

The Australian Curriculum

Subjects	Hindi
Year levels	Year 6

Years 5 and 6 Content Descriptions

Communicating

Socialising

Interact using descriptive and expressive [language](#) to give opinions, [talk](#) about themselves and their feelings and show interest in and respect for others

[Key concepts: [communication](#), feelings, experiences; Key processes: interacting, responding, describing, comparing]

(ACLHIC037 - Scootle [↗](#))



Elaborations

comparing personal experiences and opinions and expressing agreement or disagreement in a respectful manner, for example, रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ...; सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ...

using strategies such as active listening skills, turn-taking cues or requests for more detail to show interest in each other's opinions and to support continued interaction, for example, क्या यह सच है?; दिलचस्प है; मुझे बताओ; अच्छा!; आप इस विषय में क्या सोचते हैं?

using descriptive and expressive language, including colloquial expressions and idioms, to describe people, places or experiences and to express feelings, for example, अँगुली पर नचाना; नाक में दम करना; मेरी चाची मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; अपने घर में कुत्ता भी शेर होता है।

identifying and using words, phrases or interjections that are used as 'hooks' or fillers in conversation to show interest and maintain the flow of conversation, for example, आह: यह अच्छी बात है; तो ठीक है ...; अच्छा; ओहो!; अरे वाह!

engaging in conversations and discussions with guest speakers, using active listening behaviours and contributing ideas, questions and opinions

participating in online exchanges, such as video blogs with sister-schools in India or other Hindi-language contexts to describe and compare routines, interests and activities

Use action-oriented [language](#) to plan and conduct shared events and activities, such as performances at school assembly, activities with a buddy class or real or simulated shopping transactions

[Key concepts: [performance](#), demonstration, exchange, transaction; Key processes: planning, collaborating, presenting, transacting]

(ACLHIC038 - Scootle [↗](#))



Elaborations

planning presentations or performances for school assemblies or community events such as होली, गाँधी जयंती, using expressions such as आज हम आप के सामने प्रस्तुत करने जा रहे हैं....

working collaboratively to create instructional or procedural texts to demonstrate and explain activities, such as रोटी बनाना; दीया बनाना; राखी बनाना

introducing a buddy class to aspects of Hindi language and associated cultures, for example, presenting a workshop on भांगड़ा or डांडिया, or demonstrating protocols associated with giving or receiving gifts on occasions such as क्रिसमस/बड़ा दिन; ईद; or भाईदूज

participating in authentic or simulated exchanges and transactions, such as ordering in Indian shops or restaurants or buying items from mobile street vendors, using appropriate gestures, expressions and exchanges, for example, हाँ भैया, ये आम कितने के हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए

carrying out real or simulated transactions and exchanges that involve Indian and Australian currencies, comparing values and associated transactional behaviours

Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences

[Key concepts: respect, negotiation, reflection; Key processes: initiating, responding, reflecting]

(ACLHIC039 - Scootle [↗](#))



Elaborations

indicating understanding using comments such as जी हाँ, मैं समझ गई। यह तो बहुत आसान है। ठीक है।

using interaction skills such as topic initiation or change and negotiation of differences in perspectives, for example, मुझे ऐसा लगता है...; क्या हम इस बात पर चर्चा कर सकते हैं?

checking on their own and each other's progress during learning activities, using comments and questions such as सब खत्म हो गया? अभी नहीं, पर जल्द ही हो जाएगा... आप समझते हैं, है न? आप कितनी तेज़ी से लिख सकते हैं?

requesting help or clarification, for example, नहीं, मुझे समझ नहीं आया। कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है?

reflecting on the process of learning and using Hindi in the classroom context, for example, मुझे हिंदी पढ़ना अच्छा लगता है लेकिन सबके सामने बोलने में शिश्क होती है।

Informing

Collect, classify and compare information from a range of sources relating to social and cultural worlds
[Key concepts: environment, social worlds, community, values; Key processes: classifying, reviewing,

comparing, analysing]
 (ACLHIC040 - Scootle [↗](#))



Elaborations

collecting facts, figures and vocabulary from resources such as posters, books and websites, and using them to prepare for in-class discussions about topics such as healthy eating or animal protection

collecting information from each other and from family members to create an overview of selected trends or social behaviours, for example, preferred modes of communication, फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग

interviewing older members of their families or communities about different cultural traditions, comparing what they say with their own thoughts on similar issues, for example, जब आप छोटे थे तब लोग कैसे कपड़े पहनते थे? आपके और हमारे स्कूल में क्या अंतर है? कम्प्यूटर के बिना आप अपने दोस्तों से कैसे बात करते थे?

comparing information accessed via videos, books and websites produced in different cultural contexts on topics such as family life, housing or schooling

viewing documentaries that reflect lifestyles in Hindi-speaking communities in different regions of the world, for example, Fiji, Mauritius or Trinidad, recording key facts and noting unfamiliar vocabulary or expressions

researching media texts produced for teen markets in Hindi- and English-speaking communities, comparing representations of young people's values and lifestyles in different contexts

Convey information about aspects of language and culture in formats to suit different audiences and contexts

[Key concepts: content, cultural experience, audience; Key processes: planning, selecting, presenting]
 (ACLHIC041 - Scootle [↗](#))



Elaborations

planning presentations that showcase their bilingual and bicultural experience, incorporating multimodal elements and opportunities for active audience participation

creating a website for contact groups of Hindi-speaking students in overseas contexts, posting information on their personal interests and experiences, for example, छुट्टियाँ, लोकप्रिय खेल, फ़िल्म जगत

constructing a multimedia profile of the local community for Hindi speakers arriving from overseas, using information collected from websites, newsletters and brochures

creating informative videos for audiences such as sister-schools or overseas visitors that present

elements of Australian cultural traditions in and out of school

creating an interactive presentation for younger children, friends or members of their extended families to highlight the benefits of operating in two or more languages and cultural worlds

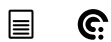
creating a multimodal profile of an important Hindi community or family occasion such as रक्षाबन्धन, selecting language that reflects cultural traditions and values

Creating

Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, **characters** and themes

[Key concepts: characterisation, response, identification; Key processes: comparing, evaluating, identifying; Key **text** types: fables, comic books, songs, stories]

(ACLHIC042 - Scootle [↗](#))



Elaborations

describing and illustrating favourite characters and events in texts such as चाचा चौधरी और साबू; विक्रम और बेताल; पिकी और बबलू; अकबर -बीरबल के क्रिसे

making connections between their own experiences and events represented in traditional folktales such as एकता में बल है, श्रवण कुमार की कहानी, सत्यवादी राजा हरिश्चन्द्र

comparing favourite comic book characters or superheroes such as चाचा चौधरी; बहादुर नागराज, identifying language or behaviours they associate with them, for example, चाचा चौधरी का दिमाग कम्प्यूटर से भी तेज़ चलता है। बेताल कहता है " तू बोला विक्रम और मैं गया, हा हा हा।"

discussing messages, morals and character traits featured in fables, songs and stories, for example, माता-पिता की आज्ञा का पालन करना। सूझबूझ से कठिन से कठिन कार्य भी संभव है।

creating short plays, performances or stories based on extracts from familiar texts about historical events, such as श्रवणकुमार और राजा हरिश्चन्द्र, सीता हरण, दांडी यात्रा

Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource

[Key concepts: adaptation, **genre**, **audience**, effect; Key processes: creating, adapting, performing, experimenting; Key **text** types: stories, poems, cartoons, songs, fables]

(ACLHIC043 - Scootle [↗](#))



Elaborations

adapting a familiar story, cartoon or poem to include a new character, event or change of mood, for example, an Australian partner for चाचा चौधरी; a lullaby that is exciting rather than soothing

developing storylines, characters and settings that explore themes or concepts that are relevant to their own social worlds, for example, मित्रता; परिवार; दया

creating and performing expressive texts that incorporate features such as mime, music, video clips and evocative language to convey concepts such as दोस्ती; प्रेम; अहिंसा; अतिथि-सत्कार; अनेकता में एकता

adapting an existing resource such as a story, fable or cartoon to suit a younger or different kind of audience

experimenting with text structures and language features to create entertaining or expressive effects suitable for specific audiences, such as younger children or people with limited Hindi proficiency

Translating

Translate simple school, community or [media texts](#) from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained

[Key concepts: meaning, [translation](#), interpretation, [culture](#); Key processes: translating, interpreting, explaining, evaluating]

([ACLHIC044 - Scootle](#) [↗](#))



Elaborations

translating simple texts such as signs, menu items or public announcements from Hindi to English and vice versa, comparing which words they chose to convey the closest equivalent meaning

explaining Hindi words or expressions that they find difficult or amusing to explain to non-Hindi-speaking friends, for example, पेट में चूहे दौड़ रहे हैं।

identifying and working out the meaning of unfamiliar English words used in other curriculum areas, such as *erosion*, *fraction*, *consumer*, discussing how they would translate or explain them in Hindi

collecting proverbs used in their families, such as दूर के ढोल सुहावने, considering how to explain their meaning to non-Hindi-speaking friends

providing a literal translation of commonly-used expressions such as the greeting नमस्ते, and comparing with greetings used in English

learning to use bilingual print and digital dictionaries, identifying issues such as multiple meanings for words and the fact that meaning is not always literal

[Create](#) bilingual texts such as websites, posters, games and word banks to support their own and others' learning

[Key concepts: equivalence, alternatives; Key processes: explaining, commenting, reviewing]

([ACLHIC045 - Scootle](#) [↗](#))



Elaborations

creating bilingual learning resources for shared use in the classroom, for example, glossaries of Hindi terms that have no direct translation in English

creating bilingual texts for specific audiences, for example, a Big Book or interactive digital game for younger learners of Hindi

creating short animations in Hindi with subtitles in English

creating bilingual brochures or posters to promote school or community events

creating and performing short bilingual chants, songs or raps that move between Hindi and English

Reflecting

Discuss the effects of switching between languages, noticing when they choose to use either Hindi or English and how each [language](#) and associated cultures influences their ways of communicating [Key concepts: intercultural [communication](#), difference, [language](#) domains; Key processes: monitoring, adjusting, reflecting, describing]

([ACLHIC046 - Scootle](#) )



Elaborations

reflecting on the experience of moving between Hindi- and English-speaking contexts, comparing instances that have resulted in difficulties, surprises or amusement due to differences in cultural expectations


comparing gestures and other forms of non-verbal behaviour used when communicating in Hindi, English and other languages

reflecting on situations when they use both Hindi and English, discussing why they do this, for example, when talking about sport, food or music or when using social media

identifying adjustments they make when moving between languages, for example, to ways of addressing people or expressing affection or respect, discussing why these adjustments are necessary and whether they are easy to make

developing metalanguage for explaining the relationship between languages and cultures and for describing intercultural communication in different contexts, for example, discussing the need to apply distinctions such as तू जा, तुम जाओ, आप जाइए, आप जाइएगा or using forms of language to show respect or status

Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one [language](#)

[Key concepts: [identity](#), intercultural [communication](#); Key processes: reflecting, evaluating, comparing]
([ACLHIC047 - Scootle](#) )



Elaborations

reflecting on the experience of being bilingual or multilingual, identifying ways in which they draw upon different language and cultural resources to make meaning

identifying benefits of knowing more than one language and considering whether moving between languages affects their sense of identity or 'belonging'

comparing their family cultures, considering how their family and community life shape their sense of identity and how culture is reflected in their daily activities and interests

evaluating their ability to communicate across and through different languages and to use their language and cultural skills in Hindi and English to best effect

comparing observations about how interacting in Hindi feels different to interacting in English, identifying ways of socialising or communicating that they see to be culture-specific

Understanding

Systems of language

Understand how the conventions of written [script](#) determine the structure and organisation of written [language](#), and understand the relationship between word formation and [pronunciation](#)

[Key concepts: variation, discrimination, representation; Key processes: understanding, recognising, applying conventions]

([ACLHIU048 - Scootle](#) )



Elaborations

understanding that the Hindi language varies from region to region as it is influenced by local culture, practices and customs, and that this variation impacts on pronunciation but is not represented in written Hindi; for example, the word for 'much/many' is pronounced by many speakers as बहौत but is spelled according to its standard spelling as बहुत

recognising the Hindi pronunciation and Devanagari spelling of old loan words from English into Hindi, such as -अस्पताल/हस्पताल; अफ़सर; पलस्तर

understanding the conventions by which new loan words are written in Hindi, for example, the way in which English 't' and 'd' sounds are represented normally as ट and ड, the replacement of English 'th'

sounds by थ and ways in which English vowels such as short 'a' sounds are replaced by Hindi vowel sounds, as in डॉलर versus डालर

recognising and practising the spelling of words in Devanagari script that involve combinations of pronouns and postpositions that lose the inherent 'a' inside a word such as उसका, and understanding how the loss of the inherent 'a' at the end of a verb stem is not represented in Devanagari, for example, सुनना/सुनता

Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions

[Key concepts: word order, mood, tense, rules; Key processes: discriminating, classifying, applying rules]

(ACLHIU049 - Scootle [↗](#))



Elaborations

knowing how to place adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए

using ordinal numbers such as पहला, दूसरा

distinguishing between questions and requests, for example, क्या मैं पानी पीने जा सकता हूँ? कृपया मुझे पानी पीने जाने दीजिए।

situating actions or events through the correct use of past, present and future tenses, for example, जाता था, जाता हूँ, जाऊँगा

using conjunctions to connect different elements of a sentence, for example, राम ने खाना खाया और सो गया।

using the singular and plural forms of nouns and pronouns, for example, मैं, हम, यह, ये

using negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो।

distinguishing between intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।

locating events in time, for example, by using days of the week and months and correct tenses

extending knowledge of negative constructions, such as कभी नहीं, सोचना भी मत

recognising and understanding how Hindi verbs indicate the idea of actions happening or being made to happen बनना, बनाना, बनवाना

Understand how different text forms, such as prose and verse, create effects to suit different audiences
 [Key concepts: genre, imagery, register; Key processes: noticing, comparing, experimenting, explaining]
 (ACLHIU050 - Scootle [↗](#))



Elaborations

experimenting with language appropriate to particular types of texts, such as descriptive language in recounts or narratives, persuasive language in advertisements and humorous language in comic verse

comparing the use of imagery or satire in a range of imaginative texts, discussing how these features are used to convey meaning and engage/entertain the audience

understanding the significance and cultural importance of features of different types of texts, such as language associated with rituals or celebrations, such as आदरणीय, पूज्य, मान्यवर, महोदय (formal), प्रिय मित्र (informal)

considering how the choice of language features and text organisation reflect the purpose and audience of different types of text, for example, the use of suspense and vocal effects in children's stories or the use of instructions and lists of ingredients in cooking recipes

Language variation and change

Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants
 [Key concepts: mode, register, non-verbal language; Key processes: noticing, comparing, identifying]
 (ACLHIU051 - Scootle [↗](#))



Elaborations

distinguishing between spoken and written forms of Hindi, identifying examples of colloquialisms and words and expressions used mainly in spoken conversation, for example, the non-standard मेरे को in place of the formal Hindi मुझे or the use of मतलब ... at the beginning of spoken utterances

knowing that meaning is shaped not only by words but also by expression, gestures and use of the voice, and that these variations occur in both formal and informal language

recognising how language use varies to reflect different feelings, relationships, moods or attitudes, for example, the respectful tone of devotional texts compared to the liveliness, humour and colour of Bollywood scripts

noticing patterns in language use that reflect age, gender and social status as well as the context and purpose of interaction

recognising how language use such as levels of politeness or of Sanskrit-derived terms such as श्रीमान reflects the intention of a speaker or writer and the relationship between participants

Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures

[Key concepts: [language](#) contact, [language](#) change, globalisation; Key processes: observing, analysing, discussing, reflecting]

([ACLHIU052 - Scootle](#) )



Elaborations

understanding key influences and stages of development of Hindi over time and through different cultural influences

exploring the relationship between Hindi and English across different historical and cultural contexts up to today

identifying changes to contemporary forms of Hindi due to the influence of globalisation, technology and intercultural relationships

identifying Hindi words derived from other languages, such as चश्मा, borrowed from Persian, क्षेत्र directly from Sanskrit versus खेत from Hindi via Pali/Prakrit

recognising the influence of Sanskrit on Hindi and other languages, for example, by identifying Sanskrit words adopted and adapted in different ways in different languages

identifying influences from other languages in their own/their family's use of Hindi, for example, the use of terms associated with social media, popular culture and technology स्क्रीन, माउस

understanding that all languages change in response to changing circumstances, for example, the addition of new terms for new inventions or experiences, word-borrowing from other languages or, as in the case of Aboriginal languages and Torres Strait Islander languages, the reversal of language loss through revival and retrieval programs

Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages

[Key concepts: [language](#) domains, multilingualism; Key processes: comparing, explaining, analysing, reflecting]

([ACLHIU053 - Scootle](#) )



Elaborations

creating individual language profiles, explaining which languages or dialects they use in their family, social and community lives

recognising that language use among bilingual/multilingual speakers varies according to ethnicity, age, profession or social status and to the context of use

reflecting on the different role of elements such as gestures, body language and the use of space or silence when they are using different languages

reflecting on the impact on their lives and on their sense of identity of speaking more than one language

reflecting on how they use language differently in interactions across different contexts, and how these differences help to signal social roles and relationships

sharing examples of how they sometimes mix and switch between languages when they are speaking to each other

Role of language and culture

Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages

[Key concepts: perspective, culture, place, values; Key processes: questioning, analysing, identifying]

(ACLHIU054 - Scootle [↗](#))



Elaborations

understanding that people 'read' intercultural communication in different ways depending on their own cultural perspectives, and recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas

noticing ways in which the Hindi language reflects values and traditions of Indian communities, for example, understanding concepts such as सत्संग, घूँघट

reflecting on how different languages and cultures represented in the classroom influence ways of talking or acting in social, physical and temporal environments, for example, Aboriginal and Torres Strait Islander relationships with place, language and culture; the concept of non-linear time expressed in Hindi कल, परसों, the concepts of अहिंसा and कर्म

identifying Australian values and traditions such as informality, mateship and loyalty that resonate in particular words, expressions or behaviours that may be misunderstood by others, for example, 'bring a plate', 'fair dinkum', 'mate'