Urdu Study Guide 22

Five College Center for World Languages

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# 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 14: My Daily Routine 2: Reflexive Pronouns

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

# Assignments for Independent Study

## Reflexive Pronouns

* Step 1: Read the section Reflexive Pronouns, pp. 226-229. Make flashcards to remember the specific words as well as the description of their meaning.
* Step 2: What are reflexive pronouns? Can you think of some examples in English that use reflexive pronouns in sentences?
* Step 3: Read the subsection Using the Reflexive Pronouns *xud* and *apnā*.
* Step 4: What are the two main reflexive pronouns in Urdu? How does their use differ?
* Step 5: Translate the sentence “You yourself know it’s not like that” and “I consider myself an ordinary person.” How are reflexives used in these sentences in Urdu?
* Step 6: Read the subsection “Points of Caution When Using Reflexive Words”.
* Step 7: Translate the sentence “She is at school with her friends” in Urdu.
* Step 8: Translate the sentence “He says that his brother is ill.” Try doing this without referring to the book.
* Step 9: Read the subsection Additional Related Words and Expressions.
* Step 10: Study the words in Vocabulary 2 and make flashcards for them.
	+ **HAND IN:** Complete Exercise 4. Write out the full sentence and clearly indicate the blank, as well as what word you filled it with.
	+ **HAND IN:** Complete Exercise 5.
	+ **HAND IN:** Write down the questions in Exercise 5 and write out your answers in Urdu using full sentences.

## Review Sequencing of Activities

* Step 1: Review *BH* Chapter 14, the first section on “Uses of the Infinitive,” pp. 222-224 with attention to using infinitives as verbal nouns with postpositions in order to sequence activities (“after getting up …” “before leaving…”).
	+ **HAND IN:** Write a 10-sentence paragraph describing your ideal day, “I get up at *time*, go to *place*” etc. Use infinitives as verbal nouns with postpositions to indicate the sequence of events.
	+ **HAND IN:** Write a 10-sentence paragraph describing an ideal day for a five-year old child. Use infinitives as verbal nouns with postpositions to indicate the sequence of events.

# Conversation Session Preparation

* Be prepared to complete Exercise 5 in Using the Reflexive Pronouns *xud* and *apnā* with your conversation partner
* Be prepared to do *BH* Chapter 14, Exercise 6 or a similar exercise in your conversation session.
* Be prepared to describe your ideal day and ask others about their ideal days.
* Be prepared to describe an ideal day for a five-year old (and then ideal days for older children and teenagers).
* Be prepared to narrate the daily routines of a wide variety of people, from family members to famous people to yourself, with your conversation partner’s prompting.
* Be ready to take turns ask your conversation partner or classmates about their daily routines and those of others that they know.

# Homework for Tutorial

* **HAND IN:** Complete Exercise 4. Write out the full sentence and clearly indicate the blank, as well as what word you filled it with.
* **HAND IN:** Complete Exercise 5.
* **HAND IN:** Write down the questions in Exercise 5 and write out your answers in Urdu using full sentences.
* **HAND IN:** Write a 10-sentence paragraph describing your ideal day, “I get up at *time*, go to *place*” etc. Use infinitives as verbal nouns with postpositions to indicate the sequence of events.
* **HAND IN:** Write a 10-sentence paragraph describing an ideal day for a five-year old child. Use infinitives as verbal nouns with postpositions to indicate the sequence of events.