

Khmer Years 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
<p>Module 1: Dancing in the rain</p> <p>KEY QUESTION: How are we affected by the seasons?</p> <p>KEY CONCEPTS: Events, time, character</p> <p>KEY PROCESSES: Identifying, selecting, , creating explaining</p>	<p>Module 2: Let's go shopping</p> <p>KEY QUESTION: How much can I spend at the shops?</p> <p>KEY CONCEPTS: Need, desire, information, story.</p> <p>KEY PROCESSES: Negotiating, describing, reading, discussing,</p>	<p>Module 3: My outfit</p> <p>KEY QUESTION: When do I dress up?</p> <p>KEY CONCEPTS: Routine, home, character</p> <p>KEY PROCESSES: Describing, interacting, interacting</p>	<p>Module : 4 Come to my place</p> <p>KEY QUESTION: How many people live in my house?</p> <p>KEY CONCEPTS: Collaboration, school life, information,</p> <p>KEY PROCESSES: Negotiating, discussing, describing, presenting,</p>
<p>CONTENT DESCRIPTIONS</p> <p>INFORMING Obtain and process factual information about people, routines, responsibilities and interests</p> <p>CREATING Create short, simple imaginative texts for different audiences</p> <p>TRANSLATING Create simple bilingual texts</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in everyday transactions to obtain goods</p> <p>INFORMING Give factual information about people, objects, places and events in texts supported by graphics or illustrations</p> <p>CREATING Listen to, view and read a range of</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home</p> <p>CREATING Create short, simple imaginative texts for different audiences</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting</p> <p>INFORMING Give factual information about people, objects, places and events in texts supported by graphics or</p>

<p>SYSTEMS OF LANGUAGE Experiment with pronunciation and intonation and use rules of spelling</p>	<p>imaginative texts for children, and discuss messages and impressions</p> <p>TRANSLATING Translate texts to compare meanings and share understandings about aspects of Khmer language and culture that are different from English</p> <p>LANGUAGE VARIATION AND CHANGE Understand that languages change with use over time</p>	<p>REFLECTING Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity</p> <p>SYSTEM OF LANGUAGE Use key grammatical structures to form simple sentences, including 15 high sound and some of 18 low sound consonants and 23 vowels, read, write simple words and sentences, punctuation ““”. Know the reason why the sounds of consonants change when combine with vowels.</p> <p>LANGUAGE VARIATION AND CHANGE Understand that language use varies according to the participants' age, gender and relationship context of use</p>	<p>illustrations</p> <p>TRANSLATING Translate texts to compare meanings and share understandings about aspects of Khmer language and culture that are different from English</p> <p>ROLE OF LANGUAGE AND CULTURE Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific idea</p>
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Across the year →

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

Achievement Standard

By the end of Year 4, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Khmer to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Khmer phrases and structures, or by using a key word to convey a whole idea.



They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, ពីខ្លះអ្នកប៉ុន្មាន? ផ្ទៃខ្លះដែលសរស់។ ផ្សេងៗមានបន្ទប់ទីកន្លែងបន្ទប់គេងបើ នាំចូលចិត្តបន្ទប់គេងខ្លួយ។ They use short sentences, reorganising known language to fit personal responses, for example, គឺថ្ងៃណីអ្នកអាចបន្ទើបានទៅ / ទាស / ទេ / ប្រើហើយ. Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Students demonstrate an understanding of the fact that language is used differently in different situations and contexts. They know the importance of using appropriate language when interacting in Khmer, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They demonstrate understanding of basic Khmer grammatical rules, such as all nouns do not have article nor masculine and feminine gender, and they also do not have plural form. All adjectives must be placed after the nouns eg: I have dog black two (ខ្លះមានភៈម្ព័ន្ធខ្លួយ) . The sound of some of the vowels changed according to the type of consonants they combined with. They identify similarities and differences in the patterns of Khmer language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They identify cultural differences in ways of communicating and describe similarities and differences between their own and other cultures.

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

Updated 29/1/2018