# A Comparative Syntactic Analysis of the English and Urdu Newspapers

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**Abstract**
This study tries to explore the syntactic structures of English and Urdu by analyzing sentences extracted from editorial sections of leading newspapers. The study aims to identify the structural relationships and differences between the two languages, focusing on grammatical organization and the dimensions of word order, tense, mood, and aspect. It also explores how meaning and communicative function are shaped in both languages. Corresponding English and Urdu sentences were collected from ten newspapers written in standard forms of both languages. The findings reveal that English predominantly follows a Subject–Verb–Object (SVO) word order, whereas Urdu primarily uses a Subject–Object–Verb (SOV) pattern, which significantly influences sentence construction and communication. Additionally, while meaning in English is largely determined by word order, Urdu relies more on inflectional morphemes and postpositions. These differences also extend to verb morphology, agreement patterns, tense, aspect, mood, and constraints related to syntactic structure. This study contributes to the fields of comparative syntax and applied linguistics and offers valuable insights for translation, bilingual communication, and cross-cultural understanding involving English and Urdu.

*Keywords:* Syntax, English, Word Order, Tense, Aspect, Mood, Comparative Linguistics

**Introduction**
Language is the primary tool through which human beings communicate, express ideas, and transmit culture. It is not only a means of interaction but also a reflection of cognition and social identity. Within the field of linguistics, syntax is the branch that examines the arrangement of words and phrases to form grammatically meaningful sentences. Chomsky (1965), in his seminal work *Aspects of the Theory of Syntax*, emphasized that syntax provides the deep structural framework that governs the organization of meaning in any language. Similarly, Radford (2009), in *Analyzing English Sentences: A Minimalist Approach*, explained that syntax functions as the backbone of linguistic expression, determining how speakers generate and interpret complex ideas through grammatical systems. English and Urdu, though both significant global and regional languages, belong to distinct linguistic families and demonstrate notable syntactic differences. English is a Germanic language under the Indo-European family, while Urdu belongs to the Indo-Aryan branch of the same family, having absorbed considerable lexical and syntactic influence from Persian and Arabic. Rahman (2011), in his socio-historical analysis *From Hindi to Urdu: A Social and Political History*, explains that Urdu developed through centuries of cultural and political interaction, resulting in a unique hybrid structure that blends South Asian and Middle Eastern linguistic patterns. The most striking syntactic difference between the two languages lies in their word

order. English follows a Subject–Verb–Object (SVO) pattern, while Urdu employs a Subject–Object–Verb (SOV) structure. Zeb (2019), in a comparative study of nominative and accusative cases in English and Urdu, noted that such structural variation directly affects meaning construction and sentence processing. Hashmi (2024) observed that English primarily depends on word order to express grammatical relationships, whereas Urdu relies more on inflectional morphology and postpositions, providing flexibility in sentence arrangement without altering meaning. Likewise, Husain (2015) highlighted that Urdu's inflectional system allows a high degree of syntactic elasticity, which is why Urdu excels in poetic and expressive discourse. In multilingual societies such as Pakistan, where both English and Urdu coexist as official languages, the understanding of syntactic contrasts becomes essential for effective language learning, teaching, and translation. Mahmood (2024) explained that the syntactic distance between English and Urdu often creates difficulties for learners in selecting appropriate prepositions and case markers when translating between the two systems. Similarly, Aziz, Saleem, Maqsood, and Ameen (2020) compared auxiliaries in English and Urdu and found that English auxiliaries exhibit greater syntactic movement, while Urdu auxiliaries maintain a fixed position following the main verb. Further comparative studies reveal deeper structural contrasts. Maqsood, Aziz, and Azam (2018) used X-bar theory within the Minimalist framework to examine auxiliary behavior in both languages, concluding that Urdu auxiliaries reflect gender and number agreement more consistently than those in English. Ata ul Ghafar and his colleagues (2020) explored Wh-movement using the Minimalist Program and discovered that Urdu allows optional Wh-movement, whereas English requires obligatory movement. Such distinctions indicate that Urdu and English differ not only in grammatical arrangement but also in the principles governing sentence interpretation. Newspaper editorials offer a rich corpus for syntactic analysis because they employ formal, structured language shaped by sociopolitical and communicative norms. Fatima and Iqbal (2021) observed that noun phrase structures in Urdu and English newspapers reflect the broader syntactic tendencies of their respective languages. Through comparative analysis, it becomes possible to uncover how sentence construction, word order, and grammatical choices mirror each language's logic, worldview, and communicative intent. Therefore, this study seeks to conduct a comparative syntactic analysis of English and Urdu newspaper editorials to explore differences in word order, grammatical structures, and the expression of tense, aspect, and mood. The research aims to contribute to the understanding of how syntactic variation influences meaning-making and cross-linguistic communication, thereby supporting more effective translation and pedagogy in bilingual and multilingual contexts.

## Research Objectives
1. To analyze the syntactic similarities and differences in English and Urdu newspaper editorials.
2. To identify structural features that make English and Urdu distinct in terms of syntax.
3. To explore how tense, aspect, and mood are employed in both languages to convey meaning.

## Research Questions
1) How do word orders differ between English and Urdu sentences, and what implications do these differences have for understanding sentence structure in both languages?
2) What are the primary systematic structure characteristics that make English and Urdu distinctive, and how do these characteristics impact the way information is conveyed in written and spoken communication?
3) How do English and Urdu use grammatical structures like tense, aspect and mood to express variations in meaning?

**Literature Review**

The study of syntactic differences between English and Urdu has received significant scholarly attention, particularly in the domains of comparative linguistics and applied linguistics. A number of researchers have examined structural patterns, grammatical categories, and functional uses of the two languages in order to highlight their similarities and divergences. Hanif et al. (2013) provide a foundational comparison of the grammatical systems of English and Urdu, the two most widely used languages in Pakistan. They describe grammar as the set of principles governing the formation of phrases, clauses, and sentences. While English grammar regulates the organization of linguistic units through relatively rigid structural rules, Urdu follows similar syntactic principles but diverges in several key areas. Unlike English, Urdu nouns are inherently gendered—classified as either masculine or feminine—and adjectives often inflect to agree with the gender and number of the nouns they modify. Urdu also relies extensively on postpositions rather than prepositions, which presents difficulties for Urdu speakers learning English, particularly in the correct selection of prepositions. Mahmood (2024) explores Urdu case clitics using Chomsky and Lasnik's (1977) Case Theory to examine whether clitics such as the dative and accusative *ko* or instrumental *se* function as postpositions in Urdu. Her findings reveal that instrumental *se* behaves similarly to English prepositions due to its structural placement, whereas *ko* does not share this compatibility. She recommends further research into the semantic dimensions of these case markers in relation to English prepositions. Maqsood et al. (2018) analyze auxiliary verbs in English and Urdu using the X-bar theory within the Minimalist Program (MP). Their comparative study of 200 examples extracted from textbooks and grammar manuals suggests marked differences in the syntactic positions and functions of auxiliaries. Urdu auxiliaries consistently appear after the main verb and reflect gender and number agreement, whereas English auxiliaries primarily mark number and participate in syntactic movements such as subject–auxiliary inversion during question formation. These differences have important implications for understanding the grammatical and semantic contributions of auxiliaries in both languages. Similarly, Ata ul Ghafar et al. (2020) investigate Wh-movement in English and Urdu using the Minimalist framework. Their analysis shows that Urdu permits optional Wh-movement, while English requires obligatory movement of Wh-phrases to satisfy features such as [+WH, EPP]. In English, tense markers and Wh-phrases move overtly, whereas in Urdu such movement may occur covertly. These findings highlight significant parametric variation between the two languages in how they form questions and interpret Wh-elements. Other researchers have examined broader syntactic properties across the two languages. Fatima and Iqbal (2021) compare noun phrase structure rules in English and Urdu newspapers and argue that editorial language provides a reliable corpus for observing systematic syntactic tendencies. Their study demonstrates how the structural logic of each language is reflected in the construction of noun phrases, particularly through determiners, modifiers, and case markers. Zeb (2019) also contributes to the field by highlighting nominative and accusative case distinctions in both languages, demonstrating how syntactic marking influences sentence interpretation. In addition, several scholars have explored the semantic and pragmatic dimensions of Urdu syntax. Husain (2015) analyzes Urdu resultative constructions and compound verbs, highlighting the language's syntactically elastic nature. Hassan et al. (2022) examine indexicals in Urdu and English, shedding light on how deixis functions differently due to cultural and structural variations. Collectively, the existing literature confirms that English and Urdu differ significantly in terms of word order, case marking, auxiliary behavior, clause structure, agreement patterns, and movement operations. These differences not only affect grammatical construction but also shape how meaning is conveyed, interpreted, and translated across the two languages. The present study builds on this body of research by analyzing authentic editorial data from English and Urdu newspapers to provide a more practical comparison of syntactic structures, including word order patterns and the use of tense, aspect, and mood.

**Methodology**

This study employs a qualitative, descriptive, and contrastive research design to examine the syntactic similarities and differences between English and Urdu. The purpose of the methodology is to provide a systematic framework for analyzing how both languages construct sentences and express grammatical categories such as tense, aspect, and mood. To achieve this, data were collected from the editorial sections of two widely circulated newspapers: *The News International* for English and *Roznama Aaj* for Urdu. Editorials were chosen because they provide formal, carefully structured language and often include complex sentences that offer rich syntactic patterns suitable for comparative analysis. From these editorials, the researcher manually extracted sentences that represented key syntactic types, such as declarative, interrogative, and complex constructions. Only those sentences that appeared in comparable communicative contexts across both newspapers were selected to ensure meaningful comparison. After data collection, the researcher analyzed the sentences through a contrastive linguistic approach. The first step involved identifying the fundamental word order patterns in both languages—English predominantly follows a Subject–Verb–Object (SVO) structure, whereas Urdu follows a Subject–Object–Verb (SOV) structure. The study then examined how both languages form different types of sentences, focusing on auxiliary placement in questions, clause sequencing in complex sentences, and the use of subordination. In addition, the analysis explored how English and Urdu express grammatical categories. Verb forms and conjugations were compared to study the expression of tense, aspect, and mood, and special attention was given to differences in gender agreement, auxiliary movement, and the influence of postpositions in Urdu versus prepositions in English. Further analysis investigated functional structures such as the use of honorifics, pronoun systems, and the flexibility of word order. Urdu's reliance on inflectional morphology and its grammatical gender system were compared with English's more fixed word order and lack of gender agreement in adjectives. All syntactic differences were interpreted to understand how they shape meaning, influence the construction of messages, and create challenges for translation and language learning. Because the study relies exclusively on publicly available newspaper data and involves no human participants, ethical concerns were minimal, and all sources were properly cited. Overall, the methodology provides a comprehensive and systematic approach to understanding how syntactic variations in English and Urdu influence communication, translation, and linguistic interpretation.

**Analysis and Discussion**

The best way to comprehend the syntactic rules of a language is to study its order of the words. This section discusses information included in the tables and illustrations.

**Basic Sentence Structure**

The first, and most important, syntactic feature that a learner of English must grasp is the order of the sentences in the English language. In English, the standard sentence structure is SVO (Subject-Verb-Object), while in Urdu, the standard structure is SOV (Subject-Object-Verb).

- Example: "She (S) eats (V) apples (O)".
Urdu sentence structure (SOV)
In Urdu, the structure starts with the subject, is followed by the object, and ends with the verb.

- Example: "وہ (S) سیب (O) کھاتی ہے (V)". (Woh saib khaati hai.)

**Comparative Examples**

To give an example of the differences, let's contrast a few sentences in both languages.

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Example 1: Simple Declarative Sentences

| English (SVO) | Urdu (SOV) |
|---|---|
| He reads books. | وہ کتابیں پڑھتا ہے۔ |
| (He - S, reads - V, books - O) | (V - پڑھتا ہے, O - کتابیں, S - وہ) |

Example 2: Interrogative Sentences
In English, questions frequently follow the design of auxiliary verb + subject + main verb.
- Example: "Does she like apples?"
In Urdu, questions are organized like that to statements but with a change in tone.
- Example: "کیا وہ سیب پسند کرتی ہے؟" (Kya woh saib pasand karti hai?)

| English (Aux + S + V + O) | Urdu (S + O + V + ?) |
|---|---|
| Does she like apples? | کیا وہ سیب پسند کرتی ہے؟ |
| (Does - Aux, she - S, like - V, apples - O) | (V - پسند کرتی ہے, O - سیب, S - کیا, ? - وہ) |

**Complex Sentences and Clauses**
Complex sentences in both languages disclose additionally grammatical differences, particularly in the placement of sub-ordinate clauses.

**English Complex Sentence**
In English, the sub-ordinate clause can either prior to or follow the main clause.
- Example: "However he was tired, he finished his work".

**Urdu Complex Sentence**
In Urdu, the sub-ordinate clause normally comes before the main clause.
- Example: "اگرچہ وہ تھکا ہوا تھا، اس نے اپنا کام ختم کیا۔" (Agarche woh thaka hua tha, us ne apna kaam khatam kiya.)

| English | Urdu |
|---|---|
| However he was tired (Sub), he finished his work (Main). | اگرچہ وہ تھکا ہوا تھا (Sub)، اس نے اپنا کام ختم کیا (Main)۔ |

**Implications for Understanding Sentence Structure**
**Syntax and Comprehension**
Comprehending the grammatical differences between English and Urdu helps in understanding each language's sentence building. English speakers learning Urdu need to adjust to the SOV structure, while Urdu speakers learning English must adapt to the SVO order. This adaptation impacts how precisely and speedily learners can process sentences.

**Translation and Interpretation**
For translators, understanding these structural differences is vital. Direct translation without adapting for grammatical differences can lead to uncomfortable or incorrect sentences. For example, interpreting "She eats apples" directly to Urdu without re-ordering the words would result in "وہ کھاتی ہے سیب," which is incorrect in Urdu syntax.

**Tables for Quick Reference**

| Sentence Type | English (SVO) | Urdu (SOV) |
|---|---|---|
| Declarative | She eats apples. | وہ سیب کھاتی ہے۔ |
| Interrogative | Does she eat apples? | کیا وہ سیب کھاتی ہے؟ |
| Complex | Although he was tired, he finished his work. | اگرچہ وہ تھکا ہوا تھا، اس نے اپنا کام ختم کیا۔ |

This paper compares the English and Urdu sentence structures whereby considering fundamental differences that make each sentence unique. Syntax refers to the formatting of words and phrases to create sentences that are grammatically accurate. Recognition of the structural elements of these languages offers insight into the transmission of information in written or spoken form.

**Sentence structure**
Word Order
1. English:
English uses the Subject-Verb-Object order.
2. Urdu: Urdu utilizes the Subject—Object—Verb order.

**Flexibility in Word Order**
**English**:
Although there is a fairly high degree of fixedness if a word is moved out of place; it would not ruin the sentence structure.

**Urdu**:
Urdu, as it was mentioned, is an inflectional language and therefore allows more flexibility in word order.

**Tense and Aspect**
Verb Conjugation.
**English** verbs usually have different forms to show tense, aspect, and sometimes the mood. For example, the verb "go" changes go "went" (past), "going" (present participle), and "gone" (future).
**Urdu** verbs are conjugated to show tense, aspect, and sometimes, due to gender and formality distinctions, become more complicated. For instance, "kana" (to eat) changes to (kaya) (ate for masculine), "kai" (ate, for feminine), "kaa raha hoo" (am eating, for masculine), "kaa rahi hoo" (am eating, for feminine)

| English Sentences | Urdu Sentences |
|---|---|
| She is walking | وہ چل رہی ہے |
| He is sleeping | وہ سو رہا ہے. |

In English grammar we have two different pronouns for the masculine and feminine subject .For instance, she and he. She is studying and He is reading. In these two examples we can clearly know that the prior is the girl (feminine), while the latter is the boy (masculine). But in Urdu grammar we use the word) (وہ) for both the genders.

**Gender and Agreement**
**Noun-Adjective Agreement**
**English:**
English adjectives do not change form in accordance with the gender and the number of nouns they modify.
For example, "Big" remains same regardless of the noun "big house", "big houses".

**Urdu:**
However, Urdu adjectives agree in gender and number with the nouns they describe.

| English | Urdu |
|---|---|
| Big brother | بڑا بھائی |
| Big | بڑی |

| Sister | بہن |
|--------|------|

In the above table you can see, how adjectives in Urdu changes with the gender. While in English there are no such rules, only one adjective is use for both the genders.

## Articles and Determiners.
Definiteness and Indefiniteness.
English definitely correlates with Urdu. English, for example, has definite ("the") and indefinite ("a," "an") articles.
Urdu lacks direct equivalents of definite and indefinite articles, with definiteness often can be placed by context or specific words such as 'this' or 'that'.

## Examples:
In English grammar when we refer to the number of something and when we say specify something we use definite and indefinite articles. For instance book, an umbrella, an apple, the book, The United States, The Neither land.
While Urdu grammar has no such articles when refer to the number or something. For example in Urdu we say (Aik Ketaab) (ایک کتاب), we cannot say (The kitab or a kitab).

| Articles In English | Articles in Urdu |
|---------------------|------------------|
| A flower | ایک کتاب |
| An elephant | ایک ہاتھی |

Urdu grammar has no concept of articles as English grammar has definite and indefinite articles like (a, an, the)

## Relative Clauses
## Placement of Relative Clauses
**English**:
Relative clauses usually trails the noun they modify, e.g., "The man who is tall is my brother."
Urdu: Urdu like English, relative clauses trails the noun they rephrase, but they often necessitate a particle. In Urdu grammar relative clause often need additional makers.
Let us understand the concept of relative clause in English and Urdu grammar from the given table.

| The man | who is | Tall | is my brother | |
|---------|--------|------|---------------|---|
| وہ آدمی | جو کہ | لمبا ہے | میرا بھائی ہے | |
| The book | that | you | gave me | is interesting |
| وہ کتاب | جو | تم نے | مجھے دی | دلچسپ ہے |

## Negation
## Negation in Sentences
**Urdu**: Negation frequently places "**not**" with auxiliary verbs or adds "**no**" or "**none**."
**English**: Negation is negated by locating "**not**" before the key verb.

| Negatives In English Grammar | Negatives In Urdu Grammar |
|------------------------------|---------------------------|
| Does not | نہیں |
| None | نہیں |

| No | نہیں |
|---|---|

**Questions**:

**English**: How Question is formed by inverting the subject and auxiliary or using who, what where.

**Urdu**: In terms of form, asking a question in Urdu often uses a question particle such as "کیا (kia)" at the beginning of the sentence or modifies the intonation.

## Pronouns and Politeness

**Pronouns:**

**English**: The English pronouns vary in terms of their cases (nominal, accusative, possessive) but they do not vary with regard to the levels of formality.

**Urdu**: Pronouns in Urdu highly depend on the status of the person and formal/ informal use of language. For example "tum" in Urdu is use in formal case. When we are talking to our friends etc. But the word "aap" is use for the elder and respected person, which is formal. Urdu is more polite as it uses honorifics, on the bases of the status of the person.

## Example:

English: You are kind.

Urdu: تم مہربان ہو.

آپ مہربان ہے

The word "Tum" is use in formal case.

While the word "Aap" is use in informal case.

## Complex and Compound Sentences:

**English**: English makes use of conjunctions (and, but, because) in a complex and compound sentence to connect between two clauses.

**Urdu**: There also exist conjunctions such as"اور (and)" used in Urdu and "لیکن (but)" besides"کیونکہ (because)" with changes in word order and conjugation to agree and be coherent.

## Use of Postpositions

**Postpositions:**

**English**: English uses preposition that put in front of the noun such as 'on the table', 'in the room".

**Urdu:** Postpositions are used after nouns like; 'پر میز' (on the table) 'میں کمرے' (in the room).

**Examples:**

The book is on the table. (English)

کتاب میز پر پڑی ہے. [urdu]

Ketaab maiz par parhai hain. (Urdu)

In the above English sentence we can see that preposition is used before the noun. While in Urdu sentence preposition (par) is used after the noun. So both the are opposite in this regard.

## Use of Honorifics

**Honorifics and Levels of Respect:**

**English:** The English language does not possess any grammatical protocol for the use of honorifics. This can be through the selection of words and the tone that is used to pass a message.

**Urdu:** Urdu has a rich social language in the form of grammatical markers which denote reference.

**Examples:**

**English:** Can you help me?
**Urdu:** کیا تم میری مدد کر سکتے ہو.
کیا آپ میری مدد کر سکتے ہو.

The first Urdu sentence is use in informal case. While the second sentence is use in informal case.

**Impact on Communication**

**Clarity and Precision**: Both languages have similar characteristics in regard to the effects on clarity and precision in communication. English is a strict language with a particular word order that makes it simpler to communicate; Urdu is looser in this regard and is particularly useful for conveying the tone and meaning in poetry and literature.

**Cultural Context**: The language used in conveying information in most instances depends on the culture of the Urdu speaking community which expects the language to be seen as respectful and where there is a high regard for authority while English tends to be much more direct.

**Tense**

Tense relates to the time of action showed by the verb—whether it is in the past, present, or future.

**English Tenses**

English has three main tenses: past, present, and future, each of which can be simple, continuous, perfect, or perfect continuous.

1. **Present Simple:** "She writes."
2. **Past Simple:** "She wrote."
3. **Future Simple:** "She will write."
4. **Present Continuous:** "She is writing."
5. **Past Continuous:** "She was writing."
6. **Future Continuous:** "She will be writing."
7. **Present Perfect:** "She has written."
8. **Past Perfect:** "She had written."
9. **Future Perfect:** "She will have written."
10. **Present Perfect Continuous:** "She has been writing."
11. **Past Perfect Continuous:** "She had been writing."
12. **Future Perfect Continuous:** "She will have been writing".

**Urdu Tenses**

Urdu tenses also consist of past, present, and future, but they are said differently.

1. **Present Simple:** "وہ لکھتی ہے" (Woh likhti hai) for feminine, "وہ لکھتا ہے" (Woh likhta hai) for masculine.
2. **Past Simple:** "اس نے لکھا" (Us ne likha).
3. **Future Simple:** "وہ لکھے گی" (Woh likhe gi) for feminine, "وہ لکھے گا" (Woh likhe ga) for masculine.
4. **Present Continuous:** "وہ لکھ رہی ہے" (Woh likh rahi hai) for feminine, "وہ لکھ رہا ہے" (Woh likh raha hai) for masculine.
5. **Past Continuous:** "وہ لکھ رہی تھی" (Woh likh rahi thi) for feminine, "وہ لکھ رہا تھا" (Woh likh raha tha) for masculine.
6. **Future Continuous:** "وہ لکھ رہی ہوگی" (Woh likh rahi hogi) for feminine, "وہ لکھ رہا ہوگا" (Woh likh raha hoga) for masculine.
7. **Present Perfect:** "اس نے لکھا ہے" (Us ne likha hai).
8. **Past Perfect:** "اس نے لکھا تھا" (Us ne likha tha).
9. **Future Perfect:** "اس نے لکھا ہوگا" (Us ne likha hoga).
10. **Present Perfect Continuous:** "وہ لکھتی رہی ہے" (Woh likhti rahi hai) for feminine, "وہ لکھتا رہا ہے" (Woh likhta raha hai) for masculine.

11. **Past Perfect Continuous:** "وہ لکھتی رہی تھی" (Woh likhti rahi thi) for feminine, "وہ لکھتا رہا تھا" (Woh likhta raha tha) for masculine.

12. **Future Perfect Continuous:** "وہ لکھتی رہی ہوگی" (Woh likhti rahi hogi) for feminine, "وہ لکھتا رہا ہوگا" (Woh likhta raha hoga) for masculine.

**Comparison Table: Tense**

| Tense | English Example | Urdu Example (Masculine) | Urdu Example (Feminine) |
|---|---|---|---|
| Present Simple | She writes. | وہ لکھتا ہے (Woh likhta hai) | وہ لکھتی ہے (Woh likhti hai) |
| Past Simple | She wrote. | اس نے لکھا (Us ne likha) | اس نے لکھا (Us ne likha) |
| Future Simple | She will write. | وہ لکھے گا (Woh likhe ga) | وہ لکھے گی (Woh likhe gi) |
| Present Continuous | She is writing. | وہ لکھ رہا ہے (Woh likh raha hai) | وہ لکھ رہی ہے (Woh likh rahi hai) |
| Past Continuous | She was writing. | وہ لکھ رہا تھا (Woh likh raha tha) | وہ لکھ رہی تھی (Woh likh rahi thi) |
| Future Continuous | She will be writing. | وہ لکھ رہا ہوگا (Woh likh raha hoga) | وہ لکھ رہی ہوگی (Woh likh rahi hogi) |
| Present Perfect | She has written. | اس نے لکھا ہے (Us ne likha hai) | اس نے لکھا ہے (Us ne likha hai) |
| Past Perfect | She had written. | اس نے لکھا تھا (Us ne likha tha) | اس نے لکھا تھا (Us ne likha tha) |
| Future Perfect | She will have written. | اس نے لکھا ہوگا (Us ne likha hoga) | اس نے لکھا ہوگا (Us ne likha hoga) |
| Present Perfect Continuous | She has been writing. | وہ لکھتا رہا ہے (Woh likhta raha hai) | وہ لکھتی رہی ہے (Woh likhti rahi hai) |
| Past Perfect Continuous | She had been writing. | وہ لکھتا رہا تھا (Woh likhta raha tha) | وہ لکھتی رہی تھی (Woh likhti rahi thi) |
| Future Perfect Continuous | She will have been writing. | وہ لکھتا رہا ہوگا (Woh likhta raha hoga) | وہ لکھتی رہی ہوگی (Woh likhti rahi hogi) |

**Aspect**

Aspect deals with the passage of time inside a tense. It indicates whether an action is ongoing, completed, or repetitive.

**English Aspects**

English mainly employs four aspects: simple, continuous, perfect, and perfect continuous. For example:
1. **Simple Aspect:** "She writes."
2. **Continuous Aspect:** "She is writing."
3. **Perfect Aspect:** "She has written."
4. **Perfect Continuous Aspect:** "She has been writing."

**Urdu Aspects**

Urdu uses also consist of aspects but shows them differently.
1. **Simple Aspect:** "وہ لکھتا ہے" (Woh likhta hai).
2. **Continuous Aspect:** "وہ لکھ رہا ہے" (Woh likh raha hai).
3. **Perfect Aspect:** "اس نے لکھا ہے" (Us ne likha hai).
4. **Perfect Continuous Aspect:** "وہ لکھتا رہا ہے" (Woh likhta raha hai).

**Comparison Table: Aspect**

| Aspect | English Example | Urdu Example (Masculine) | Urdu Example (Feminine) |
|---|---|---|---|
| Simple | He writes. | وہ لکھتا ہے (Woh likhta hai) | وہ لکھتی ہے (Woh likhti hai) |
| Continuous | He is writing. | وہ لکھ رہا ہے (Woh likh raha hai) | وہ لکھ رہی ہے (Woh likh rahi hai) |
| Perfect | He has written. | اس نے لکھا ہے (Us ne likha hai) | اس نے لکھا ہے (Us ne likha hai) |

| | | | |
|---|---|---|---|
| Perfect Continuous | He has been writing. | وہ لکھتا رہا ہے (Woh likuta raha hai) | وہ لکھتی رہی ہے (Woh likhti rahi hai) |

## Mood

Mood shows the attitude of the speaker towards the action. The primary moods in English are indicative, imperative, and subjunctive.

## English Moods

1. **Indicative Mood:** Used for precise statements and positive opinions. "She writes every day."
2. **Imperative Mood:** Used for orders or requests. "Write your essay."
3. **Subjunctive Mood:** Used for wishes, hypothetical situations, or actions that are the opposite of fact. "If she were here, she would write."

## Urdu Moods

Urdu like that uses indicative, imperative, and subjunctive moods, but they are mostly noted by different verb forms and auxiliary verbs.

1. **Indicative Mood:** "وہ ہر روز لکھتی ہے" (Woh har roz likhti hai).
2. **Imperative Mood:** "اپنا مضمون لکھو" (Apna mazmoon likho).
3. **Subjunctive Mood:** "اگر وہ یہاں ہوتی، تو لکھتی" (Agar woh yahan hoti, to likhti).

## Comparison Table: Mood

| Mood | English Example | Urdu Example |
|---|---|---|
| Indicative | She writes every day. | وہ ہر روز لکھتی ہے (Woh har roz likhti hai) |
| Imperative | Write your essay. | اپنا مضمون لکھو (Apna mazmoon likho) |
| Subjunctive | If she were here, she would write. | اگر وہ یہاں ہوتی، تو لکھتی (Agar woh yahan hoti, to likhti) |

## Conclusion

Comparison between English and Urdu sentence structures emphasizes the importance of syntax in language interpretation and understanding. The subject-verb-object order of English and the subject-object-verb order of Urdu affect not only the construction of sentences but also the mental processes involved in learning and emphasizing languages. Analyzing the differences in the use of tense, aspect, and mood in English and Urdu reveals a deeper appreciation for the intricacies of the two languages. In English, the expression of these grammatical components is achieved through a combination of auxiliary verbs and the main verb while in Urdu, it is achieved through postpositions and specific verb endings. This helps highlight the unique ways in which languages express time, completion, and attitude of the speaker. This study delineates some of the central syntactic differences in the structures of English and Urdu. The difference in word order and the other constituent structural features determine how meaning is Pragmatically realized in a sentence. The other languages also differ functionally in the use of tense, aspect, and mood which impacts meaning. Such knowledge is crucial for the improvement of pedagogy, learning, and intercultural communication. The illuminating the syntactic differences of English and Urdu, this study helps articulate the complexities of sociolinguistics and enhances cross-linguistic communication.

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