

Vietnamese 3-4 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
Module 1	Module 2	Module 3	Module 4
ME AND MY CIRCLE	MY LUNCH BOX	VIETNAMESE FESTIVALS	MY DAY
<p>KEY QUESTION: Who am I?</p> <p>KEY CONCEPTS: Self, family friends</p> <p>KEY PROCESSES: Exchanging, describing, informing, reflecting</p>	<p>KEY QUESTION(S): What's in your lunch box? How does it compare to that of a Vietnamese boy or girl?</p> <p>KEY CONCEPTS: Food, School, routine</p> <p>KEY PROCESSES: Describing, participating, comparing, problem solving, reflecting</p>	<p>KEY QUESTION: What do you know about Vietnamese Festivals?</p> <p>KEY CONCEPTS: Place, celebration</p> <p>KEY PROCESSES: Describing, informing, reporting, performing, reflecting</p>	<p>KEY QUESTION(S): What do I do during the day? What would my day be like if I lived in Vietnam?</p> <p>KEY CONCEPTS: Self, Routine, Time</p> <p>KEY PROCESSES: Describing, comparing, informing, reflecting, socialising</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Share with peers and the teacher information and experiences relating to self, family and friends</p> <p>INFORMING Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning</p>	<p>SOCIALISING Participate in collaborative tasks that involve planning and simple transactions.</p> <p>INFORMING Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts.</p>	<p>SOCIALISING Participate in collaborative tasks that involve planning and simple transactions.</p> <p>INFORMING Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts</p>	<p>SOCIALISING Share with peers and the teacher information and experiences relating to self, family and friends</p> <p>CREATING Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of</p>

<p>REFLECTING Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences</p> <p>SYSTEMS OF LANGUAGE Recognise the importance of the terms of address</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them</p>	<p>REFLECTING Share opinions and ways of behaving when using Vietnamese in home and school contexts.</p> <p>SYSTEM OF LANGUAGE Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences.</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them</p>	<p>CREATING Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them</p>	<p>expression</p> <p>TRANSLATING Translate and interpret familiar Vietnamese words, phrases and expressions</p> <p>SYSTEMS OF LANGUAGE Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types</p>
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Across the year 

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

Year 3 - 4 Achievement Standard

By the end of Year 4, students use Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends. They use formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết*. When interacting, they use features of Vietnamese pronunciation, including tones, vowels and consonants. Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. Students use common action verbs (for example, *đi, ăn,*

ngủ, chơi, chạy, nói, cười, làm, học), adjectives (for example, *đẹp, xấu, tốt, đen, đỏ*) and adverbs (for example, *nhANH, chậm, hay, giỏi*), to create short, simple sentences about their routines and interests. They use vocabulary related to school, home and everyday routines. They use appropriate word order and personal pronouns in simple spoken and written texts, for example, *Đây là con mèo con của tôi/anh/em/cháu*. They translate and compare common Vietnamese and English expressions and create simple bilingual texts for classroom use. Students describe how language involves behaviours as well as words and share their experiences of communicating in Vietnamese- and English-speaking contexts.

Students identify the tones of the Vietnamese language and use tone markers when writing. They identify the features and purpose of a range of familiar texts. They provide examples of how language use varies according to the participants, social context and situation (for example, *cho em/tặng bạn/biểu bà một món quà*), and identify differences between ways of showing politeness in Vietnamese- and English-speaking contexts. They identify how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French. They compare Vietnamese and English language use and cultural practices, identifying culture-specific terms and expressions.

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

Updated 22/12/2017