Urdu Study Guide 9

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 1: Chapter 5 - Giving Commands and Making Requests: The Infinitive; The Imperative
* [Language Learning Strategies and Tools on LangMedia](http://langmedia.fivecolleges.edu/strategies)

# Assignments for Independent Study

## *Learning to Speak in Urdu:* Giving Commands and Making Requests: The infinitive; The Imperative

* Step 1: Read the section The Infinitive, pg. 98.
* Step 2: Study the vocabulary words in Vocabulary 1. Practice saying them aloud as well as writing down each word in the Urdu script. Make flashcards to help study their meaning.
	+ **HAND IN:** Complete the chart activity in Exercise 1. Remember to drop both the *nun* AND the *alif* at the end of the infinitive to get the verb stem.
* Step 4: Read the section The Imperative, pg. 100.
* Step 5: Consider these questions:
	+ How is the imperative formed? What is the imperative used for and what are the different forms? How do you tell someone "Don't do that!" in Urdu?
	+ How would you ask someone to politely do something for you? What type of expression do you use?
* Step 6: Study the verbs that have irregular verb forms in the chart and the common verbs in Vocabulary 2.
* Step 8: Study the words in Vocabulary 2 as well as the words under Additional Words. Make flashcards if necessary to help you study.
	+ **HAND IN:** Complete Exercise 3 on a separate sheet of paper. Remember, depending on the addressee, you may be using expressions that indicate different levels of respect.
	+ **HAND IN:** Write an at-least ten sentence paragraph in which a high school teacher introduces themself and gives their students instructions on what they should do and not do in class. Use formal commands.
	+ **HAND IN:** Write an at-least ten sentence paragraph in which a new day-care worker introduces themself and gives the children under their care instructions on what they should do and not do at daycare. Use informal commands.

# Conversation Session Preparation

* Be prepared to role-play a conversation between a child who keeps getting into trouble and his/babysitter.
* Be prepared to play a game like Simon says where one person gives commands and the others have to follow.
* Be prepared to tell your conversation partner different commands and s/he will act them out.
* Be prepared to look at different images representing different actions (to eat, to sleep, to drink, etc.) You will be asked to say what each image represents.
* Be prepared to roleplay that you’re a teacher who has a class of mischievous young students, and you have to tell them to stop doing different things.

# Homework for Tutorial

* **HAND IN:** Complete the chart activity in Exercise 1. Remember to drop both the *nun* AND the *alif* at the end of the infinitive to get the verb stem.
* **HAND IN:** Complete Exercise 3 on a separate sheet of paper. Remember, depending on the addressee, you may be using expressions that indicate different levels of respect.
* **HAND IN:** Write an at-least ten sentence paragraph in which a high school teacher introduces themself and gives their students instructions on what they should do and not do in class. Use formal commands.
* **HAND IN:** Write an at-least ten sentence paragraph in which a new day-care worker introduces themself and gives the children under their care instructions on what they should do and not do at daycare. Use informal commands.