****

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2023**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

TABLE OF CONTENTS

[CURRICULUM ELEMENTS 4](#_Toc145682773)

[Foundation 4](#_Toc145682774)

[Years 1–2 7](#_Toc145682775)

[Years 3–4 15](#_Toc145682776)

[Years 5–6 23](#_Toc145682777)

[Years 7–8 (F–10) 31](#_Toc145682778)

[Years 9–10 (F–10) 39](#_Toc145682779)

CURRICULUM ELEMENTS

Foundation

|  |
| --- |
| **Year level description** |
| In Foundation, Vietnamese language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. Background-language learners may also interact in Vietnamese within their family. Students strengthen and extend their communication and interpersonal skills by interacting with peers in Vietnamese through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.Students experience and imitate the sounds and gestures of Vietnamese language. They participate in shared listening and viewing of texts that represent Vietnamese and Vietnamese-speaking contexts. Spoken, written and multimodal texts may include conversations, picture books, traditional and contemporary rhyming verse, songs and stories, films, animated cartoons and performances. Background-language learners may bring examples of known Vietnamese contexts or texts to the classroom. Students learn that language can be represented in different ways, including using the Roman alphabet in English, and using the Roman alphabet with tone marks in Vietnamese. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Vietnamese texts, with support. They identify that Vietnamese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

|  |  |
| --- | --- |
|  | **Foundation** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| with support, recognise and communicate meaning in Vietnamese AC9LVF01 | * using simple greetings relevant to their relationship to the person, for example, *Em chào cô/thầy/mẹ/ba. Chào bạn. Hẹn gặp lại. Tạm biệt.*
* introducing themselves and responding to greetings, for example*, Tôi là Vi. Còn bạn? Bạn tên là gi? Bạn có khỏe không? Tôi khỏe, cám ơn. Bạn mấy tuổi? Tôi năm tuổi.*
* using formulaic phrases for everyday interactions such as thanking, requesting, apologising and offering best wishes, for example*, Cảm ơn. Làm ơn. Xin lỗi. Xin mời. Mời bạn. Thưa cô/thầy/mẹ/ba. Dạ, có/không. Đi chơi vui vẻ!*
* sharing likes and dislikes, for example, *Dạ, thích/không thích. Mình thích/không thích*.
* responding to instructions or directions through actions, gestures or spoken responses, for example*, ngồi xuống, đứng lên, lắng nghe và lập lại, đứng thành hình tròn, xếp hàng*
* imitating and playing with aspects of Vietnamese pronunciation and incorporating appropriate gestures, facial expressions and body language, for example, crossing arms and bowing with the head when greeting an adult
* performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the meaning, for example, *Đầu vai gối chân, Đi học về, Bài tập thể dục buổi sáng*
* listening for and identifying key words in stories, rhymes or songs
* sharing simple expressions and songs with friends and family, for example, singing *Chúc bạn sinh nhật vui vẻ* and using appropriate greetings such as *Mong bạn chóng khỏe* or *Chúc mừng năm mới* for different times or occasions
* playing games such as counting, sorting, ordering, matching as a whole class or individually, using classroom hardware, for example, interactive whiteboard, tablet
 |
| explore, with support, language features of Vietnamese noticing similarities and differences between Vietnamese and English AC9LVF02 | * observing that written Vietnamese uses the same letters as written English, although Vietnamese has 29 letters while English has 26, and noticing that some letters have different sounds, for example, *ă, â, ê, ô, ơ, d, đ, u, ư*
* exploring facial movements involved with making sound blends in Vietnamese and English
* tracing letters of the alphabet and imitating the beginning/vowel sounds, for example, tracing and imitating *bò cò sò*
* participating in alphabet songs, chants and rhymes to imitate Vietnamese pronunciation, intonation and stress
* making connections with Vietnamese words and phrases used in everyday life in Australia, for example, food names such as *phở, chả giò, xôi, chè*
* experimenting with sounds (animal sounds, etc.) used in Vietnamese, for example, using the sounds *gâu gâu* (woof woof), *ò ó o o* (croak croak), *ụt ụt* (oink oink)and comparing these sounds with languages represented in the class
* exploring and practising intonation patterns and understanding the difference of the stress among statements, questions and exclamations, for example, *Em chào cô ạ. Em giỏi lắm! Em khỏe không?*
* noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, students and teachers or friends, for example, *Thưa mẹ con đi học về. Em chào cô/thầy. Chào bạn.*
 |
| explore connections between language and culture AC9LVF03 | * locating Vietnam on a world map, understanding that Vietnamese is the national language of Vietnam, and that it is spoken in Vietnamese-speaking communities in Australia and around the world
* exploring the different languages spoken by class members and listening to the different sounds and ways of saying common expressions such as *Em chào cô/thầy. Em tên là .*..
* observing, through visual and audiovisual resources, that members of Vietnamese-speaking communities may do everyday things similarly to or differently from themselves, for example, speaking a different language or using chopsticks and a spoon
* noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians
* using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia
* noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages or ways of celebrating that may not be familiar to other people, for example, starting a meal with *Con mời ba mẹ ăn cơm!*
* exchanging ideas, feelings and understandings of language and culture through play-based experiences, for example, puppets, playing dress-ups, pretend restaurants and market stands
* playing and engaging with cultural items such as Vietnamese currency, for example, using Vietnamese currency *đồng* when they play shops
 |

Years 1–2

|  |
| --- |
| **Band level description** |
| In Years 1 and 2, Vietnamese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking, viewing and early writing skills. They interact in Vietnamese language to share information about themselves and their immediate environments, using play-based and action-related learning. Background-language learners may also interact in Vietnamese in their local community. In informal settings, students use local and digital resources to explore Vietnamese-speaking communities in Australia, Vietnam and diverse locations around the world. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. Background-language learners may bring prior knowledge of oral language and gestures to the classroom. Students transition from spoken to written language and recognise tone marks on letters. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, traditional and contemporary songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures. |
| **Achievement standard** |
| By the end of Year 2, students use Vietnamese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words.Students imitate the sounds, tones and rhythms of spoken Vietnamese. They demonstrate understanding that Vietnamese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Vietnamese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

|  |  |
| --- | --- |
| **Strand: Communicating meaning in Vietnamese** | **Years 1–2** |
| **Sub-strand: Interacting in Vietnamese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LV2C01 | * greeting each other and using appropriate terms of address, gestures and body language, for example, *Em chào cô, Chào bạn. Tạm biệt cô. Tạm biệt bạn.*
* introducing and describing themselves, including age, class and school, for example, labelling a picture of themselves with 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 mèo.*
* responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, *Em có anh trai không? Nhà em có nuôi chó không?*
* making simple requests using *Làm ơn, giùm* and expressing thanks with *Cảm ơn/Cám ơn*
* responding to classroom instructions and routines such as roll call, for example, *Dạ, có, Đứng lên! Mở sách ra.*
* expressing thanks, apologies, likes, dislikes, for example, *Cảm ơn bạn*, X*in lỗi bạn, Mình thích màu vàng, Mình không thích màu đen.*
* using puppets to perform role-play exchanges, for example, *Bạn Lan đâu rồi? Tôi đây nè. Bạn có khỏe không hả Lan? Tôi khỏe. Cảm ơn. Mình đi chơi nhé/nhen.*
* using formulaic Vietnamese exclamations spontaneously when interacting with peers, for example, *Thật vậy à? Đẹp quá!*
* identifying the languages they know and the languages they are learning, for example, *Tôi nói tiếng Việt và tiếng Anh.*
 |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LV2C02 | * responding to listening games through actions or words, for example, *Trò chơi tôi nói, Bịt mắt bắt dê, Con Thỏ ăn cỏ, Nu na nu nống, Tôi là ai?*
* participating in singing/reciting original or translated songs, rhymes and chants in Vietnamese, using repetitive language and actions, for example, *Kìa con bướm vàng, Tết đến rồi, Rước đèn thángTám*
* participating in games that involve taking turns, making choices or swapping items, for example, *Tập tầm vông, Kéo cưa kéo kít*, *Kéo co*
* playing matching games with Vietnamese and English words from big books and picture books in print or digital form, for example, playing memory or bingo
* taking turns leading games or activities, for example, *Mấy giờ rồi ông sói?*
* giving instructions, for example, adopting the role of a fitness instructor and guiding the class in movement *Giơ tay lên! Giang tay ra! Nhảy lên! Xoay vòng!* or in ball play *ném, thảy, bắt, chụp*
* using dress up costumes such as *ăn mặc cải trang* to participate in play-based experiences, for example, *chơi đồ hàng*
* working collaboratively to identify and label Vietnamese objects or places on a word wall or map
 |
| **Sub-strand: Mediating meaning in and between languages** |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LV2C03 | * listening to, reading or viewing familiar Vietnamese texts and identifying key words, for example, in stories such as *Mười hai con giáp*, in rhymes such as *Thằng Bờm* and in cartoons such as *Thỏ con vâng lời mẹ*
* drawing and labelling a character or scene from rhymes, songs or stories such *as Thỏ và rùa, Cô bé quàng khăn đỏ*
* identifying and using expressions to recreate a story or information, using prompts such as objects, pictures or cut-outs
* recognising that gestures and body language are integral to communicating in language for First Nations Australians, and showing examples of how they are also integral to communicating in Vietnamese and the language(s) they may speak at home
* identifying a favourite character, using modelled language when necessary, for example, *Con thích con bướm vàng vì con thích màu vàng, Con thích con rùa vì nó chăm chỉ. Con không thích con chó sói vì nó dữ quá.*
* participating in shared reading (big books, etc.) of informative or imaginative texts and responding to questions, 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?*
* making connections between a simplified Vietnamese text and self, for example, responding to the story *Thỏ và Rùa* by saying, *Tôi là con rùa. Tôi chậm chạp nhưng tôi về đích trước.*
* listening to imaginative texts such as stories, rhymes and songs, and responding through play-acting or movement, for example, *Thằng Bờm, Sự tích Chú Cuội, Ba con heo nhỏ*
* drawing, pointing, clicking or dragging to show understanding of key points in a range of spoken, written and multimodal texts
* listening to or viewing a text and sequencing images to match, for example, listening to a story about the first day of Year 1 and placing pictures in the corresponding order of events
 |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LV2C04 | * 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)
* showing politeness in different contexts, for example, making requests using *giùm, làm ơn*, thanking someone using *cảm ơn nhiều, cảm ơn*
* noticing the appropriate title when addressing or greeting someone, for example, *Chào cô (giáo) Thi.*
* understanding Vietnamese cultural gestures, for example, standing up to greet a teacher or receiving an object with both hands
* sharing familiar Vietnamese phrases and expressions with peers and interpreting their meaning, for example, *Ngày mai gặp lại. Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em bảy tuổi. Không có chi/gì.*
* differentiating between formal and informal language in greetings and farewells, for example, *Xin chào ̣*and *Chào bạn*
* creating bilingual resources such as illustrated Vietnamese-English and English-Vietnamese wall charts or online flashcards
 |
| **Sub-strand: Creating text in Vietnamese** |
| with support, use letters with tone marks to form words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with tone marks as appropriate AC9LV2C05 | 1. labelling classroom items and resources or personal possessions
* creating identity cards or drawing and labelling a self-portrait, for example, *Đây là tôi. Mắt tôi màu đen. Tóc tôi ngắn/dài.*
* writing captions, with support, for a photographic display to show others about a class event or experience, for example, *Đây là vườn trường. Em trồng rau thơm.*
* matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia
* creating bilingual posters for the classroom to share greetings in Vietnamese and English
* 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
* performing parts of a story, using modelled language and imagination to express a character, for example, *Em đói bụng. Em sẽ ăn ba trái nho.*
* expressing an experience through a puppet play or dramatic performance, using modelled language, for example, 2 characters meeting and asking, *Bạn khoẻ không?*
* creating a narrative, using modelled language in a photo story or animation, by sequencing a series of pictures with captions or by creating a storyboard with labels, for example, *Ngày xửa ngày xưa, trong một khu rừng/ngôi làng … có một gia đình/em bé…*
* sharing a family story or giving a simple show and tell about an object from a country they are connected with, conveying aspects of their knowledge of their own heritage, for example, a Vietnamese student sharing a *quả cầu lông/cầu đá, con quay/con vụ*
 |

|  |  |
| --- | --- |
| **Strand: Understanding language and culture** | **Years 1–2** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise and imitate the sounds, tones and rhythms of Vietnamese AC9LV2U01 | * 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*
* recognising sounds that are specific to Vietnamese, for example, *ă, â, ê, ô ơ, u, ư, d, đ*
* 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 Vietnamese is a tonal language that uses 5 tone markers, and that pitch changes affect the meaning of words, for example, *ma, mà, má, mả, mã* and *mạ*
* developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases
* understanding that Vietnamese language only has single syllables, but it has compound words, for example, *Nguyên* pronounced as one syllable *Nguyen* not *Ngu-yen*
* listening to simple texts and identifying where tone changes the meaning of a word, for example, on an interactive whiteboard, selecting where tone changes the meaning of words in *Tâm ca cả ngày được ăn cả con cá. Bạn con bán cái bàn.*
 |
| recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese AC9LV2U02 | * noticing that Vietnamese and English use the same punctuation conventions such as full stops, exclamation marks and question marks
* recognising and using lower-case letters and upper-case letters
* identifying the 29 letters of the Vietnamese alphabet by their names and sounds as well as the 5 tone markers
* matching the alphabet with the words that begin with each letter, for example*, b bà, c con cá, đ con đà điểu*
* exploring Vietnamese spelling strategies such as grouping words according to initial letters that represent particular sounds, for example, *h* in *hoa hồng, hát, học* or *m* in *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*
* noticing that there are multiple forms of personal pronouns in Vietnamese compared with 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 in modelled sentences
* recognising 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*
* recognising 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*
* 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*
 |
| notice that Vietnamese has features that may be similar to or different from English AC9LV2U03 | * noticing that Vietnamese and English use the Roman alphabet and that there may be variations in the pronunciation of letters with or without tone marks
* comparing Vietnamese and English word order, for example, noticing that in Vietnamese objects are described with noun+adjective such as *táo đỏ* and that English is the opposite ‘red apple’
* developing number knowledge and identifying the similarities and differences in cardinal and ordinal numbers in Vietnamese and English, for example, *mười* = 10 and *một* = 1 and the combined words *mười một* = 11, whereas in the English counting system there is a different word for ‘eleven’
* exploring similar text types in Vietnamese and English, such as songs, street signs or labels on goods at a market, and noticing ways in which they are similar or different, for example, comparing rhyming or repeating words *quác quác quác, quạc quạc quạc*in the song *Một con vịt* and‘quack, quack, quack’ in English
* recognising that languages use words borrowed from other languages, and that many English, French and Chinese words are used in Vietnamese such as *video, tivi, taxi, internet,* and *nhà ga* (train station), *xe buýt* (bus) and *phụ huynh* (parents)
 |

|  |
| --- |
| **Sub-strand: Understanding the interrelationship of language and culture** |
| notice that people use language in ways that reflect cultural practices AC9LV2U04 | * noticing similarities and differences in how they communicate in Vietnamese in the classroom and in language(s) spoken at home
* noticing that there are many languages and cultures in the world and that many of these languages are spoken in Australia and may be represented in their classroom
* practising gestures, words and phrases that reflect aspects of Vietnamese culture, for example, using both hands to offer something, and saying *dạ, thưa, vâng* ạ to show respect
* exploring symbols and languages used by First Nations Australians and by Vietnamese-speaking communities in a range of contexts, for example, identifying the colours of flags in Vietnamese and discussing what the colours represent in English
* recognising that behaviours such as ways of eating are connected to language and culture, for example, understanding how and why Vietnamese people use chopsticks and spoons instead of knives and forks, *Ở nhà em ăn bằng đũa.*
* exploring the meaning of culture and how it can involve visible elements such as ways of dressing, eating and dancing
 |

Years 3–4

|  |
| --- |
| **Band level description** |
| In Years 3 and 4, Vietnamese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Vietnamese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. Background-language learners may also bring their experience of interacting in Vietnamese in their local community to the classroom. In informal settings, students use local and digital resources to explore Vietnamese-speaking communities in Australia and diverse locations across the world. They may continue to need support through modelling, scaffolding, repetition and the use of targeted resourcesStudents develop active listening skills and use gestures, words and modelled expressions, imitating Vietnamese language sounds, pronunciation and intonation. Background-language learners may bring knowledge of words and expressions to the classroom. Students use their literacy capabilities in English and/or Vietnamese to recognise similarities and differences between Vietnamese and English, such as the use of the Roman alphabet in both languages and tone marks in Vietnamese. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Vietnamese language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other and that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Vietnamese language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language, and basic syntax to create texts.Students imitate sounds, tones, pronunciation and intonation patterns of spoken Vietnamese. They demonstrate understanding that Vietnamese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Vietnamese and make comparisons between Vietnamese and English. They understand that the Vietnamese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

|  |  |
| --- | --- |
| **Strand: Communicating meaning in Vietnamese** | **Years 3–4** |
| **Sub-strand: Interacting in Vietnamese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LV4C01 | * initiating conversations by asking questions, for example, *Bạn tuổi con gì? Gia đình bạn có mấy người?*
* sharing information about themselves, for example, *Tôi có một con chó con màu trắng. 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 familiar topics, for example, daily routines, local places or personal interests, for example*, Chủ nhật tôi hay ngủ nướng. Còn cuối tuần bạn thường hay làm gì?* *Bạn học trường nào? Trường bạn ở đâu? Bạn đi đến trường bằng gì? Bạn thích môn thể thao nào? Còn tôi thì thích chơi đá banh.*
* attracting attention to ask for assistance, for example, *Thưa cô, em không hiểu. Thầy/cô làm ơn sửa bài giúp em.*
* asking and answering questions related to time, place, number, days of the week, months and seasons, for example, *Hôm nay là thứ mấy? Hôm nay là thứ hai. Mùa này là mùa gì? Bây giờ đang là mùa xuân.*
* seeking advice and help from others, for example, *Thưa cô, bài này làm thế nào? Con có thể giúp mẹ việc gì? Bạn giúp mình trả lời câu này nhen? Bạn kiểm tra bài giùm tôi nhé?*
* using appropriate language to seek clarification, for example, asking for something to be repeated *Xin thầy nhắc lại giùm em,* or asking how to say or write a word or expression *Cô ơi, chữ ‘tiếng Việt’ viết như vầy có đúng không? Thưa thầy /Thầy ơi, câu này tiếng Việt nói làm sao?*
* exchanging simple correspondence such as notes, invitations, birthday cards or New Year wishes in print or digital form
 |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LV4C02 | * following procedures such as a recipe or giving modelled instructions to make mid-autumn lanterns or paper cranes, using imperative verbs such as *lấy, cắt, đổ, rửa*, and vocabulary for ingredients and quantities such as*,* *nước, trái, quả, bột, một lít, một kí-lô*
* planning, rehearsing and producing a performance such as a song or dance for school assembly
* participating in traditional or contemporary games that involve taking turns, active listening, memory and information exchange
* reading own work to others, for example, writing Vietnamese captions to accompany storybooks in English such as *Câu truyện Bó Đũa* and reading them to younger students
* working together in collaborative tasks and sharing decisions about content, vocabulary and design, for example, designing a poster for a special event such as Harmony Day or creating a secure shared online photo album with narration of a class event
* working in teams using digital applications to create word or sentence games and then playing each other’s games
* interacting with guest speakers or classroom visitors during special occasions such as multicultural festivals or *Tết Trung thu*
* participating in a role-play, for example, buying items or ordering food, and using props such as play-money and costumes
 |
| **Sub-strand: Mediating meaning in and between languages** |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LV4C03 | * creating a timeline of the main events of a story, using words, pictures or simple sentences, for example, *Trước tiên ..., Kế đến ... Tiếp theo ... Sau cùng ...*
* gathering information from a range of sources and presenting findings in a different way, for example, the results of a class survey on likes and dislikes through a picture graph with annotations such as *Nhiều bạn trong lớp mình thích ăn phở. Có 12 bạn thích ăn chả giò. Có vài bạn thích chơi quần vợt.*
* reading, viewing and listening to a range of informative and imaginative texts such as *truyện ngắn* (short stories)*, truyện ngụ ngôn* (children’s fables) and *truyện cổ tích* (folk tales), and retelling or summarising the basic plot
* learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Vietnamese
* 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 by providing short statements about favourite elements such as characters, settings or events
* acting out elements of classic texts narrated by the teacher, using facial expressions and actions to mirror emotions and emphasise meaning such as, *Con rồng cháu tiên, Sơn Tinh Thủy Tinh, Mỵ Châu Trọng Thủy, Mai An Tiêm, Hội thề Lũng Nhai*
* responding to song lyrics through movement and dance, for example, listening to the song *Giờ ăn đến rồi* and creating movements to match
 |
| develop strategies to comprehend and adjust Vietnamese language in familiar contexts to convey cultural meaning AC9LV4C04 | * identifying words and expressions in Vietnamese and English that do not readily translate, for example*, phở, bánh chưng, áo dài, Cháu chúc ông bà sống lâu trăm tuổi*, ‘bushwalking’, ‘the outback’
* understanding how language choice reflects politeness and respect, for example, understanding that Vietnamese-speaking children greet their grandparents by saying *Con chào ông bà,* not*Tôi chào ông bà*
* learning to use print and digital dictionaries, for example, to assist comprehension by finding unknown words in texts
* observing different ways of showing politeness in different contexts, for example, requesting with *làm ơn, cảm phiền*, *giùm;* thanking with *cám ơn, chân thành cảm ơn, thành thật cảm ơn, cảm ơn nhiều*; bending when passing people, folding arms and/or nodding while greeting people
* recognising how the meaning of words change 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
* explaining when to use formal and informal language in greetings and farewells, for example, *Xin chào, bạn khỏe không?/Chào bạn, bạn khỏe không* and *Chào tạm biệt/ chào bạn nhen*
* recognising Vietnamese naming traditions, for example, family name first, followed by their middle name and then their given name
* 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 …*
* 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
* alternating between Vietnamese and English versions of games such as *Mấy giờ rồi ông sói ơi*? (What’s the time, Mr Wolf?) and *Oẳn tù tì, ra cái gì, ra cái này* (Rock, Paper, Scissors)
 |
| **Sub-strand: Creating text in Vietnamese** |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LV4C05 | * presenting a show and tell about an object, activity or a person special to them
* conveying information about themselves, for example, designing a poster to introduce family, pets, hobbies, likes and dislikes
* creating texts that reflect on different cultural and/or language groups, for example, their name and age in Vietnamese and/or English, *Mai lên chín, tuổi ta. Mai mới tám tuổi tây*
* creating simple descriptions in Vietnamese and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia
* creating hand-made or digital greeting cards in both Vietnamese and English for different celebrations and traditions
* conveying information about school and community events in written and multimodal texts such as annotated posters or digital storyboards, for example, posters to advertise a Vietnamese day at school or a local Vietnamese community event
* writing simple stories and illustrating with drawings and/or printed photos, or creating presentation slideshows, using formulaic expressions and modelled language such as *Hồi đó, lâu lắm rồi, một ngày nọ, một hôm, có một cậu bé ...*
* creating and performing simple imaginative texts such as action songs, dialogues or plays, using gestures, movements and facial expressions to enhance characterisation or effect
* using familiar words or phrases to create raps or rap songs, for example*,* raps *học* words, H to the O to the C to *nặng*, spells *HỌC*
 |

|  |  |
| --- | --- |
| **Strand: Understanding language and culture** | **Years 3–4** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise and use modelled sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases AC9LV4U01 | * 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 such as*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*
* identifying sounds such as *nguyên âm đôi* (diphthongs) and *nguyên âm ba* (triphthongs), and *vần điệu* (rhyming patterns) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example*, uơi: cười, tươi, người* and *iên: liền, miền, điền, tiền*
* practising tonal language that uses 5 tone markers, understanding that the pronunciation of words changes the meaning, for example, *tai, tái, tài, tại, tải*
* practising Vietnamese intonation and rhythm, for example, singing or reciting poems or sections of texts in a group
 |
| recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LV4U02 | * 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*
* expressing possessive case by using *của* + noun/pronoun, for example, *con mèo của tôi, cái áo của bạn,* and noticing case when *của* can be omitted, for example, *ba tôi, mẹ tôi, bạn tôi, nhà tôi, phòng ba mẹ tôi*
* noticing different 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, chó đực/chó cái, gà trống/gà mái, gà con, heo con*
* understanding that the plural forms of nouns are made 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*
* exploring different types of nouns, for example, 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*
* using adverbs to modify actions, for example, *chạy nhanh, đi chậm, học giỏi, hát hay*
* experimenting with the use of prepositions such as *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 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*
* experimenting with word order to see how meaning changes, for example, *Lan hay hát ≠ Lan hát hay*
* 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’?*
 |
| recognise familiar Vietnamese language features and compare with those of English, in known contexts AC9LV4U03 | * identifying similarities and differences between Vietnamese and English pronunciation, and adapting learnt spelling strategies from one language to the other, for example, the letters *a, b, c, g, h, k, l, m, n, o, p, r, s, t, v, x* and *y* are pronounced the same way in Vietnamese and English
* noticing the differences between Vietnamese and English, and the use of interrogatives, for example, unlike English, *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 bao nhiêu tiền?*
* recognising language features and symbols typically associated with particular Vietnamese texts, for example, time markers in stories or recycling symbols on packaging, and comparing these with English texts
* identifying and comparing key words in Vietnamese and English versions of favourite stories, for example, comparing *Cô bé quàng khăn đỏ’* and ‘Little Red Riding Hood’considering the rhythms and vocal effects in the 2 versions
* recognising how different textual elements in Vietnamese and English texts (titles, headings, layout, images, script, etc.) combine to make meaning in a text such as an invitation, webpage or picture book
* comparing features of simple spoken and written texts in Vietnamese, such as a spoken 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
* exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example*, đi, xem, nghe, dùng* and the use of terms such as ‘okay’, ‘hello’ and ‘shopping’
 |

|  |
| --- |
| **Sub-strand: Understanding the interrelationship of language and culture** |
| identify connections between Vietnamese language and cultural practices AC9LV4U04 | * understanding that Vietnamese attitudes, beliefs and values influence language choices, for example, the use of family terms such as *chú, bác, cô, dì* instead of first names, to reflect the importance of family in Vietnamese culture
* discussing how particular gestures, terms and expressions have embedded cultural meanings and can convey feelings, beliefs and values, such as understanding that Vietnamese terms of affection used with children often relate to either parts of the body or animals, for example, *con cún,* *thằng cu* *con, cái Tí*
* comparing their impressions of aspects of children’s lives in different Vietnamese-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games, preparing and eating food, telling stories or interacting at school, home or in the community
* exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Vietnamese language and culture(s), for example, the different regional words used by First Nations groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing this with Vietnamese-speaking cultural groups
* discussing how and why gestures can be interpreted differently in different cultures, for example, using fingers to beckon others is considered impolite in Vietnamese culture, but appropriate in some cultures
* experiencing and discussing the importance of music and dance in Vietnamese culture(s), as an expression of identity and emotion such as national pride, happiness, love, joy and sadness, for example, *âm nhạc dân gian* such as *điệu Hò, Lý, Cò lả, Trống quân, Quan họ, Chèo, Tuồng, Cải lương*; *Điệu múa cổ truyền* such as *múa Trống, múa Bông, múa Tăng bu, múa gậy, múa Sạp, múa Chiêng, múa Hoa sen*
* exploring the meaning of culture and identity, for example, using a diagram to show visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, and less visible elements such as preferences and values
 |

Years 5–6

|  |
| --- |
| **Band level description** |
| In Years 5 and 6, Vietnamese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading, viewing and writing. They interact in Vietnamese to exchange information and ideas relating to their interests, school and local environment, and engage with Vietnamese-speaking communities in person or via digital access. Background-language learners and second-language learners may work independently and/or in groups to collaborate and share learning, with support. Students use print and digital resources to extend their learning.Students engage with a range of spoken, written and multimodal texts that may include authentic stories, posters, notes, invitations and procedures. Background-language learners may share authentic resources from their local community with their peers. Students recognise how tone marks affect pronunciation and meaning. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Vietnamese language that are related to their immediate environment. They use appropriate sounds, tones, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Vietnamese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.Students apply rules for pronunciation and intonation in spoken Vietnamese. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Vietnamese. They compare language structures and features in Vietnamese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

|  |  |
| --- | --- |
| **Strand: Communicating meaning in Vietnamese** | **Years 5–6** |
| **Sub-strand: Interacting in Vietnamese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment AC9LV6C01 | * initiating and sustaining conversations, including face-to-face and secure online conversations, by asking peers about personal interests, for example, *Lúc rảnh rỗi bạn thích làm gì nhất?*
* interacting via different modes of communication such as class discussions or secure online exchanges to discuss opinions and agree or disagree on topics with classmates or friends in a Vietnamese-speaking community, for example, *Cuối tuần tôi thích đi bơi hơn đi bộ. Còn bạn thích làm gì? Tôi thấy bài đọc này khó quá. Còn bạn thì sao? Tôi không nghĩ vậy.*
* describing and elaborating on details about experiences or social activities with family and friends, for example, *Thứ Bảy vừa qua là sinh nhật của bà nội, cả nhà tôi tới mừng sinh nhật bà.*
* checking on the progress of others during learning tasks or activities, using questions such as *Bạn làm sắp xong chưa? Sao bạn làm nhanh thế?*
* comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, *Tôi đi học về lúc 4 giờ 30 phút /4 giờ rưỡi chiều. Tối thứ Bảy, tôi thích xem phim và nghe nhạc sau khi làm xong bài tập.*
* expressing gratitude, apologies, sympathy or concern when interacting with friends and family, for example, in print or digital cards for real or imagined special occasions, such as writing thank you, birthday, New Year, get well and wedding cards
 |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LV6C02 | * engaging in shared activities that involve planning and collaborating, for example, running a school assembly in Vietnamese, organising a display or creating lanterns for *Tết Trung thu*
* creating and performing role-plays such as simple transactions that involve asking or giving prices or purchasing goods and services, for example, *Bao nhiêu tiền một lít sữa? Một kí-lô nho giá bao nhiêu?*
* planning and making arrangements for activities such as outings, using expressions related to place, time and numbers, for example, *ở đâu, khi nào, bảy giờ kém 15 phút*
* collaboratively writing a simple children’s story and reading it to younger learners of Vietnamese
* contributing to the development of a set of class rules, for example, *Trong lớp học này chúng ta chỉ nói tiếng Việt vì đây là dịp để thực tập môn tiếng Việ*t.
* planning for a Vietnamese-speaking guest interview by developing a list of questions such as *Điều gì đã truyền cảm hứng cho bạn? Bạn có thể chia sẻ kinh nghiệm của mình trong chuyến đi này?*
* planning a campaign, for example, to introduce healthy, environmentally-friendly Vietnamese food at a school or local Vietnamese community event, by creating posters, pamphlets and flyers or by making presentations to the class, parents and community members
* providing feedback about peer presentations using modelled language, for example, commenting on the use of eye contact
 |

|  |
| --- |
| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LV6C03 | * identifying and recording key information from informative or imaginative texts that relate to a particular topic, to provide a summary or to give a live or digital presentation, for example, Vietnamese tourism in Australia or Vietnam
* presenting a critical review of a song, story or television program, using evaluative language such as, *Em thích câu truyện này vì nó ...*
* identifying and describing key elements of an informative or imaginative text, such as settings, characters or people and events, by asking and responding to questions such *as ở đâu? khi nào? ai? làm gì? như thế nào? tại sao?*
* listening to or viewing First Nations Australian authors’ stories in English and responding to them using words, formulaic expressions and modelled sentences in Vietnamese
* reading or viewing imaginative texts in print, digital or multimodal forms, such as poems, cartoons, stories, folk tales or films, and performing scenes that illustrate aspects of a character’s attitudes, personality or reactions, for example, in a story such as *câu truyện Kiến và Voi*
* illustrating to an extract of text, and selecting images such as a picture, colour, symbol or emoticon to express the content, mood or key message of the text
* identifying variations in aspects of language use such as tone, gesture, word choice or sentence structure in different contexts and using these in own guided interactions, for example, watching conversations between a customer and salesperson, doctor and patient, tour guide and tourist and replicating this language in a role-play
* describing their reactions to informative or imaginative texts that evoke responses such as sadness, fear or excitement, relating them to their own experiences, for example, *Em cũng cảm thấy ...*
* conducting interviews with family members or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings, such as, *quê hương, đất nước, khát khao, momg đợi, vui sướng, bảo vệ, tình dân tộc, tình hữu nghị, tình làng xóm*
 |
| apply strategies to interpret and convey meaning in Vietnamese language in familiar non-verbal, spoken and written cultural contexts AC9LV6C04 | * identifying words or phrases that are difficult to translate and possible reasons for this, for example, food items such as *bánh chưng, bánh tét, bánh xèo, phở* or traditional customs such as *cúng ông bà, cúng mụ, xin xăm, xem bói, coi ngày tốt xấu, so đôi tuổi*
* recognising differences in language use between formal and informal conversation, such as class presentations and everyday conversations, for example, *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?*
* learning to use bilingual print dictionaries and online translators responsibly to work out the meaning of unfamiliar words or sentences, and determining the reliability of these aides to accurately translate information
* describing elements of Vietnamese language that are different from English, including pronunciation, gestures and facial expressions, and sharing what they find difficult or awkward when using each language
* identifying context-specific language, for example, at the market *giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu* or at the doctor’s surgery *bị cảm, ho, nhức đầu, chóng mặt*
* interpreting a range of simple texts, including idioms to identify the main meaning, for example, *tiên học lễ, hậu học văn, gần mực thì đen, gần đèn thì rạng/sáng, yêu cho roi cho vọt, ghét cho ngọt cho bùi, ăn vóc học hay/bền*
* making and using bilingual resources for language learning, such as glossaries of cultural terms in Vietnamese and English to inform Vietnamese and Australian visitors about events in each country, such as Vietnamese New Year celebrations, Vietnamese Moon/food/boat racing festivals, Mother’s Day, Father’s Day, Anzac Day, Christmas, and explaining culture-specific elements
* examining the risks of literal or word-for-word translation when translating expressions, idioms and proverbs, for example, ‘full of beans’ (lively and energetic) may be translated incorrectly in Vietnamese to *đầy đậu*
 |

|  |
| --- |
| **Sub-strand: Creating text in Vietnamese** |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LV6C05 | * creating texts for a range of audiences and purposes, for example, a recount of the Year 5 camp for a school newsletter, an invitation for parents to attend the Year 6 information evening, or a review of the latest movie for peers
* explaining to others a procedure or practice, for example, community recycling, a recipe, health care tips, a tutorial on the rules of a sport or game, or eating etiquette
* composing bilingual resources for the school community, such as posters for class or school performances, displays or events, for example, *Ngày hội Thể thao* (Sports Carnival), *Ngày hội Đa văn hóa* (Multicultural Day) or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example, *Thư viện* (Library), *Hội* (Hall)*, Xin giữ im lặng!* (Quiet please!)
* creating a class print or digital poster, locating and describing, in Vietnamese, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia
* creating a simple, alternative ending for a Vietnamese imaginative text such as a folk tale or short story
* writing and recording a story in the form of a photo slideshow, using modelled language and speech bubbles, captions, subtitles or other audio/visual aids to enhance effect
* composing and participating in imagined interactions with characters from familiar texts, for example, a conversation between characters or meeting a character from a Vietnamese story or film for the first time, for example, *Con chào chú, rất vui được nói trò chuyện với chú.* *Con rất thích chú trong vai Lê Lai, chú trông thiệt oai phong và dũng cảm.*
* producing and performing short, scripted plays to retell a traditional folk tale in a modern context, for example, *diễn kịch cô Tấm thử hài*
* creating bilingual videos to teach others informal Vietnamese and English expressions for everyday interactions with teachers, friends and family
* sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or secure blog, introducing aspects of local culture, including interesting places, people and lifestyle, for example, *phương tiện giao thông, cuộc sống của người thành thị và nông thôn, xã hội đa văn hóa*
* using graphs or tables in print or digital form to present information, for example, creating a pie chart to represent the benefits of being bilingual or learning Vietnamese
 |

|  |  |
| --- | --- |
| **Strand: Understanding language and culture** | **Years 5–6** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply knowledge of sounds, tones, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LV6U01 | * understanding the variability of sound-letter combinations and distinguishing between similar sounds such as *ch* and *tr* in *chai/trai*, or *s* and *x* or in *song/xong*
* applying pronunciation rules, including adding or changing tone markers, initial consonants or vowels to form new words, for example, *buổi, cuối, đuổi, tuổi, chuối*
* exploring Vietnamese sounds such as homophones, for example*, giai* and *dai, dây* and *giây*, and homonyms, for example*, bàn (bàn bạc)* or *bàn (cái bàn)*
* understanding and reproducing Vietnamese words with different tone markers and pitch, for example, *thương, thường, thưởng, thượng*
* 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
* understanding that Vietnamese has different regional accents, such as Northern, Central and Southern Vietnamese, for example, *má/mẹ, ba/bố, dứa/thơm/khóm*
* understanding rhythm in sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Học bài, không được bỏ đi chơi* and *Học bài không được, bỏ đi chơi*
* applying Vietnamese pronunciation and intonation, recognising how pitch, stress and rhythm help to convey meaning, for example*, Anh ăn trưa chưa? Anh chưa ăn trưa?* and *Anh chưa ăn trưa*
 |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventionsAC9LV6U02 | * using appropriate punctuation in writing, including commas, full stops, question marks, semicolons, colons, inverted commas and exclamation marks
* applying Vietnamese spelling rules, for example, *k, gh* and *ngh* only go with *i, e,* and *ê* in *kiến, kẻ, kể, ghi, ghe, ghế, nghỉ, nghe, nghệ*
* identifying Vietnamese words that end with *i* or *y*, that have different meanings, such as *tai* and *tay, mai* and *may, ngài* and *ngày*
* understanding the grammatical function of adjectives, nouns, verbs and adverbs in sentences
* using adverbs and adjectives to expand and elaborate on meaning in sentences, for example, *hát hay, học giỏi, làm việc nhanh nhẹn/chậm chạp and người con ngoan ngoãn/có hiếu, căn phòng sạch sẽ/ngăn nắp*
* exploring a range of comparative and superlative forms of adjectives, for example, *đẹp, đẹp hơn, đẹp nhất*
* using different types of compound words, for example, *nhà cửa, đường phố, trường lớp, anh chị em,* and understanding how they are formed, for example*, trường + học = trường học; học + hành = học hành*
* extending vocabulary by learning and using reduplicative words, for example, *nho nhỏ, to to, đo đỏ*
* using prepositions to indicate location, for example, *trong, ngoài trên, dưới, bên phải, bên trái, bên cạnh, trước, sau, ở giữa*
* exploring and using synonyms, for example, *to, lớn, nhỏ, bé, siêng năng, chăm chỉ*, and antonyms, for example, *tốt ≠ xấu, mới ≠ cũ, ngày ≠ đêm, nóng ≠ lạnh, hiền ≠ dữ, giàu ≠ nghèo*
* applying basic sentence structure in spoken and written texts, for example, subject + predicate
* creating modelled affirmative, negative and interrogative sentences, for example, *Tôi thích chơi thể thao. Mình không thích chơi thể thao. Bạn thích môn thể thao nào?*
* using conjunctions to link words, phrases or sentences, for example, *và, với, hay, tại vì, hoặc, tuy, nhưng*
 |
| compare some Vietnamese language structures and features with those of English, using some familiar metalanguage AC9LV6U03 | * identifying and comparing the language features of different text types in Vietnamese and English, such as descriptive language in narratives or persuasive language in advertisements
* 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
* comparing the structural features of familiar personal, informative and imaginative Vietnamese and English texts, for example, dates on diary entries and letters, greetings in emails or conversations, and titles of stories
* comparing different types of texts such as recipes, songs, stories, recounts or conversations to identify audience and purpose used in both Vietnamese and English
* understanding how to create textual cohesion by using elements such as adverbs of sequence, for example*, thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng*, and conjunctions, for example, *và, với, hay, hoặc, vì, nhưng*, to sequence and link ideas, and comparing how these work with English
* creating comparative lists of vocabulary, in Vietnamese and English, which can be used in different contexts, for example, the use of imperatives in a set of instructions*, Đứng lên! Ngồi xuống! Mở tập ra! Nghe và lặp lại*, or the frequent use of time and place markers, *ngày xửa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới* in narratives
 |

|  |
| --- |
| **Sub-strand: Understanding the interrelationship of language and culture** |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication AC9LV6U04 | * recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using *Dạ, thưa* or different personal pronouns to indicate politeness, or adding *ông, bà, thầy, cô …* before Vietnamese names, rather than addressing Vietnamese adults with only their first names, to show respect
* noticing that language varies between regions, for example, *ốm* means ‘sick’ in Northern Vietnamese and ‘thin’ in Southern Vietnamese, *bông* means ‘cotton’ in Northern Vietnamese and ‘flowers’ in Southern Vietnamese, *chi, mô, tê, răng rứa* means ‘what, where, that, why and thus’ in Central Vietnamese and means *gì, đâu, kìa, sao* and *vậy* in Northern and Southern Vietnamese
* discussing connections between the Vietnamese language and cultural beliefs, for example, *con số hên, số đẹp, ngày tốt/tốt ngày, con rồng cháu tiên, khéo ăn thì no, khéo co thì ấm, trời nắng tốt dưa, trời mưa tốt lúa*
* exploring, in Vietnamese and English, how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Vietnamese-speaking people or communities
* practising Vietnamese table manners, for example, not eating until the adult starts eating and saying *Con mời ba mẹ/ông bà* or *mời bạn/chị/anh*, making no noise from the mouth when eating, learning chopstick manners and serving with the other end of chopsticks
* identifying ways in which Vietnamese language and culture influence the lives of Australians, such as Vietnamese cuisine *nem, phở, bánh mì thịt,* andfashion*, áo dài, nón lá*
* understanding the meaning of ‘culture’, how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as attitudes, beliefs and values, and comparing these visible and invisible elements of Vietnamese culture with Northern, Central and Southern Vietnamese regions as well as other cultures of the Asia region
 |

Years 7–8 (F–10)

|  |
| --- |
| **Band level description** |
| In Years 7 and 8, Vietnamese language learning builds on each student’s prior learning and experiences. Students use Vietnamese language, in person or via digital access within and beyond the classroom. Background-language learners and second-language learners may interact and collaborate in different ways within and beyond the classroom to facilitate learning. Students listen, speak, read, view and write to exchange information, ideas and opinions about their worlds. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers as required. Students access a range of spoken, written and multimodal texts from an increasing range of authentic, traditional and contemporary sources which may include audio and video clips, online magazines, advertisements, stories and articles. 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 in an increasing range of contexts to reflect on similarities and differences between Vietnamese and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Vietnamese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Vietnamese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary sentence structures, and expressions to create texts.Students apply the conventions of spoken Vietnamese to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Vietnamese text, using metalanguage. They reflect on how the Vietnamese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

|  |  |
| --- | --- |
| **Strand: Communicating meaning in Vietnamese** | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Vietnamese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LV8C01 | * sustaining face-to-face and online conversations, for example, encouraging responses through questions such as *Ngoài âm nhạc, bạn còn có sở thích gì khác? Tại sao vậy? Tôi nghĩ đọc sách rất có ích. Bạn có đồng ý với tôi không? Bạn thích xem phim hay đọc sách hơn? Tại sao?*
* sharing information and opinions with peers in class and in online communities about a range of topics such as friends, family, lifestyles, celebrations, food and health, for example, *Mình nên cẩn thận khi làm bạn ở trên mạng. Chúng ta nên ăn uống lành mạnh để có sức khỏe tốt. Chúng ta nên tôn trọng mọi người xung quanh. Chúng ta nên lễ phép với thầy cô giáo.*
* using descriptive language to discuss contrasting aspects of their personal worlds such as home and school, study and entertainment or discipline and freedom, and justifying opinions, for example, *Chúng ta nói tiếng Anh với thầy cô và bạn bè ở trường nhưng nên nói tiếng Việt ở nhà. Chúng ta nên biết cân bằng giữa việc học và giải trí. Gia đình tôi sống rất hòa thuận và vui vẻ. Cuối tuần tôi thường đi bơi hay đi xem phim với bạn bè.*
* asking and responding to open-ended questions about learning activities or strategies, for example, *Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Bạn phải cố gắng tập nghe, tập đọc và tập viết cho nhiều và chú ý cách phát âm.*
* summarising different opinions in interactions, for example, *Có bạn thì thích phim hành động, có bạn thì thích phim hoạt hình*
* acknowledging others’ ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, *Tôi hiểu ý của bạn nhưng bạn nghĩ sao nếu …*
* requesting repetition or asking for and providing clarification, for example, *Bạn vui lòng lặp lại/nói rõ hơn về …, Bạn nghĩ sao về việc …? Thưa cô, chữ ‘vẻ mặt’ là dấu hỏi hay dấu ngã? Thưa thầy, chữ “xin lỗi” dùng dấu ngã phải không?*
* initiating written exchanges such as writing to a student in Vietnam, requesting information and responding appropriately, for example, *Ở Việt Nam, bạn ăn Tết trong bao lâu? Bên Úc, gia đình mình chỉ ăn Tết vào ngày cuối tuần.*
 |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LV8C02 | * participating in authentic cultural experiences in the community, such as an excursion to a Vietnamese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, *Mình nên dùng món khai vị gì? Còn món ăn chính thì sao? Chúng ta nên ăn tráng miệng bằng trái cây thay cho bánh ngọt. Các bạn nhớ đừng nói chuyện ồn ào khi ăn uống.*
* collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, for example, *Lớp chúng ta nên nấu món gì cho ngày hội Đa Văn Hoá? Cơm chiên và chả giò được không? Mình cần chuẩn bị những gì nè?*
* planning and making arrangements for activities such as outings using expressions related to place, time and numbers, for example, *Các bạn muốn hẹn gặp nhau ở đâu? Mấy giờ thì mình sẽ đi leo núi? Mình gặp nhau lúc bảy giờ sáng được không?*
* collaborating to create a short children’s story based on a Vietnamese cultural event such as *Tết,* and reading it to younger learners of Vietnamese
* collaborating to create displays, presentations or performances for family, friends or the school community to showcase Vietnamese learning, for example, singing a song in Vietnamese, reciting a poem such as *Xin chào* *Vietnam*, *bài thơ Tôn Trọng*
* participating in a collaborative project such as contributing to a school newsletter, secure blog or posters to promote awareness of an important issue, for example, creating posters to promote Vietnamese language and culture and displaying in local libraries and primary schools
* conducting interviews with Vietnamese-speaking residents in nursing homes on various topics such as migration, life experiences in Australia, career choices and family history, and preparing a presentation using digital tools and apps
* providing feedback using metalanguage to support peers, for example, editing each other's written or spoken texts and work samples, and justifying reasons for editing or changing text
* creating resources to help others, such as a set of helpful hints for new Vietnamese-speaking students or students starting school, travelling to Vietnam for the first time, or teaching a skill step-by-step
 |
| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LV8C03 | * comparing key points and supporting detail from a range of texts about special occasions and ceremonies and discussing culture-specific terms and representations such as *Ở Úc, người ta không ăn Tết nhiều ngày như ở Việt Nam*
* using reading strategies to understand and respond to texts, for example, identifying the gist of an informative text about climate change and responding with a personal action or opinion such as *Mọi gia đình nên tái chế rác thải để bảo vệ môi trường.*
* 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
* listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Vietnamese
* responding to a narrative by writing and performing a simple monologue of a main character, demonstrating empathy
* researching and comparing aspects of life in Vietnam and Australia, and presenting this information, for example, researching and comparing ways of transport in Vietnam and Australia and presenting this information in a table
* listening to, viewing and reading a range of texts, including multimodal and digital narratives, such as cartoons, films, comics, stories, poems and songs, and identifying themes, messages and plot, for example, *Sơn Tinh Thủy Tinh, bài thơ Làm Anh, bài hát Xin chào Việt Nam*
* comparing humour in Vietnamese comedies with Australian/Western expressions of humour, for example, comparing comedies by *Anh Đỗ* withMr. Bean and discussing personal responses
* identifying differences between language use in formal interviews and speeches, and in everyday conversations, and replicating these differences in their own speeches or conversations, such as *Bạn vui lòng cho biết ý kiến của bạn về vấn đề này?* versus *Bạn nghĩ sao về chuyện này?* or *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?*
* identifying alliteration in Vietnamese texts, for example, *vui vẻ, mát mẻ, lanh lợi*, and using this in their own creative texts
 |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Vietnamese language in familiar and some unfamiliar cultural contexts AC9LV8C04 | * discussing strategies for translating difficult words and concepts, such as expanding descriptions or explanations, providing examples to assist meaning or connecting to context to identify the meaning of a word, for example, reading the sentence ‘that tea is strong’ and working out from the context that the meaning of 'strong' is *đậm* not *khoẻ*
* comparing choices of language and behaviours when communicating in Vietnamese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Vietnamese-speaking contexts such as *Dạ con không dám hứa. Chắc để con xem lại. Con cũng thích món quà này nhưng mà ...* or using both hands when giving something to show respect
* comparing their own translations of short texts with those of their classmates, then comparing both to versions produced by bilingual digital or print dictionaries, discussing reasons for variations and discrepancies, for example, *phi trường/sân bay, ga xe lửa/ trạm xe lửa*
* reflecting on and explaining which words, expressions or gestures should or should not be incorporated when interacting with Vietnamese speakers or speakers of other languages, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting or making or avoiding eye contact during conversation
* understanding how to convert informal spoken languagesuch as *ai cũng biết hết* into formal register to suit particular purposes and audiences, and experimenting with formal expressions such *as mọi người đều biết, như các bạn đã biết*
* discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia, for example, roundabout is *bùng bình* not *vòng tròn*
* recognising changes required for sentence structure or word use in English-Vietnamese translation, for example, This lesson is too hard to understand *= Bài học này khó quá, tôi không hiểu được*; I can’t help laughing = *Tôi không thể nhịn cười được*
* interpreting examples of colloquialisms or slang typically used by young people, such as *gấu* (partner), *toang* (broken)
* creating Vietnamese glossaries to accompany English texts, such as *dự báo thời tiết* (weather forecasts), *phim tài liệu về thiên nhiên* (nature documentary), *phim hoạt hình* (cartoons), *du lịch* (travel blog) or *truyện cổ tích* (folk tales)
 |
| **Sub-strand: Creating text in Vietnamese** |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LV8C05 | * creating spoken or written texts such as an advertisement promoting travel (tourist brochure, itinerary for young Australian travellers to Vietnam, etc.), including key words, phrases, and information about cultural practices, for example, *Bao nhiêu tiền? Phòng vệ sinh ở đâu? Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cám ơn*
* reporting in the form of a recount, a secure blog or a multimodal presentation, a personal experience such as a school excursion, a holiday or a local cultural event, using descriptive captions, subtitles or other audio/visual aids to enhance effect
* composing bilingual texts for non-Vietnamese and non-English speakers, for example, menus for Vietnamese restaurants with footnotes in English and public signs and notices for Vietnamese and Australian contexts, paying attention to aspects of culture
* creating a print or digital advertisement or brochure in Vietnamese for travel to a First Nations Country/Place location, including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc.
* writing texts such as a diary entry to reflect on an event in a story or film, or an imagined interview with a character from a story or film
* performing in or creating a multimedia videoclip of a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and dialogue, such as *bài thơ Làm Anh, bài nhạc Xin Chào Việt Nam*
* adapting stories or films to new settings and contexts, imagining how characters might behave and react in different contexts and times
* creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts such as a folk tale, short story, drama or film, for example, *Ăn khế trả vàng. Sơn Tinh Thuỷ Tinh*
* creating jingles or songs to well-known or original tunes to entertain peers or a younger audience, for example, choosing a tune from a famous pop song and using key language to create a new song
* creating captions, commentaries or subtitles for short video clips or slideshow presentations of intercultural experiences such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese-speaking peers and community of school or cultural events
* presenting and comparing information about Vietnamese and Australian cultural practices they see at home, school or in the community, for example, using graphic organisers to compare ways of celebrating New Year and birthday
 |

|  |  |
| --- | --- |
| **Strand: Understanding language and culture** | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply knowledge of conventions of spoken Vietnamese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LV8U01 | * applying Vietnamese pronunciation and spelling rules to own speech and writing to pronounce and spell new words encountered in interactions and texts, for example, if the spelling of the word *mười* is known, then the spelling of the word *người* can be determined without knowing its meaning
* experimenting with intonation patterns to distinguish different types of sentences, for example, a statement *Con không đi chơi đâu*.; a question *Con không đi chơi đâu?*;and an exclamation *Con không đi chơi đâu!*
* distinguishing and making nuances in pronunciation and spelling between some similar diphthongs and triphthongs, for example*, chiều cao* and *cây cau, lỗ mũi* and *con muỗi, cái túi* and *trái chuối*
* 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, reading aloud and conversing with a wide range of people
* listening to short interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills
* developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context
* practising ways in which tone varies according to setting and context, for example, saying the same sentence in different tones (friendly/unfriendly, respectful/ironic, etc.) to change the meaning, such as *Hôm nay, em tới sớm thế!*
* comparing own Vietnamese speech patterns with Standard Vietnamese pronunciation, and making adjustments to their pronunciation of certain sounds or tone markers as necessary, for example, *g* and *r, s* and *x, ch* and *tr*, or *d* and *gi* and *v*
 |
| apply understanding of grammatical structures and expressions to compose and respond to texts AC9LV8U02 | * understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, for example, full stops, commas, exclamation marks, brackets, apostrophes, speech marks and question marks
* exploring homonyms encountered in texts, for example, *bò* ‘cow’ or ‘to crawl’, *ăn* ‘eat’ or ‘win’, *đỗ/đậu* ‘pass the exam’ or ‘bean’, *bàn* table’ or ‘discuss’*, lợi* ‘benefit’ or ‘gum’, *đá* ‘kịck’ or ‘ice’
* understanding the use of *được* and *bị* for positive and negative meanings, for example, *Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Cành cây bị gãy.*
* understanding and using verbs to express modality such as *nên*, *cần* and *phải*, for example, *Các em nên chăm học. Chúng ta cần không khí để thở, Học sinh phải mặc đồng phục khi đi học*
* using direct and indirect speech conventions, for example, *Ba mẹ nói với tôi: ‘Con nên chăm học’*, and *Ba mẹ bảo tôi nên chăm học*
* using a range of expressions for indefinite quantities, for example, *hàng ngàn, triệu triệu, vô số, hàng hà sa số, biết bao nhiêu là …*
* constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes, for example, *Tuyệt vời!, Nhanh tay lên!, Sao chậm quá vậy?, Lạnh quá đi!*
* differentiating interrogative forms with tag questions and using them according to context, for example, *Em thích ăn cơm chiên không?* is a yes/no question to discover whether the other person likes fried rice and *Em thích ăn cơm chiên phải không?* is a tag question to confirm that the other person likes fried rice
* recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese 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”
* recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement *Hôm nay Lan đi học sớm* simply states that Lan came to school early today, while the exclamatory sentence *Hôm nay Lan đi học sớm thế/vậy*! may suggest surprise or irony
 |
| reflect on similarities and differences between Vietnamese and English language structures and features, using metalanguage AC9LV8U03 | * identifying and comparing language features in Vietnamese and English texts, for example, use of first-person point of view, and descriptive and emotive language in personal recounts and diary entries
* extending understanding of metalanguage to communicate in Vietnamese and English about word order, verbs and adjectives, for example, *Tính từ luôn đi sau danh từ.*
* exploring the way content is developed in different types of texts in Vietnamese and English, and how ideas and information are structured, for example, identifying headings, paragraphs, topic sentences, elaborations, topic/idea shifts
* applying their understanding of key features of familiar types of Vietnamese and English texts to understand unfamiliar content, for example, in print and digital public announcements, commercials, advertisements or itineraries
* examining structural features of a range of informative and imaginative text types in both Vietnamese and English texts, for example, identifying elements such as paragraphing or conjunctions to sequence and link ideas for cohesion
* teaching younger students or non-Vietnamese speakers about some key differences between Vietnamese and English language, using support resources such as flash cards, diagrams, charts or tables
* comparing spoken and written Vietnamese and English texts, for example, a spoken and a print advertisement, or an oral conversation and an email, and explaining how mode relates to linguistic structures and features, and how this affects meaning
 |
| **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 valuesAC9LV8U04 | * identifying Vietnamese and Australian cultural practices, attitudes, beliefs and values presented in diverse situations and contexts, such as in everyday conversations or in television programs, for example, standing up out of respect when an older person enters the room or the eldest person sitting down first
* reflecting on the influence of Vietnamese culture on own communication style, for example, discussing whether they modify their communication style, such as waving a hand instead of arm crossing or head bowing, when interacting in English-speaking contexts
* discussing cultural cues in communication that suggest differences in ideas, traditions or values, for example, the importance of respect as seen in the way Vietnamese people greet each other or address older people, for example, *dạ/thưa/kính thưa*
* 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
* comparing cultural elements reflected in language use and social norms, such as body language, volume of voice, and the use of personal space and silence, in different cultural contexts and exchanges
* recognising that some Vietnamese social behaviours may be misinterpreted as a lack of courtesy, for example, smiling instead of saying thank you, or not opening gifts straight away in front of guests
* sharing understandings of what culture is and of how it relates to language and identity, using statements such as *văn hóa và ngôn ngữ là đặc điểm quan trọng nhất của một quốc gia. Văn hóa tạo ra ngôn ngữ, ngôn ngữ tạo ra văn hóa.*
 |

Years 9–10 (F–10)

|  |
| --- |
| **Band level description** |
| In Years 9 and 10, Vietnamese language learning builds on each student’s prior learning and experiences. Students use Vietnamese language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, view and write to communicate with speakers of Vietnamese locally and globally 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 access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.Students access an increasing range of authentic and purpose-developed resources which may include traditional and contemporary literature, textbooks, audio and video clips, feature articles, television programs and social media. Background-language learners may source resources from their local and global communities to share with peers. Students expand their knowledge and control of Vietnamese pronunciation, intonation, structures and features. They acknowledge that language and culture shape identity and these influences can shape their own behaviours, beliefs and values.  |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Vietnamese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.Students incorporate the features and conventions of spoken Vietnamese to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Vietnamese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Vietnamese, to evaluate how this learning influences their ideas and ways of communicating. |

|  |  |
| --- | --- |
| **Strand: Communicating meaning in Vietnamese** | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Vietnamese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LV10C01 | * extending interactions in face-to-face or in secure online discussions by inviting others to contribute or provide feedback on own ideas, for example, *Các bạn nghĩ sao về việc học thêm cuối tuần? Chúng ta nên làm sao để giữ cho tình bạn được lâu dài? Các bạn nghĩ gì về ý kiến của mình?*
* exchanging ideas and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, *Chúng em đề nghị căn-tin nhà trường nên bán nhiều thức ăn bổ dưỡng cho học sinh với giá rẻ hơn. Chúng em mong nhà trường nên sửa sang lại các phòng vệ sinh cho sạch sẽ hơn. Làm sao cải thiện ý thức bảo vệ môi trường của các bạn học sinh?*
* using evaluative language to acknowledge strengths in others’ arguments or provide evidence to justify, contradict, challenge or rebut alternative views in a courteous manner, for example, *hay/đúng/thú vị/hợp lý/công bằng lắm* or *Tôi rất thích cách giải thích của bạn, rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng … Lý thuyết thì như vậy, nhưng trên thực tế thì… Hay là mình thử làm thế này/cách khác xem sao?*
* using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, *Học thầy không tầy học bạn. Cần cù bù thông minh.*
* using sympathetic language to signal empathy, restraint or indirect disagreement, for example, *Tôi hiểu/rất thông cảm với bạn …, Thôi bạn đừng buồn nữa …, Thôi được rồi, khoan đã*
* adapting own language use for different audiences or degrees of formality such as moving from informal to formal language, for example, *mẹ ơi/ông ơi/bà ơi to thưa mẹ/kính thưa ông bà* or *lòng thương người* to *lòng nhân ái*
 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LV10C02 | * organising and participating in real or simulated shopping experiences such as a class shopping trip to a market, using language for negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá cho học sinh được không? Tôi có thể trả lại đồ được không nếu lỡ/đã làm mất hóa đơn mua hàng? Cái điện thoại này bị nứt màn hình, cô có thể đổi cái mới cho tôi được không?*
* role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, *Ba mẹ ơi, con muốn đi làm thêm cuối tuần. Không cần thiết đâu, con nên tập trung lo học đi*., or *Thưa cô, vì máy vi tính bị hư nên em chưa làm bài xong, cô có thể cho em nộp bài ngày mai được không?*
* negotiating a particular course of action such as planning a day out with a guest, for example, *Cuối tuần này có nhiều phim hay lắm, thời tiết cũng thích hợp để đi bơi nữa, các tiệm quần áo cũng đang giảm giá, nhóm mình muốn làm gì? Thôi mình lo đi mua đồ trước đi vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi bơi để tuần sau cũng được mà. Các bạn có đồng ý không?*
* participating in simulated interviews and alternatively taking the role of prospective employer and job applicant, for example, *Kinh nghiệm của em ở công việc này? Em có kinh nghiệm làm việc ở nhà hàng được hai năm rồi.*
* devising a plan and solution for common problems or issues that young people may face such as a pros and cons list, for example, *lợi ích và tác hại của việc vừa đi học vừa làm*
* making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, *Tôi hay mua đồ điện tử ở tiệm đó vì chất lượng cao mà giá cả lúc nào cũng rẻ hơn các tiệm khác. Những vật liệu này có thể tái chế được không?*
* debating with peers on social, cultural, environmental or educational issues with reference to their own views and values, for example, *Có nên bắt buộc học sinh học ngoại ngữ không? Có phải vào đại học là con đuờng duy nhất dẫn đến thành công?*
* being the teacher or buddy and annotating peers’ draft work, offering suggestions about the sequence of ideas, grammatical structures, paragraphs and layout
 |
| **Sub-strand: Mediating meaning in and between languages** |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LV10C03 | * researching different perspectives on the same issue presented in a range of media sources, such as songs, performances, films or documentaries, to discuss a subject such as deforestation, sustainable development or overpopulation, for example, *Làm thế nào giảm phá rừng ở Việt Nam? Làm thế nào giảm bớt nạn cháy rừng ở Úc? Làm thế nào phân loại các rác thải một cách hiệu quả nhất?*
* critically analysing texts to prepare a debate on a topic related to social or environmental issues, for example, *Điện thoại di động nên bị cấm ở trường*
* identifying how feelings and attitudes are expressed through language, such as the use of emotive language in speeches, essays or stories, and then using this language in their own texts, for example, *Tôi thật hạnh phúc khi có mặt ở đây!*
* listening to or reading First Nations Australian authors’ stories in English, and creating an author profile in Vietnamese
* comparing the attitudes, beliefs, values and language of characters in traditional and contemporary Vietnamese arts and entertainment, for example, contrasting the original story *Sự Tích Ông Táo* with its modern comic version or comparing the way the same story is expressed in the film *Ăn Khế* *Trả Vàng* and in the folk tale *Ăn Khế Trả Vàng*
* conducting surveys and interviews with peers and organising information using graphic organisers, presenting perspectives on topics related to daily life in a pie chart based on the answers to questions, for example, *Mỗi ngày bạn mất bao nhiêu thời gian lên mạng? Bạn sử dụng máy vi tính để làm gì? Theo bạn, làm thế nào duy trì lối sống lành mạnh?*
* analysing the use of images, sounds, gestures and language in Vietnamese songs, films and performances, and incorporating some of these elements in a short video or presentation
* investigating information about a significant Vietnamese person or character to create a text about them, for example, writing a script for an imagined interview with a person or character
* presenting information in a multimodal format about their family’s heritage by researching their own biographies, for example, by talking with relatives in Australia and elsewhere to know more about their history or circumstances
 |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LV10C04 | * reading short texts and excerpts from a range of informative, personal and literary texts, identifying cultural elements and reflecting on how they are encoded differently in Vietnamese and English, for example, the use of family terms, titles and terms of address, *cô, chú, anh, chị, em*
* translating written expressions associated with politeness and social behaviours in Vietnamese, for example, opening and closing of formal/informal letters with phrases such as *Kính thưa giám đốc, Ba mẹ kính yêu/Bạn thân mến, Thân/Thân mến/Thương mến/Thân chào/Trân trọng kính chào*, and comparing them with standard expressions in English, such as ‘Dear …’, ‘Yours sincerely/faithfully’, ‘Kind regards/Regards’
* viewing English-language films or documentaries with Vietnamese subtitles and vice versa, evaluating the effectiveness of the translations and explaining associated cultural aspects, for example, a documentary about street food
* understanding and using common Sino-Vietnamese words appropriate to context, such as for formal occasions, for example, *hội phụ nữ,* not *hội đàn bà; viện dưỡng lão*, not *nhà người già*
* translating a range of texts, such as advertisements, speeches, songs, and story or film extracts, and examining the appropriateness of translation for specific audiences and contexts
* analysing and discussing similarities, differences and cultural influences in common Vietnamese and English idiomatic expressions, for example, Có chí thì nên = Where there’s a will there’s a way, *Đừng trông mặt mà bắt hình dong* = Don’t judge a book by its cover*, đẻ bọc điều* = To be born with a silver spoon in one’s mouth and *Dạy con từ thuở còn thơ* = Strike while the iron is hot
* exploring diverse ways in which meaning is conveyed in Vietnamese and English, such as multiple meanings of words, for example, ‘old’ may be translated as *già* or *cũ, ngon* as ‘tasty’, ‘delicious’, ‘mouth-watering’, ‘scrumptious’ or ‘rich’, and comparing synonyms for verbs, for example, ‘running’, ‘sprinting’, ‘dashing’, ‘jogging’ and *chạy nhanh, chạy vụt, chạy bộ*
* translating children’s stories from Vietnamese into English, and vice versa, and discussing how to maintain original meaning when tailoring texts for different audiences and cultural backgrounds
 |

|  |
| --- |
| **Sub-strand: Creating text in Vietnamese** |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiencesAC9LV10C05 | * producing a range of texts for diverse audiences and purposes to convey own ideas on topics, for example, a multimedia presentation about the benefits of recycling or a speech about why they should be chosen to go on an exchange trip to Vietnam
* creating print, digital stories, songs, skits or comics, considering main characters, themes, settings and plots, for diverse audiences that reflect Vietnamese attitudes, beliefs and values, such as Vietnamese New Year celebrations
* presenting about a social, environmental or cultural issue such as cyberbullying, using graphic organisers to display information and using appropriate referencing conventions
* writing a journal entry, or contributing to a school newsletter in Vietnamese reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance
* creating own imaginative texts such as dialogues, poems, songs or short stories, using an array of cues, for example, pictures, gestures, music and language, to convey different emotions such as love, happiness, excitement, frustration and sadness
* composing own imaginative texts such as animated stories, games or short films, with different settings, characters and events, using a range of appropriate vocabulary and expressions, and audiovisual aids for effect
* creating performances that reflect on significant Vietnamese or Australian events or histories, for example, *Thánh Gióng, Bánh Chưng Bánh Dày, Tết Nguyên Đán, Tết Trung Thu*, Anzac Day or Harmony Day
* composing spoken or written texts that reflect own perspectives on Vietnamese attitudes, beliefs and values, such as own view of traditional filial piety and value of education in the modern context
* creating a multimedia self-profile that captures elements of the experience of learning a second language or living across languages, communities and cultural traditions
* collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives that reflect their experiences of living in a multicultural and multilingual society
* writing an autobiographical account to share with others, describing key milestones in own life such as a visit to family in Vietnam, a sporting event, music concert, getting a learner’s permit or a cultural celebration, for example, the personal experience of attending the Moon festival/Multicultural Day/Tet Festival
 |

|  |  |
| --- | --- |
| **Strand: Understanding language and culture** | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply features and conventions of spoken Vietnamese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LV10U01 | * recognising and using rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi.*
* applying knowledge of pronunciation, intonation, tone and pace to own use of spoken Vietnamese for a range of social interactions, such as asking questions or expressing emotions, for example, expressing happiness, sadness, surprise or excitement in *Bạn đi Việt Nam một mình hả? Thiệt không? Thật là tuyệt vời! Thiệt là bất ngờ!*
* understanding 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*
* recognising that tone of voice can indicate the relationship between speakers, convey emotion and shape meaning, for example, distinguishing between a compliment and irony in the exclamatory sentence *Hôm nay em đến sớm thế!*
* experimenting with intonation and stress, improving coherence and increasing expressive range by singing popular Vietnamese songs or by reading out loud from unfamiliar texts such as newspapers, novels, reports
* identifying the people and factors that influence their own Vietnamese language use and speech patterns, such as parents, teachers, peers and films
 |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LV10U02 | * understanding and using onomatopoeic words such as *ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng* in own spoken and written texts, for example, *sấm chớp ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng*
* exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, *tổ quốc = đất nước, phụ mẫu = cha mẹ, phụ nữ = đàn bà, huynh đệ = anh em, phi trường= sân bay, lương thực = đồ ăn*
* understanding and using abstract nouns, adjectives and verbs to express sophisticated concepts and attitudes, for example, *Không gì có thể sánh bằng công ơn và tình thương của cha mẹ đối với con cái.*
* using compound sentence structures to elaborate on ideas and clarify or justify opinions, for example, *Con thích đi ăn ở nhà hàng mà mẹ tổ chức sinh nhật cho bà nội lúc bà qua Úc năm rồi vì chỗ đó thức ăn ngon mà lại rẻ nữa*
* using a range of sentence endings to soften commands, for example, *Học bài đi chứ! Học bài đi nha!*
* sequencing and adding ideas, events and actions using a variety of cohesive devices such as *ngoài ra, hơn nữa, tuy nhiên* and *bên cạnh đó*
* using a range of words and expressions to express different levels of certainty in opinions, for example, *Tôi đoán/nghĩ/tin/chắc chắn rằng …*
 |
| reflect on and evaluate Vietnamese texts, using metalanguage to analyse language structures and features AC9LV10U03 | * analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain
* identifying appropriate salutations, depending on their personal relationship or social ranking, in specific text types such as emails, speeches or interviews, for example, *Kính thưa … /Thưa …, …thân mến/thương mến, kính chào/chào …*
* explaining their selection of vocabulary and grammatical and textual features in terms of their intended purpose and audience when composing texts such as emails, songs, slogans or public signs
* understanding and transforming texts to suit different purposes (to persuade, entertain, etc.), different audiences (children, adolescents, Vietnamese people, Australians, etc.) and different types of texts (articles, reports, speeches, etc.)
* comparing the meaning and use of Vietnamese and English conjunctions, such as *càng … càng* = ‘the more … the more …’ or ‘more and more’, *vừa … vừa* … = ‘both … and’, *chẳng những … mà còn* = ‘not only … but also’, *không … mà cũng không* = ‘neither … nor’, and using them in own speech and writing
* identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, a rhetorical question such as *Chẳng lẽ chúng ta chịu bó tay sao?* to call for action, or *truyền thống tôn sư trọng đạo* to promote the value of education
 |

|  |
| --- |
| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LV10U04 | * explaining how cultural assumptions influence meaning, for example, the action of hugging as an indication of friendliness in English-speaking contexts versus gender intimacy in Vietnamese-speaking contexts
* discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices such as *thờ cúng tổ tiên*
* considering own and others’ responses and reactions in Vietnamese-English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, knowing that Vietnamese-speaking people generally like to avoid conflict and use expressions such as *Tôi e rằng … Bạn nói cũng có lý nhưng mà* … whereas English speakers may prefer to be more direct
* 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
* exploring how cultural concepts such as respect for authority influence Vietnamese communicative practices, for example, not making eye contact or not expressing strongly opposing personal views when interacting with someone more senior to themselves
* exploring the influence of popular culture on Vietnamese language spoken in Vietnam and overseas through the development of new vocabulary such as *phong cách/thời trang Hàn quốc, truyện tranh Nhật Bản, nhạc RIB/hiphop*
* investigating significant attitudes, beliefs and values that are reflected in different forms of media such as the internet, arts and entertainment, and stories such as *Sự tích bánh chưng bánh dày*
* recognising and analysing similarities or differences that might be culturally significant across cultures, for example, similarities such as the use of the heart as a symbol of love or doves as a symbol of peace, and differences such as the use of the colour white to signify purity in Western cultures but bad luck in Eastern cultures
* discussing whether being bilingual or multilingual allows for a more flexible sense of identity in ways that involve culture as well as language
 |