

The Australian Curriculum

Subjects	Hindi
Year levels	Year 4

Years 3 and 4 Content Descriptions

Communicating

Socialising

Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds

[Key concepts: [communication](#), information, leisure, interests; Key processes: interacting, exchanging, describing]

(ACLHIC019 - Scootle [↗](#))



Elaborations

exchanging different types of correspondence such as greeting cards or invitations, using modelled language such as नए साल की बधाई; राखी की शुभ कामनाएँ; ईद मुबारक; शुक्रिया; तुम्हें भी; शिक्षक दिवस शुभ हो

exchanging information about interests, experiences, leisure activities and community events, building descriptive vocabulary and using statements such as मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि ...; गृह कार्य करने के बाद मैं टीवी देखता हूँ। नहा कर मैं पूजा करता हूँ। जल्दी जाग कर मैं इलेक्ट्रॉनिक खेल खेलता हूँ। हर रविवार मैं मंदिर जाता हूँ। सभी लोग बड़े ही उत्साह के साथ बैसाखी मेले जाते हैं।

asking each other about recent events or significant occasions, using language associated with time, location and frequency, for example, तुम ननिहाल कब जाते हो? मैं हर साल गर्मी की छुट्टियों में ननिहाल जाता हूँ; आप क्रिसमस कैसे मनाते हैं?; होली के त्योहार में रंग क्यों लगाया जाता है?

responding to frequently asked questions or comments, using appropriate intonation, gestures and short responses, such as ठीक है; जी हाँ; निश्चित रूप से; [बिल्कुल](#) ठीक

asking each other about their personal worlds, for example, आपका जन्म कहाँ हुआ था? क्या तुम घर पर हिंदी बोलते हो? तुम्हारे पिताजी क्या काम करते हैं? आपके दोस्त कौन हैं? क्या तुम अपनी दादी से प्यार करते हो? आप अपने पालतू कुत्ते की देखभाल कैसे करते हैं?

Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items

[Key concepts: roles, collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting]

(ACLHIC020 - Scootle [↗](#))



Elaborations

negotiating roles and responsibilities when collaborating in shared learning experiences, using expressions such as थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ, तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो?

making shared decisions about content, vocabulary and design when working together to create digital displays or posters for special events, such as स्वतंत्रता दिवस; पर्यावरण दिवस; वार्षिक खेल दिवस; स्वच्छता अभियान

following procedures/giving instructions for activities such as cooking, craft activities or science experiments, using language forms such as imperative verbs and measurement terms, for example, 100 ग्राम आटा, सबसे पहले पानी मिलाओ; कढ़ाई में तेल गरम करो; एक चम्मच नमक डालो; गोल कागज़ काटो; बीच से मोड़ो; धागे से बाँधो

using tokens that represent Indian and Australian currencies to carry out simulated transactions in different contexts

Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding

[Key concepts: directions, response, support; Key processes: interacting, responding]

(ACLHIC021 - Scootle [↗](#))



Elaborations

using appropriate language to ask for help, information or to attract attention, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेंगे? विद्यालय का खेल-दिवस कब है?

interacting with each other to complete learning activities and check on understanding, for example, मुझे पैन दो। क्या यह सही है? अपने हिस्से का कार्य जल्दी समाप्त करो।

responding to directions when playing games, completing work or getting ready for class, for example, मुझे एक बार फिर से दिखाएँ। ज़ोर से गाओ। वाक्य लिखो। इसे ध्यान से सुनो। इन चित्रों को देखो। एक सीधी पंक्ति में खड़े हो जाइए।

praising and encouraging each other during learning activities, for example, बहुत बढ़िया! बुरा नहीं है। ठीक-ठाक है।

using interaction skills such as questioning, responding and interpreting non-verbal clues when working collaboratively

Informing

Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds

[Key concepts: information, natural world, physical world, daily life; Key processes: listening, reading, identifying, classifying]

(ACLHIC022 - Scootle [↗](#))



Elaborations

listening to short spoken texts that contain some unfamiliar language, such as announcements or directions for a game or task, identifying specific points of information

collecting information from print or digital resources about selected topics, such as animal species, famous places, national flags or world geography, to create captioned displays with simple descriptive statements, for example, तिरंगा झंडा; संकटग्रस्त जानवर; विश्व के सबसे ऊँचे पर्वत

locating information from a range of multimedia materials relating to school routines and activities in Hindi language contexts, comparing with school life in Australia, for example, the 'midday meals' scheme in India compared to school canteens in Australia

finding Hindi language at home or in the community to create language resources for their own use in different contexts and situations, for example, collecting Hindi words in English-language advertisements, menus or shop signs, such as *roti*, *naan*, *mela*.

using digital/online resources to collect information about children's out-of-school daily activities in Hindi-speaking communities in different contexts

Present simple information about home, school and community, using visual support such as photos, maps or charts

[Key concepts: family, [communication](#), [identity](#); Key processes: surveying, describing, presenting, reflecting]

([ACLHIC023 - Scootle](#))



Elaborations

using simple descriptive language and supporting resources to introduce family members and friends and to identify relationships with them, for example, मौसी; चाचा, providing details such as age, religion, occupation or regional backgrounds, for example, वह ऑस्ट्रेलियाई है। उसकी उम्र तीस साल की है।

presenting information they have collected about each other's likes, dislikes or interests to create a class profile, chart or database, using checklists, surveys or question cues

presenting information via picture stories or multimodal displays on events or topics of potential interest to Hindi-speaking children of their own age in other contexts

working together to design posters or web pages to promote a cultural event or regional profile

creating a class book or digital display about topics they have been studying in Hindi and/or other curriculum areas, for example, इस्तेमाल की जा चुकी वस्तुओं से कुछ और बनाना; जीवन-चक्र; विश्व संगीत

Creating

Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying

favourite elements and acting out key events or interactions

[Key concepts: imagination, character, plot; Key processes: responding, identifying, creating, evaluating; Key **text** types: films, stories, myths, puppetry]

(ACLHIC024 - Scootle [↗](#))



Elaborations

reading, listening to and viewing stories, children's TV programs, excerpts from films, identifying and describing favourite elements, ideas and events

viewing excerpts from traditional texts such as जातक कथाएँ, explaining key elements, for example, नमस्ते/नमस्कार; चरण स्पर्श, आशीर्वाद

adopting and adapting styles and ideas from writers or artists that they enjoy to create their own imaginative texts, for example, a skit based on a scene from a favourite story

demonstrating understanding of plot and sequence in imaginative texts by creating a storyboard or timeline

describing favourite animal characters in Panchatantra Stories, comparing with the role of animals in stories from other world cultures

discussing favourite characters or events in familiar traditional texts such as दादी माँ की कहानियाँ

exploring rhythms, sound patterns and alliteration of Hindi, for example, by creating their own tongue twisters similar to कच्चा पापड़ पक्का पापड़

Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of **language**

[Key concepts: expression, humour, entertainment, enjoyment; Key processes: creating, performing, experimenting; Key **text** types: poems, songs, puppet shows, animations, stories]

(ACLHIC025 - Scootle [↗](#))



Elaborations

creating variations on Hindi poems or songs that include repetitive phrases, established rhythms, rhymes and actions

using puppets to create dialogues between characters from favourite stories or fables

creating their own simple storyboards or picture books, using captions and dialogue

designing and creating Voki animations that use expressive, entertaining and humorous language

imitating the style and structure of a favourite song to create their own song that explores different combinations of sounds and rhythms

acting out elements of events such as the *Rakhi* festival, using traditional expressions and culturally appropriate behaviours, such as भाई की कलाई पर राखी बांधना

drawing their own versions of characters encountered in imaginative texts and selecting simple descriptive statements as captions to their pictures

Translating

Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate

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

([ACLHIC026 - Scootle](#) )



Elaborations

translating popular children's rhymes into English, for example, चूँ-चूँ करती आई चिड़िया; चंदा मामा, noticing words that are difficult to translate or explain

identifying Hindi words or expressions that do not easily translate into English, for example, आँखों का तारा

translating exchanges between characters in favourite stories from Hindi into English

discussing the meaning of traditional Hindi phrases used on special occasions, comparing how similar wishes are expressed in English, for example, जीते रहो

translating lines from cartoon or comic-strip characters such as पिंकी और बबली, noticing how meanings sometimes get changed or confused when translated into another language

Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community

[Key concepts: [bilingualism](#), translating, meaning, [pronunciation](#); Key processes: [composing](#), discussing, selecting]

([ACLHIC027 - Scootle](#) )



Elaborations

creating bilingual captions for a photographic or digital display to show parents or other student groups

designing a flyer for a class event or performance that uses both Hindi and English, considering how to convey information and ideas in each language

creating bilingual texts for the classroom or school community, such as a school map or signs indicating appropriate behaviour

generating parallel Hindi and English versions of classroom texts such as timetables, menus or instructions for activities or games

matching and sequencing words and pictures in Hindi and in English to complete speech bubbles in digital or print versions of short conversations or picture stories

Reflecting

Recognise that ways of communicating in different languages reflect ways of behaving and thinking [Key concepts: culture, communication, respect, values, difference; Key processes: noticing, reflecting comparing, describing]

([ACLHIC028 - Scootle](#) )



Elaborations

recognising differences in attitudes or ways of expressing feelings when using Hindi or English, for example, when being polite and respectful, when thanking or sympathising with people or when exchanging wishes on special occasions

identifying non-verbal aspects of communication in Hindi that may be unfamiliar to non-Hindi speakers, such as the way that older relatives greet children by holding their hand over the child's head and saying जीते रहो, or shaking the head from side to side or back and forth to show varying levels of agreement

recognising how the Hindi language reflects traditions and social distinctions to do with how people are regarded in society, how old they are or what religion they practise, for example, the use of the honorific particle जी after a surname to show respect or after an individual name to show affection

discussing how Australian behaviours and expressions might be understood or misunderstood by newcomers to the language and culture, for example, the use of terms such as 'bushwalking' or 'arvo', or expressions such as 'she'll be right' and children's use of first names with some adults

comparing how they communicate in Hindi, English or other languages when they are interacting with different people, such as elders, friends, strangers, parents, small children

Talk about their individual and group sense of identity and how this is expressed through the different languages they use

[Key concepts: language, culture, identity, community; Key processes: reflecting, comparing, analysing, representing]

(ACLHIC029 - Scootle [↗](#))



Elaborations

talking about how they feel when using English, Hindi or other languages and whether there are some things that feel more natural in one language than in the other

demonstrating gestures or behaviours that they feel 'belong' in Hindi but not in English or vice versa

sharing opinions about whether they have a different sense of identity when they are using different languages

creating drawings or photo displays that show their connections with family, friendship groups and communities, writing captions of words or phrases that they associate with each group

considering the importance to their identity of speaking Hindi to some people, such as older relatives or members of the wider Hindi-speaking community

observing themselves and reporting to each other how they use Hindi and English in different contexts and for different purposes, identifying favourite expressions or gestures in each language

Understanding

Systems of language

Build phonic awareness and [pronunciation](#) skills through singing, reciting and experimenting with sounds; develop familiarity with the use of the under-dotted [characters](#) representing loan sounds in Hindi and conventions governing punctuation marks in written [script](#)

[Key concepts: [pronunciation](#), sounds, loan words; Key processes: identifying, distinguishing, recording]

(ACLHIU030 - Scootle [↗](#))



Elaborations

creating an alphabet bank, collecting words beginning with each letter, for example, कमल, कसरत, कोयल।

imitating the discrimination of unaspirated and aspirated sounds, for example, क-ख, द-ध।

understanding that the sound and letter correspondence is the same in written and spoken Hindi, that there are no silent letters or more than one sound for any one letter, apart from the letters ह, य and व, whose pronunciation is influenced by their context

understanding that Hindi vowels can be pronounced with a nasal quality added to them which is

represented by either a चंद्रबिंदु or a small dot (बिंदु) above the headstroke, for example, हॉ, में

recognising how to distinguish between nasal vowel sounds and nasal consonants, and the rules that govern how to represent nasal consonant combinations in words such as गंगा, पंजाब, ठंड/ठण्ड, बंद/बन्द and तुम्हारा

recognising that there are loan words in Hindi from languages such as English, Persian, Arabic, Turkish and Portuguese, and learning how the underdotted characters क़, ख़, ग़, ज़, फ़ are used to represent such loan sounds

recognising how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar

Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion [Key concepts: grammar, tense, gender, number; Key processes: recognising, applying, naming] (ACLHIU031 - Scootle [↗](#))



Elaborations

describing objects using concrete nouns related to home, school and local environments, for example, forms of transport मोटरकार, रेलगाड़ी, food items चावल, रोटी, दाल and classroom objects कुर्सी, मेज़, पेसिल

describing quantity using cardinal numbers, such as पाँच रोटियाँ, दस गिलास

using appropriate forms of tenses, for example, गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा

using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के

using possessive adjectives to express ownership, for example, मेरी पुस्तक, तुम्हारा बस्ता

creating simple sentence structures such as मैं पढ़ता हूँ।

using pronouns for places and objects, for example, यहाँ, वहाँ, यह, वह

recognising that punctuation in English is the same as in Hindi apart from the use of capital letters and a different symbol for a full stop

using conjunctions to link elements of sentences or phrases, for example, और, या, लेकिन

constructing questions to seek information, for example, क्यों? कैसे?

identifying regular forms of gender and number

understanding how actions completed at a particular time in the past are described using perfective tenses and how ने is used as the agent marker for transitive verb actions in these tenses

showing how actions are performed by using compound verb forms such as in मैंने काम ख़त्म कर दिया, दुकान बंद हो गई।

understanding the distinctions in levels of compulsion implied in statements like मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है।

Notice differences between simple spoken, written and multimodal texts used in different contexts, comparing with similar texts in English

[Key concepts: [genre](#), [language](#) features; Key processes: identifying, comparing, distinguishing]

([ACLHIU032 - Scootle](#) )



Elaborations

recognising features of familiar genres of Hindi texts, such as digital books or puppet shows, video clips or children's songs

recognising differences between the layout and language features of different types of texts and formats, such as चित्र-कथाएँ and लोक-कथाएँ


recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and punctuation in a picture book or the use of repetition and rhyme in poems and chants

recognising differences in spoken and written forms of everyday texts, such as greetings or wishes, for example, आपको बहुत-बहुत बधाई हो (spoken) and हार्दिक शुभकामनाएँ (written), comparing with similar differences between spoken and written texts in English

Language variation and change

Understand that the way the Hindi [language](#) is used varies according to the age, gender and background of speakers and that it involves different dialects and accents

[Key concepts: standard [language](#), variation, status, relationship; Key processes: noticing, comparing, differentiating]

([ACLHIU033 - Scootle](#) )



Elaborations

understanding that there is a standard form of Hindi called मानक हिंदी which is used in writing and spoken by many people, and also many spoken dialects that differ from region to region, for example, ब्रज भाषा, अवधी

reflecting on how they communicate with family and friends and people less close to them or in authority, noticing differences in word choice, gestures and communicative behaviour

comparing language used among different family members, such as grandparents, parents and siblings, noticing words that reflect status or position in the family, for example, addressing older siblings as आप rather than तुम

comparing language use at home and school, for example, by identifying differences in ways of thanking someone or asking for help; the use of nicknames or terms of affection such as राजा बेटा, रानी बिटिया

making personal connections with different language dialects spoken in regions of India, in Fiji, Mauritius and other parts of the world

understanding the importance of using appropriate language when interacting with different people, for example, the use of ultra-formal language such as बैठिएगा when speaking with elders or strangers

Understand that the Hindi language is influenced by and in turn influences other languages and cultures

[Key concepts: change, influence, contact; Key processes: identifying, investigating]

(ACLHIU034 - Scootle [↗](#))



Elaborations

understanding the influence on Hindi of different languages over different times, for example, the use of English words such as 'post-box', 'railway station', 'bus', 'school'

identifying more examples of Hindi words or expressions that are commonly used in English, such as 'verandah' from बरामदा, 'bandana' from बांधना

identifying how words from Sanskrit, Perso-Arabic and English are used in different contexts to mean related concepts such as 'concern/anxiety': Sanskrit चिंता; Arabic फ़िक्र; and 'tension', English टेन्शन

finding examples of expressions in Hindi that include words from English or other languages, for example, क्या यह आपका फ़ाइनल उत्तर है?

Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world

[Key concepts: multilingualism, accent, dialect; Key processes: mapping, grouping, identifying]

(ACLHIU035 - Scootle [↗](#))



Elaborations

understanding that Hindi is used by communities of speakers in many regions of the world beyond their immediate and extended family

talking to people they know in their families, at school and in the wider community about the languages they speak and how they use them

understanding that Hindi is one of many languages spoken in India and other communities around the world, and that most Hindi speakers also speak other languages

recognising that there are many different Indian languages spoken in India and other regions of the world, involving different dialects, accents and vocabulary

Role of language and culture

Recognise the relationship between [language](#) and [culture](#), for example, by identifying expressions, gestures or forms of address associated with different cultural practices

[Key concepts: non-verbal [language](#), politeness, [culture](#), traditions; Key processes: discussing, describing, comparing, reflecting]

([ACLHIU036 - Scootle](#) )



Elaborations

understanding that languages carry cultural ideas and values, as in the use of words such as *देसी* as opposed to *विदेशी*, the use of blessings by older people to children, the use of indirect forms of language such as *कोई बात नहीं* as a way of deflecting a difficult situation

identifying forms of address or expressions associated with cultural events or celebrations that reflect values and traditions, for example, *बधाई हो*

noticing how family values such as familiarity, politeness or respect are expressed in Hindi and associated behaviours, for example, addressing cousins or distant male siblings as *भइया*; the concept of *जूठा*

identifying words and expressions that reflect cultural beliefs, practices and traditions, such as offering of *प्रसाद* to God, offering to God or visitors *फूल, मिठाई, फल, पानी पीजिए* to guests when they visit

noticing that some Australian terms and expressions are only meaningful in the Australian context and have no equivalent in Hindi, for example, 'fair go', 'she'll be right'

recognising words and expressions in Hindi that reflect traditions and distinctions that are not easily translated into English, for example, forms of address such as *स्वामी जी* for a religious leader, *गुरुजी* for a male teacher, *बाबाजी* for an older male person and *राम राम* as a mode of greeting in villages

