

## Hindi 5-7 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>WE ARE FAMILY, WE ARE ONE!</b>	<b>CHOOSE YOUR OWN ADVENTURE</b>	<b>LET'S GET MOVING</b>	<b>10 THINGS I LOVE ABOUT INDIA</b>
<p><b>KEY QUESTION:</b> Why is my family important to me?</p> <p><b>KEY CONCEPTS:</b> identity, family, intercultural understanding</p> <p><b>KEY PROCESSES:</b> Planning, interacting, responding, synthesising</p>	<p><b>KEY QUESTION:</b> If you could choose where would you go and why?</p> <p><b>KEY CONCEPTS:</b> Adventure, Leisure, Place</p> <p><b>KEY PROCESSES:</b> Selecting, Comparing, Researching, Presenting</p>	<p><b>KEY QUESTION:</b> How does sport bring people together?</p> <p><b>KEY CONCEPTS:</b> events, community, tradition</p> <p><b>KEY PROCESSES:</b> Creating, comparing, performing, sharing, explaining</p>	<p><b>KEY QUESTION:</b> What are the things that make India unique? What do you love about India and Australia?</p> <p><b>KEY CONCEPTS:</b> Cultural heritage, expression, information, representation</p> <p><b>KEY PROCESSES:</b> discussing, comparing evaluating, identifying</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Collect, classify and compare information from a range of sources relating to social and cultural worlds</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences.</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Collect, classify and compare information from a range of sources relating to social and cultural worlds.</p>	<p style="text-align: center;"><b>CREATING</b></p> <p>Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource.</p> <p style="text-align: center;"><b>REFLECTING</b></p> <p>Discuss the effects of switching between languages, noticing when they choose to use either Hindi or</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences.</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to</p>

<p><b>CREATING</b> Compose and perform expressive and imaginative texts such as stories, songs based on a stimulus or concept, theme or resource</p> <p><b>TRANSLATING</b> Create bilingual texts such as posters, games to support their own and others' learning</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants</p>	<p><b>TRANSLATING</b> Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained</p> <p><b>REFLECTING</b> Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages</p>	<p>English and how each language and associated cultures influences their ways of communicating.</p> <p><b>TRANSLATING</b> Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained.</p> <p><b>SYSTEMS OF LANGUAGE</b> Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages</p>	<p>elements such as storylines, characters and themes</p> <p><b>INFORMING</b> Convey information about aspects of language and culture in formats to suit different audiences and contexts</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages</p>
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## Across the year

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

### Years 5-6 Achievement Standard

By the end of Year 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनका आँख का तारा हूँ। मेरे परिवार में हम सब साथ रहते हैं। मुझे लगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कर دیجिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है एक...। सच पूछो तो मेरे विचार से...। मैं इस बात से सहमत हूँ...। They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं एक...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है एक..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है?, मुझे एक कालो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपको दुकान में सब से अच्छी फोटो कौन सी है, मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता है? आप के भोजनालय में सबसे स्वाद भोजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नहीं, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करना है, मेरे हिस्से से वहाँ जाना ठीक नहीं है, यह खाना बहुत स्वाद है, हमें वहाँ से खाना लेना चाहिये. Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पंचतंत्र कहानियाँ, दादी का कहानियाँ, अल्लाहिन का चिराग, चाचा चौधरी और साबू विहम और बैताल, पंक और बबलू, अकबर-बीरबल के कस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, मेम, अहंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना। They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं आ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खड़े हैं. They create bilingual texts for their own and others' learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.

Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ

जाएँगे? तुम अच्छे बने हो। They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो। They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems.

### Years 7-8 Achievement Standard

By the end of Year 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत खुशी हुई, धन्यवाद, मुबारक हो। जन्मदिन का हार्दिक शुभकामनायें। बड़े दुःख का बात है; मुझे आप से सहानुभूति है। आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ. Student complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कतने का है? यह और कौन कौन से रंग में उपलब्ध है? खाने में मिचल थोड़ी ज्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापस नहीं ले सकते क्योंकि आपने रसीद खो दी है। They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, ध्यान देने का बात है कि ..., यह एक और दलचस्प पहलू है...; जो आप कह रहे हैं वह ठीक है मगर यद्यपि दूसरे दृष्टिकोण से देखा जाए तो यह कहना गलत नहीं होगा कि.... यह विषय विवादास्पद है. When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-, समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सही लगन से करना चाहिये जिस से हमें सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion. They translate texts from Hindi into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.

Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to

interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Hindi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.

***Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.***

Updated 22/12/2017