



2015 Student Program Lesson Plan Template

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

Hindi Module:	Module 1 -Family and Friends Rathore Family-Introductions	Theme/Topic:	Meeting the Family		
Age Range of Learners:	15-21	Targeted Performance Level:	Intermediate Low/Mid	Number of minutes	90

Can arranged marriages be successful? If so, how is this accomplished?

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?
--	---

I can understand the main idea and details presented in a short video clip about family members.

I can be the first to start a conversation.

I can ask for information, details, and explanations during a conversation.

I can bring a conversation to a close.

I can interview a prospective mate.

I can talk about my daily routine.

I can talk about my interests and hobbies.

I can give reasons for my preferences.

I can explain a decision and give detailed reasons to support my point of view.

### **Descriptions of family members and their relationships:**

maataa (f)- mother

pitaa (m)-father

daadaa(m)-paternal grandfather

daadii(f)- paternal grandmother

beTaa(m)-son

beTii(f)-daughter

bhaaii(m)-brother

bahan(f)-sister

bhaabhii(f)-brother's wife

naanaa(m) -maternal grandfather

naanii(f) -maternal grandmother

chaachaa(m)- uncle (father's brother)

chaachii(f)- uncle's wife

maamaa (m)- mother's brother

maamii(f)- maamaa;s wife

mausii(f)-mother's sister

mausaa(m)-husband of mausii

sasur(m)- father-in-law

saas(f)-mother-in-law

Biographical information (age, place of birth, educational background.)

What is your name?

aapkaa/tumhaaraa naam kyaa hai?

My name is...

meraa naam ... hai

My email is...

meraa imel hai...

My address is...

mera pataa hai...

Where are you from? Where do you live?

- aap kahaaN rahte /rahti hai?
- tum kahaaN rahte/rahtii ho?
- aap kahaaN se haiN?

I am from.../I live in...

- maiN ...se huuN.
- maiN ... meN rahtaa/rahtii huuN.

What state/country is that in?

- vah kis raajya/desh meN hai.

How far is it from NYC? LA? Chicago? Paris?

Mumbai? etc.

- NYC/LA/Chicago/Beijing se kitnii duur hai?

How old are you?

- tum kitne saal ke/kii ho?
- aapkii umr kya hai?

I am...years old.

- main ... saal kaa/kii huuN.
- Merii umr ... sal kii hai.

When is your birthday?

- aapkaa/tumhaaraa janmdin/saalgirah kab hai? Aap apnaa janmdin/saalgirah kab manaate/manaatii haiN?

I was born on... And you?

- maiN ... ko paidaa huaa thaa.
- aur aap/tum?

You are older/younger than I am.

- aap mujhse baRe/baRii haiN
- aap chhoTe/chhoTii haiN

- tum mujhse bare/baRii/ ho
- tum chhoTe/chhoTii ho

Do you have brothers and sisters?

- tumhaare bhaai aur bahan haiN?
- tumhaare kitne bhaaii aur bahan haiN?

Yes, I have...

- haaN, mera 1 bhaaii/mere 2 bhaaii haiN
- merii 1 bahan/2 bahaneN haiN

No, I am an only child.

- nahiiN, maiN akelaa huuN
- maiN eklautaa bachhaa huuN

How old are your siblings?

tumhaare kitne bhaaii/bahan haiN?

Are you the oldest? The youngest?

- kyaa aap sabse bare/baRii haiN?
- aap sabse chhote/chhoTii haiN?
- kyaa tum sabse baRe/baRii ho?
- aap sabse chhote/chhoTii haiN?

**Professions:**

teacher – shikShak (m/f)

student – chhaatra (m)chhatraa (f)

principal – prachaarya (m/f)

custodian – sanrakShak (m/f)

mayor – mahaapaur (m/f)

engineer – abhiyantaa (m/f)

doctor – chikitsak (m/f)

nurse – nars (m/f)

police officer – pulis adhikaarii (m/f)

firefighter – fairfaiTar (m/f)

soldier – sainik (m/f)/faujii (m/f)

**Interests and hobbies:**

to play sports – X khelnaa  
to ride my bike – saikil chalaanaa  
to play video games – viDio gem khelnaa  
to watch television – Tiivii dekhanaa  
to read – kitaabeN/pustakeN paRhnaa  
to go to the movies – filmeN dekhanaa  
to hang out with friends – dostoN ke sath ghuumne jaanaa  
to meet friends at the mall – mall meN dostoN se milnaa  
to shop – kharidaarii karnaa  
to swim – tairnaa  
to listen to music – sangiit sunna  
  
to play the piano, violin, guitar – piano, violin, sitar bajaanaa

**Expressions of opinion:**

In my experience... mere anubhav meN...  
In my opinion... merii raai meN...  
I think... maiN sochtaa huuN ki...  
I'd suggest that... meraa sujhaaw haiN ko...  
I believe that... maiN vishvaas kartaa/kartii huuN ki....  
What I mean is... meraa matlab hai ki...

**Complex sentence structures:**

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.

### **Information questions**

#### **For nouns and pronouns:**

- kyaa- what ( for inanimate nouns). For example:  
yah kyaa hai? yah kitaab hai. (What is this? This is a book)
- kaun- who (for animate nouns). For example:  
vah kaun hai? vah Rita hai. (Who is she? She is Rita.)

#### **For adjectives:**

- Kaisaa/kaise/kaisii- how (for adjectives- quality). For example:
- mausam kaisaa hai? mausam achhaa hai. (How is the weather?  
The weather is nice.)
- laRke kaise haiN? LaRke hoshiyaar hai. (How are the boys?  
The boys are smart.)
- kitaab kaisii hai? kittab mahaNgii hai. (How is the book? The  
book is expensive)
- kitnaa/kitne/kitnii- how much/how many (for adjectives-  
quality). For example:

kitnaa paani?- how much water?

kitne laRke?- how many boys?

Kitnii laRkiyaaN?- ho wmany girls?

#### **For adverbs:**

- kahaaN- where, kab- when, kyoN- why, kaise-how, kidhar- in  
which direction

#### **Narration in the present tense:**

The present Habitual construction usually indicates regular, frequent activities in Hindi. It is also used to express narrative constructions in the present tense. The habitual aspect of the verb is formed by adding the right suffix taa or te or tii to the verb stem. The appropriate present tense form of honaa is used the mark the tense. For example:

Mohan roz subah vidyalaay jataa hai. vahaaN vah paRtaa aur likhtaa hai. vah dostoN ke saath bateN kartaa hai aur unke saath kelataa hai.

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

As they prepare for the marriage of their son/daughter, a father and mother view video clips and consult marriage websites for potential mates for their son /daughter. Once they choose a family who appears to be compatible with their own family, they visit the home of that family to decide if the match is viable or not. The prospective bride and groom have a chance to talk with one another and become acquainted as the other family members do the same. After returning home the family discusses in detail what they have learned. The son/daughter disagrees with the family's decision. A debate ensues until the family is able to negotiate a final outcome.

Opening Activity	
The teacher sets the context for the lesson asking students to complete a “quick write” as they respond to the question of whether they would accept an arranged marriage or not. If yes, they must give at least three reasons; if no, they must support their choice with specific reasons.	Time: 5 minutes
Learning Episode	
Teacher divides students into small groups to share their ideas about arranged marriages and to decide on the top reasons for and against such marriages. Next students mingle and find classmates who share their ideas. They form groups. The teacher leads an oral debriefing asking for input from the different groups in the room.	Time: 15 minutes
Learning Episode	
To prepare for the family meeting, students brainstorm questions they might ask of the potential mate and of their family members. They compile the questions on a large poster to use as reference during the lesson.	Time: 15 minutes
Learning Episode	
Students practice asking and answering the questions they created using an Inside/Outside Circle format. This allows all students to gain familiarity with new vocabulary and structures.	Time: 10 minutes
Learning Episode	
Individually, students prepare an introduction of their family. This introduction may be an email, a video, a slideshow, or other media of their choice. They post their work around the classroom and then circulate to read and comment on one another’s introductions.	Time: 15 minutes
Learning Episode	
Students form “family groups” to role play the scenario of meeting the family of a prospective mate.	
Learning Episode	
Students record or write a response to the following questions, “If and when you have children, would you accept their	Time: 15



decision to marry a person they choose? Why or why not? Can arranged marriages be successful? If so, how is this accomplished?

minutes

<http://hindistartalk.lrc.columbia.edu/lesson/rathore-family-introduction/> Hindi Module- Rathore Family, an Introduction

Websites for finding potential mates -<http://classifieds.jagran.com/matrimony>

<http://classifieds.jagran.com/matrimony/grooms>

<http://epaper.patrika.com/714444/Rajasthan-Patrika-Jaipur/07-02-2016#page/15/2>