

## Vietnamese Years 5-6 Course Overview – 2022 Year C

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

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>ME, MYSELF AND I</b>	<b>EATING AND LIVING WELL</b>	<b>SAIGON – PEARL OF THE FAR EAST</b>	<b>HAPPY NEW YEAR!</b>
<p><b>KEY QUESTION:</b> Who are we?</p> <p><b>KEY CONCEPTS:</b> Self, others, family</p> <p><b>KEY PROCESSES:</b> Interacting, describing, informing, translating</p>	<p><b>KEY QUESTIONS:</b> Who cooks at your place?</p> <p><b>KEY CONCEPTS:</b> Health, nutrition</p> <p><b>KEY PROCESSES:</b> Giving and following instructions, planning, participating</p>	<p><b>KEY QUESTIONS:</b> What is significant about Saigon and why should I go there? What is my ideal itinerary?</p> <p><b>KEY CONCEPTS:</b> Discovery, journey</p> <p><b>KEY PROCESSES:</b> Locating, mapping, noticing</p>	<p><b>KEY QUESTION:</b> Why and how do we celebrate the New Year?</p> <p><b>KEY CONCEPTS:</b> Celebration, expression, respect</p> <p><b>KEY PROCESSES:</b> Comparing, identifying, reflecting</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>SOCIALISING</b></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;"><b>CREATING</b></p> <p>Engage with imaginative texts, including digital and multimodal, by identifying and describing key</p>	<p style="text-align: center;"><b>SOCIALISING</b></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;"><b>TRANSLATING</b></p> <p>Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or</p>	<p style="text-align: center;"><b>INFORMING</b></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;"><b>REFLECTING</b></p> <p>Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Engage in classroom interactions by asking and responding to questions and expressing opinions</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences</p>

<p>elements such as themes, settings, characters and events</p> <p><b>TRANSLATING</b> 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><b>REFLECTING</b> Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication</p> <p><b>SYSTEMS OF LANGUAGE</b> 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>concepts are easy or difficult to translate</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts</p>	<p>and behaviours made when moving between languages</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that language use is shaped by the values and beliefs of a community</p>	<p><b>SYSTEMS OF LANGUAGE</b> Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam.</p>
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### 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, đuối, 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.**