Urdu Study Guide 38

Five College Center for World Languages

Available online at [**http://langmedia.fivecolleges.edu**](http://langmedia.fivecolleges.edu) Version Date: August 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 VI: Chapter 29: Giving and Following Instructions: The Subjunctive: Introduction, Expressing What One Wants Others to Do
* [*Language Learning Strategies and Tools on LangMedia*](http://langmedia.fivecolleges.edu/strategies)

# Assignments for Independent Study

## Giving and Following Instructions

* Step 1: Read The Subjunctive: Introduction, pp. 396-397. How subjunctive verb is formed? To memorize the subjunctive endings use them with a verb as a sample and then memorize the subjunctive conjugation of that verb.
	+ ***What is subjunctive?*** *To understand what subjunctive structured is used for, students should think of the word ‘subjunctive’ itself. ‘Subjunctive’ is contrasted with ‘objective’ or what we can call ‘facts’. In subjunctive structures, we do not talk about ‘facts’ but about what we as the subject think. Therefore, subjunctive structure is used to express wishes, likes and dislikes, wants, desires, needs, and the way things should/must/could be. These are where we utilize subjunctive structures.*
* Step 2: Read the section Using the Subjunctive, pp. 397-398. As it is mentioned in the book, ‘shall’ is only one of several forms of subjunctive formation. How should we negate subjunctive verbs? Record and learn the various uses and details in this section.
* Step 3: Read the section Verbs with Irregular Subjunctive Forms, pp. 398-399. Memorize the forms that are exceptional. The verbs in this case are some of the usual suspects for having irregular forms.
* Step 4: Read Expressing What One Wants Others to Do, pp. 399-400. What is the sentence pattern to express our desire that another person perform an action?
* Step 5: Study Vocabulary 1. Make flashcards or otherwise record the words and memorize them.
* Step 6: Complete Exercise 1.
* Step 7: Complete Exercise 3. You should use subjunctive structures expressing ‘should not’ ‘shall not and alike; for instance, students should not ‘play music loudly at night …’
* Step 8: Complete Exercise 4. Connect two columns accordingly in your book.
	+ **HAND IN:** Complete Exercise 1.
	+ **HAND IN:** Complete Exercise 3.
	+ **HAND IN:** Complete Exercise 4.
	+ **HAND IN:** Write a dialogue in which a dorm RA tells the rules of their dormitory to the students staying on their floor/area, and answers a few questions from the students. Write at least 15 lines.

# Conversation Session Preparation

* Be prepared to discuss with your conversation partner the rules you have come up with (Exercise 3) to make the dormitory safe and a nice residence. Explain the rules you have distributed among students.
* Be prepared to roleplay a flight attendant ushering people onto a plane and giving them safety instructions etc.
* Be prepared to do an activity where one of you lists a problem, and the other person gives an instruction to solve the problem. You will suggest both problems and solutions.
* Be prepared to discuss with your conversation partner appropriate behavior in different places, such as library, cinema, classrooms, campus, or restaurant. You will then roleplay someone who is teaching someone else the proper etiquette at those places.

# Homework for Tutorial

* **HAND IN:** Complete Exercise 1.
* **HAND IN:** Complete Exercise 3.
* **HAND IN:** Complete Exercise 4.
* **HAND IN:** Write a dialogue in which a dorm RA tells the rules of their dormitory to the students staying on their floor/area in a formal meeting, and answers a few questions from the students. Write at least 15 lines.