



# Western Australian Curriculum

## Languages | Hindi

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Scope and sequence | Years 7–10

Draft for consultation | Not for implementation

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## **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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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 the 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.

<b>Languages</b>		
<b>Hindi</b>		
<b>Communicating</b>		
Interacting in Hindi	Mediating meaning in and between languages	Creating text in Hindi
<b>Understanding language and culture</b>		
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, family and friends, and interests</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange greetings, wishes and thanks, adjusting language to suit the situation, such as नमस्ते महोदय/गुरु जी, आप कैसे हो? शुक्रिया। फिर मिलेंगे।</li> <li>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।</li> <li>interview peers about themselves, their families, pets, and likes and dislikes, such as आपके कितने भाई-बहन हैं? आपका पसंदीदा पालतू जानवर कौन सा है? आपका पसंदीदा विषय कौन सा है?</li> <li>share ideas and opinions about interests, such as मुझे सुबह टहलना बहुत पसंद है। विज्ञान मेरा पसंदीदा विषय है। मुझे तैराकी और फुटबॉल पसंद है।</li> </ul>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share information about interests, and leisure time activities 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।</li> <li>share and compare personal routines, such as गुरुवार को मैं स्कूल के बाद तैराकी करने जाता हूँ। यह मेरा सबसे व्यस्त दिन है। आपके लिए कौन सा दिन सबसे व्यस्त है?</li> <li>discuss daily routines, and roles and responsibilities at school and home, such as हर शुक्रवार सुबह 8:00 बजे हम स्कूल असेंबली में जाते हैं। मंगलवार की सुबह मेरी विज्ञान, शारीरिक शिक्षा और अंग्रेजी की कक्षाएं होती हैं।</li> </ul>	<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"> <li>share experiences and describe events, using formulaic phrases, such as हर साल मैं ...। पिछले साल की तरह, इस साल भी ...। मुझे बहुत अच्छा लगा कि ...।</li> <li>recount personal experiences and express opinions, using present and past tenses as appropriate, 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।</li> <li>participate in informal conversations, providing 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।</li> </ul>	<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"> <li>participate in discussions to share and gather information about their study and travel plans, such as भारत जाने से पहले मुझे किन सांस्कृतिक पहलुओं को ध्यान में रखना चाहिए? भविष्य में आप कौन सा पेशा अपनाना चाहते हैं?</li> <li>exchange personal views and ideas 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 चलाने के लिए पार्ट-टाइम (अंशकालिक) नौकरी की ज़रूरत है।</li> <li>provide and seek opinions, and express agreement and disagreement regarding future studies and 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 (इकट्ठी कर) लेनी चाहिए।</li> </ul>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>follow classroom instructions and routines, such as बैठ जाइये। अपने विचारों को अपने बगल में बैठे व्यक्ति के साथ साझा कीजिए।</li> <li>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?</li> <li>request information, explanation or help, such as कृपया मुझे इसके बारे में जानकारी दें। कृपया मेरी मदद करें।</li> </ul>	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ask and respond to questions about their daily life and school routines, using modelled language, such as मैं सुबह छह बजे उठता हूँ। आप सुबह कितने बजे उठते हैं? क्या आप स्कूल के बाद कोई खेलते हैं?</li> <li>ask for permission, assistance and clarification, such as मुझे ये बिल्कुल समझ नहीं आ रहा, प्लीज़ मुझे फिर से समझाइए। क्या आप मेरी मदद कर सकते हैं?</li> <li>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।</li> </ul>	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ask questions to clarify classroom instructions and lesson routines, such as गुरुजी, मुझे आपके निर्देश ठीक से समझ नहीं आए। क्या आप उन्हें दोहरा सकते हैं? आज आपकी पिछले हफ़्ते दिए गए शब्दों की परीक्षा होगी।</li> <li>respond to the classroom instructions and routines, such as सबसे पहले, अपनी कॉपियों पर आज की तारीख और दिन लिखो। इन शब्दों को दोहराएँ।</li> <li>make suggestions using modal verbs and other appropriate expressions, such as क्या आप मुझे इसके बारे में कुछ बता सकते हैं? कल की परीक्षा के लिए हमें कौन-कौन से पाठ पढ़ने होंगे?</li> </ul>	<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"> <li>make plan with peers to conduct surveys, such as आप दोनों 8वीं कक्षा के बच्चों का सर्वेक्षण करें और हम दोनों 7वीं कक्षा के बच्चों का सर्वेक्षण करते हैं।</li> <li>negotiate and plan an outing or an imagined trip to India with a peer, such as कृपया मुझे... जाने का रास्ता बताइये। यहाँ से सीधे जाइये, पहली गली छोड़ कर दूसरी गली में मुड़ जाइये। क्या आप मुझे बता सकते हैं कि यह जगह यहाँ से कितनी दूर है? हम वहाँ क्या गतिविधियाँ कर सकते हैं?</li> <li>ask questions for clarifications and 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।</li> </ul>

## 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 short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>collect vocabulary and expressions from a range of informative texts and create a word wall</li> <li>listen to texts, videos or audio recordings and respond to true or false questions in Hindi, using formulaic words and phrases, such as <b>हाँ, नहीं, सही, ग़लत।</b></li> <li>listen to or view authentic Hindi texts, such as podcasts, Hindi radio and television shows, and advertisements, to identify the use of different language for different audiences, and collate findings in a visual presentation</li> <li>collect data from class surveys, conducted in Hindi, about interests, and summarise in English/Hindi</li> </ul>	<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"> <li>listen to, read or view authentic Hindi texts, such as advertisements, announcements, and podcasts to identify key information and supporting details</li> <li>watch, read or 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 or English</li> <li>identify distinct aspects of daily life in India and compare these with Australia, such as <b>भारत में बच्चे शनिवार को भी स्कूल जाते हैं। ऑस्ट्रेलिया में बच्चे शनिवार को स्कूल नहीं जाते। भारत में ज्यादातर माता-पिता अपने बच्चों को प्राइवेट स्कूलों में भेजना पसंद करते हैं।</b></li> </ul>	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>research a topic of interest, and tailor and present information to their audience, such as <b>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।</b></li> <li>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</li> <li>read or listen to a variety of texts about regional food traditions and lifestyles in India, then summarise the key information and compare regional differences in a visual format or class presentation, explaining how geography and culture influence food</li> <li>use print or digital maps of a real or imagined town to find locations and give directions for places of interest, such as <b>हिंदी साहित्य की किताबों की दुकान प्राथमिक विद्यालय के पास है। भारतीय पारंपरिक सामान की दुकान शहर के बीच में स्थित है।</b></li> </ul>	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>view, read and/or listen to texts that contain different perspectives on future studies, employment opportunities or travel, and compare information to support debates or informative presentations</li> <li>identify and evaluate 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 <b>भारत में हाई स्कूल के छात्र आमतौर पर काम पर नहीं जाते, जबकि ऑस्ट्रेलिया में यह बहुत आम बात है।</b></li> <li>research and present the benefits of learning Hindi, and career opportunities in Hindi-speaking regions of India, such as <b>हिंदी सीखने से मेरी अंतर-सांस्कृतिक समझ बेहतर हुई है। हिंदी और अंग्रेजी दोनों भाषाओं में पारंगत होने से मुझे भविष्य में विभिन्न क्षेत्रों में काम करने का अवसर मिलेगा।</b></li> <li>survey the class and friends regarding future plans, and collate and present finding showing varying perspectives, such as <b>मेरी कक्षा के कुछ छात्र भविष्य में विदेश जाकर पढ़ाई करना चाहते हैं। लेकिन कई छात्र अपने स्थानीय विश्वविद्यालय में दाखिला लेना चाहते हैं।</b></li> </ul>
<p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use bilingual dictionaries and online translation tools to find the correct meaning of words and expressions within a given context</li> <li>engage with listening tasks that require listening several times, to identify information and translate unknown vocabulary using context to guide the most accurate translation</li> <li>translate and interpret short phrases or texts, and identify and find the meaning of words that do not have English equivalents, such as <b>रिश्तेदारी, लंगर, सुहाग</b></li> </ul>	<p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use bilingual learning resources and electronic translation tools to compose print or digital word banks or glossaries of Hindi and English expressions used in formal and informal interactions</li> <li>create and use a list of loan words and cognates, such as <b>किताब, स्कूल, आलमारी, कंप्यूटर, मोबाइल</b></li> <li>practice skimming and scanning to locate key words</li> <li>guess or infer meaning from key words, structures, visual cues or context</li> </ul>	<p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create bilingual resources individually or collaboratively, such as lists of words/phrases, glossaries, signage, recipe books, children's stories, timelines or brochures</li> <li>identify and translate words and expressions that reflect cultural values, such as <b>नमस्ते, नम्रता, जुगाड़, चाय-पानी, शीतलता</b></li> <li>recognise when literal translation is not possible, or more than one translation is possible, for example, <b>गया</b> can be translated as gone or it can be used as a part of a conjunct verb in the past tense, <b>बन गया, चला गया, हो गया</b></li> </ul>	<p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create bilingual texts for non-Hindi speakers planning to visit India, assisting them with travel and communication, such as list of common phrases, menus or allergy cards <b>नमस्ते, इसकी कीमत क्या है? कृपया मुझे बताएं कि ...।</b> experiment with different resources to assist in translation and find the correct meaning in context, such as using bilingual dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual translations, back translating, and swapping useful references</li> <li>make and use glossary lists for specific contexts and people (peers, visitors or younger students)</li> </ul>

## 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"> <li>• create a slide show with audio narration about a topic, such as 'All about me, my hobbies, family and friends'</li> <li>• write short texts to friends or family members to share information about aspects of their home or school life, using appropriate phrases to mark respect for age, gender and social authority, such as मेरे प्रिय मित्र ..., प्रिय पिता जी, मैं आपसे विनम्रतापूर्वक अनुरोध करता हूँ कि ...।</li> <li>• use appropriate digital tools to create and present informative oral or written text about themselves or their classroom routines</li> <li>• adapt, rewrite and present a familiar story to class, such as चरवाहा लड़का और भेड़िया (<i>The boy who cried wolf</i>), खरगोश और कछुआ (<i>The tortoise and the hare</i>)</li> </ul>	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a storyboard exploring or explaining the sequence of events in a series of interrelated short stories</li> <li>• make journal entries about their experience of an event or activity, recording significant milestones, such as पिछले सप्ताहांत में अपने दोस्तों के साथ एडवेंचर वर्ल्ड गया था। उस दिन बहुत गर्मी थी। बहुसांस्कृतिक कार्यक्रम में मुझे सर्वश्रेष्ठ वक्ता होने का सम्मान मिला।</li> <li>• 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।</li> <li>• create an imaginative text, such as a short story and present using voice recording and/or digital presentation software</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• produce a classroom poster, marking and describing in Hindi, locations and key highlights of different locations</li> <li>• 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।</li> <li>• create a chart to identify similarities and differences between Indian and Australian culture, such as भारतीयों को क्रिकेट और कबड्डी पसंद है जबकि ऑस्ट्रेलियाई लोग क्रिकेट और फुटबॉल के शौकीन हैं। शाकाहारी भोजन भारतीय व्यंजनों का मुख्य हिस्सा है।</li> <li>• 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। हॉकी भारत के पारंपरिक खेलों में से एक है।</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• produce a class print or digital poster, highlighting the benefits of learning Hindi</li> <li>• create and present an infographic on future jobs and professions</li> <li>• create bilingual texts (word lists, common phrases, maps, menus or allergy cards) for non-Hindi speakers planning to visit India to assist them with travel and communication, such as नमस्ते, इसकी कीमत क्या है? कृपया मुझे बताएं कि ...।</li> <li>• write simple imaginative texts that involve imagined characters, places and experiences</li> </ul>

## 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"> <li>recognise 13 vowels and 33 consonants, and the sounds associated with them</li> <li>notice that each consonant has an inherent vowel sound</li> <li>notice the distinction between the short and long sounds associated with the vowels</li> <li>recognise and practice sounding the retroflex sounds, such as ट, ठ, ड, ढ, ण</li> <li>recognise the nasalised sounds associated with <i>bindu</i> (ं) and <i>chandrabinu</i> (ँ)</li> </ul>	<p>Apply familiar linguistic features of spoken Hindi to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use the sounds of the voiced and voiceless aspirated consonants, such as ख, छ, ठ, थ, फ, घ, झ, ढ, ध, भ</li> <li>experiment with the formation and pronunciation of conjunct consonants, such as स+त→स्त in the word दोस्त</li> <li>recognise and correctly pronounce the under-dotted characters as required, such as खज़ाना, गज़ल</li> <li>recognise that each consonant has an inherent vowel/schwa sound, but its short/half form does not carry the inherent vowel/schwa sound</li> </ul>	<p>Apply linguistic features of spoken Hindi to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>distinguish and use aspirated and unaspirated sounds, such as क-ख, द-ध</li> <li>recognise that there are many different dialects of Hindi spoken in India, such as Braj Bhasha, Maithili, Haryanvi, Bhojpuri, and in other regions of the world, such as Fijian Hindi (in Fiji), Maithili (in Nepal), involving variations in pronunciation, accents and vocabulary</li> <li>apply rules of regular and irregular elements of spoken and written Hindi, including the influence of accents and expression on pronunciation and spelling, such as the use of वौ in spoken Hindi in place of वह in written Hindi</li> </ul>	<p>Apply a range of linguistic features of spoken Hindi to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>apply features of the Hindi sound system, <i>matras</i>, conjunct sounds, <i>bindu</i> and <i>chandrabinu</i> and underdotted characters while pronouncing Hindi words</li> <li>apply the rules of Hindi pronunciation and intonation, and use prior phonic knowledge to predict sound</li> <li>identify that the majority of characters in the <i>Devanagari</i> script occur as partners and the first sound in each pair is unaspirated and the second sound in each pair is aspirated, such as क, ख and ग, घ, क, ग are unaspirated sounds and ख, घ are aspirated sounds</li> </ul>

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"> <li>practice writing in Devanāgarī script recognising that it is written from left to right and letters are joined on top by a line to form a word</li> <li>recognise that a <i>bindu</i> (ं) represents nasalisation of a consonant and or <i>chandrabindu</i> (ँ) represents nasalisation of a vowel</li> <li>recognise that the under-dotted characters क़, ख़, ग़, ज़, फ़ are used to represent loan sounds from other languages, such as Arabic, English, Persian, Portuguese and Turkish</li> <li>recognise and use pronouns for people, places and objects in singular and plural forms, such as मैं, हम, तुम, तू, आप, मेरा</li> <li>recognise and use nouns to identify people and objects, using singular and plural forms to describe self, family and friends, such as माँ, बहन, पथ, पुस्तक, बस</li> </ul>	<p>Use familiar linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>understand the writing of half-consonants and use them to form words and simple sentences, such as बच्चा, कच्चा, अच्छा, मक्खी, राज्य, कदु, आज दिन बहुत अच्छा है।</li> <li>understand that verbs agree with gender, number and tense, such as वह बहुत अच्छा गाता है। वह बहुत अच्छा गाती है। लड़के बहुत अच्छा गाते हैं। लड़कियाँ बहुत अच्छा गाती हैं।</li> <li>describe quantities using cardinal numbers, such as एक, पांच, चौदह, एक सौ and write ordinal numbers पहला, पांचवां, छठा, चौदहवां, सौवां</li> <li>use appropriate interrogatives to ask questions related to daily life, school routines and leisure time, such as आपको कौन सा खेल सबसे ज्यादा पसंद है? आप सुबह कितने बजे उठते हैं? आप सुबह स्कूल कैसे जाते हैं?</li> </ul>	<p>Select and use a range of familiar linguistic features of Hindi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>understand and use the basic joining (सन्धि) rules to spell and write words</li> <li>use superlative and comparative forms of adjectives, such as इस साल दिवाली मेले में पिछले साल से ज्यादा भीड़ थी। मुझे सभी भारतीय त्यौहारों में से होली सबसे अधिक पसंद है।</li> <li>use conjunctions to connect words, phrases and clauses, such as मुझे सभी तरह के भारतीय पारंपरिक कपड़े पसंद हैं लेकिन उनमें से मुझे साड़ी सबसे ज्यादा पसंद है।</li> <li>use a range of verbs and conjugate verbs 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।</li> </ul>	<p>Select and use an extended range of linguistic features of Hindi to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>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 पेशे (करियर) के बारे में और जान सकूँ।</li> <li>develop an understanding of modal verbs to express ability/willingness/obligation, such as आपको अपनी परीक्षा के लिए कड़ी मेहनत करनी चाहिए। इस मामले के बारे में ज्यादा जानने के लिए आपको अपने स्कूल के काउंसलर से मिलना होगा।</li> <li>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।</li> <li>explore common Hindi idioms, such as मुँह मीठा करना, अंधों में काना राजा</li> </ul>
<p>Begin to notice and discuss the similarities and differences between Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>begin to notice differences in modality and politeness between Hindi and English, such as मैं संगीत सीखना चाहता हूँ। आज मेरा फुटबॉल मैच है, इसलिए मुझे अपनी क्लास जल्दी खत्म करनी होगी। कृपया मुझे इसके बारे में और बताएँ।</li> <li>recognise main features of familiar text types in Hindi, such as letter, email, narrative, report, procedure and description</li> <li>begin to use metalanguage to understand and discuss grammatical structures and features of texts</li> </ul>	<p>Notice and discuss similarities and differences between Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>begin to use language features and word order, and similarities and differences between Hindi and English, using relevant metalanguage, such as nouns, pronouns, verbs and adjectives</li> <li>talk about similarities and differences in register when using Hindi and English in different contexts, such as when giving an oral presentation to the class, talking to a peer, negotiating with a salesman or visiting the doctor</li> <li>recognise the use of colloquial language and borrowed words used in daily life and on social media, such as कंप्यूटर, फोन, फिर मिलेंगे</li> </ul>	<p>Discuss similarities and differences between Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>develop metalanguage to describe and apply grammatical concepts and language elements</li> <li>develop metalanguage for discussing cultural expressions and representation, such as वीर, शान, कुर्ता-पायजामा</li> <li>reflect on cognates and loan words in both Hindi and English, such as हुजूर, साबुन, विद्यालय, सब्ज़ी, किला</li> <li>develop understanding that prepositions in English become postpositions in Hindi as they always follow nouns</li> <li>recognise and use direct and oblique case markers</li> </ul>	<p>Reflect on and discuss the use of linguistic features in Hindi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>apply text structure and word choices for specific audiences and purposes</li> <li>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</li> <li>explore the influence of English in Hindi to express concepts and practices in music, technology and other areas of popular culture, such as हेलो, ऑफिस, लैपटॉप, इंटरनेट, टीचर</li> </ul>

## 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"> <li>• 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 older people</li> <li>• identify the significance of some Indian cultural practices, events, concepts and values</li> <li>• compare their own ways of using language with those of peers, thinking about how family and community shape identity and communication</li> </ul>	<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"> <li>• compare language use in similar social situations in Hindi and English</li> <li>• 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</li> <li>• observe language choices and gestures used by Hindi speakers, and consider how to use these in their own communication</li> </ul>	<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"> <li>• discuss culturally significant concepts encountered in texts and make comparisons with Australian culture</li> <li>• examine how Aboriginal and Torres Strait Islander peoples and Indian people have a strong connection with land/country, natural resources and their regional dialects</li> <li>• consider how one's own ideas, practices and responses may be perceived in Hindi and English</li> </ul>	<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"> <li>• reflect on how the study of Hindi has given them an understanding of the value of communicating within and across languages</li> <li>• reflect on the choices they make when interacting with friends who speak both Hindi and English</li> <li>• discuss how ways of thinking, communicating and behaving reflect cultural identity, and whether these ways shift over time and according to context and situation</li> </ul>