

## Thai Years 3-4 Course Overview – Year B 2022

Further information can be found in the Modules and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p><b>Module 1:</b> <b>WHO IS IN MY FAMILY? “KROB-KRUA KHONG CHAN MEE KRAI BANG NA?”</b></p> <p><b>KEY QUESTIONS:</b> Who is in my family? How do I address my family? How do you show respect for family members?</p> <p><b>KEY CONCEPTS:</b> Family, self, character, culture, respect</p> <p><b>KEY PROCESSES:</b> Greeting, describing, naming, identifying</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Engage in simple interactions with teacher and peers to exchange greetings, share information about self and family, express respect, thanks, wishes, feelings and preferences</p>	<p><b>Module 2:</b> <b>“TA-Lad” (Market) OF BANGKOK</b></p> <p><b>KEY QUESTIONS:</b> What do I know about “Ta-Lad” (markets) in Bangkok? Why do Thai people like to shop at night?</p> <p><b>KEY CONCEPTS:</b> Place, journey, food, culture</p> <p><b>KEY PROCESSES:</b> Describing, informing, comparing, purchasing, discovering</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Engage in classroom interactions expressing opinions using simple language and gestures in activities and games involving buying and selling</p>	<p><b>Module 3:</b> <b>MY FAVOURITE THAI OUTFIT</b></p> <p><b>KEY QUESTIONS:</b> What do I know about traditional Thai outfits? Do clothes reflect who we are and where we are from?</p> <p><b>KEY CONCEPTS:</b> Place, culture, character, celebration</p> <p><b>KEY PROCESSES:</b> Describing, creating, interacting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact and socialise with the teacher and peers to exchange personal information related to people, places and culture</p> <p><b>CREATING</b> Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that</p>	<p><b>Module 4:</b> <b>THINGS I LOVE ABOUT THAILAND</b></p> <p><b>KEY QUESTIONS:</b> What do you see when you think of Thailand?</p> <p><b>KEY CONCEPTS:</b> Expression, representation, place</p> <p><b>KEY PROCESSES:</b> Noticing, describing, identifying</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in shared or imaginary experiences with teacher and peers, contributing ideas through images and videos</p> <p><b>INFORMING</b> Locate specific phrases and information in simple texts such as lists, stories, songs and use the</p>

<p><b>INFORMING</b> Share information about self, family, and friends using simple modelled sentence structures and illustrations to support meaning, including gesture</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Make connections between cultural practices and language use, such as culture-specific terms or expressions in Thai and English</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise that different words, expressions and gestures are used by Thai speakers to interact with different people in different situations</p> <p><b>TRANSLATING</b> Translate words and familiar phrases used in everyday situations from Thai into English and vice versa, noticing how some words are shared between Thai and English</p> <p><b>REFLECTING</b> Use simple statements and gestures to express aspects of self, such as membership of family and friendship</p>	<p><b>CREATING</b> Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions</p> <p><b>INFORMING</b> Give factual information about people, everyday objects, family celebrations and personal experiences</p> <p><b>TRANSLATING</b> Translate texts to compare meaning and share understandings about aspects of Thai language and culture that are different from English</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> 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>encourage exploration and enjoyment of language</p> <p><b>REFLECTING</b> Express aspects of own identity reflected in various groups and communities, including the development of bilingual identity</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise the vowel sounds of Thai language and notice how they are represented in words with high tone consonants</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Make connections between cultural practices and language use, such as culture-specific terms or expressions in Thai and English</p>	<p>information to complete guided oral and written tasks</p> <p><b>CREATING</b> Engage in guided activities, such as moving illustrations, games, songs, and gestures, with pictures and text to support meaning</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, verb tenses, compound forms, and constructions related to compulsion</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that Thai language use varies according to the age, gender and background of speakers and that it involves different dialects and accents</p>
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Across the year 

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

### Thai Years 3-4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers through action-related talk and play. They exchange information about greetings and the 'wai'. They greet the teacher with the word 'Sawasdee', followed by 'Kah' for females and 'Krub' for males, for example, สวัสดีครับคุณครู accompanied by the gesture known as the 'wai'. They bow their head with their palms pressed together to indicate respect. This reflects on a unique way that Thais greet each other. Students use formulaic expressions and the 'wai' gestures in everyday interactions for greetings and farewells. They use visual, non-verbal and

contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening through simple repetitive spoken texts, they identify key words such as names, numbers or colours of objects, and demonstrate comprehensions by actions, drawing or labelling. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, น้ำ, สงกรานต์, ไข่, เล่น, สาดน้ำ. They respond to imaginative texts that they have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Thai stories, poems and songs. They use basic rules of word order, and gender and number agreement in simple sentences, for example, ผู้หญิงและผู้ชายกำลังเล่นน้ำสงกรานต์. They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Thai and English for the classroom environment.

Students develop an ability to pronounce the vowels sounds, for example, อี, อี้, อึ, อู, อุ, อุ with the high tone consonants, that is ข, ฃ, ฉ, ฐ, ถ, ผ, ฝ, ศ, ส, ษ, ห. (ผีผากถุงข้าวสารให้ฉัน) and notice how they are represented in words, for example, ชืด ผิด ผี ศึก สือ สุข สูง. They further develop an ability to read and write the words in a combination of vowels with the corresponding consonants. 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, ฉันให้เธอ/ ผมมอบให้คุณครูครับ), and identify differences between ways of showing politeness in Thai and English-speaking contexts. They understand that the 'wai' indicates the level of respect for another person and is acknowledgement of seniority. They know that they should bow their head with their palms pressed together to indicate respect.

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