

# The Australian Curriculum

<b>Subjects</b>	Hindi
<b>Year levels</b>	Year 8

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest

[Key concepts: relationship, experience, communication; Key processes: interacting, listening, responding, recounting]

(ACLHIC055 - Scootle [↗](#))



#### Elaborations

initiating and sustaining conversations with peers and adults on topics of mutual interest such as sport, games, music, for example, यू ट्यूब पर मैंने हनी सिंह का नया गाना देखा। मुझे वह बहुत पसंद आया। तुमने देखा क्या?

using face-to-face, written and online forms of communication to compare experiences and offer opinions on concepts such as family, education, friendship, interests and travel, for example, तुम्हारी भारत यात्रा कैसी रही?; तुम कौन कौन से स्थान पर घूमने गए?

using descriptive and expressive language to encourage feedback and to express empathy or indicate agreement, for example, बड़े दुःख की बात है; मुझे आप से सहानुभूति है। आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ।

participating in informal conversations and more structured discussions to share and compare attitudes to social and cultural issues, for example, स्वस्थ जीवनशैली; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; बहुसांस्कृतिक समाज

developing narrative and descriptive skills by exchanging accounts of significant events, influences or milestones, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ। कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफ़ी सराहना की गई।

Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts

[Key concepts: design, transaction, planning; Key processes: transacting, considering, problem-solving, decision-making]

(ACLHIC056 - Scootle [↗](#))



#### Elaborations

transacting authentic or simulated purchases or exchanges, such as sourcing and buying media

products, fashion or food items from online or retail outlets, or returning damaged articles, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है।

planning for an excursion, event or celebration such as a Bollywood night or दिवाली, indicating preferences, considering options and deciding on actions, for example, हमें माता पिता से अनुमति पत्र चाहिए। हमें कमेटी बनानी पड़ेगी। फिर सभी को अलग-अलग कार्य दिए जाएंगे।

designing a web page to support social contact and information exchange between themselves and young Hindi-speakers in different contexts, brainstorming possible stimulus questions such as आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?

sharing responsibilities for filming, editing and presenting a short documentary on aspects of their shared experiences, for example, हमारा समुदाय; गणतंत्र दिवस; बैसाखी; बॉलीवुड फ़िल्म समारोह

Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding

[Key concepts: debate, perspective, exchange, response; Key processes: discussing, responding, evaluating, reflecting]

(ACLHIC057 - Scootle [↗](#))



#### Elaborations

using more elaborated sentence structures and interactional strategies to support debate and to provide clarification, for example, अपनी बात के समर्थन में आप के पास कोई प्रमाण है? and to maintain cohesion and focus in discussion, for example, दूसरे शब्दों में; आपको नहीं लगता कि...; मेरा सुझाव तो यही है कि.....

contributing to discussion and debate by expressing opinions, responding to others' perspectives and using reflective language, for example, ध्यान देने की बात... है कि; यह एक और दिलचस्प पहलू है....., जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृष्टिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... यह विवादास्पद है।

using evaluative language to acknowledge strengths in others' arguments or to challenge their views in a courteous manner, for example, आपका कहना एकदम स्पष्ट और उचित है।; वास्तविकता यह है कि इस बात पर मैं आप से बिलकुल सहमत नहीं हूँ

reflecting on the usefulness and potential application of particular learning experiences, comparing their language and literacy development in Hindi and English

#### Informing

Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests

[Key concepts: perspective, context, representation; Key processes: comparing, analysing, presenting, profiling]

(ACLHIC058 - Scootle [↗](#))



### Elaborations

accessing and collating information produced in different contexts that reflect Indian and/or Australian lifestyles over different times and contexts

engaging critically with texts that report on personal, social or community activities, for example, blogs, social media texts or community announcements, discussing how texts reflect cultural contexts

using organisers such as concept maps, pie charts or tables to summarise information and develop a position on issues of interest to their peer group

summarising information from differently-sourced texts that report on contributions of important historical figures and moments, such as the influence of Gandhi to peace movements, the freedom struggle in India and civil rights

collecting information from websites, newspapers or magazines to build reference resources on different topics/issues, classifying information according to concepts such as संचार; गरीबी; स्वास्थ्य

gathering information about well-known people in fields such as sport, entertainment, youth culture, the arts or history to create a digital profile to present to their peers

Use different modes of **communication** to report on personal or shared perspectives, views and experiences or to invite action or debate

[Key concepts: experience, cultural expression; Key processes: designing, reporting, comparing]

([ACLHIC059 - Scootle](#))



### Elaborations

creating texts such as notices, web posts or posters to promote and inform others about planned events, for example, "उत्तर भारत के पर्यटक स्थान", भारतीय-भोजन उत्सव, होली के मेले का विवरण

reporting on experiences of events associated with cultural expression and traditions, using formats, such as personal recounts, blogs or digital/oral presentations, for example, ऑस्ट्रेलिया के सामुदायिक शिविर; दिवाली उत्सव

presenting a personal perspective on a shared learning experience such as the viewing of a documentary on an environmental or community issue

organising information for a presentation to a young Hindi-speaking audience on distinctive features of Australian landscape, peoples and cultures

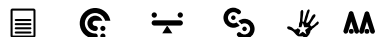
presenting information on a community issue such as conservation or homelessness through digital displays

## Creating

**Interpret** and compare representations of values, **characters** and events from a range of traditional and contemporary imaginative texts

[Key concepts: theme, representation, values, humour; Key processes: comparing, analysing, identifying; Key **text** types: cartoons, games, fables, films]

(ACLHIC060 - Scootle [↗](#))



### Elaborations

comparing themes and values represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, epic poems and legends

analysing cultural styles of humour in comedies or cartoons, for example, by comparing Hindi jokes about family relationships, such as mother-in-law/daughter-in-law and husband/wife jokes पति-पत्नी इत्यादि के चुटकुले, with humour around similar relationships in Australian English

identifying characters in fables and legends that embody particular qualities, values or defects that have come to represent recognisable character traits in everyday speech, for example, referring to a playful or naughty child as *Krishna* or *Kahnaiyya*, or to a late-sleeper as *Kumbakaran*

considering whether values and aspirations expressed in historical texts such as letters written during the freedom struggles in India might have relevance to their own lives

comparing style, creative effects and cultural values reflected in popular Hindi and Australian music by listening to music stations, reading print or online music magazines, classifying song titles or viewing clips from Bollywood films

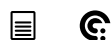
comparing representations of traditions and beliefs across cultures through visual and performing arts, for example, by comparing different living traditions present in Australia, including cultural and artistic expression associated with Aboriginal and Torres Strait Islander people

providing a live commentary to a dance performance, interpreting movements, commenting on the significance of costume and interpreting messages conveyed through the performance

**Create** and perform a range of texts to entertain others that involve imagined **characters** and contexts and different modes of presentation

[Key concepts: creativity, characterisation, imagination, emotion; Key processes: **composing**, performing; Key **text** types: sketches, drama, songs, stories, cartoons]

(ACLHIC061 - Scootle [↗](#))



### Elaborations

creating and performing sketches that involve characterisation, context and dramatic tension, for

example, the first day at a new school or appearing on a reality show

creating an additional scene, new character or alternative ending that adds suspense or a twist to a familiar story, drama or film script, for example, शेखचिल्ली का सपना पूरा होना

creating, rehearsing and performing interpretations of poems for a public recitation or verse-speaking competition

composing, performing or presenting jingles or digital animations to create new interest in existing or imagined products

creating texts such as picture books, bedtime stories or cartoons for younger children, selecting appropriate language, rhythms and images to enrich the aural and visual experience

performing unscripted explorations of characters, contexts and feelings, for example, मित्रता; निष्ठा; साहस, using gestures, voice and props to build mood and to explore relationships and emotions

## Translating

Translate a range of short texts used in different contexts from Hindi into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding

[Key concepts: meaning, equivalence, [translation](#); Key processes: translating, approximating, comparing, evaluating]

([ACLHIC062 - Scootle](#))



## Elaborations

translating popular Hindi proverbs or lines of poems into English, considering how to adapt or adjust them to convey equivalent meanings in English, for example, गंगा गए तो गंगादास जमना गए तो जमनादास; चोर की दाढ़ी में तिनका

translating school or community texts such as directions, rules or notices in Hindi and English, considering how each language reflects cultural styles, for example, the use of words like निवेदन in a formal request and कृपया गंदगी न फैलाएँ in public notices

translating media texts such as appeals, slogans or advertisements from Hindi to English or vice versa, noticing how each language uses elements such as verb moods or emotive language for particular effect: सारी धरती की यह पुकार, पर्यावरण का करो सुधार; जागो ग्राहक जागो

translating short excerpts from traditional fables and legends, identifying words and expressions that reflect cultural values or history and are difficult to express in English, for example, गृहप्रवेश, सात्विक, भक्ति

critically evaluating the effectiveness of resources such as print and digital dictionaries and electronic

translators, for example, by comparing individual translations, back-translating or swapping references

Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of 'living between languages'

[Key concepts: equivalence, interpretation; Key processes: [composing](#), selecting, translating]

([ACLHIC063 - Scootle](#) )



#### Elaborations

creating a short bilingual documentary about a local community event or locale, with narration in one language and subtitles in the other

composing menus or programs for school or community events that include footnotes in English to explain key terms or items

creating a bilingual resource to present to the school library, for example, an illustrated anthology of popular Hindi poems or proverbs with English translations

performing a role play, skit or song for a school concert or assembly, using Hindi for the performance and English for supporting explanations and commentary

#### Reflecting

Consider differences and similarities in style and use of [language](#) when interacting in Hindi and in English, noticing when the choice is made to use either or both languages

[Key concepts: [code-switching](#), code-mixing, intercultural [communication](#); Key processes: monitoring, analysing, discussing]

([ACLHIC064 - Scootle](#) )



#### Elaborations

identifying ways in which they change their ways of communicating when switching from Hindi to English

providing examples of interactions which feel more natural in Hindi than they do in English or vice versa, for example, using Hindi to talk about family experiences, rituals or relationships, using English to talk about school work, music or films


using a reflective journal to record and compare when and why they consciously choose to use one language rather than the other, considering whether their ways of thinking and communicating change between languages

identifying instances when using both Hindi and English in the same interaction makes for easier communication

discussing what they need to consider when interacting with speakers of different language and cultural backgrounds, such as being flexible, noticing people's reactions to what they say, watching for signals of misunderstanding, being mindful of different perspectives and traditions

reflecting on choices they make when interacting with friends who also speak both Hindi and English, identifying instances when they move between languages for either practical or cultural reasons

Discuss the nature of [identity](#) and of cultural experience, considering the dynamic and responsive relationship between the two

[Key concepts: [bilingualism/multilingualism](#), [culture](#); Key processes: reflecting, analysing, comparing] ([ACLHIC065 - Scootle](#) )



### Elaborations

comparing views about the nature of *identity*, for example, by discussing elements that they believe shape and reflect their personal sense of identity, such as community, ethnicity, personality, languages, tastes and interests

considering how identity changes over time, taking into account ways of thinking, behaving and communicating, and influences such as education, intercultural experience, digital worlds and popular culture

sharing views about the nature of *culture*, referencing their own relationship with different elements of Indian and Australian cultural experience


exploring how individual ways of thinking and communicating both shape and reflect cultural identity

considering whether their sense of cultural identity varies according to place, time and situation

## Understanding

### Systems of language

Identify correspondence between individual and combined elements of spoken and written Hindi, such as [pronunciation](#) of consonant clusters or the [pronunciation](#) and spelling of English words used in Hindi

[Key concepts: [syntax](#), prefixes, suffixes, word derivation; Key processes: recognising, analysing] ([ACLHIU066 - Scootle](#) )



### Elaborations

recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and noticing how they combine to make or to change meaning



recognising how words can be formed from base words, and understanding how prefixes and suffixes change the meaning of words, for example, जीव, सजीव, जीवंत, understanding the impact this has on pronunciation

recognising and identifying how to pronounce and spell loan words commonly used in Hindi from Persian and Arabic, such as क़ानून, फ़ालतू, and from English, such as ट्रेन, स्टेशन, स्कूल

recognising and understanding the impact on Hindi pronunciation and spelling in Devanagari of Sanskrit words (*tatsam* words) and of derived forms (*tadbhav* words), understanding that both forms can be used in different contexts; for example, क्षेत्र for 'field' in an abstract sense and खेत for a field for farming

Apply grammatical and lexical knowledge to work out the meaning of unfamiliar words, to form and spell new ones, to [create](#) compound sentences, to recognise and use prefixes and suffixes and to develop [metalanguage](#)

[Key concepts: [phonics](#), word building, idiom; Key processes: understanding, applying rules, using [metalanguage](#)]

([ACLHIU067 - Scootle](#) )



#### Elaborations

strengthening vocabulary resources related to personal, social and educational worlds

applying phonic and grammatical knowledge to the spelling and writing of unfamiliar words such as वाक्यविन्यास

creating compound and complex sentences by using conjunctions such as मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ।

recognising the function and form of commonly used suffixes and prefixes, for example, by collecting groups of words that share a base word, such as बुद्धि, सुबुद्धि, बुद्धिमान, बुद्धिमती

recognising and using idiomatic expressions such as आँख का तारा

using numbers in fraction, multiple and collective forms, such as आधा, चौथाई, एक तिहाई, सैंकड़ों, हज़ारों, तीन गुणा

continuing to build metalanguage to describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists, groups of pronouns, adverbs and adjectives

understanding and using basic joining (सन्धि) rules such as इ+आ = ए to achieve text cohesion

understanding the use of the active and passive voice according to context, for example, मैंने आपको

बुलाया है। आपको बुलाया गया है।

using a range of tenses to describe routines and actions, for example, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा।

using adjectives in comparative structures such as राम थोड़ा लम्बा है। राधा हेमा से अधिक चतुर है।

Apply understanding of **text** structure and organisation to **interpret** unfamiliar texts and to **create** own texts for specific purposes

[Key concepts: textual conventions, tenor, **audience**; Key processes: identifying, classifying, explaining]  
(ACLHIU068 - Scootle [↗](#))



### Elaborations

using their shared knowledge of typical features of familiar types of text to understand unfamiliar content, for example, in public announcements, commercials or quizzes, recognising how language and style vary according to the context, purpose and intended audience of a text, for example, by comparing a formal presentation at Speech Day with an email to a close friend

identifying how texts achieve cohesion through the use of paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, यदि आप चाहें तो...

creating and comparing their own examples of particular text genres, such as horoscopes, prayers or weather forecasts, explaining their choice of particular language or text organisation

composing multimodal texts designed to appeal to a particular age group or demographic, noticing how/why they decide to use particular vocabulary and style

## Language variation and change

Explore how **language** use varies according to **context**, purpose, **audience** and **mode** of delivery

[Key concepts: **register**, **mode**, **audience**; Key processes: comparing, explaining]

(ACLHIU069 - Scootle [↗](#))



### Elaborations

comparing and explaining the use of different styles of communication in different contexts, such as respectful, devotional or colloquial forms of expression आपकी यात्रा मंगलमय हो, सब ठीक-ठाक है?

identifying differences in features and register between spoken and written language, for example, in apologies, invitations or narratives कल मेरे घर आना, कल हमारे घर पधारिए/दर्शन दीजिए

comparing language and textual features used when communicating with different age groups, for example, amusing rhymes and terms of affection for small children, devotional texts for religious

## expression

identifying variations in language use between people of different ages, gender or status, for example, ways of showing authority or expressing humility

understanding that facial expressions, gestures and body language are key elements of communication and that they can be interpreted differently by different people

explaining variations in style, content and register of different expressions of wishes for a particular event or occasion such as Diwali, for example, हर घर में हो उजाला, आए न कभी रात काली हर घर मनाए खुशियाँ, हर घर में हो दिवाली compared to an sms message such as शुभ दिवाली

Reflect on changes in their own use of Hindi over time in social, community and school contexts, explaining reasons for changes or adaptations

[Key concepts: language change, expression, experience; Key processes: reflecting, monitoring, analysing]

(ACLHIU070 - Scootle [↗](#))



## Elaborations

reflecting on changes in their ways of communicating in Hindi, identifying terms, expressions or behaviours that have become part of their everyday language through the influence of technology, social media and intercultural experience

talking with older members of their families or communities about changes they have experienced in their use of Hindi and about their observations of how the language has changed over time

discussing how their use of language reflects different and changing relationships, for example, familiarity with friends, respect for elders and authority figures

finding examples of changes in language use within their own families and friendship groups which have come about through globalisation and the influence of other languages, for example, माँ, अम्मा, माताजी being replaced in some families by मम्मी

identifying how social media and technology have influenced their own ways of communicating, for example, by compiling a glossary of terms they use in emails or text messages, such as अब (ATM), फिर मिलेंगे CU, जाना होगा (G2G), हे हे (LOL), फिर बात करते हैं (TTL)

Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives

[Key concepts: globalisation, cultural expression, multilingualism; Key processes: researching, classifying, explaining]

(ACLHIU071 - Scootle [↗](#))



## Elaborations

finding examples of language/behaviours associated with Indian culture that are part of everyday life in Australia, for example, words and expressions associated with religion, yoga, dance, Bollywood, food, sport

explaining the influence of Indian language and culture on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions they use when communicating in English or when thinking about themselves and their families

investigating different forms and functions of multilingualism in today's society, for example, by tracking the mixing of languages such as Hindi, Urdu, Punjabi and English in Bollywood scripts and song lyrics, or by creating their own hybrid-language advertisements, songs or raps, for example, *Life style* से तय होगा car का premium...

reflecting on other people's reactions to their use of Hindi and/or English, considering how perceptions of people's ways of communicating are shaped by cultural standpoints and perspectives

### Role of language and culture

Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives

[Key concepts: **culture**, **language** change, representation, values; Key processes: reflecting, analysing, comparing]

(ACLHIU072 - Scootle [↗](#))



## Elaborations

sharing understandings of what *culture* is and how it relates to language and to identity, using prompt statements such as 'संस्कृति में ...'

identifying Hindi words or expressions that carry cultural connotations and values, for example, terms such as सुहागन and विधवा in relation to auspicious or inauspicious roles at occasions such as नामकरण or गृहप्रवेश

identifying expressions used in news reports or sports commentaries that reflect traditional beliefs and include cultural allusions, for example, references to gods and legendary heroes such as अगर इंद्रदेव मेहरबान हुए तो भारत बिना मैच खेले पहुंचेगा फाइनल में

identifying cultural distinctions expressed through language, for example, forms of address such as नमस्कार, नमस्ते, आप कैसे हैं?, तुम कैसे हो? the addition of श्री, श्रीमती for married women and कुमारी for unmarried women, considering whether English makes similar distinctions

exploring the cultural significance of concepts expressed in a single word in Hindi or English which are difficult to translate, for example, the term जूठा in Hindi or *mateship* in Australian English

exploring how cultural values and ideals such as truth, duty or filial respect are embedded in traditional fables and legends, such as brotherly love or the concept of the obedient/dutiful child in the stories राम और लक्ष्मण, श्रवण कुमार

discussing commonly used words and expressions that reflect family/community values, for example, the practice of using the English terms 'Auntie' or 'Uncle' when addressing older people even when they are strangers

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Interact with peers and teacher to exchange greetings, wishes, information and opinions, to **talk** about their personal worlds and to express feelings

[Key concepts: self, family, leisure, preferences; Key processes: interacting, exchanging information, describing]

(ACLHIC091 - Scootle [↗](#))



#### Elaborations

engaging in everyday social interactions such as greetings and farewells, apologies or thanks, using appropriate informal and formal language, such as नमस्ते, फिर मिलेंगे, माफ़ कीजिए

exchanging greetings, wishes and congratulations on specific occasions, for example, दीपावली की हार्दिक शुभकामनाएं, दीपों की ज्योति की तरह आपका जीवन भी हमेशा उज्वलित् रहे, परीक्षा पास करने के लिए बधाई हो

sharing aspects of their personal worlds and experiences, for example, by describing significant events or milestones or by comparing their experiences of using different languages in different areas of their lives

talking about themselves and their families, sharing ideas and opinions and expressing likes, dislikes and preferences, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं; मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि....

asking and answering questions about their interests and leisure activities, for example, आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?

participating in informal conversations with each other, encouraging equal participation, for example, तुम ने कुछ नहीं कहा, क्या तुम इस से सहमत हो? and keeping conversation moving by asking for clarification or elaboration, आप ऐसा क्यों कह रहे हैं?

maintaining social contact with peers and contacts in other contexts by exchanging emails, posts on shared websites or personal blogs that highlight school, home or leisure activities

using descriptive and expressive language, including colloquial expressions, idioms or proverbs, to describe people, places or experiences and to express feelings, for example, अँगुली पर नचाना; नाक में दम करना; मेरी चाचीजी मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; हरे भरे खेत हवा के झोंकों के संग लहलहा रहे थे; पेड़ों के पत्तों में से सूरज की किरणें छन छन कर आ रही थीं। अपने घर में कुत्ता भी शेर होता है।

Participate in shared activities such as performances, celebrations, presentations or website design that

involve planning, collaborating, making arrangements, transacting and negotiating

[Key concepts: interaction, collaboration, negotiation; Key processes: planning, negotiating, responding]

(ACLHIC092 - Scootle [↗](#))



#### Elaborations

making decisions about collaborative projects such as displays or performances, discussing roles and responsibilities and sharing ideas, for example, इसके लिए संगीत की व्यवस्था कौन करेगा ? किन चित्रों का उपयोग होगा इसका निर्णय हम कैसे करेंगे ? यदि तुम तबला बजाओगे तो मैं गाऊँगी।

designing a website that provides opportunities for intercultural exchange between themselves and young Hindi-speakers in different contexts, preparing possible stimulus questions such as क्या तुम्हें यह रूपरेखा ठीक लगती है? हमें किस भाषा का प्रयोग करना चाहिए? इस वेबसाइट को कौन देखेगा?

contributing to the planning of presentations or displays that reflect their individual and/or shared experiences of living and communicating across different languages and cultures, for example, composing captions for photos/images or selecting multimodal resources

negotiating details of real or simulated online transactions that involve discussion of comparability, value, price and availability, using terms such as बजट की सीमा, विनिमय दर, पैसे वसूल करना

negotiating differences in opinions or preferences when planning events or excursions, for example, the hosting of an exchange group of students or a visit to a culturally significant site

planning a party menu or picnic, for example, by deciding on elements of a थाली comprised of a selection of their favourite dishes, such as दाल, रोटी, सब्जी, and discussing individual and shared preferences or dislikes, for example, माँसाहारी, शाकाहारी

Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following directions, giving praise or encouragement and reflecting on learning experiences

[Key concepts: conversation, discussion, comparison, meaning; Key processes: discussing, responding, comparing, reflecting]

(ACLHIC093 - Scootle [↗](#))



#### Elaborations

participating in regular classroom interactions such as asking and answering questions, for example, आज २० जून है; आज सोमवार है; आज बहुत सर्दी है; requesting permission or clarification, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है? इस प्रश्न का उत्तर क्या है? कृपया, यह फिर से समझाइए; and responding to praise or criticism, बहुत बढ़िया! बुरा नहीं है। ठीक ठाक है।

using language of comparison, opinion, reflection and response, for example, इस विकल्प को अधिक लोग चुनते हैं ... मुझे यह कार्य बहुत कठिन लगा।

monitoring progress during learning experiences, responding to each other's contributions and expressing opinions and preferences, किसकी बारी है? यह बहुत कठिन लग रहा है। मैं फिर से शुरू करूंगा ...

using evaluative language to provide feedback and encouragement and to review learning experiences, for example, by reflecting on completed tasks, हमने अच्छा प्रबंध किया। हमें उम्मीद से ज़्यादा समय लगा, प्रभावशाली सुधार, प्रयत्न करते रहो

identifying and discussing Hindi idioms and proverbs that may be applied to the experience of learning languages, for example, डूबते को तिनके का सहारा, नाच न जाने आंगन टेढ़ा, अँधे की लाठी, चार-चाँद लगाना

### Informing

Access and identify specific points of information such as details about people, places or events from a range of spoken, written and **digital texts** and use the information in new ways

[Key concepts: social worlds, environment, **communication**, lifestyle; Key processes: researching, recording, reporting]

([ACLHIC094 - Scootle](#))



### Elaborations

collecting information from print and digital sources on social or environmentally related events, recording key facts and associated vocabulary for use in their own projects, for example, प्रदूषण एवं पर्यावरण; स्वच्छ भारत; गंगा नदी की सफ़ाई; स्वच्छ ऑस्ट्रेलिया दिवस

collecting information via surveys or face-to-face conversations with friends and family members on questions related to social behaviours or trends, such as preferred modes of communication, for example, फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग, compiling a summary of findings in table or graph form

listening to recordings of phone conversations, announcements or radio interviews, transcribing key facts or details such as dates, times, events or locations in note form or through checklists or timelines

accessing information from videos, books and websites produced in different cultural contexts on topics such as family life, community living, housing or schooling, summarising and reporting back on key trends and cultural factors

collecting facts, figures and vocabulary from resources such as posters, websites and brochures, and using them to draft a position for an in-class discussion of a topic such as healthy lifestyles, benefits of travel or animal protection

presenting an oral summary of an action or event reported in the media, using appropriate register, language features and non-verbal language to capture key elements and engage audience interest

Convey information obtained from different sources relating to personal, social and natural worlds in spoken, written and multimodal forms suitable for a particular **audience**



[Key concepts: community, experience, [bilingualism](#); Key processes: selecting, presenting, creating]  
 (ACLHIC095 - Scootle [↗](#))



### Elaborations

creating multimodal texts to share with Hindi speakers in different contexts that capture elements of their personal and social worlds, for example, हमारे स्कूल का एक दिन, मेरी मित्र-मण्डली

using different modes of presentation such as photo montages, written journals or recorded interviews to provide information for extended family members overseas about their social and educational experience in Australia

creating a video clip to support new students to the school, introducing aspects of school culture, key personnel and available study and extra-curricular options

presenting information gathered from print media/online sources on selected topics, using formats such as tables, graphs or spreadsheets to present statistical information or captions or spoken commentaries to report on environmental issues such as disaster relief or land degradation

creating a short video to post on their school website to report on a good news story, such as a successful fund-raising event or sporting or academic achievements

creating an interactive presentation for younger children to highlight the advantages of being bilingual/multilingual in a globalised world and of maintaining and strengthening a home/first language

### Creating

Engage with imaginative and creative texts such as stories, cartoons, paintings, poems, songs and TV programs, comparing favourite elements and discussing structure, [characters](#), themes and effects

[Key concepts: imagination, creativity, imagery, representation; Key processes: responding, comparing, analysing, discussing; Key [text](#) types: poetry, folk tales, TV programs, films, music]

(ACLHIC096 - Scootle [↗](#))



### Elaborations

interacting with different types of verse, drama and song lyrics, discussing how imagery, rhythm and rhyme are used to create mood and effect, and experimenting with expressive language to create their own texts

comparing their life experiences with those of characters in traditional folktales such as एकता में बल है, identifying elements of universal human experience such as loss, love or loyalty

comparing story lines and characterisation in popular Hindi- and English-language TV series, identifying themes or issues that seem to be differently responded to in one cultural context than in

the other

identifying how cultural traditions and beliefs are communicated through visual and performing arts, and comparing different living traditions present in Australia, including artistic expression associated with Aboriginal and Torres Strait Islander people.

comparing style, creative effects and cultural traditions reflected in popular forms of Hindi and Australian entertainment, for example, *The Voice India* or *India's Got Talent* and Australian versions of the shows, Bollywood movies and English-language musicals, TV programs such as अशोक सम्राट and Australian programs popular with a similar age-group

discussing characters from favourite stories, comics or cartoons, such as चाचा चौधरी; बहादुर नागराज, identifying elements of their personalities that they most admire, enjoy or identify with

considering how humour is expressed and shared in culturally specific ways and whether it 'travels' successfully across languages, for example, by comparing favourite jokes, cartoons or amusing stories in Hindi with humorous texts in English

analysing the structure of traditional or contemporary Hindi poetry, for example, by identifying the use of rhythm, rhyme and repetition, or comparing examples of lyrical or poetic expression, बुन्देले हरबोलों के मुख हमने सुनी कहानी थी खूब लड़ी मदर्नी वो तो झांसी वाली रानी थी

**Create** original texts that involve imagination and expression, experimenting with a range of modes and **performance** genres

[Key concepts: expression, imagination, adaptation, performance; Key processes: experimenting, adapting, designing, performing; Key text types: stories, plays, music]

(ACLHIC097 - Scootle [↗](#))



#### Elaborations

experimenting with text structure and imaginative language to create entertaining texts for younger children, for example, by using dramatic and emotive words and vocal expression to build suspense in a story

creating dramatic or humorous representations of people, situations or events encountered in their own lives

composing and performing poems or songs that incorporate elements of traditional or contemporary literary and musical forms, for example, भक्ति or वीर गाथा verse, nonsense songs, raps

creating, rehearsing and performing interpretations of poems for a public recitation or verse-speaking competition

creating a multimodal text that captures impressions of their local community through images, sound effects and spoken commentary

preparing and presenting a contribution to their school Speech Day, for example, an opening address that uses formal expressions such as माननीय प्रधानाचार्य जी...

planning performances that incorporate elements such as mime, music and expressive commentary and invite reflection on ethical or humanitarian principles, for example, अहिंसा; अनेकता में एकता

creating texts such as short stories or cartoons that involve imaginary characters and fantasy scenarios, for example, a new species, parallel universe or superhero

improvising unscripted exchanges between imaginary characters who find themselves in challenging situations, for example, मित्रता; निष्ठा; साहस, using gestures, voice and props to build mood, explore relationships and express emotions

creating a segment for a community radio station, such as an imaginary cricket commentary or news flash about an imagined catastrophe

## Translating

Translate and [interpret](#) short texts such as public signs, proverbs or menus from Hindi to English and vice versa, noticing which words or phrases translate easily and which do not

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

([ACLHIC098 - Scootle](#) [↗](#))



## Elaborations

translating short community texts such as public signs, menu items or public announcements from Hindi to English and vice versa, comparing choices they each made to arrive at the closest equivalent meaning

translating and explaining proverbs or colloquial expressions used in their families, for example, दूर के ढोल सुहावने; पेट में चूहे दौड़ रहे हैं, discussing how they would explain them to non-Hindi speaking friends

translating short media texts such as appeals or slogans from Hindi to English or vice versa, noticing how the two languages convey meaning in similar or different ways, for example, by using imperative verb moods or emotive language: 'Never refuse to re-use!'; 'Don't be trashy - recycle!'; सारी धरती की यह पुकार, पर्यावरण का करो सुधार

translating excerpts from traditional fables and legends, identifying words and expressions that reference cultural values, history and beliefs and are difficult to translate into English

evaluating the effectiveness of print and digital dictionaries and electronic translators, for example, by comparing each other's translations of a text, back-translating or swapping references, considering issues such as alternative or multiple meanings of words and the importance of context to meaning

considering the significance of naming practices in Hindi, for example, by translating popular names such as पवन, माला, दीपक, आशा, comparing with naming practices in Australian English

classifying commonly used informal expressions in Hindi, including colloquialisms and proverbs, into those that are easily understood when translated into English and those that require interpretation and explanation

**Create** shared bilingual texts and learning resources such as word banks, databases, promotional materials or hyperlinks for digital presentations for the classroom and wider school or local community [Key concepts; expression, meaning, elaboration; Key processes: creating, reviewing, exemplifying, designing]

([ACLHIC099 - Scootle](#))



### Elaborations

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

creating bilingual captions or hyperlinks for a photographic or digital display to show parents and other student groups key elements of their learning experiences

contributing reviews, reports or recipes to a shared bilingual or multilingual website, using Hindi, English and other languages as appropriate to different domains of language use

creating a bilingual blog, wiki or contribution to an online discussion forum that shares examples of challenges associated with translating and interpreting

developing bilingual instructional texts or directions that cater for Hindi- and English-speaking friends, family members or participants, for example, computer game instructions or information for an extended-family event

creating a short documentary about a local community event or locale that uses both Hindi and English, for example, with narration in one language and subtitles in the other

designing bilingual signage for the school campus, including names of facilities, directions to locations or advice on expected behaviours, noting differences in phrasing or expression, as in 'Silence Please': 'कृपया शांति बनाए रखें'

composing menus or programs for school or community events/celebrations that include footnotes in English to explain key terms or items

### Reflecting

Consider similarities and differences in their ways of communicating in Hindi or English, or when

switching between the two, noticing when they choose to use either or both languages

[Key concepts: [language](#) domains, [culture](#), expression; Key processes: comparing, identifying, monitoring, analysing]

(ACLHIC100 - Scootle [↗](#))



#### Elaborations

identifying differences between how they communicate in Hindi and in English, including the use of gestures and other forms of non-verbal communication such as hand or head movements, the use of space or silence

comparing examples of interactions which feel more natural in Hindi than they do in English or vice versa, noticing the contexts of those interactions, the people they are communicating with and the kinds of topics being discussed

identifying instances when using both Hindi and English in the same interaction makes for easier communication, for example, when using English technical terms such as लाइट जला दो

identifying behaviours that may be similar or dissimilar when communicating in Hindi and in English, for example, when using direct or indirect questions, interruptions, silence, turn-taking

monitoring their use of Hindi and English in different areas of their lives, for example, by keeping a record of what they use each language for over a particular day

reflecting on the nature of *culture* and its relationship with language with reference to Hindi, English and other languages they know, for example, by identifying words, phrases or behaviours that carry cultural information or reflect cultural values

Discuss the nature of [identity](#) and of cultural experience, considering the relationship between the two

[Key concepts: [identity](#), multiculturalism, [code-switching](#); Key processes: reflecting, discussing, comparing]

(ACLHIC101 - Scootle [↗](#))



#### Elaborations

discussing what *identity* is and how their own sense of identity is influenced by their experience of living in a multicultural society and of identifying with particular language communities

considering how their sense of identity changes over time, taking into account changes in language use at home, in school and in the wider community

discussing whether their relationships with people of different generations, gender and language backgrounds influence their ways of communicating

reflecting on how their own perspectives and ways of communicating may be perceived by others, for example, in relation to language choice or code-switching and to behaviours that may be perceived as 'cultural'

exploring how using different languages to make meaning and drawing from varied cultural resources affects how they think, behave and communicate


discussing whether being bilingual and bicultural affects their sense of identity in ways that involve culture as well as language

## Understanding

### Systems of language

Understand the relationship between the sounds of spoken Hindi and elements of the Devanagari [script](#), such as the writing of conjunct [characters](#) and the combinations of consonants and matras

[Key concepts: [pronunciation](#), [intonation](#), writing conventions; Key processes: listening, distinguishing, recognising]

([ACLHIU102 - Scootle](#) )



### Elaborations

building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and initially difficult, for example, त, थ, ग, घ, ट, द, ध।

learning how the Hindi sound system is conventionally represented in the Devanagari sound system by the use of 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and ङ-ढ़)

recognising that a line on the top joins letters to make words in addition to leaving spaces between words बस, घर। अब घर चल।

recognising the *matra* form of vowels, such as ि, ी, and distinguishing long and short vowel sounds such as ि, ी

identifying and practising pronunciation of vowel sounds in conjunction with consonants कइ/कि, कई/की

understanding the formation of conjunct consonants such as क्ष, त्र, स्र

imitating discrimination of unaspirated and aspirated sounds such as क-ख, द-ध।

understanding that Hindi vowels can be pronounced with a nasal quality added to them which is represented by either a (चंद्रबिंदु) or (बिंदु) above the headstroke, for example, हाँ, मैं

learning how the under-dotted characters क़, ख़, ग़, ज़, फ़ are used to represent loan sounds in Hindi from other languages such as English, Persian, Arabic, Turkish and Portuguese

understanding 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 the ways in which English vowels such as short 'a' sounds are replaced by Hindi vowel sounds such as in डॉलर versus डालर

Develop knowledge of key elements of the Hindi grammatical and vocabulary systems, such as sentence structures, use of pronouns, postpositions and gender and number agreements [Key concepts: grammar, sentence structure; Key processes: understanding, applying]

(ACLHIU103 - Scootle [↗](#))



### Elaborations

identifying people by using pronouns in singular and plural forms, for example, मैं, हम, यह, ये, तुम, तू, आप, मैं, मेरा, तुम्हारा।

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

referring to objects and describing quantities using cardinal numbers, for example, एक, दो, पाँच, सात and पाँच रोटियाँ, दस गिलास

learning the structure of declarative and interrogative verb forms, for example, by composing simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो?

understanding that verbs change according to the gender and number of the noun, as in लड़का गाता है। लड़की गाती है। लड़के गाते हैं।

using simple verb tenses such as 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 or colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के, छोटे लड़के को, छोटे लड़कों को

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

positioning adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए

using ordinal numbers such as पहला, दूसरा

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

building lexical competence for example, by collating vocabulary sets in relation to meaning or

function, such as words for different kinds of fruit such as आम, पपीता, अमरुद, नारंगी, संतरा, मौसंबी or verbs of action such as जाना, आना, पहुँचना, लौटना, घूमना, भटकना.

Identify textual and grammatical features that characterise different types of literary, instructional, persuasive or imaginative texts in Hindi, comparing them with similar texts in English and other languages

[Key concepts: [genre](#), [language](#) features, [metalinguage](#); Key processes: noticing, analysing, comparing]

([ACLHIU104 - Scootle](#) )



#### Elaborations

recognising characteristic features of different text genres, such as headings, footnotes and reference lists in textbooks, rhetorical questions and persuasive language in advertisements, abbreviations and emoticons in emails and text messages, an opening orientation statement at the beginning of a narrative, such as जब वे केवल चौदह वर्ष के थे, उनकी पिता की मृत्यु हो गयी ।

comparing Hindi- and English-language versions of text types such as phone conversations, business letters or sports reports, considering whether differences in style or structure reflect differences in cultural values or practices

recognising rules of structure and composition in Hindi poetry, for example, by identifying patterns of rhythm, rhyme, repetition and meter in poems by सुभद्रा कुमारी चौहान or जयशंकर प्रसाद

developing metalinguage to talk about texts, for example, by identifying the purpose, features and typical structure of text genres, for example, निबन्ध में तीन भाग होते हैं- भूमिका, विषय-वस्तु और उपसंहार

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

recognising the role played by different textual elements, for example, the layout, title, illustration and use of punctuation in a picture book or the use of repetition and rhyme in poems and chants

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

#### Language variation and change

Understand that both spoken and written Hindi vary in form and function when used by different people in different contexts and situations

[Key concepts: variation, [context](#), [register](#); Key processes: noticing, comparing, explaining]

([ACLHIU105 - Scootle](#) )



#### Elaborations



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

creating a map that identifies regions of India, Fiji, Mauritius and other parts of the world which have communities of Hindi-speakers and of related languages/dialects represented in the classroom, such as तमिल, गुजराती, पंजाबी, मराठी

examining how language users vary modes of expression to reflect different feelings, relationships, intentions or attitudes, for example, by comparing the respectful tone of devotional texts such as भजन, दोहे, the exuberance, humour and colour of Bollywood scripts and the directive tone of rules and regulations in school rules or official documents

comparing the style, structure and register of informal and formal texts such as invitations or the expression of wishes, noticing elements such as vocabulary used, economy/elaboration of expression, and grammatical style (मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है। क्या तुम... के दिन.. समय मुझे मिल सकते हो?)

comparing the informal use of greetings and wishes between friends and family members with those used in more formal situations, for example, अरे राहुल! प्यारे माता पिता, ढेर सारा प्यार

Recognise that the Hindi **language** has evolved and developed through different periods of time and as a result of different influences and interactions, that it is related to many other languages used in India and in the Australian community, and that it has influenced/influences other languages

[Key concepts: **language** change, **language** contact, loan words, globalisation; Key processes: discussing, classifying]

([ACLHIU106 - Scootle](#) )



### Elaborations

understanding that all languages are dynamic, continuously changing over time, that some grow, adding new words and borrowing from other languages, as in the case of both Hindi and Australian English, while others are no longer spoken (often referred to as 'sleeping' by owners) as in the case of many Indigenous languages of Australia and North America

recognising connections between language families and individual languages, such as that between Hindi and Punjabi, including the practice of adopting and adapting words and expressions from each other, for example, the use of Hindi words that originated in languages such as Persian, Arabic and English

identifying Hindi words derived from other languages, such as दफ़्तर, borrowed from Arabic, क्षेत्र (*field* in an abstract sense) directly from Sanskrit versus खेत (*field* as in for farming) from Hindi via Pali/Prakrit, मेज़ via Persian from Portuguese

exploring the relationship between Hindi and English language systems and practice and identifying changes to Hindi that have come about as a result of processes such as globalisation, technological

change and intercultural exchange

identifying Hindi words and expressions used in English and other languages, such as *pyjamas*, *bungalow*, *sorbet*, *avatar*, *cashmere*, *juggernaut*, *yoga*, *sari* researching their origins and comparing original and current meanings

finding examples of Hindi words that retain their identity as non-English words but are increasingly incorporated into English and understood by bilingual speakers, for example, the familiar, affectionate use of *यार* and *देसी*

Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi, and reflect on the diversity of [language](#) practices that characterise members of this multicultural community

[Key concepts: multilingualism, [dialect](#); Key processes: understanding, mapping, reflecting]

([ACLHIU107 - Scootle](#) )



### Elaborations

recognising the linguistic diversity of the global community, understanding that many people around the world speak more than one language, comparing with the multilingual character of Australian society, for example, by talking about the different languages represented in the classroom and local community

exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages, for example, by constructing a linguistic profile of their own class or school community

recognising that there are many different Indian languages and dialects spoken in India and other regions of the world, such as Hindi, Tamil, Gujarati, Panjabi, Marathi, involving variations in accents, vocabulary and syntax, and that most Hindi speakers also speak other languages

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

reflecting on the impact on their personal lives and sense of identity of being bilingual or multilingual

explaining the influence of Indian language and culture on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions that they use when communicating in English

### Role of language and culture

Understand the relationship between [language](#) and [culture](#), reflecting on how languages reflect values, belief systems and perspectives that may be differently interpreted by speakers of other languages [Key concepts: [culture](#), [language](#), meaning, interdependence; Key processes: analysing, identifying, making connections]

(ACLHIU108 - Scootle [↗](#))



### Elaborations

identifying elements of Hindi that reflect cultural traditions and values, such as the use of forms of address that reflect status, age and relationship, for example, using the suffix *ji* when referring to elders or people who merit respect, forms of address such as नमस्कार, नमस्ते; आप कैसे हैं, तुम कैसे हो; the addition of श्री, श्रीमती for married women and the formal honorific कुमारी attached to forms of address to unmarried women

exploring how culturally defined concepts such as *family*, *responsibility* or *hospitality* influence forms of expression and patterns of interaction in Hindi, considering whether changes in cultural and social practices over time are translated into changes in language use

recognising Hindi words and expressions that reflect traditions, values and cultural priorities, such as forms of address like स्वामी जी for a religious leader, गुरु जी for a male teacher, बाबा जी for an older male person and राम राम as a mode of greeting in villages

reflecting on the dynamic nature of culture and on the relationship between language and culture, identifying visible and invisible elements of culture expressed in language that may be differently interpreted by speakers of other languages

discussing the cultural significance of expressions in Hindi that characterise more indirect forms of language compared to English, for example, by saying कोई बात नहीं, चलो जाने दो.

reflecting on how cultures influence ways of thinking about 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, as in कल – ‘yesterday/tomorrow’; परसों – ‘day before yesterday/day after tomorrow’; the concepts of अहिंसा and कर्म

identifying expressions used in news reports or sports commentaries that reflect traditional beliefs and include cultural allusions, such as references to gods and legendary heroes, for example, अगर इंद्रदेव मेहरबान हुए तो भारत बिना मैच खेले पहुँचेगा फाइनल में

finding examples of language and behaviours associated with Indian culture that are part of everyday life in Australia and around the world, for example, words and expressions associated with religion, yoga, dance, Bollywood, food, sport