



University of Wisconsin-Madison

Hindi (ASIALANG 417 & ASIALANG 427) Intermediate Hindi

Credits

By the end of the SASLI program, you will complete two, four-credit language courses.

Course Designations and Attributes

General Education

Course Description

Hindi is the third most commonly used language in the world today, after Mandarin Chinese and English, with more than 600 million speakers spread across the globe. Hindi, an Indo-Aryan language, is the official language of India, with English as an associate (official) language. Hindi has had a continuous literary tradition since the 11th century, possesses a large modern literature, and is the main medium of the world's largest film industry, Bollywood. Hindi is the language of modern print media (surpassing all other languages) in India.

The Intermediate Hindi course seeks to continue to build upon the existing listening, speaking, reading, writing and cultural skills in Hindi acquired in the first year of instruction. Students will be expected to expand their vocabulary, enhance their structural accuracy and develop their cultural competencies through enthusiastic participation in classroom activities. In this immersive 8-week program, students will acquire a solid foundation in the Hindi language through daily lessons and exercises based on real-world themes. This program is designed to enhance all the components of Hindi language. While emphasis is placed primarily upon oral comprehension and conversational skills (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. The sequence of new grammatical topics will enable students to reinforce and build upon prior knowledge effectively and to grasp new topics easily, aimed at a more detailed and deeper understanding of grammatical structure and vocabulary use. Although students will acquire more confidence to initiate everyday discussions and write on topics of weather, food, family structure, etc., focus at the intermediate level is especially placed on vocabulary related to themes of culture, development, environment, social change, politics, economics, etc. Students will thus gain the ability to interact in a more meaningful way with native speakers, create deeper connections with locals, and navigate more easily and authentically in everyday society and during field exercises and excursions. At this level, students are responsible for engaging in independent and self-driven learning to expand the vocabulary and expressions necessary for successful communication in the field through the use of dictionaries, magazines, other texts, personal interviews, media, and more.

Last updated: June 2023

Requisites

It is expected that you will have already taken the equivalent of 1 academic year of Elementary Hindi and that you have approximately reached the C1 (CERF) or Novice High/Intermediate Low (ACTFL) level.

Meeting Time and Location

8:30-1:00 pm CST, M-F

Room no: Van Hise 482

Instructional Modality: Synchronous: In-person

This course will meet synchronously.

Instructors

Rashmi Sharma (Ph.D)

Instructor Availability

Office hours will be conducted in person for one hour each day.

Monday - Thursday: 2.30-3.30 pm CST

Instructor Email/Preferred Contact

rsharma69@wisc.edu

Course Learning Outcomes

The Intermediate Hindi course builds on students' reading, writing, speaking, and comprehension skills and covers additional grammatical constructions such as compulsion and obligation, talking about what may happen in the future (subjunctive) or in the past, expressing hopes, fears and wishes, passive constructions, participle constructions, and compound verbs. By the end of the second semester, students will be able to produce and understand several types of sentences (simple and compound) in both speech and written material, in addition to describing all aspects of personal and daily life across tenses, as well as to discuss ideas of general and public interest. Upon completion of the course, students will be able to enroll in an Advanced Hindi Course (or third year) at any institution in North America. Students are introduced to Hindi-Urdu fables, short stories, dialogues, and various other genres of literature, including reading new articles.

After this course, students will be able to:

- Interact with Hindi speaking communities (asking for basic objects, directions, arranging transportation and lodging, making requests for information, negotiating prices, giving and responding to instructions, expressing basic needs).

- Participate in basic social conversations (exchanging personal information; discussing studies/hobbies, preferences, backgrounds/experiences, cultural differences; expressing basic emotions; making plans, narrating an event, dispensing advice).

2

Last updated: June 2023

- Discuss the essentials of daily life (food, drink, telling time, taking measurements, locations, weather and climate, body parts, physical attributes, etc.)
- Seek healthcare (describing ailments and physical conditions/sensations, obtaining medication and/or treatment)
- Interpret, summarize, and answer questions about the main ideas found in short, non-complex texts in Devanagari conveying basic information related to daily life (i.e., messages found on train schedules, roadmaps, street signs, postcards, simple notes and product information).
- Read and write short descriptions of events, daily journal entries, contextualized dialogues, and simple notes in the Devanagari script at a satisfactory speed with ease ● Describe in speech and in writing events and actions in the past, present, and future ● Express needs and/or wants with appropriate urgency and force, etc.
- Describe actions and events with nuanced and more native-like descriptive language (compound verb constructions, etc.)
- Understand and express opinions about cultural topics relating to Indian and Hindi-speaking cultures
- Read and write short stories, short news articles, etc.
- Construct complex and connected ideas and sentences using more advanced grammar concepts (participles, etc.)

How Credit Hours are Met by the Course

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within [34 C.F.R. §600.2](#)), is always a requirement of UW-Madison for-credit learning activities

Course Overview

Course Website, Learning Management System & Digital Instructional Tools

[ASIALANG417: Third Semester South Asian Language \(004\) DDD SU23 \(wisc.edu\)](#)

[ASIALANG427: Fourth Semester South Asian Language \(004\) HDD SU23 \(wisc.edu\)](#)

3

Last updated: June 2023

All course materials will be uploaded on canvas. It is strongly suggested that students explore and become familiar not only with Canvas' site navigation but with content and resources available for the course.

Required Textbook, Software & Other Course Material

- *Spoken Hindi in Social Context*. Mithilesh Mishra and Awadesh Mishra. 2010. Lakshi Publishers. Delhi, India.
- *A collection of Texts*. Prepared by Mithilesh Mishra
- *Theme based vocabulary and affixes of Hindi*. Mithilesh Mishra and Awadesh Mishra. 2010. Lakshi Publishers. Delhi, India
- *Advanced Hindi Grammar*. Usha R. Jain, University of California, Berkeley, 2007

Spoken Hindi in Social Contexts and Theme based vocabulary and affixes of Hindi can only be purchased at the UW-Madison Center for South Asia bookstore:
https://charge.wisc.edu/SouthAsia/items.aspx?cat_id=1

Reference Book:

Introduction To Hindi Grammar, Usha R. Jain, University of California, Berkeley, 1995
Intermediate Hindi by Yamana Kacharu and Rajeshwari Pandharipande, Motilal Banarasidass.

Dictionaries (recommended):

- The Modern English Hindi Dictionary. I. N. Anand
- English-Hindi Dictionary. C. Bulke
- Hindi English Dictionary. R. McGregor.

Materials to be provided: Handouts will be provided by the instructor during the instructional period.

Online Resources:

Shabdkosh: www.shabdkosh.com

BBC Hindi: <http://www.bbc.com/hindi>

UT-Austin Flagship: <http://hindiurduflagship.org> (See interviews, learning materials, and lectures under "Resources")

Digital Dictionaries of South Asia: <http://dsal.uchicago.edu/dictionaries/>

Avashy Script Tutor: <http://www.hindibhasha.com/>

Hindi Central: <http://www.hindicentral.com>

Quizlet: <https://quizlet.com/>
Frances Pritchett's page: <http://www.columbia.edu/itc/mealac/pritchett/00fwp/>
MSU Hindi-Urdu site: <http://hindiurdu.net>

*Please access the link below to familiarize yourself with Hindi cultural modules

Last updated: June 2023

4

designed for the Regional Flagship Language Initiative. Note that you will have to create an account in order to access these course modules.

<https://lftic.lll.hawaii.edu/culture/mod/H/>

Campus provides students with [technology guidelines and recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

Homework & Other Assignments

You will be assigned homework in each class and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructors to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review it during office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for a role-play or presentation in class for the following week. All the assignments must be completed on the course site on time; late submission or failure to complete/submit will adversely affect your grade. The schedule for assignments will be available on the Canvas course site. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. You will get feedback on your assignments in the form of comments on the Canvas course site and you will have the opportunity to discuss that during office hours. **Please note homework assignments count toward 20% of your grade.**

Exams, Quizzes, Papers & Other Major Graded Work

Class Project: You need to complete two projects, the first in the fourth week of the program, and the second in the last week. The details will be provided.

Quizzes: There will be 6 quizzes, every Friday except the fourth and eighth week. You need to review everything to perform well. The quizzes would cover everything you learn during previous and the current weeks.

Final Exam: The final exam will be held on the last day of the semester (end of the fourth and eighth week).

NOTE: The final exams and the quizzes will be cumulative and cover all previous and new material, themes, grammar, structure, vocabulary, and usage. The final exam will have listening

and speaking components as well, and you need to complete the speaking part one-on-one as decided/scheduled by the instructor. The quizzes may also have speaking and listening components. The final exams and quizzes will be completed synchronously.

Last updated: June 2023

Course Schedule

*Important dates to include on your syllabus calendar:

- Tuesday 7/4, no class
- ***Hindi/Urdu only:** Week 5 7/20, 10am-4:15pm, SAFLI Orientation
- Week 7, Tuesday 8/1, All-SASLI Program, 1:30pm CST
Dates of quizzes and exams
- **Quiz-1 June 23, Quiz-2 June 30, Quiz-3 July 07, Quiz-4 July 21, Quiz-5 July 28, Quiz-6 August 04**
- First Semester Final Project: July 12 Wednesday
- First Semester Final Exam: July 14 Friday
- Second Semester Final Project: August 09 Wednesday
- Second Semester Final Exam: August 11 Friday
- Week 8 practice exam August 10 Thursday

First Semester - Final Project Draft Submission Deadline: July 08

Second Semester - Final Project Draft Submission Deadline: August 05

[**Note:** The All-SASLI program is organized on Week 7 of the program, August 1 Tuesday at 1:30 pm (CST), to showcase what students can do in the target language. Participation in the All-SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be an interview, a tv show, a song, a skit, or recitation of a poem etc.]

Grading

Note: This course includes material and instruction for two semesters, resulting in two separate final grades.

Grading scale

A= 90-100%	AB=87-89% B=80-86% BC=77-79%
C=70-76%	D=60-69% F=0-59%

Grading System

Your final grades will be calculated on the following categories:

Attendance 10%	Class Participation 15% Homework Assignments 20% (Online and other speaking, listening, reading and writing)
Class Project/Presentation 20% (Individual and collaborative)	Quizzes 20% Final Exam 15%

Last updated: June 2023

All assignments must be done in the required format (as announced on class course site), and must be submitted on time. Unexcused late assignments will receive deducted points or grades. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for an alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade.

Class Attendance is required and essential for your success in this course. See the attendance policy below for further details.

Class Participation: You are required to actively participate in all activities, including pair and group work in class and outside as deemed necessary.

Homework Assignments: You will be assigned homework in each class and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructors to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review during virtual office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for a roleplay or presentation in class for the following week. The online assignments must be completed on the course site on time; late submission or failure to complete/submit will adversely affect your grade. The schedule for assignments will be announced in the class or will be available on the Canvas course site. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. You will get feedback on your assignments in the form of comments in person or on the Canvas course site and you will have the opportunity to discuss feedback received during the virtual office hours. Please note homework assignments count towards 20% of your grade.

Class Project: You need to complete two projects, first in the fourth week of the program, and

the second in the last week. The details will be provided.

Quizzes: There will be 6 quizzes, every Friday except the fourth and eighth week. You need to review material cumulatively to perform well. The quizzes may cover anything you've learned during previous and the current weeks.

Final Exam: The final exam will be held on the last day of the semester (end of the fourth and eighth week).

Note: Final grades will not be curved.

Last updated: June 2023

7

Course Policies

Attendance: Given the intensive nature of our programs, instructors and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term:

- One absence per semester is permissible, resulting in no grade deduction.
- Two absences in a semester will result in a grade deduction for that semester.
- Three or more absences in a semester will result in automatic failure of the course.

Please see the grade rubric in your course syllabus for an explanation of your course grade.

Sometimes unexpected situations arise, and it is important to work together with the pedagogy and administrative program staff in a timely manner to find appropriate and reasonable accommodations for instructors and students while maintaining the rigor and schedule of our intensive courses.

The Wisconsin Intensive Summer Language Institutes (WISLI) follow UW-Madison guidelines regarding COVID-19. For the most up-to-date information about these policies, go to: <https://covidresponse.wisc.edu>.

Please review the information on the FAQs page (<https://covidresponse.wisc.edu/faq/>), which provides guidance regarding some COVID-19 related absence issues, including questions such as what to do when testing positive.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

All WISLI programs following UW-Madison policies for religious observances. **Please notify your instructor in the first week of class** if you will be absent due to religious observances in the 8-week summer term.

Additional Notes:

- You may request remote attendance 24 hours in advance of a class session in the case of illness/emergency. Asynchronous make-up assignments may also be granted by the instructor and administrative team **on a temporary basis** in case of illness/emergency. Remote instruction/asynchronous make-up work may not exceed 2 days without administrative approval. It is the responsibility of the student to communicate early and often when missing class or coursework due to absence.
- Absences on days of exams, projects, presentations etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.

8

Last updated: June 2023

- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course and will result in dismissal from the program without refund.
- Contact hours for federal grants require that **the SASLI program must end on the last day of class**. Requests to leave or take final exams early will not be granted.
- Pre-program requests for absences will not be granted.
- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu) at the beginning of the semester.
- If you are absent due to an illness or emergency, you are also required to contact the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu). You may also be required to submit necessary documentation.

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement View [more information about FERPA](#). Lecture materials and recordings for this course are protected

intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

9

Last updated: June 2023

How to Succeed in This Course

In order to succeed in this course, you need to attend all the classes regularly and on time, join online office hours to get help, complete all the work by the due dates following the specific guidelines, actively participate in all the class activities, review course materials regularly and prepare well for the quizzes and exams. You need to allocate approximately 4 hours daily to complete the assignments and practice the language. Use online resources to improve your script reading and writing skills, and come prepared for each and every class.

IMPORTANT: Never hesitate to seek help from your Instructor at the first sign of difficulty in understanding or mastering any part of the content or for matters related to script, pronunciation, and speaking skills. For improving your listening skills, we strongly encourage you to watch a/some interesting Hindi film(s) and interact with native speakers in Hindi whenever possible.

Students may find the following campus resources helpful in aiding their success in the SASLI program:

University Health Services (UHS) is the UW-Madison student health center with a mission “to enhance learning and student success by promoting, protecting, and restoring the health and well-being”. Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remotehealth/>). Note that some services offered at UHS are limited to in-state students only.

LGBTQ+ Support : The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a

fantastic resource for LGBTQ+ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>.

Dean of Students: The Dean of Students' office can provide you with support and resources for a variety of concerns; their main objective is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is: <https://students.wisc.edu/doso/>.

Some additional campus resources are:

- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final

10

Last updated: June 2023

course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

Students' Rules, [Rights & Responsibilities](#)

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

UW-Madison is committed to creating a diverse and welcoming learning environment for all students and has a **non-discrimination policy** that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed **unacceptable** in class/or on Canvas.

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name and your selected pronouns**.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and

helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

Last updated: June 2023

11

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

[UW Land Acknowledgement Statement](#)

[Academic Calendar & Religious Observances](#)

Students must notify within the first two weeks of class of the specific days or dates on which they request relief.

Last updated: June 2023

Sample Grid: Weekly Schedule (Plan)

*All assignments listed should be prepared and read by students before (at least one day) class and some exercises will be announced in class.

*Conversation texts are accompanied by an audio file. Please listen before class in order to explore pragmatic aspects of speech practices such as intonation, pauses, full stops etc.

Week - 1

Day (Date)	Topic (Students can prepare before class or expect in the class)	Deadlines
	<p style="text-align: center;">Assignments (Page number, online resources, materials, etc.)</p>	

<p>Monday 06-19-2023 08.30-10.30 10.30 -11.00 11.00 -12.00 12.00-13.00</p>	<p>Introduction, Syllabus and overview of learning, teaching strategies and Placement.</p> <p>All these assignments should be prepared and read by students before (at least one day) the classes.</p> <p>Break</p> <p>Conversation/Debate: Read Chapter -1 from Spoken Hindi in Social Context. Conversation with Autowala (Role play) Mithilesh Mishra and Awadesh Mishra.2010 Read Chapters – 2,3,4 and 16 from Introduction to Hindi</p> <p>Grammar review: Oral Review of Noun, Pronoun, Adjectives, Verb ‘To be’ Present & Past Grammar by Usha R. Jain 1995</p>	<p>Next Day</p>
<p>Tuesday 06-20-2023 08.30-09.30 09.30 -10.30 10.30 -11.00 11.00 -12.00</p>	<p>Grammar: Oral Review of Verb Forms: imperative, habitual, progressive) Review of vocab and structure from बातचीत- 1 Daily routine, Role play based on बातचीत -1</p> <p>Read Chapters – 5,9, 12, 17 and 18 from Introduction to Hindi Grammar by Usha R. Jain 1995</p> <p>Read Vocabulary of Chapter – 1 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</p> <p>Break</p> <p>Conversation/Debate: Raastaa poochhnaa बातचीत- 2 (asking directions) Read Chapter -2 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</p>	<p>Next Day</p>

12.00 -13.00	Journal: Introduction: write Write at least 15 to 20 sentences. about yourself, your family or your friend's family.	
-----------------	--	--

--	--	--

<p>Wednesd ay 06-21-202 3 08.30. -09.30</p> <p>09.30 -10.30</p> <p>10.30</p> <p>-11.00</p> <p>11.00</p> <p>-12.00</p> <p>12.00 -13.00</p>	<p>Grammar: Oral Review of Read Chapters – 23,24,25 and 26 Perfective followed by exercises from Introduction to Hindi Grammar by Usha R. Jain 1995</p> <p>Conversation: In the Restaurant Read Chapter -3 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</p> <p>Break</p> <p>Role play: Review of vocab and structure from conversation -2 Role play based on conversation-2 Read Vocabulary of Chapter – 2 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</p>	<p>Next Day</p> <p>Next Day</p>
<p>Thursda y 06-22-202 3 08.30-09. 30</p> <p>09.30 -10.30</p> <p>10.30-11. 00 11.00</p> <p>-12.00</p> <p>12.00 -13.00</p>	<p>Journal: Transportation in <u>India</u> Write 15-20 sentences</p> <p>Grammar: Oral Review of Future and subjunctive followed by exercises Read Chapters – 21 and 35 from Introduction to Hindi Grammar by Usha R. Jain 1995</p> <p>Vocabulary: Basic household vocabulary, important words from conversation and Interjections Make a list of things around you and important words for you</p> <p>Break</p> <p>Oral Presentation: Student will share about their journal Prepare a presentation about your journal after corrections.</p>	<p>Next Day</p>

	<p>Read Vocabulary of Chapter – 3</p> <p>Role play: Review of vocab and structure from बातचीत- 3, Context. Mithilesh Mishra and Awadesh Mishra.2010</p> <p>Role play based on बातचीत -3</p> <p>*Prepare all learned and practiced material from the whole week for weekly quiz on Friday</p>	
<p>Friday 06-23-20 23 08.30-09.30</p>	<p>Weekly Quiz: This quiz will be based on classes and study material we learned during the week.</p>	Next Day

14

Last updated: June 2023

09.30	Dictation/ Pronunciation	Prepare Hindi Project assigned to you.
-10.30		
10.30		
-11.00	Break	
11.00	Hindi Project	
-12.00	Weekly Meeting	
12.00		
-13.00		

Saturday 06-24-2023

06-25-2023 Week 2

or

Try in your kitchen
make a video or click
photos to show in the
class.

Weekend Activity/

Home Work: Watch
on YouTube “**Indian**

Masala Tea” *List

‘can do’ statements (in
English and in Hindi)

[https://www.youtube.c](https://www.youtube.com/watch?v=tYN2d4YIOiw)

[om/watch?](https://www.youtube.com/watch?v=tYN2d4YIOiw)

[v=tYN2d4YIOiw](https://www.youtube.com/watch?v=tYN2d4YIOiw)

[https://www.youtube.c](https://www.youtube.com/watch?v=xTGYLBQr56k)
[om/watch?](https://www.youtube.com/watch?v=xTGYLBQr56k)

[v=xTGYLBQr56k](https://www.youtube.com/watch?v=xTGYLBQr56k)

or

[https://www.youtube.c](https://www.youtube.com/watch?v=GVmV1tJ1YPo)
[om/watch?](https://www.youtube.com/watch?v=GVmV1tJ1YPo)

[v=GVmV1tJ1YPo](https://www.youtube.com/watch?v=GVmV1tJ1YPo)

Watch the recipe and

write in your note

book.

Monday

Sunday

Day (Date)	Topic (Students can prepare before class or expect in the class)	Deadlines
Monday 06-26-20 23 08.30-09. 30 9.30-10.3 0 10.30-11. 00 12.00-13. 00	<p>Grammar review: Oral</p> <p>Review of Postposition and Oblique Case (Singular & Plural)</p> <p>Conversation/Debate: Flat ki khoj (बातचीत- 4)</p> <p>Break</p> <p>Journal: My favorite Indian food</p>	Assignments (Page number, online resources, materials, etc.) Next Day

Tuesday 06-27-20 23 08.30-09. 30	Grammar: Oral Review of Indirect Verb constructions (compulsion & obligation)	Read Chapters – 13 and 30 from Introduction to Hindi Grammar by Usha R. Jain 1995	Next Day
--	--	---	----------

15

Last updated: June 2023

09.30-10. 30 10.30-11. 00 11.00-12. 00 12.00-13.00	Review of vocab and structure from बातचीत- 4, Role play based on बातचीत -4 Break Conversation/Debate: Dainik upyog kee cheejN Khareedana बातचीत- 5 Journal: Bargaining in India and In America	Read Vocabulary of Chapter – 4 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra. 2010 Read Chapter -5 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra. 2010 Write 15-20 sentences	
Wednesd ay 06-28-20 23 08.30-09. 30 09.30-10. 30	Grammar: Structure Compound Verbs जाना, लेना, देना Conversation: In the tailor shop बातचीत- 6 Break	Read Chapter – 7 from Advanced Hindi Grammar by Usha R. Jain 2007 Read Chapter -6 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra. 2010	Next Day

<p>10.30-11.00</p> <p>11.00-12.00</p> <p>12.00-13.00</p>	<p>Read Vocabulary of Chapter – 5 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</p> <p>Role play: Review of vocab and structure from बातचीत- 5, Role play based on बातचीत -5</p> <p>Movie Time:</p>	
<p>Thursday 06-29-2023</p> <p>08.30-09.30</p> <p>09.30-10.30</p> <p>10.30-11.00</p> <p>11.00-12.00</p> <p>12.00-13.00</p>	<p>Film Review:</p> <p>Write 2 pages about the film and conversation (culture, society, language, plot, music etc.)</p> <p>Vocabulary: important words from conversation, cooking verbs, Useful phrases and Idioms</p> <p>Break</p> <p>Oral Presentation: Student will share about their journal writing</p> <p>Role play: Review of vocab and structure from बातचीत- 6, Role play based on बातचीत -6</p>	<p>Next Day</p> <p>Prepare a presentation about your journals after correction</p> <p>Read Vocabulary of Chapter – 6 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</p>

	*Prepare all learned and practiced material from the whole week for the weekly quiz on Friday.	
Friday 06-30-2023 08.30-09.30 09.30-10.30 10.30-11.00 11.00-12.00 12.00-13.00 Saturday 07-01-2023	<p>Weekly Quiz: This quiz will be based on classes and study material we learned during the week.</p> <p>Dictation/ Pronunciation</p> <p>Break</p> <p>Hindi Project</p> <p>Weekly Meeting</p> <p>Weekend Activity/ Home</p> <p>Work: Watch on Youtube</p> <p>“Poha” *List ‘can do statements (in English and in Hindi)</p>	<p>Next Day</p> <p>Monday</p>
	<p>Prepare a Hindi Project assigned to you.</p> <p>https://www.youtube.com/watch?v=8LwYrE7PaC0</p> <p>Watch the recipe and write in your note book. Try in your kitchen to make a video or click photos to show in the class.</p>	

Sunday
07-02-2023

