

Vietnamese 5-6 Course Overview – Year A 2020

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:
THE WORLD AROUND ME	GAME ON	TRAVELS IN VIETNAM	MEMORIES
<p>KEY QUESTION: Who do I want to be?</p> <p>KEY CONCEPTS: identity, character, imagination, expectations</p> <p>KEY PROCESSES: Listening, speaking, observing, sharing, role-playing</p>	<p>KEY QUESTION: When do we play games at school?</p> <p>KEY CONCEPTS: roles, routines, play, rules</p> <p>KEY PROCESSES: locating, classifying, describing, comparing</p>	<p>KEY QUESTION: What to see, what to do?</p> <p>KEY CONCEPTS: Place, journey</p> <p>KEY PROCESSES: Reflecting, comparing, describing, creating, discussing</p>	<p>KEY QUESTION: What have been the most memorable days of my life?</p> <p>KEY CONCEPTS: Celebration, belonging, memory</p> <p>KEY PROCESSES: sharing, comparing, analysing</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;">CREATING</p> <p>Present, reinterpret or create</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 range of spoken, written, digital and visual texts</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 audiences</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;">CREATING</p> <p>Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts</p>

<p>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>LANGUAGE VARIATION AND CHANGE Explore how language use varies according to the age, gender and relationship of participants and the context</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>INFORMING (7-8) Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts</p>	<p>TRANSLATING Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, 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>LANGUAGE VARIATION AND CHANGE Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies</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> <p>REFLECTING (7-8) Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage</p> <p>SYSTEMS OF LANGUAGE (7-8) Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality</p>
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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

Vietnamese 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, *đến 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, chuối*), 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 *bố/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.

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

Updated 19/12/2019