



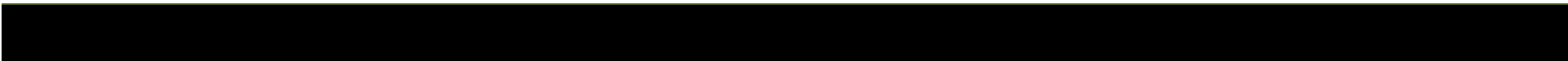
2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Hindi Module:	Module - Family and Friends Friendship	Theme/Topic:	Friendship		
Age Range of Learners:	18-21	Targeted Performance Level:	Intermediate Mid/Intermediate High	Number of minutes	90

What are the elements that build a strong friendship?

What personal qualities help or hinder the formation of relationships?



DO What are the learning targets/can-do statements for this lesson?	KNOW What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?
<p>I can understand recorded descriptions made by peers in the target culture about themselves and their friends.</p> <p>I can describe in detail characteristics of a friend.</p> <p>I can describe a past experience.</p> <p>I can report on a social event that I attended.</p>	<p>Phrases that describe attributes of friends:</p> <ul style="list-style-type: none"> ● arrogant – ghamanDii/magruur ● modest – vinamra/sidhaa-saadhaa ● honest – imaandaar ● dishonest – beiimaan ● hard-working – mehnatii

- lazy – aalsii/sust
- generous – baRe dil kaa/kii, udaar
- stingy – kaNjuus
- emotional – bhaavuk
- short-tempered – gussail
- pleasant – khushmizaaz
- serious – gambhiir
- talkative – baatuunii
- quiet – kam bolnewaalaa/bolnewaalii, cup
- courageous – himmatii
- brave – bahaadur
- scared – Daraa huua
- dedicated – samarpit
- responsible – zimmedaar
- irresponsible – gairzimmedaar
- selfless – nissvaarth
- selfish – swarthii/matlabii/khudgarz
- focused – ekaagrachit/ghor karnewaalaa
- scattered – bikhraa
- distracted – vichlit
- patient – dhiir/karaar
- impatient – adhiir/beKaraar
- respectful – viniit
- disrespectful – ashiShT/badtahziib
- good – acchaa
- mean – buraa
- evil – duShT

- outgoing – bahumukhii
- introverted – antarmukhii
- athletic – khilaaRii
- sedentary – sust/nikammaa
- mischievous – sharaaratii, badtamiiz
- well-behaved – vyavahaar kushal/ tamiizdaar

Preferences:

to like/dislike is an indirect construction in Hindi. For such constructions, the postposition *ko* is added to the subject X-ko pasand hai: mujhko miThaaii pasand hai. 'I like sweets'

What do you like to do?

- aapko kyaa karnaa pasand hai?
- tumko kyaa karnaa pasand hai?

What do you like to do? What do you like to do in your free time?

- aapko/tumhe kyaa karnaa pasand hai?
- aap ko fursat meN kyaa karnaa pasand hai?/aap ke shauk kyaa haiN?

I like to ...:

- X-ko...+ oblique infinitive + kaa shauk mujhe/mujhko paRhne, sair karne, ghuumne kaa shauq hai
- yaatraa/safar karnaa, sangiit sunnaa acchaa/buraa lagtaa hai

What is your favorite type of music? Musical group? Artist?

- sab se manpasand/zyaadaa pasandiidaa
- musician – sangiitkaar (m/f)
- artist – kalaakaar (m/f)

Do you play sports? Which ones?

- aap kyaa/kahaaN/kiske saath khelte/kheltii haiN?

Do you play a musical instrument? Which one?

- kyaa aap sangiit sunte haiN?
- kyaa saaz bajaate bhii haiN?
- aap kyaa bajaate haiN?
- aap ko kaunsaa saaz bajaanaa aataa hai?
- Adjective + lagnaa (mujhe aam acchaa/buraa/miThaa lagtaa hai)

Construction with indirect verb aanaa for skills – X-ko + infinitive + aanaa, e.g. mujhko tairnaa aataa hai, tablaa bajaanaa aataa hai

- Oblique infinitive + kaa shauq honaa (ghuumne kaa shauq)

Past tense(s)

The past tense construction is a situation or an action in past time. For example;

- Simple Past tense: Kal mausam acchaa thaa (The weather was nice yesterday).
- Past Habitual: bacpan meN laRkaa duudh piitaa thaa. (The boy used to drink milk in childhood.)
- Past Progressive: laRkii hindii bol rahii thii. (The girl was speaking Hindi.)

Compared to the above example, perfective constructions are a completed action. For perfective constructions, it is important to know whether a verb is intransitive or transitive.

- Intransitive verbs are: aanaa to come, jaanaa-to go, sonaa- to sleep, baiThanaa- to sit, uThnaa- to rise/get up, dauRnaa-to run. Such verbs do not take an object and the verb always agrees with the subject in terms of number and gender.

Examples of perfective constructions of intransitive verbs ;

- Simple perfective: LaRkaa aayaa- The boy came. LaRkii aayii- The girl came. Present Perfective: LaRkaa aayaa hai- The boy has come. LaRkii aayii thii- The girl has come.
- Past Perfective: LaRkaa aayaa Thaa- The boy had come. LaRkii aayii thii- The girl had come.

Unlike intransitive verbs, transitive verbs may take an object. For example; khaanaa- to eat, likhnaa- to write, paRhnaa- to read, paRhaanaa- to teach, dekhnaa- to see.

- The postposition 'ne' is used with the subject in the perfective construction of transitive verbs. So, there is no subject - verb agreement. For example;
- Simple Perfective: laRkii ne aam khaayaa- The girl ate mangoes. LaRke ne roTii khaayii- the boy ate breads.
- Present Perfective: laRkii ne aam khaayaa hai- The girl has eaten mangoes. LaRke ne roTii khaayii hai- the boy has eaten breads.
- Past Perfective: laRkii ne aam khyaa thaa- The girl had eaten mangoes. LaRke ne roTii khayii thii- the boy had eaten breads.

Exceptions:

- The postposition 'ne' is not used with verbs Darna- to fear, laanaa- to bring, bhulnaa- to forget, milnaa- to meet.
- The postposition 'ne' may be used optionally with verbs like bolnaa- to speak, samajhnaa- to understand and khelnaa- to play

Complex sentence structure using relative clauses:

- A relative clause is a subordinate clause which generally

modifies a noun or a noun phrase and it is introduced by a relative pronoun. In Hindi 'jo' is a direct relative pronoun and jis/jin+postposition is an oblique form. For example:

- vah laRkaa meraa dost hai jo lambaa hai- That boy who is tall is my friend.
- vah laRkii jisne saaRii pahni hai merii bahan hai- that girl who has worn a sari is my sister.

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Students simulate an informal gathering of friends at a reunion that takes place a couple years after graduation from high school or college. They talk about how they met, what they have in common, and relate anecdotes about their time together. Following the reunion, they post pictures and descriptions of the reunion on Facebook including video and audio clips.

Opening Activity

<p>Brainstorming:</p> <p>Working in pairs, students jot down as many ideas as they can about topics that friends talk about when they get together. Each pair joins another two students to share ideas. Finally, the teacher leads a debriefing in which students add ideas to a semantic web that will be posted in the classroom during the lesson as a reference for students who need that support.</p> <p>**During the debriefing, the teacher adds vocabulary and structures that students will use during the lesson.</p>	<p>Time: 15 minutes</p>
<p>Learning Episode</p>	
<p>The teacher projects a visual of friends at a social get together. Working with a partner, students write a story (on a large piece of butcher paper) about the picture talking about who the friends are, reasons they are good friends, what they like to do together.</p> <p>Students post their stories around the classroom for everyone to read and annotate with comments and suggestions.</p>	<p>Time: 20 minutes</p>
<p>Learning Episode</p>	
<p>Meet and Greet:</p> <p>Students mingle to interact with at least three other students. They talk about their school experiences, the friends they made, and share stories about some of the “adventures” they had.</p>	<p>Time: 15 minutes</p>
<p>Learning Episode</p>	
<p>Show the video clip, “Friendship”(Module1); students fill in a graphic organizer to record their understanding. They share their ideas with a small group of classmates.</p> <p>Students form small “friend” groups who meet at a reunion a couple years after graduation. They talk about how they met and what they have in common. They take pictures and record video and audio clips to post on Facebook for family and friends to view and make comments.</p>	<p>Time: 40 minutes</p>



Graphic organizers:

- 1) Semantic web (http://literacy.kent.edu/eureka/strategies/semantic_mapping.pdf)
- 2) Graphic organizers (<http://www.thinkport.org/technology/template.tp>)
- 3) Video, "Friendship"

