Urdu and English Verb Phrases: A Syntactic Analysis of Sub-Categories and Verb-Agreement Relationship

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ABSTRACT

Living in a global world interconnected linguistically results in bilingualism and multilingualism. It is need of the hour to analyze the structure of different languages. This study aims to investigate the structure of Urdu Verb Phrase by identifying its subcategories and highlighting verb-argument relationship through a comparison with those of English where needed. Urdu, a national and official language of Pakistan, is taught and read at different levels in Pakistan along with English, the other official language of Pakistan. The study is expected to assist the students working on the sentence structure of both languages with a focus on VPs. Based on the Minimalist Program the study is descriptive as it utilizes qualitative research approach. The data are collected through observation method where the native speakers of the Urdu language are observed to collect data through purposive sampling. The findings indicate that Urdu VPs show all the sub-categories as suggested by Carnie (2007) for English VPs. Moreover, Urdu VPs carry more agreement relationships to show person, number and gender.

Keywords: Argument, Minimalist Program, Subcategories, Urdu VP, Person, Number, Gender.

1.   INTRODUCTION

Every language is built up of sentences and the sentences are generated under certain rules. Each language has its sentence structure. Sentence structure for English is SVO but for Urdu, it is SOV. A sentence is formed by combining words, and it consists of

a subject and verb. Verbs are the most vital component of any sentence that tell about the action, state or situation of the subject. Even a single verb can stand alone to give a complete meaning like a sentence. This study intends to investigate the structure of Urdu Verb Phrase, that is, to analyze the syntax of VPs in Urdu and it also tries to find out the agreement of verb with person, gender and number of its arguments. The study aims to:

- Find out different subcategories of Urdu VPs keeping in view the one that Carnie developed for English Verbs.

- Investigate the agreement of Urdu verbs with the person, gender, and/or number of its arguments, such as its subject, or object.

In accordance with these objectives, the following questions are formulated to guide this study:

1. What are the different sub-categories of Urdu VPs in comparison to English VPs as given by Carnie (2007)?
2. How does an Urdu VP differ from an English VP as far as the agreement with its arguments is concerned?

To find out the answer of the questions, the study utilizes The Minimalist Program (MP) to describe the Urdu Verb phrase and its constituents. Based on Chomsky's (1995) ideas, this study is influenced by the Principles and Parameters Theory which started in 1993.Minimalism follows the principle of economy which suggests that in the representation and creation of structures, the linguistic system needs to be economical. In other words, only the required elements should be there while giving a syntactic structure (Carnie, 2007).

The present study by analyzing Urdu VPs for sub-categories and verb-argument relationship is expected to help the students of syntax to develop an understanding of how to analyze Urdu VPs through gloss and tree diagrams.

2. LITERATURE REVIEW

The study of how language works is called the science of linguistics. A language works at different levels; it can be studied from different perspectives. Carnie (2007) considers syntax as the level of linguistic organization that mediates between sounds and meaning. According to him, the focus of syntax is how sentences are structured. He further considers syntax a cognitive science because it helps to develop an understanding of how human beings interact with each other. Tallerman (2005) asserts that syntax means sentence construction: how words combine to make

phrases and sentences. The term syntax also refers to the study of the syntactic properties of language. The dominant theory of syntax is Generative Grammar which has had many different names through its development like TG, TGG, Standard Theory, Extended Standard Theory, GB, P & P approach, and MP. UG is based on principles, not on rules. These principles are the base and similar in all the languages; however, the rules differ.

1. All languages are structure dependent. For example, the basic English word order is SVO, while in Urdu, it is SOV.
2. The principle of projection asserts that every lexical item projects its properties onto the sentence structure.
   There are two parameters about the phrase structure of all the languages, Head left and Head right.

In English, we have the Head word right and Complement left, while in Urdu, we have Head word left and Complement right.

Urdu has an SOV structure, but this word order is flexible. The subject can come at different positions as given in (i):

(i).   a). اسلم نے اکرم کو دیکھا
        /əsləm ne əkrəm   kɔ: dkhə/
           Aslam- ERG Akram- ACC see-PST.
           Aslam saw Akram.
      b). اکرم کو اسلم نے دیکھا
        / əkrəm   kɔ: əsləm ne   dkhə/
        Akram-ACC   Aslam-ERG   see-PST

        Akram was seen by Aslam.

Moreover, in Urdu, the phrases within a sentence can change order arbitrarily, means Urdu has a free phrase order. To determine what role a phrase is playing in a sentence, we have to consider the case markers (CM) which are treated as separate words in Urdu. Mohanan (1990) has given the case marking system of Urdu. Urdu subject exhibits different cases which are given in the following table with the clitics and their function (following Butt, 1995 & Bukhari, 2009).

Table 1: Urdu Case Markers and Their Functions

Case Marker	Case	Function
Φ	Nominative	Subject/Object
-ne	Ergative	Subject/ Agentive
-ko	Accusative	Object/ Patient

-ko	Dative	Subject/Object/Goal
-me?/par/	Locative	Subject/Oblique
-ka/ki/ke	Genitive	S/ Object/ Possessor
-se	Instrumental	Subject/Oblique

Phrases come after the word level. The nodes in a syntactic tree above the word level represent phrases. Phrase is a string of words that functions as a unit. Every phrase has to have at least one constituent. This constituent is called the head of the phrase. It consists of a head and complement. The head determines the phrase's function, behavior and category. Some Basic phrase types are Noun Phrases (NP), Verb Phrases (VP), Prepositional Phrases (PP) and Adjective Phrases (AP). Basic Phrase Structure Rule is:

XP → X

VP → V

Verb phrases can be categorized in different ways. Carnie (2007) claims that one way to divide verbs is along the lines of tense/finiteness and the other is to divide them in terms of the number of noun phrases and PPs or CPS they require. This second division is called argument structure. By argument, he means the entities participating in the relation, and it is the predicate (verb) that defines the relationship between these arguments. For example:

Gwen   hit   the   baseball.

Argument   Argument
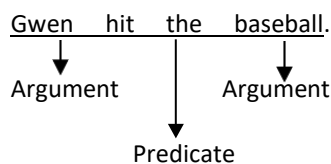
Predicate

It is the predicate that determines the number of arguments, while the number of arguments that a predicate can take determines the sub category of the verb. Carnie (2007) gives the following chart in which he summarizes all the sub categories of verbs.

Table 2: Subcategories of verbs (suggested by Carnie, 2007)

| Subcategory	Example
V [NP__] (intransitive)	Leave
V [NP____NP] (transitive type 1)	Hit
V [NP____{NP/CP}] (transitive type 2)	Ask
V [NP____NP NP] (ditransitive type 1)	Spare

V [NP____NP PP] (ditransitive type 2)	Put
V [NP____NP {NP/PP}] (ditransitive type 3)	Give
V [NP____NP {NP/PP/CP}] (ditransitive type 4)	Tell

3.   RESEARCH METHODOLOGY

The study is conducted following a qualitative approach. Qualitative research, according to Cresswell (2007), is based on a descriptive approach. The data have been collected through personal observations of the native speakers of Urdu, and the sentences from daily life have been taken. The data are analyzed where each example is transcribed and translated into English. Glosses are provided for each example, and the analysis is strengthened with the help of tree diagrams as well. The study is delimited to an analysis of Urdu VPs in relation to their subcategories. For this purpose, only simple Urdu verbs as used in declarative sentences are the focus of this study. Moreover, again the agreement patterns of simple Urdu verbs are analyzed with a focus on person, number and gender. For a focused analysis Urdu verb جانا [/dʒɑːnə/=go] is selected to see Urdu verb agreement patterns.

4.   DATA ANALYSIS

Like many other languages verbs have an important function to play in Urdu. VP is the head of a sentence and licenses the number as well as the role of the other phrases in a sentence.
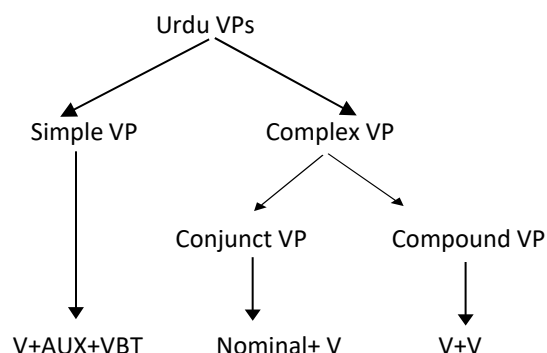
4.1. Developing a Chart for Sub-Categories of Urdu VP

Verbs are categorized as transitive, intransitive and di-transitive depending upon the valency of the verb. Valency means the number of arguments that a verb can take. Depending upon the valency of Urdu verbs, the following analysis is done to develop an Urdu VP chart.

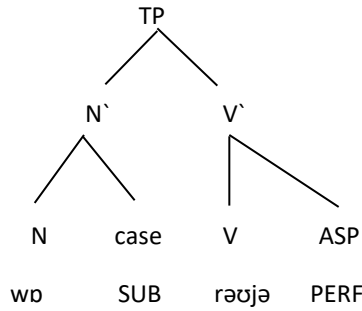### 4.1.1.   Intransitive Verb Phrase: V [NP__] (intransitive)

These verbs require a single NP subject. The Urdu Verb [روتا] is an example of Intransitive verb.

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i.   وہ رویا

/wɒ   rəʊjə/

NP-SUB   VP

He   wept

```
                    TP
                   /  \
                 N`    V`
                /\     /\
               N  case V  ASP

              wɒ   SUB  rəʊjə PERF
```

4.1.2.   Transitive Verb Phrase

A verb phrase that takes a direct object is called a transitive verb phrase**.** This direct object makes the listeners aware of when, where, and how the action happened. Moreover, transitive verbs may be used in both active and passive forms**.** These verbs are more common in the English language than in other languages (Angell, 2009). In Urdu, such verbs are found which require an object to give a complete meaning. These transitive verb phrases in Urdu appear in the following forms:

4.1.2.1.   V [NP NP____] (transitive type 1)

Such verbs require an NP object along with an NP subject. The Urdu VP [لکھتا] in the following sentence shows that it takes both NP-SUB (she) and NP-OBJ(letter).

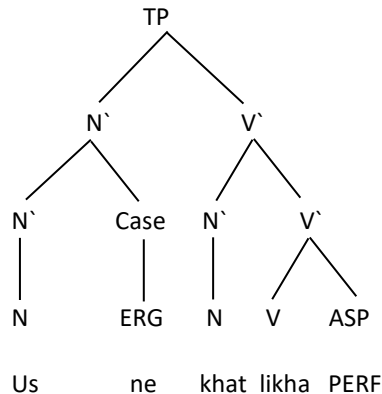**ii.**   اس نے خط لکھا

/ʌs neɪ   khat   likha/

NP-SUB   NP-OBJ   V

She ERG   letter   wrote

She wrote a letter.

```
                      TP
                     /  \
                   N`    V`
                  /\      /\
                N`  Case N`  V`
                |    |   |    /\
                N   ERG  N   V  ASP

               Us    ne  khat likha PERF
```
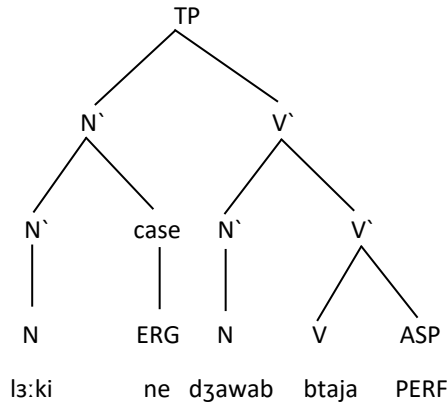
Likewise, Urdu verb [بتایا] in the following sentence takes both the NP-SUB and NP-OBJ.

iii.   لڑکی نے جواب بتایا

l3:ki: ne   dʒawab   btaja.

NP- SUB   NP-OBJ   V

The girl-ERG   the answer   told

The girl told the answer.

```
                        TP
                   ╱         ╲
                 N`            V`
              ╱      ╲       ╱     ╲
            N`      case    N`      V`
            │         │      │    ╱    ╲
            N        ERG     N    V      ASP

           l3:ki     ne  dʒawab  btaja   PERF
```

4.1.2.2.   V [NP _____CP] (transitive type 2)

The data have shown that transitive VPs in Urdu also allow a CP object. For example, the VP [بتا] as used in the following example shows this case:

iv. لڑکی نے بتایا کہ وہ جواب جانتی ہے

/larki: neɪ btaya   k   wəʊ dʒawab dʒanti hɑː/
NP-SUB   V   CP-OBJ

The girl   told   that she answer know be.

The girl told that she knew the answer.

```
                    TP
                ╱        ╲
              N`          V`
           ╱     ╲      ╱    ╲
         N`      case  V`      CP
```
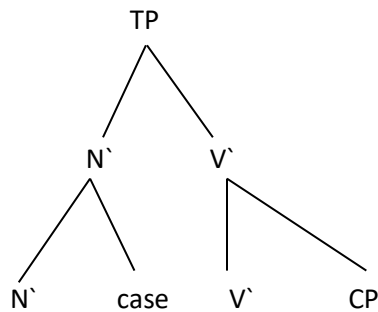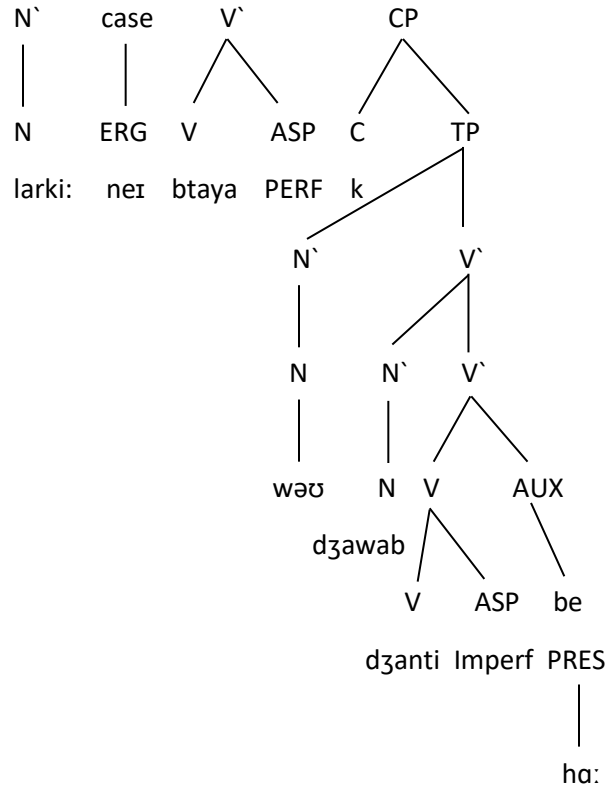
4.1.3. Ditransitive Verb

The verbs that require three arguments fall under this category. The data have given four patterns for this category of Urdu VPs.

4.1.3.1. V [NP NP NP _____] (ditransitive type 1)

The first pattern shows the use of two NPs as objects where the first is required as an indirect object and the second as a direct object (example v). Such verbs in Urdu take two NPs but do not allow the use of a combination of NP and PP. For example, it is incorrect to say عائشہ نے سبق کو ہمیں پڑھایا.

v.   عائشہ نے ہمیں سبق پڑھایا

/ aɪʃə	neɪ	hmain	sabak	parhajə/
NP(SUB)	ERG	NP(I.O)	NP(D.O)	V
Ayesha		us	lesson	taught

Ayesha taught us the lesson.

```
     N`      case    N`              V`
     |       |       |            /     \
     N       ERG     N`         N`         V`
    aɪʃə     neɪ    hmain       |        /    \
                                N       V      ASP
                              sabak  parhajə  PERF
```
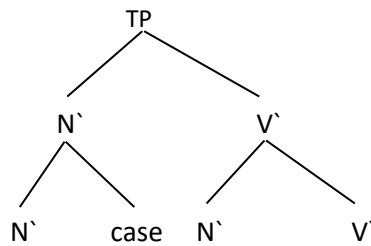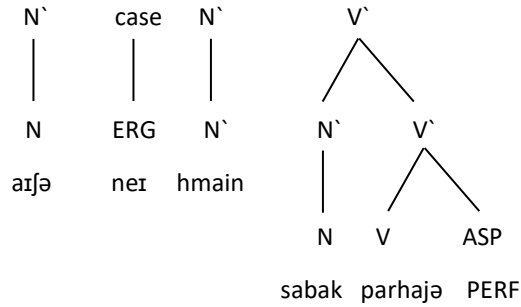
4.1.3.2. V [NP NP PP_____] (ditransitive type 2)

This pattern requires an NP as a subject and takes two more phrases where one is again an NP while the other is PP.

vi.   لڑکی نے کتاب میز پر رکھی

/l ɜ: ki: neɪ   kitab   maiz pɜ: rakhi:/

NP   ERG   NP   PP   V

The girl   book   table on   put

The girl put the book on the table.

```
                    TP
                 /      \
              N`          V`
            /    \      /     \
          N`     case  N`        V`
          |       |    /       /    \
          N       ERG N`      pp       V`
        l ɜ:ki:  neɪ  |      /  \     /   \
                      N     N    P   V    ASP
                    kitab  maiz pɜ: rakhi: PERF
```
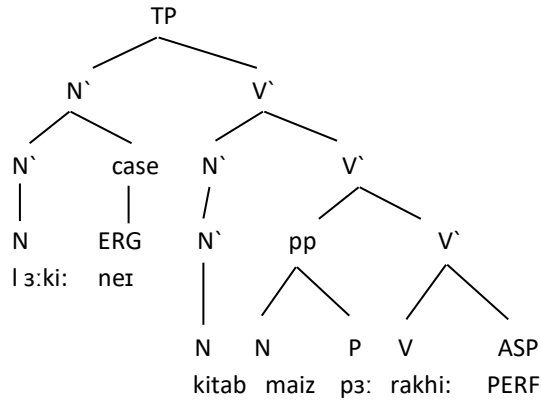
4.1.3.3. V [NP NP {NP/PP}____] (ditransitive type 3)

The verbs that are a combination of ditransitive type 1 and 2 and allow either NP or PP in the second position.

vii.   ماں نے اسے کہانی سنائی

/ma: neɪ   usay   kahani: su:naɪ/

NP   ERG   NP   NP   V

Mother   him   story   told

The mother told him a story.

```
           TP
          /   \
        N`      V`
```

```
              N`                        V`
             /  \                      /  \
           N`   case              N`        V`
           |      |               |        /  \
           N     ERG              N`     N`    V`
          ma:     ne              |      |    /  \
                                  N      N   V`   ASP
                                 usay  kahani |     |
                                             sunae PERF
```
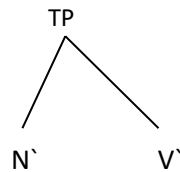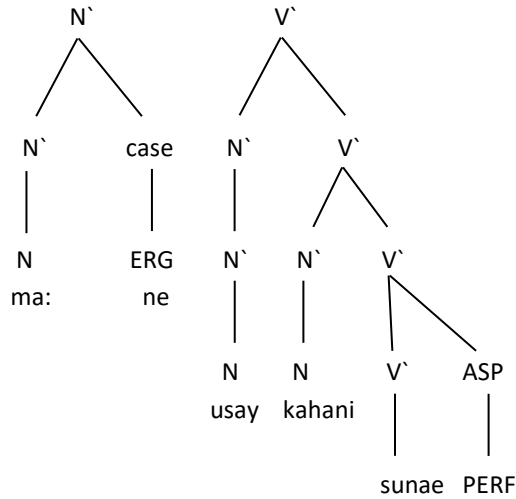
viii. ماں نے کہانی پریوں پر سنائی

/ ma: neɪ   kahani: parju: pɜ: sunaɪ/

NP   ERG   NP   PP   V

The mother   story   fairies on   narrated

The mother narrated a story on fairies.

```
                        TP
                       /  \
                    N`      V`
                   /  \    /  \
                 N`  case N`   V`
                 |    |   |   /  \
                 N   ERG  N` P`    V`
                ma:   ne  |  / \  / \
                         N  N` P` V`  ASP
                       kahani |  |  |    |
                              N  P sunae PERF

                        parju: pɜ:
```
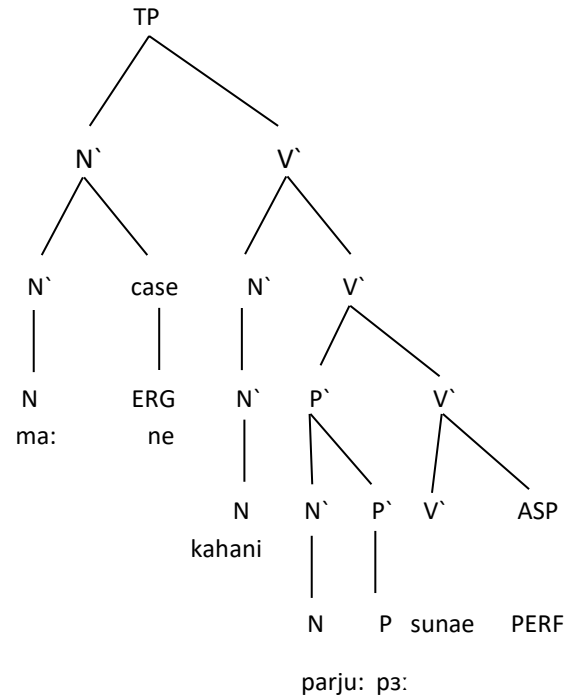
4.1.3.4. V [NP NP {NP/PP/CP}____] (ditransitive type 4)

Ditransitive type 4 shows the use of verbs with two NPs where these may appear either with an NP, a PP or CP. The following Urdu examples taken from the data are analyzed where each example is transcribed and translated into English. Glosses are

provided for each example and the analysis is strengthened with the help of tree diagrams as well.
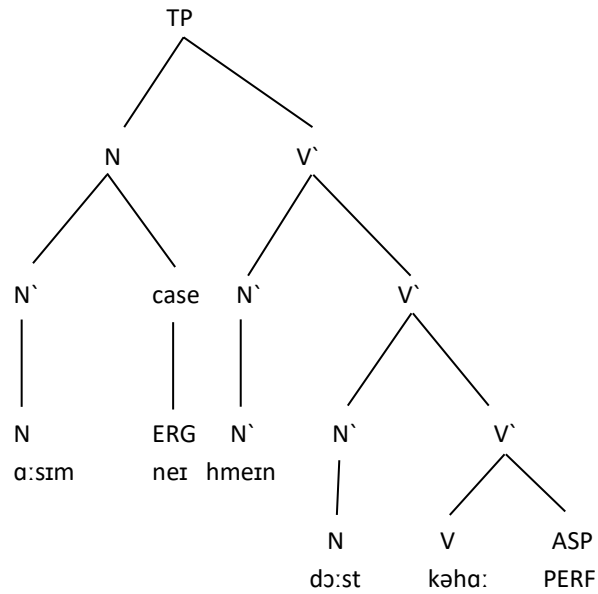
ix.   عاصم نے ہمیں دوست کہا

/ɑːsɪm neɪ hmeɪn dɔːst kəhɑː/

NP   ERG   NP   NP   V

Asim   us   friends   called

Asim called us his friends

TP
- N
  - N`
    - N
    - ɑːsɪm
  - case
    - ERG
    - neɪ hmeɪn
- V`
  - N`
    - N`
      - N
      - dɔːst
  - V`
    - V`
      - V
      - kəhɑː
    - ASP
    - PERF

x.   اس نے مجھے جانے کو کہا

/ʌs ne mudʒe dʒɑːne kɔː kaha/

NP ERG NP   PP   V

He   me   go to   asked

He asked me to go.

```
                        TP
                   ┌─────┴─────┐
                   N           V`
               ┌───┴───┐   ┌───┴────┐
               N`     case N`       V`
               │       │   │    ┌────┴────┐
               N       ERG  N`  P`        V`
               ʌs      ne  mudʒay ┌─┴─┐   ┌──┴───┐
                                  N    P   V      ASP
                              dʒanay  kɔ: kaha   PERF
```
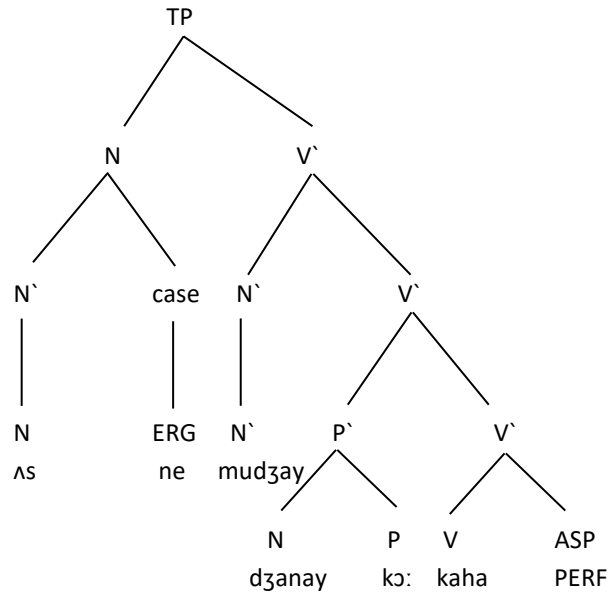
xi.   اس نے مجھے کہا کہ وہ کھیلتا ہے

/ʌs   ne   mudʒe kaha   k wo kheltə hɑ:/

NP ERG   NP   V   CP

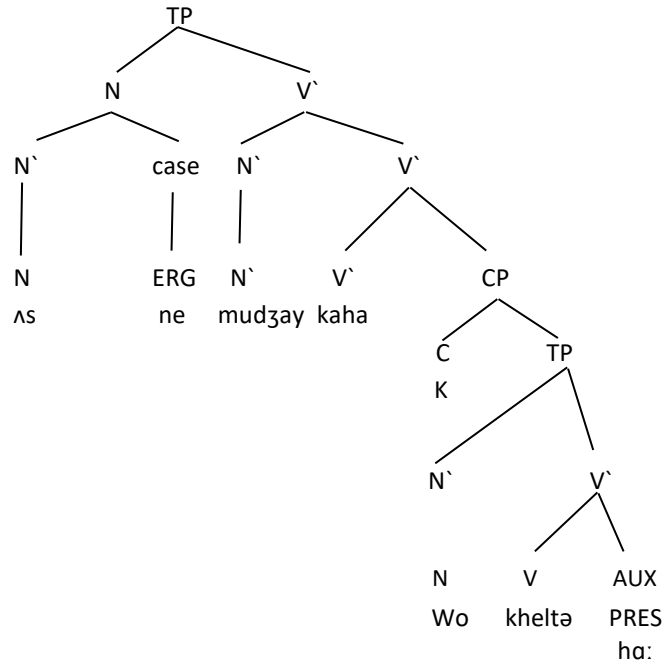He   me   told   that he play

He told me that he played.

```
                        TP
                   ┌─────┴─────┐
                   N           V`
               ┌───┴───┐   ┌───┴────┐
               N`     case N`       V`
               │       │   │    ┌────┴─────┐
               N       ERG  N`  V`         CP
               ʌs      ne  mudʒay kaha  ┌───┴───┐
                                        C        TP
                                        K    ┌───┴────┐
                                             N`       V`
                                             │     ┌──┴───┐
                                             N     V      AUX
                                            Wo   kheltə   PRES
                                                          hɑ:
```

Table 3: Sub-categories of Urdu VPs

VPs Subcategories	Urdu VPs Examples
V [NP__] (intransitive)	وہ رویا /wɒ rəʊjə/ NP-sub VP
V [NP NP____] (transitive type 1)	اس نے خط لکھا /ʌs neɪ khat likha/ NP-SUB NP-OBJ V
V [NP____CP] (transitive type 2)	لڑکی نے بتایا کہ وہ جواب جانتی ہے /larki: neɪ btaya k wəʊ dʒawab dʒanti hɑ:/ NP-SUB V CP-OBJ
V [NP NPNP____] (ditransitive type 1)	عائشہ نے ہمیں سبق پڑھایا / aɪʃə neɪ hmain sabak parhajə/ NP(SUB) ERG NP(I.O) NP(D.O) V
V [NP NP PP____] (ditransitive type 2)	لڑکی نے کتاب میز پر رکھی /larki: neɪ kitab maiz pɜ: rakhi:/ NP ERG NP PP V
V [NP NP {NP/PP}____] (ditransitive type 3)	ماں نے اسے کہانی سنائی /ma: neɪ usay kahani: su:naɪ:/ NP ERG NP NP V

V [NP NP{NP/PP/CP}__](ditransitive type 4)

عاصم نے ہمیں دوست کہا

/ɑːsɪm neɪ hmeɪn dɔːst kəhaː/
NP ERG NP NP V

اس نے مجھے جانے کو کہا

/ʌs ne mudʒe dʒɑːne kɔː kaha/
NP ERG NP PP V

اس نے مجھے کہا کہ وہ کھیلتا ہے

/ʌs ne mudʒe kaha k wo kheltə hɑː/
NP ERG NP V CP

4.2. Verb-Agreement Relationships

This section answers research question 2 by comparing Urdu Verb agreement with English Verb agreement. The present study covers an analysis of only simple declarative Urdu sentences where the agreement of a verb with nominative case of pronouns is examined. To make the study more systematic, one Urdu verb [جانا /dʒɑːnə/=go] in the indefinite tense form is selected for analysis.

4.2.1. 1st Person and Verb Agreement

In English, the same form of the verb "go" for present, "went" for past and "shall go" for future are used for both singular and plural, masculine and feminine but the Urdu verb ["جانا" /dʒɑːnə/=go]takes different forms depending upon person, gender, number and tense. For example, in English verb "go" when used with first person singular as in ' I go' does not indicate the gender of the person but in Urdu, the verb "go" has two variants i.e. "جاتا"/ dʒɑːtə/ and "جاتی" / dʒɑːtiː/ to refer to masculine and feminine gender respectively(Table 4). Likewise, the verb "go" used with first person plural "we" in English does not hint at the gender or number of the persons but in Urdu, the use of the verb "جانا"[/dʒɑːnə/=go] with first person plural "ہم" determines both the gender of the persons. Table 4 shows how "ہم" /hʌm/when referring to a feminine takes the verb "جاتی" / dʒɑːtiː/ while it takes the masculine form "جاتے" /dʒɑːte/ when referring to masculine.

Table 4: 1st Person and Comparison of English & Urdu Verb Agreement

Language	Person	Number	Example	VPs & Gender	Present	Past	Future
English	1st	Singular	I	Same VP for both M+F	I **go**.	I **went**.	I **shall go**.
		Plural	We	Same VP for both M+F	We **go**.	We **went**.	We **shall go**.
Urdu	1st	Singular	میں /main/	Different VPs for M+F	میں جاتاہوں /main dʒɑ:tə hu:n/ M میں جاتی ہوں /main dʒɑ:ti: hu:n/ F	گیا میں /main geə/ M گئی میں /main geɪ/ F	میں جاؤں گا /main dʒəʊn gɑ:/ M میں جاؤں گی /main dʒəʊn gi:/ F
		Plural	ہم /hʌm/	Different VPs for M+F	ہم جاتے ہیں /hʌm dʒɑ:te hæn/ M ہم جاتی ہیں /hʌm dʒɑ:ti: hæn/ F	ہم گئے hʌm gaɪ M ہم گئیں /hʌm geɪn/ F	ہم جائیں گے /hʌm dʒaɪn ge/ M ہم جائیں گی /hʌm dʒaɪn gi:/ F

4.2.2. 2ⁿᵈ Person and Verb Agreement

Like 1st person pronouns, the verbs used with 2nd person pronouns in Urdu show a different attitude when compared to those of the pronouns used in English. There is only one 2nd person pronoun in English i.e., "you" which is used for both singular and plural numbers. Moreover, the chosen verb "go" shows no agreement with this pronoun for gender as well. Table 5 indicates how the verb 'go' changes its form for tense like 'went' for past and "shall go" for future but it does not indicate the gender. In comparison to this in Urdu, there is more than one term to refer to 2nd person like "تم" "[/tʊm/=you], "تو" [/tu/=you] for singular number while "آپ" /ɑːp/=you] for plural number.The verb agrees with these three forms of 2nd Person pronoun to indicate both number and gender. As given in Table 5, the data shows that the Urdu verb "جانا" [/dʒɑːnə/=go] has variant forms. For example, the two variant forms of this verb جاتے /dʒɑːte/ and جاتی / dʒɑːtiː/are used when"تم" "[/tʊm/=you] is used to refer to a singular masculine and singular feminine respectively to show present time. For past time Urdu verb "جانا"takes two different forms to show gender differences i.e., "گۓ" and "گئی" for masculine and feminine respectively. Another person used to refer to 2nd Person in Urdu is "تو" [/tu/ =you] which is an informal way of addressing someone. But in English, we have only 'you' which does not indicate the level of formality. As far as the 2nd person plural pronoun is concerned, in English, we have 'you' again but in Urdu, the term "آپ" [/ɑːp/=you] is used for plural number and the verb shows an agreement with this term as given in Table 5.

Table 5: 2ⁿᵈPerson and Comparison of English & Urdu Verb Agreement

Language	Person	Number	Examples	Gender	Present	Past	Future
English	2ⁿᵈ	Singular	You	Same VP for both M+F	You **go**.	You **went**.	You **will go.**
		Plural	You	Same VP for both M+F	You **go**.	You **went**.	You **will go.**
Urdu	2ⁿᵈ	Singular	تم /tʊm/	Different VPs for M+F	تم جاتے ہو / tʊm **dʒɑ:te hɔ**: M تم جاتی ہو tʊm **dʒɑ:ti: hɔ**: F	تم گئے /tʊm **gaɪ/** M تم گئی /tʊm **geɪ/** F	تم جاؤ گے /tʊm **dʒaʊ** ge/ M تم جاؤ گی /tʊm **dʒaʊ** gi:/ F
			تو /tu/*		تو جاتا ہے /tu: **dʒɑ:tɑ: hæ/** M تو جاتی ہے tu **dʒɑ:ti: hæ** F	تو گیا /tu: **geə/** M تو گئی /tu: **geɪ/** F	تو جائے گا /tu: **dʒaɪ g ɑ:/** M تو جائے گی /tu: **dʒaɪ gi:/** F
		Plural	آپ /ɑ:p/**	Different VPs for M+F	آپ جاتے ہیں /ɑ:p **dʒɑ:te hæn/** M آپ جاتی ہیں ɑ:p **dʒɑ:ti: hæn** F	آپ گئے / ɑ:p **gaɪ/** M آپ گئیں / ɑ:p **geɪn/** F	آپ جائیں گے /ɑ:p **dʒaɪn** ge / M آپ جائیں گی /ɑ:p **dʒaɪn** gi:/ F

*In Urdu the term **"تو"**/tu/ is used to address a singular second person and it shows a level of informality, inequality or even disrespect.

** In Urdu the term **"آپ" /ɑ:p/** is used to refer to the plural second person but it can also be used to address a person to show respect or formality. For example, آپ جاتے ہو [/ɑ:p **dʒɑ:te hɔ**/ .

4.2.3. 3rd Person and Verb Agreement

Contrary to 1st and 2nd person pronouns, English has more terms to refer to 3rd person when compared to 3rd Person pronouns used in Urdu. In English third person singular pronouns "he", "she" and "it" are used to refer to masculine, feminine and neutral gender respectively while the third person plural "they" is used to refer to both the masculine and feminine genders. However, in Urdu the pronoun **"وہ" /w ɔ:/** is used for both numbers and genders. But the difference lies where Urdu VPs agree with the pronouns to show number as well as gender. In English gender is indicated by the pronouns "he" and "she" and not by the VPs. But in Urdu, gender is indicated through VPs. For example, the verbs like "go", "went" and "will go" appearing with the English 3rd Person pronoun 'they' though show plural number but it does not give any idea about gender. In comparison to this, the Urdu VPs used with pronoun **"وہ" /w ɔ:/** in different examples (Table 6) show an agreement of both number and gender.

Table 6: 3rd Person and Comparison of English & Urdu Verb Agreement

Language	Person	Number	Examples	Gender	Present	Past	Future
English	3rd	Singular	He She	Masculine (Same VP)	He **goes**. (M)	He went. (M)	He will go. (M)
				Feminine (Same VP)	She goes. (F)	She went. (F)	She will go. (F)
		Plural	They	Same VP for both M+F	They **go**. (M & F)	They went. (M /F)	They will go. (M/ F)
Urdu	3rd	singular	وہ /wɔ:/	Different VPs for M+F	وہ جاتا ہے /wɔ: **dʒɑ:tɑ: hæ/** M وہ جاتی ہے / wɔ: **dʒɑ:ti: hæ /** F	وہ گیا /wɔ: **geə/** M وہ گئی /wɔ: **geɪ/** F	وہ جائے گا /wɔ: **dʒaɪ g ɑ:/** M وہ جائے گی /wɔ: **dʒaɪ gi:/** F
		Plural	وہ /wɔ:/	Different VPs for M+F	وہ جاتے ہیں / wɔ: **dʒɑ:te** hæn/ M وہ جاتی ہیں / wɔ: **dʒɑ:ti:** hæn/ F	وہ گئے / wɔ: **gaɪ/** M وہ گئیں / wɔ: **geɪn/** F	وہ جائیں گے / wɔ: **dʒaɪn ge /** M وہ جائیں گی / wɔ: **dʒaɪn** gi: / F

4.3. Some other Patterns of Verb Agreement

Other than the agreement of verb to indicate person, number and gender as discussed in the previous section, Urdu VPs also show agreement patterns of simple verbs concerning the subject and object of the verb. The study has found three patterns as discussed below:

4.3.1.   Urdu VPs agree with the subject when the subject is not marked by a case marker (ergative etc.).

لڑکا کھیر کھاتا ہے

lɜːkə	kʰiː	kʰɑːtə	hæ
S-**M.Sg**	O-F.Sg	V-IMPERF,**M.sg**	AUX-PRES
The boy	kheer	eat	AUX-PRES

The boy eats kheer.

4.3.2.   Urdu VPs agree with the object when the subject is marked by a case marker and the object is unmarked.

لڑکے نے کھیر کھائی

lɜːke	ne	kʰiː	kʰaɪ
S-M.Sg	ERG	O-**F.Sg**	V –PERF **F.Sg**
The boy	ERG	Kheer	ate

The boy ate kheer.

4.3.3.   Urdu VPs take a masculine singular gender when both the subject and the object are marked by case markers.

استاد نے شاگرد کو پڑھایا

uːstɑːd	ne	ʃægɜːd	kɒ	pərhɑːjə
S-M.Sg	ERG	O-F.Sg	ACC	V –PERF **M.Sg**
The teacher	ERG	student	ACC	taught

The teacher taught the student.

5.   CONCLUSION

This study has investigated the subcategories of Urdu VPs based on the division of English VPs proposed by Carnie (2007). The study has found that similar to English, Urdu also has all three categories of transitive, intransitive, and ditransitive verbs. Urdu VPs are categorized as transitive, intransitive and di-transitive depending upon the valency of a verb. The difference lies where in English first NP i.e. the subject is immediately followed by VP while in Urdu, a VP can follow two NPs. Moreover, Urdu verbs are the indicators of the person, number and gender of the arguments but English verbs are not the indicators except for the third person singular which shows the number and person with no indication of gender. Urdu verbs are much under the influence of the arguments as far as person, number and gender agreement is concerned, but English verbs do not show it to that extent. The study concludes that the relation between Urdu VPs and arguments is a circular one i.e. verbs determine the number of arguments and the arguments determine the person, number and gender of the verbs.

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Appendix A

LIST OF ABBREVIATIONS

ACC	Accusative case
ASP	Aspect
AUX	Auxiliary
CP	Complementizer phrase
CPS	Complementizer phrases
CM	Case marker
D.O	Direct object
ERG	Ergative case
F.SG	Feminine singular person
GB	Government & binding theory
IMPERF	Imperfective
I.O	Indirect object
M&F	Masculine and feminine
MP	Minimalism
M.Sg	Masculine singular
NOM	Nominative case
NP	Noun phrase
O	Object
PERF	Perfective
PP	Preposition phrase

PPS	Preposition phrases
P&P	Principles & parameters approach
PST	Past
S	Subject
SUB	Subject
SOV	Subject object verb
SVO	Subject verb object
TG	Transformational Grammar
TGG	Transformational Generative Grammar
UG	Universal Grammar
VP	Verb phrase
VPS	Verb phrases
VBT	Verb tense marker