Vietnamese
(F–10 Sequence and
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in Vietnamese involves interaction to convey meaning, as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Vietnamese broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Vietnamese develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Modern Standard Vietnamese is the official language of Vietnam, where it is spoken by approximately 90 million people. There are also more than 4 million Vietnamese speakers living in other countries around the world, such as Cambodia, the United States and Australia.

Vietnamese has been taught in some Victorian schools and universities since the 1980s. Vietnamese speakers have made significant contributions in shaping multicultural Australia. The influence of Vietnamese-speaking communities is evident in areas such as agriculture, cuisine, fashion, science, philosophy, commerce and tourism.

Learning Vietnamese provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the Vietnamese curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Vietnamese
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

The Vietnamese curriculum has been developed to cater for learners with different linguistic experiences, including those with a background in Vietnamese and those learning Vietnamese as a second or additional language.

### Sequences

The Vietnamese curriculum is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

In Vietnamese, students progress along a curriculum continuum. The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in the Vietnamese curriculum is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Vietnamese curriculum

| Strand | **Engaging with Vietnamese** **Language and Culture (F–2 only)** | **Communicating Meaning in Vietnamese** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Vietnamese languageEngaging with Vietnamese culture | Interacting in VietnameseMediating meaning in and between languagesCreating text in Vietnamese | Understanding systems of languageUnderstanding the interrelationship of language and culture |

#### Engaging with Vietnamese Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Vietnamese language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Vietnamese culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Vietnamese

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in Vietnamese

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in Vietnamese

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In the Vietnamese curriculum, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In the Vietnamese curriculum, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Vietnamese

Students acquire communication skills in Vietnamese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Language learning also promotes an appreciation of diverse attitudes, beliefs and values.

Students of Vietnamese in Victorian schools come from a wide range of backgrounds. Some students will be learning Vietnamese for the first time, while others may have existing connections to Vietnamese as background speakers or through early learning experiences. Students who bring prior knowledge of Vietnamese to the classroom may have experience of regional variations of Vietnamese or may speak several languages at home.

### Vietnamese language

Vietnamese (tiếng Việt) is a member of the Mon-Khmer language family. Influences from historical contact and exchanges with Chinese and French, as well as more recently from English, are reflected in the Vietnamese vocabulary. The modern standard version of Vietnamese is a tonal language written in the Roman alphabet with additional diacritics. The tone system is a distinctive characteristic of Vietnamese phonology; for example, a word may have any one of 6 tones to indicate 6 different meanings, such as ma (ghost), má (mother), mà (but/that), mã (horse), mả (grave) and mạ (rice seedling). In writing, tone marks are used to indicate 5 of the tones, while the neutral tone has no tone mark. There are some differences in tones and/or vocabulary in the Northern, Southern and Central regions of Vietnam. These regional variations of Vietnamese make the language richer.

Pronunciation and intonation play a key role in the learning of Vietnamese, with a clear correlation between sound and writing systems. As Vietnamese is a phonic language that uses the Roman alphabet, speakers of English and other Roman alphabet languages may be able to predict how to read, write or pronounce Vietnamese words.

The importance of intercultural awareness in language learning is illustrated by distinctive features of Vietnamese, such as the complex system of personal pronouns. This system is vital to building and defining relationships, as the use of the personal pronouns ông, bà, ba, mẹ, bác, chú, dì, cô, cậu, mợ, thím, anh, chị, em, con, cháu and tôi is contingent on the relationships between speakers in contexts of communication. The frequent use of idioms, proverbs, alliteration, similes and metaphors in both daily interactions and literature is another key feature of Vietnamese language use.

Learning Vietnamese develops students’ understanding of the language and culture of Vietnamese-speaking communities. It also enhances students’ awareness of the nature of language learning and promotes an appreciation of diverse attitudes, beliefs and values. Knowledge of the Vietnamese language and culture enriches travel experiences and increases employment opportunities.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Vietnamese curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Vietnamese curriculum

|  |  |
| --- | --- |
| Strand | Macro skills |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Vietnamese Language and Culture |  |  |  |  |  |
| Communicating Meaning in Vietnamese |  |  |  |  |  |
| Understanding Language and Culture |  |  |  |  |  |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Vietnamese texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/digital-technologies-responsible-use/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between Vietnamese, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Vietnamese and English

Students should use Vietnamese to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Vietnamese language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, viewing, speaking and action-related learning activities, stimulating their curiosity, and then strengthen and extend their skills by interacting with others in Vietnamese.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, tones, shapes and patterns of spoken Vietnamese, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Background language learners may interact in Vietnamese within their family and/or the Vietnamese-speaking community, and may bring prior knowledge of the language and culture to the classroom.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of the language and grammatical features using simple metalanguage. They explore similarities and differences between Vietnamese, English and/or other languages. They explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills. Background language learners may bring examples of known Vietnamese contexts or texts to the classroom.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds, tones and intonation patterns of the Vietnamese language by listening to and viewing a variety of texts. They compare these sounds and tones with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Vietnamese through play, first imitating sounds and tones, and then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Vietnamese sounds are represented by letters that may have tone marks, and they can match these with words, copying and combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Vietnamese. They expand their repertoire of Vietnamese words and phrases through listening, viewing and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Vietnamese using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the spoken and written Vietnamese language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Vietnamese is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Vietnamese Language and Culture

##### Sub-strand: Engaging with Vietnamese language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| notice that Vietnamese looks and sounds different to other languagesVC2LV2E01 | * sharing the word for ‘hello’ in languages known to them and identifying how to say ’hello’ in Vietnamese
* exploring the different languages spoken by class members and listening to the different sounds and ways of saying common expressions such as Em chào cô/thầy; Em tên là …
* practising gestures such as shrugging, bowing, nodding or shaking one’s head, or exploring the different types of gestures used in various situations in different parts of Vietnam, for example, bowing during greetings
* noticing that the Modern Standard Vietnamese writing system has 29 letters, including 22 letters from the standard Roman alphabet (A, B, C, D, E, G, H, I, K, L, M, N, O, P, Q, R, S, T, U, V, X, Y; a, b, c, d, e, g, h, i, k, l, m, n, o, p, q, r, s, t, u, v, x, y) and 7 modified letters with diacritical marks (Ă, Â, Đ, Ê, Ô, Ơ, Ư; ă, â, đ, ê, ô, ơ, ư)
* creating posters in small groups, illustrating individual letters with special attention to the 7 letters that use one of 4 diacritical marks (Ă, Â, Đ, Ê, Ô, Ơ, Ư, ă, â, đ, ê, ô, ơ, ư)
* singing along to songs in Vietnamese, such as the alphabet song or a counting song
* noticing that some sounds in Vietnamese are different to English and/or other languages, even though the writing may look the same, and trying to replicate the pronunciation of some challenging Vietnamese sounds, such as ă, ơ, ư, g, r, ng, nh and gh
* noticing that the Vietnamese language has 6 tones, including 5 tones that are indicated by tone marks – sắc (/), huyền (\), hỏi (?), ngã (~), nặng (.) – and the unmarked tone không/ngang, making hand gestures for each one, and then discussing how the tone marks change the pronunciation and meaning of a word
* imitating the sounds and rhythms of Vietnamese through choral repetition or chants, or by repeating after the teacher
 |
| develop oral language skills through exploring and listening to the sounds, tones and intonation patterns of the languageVC2LV2E02 | * participating in alphabet songs, chants and rhymes to imitate Vietnamese pronunciation, intonation and stress
* practising rhymes and tongue twisters in Vietnamese, using accompanying actions where appropriate, to develop pronunciation and intonation
* noticing hand gestures, intonation patterns and facial expressions that accompany some formulaic expressions of Vietnamese, for example, noticing shrugs, head-shaking or exclamations
* imitating the pronunciation of Vietnamese words and phrases, recording their own voice on a digital device, and listening to their recording
* engaging in shared listening, reading and viewing of texts, and sharing their reactions, the themes, and the familiar keywords and key phrases
* exploring facial movements involved with making sound blends in Vietnamese and English
* exploring the sound and pronunciation of Vietnamese initials and finals, and noticing how the mouth moves when making these sounds, for example, imitating and practising the way the mouth moves to produce initials or finals, especially those that are pronounced differently to other languages, and making exaggerated facial expressions to aid pronunciation
* playing games such as bingo with images, sounds, words or phrases
* experimenting with onomatopoeia used in Vietnamese, for example, using the animal sounds gâu gâu (woof woof), ò ó o o (cock-a-doodle-doo) and ụt ụt (oink oink), and comparing them with sounds used in languages represented in the class
 |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LV2E03 | * participating in everyday routines such as responding to the class roll call, saying the name of the day, describing the weather, talking about how they are, following instructions, and expressing thanks
* singing along to a song containing keywords and simple phrases for greetings, farewells and self-introductions
* moving around the classroom as a song is played and, when the music is paused, finding a partner or small group of peers to say keywords and key phrases using appropriate gestures
* responding to and using simple common classroom language, with support, when participating in classroom routines, games and other learning tasks, for example, đội A/B; chia sẻ ý kiến; tham gia trò chơi; cố gắng hết sức mình; tập trung; bình tĩnh; chơi công bằng; hỗ trợ / giúp đỡ lẫn nhau
* responding to spoken language and instructions through movement or creative expression, for example, counting with fingers to a number song; acting, gesturing or miming to respond or match meaning
* responding with a simple phrase or word to describe pictures of different activities in a day (e.g. đánh vần, nghe, đọc, viết, vẽ, giờ học toán, giờ học nhạc, giờ học họa, giờ học kịch nghệ, giờ ra chơi, giờ học, sinh hoạt nhóm)
* responding to instructions or directions through actions, gestures or spoken responses, for example, Ngồi xuống; Đứng lên; Lắng nghe và lặp lại; Đứng thành hình tròn; Xếp hàng
* sharing simple expressions and songs with friends and family, for example, singing ‘Chúc bạn sinh nhật vui vẻ’, and using appropriate greetings such as Mong bạn chóng khỏe or Chúc mừng năm mới for different times or occasions
* naming family members, friends and pets using props such as photographs, pictures, puppets or soft toys
* performing songs, rhymes and action stories, using non-verbal forms of expression such as clapping, gestures and facial expressions to support the meaning, for example, ‘Đầu vai gối chân’; ‘Đi học về’; ‘Bài tập thể dục buổi sáng’
 |

##### Sub-strand: Engaging with Vietnamese culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imaginationVC2LV2E04 | * participating in whole-class discussions about the meaning of culture and identity, talking about their own traditions and practices, and what is important to them and their way of life
* exchanging ideas, feelings and understandings of language and culture through play-based experiences, for example, puppets, playing dress-ups or pretend restaurants and market stands
* playing and engaging with cultural items such as currency, for example, using Vietnamese currency (đồng) when they play shops
* acknowledging and celebrating linguistic and cultural diversity, for example, listening to the different sounds and ways of saying common expressions in different languages, or celebrating different events
* recognising that Vietnamese is another language, and understanding that it is spoken by people in Vietnam and in Vietnamese communities in Australia and around the world
* listening to and singing along with well-known Vietnamese songs and lullabies (e.g. ‘Một con vịt’; ‘Kìa con bướm vàng’; ‘Cháu yêu bà’; ‘Chú Cuội’; ‘Ông trăng xuống chơi’; ‘Hát hội trăng rằm’; ‘Em bé quê’; ‘Mái trường em’; ‘Con kiến tha mồi’; ‘Ru em’; ‘Đàn trẻ vui đùa’; ‘Trên con đường đến trường’) and songs from Aboriginal and Torres Strait Islander cultures, such as ‘Inanay’, recognising that all cultures have children’s songs
* observing, through visual and audiovisual resources, that members of Vietnamese-speaking communities may do everyday things similarly to or differently from themselves, for example, speaking a different language or using chopsticks and a spoon
* celebrating holidays and festivals (e.g. festivals related to the lunisolar calendar) and exploring the associated traditions and language, for example, discovering Moon Festival traditions and learning terms such as ngày rằm and mùng một
* noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages or ways of celebrating that may not be familiar to other people, for example, starting a meal with Con mời ba mẹ ăn cơm!
 |

#### Strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LV2C01 | * greeting each other and using appropriate terms of address, gestures and body language, for example, Em chào cô / Chào bạn; Tạm biệt cô / Tạm biệt bạn
* responding to and using simple common classroom language, with support, when participating in classroom routines, games and other learning tasks, for example, Các em cùng đọc theo thầy/cô; Chúng ta cùng hát
* listening to simple questions and answering as themselves or another character, such as a puppet or soft toy, for example, Bạn có thích ăn táo không? Không, mình thích ăn chuối.; Nhà bạn có nuôi chó không? Có, nhà mình có nuôi chó và cả mèo nữa.
* creating simple scripts in pairs, asking and answering questions about their name and age, where they live, and their siblings and pets
* using modelled language to share information relating to aspects of their personal world, using supporting intonation and gestures, for example, Con mèo nhà em rất ngoan!; Con chó con nhà em thích chơi banh/bóng
* using puppets to perform role-play exchanges, for example, Bạn Lan đâu rồi? Tôi ở đây.; Bạn có khỏe không, Lan? Tôi khỏe. Cảm ơn bạn. Mình đi chơi nhé.
* using simple descriptive or expressive statements to describe themselves and to express their likes, preferences or feelings, for example, Mình thích đi bơi; Chú chó con kia thật dễ thương / đáng yêu
* expressing likes and dislikes, for example, Em thích xem phim hoạt hình; Mẹ em không thích ăn cay
* using formulaic Vietnamese exclamations spontaneously when interacting with peers, for example, Thật vậy à?; Đẹp quá!
 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LV2C02 | * responding to listening games through actions or words (e.g. Bịt mắt bắt dê; Con thỏ ăn cỏ; Nu na nu nống; Tôi là ai?)
* participating in singing/reciting original or translated songs, rhymes and chants in Vietnamese, using repetitive language and actions, for example, ‘Kìa con bướm vàng’; ‘Tết đến rồi’; ‘Rước đèn tháng Tám’
* participating in games that involve taking turns, making choices or swapping items (e.g. Tập tầm vông; Kéo cưa kéo kít/lừa xẻ; Kéo co)
* playing matching games with Vietnamese and English words from ‘Big Books’ and picture books in print or digital form, for example, playing memory or bingo
* taking turns leading games or activities, for example, Mấy giờ rồi ông sói ơi?
* sharing simple information about themselves with support in role-play-based activities and games, for example, using puppets, toys, costumes, props and modelled language
* participating in play-based activities, such as games or guided role-plays, to communicate using simple modelled language, for example, giving and receiving items, expressing wants, and making requests in a shop or market role-play
* using pictures or prompts to participate in speaking activities with their peers, for example, creating an exercise routine with actions
* giving instructions, for example, adopting the role of a fitness instructor and guiding the class in movement (e.g. Giơ tay lên!; Giang tay ra!; Nhảy lên!; Xoay vòng!) or in ball play (e.g. Ném; Thảy; Bắt; Chụp)
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LV2C03 | * listening to, reading or viewing familiar Vietnamese texts and identifying keywords, for example, in stories such as ‘Mười hai con giáp’, rhymes such as ‘Thằng Bờm’ and cartoons such as Thỏ con vâng lời mẹ
* identifying keywords in songs, chants, rhymes and stories, miming the actions or responding with gestures, for example, ‘Oẳn tù tì’ or ‘Tai Vai Đầu Gối Chân’
* drawing and labelling a character or scene from rhymes, songs or stories such as ‘Thỏ và rùa’ and ‘Cô bé quàng khăn đỏ’
* listening to and viewing a story in Vietnamese, for example, listening to ‘Chú sâu róm háu đói’ and matching the food eaten with the days of the week
* listening to and reading lyrics from a song about animals, putting picture cards of the animals in the same sequence as they are heard, or making informed guesses for words that have been covered up or blanked out
* identifying a favourite character, using modelled language when necessary, for example, Con thích con bướm vàng vì con thích màu vàng; Con thích con rùa vì nó chăm chỉ; Con không thích con chó sói vì nó dữ quá
* using expressions to recreate a story or information, using prompts such as objects, pictures or cut-outs, or responding to texts by retelling a story or information by creating a storyboard
* participating in shared reading (e.g. Big Books) of informative or imaginative texts and responding to questions, for example, Câu chuyện này xảy ra ở đâu?; Nói về điều gì?; Trong truyện này gồm có những ai / các con vật nào?; Chuyện gì xảy ra?; Kết thúc ra sao?
* listening to a text and choosing the appropriate picture or character from a set, for example, on an interactive whiteboard or tablet
 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Vietnamese through play, and discover how languages influence each otherVC2LV2C04 | * recognising that languages use words borrowed from other languages, and that many English, French and Chinese loan words are used in Vietnamese, such as video, tivi, taxi, internet, nhà ga, xe buýt and phụ huynh
* exploring loan words through play and noticing similarities and differences in pronunciation between languages, for example, cà rốt in Vietnamese is ‘carrot’ in English and carotte in French
* exploring and comparing familiar onomatopoeia in Vietnamese and English, and then making the relevant noise when their teacher says the name of an animal, or listening to recordings of animals and saying their names in Vietnamese
* participating in a role-play with a partner, for example, imagining that they are working at a restaurant and listening to an order for food and drink in Vietnamese (e.g. phở, nem, bún riêu, bún bò Huế, chè ba màu, nước dừa, nước mía, trà sữa), and then choosing the pictures or objects representing the items ordered
* playing a range of games such as matching pairs, filling in the gaps, drag and drop, memory games and bingo, using secure, teacher-moderated digital tools and applications, to reinforce target vocabulary
* listening to familiar words in Vietnamese, and then moving about the classroom to find and touch a corresponding object (e.g. different colours), taking turns to lead this game and call out the items for other members of the class to locate
* grouping vocabulary (e.g. classroom objects, animals) into sets by using word cards and/or images, and playing games (e.g. buzz, around the world) to practise numbers or other vocabulary sets
* responding to texts such as digital texts, short videos, stories, rhymes and songs, through playacting, illustrating, facial expressions or movement, using keywords or formulaic phrases, for example, Con thỏ chạy nhanh; Con rùa bò chậm chạp; Con cá vàng bơi tung tăng
 |

##### Sub-strand: Creating text in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts, copying letters with tone marks as appropriate, and using words, familiar phrases and modelled languageVC2LV2C05 | * forming letters or creating simple words using clay or playdough (e.g. bà, ba, mẹ), and then tracing letters to write simple words or phrases (e.g. Bà đi chợ)
* labelling images with words (e.g. bơ, đỏ, to) or short phrases (e.g. Tí vẽ bà)
* creating a print or digital glossary of new Vietnamese words and phrases with accompanying drawings, pictures or photos, for example, creating a collage or booklet of fruits and labelling them
* creating identity cards or drawing and labelling a self-portrait, for example, Đây là tôi. Mắt tôi màu đen. Tóc tôi ngắn/dài.
* performing parts of a story, using modelled language and imagination to express a character, for example, Em đói bụng. Em sẽ ăn ba trái nho.
* creating stories, rhymes and songs with drawings or digital tools, using simple or complex sentences and captions, such as Ngày xửa ngày xưa, trong một khu rừng / ngôi làng … có một gia đình / em bé …
* using simple or complex sentences to retell well-known children’s stories with puppets, gestures and props
* creating a survey or tally about members of the class (e.g. what food or drink they like/dislike, favourite colours or their birthday month), and then creating a picture graph to talk about their results, for example, Lớp mình có năm bạn sinh vào tháng 12; Lớp mình có 10 bạn thích ăn xoài
* sharing a family story or giving a simple show-and-tell about an object from a country they are connected with, conveying aspects of their knowledge of their own heritage, for example, a Vietnamese background language learner sharing a quả cầu lông / cầu đá or con quay / con vụ
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| imitate the sounds, tones, pronunciation and intonation patterns of spoken Vietnamese, and understand how sounds are producedVC2LV2U01 | * imitating the pronunciation of the 29 letters of the Vietnamese alphabet by singing along with an online video of the Vietnamese alphabet song ‘Bé học chữ cái tiếng Việt’, or reciting or singing rhymes or songs
* noticing that the Vietnamese and English alphabets are both based on the Roman alphabet, but that the letters have different names in Vietnamese and represent different sounds
* recognising sounds that are specific to Vietnamese, for example, ă, â, ê, ô, ơ, ư, d, đ
* understanding how vowels are pronounced without any obstruction of air as it comes out of the mouth and how consonants are pronounced with the obstruction of air by different parts of the mouth
* playing a game to listen to the sound of letters/words and then clapping out syllables of words
* listening to Vietnamese words pronounced with the 6 different tones according to the 5 tone marks and the neutral tone, and then using gestures to make the shape of the tone they hear
* recognising that Vietnamese is a tonal language with 6 tones indicated by 5 tone marks and an unmarked neutral tone, and that tone marks affect the pronunciation and meaning of words, for example, ma, mà, má, mả, mã, mạ; me, mẹ, mè
* building phonic awareness by listening to the pronunciation of the Vietnamese alphabet modelled by the teacher or audio scripts, and experimenting with sounds, for example, participating in activities such as spelling words out loud, games using letter patterns, or writing dictated words and phrases
* playing pair-matching games, for example, matching tones or matching initials with finals
* using high-frequency verbs (e.g. đọc, đọc theo, nghe, lắng nghe, hỏi, trả lời, hát, múa, tìm, làm theo, lặp lại, vẽ, viết, đồ (chữ), tiếp tục) in a variety of contexts, for example, when participating in games and activities in the classroom such as ‘Simon says’
 |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LV2U02 | * practising the facial movements involved with making sound blends in Vietnamese
* learning the letters of the alphabet and the sounds they represent in activities, for example, listening to the teacher say a letter and holding up an alphabet card with the letter on it, or writing the letter they hear on mini whiteboards
* identifying sound combinations or simple words by playing letter games such as bingo
* understanding that in Vietnamese there are only single syllables and the spelling of diphthongs or triphthongs can be different from English, for example, Nguyên or Nguyễn is pronounced as one syllable, not ‘Ngu-yen’
* noticing and using single consonants and consonant clusters with vowels and tone marks to form and spell words, for example, ta, tá, ca, cá, tha, thả, nga, ngã
* listening to simple texts and identifying where tone changes the meaning of a word, for example, on an interactive whiteboard, selecting where tone changes the meaning of words in Tâm ca cả ngày được ăn cả con cá; Bạn con bán cái bàn
* underlining rhyming words or graphemes in short texts or poems
* playing word or scavenger hunts, where they search for specific words or phrases in books, magazines or other written materials
* responding to instructions or questions using simple or frequently used words or phrases, for example, Bạn có viết/bút chì không? Có. or Tôi có viết/bút chì.
 |
| recognise and explore how the Roman alphabet, tone marks and features of language are used to construct meaning in VietnameseVC2LV2U03 | * noticing that the letters ‘j’, ‘w’, ‘z’, ‘q’ and ‘f’ are not part of the standard alphabet of Vietnamese, by comparing the Vietnamese and English alphabets and identifying the missing letters
* identifying letters, including those with tone marks, for example, working in small groups, racing to find the card with the letter the teacher calls out, and holding it up to check for accuracy
* experimenting with the forms of letters with hands-on play to recreate characters using plasticine, stones, found objects, the sandpit, chalk, or big brushes and water on concrete, or using playdough to make things that start with a particular letter
* tracing letters and simple words in both Vietnamese and English, noticing similarities and differences
* alphabetising a group of target words by their first letter
* arranging individual letters into words, for example, playing a spelling game with target words, or racing to spell the word the teacher says with letter cards
* studying compound words and learning their meanings (e.g. tủ lạnh, kệ sách)
* arranging words into short phrases or sentences
* noticing that Vietnamese and English use punctuation conventions such as full stops, commas and question marks, as well as other writing conventions
 |
| identify that written and spoken Vietnamese has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LV2U04 | * noticing that Vietnamese and English use the Roman alphabet and that there may be variations in the pronunciation of letters with or without tone marks
* exploring the similarities between the English and Vietnamese ‘subject + verb + object’ structure (e.g. Em ăn cơm; Mẹ đi chợ), for example, using vocabulary cards to arrange sentences following this structure
* reading similar Vietnamese sentences; noticing that adjectives are used to describe people, animals, objects or places, and are usually placed after the noun; and brainstorming a rule for using adjectives in sentences, for example, colour goes after a noun (e.g. bông hồng đỏ, áo trắng)
* developing number knowledge, such as using cardinal numbers to count (e.g. 1 = số một; 2 = số hai; 3 = số ba), and noticing the similarities and differences between cardinal and ordinal numbers in English and Vietnamese, for example, một, hai, ba, bốn, năm, and thứ nhất, thứ nhì / thứ hai, thứ ba, thứ tư, thứ năm
* noticing that there are multiple forms of personal pronouns in Vietnamese compared with English (e.g. con, cháu, em, tôi, mình, anh and chị vs. ‘I’ and ‘you’) by listening to simple sentences and pointing to the pronoun they heard, or by reading and highlighting the pronoun in simple sentences in Vietnamese
* using nouns and pronouns to identify people, pets or things
* using common adjectives such as to, nhỏ, cũ, mới, ngắn and dài to describe people, animals and objects in modelled sentences
* recognising common verb forms (e.g. ăn, uống, chơi, ngủ, đọc, nghe, viết, hỏi, trả lời, nói, thích), and then playing charades or repeating modelled sentences and acting out each verb
* recognising common prepositions relating to location (e.g. trong, ngoài, trên, dưới, ở giữa), and then listening to sentences said aloud by the teacher and moving a soft toy, ball or themselves into a location that demonstrates their understanding
* recognising vocabulary relating to time, such as days of the week (e.g. thứ hai, thứ ba, thứ tư), months of the year (e.g. tháng giêng / tháng một, tháng hai, tháng tư, tháng chạp / mười hai) and ‘o’clock time’ (e.g. một giờ, hai giờ)
* noticing how likes and dislikes are expressed in Vietnamese (e.g. Em thích uống nước táo; Em không thích ăn sầu riêng); selecting picture cards and words about colours, food and drinks; and then asking the students questions (e.g. Em có thích … không?) and reporting to the class
* using some question words in familiar contexts (e.g. ai, cái gì, ở đâu, bao nhiêu)
* recognising word order in simple sentences, noticing that the subject is placed before the predicate, for example, Em + đi học
* listening to or viewing Vietnamese versions of familiar children’s stories and folktales and comparing them with English, identifying frequently occurring expressions in the story, and re-enacting the stories with puppets, props or actions
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##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Vietnamese-speaking communities are similar to or different from othersVC2LV2U05 | * noticing similarities and differences in how they communicate in Vietnamese in the classroom and in language(s) spoken at home
* using the polite terms thưa and dạ when talking to teachers or other people in context, explaining when and why it is important to show respect
* practising with awareness in communicating with respect in Vietnamese culture (e.g. Dạ thưa thầy; Dạ thưa cô; Con/em chào thầy; Con/em chào cô; Vâng ạ; Vâng; Ạ), acting out a greeting to a classroom teacher with appropriate gestures in Vietnamese and then English, and noticing the differences
* exploring words or items that are strongly connected to Vietnamese culture and identity, such as phở, bánh mì, áo dài and nón lá
* understanding that learning Vietnamese involves ways of using language that may be unfamiliar (e.g. using cảm ơn, which literally means ‘thank you’, when refusing an offer), and some ways of behaving and thinking that may be unfamiliar (e.g. the importance of food/meals in some families and regional traditions, different ways of expressing or describing feelings or relationships, and the more formal relationship between teacher and student)
* practising gestures, words and phrases that reflect aspects of Vietnamese culture, for example, using both hands to offer something, and saying dạ, thưa and vâng ạ to show respect
* recognising the importance of gestures and body language in different languages and cultures, for example, showing examples of how gestures and body language are integral to communicating in Vietnamese, some Aboriginal and Torres Strait Islander languages, and other languages they may speak at home
* noticing symbols and colours used by Vietnamese-speaking communities and Aboriginal and Torres Strait Islander Peoples in a range of contexts, for example, identifying the colours of the flags, and discussing what the colours represent
* recognising that behaviours such as ways of eating are connected to language and culture, for example, understanding how and why Vietnamese people use chopsticks and spoons instead of knives and forks (e.g. Ở nhà em ăn bằng đũa)
* exploring the meaning of culture and how it can involve visible elements such as ways of dressing, eating and dancing
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where they represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
 |
| identify where Vietnamese is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LV2U06 | * noticing that there are many languages and cultures in the world and that many of these languages are spoken in Australia and may be represented in their classroom
* researching the countries where different languages are spoken and discussing why the world has many different languages
* noticing that many languages from different parts of the world are spoken in Australia and may be represented in their classroom, and creating a speech bubble that introduces them and the language(s) they speak
* noticing that Vietnamese is spoken in many different places in the world apart from Vietnam, and using a globe or a printed/digital world map to highlight Vietnamese-speaking countries, regions or communities, and discussing why Vietnamese is spoken there
* recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with those in Vietnamese and/or other languages
* participating in cultural days with Vietnamese-themed events to learn about Vietnamese culture
* discussing where they have heard about Vietnam and where they have heard Vietnamese being used outside of the classroom, for example, at home, with family, on the radio, or in a restaurant, shop or market
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## Levels 3 and 4

### Band description

In Levels 3 and 4, Vietnamese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Vietnamese to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. Background language learners may also bring their experience of interacting in Vietnamese with their family and/or their local community to the classroom.

Students use local and digital resources to explore Vietnamese-speaking communities in Australia and diverse locations across the world. They receive support through modelling, scaffolding and repetition, as well as the use of targeted resources. They access authentic and purpose-developed Vietnamese language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. Background language learners may share authentic resources and bring knowledge of words and expressions to the classroom.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Vietnamese. Students use simple metalanguage to discuss similarities and differences in Vietnamese, English and/or other languages. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Vietnamese to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken Vietnamese. They demonstrate their understanding that Vietnamese has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Vietnamese and make comparisons between Vietnamese and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LV4C01 | * initiating conversations by asking questions, for example, Bạn tuổi con gì?; Gia đình bạn có mấy người?
* sharing information about themselves, for example, Mình có một con chó con màu trắng; Tôi thích màu xanh dương và xanh lá cây; Em có thể chạy nhanh nhưng không biết bơi
* participating in simple spoken exchanges with peers about familiar topics, such as daily routines, local places or personal interests, for example, Chủ nhật mình hay ngủ nướng. Còn cuối tuần bạn thường hay làm gì?; Bạn học trường nào? Trường bạn ở đâu? Bạn đi đến trường bằng gì?; Bạn thích môn thể thao nào? Còn tôi thì thích chơi đá banh.
* attracting attention to ask for assistance, for example, Thưa cô, em không hiểu. Thầy/Cô làm ơn sửa bài giúp em.
* asking and answering questions related to time, place, number, days of the week, months and seasons, for example, Hôm nay là thứ mấy? Hôm nay là thứ Hai.; Mùa này là mùa gì? Bây giờ đang là mùa xuân.
* seeking advice and help from others, for example, Thưa cô, bài này làm thế nào?; Con có thể giúp mẹ việc gì?; Bạn giúp mình trả lời câu này nhé?; Bạn kiểm tra bài giùm tôi nhé?
* using appropriate language to seek clarification, for example, asking for something to be repeated (e.g. Xin thầy nhắc lại giùm em), or asking how to say or write a word or expression (e.g. Thưa cô, chữ ‘tiếng Việt’ viết như vậy có đúng không?; Thưa thầy, từ này tiếng Việt đánh vần thế nào ạ?)
* exchanging simple correspondence such as notes, invitations, birthday cards or New Year’s wishes in print or digital form
 |
| participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structuresVC2LV4C02 | * following procedures such as a food recipe or giving modelled instructions to make Mid-Autumn lanterns or paper cranes, using imperative verbs (e.g. lấy, cắt, đổ, rửa) and vocabulary for ingredients and quantities (e.g. nước, trái, quả, bột, một lít, một kí-lô)
* planning, rehearsing and producing a performance, for example, a song or dance for school assembly
* participating in traditional or contemporary games that involve taking turns, active listening, memory and information exchange
* reading their own work to others, for example, writing Vietnamese captions to accompany storybooks in English such as ‘Câu chuyện bó đũa’, and reading them to younger students
* working together in collaborative tasks and sharing decisions about content, vocabulary and design, for example, designing a poster for a special event such as Harmony Day, or creating a shared, secure, teacher-moderated online photo album with narration of a class event
* working in teams using digital applications to create word or sentence games and then playing each other’s games
* interacting with guest speakers or classroom visitors during special occasions such as multicultural festivals or Tết Trung thu
* participating in a role-play, for example, buying items or ordering food, and using props such as play money and costumes
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##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LV4C03 | * creating a timeline of the main events of a story, using words, pictures or simple sentences, for example, Trước tiên, … Kế đến … Tiếp theo, … Sau cùng, …
* gathering information from a range of sources and presenting findings in a different way, for example, the results of a class survey on likes and dislikes through a picture graph with annotations such as Nhiều bạn trong lớp mình thích ăn phở. Có 12 bạn thích ăn chả giò. Có vài bạn thích chơi quần vợt.
* reading, viewing and listening to a range of informative and imaginative texts such as truyện ngắn, truyện ngụ ngôn and truyện cổ tích, and retelling or summarising the basic plot
* learning that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and giving examples of how this occurs in Vietnamese, for example, using được and có when talking to friends, and Dạ được and Dạ có when talking to elders to show respect
* viewing a text such as a Vietnamese folktale (e.g. ‘Tấm Cám’; ‘Hằng Nga và Hậu Nghệ’), and performing a scene using modelled language
* discussing personal responses to imaginative texts by providing short statements about favourite elements such as characters, settings or events
* acting out elements of classic texts narrated by the teacher, using facial expressions and actions to mirror emotions and emphasise meaning, for example, ‘Con rồng cháu tiên’; ‘Sơn Tinh – Thủy Tinh’; ‘Mỵ Châu Trọng Thủy’; ‘Mai An Tiêm’; ‘Hội thề Lũng Nhai’
* responding to song lyrics through movement and dance, for example, listening to the song ‘Giờ ăn đến rồi’ and then creating movements to match
 |
| develop strategies to comprehend and produce Vietnamese, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LV4C04 | * identifying words and expressions in Vietnamese and English that do not readily translate, for example, phở, bánh chưng, áo dài, Cháu chúc ông bà sống lâu trăm tuổi, ‘bushwalking’, ‘the outback’
* understanding how language choice reflects politeness and respect, for example, understanding that Vietnamese-speaking children greet their grandparents by saying Con chào ông bà / Cháu chào ông bà ạ, not Tôi chào ông bà
* learning to use print and digital dictionaries, for example, to assist comprehension by finding unknown words in texts
* observing different ways of showing politeness in different contexts, for example, requesting with làm ơn, cảm phiền or giùm; thanking with cám ơn, chân thành cảm ơn, thành thật cảm ơn or cảm ơn nhiều; bending when passing people; folding arms and/or nodding while greeting people
* recognising how the meaning of words changes according to context, for example, a common Vietnamese homonym such as đá, which may mean ‘to kick’, ‘stone’ or ‘ice’, as in trà đá; or the personal pronouns ‘I’ and ‘you’ in English, which can be translated as ông, bà, cô, chú, anh, chị, em, con or cháu in Vietnamese
* explaining when to use formal and informal language in greetings and farewells, for example, Xin chào, bạn khỏe không? / Chào bạn, bạn có khỏe không and Tạm biệt / Chào bạn
* recognising Vietnamese naming traditions, for example, family name first, followed by their middle name and then their given name
* making adjustments to language use when interacting with family and friends, for example, using personal pronouns that relate to a person’s position in the family or to family relationships, such as chị/cô/bà, anh/ông, anh Hai, chị Ba and cô Tư
* creating bilingual resources for use in the classroom or school, for example, digital picture dictionaries and wordlists, glossaries, or signs for the school environment
* alternating between Vietnamese and English versions of games such as Mấy giờ rồi ông sói ơi? (What’s the time, Mr Wolf?) and Oẳn tù tì, ra cái gì, ra cái này (rock, paper, scissors)
 |

##### Sub-strand: Creating text in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventionsVC2LV4C05 | * presenting a show-and-tell about an object, activity or a person special to them
* conveying information about themselves, for example, designing a poster to introduce family, pets, hobbies, likes and dislikes
* creating texts that reflect on different cultural and/or language groups, for example, their name and age in Vietnamese and/or English, Mai lên chín, tuổi ta. Mai mới tám tuổi tây.
* creating simple descriptions in Vietnamese and matching them to appropriate Aboriginal and Torres Strait Islander Country or Place locations in their local area or elsewhere in Australia
* creating handmade or digital greeting cards in both Vietnamese and English for different celebrations and traditions
* conveying information about school and community events in written and multimodal texts such as annotated posters or digital storyboards, for example, posters to advertise a Vietnamese day at school or a local Vietnamese community event
* writing simple stories and illustrating with drawings and/or printed photos, or creating presentation slideshows, using formulaic expressions and modelled language such as Hồi đó …; Lâu lắm rồi …; Một ngày nọ …; Một hôm …; Có một cậu bé …
* creating and performing simple imaginative texts such as action songs, dialogues or plays, using gestures, movements and facial expressions to enhance characterisation or effect
* using familiar words or phrases to create raps or rap songs, for example, rapping học words, ‘H to the O to the C to nặng, spells HỌC’
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of sounds, tones, pronunciation and intonation to form words, phrases and simple sentencesVC2LV4U01 | * exploring the Vietnamese sound system and making connections between letters, sounds and tone marks in words, for example, adding or changing tone marks to form new words (e.g. co, cò, có, cỏ, cọ)
* recognising common Vietnamese sounds in words such as nguyên âm đôi, and using spelling strategies to identify and produce words with the same diphthong that rhyme, for example, ao: áo, táo, vào; ơi: chơi, với, tới
* engaging in activities to raise tonal awareness, for example, listening to familiar vocabulary and demonstrating understanding of tones, using gestures
* identifying sounds such as nguyên âm đôi (diphthongs), nguyên âm ba (triphthongs) and vần điệu (rhyming patterns) when listening to Vietnamese songs, and grouping words according to their pronunciation and sounds, for example, uơi: cười, tươi, người; iên: liền, miền, điền, tiền
* practising the use of tones in Vietnamese, understanding that the tone marks change the pronunciation of words (e.g. tai, tái, tài, tại, tải, tãi)
* practising Vietnamese intonation and rhythm, for example, singing or reciting poems or sections of texts in a group
* clapping out the syllables for words and phrases, for example, Chào buổi sáng
* recognising and demonstrating Vietnamese combinations of sounds, pronunciation and intonation patterns in tongue twisters, for example, Trèo lên núi, hái lá non, về làm nón
* listening to simple sentences, recording themselves repeating the sentences, and then listening to their recording and reflecting on their pronunciation
 |
| recognise and use tone marks, modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LV4U02 | * developing and applying spelling strategies when writing frequently used words and more difficult words (e.g. ưa, mưa, đưa, chưa), and forming new words (e.g. cái, mái, lái, thái, trái)
* expressing possessive case by using ‘của + noun/pronoun’ (e.g. con mèo của tôi, cái áo của bạn), and noticing cases when của can be omitted, for example, ba tôi, mẹ tôi, bạn tôi, nhà tôi, phòng ba mẹ tôi
* noticing different Vietnamese nouns, pronouns and adjectives that are used to express gender and age, for example, anh/chị, đàn ông / đàn bà, con gái / con trai, chó đực / chó cái, gà trống / gà mái, gà con, heo/lợn con
* understanding that the plural forms of nouns are made by adding another word in front of the stem word according to context, for example, hai cái áo, những cái áo, nhà nhà, người người
* exploring different types of nouns, for example, common nouns (e.g. bàn, tủ, mèo, chó), proper nouns (e.g. Hoa, Hải, Việt Nam), single nouns (e.g. gà, bò, bàn) and compound nouns (e.g. đất nước, nhà trường, học sinh)
* using adverbs to modify actions, for example, chạy nhanh, đi chậm, học giỏi, hát hay
* experimenting with the use of prepositions such as trên, dưới, trong ngoài and ở giữa, for example, Con chim bay trên trời means ‘The bird flies in the sky’, rather than the literal translation ‘The bird flies above the sky’
* understanding how time expressions are formed through the use of đang, đã, rồi and sẽ, or hôm qua and ngày mai, for example, Tôi đang ăn; Tôi đã sống ở đây hai năm; Tôi ăn rồi; Ngày mai tôi (sẽ) đi coi phim
* experimenting with word order to see how the meaning of a sentence changes, for example, Lan hay hát vs. Lan hát hay
* recognising the basic structures of closed and open-ended questions, for example, Em thích nghe truyện cổ tích không?; Tại sao em thích truyện “Cô bé quàng khăn đỏ”?
 |
| recognise and compare familiar Vietnamese language structures and features with those of English and/or other languages, using simple metalanguageVC2LV4U03 | * identifying similarities and differences between Vietnamese and English pronunciation, and adapting learnt spelling strategies from one language to the other
* noticing the differences between Vietnamese and English, and the use of interrogatives, for example, unlike English, khi nào, ở đâu and bao nhiêu can be placed at the beginning, in the middle or at the end of questions, for example, Khi nào em đến? or Em đến khi nào?; Bao nhiêu tiền một nải chuối? or Một nải chuối bao nhiêu tiền?
* recognising language features and symbols typically associated with particular Vietnamese texts, for example, time markers in stories or recycling symbols on packaging, and comparing these with English texts
* identifying and comparing keywords in Vietnamese and English versions of favourite stories, for example, comparing ‘Cô bé quàng khăn đỏ’ and ‘Little red riding hood’, considering the rhythms and vocal effects in the 2 versions
* experimenting with the use of prepositions such as trên, dưới, trong ngoài and ở giữa, for example, Con chim bay trên trời means ‘The bird flies in the sky’, rather than the literal translation ‘The bird flies above the sky’
* recognising how different textual elements in Vietnamese and English texts (e.g. titles, headings, layout, images, script) combine to make meaning in a text such as an invitation, webpage or picture book
* understanding and applying appropriate word order in sentences, for example, recognising that adjectives follow nouns (áo trắng), experimenting with word order to see how the meaning of a sentence changes (e.g. Lan hay hát vs. Lan hát hay), and comparing with other languages
* comparing features of simple spoken and written texts in Vietnamese, such as a spoken greeting or a handwritten postcard, and comparing these with similar texts in English, noting, for example, the format used to write the date and address, and different ways of addressing people
* exploring the influence of English on informal language used in daily interactions by Vietnamese speakers in Australia, for example, đi, xem, nghe and dùng, and the use of terms such as ‘okay’, ‘hello’ and ‘shopping’
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture VC2LV4U04 | * understanding that Vietnamese attitudes, beliefs and values influence language choices, for example, the use of family terms such as chú, bác, cô and dì instead of given names, to reflect the importance of family in Vietnamese culture
* 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 given name last
* recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using Dạ and thưa to indicate politeness, or adding ông, bà, thầy or cô before Vietnamese names rather than addressing adults only by their given names, to show respect
* discussing how particular gestures, terms and expressions have embedded cultural meanings and can convey feelings, beliefs and values, for example, understanding that Vietnamese terms of affection used with children often relate to either parts of the body or animals (e.g. con cún, thằng cu con, cái Tí)
* comparing their impressions of aspects of children’s lives in different Vietnamese-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games; preparing and eating food; telling stories; or interacting at school, at home or in the community
* discussing cultural expressions of Aboriginal and Torres Strait Islander people, and making connections with expressions from Vietnamese language and culture(s), for example, the different regional words used by Aboriginal and Torres Strait Islander groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing these with words used by Vietnamese-speaking cultural groups
* discussing how and why gestures can be interpreted differently in different cultures, for example, using fingers to beckon others may be appropriate in some cultures but is considered impolite in Vietnamese culture
* experiencing and discussing the importance of music and dance in Vietnamese culture(s), as an expression of identity and emotion such as national pride, happiness, love, joy and sadness, for example, âm nhạc dân gian such as điệu hò, lý, cò lả, trống quân, quan họ, chèo, tuồng and cải lương; điệu múa cổ truyền such as múa trống, múa bông, múa nón, múa gậy, múa sạp, múa chiêng and múa hoa sen
* exploring the meaning of culture and identity, for example, using a diagram to show visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, as well as less-visible elements such as preferences and values
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Vietnamese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Vietnamese to exchange information and ideas within their interests, school and local environment, and engage with Vietnamese-speaking communities in person or in secure, teacher-moderated online environments. Background language learners and second or additional language learners may also work independently and/or in groups to collaborate and share learning, with support. Students continue to receive ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. Background language learners may share authentic resources from their local community with their peers.

Students recognise how diacritical marks affect pronunciation and meaning. They identify language structures and features of Vietnamese, and use familiar metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Vietnamese that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Vietnamese or English, adjusting their response to suit purpose.

Students use modelled structures when creating and responding in Vietnamese. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts, and using conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Vietnamese and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LV6C01 | * initiating and sustaining conversations, including face-to-face and secure, teacher-moderated online conversations, by asking peers about personal interests, for example, Lúc rảnh rỗi bạn thích làm gì nhất?
* interacting via different modes of communication such as class discussions or secure, teacher-moderated online exchanges to discuss opinions and agree or disagree on topics with classmates or friends in a Vietnamese-speaking community, for example, Cuối tuần mình thích đi bơi hơn đi bộ. Còn bạn thích làm gì?; Mình thấy bài đọc này khó quá. Còn bạn thì sao? Mình không nghĩ vậy.
* describing and elaborating on details about experiences or social activities with family and friends, for example, Thứ Bảy vừa qua là sinh nhật của bà nội. Cả nhà tôi tới mừng sinh nhật bà.
* checking on the progress of others during learning tasks or activities, using questions such as Bạn làm sắp xong chưa?; Sao bạn làm nhanh thế?
* comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, Tôi đi học về lúc 4 giờ 30 phút / 4 giờ rưỡi chiều; Tối thứ Bảy, tôi thích xem phim và nghe nhạc sau khi làm xong bài tập
* expressing opinions on classwork and school life, for example, Giờ học tiếng Việt vui quá!; Bài thi toán khó quá!; Buổi đi cắm trại rất thú vị và bổ ích; Phòng/Nhà vệ sinh trường mình rất sạch; Căn-tin trường mình bán đồ ăn ngon và rẻ
* expressing gratitude, apologies, sympathy or concern when interacting with friends and family, for example, in print or digital cards for real or imagined special occasions, such as thank you, birthday, New Year’s, get well and wedding cards
* conducting interviews with family members or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings, for example, quê hương, đất nước, khát khao, mong đợi, vui sướng, bảo vệ, tình dân tộc, tình hữu nghị, tình làng xóm
 |
| participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideasVC2LV6C02 | * engaging in shared activities that involve planning and collaborating, for example, running a school assembly in Vietnamese, organising a display or creating lanterns for Tết Trung thu
* asking and responding to questions, for example, 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
* creating and performing role-plays such as simple transactions that involve asking or giving prices or purchasing goods and services, for example, Bao nhiêu tiền một lít sữa?; Một kí-lô nho giá bao nhiêu?
* planning and making arrangements for activities such as outings, using expressions related to place, time and numbers, for example, ở đâu, khi nào, bảy giờ kém mười lăm phút
* collaboratively writing a simple children’s story and reading it to younger learners of Vietnamese
* contributing to the development of a set of class expectations, for example, Trong lớp học này chúng ta chỉ nói tiếng Việt vì đây là cơ hội để chúng ta cùng thực tập môn tiếng Việt
* planning for an interview with a Vietnamese speaker by developing a list of questions such as Điều gì đã truyền cảm hứng cho bạn?; Bạn có thể chia sẻ kinh nghiệm của mình trong chuyến đi này?
* planning a campaign, for example, to introduce healthy, environmentally friendly Vietnamese food at a school or local Vietnamese community event, by creating posters, pamphlets and flyers, or by making presentations to the class, parents and community members
* expressing opinions on classwork and school life, for example, Giờ học tiếng Việt vui quá!; Bài thi toán khó quá!; Buổi đi cắm trại rất thú vị và bổ ích; Phòng/Nhà vệ sinh trường mình rất sạch; Căn-tin trường mình bán đồ ăn ngon và rẻ
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purposeVC2LV6C03 | * identifying and recording key information from informative or imaginative texts that relate to a particular topic, to provide a summary or to give a live or digital presentation, for example, on tourism in Australia or Vietnam
* presenting a critical review of a song, story or television program, using evaluative language such as Em thích câu truyện này vì nó …
* identifying and describing key elements of an informative or imaginative text, such as settings, characters or people and events, by asking and responding to questions formed with question words such as ở đâu, khi nào, ai, làm gì, như thế nào and tại sao
* listening to, reading or viewing Aboriginal and Torres Strait Islander stories and responding to them using words, formulaic expressions and modelled sentences in Vietnamese
* reading or viewing imaginative texts in print, digital or multimodal forms, such as poems, cartoons, stories, folktales or films, and performing scenes that illustrate aspects of a character’s attitudes, personality or reactions, for example, in a story such as ‘Câu chuyện Kiến và Voi’
* viewing an extract of text and selecting pictures, colours, symbols or emoticons to express the content, mood or key message of the text
* viewing a series of images of different celebrations and festivities, using a ‘see-think-wonder’ thinking routine to reflect on the images, and then developing written captions for the images using adjectives and nouns
* identifying variations in aspects of language use, such as tone, gesture, word choice or sentence structure in different contexts, and using these in their own guided interactions, for example, watching conversations between a customer and salesperson, doctor and patient, and tour guide and tourist, and then replicating this language in a role-play
* describing their reactions to informative or imaginative texts that evoke responses such as sadness, fear or excitement, relating them to their own experiences, for example, Em cũng cảm thấy …
 |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Vietnamese in familiar non-verbal, spoken and written contextsVC2LV6C04 | * identifying words or phrases that are difficult to translate and possible reasons for this, such as food items (e.g. bánh chưng, bánh tét, bánh xèo, phở) or traditional customs (e.g. cúng ông bà, cúng mụ, xin xăm, xem bói, coi ngày tốt xấu, so đôi tuổi)
* recognising differences in language use between formal and informal conversations, such as class presentations and everyday conversations, for example, Xin chào cô và các bạn versus Lan nè / Ê Lan, khỏe không?
* learning to use bilingual print dictionaries and online translation apps responsibly to work out the meaning of unfamiliar words or sentences, and determining the reliability of these aids to accurately translate information
* describing elements of Vietnamese language that are different from English, including pronunciation, gestures and facial expressions, and sharing what they find difficult or awkward when using each language
* identifying context-specific language, for example, at the market (e.g. giá bao nhiêu, trả giá, mắc/đắt, rẻ, giảm giá, hàng tốt/xấu) or a doctor’s surgery (e.g. bị cảm, ho, nhức đầu, chóng mặt)
* interpreting a range of simple texts, including idioms to identify the main meaning, for example, Tiên học lễ, hậu học văn; Gần mực thì đen, gần đèn thì rạng/sáng; Yêu cho roi cho vọt, ghét cho ngọt cho bùi; Ăn vóc học hay/bền
* making and using bilingual resources for language learning, such as glossaries of cultural terms in Vietnamese and English to inform Vietnamese and Australian visitors about events in each country, such as Vietnamese New Year’s celebrations, Moon Festival, food festivals, boat racing festivals, Mother’s Day, Father’s Day, Anzac Day and Christmas, and explaining culture-specific elements
* examining the risks of literal or word-for-word translations when translating expressions, idioms and proverbs, for example, ‘full of beans’ (lively and energetic) may be translated incorrectly in Vietnamese as đầy đậu
 |

##### Sub-strand: Creating text in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LV6C05 | * creating texts for a range of audiences and purposes, for example, a recount of the Grade 5 camp for a school newsletter, an invitation for parents to attend the Grade 6 information evening, or a review of the latest movie for peers
* explaining to others a procedure or practice, for example, community recycling, a recipe, health-care tips, a tutorial on the rules of a sport or game, or eating etiquette
* composing bilingual resources for the school community, such as posters for class or school performances, displays or events, for example, Ngày hội Thể thao (Sports Carnival), Ngày hội Đa Văn hóa (Multicultural Day) or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example, Thư viện (Library), Hội trường (Hall), Xin giữ im lặng! (Quiet please!)
* creating a class print or digital poster, locating and describing, in Vietnamese, a specific Aboriginal and Torres Strait Islander Country or Place location in their local or regional area, or elsewhere in Australia
* creating a simple, alternative ending for a Vietnamese imaginative text such as a folktale or short story
* writing and recording a story in the form of a photo slideshow, using modelled language and speech bubbles, captions, subtitles, images, or other audio or visual aids to enhance effect
* composing and participating in imagined interactions with characters from familiar texts, for example, a conversation between characters or meeting a character from a Vietnamese story or film for the first time, for example, Con chào chú, rất vui được nói/trò chuyện với chú. Con rất thích chú trong vai Lê Lai, chú trông thiệt oai phong và dũng cảm.
* producing and performing short, scripted plays to retell a traditional folktale in a modern context, for example, diễn kịch cô Tấm thử hài
* creating bilingual videos to teach others informal Vietnamese and English expressions for everyday interactions with teachers, friends and family
* sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or secure, teacher-moderated blog, introducing aspects of local culture, including interesting places, people and lifestyle, for example, phương tiện giao thông, cuộc sống của người thành thị và nông thôn, xã hội Đa văn hóa
* using graphs or tables in print or digital form to present information, for example, creating a pie chart to represent the benefits of being bilingual or learning Vietnamese
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#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply combinations of sounds, tone, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentencesVC2LV6U01 | * understanding the variability of sound–letter combinations and distinguishing between similar sounds such as ch and tr in chai/trai, or s and x in song/xong
* applying pronunciation rules, including adding or changing tone marks, initial consonants or vowels to form new words, for example, buổi, cuối, đuổi, tuổi, chuối, muỗi
* exploring Vietnamese sounds such as homophones (e.g. dai/dây; giai/giây) and homonyms such as bàn (bàn bạc) and bàn (cái bàn)
* understanding and reproducing Vietnamese words with different tone marks and pitch (e.g. thương, thường, thưởng, thượng)
* using digital tools to check the correct pronunciation of Vietnamese, and using voice-recording software to check their own tone and intonation to develop fluency
* understanding that Vietnamese has different regional accents, such as Northern, Central and Southern Vietnamese, for example, mẹ/mạ/má; bố/ba/tía; dứa/thơm/khóm
* understanding rhythm in sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, Học bài, không được bỏ đi chơi vs. Học bài không được, bỏ đi chơi
* applying Vietnamese pronunciation and intonation, recognising how pitch, stress and rhythm help to convey meaning, for example, Anh ăn trưa chưa? / Anh chưa ăn trưa? / Anh chưa ăn trưa.
 |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LV6U02 | * using appropriate punctuation in writing, including commas, full stops, question marks, semicolons, colons, quotation marks and exclamation marks
* applying Vietnamese spelling rules, for example, k, gh and ngh only go with i, e and ê in kiến, kẻ, kể, ghi, ghe, ghế, nghỉ, nghe and nghệ
* identifying Vietnamese words ending with i or y that have different meanings, for example, tai and tay; mai and may; ngài and ngày
* understanding the grammatical function of adjectives, nouns, verbs and adverbs in sentences
* using adverbs and adjectives to expand and elaborate on meaning in sentences, for example, adverbs such as hát hay, học giỏi and làm việc nhanh nhẹn / chậm chạp; adjectives such as người con ngoan ngoãn / có hiếu and căn phòng sạch sẽ / ngăn nắp
* exploring a range of comparative and superlative forms of adjectives (e.g. đẹp, đẹp hơn, đẹp nhất)
* using different types of compound words (e.g. nhà cửa, đường phố, trường lớp, anh chị em), and understanding how they are formed, for example, trường + học = trường học; học + hành = học hành
* extending vocabulary by learning and using reduplicative words (e.g. nho nhỏ, to to, đo đỏ)
* using prepositions to indicate location (e.g. trong, ngoài trên, dưới, bên phải, bên trái, bên cạnh, trước, sau, ở giữa)
* exploring and using synonyms (e.g. to – lớn; nhỏ – bé; siêng năng – chăm chỉ) and antonyms (e.g. tốt – xấu; mới – cũ; ngày – đêm; nóng – lạnh; hiền – dữ; giàu – nghèo)
* applying basic sentence structure in spoken and written texts, for example, the ‘subject + predicate’ sentence structure
* creating modelled affirmative, negative and interrogative sentences, for example, Tôi thích chơi thể thao. Mình không thích chơi thể thao. Bạn thích môn thể thao nào?
* using conjunctions to link words, phrases or sentences (e.g. và, với, hay, tại vì, hoặc, tuy, nhưng)
 |
| compare Vietnamese language structures and features with those of English and/or other languages, using familiar metalanguageVC2LV6U03 | * exploring the influence of English on informal language used in daily interactions by Vietnamese people in Australia, for example, đi (shop), xem (TV), nghe (radio) and dùng (internet), and the use of terms such as ‘OK’, ‘hello’ and ‘shopping’
* recognising that many Vietnamese words are derived from other languages, including French (ba lê, cà phê), English (internet, căn-tin) and Chinese (phụ huynh, tổ quốc)
* identifying and comparing the language features of different text types in Vietnamese and English, such as descriptive language in narratives or persuasive language in advertisements
* discussing aspects of grammar using metalanguage in Vietnamese or English, for example, danh từ / noun, động từ / verb, tính từ / adjective, chủ ngữ / subject, vị ngữ / predicate
* comparing the structural features of familiar personal, informative and imaginative Vietnamese and English texts, for example, dates on diary entries and letters, greetings in emails or conversations, and titles of stories
* comparing different types of texts such as recipes, songs, stories, recounts or conversations to identify audience and purpose used in both Vietnamese and English
* understanding how to create textual cohesion by using elements such as adverbs of sequence (e.g. thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng), and conjunctions (e.g. và, với, hay, hoặc, vì, nhưng) to sequence and link ideas, and comparing how these work with English
* creating comparative lists of vocabulary in Vietnamese and English, which can be used in different contexts, for example, the use of imperatives in a set of instructions (e.g. Đứng lên!; Ngồi xuống!; Mở tập/vở ra!; Nghe và lặp lại), or the frequent use of time and place markers (e.g. ngày xửa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới) in narratives
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##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communicationVC2LV6U04 | * recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using Dạ and thưa or different personal pronouns to indicate politeness, or adding ông, bà, thầy or cô before Vietnamese names, rather than addressing adults with only their given names, to show respect
* noticing that language varies between regions, for example, ốm means ‘sick’ in Northern Vietnamese and ‘thin’ in Southern Vietnamese; bông means ‘cotton’ in Northern Vietnamese and ‘flowers’ in Southern Vietnamese; the words ‘what’, ‘where’, ‘that’, ‘why’ and ‘thus’ are chi, mô, tê, răng and rứa in Central Vietnamese and gì, đâu, kìa, sao and vậy in Northern and Southern Vietnamese
* discussing connections between the Vietnamese language and cultural beliefs, for example, con số hên / số đẹp; ngày tốt / tốt ngày; con Rồng cháu Tiên; Khéo ăn thì no, khéo co thì ấm; Trời nắng tốt dưa, trời mưa tốt lúa
* discussing how language and culture are expressed through song, dance or artworks in Vietnamese-speaking communities, and noticing similarities and differences with Aboriginal and Torres Strait Islander communities
* practising Vietnamese table manners, for example, not eating until the adult starts eating and saying Con mời ba mẹ / ông bà or mời bạn/chị/anh, making no noise from the mouth when eating, learning chopstick manners, and serving with the other end of chopsticks
* exploring how language carries cultural ideas, for example, Tết Nguyên đán = Lunar New Year; Tết Trung thu = Mid-Autumn Festival; đám giỗ = death anniversary; thôi nôi = 1st birthday, đầy tháng = celebration of the first month of birth
* identifying ways in which Vietnamese language and culture influence the lives of Australians, such as Vietnamese cuisine (e.g. nem, phở, bánh mì) and fashion (e.g. áo dài, nón lá)
* understanding the meaning of ‘culture’, how it involves visible elements such as language, symbols, food, national costumes and dancing, and less-visible elements such as attitudes, beliefs and values, and comparing these elements of Vietnamese culture in the Northern, Central and Southern Vietnamese regions, as well as other cultures of Asia
* exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Vietnamese language learning builds on each student’s prior learning and experiences. They work increasingly independently and in groups, and continue to receive feedback and support from their peers and teachers. Students use Vietnamese, in person or in secure, teacher-moderated online environments, to interact and collaborate within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their worlds. Background language learners and second or additional language learners may also interact and collaborate within and beyond the classroom to facilitate learning.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage in an increasing range of contexts to reflect on similarities and differences between Vietnamese, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Vietnamese-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Vietnamese to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Vietnamese and continue to enhance fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Vietnamese text, using some metalanguage. They reflect on how the Vietnamese language, culture and identity are interconnected and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LV8C01 | * sustaining face-to-face and secure, teacher-moderated online conversations, for example, encouraging responses through questions such as Ngoài âm nhạc, bạn còn có sở thích gì khác? Tại sao vậy?; Tôi nghĩ đọc sách rất có ích. Bạn có đồng ý với tôi không?; Bạn thích xem phim hay đọc sách hơn? Tại sao?
* sharing information and opinions with peers in class and in online communities about a range of topics such as friends, family, lifestyles, celebrations, food and health, for example, Mình nên cẩn thận khi làm/kết bạn ở trên mạng; Chúng ta nên ăn uống lành mạnh để có sức khỏe tốt; Chúng ta nên tôn trọng mọi người xung quanh; Chúng ta nên lễ phép với thầy cô giáo
* using descriptive language to discuss contrasting aspects of their personal worlds such as home and school, study and entertainment or discipline and freedom, and justifying opinions, for example, Chúng ta nói tiếng Anh với thầy cô và bạn bè ở trường nhưng nên nói tiếng Việt ở nhà; Chúng ta nên biết cân bằng giữa việc học và giải trí; Gia đình tôi sống rất hòa thuận và vui vẻ; Cuối tuần tôi thường đi bơi hay đi xem phim với bạn bè
* asking and responding to open-ended questions about learning activities or strategies, for example, Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Bạn phải cố gắng tập nghe, tập đọc và tập viết cho nhiều và chú ý cách phát âm.
* summarising different opinions in interactions, for example, Có bạn thì thích phim hành động, có bạn thì thích xem hài kịch
* acknowledging others’ ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, Tôi hiểu ý của bạn nhưng bạn nghĩ sao nếu …
* requesting repetition or asking for and providing clarification, for example, Bạn vui lòng lặp lại / nói lại …?; Bạn vui lòng nói rõ hơn về …?; Bạn nghĩ sao về việc …?; Thưa cô, chữ ‘vẻ mặt’ là dấu hỏi hay dấu ngã?; Thưa thầy, chữ “xin lỗi” dùng dấu ngã phải không ạ?
* initiating written exchanges such as writing to a student in Vietnam, requesting information and responding appropriately, for example, Ở Việt Nam, bạn ăn Tết trong bao lâu? Bên Úc, gia đình mình chỉ ăn Tết vào ngày cuối tuần.
 |
| use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LV8C02 | * participating in authentic cultural experiences in the community, such as an excursion to a Vietnamese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, Mình nên dùng món khai vị gì?; Còn món ăn chính thì sao?; Chúng ta nên ăn tráng miệng bằng trái cây thay cho bánh ngọt; Các bạn nhớ đừng nói chuyện ồn ào khi ăn uống
* collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, for example, Lớp chúng ta nên nấu món gì cho Ngày hội Đa Văn hoá? Cơm chiên và chả giò được không? Mình cần chuẩn bị những gì?
* planning and making arrangements for activities such as outings, using expressions related to place, time and numbers, for example, Các bạn muốn hẹn gặp nhau ở đâu?; Mấy giờ thì mình sẽ đi leo núi?; Mình gặp nhau lúc bảy giờ sáng được không?
* collaborating to create a short children’s story based on a Vietnamese cultural event such as Tết, and reading it to younger learners of Vietnamese
* collaborating to create displays, presentations or performances for family, friends or the school community to showcase Vietnamese learning, for example, singing a song or reciting a poem in Vietnamese (e.g. ‘Xin chào Việt Nam’, ‘Việt Nam quê hương tôi’, ‘Quê hương ba miền’, ‘Hồn quê’)
* participating in a collaborative project such as contributing to a school newsletter, a secure, teacher-moderated blog or a poster to promote awareness of an important issue, for example, creating posters to promote Vietnamese language and culture, and displaying them in local libraries and primary schools
* conducting interviews with Vietnamese-speaking residents in nursing homes on various topics (e.g. migration, life experiences in Australia, career choices, family history), and preparing a presentation using digital tools and apps
* providing feedback using metalanguage to support peers, for example, editing each other's written or spoken texts and work samples, and justifying reasons for editing or changing text
* creating resources to help others, such as a set of helpful hints for new Vietnamese-speaking students or students starting school, travelling to Vietnam for the first time, or teaching a skill step by step
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LV8C03 | * reading and viewing a range of digital and printed texts about Vietnamese special occasions and ceremonies, identifying key points and discussing culture-specific terms and representations, such as Ở Úc, người ta không ăn Tết nhiều ngày như ở Việt Nam
* using reading and viewing strategies to understand and respond to multimodal texts, for example, identifying the gist of an informative text about climate change and responding with a personal action or opinion, such as Mọi gia đình nên tái chế rác thải để bảo vệ môi trường
* viewing a series of images showing people participating in celebrations or festivities, completing a ‘word-phrase-sentence’ thinking routine using information from the images, and then discussing their notes with a partner
* accessing a range of digital and other texts, such as books, advertising images, films, photographs, videos, drama, drawings, webpages, documentaries, news items or interviews, to collate and present information about aspects of Vietnamese and Australian lifestyles, for example, creating a multimodal presentation on Vietnamese teenagers’ fashion and tastes in music
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘It flows’), and identifying false friends or commonly misunderstood terms and phrases in Vietnamese that can cause miscommunication
* responding to a narrative by writing and performing a simple monologue of a main character, demonstrating empathy
* researching and comparing aspects of life in Vietnam and Australia, and presenting this information, for example, researching and comparing ways of transport in Vietnam and Australia and presenting this information in a table
* listening to, viewing and reading a range of texts, including multimodal and digital narratives, such as cartoons, films, comics, stories, poems and songs, and identifying themes, messages and plot, for example, the myth ‘Sơn Tinh – Thủy Tinh’, the poem ‘Làm anh’ and the song ‘Xin chào Việt Nam’
* identifying differences between language use in formal interviews and speeches, and in everyday conversations, and replicating these differences in their own speeches or conversations (e.g. Vui lòng cho biết ý kiến của bạn về vấn đề này? vs. Bạn nghĩ sao về chuyện này?; Xin chào cô và các bạn vs. Lan nè / Ê Lan, khỏe không?)
* identifying alliteration in Vietnamese texts (e.g. vui vẻ; mát mẻ; lanh lợi), and using this in their own creative texts
 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LV8C04 | * discussing strategies for translating difficult words and concepts, such as expanding descriptions or explanations, providing examples to assist meaning or connecting to context to identify the meaning of a word, for example, reading the sentence ‘That tea is strong’ and working out from the context that the meaning of ‘strong’ is đậm, not khoẻ
* comparing choices of language and behaviours when communicating in Vietnamese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Vietnamese-speaking contexts (e.g. Dạ con không dám hứa; Chắc để con xem lại; Con cũng thích món quà này nhưng mà …), or using both hands when giving something to show respect
* comparing their own translations of short texts with those of their classmates, and then comparing both to versions produced by bilingual digital or print dictionaries, discussing reasons for variations and discrepancies, for example, phi trường / sân bay; ga tàu / trạm xe lửa
* reflecting on and explaining which words, expressions or gestures should or should not be incorporated when interacting with Vietnamese speakers or speakers of other languages, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting, or making or avoiding eye contact during conversation
* understanding how to convert informal spoken language such as ai cũng biết hết into the formal register to suit particular purposes and audiences, and experimenting with formal expressions such as mọi người đều biết and như các bạn đã biết
* discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia, for example, ‘roundabout’ is bùng binh, not vòng tròn
* recognising changes required for sentence structure or word use in English–Vietnamese translation, for example, This lesson is too hard to understand – Bài học này khó quá, tôi không hiểu được; I can’t help laughing – Tôi không thể nhịn cười được
* interpreting examples of colloquialisms or slang typically used by young people, such as gấu (partner) and toang (broken)
* comparing humour in Vietnamese comedies with Australian/Western expressions of humour, for example, comparing comedies by Anh Đỗ with Mr Bean and discussing personal responses
* creating Vietnamese glossaries to accompany English texts, such as dự báo thời tiết (weather forecasts), phim tài liệu về thiên nhiên (nature documentary), phim hoạt hình (cartoons), blog du lịch (travel blog) or truyện cổ tích (folktales)
 |

##### Sub-strand: Creating text in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LV8C05 | * reporting, in the form of a recount, a secure, teacher-moderated blog or a multimodal presentation, a personal experience such as a school excursion, a holiday or a local cultural event, using descriptive captions, subtitles or other audiovisual aids to enhance effect
* composing bilingual texts for non-Vietnamese and non-English speakers, for example, menus for Vietnamese restaurants with footnotes in English, or public signs and notices for Vietnamese and Australian contexts, paying attention to aspects of culture
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an itinerary for young Australian travellers to Vietnam, a history of their town, or an explanation of Aboriginal and Torres Strait Islander place names and information about cultural practices, including keywords and key phrases, for example, Bao nhiêu tiền?; Làm ơn chở tôi đến nhà hàng / khách sạn / phi trường; Xin lỗi; Cám ơn
* writing texts such as a diary entry to reflect on an event in a story or film, or an imagined interview with a character from a story or film
* performing in or creating a multimedia video clip of a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting, and creating a scenario and dialogue, such as the poem ‘Làm anh’ or the song ‘Xin chào Việt Nam’
* adapting stories or films to new settings and contexts, imagining how characters might behave and react in different contexts and times
* creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts such as a folktale, short story, drama or film (e.g. ‘Ăn khế trả vàng’; ‘Sơn Tinh – Thuỷ Tinh’)
* creating jingles or songs to well-known or original tunes to entertain peers or a younger audience, for example, choosing a tune from a famous pop song and using key language to create a new song
* creating captions, commentaries or subtitles for short video clips or slideshow presentations of intercultural experiences, such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese-speaking peers and a local Vietnamese-speaking community of school or cultural events
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply conventions of spoken Vietnamese including sounds and tones to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LV8U01 | * applying Vietnamese pronunciation and spelling rules to their own speech and writing to pronounce and spell new words encountered in interactions and texts, for example, if the spelling of the word mười is known, then the spelling of the word người can be determined without knowing its meaning
* experimenting with intonation patterns to distinguish different types of sentences such as statements, questions and exclamations, for example, Con không đi chơi đâu. / Con không đi chơi đâu? / Con không đi chơi đâu!
* distinguishing and making nuances in pronunciation and spelling between some similar diphthongs and triphthongs, for example, chiều cao and cây cau; lỗ mũi and con muỗi; cái túi and trái chuối
* developing features of spoken Vietnamese, including intonation, tone and stress, to increase fluency and enhance expression in a range of activities such as listening to and repeating pronunciation, using digital tools, reading aloud and conversing with a wide range of people
* listening to short interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills
* developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context
* practising ways in which intonation varies according to setting and context, for example, saying the same sentence in different tones (e.g. friendly/unfriendly, respectful/ironic) to change the meaning, such as Hôm nay, em tới sớm thế!
* comparing their own Vietnamese speech patterns with Modern Standard Vietnamese pronunciation, and making adjustments to their pronunciation of certain sounds or tone marks as necessary, for example, g and r; s and x; ch and tr; d, gi and v
 |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LV8U02 | * understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, for example, full stops, commas, exclamation marks, brackets, apostrophes, quotation marks and question marks
* exploring homonyms encountered in texts, such as bò (cow / to crawl), ăn (eat / to win), đỗ/đậu (to pass an exam / bean), bàn (table / to discuss), lợi (to benefit / gum) and đá (to kick / ice)
* understanding the use of được and bị for positive and negative meanings, for example, Em được điểm tốt; Em được thầy cô khen; Em bị bệnh; Cành cây bị gãy
* understanding and using verbs to express modality (e.g. nên, cần and phải), for example, Các em nên chăm học; Chúng ta cần không khí để thở; Học sinh phải mặc đồng phục khi đi học
* using direct and indirect speech conventions, for example, Ba mẹ nói với tôi: “Con nên chăm học” vs. Ba mẹ bảo tôi nên chăm học
* using a range of expressions for indefinite quantities (e.g. hàng ngàn, triệu triệu, vô số, hằng hà sa số, biết bao nhiêu là)
* constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes, for example, Tuyệt vời!; Nhanh tay lên!; Sao chậm quá vậy?; Lạnh quá đi!
* differentiating interrogative forms with tag questions and using them according to context, for example, Em thích ăn cơm chiên/rang không? is a yes/no question to discover whether the other person likes fried rice, and Em thích ăn cơm chiên/rang phải không? is a tag question to confirm that the other person likes fried rice
* recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese the response to the question Em chưa làm bài tập về nhà phải không? (You haven’t done your homework, have you?) would be Dạ phải. Em chưa làm. (Yes, I haven’t), while in English it would be ‘No, I haven’t’
* recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement Hôm nay Lan đi học sớm simply states that Lan came to school early today, while the exclamatory sentence Hôm nay Lan đi học sớm thế/vậy! may suggest surprise or irony
 |
| reflect on the structures and features of Vietnamese, and compare them with English and/or other languages, using some metalanguageVC2LV8U03 | * identifying and comparing language features in Vietnamese and English texts, for example, the use of the first-person point of view and descriptive and emotive language in personal recounts and diary entries
* extending understanding of metalanguage to communicate in Vietnamese and English about word order, verbs and adjectives, for example, Tính từ luôn đi sau danh từ
* exploring the way content is developed in different types of texts in Vietnamese and English, and how ideas and information are structured, for example, identifying headings, paragraphs, topic sentences, elaborations and topic/idea shifts
* applying their understanding of key features of familiar types of Vietnamese and English texts to understand unfamiliar content, for example, in print and digital public announcements, commercials, advertisements or itineraries
* examining structural features of a range of informative and imaginative text types in both Vietnamese and English texts, for example, identifying elements such as paragraphing or conjunctions to sequence and link ideas for cohesion
* teaching younger students or non-Vietnamese speakers about some key differences between the Vietnamese and English languages, using support resources such as flashcards, diagrams, charts or tables
* comparing spoken and written Vietnamese and English texts, for example, a spoken and a print advertisement, or an oral conversation and an email, and explaining how mode relates to linguistic structures and features, and how this affects meaning
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LV8U04 | * identifying Vietnamese and Australian cultural practices, attitudes, beliefs and values presented in diverse situations and contexts, such as in everyday conversations or in television programs, for example, standing up out of respect when an older person enters the room or the eldest person sitting down first
* reflecting on the influence of Vietnamese culture on their sense of identity and communication style, for example, discussing whether they modify their communication style, such as waving a hand instead of arm-crossing or head-bowing, when interacting in English-speaking contexts
* exploring the idea of having another identity when using Vietnamese, English or another language, for example, discussing the use of gestures in one language and not in another, or how they may communicate differently in the same situation in different languages
* discussing, in English, the concept of identity and the use of gender-neutral and gender-inclusive language in Vietnamese, for example, using học trò, học sinh or sinh viên to ensure all students are included
* discussing cultural cues in communication that suggest differences in ideas, traditions or values, for example, the importance of respect as seen in the way Vietnamese people greet each other or address older people (e.g. dạ / thưa / kính thưa)
* understanding that there is language variation across Vietnamese-speaking countries and regions, and reflecting on how this is similar to or different from the connections that Aboriginal and Torres Strait Islander languages have with Country or Place
* comparing cultural elements reflected in language use and social norms, such as body language, volume of voice, and the use of personal space and silence, in different cultural contexts and exchanges
* recognising that some Vietnamese social behaviours may be misinterpreted as a lack of courtesy, for example, smiling instead of saying ‘thank you’, or not opening gifts straight away in front of guests
* sharing understandings of what culture is and of how it relates to language and identity, using statements such as Văn hóa và ngôn ngữ là đặc điểm quan trọng nhất của một quốc gia. Văn hóa tạo ra ngôn ngữ, ngôn ngữ tạo ra văn hóa.
* comparing Vietnamese and Australian cultural practices they see at home, at school or in the community, for example, ways of celebrating the New Year and birthdays
* analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in Vietnamese have changed over time
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Vietnamese language learning builds on each student’s prior learning and experiences. They continue to receive guidance, feedback and support from their peers and teachers. Students use Vietnamese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Vietnamese in local and global settings through authentic community and secure, teacher-moderated online events. Background language learners and second or additional language learners may also support each other in their literacy development.

Students access and create written and spoken texts, increasingly of their own choosing. They access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, simulated social media posts and other multimodal texts. Background language learners may source resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Vietnamese language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in Vietnamese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and evaluate information, ideas and perspectives in texts. They contribute to discussions involving diverse views, negotiate outcomes and compare experiences. They demonstrate understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.

Students incorporate features and conventions of spoken Vietnamese to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language, structures and features to make and predict meaning. They analyse Vietnamese texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning Vietnamese to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to othersVC2LV10C01 | * initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification, for example, Bạn nói vậy có nghĩa là sao?; Những nhà thiết kế thời trang giỏi cần có những tố chất hay kỹ năng gì?; Bạn nghĩ sao về ảnh hưởng của trò chơi điện tử đối với trẻ em?
* extending interactions in face-to-face or secure, teacher-moderated online discussions by inviting others to contribute or provide feedback on their own ideas, for example, Các bạn nghĩ sao về việc học thêm cuối tuần?; Chúng ta nên làm gì để giữ cho tình bạn được lâu dài?; Các bạn nghĩ gì về ý kiến của mình?
* exchanging ideas and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, Chúng em đề nghị căn-tin nhà trường nên bán nhiều thức ăn bổ dưỡng cho học sinh với giá rẻ hơn; Chúng em mong nhà trường sửa sang lại các phòng/nhà vệ sinh cho sạch sẽ hơn; Làm sao cải thiện ý thức bảo vệ môi trường của các bạn học sinh?
* using evaluative language to acknowledge strengths in others’ arguments or provide evidence to justify, contradict, challenge or rebut alternative views in a courteous manner, for example, hay / đúng / thú vị / hợp lý / công bằng lắm; Tôi rất thích cách giải thích của bạn, rõ ràng và hợp lý lắm; Bạn nói có lý nhưng tôi nghĩ rằng …; Lý thuyết thì như vậy, nhưng trên thực tế thì…; Hay là mình thử làm thế này / cách khác xem sao?
* using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, Học thầy không tầy học bạn; Cần cù bù thông minh
* using sympathetic language to signal empathy, restraint or indirect disagreement, for example, Tôi hiểu. Tôi rất thông cảm với bạn …; Thôi bạn đừng buồn nữa …; Thôi được rồi, khoan đã
* adapting their own language use for different audiences or degrees of formality such as moving from informal to formal language, for example, mẹ ơi / ông ơi / bà ơi to thưa mẹ / kính thưa ông bà, or lòng thương người to lòng nhân ái
 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiencesVC2LV10C02 | * organising and participating in real or simulated shopping experiences such as a class shopping trip to a market, using language for negotiating, bargaining, exchanging or returning goods, for example, Có thể giảm giá cho học sinh được không?; Tôi có thể trả lại đồ được không nếu lỡ/đã làm mất hóa đơn mua hàng?; Cái điện thoại này bị nứt màn hình, cô có thể đổi cái mới cho tôi được không?
* role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, Ba mẹ ơi, con muốn đi làm thêm cuối tuần. Không cần thiết đâu, con nên tập trung lo học đi; Thưa cô, vì máy vi tính bị hư nên em chưa làm bài xong, cô có thể cho em nộp bài ngày mai được không ạ?
* negotiating a particular course of action such as planning a day out with a guest, for example, Cuối tuần này có nhiều phim hay lắm, thời tiết cũng thích hợp để đi bơi nữa, các tiệm quần áo cũng đang giảm giá, nhóm mình muốn làm gì? Thôi mình lo đi mua đồ trước đi vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi bơi để tuần sau cũng được mà. Các bạn có đồng ý không?
* participating in simulated interviews and alternately taking the roles of prospective employer and job applicant, for example, Kinh nghiệm của em trong công việc này? Em có kinh nghiệm làm việc ở nhà hàng được hai năm rồi.
* devising a plan and solution for common problems or issues that young people may face such as a ‘pros and cons’ list, for example, lợi ích và tác hại của việc vừa đi học vừa đi làm
* making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, Tôi hay mua đồ điện tử ở tiệm / cửa hàng đó vì chất lượng cao mà giá cả lúc nào cũng rẻ hơn các tiệm khác; Những vật liệu này có thể tái chế được không?
* debating with peers on social, cultural, environmental or educational issues with reference to their own views and values, for example, Có nên bắt buộc học sinh học ngoại ngữ không?; Có phải vào đại học là con đuờng duy nhất dẫn đến thành công?
* being the teacher or buddy and annotating peers’ draft work, offering suggestions about the sequence of ideas, grammatical structures, paragraphs and layout
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LV10C03 | * viewing a range of media sources that present different perspectives on the same issue, such as songs, performances, television programs, advertisements, videos, films, images or documentaries, to discuss a subject such as deforestation, sustainable development or overpopulation, for example, Làm thế nào để giảm nạn phá rừng ở Việt Nam?; Làm thế nào để giảm bớt nạn cháy rừng ở Úc?; Làm thế nào để phân loại rác thải một cách hiệu quả nhất?
* viewing digital or multimodal texts such as infographics, documentaries or presentations, and then critically analysing the texts to prepare responses for a debate on a topic related to social or environmental issues, for example, Điện thoại di động nên bị cấm ở trường
* identifying and comparing how feelings and attitudes are expressed through visual images (e.g. symbolism, colours, composition) and language features (e.g. the use of emotive language in speeches, essays or stories), and then using these language features in their own texts, for example, Tôi thật hạnh phúc khi có mặt ở đây!
* listening to, viewing or reading Aboriginal and Torres Strait Islander stories, and creating an author profile in Vietnamese that connects the themes and ideas from the text to the author’s life or values
* comparing the attitudes, beliefs, values and language of characters in traditional and contemporary Vietnamese arts and entertainment, for example, contrasting the original story ‘Sự Tích Ông Táo’ with its modern comic version, or comparing the way the same story is expressed in the film Ăn Khế Trả Vàng and in the folktale ‘Ăn Khế Trả Vàng’
* conducting surveys and interviews with peers and organising information using graphic organisers, presenting perspectives on topics related to daily life in a pie chart based on the answers to questions, for example, Mỗi ngày bạn mất bao nhiêu thời gian lên mạng?; Bạn sử dụng máy vi tính để làm gì?; Theo bạn, làm thế nào để duy trì lối sống lành mạnh?
* analysing how authors manipulate language features, images, sounds and gestures in Vietnamese songs, picture books, comics, posters, films and performances for a purpose (e.g. to create humour or playfulness), and incorporating some of these elements in a short video or presentation
* investigating information about a significant Vietnamese person or character to create a text about them, for example, writing a script for an imagined interview with a person or character
* presenting information in a multimodal format about their family’s heritage by researching their own biographies, for example, by talking with relatives in Australia and elsewhere to know more about their history or circumstances
 |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LV10C04 | * 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 such as cô, chú, anh, chị and em
* translating written expressions associated with politeness and social behaviours in Vietnamese, for example, opening and closing formal/informal letters with phrases such as Kính thưa giám đốc; Ba mẹ kính yêu; Bạn thân mến; Thân / Thân mến / Thương mến; and Thân chào / Trân trọng kính chào, and comparing them with standard expressions in English, such as ‘Dear …’, ‘Yours sincerely/faithfully’ and ‘Kind regards / Regards’
* viewing English-language films or documentaries with Vietnamese subtitles and vice versa, evaluating the effectiveness of the translations and explaining associated cultural aspects, for example, a documentary about street food
* understanding and using common Sino-Vietnamese words appropriate to context, such as formal occasions, for example, hội phụ nữ, not hội đàn bà; viện dưỡng lão, not nhà người già
* translating a range of texts, such as advertisements, speeches, songs, and story or film extracts, and examining the appropriateness of translation for specific audiences and contexts
* analysing and discussing similarities, differences and cultural influences in common Vietnamese and English idiomatic expressions, for example, Có chí thì nên (Where there’s a will there’s a way); Đừng trông mặt mà bắt hình dong (Don’t judge a book by its cover); đẻ bọc điều (born with a silver spoon in one’s mouth); Dạy con từ thuở còn thơ (Strike while the iron is hot)
* exploring diverse ways in which meaning is conveyed in Vietnamese and English, such as the multiple meanings of words, for example, ‘old’ may be translated as già or cũ, and ngon as ‘tasty’, ‘delicious’, ‘mouth-watering’, ‘scrumptious’ or ‘rich’, and comparing synonyms for verbs, for example, comparing ‘running’, ‘sprinting’, ‘dashing’ and ‘jogging’ with chạy nhanh, chạy vụt and chạy bộ
* translating children’s stories from Vietnamese into English, and vice versa, and discussing how to maintain the original meaning when tailoring texts for different audiences and cultural backgrounds
 |

##### Sub-strand: Creating text in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LV10C05 | * producing a range of texts that reflect Vietnamese attitudes, beliefs and values, for diverse audiences and purposes, with consideration of textual features, for example, a multimedia presentation about the benefits of recycling or a speech about why they should be chosen to go on an exchange trip to Vietnam
* presenting about a social, environmental or cultural issue such as cyberbullying, using graphic organisers to display information and using appropriate referencing conventions
* viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing the script of a speech to present to a group of Vietnamese speakers, introducing the artist and their work
* creating their own imaginative texts such as dialogues, poems, songs or short stories, using an array of cues (e.g. pictures, gestures, music, language) to convey different emotions such as love, happiness, excitement, frustration and sadness
* composing their own imaginative texts such as animated stories, games or short films, with different settings, characters and events, using a range of appropriate vocabulary and expressions, and audiovisual aids for effect
* creating performances that reflect on significant Vietnamese or Australian events or histories, for example, legends such as ‘Thánh Gióng’ and ‘Bánh chưng Bánh dày’, and events such as Tết Nguyên đán, Tết Trung thu, Anzac Day or Harmony Day
* composing spoken or written texts that reflect their own perspectives on Vietnamese attitudes, beliefs and values, such as traditional filial piety and the value of education in the modern context
* creating a multimedia self-profile that captures elements of the experience of learning an additional language or living across languages, communities and cultural traditions
* collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives that reflect their experiences of living in a multicultural and multilingual society
* writing an autobiographical account to share with others, describing key milestones in their own life, such as a visit to family in Vietnam, attending a sporting event or a music concert; getting a learner’s permit; or participating in a cultural celebration, for example, their personal experience of attending the Moon Festival, Multicultural Day or Tết festival
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#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply features and conventions of spoken Vietnamese including intonation, tone, rhythm and sound to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LV10U01 | * recognising and using rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, Con thích cái áo mà mẹ tặng cho con hôm sinh nhât vừa rồi
* applying knowledge of pronunciation, intonation, tone and pace to their own use of spoken Vietnamese for a range of social interactions, such as asking questions or expressing emotions, for example, expressing happiness, sadness, surprise or excitement in Bạn đi Việt Nam một mình hả? Thiệt/Thật không? Thật là tuyệt vời! Thiệt là bất ngờ!
* understanding the challenges of communication associated with clarity and pace in audio texts in certain situations such as station/airport announcements or recorded phone messages, for example, Thưa quý khách, chuyến bay VA123 sẽ khởi hành trong vòng ít phút nữa
* recognising that tone of voice can indicate the relationship between speakers, convey emotion and shape meaning, for example, distinguishing between a compliment and irony in the exclamatory sentence Hôm nay em đến sớm thế!
* experimenting with intonation and stress, improving coherence, and increasing expressive range by singing popular Vietnamese songs or by reading out loud from unfamiliar texts such as newspapers, novels and reports
* identifying the people and factors that influence their own Vietnamese language use and speech patterns, such as parents, teachers, peers and films
 |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas, and conventions appropriate to formality and text typeVC2LV10U02 | * understanding and using abstract nouns, adjectives and verbs to express sophisticated concepts and attitudes, for example, Không gì có thể sánh bằng công ơn và tình thương của cha mẹ đối với con cái
* using specialised vocabulary to discuss a range of topics of interest, such as the environment (e.g. ô nhiễm môi trường, tái chế, năng lượng sạch), technology (e.g. an toàn trên mạng, nhật ký điện tử, mạng lưới toàn cầu) and migration (e.g. tỵ nạn, di dân, định cư, hội nhập, thường trú nhân, quốc tịch)
* using stylistic devices used in Vietnamese to enhance communication, such as rhetorical questions (e.g. Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt sao?), repetition (e.g. đi nhanh, ăn nhanh, nói nhanh), similes (e.g. đẹp như tiên) and personification (e.g. Hôm nay lạnh mặt trời đi ngủ sớm)
* using compound sentence structures to elaborate on ideas and clarify or justify opinions, for example, Con thích đi ăn ở nhà hàng mà mẹ tổ chức sinh nhật cho bà nội lúc bà qua Úc năm rồi vì chỗ đó thức ăn ngon mà lại rẻ nữa
* using a range of sentence endings to soften commands, for example, Học bài đi chứ!; Học bài đi nha!
* understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, such as full stops, commas, exclamation marks, brackets, apostrophes, quotation marks and question marks
* comparing the meaning and use of Vietnamese and English conjunctions (e.g. càng … càng = ‘the more … the more …’ or ‘more and more’; vừa … vừa … = ‘both … and’; chẳng những … mà còn = ‘not only … but also’; không … mà cũng không = ‘neither … nor’), and using them in their own speech and writing
* sequencing and adding ideas, events and actions using a variety of cohesive devices such as ngoài ra, hơn nữa, tuy nhiên and bên cạnh đó
* using pronouns that relate to a person’s position in the family or to extended family relationships (e.g. chị/cô/bà, anh/ông, anh Hai, chị Ba, cô Tư, chú Năm, ông Sáu, bà Bảy)
* using a range of words and expressions to express different levels of certainty in opinions, for example, Tôi đoán / nghĩ / tin / chắc chắn rằng …
* using sympathetic language to signal empathy, restraint or indirect disagreement, for example, Tôi hiểu. Tôi rất thông cảm với bạn …; Thôi bạn đừng buồn nữa …; Thôi được rồi, khoan đã
* understanding and using onomatopoeic words (e.g. ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng) in their own spoken and written texts, for example, sấm chớp ầm ầm; mưa rơi tí tách; gió thổi rì rào; suối chảy róc rách; pháo nổ đì đùng
 |
| reflect on and evaluate Vietnamese texts, using metalanguage to analyse language structures and featuresVC2LV10U03 | * analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain
* identifying appropriate salutations, depending on their personal relationship or social ranking, in specific text types such as emails, speeches or interviews, for example, Kính thưa … / Thưa …; … thân mến/thương mến; kính chào/chào …
* explaining their selection of vocabulary and grammatical and textual features in terms of their intended purpose and audience when composing texts such as emails, songs, slogans or public signs
* understanding and transforming texts to suit different purposes (e.g. to persuade/entertain), different audiences (e.g. children, adolescents, Vietnamese/Australian people) and different types of texts (e.g. articles, reports, speeches)
* exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, tổ quốc (đất nước), phụ mẫu (cha mẹ), phụ nữ (đàn bà), huynh đệ (anh em), phi trường (sân bay), lương thực (đồ ăn)
* comparing the meaning and use of Vietnamese and English conjunctions (e.g. càng … càng = ‘the more … the more …’ or ‘more and more’; vừa … vừa … = ‘both … and’; chẳng những … mà còn = ‘not only … but also’; không … mà cũng không = ‘neither … nor’), and using them in their own speech and writing
* identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, a rhetorical question such as Chẳng lẽ chúng ta chịu bó tay sao? to call for action, or truyền thống tôn sư trọng đạo to promote the value of education
* exploring the influence of popular culture on Vietnamese language spoken in Vietnam and overseas through the development of new vocabulary (e.g. phong cách / thời trang Hàn quốc; truyện tranh Nhật Bản; nhạc R&B / hiphop)
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LV10U04 | * reflecting on their own cultural identity in terms of family background, community relationships and contact with languages, including contact with Vietnamese and other languages and cultures, tracking changes over time or context
* gathering examples of language(s) used by various people in different contexts, including the Vietnamese language spoken in different social/age groups and in different places, and discussing how the examples reveal aspects of identity
* explaining how cultural assumptions influence meaning, for example, the action of hugging as an indication of friendliness in English-speaking contexts versus gender intimacy in Vietnamese-speaking contexts
* discussing elements of successful intercultural communication, for example, flexibility and awareness of differences in cultural and religious practices such as thờ cúng tổ tiên
* considering their own and others’ responses and reactions in Vietnamese–English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, knowing that Vietnamese-speaking people generally like to avoid conflict and use expressions such as Tôi e rằng … or Bạn nói cũng có lý nhưng mà …, whereas English speakers may prefer to be more direct
* listening to and/or reading examples of an Acknowledgement of Country in Vietnamese and creating their own version that names the local Country for a Vietnamese-speaking audience
* exploring how cultural concepts such as respect for authority influence Vietnamese communicative practices, for example, not making eye contact or not expressing strongly opposing personal views when interacting with someone more senior to themselves
* investigating significant attitudes, beliefs and values that are reflected in different forms of media such as the internet, arts and entertainment, and legends such as ‘Thánh Gióng’ and ‘Bánh chưng Bánh dày’
* recognising and analysing similarities or differences that might be culturally significant across cultures, for example, similarities such as the use of the heart as a symbol of love or doves as a symbol of peace, and differences such as the use of the colour white to signify purity in Western cultures but bad luck in certain contexts in Eastern cultures
* discussing the importance of respect and politeness in Vietnamese culture, for example, using specific titles, gestures and language, and noticing that the pronouns quý vị and quý khách can be used in a formal context with any guests/customers, regardless of gender, age or status
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# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Vietnamese language, and this will be influenced by the students’ background and by their prior experiences of language learning. Students use Vietnamese to describe their personal worlds and to interact and collaborate with their teachers and peers, in person or in secure, teacher-moderated online environments, within and beyond the classroom.

Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback. Background language learners and second or additional language learners may work collaboratively to facilitate learning. Background language learners may also interact in Vietnamese within their family and in their local community.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated blog posts and magazines. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage to reflect on similarities and differences in language structures and features between Vietnamese, English and/or other languages. They recognise the difference between using the Roman alphabet in Vietnamese and English, including the use of diacritical marks. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Vietnamese to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Vietnamese or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences, grammatical structures and some textual conventions to create Vietnamese texts appropriate to audience.

Students begin to use pronunciation, intonation, tone and rhythm in spoken Vietnamese to develop fluency. They demonstrate understanding that Vietnamese has conventions for non-verbal, spoken and written communication. They comment on aspects of Vietnamese and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Vietnamese

##### 7–10 Sequence sub-strand: Interacting in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LV8CM01 | * greeting and farewelling others and expressing states of wellbeing, appreciation and wishes, using formal or informal language appropriate for peers, teachers and family members, for example, Chào thầy/cô; Bạn khỏe không? Tôi khỏe. Cám ơn. Còn bạn thế nào?; Chúc mừng sinh nhật; Chúc mừng năm mới
* introducing themselves, family members or possessions, for example, Em tên là Nam. Em mười hai tuổi. Em học lớp bảy, trường trung học Newford. Em ở Green Fields. Gia đình em có bốn người. Ba em là giáo viên. Đây là anh Trung, chị Lan, ba mẹ em. Đây là thầy/cô của em.
* discussing plans and daily routines, for example, Cuối tuần bạn làm gì?; Tôi đi chợ với gia đình
* exchanging information with peers in face-to-face and secure, teacher-moderated online conversations about their personal interests, for example, Bạn thích ăn món gì?; Bạn thích uống gì?
* expressing likes, dislikes and preferences, for example, Tôi thích ăn cơm; Tôi không thích uống nước ngọt
* using some expressions and spontaneous exclamations when interacting with peers, to show interest and comprehension and to fill pauses, for example, Hay lắm!; Được rồi!
* exchanging emails and posts on secure, teacher-moderated shared websites or blogs that highlight school, home or social activities
* exchanging information about special events or special community celebrations, for example, Bạn sẽ mua món quà gì biếu ba của bạn nhân Ngày Nhớ Ơn Cha?; Bữa tiệc sinh nhật của tôi là vào tuần tới; Bạn đã thăm ai trong kỳ nghỉ?
 |
| develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LV8CM02 | * expressing opinions on classwork and school life, for example, Giờ học tiếng Việt rất vui; Buổi đi cắm trại rất thú vị; Nhà vệ sinh rất sạch; Căn-tin có đồ ăn ngon
* requesting help or support, for example, Bạn làm ơn cho tôi/tớ mượn cây/cái viết / bút chì; Xin cô giúp em
* participating in classroom exchanges by asking and responding to questions about school life, subjects, teachers and friends, for example, Bạn mới tên gì vậy?; Bạn thích học môn gì?; Khi nào có giờ toán?; Bạn làm bài xong chưa? Xong rồi / Chưa xong.
* developing language appropriate to classroom routines, such as responding during roll call, for example, Chào thầy/cô … Dạ có mặt / Dạ bạn Nam vắng mặt.
* following instructions, for example, Xếp hàng; Vào lớp; Mở tập/vở ra; Đứng lên; Ngồi xuống; Im lặng
* asking for permission and making apologies, for example, Thưa cô cho em đi vệ sinh; Xin lỗi cô, em tới trễ/muộn
* using repair strategies such as asking for repetition or specific details of tasks and expressing lack of knowledge, for example, Xin lỗi, bạn vừa nói gì?; Xin lỗi, bạn lặp / nhắc lại được không?
* using active listening and turn-taking strategies, such as Bạn có đồng ý không?
 |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LV8CM03 | * planning home and school events (e.g. Moon/Lantern/Children’s Festival, birthday party, group presentation), and exchanging information about date, time, place, activities and participants, for example, Khi nào là sinh nhật của bạn? Sinh nhật của tôi là thứ Bảy 23 tháng 10 lúc 7 giờ tối.; Ba ơi, chủ nhật này là Tết Trung thu. Mấy giờ mình đi chơi? Mười một giờ sáng.
* politely accepting or declining an invitation, for example, Cảm ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn; Xin lỗi, tôi không đến được vì tôi bị bệnh/ốm
* making real or simulated transactions such as purchasing goods, ordering food or requesting services, for example, Xin lỗi, cô cần gì?; Cái áo này bao nhiêu tiền?; Có số/cỡ nhỏ/lớn hơn không?; Vé xe lửa đi city bao nhiêu tiền?
* collaborating to create displays, presentations or performances for family, friends or school community, to showcase Vietnamese learning, such as singing a song in Vietnamese or reciting a poem (e.g. ‘Xin chào Việt Nam’; ‘Việt Nam quê hương tôi’; ‘Quê hương ba miền’; ‘Hồn quê’)
* participating in a real or simulated outing to a Vietnamese restaurant, discussing the menu, and food and drink preferences with friends, and ordering in a culturally appropriate way, for example, Bạn muốn ăn món gì? Cơm chiên/rang.; Bạn muốn uống nước dừa hoặc nước lạnh? Nước dừa.
* contributing to a secure, school-created blog to communicate with other students learning Vietnamese, and sharing ideas to plan and organise a Vietnamese cultural day at school
* planning and participating in activities that combine language and cultural elements, such as an excursion to a Vietnamese exhibition, film festival, performance or community event
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##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LV8CM04 | * viewing a range of written and spoken sources to locate and summarise key ideas, such as notices, results of class surveys, reports, phone messages, announcements and/or television advertisements, and then using tools such as tables, charts and concept maps to organise and sequence information
* gathering information about aspects of Vietnam, for example, weather, vegetation, wildlife, or popular foods and drinks, and using the information in new ways, for example, creating a poster or multimodal presentation to promote travel to Vietnam
* viewing a range of visual texts, such as photos, pictures and videos clips that depict special Vietnamese occasions and ceremonies, and conducting a ‘see-think-wonder’ thinking routine to support a discussion about culturally specific terms and representations, for example, how Tết is celebrated in Vietnam and Australia
* noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung term Wurdi Youang, meaning ‘big hill’, and then discussing the names of Vietnamese landforms that also denote physical characteristics, such as sông Hồng, sông Hương, sông Cửu Long and đèo Ngang
* identifying and describing settings, characters, events and key ideas in imaginative texts by asking and responding to questions formed with question words such as ở đâu, khi nào, ai and làm gì, or by producing a profile of a character or a timeline of events
* reading and viewing imaginative texts such as folktales, legendary films and Vietnamese photo series, and performing scenes that illustrate aspects of the characters’ attitudes, personality or reactions, the story’s ending or the writer’s messages
* illustrating an extract from a text by selecting images such as a picture, colour, symbol or emoticon to reflect the content, mood or key message of the text, and explaining the reasons for selections
* listening to Vietnamese versions of English-language songs (e.g. ‘Chúc mừng sinh nhật’, ‘Xin chào Việt Nam’), and then comparing aspects of each version, such as language use and cultural representations
* interpreting the actions and behaviours of characters in multimedia texts such as cartoons, video clips or films (without listening to the original scripted dialogue) to imagine the text content and participants’ relationships, and then creating the imagined conversations between the participants
* interviewing family or local Vietnamese-speaking community members, or using secure, teacher-moderated online resources to research aspects of Vietnamese cultural practices, history, natural environment (e.g. cúng ông bà, cúng giao thừa) or tourist attractions (e.g. vịnh Hạ Long, phố cổ Hội An), and using this information in their own short reports
 |
| develop and apply strategies to interpret and respond to Vietnamese texts, and to convey meaning and intercultural understanding in Vietnamese in familiar contextsVC2LV8CM05 | * comparing translations of familiar texts such as children’s stories or advertisements and considering whether meaning can be changed or lost in the translation process
* identifying words or phrases that are difficult to translate, for example, food items (e.g. bánh chưng, bánh tét, bánh xèo, phở) or traditional practices (e.g. cúng ông bà, cúng giỗ, coi ngày, coi tuổi), and explaining reasons for this difficulty, such as the lack of equivalent concepts or practices in Vietnamese and English
* learning to use bilingual dictionaries and digital translation tools, and identifying issues such as multiple meanings of words and the need to consider context or grammar to select the relevant meaning, for example, đá banh (kick the ball), nước đá (iced water), cục đá (stone)
* making and using bilingual resources for language learning, such as glossaries, personal Vietnamese–English and English–Vietnamese print or online flashcards, or bilingual games
* comparing appropriate ways of communicating in Vietnamese and non-Vietnamese contexts, for example, using different titles to address a teacher by their given name in Vietnamese but by their family name in English, for example, Thầy Tùng vs. Mr Nguyen, Cô Hoa vs. Ms Tran
* examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, understanding that terms such as chú, cô, dì and bác indicate informality when addressing an unrelated person and that this reflects the value of family in Vietnamese culture
 |

##### 7–10 Sequence sub-strand: Creating text in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventionsVC2LV8CM06 | * presenting a report in multimodal or digital form using graphics to support meaning, such as a report about personal interests or experiences, for example, their favourite music, singer, film, book or holiday
* producing a poster or a digital brochure for a cultural event in Vietnam or Australia, such as hội chợ Tết, Tết Trung thu or Harmony Day
* creating Vietnamese subtitles for short video clips or descriptions for slideshow presentations of intercultural experiences (e.g. going on an overseas holiday, attending a wedding ceremony, giving or accepting a gift) or a cultural event for peers and/or the school/local community
* creating a print or digital advertisement or travel brochure in Vietnamese for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear
* creating a story in the form of a photo slideshow, using modelled language and speech bubbles, captions or other audiovisual aids to enhance its impact
* creating the next scene, a new character or an alternative ending for a Vietnamese imaginative text such as a folktale, short story, drama or film
* writing and performing scripted scenarios that involve challenging situations or intercultural encounters, using gestures, facial expressions and props to build mood and explore relationships and emotions
* composing songs, jingles, posters or video clips to promote real or imagined Australian products for a Vietnamese market
* participating in an imagined dialogue between characters from a story, and performing it for the class
* mapping their own linguistic and cultural profiles, for example, by creating a family tree or a secure, teacher-moderated web profile to highlight formative elements such as family languages, key relationships and intercultural experiences
 |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Vietnamese including tones, rhythm, pronunciation and intonation, to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LV8UL01 | * exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet (ă, â, ê, ô, ơ, ư, đ) and English letters that have no equivalent in the Vietnamese alphabet, such as f, w and z
* reading, listening to and reproducing Vietnamese words with different tone marks, recognising that Vietnamese is a tonal language, and understanding that tone changes affect the meaning of a word, for example, ma (ghost), mà (but/that), má (mother), mả (grave), mã (horse), mạ (rice seedling)
* recognising that Vietnamese has different regional varieties and accents such as Northern, Central and Southern Vietnamese, for example, má/mẹ/mạ, ba/bố/tía, dứa/thơm/khóm
* identifying similarities in the pronunciation of loan words in Vietnamese from different languages (e.g. ga ra, tivi, video, phim, bò bít tết, xà phòng)
* identifying words with the same syllables, including monophthongs, diphthongs and triphthongs (e.g. đi thi, nho nhỏ, đo đỏ, ngày nay, máy bay, cười tươi), and developing awareness of sound–letter relationships and Vietnamese spelling rules
* differentiating between consonant blends that are pronounced similarly, such as ch and tr, d and gi, and s and x (e.g. che chở vs. trường học; đôi dép vs. giữ nhà; cá sấu vs. xấu quá)
* using digital tools to check the correct pronunciation of Vietnamese, and using voice-recording software to check their own tone and intonation to develop fluency
 |
| apply understanding of tone marks and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LV8UL02 | * using punctuation conventions such as full stops, capital letters, exclamations marks and question marks
* applying Vietnamese spelling rules, including adding or changing initial consonants, vowels or tone marks to form new words, for example, ai, hai, cái, đi thi, hai tai, mười người, no nê, nho nhỏ, gió to, tươi cười
* understanding and applying the rules of compound-word formation (e.g. trường + học = trường học; xe + đạp = xe đạp), and using these rules to generate new words
* using adjectives in comparative and superlative forms, for example, già – trẻ, rộng lớn – nhỏ, vui – buồn, mắc/đắt – rẻ, tốt – xấu and đẹp – đẹp hơn – đẹp nhất
* using conjunctions to join phrases and sentences, for example, Tôi và bạn, Bạn thích đi bơi hay đi xem phim? Tôi không thích đi bơi nhưng thích đi xem phim.
* expressing plural forms such as hai bạn, ba cái nhà and nhiều người
* using adverbs to modify verbs and adjectives, and to indicate time, for example, chạy nhanh, học giỏi, hát hay, đẹp lắm, hay quá, hôm qua, hôm nay, ngày mai, tuần rồi, tháng tới
* using simple sentence structures such as affirmative, negative and interrogative sentences, including closed and open-ended questions with ai, cái gì, gì, nào and ở đâu, for example, Tôi thích ăn cơm; Tôi không thích ăn cháo; Bạn thích ăn cơm không?; Bạn thích ăn món gì?; Lớp bạn ở đâu?
* recognising and using appropriate words for personal pronouns and terms of address for diverse speakers in different contexts, for example, con, cháu, em, tôi, ông, bà, anh and chị can be used to indicate the first or second person depending on relationships
* using some honorific words or markers to express courtesy (e.g. dạ, dạ có, dạ không, thưa, ạ)
* exploring and using synonyms, for example, đẹp / xinh; vui đùa / vui chơi, and antonyms, for example, tốt – xấu; mới – cũ; ngày – đêm; nóng – lạnh; tối – sáng; mắc/đắt – rẻ
* experimenting with the use of prepositions such as trên, dưới, trong, ngoài, ở giữa, bên trái and bên phải, for example, ở trên trời; ở trên bàn; ở dưới đất; ở nhà; ở thành phố; ở ngoài đường
* recognising possessive cases using the ‘noun + pronoun/noun’ formation or của, for example, ba mẹ của tôi; anh/chị của tôi; nhà/trường/lớp của tôi
* understanding and describing past, current and future events using appropriate terms for time expressions such as đã, sẽ, đang, chưa and rồi, for example, Tôi ăn rồi; Tôi đã ăn sáng rồi; Tôi sẽ ăn sáng lúc chín giờ; Tôi chưa ăn sáng; Tôi đang ăn sáng
 |
| compare the structures and features of Vietnamese with English and/or other languages using some metalanguageVC2LV8UL03 | * discussing aspects of grammar using metalanguage in Vietnamese or English, such as danh từ – noun, động từ – verb, tính từ – adjective, chủ ngữ – subject, and vị ngữ – predicate
* identifying the audience and purpose of short familiar texts in Vietnamese and English, such as messages, notes, signs, instructions, personal emails/letters, advertisements, announcements, recipes, legends and songs (e.g. ‘Xin chào Việt Nam’, ‘Chúc Mừng Năm Mớ’i’, ‘Tấm Cám’, ‘Sơn Tinh – Thuỷ Tinh’)
* recognising structural features of familiar personal, informative and imaginative Vietnamese and English texts, for example, the date on diary entries and letters, titles for stories, and greetings in emails or conversations, for example, ngày …, tháng …, năm …; Nhật ký thân mến; Chào bạn; hẹn găp lại; sẽ viết tiếp cho nhật ký
* understanding that personal pronouns in Vietnamese do not change according to their grammatical function as in English, for example, Anh ấy biết tên tôi – He knows my name; Tôi biết anh ấy – I know him; Kim đã giúp tôi – Kim helped me
* exploring and using the pluralisation of nouns, for example, hai cái áo and các / nhiều / những căn nhà, making connections and comparisons between Vietnamese and English
* understanding the position of nouns and adjectives in Vietnamese compared with English, for example, một học sinh giỏi – a good student
* discussing ways in which different grammatical elements are used for different textual purposes, such as the use of imperatives in a set of instructions and comparing this with English, for example, Đứng lên. Ngồi xuống. Mở tập/vở ra. Nghe và lặp lại.
* translating information such as menus, school timetables, directions, and school and public signs or notices, and recognising and explaining similarities and differences in language structures, for example, cơm chiên/rang – fried rice, trạm xe lửa/ga tàu – train station, Ngày Làm Sạch Nước Úc – Clean Up Australia Day
* understanding that languages and cultures change continuously in response to new ideas, social change and technological development, and finding examples of this in Vietnamese and English, such as phrases and concepts, or loan words that have been created as a result of contact with other cultures, for example, In tơ nét (internet) and ti vi (TV) in Vietnamese; ‘banh mi’ and ‘pho’ in English
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##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LV8UL04 | * reflecting on the experience of learning and using Vietnamese and its impact on their own identity, for example, becoming more aware of levels of formality and politeness with those older than themselves
* exploring the idea of having another identity when using Vietnamese, English or another language, for example, discussing the use of gestures in one language and not in another, or how they may communicate differently in the same situation in different languages
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese speakers express disagreement (e.g. Tôi không nghĩ vậy), or the importance of respect as seen in the way Vietnamese speakers address those more senior to themselves using dạ / dạ có / chào cô / thưa thầy / vâng ạ
* exploring the use of the pronouns ông, bà, anh and chị in contemporary Vietnamese society, and discussing how gender identity can influence linguistic choices
* discussing in English the concept of identity and the use of gender-neutral and gender-inclusive language in Vietnamese, for example, the use of học trò, học sinh or sinh viên to ensure all students are included
* discussing the importance of respect and politeness in Vietnamese culture, for example, using specific titles, gestures and language, and noticing that the suffixes nhà, vị and ngài can be used with anyone’s name, except their own, regardless of gender, age or status
* understanding that there is language variation across Vietnamese-speaking countries and regions, and reflecting on how this is similar to or different from the connections that Aboriginal and Torres Strait Islander languages have with Country or Place
* recognising the influence of English language and culture on their own Vietnamese-language use, including writing Vietnamese names (e.g. ‘Lan Thanh Nguyen’ instead of Nguyễn Thanh Lan)
* discussing how values such as politeness, affection or respect are conveyed in Vietnamese, for example, by comparing interactions in their family with interactions they observe in non-Vietnamese-speaking families, and the use of terms of affection such as dễ thương or đáng quí
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## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, Vietnamese language learning builds on each student’s prior learning and experiences. Students use Vietnamese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Vietnamese in local and global settings through authentic community and secure, teacher-moderated online events. Students continue to receive guidance, modelling, feedback and support from their peers and teachers. Background language learners and second or additional language learners may also support each other in their literacy development.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts. These may include textbooks, audio and video clips, magazines and images, online and print articles, and secure, teacher-moderated social media. Background language learners may source texts and other resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Vietnamese language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Vietnamese to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Vietnamese or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Vietnamese to create texts.

Students apply features and conventions of spoken Vietnamese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Vietnamese texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Vietnamese, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Vietnamese

##### 7–10 Sequence sub-strand: Interacting in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LV10CM01 | * asking and responding to questions to discuss opinions on familiar topics such as friendship, leisure activities, everyday life and special events, for example, Ngày hội thể thao của trường bạn thế nào? Ngày hội thể thao của trường mình rất vui.; Bạn thích nghe nhạc nào? Mình thích nghe nhạc trẻ.
* sharing information about personal experiences, for example, Đường phố ở Úc rất đẹp và sạch sẽ; Tôi thích đi Việt Nam vì có nhiều thứ rẻ và đẹp
* comparing and discussing their future plans and aspirations with others, for example, Tôi muốn học đại học, còn bạn? Tôi muốn trở thành giáo viên. Còn bạn thích làm nghề gì?
* using strategies to sustain face-to-face and secure, teacher-moderated online conversations, for example, encouraging responses through questions such as Bạn thấy phim này thế nào? and Tại sao bạn thích ca sĩ này?
* expressing opinions on an event or performance, for example, responding to a cultural celebration such as Tết Trung thu or Hội chợ Tết
* interacting in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, or complaining about services, for example, Xin lỗi. Tôi bị mất hành lý. Ông làm ơn giúp tôi được không?
* using different forms to record their own views in an email to the editor or a secure, teacher-moderated blog post
 |
| use Vietnamese language in exchanges to question, offer ideas and opinions, negotiate, compare and discussVC2LV10CM02 | * discussing aspects of school life, for example, opinions about school rules, school expectations and subjects offered in Vietnamese and/or Australian schools
* using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on ideas, respecting others’ opinions, and challenging alternative views in a polite manner, if necessary, for example, Bạn nghĩ sao?; Bạn có nghĩ giống/khác mình không?; Cảm ơn bạn cho mình ý kiến; Bạn nói đúng lắm; Bạn nói đúng nhưng mình nghĩ rằng …; Mình thử làm thế này / cách khác được không?
* corresponding with peers via a secure, teacher-moderated online forum, reflecting on their experience of Vietnamese language learning, for example, Nhiều người Việt coi trọng giáo dục; Nhờ nói tiếng Việt với gia đình từ nhỏ nên bây giờ tôi nói tiếng Việt rất giỏi
* discussing concern or support for social or environmental issues such as ô nhiễm môi trường, tái chế rác thải, hiện tượng nhà kính and nóng lên toàn cầu
* discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media, or parental expectations, and identifying points of agreement or disagreement, for example, Tôi nghĩ tôi không cần điện thoại di động trong lớp học
* participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of 4 corners, where students move according to their opinion and then respond to others in opposing corners
* asking and responding to open-ended questions about learning activities or strategies, for example, Bài làm về nhà cho môn tiếng Việt là gì? Mình phải đọc và trả lời cho bài Tết Trung thu.
* participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, Bạn thích làm việc gì trong thư viện? Tôi thích xếp lại sách.
 |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LV10CM03 | * organising events such as class excursions, school performances or social events, and negotiating options to reach agreement, for example, Các bạn muốn đi sở thú / vườn bách thú hay viện bảo tàng?; Chúng mình nên tham gia ngày hội Đa Văn hoá của trường?; Chúng mình nên múa quạt hay múa nón?; Chúng mình nên mặc áo dài hay áo bà ba?; Chúng mình nên đổi qua bài hát “Mừng Xuân” vì nó vui hơn
* making transactions in authentic, simulated or secure, teacher-moderated online situations, such as purchasing clothing items or electronic devices using language for persuading, negotiating, bargaining, and exchanging or returning goods, for example, Có thể giảm giá không?; Em không thích màu tím; Chị làm ơn đổi lại cây viết/cái bút màu cam cho em
* planning for real or simulated Vietnamese visitors to the school, for example, preparing print or digital informative materials, preparing welcome speeches or conducting school tours
* raising an issue relating to the organisation of an event and negotiating a solution, for example, Tại sao chúng mình không làm sinh nhật cho Lan ở nhà hàng? Mình thấy làm ở nhà hàng chật chội lắm. Vậy mình làm BBQ ở công viên đi. Ở đó rất rộng rãi.
* participating in virtual scenarios related to travelling to Vietnam, such as booking, changing or confirming a flight, tours or accommodation, or exchanging currency, for example, Khi nào có chuyến bay đi Việt Nam? Tôi muốn mua vé đi Việt Nam ngày 20 tháng 12.; Tôi cần đặt cọc trước bao nhiêu tiền? Khi nào thì phải trả hết tiền?; Gia đình tôi muốn đặt hai phòng cho bốn người, từ ngày 20 đến 27 tháng 12; Một trăm đô Úc đổi được bao nhiêu tiền Việt Nam?
* reflecting on their experience of studying Vietnamese at school, discussing progress, challenges and achievements, for example, Em thấy nói tiếng Việt với mẹ ở nhà thì dễ, nhưng học ngữ pháp tiếng Việt ở trường hơi khó
* organising a real or simulated interview with a local celebrity, significant Vietnamese speaker or Vietnamese-speaking community member by researching the person’s achievements and discussing with peers the appropriate questions to ask
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##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LV10CM04 | * summarising and evaluating information obtained from a range of sources for a research project, for example, finding information about Vietnam from a cookbook and a documentary, and discussing similarities and differences in the information obtained
* accessing a range of digital and other texts such as books, ebooks, webpages, documentaries, news items or interviews, to collate and present information about aspects of Vietnamese and Australian lifestyles, for example, creating a multimodal presentation on Vietnamese teenagers’ fashion and tastes in music
* compiling information through surveys, structured interviews or other research with classmates or online Vietnamese-speaking contacts in a secure, teacher-moderated online environment, to compare a range of perspectives on teenage interests and social or cultural issues, for example, researching attitudes to sport or cultural practices such as Tết Trung thu, comparing perspectives and explaining possible reasons for differences, and reporting findings back to class
* reading or viewing Aboriginal or Torres Strait Islander authors’ stories in English, and creating an author profile in Vietnamese that connects the themes and ideas from each text to the author’s life or values
* listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Vietnamese, and creating and presenting their personal profile to the class
* listening to and viewing short informative texts such as documentaries, video clips or news reports, and listing keywords and points of information to be reused in their own newsflash or multimodal presentation
* responding to events and characters in imaginative texts by writing a diary entry or a secure, teacher-moderated blog reflecting on an event in a story or film, or creating a new ending to a story
* collecting examples of good news or success stories related to their school, home or local community, and sharing their findings in formats such as digital displays or newsletter contributions, for example, sporting achievements or successful fundraising
* reading, viewing and describing key messages, beliefs and values in traditional texts in Vietnamese, such as legends, fables, folktales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folktale ‘Tấm Cám’ with the English version of ‘Cinderella’ and discussing the reasons behind similar and different moral attitudes, beliefs and values
* viewing and listening to television series or songs, such as ‘Xin chào Việt Nam’ and ‘Sài Gòn đẹp lắm’, and discussing aspects that are similar to or different from their own cultures
 |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LV10CM05 | * comparing and discussing various translations of common words, phrases and expressions, for example, cà phê đậm (strong coffee) and người khỏe mạnh (a strong person); thời tiết nóng nực (hot weather) and ớt cay (hot chilli)
* finding examples of expressions in Australian English that do not translate easily into Vietnamese, such as ‘the bush’, ‘a formal’ and ‘schoolies’, explaining reasons for the lack of equivalence
* interpreting and translating a range of texts from Vietnamese into English, and vice versa, using and evaluating translation resources such as secure online translation tools and print/digital dictionaries
* creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, Tết Nguyên đán; Tết Trung thu; chúc mừng năm mới; chúc mọi người vui khoẻ; chúc mừng sinh nhật; trăm năm hạnh phúc; sống lâu trăm tuổi
* translating and interpreting short texts such as announcements, advertisements, articles or extracts from stories or films, considering audience and context, and reflecting on how cultural elements are encoded in common words and expressions, for example, the use of family terms, titles, and terms of address such as anh, chị, cô, chú, tôi and em
* explaining which words, expressions or gestures should or should not be incorporated when interacting in Vietnamese, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting, making eye contact during conversation, or not pointing
* explaining terms used to describe common features of schooling in Vietnam, for example, those related to curriculum or assessment and reporting, such as chương trình, sách giáo khoa, bài kiểm tra, học bạ and bằng cấp, and comparing these with similar terms used for Australian schooling
* comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing dân ca with nhạc trẻ or trò chơi
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##### 7–10 Sequence sub-strand: Creating text in Vietnamese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesVC2LV10CM06 | * presenting information in spoken or written texts targeting particular audiences, and aligning language choice and text structure to purpose and topics, for example, announcing and promoting an event, reporting on a favourite song or short video clip, or creating a virtual tour or multimodal presentation to introduce the school to Year 7 students
* creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying keywords, key phrases and information about cultural practices, for example, Bao nhiêu tiền?; Phòng/Nhà vệ sinh ở đâu?; Chở tôi đến nhà hàng / khách sạn / sân bay; xin lỗi; cám ơn
* composing bilingual texts for specific audiences and purposes, for example, a game for young Vietnamese learners, invitations to a class/social event, posters for a performance, or a presentation about the school for a visiting group of exchange students
* listening to and/or reading examples of an Acknowledgement of Country in Vietnamese and creating their own version that names the local Country (the land on which they are learning from) for a Vietnamese-speaking audience
* writing a journal entry, or contributing to a school newsletter in Vietnamese reflecting on the impact of a visit to a significant cultural location on an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site
* recreating imaginative stories in different formats including new aspects to the text, such as a new character or setting or an alternative ending, and using descriptive and emotive language to engage the audience, for example, tuyệt vời, hiền lành, duyên dáng, buồn, vui, thú vị, nhàm chán
* writing a real or imagined autobiography, reflecting on significant people, events, influences or milestones in their lives, for example, Năm 1984, một chiếc tàu đã vớt tôi và đưa tôi đến Úc
* creating a range of texts to entertain particular audiences, for example, songs, skits, cartoons, video clips, graphic stories and children’s books for young Vietnamese learners
* creating and performing skits that involve characterisation, context and dramatic tension, for example, plays demonstrating a generation gap or family/friendship issues
* composing and presenting a cultural exhibition or performance in Vietnamese for members of the school community, providing English-language support in the form of captions or recorded/live commentaries
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#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| apply features and conventions of spoken Vietnamese such as intonation, tone, rhythm and sound to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LV10UL01 | * recognising the differences in intonation between statements, questions and exclamations, such as Con không đi chơi đâu. / Con không đi chơi đâu à? / Con không đi chơi đâu!
* applying appropriate pauses and intonation to signal clause boundaries and emphasis, for example, Em thích học môn tiếng Việt vì các tiết học của lớp em rất thú vị và hấp dẫn
* identifying variations in pronunciation from different regions (e.g. Northern, Central, Southern), for example, different ways of pronouncing dấu hỏi and dấu ngã; s and x; ch as tr; v, gi and d; and final consonants such as -t and -c in khuôn mặt and mặc áo
* understanding that spelling follows standardised rules even though there are some variations in pronunciation across different regions of Vietnam
* recognising the challenges of communication associated with clarity and pace in audio texts in certain situations, such as station/airport announcements or recorded phone messages, for example, Thưa quý khách, chuyến bay VA123 sẽ khởi hành trong vòng ít phút nữa
* developing features of spoken Vietnamese, including intonation, tone and stress, to increase fluency and enhance expression in a range of activities such as listening to and repeating pronunciation using digital tools
* experimenting with intonation and stress, improving coherence and increasing expressive range by singing popular Vietnamese songs or by reading aloud from unfamiliar texts such as newspapers, novels and reports
* listening to and/or reading examples of an Acknowledgement of Country in Vietnamese and creating their own version that names the local Country for a Vietnamese-speaking audience
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| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LV10UL02 | * understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, such as full stops, commas, exclamation marks, brackets, apostrophes, quotation marks and question marks
* understanding and applying spelling rules for special cases, such as the initial consonant k and the consonant clusters kh, gh and ngh, which can go with the vowels i, e and ê only (e.g. kể, khi, nghỉ, ghe, nghe, nghê)
* applying Vietnamese phonic and spelling knowledge to pronounce and infer the spelling of unfamiliar words, for example, words containing consonant clusters (e.g. kh, ng, ngh, nh), diphthongs and triphthongs (e.g. oi, ôi, ơi, oe, oai, ươi, ương, uyên), or new words encountered in interactions and texts in Vietnamese, for example, determining the spelling of the unfamiliar word người from that of the known word mười
* using adjectives and verbs to express and convey emotions and attitudes from a personal perspective, for example, vui mừng, hạnh phúc, tự hào, hãnh diện, thú vị, buồn chán, thích, thương, kính phục, ghét, đồng ý, ủng hộ, phản đối, hấp dẫn, thú vị, tiện lợi, hữu ích
* connecting and contrasting ideas, events and actions by using conjunctions to emphasise contrast or cause and effect, for example, Tuy không giàu có nhưng gia đình tôi rất hạnh phúc
* expressing a range of plural forms (e.g. hàng ngàn, hàng triệu, vô số)
* understanding the use of được and bị in Vietnamese, for example, Em được điểm tốt; Em được thầy cô khen; Em bị bệnh/ốm
* differentiating interrogative forms with tag questions and knowing how to use them according to context, for example, comparing Em thích ăn cơm chiên/rang không? with Em thích ăn cơm chiên/rang phải không?
* recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, comparing Hôm nay Lan đi học sớm with Hôm nay Lan đi học sớm thế!, which may suggest surprise or irony
* understanding and using Vietnamese verbs such as nên, cần and phải to express modality, for example, Em nên chăm học; Chúng ta cần giữ gìn văn hóa Việt Nam; Học sinh phải mặc đồng phục khi đi học
* using a range of cohesive devices to sequence, add or connect ideas in texts, such as thứ nhất, thứ nhì, đầu tiên / trước hết, kế đến, rồi, sau cùng, ngoài ra, hơn nữa and tuy nhiên
* recognising the features of alliteration and onomatopoeic words in Vietnamese, and using them in their own spoken and written texts, for example, vui vẻ; mát mẻ; lanh lợi; tử tế; ầm ầm; ào ào; Mùa thu thời tiết mát mẻ, dễ chịu; Thác đổ ầm ầm; Xe chạy ào ào vào thành phố
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| reflect on and evaluate Vietnamese texts, using metalanguage to discuss language structures and featuresVC2LV10UL03 | * using metalanguage in Vietnamese or English to identify the grammatical differences between the languages such as word order, verb moods and tenses (e.g. hiện tại hoàn thành, tính từ và, đại từ sở hữu, động từ bổ trợ)
* exploring different types of texts such as recounts, emails, diary entries and advertisements, and analysing the relationships between audience, purpose, context and language features to predict the meaning of unfamiliar vocabulary
* exploring the ways in which content is developed in different types of texts, and how ideas and information are sequenced, for example, headings, paragraphing, topic sentences, elaborations, and topic/idea shifts
* understanding the use of text conventions such as culturally appropriate salutations and forms of address that depend on relationship or social status in specific text types such as letters, speeches or interviews, for example, kính thưa / thưa; thân mến / thương mến; kính chào / chào
* identifying and comparing language features of different text types, for example, the use of the first person (e.g. mình/tôi), or descriptive (e.g. khoẻ mạnh / thông minh / hiền lành) and emotive language (e.g. vui mừng / hạnh phúc), in personal recounts and diary entries
* comparing the meaning and use of Vietnamese and English conjunctions, such as càng … càng – ‘the more … the more’ or ‘more and more’, vừa … vừa … – ‘both … and …’, chẳng những … mà còn – ‘not only … but also’, and không … mà cũng không – ‘neither … nor’, and using them in their own speech and writing
* recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, the response to the question Em chưa làm bài tập về nhà phải không? (You haven’t done your homework, have you?) would be Dạ phải. Em chưa làm. (Yes, I haven’t), while in English it would be ‘No, I haven’t’
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##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LV10UL04 | * gathering examples of languages used by various people in different contexts, including the Vietnamese language, spoken in different social groups, age groups and different places, and discussing how the examples reveal aspects of identity
* noticing that in Vietnamese, the given names are often gender neutral and the middle name is gendered, for example, Văn or Huy indicate male names, while Thị indicates female names
* exploring the reciprocal nature of intercultural communication, the process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality and politeness, and the use of personal space and physical contact
* exploring how globalisation has resulted in the use of English words and expressions in Vietnamese, and discussing the advantages and disadvantages of this influence, for example, in many technological terms (e.g. CD, DVD, USB, video, TV, remote control, computer, laptop, internet, website), despite the existence of Vietnamese equivalents
* identifying and explaining changes in contemporary language practices and social behaviours, for example, using less-formal language (e.g. chào thầy / thưa cô or chào / kính thưa) and gestures such as nodding their head; shaking hands without bowing their head; and folding their arms when greeting family members and friends, rather than strangers
* discussing the importance of respect and politeness in Vietnamese culture, for example, using specific titles, gestures and language, and noticing that the pronouns quý vị and quý khách can be used in a formal context with any guests/customers, regardless of gender, age or status
* discussing the interconnected nature of the linguistic and cultural diversity of Vietnamese-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* identifying moments of communication breakdown in their own intercultural interactions, exploring reasons for these, and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding
* identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, Trước đây, em ngại nói tiếng Việt nhưng bây giờ em thấy tự hào và tự tin khi dùng tiếng Việt
* analysing their own multicultural and multilingual biographies through talking to relatives in Australia or other countries to discover more about family heritage, migration and history, and reflecting on how this can contribute to their identity
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