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 Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Vietnamese language. This will be influenced by the extent of students’ backgrounds and prior experiences of language learning. Students use Vietnamese to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Background-language learners may also interact in Vietnamese within their family and in their local community. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback as required. Background-language learners and second-language learners may work collaboratively to facilitate learning.Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Vietnamese literacy knowledge of metalanguage to reflect on similarities and differences between Vietnamese and English language pronunciation, structures and features. They understand differences between using the Roman alphabet in Vietnamese and English, including the use of tone marks and how they affect pronunciation and meaning. They recognise that language choices reflect cultural identity, beliefs and values.  |
| **Achievement standard** |
| By the end of Year 8, students use Vietnamese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Vietnamese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.Students approximate tones, pronunciation and intonation in spoken Vietnamese. They demonstrate understanding that Vietnamese has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Vietnamese and English language structures and features, using metalanguage. They demonstrate awareness that the Vietnamese language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Vietnamese** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Vietnamese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LV8EC01 | * greeting and farewelling others and expressing states of wellbeing, appreciation and wishes, using formal or informal language appropriate for peers, teachers and family members, for example, *Chào thầy/cô. Bạn khỏe không? Tôi khỏe. Cám ơn. Còn bạn thế nào? Chúc mừng sinh nhật. Chúc mừng năm mới.*
* introducing themselves, family members or possessions, for example*, Em tên là Nam. Em mười hai tuổi. Em học lớp bảy, trường trung học Newford. Em ở Green Fields. Gia đình em có bốn người. Ba em là giáo viên. Đây là anh Trung/chị Lan/ba mẹ em. Đây là thầy/cô của em.*
* discussing plans and daily routines, for example, *Bạn tôi rất tốt. Cuối tuần bạn làm gì? Tôi đi chợ với gia đình.*
* exchanging information with peers in face-to-face and secure online conversations about their personal interests, for example, *Bạn thích ăn món gì? Bạn thích uống gì?*
* expressing likes, dislikes and preferences, for example, *Tôi thích ăn cơm. Tôi không* *thích uống nước ngọt.*
* using some expressions and spontaneous exclamations when interacting with peers, to show interest and comprehension and to fill pauses, for example, *Hay lắm! Được rồi!*
* exchanging emails and posts on secure shared websites or secure personal blogs that highlight school, home or social life activities
* exchanging information about special events or special community celebrations, for example, *Bạn sẽ mua món quà gì cho ba của bạn trong Ngày Nhớ Ơn Cha? Bữa tiệc sinh nhật của tôi là tuần tới. Bạn đã thăm ai trong kỳ nghỉ?*
 |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LV8EC02 | * expressing opinions on classwork and school life, for example, *Giờ học tiếng Việt rất vui. Buổi đi cắm trại rất thú vị. Nhà vệ sinh rất sạch. Căn-tin có đồ ăn ngon.*
* requesting help or support, for example, *Bạn cho tôi mượn viết chì. Xin cô giúp em.*
* participating in classroom exchanges by asking and responding to questions about school life, subjects, teachers and friends, for example, *Bạn mới tên gì vậy? Bạn thích học môn gì? Khi nào có giờ toán? Bạn làm bài xong chưa? Xong rồi/Chưa xong.*
* developing language appropriate to classroom routines such as responding during roll call, for example, *Chào thầy/cô ... Dạ có mặt /Dạ bạn Nam vắng mặt*
* following instructions, for example, *Xếp hàng. Vào lớp. Mở tập ra. Đứng lên. Ngồi xuống. Im lặng.*
* asking for permission and making apologies, for example, *Thưa cô cho em đi vệ sinh, Xin lỗi cô, em tới trễ*
* using repair strategies such as asking for repetition or specific details of tasks and expressing lack of knowledge, for example, *Xin lỗi, bạn vừa nói gì? Xin lỗi, bạn lặp lại được không?*
* using active listening and turn-taking strategies, such as *Bạn có đồng ý không?*
 |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9LV8EC03 | * planning home and school events, such as a Moon festival/Lantern festival/Children’s festival, a birthday party or group presentation, and exchanging information about date, time, place, activities and participants, for example*, Khi nào là sinh nhật của bạn?* *Sinh nhật của tôi là thứ Bảy 23 tháng 10 lúc 7 giờ tối. Ba ơi, chủ nhật này là Tết Trung Thu. Mấy giờ mình đi chơi? Mười một giờ sáng.*
* making real or simulated transactions such as purchasing goods, ordering food or requesting services, for example, *Xin lỗi, cô cần gì? Cái áo này bao nhiêu tiền? Có số nhỏ/lớn hơn không? Vé xe lửa đi City bao nhiêu tiền?*
* collaborating to create displays, presentations or performances for family, friends or school community, to showcase Vietnamese learning, such as singing a song in Vietnamese or reciting a poem, for example, *Xin chào Vietnam, bài thơ Tôn Trọng*
* participating in a real or simulated outing to a Vietnamese restaurant, such as discussing the menu, food and drink preferences with friends and ordering in a culturally appropriate way, for example, *Bạn muốn ăn món gì? Cơm chiên. Bạn muốn uống nước dừa hoặc nước lạnh? Nước dừa.*
* contributing to a secure school-created blog site to communicate with other students learning Vietnamese, and sharing ideas to plan and organise a Vietnamese cultural day at school
* planning and participating in activities that combine language and cultural elements, such as an excursion to a Vietnamese exhibition, film festival, performance or community event
 |
| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LV8EC04 | * locating and summarising information from a range of sources, such as notices, results of class surveys, announcements and reports, and using tools such as tables, charts and concept maps to organise and sequence information
* gathering information about aspects of Vietnam, for example, weather, vegetation, wildlife or popular foods and drinks, and using the information in new ways, for example, creating a poster or multimodal presentation to promote travel to Vietnam
* comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations, for example*,* how *Tết* is celebrated in Vietnam and Australia
* listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Vietnamese
* listening for key facts in short spoken or recorded texts such as phone messages, announcements or television advertisements, transposing them to note form, and communicating to others
* identifying and describing settings, characters, events and key ideas in imaginative texts by asking and responding to questions such as *ở đâu? khi nào? ai?* and *làm gì?* or by producing a profile of a character or a timeline of events
* reading and viewing imaginative texts such as folktale stories, legendary films and Vietnamese photo series, and performing scenes that illustrate aspects of the characters’ attitudes, personality or reactions, the story’s ending or the writer’s messages
* illustrating an extract from a text by selecting images such as a picture, colour, symbol or emoticon to reflect the content, mood or key message of the text, and explaining the reasons for selections
* listening to Vietnamese versions of English-language songs, for example, *Chúc Mừng Sinh Nhật*, *Xin chào Vietnam*, and comparing aspects of each version, such as language use and cultural representations
* interpreting the actions and behaviours of characters in multimedia texts such as cartoons, video clips or films (without listening to the original scripted dialogue) to imagine the text content and participants’ relationships, and creating the imagined conversations between participants
* interviewing family or local Vietnamese-speaking community members, or using secure online resources to research aspects of Vietnamese cultural practice, history and natural environment, for example, *cúng ông bà, cúng giao thừa*, tourist attractions such as *Vinh Hạ Long, phố cổ Hội An* and using this information in their own short reports
 |
| develop and begin to apply strategies to interpret, translate and convey meaning in Vietnamese in familiar contextsAC9LV8EC05 | * comparing translations of familiar texts such as children’s stories or advertisements and considering whether meaning can be changed or lost in the translation process
* identifying words or phrases that are difficult to translate, for example, food items such as *bánh chưng, bánh tét,* *bánh xèo, phở*, or traditional practices such as *cúng ông bà, cúng giỗ, coi ngày, coi tuổi,* and explaining reasons for difficulty, such as lack of equivalent concepts or practices in Vietnamese and English
* learning to use bilingual dictionaries and electronic translation tools, and identifying issues such as multiple meanings of words and the need to consider context or grammar to select relevant meaning, for example, *đá banh* (kick the ball)*, nước đá* (iced water)*, cục đá* (stone)
* making and using bilingual resources for language learning, such as glossaries or personal Vietnamese-English and English-Vietnamese print or online flashcards or creating bilingual games
* comparing appropriate ways of communicating in Vietnamese and non-Vietnamese contexts, for example, using different titles to address a teacher by their first name in Vietnamese but by their family name in English, for example, *Thầy Tùng/ Mr. Nguyen, Cô Hoa/ Ms Tran*
 |
| **Sub-strand: Creating text in Vietnamese** |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9LV8EC06 | * presenting a report in multimodal or digital form using graphics to support meaning, such as a report about personal interests or experiences, for example, their favourite music, singer, film, book or holiday
* producing a poster or a digital brochure for a cultural event in Vietnam or Australia, such as *hội chợ Tết, tết Trung thu* or Harmony Day
* creating Vietnamese subtitles to match short video clips or descriptions for slideshow presentations of intercultural experiences such as going on an overseas holiday, attending a wedding ceremony, giving or accepting a gift, or for informing peers and school or local community about cultural events
* creating a print or digital poster in Vietnamese to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do
* creating a story in the form of a photo slideshow, using modelled language and speech bubbles, captions or other audiovisual aids to enhance effect
* creating the next scene, a new character or an alternative ending for a Vietnamese imaginative text such as a folk tale, short story, drama or film
* writing and performing scripted scenarios that involve challenging situations or intercultural encounters, using gestures, expression and props to build mood and explore relationships and emotions
* composing songs, jingles, posters or video clips to promote real or imagined Australian products for a Vietnamese market
* participating in and performing for the class an imagined dialogue between characters from a story
* mapping their own linguistic and cultural profiles, for example, by creating a family tree or a secure web profile to highlight formative elements such as family languages, key relationships and intercultural experiences
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| **Strand: Understanding language and culture** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise and use features of the Vietnamese sound system, including tones, rhythm, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contextsAC9LV8EU01 | * exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet, such as *ă, â, ê, ô, ơ, ư* and *đ,* and letters that have no equivalent in the Vietnamese alphabet, *f, w, z*
* reading, listening to and reproducing Vietnamese words with different tone markers, recognising that Vietnamese is a tonal language, and understanding that tone changes affect the meaning of a word, for example, *ma* (ghost)*, mà* (but/that)*, má* (mother)*, mả* (grave)*, mã* (horse)*, mạ* (riceseedling)
* recognising that Vietnamese has different regional accents such as Northern, Central and Southern Vietnamese, for example, *má/mẹ, ba/bố, dứa/thơm/khóm*
* identifying similarities in pronunciation in Vietnamese borrowed words from different countries such as *ga ra, tivi, video, phim, bò bít tết, xà phòng*
* identifying words with the same syllables, including monophthongs, diphthongs and triphthongs, for example, *đi thi, nho nhỏ, đo đỏ, ngày nay, máy bay, cười tươi*, and developing awareness of sound-letter relationships and Vietnamese spelling rules
* differentiating between consonant blends that are pronounced similarly such as *ch* and *tr, d* and *gi,* *s* and *x*, for example, *che chở* versus *trường học; đôi dép* versus *giữ nhà; cá sấu* versus *xấu quá*
* using digital tools to check the correct pronunciation of Vietnamese and using voice-recording apps to check their own tone and intonation to develop fluency
 |
| develop knowledge of, and use structures and features of, the Vietnamese grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LV8EU02 | * using punctuation conventions such as full stops, capital letters, exclamations marks and question marks
* applying Vietnamese spelling rules, including adding or changing initial consonants, vowels or tone markers to form new words, for example*, ai, hai, cái, đi thi, hai tai, mười người, ba, no nê, nho nhỏ, gió to, tươi cười*
* understanding and applying the rules of compound-word formation, for example, *trường + học = trường học; xe + đạp = xe đạp,* and using these rules to generate new words
* using adjectives in comparative and superlative forms, for example, *già, trẻ, rộng lớn, nhỏ, chật, quan trọng, vui, buồn, mắc, rẻ, tốt, xấu* and *đẹp, đẹp hơn, đẹp nhất*
* using conjunctions to join phrases and sentences, for example*, Tôi và bạn, Bạn thích đi bơi hay đi xem phim? Tôi không thích đi bơi nhưng thích đi xem phim.*
* expressing plural forms such as *hai bạn, ba cái nhà, nhiều người*
* using adverbs to modify verbs and adjectives, and to indicate time, for example*, chạy nhanh, học giỏi, hát hay, đẹp lắm, hay quá, hôm qua, hôm nay, ngày mai, tuần rồi, tháng tới*
* using simple sentence structures such as affirmative, negative and interrogative sentences, including closed and open-ended questions with *ai, cái gì, gì, nào, ở đâu,* forexample*, Tôi thích ăn cơm. Tôi không thích ăn cháo. Bạn thích ăn cơm không? Bạn thích ăn món gì? Lớp bạn ở đâu?*
* recognising and using appropriate words for personal pronouns and terms of address for diverse speakers in different contexts, for example, *con, cháu, em*, *tôi*, *ông, bà, anh,* and *chị* can be used to indicate both first and second person depending on relationships
* using some honorific words to express courtesy, for example, *dạ, dạ có, dạ không, thưa*
* exploring and using synonyms, for example, *đẹp = xinh; vui đùa = vui chơi,* and antonyms, for example*, tốt ≠ xấu; mới ≠ cũ; ngày ≠ đêm; nóng ≠ lạnh, tối ≠ sáng, mắc ≠ rẻ*
* experimenting with the use of prepositions such as *trên, dưới, trong, ngoài, ở giữa*, *bên trái, bên phải,* for example, *ở trên trời, ở trên bàn, ở dưới đất, ở nhà, ở thành phố, ở ngoài đường*
* recognising possessive cases using formation of noun + pronoun/noun or *của,* for example*, ba mẹ của tôi, anh/chị của tôi, nhà/trường/lớp của tôi*
* understanding and describing past, current and future events using appropriate terms for time expressions such as *đã, sẽ, đang, chưa, rồi,* for example*, Tôi ăn rồi. Tôi đã ăn sáng rồi. Tôi sẽ ăn sáng lúc chín giờ. Tôi chưa ăn sáng. Tôi đang ăn sáng.*
 |
| compare Vietnamese language structures and features with English, using familiar metalanguageAC9LV8EU03 | * discussing aspects of grammar using metalanguage in Vietnamese or English, for example, *danh từ/*noun, *động từ/*verb, *tính từ/*adjective/, *chủ ngữ/*subject*,* *vị ngữ/*predicate
* identifying the audience and purpose of short familiar texts in Vietnamese and English, such as messages, notes, signs, instructions, personal emails/letters, advertisements, announcements, recipes, legendary stories and songs, for example, *Xin Chào Việt Nam, Chúc Mừng Năm Mới, chuyện Tấm Cám, Sơn Tinh Thuỷ Tinh*
* recognising structural features of familiar personal, informative and imaginative Vietnamese and English texts, for example, the date on diary entries and letters, titles for stories, and greetings in emails or conversations, for example, *ngày …, tháng …, năm … nhật ký thân mến, Chào bạn, hẹn găp lại, sẽ viết tiếp cho nhật ký*
* understanding that personal pronouns in Vietnamese do not change according to their grammatical function as in English, for example, *Anh ấy biết tên tôi/* (He knows my name), *Tôi biết anh ấ* (I know him)*, Kim đã giúp tôi* (Kim helped me)
* exploring and using pluralisation of nouns, for example, *hai cái áo* and *các/nhiều/những căn nhà*, making connections and comparisons between Vietnamese and English
* understanding the position of nouns and adjectives in Vietnamese compared with English, for example, *một học sinh giỏi* versus‘a good student’
* discussing ways in which different grammatical elements are used for different textual purposes, for example, the use of imperatives in a set of instructions such as *Đứng lên. Ngồi xuống. Mở tập ra. Nghe và lặp lại,* and comparing this with English
* translating information such as menus, school timetables, directions, and school and public signs or notices, and recognising and explaining similarities and differences in language structures, for example, *cơm chiên* (fried rice)*, trạm xe lửa* (train station), *Ngày Làm Sạch Nước Úc* (Clean Up Australia Day)
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LV8EU04 | * discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement such as *Tôi không nghĩ vậy,* or the importance of respect as seen in the way Vietnamese-speaking people address those more senior to themselves using *dạ/dạ có/ chào Cô/ Thưa thầy*
* understanding that languages and cultures change continuously in response to new ideas, social change and technological development, and finding examples of this in Vietnamese and English, such as phrases and concepts that have been created as a result of contact with other cultures, for example, kimono, koala, sushi, pizza, pasta, *bánh mì,* hamburger, fast food
* examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, understanding that *chú, bác* indicates informality when addressing an unrelated person and that this reflects the value of family in Vietnamese culture
* examining, in Vietnamese or English, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation across Vietnamese-speaking communities
* recognising the influence of English language and culture on own Vietnamese language use, including writing Vietnamese names such as *Lan Nguyen* instead of *Nguyễn Thanh Lan*
* discussing how values such as politeness, affection or respect are conveyed in Vietnamese, for example, by comparing interactions in their family with interactions they observe in non-Vietnamese-speaking families, and the use of terms of affection such as *dễ thương, đáng quí*
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Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Vietnamese language learning builds on each student’s prior learning and experiences. Students use Vietnamese to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, view and write to communicate with other speakers of Vietnamese in local and global settings through authentic community and online events. Background-language learners and second-language learners may support each other in their literacy development. Background-language learners may raise awareness of, and facilitate class involvement in, local community events. Students continue to receive guidance, modelling, feedback and support from peers and teachers.Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. Background-language learners may source texts and other resources from their local and global communities to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Vietnamese language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Vietnamese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Vietnamese to create texts. Students apply features and conventions of spoken Vietnamese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Vietnamese, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Vietnamese** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Vietnamese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds AC9LV10EC01 | * asking and responding to questions to discuss opinions on familiar topics such as friendship, leisure activities, everyday life and special events, for example,*Ngày hội thể thao cửa trường bạn thế nào? Ngày thể thao của trường mình rất vui. Bạn thích nghe nhạc nào? Mình thích nghe nhạc trẻ.*
* sharing information about personal experiences, for example, *Đường phố ở Úc rất sạch sẽ và đẹp. Tôi thích đi Việt Nam vì có nhiều thứ đẹp và rẻ.*
* comparing and discussing their future plans and aspirations with others, for example, *Tôi muốn học đại học, còn bạn? Tôi muốn trở thành giáo viên. Còn bạn thích làm nghề gì?*
* using strategies to sustain face-to-face and online conversations, for example, encouraging responses through questions such as *Bạn thấy phim này thế nào? Tại sao bạn thích ca sĩ này?*
* expressing opinions on an event or performance, for example, responding to a cultural celebration such as *Tết Trung Thu, hội chợ Tết*
* interacting in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, *Xin lỗi. Tôi mất hành lý. Ông giúp tôi được không?*
* using different forms to record own views in an email to the editor or a secure blog post
 |
| use Vietnamese language in exchanges to question, offer opinions and compare and discuss ideas AC9LV10EC02 | * discussing aspects of school life, for example, opinions about school rules, school expectations and subjects offered in Vietnamese and/or Australian schools
* using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on ideas, respecting others’ opinions and challenging alternative views in a polite manner, if necessary, for example, *Bạn nghĩ sao? Bạn có nghĩ giống/khác mình không? Cảm ơn bạn cho mình ý kiến. Bạn nói đúng lắm. Bạn nói có đúng nhưng mình nghĩ rằng … Mình thử làm thế này/cách khác được không?*
* corresponding with peers via a secure online forum, reflecting on their experience of Vietnamese language learning, for example, *Nhiều người Việt coi trọng giáo dục. Nhờ nói tiếng Việt với gia đình từ nhỏ nên bây giờ tôii nói tiếng Việt rất giỏi.*
* discussing concern or support for social or environmental issues such as *ô nhiễm môi trường, tái chế rác thải, hiện tượng nhà kính, nóng lên toàn cầu*
* discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media, or parental expectations, and identifying points of agreement or disagreement, for example,*Tôi nghĩ tôi không cần điện thoại di động trong lớp học.*
* participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of ‘4 corners’, where students move according to their opinion and then respond to others in opposing corners
* asking and responding to open-ended questions about learning activities or strategies, for example, *Bài làm về nhà cho môn tiếng Việt là gì? Mình phải đọc và trả lời cho bài Tết Trung Thu.*
* participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, *Bạn thích làm việc gì trong thư viện? Tôi thích xếp lại sách.*
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| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9LV10EC03 | * organising events such as class excursions, school performances or social events, and negotiating options to reach agreement, for example, *Các bạn muốn đi sở thú hay viện bảo tàng? Chúng mình nên tham gia ngày hội Đa Văn hoá của trường? Chúng mình nên múa quạt hay múa nón? Chúng mình nên mặc áo dài hay áo bà ba? Chúng mình nên đổi qua bài hát ‘Mừng Xuân’ vì nó vui hơn.*
* making transactions in authentic, simulated or secure online situations, such as purchasing clothing items or electronic devices using language for persuading, negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá không? Em không thích màu tím, chị làm ơn đổi lại cây viết màu cam cho em.*
* planning for real or simulated Vietnamese visitors to the school, for example, preparing print or digital informative materials, preparing welcome speeches or conducting school tours
* raising an issue relating to the organisation of an event and negotiating a solution, for example, *Tại sao chúng mình không làm sinh nhật cho Lan ở nhà hàng? Mình thấy làm ở nhà hàng chật chội lắm. Vậy mình làm BBQ ở công viên đi. Ở đó rất rộng rãi.*
* participating in virtual scenarios related to travelling to Vietnam, such as booking, changing or confirming a flight, tours or accommodation, or exchanging currency, for example, *Khi nào có chuyến bay đi Việt Nam? Tôi muốn mua vé đi Việt Nam ngày 20 tháng 12. Tôi cần đặt cọc trước bao nhiêu tiền? Khi nào thì phải trả hết tiền? Gia đình tôi muốn đặt hai phòng cho bốn người, từ ngày 20 đến 27 tháng 12. Một trăm đô Úc đổi được bao nhiêu tiền Việt Nam?*
* reflecting on their experience of studying Vietnamese at school, discussing progress, challenges and achievements, for example, *Em nói tiếng Việt với mẹ ở nhà, nhưng lại học ngữ pháp ở trường.*
* organising a real or simulated interview with a local celebrity, significant Vietnamese-speaker, or Vietnamese-speaking community member by researching the person’s achievements and discussing with peers the appropriate questions to ask
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| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LV10EC04 | * summarising and evaluating information obtained from a range of sources for a research project, for example, finding information about Vietnam from a cookbook and a documentary, and discussing similarities and differences in the information obtained
* accessing a range of digital and other texts such as books, webpages, documentaries, news items or interviews, to collate and present information about aspects of Vietnamese and Australian lifestyles, for example, creating a multimodal presentation on Vietnamese teenagers’ fashion and tastes in music
* compiling information through class surveys and other research to compare a range of perspectives on teenage interests and social or cultural issues, for example, researching attitudes to sport or cultural practices such as *tết Trung thu*, comparing perspectives and explaining possible reasons for differences
* listening to or reading First Nations Australian authors’ stories in English, and creating an author profile in Vietnamese
* listening to and viewing short informative texts such as documentaries or news reports, and listing key words and points of information to be reused in their own newsflash or multimodal presentation
* responding to events and characters in imaginative texts by writing a diary entry or secure blog reflecting on an event in a story or film, or creating a new ending to a story
* collecting examples of good news/success stories related to their school, home or local community and sharing their findings in formats such as digital displays or newsletter contributions, for example, sporting achievements or successful fundraising
* describing key messages, beliefs and values in traditional texts in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folk tale *Tấm Cám*with the English version of Cinderella and discussing the reasons behind similar and different moral attitudes, beliefs and values
* conducting surveys or structured interviews with classmates or online Vietnamese-speaking contacts in a secure online environment, comparing opinions and perspectives on community or personal issues, and reporting findings back to class
* viewing and listening to television series or songs, such as *Xin Chào Việt Nam, Sài Gòn Đẹp Lắm* and discussing aspects that are similar or different from their own cultures
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| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LV10EC05 | * comparing and discussing various translations of common words, phrases and expressions, for example, comparing*cà phê đậm* (strong coffee) and *người khỏe mạnh* (a strong person)*, thời tiết nóng nực* (hot weather) and *ớt cay* (hot chilli)
* finding examples of expressions in Australian English that do not translate easily into Vietnamese, for example, ‘the bush’, ‘a formal’, ‘schoolies’, explaining reasons for the lack of equivalence
* interpreting and translating a range of texts from Vietnamese into English, and vice versa, using and evaluating translation resources such as secure online translation tools and print/digital dictionaries
* creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, *tết Nguyên đán, tết Trung thu, chúc mừng năm mới, chúc mọi người vui khoẻ, chúc mừng sinh nhật, trăm năm hạnh phúc*
* translating and interpreting short texts such as announcements, advertisements, articles or extracts from stories or films, considering audience and context, and reflecting on how cultural elements are encoded in common words and expressions, for example, use of family terms, titles, and terms of address such as *anh, chị, cô, chú, tôi* and *em*
* explaining which words, expressions or gestures should or should not be incorporated when interacting in Vietnamese, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting, making eye contact during conversation or not pointing
* explaining terms used to describe common features of schooling in Vietnam, for example, those related to curriculum or assessment and reporting, such as *chương trình, sách giáo khoa, bài kiểm tra, học bạ, bằng cấp*, and comparing these with similar terms used for Australian schooling
* comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing *dân ca* with *nhạc trẻ* or *trò chơi*
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| **Sub-strand: Creating text in Vietnamese** |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LV10EC06 | * presenting information in spoken or written texts targeting particular audiences, and aligning language choice and text structure to purpose and topics, for example, announcing and promoting an event, reporting on a favourite song or short video clip, or creating a virtual tour or multimodal presentation to introduce the school to Year 7 students
* creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases and information about cultural practices, for example, *Bao nhiêu tiền? Phòng vệ sinh ở đâu? chở tôi đến nhà hàng/khách sạn/sân bay, xin lỗi, cám ơn*
* composing bilingual texts for specific audiences and purposes, for example, a game for young Vietnamese learners, invitations to a class/social event, posters for a performance, or a presentation about the school for a visiting group of exchange students
* writing a journal entry, or contributing to a school newsletter in Vietnamese reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site
* recreating imaginative stories in different formats including new aspects to the text, such as a new character or setting or an alternative ending, and using descriptive and emotive language to engage the audience, for example*, tuyệt vời, hiền lành, duyên dáng; buồn, vui, thú vị, nhàm chán*
* writing a real or imagined autobiography, reflecting on significant people, events, influences or milestones in their lives, for example, *Năm 1984, một chiếc tàu đã vớt tôi và đưa tôi đến Úc.*
* creating a range of texts to entertain particular audiences, for example, songs, skits, cartoons, video clips, graphic stories and children’s books for young Vietnamese learners
* creating and performing skits that involve characterisation, context and dramatic tension, for example, plays demonstrating a generation gap, family or friendship issues
* composing and presenting a cultural exhibition or performance in Vietnamese for members of the school community, providing English language support in the form of captions or recorded/live commentaries
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| **Strand: Understanding language and culture** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply features of the Vietnamese sound system, including tones, pace, rhythm, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LV10EU01 | * recognising the differences in intonation between statements such as *Con không đi chơi đâu*., questions *Con không đi chơi đâu à*? and exclamations *Con không đi chơi đâu!*
* applying appropriate pauses and intonation to signal clause boundaries and emphasis, for example, *Em thích học môn tiếng Việt vì lớp rất vui.*
* identifying variations in pronunciation from different regions such as North, Central and South, for example, different ways of pronouncing *dấu hỏi* and *dấu ngã*, *s* and *x, ch* as *tr, v/gi* and *d*, and final consonants such as *-t* and *-c* in *khuôn mặt* and *mặc áo*
* understanding that spelling follows standardised rules even though there are some variations in Vietnamese pronunciation across different regions of Vietnam
* recognising the challenges of communication associated with clarity and pace in audio texts in certain situations, such as station or airport announcements or recorded phone messages, for example, *Thưa quý khách, chuyến bay VA123 sẽ khởi hành trong vòng ít phút nữa*
* developing features of spoken Vietnamese, including intonation, tone and stress, to increase fluency and enhance expression in a range of activities such as listening to and repeating pronunciation using digital tools
* experimenting with intonation and stress, improving coherence and increasing expressive range by singing popular Vietnamese songs or by reading aloud from unfamiliar texts, for example, newspapers, novels, reports
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| select and use structures and features of the Vietnamese grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LV10EU02 | * understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, such as full stops, commas, exclamation marks, brackets, apostrophes, speech marks and question marks
* understanding and applying spelling rules for special cases, for instance, the initial consonant *k* and consonant clusters *kh, gh, ngh* can go with the vowels *i, e, ê* only, for example*, kể, khi, nghỉ, ghe, nghe, nghề*
* applying Vietnamese phonic and spelling knowledge to pronounce and infer spelling of unfamiliar words, for example, words containing consonant clusters *kh, ng, ngh, nh*, diphthongs and triphthongs such as oi, *ôi, ơi, oe, oai, ươi, ương, uyên*, or new words encountered in interactions and texts in Vietnamese, for example, determining the spelling of the unfamiliar word *người*from that of the known word *mười*
* using adjectives and verbs to express and convey emotions and attitudes from a personal perspective, for example, *vui mừng, hạnh phúc, tự hào, hãnh diện, thú vị, buồn chán; thích, thương, kính phục, ghét, đồng ý, ủng hộ, phản đối, hấp dẫn, thú vị, tiện lợi, hữu ích*
* connecting and contrasting ideas, events and actions by using conjunctions to emphasise contrast, or cause and effect, for example, *Tuy không giàu có nhưng gia đình tôi rất hạnh phúc.*
* expressing a range of plural forms, for example, *hàng ngàn, hàng triệu, vô số*
* understanding the use of *được*and *bị* in Vietnamese, for example*, Em được điểm tốt. Em được thầy cô khen. Em bị bệnh.*
* differentiating interrogative forms with tag questions and knowing how to use them according to context, for example, comparing *Em thích ăn cơm chiên không?* with *Em thích ăn cơm chiên phải không?*
* recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, comparing *Hôm nay Lan đi học sớm* with *Hôm nay Lan đi học sớm thế!,* which may suggest surprise or irony
* understanding and using Vietnamese verbs such as *nên, cần* and *phải t*o express modality, for example, *Em nên chăm học. Chúng ta cần giữ gìn văn hóa Việt Nam. Học sinh phải mặc đồng phục khi đi học.*
* using a range of cohesive devices to sequence, add or connect ideas in texts such as *thứ nhất, thứ nhì, đầu tiên/ trước hết, kế đến, rồi, sau cùng, ngoài ra, hơn nữa, tuy nhiên*
* recognising the features of alliteration and onomatopoeic words in Vietnamese and using them in own spoken and written texts, for example, *vui vẻ, mát mẻ, lanh lợi, tử tế,* *ầm ầm, ào ào, Mùa thu thời tiết mát mẻ, dễ chịu; thác đổ ầm ầm, xe chạy ào ào vào thành ph*
 |
| reflect on and evaluate Vietnamese texts, using metalanguage to discuss language structures and featuresAC9LV10EU03 | * using metalanguage in Vietnamese or English to identify the grammatical differences between the languages such as word order, verb moods, tenses *hiện tại hoàn thành/*present perfect, *mạo từ sở hữu/*possessive pronouns, *tính từ và phân từ sở hữu/*agreements of adjectives and participles, *động từ bỗ trợ/*auxiliary verbs
* exploring different types of texts such as recounts, emails, diary and advertisements, and analysing the relationships between audience, purpose, context and language features to predict the meaning of unfamiliar vocabulary
* exploring the ways in which content is developed in different types of texts, and how ideas and information are sequenced, for example, headings, paragraphing, topic sentences, elaborations, and topic/idea shifts
* understanding the use of text conventions such as culturally appropriate salutations and forms of address that depend on relationship or social status in specific text types such as letters, speeches or interviews, for example,*kính thưa/thưa/thân mến/thương mến/kính chào/chào*
* identifying and comparing language features of different text types, for example, the use of first person such as *mình/tô*, descriptive*khoẻ mạnh/thông minh/hiền lành* and emotive language*vui mừng/hạnh phúc,* in personal recounts and diary entries
* recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, the response to the question, *Em chưa làm bài tập về nhà phải không?*”You haven’t done your homework, have you?”, would be *Dạ phải. Em chưa làm*/ “Yes, I haven’t”, while in English it would be, “No, I haven’t”
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LV10EU04 | * exploring the reciprocal nature of intercultural communication, the process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality and politeness, and use of personal space and physical contact
* exploring how globalisation has resulted in the use of English words and expressions in Vietnamese, and discussing the advantages/disadvantages of this influence, for example, in technological terms such as CD, DVD, USB, video, TV, remote control, computer, laptop, internet and website, despite the existence of Vietnamese equivalents
* identifying and explaining changes in contemporary language practices and social behaviours, for example, using less formal language such as *chàoThầy/thưa Cô* or *chào/kính thưa* and gestures such as nodding head or shaking hands without bowing head and folding arms when greeting family members and friends, rather than strangers
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Vietnamese to a group of Vietnamese-speaking visitors at a school assembly
* identifying moments of communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding
* identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, *Trước đây, em ngại nói tiếng Việt nhưng bây giờ em thấy tự hào và tự tin dùng tiếng Việt.*
* analysing their own bicultural and bilingual biographies through talking to relatives in Australia or other countries to discover more about family heritage, migration and history, and reflecting on how this can contribute to their identity
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