Hindi Study Guide 4

**Five College Center for World Languages**

**Available online at** [**http://langmedia.fivecolleges.edu/hindi**](http://langmedia.fivecolleges.edu/hindi)New Version: May 2024

# Materials for this Study Guide

* *Beginning Hindi: A Complete Course* (and [[accompanying audio recordings under "Additional Resources"](https://press.georgetown.edu/Book/Beginning-Hindi-1)](https://press.georgetown.edu/Book/Beginning-Urdu))
	+ Part II: The Hindi Script – Review Lessons 8-13, pp. 13-27
	+ Unit 1, Chapter 2 – “Me and My Classmates”, pp. 64-71
* [*Language Toolbox* on LangMedia](http://langmedia.fivecolleges.edu/strategies)

# ASSIGNMENTS FOR INDEPENDENT STUDY

## 1: Using the Hindi Script

* Step 1: Review the flashcards for all of the letters you have learned so far. Repeat letters you have forgotten until they stick. Try to write the letters one by one. Review *BH* “The Hindi Script” Lessons 8-13, pp. 13-27 as necessary.
* Step 2: Look at *BH* Chapter 1 – “Classroom Items,” Exercise 3, Part B, pg. 50. The exercise asks you to write complete sentences in the form “This is …” and “That is …” using the classroom items vocabulary.
	+ **HAND IN:** Modeled on Exercise 3, Part B, pg. 50, write six sentences alternating between “This is a…” and “That is a…” and using different items from the classroom items list. Create sentences that are different from the examples in the book.

## 2: Talking About Yourself and Others

* Step 1:Study *BH* Chapter 2 – “Me and My Classmates”. Read and study pp. 64-67 on personal pronouns and the present singular and plural forms of “to be.” Don’t neglect “Expressing Respect through Plural Forms”, pp. 65-67. This is very important in addressing people politely and using the correct form of ‘you’. Read the text closely, and make flashcards for the information and example sentences as necessary.
* Step 2:Memorize the personal pronouns along with the appropriate forms of *“to be”* by talking out loud and using flash cards.Practice the forms out loud until you can remember them and associate the pronouns with the correct forms of होना.
* Step 3:Listen to the Vocabulary 1 list on pp. 68-69. Practice pronouncing the words after the speaker. Make flashcards for and memorize the words. Don’t neglect to read the notes.
* Step 4: Practice Vocabulary 1 by speaking sentences in Hindi similar to the example sentences on pp. 65-67. Speak aloud, and alternate between questions and answers, such as “Are you American? Yes, we’re American. Is he from New York? No, he’s not from New York. Who is this? He’s Rishi.”
* Step 5: Use “Summary”, pg. 67 as a checklist for all of this new information. Go back and review any point that you have missed.
	+ **HAND IN:** Write out Exercise 3, pg. 70, as a series of questions and answers. You do not have to have the “students” ask each other the same question twice.
	+ **HAND IN:** Write a dialogue, at least 8 lines, between a teacher from the US who goes to teach English in rural Uttar Pradesh (a north Indian state), and the local principal of the school. They meet in person for the first time in the principal’s office, and introduce themselves, and share and inquire about each other’s personal information.

## 3: A System for Memorizing and Reviewing Vocabulary

* Step 1: Set up a system for learning and reviewing vocabulary, if you haven’t already. In order to learn a language well apart from a full-immersion context, you need to have such a system. Some students prefer handwritten flashcards, others learn to type in Hindi and use online quiz sites (Quizlet, Memrise, etc.), some prefer to keep a notebook with words of a similar type stored together. What is important is that you have a system that works for you. Read the articles here for more details on how you can study and retain vocabulary: [Memory Systems](http://langmedia.fivecolleges.edu/node/187610).
	+ Some important points:
		- Make sure to speak out loud when using your memory system. It will help with recall.
		- Review constantly. Go back and review daily, then weekly, bi-weekly, monthly, etc. If you do not use words regularly, you will forget them.
		- Plan regular times to study vocabulary daily or at least several times a week, and try not to let yourself get behind.
* Step 2: Make flashcards or notebook entries of the words and expressions you have learned so far, if you haven’t. Practice them, time allowing.
	+ **FOR TUTORIAL:** Be prepared to discuss with your mentor how you plan on going about learning and reviewing vocabulary. Bring your flashcards or notebook to show you mentor.

# CONVERSATION SESSION PREPARATION

* Be prepared to practice greeting, exchanging names, making inquiries about well-being, and sharing information about occupation, nationality and what city you are from.
* Role play: Be prepared to play the role of various people attending a conference in South Asia. If you have a small conversation session, the students and conversation partners will need to make up multiple roles. Practice meeting each other and exchanging personal information as indicated in BHChapter 2, Exercise 4.
* Conversation group project: Make up a list of 5 individual attendees for a summit on sustainable food systems in South Asia. Who is there? You can list real people or make up attendees. For each attendee, be able to state in full sentences the person’s name, nationality, and what city s/he is from. Your conversation partner can supply additional Hindi words for various nationalities.
	+ Role play: Now imagine you are part of a two-person delegation at the conference. There are delegations from various countries. You are talking to someone from another delegation and are exchanging information about your respective delegations. Use the hints on p. 67 about avoiding ambiguity with plural forms to ask and answer questions about your respective delegations.
	+ Role play: You run into a very old friend at the conference. Exchange greetings and well-being inquiries with the friend. One of your colleagues is with you. Introduce the colleague. The colleague exchanges appropriate pleasantries with the new acquaintance. Be prepared to play each role in this role play.
* Conversation group project: Make up identities for a multi-generational group of students and teachers from all over the world assembling to study in India for several weeks. Give each person a name, a gender/age category (woman, man, child, boy, girl), nationality, city, and assign a role as student, teacher, or instructor. Give each one a state of being from your vocabulary you have learned so far: unhappy, happy, fine, OK, alright, so-so.
	+ Role play greetings, introductions, and information exchanges among the members of your multi-generational group.

# HOMEWORK TO HAND-IN AT TUTORIAL

* **HAND IN:** Modeled on Exercise 3, Part B, pg. 50, write six sentences alternating between “This is a…” and “That is a…” and using different items from the classroom items list. Create sentences that are different from the examples in the book.
* **HAND IN:** Write out Exercise 3, pg. 70, as a series of questions and answers. You do not have to have the “students” ask each other the same question twice.
* **HAND IN:** Write a dialogue between a teacher from the US who goes to teach English in rural Uttar Pradesh (a north Indian state), and the local principal of the school. They meet in person for the first time in the principal’s office, and introduce themselves, and share and inquire about each other’s personal information. Write at least 8 lines.
* **FOR TUTORIAL:** Be prepared to discuss with your mentor how you plan on going about learning and reviewing vocabulary. Bring your flashcards or notebook to show you mentor.