Urdu Study Guide 20

Five College Center for World Languages

Available online at <http://langmedia.fivecolleges.edu> Version Date: May 2023

# Materials for this Study Guide

* *Beginning Urdu: A Complete Course* (and [accompanying audio recordings under "Additional Resources"](https://press.georgetown.edu/Book/Beginning-Urdu)
  + Unit III: Chapter 13: Clock Time, Using Postpositions with Verbs
* *Langmedia:* Urdu in Pakistan: [Calendar](http://langmedia.fivecolleges.edu/lbc-subtopic/124313)

* *[Language Learning Strategies and Tools on LangMedia](http://langmedia.fivecolleges.edu/strategies)*

# Assignments for Independent Study:

## Clock Time

* Step 1: Read and study the section Clock Time and the subsection Telling Time, pp. 213-215.
* Step 2: Study the words from Vocabulary 3 and make flashcards for them.
* Step 3: Look at your weekly schedule. For practice, out loud, in Urdu, describe what you do at each time of the day during the week. Be prepared to discuss with your conversation partner.
  + **HAND IN:** Complete Exercise 11.
  + **HAND IN:** Complete Exercise 13.

## Learn the Days of the Week

* Go to *Langmedia:* Urdu in Pakistan: [Calendar](http://langmedia.fivecolleges.edu/lbc-subtopic/124313)
* Listen to the audio files and pronounce each day after the speaker in the recording.
* Study the days of the week and write out your weekly schedule. Make flashcards to memorize them..
* Out loud, discuss your daily schedule for each day of the week. What activities do you do?
  + **HAND IN:** Write an at least 15-sentence paragraph in which you describe parts of your schedule on two or three days of the week, giving exact times for the activities.

## Using Postpositions with Verbs

* Step 1: Read the section Using Postpositions with Verbs and the subsections Indirect Object and Direct Object. What is the difference between an indirect and direct object? How is each represented/marked in the Urdu language?
  + Note especially that *ko* is generally used with people as objects, as well as specific things, but not for unspecific groups of people or things. “I teach children” is *mai bacce parhati hu*, but “I teach the (specific) children” is *mai bacco ko parhati hu*.
* Step 2: Read the section Verbs That Require Other Postpositions.
  + All of these verbs have to do with conversations or meeting people. The motivation for using *se* here is that the ‘object’ of the action also takes part in the action rather than just being the passive object of it.
* Step 3: Study the words in Vocabulary 4 and make flashcards for them.
  + **HAND IN:** Complete Exercise 16.
  + **HAND IN:** Write an at least 15 sentence paragraph describing another person’s schedule on the weekend when they have free time. Make sure to describe when they meet or talk with other people.

# Conversation Session Preparation

* Be prepared to complete Exercise 12 in Clock Time with your conversation partner.
* Be prepared to discuss your weekly schedule with your conversation partner. Also ask them about their weekly schedule.
* Be ready to perform roleplays in which you discuss your schedule as well as those of others.
* Be ready to ask and answer questions about what you and others do in certain periods of time, like the weekend or on holidays.
* Be prepared to complete an activity similar to Exercise 14 in Clock Time with your conversation partner.

# Homework for Tutorial

* **HAND IN:** Complete Exercise 11.
* **HAND IN:** Complete Exercise 13.
* **HAND IN:** Write an at least 15-sentence paragraph in which you describe parts of your schedule on two or three days, giving exact times for the activities.
* **HAND IN:** Complete Exercise 16.
* **HAND IN:** Write an at least 15 sentence paragraph describing another person’s schedule on the weekend when they have free time. Make sure to describe when they meet or talk with other people.