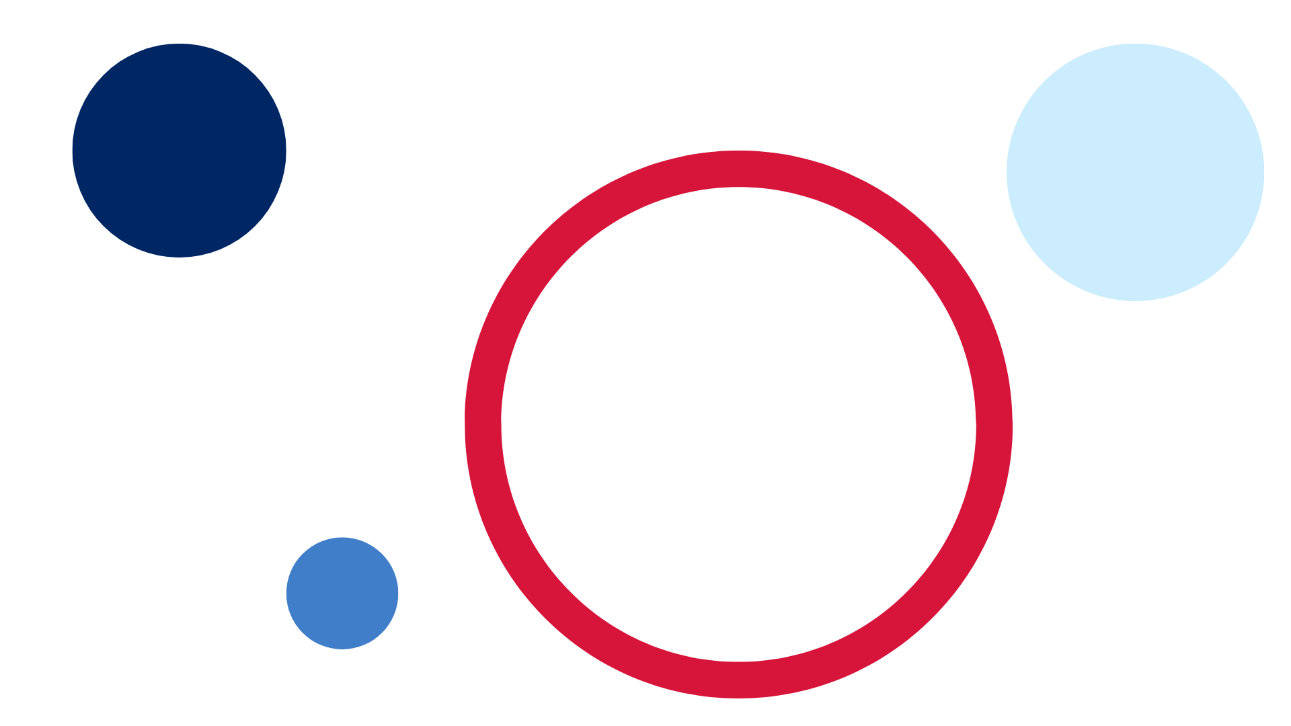
# Hindi Stage 2: व्यंजन मेला (Food fair)



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## Unit overview

**Stage**: 2

**Title**: व्यंजन मेला (Food fair)

**Description**: In this unit, students record a video of a recipe in Hindi. They use imperative verbs, temporal connectives, and modelled sentence structures to compose the text.

**Duration**: This lesson sequence is designed to be completed over approximately 8 weeks.

**Student proficiency levels**: It is assumed that many Stage 2 students have been learning Hindi since Kindergarten and their proficiency level will be Intermediate, although some students will still be at the Beginner level. This unit is aimed at Intermediate students. Every classroom will be different, and teachers will need to adapt to their context. Many Stage 2 classes may include a combination of Beginner, Intermediate and Advanced students. Assessment tasks and opportunities in this unit can be differentiated using the ‘Too hard?’ and ‘Too easy?’ suggestions.

## Stage 2 outcomes and content to be addressed

The table below outlines the focus area, outcomes and content points for Stage 2 students.

|  |  |
| --- | --- |
| Focus area and outcome | Content points |
| **Interacting**  A student:   * exchanges information in familiar contexts by selecting culturally appropriate modelled language **ML2-INT-01** | **Exchanging meaning in oral interactions in the target language**   * Share information about themselves to describe their personal world * Ask and answer modelled questions in a guided conversation * Express emotions and preferences * Interact in conversation with teacher and peers in familiar social contexts   **Applying knowledge of language systems to interact in the target language**   * Recognise and use modelled sounds, including pronunciation and intonation patterns and/or rhythms to interact * Select familiar vocabulary and formulaic phrases to interact * Use modelled sentence structures to interact   **Applying knowledge of the target language culture(s) to interact**   * Use modelled language structures and nonverbal communication that are appropriate to cultural practices |
| **Understanding texts**  A student:   * identifies and responds to information in texts to demonstrate understanding **ML2-UND-01** | **Understanding and responding to target language texts**   * Listen to, read and view information in texts on familiar themes * Use strategies to locate, organise, classify and sort information in texts for a range of purposes * Respond to questions about specific information in texts on familiar themes, using modelled target language sentence structures and/or English * Respond to texts through actions, visuals, written or spoken responses in the target language and/or English to demonstrate understanding and convey meaning   **Applying knowledge of language systems to understand and respond to target language texts**   * Identify and use the sounds of familiar vocabulary and phrases in the target language to understand and respond to texts * Recognise and use sound–symbol correspondences to understand and respond to texts * Identify and use knowledge of vocabulary and formulaic phrases from familiar themes to understand and respond to texts * Identify and use elements of grammar in familiar language patterns * Recognise modelled target language features and compare them with English features * Recognise and use modelled structures and features of the target language writing system to understand and respond to texts   **Developing intercultural understanding through target language texts**   * Respond to texts and identify connections between language and cultural practices and reflect on their own language(s) and culture(s) |
| **Creating texts**  A student:   * creates texts for familiar communicative purposes by selecting culturally appropriate modelled language **ML2-CRT-01** | **Creating spoken, written and multimodal texts in the target language**   * Create informative texts appropriate to context, purpose and audience describing themselves and their personal world * Create imaginative texts appropriate to context, purpose and audience using a series of modelled sentence structures and visuals to add meaning   **Applying knowledge of language systems to create texts in the target language**   * Use pronunciation and intonation patterns to create spoken texts * Use sound–symbol correspondence to create written texts * Use vocabulary, formulaic expressions or modelled phrases from familiar themes to create texts * Use elements of simple grammar patterns in modelled sentence structures to create texts * Use modelled structures and features of the target language writing system to create written texts   **Applying knowledge of the target language culture(s) to create texts**   * Select language appropriate to cultural practices to create texts |

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## Learning map

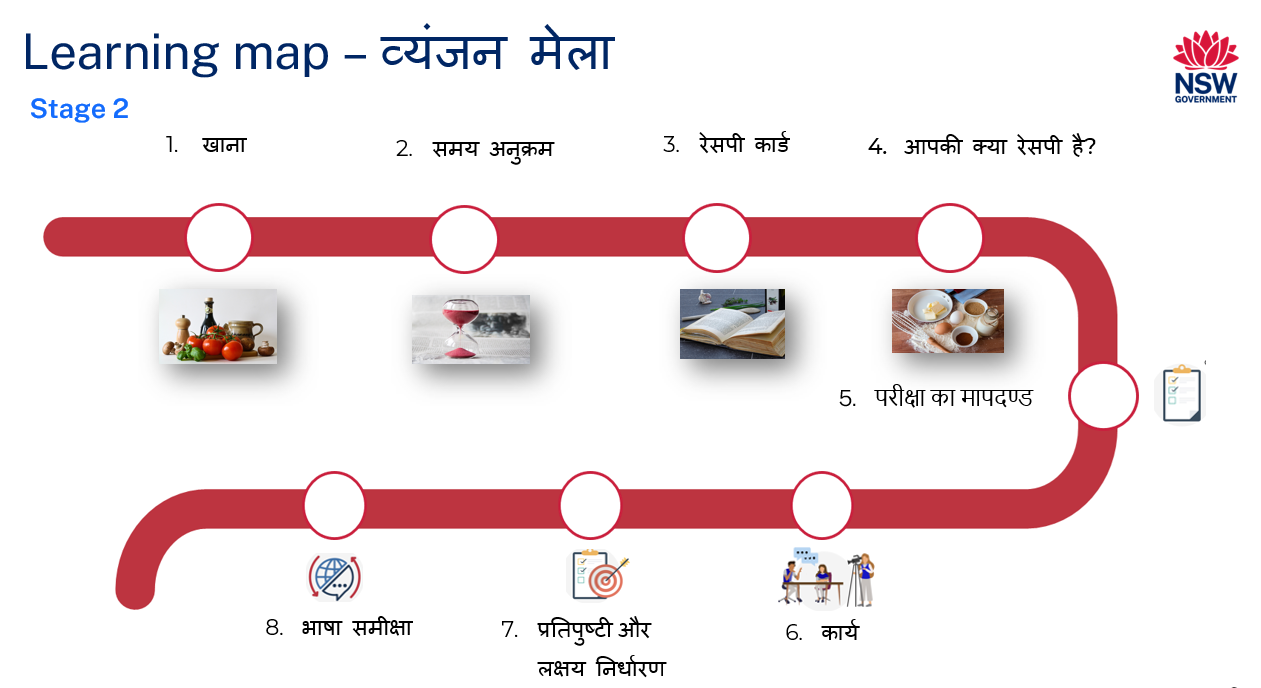
The creation of maps for learning is a planning process that incorporates Aboriginal intellectual tradition. Learning maps are a visual pathway of what students will learn.

Share the learning map with your students, briefly explaining the learning that will happen in each lesson. Provide students with a copy of the learning map or display the learning map in the classroom. This learning map can be adapted to your language from the English version in [*Learning map* – व्यंजन मेला *(Food Fair) Stage 2*](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s2-learning-map-food-fair.pptx).

Figure 1 – Food fair learning map



Figure – व्यंजन मेला learning map



## Assessment

**Stage 2 communicative task**: The local council is organising a multicultural food festival at a park near your school. Create a video demonstrating how to prepare a culturally relevant recipe that you have written in Hindi. You will send this video to the organisers to show them what you plan to cook at the festival.

**Too hard?**

Create a video in Hindi demonstrating how to prepare a culturally relevant recipe that is readily available.

**Too easy?**

Include a brief history and a fun fact about the cultural food in the video.

**Context**: multicultural food festival

**Audience**: organisers of the festival

**Purpose**: to inform the organisers of what you’ll cook at the festival

### Assessment opportunities

The table below details assessment opportunities and differentiation ideas.

|  |  |  |
| --- | --- | --- |
| Assessment opportunities | Too hard? | Too easy? |
| **[Week 2: Recipe race](#_Activity_3:_Recipe)**  **Students play a game to reinforce the concept of temporal connective and imperative verbs.** | Use flash cards with images only. | Call out a multi-step instruction that includes 2 temporal connectives and 2 imperative verbs. |
| [**Week 3: Active listening**](#_Activity_2:_Active)  **To assess students’ comprehension skills, students read the text and identify the errors.** | Read the sentence with one focus at a time. Students listen for imperative verbs for the first few questions. | Students call out true and false questions for the class. |
| [**Week 4: What’s your recipe?**](#_Activity_2:_What’s)  Students choose a no cook Indian recipe of their choice for the food fair. They write a recipe for the chosen food using a scaffold. | Students write simple sentences that match the images of a readily available recipe. | **Students write a recipe without a scaffold.** |

## Teaching and learning activities

### Week 1: Food

The table below outlines the learning intentions and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intentions and success criteria | Materials |
| Students will:   * communicate words and phrases related to food in Hindi * learn imperative verbs.   Students can:   * say and write food vocabulary correctly in Hindi * identify imperative verbs in sentences in Hindi * use imperative verbs to give clear instructions in Hindi. | * [Resource 1: Common ingredients and equipment flashcards](#_Resource_1:_) * [Resource 2: Imperative verbs flashcards](#_Resource_2:_imperative) * Video: [Bhelpuri recipe (1:30)](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6332589365112) * Hindi exercise books |

#### Activity 1: Learning map

Explain and display the [Learning map](#_Learning_map) to give students a more detailed breakdown of lessons during the unit. Point out that the learning map is a plan that may need to change.

#### Vocabulary 1: Common ingredients and equipment

The below table outlines the suggested vocabulary for [Activity 2](#_Activity_2:). It includes original Hindi script, a Romanised version of Hindi script and the corresponding English translations.

|  |  |  |
| --- | --- | --- |
| **हिन्दी** | Romanised Hindi | English |
| प्याज़ | pyaaz | onion |
| टमाटर | tamaatar | tomato |
| दूध | doodh | milk |
| चीनी | cheeni | sugar |
| नमक | namak | salt |
| चावल | chawal | rice |
| आटा | aata | flour |
| पानी | paani | water |
| ब्रेड | bread | bread |
| कप | cup | cup |
| चम्मच | chammach | spoon |
| कटोरा | katora | bowl |
| सामग्री | samagri | ingredients |

#### Activity 2: Pre-assessment

1. **Pre-assessment:** Show students the images in [Resource 1: Common ingredients and equipment flashcards](#_Resource_1:_). Ask them to identify how many words they think they know by answering the following questions and showing thumbs up at their chests:

* Do you know all the words for these pictures in Hindi?
* Do you know most of them?
* Do you know some of them?
* Do you know none of them?

1. In pairs, students then [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) and tell their partners the words they know.
2. Continue the pre-assessment by showing the video: [Bhelpuri recipe (1:30)](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6332589365112). Students listen for the ingredients of bhelpuri. In pairs, they answer the following questions:

* Do you know more words now after watching the video than when you looked at the flashcards?
* Which words do you now know?

1. As a whole class, match the words to the pictures one at a time. After each match, model and drill the correct pronunciation of vocabulary.

**Note:** display vocabulary on the wall. Add new and known words in Hindi as required.

#### Vocabulary 2: Imperative verbs

The table below outlines the suggested vocabulary for [Activity 3](#_Activity_3:_Imperative) and [Activity 4](#_Activity_4:_Simon). It includes the original Hindi script, a Romanised version of the Hindi script, and the corresponding English translations.

|  |  |  |
| --- | --- | --- |
| हिन्दी | Romanised Hindi | English |
| फैंटैं | phaintay | whisk |
| उबालें | ubale | boil |
| कांटें | kaantay | cut |
| गूँदें | goonday | knead |
| छिड़कें | chidkay | sprinkle |
| मिलाएं | milaye | mix |
| डालें | daalay | pour/add |
| परोसें | parosay | serve |

#### Activity 3: Imperative verbs

**Note:** in this unit, students will learn how to use imperative verbs, which tell someone to do something. They are standalone phrases with a subject, noun, or pronoun.

* Hindi has 3 imperative forms which correspond to the 3 forms of the second person singular personal pronoun. They are तू too (you-intimate), तुम tum (you-familiar) and आप aap (you-formal).
* The formal imperative form of pronoun is used when writing recipes.
* The formal imperative, आप (you), is formed by adding the suffix- iye/ay to the verb stem. For example, आप खाएं aap khaaye (eat), लाएं laaye (get), डालें daale (put), मिलाएं milaye (mix).

1. **Pre assessment:** Show students the video: [Bhelpuri recipe (1:30)](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6332589365112). Ask students what verbs they heard or saw either in English or in Hindi. In pairs, students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) and tell their partners the words they know and report back to the class.
2. Provide Hindi translations to the English words. Show pictures of [Resource 2: Imperative verbs flashcards](#_Resource_2:_imperative) and model saying the vocabulary words in Hindi. Students repeat the words. Model and drill the correct pronunciation of vocabulary. Display pictures and imperative verbs on a piece of butcher’s paper.
3. Display images from [Resource 2: Imperative verbs flashcards](#_Resource_2:_imperative) one at a time. As a whole class, brainstorm cooking actions that students can mime for imperative verbs.

**Suggested actions include**:

* whisk – wrist action for whisk
* boil – wriggling of fingers
* knead – making a fist and moving wrists.

1. Say an imperative verb and students mime the action. Repeat the activity with all the other verbs. Flip the activity with you miming the action and students guessing the verb in Hindi. After a few rounds, have students repeat the activity in pairs, taking turns at miming and guessing the actions.
2. **Compare Hindi words relating to cooking activities with their English equivalents, as well as discussing cultural differences related to the ways in which different people prepare their food. For example, in many cultures, bread is made using flour and water. Sometimes, seasoning is added for additional taste. Discuss breads in different cultures such as damper, naan, and pizza base. Ask how these types of bread are similar or different to Indian roti/chapatti.**
3. Students copy the words into their Hindi exercise books.

**Note:** it may be a good opportunity for students to make roti, with your supervision, to **immerse themselves in the language and culture. Check if you have access to your school’s kitchen for this activity.**

**Evaluation:** s**tudents accurately use the correct pronunciation to pronounce the vocabulary words.**

#### Activity 4: Simon says

Split the class into groups. In each group, every student takes a turn at being ‘Simon’ and gives their classmates at least 2 imperative verbs to mime in Hindi. For example, if Simon says ‘whisk’, students mime whisking action using their wrists. However, if the student playing Simon instructs without saying, ‘Simon says’, then any student who follows that instruction given sits out. After each student has a turn being ‘Simon’ in the group, the game is complete.

### Week 2: Temporal connectives

The table below outlines the learning intention and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will learn to use temporal connective in a recipe.  Students can:   * understand the purpose of temporal connective in a recipe * say and write temporal connective in Hindi * use temporal connective in a recipe in Hindi. | * [Resource 2: Imperative verbs flashcards](#_Resource_2:_imperative) * [Resource 3: Indian street food poster](#_Resource_3:_Indian) * [Resource 4: Recipe of bhelpuri](#_Resource_4:_Recipe) * [Resource 5: Temporal connective flashcards](#_Resource_5:_Temporal) * [Resource 6: Memory game flash cards](#_Resource_6:_Memory) * [Resource 7: Word mat](#_Resource_7:_wWord) * Video: [Bhelpuri recipe (1:30)](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6332589365112) * Butchers paper * Hindi exercise books * [Google Earth](https://earth.google.com/web/) |

#### Vocabulary 3: Food and taste

The table below outlines the suggested vocabulary for [Activity 1](#_Activity_1:). It includes the original Hindi script, a Romanised version of the Hindi script, and the corresponding English translations.

|  |  |  |
| --- | --- | --- |
| हिन्दी | Romanised Hindi | English |
| स्वादिष्ट | swaadisht | delicious |
| मीठा | meetha | sweet |
| खट्टा | khatta | sour |
| नमकीन | namkeen | salty |
| कड़वा | garam | hot |
| ठंडा | thanda | cold |

#### Activity 1: Taste buds

**Note: if time and facilities permit, cook the dish with the class and have students to try the food. However, check students’ health and religious limitations before having students try bhelpuri.**

1. **Show students the video:** [Bhelpuri recipe (1:30)](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6332589365112). **Brainstorm what ingredients are used in the recipe and what imperative words they can hear. Show the video again and have students complete the worksheet to record the ingredients, equipment and procedure used by the cook. This can be done in English or in Hindi. Recall and list vocabulary related to ingredients, numbers, equipment, and the procedure in Hindi.**
2. **Show** [Resource 3: Indian street food poster](#_Resource_3:_Indian) **and ask students the following questions:**

* **What is bhelpuri? (Bhelpuri is a sweet and sour crunchy snack which is a popular street food of Mumbai.)**
* **What does bhelpuri taste like? (Sweet and sour.)**
* **How would you describe different foods on the poster? (Delicious, sweet, sour, salty, spicy, hot, cold.)**

1. **Discuss the cultural significance of street food in India by showing pictures of different types of street food in** [Resource 3: Indian street food poster](#_Resource_3:_Indian)**. Use** [Google Earth](https://earth.google.com/web/) **to show street food stalls near Juhu Beach, Mumbai and ‘Little India’ in Harris Park. Ask students what street food is found in Australia.**
2. **Students write vocabulary words in their Hindi exercise books.**

#### Vocabulary 4: Temporal connectives

**Note:** atemporal connective is a word or phrase that indicates **when** something is happening. For example, first, next, finally, before, after, then. Temporal connectives are also known as adverbs of time.

The table below outlines the suggested vocabulary for [Activity 2](#_Activity_2:_Time), [Activity 3](#_Activity_3:_Recipe) and [Activity 4](#_Activity_4:_Memory). It includes the original Hindi script, a Romanised version of the Hindi script, and the corresponding English translations.

|  |  |  |
| --- | --- | --- |
| हिन्दी | Romanised Hindi | English |
| पहले | pehle | first |
| फिर | phir | then/next |
| उसके बाद | uske baad | after that |
| अंत में | ant mein | finally |

#### Activity 2: Temporal connectives

1. Display large chart paper or use a whiteboard to create a mind map of temporal connectives. Ask students what an adverb of time or a temporal connective is. Ask them to suggest temporal connectives they know and encourage them to think about words that help indicate the order of steps or actions. Discuss the meaning of each temporal connective and emphasise their role in indicating time or sequence.
2. Watch the video: [Bhelpuri recipe (1:30)](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6332589365112) again. Ask students to identify temporal connectives and have them share their responses.
3. As a whole class, discuss the impact of using temporal connectives in making the recipe instructions clear and easy to understand.
4. Cut the strips of [Resource 4: Recipe of bhelpuri](#_Resource_4:_Imperative) and jumble them in an envelope. Split the class in small groups of 3 and hand out the envelopes for students to reorder strips of sentences to assemble the recipe.
5. Students write temporal connectives in Hindi in their Hindi exercise books.

#### Activity 3: Recipe race

1. Revise [Imperative verbs](#_Activity_3:_Imperative) from the previous lesson.
2. Split the class in groups of 4 and distribute [Resource 2: Imperative verbs flashcards](#_Resource_2:_imperative) and [Resource 5: Temporal connective flashcards](#_Resource_5:_Temporal) to each team. Explain that it is time for a fun race to reinforce the concept of temporal connective and imperative verbs. Students take turns calling out a specific temporal connective and an imperative verb. For example, पहले (pehle/first), छीलें (cheelay/peel).
3. Each team finds the announced temporal connective and imperative verb from the flash cards. One person from the team races to the front of the room and sticks them on the board. The team that displays the correct combination first wins a point. Repeat the process with different temporal connectives and imperative verbs until all teams have had a chance to participate.

#### Activity 4: Memory game

Split the class in groups of 4 and hand out [Resource 6: Memory game flashcards](#_Resource_6:_Memory) to play a memory game with images of the food, verbs and temporal connectives from the vocabulary lists, along with the corresponding Hindi words. Students mix the flash cards and put them face down on the desk or floor. Students alternate turning 2 cards over and reading the word aloud. When students have a matching pair, they keep it (however, they do not get another turn, so that all students have an opportunity to participate). The winner has the most pairs when all the cards are matched. Students can have [Resource 7: Word mat](#_Resource_7:_wWord) to refer to.

### Week 3: Recipe cards

The table below outlines the learning intention and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will understand the features of a recipe.  Students can:   * identify the key components of a recipe such as title, ingredients and instructions * say and write ingredients used in a recipe in Hindi * say and write imperative verbs used in a recipe in Hindi * say and write temporal connectives used in a recipe in Hindi * say, write and understand the sentences in Hindi. | * [Resource 4: Recipe of bhelpuri](#_Resource_4:_Imperative) * [Resource 8: Annotated recipe of bhelpuri](#_Resource_8:_Annotated) * [Resource 9: Understanding the recipe](#_Resource_10:_understanding_1) * Die (with pockets) * Hindi exercise books * Sticky notes |

**Note:** use this lesson as an opportunity to teach correct sentence structure by modelling and highlighting appropriate vocabulary and grammar to students. It is important that students receive explicit support using scaffolds as they learn to create texts in the target language.

#### Activity 1: Deconstruct the recipe

For suggested vocabulary for this activity, refer to [Vocabulary 1](#_Vocabulary_1), [Vocabulary 2](#_Vocabulary_2) and [Vocabulary 4](#_Vocabulary_4:_Time).

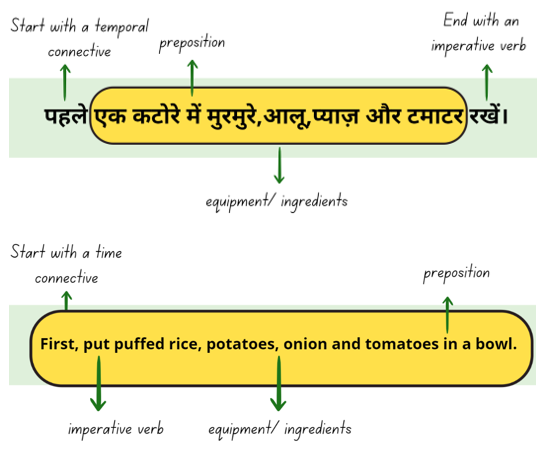
1. Show [Resource 4: Recipe of bhelpuri](#_Resource_4:_Imperative) as a text. Show students features of a recipe. Explain that a recipe contains a title, numbered instructions, imperative verbs, temporal connective, ingredients, and quantities. Show [Resource 8: Annotated recipe of bhelpuri.](#_Resource_8:_aAnnotated) Highlight different parts of the recipe. Deconstruct the text as you read it aloud clearly and slowly. Ask questions, such as:

* How do you say tomatoes in Hindi?
* How do you say onions in Hindi? Repeat with other vocabulary.
* Where is imperative verb in the first, second and third step?

**Note: if time and learner proficiency permit, ask these questions in Hindi.**

1. Hand out [Resource 4: Recipe of bhelpuri](#_Resource_4:_Imperative) to students. Ask students to use different colours to highlight temporal connectives, imperative verbs and ingredients. Emphasise that the imperative verbs are at the end of a sentence when giving instructions in Hindi and that the correct order of words when giving instructions is temporal connective, equipment/ingredients, imperative verbs.
2. Annotate a sentence on the board, for example:

Figure – Annotated sample sentence



Images sourced from [Canva](https://www.canva.com/) and used in accordance with the [Canva Content License Agreement](https://www.canva.com/policies/content-license-agreement/).

1. Use [Resource 9: Understanding the recipe](#_Resource_10:_understanding_1) to write ingredients, temporal connectives and imperative verbs in Hindi using the recipe.

#### Activity 2: Active listening

Read the text from [Resource 8: Annotated recipe of bhelpuri](#_Resource_8:_aAnnotated) again, but this time with a few errors. Ask students to spot the mistake. For example, change the verb at the beginning of the sentence or read the steps in a different order. Students respond with thumbs up if the statement is true and thumbs down if the statement is false.

Using [Resource 4: Recipe of bhelpuri](#_Resource_4:_Imperative), ask students to quiz their partner on the text in English while their partner responds in Hindi. Set a timer of 2 minutes for this activity. Students switch roles after 2 minutes. Set another timer of 2 minutes to complete the activity. For example:

* **Student A**: How do you say onions in Hindi?
* **Student B**: प्याज़ (pyaaz/onions)
* **Student A**: How many potatoes do you need to make bhelpuri?
* **Student B**: दो (do/two)
* **Student A**: What imperative verb is used in the first step?
* **Student B**: रखें (rakhay/put)

#### Activity 2: Is it in a sequence?

**Note:** keep each step of the recipe in a different envelope so the words don’t get mixed up. Create your own jumbled up sentences using the steps in the recipe of bhelpuri.

In pairs, students unjumble the words in a sentence using [Resource 5: Recipe of bhelpuri](#_Resource_4:_Imperative) for the steps of the recipe. For example:

* Jumbled up words: रखें। आलू, टमाटर, पहले प्याज़, मुरमुरे और पहले
* Unjumbled/correct sentence: पहले एक कटोरे में प्याज़, टमाटर, मुरमुरे और आलू रखें। (First, put puffed rice, potatoes, onion, and tomatoes in a bowl).

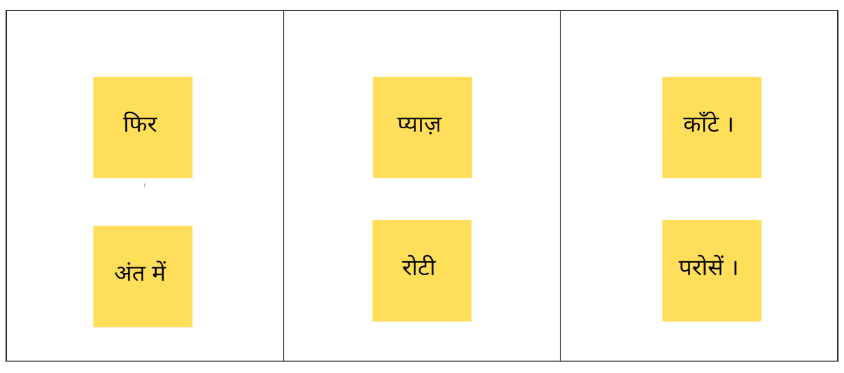
#### Activity 3: The rolling effect

Prepare 3 dice with names or images of ingredients, imperative verbs and temporal connective. Split the class in small groups of 4. Students roll 3 die simultaneously and make a statement using the images or words. For example, the 3 die show the words next, tomato and mix. Students will say the sentence: फिर, टमाटर मिलाएं। (Next, mix the tomatoes).

#### Activity 4: Exit ticket

To assess students’ understanding of sentence structure, divide the board into 3 sections and ask students to write the temporal connective, ingredient/equipment and imperative verb on sticky notes. As students leave the class, they stick their notes in the correct order to make a simple sentence on the board. For example, Next, cut the onions. फिर प्याज़ कांटे।

Figure – Exit ticket example



### Week 4: What’s your recipe?

The table below outlines the learning intention and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will create their own recipe card.  Students can:   * correctly list all ingredients required for the recipe in Hindi * correctly use imperative verbs in Hindi to provide step-by-step instructions * use appropriate temporal connective to organise instructions in a sequence in Hindi. | * [Resource 7: Word mat](#_Resource_7:_wWord) * [Resource 10: Mango lassi- step-by-step cards](#_Resource__10:) * [Resource 11: Recipe template](#_Resource_11:_Recipe) * [Resource 12: *Bhelpuri recipe presentation*](#_Resource_12:_Bhelpuri) * Materials for recipe * Sticky notes for peer feedback |

#### Activity 1: Working with images

**Note:** the steps written under the images for [Resource 10: Mango lassi step-by-step cards](#_Resource__10:) are for teacher reference to jointly construct the sentences. Delete or remove the sentences before handing out to students.

1. Display [Resource 10: Mango lassi step-by-step cards](#_Resource__10:) on a screen. Ask students what ingredients they think are used to make mango lassi. As a whole class, jointly co-construct sentences that match with the images.
2. See the below table for possible sentences for the recipe of mango lassi.

|  |  |  |  |
| --- | --- | --- | --- |
| Image number | Hindi | Romanised Hindi | English |
| 1 | पहले आम, दही, दूध और चीनी को blender में २ minute के लिए ब्लेन्ड करें। | Pehle aam, dahi, doodh aur cheeni ko blender mein 2 minute ke liye blend kare. | First, put mango, milk and sugar in a blender and blend for 2 minutes. |
| 2 | फिर, mango lassi को गिलास में डालें। | Phir, mango lassi ko glass mei daale. | Then, pour mango lassi in a glass. |
| 3 | उसके बाद, एक चुटकी इलायची छिड़कें। | Uske baad, ek chutki ilaychi chidke. | After that, sprinkle a pinch of cardamom powder on mango lassi. |
| 4 | अंत में, ठंडा परोसें। | Unt mein, Thanda parose. | Finally, serve the mango lassi cold. |

1. Hand out [Resource 10: Mango lassi step-by-step cards.](#_Resource__10:) In pairs, students write a recipe using the images and jointly constructed sentences as a scaffold. Provide students with [Resource 7: Word mat](#_Resource_7:_wWord) and a dictionary to help them with learnt and new vocabulary.
2. **Peer Assessment**: Students provide feedback to each other by writing ‘Two Stars and a Wish’ on a sticky note.

#### Activity 2: What’s your recipe?

1. Ask students to choose a no cook recipe for an Indian dish of their choice for the food fair. Suggested recipes include आम की लस्सी (mango lassi), नींबू पानी (lemonade), नारियल के लड्डू (coconut laadoo), गुलाब दूध (rose milk), रायता (raita), चाट (chaat) and so on.
2. Provide students with [Resource 11: Recipe template](#_Resource_11:_recipe_1) as a scaffold for them to write the recipe. Students write the recipe on the template or in their Hindi exercise books.
3. Once completed, students make a presentation using PowerPoint or Canva matching the recipe that they have created. Students may refer to the [*Bhelpuri recipe presentation*](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s2-bhelpuri-recipe.pptx). If needed, refer to the guides provided on [PowerPoint](https://support.microsoft.com/en-us/office/record-a-presentation-2570dff5-f81c-40bc-b404-e04e95ffab33) or [Canva](https://www.canva.com/en_au/help/talking-presentations/) to support students in exporting their presentations to complete the task.

### Week 5: Assessment criteria

The table below outlines the learning intention and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will develop a clear understanding of the requirements of the assessment task.  Students can:   * suggest appropriate success criteria * explain what they need to do to be successful in the task. | * [Resource 13: Assessment task – Food fair](#_Resource_13:_Assessment) * [Resource 14: Rubric – Food fair](#_Resource_14:_Rubric) * [Resource 15: Peer feedback strategy – Two stars and a wish](#_Resource_15:_Peer) * Completed recipe * Hindi exercise books * Laptops or devices for creating presentation |

#### Activity 1: Communication of the assessment task

Ensure students have enough time to create their own recipe and record and narrate a presentation on PowerPoint or Canva.

#### Activity 2: Assessment task

Hand out [Resource 13: Assessment task – Food fair](#_Resource_14:_how) and lead the class in reading it.

#### Activity 3: Success criteria

After looking at the assessment task, students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) and suggest appropriate success criteria, such as:

I will be successful if I can:

* create a recipe using appropriate ingredients and quantities
* give instructions in a recipe using imperative verbs
* sequence the steps in a recipe using temporal connective
* include a short description of the food that includes taste and cultural significance
* use correct sentences with correct grammar
* use nouns with the correct gender
* use the correct order of words
* pronounce the words correctly
* speak in a well-paced manner without long pauses.

#### Activity 4: Discuss the rubric

1. Show students an unmarked rubric [Resource 14: Rubric – Food fair](#_Resource_14:_Food). This may need to be adapted if the class has decided on different success criteria.
2. Explain the metalanguage such as fluency, accuracy, pronunciation and vocabulary.
3. Students read and then discuss the ‘Got it’ column of the rubric in pairs. They then share their understanding of what is needed to be successful.
4. Point out and provide examples of what ‘got it’ and ‘sort of’ samples of task completion, fluency, accuracy, pronunciation and vocabulary look and sound like.

#### Activity 5: Peer assessment

Peer feedback will be incorporated into the task (see [Resource 15: Peer feedback strategy – Two stars and a wish](#_Resource_15:_Peer). Confirm which [peer feedback strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.XsS4Wf4kcgA.link) will be used, for example, Two stars and a wish, and discuss with students.

**Evaluation: students give examples of what stars and wishes would sound like for this task.**

#### Activity 6: Practice task

Students create their own recipe and record and narrate a presentation on PowerPoint or Canva. If needed, refer to the guides provided on [PowerPoint](https://support.microsoft.com/en-us/office/record-a-presentation-2570dff5-f81c-40bc-b404-e04e95ffab33) or [Canva](https://www.canva.com/en_au/help/talking-presentations/) to support students in exporting their presentations to complete the task.

### Week 6: Communicative task

The table below outlines the learning intention and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will record a video demonstrating how to prepare a culturally relevant recipe that they have written in Hindi.  Students can:   * create a recipe using appropriate ingredients and quantities * give instructions in a recipe using imperative verbs * sequence the steps in a recipe using temporal connective * include a short description of the food that includes taste and cultural significance * use correct sentences with correct grammar * use nouns with the correct gender * use the correct order of words * pronounce the words correctly * speak in a well-paced manner without long pauses. | * [*Bhelpuri recipe presentation*](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s2-bhelpuri-recipe.pptx) * [Resource 13: Assessment task – Food fair](#_Resource_14:_how) * [Resource 14: Rubric – Food fair](#_Resource_14:_Food) * [Resource 15: Peer feedback strategy – Two stars and a wish](#_Resource_15:_Peer) * Completed recipe card * Microphones (if possible) * Tablets or laptops |

#### Activity 1: Task preparation

If required, ensure students have enough time to finish writing their recipe. Students then complete their presentation and record their voice over the slides.

#### Activity 2: Communicative task

This task will be completed individually. Each student creates their own recipe and a matching presentation using PowerPoint or Canva. Students will narrate their presentation in a video that meets the success criteria. Students may refer to the [*Bhelpuri recipe presentation*](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s2-bhelpuri-recipe.pptx). If needed, refer to the guides provided on [PowerPoint](https://support.microsoft.com/en-us/office/record-a-presentation-2570dff5-f81c-40bc-b404-e04e95ffab33) or [Canva](https://www.canva.com/en_au/help/talking-presentations/) to support students in exporting their presentations to complete the task.

#### Activity 3: Peer feedback

1. Hand out [Resource 13: Assessment task – Food fair](#_Resource_14:_how) and [Resource 14: Rubric – Food fair.](#_Resource_14:_Food)
2. Make sure to space students apart, using microphones if possible, to maximise sound quality.
3. Divide students into pairs. Students take turns providing peer assessment to the presenter using the ‘Two stars and a wish’ strategy.
4. Students provide peer feedback verbally and follow up with the completed [Resource 15: Peer feedback strategy – Two stars and a wish](#_Resource_15:_Peer).

### Week 7: Feedback and goal setting

**Note**: if there is insufficient time to mark the videos before Week 8, Weeks 7 and 8 can be swapped.

The table below outlines the learning intention and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will reflect on their task recordings to assess performance and set learning goals.  Students can:   * self-assess their completion of the task * set suitable learning goals based on previous learning goals and teacher, peer- and self-assessment. | * [Resource 14: Rubric – Food fair](#_Resource_14:_Food) (one teacher-completed copy per student) * [Resource 14: Rubric – Food fair](#_Resource_14:_Food) (one per student for self-assessment) * Hindi exercise books * Tablets or other recording devices |

#### Teacher preparation

**Note**: prior to this lesson, view each video and mark each student according to the criteria on [Resource 14: Rubric – Food fair.](#_Resource_14:_Food)

#### Activity 1: Self-assessment

Students watch the video of themselves completing the task and use the rubric to self-assess. Students compare their self-assessment rubric with the teacher’s completed rubric.

#### Activity 2: Set learning goals

Students reflect on the teacher, peer and self-evaluation to set goals for the next phase of learning. For example, ‘I will not be worried about making a mistake when speaking Hindi’ and ‘I will try to say (a particular sound) correctly’. Students write their learning goals in their language notebooks.

**Evaluation**: students set appropriate learning goals based on teacher, peer- and self-assessment.

### Week 8: Language review

**Note**: if there is insufficient time to mark the videos before Week 8, Weeks 7 and 8 can be swapped.

The table below outlines the learning intention and success criteria of the lesson and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will reflect on and ask questions about the language taught in this unit.  Students can:   * ask questions about vocabulary, grammar, or pronunciation they have used in this unit * use the language they have learned to communicate with classmates in Hindi. | * [Resource 6: Memory game flashcards](#_Resource_6:_Memory) * [Resource 7: Word mat](#_Resource_7:_wWord) * [Resource 9: Understanding the recipe](#_Resource_10:_understanding_1) * [Resource 10: Mango lassi step-by-step cards](#_Resource__10:) * Cut up recipe cards with images and steps * Dominos cards (teacher prepared) * Jumbled up words (teacher created) * Hindi exercise books * Recipes for bhelpuri and mango lassi (recorded by teacher) |

**Note:** over the course of the unit, gaps in student knowledge, misconceptions and misuse of language will have been identified. These observations are addressed using engaging and interactive activities and strategies. The activities below are examples and will need to be supplemented with activities to address your observations.

#### Activity 1: Student questions

Remind students of the activities and tasks over the course of the unit. Students are given time to [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) any questions they may have about any aspect of the language taught.

**Note:** set up different language stations for Activities 2–4 that will focus on reinforcing word work, grammar, listening and responding. These activities can be adapted to suit students’ needs. Students rotate in groups after a set timer to a different station to complete the activities with a different focus.

#### Activity 2: Word work

This station will focus on reviewing learnt vocabulary.

**Suggested activities**:

* **Simon says:** students play a game of ‘Simon says’ in their group. Every student takes a turn at being Simon and gives their classmates at least 2 imperative verbs to mime in Hindi. For example, if Simon says ‘whisk’, students mime whisking action using their wrists. However, if the student playing Simon instructs without saying, ‘Simon says’, then any student who follows that instruction given sits out. After each student has a turn being Simon in the group, the game is complete. Use [Resource 7: Word mat](#_Resource_7:_wWord).
* **Dominos:** make domino cards with vocabulary words, images, and their English translation. Provide students with a set of dominoes and play with a time limit.
* **Memory:** use [Resource 6: Memory game flashcards](#_Resource_6:_Memory) to play a game of memory. Mix the cards and put them face down on the desk or floor. Students take turns to turn 2 cards face up and read the word aloud. When students have a matching pair, they keep it. The winner has most pairs when all the cards are matched. Students may have [Resource 7: Word mat](#_Resource_7:_wWord) to refer to.

#### Activity 3: Grammar

This station will focus on strengthening and reviewing grammar skills.

**Suggested activities**:

* **Cue cards:** prepare a deck of cards with English sentences to translate to Hindi. Students take turns in picking a card and translating. Students take turns to be the referee. Students score a point for the correct translation.

**Note:** have an answer sheet available for students to check their response.

* **Picture task:** create recipe cards with images. Students write steps for a dish in Hindi that match with the images. See [Resource 10: Mango lassi step-by-step cards](#_Resource__10:) for a sample recipe.
* **Sentence re-ordering:** the words in a sentence are randomly and incorrectly arranged. Students rearrange the words to make a sentence with the correct sentence structure.

#### Activity 4: Listening and responding

This station will focus on strengthening and reviewing listening and responding to texts skills.

**Suggested activities**:

* **Gap fill activity:** students listen to the recipe for mango lassi or bhelpuri recorded by the teacher or read aloud by another student. Students fill the gaps with the words they hear. Compare and discuss the completed gap fill sheet with a partner.
* **Q&A:** students listen to an audio recording of a recipe. In pairs, students write approximately 5 comprehension questions for a partner to respond. Questions and answers are written in English.
* **Sort it out:** students listen to the recipe recorded by the teacher, or another student reads aloud their recipe. Categorise the text in [Resource 9: Understanding the recipe](#_Resource_10:_understanding_1) to find ingredients, imperative verbs and temporal connective used in the recipe.

## Student resources

### Resource 1: Common ingredients and equipment flashcards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| An onion |  |  |  |  |  |  |
| **प्याज़** |  | **टमाटर** |  | **दूध** |  | **चीनी** |
|  |  |  |  |  |  |  |
|  |  | Water bottle |  |  |  |  |
| **नमक** |  | **पानी** |  | **ब्रेड** |  | **आटा** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A mug |  |  |  |  |  |  |
| **कप** |  | **कटोरा** |  | **चम्मच** |  | **बेलन** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **चाकू** |  | **तवा** |  | **थाली** |  | **करछी** |

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### Resource 2: Imperative verbs flashcards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A whisk in a bowl of flour |  |  |  |  |  |  |
| **फैंटें** |  | **उबालें** |  | **गूँदें** |  | **छिड़कें** |
|  |  |  |  |  |  |  |
| A person pouring milk into a bowl, and a person adding cut vegetables into a pan |  |  |  |  |  |  |
| **डालें** |  | **कांटें** |  | **मिलाएं** |  | **परोसें** |

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### Resource 3: Indian street food poster



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### Resource 4: Recipe of bhelpuri

A recipe for Bhelpuri with an image of a bowl of Bhelpuri
Text reads: 
Bhelpuri
Tangy and sweet crunchy snack which is a popular street food of Mumbai
A list of ingredients (in Hindi) is provided.
Procedure:
First, put the puffed rice, potatoes, onions and tomatoes in a large bowl.
Then add tamarind chutney, mint chutney and salt.
After that, mix the content of the bowl.
Finally, serve and eat immediately.

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### Resource 5: Temporal connective flashcards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | An image of the word 'After' |  |  |
| **पहले** |  | **फिर** |  | **उसके बाद** |  | **अंत में** |

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### Resource 6: Memory game flashcards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A whisk in a bowl of flour |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| A person pouring milk into a bowl, and a person adding cut vegetables into a pan |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | The word 'After' |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| An onion |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | A bag of flour |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| फैंटें |  | उबालें |  | गूँदे |  | छिड़कें |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| डालें |  | कांटे |  | मिलाएं |  | परोसें |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| पहले |  | फिर |  | उसके  बाद |  | अंत में |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| प्याज़ |  | टमाटर |  | नमक |  | दूध |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ब्रेड |  | चीनी |  | आटा |  | कटोरा |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| तवा |  | चम्मच |  | बेलन |  | चाकू |
|  |  |  |  |  |  |  |

### Resource 7: Word mat

A word mat of imperative verbs and temporal connectives including an image, the Hindi script and the Romanised Hindi for each image.
There are 8 Imperative verbs which are:
1. A person mixing ingredients with the Hindi script above the image and the Romanised Hindi word 'milaye' below.
2. A whisk in a bowl of flour with the Hindi script above the image and the Romanised Hindi word 'phainte' below.
3. A pot of boiling water with the Hindi script above the image and the Romanised Hindi word 'ubale' below.
4. A person kneading dough with the Hindi script above the image and the Romanised Hindi word 'goonde' below.
5. A person sprinkling salt on chips with the Hindi script above the image and the Romanised Hindi word  'chidke' below.
6. A person pouring milk into a bowl with the Hindi script above the image and the Romanised Hindi word 'daley' below.
7. A person cutting vegetables with the Hindi script above the image and the Romanised Hindi word 'kaate' below.
8. A finished meal with the Hindi script above the image and the Romanised Hindi word 'parose' below.
There are 4 Temporal connectives:
1. A person writing '1st' on a chalkboard with the Hindi script above the image and the Romanised Hindi word 'pehle' below.
2. A hand pointing to the word 'Next' with the Hindi script above the image and the Romanised Hindi word 'phir' below.
3. An image of the word 'After' with the Hindi script above the image and the Romanised Hindi word 'uske baad' below.
4. An image of the word 'Finally' with the Hindi script above the image and the Romanised Hindi word 'ant mein' below.

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A word mat showing a selection of Equipment and Common Ingredients. There are 15 in total.
1. A pan with the Hindi script above the image and the Romanised Hindi word 'tawa' below.
2. A plate with the Hindi script above the image and the Romanised Hindi word 'thaali' below.
3. A spoon with the Hindi script above the image and the Romanised Hindi word 'chammach' below.
4. A serving spoon or ladle with the Hindi script above the image and the Romanised Hindi word 'chaku' below.
5. A knife with the Hindi script above the image and the Romanised Hindi word 'chaku' below.
6. A bowl with the Hindi script above the image and the Romanised Hindi word 'katora' below.
7. A rolling pin with the Hindi script above the image and the Romanised Hindi word 'belan' below.
8. A cup with the Hindi script above the image and the Romanised Hindi word 'cup' below.
9. A glass with the Hindi script above the image and the Romanised Hindi word 'glass' below.
10. A bag of flour with the Hindi script above the image and the Romanised Hindi word 'aata' below.
11. Sugar with the Hindi script above the image and the Romanised Hindi word 'cheeni' below.
12. A bottle of water with the Hindi script above the image and the Romanised Hindi word 'paani' below.
13. A bottle of milk with the Hindi script above the image and the Romanised Hindi word 'doodh' below.
14. A basket of bread with the Hindi script above the image and the Romanised Hindi word 'bread' below.
15. Salt with the Hindi script above the image and the Romanised Hindi word 'namak' below. 

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### Resource 8: Annotated recipe of bhelpuri

An annotated recipe for Bhelpuri with an image of a bowl of Bhelpuri. All elements have been identified and pointed out:
1. Title
Belphuri in both Romanised Hindi and Hindi script
2. Subheading
Tangy and sweet crunchy snack which is a popular street food of Mumbai
3. Ingredients and quantities required for the recipe.
All ingredients listed in Hindi
4. Graphics
A bowl of bhelpuri
5. Series of steps - within this element there is some highlighted text showing the use of temporal connectives and also imperative verbs in different colours.
Text reads: 
First, put the puffed rice, potatoes, onions and tomatoes in a large bowl.
Then add tamarind chutney, mint chutney and salt.
After that, mix the content of the bowl.
Finally, serve and eat immediately.

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### Resource 9: Understanding the recipe

A recipe card to fill in with:
Recipe of:
Find the following from the recipe:
1. Equipment/ingredients
2. Temporal connective
3. Imperative verbs

### Resource 10: Mango lassi step-by-step cards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A blender with a timer indicating 2 mins |  | The blended ingredients being poured into a glass. |  | Sprinkling ingredient on top of Mango lassi |  | Finished Mango lassi |
|  |  |  |  |  |  |  |
| पहले आम, दही, दूध और चीनी को blender में २ minute के लिए ब्लेन्ड करें। |  | फिर, mango lassi को गिलास में डालें। |  | उसके बाद, एक चुटकी इलायची छिड़कें। |  | अंत में, ठंडा परोसें। |
| A blender with a timer indicating 2 mins |  | The blended ingredients being poured into a glass. |  | Sprinkling ingredient on top of Mango lassi |  | Finished Mango lassi |
|  |  |  |  |  |  |  |
| First, blend mango, yogurt, milk and sugar in a blender for 2 minutes. |  | Then, pour mango lassi in a glass. |  | After that, sprinkle one pinch of cardamom powder. |  | Finally, serve cold. |

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### Resource 11: Recipe template

A recipe template with blank lines for sections to be completed. 
Sections include:
Recipe of: 
Subheading
Ingredients
Photo
Procedure

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### Resource 12: [*Bhelpuri recipe presentation*](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s2-bhelpuri-recipe.pptx)



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#### Transcript and translation of the presentation

**Slide 1**

Narrator: नमस्ते बच्चों! आज मैं आपको भेलपुरी बनाने की विधि बताऊँगी। लेकिन उससे पहले, भेलपुरी क्या है?

Narrator: Namaste kids! Today I will tell you the procedure of making bhelpuri. But before that, what is bhelpuri?

[Screen shows an image of bhelpuri and the words bhelpuri recipe].

**Slide 2**

Narrator: भेलपुरी एक स्वादिष्ट खट्टा और मीठा snack है। यह Mumbai का एक लोकप्रिय street food भी है।

Narrator: Bhelpuri is a delicious sweet and sour snack. It is Mumbai’s popular street food.

[Screen shows pictures of Gateway of India, street food with onions, tomatoes, potatoes and chillies and a plate of bhelpuri. The words what is bhelpuri and its description is on the screen.

**Slide 3**

Narrator: भेलपुरी बनाने के लिए आपको यह सामग्री चाहिए – ३ कप मुरमुरे, २ आलू टमाटर, प्याज़, धनिया चटनी और इमली चटनी । भेलपुरी बनाने के लिए आपको एक कटोरे और एक चम्मच की जरूरत पड़ेगी।

Narrator: You need the following ingredients to make bhelpuri: 3 cups puffed rice, 2 potatoes, tomatoes, onion, coriander chutney and tamarind chutney. You would also need a bowl and a spoon.

[Screen shows images of all the ingredients and equipment required for the recipe of bhelpuri. These images are labelled in English and Hindi].

**Slide 4**

Narrator: भेलपुरी बनाने की विधि।

Narrator: Here’s the procedure to make bhelpuri.

[Screen shows a words procedure written in English and Hindi].

**Slide 5**

Narrator: पहले एक कटोरे में मुरमुरे,आलू,प्याज़ और टमाटर रखें।

Narrator: First put puffed rice, potatoes and onion in a bowl.

[Screen shows an image of putting all ingredients in a bowl. The first step of the procedure is written in English and Hindi].

**Slide 6**

Narrator: फिर, इमली और धनिया चटनी डालें ।

Narrator: Then, add tamarind and coriander chutney.

[Screen shows 2 images. In the first image, tamarind chutney is poured in the bowl. In the second image, coriander chutney is poured. The second step of the procedure is written in English and Hindi].

**Slide 7**

Narrator: उसके बाद, कटोरे में पूरी सामग्री मिलाएं।

Narrator: After that, mix the contents of the bowl.

[Screen shows a picture of mixing all the ingredients. The third step of the procedure is written in English and Hindi].

**Slide 8**

Narrator: अंत में, भेलपुरी तुरंत परोसें और खाएं। आपकी भेलपुरी अब तैयार है।

Narrator: Finally, serve and eat immediately. Bhelpuri is now ready.

[Screen shows a picture of plated bhelpuri. The fourth step of the procedure is written in English and Hindi].

**Slide 9**

Narrator: सुनने के लिए धन्यवाद।

Narrator: Thank you for listening.

[Screen shows the word thank you in English and Hindi. End of transcript].

### Resource 13: Assessment task – Food fair

#### Outcomes

You will be assessed on how well you:

* create texts for familiar communicative purposes by selecting culturally appropriate modelled language.

#### Task

The local council is organising a multicultural food festival at a park near your school. Create a video demonstrating how to prepare a culturally relevant recipe that you have written in Hindi. You will send this video to the organisers to show them what you plan to cook at the festival.

|  |  |
| --- | --- |
| Too hard? | Too easy? |
| Create a video in Hindi demonstrating how to prepare a culturally relevant recipe that is readily available. | In the video, include a brief history and fun fact about the cultural food. |

#### Learning intention

Students will be able to create a video demonstrating the process of preparing a culturally relevant recipe that they have written in Hindi, which they will later cook at the festival.

**Advanced learners**

Students will be able to include a brief history and fun fact about the cultural food in the video.

#### Success criteria

You will record a video going through the steps of a recipe of a culturally relevant Indian dish in Hindi for the multicultural food festival.

You will be successful if you can:

* create a recipe using appropriate ingredients and quantities
* give instructions in a recipe using imperative verbs
* sequence the steps in a recipe using temporal connective
* include a short description of the food that includes taste and cultural significance
* use correct sentences with correct grammar
* use nouns with the correct gender
* use the correct order of words
* pronounce the words correctly
* speak in a well-paced manner without long pauses.

#### Task instructions

1. This task will be completed individually. You will create a recipe of your choice and a matching presentation using PowerPoint or Canva. You will also make an audio recording of your presentation and create a video that meets the success criteria. Refer to the [video](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6332589365112) and [presentation](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s2-bhelpuri-recipe.pptx) for bhelpuri to help you complete the task. You will be assessed on all the criteria in the rubric.
2. Following the task, you will watch a recording of yourself completing the task. You can self-assess by marking yourself on the [‘Food fair! assessment rubric’](#_Resource_14:_Food). Then compare the self-assessed rubric and the teacher marked rubric.
3. Reflect on your performance and identify areas for improvement. Use this information to set a learning goal for the next stage of your learning journey.

### Resource 14: Rubric – Food fair

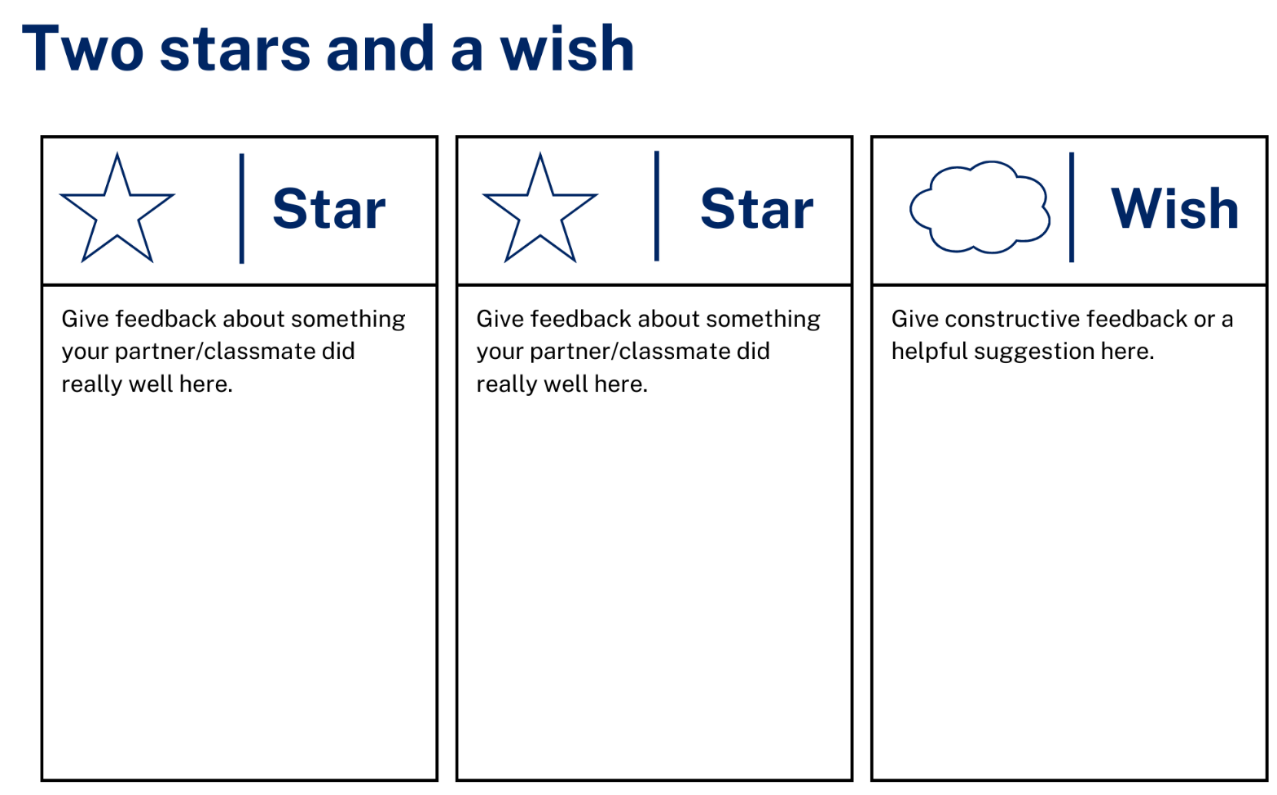
**Name:**

**Rubric for ‘Food fair’**

Table 1 – Marking criteria

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent | Got it | Sort of | Getting there | Not yet |
| Communication | Your audience, the organisers of the festival, clearly understands what you want to communicate.  Successfully and thoroughly complete all the following aspects of the task:   * create a recipe using appropriate ingredients and quantities * give instructions in a recipe using imperative verbs * sequence the steps in a recipe using temporal connective * include a short description of the food that includes taste and cultural significance | Your audience, the organisers of the festival, can understand what you want to communicate.  Successfully complete most of the following aspects of the task:   * create a recipe using appropriate ingredients and quantities * give instructions in a recipe using imperative verbs * sequence the steps in a recipe using temporal connective * include a short description of the food that includes taste and cultural significance | Your audience, the organisers of the festival, can mostly understand what you want to communicate.  Successfully complete most of the following aspects of the task:   * create a recipe using appropriate ingredients and quantities * give instructions in a recipe using imperative verbs * sequence the steps in a recipe using temporal connective * include a short description of the food that includes taste and cultural significance | Your audience, the organisers of the festival, can rarely understand what you want to communicate.  Do not complete all aspects of the task. | Your audience, the organisers of the festival, struggles to understand what you want to communicate.  Unable to complete any aspect of the task. |
| Grammar | Always say Hindi words in the correct order when speaking:   * use nouns with the correct gender * use formal form of imperative verbs for example. | Usually say Hindi words in the correct order and when speaking:   * use nouns with the correct gender * use formal form of imperative verbs. | Make some of the following grammar mistakes when speaking in Hindi:   * use nouns with the correct gender * use formal form of imperative verbs. | Rarely make sense when speaking in Hindi. | Unable to be understood. |
| Pronunciation | Pronounce the words correctly. | Pronounce most words correctly. | Consistently make pronunciation errors. | Pronounce only a few words correctly. | Unable to be understood. |
| Fluency | Speak Hindi with ease, in a well-paced manner without long pauses. | Speak confidently with appropriate speed and expression. | Usually speak confidently with appropriate speed and expression. | Don’t speak confidently. | Unable to be understood. |
| Vocabulary | Use full range of vocabulary correctly and use relevant words to expand on the topic. | Use expected vocabulary correctly to complete the task. | Make some mistakes when trying to use expected vocabulary. | Make many mistakes when trying to use expected vocabulary. | Unable to use vocabulary in appropriate context. |

### Resource 15: Peer feedback strategy – Two stars and a wish



## Support and alignment

**Resource evaluation and support:** all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Primary Languages team by emailing [primlang@det.nsw.edu.au](mailto:primlang@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework:** this resource supports the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Teaching Standards:** this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum, Secondary Learners, school-based staff and NESA subject matter experts. Advice from Aboriginal Outcomes and Partnerships, EAL/D, HPGE and Inclusive Education for Modern Languages – Stage 3 – Italian – Mangiare in Ristorante has been considered in preparing this document.

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML2-INT-01, ML2-UND-01, ML2-CRT-01

**Author:** Primary Curriculum

**Publisher:** State of NSW, Department of Education

**Resource:** Unit

**Related resources:** further resources to support Stage 2 Modern Languages can be found on the [Languages K-6 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-k-6).

**Professional learning:** relevant professional learning is available through [Primary Languages Networks](https://teams.microsoft.com/l/team/19%3az18AANNDakIiZmi9dSLcfWx2Den_p0EiRqjP1B2_nYc1%40thread.tacv2/conversations?groupId=f062beb5-8af0-4ba5-87b3-bd45fa3f9767&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) on Teams (staff only).

**Universal Design for Learning:** support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for primary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school).

**Differentiation:** when using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning.

**High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

**Creation date**: 28 March 2023

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## References

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