



URDU



READING BOOKLET
&
THE PIMSLEUR GUIDE
HOW THE PROGRAM WORKS

PHASE 1

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SIMON & SCHUSTER'S
PIMSLEUR®

URDU



READING BOOKLET

.....
: *Travelers should always check with their* :
: *nation's State Department for current* :
: *advisories on local conditions before* :
: *traveling abroad.* :
.....

Graphic Design: Maia Kennedy

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ACKNOWLEDGMENTS

URDU

VOICES

English-Speaking Instructor *Ray Brown*
Urdu-Speaking Instructor *Awais Kazi*
Female Urdu Speaker *Zamzam Syed*
Male Urdu Speaker *Aurangzeb Haneef*

COURSE WRITERS

Dr. Jilani Warsi ♦ Masako D’Auria

REVIEWER

Muhammad Khan

EDITORS

Berit S. Ahmad ♦ Elizabeth Horber

EDITOR & EXECUTIVE PRODUCER

Beverly D. Heinle

PRODUCER & DIRECTOR

Sarah H. McInnis

RECORDING ENGINEERS

Peter S. Turpin ♦ Kelly Saux

Simon & Schuster Studios, Concord, MA

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Introduction

Urdu is one of the official languages of North India and Pakistan, and a national language of Fiji. It belongs to the Hindustani group of the Indo-Iranian branch of the Indo-European family.

Approximately two hundred million people around the world speak Urdu as a first or second language. Urdu-speaking descendants of Indian and Pakistani Muslims live in all countries having a sizable South Asian Diaspora, countries such as Afghanistan, Australia, Bangladesh, Botswana, Canada, Germany, Norway, Oman, Qatar, Saudi Arabia, South Africa, United Arab Emirates, Thailand, the UK, the U.S., and Zambia.

The Urdu Language

Urdu developed as the *lingua franca* in South Asia during the 16th and 17th centuries in the regions governed by the Persian-speaking Mughal Empire, mainly in Eastern Pakistan and Northwestern India. It is considered by some to be one of the world's most beautiful languages and it is well-known for its beautiful poetry.

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Introduction (continued)

Urdu and Hindi are considered dialects of Hindustani. Linguistically, both Urdu and Hindi are virtually identical languages and they are mutually intelligible. However, they differ in that Urdu has been influenced by Arabic and Persian, whereas Hindi draws more heavily upon Sanskrit. There are four primary dialects of Urdu. This course teaches the standard register of the Urdu dialect of Hindustani.

Pakistan follows a three-language policy whereby children learn both Urdu and English in school and are then given the opportunity to learn a local language such as Sindhi or Punjabi. Although Urdu is the primary means of communication in Pakistan, a large number of Pakistanis speak other languages, such as Baluchi, an Iranian language, or Pashto, an official language of Afghanistan.

Urdu was most formally defined as a dialect of Hindustani when the country was divided into India and Pakistan in 1947. Urdu is an evolving language which has borrowed many loan words from Farsi, Punjabi, Pashto, and most recently, English. The connection between Urdu and Farsi is so strong

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Introduction (continued)

that the Urdu alphabet is almost identical to that of Farsi, and there are numerous cognates in the two languages.

The Urdu Script

One of the major differences between Urdu and Hindi is that Hindi is written using the Devanagiri script, while Urdu is written in a derivative of the Persian alphabet, which is itself a derivative of the Arabic alphabet. It is read from right to left (except for numbers which are written from left to right). Urdu differs in appearance from Arabic in that it uses the more complex and sinuous Nastaliq script whereas Arabic tends to the easier-to-read Naskh. Nastaliq is notoriously difficult to typeset, so Urdu newspapers are often made from hand-written masters. Although the styles are different, people who can read Urdu can also read Arabic, as Arabic uses the same alphabet but with fewer letters.

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Introduction (continued)

The Urdu Alphabet

Although there has been much debate on the alphabet, and some linguists claim that there are as many as 93 letters, it is generally accepted that there are 38 letters in the Urdu Alphabet. Some letters function as both vowels and consonants.

Some distinguishing characteristics of written Urdu are:

- Urdu letters can have one, two, or three dots. These dots can be placed either above or below the letter. The absence or presence of the dots, as well as the number and placement, help to identify a letter and determine how it will be pronounced.

- As in cursive English, most Urdu letters connect to those that follow (in Urdu, they connect to the left). However, nine letters, called “non-connectors,” do not connect. They are:

(zhe) *جھ* (dal) *د* (Dal) *ڈ* (zaal) *ژ* (alef) *ا*
(vao) *و* (re) *ر* (Re) *ڑ* (ze) *ز*

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Introduction (continued)

• When letters connect, they often modify their shape and undergo a reduction, as in the example below. (Remember to read the line right to left.)

$$\leftarrow \text{-----}$$
$$\text{سا} = (\text{alef}) \text{ا} + (\text{siin}) \text{س}$$

• Many letters modify their shape according to their position in a word – depending on whether they appear in an initial, medial, or final position. For example the following word begins and ends with the Urdu letter “b.”

$$(\text{baab}) \text{باب}$$

• A letter will also sometimes change shape depending on the letters around it. For example, notice how the *kaaf* in the words below changes shape. (Read right to left.)

$$\leftarrow \text{-----}$$
$$(\text{baRi ye}) \text{ے} + (\text{kaaf}) \text{ك} + (\text{pe}) \text{پ} + (\text{alef}) \text{آ}$$
$$(\text{aapke}) \text{کے آپ} =$$

$$(\text{alef}) \text{ا} + (\text{kaaf}) \text{ك} + (\text{pe}) \text{پ} + (\text{alef}) \text{آ}$$
$$(\text{aapka}) \text{کا آپ} =$$

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Introduction (continued)

- In written Urdu, there are “short” and long” vowels. The “short vowels” may be represented by “diacritics” or marks above and below letters. Often these diacritics are omitted.
- The appearance of some letters may vary slightly, depending on the choice of font.

A complete listing of the Urdu alphabet and diacritics follow. You should use this chart for reference only, as all the information you need to do the Readings is contained on the audio.

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Alphabet Chart

Final unconnected with <i>alef</i>	Final connected with <i>laam</i>	Medial between <i>laam</i> and <i>alef</i>	Initial with <i>alef</i>	Independent	Name	Name
ا				ا	alef	اَلِف
ب	ب	ب	ب	ب	be	بے
پ	پ	پ	پ	پ	pe	پے
ت	ت	ت	ت	ت	te	تے
ٹ	ٹ	ٹ	ٹ	ٹ	Te	ٹے
ث	ث	ث	ث	ث	se	سے
ج	ج	ج	ج	ج	jiim	جیم
چ	چ	چ	چ	چ	che	چے

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Alphabet Chart (continued)

Final unconnected with <i>alef</i>	Final connected with <i>laam</i>	Medial between <i>laam</i> and <i>alef</i>	Initial with <i>alef</i>	Independent	Name	Name
ا ح	ح	لحا	حا	ح	بڑی ہے	baRi he
ا خ	خ	لخا	خا	خ	خے	ke
ا د	د	لدا	دا	د	دال	daal
ا ڈ	ڈ	لڈا	ڈا	ڈ	ڈال	Daal
ا ذ	ذ	لذا	ذا	ذ	ذال	zaal
ا ر	ر	لرا	را	ر	رے	re
ا ڑ	ڑ	لڑا	ڑا	ڑ	ڑے	Re
ا ز	ز	لزا	زا	ز	زے	ze

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Alphabet Chart (continued)

Final unconnected with <i>alef</i>	Final connected with <i>laam</i>	Medial between <i>laam</i> and <i>alef</i>	Initial with <i>alef</i>	Independent	Name	Name
اَس	لَس	لِسا	سا	س	سین	siin
اَش	لَش	لِشا	شا	ش	شین	shiin
اَص	لِص	لِصا	صا	ص	صَاد	suad
اَض	لِض	لِضا	ضا	ض	ضَاد	zuad
اَط	لِط	لِطا	طا	ط	طَوے	to'e
اَظ	لِظ	لِظا	ظا	ظ	ظَوے	zo'e
اِع	لِع	لِعا	عا	ع	عین	ain
اِعْغ	لِعْغ	لِعْغا	غا	غ	غین	ghain
اِف	لِف	لِفا	فا	ف	فے	fe

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Alphabet Chart (continued)











Final unconnected with <i>alef</i>	Final connected with <i>laam</i>	Medial between <i>laam</i> and <i>alef</i>	Initial with <i>alef</i>	Independent	Name	Name
اق	لق	لقا	قا	ق	قاف	qaaf
اک	کک	ککا	کا	ک	کاف	kaaf
اگ	گگ	گگا	گا	گ	گاف	gaaf
ال	لل	لالا	لا / لا	ل	لام	laam
ام	مم	مما	ما	م	میم	miim
ان	نن	ننا	نا	ن	نون	noon
او	وو	ووا	وا	و	واو	vao
اھ	ھھ	ھھا	ھا	ھ	چھوٹی ہے	choti he

Urdu Alphabet Chart (continued)

Final unconnected with <i>alef</i>	Final connected with <i>laam</i>	Medial between <i>laam</i> and <i>alef</i>	Initial with <i>alef</i>	Independent	Name	Name
اھ	لھ	لھا	ھا	ھ	دو چاسمی ہے	do chasmi he
ای	لی	لیا	یا	ی	چھوٹی ہے	choti ye
اے	لے	لیا	یا	ے	بڑی ہے	baRi ye

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Diacritics Chart

Name	Diacritic	Example	Usage
mad			Only appears on top of an initial <i>alef</i> .
zabar			Appears above a letter and makes a shorter "a" sound. Shown here over the letter <i>re</i> .
zer			Appears below a letter and makes a shorter "i" sound. Shown here below the letter <i>re</i> .
pesh			Appears above a letter and makes a shorter "u" sound. Shown here over the letter <i>re</i> .
tashdeed			Appears above a letter and doubles the consonant. Shown here over the letter <i>re</i> .

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The Reading Lessons

There are twenty Urdu Reading Lessons. You may choose to do the Readings along with the units, starting with Unit Eleven, or all together after completing the rest of the course. Feel free to repeat the Reading Lessons as often as necessary for practice with the Urdu alphabet and the sounds it represents.

Some of the words and phrases you will read are taught in this course, but most are not, and—especially in the early lessons—some may simply be syllables rather than actual words. Actual words are used more and more as the number of letters introduced increases. Diacritics will be included in Reading Lessons One through Nineteen. Occasionally in these lessons words will be shown without diacritics, but only after you have already read the same words with diacritics. In Lesson Twenty you will be asked to read an exchange of short phrases consisting of words you've learned in this course without the diacritical marks.

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Lesson One

ا	.1	ڈاداز	.11
دا	.2	آد	.12
داد	.3	ادا	.13
دادا	.4	اداز	.14
ڈا	.5	از	.15
ڈادا	.6	آزاد	.16
زا	.7	زازا	.17
ڈازا	.8	ڈازاد	.18
زادا	.9	زاد	.19
دازا	.10	ازاداد	.20

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Lesson Two

11	سارا	1	دازاز
12	ساز	2	را
13	آڑ	3	راز
14	درد	4	زارا
15	ساس	5	دار
16	ژرد	6	رازاد
17	رزا	7	رازدار
18	سزرا	8	داڑا
19	درس	9	داڑ
20	دس	10	سا

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Lesson Three

- | | |
|-----------|--------------|
| 11. بڑا | 1. رَس |
| 12. بٹر | 2. شاد |
| 13. سبز | 3. شاد / ساز |
| 14. برابر | 4. دِش |
| 15. بارش | 5. رِشار |
| 16. سبب | 6. دِشت |
| 17. رَش | 7. شاراد |
| 18. سَر | 8. باد |
| 19. سازش | 9. بِستر |
| 20. سردار | 10. شَب |

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Lesson Four

- | | |
|---------------|------------------|
| 11. شَراب | 1. بازار |
| 12. زار | 2. بار بار |
| 13. اسرار | 3. بَشاش |
| 14. آباد | 4. ذَا |
| 15. سَر دَر د | 5. دَرَا سا |
| 16. سر درد | 6. ذادار / زادار |
| 17. باند | 7. باذ |
| 18. شَراب | 8. آب |
| 19. سَر سَبز | 9. آب / آب |
| 20. سَر د | 10. آساب |

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Lesson Five

- | | |
|-----------|--------------|
| 11. بیدار | 1. باب |
| 12. بیس | 2. آبشار |
| 13. دَبی | 3. ژا |
| 14. تار | 4. شتاباش |
| 15. تیر | 5. پیب |
| 16. رات | 6. پید |
| 17. ستر | 7. زابیدا |
| 18. شیر | 8. باس / باش |
| 19. شیر | 9. زیرا |
| 20. ترتیب | 10. زردی |

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Lesson Six

11 . بو	1 . بیری
12 . روس	2 . جا
13 . سوَرَج	3 . جاری
14 . خَیْر	4 . اِجَارَت
15 . جبر	5 . دَرَج
16 . اِس سَبَب	6 . بَیْج
17 . سَوَارِی	7 . وَرَزِش
18 . بَیْجَرِی	8 . وِرزِش
19 . جَدِید	9 . آواز
20 . وَرِید	10 . رَوَاج

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Lesson Seven

- | | | | |
|-------------|-----|------------|-----|
| اِیْجَاد | .1 | بُرا | .11 |
| جَذَبَات | .2 | بِیْسِر | .12 |
| نَان | .3 | سُنَا | .13 |
| نَدْر | .4 | لِبَاس | .14 |
| اِنْدَر | .5 | لویا | .15 |
| تَانَا | .6 | لویان | .16 |
| اِنْجِیْر | .7 | وَدَلْدَل | .17 |
| نَاْرَنْجِی | .8 | وَدَلْدَل | .18 |
| نِشَان | .9 | چِلْدَسَاز | .19 |
| سُر | .10 | بُولْتَا | .20 |

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Lesson Eight

- | | | | |
|-----------|-----|---------|-----|
| صبر | .11 | جُز | .1 |
| تصویر | .12 | شِدّت | .2 |
| لابوص | .13 | دال | .3 |
| آسان | .14 | لاش | .4 |
| ساسان | .15 | کان | .5 |
| آج رات | .16 | کتاب | .6 |
| ریستوران | .17 | سکتا | .7 |
| زبر | .18 | دوست | .8 |
| صدر بازار | .19 | دوکانیں | .9 |
| جوتا | .20 | صدی | .10 |

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Lesson Nine

11 . نقاب	1 . آنسو
12 . مُشتاق	2 . جینا
13 . میل	3 . نرس
14 . لمبا	4 . دَرَجَن
15 . ماش / ساش	5 . قا
16 . دَم	6 . قَلیل
17 . میم	7 . لَقَب
18 . قابیل	8 . نَقْد
19 . تمام	9 . جَق
20 . شَمْس	10 . رَقص

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Lesson Ten

- | | |
|-----------------|----------|
| 11. غرق | 1. بندر |
| 12. غریب / قریب | 2. میں |
| 13. داغ | 3. قید |
| 14. برق | 4. کیسے |
| 15. بالغ | 5. تاک |
| 16. بستی | 6. شاید |
| 17. سبب / بیان | 7. جلدی |
| 18. مرید / سے | 8. ایک |
| 19. تیز / دیار | 9. یاد |
| 20. کتنے دن؟ | 10. آغاز |

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Lesson Eleven

11. ضِدِّي	1. شَرِبَتْ
12. ضَرَبَ	2. شام
13. مَظْلُوم	3. فالتو
14. ناراض	4. فَرار
15. نِصْف	5. فَرَق
16. رَبان	6. بَرَف
17. شاليمار	7. سَفَر
18. قَدَر سَکَرنا	8. صِفَت
19. غَضَب / غضب	9. ظالم
20. فَضِيْلَت	10. تَظْئير

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Lesson Twelve

- | | |
|------------------|----------------|
| 11. رُخ | 1. جُرم |
| 12. سِخ | 2. مُرغی |
| 13. سِختی | 3. صاف |
| 14. پاپا | 4. عِذرا |
| 15. پالا / تالا | 5. سبزی / اذان |
| 16. کپاس | 6. بازی |
| 17. روپ | 7. مُردان |
| 18. آپ کے پاس | 8. خادِم |
| 19. آپ کا خاندان | 9. خاص / جام |
| 20. اسکی قیمت | 10. خُدا |

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Lesson Thirteen

- | | |
|--------------------|---------------|
| 11 . صحافت | 1 . خوب |
| 12 . صحافی | 2 . کیلو |
| 13 . روح | 3 . ایک منٹ |
| 14 . کراچی | 4 . چپ |
| 15 . خیابان | 5 . چال / جال |
| 16 . سٹریٹ | 6 . پچاس |
| 17 . بلوچ ریسٹوران | 7 . پانچ |
| 18 . چار بجے | 8 . چوبیس |
| 19 . گل رات | 9 . حاصل |
| 20 . خدا حافظ | 10 . حالات |

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Lesson Fourteen

- | | |
|------------------------|-------------|
| 11 . طاس | 1 . خوابوں |
| 12 . طہی | 2 . جاوید |
| 13 . لطیفہ | 3 . پیام |
| 14 . بہت | 4 . چائے |
| 15 . شکرِ یہ | 5 . ہوٹل |
| 16 . ثبوت | 6 . جی ہاں |
| 17 . فصل / نسل / مثال | 7 . کہاں |
| 18 . کیا آپ --- ؟ | 8 . جی نہیں |
| 19 . بولتی | 9 . راستہ |
| 20 . کیا آپ بولتی ہیں؟ | 10 . کیونکہ |

Lesson Fifteen

1. حال چال
2. لالا
3. کیوں نہیں؟
4. عادات
5. غار / عام
6. بعد میں
7. خریداری
8. جمعہ
9. ہڈا
10. بھی

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Lesson Fifteen (continued)

- .11 پھر
- .12 انکھ
- .13 میرے ساتھ
- .14 گارڈ
- .15 گوشت
- .16 انگریزی
- .17 آپ لوگ
- .18 آپ لوگ کہاں ---
- .19 جا رہے ---
- .20 آپ لوگ کہاں جا رہے ہیں؟

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Lesson Sixteen

- | | |
|---------------|---------------|
| 11. فاش | 1. تعمیر |
| 12. سَو | 2. لَسّی |
| 13. اُنّیس سو | 3. غایب |
| 14. لیٹر | 4. آرزو |
| 15. ہمارا | 5. عادت |
| 16. کلومیٹر | 6. پانی |
| 17. ظریف | 7. شب بخیر |
| 18. نظم | 8. ابھی تک |
| 19. سامان | 9. شادی |
| 20. رسالہ | 10. اُسکے بعد |

Lesson Seventeen

1. سَمُور
2. عَرَش
3. ثَابِت
4. كُهَلِي
5. گانا
6. نَشَاط
7. بَهَار
8. گاؤں
9. دائیں طَرْف
10. چاؤل

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Lesson Seventeen (continued)

- .11 سِگار
- .12 دیکھئے
- .13 شوہر
- .14 بیگم
- .15 چِپاتی
- .16 مچھلی
- .17 بڑرگ
- .18 آپ کیسے ہیں؟
- .19 کیا آپ پاکستانی ہیں؟
- .20 سر آنکھوں پر۔

Lesson Eighteen

1. میرا بیٹا
2. بچہ
3. آپ کے کتنے بچے ہیں؟
4. ہمارے تین بچے ہیں۔
5. دو بیٹے
6. ایک بیٹی
7. رات کا کھانا
8. ہمارے ساتھ
9. آپ چاہتے ہیں
10. معاف کیجئے

Lesson Eighteen (continued)

11. پھر سینے۔
12. ٹھیک ہیں۔
13. آپ کہاں رہتی ہیں؟
14. فیصل آباد
15. لاہور
16. حیدرآباد
17. کیا یہ چائے ہے؟
18. آپ نے کیا کہا؟
19. یہ بہت زیادہ ہے!
20. یہ بہت مہنگا ہے۔

Lesson Nineteen

1. السلام - ایم۔
2. و علیکم السلام۔
3. آپ سے مل کے۔۔۔
4. خوشی ہوئی۔
5. زحمت نہیں ہے۔
6. آپ کی بڑی۔۔۔
7. مہربانی۔
8. چھے بچے ہیں۔
9. اور گل؟
10. مجھے آج۔۔۔

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Lesson Nineteen (continued)

- .11 کام لرنا ہے۔
- .12 آپ کے پاس ---
- .13 کتنے پیسے ہیں؟
- .14 بارہ سو روپے۔
- .15 ختم ---
- .16 ہو گئی ہے۔
- .17 یہ آپ کے لیے ہے۔ یہ آپ کے لیے ہے۔
- .18 کس کے ساتھ؟
- .19 بہت تیز
- .20 وہ وہاں ہے۔

Lesson Twenty

1. السلام سیتم۔
2. وعلیکم السلام۔
3. کیا میں آپ کے لیے ---
4. کچھ چائے ملاؤں؟
5. زحمت نہیں کریں۔
6. زحمت نہیں ہے۔
7. آپ کی بڑی مہربانی۔
8. یہ لیجئے۔
9. شکر یہ۔ چائے اچھی ہے۔
10. آپ امریکی ہیں؟

Lesson Twenty (continued)

11. جی ہاں۔ میں امریکی ہوں۔
12. آپ امریکہ میں ---
13. کہاں رہتے ہیں؟
14. میں نیو یورک میں ---
15. آپنی بیگم کے ساتھ رہتا ہوں۔
16. آپ کے بچے ہیں؟
17. جی ہاں، ہمارے چار بچے ہیں۔
18. اور آپ؟
19. جی ہاں، ایک بیٹا اور ایک بیٹی۔
20. چائے کے لیے بہت بہت شکریہ۔

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SIMON & SCHUSTER'S
PIMSLEUR[®]

THE PIMSLEUR GUIDE



HOW THE PROGRAM WORKS

Travel the world with Pimsleur!

PIMSLEUR® LANGUAGE PROGRAMS

You have just purchased the most effective language program ever developed. As you probably know, learning a new language can be frustrating. Your first experience with a foreign language may have been in school. If the classes seemed difficult, or if your grades were poor, you probably believed you had no aptitude for languages. Even if you did well, you may have been surprised later to discover that what you learned was of little or no use when you tried to converse with native speakers.

Perhaps you waited until later in life and tried adult education classes, language schools, or home training programs. There too you may have found the information hard to retain, the lessons tedious, and your progress slow. Many language students give up early in these programs, convinced they lack the natural ability to understand and use what they read and hear.

The truth is that anyone can acquire a foreign language—with the right teaching system. With the Pimsleur® Method, you will benefit from the years of research and development that have helped create the world's most effective method for teaching foreign languages. The Pimsleur® Language Programs, developed by Dr. Paul Pimsleur, fill an urgent need for self-instructional materials in many languages.

HOW TO USE THE PROGRAM

To get the full benefit of each lesson, choose a quiet place where you can practice without interruption and a time of day when your mind is most alert and your body least fatigued.

The length of each lesson, just under 30 minutes, is that recommended by teaching specialists for a concentrated learning task. Once you've started the program, simply follow the tutor's instructions. The most important instruction is to respond aloud when the tutor tells you to do so. There will be a pause after this instruction, giving you time to reply. It is essential to your progress that you speak out in a normal conversational voice when asked to respond. Your active participation in thinking and speaking is required for your success in mastering this course.

The simple test for mastery is whether you are able to respond quickly and accurately when your tutor asks a question. If you are responding correctly about eighty percent of the time, then you're ready to proceed to the next lesson. It is important to keep moving forward, and also not to set unreasonable standards of perfection that will keep you from progressing, which is why we recommend using the eighty percent figure as a guide.

You will notice that each lesson contains both new and familiar material, and just when you may be worrying about forgetting something, you will conveniently be reminded of it. Another helpful feature of the Pimsleur® Language Program is its rate of "saturation." You will be responding many times in the half-hour. This saturation enables you to make substantial progress within a short period of time.

GUIDELINES FOR SUCCESS

Complete the lesson units in strict consecutive order (don't skip around), doing no more than one lesson per day, although the lesson unit for the day may be repeated more than once. Daily contact with the language is critical to successful learning.

Listen carefully to each lesson unit. Always follow the directions of the instructor.

Speak out loud when directed by the tutor and answer questions within the pauses provided. It is not enough to just silently “think” of the answer to the question asked. You need to speak the answer out loud to set up a “circuit” of the language you are learning to speak so that it is heard and identified through your ears, to help to establish the “sounds” of the target language. Do this prior to hearing the confirmation, which is provided as reinforcement, as well as additional speech training.

Do all required activities according to the instructions, without reference to any outside persons, book, or course.

Do not have a paper and pen nearby during the lessons, and do not refer to dictionaries or other books. The Pimsleur® Method works with the language-learning portion of your brain, requiring language to be processed in its spoken form. Not only will you interrupt the learning process if you attempt to write the words that you hear, but you will also begin to speak the target language with an American accent. This is because the “sounds” represented by the American letters are different from the same-looking letters from the foreign language.

DR. PAUL PIMSLEUR AND HIS UNIQUE METHOD

Dr. Paul Pimsleur devoted his life to language teaching and testing and was one of the world's leading experts in applied linguistics. He was fluent in French, good in German, and had a working knowledge of Italian, Russian, Modern Greek, and Mandarin Chinese. After obtaining his Ph.D. in French and a Masters in Psychology from Columbia University, he taught French Phonetics and Linguistics at UCLA. He later became Professor of Romance Languages and Language Education, and Director of The Listening Center (a state-wide language lab) at Ohio State University; Professor of Education and Romance Languages at the State University of New York at Albany; and a Fulbright lecturer at the University of Heidelberg. He did research on the psychology of language learning and in 1969 was Section Head of Psychology of Second Language Learning at the International Congress of Applied Linguistics.

Dr. Pimsleur was a member of the American Association of Teachers of French (AATF), American Educational Research Association (AERA), Modern Language Association (MLA), and a founding member of the American Council on the Teaching of Foreign Languages (ACTFL).

His many books and articles revolutionized theories of language learning and teaching. After years of experience and research, Dr. Pimsleur developed a new method (The Pimsleur Method) that is based on two key principles: the "Principle of Anticipation" and a scientific principle of memory training that he called "Graduated Interval Recall." This Method has been applied to the many levels and languages of the Pimsleur Programs.

GRADUATED INTERVAL RECALL

The term, “Graduated Interval Recall” is a complex name for a very simple theory about memory. No aspect of learning a foreign language is more important than memory, yet before Dr. Pimsleur, no one had explored more effective ways for building language memory.

In his research, Dr. Pimsleur discovered how long students remembered new information and at what intervals they needed to be reminded of it. If reminded too soon or too late, they failed to retain the information. This discovery enabled him to create a schedule of exactly when and how the information should be reintroduced.

Suppose you have learned a new word. You tell yourself to remember it. However, after five minutes you’re unable to recall it. If you’d been reminded of it after five seconds, you probably would have remembered it for maybe a minute, at which time you would have needed another reminder. Each time you are reminded, you remember the word longer than you did the time before. The intervals between reminders become longer and longer, until you eventually remember the word without being reminded at all.

This program is carefully designed to remind you of new information at the exact intervals where maximum retention takes place. Each time your memory begins to fade, you will be asked to recall the word.

PRINCIPLE OF ANTICIPATION

The “Principle of Anticipation” requires you to *anticipate* a correct answer. Practically, what this means is that you must retrieve the answer from what you have learned earlier in the course. It works by posing a question, asking you to provide a new sentence, using information you’ve learned previously and putting it into a new combination. This provides novelty and excitement which accelerates learning.

A possible scenario:

Speaker’s cue: “Are you going to the movies today?”
(PAUSE)

Drawing on information given previously, you respond
(*in the target language*):

“No, I’m going tomorrow.”

The instructor will then confirm your answer:

“No, I’m going tomorrow.”

The Narrator then may cue:

“Is your sister going to Europe this year?” (PAUSE)

Response: “No, she went last year.”

Before Dr. Pimsleur created his teaching method, language courses were based on the principle of “mindless-repetition.” Teachers drummed words into the students’ minds over and over, as if there were grooves in the mind that could be worn deeper with repetition.

Neurophysiologists tell us however, that on the contrary, simple and unchallenging repetition has a hypnotic, even dulling effect on the learning process. Eventually, the words being repeated will lose their meaning. Dr. Pimsleur discovered that learning accelerates when there is an “input/output” system of interaction, in which students receive information and then are asked to retrieve and use it.

CORE VOCABULARY

While “Graduated Interval Recall” and the “Principle of Anticipation” are the foundation of the Pimsleur® Method, there are other aspects that contribute to its uniqueness and effectiveness. One involves vocabulary. We have all been intimidated, when approaching a new language, by the sheer immensity of the number of new words we must learn. But extensive research has shown that we actually need a comparatively limited number of words to be able to communicate effectively in any language.

Language can be divided into two distinct categories: grammatical structures (function words) and concrete vocabulary (content words). By focusing on the former category and enabling the student to comprehend and employ the structure of the new language, Dr. Pimsleur found that language learners were able to more readily put new knowledge to use. There are few content words that must be known and used every day. The essential “core” of a language involves function words, which tend to relate to human activities.

This course is designed to teach you to understand and to speak the essential elements of your new language in a relatively short time. During each half-hour lesson, you will actually converse with two native speakers, using the level of language spoken by educated citizens in their everyday business and social life. The program’s unique method of presenting dialogue in-situation relieves you of the most common learning problem, the problem of meaning.

ORGANIC LEARNING

The Pimsleur® Method centers on teaching functional mastery in understanding and speaking a language, in the most effective and efficient way possible. You will be working on your vocabulary, grammar, and pronunciation in an integrated manner, as you are learning specific phrases that have practical use in everyday activities.

There are several thousand languages in the world. Because fewer than five hundred of these languages have developed formal systems of writing, linguistic specialists accept that language is primarily speech. For this reason, it is also accepted that the human brain acquires language as speech. Therefore, when Dr. Pimsleur created his language programs, he began teaching with recorded materials, which enabled the learners to acquire the sounds, the rhythm, and the intonation of the target language. The learners did this more rapidly, more accurately, and with great enthusiasm because they found themselves capable of almost instant beginning communication skills.

Dr. Pimsleur called this “organic learning” because it involves learning on several fronts at the same time. His system enables the learner to acquire grammatical usage, vocabulary, and the “sounds” of the language in an integrated, exciting way. In short, the learner gains the language as a living, expressive form of human culture.

COURSE CONTENT

When you have mastered a Pimsleur® Language Program, you will have a highly-practical, every-day vocabulary at your command. These basic words, phrases, and sentences have been carefully selected to be the most useful in everyday situations when you visit a foreign country. You will be able to handle social encounters graciously, converse with native speakers in travel situations, and use transportation systems with confidence. You'll be able to ask directions and to navigate your own way around the cities and countryside.

The language skills you learn will enable you to participate in casual conversations, express facts, give instructions, and describe current, past, and future activities. You will be able to deal with everyday survival topics and courtesy requirements. You will be intelligible to native speakers of the language—even to those who are not used to dealing with foreigners. What is equally important, you will know how to ask the kinds of questions that will further expand your knowledge of and facility with the language, because you will have been trained by the Pimsleur® open-ended questioning technique.

The Pimsleur® Method becomes a springboard for further learning and growth to take place—the ultimate purpose of any real educational system. This desire to learn will be apparent to the people with whom you speak. It will indicate sincere interest in and respect for their culture.

A NOTE ON REGIONAL LANGUAGE DIFFERENCES

In any large country, and even in many smaller countries, regional differences in language are common. In the United States, for example, a person from Maine can sound very different than someone from Texas. Pronunciations (“accents”) vary, and there are also minor differences in vocabulary. For example, what is called a “drinking fountain” in New York or Arizona is known as a “bubbler” in Wisconsin, and a “soft drink” in one part of America will be called a “soda” elsewhere. The differences in English are even more distinct between North Americans and Britons, or between Britons and Australians. But all are native speakers of English; all can communicate with spoken English, read the same newspapers, and watch the same television programs, essentially without difficulty.

Native speakers of a language can often tell where someone is from by listening to him or her speak. In addition to regional differences, there are social differences. Pimsleur® Language Programs use a standard “educated” speech, which will generally carry you throughout the country without difficulty.

READING IN A PIMSLEUR PROGRAM

A phonetic alphabet, such as the Latin alphabet and the Greek alphabet, is a list of symbols (letters) that are used to represent the sounds of the language in writing. And given that language is primarily speech, the spoken sounds of the language necessarily precede learning how to decode the written form, i.e., learning how to “read” – just as a child first learns to speak and then eventually to read. This is the natural progression Dr. Pimsleur followed in his courses.

After an initial introduction to the spoken language, reading is then integrated into the program and the new alphabet is systematically introduced, associating each letter with the sounds of the new language. Initially, you are sounding out words, mastering the different sounds associated with the new alphabet. You are not, at first, reading for meaning, but rather for sound/symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and “read for meaning.” By the end of the first 30 lessons, you will be reading at the same level as you are speaking.

Pimsleur covers the world of languages. You can choose from over 60 language programs, many with multiple levels, ranging from the most popular to the exotic. Become a Pimsleur learner and travel the world!

Programs available for these languages:

- Albanian
- Arabic (Eastern)
- Arabic (Egyptian)
- Arabic (Modern Standard)
- Armenian (Eastern)
- Armenian (Western)
- Chinese (Cantonese)
- Chinese (Mandarin)
- Croatian
- Czech
- Danish
- Dari (Persian)
- Dutch
- Farsi (Persian)
- French
- German
- Greek (Modern)
- Haitian Creole
- Hebrew (Modern)
- Hindi
- Hungarian
- Indonesian
- Irish
- Italian
- Japanese
- Korean
- Lithuanian
- Norwegian
- Ojibwe
- Pashto
- Polish
- Portuguese (Brazilian)
- Portuguese (European)
- Punjabi
- Romanian
- Russian
- Spanish
- Swahili
- Swedish
- Swiss German
- Tagalog
- Thai
- Turkish
- Twi
- Ukrainian
- Urdu
- Vietnamese

ESL (English as a Second Language):

- Arabic
- Chinese (Cantonese)
- Chinese (Mandarin)
- French
- German
- Haitian
- Hindi
- Italian
- Korean
- Persian
- Portuguese
- Russian
- Spanish
- Vietnamese



Pimsleur® Language Programs are available
in all of the commonly spoken languages.

Many other languages are also available.
For more information, call 1-800-831-5497
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