



## **SAMPLE COURSE OUTLINE**

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**HINDI: SECOND LANGUAGE  
ATAR YEAR 12**

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## **Acknowledgement of Country**

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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.

## Sample course outline

### Hindi: Second Language – ATAR Year 12

#### Unit 3 – भारत की खोज (Explore India)

#### Semester 1

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the Hindi: Second Language course, unit and assessment requirements.</p> <p><b>Perspective and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Personal – Lifestyle choices. Students explore how Indian culture has influenced their lives.</p> <p><b>Text types and styles of writing</b> Text types Provide opportunities for students to respond to and/or produce, the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• conversation</li> <li>• invitation</li> <li>• review</li> <li>• summary.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, Lifestyle choices.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (qualitative)</li> <li>• adverbs (manner)</li> <li>• conjunctions (connective, alternative)</li> <li>• prepositions (purpose, medium)</li> <li>• pronouns (demonstrative)</li> <li>• sentences and phrases (idioms).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• consolidating understanding of consonants, <i>matra</i> and <i>sandhi</i> to form sentences</li> <li>• using a dictionary to interpret new phonetic symbols to form new vocabulary</li> <li>• using sentences to communicate with others in Hindi</li> <li>• making connections between English and Hindi words</li> <li>• using conjunctions to form compound sentences in relation to the topics.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and culture:</p> <ul style="list-style-type: none"> <li>• common Indian behaviours/practices related to lifestyle choices</li> <li>• explore all things Indian in the lives of young people.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• read, listen to and view texts in Hindi</li> <li>• work out meaning of familiar and unfamiliar language by applying rules</li> <li>• make links between English and Hindi texts</li> <li>• analyse and evaluate information and ideas</li> <li>• scan texts, highlight key words and select appropriate information</li> <li>• read a question and determine the topic, audience, purpose, text type and style of writing</li> <li>• use synonyms for variety in the sentences, and conjunctions to link sentences.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 1: Responding to texts</b> Listen to, read and view texts in Hindi and respond in Hindi or English, as specified, to questions in Hindi or English.</p>
6–10	<p><b>Perspective and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Community – Entertainment. Students investigate Indian films and social media and their influence on the lives of Hindi-speaking communities.</p> <p><b>Text types and styles of writing</b> Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• blog post</li> <li>• conversation</li> <li>• journal entry</li> <li>• review</li> <li>• script – interview.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, Entertainment.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (qualitative, number)</li> <li>• adverbs (manner, time)</li> <li>• pronouns (interrogative)</li> <li>• sentences and phrases (compound, negative)</li> <li>• tenses (present continuous, present perfect).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• consolidating understanding of consonants, <i>matra</i> and <i>sandhi</i> to form sentences</li> <li>• using a dictionary to interpret new phonetic symbols to form new vocabulary</li> <li>• using sentences to communicate with others in Hindi</li> <li>• making connections between English and Hindi words</li> <li>• using conjunctions to form compound sentences in relation to the topics.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and culture:</p> <ul style="list-style-type: none"> <li>• place of Indian films and social media in India and Hindi-speaking communities</li> <li>• influence of social media in the lives of young people.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• learn vocabulary and set phrases in context</li> <li>• structure an argument and express ideas and opinions</li> <li>• reflect on cultural meanings, including register and tone</li> <li>• use synonyms for variety in the sentences, and conjunctions to link sentences</li> <li>• organise and maintain coherence of written text</li> <li>• evaluate and redraft written texts to enhance meaning</li> <li>• proofread the text once written.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 2: Written communication</b> Write a report of approximately 200 words in Hindi.</p>
11–15	<p><b>Perspective and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Global – Made in India. Students examine how Indian brands are positioned in the global community.</p> <p><b>Text types and styles of writing</b> Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• interview</li> <li>• message</li> <li>• presentation</li> <li>• review</li> <li>• role play</li> <li>• script – speech, interview, dialogue</li> <li>• song.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, Made in India.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• nouns (proper, material)</li> <li>• sentences and phrases (compound, negative)</li> <li>• tenses (past perfect, past continuous)</li> <li>• verbs (transitive, intransitive).</li> </ul>

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• consolidating understanding of consonants, <i>matra</i> and <i>sandhi</i> to form sentences</li> <li>• using a dictionary to interpret new phonetic symbols to form new vocabulary</li> <li>• using sentences to communicate with others in Hindi</li> <li>• making connections between English and Hindi words</li> <li>• using conjunctions to form compound sentences in relation to the topics.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Indian language and culture:</p> <ul style="list-style-type: none"> <li>• what is the Indian brand?</li> <li>• major internationally available Indian brands</li> <li>• marketing of Indian brands</li> <li>• influence of Indian brands worldwide.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• connect with a native speaker</li> <li>• learn vocabulary and set phrases in context</li> <li>• listen and determine essential information from key words</li> <li>• reflect on cultural meanings, including register and tone</li> <li>• structure an argument and express ideas and opinions</li> <li>• make connections with first language and practise speaking in the language</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• use cohesive devices, apply register and grammar, and use repair strategies to practise the language</li> <li>• manipulate known elements in a new perspective to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 3: Oral communication</b> Participate in a 6–8 minute interview with a Hindi speaker.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 4 (a): Practical (oral) examination</b> <b>Assessment Task 4 (b): Written examination</b></p>

## Sample course outline

### Hindi: Second Language – ATAR Year 12

#### Unit 2 – नए क्षितिज (New Horizons)

#### Semester 2

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the unit and assessment requirements.</p> <p><b>Perspective and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Personal – My future. Students explore plans for their future and reflect on their final year at school.</p> <p><b>Text types and styles of writing</b> Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• interview</li> <li>• journal entry</li> <li>• presentation</li> <li>• role play</li> <li>• script – speech, interview, dialogue</li> <li>• speech.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic, My future.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adverbs (manner)</li> <li>• conjunctions (alternative)</li> <li>• numerals (ordinals, collective)</li> <li>• prepositions (place, companionship)</li> <li>• pronouns (reflexive, relative)</li> <li>• sentences and phrases (complex)</li> <li>• tenses (future continuous).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• consolidating understanding of consonants, <i>matra</i> and <i>sandhi</i> to form sentences</li> <li>• using a dictionary to interpret new phonetic symbols to form new vocabulary</li> <li>• using sentences to communicate with others in Hindi</li> <li>• making connections between English and Hindi words</li> <li>• using conjunctions to form complex sentences in relation to the topics.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Indian language and culture:</p> <ul style="list-style-type: none"> <li>• education in India and Australia</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>education, work, volunteering or something else – future choices young Indians and Australians</li> <li>adulthood – rights and responsibilities</li> <li>personal and familial aspirations for the future.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>connect with a native speaker</li> <li>learn vocabulary and set phrases in context</li> <li>listen and determine essential information from key words</li> <li>reflect on cultural meanings, including register and tone</li> <li>structure an argument and express ideas and opinions</li> <li>make connections with first language and practise speaking in the language</li> <li>use oral clues to predict and help with interpreting meaning</li> <li>use cohesive devices, apply register and grammar, and use repair strategies to practise the language</li> <li>manipulate known elements in a new perspective to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 5: Oral communication</b> Present an 8–10 minute speech in Hindi.</p>
6–10	<p><b>Perspective and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Community – Youth issues. Students investigate issues faced by Indian youth today.</p> <p><b>Text types and styles of writing</b> Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>account</li> <li>conversation</li> <li>email</li> <li>letter</li> <li>report</li> <li>script – speech, interview, dialogue.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>descriptive</li> <li>informative</li> <li>personal</li> <li>persuasive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>introduce new vocabulary, phrases and expressions through texts related to the topic, Youth issues.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>adjective (quantitative)</li> <li>adverbs (manner)</li> <li>conjunction (separative)</li> <li>prepositions (opposition, companionship)</li> <li>pronouns (relative)</li> </ul>



Week	Key teaching points
	<ul style="list-style-type: none"> <li>• sentences and phrases (complex, idioms, negative)</li> <li>• tenses (future perfect)</li> <li>• voice (active, passive).</li> </ul> <p>Sound and writing s</p> <ul style="list-style-type: none"> <li>• consolidating understanding of consonants, <i>matra</i> and <i>sandhi</i> to form sentences</li> <li>• using a dictionary to interpret new phonetic symbols to form new vocabulary</li> <li>• using sentences to communicate with others in Hindi</li> <li>• making connections between English and Hindi words</li> <li>• using conjunctions to form complex sentences in relation to the topics.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Hindi language and culture:</p> <ul style="list-style-type: none"> <li>• issues concerning Indian youth</li> <li>• comparing youth issues in Australian and Hindi-speaking communities.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• learn vocabulary and set phrases in context</li> <li>• structure an argument and express ideas and opinions</li> <li>• reflect on cultural meanings, including register and tone</li> <li>• use synonyms for variety in the sentences, and conjunctions to link sentences</li> <li>• organise and maintain coherence of the written text</li> <li>• evaluate and redraft written texts to enhance meaning</li> <li>• proofread the text once written.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 6: Written communication</b> Write a conversation of approximately 250 words in Hindi.</p>
11–15	<p><b>Perspective and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Global – Technology in the workplace. Students examine how technology has changed over time.</p> <p><b>Text types and styles of writing</b> Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• blog post</li> <li>• journal entry</li> <li>• letter</li> <li>• message</li> <li>• note.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive.</li> </ul>

Week	Key teaching points
	<p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>introduce new vocabulary, phrases and expressions through texts used related to the topic, Technology in the workplace.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>adverbs (time)</li> <li>nouns (common, abstract)</li> <li>participles (past, perfect)</li> <li>prepositions (place)</li> <li>pronouns (distributive)</li> <li>sentences and phrases (complex, negative)</li> <li>tenses (future continuous)</li> <li>voice (active, passive).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>consolidating understanding of consonants, <i>matra</i> and <i>sandhi</i> to form sentences</li> <li>using a dictionary to interpret new phonetic symbols to form new vocabulary</li> <li>using sentences to communicate with others in Hindi</li> <li>making connections between English and Hindi words</li> <li>using conjunctions to form complex sentences in relation to the topics.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Indian language and culture:</p> <ul style="list-style-type: none"> <li>types of technology available to youth in India and Australia</li> <li>ways technology is used by today's youth.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>read, listen to and view texts in Hindi</li> <li>work out meaning of familiar and unfamiliar language by applying rules</li> <li>make links between English and Hindi texts</li> <li>analyse and evaluate information and ideas</li> <li>scan texts, highlight key words and select appropriate information</li> <li>read a question and determine the topic, audience, purpose, text type and style of writing</li> <li>use synonyms for variety in the sentences, and conjunctions to link sentences.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 7: Responding to texts</b> Listen to, read and view texts in Hindi and respond in Hindi or English, as specified, to questions in Hindi or English.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 8 (a): Practical (oral) examination</b> <b>Assessment Task 8 (b): Written examination</b></p>