

Languages – Vietnamese – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>By the end of Year 8, students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example, <i>Em tên Nam. Em mười hai tuổi. Em sinh ở Úc</i>), describe feelings (for example, <i>Em vui/hạnh phúc</i>) and express preferences (for example, <i>Em thích chơi thể thao. Em thích ăn phở hơn hủ tiếu</i>). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, <i>Bạn học trường nào? Gia đình tôi có bốn người</i>), to follow instructions (for example, <i>Các em hãy chú ý/ chép bài này vào tập!</i>), to request support and permission (for example, <i>Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh</i>), and to make arrangements (for example, <i>Thứ Bảy này mình đi coi phim nha</i>). When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, <i>Em ăn cơm</i>), negative (for example, <i>Em không ăn cơm</i>), interrogative (for example, <i>Em ăn cơm không?</i>) and imperative (for example, <i>Ăn cơm đi!</i>) sentences. 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 for a range of audiences, using common adverbs of sequence such as <i>trước hết, kế đến</i> and <i>sau cùng</i> to organise and link ideas. They use personal pronouns (for example, <i>tôi, bạn, em, con, anh, chị, cô, ông, bà</i>), nouns (for example, <i>bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam</i>), adjectives (for example, <i>già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ</i>), verbs (for example, <i>ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ</i>), adverbs (for example, <i>hay, giỏi, nhanh, chậm</i>) and conjunctions (for example, <i>và, hay, vì, nhưng</i>). They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. They translate and interpret short texts, identifying words that are not easily translated, such as <i>cúng, bánh chưng/bánh tét</i>, and create bilingual texts to support their own learning and for 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.</p> <p>Students identify the tones of spoken and written Vietnamese. They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, <i>ch, nh, th, tr, ph</i>), diphthongs (for example, <i>ai, ao, au</i>), triphthongs (for example, <i>oai, uoi</i>), and vowel–consonant combinations such as <i>an, am, ac, at</i>. They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, <i>cà rốt, cà phê, cần-tin</i>. They identify cultural practices that are embedded in language use and communication styles, such as use of the terms <i>ạ/thưa</i> to express politeness and respect.</p>	<p>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, <i>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</i>. They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, <i>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</i>), and express agreement or disagreement (for example, <i>Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn</i>). They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, <i>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</i>. 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 and engagement, using cohesive devices such as conjunctions 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 verbs to express modality (for example, <i>nên, cần, phải</i>), direct speech (for example, <i>Ba mẹ nói với tôi: ‘Con nên chăm học’</i>) and indirect speech (for example, <i>Ba mẹ bảo tôi nên chăm học</i>), 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 interpretation. 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.</p> <p>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 <i>toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng</i>. They explain ways in which language and culture are interrelated and influence each other.</p>