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Australian Curriculum: Languages

Vietnamese (revised draft)

Validation version for public viewing



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AUSTRALIAN CURRICULUM: LANGUAGES — Vietnamese

Vietnamese context statement

The place of the Vietnamese culture and language in Australia and in the world

Vietnamese is the official language of Vietnam. It is spoken by approximately 90 million people in Vietnam and approximately four million Vietnamese people living in other countries around the world, with the majority residing in the United States, Cambodia, France, Taiwan and Australia.

Vietnamese language and culture have evolved and continue to change over time due to processes such as interchange between peoples and technologies and in response to Vietnam's geopolitical and historical position in the world. The lasting influence of historical contact and exchanges between Vietnamese, Chinese and French people can be seen in the Vietnamese lexicon, for example, Sino-Vietnamese words (*từ Hán Việt*) such as '*phụ nữ*', '*phi trường*', '*hàng hải*' and Vietnamese words of French origin such as '*cà rốt*', '*xếp*', '*ga lăng*'. Chinese allusions (*điển tích*) are also common in classical Vietnamese literature. Furthermore, Westernisation, globalisation and technological advances have enriched the Vietnamese vocabulary, with new words such as '*Tây hóa*', '*lai căng*', '*tự do cá nhân*', '*nhật ký điện tử*', '*mạng lưới toàn cầu*', and '*điện thoại thông minh*'.

In Australia the place of Vietnamese culture and language is defined by patterns of migration. The first major wave of Vietnamese migration to Australia began in the mid-1970s, with the arrival of large numbers of refugees following the fall of Saigon at the end of the Vietnam War. In more recent years, the vast majority of Vietnamese migrants have come to Australia through family connections, and there are growing numbers of skilled migrants. The migrants' need to maintain Vietnamese identity through language, culture and religion contributed towards the Vietnamese language flourishing in the home and being delivered in after-hours Vietnamese school settings.

Vietnamese language and culture represent an important part of the linguistic and cultural diversity of Australia. Vietnamese people have made and continue to make a significant contribution to the development and enrichment of Australian society in areas such as of commerce, agriculture, industry, health, the arts, education, hospitality, tourism and international relations.

The place of the Vietnamese language in Australian education

Since the 1990s the place of Vietnamese language in Australian education has benefited from expanding diplomatic and trade relationships between Australia and its Asian neighbours. Since that time, Vietnamese has been offered in primary and secondary schools across Australia and in after-hours schools run by Vietnamese community organisations. This has reflected the growing Vietnamese community in Australia, as well as government policies supporting multiculturalism.

The nature of Vietnamese language learning

The modern standard version of Vietnamese is '*Tiếng Việt*'. Vietnamese is a tonal language written in the Latin alphabet with additional diacritics for tones. The tone system is a distinct characteristic of Vietnamese phonology; for example, a word may be repeated with any one of six tones to indicate six different meanings ('*ma*' (ghost), '*má*' (mother), '*mà*' (but/that), '*mã*' (horse), '*mả*' (grave), and '*mạ*' (rice seedling)). Consequently, pronunciation and intonation play a key role in the learning of Vietnamese, with a clear correlation between sound and writing systems.

Some distinct language features are evident in the Vietnamese language that provide insight into the socio-cultural aspects of language learning and illustrate how intercultural awareness is intrinsic to effective communication. For example, the complex system of personal pronouns is vital to building and defining relationships, with the use of personal pronouns '*em*', '*anh*', '*chị*', '*cô*', '*ông*', '*bà*', '*con*' or '*cháu*' contingent upon the relationships between speakers in contexts of communication. The frequent use of idioms, proverbs, similes and metaphors are also key features of Vietnamese language use and are seen extensively in daily interactions and literature.

The diversity of learners of Vietnamese

The Australian Curriculum: Languages – Vietnamese is pitched to background language learners, the dominant cohort of learners in the Australian context.

The background learner pathway has been developed for students who have exposure to Vietnamese language and culture, and who may engage in active but predominantly receptive use of Vietnamese at home. The range of learners within the Vietnamese background learner pathway may be diverse, defined for the most part by different waves of migration. Learners may be first, second or third generation Australians, and their use of Vietnamese may extend beyond the home to involvement in community organisations and events and to everyday interactions with Vietnamese friends. Other learners may have been born in Vietnam, where they may have completed some education.

A key dimension of the Australian Curriculum: Languages – Vietnamese involves understanding the interrelationship between language and culture. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world from a bilingual perspective, and to understand more about themselves in the process.

AUSTRALIAN CURRICULUM: LANGUAGES

Vietnamese FOUNDATION TO YEAR 10 SEQUENCE

Vietnamese (F–10 Sequence) curriculum

Foundation to Year 2

Band description

The nature of the learners

Children enter the early years of schooling with varying degrees of early literacy capability in Vietnamese or English. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people in settings outside the home, share with others, and participate in structured routines and activities at school.

Vietnamese language learning and use

Vietnamese is learnt in parallel with English language and literacy. The learning of English and Vietnamese, each supporting and enriching the other. Vietnamese is used at home and in familiar Vietnamese-speaking settings, and in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Repetition and consolidation help learners to identify familiar and new words and simple phrases, and to recognise the purpose of simple texts. They use Vietnamese for functions such as greeting, asking and answering questions, for example, *Em chào thầy/cô. Chào bạn. Bạn tên là gì? Tôi tên là Mai*, responding to instructions, for example, *Các em ngồi xuống. Mở vở ra đọc với cô*, and taking turns in games and simple shared tasks. There is a natural transition from spoken to written language. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

Contexts of interaction

The primary contexts for interaction in Vietnamese are the immediate environment of home and the classroom. At school, learners use Vietnamese to interact with each other and the teacher within the learning environment and with immediate family members at home. The use of information and communication technologies (ICT) enriches the learning of Vietnamese language and culture by providing alternative experiences, a range of resources and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts such as children's songs and nursery rhymes, stories from Big Books, plays and interactive resources. Writing skills progress from identifying the alphabet and tone markers to tracing, labelling and copying letters, then to constructing simple, short texts using familiar vocabulary.

Features of Vietnamese language use

Learners become familiar with how the sounds and tones of the Vietnamese language are represented in words and symbols. They practise pronunciation through activities such as singing Vietnamese folk songs (*đồng dao, ca dao*), and experiment with sounds, single vowels, consonants, syllables, simple phrases and sentences relating to pictures, objects and actions (*M cho mẹ, má, mèo, mua* and *H cho hoa hồng, hát, học. Đây là cái nhà. Em bé đang ngủ.*). They learn to recognise the letters of the Vietnamese alphabet and tone markers, making comparisons with the English alphabet, and write letters, words and simple sentences (*Còn thích ăn cơm*). They talk about similarities and differences in the ways they communicate in Vietnamese and English, and begin to recognise how language use changes according to speakers and context.

Level of support

The classroom is a new context of communication, where learners rely on the teacher to assist their learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues such as the use of gestures and resources, for example, bilingual Big Books and picture books, subtitled cartoons and video programs, realia, objects, maps and charts.

The role of English

Vietnamese is used as the medium for class interaction and to demonstrate and model new language acquisition. English may be used to explain features of language and aspects of culture. Both English and Vietnamese may be used when learners are talking about similarities and differences between Vietnamese and other languages and cultures and reflecting on how they talk and behave in Vietnamese - and English - speaking contexts

Vietnamese (F–10 Sequence) Communicating

Foundation to Year 2 content descriptions	Elaborations
<p>Socialising</p> <p>Interact with peers and teacher by making introductions, expressing needs, wishes, likes and dislikes</p> <p>[Key concepts: belonging, preferences; Key processes: greeting, expressing preferences]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none">greeting and farewelling peers and teacher using appropriate terms of address, gestures and body language, for example, <i>Em chào thầy/cô. Chào bạn. Tạm biệt</i>introducing themselves, and asking questions to initiate interactions, for example, <i>Chào bạn, tôi tên là Lan. Còn bạn? Bạn tên (là) gì? Tôi bảy tuổi. Còn bạn, bạn mấy tuổi? Bạn có khỏe không?</i>using simple statements to describe themselves and express likes, dislikes (<i>Tôi tên là Lan. Tôi sáu tuổi. Tôi thích ăn phở</i>) and needs (<i>Tôi muốn uống nước</i>)expressing thanks (<i>Cảm ơn bạn</i>), offering wishes (<i>Chúc bạn sinh nhật vui vẻ</i>) and apologising (<i>Xin lỗi</i>)
<p>Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language</p> <p>[Key concepts: play, performance, action learning; Key processes: giving and following instructions, active listening, speaking]</p>	<ul style="list-style-type: none">making simple requests using <i>Làm ơn</i> and expressing thanks <i>Cảm ơn</i>participating in songs, rhymes and chants by using repetitive language and actions, for example, <i>Kìa con bướm vàng, Tết đến rồi, Rước đèn tháng tám</i>

Foundation to Year 2 content descriptions	Elaborations
LIT, NUM, CCT, PSC, ICU	<ul style="list-style-type: none"> participating in traditional and contemporary games (<i>Tập tầm võng</i>) or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games (<i>Mấy giờ rồi ông sói ơi?</i>)
<p>Interact in classroom routines and activities by responding to questions, following instructions and asking for permission</p> <p>[Key concepts: roles, routines; Key processes: following instructions, listening, observing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> using Vietnamese for everyday classroom routines such as roll call (<i>Dạ, có</i> or <i>Em chào thầy/cô</i>) responding with appropriate actions to the teacher's simple instructions, such as, <i>Các em ngồi xuống. Em hãy mở vở ra. Đọc chung với thầy/cô nhé</i>, or following instructions to locate items, for example, <i>trên, dưới, trong ngoài, ở giữa</i> asking for permission, for example, <i>Thưa cô cho em đi vệ sinh. Bạn làm ơn cho tôi đi qua</i> responding to the teacher's instructions and questions in class activities, using modelled language such as <i>Em có hiểu không? Dạ, em hiểu</i> using context-appropriate language to show politeness when interacting with the teacher, for example, <i>Thưa cô, Thưa thầy, Dạ, có. Vâng ạ. Xin lỗi cô em tới trễ. Xin phép cô cho em vào lớp</i>
<p>Informing</p> <p>Identify key words and specific information related to personal world in simple spoken, written and visual texts</p> <p>[Key concepts: personal world; Key processes: listening, viewing, identifying, locating]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> identifying familiar words or concepts related to familiar people (<i>Đây là ba. Đây là mẹ và chị</i>) or everyday objects (<i>Đây là cái nhà. Đây là cái cổng. Đây là chiếc xe</i>) listening to and viewing familiar texts such as posters, songs and short films to locate key words, for example, <i>bìa tranh minh họa, truyện tranh, từ điển bằng hình, trò chơi xếp hình, học vần tiếng Việt</i> demonstrating comprehension of words and short sentences in familiar texts by pointing, labelling, matching, clicking and dragging, drawing and miming using contextual and visual cues when participating in shared reading of print and digital texts to identify main points

Foundation to Year 2 content descriptions	Elaborations
<p>Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning</p> <p>[Key concepts: self, family, school, friends; Key processes: describing, presenting]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> labelling or naming classroom items and resources or personal possessions talking about self and the immediate environment, for example, by writing or reading aloud captions to own photos, using simple sentences, familiar vocabulary and concrete materials to (<i>Đây là tôi. Tôi là con trai. Đây là gia đình tôi. Đây là bạn thân của tôi</i>) annotating pictures or photos using digital technologies and modelled language to describe people and objects, for example, <i>Cái nhà cũ. Cái áo mới</i> conveying aspects of their knowledge about their Vietnamese heritage, for example, by sharing a family story, photo or object from Vietnam
<p>Creating</p> <p>Participate in shared reading, listening, or viewing of imaginative texts and respond through miming, acting, and matching pictures with text or answering questions</p> <p>[Key concepts: imagination, response; Key processes: participating, listening, matching]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> listening to, reading or viewing familiar Vietnamese imaginative texts such as stories, <i>Mười hai con giáp</i>, rhymes (<i>Thằng Bờm</i>) and cartoons in digital form, participating in a collaborative retelling of the text using prompts such as objects, pictures or cut-outs and sequencing pictures to show the correct order of events responding to oral, print and imaginative texts in digital modes through play-acting, illustrating and movement drawing their favourite characters or scene from rhymes, songs, stories, such as <i>Thỏ và rùa</i>, <i>Cô bé quàng khăn đỏ</i> and describing favourite characters, for example, <i>Con thích con (rùa/ thỏ) vì nó (chăm chỉ/lười biếng). Con không thích (con chó sói) vì (nó dữ tợn)</i> responding to questions about imaginative texts such as <i>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?</i>
<p>Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non verbal forms of expression</p> <p>[Key concepts: performance, expression; Key processes: experimenting, labelling, captioning]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> composing and performing rhymes, songs or stories, illustrating meaning through the use of non-verbal forms of expression such as clapping, gestures and facial expressions creating a narrative through a photostory or animation by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, <i>Ngày xưa ngày xưa, trong một khu rừng/ngôi làng... có một gia đình/em bé</i> creating and presenting own Big Books or digital texts based on imaginary scenarios in familiar contexts expressing an experience through a puppet play or dramatic performance

Foundation to Year 2 content descriptions	Elaborations
<p>Translating</p> <p>Translate and interpret familiar Vietnamese words phrases and expressions</p> <p>[Key concepts: language, meaning; Key processes: translating]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> interpreting/translating greetings and other learnt words and phrases from Vietnamese to English, for example, <i>Cảm ơn</i> (Thanks), <i>Tạm biệt</i> (Goodbye), <i>Chào</i> (Hello), <i>Xin lỗi</i> (Sorry) sharing and interpreting familiar Vietnamese phrases and expressions with friends, for example, <i>Ngày mai gặp lại, Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em mấy tuổi. Không có chi/gì</i> using Vietnamese and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand playing matching games with Vietnamese and English words from Big Books and picture books in print or digital form
<p>Create labels, captions, wall charts and other resources in both Vietnamese and English for immediate learning environment</p> <p>[Key concepts: representation, equivalence; Key processes: labelling, captioning]</p> <p>LIT, ICT, CCT, ICU</p>	<ul style="list-style-type: none"> creating bilingual identity cards that contain personal information, for example, <i>Đây là tôi. Tôi có mắt màu đen. Tôi có tóc ngắn</i>/This is me. I have black eyes. I have short hair. creating parallel cards (in English and Vietnamese) and playing matching games such as memory or snap creating bilingual resources such as illustrated Vietnamese-English and English-Vietnamese wall charts or online flashcards for classroom use creating bilingual captions in Vietnamese and English for a photographic display for the classroom about a class event or experience such as a sports day, multicultural day or school camp making and displaying labels in Vietnamese and English for classroom objects
<p>Reflecting</p> <p>Share their feelings and ways of behaving when using Vietnamese in home and school contexts</p> <p>[Key concepts: identity, membership; Key processes: identifying, comparing]</p> <p>LIT, ICT, CCT, EU, ICU</p>	<ul style="list-style-type: none"> identifying the significance of gestures in Vietnamese, noticing own level of comfort with these, for example, making or not making eye contact when talking to older people discussing one another's ways of communicating and their appropriateness in Vietnamese contexts such as different ways of showing politeness, for example, when making requests (<i>giùm, làm ơn</i>), thanking someone (<i>cảm ơn nhiều, cảm ơn</i>), bending when passing people, folding arms and/or nodding while greeting people sharing with peers how it feels to use Vietnamese, for example, when singing a song in class, speaking Vietnamese with friends or family members, and using gestures, such as bowing when saying <i>Con chào ba mẹ. Cháu chào ông bà</i>
<p>Identify themselves as members of different groups, including the Vietnamese class, the school, their family and community, describing their roles within these groups</p>	<ul style="list-style-type: none"> listing various groups they belong to, for example, family, school, class, or clubs and reflecting on themselves as a member of these groups and the role they play in them

Foundation to Year 2 content descriptions	Elaborations
<p>[Key concepts: self, roles, belonging; Key processes: recognising, connecting, describing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> identifying themselves as belonging to a particular cultural and/or language group, for example, 'my Vietnamese class', 'my Vietnamese school' and 'my community' or 'I speak Vietnamese' (<i>Tôi biết tiếng Việt</i>) reflecting on how their own identity as a person knowing more than one language influences the role played in various groups eliciting and giving information that signals identity in different contexts such as home and school, including age and appearance, class and school, for example, compiling a personal profile consisting of their Vietnamese name, age and animal sign using simple words and modelled statements, <i>Em tên Nguyễn Hoàng Nam. Em bảy tuổi. Em tuổi con heo.</i>

Vietnamese (F–10 Sequence) Understanding

Foundation to Year 2 content descriptions	Elaborations
<p>Systems of language</p> <p>Recognise the sounds and tones of spoken Vietnamese, noticing how they are represented in words and symbols</p> <p>[Key concepts: sound systems, writing systems; Key processes: recognising]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> identifying the 29 letters of the Vietnamese alphabet by their names and sounds as well as the 5 tone markers building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on letters that are similar in the English alphabet but produce different sounds in Vietnamese, for example, <i>e</i> and <i>i</i>, <i>d</i> and <i>đ</i> developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context noticing that Vietnamese is a tonal language, and that pitch changes affect the meaning of words understanding that although Vietnamese and English use the same alphabet there are additional symbols/markers that create more letters in Vietnamese developing familiarity with similarities and differences in sound-letter correspondence, such as <i>o</i>, <i>ô</i>, <i>ơ</i> <i>a</i>, <i>ă</i>, <i>â</i>; <i>u</i>, <i>ư</i>; <i>e</i>, <i>ê</i>, as well as <i>k</i> and <i>c</i>; <i>y</i> and <i>i</i>, <i>s</i> and <i>x</i>; <i>ch</i> and <i>tr</i> noticing that the same word with different tone markers has different meanings, for example, <i>ma</i>, <i>mà</i>, <i>má</i>, <i>mả</i>, <i>mã</i>, <i>mạ</i> exploring Vietnamese spelling strategies such as grouping words according to initial letters that represent particular sounds, for example, <i>h</i> (<i>cho hoa hồng, hát, học</i>) or <i>m</i> (<i>mẹ, má, mèo</i>) using single and double consonants, vowels and vowel clusters with tone markers to form and spell words (<i>ta, la, tha, nga</i>) recognising and using lower and upper case letters
<p>Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions and basic rules of word order in simple sentences</p> <p>[Key concepts: syntax, vocabulary; Key processes: recognising]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> noticing that there are multiple forms of personal pronouns in Vietnamese compared to English (<i>con, cháu, em, anh chị, tôi, mình</i> and you) using common adjectives such as, <i>to, nhỏ, cũ, mới, ngắn, dài</i>, to describe people, animals and objects, noticing that nouns come before adjectives, for example, <i>áo xanh</i> noticing how different articles are used to refer to objects or animals, for example, <i>cái</i> (for objects): <i>cái bàn, cái ghế</i> and <i>con</i> (for animals): <i>con gà, con cá</i> with some exceptions such as <i>con mắt, con sông</i> using common verb forms, for example, <i>ăn, uống, chơi, ngủ, đọc, nghe, viết, hỏi, trả lời, nói, thích</i> recognising common prepositions related to location, for example, <i>trong, ngoài, trên, dưới, ở giữa</i> using vocabulary relating to time, such as days of the week (<i>thứ hai, thứ ba, thứ tư</i>), months of the year (<i>tháng giêng/tháng một, tháng hai, tháng tư, tháng chạp/mười hai</i>) and 'o'clock' time (<i>một giờ, hai giờ</i>)

Foundation to Year 2 content descriptions	Elaborations
	<ul style="list-style-type: none"> developing vocabulary knowledge relating to the school context, for example, <i>cái bảng, lớp học, giờ ra chơi, ăn trưa, sân chơi, cổng trường, thư viện</i> recognising basic structures of closed- and open-ended questions, for example, <i>Em thích nghe truyện cổ tích không? Tại sao con thích truyện “Cô bé quàng khăn đỏ”? Dạ có/Dạ thích/Dạ không</i> using some question words in familiar contexts, for example, <i>ai, cái gì, ở đâu, bao nhiêu</i> recognising word order in simple sentences, noticing that subject is placed before predicate, for example, <i>Em + đi học</i>
<p>Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences</p> <p>[Key concepts: familiar texts; Key processes: recognising]</p> <p>LIT, ICT, CCT, ICU</p>	<ul style="list-style-type: none"> examining different types of texts, for example, signs, songs, captions, stories and dialogues noticing that they can be short or long, spoken, written, digital, visual or multimodal talking about the purpose of different texts, such as a class timetable to show a sequence of lessons or stories to describe past events exploring similar texts in Vietnamese and English, for example, songs, street signs or labels at a market, and noticing how they are the same or different naming different types of texts they are familiar with (story, poem, song) and talking about how they work, for example, using the story starter, <i>Ngày xưa, hồi đó, lâu lắm rồi</i>, rhyming or repeating words in songs such as <i>quác quác quác, quạc quạc quạc</i> in the song <i>Một con vịt</i>
<p>Language variation and change</p> <p>Recognise that there are variations in the way Vietnamese speakers greet and address different people</p> <p>[Key concepts: register; Key processes: recognising]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> recognising that in Vietnamese greetings and terms of address vary according to participants, for example, bowing the head or saying <i>dạ/thưa/kính thưa</i> when interacting with elderly people noticing how language varies according to the relationship of the speakers and context of communication, for example, the influence of relationships on the choice of personal pronouns (<i>con chào mẹ, cháu chào ông bà, em chào cô, em chào anh</i>) recognising that there can be different forms of address for the same person depending on their age and relationship with the speaker, for example, the person being addressed (<i>anh/chú/bác/ông/bà/cô/chị ...</i>)

Foundation to Year 2 content descriptions	Elaborations
<p>Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia</p> <p>[Key concepts: language power; Key processes: understanding, recognising, comparing]</p> <p>LIT, CCT, ICU, AAEA</p>	<ul style="list-style-type: none"> exploring and naming different languages that they have encountered in their everyday life, for example, languages of their parents, grandparents, neighbours or classmates exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages
<p>Role of language and culture</p> <p>Understand that the ways people use language reflect their cultures, and relate to where and how they live, and what is important to them</p> <p>[Key concepts: language, culture and identity; Key processes: understanding, noticing]</p> <p>LIT, CCT, PSC, EU, ICU, SUST</p>	<ul style="list-style-type: none"> identifying gestures, words and phrases that reflect aspects of Vietnamese culture, for example, folding arms, using both hands to offer something and saying <i>dạ, thưa, vâng ạ</i> to show respect identifying elements of Vietnamese cultural representation, such as flags, sporting emblems or cultural items in paintings or pictures of landscapes, folk tales or movies such as <i>áo dài, nón lá</i> and <i>xích-lô</i>, and making comparisons with other cultures exploring the meaning of 'culture', and how it involves visible elements, such as ways of eating, for example, how and why Vietnamese people use chopsticks and spoons instead of knives and forks (<i>Ở nhà em ăn bằng đũa</i>), and invisible elements such as how people live, what they value and how they think about themselves and others discussing how and why gestures can be interpreted differently in different cultures, for example, beckoning others with their fingers is considered appropriate in some cultures, but is considered impolite in Vietnamese culture

Foundation to Year 2 Achievement Standard

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

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

Years 3 and 4

Band description

The nature of the learners

At this level, children are developing awareness of their social worlds and their membership of various groups including the Vietnamese class and community. They are further developing literacy capabilities in both Vietnamese and English, as well as biliteracy capabilities. They benefit from multimodal, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning.

Vietnamese language learning and use

Learners interact with family and the wider Vietnamese-speaking community, and at school with their peers and the teacher in a variety of communicative activities. Specific language learning skills such as memory and communication strategies are developed. They primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. They use Vietnamese in everyday interactions such as seeking advice, asking for help and clarifying information or ideas (*Thưa cô, chữ “Việt” đánh vần thế nào ạ? Làm ơn giúp tôi trả lời câu này. Thưa cô “lễ phép” là gì ạ?*) They participate in collaborative activities such as sharing information about their routines and leisure activities, and feelings about themselves, their home, friendships and interests. They explore Vietnamese language and culture through experimentation with Vietnamese rhymes (*đồng dao, vè*) and proverbs (*tục ngữ*). They listen to and view children’s songs, music performances, television shows and films, and use their imagination to create simple texts such as songs, dialogues and stories. They understand the function of basic grammatical features and sentence structure, and apply them when describing actions, people and objects in simple texts such as messages, notes and emails to friends and relatives.

Contexts of interaction

The contexts in which students interact in learning and using Vietnamese are primarily the classroom, school and home. They have access to wider communities of Vietnamese speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity, and of the cultural and intercultural significance of family relationships.

Texts and resources

Learners develop biliteracy skills through interacting with a range of spoken, written, visual and multimodal texts. Texts such as recipes, weather reports and family profiles show how language is used in different ways and for different purposes.

Features of Vietnamese language use

Learners explore Vietnamese sounds and spelling strategies to develop further their speaking and writing skills and initial understanding of their developing biliteracy. They compare the formation of Vietnamese and English nouns, verbs, adjectives, adverbs and prepositions to extend their vocabulary, and use simple sentences to provide information about places (*Nhà tôi ở gần trường học*), people (*Mẹ tôi có tóc dài*), events (*Hôm qua là Tết Trung thu*) and time (*Tôi đi ngủ lúc 9 giờ tối*). They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between English and Vietnamese. Comparing the structures and patterns of Vietnamese with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

Level of support

In the classroom, this stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as puppet plays, songs, YouTube clips and digital games.

The role of English

Learners use Vietnamese in classroom routines, social interactions, learning tasks and language experimentation and practice. Vietnamese and English are used for discussion, explanation and reflection, as learners become aware of the interdependence of Vietnamese language and culture and make comparisons with other languages and cultures. They discuss and begin to explore connections between culture and language use, and the significance of certain traditions and practices, such as terms of address, for example, using *ông, bà, ba, mẹ, anh, chị* to address older people or siblings in Vietnamese rather than their first names in English.

Vietnamese (F–10 Sequence) Communicating

Years 3 and 4 content descriptions	Elaborations
<p>Socialising</p> <p>Exchange information and experiences with peers and teacher relating to self, family and friends</p> <p>[Key concepts: self, family, friends; Key processes: exchanging, describing]</p>	<ul style="list-style-type: none"> sharing personal information and asking questions to initiate conversations, for example, <i>Tôi tuổi con mèo. Bạn tuổi con gì? Gia đình tôi có năm người. Còn gia đình bạn có mấy người?</i> answering questions to provide information about self, family and friends using full sentences, for example, <i>Gia đình con có mấy người? Gia đình con có bốn người. (not Bốn người) Áo (của) em màu gì? Áo em màu đỏ (not Đỏ)</i>

Years 3 and 4 content descriptions	Elaborations
LIT, NUM, ICT, CCT, PSC, ICU	<ul style="list-style-type: none"> • using simple descriptive statements to share information about themselves, for example, <i>Tôi có tóc ngắn màu đen. Tôi thích màu xanh dương và xanh lá cây. Tôi có thể chạy nhanh nhưng không biết bơi</i> • participating in simple spoken exchanges with friends about daily routines (<i>Bạn ở đâu? Bạn đi đến trường bằng gì?</i>), and personal interests, for example, <i>Tôi thích chơi đá banh. Còn bạn thích môn thể thao nào?</i> • asking and answering questions related to concept of time, place, number, days of the week, months and seasons, for example, <i>Hôm nay là thứ mấy? Mùa này là mùa gì?</i> • exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form
<p>Participate in collaborative tasks that involve planning and simple transactions</p> <p>[Key concepts: collaboration; Key processes: participating, contributing, transacting]</p> <p>LIT, NUM, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • working together in collaborative tasks and sharing decisions about content, vocabulary and design such as when designing a poster for a special event or creating a shared online photo album with narration about a class event, • following procedures and instructions for shared activities, for example, when making mid-autumn lanterns and paper cranes, or when making simple recipes such as lemonade and jelly, using imperative verbs (<i>lấy, cắt, đổ, rửa</i>) and vocabulary such as for ingredients and quantities (<i>nước quả, trái, bột, một lít, một kí-lô</i>) • planning, rehearsing and producing performances (songs and dances) for school assemblies and interacting with guest speakers or classroom visitors during special occasions such as multicultural days, Harmony Day • participating in short role-plays and playing games that involved taking turns, active listening, memory and information exchange
<p>Participate in everyday classroom activities by seeking clarification, advice and help from others</p> <p>[Key concepts; participation; Key processes: advising, requesting]</p> <p>LIT, CCT, PSC</p>	<ul style="list-style-type: none"> • attracting attention to ask for assistance (<i>Thưa cô, em không hiểu. Thầy/cô làm ơn sửa bài giúp em</i>) • seeking advice and help from others, for example, <i>Thưa cô, bài này làm thế nào ạ? Bạn giúp mình trả lời câu này với</i> • using appropriate language to seek clarification, such as asking for something to be repeated (<i>Xin thầy nhắc lại</i>), or asking how to say or write a word or expression, for example, <i>Thưa cô, chữ 'tiếng Việt' viết thế nào ạ? Thưa thầy, câu này tiếng Việt nói thế nào ạ?</i>

Years 3 and 4 content descriptions	Elaborations
<p>Informing</p> <p>Locate and organise information relating to familiar contexts from a range of spoken, written and visual texts</p> <p>[Key concepts: routines, pastimes; Key processes: identifying, listening, viewing, reading, organising]</p> <p>LIT, NUM, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> gathering and organising information about the activities and interests of others, for example, by surveying peers about weekends or daily activities and tabulating the results listening to short spoken texts with some unfamiliar language such as a recorded phone message and identifying key points of information, for example, the name of the person calling, their contact details and the gist of the message collecting and sorting information from a range of texts in multimodal and digital forms about favourite people, objects or animals, for example, constructing a table that sorts animals into those they like and don't like and gives reasons for preferences (<i>Tôi thích con gà vì nó cho mình trứng, thịt và lông. Tôi không thích con rắn vì nó cắn đau</i>)
<p>Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal</p> <p>[Key concepts: time, home, neighbourhood; Key processes: presenting, selecting]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> reporting on information gathered from sources using different media, including captioned photographs, drawings and posters sharing information orally about routines and interests, for example, giving a short speech about their daily life at home or their favourite songs or movies presenting information about familiar topics using modelled language, such as a recount of a recent school excursion or a set of instructions for pet care conveying information about school and community events in written and multimodal texts, such as annotated posters and digital storyboards, using scaffolds reporting information to others, for example, the results of a class survey about likes or dislikes (food and drink) and leisure activities through a picture graph with annotations (<i>Nhiều bạn trong lớp mình thích ăn phở, Có 12 bạn thích ăn chả giò, Có ít bạn thích chơi quần vợt</i>)

Years 3 and 4 content descriptions	Elaborations
<p>Creating</p> <p>Respond to imaginative texts such as fables, folk tales, songs and stories, by identifying favourite elements, and making simple statements about settings, characters and events</p> <p>[Key concepts: setting, ideas, character, event; Key processes: responding, identifying]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> reading, viewing and listening to a range of fictional texts such as short stories, children's fables (<i>phim/truyện ngụ ngôn</i>) and folk tales (<i>truyện cổ tích</i>), and then retelling or summarising the basic plot and making statements about the setting and main characters using descriptive language creating a timeline of the main events of a story using words or simple sentences performing a scene from a text such as a Vietnamese folk tale (<i>Tấm Cám, Hằng Nga và Hậu Nghệ</i>), using modelled language discussing personal responses to imaginative texts, providing short statements about favourite elements such as characters, settings or events
<p>Create and perform imaginative texts such as captions, chants, raps, dialogues, and stories, using formulaic expressions, modelled language and visual supports</p> <p>[Key concepts: imagination, experience; Key processes: creating, performing]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> expressing own ideas and imaginative experiences in texts such as short stories, using modelled language creating and performing simple imaginative texts such as action songs, dialogues or plays, using gestures, movements and facial expressions to enhance characterisation or effect creating an alternative version of a story using pictures or online slideshows and photo albums, favourite characters and formulaic expressions and modelled language, for example, <i>Hồi đó, lâu lắm rồi, một ngày nọ, một hôm ..., có một cậu bé/anh chàng</i>
<p>Translating</p> <p>Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions</p> <p>[Key concepts: equivalence; Key processes: comparing translations]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> identifying words and expressions in Vietnamese and English that do not readily translate, for example, <i>phở, bánh chưng, áo dài</i>, bushwalking, the outback examining texts, including digital and multimodal texts, to identify how the meaning of words change according to context, for example, common Vietnamese homonyms, such as, <i>đá</i> may mean 'to kick', 'stone' or 'ice' (as in <i>trà đá</i>), the personal pronoun "I" and "you" in English, can be translated as <i>ông, bà, cô, chú, anh, chị, em, con, cháu</i> in Vietnamese noticing the diverse ways in which meaning is conveyed in Vietnamese and English, differentiating between word-by-word translation and intended meaning <i>Chúc (ông bà) sống lâu trăm tuổi</i> (I wish you long life) and <i>Chúc cháu bé ngoan ăn, chóng lớn</i> (I wish the baby eats well and grows fast) translating signs or phrases in familiar contexts from Vietnamese into English, for example, street signs, addresses and food labels, noting that some signs or symbols are universal, for example, the 'Stop' and 'Peace' signs, and the Wi-Fi and Olympic symbols

Years 3 and 4 content descriptions	Elaborations
<p>Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community</p> <p>[Key concepts: representation; Key processes: selecting, translating]</p> <p>LIT, ICT, CCT, ICU</p>	<ul style="list-style-type: none"> • creating bilingual resources for use in the classroom or school, for example, digital picture dictionaries and word lists, glossaries, or signs for the school environment • creating captions in simple Vietnamese to accompany storybooks in English, such as <i>Chú sâu đói bụng</i> (The Very Hungry Caterpillar) and reading them to younger students • alternating between Vietnamese and English versions of games such as <i>Mấy giờ rồi ông sói ơi?</i> What time is it, Mr. Wolf? or <i>Oẳn tù tì, ra cái gì, ra cái này</i>. Rock, paper, scissors • creating hand-made or digital greeting cards in both Vietnamese and English for different celebrations and traditions
<p>Reflecting</p> <p>Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences in language use and behaviours</p> <p>[Key concepts: culture, language, behaviour; Key processes: examining, connecting]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> • comparing their interactions in Vietnamese and English, noticing different behaviours and language used, for example, using appropriate personal pronouns and adding the sound <i>ơi</i> after the names of family members and friends to attract the person's attention or show affection, (<i>Mẹ ơi, Hoa ơi</i>) compared with addressing friends in English by their first name (<i>Chị ơi ra đây chơi với em/Lan</i>) • 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 • developing language for describing experiences of intercultural exchange in different contexts, for example, <i>Tôi thích nói tiếng Việt ở nhà hơn ở trường</i>
<p>Explore their own sense of identity, including elements such as family, background and experiences and ways of using language in Vietnamese and English-speaking contexts</p> <p>[Key concepts: communication, identity; Key processes: reflecting, adjusting]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • discussing the groups they belong to, including their families and Vietnamese cultural and language groups, and reflecting on how membership of these groups affects their own sense of identity • creating texts that express identity, including as a member of different cultural and/or language groups, for example, their name, in English and/or Vietnamese, their age in Vietnam and Australia (<i>Mai lên chín, tuổi ta. Mai mới tám tuổi tây</i>), the animal sign that corresponds with the year they were born, the zodiac sign that corresponds with the month they were born, and reflecting on how these may be understood from an Australian and Vietnamese perspective • mapping personal profiles by creating a chart, timeline or web document to highlight significant experiences or events, for example, marking an event when they identified as Vietnamese such as Lunar New Year (<i>Tết Nguyên đán</i>) • noticing how they communicate with each other, their families, teachers and other adults, identifying differences in behaviour and suggesting reasons for these differences

Vietnamese (F–10 Sequence) Understanding

Years 3 and 4 content descriptions	Elaborations
<p>Systems of language</p> <p>Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers</p> <p>[Key concepts: pronunciation, spelling; Key processes: listening, distinguishing, applying]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> identifying similarities and differences between Vietnamese and English pronunciation, adapting learnt strategies from one language to the other exploring the Vietnamese sound system and making the connection between letters, sounds and tone markers in words, for example, adding or changing tone markers to form new words (<i>cò, cò, cò, cò, cò</i>) recognising common Vietnamese sounds in words, for example, <i>nguyên âm đôi</i> and using spelling strategies to identify and produce words which have the same sounds, for example, <i>ao: áo, táo, vào</i> or <i>oi, chơi, với, tôi</i> analysing sounds (diphthongs and triphthongs: <i>nguyên âm đôi và nguyên âm ba</i>) and rhyming patterns (<i>vần điệu</i>) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example, <i>uoi: cười, tươi, người</i> and <i>iên: liền, miễn, điền, tiền</i> developing and applying spelling strategies when writing frequently used words and more difficult words, for example, <i>ưa, mưa, đưa, chưa</i>, and forming new words, for example, <i>cái, mái, lái, thái, trái</i>
<p>Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession</p> <p>[Key concepts: verb forms, adjectives; Key processes: noticing, applying]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> exploring different types of nouns such as common nouns (<i>bàn, tủ, mèo, chó</i>), proper nouns (<i>Hoa, Hải, Việt nam</i>), nouns (<i>gà, bò, bàn</i>), and compound nouns (<i>đất nước, nhà trường, học sinh</i>) expressing ownership by using the possessive adjective '<i>của</i>', for example, <i>con mèo/cái bàn/căn phòng của tôi, cây thuốc/cái áo của bạn</i>, and noticing special cases when '<i>của</i>' can be omitted, for example, <i>ba tôi, mẹ tôi, bạn tôi, nhà tôi, phòng ba mẹ tôi</i> using plural forms of nouns by adding another word in front of the stem word according to context, for example, <i>hai cái áo, những cái áo, nhà nhà, người người</i> understanding that verb tenses are formed by tense markers (<i>đã, sẽ, đang, rồi</i>), for example, <i>Tôi đã ăn, Tôi đã sống ở đây hai năm. Tôi ăn rồi. Ngày mai tôi (sẽ) đi coi phim</i> or adverbs of time (<i>hôm qua, ngày mai</i>) using adverbs to modify actions, for example, <i>chạy nhanh, đi chậm, học giỏi, hát hay</i> experimenting with the use of prepositions (<i>trên, dưới, trong ngoài, ở giữa</i>), for example, <i>Con chim bay trên trời</i> means 'The bird flies in the sky', rather than the literal translation, 'The bird flies above the sky' understanding and applying appropriate word order in sentences, for example, adjectives follow nouns (<i>áo trắng</i>), and experimenting with word order to see how meaning changes, for example, <i>Tôi khen bạn/Bạn khen tôi</i> creating affirmative, negative and interrogative sentences, including closed and open-ended questions, for example, <i>Tôi thích ăn cơm. Ba mẹ không thích tôi coi phim nhiều. Bạn thích ăn món gì? Bạn thích ăn cơm không? Tạo sao mình phải uống nước nhiều?</i>

Years 3 and 4 content descriptions	Elaborations
<p>Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters</p> <p>[Key concepts: audience, text structure; Key processes: identifying, comparing, classifying]</p> <p>LIT, ICT, CCT, SUST</p>	<ul style="list-style-type: none"> noticing how interrogatives (<i>khi nào, ở đâu, bao nhiêu</i>) can be placed at the beginning, in the middle or at the end of questions, for example, <i>Khi nào em đến?</i> or <i>Em đến khi nào?</i>; <i>Bao nhiêu tiền một nải chuối?</i> or <i>Một nải chuối giá bao nhiêu tiền?</i> classifying a range of texts such as stories, greeting cards, recipes, advertisements and posters according to their purpose/s for example, to entertain, to describe, to inform, to persuade recognising language features typically associated with particular texts, for example, the use of imperatives in recipes and time markers in stories or recycling symbols on packaging recognising how different textual elements such as titles or headings, layout, images and script, combine to make meaning, for example, an invitation, web-page, or picture book comparing features of simple spoken and written texts in Vietnamese, such as a verbal greeting or a written postcard, comparing with similar texts in English, noting, for example, the format used to write home addresses and ways of addressing people
<p>Language variation and change</p> <p>Explore how language use varies according to the age, gender and relationship of participants and the context of use</p> <p>[Key concepts: variation; Key processes: identifying, understanding]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> identifying how language choices reflect politeness and respect, for example, when Vietnamese children greet their grandparents, they say '<i>Cháu chào ông bà ạ,</i>' not '<i>Tôi chào ông bà</i>' observing different ways of showing politeness in different contexts and between different participants, for example, requesting (<i>làm ơn, cảm phiền</i>), thanking (<i>chân thành cảm ơn, thành thật cảm ơn cảm ơn nhiều</i>), bending when passing people, folding arms and/or nodding while greeting people making adjustments to language use when interacting with family and friends, for example, using personal pronouns that relate to a person's position in the family or to family relationships (<i>chị/cô/bà, anh/ông, anh Hai, chị Ba, cô Tư ...</i>) exploring the diversity of Vietnamese nouns, pronouns and adjectives that are used to express gender and age, for example, <i>anh/chị, đàn ông/đàn bà; con gái/con trai, gà trống/gà mái, chó đực/chó cái, heo con, bê,</i>
<p>Recognise that languages change over time and influence each other</p> <p>[Key concepts: loan words, dynamic systems, language variation; Key processes: observing, identifying]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example, (<i>đi</i>) shop, (<i>xem</i>) TV, (<i>nghe</i>) radio, (<i>dùng</i>) internet, and the use of terms such as 'OK', 'hello' and 'shopping' recognising that there are many Vietnamese words derived from other languages, such as Vietnamese words borrowed from French (<i>ba lê: ballet; cà phê: café</i>), English (internet, <i>căn-tin/canteen</i>) and Chinese (<i>phụ huynh, tổ quốc</i>) understanding that some languages are continuously evolving, others are endangered and some are being revived, with reference to Indigenous languages used throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia

Years 3 and 4 content descriptions	Elaborations
	<ul style="list-style-type: none"> reflecting on changes in language practices in modern Vietnamese, and making comparisons with traditional Vietnamese, for example, <i>sử ký</i> and <i>lịch sử</i>, <i>thầy u</i> and <i>ba mẹ</i>, <i>sư phụ</i> and <i>thầy cô</i>
<p>Role of language and culture</p> <p>Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English</p> <p>[Key concepts: behaviours, practices; Key processes: identifying, making connections]</p> <p>LIT, CCT, PSC, EU, ICU, SUST</p>	<ul style="list-style-type: none"> discussing cultural similarities and differences in ways of interacting with different people, for example, peers, family members or teachers in Vietnamese and English-speaking contexts recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using <i>Dạ, thưa</i> to indicate politeness, rather than addressing Vietnamese adults by names, or adding <i>ông, bà, thầy, cô, ...</i> before Vietnamese names to show respect identifying traditional cultural practices and related language use that support the sustainable consumption of resources, for example, <i>để dành túi nhựa đi chợ để dùng lại</i> recognising both the literal and cultural meanings of Vietnamese names and understanding Vietnamese naming traditions, for example, that Vietnamese people traditionally list their family name first, then their middle name, and their first (given) name last exploring how language carries cultural ideas, such as <i>Tết Nguyên Đán, Tết Trung Thu, đám giỗ, thôi nôi, đầy tháng</i> learning how to talk about the relationship between language and culture in Vietnamese and English, using metalanguage, for example, <i>‘ý nghĩa’</i> (meaning), <i>‘sự khác biệt’</i> (difference) and <i>‘cách cư xử’</i> (behaviour)

Years 3 and 4 Achievement Standard

By the end of Year 4, students use Vietnamese language to interact with the teacher and peers to exchange information and experiences about themselves, their family and friends. They use formulaic expressions to participate in simple transactional exchanges and collaborative activities and seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết*. When interacting, they use features of Vietnamese pronunciation including tones, vowels and consonants. Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. Students use common action verbs (for example, *đi, ăn, ngủ, chơi, chạy, nói, cười, làm, học*), adjectives, (for example, *đẹp, xấu, tốt, đen, đỏ*), and adverbs, such as *nhanh, chậm, hay, giỏi*, to create short, simple sentences

about routines and interests. They use vocabulary related to school, home and everyday routines. They use appropriate word order and personal pronouns in simple spoken and written texts (for example, *Đây là con mèo con của tôi/anh/em/cháu*). They translate and compare common expressions used in Vietnamese and English and create simple bilingual texts for classroom use. Students describe how language involves words as well as behaviours and share their experiences of using language in Vietnamese and English-speaking contexts.

Students identify the tones of the Vietnamese language and use tone makers when writing. They identify the features and purpose of a range of familiar texts. They provide examples of how language use varies according to the participants, social contexts and situations, for example, *cho em /tặng bạn/ biếu bà một món quà*, and identify differences between ways of showing politeness in Vietnamese and English-speaking contexts. They identify how languages change over time, providing examples of Vietnamese words that have been borrowed from other languages such as English and French. They compare Vietnamese and English language use and cultural practices, identifying culture specific terms and expressions.

Years 5 and 6

Band description

The nature of the learners

At this level, learners have established communication and literacy skills in Vietnamese that enable them to explore aspects of Vietnamese language and culture as well as topical issues or themes drawn from other key learning areas. They are widening their social networks, experiences and communication repertoires in both Vietnamese and English, and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and have an increased awareness of the world around them.

Vietnamese language learning and use

Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Vietnamese is structured reinforces their oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Vietnamese speakers to share their own and enquire about others' experiences, interests and opinions. They have access to a broader range of vocabulary, and use strategies such as effective listening skills to support communication. They explore Vietnamese language and culture by engaging with simple folk tales (*truyện cổ tích*), fables (*truyện ngụ ngôn*) and folk songs (*ca dao*). They read extracts from both Vietnamese and Australian imaginative texts to engage with themes, characters and messages, and explore embedded cultural beliefs, values and practices. They read non-fiction texts to obtain information about significant places, figures and events relating to Vietnamese-speaking communities and apply their language knowledge and skills to decode unknown words and predict meaning. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations. Learners write more accurately and fluently for a wider range of purposes and audiences, for example, imaginative narratives and weekly journals about life experiences to share with their peers.

Contexts of interaction

Learners use Vietnamese in the classroom and their extended social space, such as family, neighbourhood and community, for a widening range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, and also enjoy working collaboratively and in groups. They explore cultural aspects of communication, and use information and communication technologies (ICT) to support and enhance their learning.

Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, Vietnamese-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Vietnamese. The use of dictionaries is encouraged for accuracy and expansion of language acquisition, such as ensuring the correct interpretation of similar words ('old' /'già', 'cũ'; 'ngon'/'tasty', 'delicious').

Features of Vietnamese language use

Learners' pronunciation, intonation and phrasing are more confident. They apply appropriate grammatical structures, using nouns, adjectives, verbs, conjunctions and writing conventions to express opinions (*Tôi thích học tiếng Việt để nói chuyện với ông bà*) and describe actions and events according to time and place (*Tuần trước tôi đi dự hội chợ Tết ở Richmond* or *Hôm qua ba mẹ tổ chức sinh nhật cho tôi ở nhà*) in a range of written texts. They use Vietnamese comparative modes (*đẹp, đẹp hơn, đẹp nhất*), possessive cases (*cái áo của anh, trường tôi*) and time expressions (*năm trước, năm nay, tháng sau, hôm kia, ngày mai*) to express themselves in a range of social situations. They reflect on language and how it is used in different ways to communicate. They explore cross-linguistic and intercultural influences on the Vietnamese language, such as words derived from Chinese (*phụ huynh, sư phụ, phụ nữ*) and French (*ga ra, cà rốt, and căn tin*). As they use Vietnamese for a wider range of interactions, they recognise how language features and expressions reflect cultural beliefs, for example, *con số hên, ngày tốt, tốt ngày, Chúc ông bà sống lâu trăm tuổi, Chúc em bé ngoan ăn chóng lớn*, and the cultural and social impact of some grammatical forms or vocabulary, for example, using informal or formal language to address others in specific contexts (*Cháu biếu ông bà/Tôi tặng bạn/Anh cho em một món quà*).

Level of support

While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English

Classroom interactions are increasingly bilingual. Vietnamese is used primarily for communication, while English and Vietnamese are used for discussion of linguistic features and cultural practices, and reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They engage with texts that reflect Vietnamese culture, and ask questions about cultural values and practices and how these relate to their own sense of identity when interacting in Vietnamese- and English-speaking contexts.

Vietnamese (F–10 Sequence) Communicating

Years 5 and 6 content descriptions	Elaborations
<p>Socialising</p> <p>Interact and socialise with peers and teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities</p> <p>[Key concepts: school, daily life, leisure, place; Key processes: socialising, sharing]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> interacting via different modes of communication such as text messages, emails or social media to exchange personal information, express opinions, agree or disagree (<i>Cuối tuần, tôi thích đi bơi hơn học võ. Còn bạn thích làm gì? Tôi thấy bài đọc này khó quá. Còn bạn thì sao? Tôi không nghĩ vậy</i>) sharing information and opinions with peers in class and in online communities about aspects of their lives, such as being a member of the Vietnamese community in Australia, and maintaining communication by asking questions, for example, <i>Hôm qua là Tết trung thu, bạn có đi xem múa lân không? Tết Trung thu năm nay tổ chức ở đâu vậy? Có gì đặc biệt không? Lớp mình có bao nhiêu người đi dự hội chợ Tết? Bạn có biết ở Úc, thành phố hay tiểu bang nào đông người Việt nhất không?</i> comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, <i>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</i> describing and elaborating on details of experiences or social activities with family and friends, for example, <i>Thứ Bảy vừa qua là sinh nhật của bà nội, cả nhà tôi tới mừng sinh nhật bà.</i>
<p>Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions</p> <p>[Key concepts: negotiation; Key processes: making decisions and arrangements, transacting]</p> <p>LIT, NUM, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> engaging in shared activities which involve planning, collaborating and evaluating, such as performing a Vietnamese item at a school assembly, or creating lanterns for <i>Tết trung thu</i> allocating and swapping roles in group activities, games and authentic or simulated transactional exchanges planning and making arrangements for activities such as outings or performances, using expressions related to place, time, and numbers for example, <i>ở đâu, khi nào, bảy giờ kém 15 phút</i> creating and performing role plays such as simple transactions that involve asking or giving prices or asking for goods and services, for example, <i>Bao nhiêu tiền một lít sữa? Một kí-lô nho giá bao nhiêu?</i> collaborating to decide on a menu for a class lunch, and negotiating items, prices and delivery with a local restaurant, for example, <i>Bạn thích ăn món gì? Mình nên đặt cơm hay mì xào? Có giá đặc biệt cho 30 người không? Khi nào mình muốn họ mang đồ ăn tới?</i>

Years 5 and 6 content descriptions	Elaborations
<p>Engage in classroom interactions by asking and responding to questions and expressing opinions</p> <p>[Key concepts: engagement, interaction; Key processes: responding, questioning]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> contributing to the development of a set of class rules, for example, <i>Trong lớp học này chúng ta chỉ nói tiếng Việt vì đây là dịp để thực tập môn tiếng Việt</i> asking and responding to the teacher's questions, for example, <i>Thưa thầy, em làm chung với ai? Thưa cô, khi nào em phải nộp bài này? Em chọn câu A. Thưa cô, em đồng ý với bạn Hà</i> checking on one another's progress during learning tasks or activities using questions such as <i>Bạn làm sắp xong chưa? Sao bạn làm nhanh thế?</i> participating in class discussions and offering opinions about various topics such as water and road safety, a class recycling system and physical fitness and wellbeing expressing opinions on class work and school life, for example, <i>Giờ học tiếng Việt vui quá! Bài thi toán khó quá! Buổi đi cắm trại rất thú vị và có ích. Phòng vệ sinh trường mình rất sạch. Căn-tin trường mình bán đồ ăn ngon và rẻ</i>
<p>Informing</p> <p>Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written and visual texts</p> <p>[Key concepts: place, media, private and public world; Key processes: listening, reading, viewing, locating, classifying]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> locating, classifying and summarising information from a range of sources such as notices, results of class surveys, announcements and reports, using memory tools including tables, charts, concept maps to organise and sequence information collecting information from sources such as class surveys, on line forums, blog posts about aspects of Vietnamese culture at home (<i>ngày giỗ</i>) and in the local Vietnamese-speaking community (<i>Tết Nguyên Đán, Lễ Vu lan, giỗ tổ Hùng Vương</i>) investigating aspects of life in Vietnamese-speaking communities overseas, for example, through web-chatting with relatives in Vietnam to find out more about own family origins, history or circumstances collecting and comparing information from a range of print and digital texts on topics related to personal and social worlds, for example, balancing schoolwork, hobbies and time with friends locating information about geographical features in Vietnam and classifying them into natural (<i>Động Hương tích, Vịnh Hạ long</i>) and constructed features (<i>Văn Miếu, chùa Một Cột, chùa Thiên Mụ, lăng tẩm Huế</i>)

Years 5 and 6 content descriptions	Elaborations
<p>Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences</p> <p>[Key concepts: audience, context, presentation; Key processes: presenting, relating]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU, SUST, AAEA</p>	<ul style="list-style-type: none"> presenting information in graphs or tables in print or digital form, for example, results from a class survey about preferences of leisure activities, foods or idols, or statistics related to Vietnam and Australia, for example, population and physical sizes, daily climate, number and types of dwellings, pet ownership, most popular leisure activities explaining to others a procedure or practice, for example, community recycling, a recipe, fashion or health care tips, a tutorial on rules of a sport or game, instructions on keeping a pet presenting information in a range of texts, including multimodal and digital texts, for different audiences, for example, a recount of the Year 5 camp for a school newsletter, an invitation to parents to attend the Year 6 information evening or a review of the latest movie for peers sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip, or an online blog or wiki, introducing aspects of local culture in Australia, including interesting places, people and lifestyle (<i>phương tiện giao thông, cuộc sống của người thành thị và nông thôn, xã hội đa văn hóa</i>)
<p>Creating</p> <p>Engage with imaginative texts, including multimodal and digital texts, by identifying and describing key elements such as theme, setting, characters and actions</p> <p>[Key concepts: morality, experience, interconnection; Key processes: expressing, explaining]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> identifying and describing key elements of an imaginative text, such as settings, characters and actions, by asking and responding to questions such as <i>ở đâu? khi nào? ai? làm gì? như thế nào? tại sao?</i> or producing a profile of a character or a timeline of events reading and viewing imaginative texts, in print, digital and multimodal forms such as poems, cartoons, stories, folk tales or films and performing scenes that illustrate aspects of the characters' attitudes, personality or reactions, the ending of stories or the writer's messages illustrating a piece of text by selecting images, for example, a picture/colour/symbol/emoticon, to describe the content, mood or key message of the text participating in imaginary exchanges such as a role-play between characters from a story

Years 5 and 6 content descriptions	Elaborations
<p>Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts</p> <p>[Key concepts: character, event; Key processes: re-creating, transforming, performing]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • creating own versions of familiar texts, for example, cards for special occasions such as weddings, or greeting cards such as postcards for imaginary special occasions • 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 • creating and telling a story in the form of a photo slideshow, using modelled language and speech bubbles and captions or other visual/audio aids to enhance text effect • introducing new characters or creating alternative endings to familiar stories, presenting own version in a different mode, for example performing a Vietnamese folk tale • producing and performing short scripted plays to retell a traditional folk tale in a modern context • composing and participating in imaginary interactions between characters of familiar texts, for example, a conversation between characters, or meeting a character from a Vietnamese story or film for the first time
<p>Translating</p> <p>Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate</p> <p>[Key concepts: translation, equivalence; Key processes: judging, comparing, interpreting]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • identifying words or phrases that are hard to translate, for example, food items (<i>bánh chưng, bánh tét, bánh xèo, phở</i>) or traditional customs (<i>cúng ông bà, xin xăm, coi ngày, coi tuổi</i>) and explaining why it is difficult • translating and interpreting a range of simple texts including idioms from Vietnamese into English and vice versa, and developing strategies to deal with words that are difficult to translate (<i>tiên học lễ, hậu học văn, gần mực thì đen, gần đèn thì rạng/sáng, ăn vóc học hay</i>) • translating words and expressions in familiar texts, including multimodal and digital texts, such as greeting cards, menus, road signs or story titles, and considering how meanings may be interpreted from a different cultural perspective • comparing translations of simple texts with peers, commenting on differences between versions and collaborating to develop a whole class version • exploring diverse ways in which meaning is conveyed in Vietnamese and English, such as multiple meanings of words, for example, 'old'/<i>già, cũ</i> or <i>ngon</i>/tasty, delicious, mouthwatering, scrumptious, rich, and synonyms for verbs, for example, running, sprinting, dashing, jogging/<i>chạy nhanh, chạy vụt, chạy bộ</i> • examining the risk of literal (word-for-word) translation when translating expressions, idioms and proverbs, for example, 'An eye for an eye' should not be translated as <i>Một con mắt cho một con mắt</i> but as <i>Ăn miếng trả miếng</i>

Years 5 and 6 content descriptions	Elaborations
<p>Produce a range of bilingual texts and resources such as posters, menus, recipes or stories for their own language learning and the school community</p> <p>[Key concepts: linguistic landscape; Key processes: translating, designing]</p> <p>LIT, ICT, CCT, ICU, AAEA</p>	<ul style="list-style-type: none"> • creating parallel lists of informal Vietnamese and English expressions for everyday interactions with teachers, friends and family in print and digital modes • making and using bilingual resources for language learning, such as glossaries or personal Vietnamese-English and English-Vietnamese print and digital dictionaries • producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country such as Australian Day, Anzac Day, Christmas/New Year celebrations, Moon/food/boat racing festivals, and explaining culture-specific elements • composing bilingual resources for the school community, such as posters for class or school performances, displays or events, for example <i>Ngày hội thể thao</i> (Sports Carnival), <i>Ngày hội đa văn hóa</i> (Multicultural Day), a translation of the school canteen menu into Vietnamese, or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example <i>Thư viện</i> (Library), <i>Hội trường</i> (Hall), <i>Hãy giữ im lặng!</i> (Be quiet!), <i>Xin vui lòng bỏ rác đúng chỗ!</i> (Please do the right thing!) • creating subtitles for short video clips or slideshow presentations of intercultural experiences to share with the school community, such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, informing Vietnamese peers and community of school or cultural events
<p>Reflecting</p> <p>Reflect on their experiences of interacting in Vietnamese and English-speaking contexts, discussing adjustments made when moving from English to Vietnamese and vice versa</p> <p>[Key concepts: society, background, belonging; Key processes: comparing, explaining]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> • explaining adjustments they make when moving between English and Vietnamese-speaking contexts, for example, adjusting the way they talk to adults and authority figures in Vietnamese by using 'please' (<i>Dạ, phải. Thưa bác</i>), or how they use different introductions depending on the audience, such as using '<i>Thưa ba mẹ, đây là Nam, bạn con</i>' to introduce friends to their parents and '<i>Đây là Hải, bạn tôi</i>' to introduce friends to each other • identifying adjustments they make when interacting in an Australian English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate • reflecting on instances when moving between Vietnamese and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case • discussing the way they communicate with Vietnamese speakers, for example, making appropriate eye contact, allowing for personal space, and making language choices to show respect to elderly people, parents and teachers, and making comparisons with the way they communicate with English speakers
<p>Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication</p>	<ul style="list-style-type: none"> • discussing how having a Vietnamese background influences who they are and how they interact and behave in different contexts • identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese-speaking contexts

Years 5 and 6 content descriptions	Elaborations
<p>[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> identifying key influences on their sense of identity, for example, their family origins, traditions and beliefs and significant events (<i>Ra ngoài đường con phải lễ phép để người ta đừng cười ba mẹ không biết dạy con. Người lịch sự/có văn hóa/có giáo dục không bao giờ chửi thề hay nói bậy</i>) exploring how they communicate with each other, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, <i>Khi nói chuyện ở nhà, tôi cảm thấy mình là người Việt. Khi nói chuyện ở trường, tôi cảm thấy mình là người Úc</i>

Vietnamese (F–10 Sequence) Understanding

Years 5 and 6 content descriptions	Elaborations
<p>Systems of language</p> <p>Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts</p> <p>[Key concepts: sound systems, pronunciation, punctuation; Key processes: recognising, applying]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> applying basic pronunciation rules, including adding or changing tone markers, initial consonants or vowels to form new words, for example, <i>buổi, cuối, đuôi, tuổi, chuối</i> understanding and reproducing Vietnamese words with different tone markers, and understanding that pitch changes affect the meaning of a word, for example, <i>thương, thường, thường, thượng</i> understanding the variability of sound-letter matches and distinguishing between similar sounds such as <i>ch</i> and <i>tr</i>, <i>x</i> and <i>s</i> (<i>chai/traí or xong/song</i>) exploring Vietnamese sounds such as heterographs, for example, <i>giai</i> and <i>dai</i>, <i>dây</i> and <i>giây</i>, and homonyms, for example, <i>bàn</i> (<i>bàn bạc</i>) or <i>bàn</i> (<i>cái bàn</i>) analysing pronunciation and intonation issues, for example, <i>Anh ăn trưa chưa? Anh chưa ăn trưa</i> applying Vietnamese spelling rules, for example, <i>k</i>, <i>gh</i> and <i>ng</i> only go with <i>i</i>, <i>e</i>, <i>ê</i>, (<i>kiến, kê, kể, ghi, ghe, ghế, nghĩ, nghe, nghệ</i>) comparing Vietnamese words that end with <i>i</i> and <i>y</i>, and identifying common spelling mistakes, such as <i>tai</i> and <i>tay</i>, <i>mai</i> and <i>may</i>, <i>ngài</i> and <i>ngày</i> using appropriate punctuation in writing, including commas, full stop, question mark, semi-colon, colon, inverted commas, exclamation mark

Years 5 and 6 content descriptions	Elaborations
<p>Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place</p> <p>[Key concepts: nouns, adjectives, verb forms, conjunctions; Key processes: understanding, expressing]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> • applying basic sentence structure in spoken and written texts, for example, subject + adjective or subject + verb + adverb, and understanding the function in sentences of adjectives, nouns, verbs and adverbs • using different types of compound words, for example, <i>nhà cửa, đường phố, trường lớp, anh chị em</i>, and understanding how they are formed, for example, <i>trường + học = trường học; học + hành = học hành</i> • using adverbs and adjectives to expand on meaning in sentences, for example, <i>(hát) hay, (học) giỏi, (làm việc) nhanh nhẹn/chậm chạp</i> and <i>(người con) ngoan ngoãn/có hiếu, (căn phòng) sạch sẽ/ngăn nắp</i> • exploring a range of comparative and superlative forms of adjectives, for example, <i>đẹp, đẹp hơn, đẹp nhất</i> • extending vocabulary by learning and using reduplicative words, such as, <i>nhỏ nhỏ, to to, đo đo</i> • exploring and using synonyms, for example, <i>to, lớn, nhỏ, bé, siêng năng, chăm chỉ</i> and antonyms, for example, <i>tốt ≠ xấu, mới ≠ cũ, ngày ≠ đêm, nóng ≠ lạnh, hiền ≠ dữ, giàu ≠ nghèo</i> • expanding use of verbs to express actions (<i>Tôi chơi đá banh</i>) and feelings (<i>Tôi cảm thấy vui khi được cô khen</i>), and imperative forms (<i>Im lặng! Nghe cô giảng bài!</i>) • using conjunctions to link words, phrases or sentences, such as <i>và, với, hay, tại vì, hoặc, tuy, nhưng</i>
<p>Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience</p> <p>[Key concepts: genre, language features; Key processes: exploring]</p> <p>LIT, ICT, CCT, PSC</p>	<ul style="list-style-type: none"> • identifying and comparing the language features of different text types such as descriptive language in narratives, or persuasive language in advertisements and making connections between these features and the purpose of the text, for example, the use of descriptive language to entertain, or the emotive language to persuade • identifying context, purpose and audience of a range of imaginative, procedural, persuasive and informative texts, such as stories, recipes, advertisements and news reports • identifying the context, audience, purpose and structural features of short familiar texts in Vietnamese such as messages, notes, signs, instructions, personal emails/letters, diary entries/blog posts, advertisements, announcements, recipes, stories, songs and poems • recognising structural features of familiar personal, informative and imaginative Vietnamese texts, for example, date for diary entries and letters, titles for stories, greetings for emails or conversations • discussing ways in which different grammatical elements such as verb moods (imperatives) are used for different textual purposes, for example, a set of instructions <i>Đứng lên! Ngồi xuống! mở tập ra, nghe và lặp lại</i>) in recipes and other procedural texts, time as well as place markers (<i>ngày xưa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới</i>) in stories, adjectives (<i>đẹp, tốt, bền, tiện lợi</i>) in advertisements, personal pronouns (<i>ông, bà, tôi, anh, chị, em</i>) in conversations • understanding how to create textual cohesion, using elements such as adverbs of sequence (<i>thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng</i>) and conjunctions (<i>và, với, hay, hoặc, vì, nhưng</i>) to sequence and link ideas

Years 5 and 6 content descriptions	Elaborations
<p>Language variation and change</p> <p>Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor's surgery</p> <p>[Key concepts: variation, context; Key processes: analysing, explaining]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> discussing with peers how they vary language use when communicating with people in different contexts, such as talking to a teacher, chatting with friends, or going shopping, for example, <i>Thưa cô, cho em nộp bài trễ một ngày được không ạ? Lan này, chừng nào có bài kiểm tra tiếng Việt? Chào cô, ở đây có bán từ điển tiếng Việt không?</i> identifying ways in which tone and body language vary in daily interactions according to different contexts, for example, the same sentence may be pronounced with a different tone (friendly/unfriendly, respectful/impolite) or body language may change according to the setting (serious/interactive in the classroom, casual/friendly in the playground, relaxing at home/careful in the street) explaining variations in language use, for example, tone, gestures, word choices, sentence structure in various situations and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist identifying specialised language used in specific contexts, for example, at the market (<i>giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu</i>), or at the doctor's surgery (<i>bị cảm, ho, nhức đầu, chóng mặt</i>) recognising differences in language use between class presentations and everyday conversations, such as <i>Xin chào cô và các bạn</i> versus <i>Lan nè/Ế Lan, khỏe không?</i>
<p>Explore how Vietnamese language has changed over time and has been influenced by dialects and accents across regions of Vietnam</p> <p>[Key concepts: regional variance, language exchange; Key processes: exploring, connecting]</p> <p>LIT, CCT, PSC, ICU, AAEA</p>	<ul style="list-style-type: none"> recognising ways that the Vietnamese language has changed over time such as romanisation of the writing system, the declining use of Sino-Vietnamese words such as <i>quốc kỳ, sư phụ</i> and the increasing use of English words such as OK, jeans, shopping, hello recognising and understanding the meaning of new words (including Vietnamese and non-Vietnamese), phrases and concepts that have been created or incorporated as a result of contact with other cultures, for example <i>kimono, koala, sushi, pizza, mì Ý</i> (pasta), <i>bánh mì kẹp thịt</i> (hamburger), <i>thức ăn nhanh</i> (fast foods) understanding that Vietnamese has different dialects, such as Southern, Central and Northern Vietnamese, for example, <i>má/mẹ</i> (mother); <i>ba/bố</i> (father); <i>dứa/thơm, khóm</i> (pineapple) distinguishing between the three main dialects in Vietnamese, for example, noticing that the Southern and Central Vietnamese dialects have fewer tone markers in spoken language than the Northern Vietnamese dialect exploring the expansion of vocabulary in the Vietnamese language due to the influence of regional dialects, for example, Southerners have adopted some Northern words (<i>ba mẹ</i>) and vice versa (<i>cù lằn</i>)

Years 5 and 6 content descriptions	Elaborations
<p>Role of language and culture</p> <p>Understand that language use is shaped by the values and beliefs of a community</p> <p>[Key concepts: social norms, values, attitudes; Key processes: understanding, reflecting]</p> <p>LIT, CCT, PSC, EU, ICU, SUST, AAEA</p>	<ul style="list-style-type: none"> • discussing connections between Vietnamese language and cultural beliefs for example, <i>con số hên, số đẹp, ngày tốt/tốt ngày</i> • understanding that Vietnamese values and beliefs influence language choices, for example, the use of family terms such as <i>chú, bác, cô, dì</i> instead of first names reflects the importance of family in Vietnamese culture • discussing the meaning of culture, how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as values and beliefs, including respect for environment, and compare these to other cultures of the Asia region • making connections between language and culture such as vocabulary and expressions related to people, lifestyle, and environment, for example, <i>con rồng cháu tiên, khéo ăn thì no, khéo co thì ấm, trời nắng tốt dưa, trời mưa tốt lúa</i>

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions, for example, *Bạn thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và bổ*. Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements and create short imaginative texts or alternative versions of texts they have listened to, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives and adverbs and familiar expressions and idioms, for example, *đen như mực, hiền như Bụt, có công mài sắt có ngày nên kim*, to suit the context and purpose of communication. Students use simple as well as compound sentences and conjunctions such as *và, hay/hoặc, vì, nhưng, nên*. When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese to English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence the way they communicate in Vietnamese and English.

Students form new words by adding or changing tone markers, initial consonants and vowels, for example, *buổi, cuối, đuối, tuổi, chuối*, and identify how changes to pitch affect the meaning of words, for example, *thương, thường, thường, thượng*. They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways that language use varies according to the contexts and situations, for example, *Chào các bạn. Kính thưa thầy/cô*. Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents such as *bố/ba, mẹ/má, cái thìa/cái muỗng, Em tên gì? /Em tên chi? Đi đâu? /Đi mô?* have influenced the language. They identify language choices that reflect the influence of Vietnamese values and beliefs and apply culturally appropriate behaviours and language when communicating range of familiar situation.

Years 7 and 8

Band description

The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study Vietnamese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate about their immediate world and that of Vietnam and other Vietnamese-speaking communities.

Vietnamese language learning and use

The focus of learning shifts between the world of learners' own experience and imagination and the wider world. Learners make cross-curricula connections and explore intercultural perspectives and experiences relating to teenage life and interests. They increasingly access information from local sources and the internet to explore topical themes and issues such as friends and family, home and school, discipline and freedom, study and relaxation, appearance and personality, food and health, and the natural and built environments. They read a range of Vietnamese texts, such as diary entries, emails, letters, travel brochures, print or on line information reports and articles, to collate and use information about aspects of culture, both in Vietnam and in Vietnamese-speaking communities in the Australian context. Vietnamese folk tales, common idioms, proverbs and folk songs (*ca dao*), such as *Tám Cám, Sơn Tinh Thủy Tinh; mò kim đáy biển; Ăn trái nhớ kẻ trồng cây; Cá không ăn muối cá ươn, Con cưỡng/cãi cha mẹ trăm đường con hư*, are also introduced at this level to familiarise students with Vietnamese folk literature. Students learn to evaluate information and explore the representation of places, people, experiences and cultures in diverse sources. They use different processing strategies and their knowledge of language, increasingly drawing on understanding of text types, for example, when writing a recount or report. They produce descriptive, imaginative, informative and persuasive texts to present information and opinions on topics and concepts studied. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning

Contexts of interaction

Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use Vietnamese to interact with teachers, peers and local Vietnamese speakers, participating in authentic situations at home, school and within the local community. The context of interactions extends beyond the classroom and involves participating actively in planning individual events or celebrations (*Tuần tới chúng mình tổ chức sinh nhật cho Nam ở trường nhé. Cuối năm nay nhà mình đi chơi ở đâu? Con sẽ giúp ba mẹ quét dọn nhà cửa để ăn Tết*). Learners participate in discussions and presentations on topics of interests and on life experiences in different contexts and cultures. They listen to advertisements, announcements, conversations and view television programs, documentaries, music performances and films to further explore Vietnamese language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Vietnamese in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Vietnamese-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension.

Features of Vietnamese language use

Learners use appropriate pronunciation, accent and intonation patterns and spelling in a range of sentences such as statements, questions and exclamations. By building their language knowledge, learners are able to develop and express more complex concepts in Vietnamese. They use a range of grammatical forms and structures to convey relationships between people, places, events and ideas. They employ a variety of sentence structures, including grammatical elements such as active and passive voice (*Em thương ba mẹ. Em được ba mẹ thương.*) and direct and indirect speech (*Ba mẹ nói với tôi: 'Con nên chăm học'. Ba mẹ bảo tôi nên chăm học.*) to elaborate on ideas and opinions. Learners explore Vietnamese alliterations (*vui vẻ, mát mẻ, hớn hờ*), common onomatopoeias (*ào ào, rì rào, đi đùng*), as well as common expressions, idioms and proverbs such as *tiền rừng bạc biển, có chí thì nên, uống nước nhớ nguồn* to enrich their understanding and use of language. They learn to differentiate between the meanings of Vietnamese homonyms such as 'ăn' (eat or win) or 'hay' (interesting, usually or or) depending on the context of use. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, for example, *chữ hiếu, ơn nghĩa sinh thành, tình nghĩa thầy trò, ở hiền gặp lành*, and how language choices determine how people, issues and circumstances are represented, for example, *con cưng/con yêu quý, lợi ích to lớn/thiệt hại đáng kể, hoàn cảnh khó khăn*.

Level of support

The class will likely comprise background learners with a range of prior experience in studying Vietnamese. Learners are supported through multilevel and differentiated tasks. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. Learners are supported as they develop increasing autonomy as language learners and users, to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

The classroom is increasingly characterised by bilinguality, with Vietnamese being the principal language of communication. English may be used separately or in conjunction with Vietnamese to compare and evaluate translations, or to express ideas, personal views and experiences. Learners continue to develop a metalanguage for thinking and talking about language and culture from a bilingual perspective, and connections within and across languages and cultures. They recognise significant Vietnamese practices (*mùng tuổi, xông đất, lì xì, thờ cúng ông bà*), values (*lòng hiếu thảo, coi trọng giáo dục*) and beliefs (*đạo Phật, Nho giáo*), and explore the impact of culture on language use, for example, honorific words 'dạ/dạ thưa/thưa/kính thưa' and expressions such as 'kính lão đắc thọ, kính trên nhường dưới'. They examine their personal and cultural identity and reflect on the nature of intercultural exchanges in which they are involved, comparing themselves with other people and generations, questioning their own assumptions and others' interpretation of their linguistic, social and cultural practices.

Vietnamese (F–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
<p>Socialising</p> <p>Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests</p> <p>[Key concepts: discussion, exchange, interaction; Key processes: expressing, sharing]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> initiating conversations, including face-to-face and virtual conversations, by asking peers about personal interests, for example, <i>Lúc rảnh rồi bạn thích làm gì? Bạn thích ăn mặc thế nào khi đi chơi?</i> sustaining conversations by further exploring peers' perspectives on topics of discussion, for example, <i>Ngoài âm nhạc ra bạn còn sở thích gì khác? Tại sao vậy? Tôi nghĩ đọc sách rất có ích. Bạn có đồng ý với tôi không?</i> exchanging opinions about a range of topics such as friends, family, lifestyles, celebrations, food and health, for example, <i>Minh nên cẩn thận khi quen bạn ở trên mạng. Chúng ta nên ăn uống lành mạnh để có sức khỏe tốt</i> summarising different opinions in interactions, for example, <i>Có bạn thì thích phim hành động, có bạn thì thích phim tình cảm</i> interacting with family and friends at school and home events, for example, <i>Hôm nay đội bóng đá trường mình chơi hay lắm! Năm nay ngày hội đa văn hóa trường mình tổ chức vào ngày nào? Ba mẹ ơi, năm nay nhà mình đi chơi ở đâu/ăn Tết thế nào? Tết này cô chú và các em về Việt Nam ăn Tết à? Cho con gọi lời thăm ông bà và các cô chú ở Việt Nam</i>
<p>Engage in collaborative tasks and transactions in real or virtual contexts that involve solving problems and making decisions</p> <p>[Key concepts: collaboration, transaction; Key processes: collaborating, planning, negotiating]</p> <p>LIT, NUM, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> responding to invitations by accepting, declining or apologising, for example, <i>Cám ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì bạn đi đám cưới với gia đình</i> collaborating with peers to plan individual, family, class or school events such as a birthday party, housewarming, class excursion or school performance, taking the initiative, discussing alternatives and making decisions, for example, <i>Tuần tới chúng mình sẽ tổ chức sinh nhật cho Minh ở trường nhưng Trang bạn quá. Vậy Hùng email mời các bạn giùm, còn Lan và Hương sẽ mua bánh và quà cho Minh</i> commenting on the organisation of local community events and making suggestions for improvements, for example, <i>Tết Trung Thu năm nay vui quá. Các cửa tiệm nên bán thêm nhiều lồng đèn hơn</i> participating in transactions in authentic, simulated or online situations, such as purchasing goods or services, for example, <i>Cái áo này bao nhiêu tiền? Vé xe lửa/ xe buýt khứ hồi đi đến trung tâm thành phố bao nhiêu tiền? Có số nhỏ / lớn hơn cho cái quần này không?</i>
<p>Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions</p> <p>[Key concepts: friendship, contribution; Key processes: responding, expressing, justifying, sharing].</p>	<ul style="list-style-type: none"> requesting repetition or asking and providing clarification, for example, <i>Bạn vui lòng lặp lại/nói rõ hơn về ... , Bạn nghĩ sao về việc ... ? Thưa cô, chữ 'về mặt' là dấu hỏi hay dấu ngã? Làm sao biết khi nào dùng dấu hỏi hay dấu ngã?</i> asking and responding to open-ended questions about learning activities or strategies, for example, <i>Hôm qua có bài làm về nhà gì cho môn tiếng Việt? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết</i>

Years 7 and 8 content descriptions	Elaborations
<p>LIT, CCT, PSC, ICU</p>	<p><i>Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải ráng tập nghe, tập đọc và tập viết cho nhiều, chú ý cách phát âm các dấu khác nhau thế nào</i></p> <ul style="list-style-type: none"> • using descriptive or expressive language when discussing contrasting aspects of personal world such as home and school, discipline and freedom, study and entertainment, appearance and personality, and when offering and justifying opinions, for example, <i>Chúng ta nói tiếng Anh với thầy cô và bạn bè ở trường nhưng nên nói tiếng Việt với gia đình ở nhà. Chúng ta nên biết cân bằng giữa học hành và giải trí. Gia đình tôi sống rất hòa thuận và vui vẻ. Cuối tuần tôi thường đi bơi hay đi coi phim với bạn bè</i> • 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, <i>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</i>
<p>Informing</p> <p>Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources</p> <p>[Key concepts: representation, media, leisure; Key processes: analysing, comparing, connecting]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU, SUST, AAEA</p>	<ul style="list-style-type: none"> • accessing diverse sources in a range of media (such as books, web pages, television programs, radio news items, interviews, information reports, video clips or documentaries) to collate information about aspects of Vietnamese and Australian lifestyles, for example, schooling or leisure activities and preservation of environments • researching young people's lifestyles across Vietnamese-speaking communities, comparing information from different cultural contexts to identify the impact of such factors as climate, customs, transport, economy or globalisation, for example, the influence of Korean pop culture on Vietnamese teenagers' fashion and hair styles, and their tastes in food, music and movies • using reading strategies such as identifying and clarifying the meaning of key words or concepts, or distinguishing main points from supporting details to enhance understanding of texts • summarising, analysing and comparing information obtained from a range of sources, for example, information about Vietnam from a cookbook, a tourism website and a documentary such as <i>Luke Nguyen in Vietnam</i> or <i>Hành Trình Xuyên Việt</i>, selecting appropriate resources for research projects, and discussing and explaining the reasons for similarities and differences in the information that has been obtained • comparing key points and supporting details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations • using concept maps, charts and tables to organise and analyse information • contributing to a shared class database or online library, information that has been drawn from various sources, and classifying selected information according to topic, genre or level

Years 7 and 8 content descriptions	Elaborations
<p>Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts</p> <p>[Key concepts: representation, experience, audience, context; Key processes: conveying, describing, representing, comparing]</p> <p>LIT, NUM, ICT, CCT, PSC, EU, ICU, SUST, AAEA</p>	<ul style="list-style-type: none"> • creating texts for a Vietnamese-speaking audience, using different forms and modes of presentation to enhance effect, for example, creating a PowerPoint presentation with visual and audio effect to introduce a famous tourist attraction or preparing a video clip of a cooking demonstration • presenting findings of an investigation of a social, environmental or cultural issue such as cyber bullying or cultural maintenance, summarising opinions, attitudes and comments collected from surveys, interviews or media sources • creating a range of texts to inform others of features of Vietnamese and Australian lifestyles, family life, schooling, social and cultural norms, for example an email in response to a Vietnamese friend's inquiry about Australian schooling or leisure activities, a review to promote a Vietnamese restaurant, an advertisement to promote a new product, or a blog entry reflecting on the differences between Australian and Vietnamese foods or eating etiquette • delivering speeches, or writing emails or letters to friends or relatives describing and analysing differences and similarities between the lives of Vietnamese and Australian teenagers, providing a balanced view on the lives and interests of teenagers in each country, referring to different perspectives from a range of resources and making connections with own or peers' experiences • reporting in the form of a personal recount or diary entry, a personal experience such as a school excursion, a holiday trip or a local cultural event, for example, a Moon festival
<p>Creating</p> <p>Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and actions</p> <p>[Key concepts: moral, representation, character, experience; Key processes: connecting, expressing, explaining, describing]</p> <p>LIT, ICT, CCT, PSC, EU, ICU, AAEA</p>	<ul style="list-style-type: none"> • listening to, viewing and reading a range of narratives, including multimodal and digital narratives, such as cartoons, films, comics, stories, poems and songs, and identifying and analysing themes, messages and plot • comparing different expressive forms of the same story, event, character or place, to consider how form affects meaning and creates effects, for example, comparing the way the same story is expressed in the film <i>Ấn Khế Trữ Vàng</i> and in the folk tale <i>Ấn Khế Trữ Vàng</i> • reflecting on the ways people, places and experiences are expressed in Vietnamese imaginative texts, and comparing representations with those expressed across cultures, for example, comparing a Vietnamese folk song (<i>hò leo núi/kéo gỗ/cây lúa</i>) with an Australian one (Waltzing Matilda), comparing a Vietnamese folk tale with a Western one (<i>Tấm Cám</i> and <i>Cinderella</i>), then discussing the reasons for similar or different values, practices and beliefs across the Asia region • comparing key messages and beliefs from Vietnamese (<i>Sự Tích Trái Dưa Hấu</i>, <i>Sơn Tinh Thủy Tinh</i>) and imaginative texts in the Australian context, including Aboriginal and Torres Strait Islander texts such as <i>The Rainbow Serpent</i>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> responding to different expressions of humour in Vietnamese comedies and comparing them with Australian/Western expressions of humour (for example, comparing comedies by <i>Thúy Nga</i>, Asia with Anh Do/Mr Bean) commenting on and stating personal preferences about characters, actions and events in texts, using descriptive and evaluative language including antonyms such as <i>hiền lành/hung dữ, thành thật/gian xảo, rộng rãi/keo kiệt, thiện/ác</i> and relevant idioms or proverbs such as <i>ở hiền gặp lành, gieo gió gặt bão, có chí thì nên, ăn quả nhớ kẻ trồng cây</i> comparing contemporary music popular among Vietnamese and Australian teenagers by listening to radio music stations, music albums and viewing video clips, identifying similarities and differences in themes, messages, ways of expression, styles of performance and singers' fashion
<p>Create and present a range of texts, including multimodal and digital texts, involving imaginary places, events, people and experiences to entertain others</p> <p>[Key concepts: imagination, experience; Key processes: entertaining, creating]</p> <p>LIT, ICT, PSC, CCT, ICU</p>	<ul style="list-style-type: none"> creating imaginative texts such as a diary entry to reflect on an event in a story or film, or an interview with an imaginary character in a story or film performing scenes that illustrate aspects of the characters' personalities and attitudes in a variety of written and visual imaginative texts 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 performing a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and a dialogue adapting stories or films to new settings and contexts, imagining how characters might behave and react differently in different contexts and times creating performances that reflect on significant Vietnamese or Australian events or histories, for example, <i>Thánh Gióng, Hưng Đạo Vương, Bánh Dày Bánh Chưng, Tết Nguyên Đán, Tết Trung Thu</i>, Australia Day, Anzac Day, Harmony Day creating and performing simple raps, music shows, skits or poems, using imagination or relating to own and others' experiences
<p>Translating</p> <p>Translate and interpret texts, comparing own translation of a range of texts with others', exploring differences and strategies to overcome challenges in translation</p>	<ul style="list-style-type: none"> interpreting and translating a range of texts into Vietnamese and English, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries comparing and discussing various translations (including print and electronic translations, own and peers' translation work) of common words, phrases, expressions and texts, explaining the possible reasons for differences and similarities, selecting the most appropriate translation and negotiating adjustment if necessary discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia

Years 7 and 8 content descriptions	Elaborations
<p>[Key concepts: meaning, difference; Key processes: interpreting, explaining, considering the validity of different meanings]</p> <p>LIT, ICT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> identifying and discussing translation strategies used to manage the translation of difficult words and concepts or instances of non-equivalence, for example, expanding descriptions or explanations, providing examples to assist meaning, or connecting to contexts to identify the suitable meaning of a word, for example, a strong person (<i>một người mạnh khỏe</i>), strong tea (<i>trà đậm</i>); hot weather (<i>thời tiết nóng nực</i>), a hot issue (<i>vấn đề gây tranh cãi</i>), a hot zone (<i>khu vực nguy hiểm</i>) recognising changes required to sentence structure or word use in English-Vietnamese translation, for example, 'This lesson is too hard to understand' = <i>Bài học này khó quá, tôi không hiểu được</i>; 'I can't help laughing' = <i>Tôi không thể nhịn cười được</i> examining the risk of literal (word-by-word) translation when translating expressions, idioms and proverbs, for example, 'Blood is thicker than water' should be translated as '<i>Một giọt máu đào hơn ao nước lã</i>', not '<i>Máu đặc hơn nước lã</i>' or 'Let's have a toast to the bride and groom!' means '<i>Hãy nâng ly chúc mừng cô dâu và chú rể!</i>', not '<i>Hãy nướng bánh mì cho cô dâu và chú rể!</i>' observing peers working as interpreters in the classroom in different contexts, identifying challenges in language mediation and exploring strategies to overcome these challenges
<p>Produce bilingual texts in multimodal and digital forms for the school and wider community and provide sub titles, commentaries or glossaries of cultural terms in either language to assist meaning</p> <p>[Key concepts: language, culture, meaning; Key processes: selecting, connecting interculturallly]</p> <p>LIT, ICT, CCT, PSC, ICU, SUST</p>	<ul style="list-style-type: none"> creating Vietnamese glossaries to accompany English texts such as <i>dự báo thời tiết</i> (weather forecast), <i>thiên nhiên</i> (nature), <i>phim hoạt họa</i> (cartoon), <i>truyện cổ tích</i> (folk tale) participating in projects to facilitate the learning of Vietnamese, for example creating crosswords, picture dictionaries or glossaries to assist with vocabulary introduction or revision, and simple short texts with various questions and activities to assist reading comprehension and writing development composing bilingual texts for non-Vietnamese and non-English speakers, for example, subtitled animation of home energy saving suggestions, menus for Vietnamese restaurants with footnotes in English and public signs and notices for Australian and Vietnamese contexts, paying attention to aspects of culture creating captions and commentaries for short video clips or slideshow presentations of intercultural experiences such as going on a holiday trip, attending a wedding ceremony, giving or accepting a gift, informing Vietnamese peers and community of school or cultural events creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases and information about cultural behaviours, for example, <i>Bao nhiêu tiền? Phòng vệ sinh ở đâu? Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cảm ơn</i>
<p>Reflecting</p> <p>Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives</p>	<ul style="list-style-type: none"> discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (<i>Tôi e rằng, Bạn nói cũng có lý nhưng mà ...</i>), or the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (<i>dạ/thưa/ kính thưa</i>)

Years 7 and 8 content descriptions	Elaborations
<p>[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> reflecting on the influence of Vietnamese culture on own communication style, for example using gestures, words or expressions with particular cultural significance in Vietnamese, and discussing whether their communication style is modified when interacting in English-speaking contexts 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, or not using expressions of praise or admiration, beckoning downwards or upwards, hugging or non-hugging when greeting someone, looking into the eye or not when talking to someone 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 (<i>Dạ con không dám hứa chắc. Để con xem hôm đó có bận gì không. Con cũng thích nhưng mà ...</i>) or using both hands when giving something to elderly people
<p>Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage</p> <p>[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being 'Vietnamese', and recognising that identity includes culture as well as language reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used and reflecting on whether their own identity changes when they use different languages explaining to others how Vietnamese is part of their identity, reflecting on when, how and why they use Vietnamese sharing views of what their Vietnamese culture 'is', and how it relates to language, identity and experience, using statements such as 'My culture is ...', 'Culture can ...'

Vietnamese (F–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
<p>Systems of language</p> <p>Apply Vietnamese pronunciation, spelling, accent and intonation patterns in a range of sentences such as statements, questions and exclamations</p> <p>[Key concepts: sound systems, writing systems; Key processes: applying]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> distinguishing and making nuances in pronunciation and spelling between some similar diphthongs and triphthongs, for example, <i>chiều cao</i> – <i>cây cau</i>, <i>lỗ mũi</i> – <i>con muỗi</i>, <i>chúi nhủi</i> – <i>trái chuối</i> applying Vietnamese pronunciation and spelling rules to own reading and writing to pronounce and spell new words encountered in interactions and texts, for example, if the spelling of the word <i>mười</i> is known, then the spelling of the word <i>người</i> can be determined without knowing its meaning experimenting with intonation patterns to distinguish different types of sentences, for example, a statement (<i>Con không đi chơi đâu.</i>), a question (<i>Con không đi chơi đâu?</i>) and an exclamation (<i>Con không đi chơi đâu!</i>) comparing own Vietnamese speech patterns with standard Vietnamese pronunciation and accent, and making adjustments to their pronunciation of certain sounds or tone markers as necessary, for example, <i>r</i> and <i>g</i>, <i>x</i> and <i>s</i>, <i>tr</i> and <i>ch</i> or <i>gi</i> and <i>d</i> and <i>v</i> developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication
<p>Understand and use additional elements of Vietnamese grammar such as active/passive voice, direct/indirect speech and modalities to organise and elaborate on ideas and opinions</p> <p>[Key concepts: grammatical knowledge, elaboration; Key processes: understanding, applying]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> differentiating interrogative forms with tag questions and using them according to contexts, for example, <i>Em thích ăn cơm chiên không?</i> (a yes-no question to explore someone's like or dislike of fried rice) and <i>Em thích ăn cơm chiên phải không?</i> (a tag question to confirm the fact that someone 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 <i>Em chưa làm bài tập về nhà phải không?</i> ('You haven't done your homework, have you?') would be <i>Dạ phải. Em chưa làm</i> ('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 <i>Hôm nay Lan đi học sớm</i> simply states the fact that Lan came to school early today, while the exclamatory sentence <i>Hôm nay Lan đi học sớm (thế/vậy)!</i> may suggest surprise or irony constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes differentiating between active (<i>Em thương ba mẹ</i>) and passive (<i>Em được ba mẹ thương</i>) voices and recognising that the active voice is used to express passive voice in Vietnamese, for example, the passive sentence in Vietnamese should be <i>Em được ba mẹ thương</i>, not <i>Em được thương bởi ba mẹ</i> (I am loved by my parents) as in English

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> • understanding the use of <i>được</i> and <i>bị</i> in Vietnamese for positive and negative meaning, and in active and passive voices, for example, <i>Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la.</i> • understanding and using Vietnamese and English modal verbs such as <i>nên</i> ('should'), <i>cần</i> ('need to') and <i>phải</i> ('must'), for example, <i>Các em nên chăm học. Chúng ta cần không khí để thở, thức ăn để ăn và nhà để ở. Học sinh phải mặc đồng phục khi đi học</i> • using direct speech, for example, <i>Ba mẹ nói với tôi: 'Con nên chăm học'</i> and indirect speech, for example, <i>Ba mẹ bảo em nên chăm học</i> to report on ideas, opinions, actions and events • using a range of expressions for indefinite quantities, for example, <i>hàng ngàn, triệu triệu, vô số, hàng hà sa số, biết bao nhiêu là ...</i> • exploring homonyms encountered in texts, for example, <i>bò</i> (cow or to crawl), <i>ăn</i> (eat or win), <i>đỗ/đậu</i> (pass the exam or bean), <i>bàn</i> (table or discuss), <i>lợi</i> (benefit or gum), <i>đen</i> (black or unlucky) • recognising and using Vietnamese prefixes such as <i>vô, bất</i> to form antonyms, for example, <i>lễ phép ≠ vô phép, có duyên ≠ vô duyên, lịch sự ≠ bất lịch sự, cẩn thận ≠ bất cẩn</i> • recognising the features of alliteration in Vietnamese, for example, <i>vui vẻ, mát mẻ, lạnh lợi</i>, and using them in own spoken and written texts • explaining to peers the meaning of common Vietnamese idioms and proverbs, for example, <i>tiền rừng bạc biển, mò kim đáy biển; đối cho sạch, rách cho thơm</i>
<p>Expand understanding of how the structure and language features of texts, such as email, recount, news item, report, or advertisement, suit different audiences, contexts and purposes</p> <p>[Key concepts: text structure, language features; Key processes: applying]</p> <p>LIT, ICT, CCT</p>	<ul style="list-style-type: none"> • analysing different types of texts, for example, recipes, profiles, songs, poems, stories, recounts, reports, advertisements, or conversations to identify audience, purpose, structure and language techniques • examining structural features of informal types of texts, for example, dates for letters, postcards and diary entries • exploring the way content is developed in different types of texts, and how ideas and information are sequenced, for example, headings, paragraphs, topic sentences, elaborations, topic/idea shifts • identifying and comparing language features of different types of texts, for example, first person, and descriptive and emotive language in personal recounts and diary entries • recognising linguistic choices used to vary texts according to their intended audience and degree of formality, for example, changing personal pronouns or tone to indicate changes in relationship between participants or degree of (in)formality

Years 7 and 8 content descriptions	Elaborations
<p>Language variation and change</p> <p>Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery</p> <p>[Key concepts: language use, context; Key processes: understanding, explaining]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> comparing spoken and written texts, for example, a spoken advertisement compared to a print advertisement, an email compared to an oral conversation, explaining how mode relates to linguistic structures and features and how this affects meaning reflecting on ways in which tone varies according to different settings and contexts, for example the same sentence may be pronounced with different tone (friendly/unfriendly, respectful/ironical) recognising and analysing differences in the way language use in formal interviews and speeches differs from that in everyday conversations, such as <i>Bạn có thể vui lòng cho biết ý kiến của bạn về vấn đề này?</i> versus <i>Bạn nghĩ sao về chuyện này?</i>, <i>Xin chào cô và các bạn</i> versus <i>Lan nè/Ế Lan, khỏe không?</i>, and comparing informal classroom interactions about a current event or issue with discussions on news and current-affairs programs understanding how to convert informal spoken language (<i>ai cũng biết hết</i>) into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as <i>mọi người đều biết, như các bạn đã biết</i> recognising how language use, for example, the level of politeness reflects the relationship of the participants and the purpose of the speaker or writer, for example, best friends tend to use informal language (<i>tao, mày</i>) while new acquaintances sound more formal in their interactions (<i>tôi, bạn</i>)
<p>Explore the impact of social, cultural and intercultural influences on language through new technologies and globalisation</p> <p>[Key concepts: globalisation, technology; Key processes: exploring, researching, explaining]</p> <p>LIT, ICT, CCT, ICU</p>	<ul style="list-style-type: none"> recognising Vietnamese words, phrases and concepts that have emerged as a result of technological development, for example, <i>toàn cầu hóa, máy vi tính xách tay, nhấp chuột, điện thoại thông minh, thư điện tử, nhật ký điện tử, mạng lưới toàn cầu, trò chơi trực tuyến, tivi màn hình cong, phim ba chiều</i> reflecting on how the language of social media affects language use in Vietnamese and English, for example, explaining the meaning of acronyms/codes used in electronic messages such as <i>nhieu wá, bít rùi, wat, coz</i> reflecting on changes in own language use, identifying new terms and communicative modes that have been adopted as a result of the development of technology, for example, using language for electronic messages, acronyms such as <i>LOL, YOLO, 2u, 4u</i> or emoticons in replacement of whole words or phrases recognising and understanding the meaning of new words (including Vietnamese and non-Vietnamese), phrases and concepts that have been developed as a result of globalisation and changing lifestyles, for example, <i>kimono, koala, sushi, pizza, mì Ý</i> (pasta), <i>bánh mì kẹp thịt</i> (hamburger), <i>thức ăn nhanh</i> (fast foods)
<p>Role of language and culture</p> <p>Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is</p>	<ul style="list-style-type: none"> comparing cultural elements reflected in language use and social norms such as body language, volume of voice, or the use of personal space and silence in different cultural contexts and exchanges

Years 7 and 8 content descriptions	Elaborations
<p>considered acceptable in communication varies across cultures</p> <p>[Key concepts: perspectives, beliefs; Key processes: exploring, describing, comparing]</p> <p>LIT, CCT, PSC, EU, ICU, AAEA</p>	<ul style="list-style-type: none"> recognising that specific Vietnamese social behaviours, for example, not saying ‘thanks’ or ‘sorry’, not opening gifts straight away in front of guests may be misinterpreted by Australians as a lack of courtesy identifying Vietnamese and Australian cultural practices, concepts, values and beliefs presented in diverse situations and contexts, for example, everyday conversations, television programs, films, documentaries, musical performances, folk tales and short stories comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations explaining cultural references in Vietnamese folk and contemporary literature, for example, <i>mừng tuổi, xông đất, trầu cau</i> exploring Vietnamese and Australian cultures through various representations such as using typical scenery or icons, costumes, foods, social behaviours, gestures and language, for example, <i>tô phở/chai nước mắm, nón lá/áo dài, folding hands/bowing head, dạ/thưa</i> may represent Vietnam while <i>Opera House/a boomerang, shaking hands, fair dinkum</i> may be used to represent Australia

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as *Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?* and offer and justify their own opinions. They make enquiries, for example, *Mẹ định tổ chức sinh nhật con như thế nào?*, and suggestions, for example, *Chúng mình tham gia biểu diễn văn nghệ trong trường đi!*, to solve problems, make decisions and arrange events and services. They use modalities such as *nên, cần, phải* to give advice or express their attitudes on subjects of discussion. They make comparisons and state preferences using *bằng, hơn, nhất*. They rephrase or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate pronunciation and intonation patterns of Vietnamese in a range of sentences. Students locate, analyse and compare information about topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit audience and purpose. They share their response to different imaginative texts by expressing opinions about the ways characters and events are represented and explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using direct speech (for example, *Ba mẹ nói với tôi: 'Con nên chăm học'*), indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*), active voice (for example, *Em thương ba mẹ*) and passive voice (for example, *Em được ba mẹ thương*). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express divergent attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges and compare each other's translations. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a speaker of Vietnamese contributes to their own sense of identity.

Students explain the use of punctuation and tone markers in different sentence types including affirmative, for example, *Em ăn cơm*, negative, for example, *Em không ăn cơm*, interrogative, for example, *Em ăn cơm không?*, imperative, for example, *Ăn cơm đi!*, and exclamatory sentences, for example, *Em ăn nhiều cơm quá!* They differentiate the meaning of Vietnamese homonyms (for example, 'hay' may mean 'usually', or 'interesting') depending on the context. They analyse the structure and linguistic features of different texts and explain how these features are influenced by the context, audience and purpose of texts. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange. They identify the impact of social, cultural and intercultural influences on language, and use and explain Vietnamese words that have emerged through contact with other languages (for example, *cà rốt, cà phê, căn-tin*), and from globalisation and technological advances such as *toàn cầu hóa, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*. They explain how cultural ideas and perspectives are embedded in language use and communication styles, for example, ways in which politeness and respect are important aspects of Vietnamese language and culture.

Years 9 and 10

Band description

The nature of the learners

At this level, students bring their existing knowledge of Vietnamese language and culture and a range of strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Vietnamese in these.

Vietnamese language learning and use

Learners are immersed in Vietnamese language, initiating and engaging in discussions and debates on topics of interest, and responding to enquiries. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. They learn to interpret information and evaluate values and practices from diverse perspectives and sources. They make connections with their own experiences to elaborate and justify their points of view on topical issues or to explain how values and attitudes have remained the same or changed over time. Learners produce a range of texts, such as informative, narrative, descriptive, procedural or persuasive texts, for a variety of contexts, audiences and purposes. Through their engagement with diverse texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape perspectives and meaning. They develop translating and interpreting techniques and intercultural awareness to order to mediate between languages and cultures.

Contexts of interaction

Learners interact with peers, the teacher and other Vietnamese speakers both locally and globally through a variety of means and modes of communication, including digital, online, collaborative performances and group discussions. The context of interaction extends beyond the classroom and involves investigating and reporting on issues in the local community and transacting with local Vietnamese speakers to negotiate services. These experiences provide learners with a sense of connectedness and purpose as Vietnamese and English speakers.

Texts and resources

Learners use diverse resources such as Vietnamese newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances, art work and webpages as references to assist them with discussions and research projects on Vietnamese language and culture. They explore a variety of text types, such as poems, articles, formal letters, interviews and speeches, and deal with a range of informational, historical or literary perspectives, views and arguments. Short extracts from contemporary Vietnamese poems as well as short stories and diverse forms of Vietnamese artistic expression, theatre and cinema, such as *tranh dân gian Đông Hồ*, *tranh sơn dầu*; *dân ca*, *nhạc trẻ*; *cải lương*, *kịch*, *phim*, are introduced to give learners an insight into Vietnamese folk, traditional and contemporary literature, arts and entertainment. Learners use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Vietnamese language use

Learners explore Sino-Vietnamese words (*phụ huynh, phi trường, hàng hải, giang sơn*) and stylistic devices, such as repetition (*đi nhanh, nói nhanh, ăn nhanh*), similes (*hiền như Bụt*), personification (*mưa nhớ thương ai*) and rhetorical questions (*Ba đồng một mớ trâu cày, Sao anh chẳng hỏi những ngày còn không?*) to identify and convey enhanced meaning in communication. They apply complex grammatical structures, such as subordinate clauses (*Nếu trời mưa (thì) chúng tôi sẽ không đi chơi. Trời mưa khi chúng tôi đang đi chơi*) and pairs of conjunctions (*càng ... càng, vừa ... vừa, chẳng những ... mà còn*) for a variety of communicative purposes in spoken and written texts. They examine the impact of generation, gender, media, technology and globalisation on Vietnamese language and culture to develop their awareness of language variation and evolution. They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Vietnamese.

Level of support

Support at this level of learning includes rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review, e-journaling.

The role of English

Vietnamese is predominantly used as the medium for classroom interaction and content delivery. English is only used when necessary to allow for further explanation, reflection and discussion of more demanding concepts, particularly when making connections with other languages and cultures. Learners explore cultural diversity and gain a greater appreciation of their Vietnamese cultural heritage. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

Vietnamese (F–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
<p>Socialising</p> <p>Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences</p> <p>[Key concepts: perspective, youth culture; issues; Key processes: discussing, justifying, commenting]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> sharing and discussing future plans such as further study, career, travelling in class and via online forums, for example, <i>Bạn định chọn các môn học gì cho lớp 11-12? Mình định tiếp tục theo học tiếng Việt ở lớp 11-12. Còn bạn thế nào? Bạn thích làm nghề gì trong tương lai? Ba mẹ bạn có góp ý vào việc chọn nghề của bạn hay không?</i> sustaining interactions by extending the topic of discussion or elaborating on ideas for clarification or justification, for example, <i>Bạn nói vậy có nghĩa là sao? Một nhà thiết kế thời trang giỏi thì cần phải có những yếu tố gì? Bạn nghĩ sao về ảnh hưởng của trò chơi điện tử đối với trẻ em? Muốn là bạn tốt thì nên thành thật với nhau vì có thành thật mới chơi với nhau lâu bền được</i> using communication strategies to engage participants such as showing empathy (<i>Mình hiểu/biết/rất thông cảm với bạn</i>), indicating agreement (<i>Bạn nói đúng lắm. Tôi cũng nghĩ vậy ...</i>) interacting with peers and adults at social events, for example, <i>Tuần tới có chương trình ca nhạc Việt Nam hay lắm, bạn có muốn cùng đi xem với nhóm mình không? Cô chú thấy việc tổ chức đám cưới ở Úc khác với ở Việt Nam như thế nào?</i> and expressing opinions about social experiences, for example, <i>Mình cũng</i>

Years 9 and 10 content descriptions	Elaborations
	<p><i>như đã số các bạn trẻ ngày nay đều nghĩ rằng ... Từ kinh nghiệm bản thân và của bạn bè, mình thấy rằng chúng ta nên cẩn thận khi sử dụng Internet</i></p>
<p>Contribute to a range of collaborative activities that involve shared transactions and require negotiation and management of different opinions or behaviours</p> <p>[Key concepts: negotiation, perspective; Key processes: managing, engaging]</p> <p>LIT, NUM, CCT, PSC, EU, ICU, SUST</p>	<ul style="list-style-type: none"> negotiating arrangements, considering alternatives and reaching shared decisions, for example, <i>Cuối tuần này có nhiều phim hay lắm, thời tiết cũng thích hợp để đi bơi nữa, các tiệm quần áo lại 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?</i> role playing formal or informal negotiations, such as resolving a disagreement at home or school between parents and children or teachers and students, for example, <i>Ba mẹ ơi, con muốn đi làm thêm cuối tuần. Không cần thiết đâu, con nên tập trung lo học đi. Ba mẹ có thể cho con thêm tiền tiêu vặt nếu con cần. Nhưng mà con muốn đi làm thêm để có kinh nghiệm và tiếp xúc với nhiều người. Thôi được, ba mẹ sẽ cho con đi làm thêm nếu điều đó không ảnh hưởng đến kết quả học tập của con. Thưa cô, cô có thể cho em nộp bài ngày mai được không vì máy vi tính bị hư nên em chưa làm bài xong</i> collaborating to organise and participate in virtual shopping experiences such as a class shopping centre, a flea market or a garage sale or, using rehearsed language for negotiating, bargaining, exchanging or returning goods, for example, <i>Có thể giảm giá cho học sinh được không? Tôi có thể trả lại đồ được không nếu lỡ làm mất hóa đơn mua hàng? Cái máy tính bảng (tablet) này không gọi điện thoại được, cô có thể đổi cái mới cho tôi được không?</i> making purchasing decisions by comparing prices of items from a range of suppliers as well as features such as country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, <i>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? Đồ hiệu tuy có chất lượng cao và nhìn đẹp nhưng rất mắc, không phù hợp với túi tiền của học sinh</i>

Years 9 and 10 content descriptions	Elaborations
<p>Sustain classroom interactions by using language to offer, elaborate on, justify and elicit opinions and ideas</p> <p>[Key concepts: exchange, discussion; Key processes: justifying, stating views, sharing opinions]</p> <p>LIT, CCT, PSC, EU, ICU, SUST</p>	<ul style="list-style-type: none"> extending interactions by inviting others to contribute to discussions or provide feedback on own ideas, for example, <i>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 sao về ý kiến của mình?</i> 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, <i>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?</i> debating with peers on social, environmental or educational issues with reference to Vietnamese and Australian views and values, such as <i>Có nên bắt buộc học sinh học ngoại ngữ không? Có phải vào đại học là cách tốt nhất để thành công ngày nay?</i> using evaluative language such as <i>hay/đúng/thú vị/hợp lý/công bằng lắm, Giới trẻ ngày nay rất giỏi sử dụng nhưng cũng bị lệ thuộc quá nhiều vào khoa học kỹ thuật</i> exchanging ideas and justifying 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, <i>Chúng em đề nghị căn-tin nhà trường nên bán nhiều thức ăn bổ dưỡng hơn cho học sinh với giá rẻ hơn. Chúng em mong nhà trường nên sửa sang lại các phòng vệ sinh cho sạch sẽ hơn. Có tình trạng xả rác bừa bãi trong các công viên ở địa phương mình</i> using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, <i>Không thầy đố mày làm nên, Học thầy không tày học bạn</i>
<p>Informing</p> <p>Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to areas of interest to teenagers and social issues</p> <p>[Key concepts: perspective, interconnection, representation; Key processes: synthesising, evaluating, interpreting]</p> <p>LIT, NUM, ICT, CCT, PSC, EU, ICU, SUST</p>	<ul style="list-style-type: none"> researching different perspectives on the same issue from a range of media sources such as television programs, radio news items, songs, performances, video clips, films, documentaries, online articles, newspapers, magazines, books, to form a balanced view on a subject of discussion such as deforestation, sustainable development or overpopulation synthesising and evaluating information from diverse sources of data, such as newspapers, magazines, internet, television news/programs, class surveys or social network profiles, comparing and evaluating the reliability of information conducting surveys and interviews with peers to explore their perspectives on topics and issues related to youth culture and social experiences, for example, <i>Mỗi ngày bạn mất bao nhiêu thời gian để lên mạng? Bạn sử dụng máy vi tính như thế nào?</i>

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> analysing similarities and differences in attitudes/views of speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues being discussed comparing and evaluating a range of perspectives relating to teenage interests or social issues such as arguments for and against social networks, technology advance, cultural practices or traditional values, and explaining the reasons for differences in perspectives analysing articles written by different people (eg. an educator, a welfare worker, a politician) to identify different perspectives (support or objection) on a social issue (such as bullying) and the use different tones (sympathetic/ assertive/ respectful, etc.)
<p>Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for specific audiences in relevant contexts</p> <p>[Key concepts: perspective, representation, purpose; Key processes: connecting, presenting, persuading, evaluating]</p> <p>LIT, ICT, CCT, PSC, EU, ICU, SUST</p>	<ul style="list-style-type: none"> producing a range of spoken, written, digital and multimodal texts (posters, emails, formal letters, blog posts, articles, speech, PowerPoint presentation) for diverse audiences (children, peers, parents, employers), contexts (school, home, community, social groups) and purposes (informing, reporting, explaining, promoting, persuading) to convey own ideas on a range of topics such as balancing study and recreation, benefits of recycling, impact of technology writing informative and persuasive texts appropriate to audience and context, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy diet, a speech to promote healthy and sustainable lifestyles, a web page reviewing new music or movie release, or an article warning people about environmental pollution or the dangers of cyber bullying creating texts pitched to specific age or interest groups, making choices regarding vocabulary, structure, visual and cultural elements, for example fashion/health advice for a youth forum, school information for new students, suggestions to narrow generation gap for a family magazine or a request for donations to help save an endangered animal justifying own views with quotes or text references, for example, <i>Chúng ta không nên đánh giá con người qua bề ngoài bởi vì tục ngữ có câu 'Đừng có trông mặt mà bắt hình dong'. Tôi nghĩ rằng nạn phá rừng đã gia tăng đến mức báo động vì thống kê cho thấy mỗi năm diện tích rừng trên thế giới giảm 20%</i> exploring social and cultural themes through modes of presentation that combine such things as photos, videos and music to enhance text effect
<p>Creating</p> <p>Explore a range of traditional and contemporary forms of art and entertainment, and folk and contemporary literary texts</p>	<ul style="list-style-type: none"> viewing and/or listening to different forms of traditional and contemporary Vietnamese arts and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre and cinema, and discussing how practices and beliefs may have changed over time, for example, comparing <i>tranh dân gian Đông Hồ</i> with <i>tranh sơn dầu</i>; <i>dân ca</i> with <i>nhạc trẻ</i>; <i>cải lương/ kịch</i> with <i>phim</i>; <i>trò chơi dân gian</i> with <i>trò chơi điện tử</i>

Years 9 and 10 content descriptions	Elaborations
<p>by analysing values, purposes and language techniques, and discussing relevant issues and themes</p> <p>[Key concepts: imagination, morality, style; Key processes: exploring, relating, analysing]</p> <p>LIT, ICT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> • discussing common features of forms of entertainment, for example, analysing audio/visual effects such as relevant sounds and background music ; lighting/scenery/costumes/facial make-up or expressions, what makes an engaging plot, and the types of characters that appeal to young audiences • comparing how common themes, for example, love, friendship, beauty, home, happiness and success are represented in traditional and contemporary Vietnamese arts and entertainment • recognising how characters' feelings and attitudes are expressed through language, for example, use of language features such as emotive language <i>hạnh phúc, vui mừng, phấn khởi, buồn bã, cô đơn, xót xa, bồi hồi</i> • discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships • comparing the values, beliefs, attitudes, emotions and language of characters in traditional and contemporary Vietnamese arts and entertainment, analysing how values have changed over time and explaining possible reasons for these changes, for example, contrasting the original story <i>Sự Tích Ông Táo</i> with its modern comedy version • interpreting the use of images, sounds, gestures and language in songs, films and performances to explain how they convey Vietnamese cultural values and practices
<p>Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes</p> <p>[Key concepts: morality, emotion, journey; Key processes: experimenting, connecting, expressing]</p> <p>LIT, ICT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> • writing reviews in response to artwork, songs, films or stories, discussing themes, characters, language use and relevant issues • creating print or digital stories that reflect Vietnamese practices, values and beliefs such as Vietnamese New Year celebrations, eating etiquette, filial piety, value for education presenting an issue or a situation related to Vietnamese communities • creating a range of text types such as stories, songs, skits, comics, considering main characters, themes, settings and plots, for diverse types of audience, for example children, peers, parents, teachers and social or interest groups • writing scripts and performing role-plays or plays that reflect own perspectives on Vietnamese values and practices, such as own view of traditional filial piety and value of education in the modern context • composing own imaginative texts such as animated stories, games or short films with different settings, characters and events, using a range of devices for effect and reflecting on values and practices across cultures

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> creating own imaginative texts, for example dialogues, poems, songs or short stories using an array of cues, for example, pictures, gestures, music, language to convey different emotions such as love, happiness, excitement, frustration and sadness
<p>Translating</p> <p>Translate and interpret texts for different audiences and contexts and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English</p> <p>[Key concepts: sensitivity and empathy; Key processes: analysing, interpreting]</p> <p>LIT, ICT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> viewing English-speaking films with Vietnamese subtitles (and vice versa), evaluating the effectiveness of the translations and explaining associated cultural aspects 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 (<i>cô, chú, anh, chị, em</i>) analysing and discussing similarities and differences and cultural influences in common Vietnamese and English idiomatic expressions, for example, <i>Có chí thì nên</i> = where there is a will there is a way, <i>Đừng có trông mặt mà bắt hình dong</i> = Don't judge a book by its cover, <i>đẻ bọc điều</i> = to be born with a silver spoon in your mouth, <i>Dạy con từ thuở còn thơ</i> = Strike while the iron is still hot translating written expressions associated with politeness and social behaviours in Vietnamese ,for example, opening and closing of formal/informal letters such as <i>Kính thưa giám đốc, Ba mẹ kính yêu/Bạn thân mến/Em yêu, Thân/Thân mến/Thương mến/Thân chào/Trân trọng kính chào</i>), comparing them with typical expressions in English (<i>Dear..., Yours sincerely/faithfully, Kind regards/Regards</i>) experimenting with translating idiomatic expressions and proverbs as well as a range of short texts that involve cultural elements, exploring how to convey meaning and cultural significance in Vietnamese and English, and recognising that the translation of expressions, idioms and proverbs requires both literacy skills and cultural knowledge to mediate between languages translating a range of texts such as advertisements, speeches, songs, story or film extracts, examining the appropriateness of translation for specific audiences and contexts
<p>Create bilingual texts in multimodal forms, including digital, for a variety of Vietnamese and Australian audiences that reflect aspects of culture and language</p>	<ul style="list-style-type: none"> creating programs for Vietnamese cultural events, including footnotes in English to explain key words (<i>Tết Nguyên Đán, Tết Trung Thu, lễ Vu Lan, rằm tháng Giêng</i>)

Years 9 and 10 content descriptions	Elaborations
<p>[Key concepts: cultural literacy, interconnection; Key processes: judging adequacy, translating, interpreting]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • creating a range of bilingual texts for different audiences and contexts, such as advertisements, announcements and recipes, and discussing ways of expressing concepts/meanings in each language • creating bilingual survival guides about language and etiquette in the form of brochures or slideshow presentation for visitors to Vietnam or Australia, and providing advice for specific scenarios, for example, at the airport/hotel/supermarket/restaurant/tourist attraction • creating bilingual texts in multimodal forms, including digital, that explain Vietnamese and Australian cultural practices, for example, <i>tục lệ ngày tết, đám giỗ, đầy tháng, thôi nôi</i>, New Year/Christmas/birthday/Australia Day activities • translating children's stories from English into Vietnamese and vice versa, and discussing how to maintain original meaning when tailoring texts to a different audiences and cultural backgrounds • adapting classic Australian stories for young Vietnamese readers, and explaining language and setting choices
<p>Reflecting</p> <p>Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding</p> <p>[Key concepts: cultural assumptions, judgment; Key processes: reflecting, relating interculturally]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> • considering how being bilingual offers different ways of interpreting the world and representing experience • explaining how cultural assumptions influence meaning, for example, the gesture of hugging as an indication of friendliness in English-speaking contexts versus gender intimacy in Vietnamese-speaking contexts • challenging cultural assumptions and offering different perspectives to new cultural contexts or situations, for example, using personal pronouns <i>anh/em</i> to indicate the level of informality among close friends, rather than to define husband-wife or brother-sister relationships as traditionally assumed • 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 people like to please and therefore may give an inaccurate answer whereas Australians would prefer saying directly what they really think or mean • identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons why and suggesting adjustments that could be made to enhance mutual understanding • discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices, respect for elderly people and other traditions, attitudes to privacy or different levels of directness in discussions

Years 9 and 10 content descriptions	Elaborations
<p>Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p>[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • making decisions about relevant information to be included in a cultural ID profile to exchange with non-Vietnamese speakers • reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; noticing differences in the way they communicate, think and behave in different contexts • exploring how individual ways of communicating, thinking and behaving help shape views of own cultural identity, for example, why a Vietnamese Australian teenager who speaks English better than Vietnamese and understands more about Australian culture may view himself/herself as an Australian more than as a Vietnamese • comparing and contrasting a Vietnamese and Australian experience, such as a celebration, and considering how their own and others' identity may shift according to the place and time

Vietnamese (F–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
<p>Systems of language</p> <p>Use pronunciation clarity, fluency, pauses, pace, intonation and spelling accuracy to enhance spoken and written interactions</p> <p>[Key concepts: application; Key processes: using]</p> <p>LIT, CCT, PSC</p>	<ul style="list-style-type: none"> noticing the role of pronunciation accuracy and fluency in effective communication, and applying this knowledge to own interactions recognising and using rhythms in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, <i>Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi</i> recognising the challenges of communication associated with clarity and pace in audio texts in certain situations, for example, station or airport announcements or recorded phone messages recognising that tone of voice can indicate relationships of the speakers, convey emotions and shape meaning, as in the distinction between a compliment and irony in the exclamatory sentence <i>Hôm nay em đến sớm thế!</i> applying knowledge of pronunciation, intonation, tone and pace in reading stories, poems to own use of spoken Vietnamese for a range of social interactions, for example, asking questions or expressing emotions such as happiness, sadness, surprise or excitement identifying the factors that influence their Vietnamese language use and speech patterns such as parents, teachers, peers and films
<p>Understand and apply complex grammatical structures, such as subordinate clauses, pairs of conjunctions and a range of language features, such as similes or rhetorical questions, combining them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects</p> <p>[Key concepts: grammatical systems; Key processes: understanding, applying]</p> <p>LIT, CCT, PSC</p>	<ul style="list-style-type: none"> using complex sentence structures to elaborate on ideas, and clarify or justify opinions, for example, <i>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</i> sequencing and adding ideas, events and actions using a variety of high level cohesive devices such as <i>ngoài ra, hơn nữa, tuy nhiên, bên cạnh đó</i> comparing the meaning and use of Vietnamese and English pairs of conjunctions such as <i>càng ... càng</i> = the more ... the more / more and more, <i>vừa ... vừa ...</i> = both ... and, <i>chẳng những ... mà còn</i> = not only ... but also, <i>không ... mà cũng không</i> = neither ... nor, and using them as to suit context and purpose using a range of sentence endings to soften commands, for example, <i>Học bài đi chứ! Học bài đi nha!</i> using a range of words and expressions to express different levels of certainty in opinions, for example, <i>Tôi đoán/nghĩ/tin/chắc chắn rằng ...</i> expressing levels of possibilities and certainty using <i>lẽ ra, có thể là, chắc là, ắt hẳn là</i>

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> • using transitional sentences such as <i>Hay là mình thử làm thế này xem sao!</i> and <i>Còn vấn đề bảo vệ môi trường thì sao?</i> to manage shifts of topic and speaker • explaining the effect of stylistic devices used in Vietnamese texts and using them to enhance communication, for example, <i>Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt sao?</i> (rhetorical question); <i>đi nhanh, ăn nhanh, nói nhanh</i> (repetition); <i>đẹp như tiên</i> (simile); <i>Hôm nay lạnh mặt trời đi ngủ sớm</i> (personification) • understanding and using Vietnamese onomatopoeic words such as <i>ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng</i> in own spoken and written texts, for example, <i>sấm chớp ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng</i> • exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, <i>tổ quốc</i> = <i>đất nước</i>, <i>phụ mẫu</i> = <i>cha mẹ</i>, <i>phụ nữ</i> = <i>đàn bà</i>, <i>huynh đệ</i> = <i>anh em</i>, <i>phi trường</i> = <i>sân bay</i>, <i>lương thực</i> = <i>đồ ăn</i> • understanding and using common Sino-Vietnamese words as appropriate to context (eg. for formal occasions) such as <i>hội phụ nữ</i>, not <i>hội đàn bà</i>; <i>viện dưỡng lão</i>, not <i>nhà người già</i> • understanding and using abstract nouns, adjectives and verbs to express abstract or sophisticated concepts and attitudes, for example, <i>Không gì có thể sánh bằng công ơn và tình thương của cha mẹ đối với con cái. Phụ nữ Việt Nam hết lòng tận tụy, hy sinh cho gia đình</i> • using specialised vocabulary to discuss a range of topics of interest, for example, environment (<i>ô nhiễm môi trường, tái chế, năng lượng sạch</i>), technology (<i>an toàn trên mạng, nhật ký điện tử, mạng lưới toàn cầu</i>), migration (<i>tỵ nạn, di dân, định cư, hội nhập, thường trú nhân, quốc tịch</i>) • using sympathetic language to signal empathy, restraint or indirect disagreement, for example, <i>Tôi hiểu/rất thông cảm với bạn ...</i>, <i>Thôi bạn đừng buồn nữa ...</i>, <i>Thôi được rồi, khoan đã</i>

Years 9 and 10 content descriptions	Elaborations
<p>Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts</p> <p>[Key concepts: textual conventions; Key processes: discussing, applying]</p> <p>LIT, ICT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> 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 recognising and explaining cultural aspects reflected in a range of texts, including multimodal and digital texts, such as school reports, weather reports, official announcements, television programs, recipes, particularly in the use of idiomatic expressions or proverbs identifying appropriate salutations when addressing the recipients (depending on relationship, social ranking) in specific text types such as emails, speech, interview, for example, <i>Kính thưa .../Thưa ... , ...thân mến/thương mến, kính chào/chào ...</i> understanding and transforming texts to suit different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese people, Australians) and different types of texts (an article, a report, speech) understanding the importance of choosing appropriate types of texts according to audience and purpose, for example, persuading Year 8 students to choose Vietnamese as their elective in Year 9, or expressing own opinions on the impact of technology on teenagers 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 metaphoric image for love or pigeons as a metaphoric image for peace, or the use of the colour white as a symbolism for purity in Western cultures but for bad luck in Eastern cultures recognising and discussing cultural concepts or values reflected in texts, for example cultural icons used in commercial advertisements identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, a rhetorical question (<i>Chẳng lẽ chúng ta chịu bó tay sao?</i>) to call for action, or <i>truyền thống tôn sư trọng đạo</i> to promote the value of education

Years 9 and 10 content descriptions	Elaborations
<p>Language variation and change</p> <p>Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes</p> <p>[Key concepts: register, variation based on audience, context and purpose; Key processes: analysing, explaining]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> identifying and analysing variations in language use (choice of vocabulary and structures) between diverse participants, for example, old people and teenagers, males and females, educated and uneducated people, in a range of different interactions analysing and comparing language use in a range of blogs, interviews or transcripts of speeches to deduce the age, gender, interest or educational level of the audience understanding the importance of adapting own language use for different audiences or degrees of formality, for example, moving from informal (<i>mẹ ơi/ông ơi/bà ơi</i>) to respectful tone (<i>thưa mẹ/kính thưa ông bà</i>), or simple (<i>lòng thương người</i>) to sophisticated (<i>lòng nhân ái</i>) vocabulary/structures discussing variations in language use in Vietnamese traditional and contemporary literature, arts and entertainment relating to the same theme or topic, and analysing how language has changed (with regard to vocabulary and structures) as a result of different settings and contexts comparing own written language use in various modes of communication and for a range of purposes (for example, text messages, online chatting, emailing, doing schoolwork), reflecting on how and why the writing style differs and considering the effect on clarity of meaning
<p>Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas</p> <p>[Key concepts: impact, consequence; Key processes: analysing, explaining, comparing]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> discussing the influence of electronic ‘chat’ language on students’ literacy skills in Vietnamese and English exploring how globalisation has resulted in the use of English words and expressions in Vietnamese language use, for example, using technical terms in English in the area of technology such as CD, DVD, USB, video, TV remote control, computer, laptop, internet, and website despite the existence of Vietnamese equivalents, or mixing English in the lyrics of contemporary Vietnamese popular music and discussing the advantages/disadvantages of such influences exploring the influence of popular culture on Vietnamese language spoken in Vietnam and overseas through the development of new vocabulary such as <i>phong cách / thời trang Hàn quốc, truyện tranh Nhật Bản, RIB, hiphop</i> exploring the Vietnamese words used in Vietnam that are unfamiliar in Vietnamese-speaking communities in other countries, for example, <i>bức xúc, vấn đề nổi cộm</i>
<p>Role of language and culture</p>	<ul style="list-style-type: none"> exploring how cultural concepts such as respect for authority influence Vietnamese communicative practices, for example, not making eye contact when interacting with others, not expressing differing personal views to elderly people, and how these may be misinterpreted by English speakers as lack of engagement or initiative

Years 9 and 10 content descriptions	Elaborations
<p>Understand the reciprocal relationship between language, culture and communication and how this impacts on attitudes and beliefs</p> <p>[Key concepts: language, culture, reciprocity; Key process ses: reflecting, discussing, analysing]</p> <p>LIT, ICT, CCT, PSC, EU, ICU, SUST, AAEA</p>	<ul style="list-style-type: none"> • examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, the practice of using family terms (<i>chú, bác</i>) to indicate informality when addressing an unrelated person reflects the value and importance of family in Vietnamese culture • identifying ways to enhance mutual cultural understanding, such as using cultural behaviours appropriately according to audience and context of communication, for example, making eye contact when talking to Australians but not doing this when talking to Vietnamese elderly people as this gesture may be interpreted as being disrespectful. • comparing how the same practices, concepts or values are represented differently in different contexts and types of texts due to changes in attitudes and views, for example, how the concept of filial piety (<i>chữ hiếu</i>) is reflected in Vietnamese opera (<i>cải lương</i>) and contemporary Vietnamese films, and in folk and contemporary literature • exploring significant values, practices and beliefs of other cultures, including those from other Asian cultures, that are reflected in different forms of media such as the internet, arts and entertainment, stories • exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including the role of culture in respecting and sustaining environments

Years 9 and 10 Achievement Standard

By the end of Year 10, students use spoken and written Vietnamese to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts, and for a range of purposes, for example, to explore peers' perspectives on youth culture and experiences. They use language spontaneously in the classroom, offering and justifying their own opinions and ideas and eliciting those of others. They negotiate with others to complete shared tasks and transactions, using evaluative language, for example, *Ý kiến của bạn rất mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng ...*, to acknowledge others' opinions and challenge and manage alternative views. They use transitional sentences, such as *Hay là mình thử làm thế này xem sao. Còn vấn đề bảo vệ môi trường thì sao?* to manage shifts of topic and speaker. They speak with fluency, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information and opinions from different perspectives and create original texts for diverse audiences and purposes in a range of contexts. They respond to a range of imaginative texts by analysing their purpose and language techniques, forming their own position on the issues, themes and values raised. They create a range of imaginative texts to express a variety of perspectives and values in modes of presentation selected to suit audience, purpose and context. They combine knowledge of Sino-Vietnamese words and abstract vocabulary with stylistic devices to enhance expression, create particular effects and influence others, for example, through repetition, such as, *đi nhanh, nói nhanh, ăn nhanh*, similes, such as, *mắt sáng như sao*, personification, such as, *lá sầu*, onomatopoeia, such as, *ào, rì rào, ùng*, and rhetorical questions, such as, *Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?* They adjust their own language use when changing audience or formality of context, for example, from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. They convert informal everyday speech, for example, *ai cũng biết hết*, into formal register, for example, *như quý vị đã biết*, as appropriate. Students use cohesive devices, such as *trước tiên, sau cùng, ngoài ra, hơn nữa, do đó, càng ... càng, vừa ... vừa, chẳng những ... mà còn, nếu...thì, tuy... nhưng, vì...cho nên*, to sequence and connect ideas in texts and apply accurate spelling to enhance communication. They translate and interpret texts and create bilingual resources for Vietnamese and English-speaking audiences, explaining how cultural concepts, values and beliefs are embedded in language. They compare views on the relationship between cultural identity and communication, question cultural assumptions and modify language and behaviours in intercultural interactions as appropriate.

Students explain how pronunciation, intonation, pace and rhythm in spoken Vietnamese can express different emotions, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*, and signal clause boundaries and emphasis. They explain why Sino-Vietnamese words are used in formal contexts, for example, *hội phụ nữ* (not *hội đàn bà*), *viện dưỡng lão* (not *nhà người già*). They analyse a range of personal, informative, reflective and persuasive texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements. They analyse how language use varies according to cultural contexts, relationships and purposes, explaining why they adjust choice of vocabulary, level of politeness and formality in intercultural interactions. They explain the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in both Australia and Vietnam. They explain the reciprocal nature of the relationship between language, culture and communication, identifying its impact on attitudes and beliefs.

.Australian Curriculum: Languages -Vietnamese – Foundation to Year 10 Sequence

Scope and Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Interact with peers and teacher by making introductions, expressing needs, wishes, likes and dislikes	Exchange information and experiences with peers and teacher relating to self, family and friends	Interact and socialise with peers and teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities	Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests	Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences
		Taking action and transacting	Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language	Participate in collaborative tasks that involve planning and simple transactions	Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions	Engage in collaborative tasks and transactions in real or virtual contexts that involve solving problems and making decisions	Contribute to a range of collaborative activities that involve shared transactions and require negotiation and management of different opinions or behaviours

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Building language for classroom interaction	Interact in classroom routines and activities by responding to questions, following instructions and asking for permission	Participate in everyday classroom activities by seeking clarification, advice and help from others	Engage in classroom interactions by asking and responding to questions and expressing opinions	Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions	Sustain classroom interactions by using language to offer, elaborate on, justify and elicit opinions and ideas
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	Obtaining and using information	Identify key words and specific information related to personal world in simple spoken, written and visual texts	Locate and organise information relating to familiar contexts from a range of spoken, written and visual texts	Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written and visual texts	Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources	Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to areas of interest to teenagers and social issues
		Conveying and presenting information	Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning	Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal	Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences	Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts	Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for specific audiences in relevant contexts
Creating	Engaging with imaginative	Participating in and responding	Participate in shared reading, listening, or	Respond to imaginative texts such	Engage with imaginative texts,	Respond to different types of imaginative texts by	Explore a range of traditional and

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
	experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	to imaginative experience	viewing of imaginative texts and respond through miming, acting and matching pictures with text or answering questions	as fables, folk tales, songs and stories, by identifying favourite elements, and making simple statements about settings, characters and events	including digital and multimodal texts, by identifying and describing key elements such as theme, setting, characters and actions	explaining themes, messages and plot, and commenting on characters and actions	contemporary forms of art and entertainment, and folk and contemporary literary texts by analysing values, purposes and language techniques, and discussing relevant issues and themes
		Creating and expressing imaginative experience	Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression	Create and perform imaginative texts such as captions, chants, raps, dialogues, and stories, using formulaic expressions, modelled language and visual supports	Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts	Create and present a range of texts, including multimodal and digital texts, involving imaginary places, events, people and experiences to entertain others	Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations	Translating and interpreting	Translate and interpret familiar Vietnamese words, phrases and expressions	Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of	Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate	Translate and interpret texts, comparing own translation of a range of texts with others', exploring differences and strategies to overcome challenges in translation	Translate and interpret texts for different audiences and contexts and explore how cultural concepts, values and beliefs are represented differently

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
	and explaining these to others			words and expressions			in Vietnamese and English
		Creating and using bilingual resources	Create labels, captions, wall charts and other resources in both Vietnamese and English for immediate learning environment	Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community	Produce a range of bilingual texts and resources such as posters, menus, recipes or stories for their own language learning and the school community	Produce bilingual texts in multimodal and digital forms for the school and wider community and provide sub-titles, commentaries or glossaries of cultural terms in either language to assist meaning	Create bilingual texts in multimodal forms, including digital, for a variety of Vietnamese and Australian audiences that reflect aspects of culture and language
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	Reflecting on the experience of intercultural communication	Share their feelings and ways of behaving when using Vietnamese in home and school contexts	Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences in language use and behaviours	Reflect on their experiences of interacting in Vietnamese and English-speaking contexts, discussing adjustments made when moving from English to Vietnamese and vice versa	Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives	Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Reflecting on self as language user and how identity is shaped by interaction	Identify themselves as members of different groups, including the Vietnamese class, the school, their family and community, describing their roles within these groups	Explore their own sense of identity, including elements such as family, background and experiences and ways of using language in Vietnamese and English-speaking contexts	Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication	Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage	Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sounds and writing systems	Recognise the sounds and tones of spoken Vietnamese, noticing how they are represented in words and symbols	Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers	Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts	Apply Vietnamese pronunciation, spelling, accent and intonation patterns in a range of sentences such as statements, questions and exclamations	Use pronunciation clarity, fluency, pauses, pace, intonation and spelling accuracy to enhance spoken and written interactions
		Grammatical and vocabulary knowledge	Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions and basic rules of word order in simple sentences	Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession	Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions to express opinions, actions and events in time and place	Understand and use additional elements of Vietnamese grammar such as active/passive voice, direct/indirect speech and modalities to organise and elaborate on ideas and opinions	Understand and apply complex grammatical structures, such as subordinate clauses, pairs of conjunctions and a range of language features, such as similes or rhetorical questions, combining them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Text structure and organisation	Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences	Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters	Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience	Expand understanding of how the structure and language features of texts, such as email, recount, news item, report or advertisement, suit different audiences, contexts and purposes	Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variation of language in use	Recognise that there are variations in the way Vietnamese speakers greet and address different people	Explore how language use varies according to the age, gender and relationship of participants and the context of use	Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor's surgery	Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery	Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes
		The dynamic and influential	Recognise that Australia is a multilingual society and	Recognise that languages change	Explore how Vietnamese language has	Explore the impact of social, cultural and intercultural	Analyse the impact of media, technology, globalisation, migration

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		nature of language	that Vietnamese is one of the major community languages in Australia	over time and influence each other	changed over time and has been influenced by dialects and accents across regions of Vietnam	influences on language through new technologies and globalisation	and popular culture on Vietnamese language use in Vietnam and overseas
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	The relationship of language and culture	Understand that the ways people use language reflect their cultures, and relate to where and how they live and what is important to them	Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English	Understand that language use is shaped by the values and beliefs of a community	Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures	Understand the reciprocal relationship between language, culture and communication and how this impacts on attitudes and beliefs

AUSTRALIAN CURRICULUM: LANGUAGES

Vietnamese YEARS 7 TO 10 (Year 7 Entry) SEQUENCE

Vietnamese Years 7 to 10 (Year 7 Entry) Sequence Curriculum

Years 7 and 8

Band description

The nature of the learners

Students who enter the background language learner pathway in Vietnamese in Year 7 may have strong connections to Vietnamese language and culture through family and community, and varying degrees of oracy in Vietnamese. Their textual knowledge developed through English literacy supports the development of literacy in Vietnamese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Vietnamese language learning and use

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They create spoken and written texts for a variety of audiences in different contexts. They plan, draft and present imaginative texts, and design interactive events and collaborative tasks. They express ideas and feelings (*Tôi thích ăn phở. Tôi thích xem phim hơn đọc sách. Hôm nay tôi vui.*), exchange opinions (*Phim này hay quá. Trường tôi rộng rãi và sạch sẽ*), and manage shared activities (*Bạn làm bài xong chưa? Làm ơn giải thích chữ này giúp tôi! Tôi đọc cho bạn viết nha*). Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. Learners explore Vietnamese syntax and structures in a range of texts and begin to use meta-language by identifying grammatical terms. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with an increasing range of Vietnamese speakers.

Contexts of interaction

Learners come to the classroom understanding and using Vietnamese within the world of their experience, which are likely to be home and community domains. At this level, possible contexts of interaction could include the world of learning, for example, discussing the shift from primary to secondary school, the concepts of home and friendship, shared events and leisure activities. Learners contextualise and use their background language and culture as much possible while socialising and exchanging information. This will not necessarily be characterised by the fluent use of Vietnamese, but rather by the way they use their background knowledge of Vietnamese language and culture in communication. These interactions should be authentic in relating to the world of teenage experience, and performance based. Additional opportunities for interaction are provided through purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and online activities such as e-learning.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials such as blogs, newsletters, advertisements, magazines, video clips and apps. Their knowledge is extended through exploration of Vietnamese texts on the internet, and audio-visual materials, for example, *đồng dao, ca dao, dân ca, bài hát thiếu nhi (Chúc Mừng Sinh Nhật, Tiếng Chuông Giăng Sinh), phim tài liệu (Luke Nguyen in Vietnam), truyện cổ tích, truyện ngụ ngôn*, cultural performances, and community events and activities, for example, *Tết Nguyên Đán, Tết Trung Thu*. In particular, as background language learners, they are also likely to engage with bilingual, sub-titled and captioned texts.

Features of Vietnamese language use

Learners recognise and use features of the Vietnamese sound and writing systems, including tones and tone markers, and apply appropriate pronunciation and spelling rules in spoken and written texts. They apply elements of Vietnamese grammar to the production of texts, such as appropriate word order, common nouns, pronouns, adjectives, verbs and conjunctions to describe people, actions and events (*Tôi cao và ốm. Tôi có mắt đen. Bạn Lan học giỏi và hát hay. Ngày Tết có múa lân*), express courtesy and opinions (*Thưa ông bà/ba mẹ/thầy cô. Làm ơn cho tôi mượn tập! Cảm ơn bạn. Học tiếng Việt vui quá.*), and link ideas and information in different types of affirmative, negative and interrogative sentences (*Tôi thích xem phim hơn đọc sách. Tôi biết nói nhưng không biết viết tiếng Việt. Bạn sinh ở Úc hay ở Việt Nam?...*). They understand ways in which the English language works as a system and how English is similar to and different from Vietnamese. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

Level of support

Learners have varying degrees of Vietnamese oracy and literacy, and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Vietnamese is the main language of instruction and interaction. Vietnamese and English may be used when discussing concepts, functions and structures relating to language use, and when exchanging and comparing experiences in learning Vietnamese and English. English may be used for conceptually demanding explanations and discussions, particularly when making connections between Vietnamese and other languages and cultures. Learners are encouraged to reflect on cultural values and practices and how these relate to their own sense of identity from a bilingual perspective.

Vietnamese (7–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
<p>Socialising</p> <p>Socialise and interact with peers and teacher to exchange information on topics relating to self, family, friends and interests, and express feelings, likes and dislikes</p> <p>[Key concepts: family, friendship, home; Key processes: interacting, socialising, describing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> greeting and farewelling others, introducing themselves, expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for peers, teachers and family members, for example, <i>Chào thầy/cô. Bạn khỏe không? Tôi khỏe. Cảm ơn. Còn bạn thế nào? Chúc bạn sinh nhật vui vẻ. Con chúc ông bà sống lâu trăm tuổi</i> introducing themselves, family, others and possessions, using appropriate personal pronouns, for example, <i>Em tên là Nam. Em mười hai tuổi. Em học lớp bảy, trường trung học Newford. Nhà em ở Green Fields. Gia đình tôi có bốn người. Ba tôi là giáo viên. Đây là anh Trung/chị Lan/ba mẹ em. Đây là thầy/cô của con</i> exchanging information about a range of topics such as friends, daily routines, celebrations, for example, <i>Bạn tôi rất tốt, hay giúp tôi làm bài. Cuối tuần bạn thường làm gì? Tôi thường đi chợ với gia đình vào cuối tuần</i> asking peers about personal interests, for example, <i>Lúc rảnh rỗi bạn thích làm gì? Bạn thích ăn món gì nhất? Còn thức uống thì sao?</i> expressing likes, dislikes and preferences, for example, <i>Tôi thích nuôi chó. Tôi thích xem phim hơn đọc sách. Tôi không thích ăn mì</i>
<p>Participate in guided and shared activities, such as role plays, performances and presentations that involve planning, deciding, making arrangements and completing transactions</p> <p>[Key concepts: tasks, performance, presentation; Key processes: planning, deciding, making arrangements]</p> <p>LIT, NUM, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> politely accepting or declining an invitation, for example, <i>Cảm ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì tôi bị bệnh</i> planning home and school events such as a mother's/father's day celebration, a birthday party, group presentations, and exchanging information about date, time, place, activities and participants, for example, <i>Thứ Bảy tới là sinh nhật của con. Mẹ cho con mời mấy người bạn? Ba ơi, chủ nhật tới là ngày Lễ Mẹ. Mình đưa mẹ đi ăn nhà hàng nha ba. Con sẽ gọi cho nhà hàng để đặt chỗ. Ba muốn đi nhà hàng nào? Mấy giờ mình đi?</i> participating in real or simulated scenarios such as being lost, asking for or giving directions, or providing assistance, for example, <i>Tôi/Chúng mình bị lạc đường rồi. Làm ơn chỉ cho tôi/chúng tôi đường đi đến trạm xe lửa. Đi thẳng, đến ngã tư thứ hai quẹo trái</i> making transactions in authentic, simulated or online situations such as purchasing goods, ordering food or requesting services, for example, <i>Xin lỗi, cô cần gì ạ? Cái áo này bao nhiêu tiền? Có số nhỏ/lớn hơn không? Vé xe lửa đi City giá bao nhiêu? Ở đây có dạy thêm tiếng Anh cuối tuần không?</i>
<p>Interact with peers in class routines and exchanges by asking and responding to questions, following instructions,</p>	<ul style="list-style-type: none"> interacting in class routines such as responding to the teacher during roll call (<i>Chào thầy/cô. Chào các em. Dạ có mặt/Bạn Nam vắng mặt</i>), following instructions (<i>Xếp hàng! Vào lớp! Mở tập ra! Đứng lên!</i>

Years 7 and 8 content descriptions	Elaborations
<p>requesting support, for example, by asking for repetition, rephrasing and explanation</p> <p>[Key concepts: routines, roles; Key processes: questioning, contributing, responding]</p> <p>LIT, CCT, PSC, ICU</p>	<p><i>Ngồi xuống! Im lặng! Hãy đọc chữ này!)</i>, asking for permission (<i>Thưa cô cho em đi vệ sinh/ra sớm năm phút</i>), making polite apologies (<i>Xin lỗi cô em tới trễ/em quên làm bài tập về nhà</i>) and requesting help or support (<i>Bạn làm ơn cho tôi mượn viết chì. Xin cô giải thích chữ này giúp em.</i>)</p> <ul style="list-style-type: none"> participating in classroom exchanges by asking and responding to questions about school life, classroom activities, subjects, teachers and friends, for example, <i>Bạn mới tên gì vậy? Bạn thích thầy/cô nào? Bạn thích học môn gì? Ngày mai có giờ toán không? Khi nào có ngày hội thể thao? Bạn làm bài xong chưa? Xong rồi / Chưa xong. Bạn cho tôi mượn tập được không? Chờ một chút, tôi sắp xong rồi</i> using repair strategies such as asking for repetition and specific details of tasks and expressing lack of knowledge, for example, <i>Xin lỗi, bạn vừa nói gì vậy? Xin lỗi, tôi không nghe rõ, bạn làm ơn lặp lại. Mình phải làm gì cho bài tập về nhà môn tiếng Việt? Thưa cô, chữ này nghĩa là gì/tiếng Việt nói làm sao? Thưa cô, em không hiểu câu hỏi này. Xin cô giải thích lại giúp em</i> expressing opinions on class work and school life, for example, <i>Giờ học tiếng Việt vui quá. Bài thi tiếng Anh khó quá; Buổi đi cắm trại rất thú vị và có ích. Phòng vệ sinh trường mình rất sạch. Căn-tin trường mình bán đồ ăn ngon và rẻ</i>
<p>Informing</p> <p>Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts</p> <p>[Key concepts: information; Key processes: obtaining, reading, listening, classifying]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> reading, viewing and listening to short texts, such as signs, captions, notices, posters, brochures or conversations, identifying their context, topic, main ideas, audience and purpose of texts locating, classifying and summarising information from a range of sources such as notices, results of class surveys, announcements and reports, and using memory tools including tables, charts, concept maps to organise and sequence information collating information from sources such as class surveys, on line forums, blog posts gathering information about aspects of Vietnam such as weather, vegetation, wild life, foods and drinks, lifestyles, tourist attractions or historical/cultural events, and using the information in new ways, for example, viewing an online map of a local venue and writing instructions of directions for new arrivals comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations researching aspects of Vietnamese culture, history and natural environment, for example, religious beliefs and cultural practices such as <i>đạo Phật, đạo Thiên Chúa, đi chùa, đi nhà thờ, cúng ông bà, cúng giao thừa</i>, tourist attractions such as <i>Vịnh Hạ Long, phố cổ Hội An</i> or prominent historical figures, such as <i>Hưng Đạo Vương, vua Quang Trung</i> by gathering information from texts and from exchanges with Vietnamese peers and adults

Years 7 and 8 content descriptions	Elaborations
<p>Present information and ideas relating to personal, social and natural worlds in spoken, written and digital and multimodal forms using modelled language structures</p> <p>[Key concepts: self, community, environment; Key processes: composing, presenting, informing]</p> <p>LIT, NUM, CCT, PSC, ICU, ICT, SUST</p>	<ul style="list-style-type: none"> presenting information in the form of graphs or tables, for example, results from a class survey about preferences of leisure activities, foods or idols explaining to others a procedure or practice, for example, a recipe, fashion or health care tips, a tutorial on rules of a sport or game, instructions on keeping a pet presenting with the use of graphics to support meaning a report in multimodal or digital forms about personal interests or experiences such as favourite music/singer/film/book, a school excursion, a holiday or a local cultural event describing aspects of life in Australia for an audience in Vietnam, such as school life, community recycling, a birthday party, a national event, for example Anzac Day, Australia Day using different modes of presentation to profile significant events, people or places related to the cultures and histories of Vietnamese speakers producing a program for cultural event in Vietnam such as <i>hội chợ Tết, Tết Trung Thu</i> or producing a promotional brochure about a tourist attraction such as <i>chương trình tham quan vịnh Hạ Long</i>
<p>Creating</p> <p>Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, identifying and describing key elements such as theme, setting, characters and actions</p> <p>[Key concepts: imagination, theme, characters; Key processes: identifying, describing, responding]</p> <p>LIT, CCT, PSC, EU, ICU, ICT</p>	<ul style="list-style-type: none"> identifying and describing settings, characters, events and key ideas in imaginative texts by asking and responding to questions such as <i>ở đâu? khi nào? ai? làm gì? như thế nào? tại sao?</i> or producing a profile of a character or a timeline of events, reading and viewing imaginative texts, such as animations, films and photoseries, performing scenes that illustrate aspects of the characters' attitudes, personality or reactions, the ending of stories or the writer's messages illustrating an extract from a text by selecting images, for example, a picture/colour/symbol/emoticon, to reflect the content, mood or key message of the text and explaining the reasons for selections participating in imaginary exchanges between characters from a story in a performance for the class listening to songs such as Vietnamese versions of English songs, for example, <i>Chúc Mừng Sinh Nhật, Tiếng Chuông Giăng Sinh</i> (Happy Birthday, Jingle Bells), and comparing aspects that may be similar or different with regard to language use and cultural representations
<p>Create texts, including multimodal and digital texts or adapt familiar imaginative texts suitable for a range of audiences using modelled language structures and different modes of presentation to enhance effect</p>	<ul style="list-style-type: none"> imagining they are characters in a traditional painting such as <i>Đám Cưới Chuột (tranh Đông Hồ)</i> and creating a dialogue creating own versions of familiar texts, including multimodal and digital texts, such as wedding cards, postcards or greeting cards for imaginary special occasions

Years 7 and 8 content descriptions	Elaborations
<p>[Key concepts: adaptation, mode, presentation; Key processes: re-creating, presenting, experimenting]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> interpreting the actions and behaviours of characters in multimedia texts such as pictures, cartoons, video clips or films (without listening to original scripted dialogues) to imagine the text content and participants' relationships and create conversations between participants or write a summary of the texts creating and telling a story in the form a photo slideshow, using modelled language and speech bubbles and captions or other visual/audio aids to enhance text effect composing and participating in imaginary interactions, for example, a conversation between animals/pets or avatars, or meeting a character from a Vietnamese story or film for the first time
<p>Translating</p> <p>Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty</p> <p>[Key concepts: equivalence, representation; Key processes: translating, identifying]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> translating information collaboratively and with teacher support, for example, menus, school timetables, school and public signs or notices and instructions for directions recognising and explaining similarities and differences in language structures, for example, <i>ga xe lửa</i>/train station, <i>Ngày Lâm Sạch Nước Úc</i>/Clean Up Australia Day, <i>quẹo trái</i>/turn left, <i>đi thẳng phía trước</i>/go straight ahead, <i>Em không thích cái nón này, phải không?</i> – <i>Dạ, em không thích</i> or <i>Không, em thích mà</i>/You don't like this hat, do you? – No, I don't or Yes, I do identifying words or phrases that are difficult to translate and explaining reasons such as lack of concepts or practices in either language, for example, food items (<i>bánh chưng, bánh tét, bánh xèo, phở</i>) or traditional customs (<i>cúng ông bà, xin xăm, coi ngày, coi tuổi</i>) recognising changes required to sentence structure or word use in English–Vietnamese translation, for example, 'This lesson is too hard to understand' = <i>Bài học này khó quá, tôi không hiểu được</i>; 'I can't help laughing' = <i>Tôi không thể nhịn cười được</i> examining the risk of literal (word-for-word) translation when translating expressions, idioms and proverbs, for example, 'An eye for an eye' should not be translated as <i>Một con mắt cho một con mắt</i> but as <i>Ăn miếng trả miếng</i>, or 'Let's have a toast to the bride and groom!' means '<i>Hãy nâng ly chúc mừng cô dâu và chú rể!</i>', not '<i>Hãy nướng bánh mì cho cô dâu và chú rể!</i>' learning to use bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words and the need to consider context or grammatical aspects to select relevant meaning, for example, <i>giấy khen</i> (merit certificate), <i>hôn thú</i> (marriage certificate), <i>chảy nước mắt</i> (to shed tears) but <i>Hãy xé tờ giấy này đi!</i> (Tear this paper off!), <i>Tôi biết chơi khúc côn cầu</i> (I can play cricket), <i>Tôi thấy một con dế trong vườn</i> (I have seen a cricket in the garden)
<p>Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or</p>	<ul style="list-style-type: none"> making and using bilingual resources for language learning, such as glossaries or personal Vietnamese-English and English-Vietnamese print and digital dictionaries composing bilingual menus for Vietnamese restaurants, paraphrasing words of non-equivalence

Years 7 and 8 content descriptions	Elaborations
<p>menus to assist language learning in the classroom and the school community</p> <p>[Key concepts: meaning, equivalence; Key processes: creating, translating]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> developing bilingual signs and notices for the school and local community, such as <i>Thư viện</i> – Library, <i>Hội trường</i> – School hall, <i>Trung tâm thương mại</i> – Shopping centre, <i>Ga xe lửa</i> – Train station, <i>Trạm xe buýt</i> - Bus stop creating bilingual captions for tourist attractions in Vietnam and Australia to explain their significance as well as cultural references, for example, <i>hoàng thành</i> (royal palace), <i>lăng tẩm</i> (royal mausoleum), <i>núi</i> (mountain), <i>bãi biển</i> (beach) or <i>thành phố</i> (city) creating subtitles for short video clips or descriptions slideshow presentations of intercultural experiences such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, informing Vietnamese peers and community of school or cultural events producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country such as Australian Day, Anzac Day, Christmas/New Year celebrations, Moon/food/boat racing festivals, and explaining culture-specific elements
<p>Reflecting</p> <p>Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language</p> <p>[Key concepts: intercultural communication, impact of culture; Key processes: comparing, reflecting]</p> <p>LIT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> discussing their own level of comfort with using gestures when interacting across cultures, for example, making or not making eye contact when talking to older people, beckoning downwards or upwards, and hugging or non-hugging when greeting someone sharing with peers how it feels to use Vietnamese and English in different contexts, for example, at home, at school and in the Vietnamese community, reflecting on instances when these interactions have felt comfortable, awkward or difficult, and explaining why this might be the case developing language for personal reactions/feelings of intercultural experiences across cultural contexts, for example, <i>thoải mái/không thoải mái, thích/không thích</i> noticing how their Vietnamese culture influences their linguistic choices in cross-cultural interactions, for example, changing terms of address and level of formality depending on the context of interaction and the relationships between participants, such as, the use of ‘ông’, ‘bà’ or title plus the first or full name (<i>ông Bình, bà Hoa, Trung Nữ Vương, Vua Quang Trung, Tiến sĩ Hiệp, Bộ trưởng Lê Trung Hiếu</i>) when addressing people formally discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (<i>Tôi không nghĩ vậy, Tôi e rằng, Bạn nói cũng có lý nhưng tôi nghĩ khác</i>), the importance of modesty and humility as expressed in the proverb ‘<i>Bầy hai chưa què chớ khoe rằng khỏe</i>’ or the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (<i>dạ/thưa/ kính thưa</i>)

Years 7 and 8 content descriptions	Elaborations
<p>Reflect on own biography, including family origins, traditions and beliefs, how it impacts on identity and shapes intercultural communication</p> <p>[Key concepts: bilingualism, biculturalism, significance; Key processes: reflecting, connecting]</p> <p>LIT, NUM, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences identifying events, relationships and experiences which have contributed to building a personal and/or collective sense of identity, for example, <i>một kỳ nghỉ, một cuộc thi tài, bạn tôi, gia đình tôi, một đội/nhóm</i> identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese and in how these aspects may be perceived, for example, using the correct personal pronouns to address elderly people, (<i>thưa ông/bà/bác/chú/cô/dì</i>) and shaking or not shaking hands depending on gender and age comparing cultural and intercultural experiences and language capabilities with peers, exchanging views on the benefits of being bilingual

Vietnamese (7–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
<p>Systems of language</p> <p>Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules</p> <p>[Key concepts: sound and writing system, pronunciation; Key processes: recognising, comparing]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet, for example <i>ă, â, ô, ơ, ê, ư, đ</i> and vice versa (<i>f, z, w</i>) viewing, listening to and reproducing Vietnamese words with different tone markers, recognising that Vietnamese is a tonal language, and understanding that pitch changes affect the meaning of a word, for example, <i>ma</i> (ghost), <i>mà</i> (but/that), <i>má</i> (mother), <i>mả</i> (grave), <i>mã</i> (horse), <i>mạ</i> (rice seedling) listening to, reproducing and reading Vietnamese words of the same monophthongs or diphthongs, for example, <i>đi thi, bà già, mai, nai, vài bài</i>, developing awareness of sound-letter relationships to establish concepts of Vietnamese spelling rules identifying words with the same syllables, including monophthongs, diphthongs and triphthongs, for example, <i>nho nhỏ, đo đỏ, ngày nay, máy may, người người cười tươi</i> when listening to songs and reading poems differentiating between consonant blends that are similarly pronounced, for example, <i>ch</i> and <i>tr</i>, <i>d</i> and <i>gi</i>, <i>s</i> and <i>x</i>, and understanding the difference in their meanings, for example, <i>che chở - cây tre, hung dữ - giữ nhà, cá sấu - xấu quá</i> understanding and applying spelling rules for some exceptional cases such as the initial consonant <i>k</i> and consonant blends <i>kh, gh, ngh</i> can go with the vowels <i>i, e, ê</i> only, for example, <i>kể, khi, nghĩ, ghe, nghe, nghề</i>, and rules relating to middle tone markers <i>dấu hỏi</i> and <i>dấu ngã</i> for Vietnamese alliterations (<i>ngang, sắc, hỏi</i> and <i>huyền, ngã, nặng</i>), such as in <i>mát mẻ, vui vẻ; bề bàng, hờ hững</i> making connections between sounds and letters, words and tone markers, to understand the principle of spelling rules for words of the same monophthongs, diphthongs, triphthongs, or tone markers, for example, <i>lo cho, hái trái, mười người</i> using short initial consonants (<i>b, h, l, m, n, d, đ</i>) and consonant blends (<i>gi, gh, ch, nh, th, tr, ph, qu, ng, ngh</i>) to form words that contain monophthongs followed by diphthongs, such as <i>cha, trà, thi, ngủ, nghe; áo, táo, chơi, mới tới</i> applying Vietnamese spelling rules, including adding or changing initial consonants, vowels or tone markers, to form new words, for example, <i>đi thi, bà già, hai tai, mười người, ba và bà, no nê, thủ thi, nho nhỏ, nho đỏ, gió to, tươi cười</i> identifying similarities in the Vietnamese pronunciation of Chinese, French and English loan words such as <i>sư phụ, toilet, gara, tivi, video</i>
<p>Develop knowledge of common grammatical structures such as nouns, personal pronouns, adjectives, verbs,</p>	<ul style="list-style-type: none"> recognising that Vietnamese has multiple words for personal pronouns, for example, <i>con, cháu, em, tôi...</i> can be used to indicate first and second person depending on relationships

Years 7 and 8 content descriptions	Elaborations
<p>compound words, adverbs of frequency and conjunctions, statements, negations, questions and vocabulary to describe events, actions and qualities of people and objects, and express courtesy and opinions</p> <p>[Key concepts: nouns, adjectives, verb forms, word order; Key processes: understanding, applying]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> • using appropriate terms of address for diverse speakers in different contexts, for example, <i>ông, bà, anh, chị, em</i> • understanding that personal pronouns in Vietnamese do not change according to their grammatical functions as in English, for example, <i>Anh ta biết tôi nhưng tôi không biết anh ta</i> (He knows me but I don't know him) • understanding that different articles are used to classify Vietnamese nouns, for example, <i>cái</i> for objects (<i>cái bàn, cái ghế</i>) and <i>con</i> for people (<i>con người, con trai, con gái</i>), animals (<i>con gà, con cá</i>) and some exceptions such as <i>con mắt, con sông</i> • exploring and using pluralisation of nouns, for example, <i>hai cái áo</i> (two shirts), <i>những/nhiều/các ngôi nhà</i> (houses), making connections and comparisons between Vietnamese and English • understanding the position of nouns and adjectives in Vietnamese compared to English, for example, <i>một học sinh giỏi</i> versus <i>a good student</i> • using concrete nouns related to self, family, home, school, and local environment, including loan words from other languages, for example, <i>thức ăn, quần áo, gia đình, cha mẹ, trường học, học sinh, thầy cô, bạn bè, chợ, nhà hàng, trạm xe lửa, tivi, game, internet, email, canteen, gara sale, online shopping, sushi, pizza, McDonald, chocolate, cà rốt, ya-ua, nhắm xà/yumcha</i> • using adjectives to describe appearance and personality of people, places, events, actions and objects, for example, <i>già, trẻ, rộng lớn, chật hẹp, quan trọng, thú vị, anh hùng, mắc, rẻ, tốt, xấu</i> • exploring and using synonyms, for example, <i>chăm chỉ = siêng năng, ngăn nắp = gọn gàng</i> and antonyms, for example, <i>tốt ≠ xấu; mới ≠ cũ; ngày ≠ đêm; nóng ≠ lạnh</i> • recognising and using Vietnamese prefixes such as <i>vô, bất</i> to form antonyms, for example, <i>lễ phép ≠ vô phép, có duyên ≠ vô duyên, lịch sự ≠ bất lịch sự, cẩn thận ≠ bất cẩn</i> • using adverbs to qualify what is being talked about and to indicate time, for example, <i>chạy nhanh, học giỏi, hát hay, đẹp lắm, hay quá, hôm qua, ngày mai, tuần rồi, tháng tới</i> • experimenting with the use of prepositions (<i>trên, dưới, trong, ngoài, ở giữa</i>), for example, <i>ở trên trời, ở trên bàn, ở dưới đất, ở nhà, ở thành phố, ở ngoài đường</i> • expressing ownership using a possessive adjective, for example, <i>cái bàn/con chó của tôi</i>, recognising the possibility of omitting <i>của</i> when indicating family relationships and house or school ownership, for example, <i>ba mẹ (của) tôi, anh/chị (của) tôi, nhà/trường/lớp (của) tôi</i> • using some honorific words to express courtesy, for example, <i>dạ, dạ thưa, kính thưa, kính chào</i> • joining words, phrases and sentences using common simple conjunctions, for example, <i>Tôi và bạn, Cuối tuần bạn thường đi bơi hay đi xem phim? Tôi thích ăn phở nhưng chị tôi thích ăn mì</i>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> understanding that there is no verb conjugation in Vietnamese according to person, number, gender and/or tense, for example, <i>Tôi/Bạn tôi thích phim hoạt họa</i> understanding and describing past, current and future events using time markers such as <i>đã, sẽ, đang, chưa, rồi</i>, for example, <i>Tôi ăn rồi. Tôi đã sống ở đây hai năm. Ngày mai tôi sẽ đi coi phim</i> using simple sentence structures in the subject – verb – object order to construct affirmative, negative and interrogative sentences, including closed and open-ended questions with <i>ai, cái gì, gì, nào, ở đâu, thế nào, tại sao</i>, for example, <i>Tôi thích ăn cơm. Tôi không thích ăn cháo. Bạn thích ăn cơm không? Bạn thích ăn món gì? Tại sao bạn thích bộ phim này? Bạn thích ca sĩ nào?</i> understanding word order in questions, noticing question words are placed at the end of sentences in Vietnamese, for example, <i>Tên em là gì? Nhà em ở đâu?</i> understanding and using a range of Vietnamese comparative and superlative forms, for example, <i>đẹp, đẹp hơn, đẹp nhất</i> understanding and applying the rules of compound word formation, for example, <i>trường + học = trường học; học + hành = học hành</i>, to generate words for enhancing conversations understanding the use of appropriate punctuation in writing, for example, full stop, commas, exclamation marks
<p>Understand the use of the structures and features in short familiar personal, descriptive, informative and imaginative texts and identify audience and purpose</p> <p>[Key concepts: text structure, audience, purpose; Key processes: recognising, comparing, analysing]</p> <p>LIT, CCT, PSC, ICU,</p>	<ul style="list-style-type: none"> identifying the audience, purpose and structural features of short familiar texts in Vietnamese such as messages, notes, signs, instructions, personal emails/letters, diary entries/blog posts, advertisements, announcements, recipes, stories, songs and poems recognising structural features of familiar personal, informative and imaginative Vietnamese texts, for example, date for diary entries and letters, titles for stories, greetings for emails or conversations discussing ways in which different grammatical elements such as verb moods (imperatives) are used for different textual purposes, for example, a set of instructions (<i>đứng lên!, ngồi xuống!, mở tập ra! nghe và lặp lại!</i>) in recipes and other procedural texts, time as well as place markers (<i>ngày xưa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới</i>) in stories, adjectives (<i>đẹp, tốt, bền, tiện lợi</i>) in advertisements, personal pronouns (<i>ông, bà, tôi, anh, chị, em</i>) in conversations understanding how to create textual cohesion using elements such as adverbs of sequence (<i>thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng</i>) and conjunctions (<i>và, với, hay, hoặc, vì, nhưng</i>) to sequence and link ideas understanding the use of features of particular text types in simple written, spoken or digital form such as class signs and rules, class notices, birthday invitations, personal profiles, recipes of favourite foods or drinks

Years 7 and 8 content descriptions	Elaborations
<p>Language variation and change</p> <p>Recognise some of the common variations in Vietnamese used in different settings and contexts, for example, at home, at school, at the market or the bank</p> <p>[Key concepts: register, context: Key processes: recognising, comparing, analysing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> identifying ways in which tone and body language vary in daily interactions according to different settings and contexts, for example, the same sentence may be pronounced with a different tone (friendly/unfriendly, respectful/impolite) or body language may change according to the setting (serious/interactive in the classroom, casual/friendly in the playground, relaxing at home/careful in the street) recognising and explaining variations in language use, for example, tone, gestures, word choices, sentence structure as they relate to different settings and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist identifying technical language used in specific contexts, for example, at the market (<i>giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu</i>), or at the doctor's surgery (<i>bị cảm, ho, nhức đầu, chóng mặt</i>) recognising differences in language use between class presentations and everyday conversations, such as <i>Xin chào cô và các bạn</i> versus <i>Lan nè/Ờ Lan, khỏe không?</i>
<p>Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures</p> <p>[Key concepts: dynamism, influence; Key processes: comparing, analysing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> recognising that there are many Vietnamese words borrowed from other languages such as from French, for example, <i>ba lê</i>: ballet; <i>cà phê</i>: café, <i>da-ua</i>: yaourt, <i>căn-tin</i>: canteen, <i>gara</i>: garage; and particularly from Chinese, for example, <i>hoàng thượng/sư phụ</i> identifying and explaining changes in traditional language practices and social behaviours, for example, the tendency to reduce the level of formality when greeting or addressing family members or known acquaintances through the use of <i>chào/thưa</i> instead of <i>kính chào/ kính thưa</i>, or nodding head or shaking hands instead of bowing head and folding arms recognising and understanding the meaning of new words (including Vietnamese and non-Vietnamese), phrases and concepts that have been created or incorporated as a result of contact with other cultures, for example, <i>kimono, koala, sushi, pizza, mì Ý (pasta), bánh mì kẹp thịt (hamburger), thức ăn nhanh (fast food)</i> recognising the influence of English language and culture on own Vietnamese language use, including writing Vietnamese names in the English way (<i>Lan Nguyen</i> instead of <i>Nguyễn Thanh Lan</i>), using or mixing English with Vietnamese in daily interactions such as <i>Bạn làm homework chưa? Sorry! Thank you</i>, and writing Vietnamese sentences with English structures, for example, <i>Em biết không bơi</i> (I cannot swim), <i>Em mới giặt đầu</i> (instead of <i>gội đầu</i>), <i>mặc dép</i> (instead of <i>mang dép</i>), <i>Em làm té cái ly</i> (instead of <i>Em làm rớt cái ly</i>)

Years 7 and 8 content descriptions	Elaborations
<p>Role of language and culture</p> <p>Identify connections between language and culture in words and expressions in intercultural exchange, recognising how meaning may be culture specific</p> <p>[Key concepts: interdependence, meaning; Key processes: reflecting, comparing, making connections]</p> <p>LIT, CCT, PSC, ICU, SUST</p>	<ul style="list-style-type: none"> exploring how language and culture influence each other, for example, understanding why there are differences in the order of surnames, middle names and first names between Vietnamese and English names, for example <i>Nguyễn Trúc Lâm</i> versus <i>Truc Lam Nguyen</i>, to avoid offence or confusion in identity recognition identifying gestures, words and phrases with particular cultural significance (traditional values such as respect for elderly people, education and social status) in Vietnamese, for example, folding arms, using both hands to offer something, and saying <i>dạ, thưa</i> to show respect recognising that specific Vietnamese social behaviours, for example, not saying 'thanks' or 'sorry', not opening gifts straight away in front of guests may be misinterpreted by Australian people as lack of courtesy examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, considering how the practice of using family terms (such as <i>chú, bác</i>) to indicate informality when addressing an unrelated person reflects the value of family in Vietnamese culture making connections between language and culture such as vocabulary and expressions related to people, lifestyle, and valuing of environment, for example, <i>con rồng cháu tiên; khéo ăn thì no, khéo co thì ấm; trời nắng tốt dưa, trời mưa tốt lúa</i> exploring how politeness is expressed differently in Vietnamese and English, for example, Vietnamese use honorific words such as <i>dạ/thưa</i> and different personal pronouns (<i>ông/bà, cô/chú, anh/chị</i>) while 'thanks', 'sorry', 'Excuse me' are used in English

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Vietnamese to interact with peers and teacher to exchange personal information (for example, *Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example, *Em vui/hạnh phúc*) and express preferences (for example, *Em thích chơi thể thao. Em thích ăn phở hơn hủ tiếu*). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), follow instructions (for example, *Bạn hãy chú ý/ chép bài này vào tập!*), request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh*), and make arrangements such as *Thứ bảy này mình đi coi phim nha*. When interacting, they use the features of the sound system, including tones to pronounce Vietnamese and form affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*) and imperative sentence such as *Ăn cơm đi!* s. Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. They create or adapt familiar imaginative texts suitable for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến, sau cùng* to organise and link ideas. They use personal pronouns (for example, *tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example, *ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example *hay, giỏi, nhanh, chậm*), and conjunctions such as *và, hay, vì, nhưng*. When writing, they apply rules of the Vietnamese spelling system to familiar words, including tone markers. They translate and interpret short texts, identifying words that are not easily translated such as *cúng, bánh chưng/bánh tét* and create bilingual texts to support their learning and the school community. They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.

Students identify the tones of spoken and written Vietnamese. They identify Vietnamese sound-letter relationships, the formation of double consonants (for example, *ch, nh, th, gi, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai, ươi*) and vowel-consonant combinations such as *an, am, ac, at*. They compare the features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. They describe how language use varies according to the setting and contexts. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages such as *cà rốt, cà phê, căn-tin*. They identify cultural practices that are embedded in language use and communication styles, such as the terms *dạ/thưa* to express politeness and respect.

Years 9 and 10

Band description

The nature of the learners

Learners increasingly communicate in Vietnamese in everyday interactions and in domains that are beyond their home. They continue to be immersed in Vietnamese language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They begin to consider their role as a bilingual, intercultural communicator in the Australian context. They are considering future pathways and prospects, including how Vietnamese may feature in these.

Vietnamese language learning and use

This is a period of language exploration and vocabulary expansion and experimentation with different modes of communication. Learners use Vietnamese to communicate and interact, access and exchange information, express feelings and opinions, and participate in imaginative and creative experiences. There is a balance between activities which focus on language forms and structures and those which emphasise communicative tasks and performance. Learners recognise that moving between Vietnamese and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. They discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

Contexts of interaction

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Vietnamese move beyond the immediate world of teenage experience to more active participation in events or celebrations at home (*Sinh nhật con ba mẹ làm BBQ ở vườn sau đi. Con sẽ giúp mẹ nấu nướng và dọn dẹp.*) or transactions with people in the local community (*Cô có thể giảm giá cho học sinh không? Làm ơn cho tôi đổi lại số lớn hơn*). Learners participate in discussions and presentations on topics of interest and on life experiences in different contexts and cultures. They listen to advertisements, announcements, conversations and view television programs, documentaries, music performances and films to further explore Vietnamese language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Vietnamese in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Vietnamese-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Vietnamese language use

Learners apply appropriate pronunciation of sounds, tones, rhythms and intonation in a range of spoken texts. They use vocabulary with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain greater control of grammatical elements such as word order, sentence structures and punctuation to support their speaking and writing. They use cohesive devices (*và, hay/hoặc, tuy...nhưng, nếu...thì, vì...cho nên*), modalities (*nên, cần, phải*), passive and active voice (*Em được ba mẹ thương. Em thương ba mẹ.*), direct and indirect speech (*Ba mẹ nói với tôi: ‘Con nên chăm học’. Ba mẹ bảo tôi nên chăm học.*), abstract vocabulary (*tình thương, sở thích, nỗi buồn, niềm vui, hạnh phúc*) and common idioms (*xa mặt cách lòng, tiền rừng bạc biển, có chí thì nên*) to communicate, link and extend ideas and information. They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication. They explore the reciprocal nature of intercultural communication: how moving between Vietnamese and English impacts on their ways of thinking and behaving and how successful communication requires flexibility, awareness and openness to alternative ways. They consider their own cultural practices from a bilingual perspective and communicate in interculturally appropriate ways.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources are provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journaling, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

The role of English

The classroom is increasingly characterised by bilinguality, with Vietnamese being the principal language of communication. Vietnamese and English continue to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas about language, culture and intercultural experience in Vietnamese. Learners explore the influence of Vietnamese and English on their way of communicating, and how living and moving between cultures has impacted on their own bilingual identity.

Vietnamese (7–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
<p>Socialising</p> <p>Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events</p> <p>[Key concepts: experience, relationships; Key processes: interacting, expressing, sharing]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • asking and responding to questions to share and discuss opinions about familiar topics such as friendship, leisure activities, teenage life and special events, for example, <i>Bạn thấy ngày hội thể thao ở trường mình năm nay thế nào? Tốt lắm, năm nay các bạn thi đấu tốt hơn năm rồi. Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ</i> • using strategies to sustain actual and virtual conversations by further exploring peers' perspectives on topics of discussion, for example, <i>Bạn thấy phim này hay như thế nào? Tại sao bạn thích ca sĩ Đức Tuấn? Còn có lý do nào khác không?</i>, developing a shared view to enhance understanding or to confirm own opinions, for example, <i>Có bạn thì thích đi ra ngoài chơi, có bạn thì thích ở nhà coi phim. Các bạn khác thì thích phim hành động, còn tôi thì thích phim tình cảm</i>, and elaborating on own ideas, for example, <i>Tôi thích phim này vì nội dung thú vị, cảnh đẹp, diễn viên đẹp và đáng hay</i> • describing and comparing personal experiences, for example, <i>Đường phố ở Singapore rất sạch sẽ và đẹp. Tôi thích đi Mỹ vì ở đó có nhiều hàng hóa đẹp và rẻ. Cuối năm rồi gia đình tôi đi Nhật chơi nhưng mà lạnh quá, không đi ra ngoài nhiều được. Vậy à, gia đình tôi đi Nhật vào tháng 4 nên trời ấm hơn, hoa đào nở khắp nơi đẹp lắm</i> • comparing and discussing with others their own future plans and aspirations, and their personality, including strengths and weaknesses, for example, <i>Tôi muốn học đại học, còn bạn thì sao? Tôi muốn trở thành giáo viên. Bạn thấy tôi có thích hợp với nghề dạy học không? Còn bạn thích làm nghề gì? Tính tình tôi vui vẻ nhưng hay nói thẳng nên cũng dễ làm bạn bè giận. Ước gì tôi cũng thông minh và siêng năng như bạn</i>
<p>Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions</p> <p>[Key concepts: collaboration, decisions; Key processes: transacting, negotiating, explaining, justifying]</p> <p>LIT, NUM, CCT, PSC, ICU, ICT, SUST</p>	<ul style="list-style-type: none"> • participating in collaborative planning and decision making, such as group research, class excursions, school performances or social events, and negotiating options to reach agreements, for example, <i>Lớp mình muốn đi tham quan viện bảo tàng hay sở thú? Chúng mình nên tham gia biểu diễn văn nghệ cho trường bằng cách hát hay múa? múa quạt hay múa nón? mặc áo dài hay áo bà ba? Bài hát này chậm quá, mình nên đổi qua bài hát 'Mừng Xuân' nghe vui hơn</i> • raising an issue about the organisation of some events such as not having enough space or doing too much cooking for parties at home, and negotiating solutions such as having a BBQ in the back yard, for example, <i>Sao mẹ không làm sinh nhật cho ba ở nhà? Mẹ sợ nhà mình chật chội và mẹ không có thời gian nấu nướng. Vậy thì mẹ làm BBQ ở vườn sau đi, vừa có chỗ rộng rãi, vừa đỡ mất công nấu nhiều món</i> • making transactions in either authentic, simulated or online situations such as purchasing clothing items or electronic devices or selecting electrical appliances with regard to energy efficiency, using

Years 9 and 10 content descriptions	Elaborations
	<p>rehearsed language for persuading, negotiating, bargaining, exchanging or returning goods, for example, <i>Có thể giảm giá không? Tôi lỡ làm mất biên nhận rồi, có thể trả lại đồ được không? Tôi không thích màu đen, cô làm ơn đổi lại cái iPad màu trắng cho tôi</i></p> <ul style="list-style-type: none"> participating in virtual scenarios related to travelling to Vietnam such as booking, changing or confirming a flight, booking tours or accommodation, or exchanging currency, for example, <i>Mỗi tuần có mấy chuyến bay đi Việt Nam? Tôi muốn đặt vé đi Việt Nam ngày 20 tháng 12. Xin hỏi tôi cần đặt cọc trước bao nhiêu tiền? Khi nào thì cần trả hết tiền? Khách sạn Quê Hương đây, xin hỏi quý khách cần gì ạ? Gia đình tôi muốn đặt hai phòng đôi cho bốn người, từ ngày 20 đến 27 tháng 12. Một trăm đô Úc đổi được bao nhiêu tiền Việt Nam?</i>
<p>Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement</p> <p>[Key concepts: tasks, performance; Key processes: discussing, commenting, sharing]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> asking and responding to open-ended questions about learning activities or strategies, for example, <i>Bài làm ở nhà môn tiếng Việt là gì vậy? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải ráng tập nghe, tập đọc và tập viết cho nhiều</i> using appropriate discussion protocols such as inviting others to contribute to discussions or providing feedback on own ideas, respecting others' opinions, and providing evidence to contradict, challenge or rebut alternative views in a polite manner if necessary, for example, <i>Bạn nghĩ sao? Các bạn có đồng ý với mình không? Bạn thấy mình trả lời như vậy được chưa? Cảm ơn bạn đã góp ý cho mình. Bạn nói đúng lắm. Bạn giải thích rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng... Hay là mình thử làm thế này/cách khác xem sao?</i> corresponding with peers via an educational social network, using reflective and evaluative language to reflect on aspects on the Vietnamese culture and their Vietnamese language learning, for example, <i>Người Việt coi trọng gia đình và giáo dục, nhờ vậy mà trẻ em Việt Nam rất ngoan ngoãn và chăm học. Tôi thấy học tiếng Việt khó nhất là làm sao phân biệt các dấu. Nhờ ba mẹ bắt tôi phải nói tiếng Việt với gia đình từ nhỏ nên bây giờ tôi mới giỏi tiếng Việt</i>
<p>Informing</p> <p>Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study</p> <p>[Key concepts: diverse perspectives, representation; Key processes: analysing, evaluating, comparing]</p>	<ul style="list-style-type: none"> summarising, comparing and evaluating information obtained from a range of sources for a research project, for example, information about Vietnam from a cookbook, a tourism website and a documentary video such as 'Anh Do in Vietnam', 'Luke Nguyen in Vietnam' or 'Hành Trình Xuyên Việt', discussing similarities and differences in the information obtained and justifying the choice of information based on accuracy and validity researching young people's lifestyles across Vietnamese-speaking communities, comparing information from different cultural contexts to identify the impact of such factors as climate, customs, transport, economy or globalisation, for example, the influence of Korean pop culture on Vietnamese teenagers' fashion and hair styles, and their tastes in food, music and movies

Years 9 and 10 content descriptions	Elaborations
<p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> differentiating between facts and opinions in texts such as reports and articles or letters to the editor, recognising how certain expressions provide clues to identify attitudes, for example, <i>thảo nào, tôi không thể tin rằng, không ai lại làm thế, thật vậy sao</i> compiling (through class surveys and other research) and comparing a range of perspectives on teenage interests and social or cultural issues such as attitudes to sport, tutoring, technology advance, cultural practices such as <i>Tết Trung Thu</i> or traditional values such as <i>lòng hiếu thảo</i>, comparing perspectives and explaining the apparent reasons for differences discussing similarities and differences in attitudes/views of speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues discussed collecting common Vietnamese idioms, proverbs and <i>ca dao</i> and grouping them according to themes or topics, such as customs, morality, family, friendship or relationships
<p>Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types</p> <p>[Key concepts: representation, audience, purpose; Key processes: informing, selecting]</p> <p>LIT, ICT, CCT, PSC, EU, ICU, SUST</p>	<ul style="list-style-type: none"> expressing opinions on an event or performance, such as a cultural celebration (<i>lễ Vu Lan, Tết Trung Thu, hội chợ Tết</i>) or a Vietnamese concert using different forms to record own views, for example, a diary entry, a letter to the editor presenting findings of an investigation of a social or cultural issue such as the influence of Korean pop culture on Vietnamese teenagers, summarising the opinions, attitudes and comments collected from surveys, interviews or media sources constructing texts in multimodal and digital forms to present information for particular audiences, aligning language choice and text structure to purpose and topics, for example, announcing an event, promoting a product or a service, explaining a recycling system, reporting on a favourite band or song, creating a virtual tour to introduce the school to Year 7 parents and students conveying information and different perspectives on topics of interest such as peer pressure, impact of technology, health or sustainability issue, and u with own views conveying information to a Vietnamese audience to describe aspects of Australian environment and culture such as famous scenery and landmarks, celebrations, cuisine, Aboriginal and Torres Strait Islander peoples histories and cultures producing with the use of multimedia such as Power Point, web page or video clips a presentation for years 11-12 Vietnamese students looking for part-time jobs in Australia, providing key points of information about position, location, working hours, responsibilities and requirements developing a glossary of key vocabulary and expressions used in informative and persuasive texts, such as <i>đặc điểm, chất lượng cao, nội dung phong phú, hình thức trình bày, tiện lợi, giá rẻ không ngờ!</i>,

Years 9 and 10 content descriptions	Elaborations
	<p><i>Hãy nhanh chân lên!, Bạn có phải là người năng động, thích thể thao/yêu thiên nhiên/say mê khoa học kỹ thuật không?</i></p>
<p>Creating</p> <p>Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences</p> <p>[Key concepts: morality, characterisation, themes; Key processes: responding, expressing preference, discussing]</p> <p>LIT, ICT, CCT, PSC, EU, ICU</p>	<ul style="list-style-type: none"> recognising and discussing different forms of Vietnamese art and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre, television and cinema comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing <i>tranh dân gian Đông Hồ</i> with <i>tranh sơn dầu</i>; <i>dân ca</i> with <i>nhạc trẻ</i>; <i>kịch</i> with <i>phim</i>; <i>trò chơi dân gian</i> with <i>trò chơi điện tử</i>, to identify how social and cultural practices may have changed or been sustained over time, for example, wedding ceremonies, birthday/New Year celebrations listening to, viewing or reading texts such as books, songs, films, and performances, discussing the main characters and events, key messages and beliefs, and suggesting how language use to help reveal the characters' attitudes or views responding to events and characters in imaginative texts by, for example, writing a diary entry or blog reflecting on an event in a story or film, or conducting an imaginary interview with a character in a story or film describing key messages, values and beliefs in traditional texts in Vietnamese, such as legends, fables, folk tales, humorous stories and comparing these with similar texts in English, for example comparing the Vietnamese folk tale <i>Tấm Cám</i> with the English version <i>Cinderella</i>, discussing the reasons behind similar and different moral values, practices and beliefs discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships, making connections with personal experiences
<p>Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities for a</p>	<ul style="list-style-type: none"> illustrating and captioning imaginative stories in different formats, such as cartoons, photo stories, video clips of own role plays or acting, and using descriptive and emotive language to engage the audience, for example, <i>tuyệt vời, nhân từ, hiền lành, duyên dáng; buồn, vui, thú vị, nhàm chán</i>

Years 9 and 10 content descriptions	Elaborations
<p>range of audiences and purposes such as self-expression or engagement</p> <p>[Key concepts: journey, adventure, emotion; Key processes: imagining, sequencing, entertaining]</p> <p>LIT, ICT, CCT, PSC, ICU, SUST</p>	<ul style="list-style-type: none"> creating new aspects of a text, such as a new character, a setting, an alternative ending, or adapting characters, events and endings to new settings and contexts creating and performing a short play or recording video clip to reflect on a situation at home or school or while on holidays (such as good/bad days at home, embarrassing/interesting holidays experiences, achievements/activities/discipline cases at school) composing and presenting a range of texts, such as stories, role plays or video clips about future possibilities, for example, new species, space travelling, a superhero in 2030, a future scenario for a sustainable community, locating them in time, place and circumstances creating a range of texts to entertain particular audiences, for example, songs, skits, cartoons, video clips, graphic stories and children's books for young Vietnamese learners
<p>Translating</p> <p>Translate and interpret texts from Vietnamese into English and vice versa, comparing different versions of translations and exploring differences and strategies to overcome challenges in translation</p> <p>[Key concepts: culture, translation, interpretation; Key processes: analysing, considering, comparing]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> explaining the terms used to describe common features of schooling in Vietnam, for example, terms related to curriculum or to assessment and reporting, such as <i>chương trình</i>, <i>sách giáo khoa</i>, <i>bài kiểm tra</i>, <i>học bạ</i>, <i>bằng cấp</i> and comparing these terms with similar terms used for Australian schooling translating school forms into Vietnamese, considering language choices and cultural expressions to suit a particular audience such as Vietnamese parents translating and interpreting short texts such as announcements, advertisements, articles, reports or extracts from stories and films, considering audiences and contexts and reflecting on how cultural elements are encoded in common words or expressions, for example, use of family terms, titles and terms of address <i>anh</i>, <i>chị</i>, <i>cô</i>, <i>chú</i>, <i>tôi</i> or <i>em</i> interpreting and translating a range of texts into Vietnamese and English, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries comparing and discussing various translations (including print and electronic translations, own and peers' translation work) of common words, phrases, expressions and texts, explaining the reasons for possible differences and similarities, selecting the most appropriate version and negotiating any necessary adjustment identifying and applying translation strategies used in bilingual texts to manage the translation of difficult words and concepts or instances of non-equivalence, for example, expanding descriptions or explanations, providing examples to assist meaning, or connecting to contexts to identify the suitable meaning if a word may have different meanings or interpretation, for example, <i>cà phê đậm</i> (strong coffee) but <i>người khỏe mạnh</i> (a strong person), <i>thời tiết nóng nực</i> (hot weather), <i>vấn đề gây tranh cãi</i> (a hot issue), <i>khu vực nguy hiểm</i> (a hot zone)

Years 9 and 10 content descriptions	Elaborations
<p>Produce bilingual resources in multimodal and digital forms for the school and local community such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another</p> <p>[Key concepts: bilingualism, culture, translation, interpretation; Key processes: comparing, explaining]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> examining and interpreting idiomatic expressions, such as <i>đề bực điều, có chí thì nên, dạy con từ thuở còn thơ</i>, including expressions that cannot be translated literally and culturally specific terms, such as <i>chữ hiếu, tôn sư trọng đạo</i>, and discussing possible equivalent terms in English creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases and information about cultural appropriateness, for example, <i>Bao nhiêu tiền? Xin cho biết phòng vệ sinh ở đâu. Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cảm ơn, đừng ôm hôn khi chào</i> creating a glossary that includes culture specific terms or expressions in Vietnamese and explanations in English (<i>Tết Nguyên Đán, Tết Trung Thu, lễ Vu Lan, rằm tháng Giêng, chúc mừng năm mới, trăm năm hạnh phúc</i>) producing a booklet of Vietnamese idioms and proverbs with English equivalent expressions, for example, <i>xa mặt cách lòng</i> (out of sight, out of mind), <i>có chí thì nên</i> (Where there is will there is a way), <i>Một giọt máu đào hơn ao nước lã</i> (Blood is thicker than water) composing bilingual texts for specific audiences and purposes, for example, a Big Book or game for young Vietnamese learners, invitations to a class/social event or posters for a performance, a program for a cultural event, a brochure about the school for a visiting group of exchange students, recognising how meanings need to be tailored to audience, purpose and cultural perspectives
<p>Reflecting</p> <p>Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning making</p> <p>[Key concepts: intercultural awareness, values; Key processes: reflecting, adjusting]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> comparing appropriate ways of communing in Vietnamese and non-Vietnamese contexts, for example, using different forms of address such as addressing a teacher by their first name in Vietnamese but by their family name in English, for example, <i>Thầy Tùng/Mr Nguyen</i>, or different ways of showing politeness, and discussing why each way is appropriate in the right context, and how they enhance intercultural communication reflecting on own language choices and communicative gestures in different cultural contexts, considering how ways of behaving and communicating might be perceived by people from different backgrounds, and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers, for example addressing extended family members by their order within the family rather than by their names (<i>chú ba, cô hai, bác tư</i> versus <i>uncle John, aunty Lucy</i>) discussing reasons for different interpretations of meaning in intercultural exchanges, for example, knowing that Vietnamese people like to please and would rather not offend someone and may therefore give an indirect answer rather than a direct response, whereas Australians would prefer saying what they really think or mean

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> • exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality and politeness, use of personal space, and physical contact • identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons why and suggesting adjustments that could be made to enhance mutual understanding • discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices, respect for elderly people and other traditions, attitudes to privacy or different levels of directness in discussions
<p>Reflect on own sense of identity as a Vietnamese and English speaker, discussing ways in which identity is expressed in intercultural communication</p> <p>[Key concepts: identity, culture, intercultural interaction; Key processes: recognising, explaining, evaluating]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being 'Vietnamese' or 'Vietnamese Australian' • reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used and reflecting on whether their own identity changes when they use different languages • noticing how they communicate with each other, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, <i>Khi nói chuyện với gia đình tôi cảm thấy mình là người Việt nhưng khi nói chuyện với bạn bè tôi lại cảm thấy mình là người Úc</i> • reflecting on choices made to present self to others in particular ways when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts

Vietnamese (7–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
<p>Systems of language</p> <p>Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences</p> <p>[Key concepts: inference, connections; Key processes: applying, inferring]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> applying Vietnamese phonic and spelling knowledge to pronounce, spell and infer spelling of unfamiliar words, for example, words containing <i>kh, nh, ng, ngh</i>, and diphthongs, triphthongs such as <i>ôi, ơi, oe, oai, ươi, ương, uyên</i>, or new words encountered in interactions and texts in Vietnamese, for example, if the spelling of the word <i>mười</i> is known then the spelling of the word <i>người</i> can be determined without knowing its meaning understanding and applying Vietnamese spelling and pronunciation with increasing accuracy in own speaking and writing recognising the differences in intonation between statements (<i>Con không đi chơi đâu.</i>), questions (<i>Con không đi chơi à?</i>) and exclamations (<i>Con không đi chơi đâu!</i>) recognising and using appropriate rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, <i>Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi</i> comparing own Vietnamese speech with standard Vietnamese pronunciation and accent, and making adjustments to their pronunciation of certain sounds or tone markers as necessary recognising issues/differences in pronunciation made by people from different regions such as the North, the Centre and the South, for example, ways of pronouncing <i>dấu hỏi</i> and <i>dấu ngã</i>, <i>x</i> and <i>s</i>, <i>ch</i> as <i>tr</i>, <i>v/gi</i> and <i>d</i>, final consonants such as <i>-t</i> and <i>-c</i> (<i>khuôn mặt</i> and <i>mặc áo</i>), and developing strategies to make meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication understanding that spelling follows standardised rules even though there are variations in Vietnamese pronunciation across different regions of Vietnam
<p>Expand linguistic and vocabulary knowledge to communicate, link and extend ideas, for example; using cohesive devices, modalities, passive/active voice, direct/indirect speech, abstract vocabulary and common Vietnamese idioms</p> <p>[Key concepts: grammatical systems; Key processes: experimenting, applying]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> understanding slight differences in meaning and knowing how to use alternatives for negative (<i>chưa, không, chẳng, đâu có</i>) and imperative (<i>chớ, đừng</i>) sentences in Vietnamese, for example, <i>Em không/chẳng ăn đâu. Chớ/đừng nói chuyện trong lớp!</i> differentiating interrogative forms with tag questions and knowing how to use them according to context, for example, <i>Em thích ăn cơm chiên không?</i> (a yes-no question to explore someone's like or dislike of fried rice) and <i>Em thích ăn cơm chiên phải không?</i> (a tag question to confirm the fact that someone 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 <i>Em chưa làm bài tập về</i>

Years 9 and 10 content descriptions	Elaborations
	<p><i>nhà phải không?</i> (You haven't done your homework, have you?) would be <i>Dạ phải. Em chưa làm</i> (YES, I haven't), while in English it would be (NO, I haven't)</p> <ul style="list-style-type: none"> recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement <i>Hôm nay Lan đi học sớm</i> simply states the fact that Lan came to school early today, while the exclamatory sentence <i>Hôm nay Lan đi học sớm (thế)!</i> may suggest surprise or irony using a range of sentence types, such as the interrogative, affirmative, negative, and imperative forms for different purposes, such as formulating questions, agreeing or making statements, expressing dislikes, and making polite requests, for example, <i>Bạn thích đọc sách hay xem phim hơn? Tôi thích xem phim hơn đọc sách. Tôi không thích trời mưa. Làm ơn nói nhỏ lại</i> differentiating between active voice (<i>Em thương ba mẹ</i>) and passive voice (<i>Em được ba mẹ thương</i>), and recognising that the active voice is used to express passive voice in Vietnamese, for example <i>Em được ba mẹ thương</i>, not <i>Em được thương bởi ba mẹ</i> (I am loved by my parents) as in English understanding the use of <i>được</i> and <i>bị</i> in Vietnamese for positive and negative meaning, and in active and passive voices, for example, <i>Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la</i> understanding and using Vietnamese modal verbs such as <i>nên</i>, <i>cần</i> and <i>phải</i>, for example, <i>Các em nên chăm học. Chúng ta cần bảo tồn văn hóa Việt Nam ở hải ngoại. Học sinh phải mặc đồng phục khi đi học</i> using direct speech and indirect speech to report on ideas, opinions, actions and events, for example, <i>Ba mẹ nói với tôi: 'Con nên chăm học.'</i> and <i>Ba mẹ bảo tôi nên chăm học</i> using a range of cohesive devices such as <i>thứ nhất, thứ nhì, trước hết, kể đến, rồi, sau cùng, ngoài ra, hơn nữa, tuy nhiên, bên cạnh đó</i> to sequence, add or connect ideas in texts connecting and contrasting ideas, events and actions using subordinating pairs of conjunctions to emphasise contrast or cause and consequence, for example, <i>tuy ... nhưng, nếu ... thì, vì ... (cho) nên</i>, for example, <i>Tuy không giàu có nhưng gia đình tôi rất hạnh phúc. Nếu chăm học thì chúng ta sẽ mau tiến bộ. Vì hát hay và đẹp nên ca sĩ Hạnh Dung được nhiều người yêu thích</i> understanding and using Vietnamese pairs of conjunctions such as <i>càng ... càng, vừa ... vừa ..., chẳng những ... mà còn, không ... mà cũng không</i>, and using them as appropriate to context and purpose, for example, <i>Càng học em càng hiểu biết nhiều hơn. Học sinh Việt Nam vừa thông minh vừa chăm chỉ. Em chẳng những biết nói mà còn biết viết tiếng Việt nữa. Mẹ tôi nêm đồ ăn rất vừa miệng, không mặn mà cũng không nhạt</i> using a range of expressions for indefinite quantities, for example, <i>hàng ngàn, triệu triệu, vô số, hàng hà sa số, biết bao nhiêu là ...</i>

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> expanding knowledge of vocabulary to include a range of common nouns, adjectives and verbs for everyday interactions at home and school on topics such as friendship (<i>Bạn tốt thì luôn sẵn sàng giúp đỡ lẫn nhau</i>), leisure activities (<i>Tôi đã có dịp thưởng thức một buổi hòa nhạc rất thú vị</i>), teenage life (<i>Giới trẻ ngày nay giỏi khoa học kỹ thuật hơn thế hệ trước</i>) and special events (<i>Năm nào tôi cũng đi hội chợ Tết để tìm hiểu thêm về văn hóa Việt Nam</i>) recognising the features of alliteration in Vietnamese, for example, <i>vui vẻ, mát mẻ, lạnh lợi, thân thiện, lạnh lùng, tử tế</i> and using them in own spoken and written texts, for example, <i>Mùa thu thời tiết mát mẻ, dễ chịu. Thầy/Cô giáo tiếng Việt của em rất thân thiện và vui vẻ với học sinh. Anh ta trông có vẻ lạnh lùng nhưng thật ra rất tử tế</i> understanding and using Vietnamese onomatopoeic words such as <i>ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng</i> in own spoken and written texts, for example, <i>thác đổ ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng</i> exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, <i>tổ quốc = đất nước, phụ nữ = đàn bà, huynh đệ = anh em, phi trường = sân bay</i> using adjectives of feelings and verbs of emotions and attitudes, for example, <i>vui mừng, hạnh phúc, tự hào, hãnh diện, hổ thẹn, thú vị, buồn chán; thích, thương, kính phục, ghét, coi thường, đồng ý, ủng hộ, tán thành, phản đối</i> using evaluative language, for example, <i>hấp dẫn, thú vị, nhàm chán, tiện lợi, hữu ích, biện pháp thực tế/thiết thực</i> to express perspectives inferring the rules of forming abstract nouns from adjectives and verbs used to express attitudes, feelings and emotions by exploring various examples of abstract nouns such as <i>tình thương, sở thích, niềm vui, hạnh phúc, nỗi buồn/khổ</i>
<p>Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts</p> <p>[Key concepts: register, text organisation, purpose, audience, culture; Key processes: analysing, explaining, applying]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> exploring different samples of particular types of texts such as recount, report, advertisement, and analysing the relationships between audience, purpose, context and language features to predict the meaning of unfamiliar vocabulary exploring the way content is developed in different types of texts, and how ideas and information are sequenced, for example, headings, paragraphing, topic sentences, elaborations, topic/idea shifts identifying and comparing language features of different text types, for example, the use of first person and descriptive and emotive language in personal recounts and diary entries

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> recognising linguistic choices used to in texts according to their intended audience and degree of formality, for example changing personal pronouns or tone to indicate changes in relationship between participants or degree of (in)formality 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 understanding the use of text conventions such as culturally appropriate salutations and forms of address (depending on relationship, social ranking) in specific text types such as letters, speech, interview, for example, <i>kính thưa/thưa/thân mến/thương mến/kính chào/chào</i> understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese people, Australians) and different structures and formats (diary entry, blog post, formal letter, interview, report, speech)
<p>Language variation and change</p> <p>Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships</p> <p>[Key concepts: variation, style, register; Key processes: analysing, comparing, explaining]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> recognising how language use, for example, level of politeness, reflects the relationship between participants and the purpose of the speaker or writer, for example, close friends tend to use informal language (<i>tao, mày</i>) while new acquaintances sound more formal in their interactions (<i>tôi, bạn</i>) identifying and analysing variations in language use, such as choice of vocabulary and structures, between diverse participants (for example, older people and teenagers, males and females, educated and uneducated people) in a range of different interactions recognising and explaining changes in purposes, attitudes or relationships that are revealed through variations in language use such as tone or communicative practices, for example, parents addressing children as <i>con, con cưng, con yêu quý</i> in their good times together but as <i>mày</i> during times of conflict analysing the varying effect on the audience created by different tones of speakers or writers, for example <i>Mẹ không được xem lên nhật ký của con!</i>, contrasted with <i>Mẹ không nên xem lên nhật ký của con như vậy</i>, or <i>Sao con dám nói chuyện với ba mẹ như vậy?</i> versus <i>Sao con có thể nói chuyện với ba mẹ như vậy?</i> comparing and discussing language use in a range of blogs, interviews or transcripts of speeches to determine the intended target age, gender, social status or educational level of the audience recognising variations in language use in Vietnamese traditional and contemporary, entertainment and texts (<i>kịch, cải lương, truyện cổ tích</i> versus <i>phim, thơ, truyện ngắn</i>) including themes, vocabulary, structures, modes of expression and cultural elements

Years 9 and 10 content descriptions	Elaborations
<p>Understand how the Vietnamese language has evolved and how it continues to change over time and place due to processes such as globalisation and migration, and the influence of technology and popular culture</p> <p>[Key concepts: impact, power, globalisation; Key processes: analysing, evaluating]</p> <p>LIT, ICT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • understanding that languages and cultures change continuously in response to new ideas, social change and technological development • explaining Vietnamese words, phrases and concepts that have emerged as a result of technological development, for example, <i>máy vi tính xách tay, nhấp chuột, điện thoại thông minh, nhật ký điện tử, đồ điều khiển từ xa, trò chơi trực tuyến</i> • exploring how globalisation has resulted in the use of English words and expressions in Vietnamese, and discussing the advantages/disadvantages of this influence, for example using technical terms in English in the area of technology such as <i>CD, DVD, USB, video, TV, remote control, computer, laptop, internet, website</i> in spite of the existence of Vietnamese equivalents • reflecting on how the language of social media has affected language use in Vietnamese and English, for example, explaining the meaning of acronyms/codes used in electronic messages such as <i>nhieu wá, bít rùi, LOL, 2u</i>, discussing the influence of electronic chat language on own literacy skills in each language and its effect on the clarity of meaning • examining how vocabulary has developed in the Vietnamese language as a result of processes such as migration and international travel, for example, <i>bảo lãnh, hộ chiếu, thị thực nhập cảnh, di dân, định cư, hội nhập, quốc tịch, thường trú nhân</i> • analysing the influence of popular culture on Vietnamese language use in Vietnam and in Vietnamese-speaking communities outside Vietnam, including Australia, through the development of new vocabulary such as <i>phong cách/thời trang Hàn quốc, truyện tranh Nhật Bản, RIB, hiphop</i>
<p>Role of language and culture</p> <p>Explore how language and culture are interrelated and that they shape and are shaped by each other.</p> <p>[Key concepts: interrelationship; Key processes: exploring, critical thinking, evaluating]</p> <p>LIT, CCT, PSC, ICU, ICT, SUST</p>	<ul style="list-style-type: none"> • exploring how cultural concepts influence the use of Vietnamese language, for example, not directly expressing disagreements when interacting with elderly people (<i>Bạn nói không sai nhưng mà ... , Con cũng thích cái áo này nhưng mà ...</i>), or how respect for social status results in addressing important people by their positions rather than their first names, for example, <i>thưa hiệu trưởng/giám đốc</i> • examining Vietnamese idioms (<i>thành ngữ</i>) and proverbs (<i>tục ngữ</i>) and recognising words that reflect both literal and figurative cultural understandings, for example, <i>Lá lành đùm lá rách; Gần mực thì đen, gần đèn thì rạng/sáng</i> • explaining cultural references in Vietnamese texts, including multimodal and digital texts, for example, <i>mừng tuổi, xông đất, trầu cau</i> • exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures through comparative cultural studies, including the role of culture in respecting and sustaining environments

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, *Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là My Best Moments vì nó giúp tôi thấy vui vẻ và yêu đời.* They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, *Học tiếng Việt có nhiều lợi ích lắm. Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước. Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc*) and express agreement or disagreement (for example, *Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn*). They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, explaining and justifying opinions, for example, *Bạn muốn tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt.* They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses. Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study. They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot and representations of characters and events. They create imaginative texts for the purpose of self-expression or engagement, using cohesive devices to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects. When writing, they use passive voice (for example, *Em được ba mẹ thương*) and active voice (for example, *Em thương ba mẹ*), modalities (for example, *nên, cần, phải*), direct speech (for example, *Ba mẹ nói với tôi: ‘Con nên chăm học’*) and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*) and apply Vietnamese spelling rules and tone markers to a range of words. They translate and interpret texts using strategies to overcome challenges in translation such as considering cultural expressions or representations, and explain differences in interpretations. Students create a range of multimodal bilingual resources for the school and local community. They explain the relationship between language, culture and identity, and modify language and behaviours in intercultural interactions to enhance mutual understanding.

Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary. They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types. They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose. They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as *toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*. They explain ways in which language and culture are interrelated and influence each other.

Australian Curriculum: Languages - Vietnamese – Years 7 to 10 (Year 7 Entry)

Scope and Sequence

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Socialise and interact with peers and teacher to exchange information on topics relating to self, family, friends and interests, and express feelings, likes and dislikes	Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events
		Taking action and transacting	Participate in guided and shared activities, such as role plays, performances and presentations that involve planning, deciding, making arrangements and completing transactions	Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions
		Building language for classroom interaction	Interact with peers in class routines and exchanges by asking and responding to questions, following instructions, requesting support, for example, by asking for repetition, rephrasing and explanation	Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement
Informing	Obtaining, processing, interpreting and conveying information through a range of oral,	Obtaining and using information	Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts	Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	written and multimodal texts; developing and applying knowledge	Conveying and presenting information	Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures	Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, identifying and describing key elements such as theme, setting, characters and actions	Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences
		Creating and expressing imaginative experience	Create texts, including multimodal and digital texts, or adapt familiar imaginative texts suitable for a range of audiences using modelled language structures and different modes of presentation to enhance effect	Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities for a range of audiences and purposes such as self-expression or engagement
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and interpreting	Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty	Translate and interpret texts from Vietnamese into English and vice versa, comparing different versions of translations and exploring differences and strategies to overcome challenges in translation
		Creating and using bilingual resources	Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist language learning in the classroom and the school community	Produce bilingual resources in multimodal and digital forms for the school and local community such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	Reflecting on the experience of intercultural communication	Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language	Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning making
		Reflecting on self as language user and how identity is shaped by interaction	Reflect on own biography, including family origins, traditions and beliefs, how it impacts on identity and shapes intercultural communication	Reflect on own sense of identity as a Vietnamese and English speaker, discussing ways in which identity is expressed in intercultural communication

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules	Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences
		Grammatical and vocabulary knowledge	Develop knowledge of common grammatical structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency and conjunctions, statements, negations, questions and vocabulary to describe events, actions and qualities of people and objects, and express courtesy and opinions	Expand linguistic and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices, modalities, passive/active voice, direct/indirect speech, abstract vocabulary and common Vietnamese idioms
		Text structure and organisation	Understand the use of the structures and features in short familiar personal, descriptive, informative and imaginative texts and identify audience and purpose	Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and	The variation of language in use	Recognise some of the common variations in Vietnamese used in different settings and contexts, for example, at home, at school, at the market or the bank	Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships

Understanding				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	change over time and place	The dynamic and influential nature of language	Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures	Understand how the Vietnamese language has evolved and how it continues to change over time and place due to processes such as globalisation and migration, and the influence of technology and popular culture
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	The relationship of language and culture	Identify connections between language and culture in words and expressions in intercultural exchange, recognising how meaning may be culture specific	Explore how language and culture are interrelated and that they shape and are shaped by each other

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