Vietnamese 3-4 Course Overview – Year A 2020
Further information can be found in the Module and Lesson Plans for this language.

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<td><strong>Module 1:</strong> MY FAMILY</td>
<td><strong>Module 2:</strong> IT’S MY TURN</td>
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<td><strong>KEY QUESTION:</strong> Who is in my family?</td>
<td><strong>KEY QUESTION:</strong> What kind of games are we going to play at break time?</td>
<td><strong>KEY QUESTION:</strong> What will I pack?</td>
<td><strong>KEY QUESTION:</strong> Why didn’t they celebrate birthdays?</td>
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<td><strong>KEY CONCEPTS:</strong> Self, family, friends</td>
<td><strong>KEY CONCEPTS:</strong> roles, routines, play, rules</td>
<td><strong>KEY CONCEPTS:</strong> Place, journey</td>
<td><strong>KEY CONCEPTS:</strong> Celebration, belonging, memory</td>
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<td><strong>KEY PROCESSES:</strong> Exchanging, describing</td>
<td><strong>KEY PROCESSES:</strong> Noticing, applying</td>
<td><strong>KEY PROCESSES:</strong> Reflecting, comparing, describing, creating, discussing</td>
<td><strong>KEY PROCESSES:</strong> Sharing, creating, comparing</td>
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**CONTENT DESCRIPTIONS**

**SOCIALISING**
Share with peers and the teacher information and experiences relating to self, family and friends

**INFORMING**
Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal

**CREATING**
Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports

**REFLECTING**
Reflect on their experiences as Vietnamese background speakers

**CONTEST DESCRIPTIONS**

**SOCIALISING**
Participate in collaborative tasks that involve planning and simple transactions

**INFORMING**
Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community

**CREATING**
Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports

**REFLECTING**
Explore their own sense of identity, including elements such as family,
dialogues and stories, using formulaic expressions, modelled language and visual supports

**TRANSLATING**
Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions.

**LANGUAGE VARIATION AND CHANGE**
Explore how language use varies according to the age, gender and relationship of participants and the context

dictionaries and word banks for the classroom and the school community

**SYSTEMS OF LANGUAGE**
Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters

**ROLE OF LANGUAGE AND CULTURE**
Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English

when interacting in English and Vietnamese, identifying differences in language use and behaviours

**SYSTEMS OF LANGUAGE**
Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession

**ROLE OF LANGUAGE AND CULTURE**
Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English

background, experiences, and ways of using language in Vietnamese- and English-speaking contexts

**SYSTEMS OF LANGUAGE**
Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession

**LANGUAGE VARIATION AND CHANGE**
Recognise that languages change over time and influence one another

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**Across the year**

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

**Celebrations:** annual cycle of celebrations as appropriate

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**Vietnamese Years 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, nói, cười, làm, học), adjectives (for example, đẹp, xấu, tốt, đen, đỏ) and adverbs (for example, nhanh, chăm, 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 19/12/2019