

Hindi 1

Basic Course Information

Title: Hindi 1

Transcript abbreviations: Hindi 1

Length of course: Full Year

Subject area: Language Other than English (E) / LOTE Level 1Hindi

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics/CTE)? No

Grade levels: 9th, 10th, 11th, 12th

Course learning environment: Classroom Based

Course Description

Course overview:

The goal of this course is to lead Hindi students to the intermediate-mid proficiency level in all four skills. The approach is to promote an enjoyable learning environment in which students actively use the language for communication, and to provide students with the tools that are necessary to do so. Students will learn about Indian culture through writing, speaking, reading and listening, and will compare it to their own. They will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students will engage in many interpretive, interpersonal and presentational communication activities in Hindi, representing real-life situations. The class is conducted in the target language.

Course Content:

Unit 1: The Sound System and Hindi Script

Students will be able to learn the sound system of Hindi:

- Consonant sounds similar to English like ब, फ़, ग, ह, ज, म, न, स, श, य, ज़
- Vowel sounds similar to English like अ, आ, इ, ई, उ, ऊ
- The sounds र, ल, व, ए, औ
- Aspirated and unaspirated consonant pairs like प, फ, च, छ, क, ख
- Dental and retroflex consonants like त, थ, ड, ध, ट, ठ, ड, ढ
- Retroflex flaps - consonants like ङ and ढ
- Vowels ऐ and औ
- The consonants क़, ख़, and ग़
- Nasalized vowels as in कहाँ, चलें, हों, हैं
- The sound N (ण)
- Double consonants like दिल्ली, बच्चा, पक्का
- Word-final consonant clusters like राज्य, भस्म, महत्त्व
- Introduction to the Hindi script; the velar series (क, ख, ग, घ); the letters न, म and स and the dependent form of vowels आ and ई
- The palatal series (च, छ, ज, झ)
- The retroflex series (ट, ठ, ड, ढ), and letters ङ, ढ, ल, र

- The dental series (त, थ, द, ध), and vowels उ and ऊ
- The labial series (प, फ, ब, भ), and vowels ऋ, ए, ऐ, ओ, औ
- The remaining letters
- Introduction to conjunct consonants; bindi and chandrabindu
- Conjuncts with क, द, फ़, र, श, ह; stacked conjuncts
- Additional conjuncts and signs

The students can use the following or any other related published material.

- वर्णमाला गीत (Varnamala Geet published by Meera Massi available at parrotsbooks.com)
- Audio recordings for sound system and script of Hindi by Joshua Pien (available through Amazon.com and parrotsbooks.com)

The students will select from the following or any other related literature/books in the target language

- मैं कौन हूँ (Who am I by Sakshi Jain, published by Tulika Books, available from parrotsbooks.com)
- आना और चेना (Aana and Chena by Sowmya Rajendran, published by Tulika Books, available from parrotsbooks.com)

Unit 2: Me and My School

In this unit students will learn:

- To introduce themselves in a culturally appropriate manner
- To share basic information about themselves and seek information about others
- To identify items in the classroom and count them (up to 20)
- To describe classroom items
- To give commands and make requests
- Common classroom phrases
- Phrases related to greetings and etiquette

The unit serves as a building block for the more complex tasks and projects at the end of the unit. **vocabulary** lists pertain to:

- School and classroom
- Interrogatives and related words
- Useful greeting phrases
- Classroom phrases
- Personal identifying information
- Common items from the classroom and elsewhere
- General qualities
- Physical characteristics
- Color
- Interrogative adjectives
- Common verbs

Students will experience the following grammar concepts in context:

- Grouping of nouns as masculine or feminine
- Rules for pluralization of nouns
- Modification and agreement of adjectives

The unit includes the following culture focus with viewings and readings in the target language: Meena is a fictional character who stars in the South Asian children's television show Meena. She is a spirited, nine-year-old girl who braves the world. She educates the children of South Asia on issues of gender, health, and social inequality through her stories. The students would focus on episodes pertaining to Meena's life as a young girl and a student.

The students will select from the following or any other related literature/books in the target language

- मुझे स्कूल नहीं जाना (I don't want to go to school) Translated by Manisha Chaudhry (available at storyweaver.org.in)
- मुझे पढ़ना पसंद है (I like to read) Translated by Kirti Sinha (available at storyweaver.org.in)
- हमारी बालवाड़ी (Our school) by Rukmini Banerji (available at storyweaver.org.in)

Unit Assignment(s):

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or in a small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to the cultural and literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when watching episodes of "Meena" or reading the story books. Students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
- One-on-one conversation with teacher related to unit objectives
- Slideshow presentations
- Shared Google Docs
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

Unit project: Using presentational mode, students will compare and contrast Meena's student life and school with theirs. They will use noun forms and adjectives for describing these.

Unit 3: My Family and My Home

Students will be able to do the following in the target language:

- Describing the locations of places and objects
- Describing cities, identifying and locating landmarks and reading maps
- Talking about family: family composition; age, appearance and traits of family members
- Describing homes: number and types of rooms, furniture, the layout of rooms
- Discussing the structure of South Asian families

The unit serves as a building block for the more complex tasks and projects at the end of the unit. Comprehensive **vocabulary** lists pertain to:

- Places in the city
- Locations
- Locational postpositions
- Household items
- Body parts
- Age
- Personal characteristics
- Home
- Possessions
- Comparison words

Students will experience the following grammar concepts in context:

- Using postpositions: oblique forms
- Using the possessive postposition ka का
- Possessive pronouns
- Oblique adjectives
- Expressing possession
- Oblique pronoun forms
- Superlative construction
- Comparative construction

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The students will select from the following or any other related literature/books in the target language

- मेरा घर (My Home) by Rukmini Banerji (available at storyweaver.org.in)
- मेरा परिवार (My Family) by Arshi Naaz, Sushila, and kuldeep sandhu (available at storyweaver.org.in)

- मैं और मेरा भाई (My Brother and Me) by Kanchan Bannerjee (available at storyweaver.org.in)
- दीदी और मैं (My Sister and Me) by Kanchan Bannerjee (available at storyweaver.org.in)
- मेरे चाचा की शादी (available at storyweaver.org.in)
- नानी की आँखें (bilingual Hindi-English available from parrotsbooks.com)

Unit Assignment(s):

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when watching episodes of "Meena" or reading the story books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

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- Compose emails
- Role play conversations in various settings
- Design and present posters

Unit project:

- Students will make a chart about their family and discuss the family members using presentational mode.
- Students will talk about their homes in groups of two. Their partners will retell this to the students and then swap roles.

Unit 4: Daily Life

Students will be able to do the following in the target language:

- Provide general information about themselves and others, such as where they live and what their parents do for a living
- Describe their daily routine from morning to evening
- Talk about schedules and regular events
- Tell time
- Talk about weather and climate
- Narrate ongoing events
- Discuss typical daily life in South Asia

The unit serves as a building block for the more complex tasks and projects at the end of the unit. Comprehensive **vocabulary** lists pertain to:

- Academic subjects
- Daily routine verbs
- Time-related words
- Time-related expressions
- Common verbs
- Infinitives as verbal nouns
- Days of the week
- Common conjunct verbs
- Weather
- Seasons
- Months of the year

Students will experience the following grammar concepts in context:

- The present habitual verb tense
- Using postpositions with verbs
- Use of the infinitive
- Reflexive pronouns
- The present continuous verb tense
- Conjunct verbs

The students will select from the following or any other related literature/books in the target language

- धो डालो! (Brushing is no fun!) Translated by Deepa Tripathi (available at storyweaver.org.in)
- मेरे अंदर का मौसम (My Inside Weather) Translated by Sameera Begum (available at storyweaver.org.in)
- मेरी बारिश (How I like my rain) Translated by Sandhya (available at storyweaver.org.in)
- नीमा आज क्या खा रही है?(What's Neema eating today?)Translated by Poonam S. Kudesia (available at storyweaver.org.in)

Unit Assignment(s):

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, workbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities
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Unit project:

- Students will watch an episode of Meena that focuses on her typical day. They will compare and contrast her daily routine with their daily routine and present it to the class.
- Students will choose two cities, one in the U.S., and the other in India and compare and contrast their climate.

Unit 5: In the Market

Students will be able to do the following in the target language:

- Identifying things they like and things they need
- Expressing hobbies and interests
- Expressing desires and impressions
- Choosing items while shopping
- Asking and reporting prices
- Carrying out simple shopping transactions

The students will become familiar with South Asian food and clothing, as well as every day shopping and eating customs.

The contents serve as building blocks for the more complex tasks and projects at the end of the unit. Comprehensive **vocabulary** lists pertain to:

- Food items
- Activity words
- Clothing
- Measures
- Common verbs
- Price construction words
- Food-related words

Students will experience the following grammar concepts in context:

- Indirect constructions
- Contracted ko को pronoun forms
- Additional uses of the infinitive
- Using vala वाला to indicate an item
- Price constructions

The students will select from the following or any other related literature/books in the target language

- हम बाज़ार गये (We went to the Market) by Meera Tendolkar
- कबाड़ी वाला (original story Cheenu's Gift) Translated by Manisha Chaudhry
- मुझे वो वाला चाहिये! (I Want That One!) Translated by Rama Sharma
- मिस लया की फटफटिया को फल पसंद नहीं (Miss Laya's Fantastic Motorbike Does Not Like Fruits!) Translated by Nagaraj Rao

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individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

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- Design and present posters

Unit project:

Mock dinner party: Students will prepare a mock dinner party in groups of three. They will plan to make three dishes - an entree, a side dish and a dessert. They will make a shopping list of ingredients for these dishes, and individually write their recipes. They will share it with the class using presentational mode.

Suggested Additional assignments:

Recycling: The students will read the following literature in the target language:
शॉल का आखिर क्या हुआ? (What happened to the shawl?) by Arvind Gupta (available at storyweaver.org.in)
कचरे का बादल (A Cloud of Trash) Translated by Poonam S. Kudesia (available at storyweaver.org.in)

Project: Using interpersonal mode, students will discuss what are some common threats to the environment and how recycling can help.

Course Materials

- Beginning Hindi - A Complete Course by Joshua H. Pien and Fauzia Farooqui
- Varnamala Geet by Madhu Aggarwal, published by Meera Massi
- मैं कौन हूँ (Who am I by Sakshi Jain, published by Tulika Books)
- आना और चेना (Aana and Chena by Sowmya Rajendran, published by Tulika Books)
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- हमारी बालवाड़ी (Our school) by Rukmini Banerji
- मेरा घर (My Home) by Rukmini Banerji
- मेरा परिवार (My Family) by Arshi Naaz, Sushila, and Kuldeep sandhu
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- नीमा आज क्या खा रही है?(What's Neema eating today?)Translated by Poonam S. Kudesia
- हम बाज़ार गये (Market) by Meera Tendolkar
- गोली-टाँफ़ी वाला राक्षस (Who is Afraid of the Rakshas Sweetie-Man?) Translated by Madhu B. Joshi
- मुझे वो वाला चाहिये! (I Want That One!) Translated by Rama Sharma
- मिस लया की फटफटिया को फल पसंद नहीं (Miss Laya's Fantastic Motorbike Does Not Like Fruits!) Translated by Nagaraj Rao
- शॉल का आखिर क्या हुआ? (What happened to the shawl?) by Arvind Gupta
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