER 2

WORD STRESS IN URDU

2.0 ORIGIN OF URDU LANGUAGE: A BRIEF BACKGROUND

Urdu was evolved around 1600 in Central Asia. The word Urdu originates from the Turkish word ‘Ordu’ which meant ‘camp’ or ‘army’. It was used as a merging tool among the Muslim soldiers. During the conquest of Ancient India & Eastern Persia. Urdu is a conglomerate of many different languages mainly Arabic, Persian, Pashtu, Turkish and Hindi. Urdu has developed in South Asia as a language of literary genius as well as a major medium of communication in the daily lives of people.

Languages do not originate at once, they take centuries to grow and develop. It took about 5 to 6 centuries to standardize grammatical structure of Urdu. In the early stages, it was used as a communication lingo. This hybrid language was called ‘Hindvi’ or ‘Dehlvi’ and was written in ‘Devnagri’ script. Later on in 14th century, this language was introduced in Southern India (Hyderabad Deccan), where the vocabulary of Hindvi expanded. People started calling this new version of language spoken in Southern India as ‘Deccani’. The expansion of vocabulary continued and it changed from ‘Deccani’ to ‘Rekhta’, and this Rekhta is believed to be the forerunner of modern Urdu language. The standardization of Rekhta (Urdu) took place in 16th and 17th century when synthetic character of Urdu acquired a complete form, greater content and power.

Urdu language, being one of the vastest languages of the world, enjoys four basic dialects. These include Dakhni, Rekhta, Modern Vernacular and Khariboli. Khariboli, being the dialect of Delhi region, is far different from the Dakhni dialect which is spoken
in the southern region of India. Recently, Urdu is being read, written and spoken in all parts of India and it is said that language changes after every 50 kilometre. These variants could be treated as 'dialects'.

2.1 WORD STRESS IN URDU

In Urdu, words of more than one syllable are stressed which play a vital role in determining the pronunciation of a word. Stress is associated with an increase in respiratory activity on the part of the following: vowel length, pitch and loudness. Placement of phonological stress on a particular syllable within a word is a significant property of that word and this can be referred to as 'word stress' or 'lexical stress'.

In the present study, the term 'stress' is used to indicate the degree of force of utterance and is independent of length and intonation. Stress differentiates one syllable from the other, and one syllable is more prominent than the rest. It has been established that long vowels are responsible for constituting the stressed syllables in Urdu. It is found that Urdu, like Hindi, is a syllable timed language.

2.1.1 STRESS IN WORDS OF TWO SYLLABLES

On the basis of the analysis of the data, following observations have been made:

1. In Urdu disyllabic words when the first syllable is normally stressed (See. Table 1), have certain common features. For example:
(a) both the syllables have long vowels. Examples:

<table>
<thead>
<tr>
<th>S No</th>
<th>Urdu Word</th>
<th>Spelling</th>
<th>Meaning</th>
<th>Phonemic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>خوبرو</td>
<td>Khoobru</td>
<td>(Beautiful Person)</td>
<td>/xu:bru:/</td>
</tr>
<tr>
<td>2.</td>
<td>قافلہ</td>
<td>Qafla</td>
<td>(Procession)</td>
<td>/qa:fla:/</td>
</tr>
<tr>
<td>3.</td>
<td>حاضری</td>
<td>Hazri</td>
<td>(Presence)</td>
<td>/ha:zri:/</td>
</tr>
</tbody>
</table>

(b) both the syllables have short vowels. Examples:

<table>
<thead>
<tr>
<th>S No</th>
<th>Urdu Word</th>
<th>Spelling</th>
<th>Meaning</th>
<th>Phonemic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>پلک</td>
<td>Palak</td>
<td>(Eye Lash)</td>
<td>/pa:la:k/</td>
</tr>
<tr>
<td>5.</td>
<td>بدال</td>
<td>Badal</td>
<td>(Change)</td>
<td>/ba:dal/</td>
</tr>
<tr>
<td>6.</td>
<td>قسمت</td>
<td>Qismat</td>
<td>(Luck)</td>
<td>/qisma:t/</td>
</tr>
<tr>
<td>7.</td>
<td>قسم</td>
<td>Qasam</td>
<td>(Swear)</td>
<td>/ko:sa:m/</td>
</tr>
<tr>
<td>8.</td>
<td>فصل</td>
<td>Fasal</td>
<td>(Crop)</td>
<td>/fo:sa:l/</td>
</tr>
<tr>
<td>9.</td>
<td>بُلدن</td>
<td>Buland</td>
<td>(Loud, high)</td>
<td>/bu:la:d/</td>
</tr>
</tbody>
</table>

(c) The first syllable has long vowel while the second has short one: Examples

<table>
<thead>
<tr>
<th>S No</th>
<th>Urdu Word</th>
<th>Spelling</th>
<th>Meaning</th>
<th>Phonemic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>بے شرم</td>
<td>Besharm</td>
<td>(Shameless)</td>
<td>/be:jarm/</td>
</tr>
<tr>
<td>11.</td>
<td>بارش</td>
<td>Baarish</td>
<td>(Rain)</td>
<td>/ba:rij/</td>
</tr>
<tr>
<td>12.</td>
<td>جانور</td>
<td>Jaanvar</td>
<td>(animal)</td>
<td>/dga:nvar/</td>
</tr>
<tr>
<td>13.</td>
<td>خاتم</td>
<td>Khaatim</td>
<td>(Finishing ending)</td>
<td>/xa:ti:m/</td>
</tr>
<tr>
<td>14.</td>
<td>نازش</td>
<td>Naazish</td>
<td>(Pride)</td>
<td>/na:zi:j/</td>
</tr>
<tr>
<td>15.</td>
<td>بے ذکر</td>
<td>Befikr</td>
<td>(Carefree)</td>
<td>/be:fi:k/</td>
</tr>
<tr>
<td>16.</td>
<td>صورت</td>
<td>Soorat</td>
<td>(Face)</td>
<td>/su:ra:t/</td>
</tr>
</tbody>
</table>
II. The second syllable is stressed, when the first syllable has short and the second has a long vowel. Examples:

<p>| | | | |</p>
<table>
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<tbody>
<tr>
<td>17.</td>
<td>بار</td>
<td>Bahaar</td>
<td>(Spring)</td>
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<td>18.</td>
<td>جواب</td>
<td>Javaab</td>
<td>(Answer)</td>
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<td>19.</td>
<td>کہی</td>
<td>Kahi</td>
<td>(Said)</td>
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<td>20.</td>
<td>دننا</td>
<td>Darna</td>
<td>(Not afraid of)</td>
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<tr>
<td>21.</td>
<td>بچہ</td>
<td>Bachcha</td>
<td>(Child)</td>
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<td>22.</td>
<td>سوال</td>
<td>Savaal</td>
<td>(Question)</td>
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<td>23.</td>
<td>ابھی</td>
<td>Abhi</td>
<td>(Now)</td>
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<td>24.</td>
<td>کتاب</td>
<td>Kitaab</td>
<td>(Book)</td>
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<td>25.</td>
<td>مفيد</td>
<td>Mufeed</td>
<td>(Useful)</td>
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# Table – 1

Disyllabic Words

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<thead>
<tr>
<th>Ակնկախ</th>
<th>Հարսանիք</th>
<th>Հոնդրական</th>
<th>Հայաստան</th>
<th>Հայաստան</th>
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<td>Յամայակ</td>
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</tbody>
</table>

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2.1.2 STRESS IN WORDS OF THREE SYLLABLES.

The analysis of the data reveals the following features as noticed in Table 2.

I. In Urdu trisyllabic words, the first syllable is normally stressed when:

(a) the first syllable has long(L) vowel while the second has short(S) vowel and the third has long vowel. Examples:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>پاکستان</td>
<td>Pakistan</td>
<td>(Proper Name)</td>
</tr>
<tr>
<td>2.</td>
<td>مومفیلی</td>
<td>Mumphali</td>
<td>(Peanuts)</td>
</tr>
<tr>
<td>3.</td>
<td>بِذلیل</td>
<td>Bedakhli</td>
<td>(Friction)</td>
</tr>
<tr>
<td>4.</td>
<td>بِذَلِق</td>
<td>Bewaqoof</td>
<td>(Foolish)</td>
</tr>
</tbody>
</table>

(b) all three syllables have long vowels. Examples:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>پاکِزہ</td>
<td>Pakiza</td>
<td>(Pure, Spotless)</td>
</tr>
<tr>
<td>6.</td>
<td>قانون</td>
<td>Qanuni</td>
<td>(Legal)</td>
</tr>
<tr>
<td>7.</td>
<td>ناراضگی</td>
<td>Narazgi</td>
<td>(Anger)</td>
</tr>
<tr>
<td>8.</td>
<td>بَدَامی</td>
<td>Baadaami</td>
<td>(A Colour)</td>
</tr>
<tr>
<td>9.</td>
<td>اَسمانی</td>
<td>Aasmani</td>
<td>(SkyBlue)</td>
</tr>
</tbody>
</table>

(c) when the first syllable is long, the last two syllables are short. Examples:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>پاگلِن</td>
<td>Pagalpan</td>
<td>(Craziness)</td>
</tr>
<tr>
<td>11.</td>
<td>بے خِیر</td>
<td>Bekhabar</td>
<td>(Unaware)</td>
</tr>
<tr>
<td>12.</td>
<td>بَسِب</td>
<td>Baasabab</td>
<td>(Without reason)</td>
</tr>
<tr>
<td>13.</td>
<td>عادِت</td>
<td>Aadatan</td>
<td>(By Habit)</td>
</tr>
</tbody>
</table>
II. Second syllable is stressed when:

(a) the first syllable has short vowel while the rest two have long vowels. Examples:

<table>
<thead>
<tr>
<th>14</th>
<th>جذباتی</th>
<th>Jazbaati</th>
<th>(Emotional)</th>
<th>/ʤazˈbaːti:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>بیانس</td>
<td>Bayalis</td>
<td>(Fortytwo)</td>
<td>/bajәliːs/</td>
</tr>
<tr>
<td>16</td>
<td>بنیادی</td>
<td>Bunyaadi</td>
<td>(Foundation)</td>
<td>/bunˈjaːqiː/</td>
</tr>
<tr>
<td>17</td>
<td>جریدہ</td>
<td>Jarida</td>
<td>(Magazine)</td>
<td>/ʤoˈriː qiː/</td>
</tr>
<tr>
<td>18</td>
<td>پرخزگر</td>
<td>Parhezgar</td>
<td>(Care Conscious)</td>
<td>/pærˈheːzɡәɾ/</td>
</tr>
</tbody>
</table>

(b) first and last syllables have short vowels while the second has long vowel. Examples:

| 19 | حقیقت | Haqiqat | (Reality) | /hɒˈqiːqʕɪt/ |

(c) all the three syllables have short vowels. Examples:

<table>
<thead>
<tr>
<th>20</th>
<th>سلطنت</th>
<th>Saltanat</th>
<th>(Empire)</th>
<th>/sɔltәˈnʌt/</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>سمندر</td>
<td>Samander</td>
<td>(Sea)</td>
<td>/sәmәndәr/</td>
</tr>
<tr>
<td>22</td>
<td>مشقنت</td>
<td>Mashaqqat</td>
<td>(Hard Work)</td>
<td>/mәʃaˈqқәt/</td>
</tr>
<tr>
<td>23</td>
<td>چندر</td>
<td>Chuqander</td>
<td>(Beetroot)</td>
<td>/ʧuˈqәndәr/</td>
</tr>
<tr>
<td>24</td>
<td>حرکتا</td>
<td>Harkatan</td>
<td>(By Habit/Action)</td>
<td>/hәrkәtәn/</td>
</tr>
<tr>
<td>25</td>
<td>نفرتا</td>
<td>Nafratan</td>
<td>(Animosity/hatred)</td>
<td>/nәfrәtәn/</td>
</tr>
</tbody>
</table>

III. Last syllable is stressed when the first two syllables have short vowels and the last syllable has a long vowel. Examples:

| 26 | جمعرات | Jumeraat | (Thursday) | /ʤuˈmeːraːt/ |
| 27 | جہلسا | Jhulasna | (To Singe) | /ʤhulaːsnaː/ |
| 28 | جهملا | Jhamela | (Botheration) | /ʤәmәlәː/ |
| 29 | بیدواس | Badhavaas | (Out of One's Senses) | /bәdhoˈvәs/ |
2.1.3 STRESS IN WORDS OF FOUR SYLLABLES

On the basis of the analysis of the data (see Table 3), following observations have been made:

1. in Urdu words four syllables where the first syllable is normally stressed, have some common features. For instance:

(a) when first syllable has a long vowel, the remaining three syllables have short vowels. Example:

| 1. | ماوریت | Maavariyat | (Beyond Something) | /maːvərɪjʌ/ |

(b) when first and last two syllables have long vowels, second syllable has a short vowel. Example:

| 2. | حوشیاری | Hoshiyari | (Cunningness) | /hoːʃiːriː/ |

(c) when first three syllables have short vowels, the last syllable has long vowel. Examples:

| 3. | قسطنطنیه | Qustuntuniya | (ProperNoun Constantinople) | /qustʊntʊniːjaː/ |
| 4. | زیردستی | Zabardasti | (By Force) | /zəbɑːrdɑːslə/ |
| 5. | شرمندگی | Sharmindagi | (Shame) | /ʃərmɪnˈdæɡiː/ |
| 6. | رہنمائی | Rehnumayi | (Guide, Leader) | /rɛhnuməiː/ |

(d) when all the four syllables have long vowels. Example:

| 7. | آناکانی | Aanakani | (Avoidance) | /aːnaːkəniː/ |
II. Second syllable is stressed when:

(a) the first two syllables have long vowels, the third syllable has short vowel and the last syllable has long vowel. Example:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>(Regularity)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Baqaidgi</td>
<td>/baˈqaːdːiː/</td>
<td></td>
</tr>
</tbody>
</table>

(b) first and third syllables have short vowels, second and last syllables have long vowels. Example:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>(Opponents)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Mukhaalifeen</td>
<td>/muˈxaːlifːn/</td>
<td></td>
</tr>
</tbody>
</table>

III. Third syllable is stressed when all the four syllables have short vowels. Example:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>(Moving)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Mutaharrik</td>
<td>/mʊtəˈhɑːrrik/</td>
<td></td>
</tr>
</tbody>
</table>
III. Third syllable is stressed when:

(a) first and last syllables have long vowels, the rest of the syllables have short vowels. Example:

```
6.  بمزاتی  बेमरावती Bemuravvati (Selfish & unsympathetic) /beːmoːrəvətiː/
```

(b) first and third syllables have long vowels, second and the last two syllables have short vowels. Example:

```
7.  بی بالتی Bepanahiyat (Abundance) /beːpaŋəhijət/  
```

Note: In Urdu, polysyllabic words are not used frequently.
2.2 STRESS IN COMPOUND WORDS

Stress in compound word falls on the syllable which is associated with the core meaning but stress can shift according to the requirement of rhythm, pitch variation, comparison or contrast in connected speech.

On the basis of the analysis (see Table 5), it has been observed that Urdu Compound words have the following common features:

I. In compound words, the stress is sometimes placed on the first syllable where both the parts and the words are completely integrated. For example:

<table>
<thead>
<tr>
<th>S.no</th>
<th>Urdu Word</th>
<th>Spelling</th>
<th>Meaning</th>
<th>Phonetic/Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>پر تکلف</td>
<td>Puratakalluf</td>
<td>Formal</td>
<td>/pərta'kəllef/</td>
</tr>
<tr>
<td>2.</td>
<td>بدائتیات</td>
<td>Bad ehtiyaat</td>
<td>Carelessness</td>
<td>/baʤeqzi'ya:t/</td>
</tr>
</tbody>
</table>

II. In other compound words where the two parts are not completely integrated but are spoken as two free forms, stress is placed differently in different words. For example:

<p>| 3.   | چابک دستی | Chabuk Dasti | Skill, Cleverness | /tʃa:buk'di'st/: |
| 4.   | زبان جننا | Zaban Chalna | To relish | /za'bən'tʃa:nə:/ |
| 5.   | جارچاند لنگا | Charchand Lagana | To Glorify | /tʃa:rʃænd'nəŋga:/ |
| 6.   | جارچیواری | Chardivari | Boundary Wall | /tʃa:'ɾdi'va:ri:/ |
| 7.   | چار زبانی | Charzabani | Quadilingual | /tʃa:'ɾza'ba:ni:/ |
| 8.   | چشم بذور | Chashm-e-buddur | May god preserve from the evils' eye | /tʃæʃmə'budər/ |
| 9.   | حاصل ن حصول | Hasil-na-Husul | In vain | /ha:silnəhu'su:l/ |
| 10.  | کشت زعفران | Kisht-e-zafran | A farm of Zafran | /kɪʃtə'zafrən/ |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Arabic</th>
<th>English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>كشيداکاری</td>
<td>Kashida Kari</td>
<td>Embroidery</td>
</tr>
<tr>
<td>12.</td>
<td>حوزه‌کوثر</td>
<td>Hauz-e-Kausar</td>
<td>The Pond of Kausar</td>
</tr>
<tr>
<td>13.</td>
<td>درهم برم</td>
<td>Darham-burham</td>
<td>Complete Destruction</td>
</tr>
</tbody>
</table>

III. If all the three syllables of the compound words consist of two vowels, the syllable consisting of the long vowel retains the primary stress. Example:

<table>
<thead>
<tr>
<th>No.</th>
<th>Arabic</th>
<th>English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>تخت ر تاج</td>
<td>Takht-o-taj</td>
<td>Throne</td>
</tr>
<tr>
<td>15.</td>
<td>کشته خون</td>
<td>Kisht-o-khon</td>
<td>Blood Shed, killing</td>
</tr>
</tbody>
</table>
2.3 FUNCTIONAL STRESS CHANGE IN WORDS

Urdu is a language where we do not find interdependent systems of word stress, sentence stress and rhythm. No fixed pattern is found in respect of stress and rhythm in the informants' speech. No shift in word stress is noticed in individual words in isolation and also in connected speech. There is no distinction between nouns and verbs, nouns and adverbs, adjectives and verbs, adjectives and adverbs based on word stress.

In Urdu, stress can be shifted in words of more than one syllable depending on the attitude of the speaker and meaning which he intends to convey. In Urdu, there is no fixed place for the word stress as the stress may fall on the first syllable or any other syllable in the word.
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Chapter-3
Word Stress in English
CHAPTER- 3

WORD STRESS IN ENGLISH

3.0 WORD STRESS

The degree of breath force with which a sound or a syllable is uttered is known as 'stress'. "Syllables which are pronounced with a greater degree of breath force than the neighbouring syllables in a word or sentence are said to be stressed or (more accurately) pronounced with strong stress. Syllables pronounced with a relatively small degree of stress are said to be unstressed."\(^1\)

According to Roger Kingdon(1958), word stress is "the arrangement of stressed and unstressed syllables."\(^2\)

3.1 WORD STRESS IN ENGLISH

According to A.C.Gimson, (1995): "The accentual pattern of English words is fixed, in the sense that the main accent always falls on a particular syllable of any given word, but free, in the sense that the main accent is not tied to any particular point in the chain of syllables constituting a word."\(^3\)

Many linguists and phoneticians, speak of two word stress — primary stress and secondary stress. Primary accent is marked with a vertical bar above (') and in front of the syllable to which it refers. Secondary accent is marked with a bar below (, ) and in front of the syllable. The stress pattern of English words is fixed. That is, the primary accent always falls on a particular syllable for a given word.
3.1.1 RULES FOR WORD STRESS PATTERNS

There are few rules for words stress patterns in English which are given below with examples.

(1) All English words have primary accent or secondary accent on the first or the second syllable. Examples:

'table

de'pend

re'duce

o'mit

(2) Words with weak prefixes always receive the primary accent on the root. Examples:

a'dult

a'rise

be'side

e'lect

(3) The inflexional suffixes -ed, -es, and -ing do not affect the word stress pattern. Examples:

-ed

se'lect

se'lected

per'form

per'formed
(4) The derivational suffixes -age, -ance, -en, -y, -er, -ess, -ful, -hood, -ice, -ish, -fy, -ive, -less, -ly, -ment, -ness, -or, -ship, -ter, -ure and -zen do not usually affect the stress pattern. Examples:

- age  
  'band  
  'marry  

- ance  
  an'noy  
  perform  

- en  
  'lighten  
  'bright  
  'dew  
  'blood  
  'er  
  'start  
  'follow  
  - ess  
  'sharp

suc'cess  
'sconferences  
'happen  
'sleep  
'bandage  
'marriage  
'an'noyance  
'performance  
'lighten  
'brighten  
'dewy  
'bloody  
'starter  
'follower  
'sharpeness
<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Suffix</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ful</td>
<td>harm</td>
<td>'ful</td>
<td>harmful</td>
</tr>
<tr>
<td></td>
<td>faith</td>
<td>'ful</td>
<td>faithful</td>
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<tr>
<td>-hood</td>
<td>mother</td>
<td>'hood</td>
<td>motherhood</td>
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<tr>
<td></td>
<td>child</td>
<td>'hood</td>
<td>childhood</td>
</tr>
<tr>
<td>-ice</td>
<td>coward</td>
<td>'ice</td>
<td>cowardice</td>
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<tr>
<td>-ish</td>
<td>red</td>
<td>'ish</td>
<td>redish</td>
</tr>
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<td></td>
<td>fool</td>
<td>'ish</td>
<td>foolish</td>
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<tr>
<td>-fy</td>
<td>class</td>
<td>'fy</td>
<td>classify</td>
</tr>
<tr>
<td>-ive</td>
<td>subject</td>
<td>'ive</td>
<td>subjective</td>
</tr>
<tr>
<td></td>
<td>impress</td>
<td>'ive</td>
<td>impressive</td>
</tr>
<tr>
<td>-less</td>
<td>breath</td>
<td>'less</td>
<td>breathless</td>
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<td></td>
<td>sleeve</td>
<td>'less</td>
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<tr>
<td>-ly</td>
<td>brave</td>
<td>'ly</td>
<td>bravely</td>
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<tr>
<td></td>
<td>strong</td>
<td>'ly</td>
<td>strongly</td>
</tr>
<tr>
<td>-ment</td>
<td>appoint</td>
<td>'ment</td>
<td>appointment</td>
</tr>
<tr>
<td></td>
<td>manage</td>
<td>'ment</td>
<td>management</td>
</tr>
<tr>
<td>Suffix</td>
<td>Word 1</td>
<td>Word 2</td>
<td></td>
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<td>--------</td>
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<td></td>
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<tr>
<td>-ness</td>
<td>'dark</td>
<td>'darkness</td>
<td></td>
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<tr>
<td></td>
<td>'lonely</td>
<td>'loneliness</td>
<td></td>
</tr>
<tr>
<td>-or</td>
<td>collect</td>
<td>collector</td>
<td></td>
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<tr>
<td></td>
<td>appress</td>
<td>appressor</td>
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<td>-ure</td>
<td>press</td>
<td>pressure</td>
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<td></td>
<td>enclose</td>
<td>enclosure</td>
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<td>-ship</td>
<td>friend</td>
<td>friendship</td>
<td></td>
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<tr>
<td></td>
<td>warden</td>
<td>wardenship</td>
<td></td>
</tr>
<tr>
<td>-ter</td>
<td>laugh</td>
<td>laughter</td>
<td></td>
</tr>
<tr>
<td>-zen</td>
<td>city</td>
<td>citizen</td>
<td></td>
</tr>
</tbody>
</table>

(5) Words ending in -ion take the primary accent on the penultimate syllable. Examples:

- 'fashion
- aspiration

(6) Words ending in -ic, ical, -ically, -ious, -ial, -ially take the primary accent on the syllable preceding the suffix. Examples:

- apologetic
- "biblical
- 'economically
'furious

cordial

superficially

7) Words ending in -ity receive the primary accent on the anti-penultimate syllable (i.e. third syllable) from the end. Examples:

activity

capacity

8) Words of more than two syllables ending in -ate receive the primary accent on the third syllable from the end. Examples:

'estimate

'indicate

9) Words ending in -ian are accented on the syllable preceding the suffix. Example:

beautician

physician

10) The following suffixes -al, -ally affect the accent pattern. Examples:

accident, accidental, accidentally

'origin, original
(11) The following suffixes receive the primary accent on their first syllable. Examples:

- aire /ˌmil.ioˈneɪr/  
  -ental /ɪkˈspɜr.məntəl/  
  -eer /ˈkærər/  
  -esce /ˌækwiˈesər/  
  -ential /ˌresɪˈdʒəntiəl/  
  -ence /ˌækwiˈesəns/  
  -esque /ˈɡroʊtəsk/  
  -escence /ˌɛfərˈvesəns/  
  -itis /ˌnjuːˈrɪtɪs/  
  -ique /ˈfərˈziːk/  

3.1.2. WORD STRESS PATTERNS IN ENGLISH

Given below are few examples:

3.1.2.1. STRESS IN SIMPLE WORDS

(a). TWO SYLLABLES

1. aˈback

2. ˈabsent (N)
3. 'accent (N)
4. 'baggage
5. 'balance
6. ba'lloon
7. be'tween
8. 'concept
9. con'form
10. 'gallon

b). THREE SYLLABLES

11. 'ancestor
12. 'attitude
13. 'cartilage
14. de'duction
15. do'mestic
16. en'trapment
17. foun'dation
18. 'intellect
19. practicable
20. procedure

(c). FOUR SYLLABLES

21. administer
22. augmentative
23. concentration
24. conceptualism
25. diametrical
26. eucalyptus
27. implication
28. implicature
29. incubator
30. paedia'trition

(d). FIVE SYLLABLES

31. anthropocentrism
32. anemometry
33. authentication
34. authoritative
35. customization
36. extravaganza
37. oxygenation
38. specification
39. uncompetitive
40. vitalization

e). MORE THAN FIVE SYLLABLES
41. dissolvability
42. fundamentality
43. gastroenteritis
44. hypogenderic
45. individuality
46. instrumentality
47. liberalization
48. morphophobia
49. persectibility
50. potentiality

3.1.2.2. COMPOUND WORDS

51. apple tree
52. afternoon
53. bookbinding
54. birthplace
55. come-on
56. dairyman
57. duty free
58. East-West
59. good looking
60. happy-go-lucky
### 1.2.3. Words Involving Functional Stress Change

<table>
<thead>
<tr>
<th>Noun/Adjectives</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>'absent</td>
<td>ab'sent</td>
</tr>
<tr>
<td>'concert</td>
<td>con'cert</td>
</tr>
<tr>
<td>'conduct</td>
<td>con'duct</td>
</tr>
<tr>
<td>'desert</td>
<td>de'sert</td>
</tr>
<tr>
<td>'increase</td>
<td>in'crease</td>
</tr>
<tr>
<td>'permit</td>
<td>per'mit</td>
</tr>
<tr>
<td>'produce</td>
<td>pro'duce</td>
</tr>
<tr>
<td>'record</td>
<td>re'cord</td>
</tr>
<tr>
<td>'subject</td>
<td>sub'ject</td>
</tr>
<tr>
<td>'survey</td>
<td>sur'vey</td>
</tr>
</tbody>
</table>
REFERENCES/SOURCES


Chapter-4
Sentence Stress & Rhythm in Urdu
CHAPTER 4
SENTENCE STRESS AND RHYTHM IN URDU

4.0 URDU SENTENCES:

Given below is the list of sentences which have been tape recorded and used for analysis of Urdu sentence stress and rhythm. The English version and meaning in English of each sentence are also listed.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Urdu Script</th>
<th>English Version &amp; Meaning in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>دو لئیں سائیکل ہے</td>
<td>Wo apna sabaq padhi hai. (She reads her lesson.)</td>
</tr>
<tr>
<td>02.</td>
<td>مینزءاکیہ لوگی ہے</td>
<td>Muneera ek ladki hai (Muneera is a girl.)</td>
</tr>
<tr>
<td>03.</td>
<td>یہ اک امہہ</td>
<td>Ye ek aam hai. (This is a mango.)</td>
</tr>
<tr>
<td>04.</td>
<td>بلال کھانا کھانا ہے</td>
<td>Bilal khana khata hai. (Bilal takes food.)</td>
</tr>
<tr>
<td>05.</td>
<td>دو نہ ہو ہو رہا ہے</td>
<td>Wo nahi daur raha hai. (He is not running.)</td>
</tr>
<tr>
<td>06.</td>
<td>تامارک کتاب کون کی ہے؟</td>
<td>Tumhari kitab kaun ki hai? (Which is your book?)</td>
</tr>
<tr>
<td>07.</td>
<td>بارہ مہاربانی پانی لاؤ</td>
<td>Barahe maharban pani lao (Please bring water.)</td>
</tr>
<tr>
<td>08.</td>
<td>افسوس! وہ مر چکا ہے</td>
<td>Afsos! Wo mar chuka hai. (Alas! He is dead.)</td>
</tr>
<tr>
<td>No.</td>
<td>Urdu</td>
<td>English</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>09.</td>
<td>آج بارش ہے کی پھر کی ہے</td>
<td>Aj barish ho sakal hai. (It may rain today.)</td>
</tr>
<tr>
<td>10.</td>
<td>وہ روپئیہ پہ</td>
<td>Wo ro rahai. (She is weeping.)</td>
</tr>
<tr>
<td>11.</td>
<td>نن گام سے کھل گئی ہوئیں</td>
<td>Main sham se khel raha hun. (I have been playing since evening.)</td>
</tr>
<tr>
<td>12.</td>
<td>وہ گوغا شاہ نے ساز کا کر جتے ہیں</td>
<td>Wo guzashta pir se class kar rahi hai. (She has been attending her classes since last Monday.)</td>
</tr>
<tr>
<td>13.</td>
<td>وہ صدی۔</td>
<td>Wo so chuka tha. (He had slept.)</td>
</tr>
<tr>
<td>14.</td>
<td>تم دوڑ رہے ہے</td>
<td>Turn daud rahe the. (You were running.)</td>
</tr>
<tr>
<td>15.</td>
<td>نم ایک غازہ سے سوہای ہے</td>
<td>Hum Log do ghante se so rahe the. (We had been sleeping for two hours.)</td>
</tr>
<tr>
<td>16.</td>
<td>وہ پاک ہیں فٹہ۔</td>
<td>Wo bilkul nahin hausta hai. (He does not laugh at all.)</td>
</tr>
<tr>
<td>17.</td>
<td>رافی اپنی گرمیوں کی تنازع میں تھے رنگون کو تناز کر رہے</td>
<td>Rafiq apni garmiyon ki tateel Nainital main nahin guzarta hai. (Rafiq does not spend his summer vacation at Nainital.)</td>
</tr>
<tr>
<td>18.</td>
<td>مین کبھی بازار ہیں جاتی۔</td>
<td>Main kabhi bazaar nahi jata. (I never go to market.)</td>
</tr>
<tr>
<td>No.</td>
<td>Question/Translation</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>احمد کبھی انگریزی نہیں کہتا.</td>
<td>Ahmad kabhi angrezi nahi bolta.</td>
</tr>
<tr>
<td>20.</td>
<td>کیا لوگ کھانا پکاائیتی ہیں؟</td>
<td>Kya ladkiyan khaana pakaati hain?</td>
</tr>
<tr>
<td>21.</td>
<td>کیا وہ لوگ اسکول چلتے ہیں؟</td>
<td>Kya wo log school jate hain?</td>
</tr>
<tr>
<td>22.</td>
<td>تھم کہ کب سوچ رہے ہو؟</td>
<td>Tum kab nahin sote ho?</td>
</tr>
<tr>
<td>23.</td>
<td>کیا جنور بولنے والی؟</td>
<td>Kya janvar bolte hain?</td>
</tr>
<tr>
<td>24.</td>
<td>اس نے گیتکا بیج شدت</td>
<td>Usne gaana gaya tha.</td>
</tr>
<tr>
<td>25.</td>
<td>اس نے شیر کو نہیں چھڑا</td>
<td>Usne sher ko nahi mara tha.</td>
</tr>
<tr>
<td>26.</td>
<td>کیا تعمیری کتب ہیں؟</td>
<td>Kya tum nahi likh rahe ho?</td>
</tr>
<tr>
<td>27.</td>
<td>تعمیری کتب ہیں کس رہے ہو؟</td>
<td>Tum meri baat nahi sun rahe ho.</td>
</tr>
<tr>
<td>29.</td>
<td>Wo log meri baat nahi sun rahe the.</td>
<td>Wo log meri baat nahi sun rahe the.</td>
</tr>
<tr>
<td>No.</td>
<td>Original Text</td>
<td>Translation</td>
</tr>
<tr>
<td>-----</td>
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</tr>
<tr>
<td>30.</td>
<td>Humlog maiz par nahi baithe hue the.</td>
<td>(We were not sitting on the table.)</td>
</tr>
<tr>
<td>31.</td>
<td>Wo log ek dusre se lar rahe the.</td>
<td>(They were fighting with each other.)</td>
</tr>
<tr>
<td>32.</td>
<td>Turn kaise parha rahe the?</td>
<td>(How did you teach?)</td>
</tr>
<tr>
<td>33.</td>
<td>Wo khel khatam kar chuke hain.</td>
<td>(They have finished the game.)</td>
</tr>
<tr>
<td>34.</td>
<td>Wo abhi tak nahi aya hai.</td>
<td>(He has not yet come.)</td>
</tr>
<tr>
<td>35.</td>
<td>Unhone kya bartao kya hai?</td>
<td>(How did they behave?)</td>
</tr>
<tr>
<td>36.</td>
<td>Dopahar se pehle barish ho chuki thi.</td>
<td>(The rain had fallen before it was noon.)</td>
</tr>
<tr>
<td>37.</td>
<td>Waldh mehman ke aane ke baad ghar gaye the.</td>
<td>(father went home after the guest had come.)</td>
</tr>
<tr>
<td>38.</td>
<td>Suraj doobne se pehle hum ne match nahi khela thaa.</td>
<td>(We did not play the match after the sun had set.)</td>
</tr>
<tr>
<td>39.</td>
<td>Kya dopahar hone se pehle wo Taj Mahal nahi dekh chuke the?</td>
<td>(Had they not seen the Taj Mahal before it was noon.)</td>
</tr>
<tr>
<td>No.</td>
<td>Urdu</td>
<td>English</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>40.</td>
<td>Ghanti bajne pahle wo tumhara naam na likh chuke honge.</td>
<td>(They will not have registered your name before the bell goes.)</td>
</tr>
<tr>
<td>41.</td>
<td>Wo itne dino se kya karta aa raha tha?</td>
<td>(What had he been doing for so many days.)</td>
</tr>
<tr>
<td>42.</td>
<td>Bachchon ne shor nahi machaya.</td>
<td>(Children did not make noise.)</td>
</tr>
<tr>
<td>43.</td>
<td>Doctor ke ane se pehle marez nar chuka tha.</td>
<td>(The patient died before the doctor came.)</td>
</tr>
<tr>
<td>44.</td>
<td>Kya baarish hone se pehle who kaam nahi kar chuke the?</td>
<td>(Had they not done their work before it rained?)</td>
</tr>
<tr>
<td>45.</td>
<td>Wo makan saja chuke honge.</td>
<td>(They will have decorated the house.)</td>
</tr>
<tr>
<td>46.</td>
<td>Who yahan kai saal se nahi reh rahe hain.</td>
<td>(They have not been living here for several years.)</td>
</tr>
<tr>
<td>47.</td>
<td>Rima do din se school nahi ja rahi hogi</td>
<td>(Rima will not be going to school for two days.)</td>
</tr>
<tr>
<td>48.</td>
<td>Ghora tez daudta hai.</td>
<td>(The horse runs fast.)</td>
</tr>
</tbody>
</table>
| 49. | Larke car chalate hain.  
(Boys drive car.) |
| 50. | Hum sote hain.  
(We sleep.) |

### 4.1 ANALYSIS

The analysis of the above sentences reveal that Urdu is a syllable-timed language and recurrence of the stress is almost predictable (See Tables VI). It is found that, in Urdu polysyllabic words, there are one or two primary stresses and one secondary stress. It is also observed that Urdu language does not have any fixed rule.

Generally speaking, Urdu speakers use strong forms of form words in an unstressed situation and when shortened they are not actually damaged and heavily packed between stressed syllables. As a result, the rate of delivery is not determined by the number of stressed and unstressed syllables in a sentence. Also, content as well as form words are stressed in Urdu sentences.

In all the languages, stress pattern and rhythm play an essential role in the production of sentences. Rhythm of languages of the world has been classified into stress-timed and syllable-timed patterns. In the syllable-timed rhythm, there is a regular interval of time between each syllable. Languages like Hindi and Urdu have syllable-timed rhythm. An equal interval of time is observed between two syllables in these languages. Every syllable is pronounced quite clearly and it sounds quite independent in Urdu sentences.

### 4.2 GENERAL PATTERN

General pattern of the Urdu Sentence stress pattern and Rhythm, obtained from the analysis of each sentence spoken by the speakers under study (See Table VI).
<table>
<thead>
<tr>
<th>S.No</th>
<th>Urdu Script</th>
<th>English Version &amp; Meaning in English</th>
<th>Phonemic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>دو ہندو میں بھری ہے۔</td>
<td>Wo apna sabq padh hi hai. (She reads her lesson.)</td>
<td>/\vo: 'apna 's\baq 'po\hj\i 'ha:/</td>
</tr>
<tr>
<td>02.</td>
<td>مینیزا اک لڑکی ہے۔</td>
<td>Muneezah ek ladki hai (Muneezah is a girl.)</td>
<td>/mu'ni:za 'ek 'la\dki 'he:/</td>
</tr>
<tr>
<td>03.</td>
<td>یہ اک آم ہے۔</td>
<td>Ye ek aam hai. (This is a mango.)</td>
<td>/'ye: 'ek 'a:m 'he:/</td>
</tr>
<tr>
<td>04.</td>
<td>بیلال کہنا ہے۔</td>
<td>Bilal khana khata hai. (Bilal takes food.)</td>
<td>/bi'la:1 'kh:na 'ka\ta 'he:/</td>
</tr>
<tr>
<td>05.</td>
<td>وہ ثاک دوڑرہے۔</td>
<td>Wo nahi daur raha hai. (He is not running.)</td>
<td>/\vo: 'n\hi: 'jo\og 'ra\ha 'he:/</td>
</tr>
<tr>
<td>06.</td>
<td>تہمی کتاب کون یہ؟</td>
<td>Tumhari kitap kaun yeh? (Which is your book?)</td>
<td>/\jumhari ki'ta:bp 'k\onsi 'he?:/</td>
</tr>
<tr>
<td>07.</td>
<td>بارہے مہارب راپی راپو۔</td>
<td>Barahe moharban pani lao. (Please bring water.)</td>
<td>/ba'ra: 'm\h\ar\bani 'p\ani 'lao://</td>
</tr>
<tr>
<td>08.</td>
<td>افسوس! وہ مار چکا۔</td>
<td>Afsos! Wo mar chuka. (Alas! He is dead.)</td>
<td>/\af'sos: 'vo: 'ma\r 't\uka 'he:/</td>
</tr>
<tr>
<td>09.</td>
<td>آج بارش ہو سکتی ہے۔</td>
<td>Aj barish ho sakti hai. (It may rain today.)</td>
<td>/a: 'd\bari:\j ho: 'sak\ti 'he:/</td>
</tr>
<tr>
<td>10.</td>
<td>وہ رو راهی۔</td>
<td>Wo ro rahii hai. (She is weeping.)</td>
<td>/\vo: 'ro: 'ra\hi 'he:/</td>
</tr>
<tr>
<td>11.</td>
<td>مینہم سے کھیل رہاہو۔</td>
<td>Main shum se khel raha hun. (I have been playing since)</td>
<td>/\m\ 'j\am 'se 'khe:l 'ra\ha 'hu:/</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence in Urdu</th>
<th>English Translation</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Wo guzashha pir se class kar rahii hai.</td>
<td>She has been attending her classes since last Monday.</td>
<td>/\vo: 'guziʃɁa \ˈpiːr \ˈseː \ˈklәs \ˈkar \ˈrahi \ˈhəː//</td>
</tr>
<tr>
<td>13.</td>
<td>Wo so chuka tha.</td>
<td>He had slept.</td>
<td>/\vo: 'soː \ˈʃukaː \ˈthaː//</td>
</tr>
<tr>
<td>14.</td>
<td>Tum daud rahe the.</td>
<td>You were running.</td>
<td>/\tum \ˈdәʊd \ˈraːˈɦeː \ˈtheː//</td>
</tr>
<tr>
<td>15.</td>
<td>Hum Log do ghunte se so rahe the.</td>
<td>We had been sleeping for two hours.</td>
<td>/\həm \ˈloːɡ \ˈdoː \ˈɡʱɑnːtə \ˈseː \ˈsɔː \ˈraːˈɦeː \ˈtheː//</td>
</tr>
<tr>
<td>16.</td>
<td>Wo blikul nahi hansta hai.</td>
<td>He does not laugh at all.</td>
<td>/\wɔː \ˈbliːkʊl \ˈnəːhiː \ˈhɑːnstaː \ˈhæː//</td>
</tr>
<tr>
<td>17.</td>
<td>Rafiq apni garmiyon ki tateel Nainital main nahi guzarta hai.</td>
<td>RafiQ does not spend his summer vacation at Nainital.</td>
<td>/\rəˈfiːq \ˈapni \ˈɡɔrmiːjəʊ \ˈkiː \ˈtætəɨl \ˈnæɪnɪtəl \ˈmæn \ˈnəːhiː \ˈɡwəzəɾtə \ˈhæː//</td>
</tr>
<tr>
<td>18.</td>
<td>Main kabhi bazaar nahi jata.</td>
<td>I never go to market.</td>
<td>/\mæː \ˈkəbhi \ˈbəːzaːɾ \nəːhiː \ˈdʒəː\ˈtəː//</td>
</tr>
<tr>
<td>19.</td>
<td>Ahmad kabhi angrezi nahi bolta.</td>
<td>Ahmad never speaks English.</td>
<td>/\əhˈmɑːd \ˈkəbhi \ˈəŋɡɾəzɪ \nəːhiː \ˈbɔːltaː//</td>
</tr>
<tr>
<td>No.</td>
<td>Hindi</td>
<td>Urdu</td>
<td>Translation</td>
</tr>
<tr>
<td>-----</td>
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<td>---------------</td>
</tr>
<tr>
<td>20.</td>
<td>क्या लड़कियाँ काफी पकाती हैं?</td>
<td>Kya ladkiyan khaana pakaati hain? (Do girls cook food?)</td>
<td>क्या लड़कियाँ 'क्हाना पकाती हैं?'</td>
</tr>
<tr>
<td>21.</td>
<td>क्या वो लोग स्कूल जाते हैं?</td>
<td>Kya wo log school jate hain? (Do they go to school?)</td>
<td>क्या वो 'स्कूल जाते हैं?'</td>
</tr>
<tr>
<td>22.</td>
<td>तुम कब नहीं सोते हो?</td>
<td>Tum kab nahi sote ho? (When do you not sleep.)</td>
<td>तुम 'कब नहीं सोते हो?'</td>
</tr>
<tr>
<td>23.</td>
<td>क्या जानवर बोलते हैं?</td>
<td>Kya janvar bolte hain? (Do the animals speak?)</td>
<td>क्या 'जानवर बोलते हैं?'</td>
</tr>
<tr>
<td>24.</td>
<td>उसने गामा गया था।</td>
<td>Usne gama gaya tha. (He sang a song.)</td>
<td>उसने 'गामा' 'गया' 'था'</td>
</tr>
<tr>
<td>25.</td>
<td>उसने गायक को नहीं मारा था।</td>
<td>Usne gajak ko nahi mara tha. (He did not kill the tiger.)</td>
<td>उसने 'गाजक' 'को नहीं मारा' 'था'</td>
</tr>
<tr>
<td>26.</td>
<td>क्या तुम लिख रहे हो?</td>
<td>Kya tum nahi likh rahe ho? (Are not you writing?)</td>
<td>क्या 'तुम लिख रहे हो?'</td>
</tr>
<tr>
<td>27.</td>
<td>तुम मेरी बात नहीं सुन रहे हो।</td>
<td>Tum meri baat nahi sun rahe ho. (You are not listening to me.)</td>
<td>तुम 'मेरी बात' 'नहीं सुन 'रहे हो'</td>
</tr>
<tr>
<td>28.</td>
<td>उसे एक किताब खरीद रहा था।</td>
<td>Usne ek kitab kharid raha tha. (He was buying a book.)</td>
<td>उसे 'एक किताब' 'खरीद रहा' 'था'</td>
</tr>
<tr>
<td>29.</td>
<td>उसने आपकी बातें कितना सुनीं?</td>
<td>Usne apke baatein kitna suniye? (They were not listening to me.)</td>
<td>उसने 'आपकी बातें' 'कितना सुनीं'</td>
</tr>
<tr>
<td>30.</td>
<td>हम लोग मैज पर नहीं बनीं</td>
<td>Humlog maiz par nahi bain</td>
<td>हम 'लोग 'मैज' 'पर' 'नहीं'</td>
</tr>
<tr>
<td>Sentence</td>
<td>Translation</td>
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<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Wo log ek dusre se lar rahe the</td>
<td>(They were fighting with each other.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Tum kaise parha rahe the?</td>
<td>(How did you teach?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Wo khel khatam kar chuke hain.</td>
<td>(They have finished the game.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Wo abhi tak nhi aya hai.</td>
<td>(He has not yet come.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Unhone kya bartao kya hai?</td>
<td>(How did they behave?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Dopahar se pehle barish ho chuki thi.</td>
<td>(The rain had fallen before it was noon.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Wallid mehman ke aane ke baad ghar gaye the</td>
<td>(Father went home after the guest had come.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Suraj doobne se pehle hum ne match nahi khela tha.</td>
<td>(We did not play the match after the sun had set.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Sentence</td>
<td>English Translation</td>
<td></td>
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<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Kya dopahar hone se pahle wo Taj Mahal nahi dekh chuke the?</td>
<td>(Had they not seen the Taj Mahal before it was noon.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Had they not seen the Taj Mahal before it was noon.)</td>
<td><strong>//kya 'dopahar hone se pahle 'vo: 'Taj 'mehel nahi: yakeh 'juke 'the??//</strong></td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Ghanti bajne se pahle wo tumhara naam na likh chuke honge.</td>
<td>(They will not have registered your name before the bell goes.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>//ghanti 'bajne se pahle 'vo: 'jumhara 'nam na 'likh 'juke 'ho:nge.//</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Wo itne din se kya karta aa raha tha?</td>
<td>(What had he been doing for so many days.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>//vo: 'itne g'lu:' se 'kya 'karja 'aaroha 'tha?//</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Bachhon ne shor nahi machaya.</td>
<td>(Children did not make noise.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>//bat'iju: 'ne 'jo:r nahi: mo'tja:ja.//</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Doctor ke ane se pahle mareez mar chuka tha.</td>
<td>(The patient died before the doctor came.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>//doctor ke 'ane se pahle mar'iz mar 'juka 'tha.//</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>Kya baarish hone se pahle who kaam nahi kar chuke the?</td>
<td>(Had they not done their work before it rained?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>//kya 'baarif' h'one se pahle 'vo: 'ka:mi nahi: 'kar 'juke 'the?//</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>Wo makan saja chuke honge.</td>
<td>(They will have decorated the house.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>//vo: makan so:dga: 'juke 'ho:nge.//</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Urdu Text</td>
<td>English Translation</td>
<td></td>
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<td>-----</td>
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<td></td>
</tr>
<tr>
<td>46.</td>
<td>دوہیں میں کی کسی سال سے نہیں رہتے ہیں</td>
<td>Who yahan kaal saal se nahi reh rahe hain. (They have not been living here for several years.)</td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>ریما دو دن سے ہیں شالی ہوگی</td>
<td>Rima do din se school nahi ja rahi hogi (Rima will not be going to school for two days.)</td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>گھوڑا تازہ دوڑتے ہیں</td>
<td>Ghora tez daudta hai. (The horse runs fast.)</td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>لوکے کا کار چھلکتے ہیں</td>
<td>Larke kaar chalate hain. (Boys drive car.)</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>ہم سو چین</td>
<td>Hum sote hain. (We sleep.)</td>
<td></td>
</tr>
</tbody>
</table>
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Chapter-5
Sentence Stress & Rhythm in English
CHAPTER 5

SENTENCE STRESS AND RHYTHM IN ENGLISH

5.0 A BRIEF DESCRIPTION OF SENTENCE STRESS IN ENGLISH

English exhibits features of stress patterns that are in many ways comparable with those found in a polysyllabic word. Stress in an English sentence is determined largely by the meaning which the speaker intends to convey in a particular situation. In sentences, every word does not have the same prominence and some words stand out from the rest due to stress or greater breath force in the same way as in a polysyllabic word spoken in isolation in which one syllable (often more than one syllable) stands out from the rest. In a polysyllabic word, if more than one syllable stands out, only one of the prominent syllables receives primary or tonic stress and the rest receive(s) secondary stress. Likewise, if several syllables are prominent in an utterance, only one receives the primary or tonic stress. The last prominent syllable generally receives the primary or tonic stress if the meaning conveyed by the sentence does not require any other prominent syllable to receive the tonic accent, and the rest can receive secondary stress.

Examples:

1. I 'want to 'buy a 'bike.
2. I 'think he is a 'good 'man.
3. 'Dancing is a 'good 'art.
4. 'This 'house is 'beautiful.
5. He 'never 'tell a 'lie.
In connected speech, secondary stress is marked with the usual stress marks ['] and
primary or tonic stress is marked with ['] if the tone is falling, and ['] if the tone is rising.
Pre-tonic stress is marked with a vertical bar on top ['] before the stressed syllable and
post tonic stress is marked below the stressed syllable [,], example: opportunity.

In an English utterance, rules of word stress patterns are followed in the sense that only
that syllable of a polysyllabic word is made prominent which receives primary accent
when the word is pronounced in isolation. Hence, it is essential to know which syllables
of disyllabic and polysyllabic words receive primary accent when these words are
pronounced in isolation. Word stress and sentence stress patterns are therefore closely
connected. Some syllables are prominent while others are not in both the sentences and
polysyllabic words spoken in isolation. There is an important difference between the
word stress and sentence stress patterns in English. For example, word like mother can
be pronounced with stress on the first syllable since it can never receive stress on the
second syllable. Words like immense, retain and above can receive stress on the second
syllable and never on the first ones. But a sentence like he runs can receive two different
stress patterns, e.g. he 'runs or he , runs. It is possible for the syllable runs to receive the
primary or even secondary stress (as in the case of the words immense, re'action, a'bout).
It can also receive primary stress on he and secondary stress on runs. If the speaker wants
to convey that the person referred to as he runs and no one else, the word he will be
pronounced with primary stress. Both he 'runs and he , runs are possible but he runs
(with no stress on runs) is not possible. In English sentences, stressed syllables and
tonic/primary stress are chosen according to the meaning of the speaker to be
communicated. Hence, the stress patterns are comparatively more free in sentences than in isolated words.

In a normal English sentence, spoken without any special emphasis, the significant or important words which are normally the lexical or content words receive accent and these words are typically main verbs (auxiliaries in certain circumstances) adverbs, nouns, adjectives and some pronouns (notably interrogatives, demonstratives, like this, that, etc.), are likely to receive stress and the insignificant or unimportant words which are normally the form words or grammatical words such as auxiliary verbs, conjunctions, prepositions, pronouns, relative pronouns and articles are more likely to be unaccented but they, too, may be exceptionally accented if the meaning requires it. Examples:

1. She 'ran a 'race.
2. 'Jim and 'Jan are 'friends.
3. I 'beg your 'pardon.
4. 'No, 'thanks.
5. She 'used to 'come on 'Sundays.

5.1 RHYTHM

English has a stress timed rhythm. In an English utterance, the strong or accented syllables tend to occur at regular intervals of time, whatever may be the number of weak or unaccented syllables between any two accented syllables. It is important to know which words are supposed to be accented in an utterance and which syllables of polysyllabic words are to receive primary stress depending on the rhythmic balance of an utterance and the relative importance of its different semantic constituents.
The /ði:/ /ði/ before a vowel

/ðə/ before consonant

Auxiliary Verbs

Am /æm/ /æm/, /m/
Can /kæn/ /kæn/, /kn/
Could /kud/ /kəd/
Has /hæz/ /hæz/, /əz/, /z/, /s/
have /hæv/ /hæv/, /əv/, /v/
is /iz/ /ɪz/, /ɪs/
shall /ʃæl/ /ʃæl/, /ʃl/ were /wə:/ /wə/
will /wil/ /wɪ/ would /wud /wʊd/, /d/ Prepositions

A /æt/ /æt/
for /foː/ /fə/
from /frəm/ /frəm/
of /əv/ /əv/, /v/, /ə/
to /tuː/ /tu/ (before a vowel)

/ta/ (before consonant)
<table>
<thead>
<tr>
<th>Conjunctions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>/ænd/</td>
<td>/ænd/ /end/ /ən/ /n/</td>
</tr>
<tr>
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<td>/æz/</td>
<td>/æz/</td>
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<td>than</td>
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<td>/ðæn/ /ðn/</td>
</tr>
<tr>
<td>that</td>
<td>/ðæt/</td>
<td>/ðæt/</td>
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<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
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<td>/hi/, /i:/, /i/</td>
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<td>his</td>
<td>/hɪz/</td>
<td>/ɪz/</td>
</tr>
<tr>
<td>not</td>
<td>/nɒt/</td>
<td>/nt/, /n/</td>
</tr>
<tr>
<td>there (indefinite adverb)</td>
<td>/ðəə/</td>
<td>/əə/</td>
</tr>
<tr>
<td>us</td>
<td>/ʌs/</td>
<td>/əs/, /s/</td>
</tr>
</tbody>
</table>
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Chapter-6
Comparison between Word Stress, Sentence Stress Pattern and rhythm in English & Urdu
CHAPTER 6

A COMPARISON OF WORDS SENTENCE STRESS AND RHYTHM IN
ENGLISH AND URDU

6.0 A COMPARISON OF WORD STRESS IN ENGLISH AND URDU

Stress is an important aspect of the pronunciation in many languages. Despite its importance, it is often given little attention in language learning materials, leaving language learners to assume, often incorrectly, that stress is similar to their native language or other languages they know. In the present study, the term stress is used to indicate the degree of breath force in an utterance. Stress differentiates one syllable from the other in the sense that one syllable is more prominent than the rest in a word. It is observed clearly in a disyllabic and a polysyllabic word. In a word of more than two syllables, one of them carries greater breath force than the rest. It has been established that long vowels are responsible for constituting stressed syllables both in Urdu and English. It is found that Urdu is a syllable timed language whereas English is a stress timed language.

6.1 SIMILARITIES:

1. In English and Urdu, strong accent without strong force of exhalation and consequent loudness is not found.

2. Open vowels are more prominent than close vowels and voiced consonants are more prominent than voiceless consonants in both the languages under study.

3. In English and Urdu, suffixes normally do not affect stress patterns. Examples:
Usual - Usually
\(/\text{juzu}\text{əl}/ - \(/\text{juzu}\text{əli}/
Foolish - foolishly
\(/\text{fu}l\text{j}i/ - \(/\text{fu}l\text{j}i\text{li}/
Pareshan - pareshani
\(/\text{pərəʃən}/ - \(/\text{pərəʃəni}/

6.1.1 DIFFERENCES:

1. In English, the word accentual pattern is fixed in the sense that the main stress always falls on a particular syllable of any given word; but in Urdu, it is free as no rule is found to indicate the word stress pattern in Urdu.

2. In English, there are some working rules for marking the primary accent on a syllable in a word; for example, primary accent falls on antepenultimate syllable in a polysyllabic word ending in ‘ate’. But in Urdu, there is no such rule.

3. There are a number of disyllabic words in English in which the stress pattern depends on whether the word is used as a noun, adjective or a verb. When the word is pronounced as noun or an adjective, the accent falls on the first syllable and when the word is used as a verb, the accent falls on the second syllable. But this functional shift of stress is not possible in Urdu.

4. In English, polysyllabic words, there is one primary accent and one or more than one secondary accent(s). But in Urdu, most of the polysyllabic words carry one or two primary accents and one secondary accent.

5. Accent is fixed in English because there are some working rules of accent. But in Urdu, the stress generally falls on the syllable which gives a core meaning.
6. In English Compound Words, accent generally falls on the first element of a compound word, examples:

'Figurehead /'figəhed/
'Fire-place /'fæɪspleɪs/

But in Urdu the stress falls on both the elements of the word, examples:

'Rickshaw- 'wala /'rɪkʃəwɔ:'wə:la:/

7. Words formed by adding prefixes having a distinct meaning of its own have two primary stresses one on the prefix and the other on the main word in English, but it is not so in Urdu. Example: 'anti'body.

8. In English, stress falls on the suffix in words ending with suffixes but it is not found in Urdu. Examples:

Millionaire /'mɪljəneɪə/
Maintain /mən'teɪn/

9. In English, polysyllabic words are in good number but in Urdu they are rarely found.

6.2 A COMPARISON OF SENTENCE STRESS AND RHYTHM IN ENGLISH AND URDU:

6.2.1 SIMILARITIES:

1. In English and Urdu, all the important words have strong stress.

2. In a sentence, relative stress of the words in a sequence depends on their relative importance. The more important a word is, the stronger is its stress.

3. The number of accented syllables is largely determined by the nature of words forming the sentence.
6.2.2 DIFFERENCES:

1. In an English utterance, the stressed syllables tend to occur at regular intervals of time, whatever may be the number of unstressed syllables between any two accented syllables.

2. English has a stress timed rhythm whereas Urdu has a syllable timed rhythm.

3. In English, it is important to know which words are to be accented in a sentence and which syllables of polysyllabic words are to receive primary stress depending upon the rhythmic balance of an utterance. This aspect is not found in Urdu.

4. In English utterances, rules of word stress patterns are followed in the sense that only that syllable of a polysyllabic word is made prominent which receives primary accent when the word is uttered in isolation. Normally, in Urdu language there is no fixed rule or specific pattern of sentence stress and rhythm.

5. In English rhythm, there is another important aspect of weak forms. Weak forms are used when the words are left unaccented in a sentence. No such elements are found in Urdu.

6. There is a functional stress shift in English words. In Urdu, there is no such shift in word stress.

7. In English, there are sentence stress rules; but in Urdu, no such rules are found.

8. Content words are strongly stressed and functional words are weakly stressed or unstressed in a sentence but in Urdu content as well as functional words are equally stressed.
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Chapter-7
Conclusion
CHAPTER 7
CONCLUSION

This chapter presents an overview of the topic under study. It discusses in detail the word stress, sentence stress patterns and rhythm in English and Urdu. The present research is a comparative study revealing the similarities and the differences in both the languages.

In the present study, the term ‘stress’ is used to indicate the degree of force of utterance. It could be added that in English, stress is considerably significant, it is more systematic, defined and meaningful. In Urdu also, stress is meaningful because it reflects the attitude and interpersonal relationship of the speaker but it is not so complex and comprehensive. Stress patterns in Urdu may have similarities with those of English but it has its own socio-linguistic implications, reflecting the cultural and social nuances of the relational dimension of the speech participants.

It has been established that long vowels are responsible for constituting the stressed syllables in both the languages.

In Urdu disyllabic words, the first syllable is normally stressed when:

- Both the syllables have long vowels.
- Both the syllables have short vowels.
- The first syllable has long vowel while the second has short one.
- The second syllable is stressed if the first syllable has short and the second has a long vowel.
In Urdu trisyllabic words, the first syllable is normally stressed when:

- The first syllable has long vowel while the second has short vowel and the third has long vowel.
- All three syllables have long vowels.
- The first syllable is long and the last two syllables are short.

Second syllable is stressed when:

- The first syllable has short vowel while the rest two have long vowels.
- First and last syllables have short vowels while the second has long vowel.
- All the three syllables have short vowels.

The last syllable is stressed when the first two syllables have short vowels and the last syllable has a long vowel.

In Urdu words of four syllables, the first syllable is normally stressed and has certain common features. For instance:

- When first syllable has a long vowel, the remaining three syllables have short vowels.
- When first and last two syllables have long vowels, second syllable has a short vowel.
- When first three syllables have short vowels, the last syllable has long vowel.
- When all the four syllables have long vowels.

Second syllable is stressed when:

- The first two syllables have long vowels, the third syllable has short vowel and the last syllable has long vowel.
• First and third syllables have short vowels, second and last syllables have long vowels.

The third syllable is stressed when all the four syllables have short vowels.

In Urdu words of five syllables, the first syllable is normally stressed when:

• First and last two syllables have long vowels, second and third syllables have short vowels.
• The first three syllables have long vowels, the last two have short vowels.

The second syllable is stressed in these words of five syllables when:

• First three syllables have short vowels and the last two syllables have long vowels.
• First and forth syllables have short vowels and the remaining syllables have long vowels.
• First two syllables have long vowels, third and fourth syllables have short vowels and the last syllable has a long vowel.

The third syllable in these words are stressed when:

• First and last syllables have long vowels, the rest of the syllables have short vowels.
• First and third syllables have long vowels, second and the last two syllables have short vowels.
• In compound words, the stress is sometimes placed on the first syllable where both the parts and the words are completely integrated.
• In other compound words, where the two parts are not completely integrated but are spoken as two free forms, stress is placed differently in different words.
• If all the three syllables of the compound words consist of two vowels, the syllable consisting of the long vowel retains the primary stress.

The analysis of Urdu sentences reveals that recurrence of the stressed syllables is almost predictable. It is found that, in Urdu polysyllabic words, there are one or two primary stresses and one secondary stress. It is also observed that Urdu language does not have any fixed rule or general pattern. Also, content as well as form words are equally stressed in Urdu sentences.

Stress or accent is an essential feature of English. All the languages of the world share some features of stress. The accentual patterns of English words are fixed. That is, the primary stress always falls on a particular syllable of a word. There are certain rules for words stress patterns in English (See chapter 3). English word stress is fixed in the sense that it occurs on a particular syllable. A change in the stressed syllable in a word causes a change in the meaning (See 3.1.2.3). Word stress is also free in English because it does not always fall on a particular syllable like first, second, third or last.

Stress in an English utterance is determined largely by the meaning which the speaker intends to convey in a particular situation in which it is spoken. In English, some words are liable to get stressed. Lexical words receive accent in English sentences and these words are typically main verbs, adverbs, nouns, adjectives and demonstrative pronouns. Functional words, such as auxiliary verbs, conjunctions, prepositions, pronouns relative pronouns and articles are more likely to be unaccented but they, too, may be exceptionally accented if the meaning requires it.
This study focuses on the comparison of word stress, sentence stress patterns and rhythm in English and Urdu. The comparison reveals that there are similarities and differences in the word stress pattern in English and Urdu.

- Urdu words do not seem to have rules of stress, whereas English has a set of rules. In English, word accentual pattern is fixed in the sense that the main stress always falls on a particular syllable of any given word. But in Urdu, word stress pattern is free as there is no fixed rule and the stress generally falls on the syllable which gives a core meaning. Open vowels are more prominent than close vowels and voiced consonants are more prominent than voiceless consonants in both the languages.

- In English and Urdu, normally stress patterns do not get affected by the suffixes. There are a number of disyllabic words in English in which the stress pattern depends on whether the word is used as a noun, adjective or a verb. When the word is pronounced as a noun or as an adjective, the accent falls on the first syllable and when the word is used as a verb, the accent falls on the second syllable. But in Urdu, this functional shift of stress is not possible.

- In English polysyllabic words, there is one primary accent and one or more than one secondary accent(s). But in Urdu, most of the polysyllabic words carry one or even more than one primary accent(s) and one secondary accent. In English compound words, accent generally falls on the first element of a compound word but in Urdu the stress falls on both the elements of the word. As against Urdu, English words formed by adding prefixes having a distinct meaning of its own have two primary stresses one on the prefix and the other on the main word.
• If all the important words in an utterance are equally important, they all have strong stress both in English and Urdu. The number of accented syllables is largely determined by the nature of words forming the sentence. In English, content words are strongly stressed and functional words are weakly stressed or unstressed in a sentence, but in Urdu, content and functional words are equally stressed.

• English has a stress timed rhythm whereas Urdu has a syllable timed rhythm. In an English utterance, the stressed syllables tend to occur at regular intervals of time, whatever may be the number of unstressed syllables between any two accented syllables.

• In English utterances, rules of word stress patterns are followed in the sense that only that syllable of a polysyllabic word is made prominent which receives primary accent when the word is uttered in isolation. Normally, in Urdu language there is no fixed rule or specific pattern of sentence stress and rhythm.

• In English rhythm, there is another important aspect of weak forms. Weak forms are used when the words are left unaccented in a sentence but this aspect is not found in Urdu. In English, there are sentence stress rules but in Urdu, there are no such rules.

There are many areas in which further researches can be done like:

• Techniques of Teaching Stress, Rhythm and Intonation Patterns in English and Urdu. A Comparative Study.

• A Contrastive Study of the Suprasegmental Features in English and Urdu.

• Linguistics, Teaching of Grammar and Urdu Language.

• Linguistics, Teaching of Grammar and English Language.

• Contrastive Analysis and Teaching Methodology of Discourse Markers in English and Urdu.
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Appendices
QUESTIONNAIRE

Disclaimer: The response would be kept confidential and the information revealed would be used strictly for research purpose only.

Part A

Name: ........................................................................................................
Age: .................................................................
Educational Qualification: ........................................................................
Medium of School Attended:
English □
Hindi □
Urdu □
Any other language □ Specify the language: .................................................
Originally belongs to: ..............................................................................
Place(s) of Residence:
1. ...........................................................................................
2. ...........................................................................................
3. ...........................................................................................
Mother Tongue: .................................................................
Other Languages(s) Spoken: .................................................................

Part B

Use of English
Spoken □
Written □
Both □
How frequently do you use English in your Academic/Professional/Social/Personal life?
Daily □
Weekly ☐
Monthly ☐
Rarely ☐

Mother's Educational Background: ...........................................
Father's Educational Background: ...........................................
Father's Profession: .........................................................
Mother's Profession: .........................................................

Do you speak English at home?  Yes ☐  No ☐

If YES, how frequently?
Frequently ☐
Sometimes ☐
Rarely ☐

How often do you speak English in your daily life?
Frequently ☐
Sometimes ☐
Rarely ☐

Professional details:

- Name of the organisation/company: ........................................

Working independently: ......................................................

Job satisfaction Yes ☐  No ☐

Do you enjoy speaking English at your work place?  Yes ☐  No ☐

How often do you speak English at your work place?
Sometimes ☐
Rarely ☐

While meeting strangers, which language do you prefer to speak?
English ☐
Hindi ☐
Urdu ☐
Any other language:..............................

Please rate your fluency in speaking English

Very fluent  □
Fluent  □
Not fluent  □
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<thead>
<tr>
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<th>Meaning</th>
<th>Phonemic Transcription</th>
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<td>(Change)</td>
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<td>قسمت</td>
<td>Qismat</td>
<td>(Luck)</td>
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<td>Qasam</td>
<td>(Swear)</td>
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<td>5.</td>
<td>باند</td>
<td>Buland</td>
<td>(Loud, high)</td>
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<td>6.</td>
<td>بہار</td>
<td>Bahar</td>
<td>(Spring)</td>
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<td>جواب</td>
<td>Javaab</td>
<td>(Answer)</td>
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<td>(Said)</td>
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<td>Darna</td>
<td>(Afraid of)</td>
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<td>(Child)</td>
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<td>Savaal</td>
<td>(Question)</td>
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<td>Besharm</td>
<td>Shameless</td>
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<td>Jhamela</td>
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<td>(Out of One’s Senses)</td>
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<td>حاضر</td>
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<td>بابس</td>
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<td>بہ کار</td>
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<td>نفرتن</td>
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<td>صورت</td>
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<td>چاںک دستی</td>
<td>Chabuk Dasti</td>
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<td>ڑہاں تنا</td>
<td>Zaban Chalna</td>
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<td>چارچاپانگنا</td>
<td>Charchand Lagana</td>
<td>To Glorify</td>
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<td>چار ہواکری</td>
<td>Chardivari</td>
<td>Boundary Wall</td>
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<td>چارزبانی</td>
<td>Charzabani</td>
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<td>چشم بیور</td>
<td>Chashm-e-buddur</td>
<td>May god preserve from the evils’ eye</td>
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<td>Takht-o-taj</td>
<td>Throne</td>
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<td>Hasil-na-Husul</td>
<td>In vain</td>
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<td>کشت زعفران</td>
<td>Kist-e-zafran</td>
<td>A farm of Zafran</td>
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<td>کشی آکاری</td>
<td>Kashida Kari</td>
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<td>هاؤز کوسر</td>
<td>Hauz-e-Kausar</td>
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<td>Complete Destruction</td>
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<td>81</td>
<td>براہم</td>
<td>Carelessness</td>
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<td>82</td>
<td>Bad ehtiyaat</td>
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<td>83</td>
<td>Kisht-o-khun</td>
<td>Blood Shed, killing</td>
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<td>S.No</td>
<td>Urdu Sentence</td>
<td>English Sentence &amp; Meaning</td>
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<tr>
<td>01.</td>
<td>دہلاتنا لکھی پڑی سکتی ہے</td>
<td>Wo apna sabaq padhti hai. (She reads her lesson)</td>
<td></td>
</tr>
<tr>
<td>02.</td>
<td>مینیزہ ایک لڑکی ہے</td>
<td>Muneeza ek ladki hai (Muneeza is a girl)</td>
<td></td>
</tr>
<tr>
<td>03.</td>
<td>یہ ایک آم ہے</td>
<td>Ye ek aam hai. (This is a mango)</td>
<td></td>
</tr>
<tr>
<td>04.</td>
<td>بیلائی کھانا کھاتے ہے</td>
<td>Bilal kahana khata hai. (Bilal takes food).</td>
<td></td>
</tr>
<tr>
<td>05.</td>
<td>وہ نہیں دوڑ رہا ہے</td>
<td>Wo nahi daur raha hai. (He is not running)</td>
<td></td>
</tr>
<tr>
<td>06.</td>
<td>تعمیر کی کتاب کون کی ہے؟</td>
<td>Tumhari kitab kaunsi hai? (Which is your book)?</td>
<td></td>
</tr>
<tr>
<td>07.</td>
<td>بارہے مہر بانی! پانی لاؤ</td>
<td>Barae maharban! pani lao (Please bring water)</td>
<td></td>
</tr>
<tr>
<td>08.</td>
<td>افسوس! وہ مر چکا ہے</td>
<td>Afsos! Wo mar chukka hai.</td>
<td></td>
</tr>
<tr>
<td>09.</td>
<td>آپ بارش می کنی ہے۔</td>
<td>Aj barish ho sakti hai.</td>
<td>(It may rain today)</td>
</tr>
<tr>
<td>10.</td>
<td>وہ روہیہ ہے۔</td>
<td>Wo ro rahi hai.</td>
<td>(She is weeping)</td>
</tr>
<tr>
<td>11.</td>
<td>میں شام ہیں کہ میں رہا ہوں۔</td>
<td>Main sham se khel raha hun.</td>
<td>(I have been playing since evening)</td>
</tr>
<tr>
<td>12.</td>
<td>وہ غاڑہ پیپر کے کلاس کر رہی ہے۔</td>
<td>Wo guzashta piir se class kar rahi hai.</td>
<td>(He has been reading for towards)</td>
</tr>
<tr>
<td>13.</td>
<td>وہ صفائی کیا۔</td>
<td>Wo so chuka tha.</td>
<td>(He had slept)</td>
</tr>
<tr>
<td>14.</td>
<td>تم روہے ہیں۔</td>
<td>Tum daud rahe the.</td>
<td>(He had slept)</td>
</tr>
<tr>
<td>15.</td>
<td>ہم لوگ سویاں ہے۔</td>
<td>Hum Log do ghate se sou rahe the.</td>
<td>(We had been sleeping for two hours).</td>
</tr>
<tr>
<td>16.</td>
<td>وہ بکل نہیں ہنستے ہے۔</td>
<td>Wo bilkul nahin hansta hai.</td>
<td>(He does not laugh)</td>
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<tr>
<td>17.</td>
<td>Rafiq apni garmiyon</td>
<td></td>
<td>Rafiq does not \n</td>
</tr>
</tbody>
</table>
| 18. | Main kabhi bazaar || I never go to \n|   | nahl jata. || market) \n| 19. | Ahmad kabhi || Ahmad never \n|   | angreezi nahl bolta. || speaks English) \n| 20. | Kya ladkiyan khana || Do they go to \n|   | pakati hain? || school)?) \n| 21. | Kya wo log school || Do they go to \n|   | jate hain? || school)?) \n| 22. | Tum kab nahn sote || When do you not \n|   | ho? || sleep) \n| 23. | Kya janvar bolte || Do they go to \n|   | hain? || school)?) \n
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<tbody>
<tr>
<td>24.</td>
<td>اس نے کنگا گائی قلع</td>
<td>(Do the animals speak)?</td>
</tr>
<tr>
<td>25.</td>
<td>اس نے شیر کو نہیں مارا قلع</td>
<td>Usne gaana gaya tha, (He sang a song)</td>
</tr>
<tr>
<td>26.</td>
<td>کیا تم نہیں گوریسپہ بود؟</td>
<td>Usne sher ko nahi mara tha, (He did not kill the tiger)</td>
</tr>
<tr>
<td>27.</td>
<td>تم میری بات نہیں سن رہے</td>
<td>Kya tum nahi likhrahe ho? (Are not you writing)?</td>
</tr>
<tr>
<td>28.</td>
<td>تم میری بات نہیں سن رہے</td>
<td>Tum meri baat nahi sun rahe ho (You are not listening to me)</td>
</tr>
<tr>
<td>29.</td>
<td>Wo ek kitab kharid raha th</td>
<td>Wo ek kitab kharid raha th. (he was buying a book)</td>
</tr>
<tr>
<td>30.</td>
<td>Wo log meri baat nahi sun rahe the.</td>
<td>Wo log meri baat nahi sun rahe the. (They were not listening to me).</td>
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<tr>
<td>31.</td>
<td>Wo log meri baat nahi sun rahe the.</td>
<td>Humlog maiz par nahi baithe hue th.</td>
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<td>Number</td>
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<tr>
<td>31.</td>
<td>Wo log ek dusre se lar rahe the.</td>
<td>(They were fighting with each other).</td>
</tr>
<tr>
<td>32.</td>
<td>Tum kese parha rahe the?</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Wo khel khatam kar chukde hain.</td>
<td>(They have finished the game).</td>
</tr>
<tr>
<td>34.</td>
<td>Wo abhi tak nahi aya hai.</td>
<td>(He has not yet come)</td>
</tr>
<tr>
<td>35.</td>
<td>Unhone kya bartao kya hai?</td>
<td>(How have they behaved)?</td>
</tr>
<tr>
<td>36.</td>
<td>Dopahar se pehle barish ho chuki thi.</td>
<td>(The rain had fallen before it was noon)</td>
</tr>
<tr>
<td>37.</td>
<td>Walid mehman ke aane ke baad ghar gaye the.</td>
<td>(The father went</td>
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</tbody>
</table>
| 38. | Suraj doobne se pehle hum ne match nahi khela tha.  
(We did not play the match after the sun had set). |   |
| 39. | Kya dopahar hone se pehle wo Taj Mahal nahi dekh chuke the?  
(Had they not seen the Taj Mahal before it was noon) |   |
| 40. | Ghanti bajne se pehle wo tumhara naam na likh chuke honge.  
(They will not have registered your name before the bell goes). |   |
| 41. | Wo itne dino se kya karta araha tha?  
(What had he been doing for so many days). |   |
<table>
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<tr>
<th>No.</th>
<th>Urdu Text</th>
<th>English Translation</th>
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<tbody>
<tr>
<td>42.</td>
<td>بچوں نے شور نہیں جھیلیا۔</td>
<td>Children did not make a noise.</td>
</tr>
<tr>
<td>43.</td>
<td>دکتر کے آنے سے پہلے مارچ چکا تھا۔</td>
<td>The patient had died before the doctor came.</td>
</tr>
<tr>
<td>44.</td>
<td>کیا بارش hone se pehle who kaam nahi kar chuke the?</td>
<td>Had they not done work before it rained?</td>
</tr>
<tr>
<td>45.</td>
<td>وہ مکان سجاوٹی توجہ گئے۔</td>
<td>They will have decorated the house.</td>
</tr>
<tr>
<td>46.</td>
<td>وہ یہاں کے سال se nahi reh rahe hain।</td>
<td>They have not been living here for several years.</td>
</tr>
<tr>
<td>47.</td>
<td>ریما دو din se school nahi ja rahi ۔</td>
<td>Rima did not go to school.</td>
</tr>
<tr>
<td>Number</td>
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<td>English</td>
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<tr>
<td>48.</td>
<td>Ghora tez daudta hai. (The horse runs fast).</td>
<td></td>
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<tr>
<td>49.</td>
<td>Larke car chalate hain. (Boys drive car).</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>Hum sote hain. (We sleep).</td>
<td></td>
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