The Australian
Curriculum

Subjects	Vietnamese
Year levels	Year 4

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Years 3 and 4 Content Descriptions

Communicating

Socialising

Share with peers and the teacher information and experiences relating to self, family and friends
[Key concepts: self, family, friends; Key processes: exchanging, describing]
(ACLVIC123 - Scootle ↗)

Elaborations

sharing personal information and asking questions to initiate conversations, for example, *Tôi tuổi con mèo. Bạn tuổi con gì? Gia đình tôi có năm người. Còn gia đình bạn có mấy người?*

answering questions to provide information about self, family and friends using full sentences, for example, *Gia đình em có mấy người? Gia đình em có bốn người.* (not *Bốn người*) *Áo (của) em màu gì? Áo em màu đỏ* (not *Đỏ*)

using simple descriptive statements to share information about themselves, for example, *Tôi có tóc ngắn màu đen. Tôi thích màu xanh dương và xanh lá cây. Tôi có thể chạy nhanh nhưng không biết bơi*

participating in simple spoken exchanges with peers about daily routines, for example, *Bạn ở đâu? Bạn đi đến trường bằng gì?*, and personal interests, for example, *Tôi thích chơi đá banh. Còn bạn thích môn thể thao nào?*

asking and answering questions related to time, place, number, days of the week, months and seasons, for example, *Hôm nay là thứ mấy? Mùa này là mùa gì?*

exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

Participate in collaborative tasks that involve planning and simple transactions
[Key concept: collaboration; Key processes: participating, contributing, transacting]
(ACLVIC124 - Scootle ↗)

Elaborations

working together in collaborative tasks and sharing decisions about content, vocabulary and design, for example, designing a poster for a special event or creating a shared online photo album with narration of a class event

following procedures and instructions for shared activities, for example, making Mid-Autumn lanterns

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 2 of 11

and paper cranes, or following simple recipes such as lemonade or jelly, using imperative verbs (*lấy, cắt, đổ, rửa*) and vocabulary for ingredients and quantities (*nước quả, trái, bột, một lít, một kí-lô*)

planning, rehearsing and producing a performance such as a song or dance for school assembly, and interacting with guest speakers or classroom visitors during special occasions such as multicultural festivals or Harmony Day

participating in short role-plays and games that involve taking turns, active listening, memory and information exchange

Participate in everyday classroom activities by seeking clarification, advice and help from others
[Key concept: participation; Key processes: advising, requesting]
(ACLVIC125 - Scootle ↗)

Elaborations

attracting attention to ask for assistance, for example, *Thưa cô, em không hiểu. Thầy/cô làm ơn sửa bài giúp em*

seeking advice and help from others, for example, *Thưa cô, bài này làm thế nào ạ? Bạn giúp mình trả lời câu này với*

using appropriate language to seek clarification, such as asking for something to be repeated, for example, *Xin thầy nhắc lại*, or asking how to say or write a word or expression, for example, *Thưa cô, chữ 'tiếng Việt' viết thế nào ạ? Thưa thầy, câu này tiếng Việt nói thế nào ạ?*

Informing

Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts
[Key concepts: routines, pastimes; Key processes: identifying, listening, viewing, reading, organising]
(ACLVIC126 - Scootle ↗)

Elaborations

gathering and organising information about others' activities and interests, for example, surveying peers on weekend or daily activities and tabulating the results

listening to short spoken texts with some unfamiliar language, such as a recorded phone message, and identifying key points of information, for example, the name of the person calling, their contact details and the gist of the message

collecting and sorting information from a range of texts in multimodal and digital forms about people, objects or animals, for example, constructing a table that sorts animals into those they like and those they don't like and gives reasons for preferences (*Tôi thích con gà vì nó cho mình trứng, thịt và lông.*

Tôi không thích con rắn vì nó cắn đau)

Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal
[Key concepts: time, home, neighbourhood; Key processes: presenting, selecting]
(ACLVIC127 - Scootle ↗)

Elaborations

gathering information from a range of sources and reporting it in a different mode, for example, captioned photographs, drawings and posters sharing information orally about routines and interests, for example, giving a short speech about their daily life at home or their favourite songs or movies

presenting information about familiar topics using modelled language, such as a recount of a recent school excursion or a set of instructions on pet care

conveying information about school and community events in written and multimodal texts, such as annotated posters or digital storyboards, through scaffolding and guidance

reporting information to others, for example, presenting the results of a class survey on likes and dislikes in relation to food and drink or leisure activities through a picture graph with annotations
(*Nhiều bạn trong lớp mình thích ăn phở. Có 12 bạn thích ăn chả giò. Có vài bạn thích chơi quần vợt*)

Creating

Respond to imaginative texts such as fables, folk tales, songs and stories by identifying favourite elements and making simple statements about settings, characters and events
[Key concepts: setting, ideas, character, event; Key processes: responding, identifying]
(ACLVIC128 - Scootle ↗)

Elaborations

reading, viewing and listening to a range of fiction texts such as short stories, children's fables (*phim/truyện ngụ ngôn*) and folk tales (*truyện cổ tích*), and retelling or summarising the basic plot and making statements about the setting and main characters using descriptive language

creating a timeline of the main events of a story using words, pictures or simple sentences

performing a scene from a text such as a Vietnamese folk tale, for example, *Tấm Cám, Hằng Nga và Hậu Nghệ*, using modelled language

discussing personal responses to imaginative texts, providing short statements about favourite elements such as characters, settings or events

Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports

[Key concepts: imagination, experience; Key processes: creating, performing]

(ACLVIC129 - Scootle ⟩)

Elaborations

expressing own ideas and imagined experiences in texts such as short stories, using modelled language

creating and performing simple imaginative texts such as action songs, dialogues or plays, using gestures, movements and facial expressions to enhance characterisation or effect

creating an alternative version of a story, using pictures or online slideshows and photo albums, favourite characters, formulaic expressions and modelled language, for example, *Hồi đó, lâu lắm rồi, một ngày nọ, một hôm, có một cậu bé/anh chàng*

Translating

Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions

[Key concept: equivalence; Key process: comparing translations]

(ACLVIC130 - Scootle ⟩)

Elaborations

identifying words and expressions in Vietnamese and English that do not readily translate, for example, *phở, bánh chưng, áo dài,* 'bushwalking', 'the outback'

examining texts, including digital and multimodal texts, to identify how the meaning of words changes according to context, for example, a common Vietnamese homonym such as *đá*, which may mean 'to kick', 'stone' or 'ice' (as in *trà đá*); or the personal pronouns 'I' and 'you' in English, which can be translated as *ông, bà, cô, chú, anh, chị, em, con* or *cháu* in Vietnamese

noticing the diverse ways in which meaning is conveyed in Vietnamese and English, and differentiating between word-by-word translation and intended meaning, for example, *Chúc (ông bà) sống lâu trăm tuổi* ('I wish you long life') and *Chúc cháu bé ngoan ăn, chóng lớn* ('I hope the baby eats well and grows fast')

translating signs or phrases in familiar contexts from Vietnamese into English, for example, street signs, addresses and food labels, noting that some signs or symbols are universal, for example, the 'Stop' and 'Peace' signs, and the wi-fi and Olympic symbols

Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community

[Key concept: representation; Key processes: selecting, translating]
(ACLVIC131 - Scootle ↗)

▤ ⠅ ⟳ ↻

Elaborations

creating bilingual resources for use in the classroom or school, for example, digital picture dictionaries and word lists, glossaries, or signs for the school environment

creating simple Vietnamese captions to accompany storybooks in English, such as *Chú sâu đói bụng* (*The Very Hungry Caterpillar*), and reading them to younger students

alternating between Vietnamese and English versions of games such as *Mấy giờ rồi ông sói ơi?*/What Time is it, Mr Wolf? and *Oẳn tù tì, ra cái gì, ra cái này*/Rock, Paper, Scissors

creating hand-made or digital greeting cards in both Vietnamese and English for different celebrations and traditions

Reflecting

Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences in language use and behaviours
[Key concepts: culture, language, behaviour; Key processes: examining, connecting]
(ACLVIC132 - Scootle ↗)

▤ ⟳ ⚭ ⚖ ↻

Elaborations

comparing their interactions in Vietnamese and English, noticing different behaviours and language used, for example, using appropriate personal pronouns and adding the sound *ơi* after the names of family members and friends to attract the person's attention or show affection (*Mẹ ơi, Hoa ơi*), compared with addressing friends in English by their first name (*Chị ơi, ra đây chơi với em*/Lan)

describing elements of Vietnamese language that are different to English, including pronunciation, gestures and facial expressions, and sharing what they find difficult or awkward when using each language

developing language for describing experiences of intercultural exchange in different contexts, for example, *Tôi thích nói tiếng Việt ở nhà hơn ở trường*

Explore their own sense of identity, including elements such as family, background, experiences, and ways of using language in Vietnamese- and English-speaking contexts
[Key concepts: communication, identity; Key processes: reflecting, adjusting]
(ACLVIC133 - Scootle ↗)

▤ ⊞ ⠅ ⟳ ⚭ ↻

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 6 of 11

Elaborations

discussing the groups they belong to, including their family and Vietnamese cultural and language groups, and reflecting on how membership of these groups affects their own sense of identity

creating texts that express their identity, including as a member of different cultural and/or language groups, for example, their name in English and/or Vietnamese, their age in Vietnam and Australia (*Mai lên chín, tuổi ta. Mai mới tám tuổi tây*)

mapping their personal profile by creating a chart, timeline or web document to highlight significant experiences or events, for example, marking an event when they identified as Vietnamese, such as Lunar New Year (*Tết Nguyên đán*)

noticing how they communicate with one another, their family, teachers and other adults, identifying differences in behaviour in different contexts and with different people, and suggesting reasons for these differences

Understanding

Systems of language

Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers
[Key concepts: pronunciation, spelling; Key processes: listening, distinguishing, applying]
(ACLVIU134 - Scootle ↗)

Elaborations

identifying similarities and differences between Vietnamese and English pronunciation, and adapting learnt spelling strategies from one language to the other

exploring the Vietnamese sound system and making connections between letters, sounds and tone markers in words, for example, adding or changing tone markers to form new words (*co, cò, có, cỏ, cọ*)

recognising common Vietnamese sounds in words, for example, *nguyên âm đôi*, and using spelling strategies to identify and produce words that have the same sounds, for example, *ao: áo, táo, vào* and *ơi: chơi, với, tới*

analysing sounds such as diphthongs and triphthongs (*nguyên âm đôi và nguyên âm ba*) and rhyming patterns (*vần điệu*) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example, *ươi: cười, tươi, người* and *iên: liền, miền, điền, tiền*

developing and applying spelling strategies when writing frequently used words and more difficult words, for example, *ưa, mưa, đưa, chưa*, and forming new words, for example, *cái, mái, lái, thái, trái*

Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession

[Key concepts: verb forms, adjectives; Key processes: noticing, applying]

(ACLVIU135 - Scootle ↗)

📄 ⓒ

Elaborations

exploring different types of nouns such as common nouns (*bàn, tủ, mèo, chó*), proper nouns (*Hoa, Hải, Việt Nam*), single nouns (*gà, bò, bàn*), and compound nouns (*đất nước, nhà trường, học sinh*)

expressing possessive cases by using *của + noun/pronoun*, for example, *con mèo/cái bàn/căn phòng của tôi, cây thước/cái áo của bạn,* and noticing cases when *của* can be omitted, for example, *ba tôi, mẹ tôi, bạn tôi, nhà tôi, phòng ba mẹ tôi*

creating plural forms of nouns by adding another word in front of the stem word according to context, for example, *hai cái áo, những cái áo, nhà nhà, người người*

understanding how time expressions are formed through the use of *đang, đã, rồi, sẽ* or *hôm qua, ngày mai*, for example, *Tôi đang ăn. Tôi đã sống ở đây hai năm. Tôi ăn rồi. Ngày mai tôi (sẽ) đi coi phim*

using adverbs to modify actions, for example, *chạy nhanh, đi chậm, học giỏi, hát hay*

experimenting with the use of prepositions (*trên, dưới, trong ngoài, ở giữa*), for example, *Con chim bay trên trời* means 'The bird flies in the sky', rather than the literal translation, 'The bird flies above the sky'

understanding and applying appropriate word order in sentences, for example, recognising that adjectives follow nouns (*áo trắng*), and experimenting with word order to see how meaning changes, for example, *Lan hay hát ≠ Lan hát hay*

creating affirmative, negative and interrogative sentences, including closed and open-ended questions, for example, *Tôi thích ăn cơm. Ba mẹ không thích tôi coi phim nhiều. Bạn thích ăn cơm không? Bạn thích ăn món gì? Tạo sao mình phải uống nước nhiều?*

noticing that interrogatives (*khi nào, ở đâu, bao nhiêu*) can be placed at the beginning, in the middle or at the end of questions, for example, *Khi nào em đến?* or *Em đến khi nào?; Bao nhiêu tiền một nải chuối?* or *Một nải chuối giá bao nhiêu tiền?*

Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters

[Key concepts: audience, text structure; Key processes: identifying, comparing, classifying]

(ACLVIU136 - Scootle ↗)

📄 ⠅ ⓒ ⸸

Elaborations

classifying a range of texts such as stories, greeting cards, recipes, advertisements and posters according to their purpose(s), for example, to entertain, to describe, to inform or to persuade, and recognising language features typically associated with particular texts, for example, the use of imperatives in recipes, time markers in stories, or recycling symbols on packaging

recognising how different textual elements such as titles or headings, layout, images and script combine to make meaning in a text such as an invitation, web page or picture book

comparing features of simple spoken and written texts in Vietnamese, such as a verbal greeting or a handwritten postcard, and comparing these with similar texts in English, noting, for example, the format used to write the date and address and different ways of addressing people

Language variation and change

Explore how language use varies according to the age, gender and relationship of participants and the context
[Key concept: variation; Key processes: identifying, understanding]
(ACLVIU137 - Scootle ⤢)

Elaborations

identifying how language choices reflect politeness and respect, for example, Vietnamese children greet their grandparents by saying *Cháu chào ông bà ạ*, not *Tôi chào ông bà*

observing different ways of showing politeness in different contexts and between different participants, for example, requesting (*làm ơn, cảm phiền*), thanking (*chân thành cảm ơn, thành thật cảm ơn, cảm ơn nhiều*), bending when passing people, folding arms and/or nodding while greeting people

making adjustments to language use when interacting with family and friends, for example, using personal pronouns that relate to a person's position in the family or to family relationships (*chị/cô/bà, anh/ông, anh Hai, chị Ba, cô Tư …*)

exploring the diversity of Vietnamese nouns, pronouns and adjectives that are used to express gender and age, for example, *anh/chị, đàn ông/đàn bà, con gái/con trai, gà trống/gà mái, chó đực/chó cái, heo con, bê*

Recognise that languages change over time and influence one another
[Key concepts: loan words, dynamic systems, language variation; Key processes: observing, identifying]
(ACLVIU138 - Scootle ⤢)

Elaborations

exploring the influence of English on informal language used in daily interactions by Vietnamese

people in Australia, for example, *đi* 'shop', *xem* 'TV', *nghe* 'radio', *dùng* 'internet' and the use of terms such as 'OK', 'hello' and 'shopping'

recognising that many Vietnamese words are derived from other languages, including French (*ba lê*/'ballet', *cà phê*/'café'), English (*internet, căn-tin*/'canteen') and Chinese (*phụ huynh, tổ quốc*)

ᴧᴧ

understanding that some languages are continuously evolving, others are endangered, and some are being revived, with particular reference to indigenous languages used throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia

reflecting on changes in language practices in modern Vietnamese, and making comparisons with traditional Vietnamese, for example, *sử ký* and *lịch sử, thầy u* and *ba mẹ, sư phụ* and *thầy cô*

Role of language and culture

Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English
[Key concepts: behaviours, practices; Key processes: identifying, making connections]
(ACLVIU139 - Scootle ↗)

📄 🌐 👥 ⇌ ⟲ 🌿

Elaborations

discussing cultural similarities and differences between ways of interacting with different people, such as peers, family members or teachers, in Vietnamese- and English-speaking contexts

recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using *Dạ, thưa* to indicate politeness, or adding *ông, bà, thầy, cô, …* before Vietnamese names rather than addressing Vietnamese adults only by their first names, to show respect

identifying traditional cultural practices and related language use that supports the sustainable consumption of resources, for example, *cất những túi nhựa đi chợ để dùng lại*

🌿

recognising both the literal and cultural meanings of Vietnamese names and understanding Vietnamese naming traditions, for example, that Vietnamese people traditionally list their family name first, then their middle name, and their first (given) name last

exploring how language carries cultural ideas, such as *Tết Nguyên đán, Tết Trung thu, đám giỗ, thôi nôi, đầy tháng*

learning metalanguage to discuss the relationship between language and culture in Vietnamese and English, using metalanguage, for example, *ý nghĩa* ('meaning'), *sự khác biệt* ('difference') and *cách*

cư xử ('behaviour')

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 11 of 11