

Khmer Year 8 Course Overview – Year B 2018

This overview was developed to cater to the majority cohort of learners: R-10 sequence

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

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 2:	Module 3:	Module 4:
GETTING TO KNOW YOU	GOING PLACES	EXTREME WEATHER	REASON TO CELEBRATE
<p>KEY QUESTION: What can you tell me about yourself in Khmer?</p> <p>KEY CONCEPTS: Identity, Self</p> <p>KEY PROCESSES: Exchanging information, Analysing, Translating</p>	<p>KEY QUESTION: How do I get around? Where would I like to go?</p> <p>KEY CONCEPTS: Journey, Exchange, Etiquette</p> <p>KEY PROCESSES: Translating, Negotiating, Comparing, Reflecting</p>	<p>KEY QUESTION: How do we cope with extreme weather conditions?</p> <p>KEY CONCEPTS: Lifestyle, Diversity, Event</p> <p>KEY PROCESSES: Describing, Planning, Narrating, Recounting</p>	<p>KEY QUESTION: What are we celebrating? What will your invitation look like?</p> <p>KEY CONCEPTS: Relationships, Audience, Community</p> <p>KEY PROCESSES: Sharing perspectives, Exchanging, Creating</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">Socialising</p> <p>Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences</p> <p style="text-align: center;">Informing</p> <p>Analysing, summarise and share key ideas and information from a range</p>	<p style="text-align: center;">Socialising</p> <p>Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'</p> <p style="text-align: center;">Translating</p> <p>Translate texts, discussing different versions and why these might occur</p>	<p style="text-align: center;">Socialising</p> <p>Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements</p> <p style="text-align: center;">Creating</p> <p>Create texts for particular audiences that depict experiences or topics of interest</p>	<p style="text-align: center;">Socialising</p> <p>Initiate and maintain social interaction with peers by seeking, offering ideas, thoughts and feelings about people, events and experiences</p> <p style="text-align: center;">Creating</p> <p>Creating texts for particular audiences that depict experiences</p>

<p>of texts</p> <p>Translating</p> <p>Translate texts, discussing different versions and why these might occur</p>	<p>Reflecting</p> <p>Reflect on own participation in intercultural exchange and consider how this shapes own identity over time</p> <p>Informing</p> <p>Analyse, summarise and share key ideas and information from a range of texts</p>	<p>Reflecting</p> <p>Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses</p> <p>Translating</p> <p>Create short bilingual texts such as captions, stories and commentaries</p>	<p>or topics of interest</p> <p>Informing</p> <p>Convey ideas and opinions by creating spoken, written and multimodal texts</p>
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Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Khmer to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, នេះជាឪពុក ខ្ញុំ។ គាត់ឈ្មោះសូណា។ គាត់អាយុសែសិបឆ្នាំហើយ។ They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, ខ្ញុំ ចាប់ផ្តើមចូលរៀននៅម៉ោងប្រាំបីកន្លះ។ មុខវិជ្ជាដែលខ្ញុំរៀនគឺភាសាខ្មែរ ភាសាអង់គ្លេស គណិតវិទ្យា និង រូបវិទ្យា។ They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, ខ្ញុំចូលចិត្តមិត្តខ្ញុំពីព្រោះវាភ័យទាក់ទាក់ណាស់។ ខ្ញុំក៏ចូលចិត្តវាដែរដោយសារតែវាឆ្លាតណាស់។ They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, ខ្ញុំមិនអាចទៅលេងល្បែងពីព្រោះខ្ញុំត្រូវរៀន។ They use conjunctions, adjectives and adverbs to elaborate meanings, for example, លោកគ្រូគណិតវិទ្យាចិត្តល្អណាស់ ប៉ុន្តែលោកគ្រូភូមិសាស្ត្រជួនកាលគឺងតែងខ្លាំងពេក។

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Khmer. They analyse the impact of technology and media on communication and language forms, the influence of Khmer and English on one another, and the interrelationship of language and culture. They know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Khmer language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).