

Vietnamese R-2 Course Overview – Year C 2022

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

Term 1	Term 2	Term 3	Term 4
Module 1: ABOUT ME <p>KEY QUESTION: Who am I?</p> <p>KEY CONCEPTS: Self, family</p> <p>KEY PROCESSES: Greeting, relating, sharing, noticing</p>	Module 2: I LOVE MY HOUSE <p>KEY QUESTION: What is my house like and why is it special?</p> <p>KEY CONCEPTS: Space, place</p> <p>KEY PROCESSES: Comparing, presenting, labelling</p>	Module 3: I PLAY AND LEARN <p>KEY QUESTION: What do my hobbies tell you about me?</p> <p>KEY CONCEPTS: Play, leisure, identity</p> <p>KEY PROCESSES: Describing, informing, participating</p>	Module 4: LET'S CELEBRATE <p>KEY QUESTION: What do I know about Vietnamese festivals?</p> <p>KEY CONCEPTS: Celebration, belonging</p> <p>KEY PROCESSES: Sharing, creating</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact with peers and teacher by introducing themselves and expressing needs, wishes, likes and dislikes.</p> <p>INFORMING Share information about self, family, school, and friends, using modelled sentence structures and illustrations to support meaning.</p> <p>CREATING Create and perform simple imaginative texts such as chants, songs, and stories, using familiar</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact in classroom routines and activities by responding to questions, following instructions, and asking for permission</p> <p>INFORMING Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts</p> <p>REFLECTING Share opinions and ways of behaving when using Vietnamese in home and school contexts</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes</p> <p>CREATING Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language</p> <p>INFORMING Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts</p>

<p>language and non-verbal forms of expression</p> <p>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</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that there are variations in the way Vietnamese speakers greet and address different people</p>	<p>SYSTEMS OF LANGUAGE 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</p> <p>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</p>	<p>TRANSLATING Translate and interpret familiar Vietnamese words, phrases and expressions</p> <p>SYSTEMS OF LANGUAGE Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types</p>	<p>CREATING Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions</p> <p>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</p>
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Across the year



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

Vietnamese Years R-2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through action-related talk and play. They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan. Cảm ơn bạn. Tôi thích/ không thích ... Tôi muốn ăn cơm. Chúc bạn sinh nhật vui vẻ.* They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example, *Dạ, em xong rồi. Các em hãy đọc theo cô. Thưa cô cho em đi uống nước.* When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as *Ai? Ở đâu? Khi nào? Có ... không?,* and commands, for example, *Đứng lên.* They identify information and key words, such as names of people, for example, *cô An, bạn Hải;* places, for example, *trường, lớp;* or objects, for example, *cái bàn;* and convey information about themselves and their family, friends and school using modelled sentences and illustrations. They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. Students use familiar vocabulary related to the classroom and home environment. They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi,* their family and the classroom, for example, *Đây là gia đình tôi/ lớp tôi.* Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community.

Students identify the sounds and tones of the Vietnamese language in words and symbols. They identify similarities and differences between different types of familiar texts. They provide examples of the different titles and greetings that are used to address people in different situations. Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. They identify how the ways in which people use language reflect where and how they live and what is important to them.

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