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# CHARTER FOR HINDI

## LEVEL A1

The classes are designed to provide students with the necessary knowledge of grammar, phonetics and vocabulary to enable them at the end of level B1 to converse with Hindi-speaking people and to read non-technical documentation, in short to provide them with sufficient linguistic knowledge to practice the language in a non-specialised context.

Below are the skills to be attained by the end of level A1:

### The four skills

#### Listening comprehension

At the end of level A1, the student must be able to:

- Recognise distinctive sounds, distinguish between short and long vowels, dental and retroflex consonants etc.
- Understand the simple teaching instructions given in class.
- Understand simple questions relating to their identity, immediate environment (family, university, town...).
- Broadly follow a simple dialogue in a real or recorded situation (audio and video clips) whose content is related to everyday life.

#### Spoken expression

At the end of level A1, the student must be able to:

- Correctly pronounce all the letters of the alphabet.
- Introduce and talk about himself.
- Ask someone to tell you about himself (name, nationality, home town etc.).
- Describe a person, town, house and detail the elements described.
- Ask for information relating to practical needs (directions, the time...).
- Place an order, make a request.
- Talk about his activities at different times in the day.
- Respond and reply to questions introduced by: who (kaun), what (kya), where (kahan), how (kaisa, kaisi, kaise), when (kab), why (kyon) ...

#### Reading comprehension

The student must be able to:

- Read aloud and understand a set of simple sentences on topics covered in class.
- Order a simple sentence or dialogue.

- Identify words and forms in an authentic document such as a newspaper headline, an advertisement, an advertising message ...
- Complete simple exercises using the vocabulary learned in class.

### Written expression

The student must be able to:

- Correctly pronounce all the letters of the alphabet.
- Write down simple dictated sentences.
- Complete a simple sentence or dialogue.
- Complete simple exercises on a topic.
- Write a simple text of about a hundred words on a subject such as 'my typical day'.

### Language tools

The following structures will be studied **in a given context** and in relation to the communication skills listed above.

- The demonstrative yeh, voh, ye, ve.
- Possessive adjectives.
- Questions: kya, kaun, kahan, kaisa, kab, kyon ...
- The different rules for making nouns plural.
- Adjectives and their position in sentences - complement or attributive.
- Postpositions.
- Conjugating verbs in the present of the indicative.
- The two degrees of the imperative: -o, -ie.
- The oblique structure and how it applies to nouns, adjectives etc.
- Conjugating verbs in the present continuous and its use.

### Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

#### Spoken expression

Oral expression will be assessed during the various class activities: these different components of the interactive teaching will be given a mark out of 20.

#### Written expression

The teacher will give students a minimum of 3 mandatory written assignments to be completed outside of class. These assignments should be spread over the entire length of the semester. **For the languages with**

**4 hours of classes per week, the frequency and number of assignments is greater.** This work will receive a final average grade out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for levels A1, A2, B1 and B2 is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.**

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

**Students are considered to have successfully completed a language class and are awarded the credits** corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to advance to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** In fact, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

## Pedagogical materials

- Le Hindi Sans Peine, Akshay BAKAYA, Annie MONTAUT, Textbook ASSIMIL.
- Outline of Hindi Grammar, Third Edition Revised and Enlarged, R.S. Mc Gregor, Oxford University Press, 1995.

### LEVEL A2

The classes are designed to provide students with the necessary knowledge of grammar, phonetics and vocabulary to enable them at the end of level B1 to converse with Hindi-speaking people and to read non-technical documentation, in short to provide them with sufficient linguistic knowledge to practice the language in a non-specialised context.

Below are the skills to be attained by the end of level A2:

### The four skills

#### Listening comprehension

At the end of level A2 and in reference to the attainment at level A1, the student must be able to:

- Understand the more complex teaching instructions and explanations given in class.
- Respond to questions using slightly more elaborate structures and a richer vocabulary.
- Understand a short account of an event or the description of a scene read aloud by the teacher using syntax structures and vocabulary studied in class.

#### Spoken expression

At the end of level A2, the student must be able to:

- Answer more detailed questions about their environment.
- Talk about their tastes, what they like to do (pasand karna).
- Express a wish, talk about what they want or would like to do (cahna).
- Express possibility, certainty.
- Ask the other person more detailed questions about their tastes, likes/dislikes, abilities.
- Talk about their future plans.
- Give a cursory account of an event, a trip they took, the aspects that they liked or disliked.
- Reply to simple questions about a film viewed or a book studied.
- Take part in simple conversation with classmates.
- Express an opinion for or against something, e.g. be able to list the advantages and disadvantages of living in a big city, in the countryside etc.
- Participate in simple role-plays of practical situations (at the station, in restaurants, shops, etc.).
- Towards the end of the semester, once the 'indirect' structure has been learned, the student must be able to express feelings of being cold, hot, afraid, thirsty etc.

#### Reading comprehension

At the end of level A2, the student must be able to:

- Read and understand the essential elements of a text studied in class: dialogue, description, narrative.

- Read and have an overall understanding of a real document or one that has been prepared by the teacher: a newspaper headline, an advert, signage, a short press excerpt.
- After reading a simple text, find specific information, identify and comment on the people concerned.
- Complete more difficult exercises.
- Be able to consult a Hindi - French dictionary.

### Written expression

The student must be able to:

- Narrate an event (a trip, a party) provided that if necessary they are prompted with the vocabulary needed.
- Respond in writing to simple written questions on a text studied in class.
- Write the caption for a drawing.
- Write a letter.
- Complete more difficult exercises on a topic.

### Language tools

The following structures are studied **in a given context** and in relation to the communication skills listed above. The structures that have already been dealt with implicitly or briefly at the previous level are examined in more detail.

- The simple future.
- The absolutive (succession and simultaneity).
- The form hota, hoti, hote.
- The reflexive.
- Comparatives and superlatives.
- The simple past tense is taught in two steps: first with the intransitive verbs, then with the transitive verbs that involve the use of the ergative.
- The use of the present perfect.
- The present imperfect and the past imperfect.
- An introduction will be given on the use of the subjunctive.
- An introduction to verbal explainers (jana, dena, lena).
- The indirect structure.

### Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

### Spoken expression

Oral expression will be assessed during the various class activities: these different components of the interactive teaching will be given a mark out of 20.

### Written expression

The teacher will give students a minimum of 3 mandatory written assignments to be completed outside of class. These assignments should be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.** This work will receive a final average grade out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for levels A1, A2, B1 and B2 is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.**

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

**Students are considered to have successfully completed a language class and are awarded the credits** corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to advance to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** In fact, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall level sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### Pedagogical materials

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- Outline of Hindi Grammar, Third Edition Revised and Enlarged, R.S. Mc Gregor, Oxford University Press, 1995.

### LEVEL B1

The classes are designed to provide students with the necessary knowledge of grammar, phonetics and vocabulary to enable them at the end of level B1 to converse with Hindi-speaking people and to read non-technical documentation, in short to provide them with sufficient linguistic knowledge to practice the language in a non-specialised context.

Below are the skills to be attained by the end of level B1:

### The four skills

#### Listening comprehension

At the end of level B1 and in reference to the attainment at previous levels, the student must be able to:

- Understand the instructions given in class.
- Broadly follow a spontaneous conversation in a real-life situation in which a wider range of grammatical structures and vocabulary are used than at previous levels.
- Understand more accurately the narrative of a miscellaneous fact.
- Have an overall understanding of a newflash, a film or documentary, an advertising message.

#### Spoken expression

At the end of level B1, the student must be able to:

- Participate in conversations on more complex topics than in previous levels, expressing an opinion for or against.
- Briefly comment on a social phenomenon or simple journalistic text and speak for or against it.

#### Reading comprehension

At the end of level B1, the student must be able to:

- Identify the salient information in a text.
- Read and understand the essential elements of a text: a press article, a miscellaneous fact, a story or a fiction text with the help of a dictionary.
- Complete more advanced exercises drawing upon the language elements learned during the semester.

#### Written expression

The student must be able to:

- Perform more advanced exercises on a topic drawing upon the language elements learned during the semester.
- Write a letter to a friend with a specific objective (invitation to visit during the holidays, etc.).
- Write a summary.

- Tell the story of an event they were present at (a party, a show, an accident, etc.).

### Language tools

The following structures are studied **in context** and as they relate to the communication skills listed above. Those that have already been dealt with implicitly or briefly at the previous level will be examined in more detail.

- At the beginning of the semester, students become familiar with other uses of the subjunctive and the indirect structure.
- The pluperfect.
- Obligation (cahie, hona, parna).
- The present participle and the past participle.
- The passive and its uses.
- The inceptive aspect.
- The durative or continuous aspect.
- The habitual aspect.
- The hypothetical condition.

### Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

#### Spoken expression

Oral expression will be assessed during the various class activities: these different components of the interactive teaching will be given a mark out of 20.

#### Written expression

The teacher will give students a minimum of 3 mandatory written assignments to be completed outside of class. These assignments should be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the frequency and number of assignments is greater.** This work will receive a final average grade out of 20.

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- Parlons Hindi, Annie MONTAUT, Sarasvati JOSHI, L'Harmattan, 1999.

### LEVEL B2

The classes are designed to reinforce the various language concepts learned in previous semesters and to enable students to use them, both in written and oral form, in specific situations. Their content is developed in such a way that students can acquire sufficiently rich linguistic knowledge to be able to carry out their research work in the Indian subcontinent. It is designed to help them engage in conversation with native speakers and consult written and audio-visual materials related to their field of study.

Below are the skills to be attained by the end of level B2:

### The four skills

#### Listening comprehension

At the end of level B2 and in reference to the attainment at previous levels, the student must be able to:

- Have a good understanding of the instructions given in class. To this end, the teacher will be careful to speak as much as possible in Hindi during classes and will use French only when absolutely necessary.
- Follow with greater ease a spontaneous conversation in a real-life situation in which a wider range of grammatical structures and vocabulary are used than in the previous levels.
- Understand more precisely the narrative of a miscellaneous fact, anecdote or event, once the very literary or even sanskritised terms found therein have been explained.

#### Spoken expression

At the end of level B2, the student must be able to:

- Take part in conversations on more complex topics than at previous levels, such as social issues, expressing an opinion for or against, justifying the reasons for that position.
- Join classmates to participate in role-plays on more complex topics than those encountered in the previous semester, such as an interview with a well-known person, or a debate between supporters of two opposing political camps, a film scene (action movie, detective series etc.).
- He student will ensure that as far as possible they speak Hindi when in class.

#### Reading comprehension

At the end of level B2, the student must be able to:

- Read and understand the essential elements of a text: a press article, a miscellaneous fact, a story or a fiction text with the help of a dictionary. Interviews with public figures, available on websites such as that of the BBC, will be an important educational tool in this respect. The student will need to be more aware of language concepts specific to a spoken register (elliptical sentences, suspenseful comments etc.).

- Complete more advanced exercises than those of the previous semester, drawing upon language elements learned in class. Students should feel comfortable studying texts related to specific areas such as cooking, travel, rural life, etc. Numerous vocabulary lists will be provided during the semester and students should familiarise themselves as much as possible with the terms on these lists.

### Written expression

The student must be able to:

- Complete more difficult exercises on a topic, based on increasingly complex language elements.
- Write a text in a specific subject area, such as a culinary recipe, a political speech, a short film scene, etc.
- Recount an event that occurred (an accident, social movement, etc.) describing its causes and consequences.
- Describe a well-known person or public figure, providing key information about their career, the salient aspects of their thought, etc.

### Language tools

Emphasis will be placed on furthering knowledge of the structures studied in the previous semesters. Those that are not yet fully learned will be revised. The following will be re-examined in particular:

- The notion of obligation (cahie, hona, parna).
- The passive.
- The conditional.
- The presumptive.

### Modes of evaluation

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#### Spoken expression

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