

Vietnamese 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
Module 1	Module 2	Module 3	Module 4
OUTSIDE MY CIRCLE	MIND YOUR MANNERS!	LET'S CELEBRATE VIETNAMESE STYLE	SCHOOL TIME
<p>KEY QUESTION: Who is outside my circle?</p> <p>KEY CONCEPTS: Self, other, role</p> <p>KEY PROCESSES: Exchanging, describing, informing reflecting</p>	<p>KEY QUESTIONS: What should I do when I'm at the table at meal times? What is so special about meal times?</p> <p>KEY CONCEPTS: Routine, etiquette</p> <p>KEY PROCESSES: Describing, participating, comparing, problem solving, reflecting</p>	<p>KEY QUESTION: How are we going to celebrate?</p> <p>KEY CONCEPTS: Celebration, tradition, belonging</p> <p>KEY PROCESSES: Planning, informing, reporting, performing, reflecting</p>	<p>KEY QUESTION: What do I do at school?</p> <p>KEY CONCEPTS: School, Routine, Time</p> <p>KEY PROCESSES: Describing, informing, reflecting, reporting, socialising</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Engage in classroom interactions by asking and responding to questions and expressing opinions.</p> <p style="text-align: center;">INFORMING</p> <p>Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences.</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities</p> <p style="text-align: center;">INFORMING</p> <p>Locate, classify and compare information relating to personal, social and natural worlds from a</p>	<p style="text-align: center;">INFORMING</p> <p>Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences</p> <p style="text-align: center;">TRANSLATING</p> <p>Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus,</p>	<p style="text-align: center;">SOCIALISING</p> <p>Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions</p> <p style="text-align: center;">INFORMING</p> <p>Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different</p>

<p>CREATING Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts.</p> <p>TRANSLATING Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate.</p>	<p>range of spoken, written, digital and visual texts</p> <p>TRANSLATING Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate</p> <p>SYSTEMS OF LANGUAGE Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that language use is shaped by the values and beliefs of a community</p>	<p>recipes or stories, including multimodal and digital forms</p> <p>REFLECTING Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages</p> <p>SYSTEMS OF LANGUAGE Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience</p>	<p>audiences</p> <p>CREATING Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts</p> <p>TRANSLATING Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate</p> <p>ROLE OF LANGUAGE AND CULTURE Understand that language use is shaped by the values and beliefs of a community</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 Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions,

for example, *Bạn thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và bổ.* Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts, and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements, and create short imaginative texts or alternative versions of texts they have heard, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives, adverbs and familiar expressions and idioms (for example, *đen như mực, hiền như Bụt, có công mài sắt có ngày nên kim*), to suit the context and purpose of communication. Students use simple sentences and form compound sentences using conjunctions such as *và, hay/hoặc, vì, nhưng, nên*. When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and for the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence how they communicate in Vietnamese and English.

Students form new words by adding or changing tone markers, initial consonants and vowels (for example, *buổi, cuối, đuổi, tuổi, chuổi*), and identify how changes to pitch affect the meaning of words, for example, *thương, thường, thưởng, thượng*. They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways in which language use varies according to context and situation, for example, *Chào các bạn. Kính thưa thầy/cô*. Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents have influenced the language, for example, dialectal variations such as *bổ/ba, mẹ/má, cái thìa/cái muỗng, Em tên gì?/Em tên chi? Đi đâu?/Đi mô?* They identify language choices that reflect the influence of Vietnamese values and beliefs, and apply culturally appropriate behaviours and language when communicating in a range of familiar situations.

Years 7 - 8 Achievement Standard

By the end of Year 8, students use spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as *Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?*, and offer and justify their own opinions. They make enquiries (for example, *Mẹ định tổ chức sinh nhật con như thế nào?*) and suggestions (for example, *Chúng mình tham gia biểu diễn văn nghệ trong trường đi!*), to solve problems, make decisions and organise events and services. They use verbs such as *nên*, *cần* and *phải* to give advice or express their attitudes on topics of discussion. They make comparisons and state preferences using *bằng*, *hơn* and *nhất*. They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. Students locate, analyse and compare information on topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit their audience and purpose. They share their responses to different imaginative texts by expressing opinions about the ways characters and events are represented and by explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using direct speech (for example, *Ba mẹ nói với tôi: 'Con nên chăm học'*), and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others'. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a speaker of Vietnamese contributes to their own sense of identity.

Students analyse the use of punctuation and tone markers in different sentence types, including affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*), imperative (for example, *Ăn cơm đi!*) and exclamatory, for example, *Em ăn nhiều cơm quá!* They identify the meaning of Vietnamese homonyms (for example, *hay* may mean 'usually' or 'interesting') depending on the context. They analyse the structure and linguistic features of different types of texts and explain how these features are influenced by each text's context, audience and purpose. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange. They identify the impact of social, cultural and intercultural influences on language, and use and explain Vietnamese words that have emerged through contact with other languages (for example, *cà rốt*, *cà phê*, *căn-tin*), and from globalisation and technological advances, such as *toàn cầu hóa*, *công nghệ thông tin*, *nhật ký điện tử*, *nói chuyện qua mạng*. They explain how cultural ideas and perspectives are embedded in language use and communication styles, for example, the importance of politeness and respect in Vietnamese language and culture.

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

Updated 22/12/2017