

**Description of Target Student Abilities – Second-Year Hindi
Hindi Language Objectives, 2010**

Interpersonal Abilities	Intermediate Hindi, 1st Quarter Course# A	Intermediate Hindi, 2nd Quarter Course# B	Intermediate Hindi, 3rd Quarter Course# C
<p>Second-year students are able to engage in communication on various topics and achieve a higher level of accuracy and fluency in different contexts. They increasingly become aware of cultural appropriateness as reflected in various situations.</p> <p>By the end of the second year they are able to produce strings of sentences more spontaneously and can be understood by native speakers accustomed to dealing with language learners</p>	<p>During the first quarter of the second year, students continue to expand their first year ability of communicating in oral and written form. Themes begin to expand beyond their immediate world and language production becomes lengthier, more accurate and more fluid. They can create with the language by combining and recombining learned elements and begin to handle uncomplicated tasks in limited contexts.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks learned in the beginning level sequence, with greater fluidity and confidence. • Describe friends, family, and acquaintances. • Identify items and describe situations related to: <ul style="list-style-type: none"> -appearances and clothing -wishes and desires -sharing of personal stories • Provide comparisons of equality and inequality using nouns, adjectives and adverbs • Exchange information based on facts, opinions and preferences, on a range of topics related to their immediate world and those of the surrounding community. • Express basic opinions, 	<p>During the second quarter of the second year, students continue to gain better control over communicative skills addressed in the previous quarter. Students engage in more complex interactions and expand their range of topics and tasks using new linguistic structures.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks learned in the previous quarter with greater confidence and ease. • Engage in conversations using plain speech in a variety of familiar contexts, for example: <ul style="list-style-type: none"> -make polite requests and suggestions -invite a partner for an activity -express desire and wishes -express uncertainty about events -give formal instructions -make predictions • Describe and comment with greater elaboration on people, specific characteristics and attributes, events, activities, and 	<p>During the third quarter of the second year, students gain better control of the target language, producing multiple sentences and short paragraphs with greater sophistication and complexity of expression. They expand their repertoire to include a broader range of topics and tasks. Students are able to sustain longer conversations on a range of topics as they are introduced to them through a variety of media.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks learned in the previous quarter with more confidence • Practice and gain greater control over all speech forms used in communicative tasks according to the interpersonal relationship and the specific social situation. • Describe and exchange information on an array of personal, academic and social topics, e.g. interests, activities, careers and professions, dating, personality, customs, traditions • Ask and give advice • Exchange opinions, express agreement/disagreement, and give some follow-up support for their viewpoints

	<p>emotions, e.g. approval, doubt, surprise, etc</p> <ul style="list-style-type: none"> • Give advice in a limited number of contexts, and ask for advice and information • Describe activities in greater detail and ask related questions using all verb forms. • Provide directions and describe locations • Negotiate simple exchanges, ask for clarification, restate information and negotiate meaning • Make simple comparisons between Hindi and own culture (gestures, stereotypes) 	<p>surroundings</p> <ul style="list-style-type: none"> • Extend and accept invitations and make requests in a socio-culturally appropriate manner. • Initiate and bring to a close conversations related to a wider variety of uncomplicated contexts • Recount a sequence including those with an unexpected turn of events • Initiate and react appropriately in social interactions. • Compare life styles and discuss cultural differences with regard to topics such as holiday customs, popular culture, traditions, etc. • Using authentic materials, begin to engage in discussion of current events with classmates and teacher 	<ul style="list-style-type: none"> • Express emotions and feelings • Initiate and sustain more elaborate conversations involving uncomplicated and some complicated situations • Narrate simple stories in most time frames • Use connectors to link strings of sentences and begin to create paragraphs • Make more detailed comparisons and share opinions about the target culture
<p>Interpretive Abilities</p> <p>During the second year, students focus on developing reading proficiency and on advancing their interpretive abilities. Second-year materials are meant to develop proficiency by using a broader array of authentic material in written and oral form.</p> <p>Students are able to understand and interpret written and oral texts from various content areas related to their immediate environment as well as that of the Hindi-speaking community.</p> <p>Students continue to develop a more</p>	<p>Intermediate Hindi, 1st Quarter Course# A</p> <p>During the first quarter of the second year, students demonstrate comprehension of oral and written linguistically familiar material. They read and comprehend selected abridged authentic texts as well as online audio-visual material.</p> <p>At the end of the first quarter of the second year, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the first year with greater competence and ease. • Read and understand short 	<p>Intermediate Hindi, 2nd Quarter Course# B</p> <p>During the second quarter of the second year, students focus on expanding their interpretive skills by working with lengthier and more complex materials and a wider variety of oral and written topics. They are able to read selected authentic materials.</p> <p>At the end of the second quarter of the second year, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater depth and complexity. 	<p>Intermediate Hindi, 3rd Quarter Course# C</p> <p>During the third quarter of the second year, students continue to focus on expanding their interpretive skills by working with more complex materials and selected authentic texts. They become aware of formal language, syntax complexities and style.</p> <p>At the end of the third quarter of the second year, students will be able to:</p> <ul style="list-style-type: none"> • Perform functions of previous quarter, and carry out all interpretive tasks of the

<p>culturally authentic frame of reference and use the target language with increasing frequency and sophistication to demonstrate their understanding.</p>	<p>stories, excerpts from selected authors/media, abridged texts</p> <ul style="list-style-type: none"> • Read and understand selected short authentic texts of different genres • Understand listening material, related to class material thematically and structurally • View and understand film clips. • Understand conversations in class and in a variety of media • Identify main ideas. • Pose / answer factual questions on concrete topics in the text. • Restate key points using loosely connected sentences. • Understand and interpret information that relates to cultural practices (e.g., NDTV newsclips, TV shows, etc.) 	<ul style="list-style-type: none"> • Read and understand longer texts, more complex conversations, presentations, stories, and reports. • Summarize, analyze main ideas of longer oral and written texts using loosely connected sentences or short paragraphs. • Interpret material and process information so that the cultural elements are understood • Answer factual questions and simple analytical questions about the text. • Discuss material with the purpose of better understanding form, style • Understand selected abridged, authentic texts (news articles, culturally appropriate humor, etc) • Interpret and connect information from classroom material to current events and popular culture. • Understand cultural practices as portrayed in texts (e.g. short ghazals, longer dialogues, correspondence, folk tales) and compare with their own. 	<p>previous quarter with greater sophistication, depth, and complexity.</p> <ul style="list-style-type: none"> • Develop understanding beyond main ideas and support details. • Answer all factual questions and develop critical thinking questions about the text. • Summarize more fully oral and written texts as well as authentic materials, using short paragraphs, occasionally with a follow-up commentary and opinion. • Strengthen awareness of subtle nuances of speech level/forms and implications for the relationship between speakers in specific social and professional settings. • Connect ideas in oral and written texts reflecting cultural knowledge and traditions with their own (e.g. folklore) • Cultivate a deeper understanding of cultural practices and compare to own. • Develop a better understanding of form and style in written material (e.g. letters written in a variety of registers)
<p>Presentational Abilities</p> <p>During the second year, students are able to present information, ideas and concepts to an audience of listeners or readers on a variety of familiar topics and content areas of focus. Presentational language broadens in</p>	<p>Intermediate Hindi, 1st Quarter Course# A</p> <p>During the first quarter of the second year, students present oral reports, write compositions, ask or post questions to other student presenters, critique and comment after viewing film clips,</p>	<p>Intermediate Hindi, 2nd Quarter Course# B</p> <p>During the second quarter of the second year, students continue to focus on presenting oral reports, writing compositions, and asking or posting questions to other student presenters.</p>	<p>Intermediate Hindi, 3rd Quarter Course# C</p> <p>During the third quarter of the second year, students produce lengthier oral reports and essays. Fluency and accuracy increase, and content includes academic, career, and contemporary cultural topics.</p>

<p>length and scope and includes the use of major time frames to describe and narrate, a high level of accuracy and fairly well developed paragraphs.</p>	<p>material on YouTube and web sites, and respond to recorded audio material.</p> <p>At the end of the first quarter, students will be able to</p> <ul style="list-style-type: none"> • Carry out all first-year presentational tasks with greater competence and ease. • Give rehearsed oral presentations with a classmate (5-7 minutes) or individual presentations (3-5 min) using visual aids, on a variety of topics related to class material. • Write compositions (200-250 words) on class topics, e.g. summaries of biographical data, detailed descriptions of people, places and situations. • Prepare content questions for discussion purposes. • Submit a written summary of presentations and answer questions or provide commentary on related topics. 	<p>They use web sites in the target language as a source of research material. They continue to present critiques and commentary after viewing film clips, online video and web sites. They continue with responding to recorded audio material.</p> <p>At the end of the second quarter, students will be able to</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication and confidence. • Present by themselves or jointly with classmates using notes and visual aids. • Pose and answer questions on presentation topics in a more spontaneous manner. • Write compositions on topics that have been researched. • Present formally/informally on a wider variety of topics. • Ask questions and respond to comments related to presentations. • Work with peers on group compositions and edit each other's work. • Show control of tense, aspect and conjugation in their compositions. • Debate issues related to class material. 	<p>Students further develop their spontaneous presentation skills in narration and description.</p> <p>At the end of the third quarter, students will be able to</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease. • Make individual or joint oral presentations of greater complexity and structure, in a more spontaneous fashion, using notes and audiovisual aids. • Ask / respond to more detailed questions on presentation topics and participate in more spontaneous commentary. • Write formally. • Write compositions or present on personal and academic interests, and incorporate appropriate cohesive and rhetorical devices. • Participate in debate and counter/argument on a wider array of topics. • Begin to research on-line resources related to academic and personal interests, in preparation for writing or presenting. • Present, write and comment on cultural differences as related to class material.
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