



Western Australian Curriculum

Languages | Hindi

Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as, texts websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Hindi are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Hindi shows the proposed content across the years of schooling from Years 7–10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Years–7 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: Communicating and Understanding language and culture.

The **Communicating** strand includes **Interacting in Hindi**; **Mediating meaning in and between languages**; and **Creating text in Hindi**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Years 7–10 Languages, Hindi curriculum.

Languages		
Hindi		
Communicating		
Interacting in Hindi	Mediating meaning in and between languages	Creating text in Hindi
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Strand: Communicating

Sub-strand: Interacting in Hindi

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> share information about themselves, family, friends and pets, such as मेरा भाई बहुत लंबा है। मेरे दो दोस्त भारतीय मूल के हैं। मेरी बिल्ली बहुत प्यारी है। share ideas and opinions about interests, such as मुझे तैराकी और शतरंज खेलना पसंद है। शतरंज दिमाग के लिए अच्छा व्यायाम है। interview classmates for information about themselves, their families, pets and likes/dislikes, such as आपके कितने भाई-बहन हैं? आपका पसंदीदा पालतू जानवर कौन सा है? आपका पसंदीदा विषय कौन सा है? 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> share information about their interests, routines and preferences, such as मुझे हॉकी खेलना बहुत पसंद है। मैं हर शनिवार को अपने दोस्तों के साथ फुटबॉल खेलता हूँ। मैं गिटार बजाना सीख रहा हूँ। discuss and share aspects of their lifestyles that may interest young learners of their own age in Hindi-speaking communities, such as रग्बी मेरा मनपसंद खेल है। हर गुरुवार मैं स्कूल के बाद तैराकी करने जाता हूँ। यह मेरा सबसे व्यस्त दिन है। आपके लिए कौन सा दिन सबसे व्यस्त है? use language associated with time, frequency and location to compare routines and daily 	<p>Initiate and participate in exchanges to share and compare information and experiences about India and the cultures of the Hindi-speaking communities</p> <p>For example:</p> <ul style="list-style-type: none"> participate in a group discussion to share experiences about an Indian traditional event, using formulaic phrases, such as क्या आपने कभी किसी भारतीय त्यौहार में भाग लिया है? हर साल मैं ...। पिछले साल की तरह, इस साल भी ...। मुझे बहुत अच्छा लगा कि ...। share personal experiences and exchange opinions, using present and past tenses, such as कैनिंग्टन शो ग्राउंड्स में आयोजित होली मेले में काफी भीड़ थी। मैं रविवार को अपने भारतीय दोस्त से मिलने जा रहा हूँ। मेरे दोस्त के परिवार ने मुझे स्वादिष्ट भारतीय भोजन परोसा। 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> exchange personal views, ideas and concerns about their study and career choices, such as मैं इतिहासकार बनना चाहता हूँ और शास्त्रीय कलाओं पर शोध करना चाहता हूँ। मुझे अपनी पढ़ाई का खर्च पूरा करने के लिए पार्ट-टाइम (अंशकालिक) नौकरी की ज़रूरत है। share information about their study and travel plans, such as मैं इस वर्ष के अंत में भारत घूमने जाऊँगा। भारत जाने से पहले मुझे किन सांस्कृतिक पहलुओं को ध्यान में रखना चाहिए? भविष्य में आप कौन सा व्यवसाय करना चाहते हैं? share opinions, and express agreement and disagreement regarding future studies and

Year 7	Year 8	Year 9	Year 10
	<p>activities, such as हर शुक्रवार सुबह 8:00 बजे हम स्कूल असेंबली में जाते हैं। मंगलवार की सुबह मेरी विज्ञान और शारीरिक शिक्षा की कक्षाएं होती हैं।</p>	<ul style="list-style-type: none"> • participate in informal conversations to provide views, opinions or suggestions about a place of interest in India, such as ताजमहल दुनिया के सात अजूबों में से एक है और यह आगरा में स्थित है। झीलों के शहर, उदयपुर की यात्रा आपको अवश्य करनी चाहिए। • discuss similarities and differences between Indian celebrations in India and Australia, through supported group discussion, question-prompt cards or whole-class comparison charts, and share findings with class, such as आज दिवाली का त्यौहार है, लेकिन भारतीय समुदाय के लोग शनिवार को एक साथ मिलकर यह त्यौहार मनाएंगे। भारत में दिवाली के दिन बहुत उत्साह होता है। 	<p>travel, such as क्या आप मुझे सलाह दे सकते हैं कि मुझे भविष्य में कौन सा पेशा चुनना चाहिए? मैं आपसे सहमत हूँ कि मुझे भारत जाने से पहले ज़रूरी जानकारी जुटा (इकट्टी कर) लेनी चाहिए।</p> <ul style="list-style-type: none"> • engage in role-play interviews for a part-time or summer job, asking and answering questions about skills, interests and goals, such as क्या आपके पास पहले से कोई कार्य अनुभव है? आप इस भारतीय रेस्टोरेंट में काम क्यों करना चाहते हैं? मैं हिन्दी और अंग्रेजी भाषा में निपुण हूँ।
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange greetings, wishes and thanks, using modelled language, such as नमस्ते गुरु जी, आप कैसे हो? 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • ask and respond to questions about their daily life and school routines, using modelled 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> • ask questions to clarify classroom instructions and lesson routines, 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> • make plan with peers to conduct surveys, such as आप दोनों 8वीं कक्षा

Year 7	Year 8	Year 9	Year 10
<p>नमस्ते, मैं अच्छा हूँ। आप कैसे हो? शुक्रिया। फिर मिलेंगे।</p> <ul style="list-style-type: none"> • follow classroom instructions or requests, such as बैठ जाइये। अपने विचारों को अपने बगल में बैठे व्यक्ति के साथ साझा कीजिए। • ask questions using simple phrases, such as आपको अपना नया स्कूल कैसा लग रहा है? आपकी पसंदीदा गतिविधि क्या है? क्या मैं शौचालय जा सकता हूँ? • request information, explanation or assistance, such as कृपया मुझे इसके बारे में जानकारी दें। कृपया मेरी मदद करें। 	<p>language, such as मैं सुबह छह बजे उठता हूँ। आप सुबह कितने बजे उठते हैं? क्या आप स्कूल के बाद कोई खेल खेलते हैं?</p> <ul style="list-style-type: none"> • ask for permission, assistance and clarification, such as मुझे ये बिल्कुल समझ नहीं आया, कृपया मुझे फिर से समझाइए। क्या आप मेरी मदद कर सकते हैं? • ask for, give and follow instructions or directions, such as क्या तुम मेरी इस पाठ का अभ्यास करने में मदद कर सकते हो? कठिन शब्दों को दोहराएँ। 	<p>such as गुरुजी, मुझे आपके निर्देश ठीक से समझ नहीं आए। क्या आप उन्हें दोहरा सकते हैं? क्या आज हमारी पिछले सप्ताह दिए गए शब्दों की परीक्षा होगी?</p> <ul style="list-style-type: none"> • respond to the classroom instructions and routines, such as सबसे पहले, अपनी कॉपियों पर आज की तारीख और दिन लिखो। इन शब्दों को दोहराएँ। • ask for suggestions, ideas or opinions related to an activity, such as क्या आप मुझे इसके बारे में कुछ बता सकते हैं? कल की परीक्षा के लिए हमें कौन-कौन से पाठ पढ़ने होंगे? 	<p>के बच्चों का सर्वेक्षण करो और हम दोनों 7वीं कक्षा के बच्चों का सर्वेक्षण करते हैं। सर्वेक्षण के प्रश्नों को अपनी नोटबुक (पुस्तिका) में लिखें।</p> <ul style="list-style-type: none"> • negotiate and plan an outing or activity with a peer, such as कृपया मुझे... जाने का रास्ता बताइये। हम इस शनिवार को ... देखने जा सकते हैं। हम वहां क्या गतिविधियां कर सकते हैं? • ask questions for clarification and to express agreement and disagreement, such as मुझे आपका सवाल समझ नहीं आया, क्या आप इसे दोबारा दोहरा सकते हैं? मैं आपकी बात से पूरी तरह सहमत हूँ कि...। हाँ, आप बिल्कुल सही हैं।

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • collect vocabulary and expressions from a range of 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • view adapted Hindi texts, such as advertisements, announcements, 	<p>Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p>	<p>Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p>

Year 7	Year 8	Year 9	Year 10
<p>informative texts and create word banks</p> <ul style="list-style-type: none"> listen to spoken or audiovisual texts and respond to 'true or false' questions in Hindi, using modelled words and phrases, such as हाँ, नहीं, सही, ग़लत। read/listen to a series of short texts in Hindi, identify and organise key information, such as name, age, family members, likes/dislikes, and present the information in English using an infographic, poster or retrieval chart 	<p>and podcasts to identify key information and supporting details</p> <ul style="list-style-type: none"> read/listen to a short text about an event or activity, and collect the key information from the text to develop an accompanying flyer in Hindi/English identify and compare distinct aspects of students' daily life in India with those of Australian students, such as भारत में बच्चे शनिवार को भी स्कूल जाते हैं लेकिन ऑस्ट्रेलिया में बच्चे शनिवार को स्कूल नहीं जाते। भारत में ज़्यादातर माता-पिता अपने बच्चों को प्राइवेट स्कूलों में भेजना पसंद करते हैं लेकिन ऑस्ट्रेलिया में ज़्यादातर माता-पिता अपने बच्चों को सरकारी स्कूल में भेजकर खुश हैं। 	<ul style="list-style-type: none"> gather information related to India from various online sources, and present their findings to class, such as भारत में मकर संक्रांति और दिवाली बड़े उत्साह के साथ मनाई जाती है। 40% भारतीय बच्चे 12वीं कक्षा के बाद विदेश जाकर पढ़ाई करते हैं। conduct an online class survey to collect information on different aspects of Indian culture, such as food, places, music, festivals or celebrities, and report on findings in Hindi find locations and give directions for places of interest using print/digital maps of a real or imagined town, such as हिंदी साहित्य की किताबों की दुकान प्राथमिक विद्यालय के पास है। भारतीय पारंपरिक सामान की दुकान शहर के बीच में स्थित है। 	<ul style="list-style-type: none"> compare information from spoken/written texts that contain different perspectives on future studies, employment opportunities or travel, and use the information to contribute to a class discussion compare information and ideas from a range of texts related to study, travel and employment opportunities, and establish how culture and context influence choices, such as भारत में हाई स्कूल के छात्र आमतौर पर काम नहीं करते, जबकि ऑस्ट्रेलिया में यह बहुत आम बात है। research and present the benefits of learning Hindi, and career opportunities in Hindi-speaking regions of India, such as हिंदी सीखने से मेरी अंतर-सांस्कृतिक समझ बेहतर हुई है। हिंदी और अंग्रेजी दोनों भाषाओं में पारंगत होने से मुझे भविष्य में अपना पसंदीदा काम मिलना आसान हो जाएगा। survey the class and friends to gather information about their

Year 7	Year 8	Year 9	Year 10
			<p>future plans, and present finding showing varying perspectives on future studies, such as भविष्य में पढ़ाई को लेकर आपकी क्या योजनाएं हैं? मेरी कक्षा के कुछ छात्र भविष्य में विदेश जाकर पढ़ाई करना चाहते हैं लेकिन कई छात्र अपने स्थानीय विश्वविद्यालय में दाखिला लेना चाहते हैं।</p>
<p>Develop strategies to interpret, translate and convey meaning in Hindi language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> locate appropriate meaning of vocabulary related to themselves and others, using a bilingual dictionary apply strategies when reading and/or viewing to answer questions, including scanning for key words or identifying the essential elements of a sentence, such as nouns and verbs determine or clarify the meaning of unknown and multiple-meaning words by 	<p>Apply strategies to interpret, translate and convey meaning in Hindi language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compose print/online word banks or glossaries of Hindi and English expressions used in formal and informal interactions by using a bilingual dictionary create and use a list of loan words, such as किताब, स्कूल, अलमारी, कंप्यूटर, मोबाइल locate key words in the text using the strategies of skimming and scanning guess or infer meaning from key words, structures, visual cues or 	<p>Interpret and translate non-verbal, spoken and written Hindi language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> create bilingual resources individually or collaboratively, such as lists of words/phrases, glossaries, signage, recipe books, children’s stories, timelines or brochures identify and translate words and expressions that reflect cultural values, such as नमस्ते, नम्रता, जुगाड़, चाय-पानी recognise when a literal translation is not possible or 	<p>Interpret and translate non-verbal, spoken and written Hindi language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> create bilingual texts for non-Hindi speakers planning to visit India, assisting them with travel and communication, for instance list of common phrases, menus or allergy cards, such as नमस्ते, इसकी कीमत क्या है? कृपया मुझे बताएं कि ...। make and use glossary lists for specific contexts and people (peers, visitors or younger students)

Year 7	Year 8	Year 9	Year 10
rereading, relistening or using contextual clues	context when encountering unfamiliar words in the text	when a word has more than one possible translation, for example गया can mean 'gone' or function as part of a conjunct verb to mark past tense	<ul style="list-style-type: none"> compare different translations of a text, including versions created by online translators, and discuss any issues of accuracy and reliability

Sub-strand: Creating text in Hindi

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> develop the text for a slide show presentation with audio narration about themselves and others create and present simple texts, for instance messages or scripts for presentations, by adapting familiar texts and/or using modelled structures and language, such as मेरे प्रिय मित्र ..., प्रिय पिता जी, मैं आपसे विनम्रतापूर्वक अनुरोध करता हूँ कि ...। produce texts describing real people or fictional characters, such as cartoons, big/picture books, digital stories/books or plays, for different learners 	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> make a storyboard exploring or explaining the sequence of events in a series of interrelated short stories make a journal entry about their experience of a significant event or milestone, such as पिछले सप्ताहांत मैं अपने दोस्तों के साथ एडवेंचर वर्ल्ड गया था। उस दिन बहुत गर्मी थी। बहुसांस्कृतिक कार्यक्रम में मुझे सर्वश्रेष्ठ वक्ता होने का सम्मान मिला। write a recount of a favourite activity or event, such as मैं अपने दोस्तों के साथ व्हाइटमैन पार्क में ज़िपलाइनिंग करने गया था। हमने ज़िपलाइनिंग गतिविधि का भरपूर आनंद लिया। 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> produce a classroom poster, locating and describing in Hindi, popular places, foods and other prominent aspects of a city in India create and present an informative text on a traditional Indian sport or food, highlighting its significant aspects, such as डेयरी उत्पाद भारतीय आहार का मुख्य हिस्सा हैं। शतरंज भारत में प्राचीन काल से ही लोकप्रिय रहा है। create a visual text for instance an infographic or poster, to identify similarities and differences between Indian and Australian culture, such as भारतीय युवा क्रिकेट और कबड्डी खेलना पसंद 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> write a journal entry about learning Hindi in the senior years of schooling, identifying the pros and cons for continuing to study Hindi, and use the information to discuss with other students or present to the class create and present an infographic on future jobs and professions write simple imaginative texts that involve fictional characters, places and experiences, such as writing a letter or email to an imaginary friend in India, sharing plans about future studies or work, and inquiring about study and work opportunities in India

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> • create and present informative spoken/written texts about themselves 	<ul style="list-style-type: none"> • develop the script of an interview between a student and an Indian teenager or an Indian celebrity about their daily life 	<p>करते हैं जबकि ऑस्ट्रेलियाई युवा क्रिकेट और फुटबॉल खेलने के शौकीन हैं।</p> <ul style="list-style-type: none"> • write a review or create a commentary script of a traditional Hindi game, such as कबड्डी भारत के सभी राज्यों में सबसे लोकप्रिय खेल है। आप प्रो कबड्डी लीग का यह पहिला मैच देख रहे हैं। 	

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Hindi</p> <p>For example:</p> <ul style="list-style-type: none"> • use the 13 vowels and 33 consonants, and the sounds associated with them • experiment using the short and long sounds associated with the vowels, and practice sounding the retroflex consonant sounds, such as ट, ठ, ड, ढ, ण • experiment using the nasalised sounds associated with bindu (ं) and chandrabinu (ँ) • experiment using appropriate rising intonation in questions, such as क्या आपको क्रिकेट पसंद है? क्या आपके पास कोई पालतू जानवर है? 	<p>Apply familiar linguistic features of spoken Hindi to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • use the sounds of the voiced and voiceless aspirated consonants, such as ख, छ, ठ, थ, फ, घ, झ, ढ, ध, भ • use the pronunciation rule that each consonant has an inherent vowel/<i>schwa</i> sound, but its short/half form does not carry the inherent vowel/<i>schwa</i> sound • use sound files and text-to-speech software to practice pronunciation of words • use correct stress and rhythm when saying common verbs and expressions, such as फिर क्या हुआ? अच्छा तो फिर क्या हुआ!; अच्छा? अच्छा! 	<p>Apply linguistic features of spoken Hindi to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • apply knowledge of different sounds associated with aspirated and unaspirated sounds • use the rules associated with the pronunciation of consonants, and half and conjunct consonants • experiment with differences in tone and rhythm between statements and questions, such as यह आपका सामान है। यह आपका सामान है? 	<p>Apply a range of linguistic features of spoken Hindi to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> • apply features of the Hindi sound system, including <i>matras</i>, conjunct and nasalised sounds, and sounds associated with under dotted characters • apply the rules of Hindi pronunciation and intonation, and use prior phonic knowledge to predict sound • apply authentic pitch, rhythm, stress, pronunciation and intonation modelled in Hindi in spoken texts, such as listening to and imitating Hindi speakers in radio programs or interviews

Year 7	Year 8	Year 9	Year 10
<p>Begin to use linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • apply rules of writing in <i>Devanāgarī</i> script recognising that it is written from left to right and letters are joined on top by a line to form a word • use a <i>bindu</i> (◌ं) to represent nasalisation of a consonant, and <i>chandrabinu</i> (◌ँ) to represent nasalisation of a vowel • use the under-dotted characters क़, ख़, ग़, ज़, फ़ to represent loan sounds from other languages, such as Arabic, English, Persian, Portuguese and Turkish • recognise and use nouns to identify people and objects, using singular and plural forms to describe themselves, family and friends, such as माँ, बहनें, पर्थ, पुस्तक, बस • observe how grammatical gender and number shape different parts 	<p>Use linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • describe their daily and weekly routine by using adverbs of frequency, such as मैं हर शाम अपने परिवार के साथ टहलने जाता हूँ। हर शनिवार को मेरा क्रिकेट मैच होता है। • create simple sentences by experimenting with writing half-consonants and using them to form words, such as बच्चा, कच्चा, अच्छा, मक्खी, राज्य, आज दिन बहुत अच्छा है। • write short texts by applying correct word order, subject-verb agreement, and simple sentence structure, such as वह बहुत अच्छा गाता है। वह बहुत अच्छा गाती है। लड़के बहुत अच्छा गाते हैं। लड़कियाँ बहुत अच्छा गाती हैं। • ask questions related to daily life, school routines and leisure time by using appropriate interrogatives, such as आपको कौन सा खेल सबसे ज़्यादा पसंद है? आप सुबह 	<p>Select and use linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • understand and use the joining (सन्धि) rules to spell and write words • use superlative and comparative forms of adjectives, such as इस साल दिवाली मेले में पिछले साल से ज़्यादा भीड़ थी। मुझे सभी भारतीय त्यौहारों में से होली सबसे अधिक पसंद है। • use conjunctions to connect words, phrases and clauses, such as मुझे सभी तरह के भारतीय पारंपरिक कपड़े पसंद हैं लेकिन उनमें से मुझे साड़ी और लहंगा-चोली सबसे ज़्यादा पसंद है। • use a range of verbs and conjugate them to indicate action in present, past and future tenses, such as मैं हर रविवार बॉलीवुड नृत्य कक्षाओं में जाता हूँ। मैं अपनी भारत यात्रा के दौरान ताजमहल देखने गया था। मैं भारतीय खाना बनाना सीखने के लिए अपने दोस्त के घर जाऊंगा। 	<p>Select and use a range of linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use conjunctions to create compound and complex sentences, such as मुझे चित्रकारी बहुत पसंद है और मैं हर सप्ताहांत चित्रकारी सिखने जाता हूँ। मैं अपने स्कूल काउंसलर से मिलूंगा ताकि मैं अपने पसंदीदा व्यवसाय के बारे में और जान सकूँ। • use modal verbs to express ability, willingness and obligation, such as आपको अपनी परीक्षा के लिए कड़ी मेहनत करनी चाहिए। इस मामले के बारे में ज़्यादा जानने के लिए आपको अपने स्कूल के काउंसलर से मिलना होगा। • use future and conditional tenses to discuss their present and future plans, such as यदि आप मन लगा कर पढ़ाई करोगे तो अच्छे अंक अवश्य प्राप्त कर सकते हो।

Year 7	Year 8	Year 9	Year 10
of the discourse, such as nouns, articles, adjectives and verbs	कितने बजे उठते हैं? आप सुबह स्कूल कैसे जाते हैं?		<ul style="list-style-type: none"> experiment using common Hindi idioms, such as मुँह मीठा करना, अंधों में काना राजा
<p>Begin to notice similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> begin to use metalanguage to discuss grammatical structures in Hindi, such as subject, predicate and object recognise main features of familiar text types in Hindi, such as letter, email, narrative, report, procedure and description recognise the difference in word order in Hindi and English, such as subject+object+verb in Hindi and subject+verb+object in English 	<p>Identify similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> use relevant metalanguage to explain how some parts of speech, such as verbs, nouns, pronouns, adjectives and subject, work differently in Hindi and English discuss similarities and differences in register when using Hindi and English in different contexts, such as when giving an oral presentation to the class or talking to a peer observe the use of colloquial language and borrowed words used in daily life, such as अरे! क्या बात है। कंप्यूटर, फोन 	<p>Discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> use metalanguage to describe that case marking in Hindi depends on nouns and pronouns, and their grammatical gender, such as मेरे घर के पास एक बहुत बड़ी भारतीय किराने की दुकान है। use metalanguage for discussing cultural expressions and representation, such as वीर, शान, कुर्ता-पायजामा use cognates and loan words in both Hindi and English, such as हज़ूर, साबुन, विद्यालय, सब्ज़ी, क़िला 	<p>Reflect on and discuss the use of linguistic features in Hindi texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> use metalanguage to discuss forms and functions of language, such as identifying and explaining different types of adverbs, adjectives and sentence structures relating to grammatical functions (predicate, subjects and objects) explore the influence of English in Hindi to express concepts and practices in study, technology and travel, such as हेलो, ऑफिस, लैपटॉप, इंटरनेट, टीचर discuss similarities and differences between prepositions and postpositions, is that prepositions in English become

Year 7	Year 8	Year 9	Year 10
			postpositions in Hindi as they always follow nouns

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • identify and use words and expressions that reflect cultural practices when addressing someone, such as नमस्ते, आप कैसे हैं? or the practice of using the English terms ‘Aunty’ or ‘Uncle’ when addressing unknown elders • compare their own ways of using language with those of peers, thinking about how family and community shape identity and communication 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • compare language use in similar social situations in Hindi and English • consider the cultural significance of language associated with certain social interactions, such as wedding invitations compared to invitations to a teenage party, and greeting and taking leave from people they know • observe language choices and gestures used by Hindi speakers, and consider how to use these in their own communication 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • discuss culturally significant concepts encountered in texts and make comparisons with Australian culture • examine how the regional languages and cultures of Hindi-speaking communities reflect strong connection with land/country, natural resources, and how these can be compared to the Aboriginal and Torres Strait Islander languages and cultures • consider how one’s own ideas, practices and responses may be perceived in Hindi and English 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> • reflect on how the study of Hindi has given them an understanding of the value of communicating within and across languages, and discuss the interrelationship between Hindi, English and other languages, and how this has changed their perception about who they are and how they communicate • reflect on observations and choices they make when interacting with friends who speak both Hindi and English, such as switching between Hindi and English during conversation • understand how ways of thinking, communicating and

Year 7	Year 8	Year 9	Year 10
			behaving reflect cultural identity, and whether these ways shift over time and according to context and situation