

Languages: Vietnamese - Satisfactory - Years 3 and 4

Portfolio summary

This portfolio of student work shows that the student uses Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends (WS1, WS3, WS5, WS7, WS8). The student uses formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines (WS7). When interacting, the student uses features of Vietnamese pronunciation, including tones, vowels and consonants (WS5, WS7). The student locates information relating to familiar contexts and presents it in modelled spoken, written and visual texts (WS4). The student responds to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and creates simple imaginative texts using formulaic expressions and modelled language (WS1, WS3, WS5, WS8). The student uses common action verbs, adjectives and adverbs to create short, simple sentences about their routines and interests (WS1, WS2, WS3, WS4, WS5, WS7, WS8). The student uses vocabulary related to school, home and everyday routines (WS1, WS2, WS3, WS5, WS7, WS8). The student uses appropriate word order and personal pronouns in simple spoken and written texts (WS1, WS2, WS3, WS4, WS6, WS7, WS8). The student translates and compares common Vietnamese and English expressions (WS7) and creates simple bilingual texts for classroom use (WS5, WS6). The student describes how language involves behaviours as well as words and shares their experiences of communicating in Vietnamese- and English-speaking contexts (WS7).

The student identifies the tones of the Vietnamese language and uses tone markers when writing (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8). The student identifies the features and purpose of a range of familiar texts. The student provides examples of how language use varies according to the participants, social context and situation, and identifies differences between ways of showing politeness in Vietnamese- and English-speaking contexts. The student identifies how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French.

The student compares Vietnamese and English language use and cultural practices, identifying culture-specific terms and expressions.

Why we shouldn't go to school 6 days a week

Sample summary

Students learnt persuasive writing techniques and how to present opinions, thoughts and argue a case in a short text. Students examined the features of persuasive texts, as well as paragraphing, sequencing and common grammatical structures and vocabulary related to their personal worlds.

In this task, students were given a provocation that students should attend school 6 days a week. They were asked to write a short persuasive text arguing against this proposal. The text was to have an introduction, main body (argument and opinions) and a logical conclusion. Students completed a planning scaffold and had access to dictionaries and teacher/peer support when writing their text.

Achievement standard

Subject

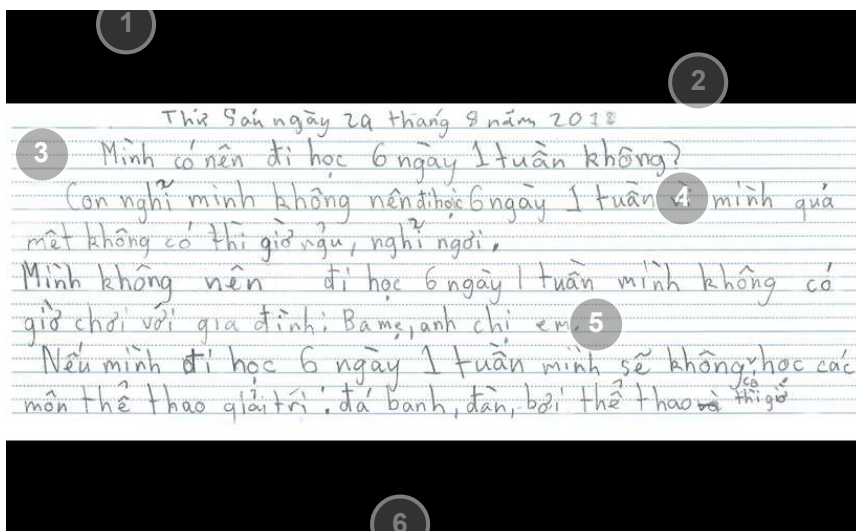
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Persuasive writing

Annotations overview

Follows text type conventions



Annotations

- 1 Annotation 1**
Writes date using formal style
- 2 Annotation 2**
Poses question as title
- 3 Annotation 3**
Commences text with opinion using personal pronoun
- 4 Annotation 4**
Uses conjunction to support justification

5 Annotation 5
Uses vocabulary related to personal world

6 Annotation 6
Provides examples to support opinion and link ideas

Procedural writing: Alfalfa

Sample summary

In this unit of work, students integrated aspects of other Learning areas with their learning in Vietnamese on the topic of “Farms and farming” which included a visit to a farm. Using the knowledge gained from the farm visit, students had the opportunity to make butter and plant alfalfa seeds. Students learnt vocabulary related to this topic, and how to write a procedure using steps and diagrams.

In this task, students were asked to write a procedure for making butter or growing alfalfa. The procedure was to have ordered steps, the materials required and illustrative diagrams. Students had access to dictionaries and a word bank to create their texts.

Achievement standard

Subject

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Procedure

Trồng cây linh thảo (How to plant alfalfa)

Cách trồng	Vẽ hình
<p>1. Đầu tiên, con lấy một cái hộp nhựa, rồi bỏ giấy lau ở trong hộp nhựa.</p> <p>2. Sau đó, con bỏ bông gòn ở trong cái hộp nhựa chung với cái giấy lau.</p> <p>3. Kế tiếp, con bỏ hạt cây vào cái hộp nhựa và rải đều bên trên. (từ trái sang phải)</p> <p>4. Cuối cùng, con lấy nước và đổ ở trên cái hạt cây.</p> <p>Sau khi làm xong, con chờ đợi lên.</p>	
<p>Chẩn bị:</p> <ul style="list-style-type: none"> 1. hộp nhựa 2. giấy lau 3. bông gòn 4. hạt cây 5. nước 	<p>Đầu tiên, sau đó, kế đó, cuối cùng, tưới, hạt giống linh thảo, đổ /lấp đất, mặt trời, nước, nắng, mưa, sáng, tối, không khí</p> <p>hạt cây</p> <p>hộp nhựa, giấy lau, bông gòn</p> <p>Key word</p>

Annotations

- 1 Annotation 1**
Uses keywords provided to commence procedural steps
- 2 Annotation 2**
Writes complete sentence with appropriate word order
- 3 Annotation 3**
Uses a range of vocabulary and language features to sequence procedure
- 4 Annotation 4**
Creates list of materials required
- 5 Annotation 5**
Uses diagrams to support and illustrate text

Mother’s Day

Sample summary

Students learnt about celebrations and traditions and how to create texts to express thanks and appreciation. Students discussed the role of mothers/carers in the family and in society, and how much they love and respect them. Students had previously learnt how to talk about family members, express likes/dislikes, wishes, desires and to thank people.

In this task, students were asked to create a handmade or digital card or poem for Mother’s Day. Students were provided with keywords (e.g kính thưa, kính yêu, thương, yêu, sinh ra, nuôi,...) to write their cards and poems.

Achievement standard

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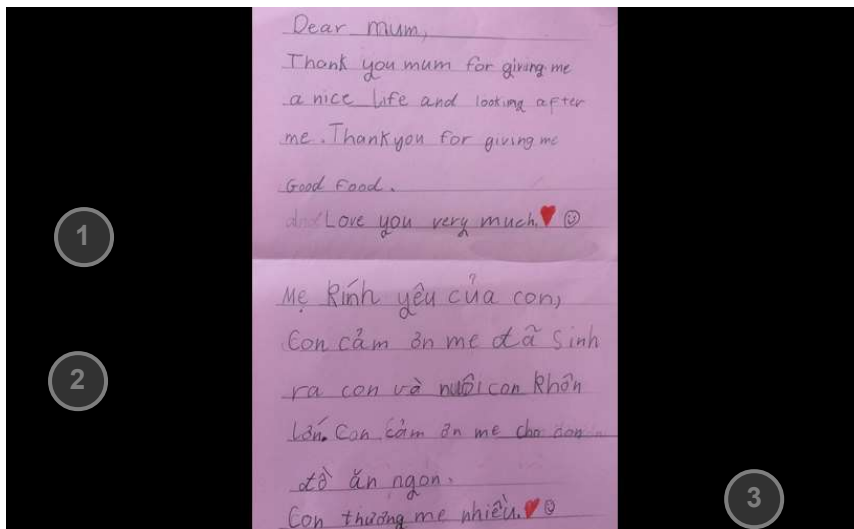
Poem



Annotations

- 1 **Annotation 1**
Uses appropriate title
- 2 **Annotation 2**
Uses different words for mother (mẹ and má)
- 3 **Annotation 3**
Writes sentence with tone marks
- 4 **Annotation 4**
Uses descriptive language
- 5 **Annotation 5**
Uses illustrations and labels to identify family members

Mother's Day card



Annotations

- 1 **Annotation 1**
Creates bi-lingual text
- 2 **Annotation 2**
Adjusts language when translating, recognising word-for-word equivalence is not possible
- 3 **Annotation 3**
Concludes card appropriately showing thanks and appreciation

Farm animals

Sample summary

In this unit of work, students integrated aspects of other Learning areas with their learning in Vietnamese on the topic of “Farms and farming”. Students learnt the roles that animals play in our lives. Animals are pets, they are raised to be food and they provide various products important to everyday life. Students participated in a farm visit and studied farm animals in books and videos. They learnt various grammatical structures and descriptive vocabulary to discuss and describe their favourite animal.

In this task, students were asked to consider farm animals, write a description and give a short speech about their favourite farm animal. Students were to consider physical characteristics as well as what the animal provides when justifying their reasons.

Achievement standard

Subject

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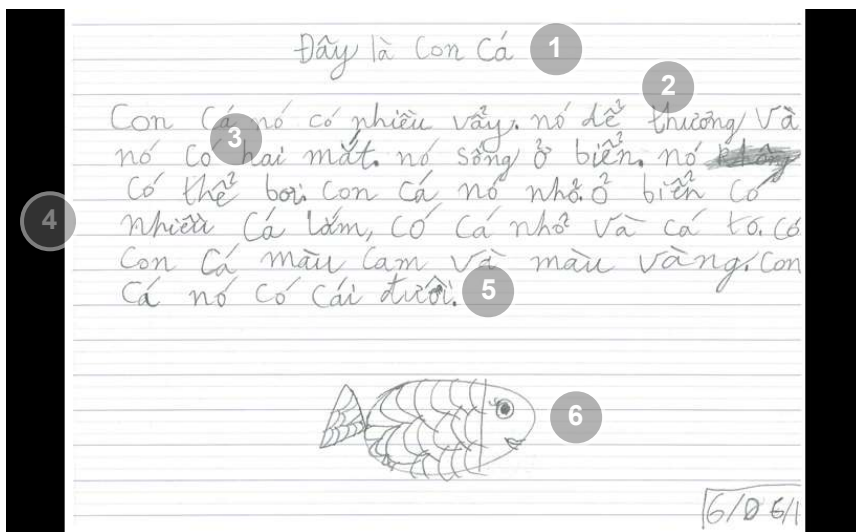
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Description

Annotations overview

Uses a variety of descriptive language expressions to present character



Annotations

- 1 Annotation 1**
Uses appropriate title for text type
- 2 Annotation 2**
Uses adjective to describe fish
- 3 Annotation 3**
Writes number expression
- 4 Annotation 4**
Uses adverb to describe quantity
- 5 Annotation 5**
Uses tone marks
- 6 Annotation 6**
Draws picture to illustrate text

Favourite animal



Why I want to learn Vietnamese

Sample summary

Students learnt how to talk about likes and dislikes with justification, and how to express personal information, desires and wishes. Students learnt how to use action verbs, conjunctions to link ideas and how to use appropriate personal pronouns consistently in sentences.

In this task, students were asked to create a bilingual text explaining why they like learning Vietnamese. The text was to be compiled into a class booklet.

Achievement standard

Subject

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Description

Handwritten text in Vietnamese and English with annotations 1-7. The text includes: 'Con muốn học tiếng Việt tại vì ông bà ngoại', 'Con không có nói được tiếng Anh và con muốn hiểu ông bà ngoại nói gì.', 'I want to learn Vietnamese because my grandpa and grandma can't speak English and I want to talk to them.', 'Con thích học tiếng Việt vì con muốn dạy em con học tiếng Việt.', 'Con có thể làm thiệp chúc mừng và ông bà. Khi ông bà đi bác sĩ hoặc nhà tiếng Anh như người không biết nói tiếng Việt con cần giúp ông bà. Con muốn học tiếng Việt để khi về Việt Nam đi chợ đi chợ con có thể nói bằng tiếng Việt.', 'I like to learn Vietnamese because I want to teach my younger sister Vietnamese.', 'I can interpret for my parents and my grand parents.', 'I like to learn Vietnamese so that I can speak Vietnamese when I visit Vietnam and go to the market.'

Annotations

- 1 **Annotation 1**
Expresses wishes
- 2 **Annotation 2**
Translates text into English, making necessary adjustments
- 3 **Annotation 3**
Uses action verbs
- 4 **Annotation 4**
Expresses possibility
- 5 **Annotation 5**
Uses appropriate personal pronoun consistently
- 6 **Annotation 6**
Uses tone marks and punctuation
- 7 **Annotation 7**
Creates bilingual text to share information

Response



Watch on  YouTube

My favourite colour

Sample summary

Students learnt names of colours, likes and dislikes and how to describe common objects.

In this task, students were asked to write about colour likes and dislikes to describe a favourite food. They were to use full sentences and apply spelling, punctuation and tone marks.

Achievement standard

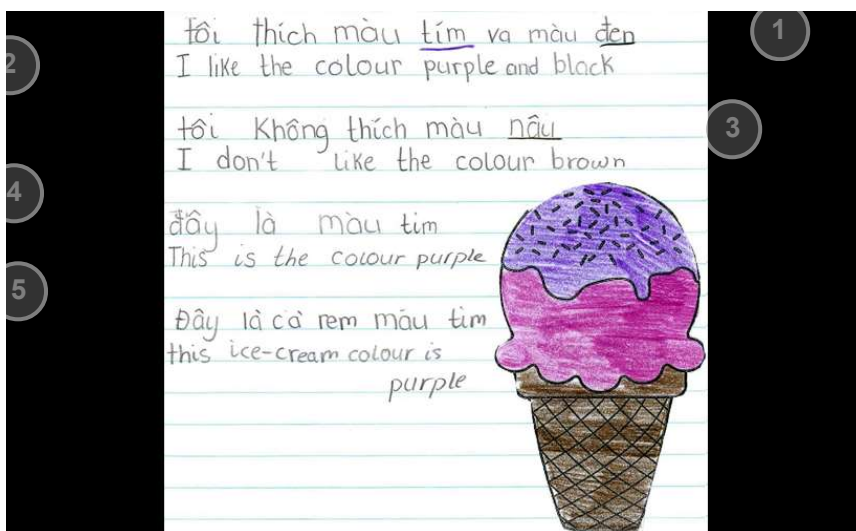
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Text



Annotations

- 1 **Annotation 1**
Underlines colours to demonstrate understanding
- 2 **Annotation 2**
Translates Vietnamese expression
- 3 **Annotation 3**
Shares likes and dislikes
- 4 **Annotation 4**
Uses modelled structure to write sentence with appropriate word order
- 5 **Annotation 5**
Writes own sentence building on previous scaffolds

Vietnamese alphabet

Sample summary

Students learnt the Vietnamese alphabet including tones, vowels and consonants, and some major differences between the English and Vietnamese language. Student participated in class discussions and various activities to reinforce their learning and understanding.

In this task, students were asked to write the Vietnamese alphabet with an appropriate word and illustration. Students were then asked to look at a Vietnamese alphabet chart and discuss the differences between English and Vietnamese with the teacher.

Achievement standard

Subject

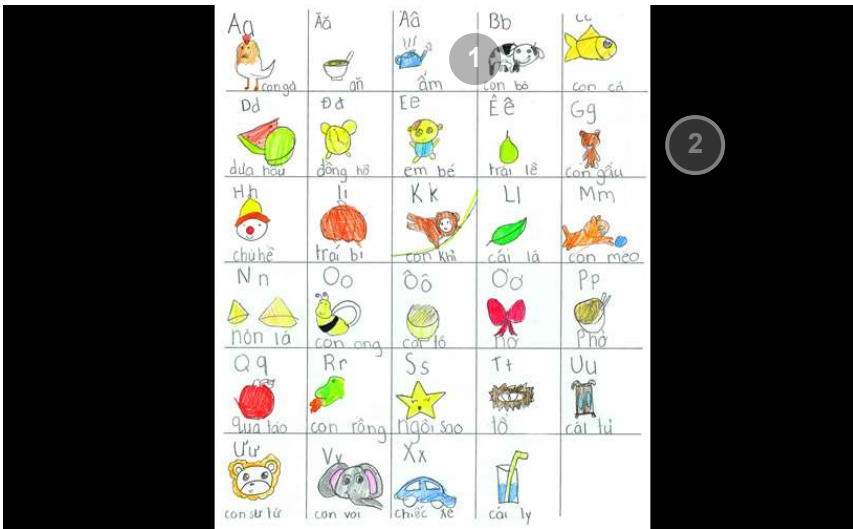
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Alphabet worksheet

Annotations overview

Writes Vietnamese alphabet with tone marks



Annotations

- 1 Annotation 1**
Writes word and draws picture to illustrate letter
- 2 Annotation 2**
Recognises that nouns require classifiers before them

Alphabet chart

WS7 3-4 At Vietnamese alphabet A2

Watch later
 Share

Watch on
YouTube

Probability

Sample summary

In this integrated unit of work, students' knowledge of mathematics was used to consider concepts of chance and probability.

In this task, students had to imagine that they had partly overheard a conversation. They then had to complete two columns in a table, to demonstrate their understanding of a variety of possible scenarios, and what was impossible.

Achievement standard

Subject

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Table

Tôi nghe mẹ tôi nói với một người hàng xóm rằng cuối tuần này gia đình tôi nhất định sẽ làm một điều gì đó, nhưng tôi không nghe rõ đó là điều gì.

I overheard my mum telling our neighbour that on the weekend we would definitely do something but I could not hear what it was.

Điều đó có thể là gì? What might it be? (Possible)	Điều đó không thể là gì? What definitely not be? (Impossible)
Cuối tuần này gia đình con có thể đi nhà hàng. 1	Cuối tuần này gia đình con không thể đi Việt Nam. 2
Cuối tuần này gia đình con có thể đi chợ. 3	
Cuối tuần này gia đình con có thể đi tập thể thao. 4	
Cuối tuần này gia đình con có thể đi ăn. 4	
Cuối tuần này gia đình con có thể đi công viên.	
Cuối tuần này gia đình con có thể đi chơi phim.	

Annotations

- Annotation 1**
Considers probability of numerous scenarios
- Annotation 2**
Writes impossible scenario using negation
- Annotation 3**
Expresses information in complete sentence, using word order and spelling rules

4

Annotation 4

Expresses information in complete sentence, using word order and spelling rules