

The Australian Curriculum

Subjects	Vietnamese
Year levels	Year 2

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes

[Key concepts: belonging, preferences; Key processes: greeting, expressing preferences]

([ACLVIC106 - Scootle](#))



Elaborations

greeting and farewelling peers and the teacher using appropriate terms of address, gestures and body language, for example, *Em chào thầy/cô. Chào bạn. Tạm biệt*

introducing themselves and asking questions to initiate interactions, for example, *Chào bạn, tôi tên là Lan. Còn bạn? Bạn tên (là) gì? Tôi mấy tuổi. Còn bạn, bạn mấy tuổi? Bạn có khỏe không?*

using simple statements to describe themselves and express likes and dislikes, for example, *Tôi tên là Lan. Tôi sáu tuổi. Tôi thích ăn phở*, and needs, for example, *Tôi muốn uống nước*

expressing thanks, for example, *Cảm ơn bạn*, offering wishes, for example, *Chúc bạn sinh nhật vui vẻ*, and apologising (*Xin lỗi*)

Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive [language](#)

[Key concepts: play, [performance](#), action learning; Key processes: giving and following instructions, active listening, speaking]

([ACLVIC107 - Scootle](#))



Elaborations

making simple requests using *Làm ơn* and expressing thanks with *Cảm ơn*

participating in songs, rhymes and chants by using repetitive language and actions, for example, *Kìa con bướm vàng, Tết đến rồi, Rước đèn tháng Tám*

participating in traditional and contemporary games (for example, *Tập tầm vông*) or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games (for example, *Mấy giờ rồi ông sói ơi?*)

Interact in classroom routines and activities by responding to questions, following instructions and asking for permission

[Key concepts: roles, routines; Key processes: following instructions, listening, observing]

([ACLVIC108 - Scootle](#))



Elaborations

using Vietnamese for everyday classroom routines such as roll call (*Dạ, Dạ có* or *Em chào thầy/cô*)

responding with appropriate actions to the teacher's simple instructions, such as *Các em ngồi xuống. Em hãy mở vở ra. Đọc chung với thầy/cô nhé*, or following instructions to locate items, for example, *trên, dưới, trong, ngoài, ở giữa*

asking for permission, for example, *Thưa cô cho em đi vệ sinh. Bạn làm ơn cho tôi đi qua*

responding to the teacher's instructions and questions in class activities, using modelled language such as *Em có hiểu không? Dạ, em hiểu*

using context-appropriate language to show politeness when interacting with the teacher, for example, *Thưa cô, Thưa thầy, Dạ, có. Vâng ạ. Xin lỗi cô em tới trễ. Xin phép cô cho em vào lớp*

Informing

Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts

[Key concept: personal world; Key processes: listening, viewing, identifying, locating]

([ACLVIC109 - Scootle](#))



Elaborations

identifying familiar words or concepts related to familiar people, for example, *Đây là ba. Đây là mẹ và chị*, or everyday objects, for example, *Đây là cái nhà. Đây là cái cổng. Đây là chiếc xe*

viewing and/or listening to familiar texts such as posters, songs and short films to locate key words, for example, *bìa tranh minh họa, truyện tranh, từ điển bằng hình, trò chơi xếp hình, học vắn tiếng Việt*

demonstrating comprehension of words and short sentences in familiar texts by pointing, labelling, matching, clicking and dragging, drawing and miming

using contextual and visual cues to identify main points when participating in shared reading of print and digital texts

Share information about self, family, school and friends, using modelled sentence structures and

illustrations to support meaning

[Key concepts: self, family, school, friends; Key processes: describing, presenting]

([ACLVIC110 - Scootle](#))



Elaborations

labelling or naming classroom items and resources or personal possessions

describing self and the immediate environment, such as by writing or reading aloud captions to own photos, using simple sentences, familiar vocabulary and visual, concrete and digital supports, for example, *Đây là tôi. Tôi là con trai. Đây là gia đình tôi. Đây là bạn thân của tôi*

annotating pictures or photos using digital technologies and modelled language to describe people and objects, for example, *Cái nhà cũ. Cái áo mới*

conveying aspects of their knowledge of their Vietnamese heritage, for example, by sharing a family story, photo or object from Vietnam

Creating

Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with [text](#) or answering questions

[Key concepts: imagination, response; Key processes: participating, listening, matching]

([ACLVIC111 - Scootle](#))



Elaborations

listening to, reading or viewing familiar Vietnamese imaginative texts such as stories (*Mười hai con giáp*), rhymes (*Thằng Bờm*), and cartoons in digital form, participating in a collaborative retelling of the text using prompts such as objects, pictures or cut-outs, and sequencing pictures to show the correct order of events

responding to spoken, or print and imaginative texts in digital modes through play-acting, illustrating and movement

drawing their favourite character or scene from rhymes, songs or stories, such as *Thỏ và rùa*, *Cô bé quàng khăn đỏ*, and describing their favourite character, for example, *Con thích con (rùa/ thỏ) vì nó (chăm chỉ/lười biếng). Con không thích con (chó sói) vì nó (dữ tợn)*

responding to questions about imaginative texts, for example, *Câu chuyện này xảy ra ở đâu/nói về điều gì? Trong truyện này gồm có những ai/các con vật nào? Chuyện gì xảy ra? Kết thúc ra sao?*

[Create](#) and perform simple imaginative texts such as chants, songs and stories, using familiar [language](#) and non-verbal forms of expression

[Key concepts: [performance](#), expression; Key processes: experimenting, labelling, captioning]

([ACLVIC112 - Scootle](#))



Elaborations

composing and performing rhymes, songs or stories, illustrating meaning through the use of non-verbal forms of expression such as clapping, gestures and facial expressions

creating a narrative through a photo story or animation by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language, for example, *Ngày xưa ngày xưa, trong một khu rừng/ngôi làng... có một gia đình/em bé*

creating and presenting own Big Books or digital texts based on imagined scenarios in familiar contexts

expressing an experience through a puppet play or dramatic performance

Translating

Translate and [interpret](#) familiar Vietnamese words, phrases and expressions

[Key concepts: [language](#), meaning; Key process: translating]

([ACLVIC113 - Scootle](#))



Elaborations

interpreting/translating greetings and other learnt words and phrases from Vietnamese into English, for example, *cảm ơn* (thanks), *tạm biệt* (goodbye), *chào* (hello), *xin lỗi* (sorry)

sharing familiar Vietnamese phrases and expressions with friends and interpreting their meaning, for example, *Ngày mai gặp lại. Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em mấy tuổi. Không có chi/gì*

using Vietnamese and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand

playing matching games with Vietnamese and English words from Big Books and picture books in print or digital form

[Create](#) bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources

[Key concepts: representation, equivalence; Key processes: labelling, captioning]

([ACLVIC114 - Scootle](#))



Elaborations

creating bilingual identity cards that contain personal information, for example, *Đây là tôi. Tôi có mắt màu đen. Tôi có tóc ngắn*/'This is me. I have brown eyes. I have short hair'

creating parallel cards (in English and Vietnamese) and playing matching games such as Memory or Snap

creating bilingual resources such as illustrated Vietnamese–English and English–Vietnamese wall charts or online flashcards for classroom use

creating bilingual captions in Vietnamese and English for a photographic display for the classroom about a class event or experience such as a sports day, multicultural day or school camp

making and displaying labels in Vietnamese and English for classroom objects

Reflecting

Share opinions and ways of behaving when using Vietnamese in home and school contexts

[Key concepts: [identity](#), membership; Key processes: identifying, comparing]

([ACLVIC115 - Scootle](#))



Elaborations

identifying the significance of particular gestures in Vietnamese-speaking contexts, noticing own level of comfort with these, for example, making or not making eye contact when talking to older people

discussing one another's ways of communicating and their appropriateness in Vietnamese contexts, such as different ways of showing politeness, for example, when making requests (*giùm, làm ơn*), thanking someone (*cảm ơn nhiều, cảm ơn*), bending when passing people, folding arms and/or nodding while greeting people

sharing with peers what it is like to use Vietnamese, for example, when singing a song in class, speaking Vietnamese with friends or family members, and using gestures, such as bowing when they say *Con chào ba mẹ. Cháu chào ông bà*

Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups

[Key concepts: self, roles, belonging; Key processes: recognising, connecting, describing]

([ACLVIC116 - Scootle](#))



Elaborations

listing various groups that they belong to, for example, family, school, class or clubs, and reflecting on themselves as a member of these groups and the role they play in each one

identifying themselves as belonging to a particular cultural and/or language group, for example, 'my Vietnamese class', 'my Vietnamese school' and 'my community', or 'I speak Vietnamese' (*Tôi biết tiếng Việt*)

reflecting on how their own identity as a person who knows more than one language influences the role they play in various groups

eliciting and giving information that signals identity in different contexts such as home and school, including age and appearance, class and school, for example, compiling a personal profile consisting of their Vietnamese name, age and animal sign, using simple words and modelled statements, such as *Em tên (là) Nguyễn Hoàng Nam. Em bảy tuổi. Em học lớp hai. Em tuổi con heo*

Understanding

Systems of language

Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols

[Key concepts: sound systems, writing systems; Key process: recognising]

([ACLVIU117 - Scootle](#))



Elaborations

identifying the 29 letters of the Vietnamese alphabet by their names and sounds as well as the five tone markers

building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on letters that are similar in the English alphabet but produce different sounds in Vietnamese, for example, *e* and *i*, *d* and *đ*

developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases

noticing that Vietnamese is a tonal language, and that pitch changes affect the meaning of words

understanding that although Vietnamese and English use the same alphabet there are additional symbols/markers that create more letters in Vietnamese

developing familiarity with similarities and differences in Vietnamese sound–letter correspondence, such as *a, ă, â; e, ê; o, ô, ơ; u, ư*; as well as *c* and *k*, *i* and *y*, *s* and *x*, and *ch* and *tr*

noticing that the same word with different tone markers has different meanings, for example, *ma, mà, má, mã, mả* and *mạ*

exploring Vietnamese spelling strategies such as grouping words according to initial letters that represent particular sounds, for example, *h* (*hoa hồng, hát, học*) or *m* (*mẹ, má, mèo*)

using single and consonant clusters, vowels and vowel clusters with tone markers to form and spell words, for example, *ta, la, tha, nga*

recognising and using lower and upper case letters

Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences

[Key concepts: [syntax](#), vocabulary; Key process: recognising]

([ACLVIU118 - Scootle](#) )



Elaborations

noticing that there are multiple forms of personal pronouns in Vietnamese compared to English, for example, *con, cháu, em, tôi, mình, anh, chị* versus 'I' and 'you'

using common adjectives such as *to, nhỏ, cũ, mới, ngắn* and *dài* to describe people, animals and objects, noticing that nouns come before adjectives, for example, *áo xanh*

using common verb forms, for example, *ăn, uống, chơi, ngủ, đọc, nghe, viết, hỏi, trả lời, nói, thích*

recognising common prepositions relating to location, for example, *trong, ngoài, trên, dưới, ở giữa*

using vocabulary relating to time, such as days of the week (*thứ Hai, thứ Ba, thứ Tư*), months of the year (*tháng Giêng/tháng Một, tháng Hai, tháng Tư, tháng Chạp/Mười hai*) and 'o'clock time' (*một giờ, hai giờ*)

developing vocabulary knowledge relating to the school context, for example, *cái bảng, lớp học, giờ ra chơi, ăn trưa, sân chơi, cổng trường, thư viện*

recognising basic structures of closed and open-ended questions, for example, *Em thích nghe truyện cổ tích không? Tại sao em thích truyện 'Cô bé quàng khăn đỏ'?*

using some question words in familiar contexts, for example, *ai, cái gì, ở đâu, bao nhiêu*

recognising word order in simple sentences, noticing that the subject is placed before the predicate, for example, *Em + đi học*

Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between [text](#) types

[Key concept: familiar texts; Key process: recognising]

([ACLVIU119 - Scootle](#))



Elaborations

examining different types of texts, such as signs, songs, captions, stories and dialogues, noticing that they can be short or long, spoken, written, digital, visual or multimodal

sharing ideas about the purpose of different texts, such as a class timetable (to show the sequence of lessons) or a story (to describe past events)

exploring similar text types in Vietnamese and English, for example, songs, street signs or labels on goods at a market, and noticing ways in which they are similar or different

naming different types of familiar texts (story, poem, song) and discussing how they work, for example, using the story starter *Ngày xưa, hồi đó, lâu lắm rồi*; or rhyming or repeating words in songs, such as *quác quác quác, quạc quạc quạc* in the song 'Một con vịt'

Language variation and change

Recognise that there are variations in the way Vietnamese speakers greet and address different people [Key concept: [register](#); Key process: recognising]

([ACLVIU120 - Scootle](#))



Elaborations

recognising that greetings and terms of address in Vietnamese vary according to participants, for example, bowing the head or saying *dạ/thưa/kính thưa* when interacting with elderly people

noticing how language varies according to the relationship between the speakers and the context of communication, for example, the influence of relationships on the choice of personal pronouns (*con chào mẹ, cháu chào ông bà, em chào cô, em chào anh*)

recognising that there can be different terms of address for the same person depending on their age and relationship with the speaker, for example *ông, bà, bác, cô, chú, anh, chị, em...*

Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia

[Key concept: [language](#) power; Key processes: understanding, recognising, comparing]

([ACLVIU121 - Scootle](#))



Elaborations

exploring and naming different languages that they have encountered in everyday life, for example, languages of their parents, grandparents, neighbours or classmates

exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages



Role of language and culture

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

[Key concepts: [language](#), [culture](#), [identity](#); Key processes: understanding, noticing]

([ACLVIU122 - Scootle](#))



Elaborations

identifying gestures, words and phrases that reflect aspects of Vietnamese culture, for example, folding arms, using both hands to offer something, and saying *dạ*, *thưa*, *vâng ạ* to show respect

identifying elements of Vietnamese cultural representation, such as flags, sporting emblems or cultural items (for example, *áo dài*, *nón lá* and *xích-lô*) in paintings or pictures of landscapes, folk tales or movies, and making comparisons with those of other cultures

exploring the meaning of 'culture', recognising that it involves visible elements such as ways of eating, for example, how and why Vietnamese people use chopsticks and spoons instead of knives and forks (*Ở nhà em ăn bằng đũa*), and invisible elements such as how people live, what they value, and how they think about themselves and others

discussing how and why gestures can be interpreted differently in different cultures, for example, using the fingers to beckon to others is considered appropriate in some cultures but impolite in Vietnamese culture