

The Australian Curriculum

Subjects	Vietnamese
Year levels	Year 9

Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth **culture**, future aspirations and social experiences

[Key concepts: perspective, youth **culture**, issues; Key processes: discussing, justifying, commenting]

([ACLVIC174 - Scootle](#))



Elaborations

sharing and discussing future plans, such as further study, career and travelling, in class and via online forums, for example, *Bạn định chọn các môn học gì cho lớp 11-12? Mình định tiếp tục theo học tiếng Việt ở lớp 11-12. Còn bạn thế nào? Bạn thích làm nghề gì trong tương lai? Ba mẹ bạn có góp ý vào việc chọn nghề của bạn không?*

sustaining interactions by extending the topic of discussion or elaborating on ideas for clarification or justification, for example, *Bạn nói vậy có nghĩa là sao? Một nhà thiết kế thời trang giỏi thì cần phải có những yếu tố gì? Bạn nghĩ sao về ảnh hưởng của trò chơi điện tử đối với trẻ em? Muốn là bạn tốt thì nên thành thật với nhau vì có thành thật mới chơi với nhau lâu bền được*

engaging participants through communication strategies such as showing empathy, for example, *Mình hiểu/biết/rất thông cảm với bạn*, or indicating agreement, for example, *Bạn nói đúng lắm. Tôi cũng nghĩ vậy ...*

interacting with peers and adults at social events, for example, *Tuần tới có chương trình ca nhạc Việt Nam hay lắm, bạn có muốn cùng đi xem với nhóm mình không? Cô chú thấy việc tổ chức đám cưới ở Úc khác với ở Việt Nam như thế nào?,* and expressing opinions on social experiences, for example, *Mình cũng như đa số các bạn trẻ ngày nay đều nghĩ rằng ... Từ kinh nghiệm bản thân và của bạn bè, mình thấy rằng chúng ta nên cẩn thận khi sử dụng Internet*

Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours

[Key concepts: negotiation, perspective; Key processes: managing, engaging]

([ACLVIC175 - Scootle](#))



Elaborations

negotiating arrangements, considering alternatives and reaching shared decisions, for example, *Cuối tuần này có nhiều phim hay lắm, thời tiết cũng thích hợp để đi bơi nữa, các tiệm quần áo lại đang giảm giá, nhóm mình muốn làm gì? Thôi mình lo đi mua đồ trước đi vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi bơi để tuần sau cũng được mà. Các bạn có đồng ý không?*

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. Ba mẹ có thể cho con thêm tiền tiêu vặt nếu con cần. Nhưng mà con muốn đi làm thêm để có kinh nghiệm và tiếp xúc với nhiều người. Thôi được, ba mẹ sẽ cho con đi làm thêm nếu điều đó không ảnh hưởng đến kết quả học tập của con. Thưa cô, vì máy vi tính bị hư nên em chưa làm bài xong, cô có thể cho em nộp bài ngày mai được không?*

collaborating to organise and participate in real or simulated shopping experiences such as a class shopping centre, a flea market or a garage sale, using rehearsed 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 làm mất hóa đơn mua hàng? Cái máy tính bảng (tablet) này không gọi điện thoại được, cô có thể đổi cái mới cho tôi được không?*

making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, *Tôi hay mua đồ điện tử ở tiệm đó vì chất lượng cao mà giá cả lúc nào cũng rẻ hơn các tiệm khác. Những vật liệu này có thể tái chế được không? Đồ hiệu tuy có chất lượng cao và nhìn đẹp nhưng rất mắc, không phù hợp với túi tiền của học sinh*



Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas [Key concepts: exchange, discussion; Key processes: justifying, stating views, sharing opinions]

([ACLVIC176 - Scootle](#))



Elaborations

extending interactions by inviting others to contribute to discussions or provide feedback on own ideas, for example, *Các bạn nghĩ sao về việc học thêm cuối tuần? Chúng ta nên làm sao để giữ cho tình bạn được lâu dài? Các bạn nghĩ sao về ý kiến của mình?*

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, *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?*

debating with peers on social, environmental or educational issues with reference to Vietnamese and Australian views and values, for example, *Có nên bắt buộc học sinh học ngoại ngữ không? Có phải vào đại học là cách tốt nhất để thành công ngày nay?, using evaluative language such as hay/đúng/thú vị/hợp lý/công bằng lắm. Giới trẻ ngày nay rất giỏi sử dụng nhưng cũng bị lệ thuộc quá nhiều vào khoa học kỹ thuật*



exchanging ideas and justifying and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, *Chúng em đề nghị căn-tin nhà trường nên bán nhiều thức ăn bổ dưỡng hơn cho học sinh với giá rẻ hơn. Chúng em mong nhà trường nên sửa sang lại các phòng vệ*

sinh cho sạch sẽ hơn. Có tình trạng xả rác bừa bãi trong các công viên ở địa phương mình



using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, *Không thầy đố mày làm nên, Học thầy không tày học bạn*

Informing

Locate, synthesise, [interpret](#) and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers

[Key concepts: perspective, interconnection, representation; Key processes: synthesising, evaluating, interpreting]

([ACLVIC177 - Scootle](#))



Elaborations

researching different perspectives on the same issue in a range of media sources, such as television programs, radio news items, songs, performances, video clips, films, documentaries, online articles, newspapers, magazines and books, to form a balanced view on a subject of discussion such as deforestation, sustainable development or overpopulation



synthesising information from diverse sources, such as newspapers, magazines, online articles, television news/programs, class surveys or social network profiles, comparing and evaluating the reliability of information

conducting surveys and interviews with peers to explore their perspectives on topics related to youth culture and social experiences, for example, *Mỗi ngày bạn mất bao nhiêu thời gian để lên mạng? Bạn sử dụng máy vi tính để làm gì?*

analysing similarities and differences in attitudes or views of different speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues being discussed

comparing and evaluating a range of perspectives relating to teenage interests or social issues, such as arguments for and against social networks, technology advance, cultural practices or traditional values, and explaining the reasons for differences in perspectives

analysing articles written by different people, for example, an educator, a welfare worker and a politician, on a social issue such as bullying, identifying different perspectives and the tone of each article, for example, sympathetic, assertive or respectful

Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts

[Key concepts: perspective, representation, purpose; Key processes: connecting, presenting,

persuading, evaluating]

([ACLVIC178 - Scootle](#))



Elaborations

producing a range of spoken, written, digital and multimodal texts (posters, emails, formal letters, blog posts, articles, speeches, PowerPoint presentations) for diverse audiences (children, peers, parents, employers), contexts (school, home, community, social group) and purposes (informing, reporting, explaining, promoting, persuading), to convey own ideas on topics such as balancing study and recreation, the benefits of recycling, or the impact of technology

writing informative and persuasive texts aimed at a particular audience and context, for example, a brochure promoting a holiday destination (for teenagers), a poster for a doctor's surgery encouraging healthy eating (among children), a speech to promote healthy and sustainable lifestyles (among young people), a youth web page reviewing a new music or movie release, or an article warning people about environmental pollution or the dangers of cyber bullying



creating texts pitched to specific age or interest groups, making choices regarding vocabulary, structure, visual and cultural elements, for example, fashion/health advice for a youth forum, school information for new students, suggestions for ways to bridge the generation gap for a family magazine, or a request for donations to help save an endangered animal



justifying own views with quotes or text references, for example, *Chúng ta không nên đánh giá con người qua bề ngoài bởi vì tục ngữ có câu 'Đừng có trông mặt mà bắt hình dong'. Tôi nghĩ rằng nạn phá rừng đã gia tăng đến mức báo động vì thống kê cho thấy mỗi năm diện tích rừng trên thế giới giảm 20%*

exploring social and cultural themes through modes of presentation that combine elements such as photos, videos and music to enhance effect of text

Creating

Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and discussing issues and themes

[Key concepts: imagination, morality, style; Key processes: exploring, relating, analysing]

([ACLVIC179 - Scootle](#))



Elaborations

viewing and/or listening to different forms of traditional and contemporary Vietnamese arts and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre and cinema, and discussing how practices and beliefs may have changed over time, for example, comparing *tranh dân gian Đông Hồ* with *tranh sơn dầu*; *dân ca* with *nhạc trẻ*; *cải lương/ kịch* with *phim*; and *trò chơi dân gian* with *trò chơi điện tử*

discussing common features of forms of entertainment, for example, analysing technical effects such as sound effects and background music, lighting, scenery, costumes or make-up, and narrative effects such as what makes an engaging plot and inspiring characters

comparing how common themes such as love, friendship, beauty, home, happiness and success are represented in traditional and contemporary Vietnamese arts and entertainment

recognising how characters' feelings and attitudes are expressed through language, such as use of language features such as emotive language, for example, *hạnh phúc, vui mừng, phấn khởi, buồn bã, cô đơn, xót xa, bồi hồi*

discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships

comparing the values, beliefs, attitudes, emotions and language of characters in traditional and contemporary Vietnamese arts and entertainment, analysing how values have changed over time and explaining possible reasons for these changes, for example, contrasting the original story *Sự Tích Ông Táo* with its modern comedy version

analysing the use of images, sounds, gestures and language in songs, films and performances to explain how they convey Vietnamese cultural values and practices

Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes

[Key concepts: morality, emotion, journey; Key processes: experimenting, connecting, expressing]

([ACLVIC180 - Scootle](#))



Elaborations

composing reviews in response to artworks, songs, films or stories, discussing themes, characters and language use

creating print or digital stories that reflect Vietnamese practices, values and beliefs, such as Vietnamese New Year celebrations, eating etiquette, filial piety, or belief in the importance of education, presenting an issue or situation related to Vietnamese communities

creating a range of texts, such as stories, songs, skits or comics, considering main characters, themes, settings and plots, for diverse audiences, for example, children, peers, parents, teachers and social or interest groups

writing scripts and performing role-plays or plays that reflect own perspectives on Vietnamese values and practices, such as own view of traditional filial piety and value of education in the modern context

composing own imaginative texts, such as animated stories, games or short films, with different settings, characters and events, using a range of devices for effect, and reflecting on values and practices across cultures

creating own imaginative texts, such as dialogues, poems, songs or short stories, using an array of cues, for example, pictures, gestures, music and language, to convey different emotions such as love, happiness, excitement, frustration and sadness

Translating

Translate and [interpret](#) texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English

[Key concepts: sensitivity, empathy; Key processes: analysing, interpreting]

([ACLVIC181 - Scootle](#) )



Elaborations

viewing English-language films with Vietnamese subtitles (and vice versa), evaluating the effectiveness of the translations and explaining associated cultural aspects

reading short texts and excerpts from a range of informative, personal and literary texts, identifying cultural elements and reflecting on how they are encoded differently in Vietnamese and English, for example, the use of family terms, titles and terms of address (*cô, chú, anh, chị, em*)

analysing and discussing similarities and 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 có trông mặt mà bắt hình dong* = 'Don't judge a book by its cover', *đẻ bọc điều* = 'To be born with a silver spoon in one's mouth', *Dạy con từ thuở còn thơ* = 'Strike while the iron is hot'

translating written expressions associated with politeness and social behaviours in Vietnamese, for example, opening and closing of formal/informal letters with phrases such as *Kính thưa giám đốc, Bà mẹ kính yêu/Bạn thân mến/Em yêu, Thân/Thân mến/Thương mến/Thân chào/Trân trọng kính chào*, and comparing them with standard expressions in English, such as 'Dear ...', 'Yours sincerely/faithfully', 'Kind regards'/'Regards'

experimenting with translating idiomatic expressions and proverbs as well as a range of short texts that involve cultural elements, exploring how to convey meaning and cultural significance in Vietnamese and English, and recognising that the translation of expressions, idioms and proverbs requires both literacy skills and cultural knowledge to mediate between languages

translating a range of texts, such as advertisements, speeches, songs, and story or film extracts, and examining the appropriateness of translation for specific audiences and contexts

[Create](#) bilingual texts in multimodal forms, including digital, that reflect aspects of [culture](#) and [language](#) for a variety of Vietnamese and Australian audiences

[Key concepts: cultural literacy, interconnection; Key processes: judging adequacy, translating,

interpreting]

([ACLVIC182 - Scootle](#))



Elaborations

creating programs for Vietnamese cultural events, including footnotes in English to explain key words, for example, *tết Nguyên đán*, *tết Trung thu*, *lễ Vu lan*, *rằm tháng Giêng*

creating a range of bilingual texts, such as advertisements, announcements and recipes, for different audiences and contexts, and discussing ways of expressing concepts in each language

creating bilingual 'survival guides' on language and etiquette in the form of brochures or slideshow presentation for visitors to Vietnam or Australia, and providing advice for specific scenarios, for example, at the airport, hotel, supermarket, restaurant or tourist attraction

creating bilingual texts in multimodal forms, including digital, that explain Vietnamese and Australian cultural practices, for example, *tục lệ ngày Tết*, *đám giỗ*, *đầy tháng*, *thôi nôi*, and New Year, Christmas, birthday or Australia Day activities

translating children's stories from English into Vietnamese and vice versa, and discussing how to maintain original meaning when tailoring texts to different audiences and cultural backgrounds

adapting classic Australian stories for young Vietnamese readers, and explaining language and setting choices

Reflecting

Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding

[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally]

([ACLVIC183 - Scootle](#))



Elaborations

considering how being bilingual offers different ways of interpreting the world and representing experience

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


challenging cultural assumptions and bringing different perspectives to new cultural contexts or situations, for example, using the personal pronouns *anh/em* to indicate informality between colleagues rather than to define husband–wife or brother–sister relationships as traditionally assumed

considering own and others' responses and reactions in Vietnamese–English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, knowing that Vietnamese people like to please and therefore may give an inaccurate answer whereas Australians would prefer to say directly what they really think or mean

identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding

discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices, respect for elderly people and other traditions, attitudes to privacy or different levels of directness in discussions

Reflect on own cultural [identity](#) and how it is both shaped by and influences ways of communicating, thinking and behaving

[Key concepts: perception, [identity](#), [communication](#); Key processes: discussing, evaluating, reflecting]
([ACLVIC184 - Scootle](#) )



Elaborations

making decisions about relevant information to be included in a cultural identity profile to exchange with non-Vietnamese speakers, for example, deciding what personal details to include such as age, gender and salary, depending on contexts, purpose and relationships

reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; and noticing differences in the way they communicate, think and behave in different contexts

exploring how individual ways of communicating, thinking and behaving help shape views of own cultural identity, for example, why a Vietnamese-Australian teenager who speaks English better than they do Vietnamese and understands more about Australian culture than Vietnamese culture may view themselves as more Australian than Vietnamese

comparing and contrasting a Vietnamese and Australian experience, such as a celebration, and considering how their own and others' identity may shift according to the context

Understanding

Systems of language

Understand the role of [pronunciation](#), pauses, pace, [intonation](#), [fluency](#) and appropriate writing conventions in effective [communication](#) and apply this knowledge to own interactions

[Key concept: [intonation](#), [fluency](#), meaning; Key process: applying]

(ACLVIU185 - Scootle [↗](#))



Elaborations

recognising and using rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*

recognising the challenges of communication associated with clarity and pace in audio texts in certain situations, for example, station or airport announcements or recorded phone messages

recognising that tone of voice can indicate the relationship between the speakers, convey emotion and shape meaning, for example, distinguishing between a compliment and irony in the exclamatory sentence *Hôm nay em đến sớm thế!*

applying knowledge of pronunciation, intonation, tone and pace to own use of spoken Vietnamese for a range of social interactions, for example, asking questions or expressing emotions such as happiness, sadness, surprise or excitement

identifying the people and factors that influence their own Vietnamese language use and speech patterns, such as parents, teachers, peers and films

Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects

[Key concept: grammatical systems; Key processes: understanding, applying]

(ACLVIU186 - Scootle [↗](#))



Elaborations

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*

sequencing and adding ideas, events and actions using a variety of high-level cohesive devices such as *ngoài ra*, *hơn nữa*, *tuy nhiên* and *bên cạnh đó*

comparing the meaning and use of Vietnamese and English conjunctions, such as *càng ... càng* = 'the more ... the more ...' or 'more and more', *vừa ... vừa ...* = 'both ... and', *chẳng những ... mà còn* = 'not only ... but also', *không ... mà cũng không* = 'neither ... nor', and using them in own speech and writing

using a range of sentence endings to soften commands, for example, *Học bài đi chứ!* *Học bài đi nha!*

using a range of words and expressions to express different levels of certainty in opinions, for example, *Tôi đoán/ng nghĩ/tin/chắc chắn rằng ...*

expressing levels of possibility and certainty using *lẽ ra, có thể là, chắc là, ắt hẳn là*

explaining the effect of stylistic devices used in Vietnamese texts and using them to enhance communication, for example, *Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt sao?* (rhetorical question); *đi nhanh, ăn nhanh, nói nhanh* (repetition); *đẹp như tiên* (simile); *Hôm nay lạnh mặt trời đi ngủ sớm* (personification)

understanding and using onomatopoeic words such as *ầm ầm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng* in own spoken and written texts, for example, *sấm chớp ầm ầm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng*

exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, *tổ quốc = đất nước, phụ mẫu = cha mẹ, phụ nữ = đàn bà, huynh đệ = anh em, phi trường = sân bay, lương thực = đồ ăn*

AA

understanding and using common Sino-Vietnamese words as appropriate to context (such as for formal occasions), for example, *hội phụ nữ, not hội đàn bà; viện dưỡng lão, not nhà người già*

AA

understanding and using abstract nouns, adjectives and verbs to express abstract or sophisticated concepts and attitudes, for example, *Không gì có thể sánh bằng công ơn và tình thương của cha mẹ đối với con cái. Phụ nữ Việt Nam hết lòng tận tụy, hy sinh cho gia đình*

using specialised vocabulary to discuss a range of topics of interest, for example, the environment (*ô nhiễm môi trường, tái chế, năng lượng sạch*), technology (*an toàn trên mạng, nhật ký điện tử, mạng lưới toàn cầu*), and migration (*tỵ nạn, di dân, định cư, hội nhập, thường trú nhân, quốc tịch*)

using sympathetic language to signal empathy, restraint or indirect disagreement, for example, *Tôi hiểu/rất thông cảm với bạn ..., Thôi bạn đừng buồn nữa ..., Thôi được rồi, khoan đã*

Understand the relationship between purpose, [audience](#), [context](#), linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts

[Key concept: textual conventions; Key processes: discussing, applying]

([ACLVIU187 - Scootle](#))



Elaborations

analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain

recognising and explaining cultural aspects reflected in a range of texts, including multimodal and digital texts, such as school reports, weather reports, official announcements, television programs, or recipes, particularly in the use of idiomatic expressions or proverbs

identifying appropriate salutations, depending on 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 ...*

understanding and transforming texts to suit different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese people, Australians) and different types of texts (an article, a report, speech)

understanding the importance of choosing a text type appropriate to their audience and purpose, for example, a speech to persuade Year 8 students to choose Vietnamese as their elective in Year 9, or an article to express own opinions on the impact of technology on teenagers

recognising and analysing similarities or differences that might be culturally significant across cultures, for example, similarities such as the use of the heart as a symbol of love or pigeons as a symbol of peace, and differences such as the use of the colour white to signify purity in Western cultures but bad luck in Eastern cultures

recognising and discussing cultural concepts or values reflected in texts, for example, cultural icons used in commercial advertisements

identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, a rhetorical question 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

Language variation and change

Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes

[Key concepts: register, variation based on audience, context and purpose; Key processes: analysing, explaining]

([ACLVIU188 - Scootle](#) )



Elaborations

identifying and analysing variations in language use (choice of vocabulary and structures) between diverse participants, for example, old people and teenagers, males and females, educated and uneducated people, in a range of different interactions

analysing and comparing language use in a range of blogs, interviews or transcripts of speeches to deduce the age, gender, interests or educational level of the audience

understanding the importance of adapting own language use for different audiences or degrees of formality, for example, moving from informal (*mẹ ơi/ông ơi/bà ơi*) to respectful tone (*thưa mẹ/kính thưa ông bà*), or simple (*lòng thương người*) to sophisticated (*lòng nhân ái*) vocabulary/structures

discussing variations in language use in Vietnamese traditional and contemporary literature, arts and entertainment relating to the same theme or topic, and analysing how language changes (with regard to vocabulary and structures) in different settings and contexts

comparing own written language use in various modes of communication and for a range of purposes, for example, text messages, online chatting, emailing or doing schoolwork, and reflecting on how and why the writing style differs and considering the effect on meaning

Analyse the impact of media, technology, globalisation, migration and popular [culture](#) on Vietnamese [language](#) use in Vietnam and overseas

[Key concepts: impact, consequence; Key processes: analysing, explaining, comparing]

([ACLVIU189 - Scootle](#))



Elaborations

discussing the influence of electronic ‘chat’ language on students’ literacy skills in Vietnamese and English

exploring how globalisation has resulted in the introduction of English words and expressions into Vietnamese, for example, the use of English terms for technology, such as CD, DVD, USB, video, TV, remote control, computer, laptop, internet and website, despite the existence of Vietnamese equivalents, or mixing English into the lyrics of contemporary Vietnamese popular music, and discussing the advantages/disadvantages of such influences

exploring the influence of popular culture on Vietnamese language spoken in Vietnam and overseas through the development of new vocabulary such as *phong cách / thời trang Hàn quốc, truyện tranh Nhật Bản, nhạc RIB/hiphop*

exploring the Vietnamese words used in Vietnam that are unfamiliar in Vietnamese-speaking communities in other countries, for example, *bức xúc, vấn đề nổi cộm*

Role of language and culture

Understand the reciprocal relationship between [language](#), [culture](#) and [communication](#) and how this relationship impacts on attitudes and beliefs

[Key concepts: [language](#), [culture](#), reciprocity; Key processes: reflecting, discussing, analysing]

([ACLVIU190 - Scootle](#))



Elaborations

exploring how cultural concepts such as respect for authority influence Vietnamese communicative

practices, for example, not making eye contact when interacting with others, and not expressing differing personal views to elderly people, and how these may be misinterpreted by English speakers as lack of engagement or initiative

examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, the practice of using family terms (*chú, bác*) to indicate informality when addressing an unrelated person reflects the value and importance placed on family in Vietnamese culture

identifying ways to enhance mutual cultural understanding, such as using cultural behaviours appropriately according to audience and context of communication, for example, making eye contact when talking to Australians but not when talking to elderly Vietnamese people

comparing how the same practice, concept or value is represented differently in different contexts and types of texts due to changes in attitudes and views, for example, how the concept of filial piety (*chữ hiếu*) is reflected in Vietnamese opera (*cải lương*) and in contemporary Vietnamese films, and in folk and contemporary literature

exploring significant values, practices and beliefs of other cultures, including those from other Asian cultures, that are reflected in different forms of media such as the internet, arts and entertainment, and stories



exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including their understanding of the role of culture in respecting and sustaining the environment



Years 9 and 10 Content Descriptions

Communicating

Socialising

Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events

[Key concepts: experience, relationships; Key processes: interacting, expressing, sharing]

(ACLVIC018 - Scootle [↗](#))



Elaborations

asking and responding to questions to share and discuss opinions on familiar topics such as friendship, leisure activities, teenage life and special events, for example, *Bạn thấy ngày hội thể thao ở trường mình năm nay thế nào? Tốt lắm, năm nay các bạn thi đấu tốt hơn năm rồi. Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ*

using strategies to sustain actual and virtual conversations by further exploring peers' perspectives on topics of discussion, for example, *Bạn thấy phim này hay như thế nào? Tại sao bạn thích ca sĩ Đức Tuấn? Còn có lý do nào khác không?*, developing a shared view to enhance understanding or to confirm own opinions, for example, *Có bạn thì thích đi ra ngoài chơi, có bạn thì thích ở nhà coi phim. Các bạn khác thì thích phim hành động, còn tôi thì thích phim tình cảm*, and elaborating on own ideas, for example, *Tôi thích phim này vì nội dung thú vị, cảnh đẹp, diễn viên đẹp và đóng hay*

describing and comparing personal experiences, for example, *Đường phố ở Singapore rất sạch sẽ và đẹp. Tôi thích đi Mỹ vì ở đó có nhiều hàng hóa đẹp và rẻ. Cuối năm rồi gia đình tôi đi Nhật chơi nhưng mà lạnh quá, không đi ra ngoài nhiều được.* or, *cửa, hoa đào nở khắp nơi đẹp lắm*

comparing and discussing with others their future plans and aspirations, and their personality, including strengths and weaknesses, for example, *Tôi muốn học đại học, còn bạn thì sao? Tôi muốn trở thành giáo viên. Bạn thấy tôi có thích hợp với nghề dạy học không? Còn bạn thích làm nghề gì? Tính tình tôi vui vẻ nhưng hay nói thẳng nên cũng dễ làm bạn bè giận. Ước gì tôi cũng thông minh và siêng năng như bạn*

Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions

[Key concepts: collaboration, decisions; Key processes: transacting, negotiating, explaining, justifying]

(ACLVIC019 - Scootle [↗](#))



Elaborations

participating in collaborative planning and decision making to organise actions and events such as group research, class excursions, school performances or social events, and negotiating options to

reach agreement, for example, *Lớp mình muốn đi tham quan viện bảo tàng hay sở thú? Chúng mình nên tham gia biểu diễn văn nghệ cho trường bằng cách hát hay múa? múa quạt hay múa nón? mặc áo dài hay áo bà ba? Bài hát này chậm quá, mình nên đổi qua bài hát 'Mừng Xuân' nghe vui hơn*

raising an issue relating to the organisation of an event, such as not having enough space or doing too much cooking for parties at home, and negotiating a solution such as having a barbecue in the backyard, for example, *Sao mẹ không làm sinh nhật cho ba ở nhà? Mẹ sợ nhà mình chật chội và mẹ không có thời gian nấu nướng. Vậy thì mẹ làm BBQ ở vườn sau đi, vừa có chỗ rộng rãi, vừa đỡ mất công nấu nhiều món*

making transactions in authentic, simulated or online situations, such as purchasing clothing items or electronic devices or selecting electrical appliances with regard to energy efficiency, using rehearsed language for persuading, negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá không? Tôi lỡ làm mất biên nhận rồi, có thể trả lại đồ được không? Tôi không thích màu đen, cô làm ơn đổi lại cái Ipad màu trắng cho tôi*



participating in virtual scenarios related to travelling to Vietnam, such as booking, changing or confirming a flight, booking tours or accommodation, or exchanging currency, for example, *Mỗi tuần có mấy chuyến bay đi Việt Nam? Tôi muốn đặt vé đi Việt Nam ngày 20 tháng 12. Xin hỏi tôi cần đặt cọc trước bao nhiêu tiền? Khi nào thì cần trả hết tiền? Khách sạn Quê Hương đây, xin hỏi quý khách cần gì ạ? Gia đình tôi muốn đặt hai phòng đôi cho bốn người, từ ngày 20 đến 27 tháng 12. Một trăm đô Úc đổi được bao nhiêu tiền Việt Nam?*

Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese [language](#) and [culture](#), clarifying understanding, elaborating on opinions, and expressing agreement or disagreement

[Key concepts: [task](#), [performance](#); Key processes: discussing, commenting, sharing]

([ACLVIC020 - Scootle](#) )



Elaborations

asking and responding to open-ended questions about learning activities or strategies, for example, *Bài làm về nhà cho môn tiếng Việt là gì vậy? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải ráng tập nghe, tập đọc và tập viết cho nhiều*

using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on own ideas, respecting others' opinions, and providing evidence to contradict, challenge or rebut alternative views in a polite manner if necessary, for example, *Bạn nghĩ sao? Các bạn có đồng ý với mình không? Bạn thấy mình trả lời như vậy được chưa? Cảm ơn bạn đã góp ý cho mình. Bạn nói đúng lắm. Bạn giải thích rõ ràng và hợp lý lắm. Bạn nói có lý nhưng tôi nghĩ rằng... Hay là mình thử làm thế này/cách khác xem sao?*

corresponding with peers via an educational social network, using reflective and evaluative language to reflect on aspects of the Vietnamese culture and their Vietnamese language learning, for example,

Người Việt coi trọng gia đình và giáo dục, nhờ vậy mà trẻ em Việt Nam rất ngoan ngoãn và chăm học. Tôi thấy học tiếng Việt khó nhất là làm sao phân biệt các dấu. Nhờ ba mẹ bắt tôi phải nói tiếng Việt với gia đình từ nhỏ nên bây giờ tôi mới giỏi tiếng Việt

Informing

Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study

[Key concepts: diverse perspectives, representation; Key processes: analysing, evaluating, comparing]

([ACLVIC021 - Scootle](#))



Elaborations

summarising, comparing and evaluating information obtained from a range of sources for a research project, for example, information about Vietnam from a cookbook, a tourism website and a documentary such as *Anh Do in Vietnam*, *Luke Nguyen in Vietnam* or *Hành Trình Xuyên Việt*, discussing similarities and differences in the information obtained and justifying the choice of information based on accuracy and validity

AA

researching young people's lifestyles across Vietnamese-speaking communities, comparing information from different cultural contexts to identify the impact of such factors as climate, customs, transport, economy or globalisation, for example, the influence of Korean pop culture on Vietnamese teenagers' fashion and hairstyles, and their tastes in food, music and movies

AA

differentiating between facts and opinions in texts such as reports and articles or letters to the editor, recognising how certain expressions provide clues to writers' attitudes, for example, *thảo nào, tôi không thể tin rằng, không ai lại làm thế, thật vậy sao*

compiling (through class surveys and other research) and comparing a range of perspectives on teenage interests and social or cultural issues, such as attitudes to sport, tutoring, technology advance, cultural practices such as *tết Trung thu*, or traditional values such as *lòng hiếu thảo*, comparing perspectives and explaining possible reasons for differences

discussing similarities and differences in attitudes/views of speakers or writers, and comparing and connecting them to own and others' experiences to form personal perspectives on the issues discussed

collecting common Vietnamese idioms, proverbs and *ca dao* and grouping them according to themes or topics, such as customs, morality, family, friendship or relationships

Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types

[Key concepts: representation, [audience](#), purpose; Key processes: informing, selecting]

(ACLVIC022 - Scootle [↗](#))



Elaborations

expressing opinions on an event or performance, such as a cultural celebration (*lễ Vu lan, tết Trung thu, hội chợ Tết*) or a Vietnamese concert, using different forms to record own views, for example, a diary entry or a letter to the editor

constructing texts in multimodal and digital forms to present information for particular audiences, aligning language choice and text structure to purpose and topics, for example, announcing an event, promoting a product or service, explaining a recycling system, reporting on a favourite band or song, or creating a virtual tour to introduce the school to Year 7 parents and students

conveying information and different perspectives on topics of interest such as peer pressure, the impact of technology, or a health or sustainability issue



conveying information to a Vietnamese audience to describe aspects of Australian environment and culture such as famous scenery and landmarks, celebrations, cuisine, or Aboriginal and Torres Strait Islander peoples' histories and cultures



developing a glossary of key vocabulary and expressions used in informative and persuasive texts, for example, *đặc điểm, chất lượng cao, nội dung phong phú, hình thức trình bày, tiện lợi, giá rẻ không ngờ!, Hãy nhanh chân lên!, Bạn có phải là người năng động, thích thể thao/yêu thiên nhiên/say mê khoa học kỹ thuật không?*

Creating

Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including [digital texts](#), describing and discussing themes, values, plot and representations of [characters](#) and events, and expressing preferences

[Key concepts: morality, characterisation, themes; Key processes: responding, expressing preference, discussing]

(ACLVIC023 - Scootle [↗](#))



Elaborations

recognising and discussing different forms of Vietnamese art and entertainment, such as painting, photography, (water) puppetry, dance, music, theatre, television and cinema

comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing *tranh dân gian Đông Hồ* with *tranh sơn dầu, dân ca* with *nhạc trẻ, kịch* with *phim*, or *trò chơi dân gian* with *trò chơi điện tử*, to identify how social and cultural practices may have changed or been maintained over time, for example, wedding ceremonies or birthday/New Year celebrations

listening to, viewing or reading texts such as novels, memoirs, songs, films and performances, discussing the main characters and events, and the key messages and beliefs, and examining how language is used to help reveal the characters' attitudes or views

responding to events and characters in imaginative texts by, for example, writing a diary entry or blog reflecting on an event in a story or film, or conducting an imaginary interview with a character in a story or film

describing key messages, values and beliefs in traditional texts in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folk tale *Tấm Cám* with the English version *Cinderella*, and discussing the reasons behind similar and different moral values, practices and beliefs

discussing with peers how social context and cultural values influence a writer's representation of issues and topics, for example, how the author's background or concept of filial piety shapes the characters' reactions and decisions in regard to their relationships, making connections with personal experiences

Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities, for a range of purposes, such as self-expression or engagement, and for a range of audiences

[Key concepts: journey, adventure, emotion; Key processes: imagining, sequencing, entertaining]

([ACLVIC024 - Scootle](#))



Elaborations

illustrating and captioning imaginative stories in different formats, such as cartoons, photo stories, or video clips of own role-plays or acting, and using descriptive and emotive language to engage the audience, for example, *tuyệt vời, nhân từ, hiền lành, duyên dáng; buồn, vui, thú vị, nhàm chán*

creating new aspects of a text, such as a new character or setting or an alternative ending, or adapting characters, events and endings to new settings and contexts


creating and performing a short play or recording a video clip to reflect on a situation at home or school or while on holidays, such as good/bad days at home, embarrassing/interesting holiday experiences, or achievements/activities/discipline cases at school

composing and presenting a range of texts, such as stories, role-plays or video clips, about future possibilities, for example, a new species, space travel, a superhero in 2030, or a future scenario for a sustainable community, locating them in time, place and circumstances



creating a range of texts to entertain particular audiences, for example, songs, skits, cartoons, video clips, graphic stories and children's books for young Vietnamese learners

Translating

Translate and [interpret](#) texts from Vietnamese into English and vice versa, compare different versions of translations, explore differences and identify strategies to overcome challenges in [translation](#) [Key concepts: [culture](#), [translation](#), interpretation; Key processes: analysing, considering, comparing] ([ACLVIC025 - Scootle](#) )



Elaborations

explaining the terms used to describe common features of schooling in Vietnam, for example, terms related to the curriculum or to assessment and reporting, such as *chương trình*, *sách giáo khoa*, *bài kiểm tra*, *học bạ*, *bằng cấp*, and comparing these with similar terms used for Australian schooling

translating simple school documents into Vietnamese, considering language choices and cultural expressions to suit a particular audience, such as Vietnamese parents

translating and interpreting short texts, such as announcements, advertisements, articles, reports, or extracts from stories or films, considering audience and context, and reflecting on how cultural elements are encoded in common words and expressions, for example, use of family terms, titles, and terms of address such as *anh*, *chị*, *cô*, *chú*, *tôi* and *em*


interpreting and translating a range of texts from English into Vietnamese and vice versa, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries

comparing and discussing various translations (including print and electronic translations, own and peers' translation work) of common words, phrases, expressions and texts, explaining the reasons for possible differences and similarities, selecting the most appropriate version and negotiating any necessary adjustment

identifying and applying translation strategies used in bilingual texts to manage the translation of difficult words and concepts or instances of non-equivalence, for example, expanding descriptions or explanations, providing examples to assist meaning, or connecting to context to identify the appropriate meaning if a word can have different meanings or interpretations, for example, *cà phê đậm* ('strong coffee') but *người khỏe mạnh* ('a strong person'); *thời tiết nóng nực* ('hot weather'), *vấn đề gây tranh cãi* ('a hot issue') and *khu vực nguy hiểm* ('a hot zone')

examining and interpreting idiomatic expressions, for example, *đề bọc điều*, *có chí thì nên*, *dạy con từ thuở còn thơ*; including expressions that cannot be translated literally and culturally specific terms such as *chữ hiểu*, *tôn sư trọng đạo*, and discussing possible equivalent terms in English

Produce bilingual resources in multimodal and digital forms for the school and local community, such as travel brochures, comics, blogs or video clips, considering the role of [culture](#) when transferring meaning from one [language](#) to another

[Key concepts: [bilingualism](#), [culture](#), [translation](#), interpretation; Key processes: comparing, explaining] ([ACLVIC026 - Scootle](#) )



Elaborations

creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases and information about cultural behaviours, for example, *Bao nhiêu tiền? Xin cho biết phòng vệ sinh ở đâu. Làm ơn chở tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cảm ơn, đừng ôm hôn khi chào*

creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, *tết Nguyên đán, tết Trung thu, lễ Vu lan, rằm tháng Giêng, chúc mừng năm mới, trăm năm hạnh phúc*

producing a booklet of Vietnamese idioms and proverbs with equivalent expressions in English, for example, *xa mặt cách lòng* ('Out of sight, out of mind'), *có chí thì nên* ('Where there's a will there's a way'), *Một giọt máu đào hơn ao nước lã* ('Blood is thicker than water')

composing bilingual texts for specific audiences and purposes, for example, a Big Book or game for young Vietnamese learners, invitations to a class/social event or posters for a performance, a program for a cultural event, or a brochure about the school for a visiting group of exchange students, recognising that meanings need to be tailored to audience, purpose and cultural perspectives

Reflecting

Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural [communication](#) involves shared responsibility for meaning-making

[Key concepts: intercultural awareness, values; Key processes: reflecting, adjusting]

([ACLVIC027 - Scootle](#))



Elaborations

comparing appropriate ways of communicating in Vietnamese and non-Vietnamese contexts, for example, using different forms of address such as addressing a teacher by their first name in Vietnamese but by their family name in English (*Thầy Tùng/Mr Nguyen*), or different ways of showing politeness, and discussing why each way is appropriate in the right context, and how they enhance intercultural communication

reflecting on own language choices and communicative gestures in different cultural contexts, considering how ways of behaving and communicating might be perceived by people from different backgrounds, and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers, for example, addressing extended family members by their order within the family rather than by their name (*chú ba, cô hai, bác tư* versus 'Uncle John', 'Aunty Lucy')

discussing reasons for different interpretations of meaning in intercultural exchanges, for example, knowing that to avoid offence Vietnamese people may give an indirect answer to a question or request whereas Australians prefer to say what they really think or mean

exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality and politeness, and use of personal space and physical contact

identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons for these and suggesting adjustments to language and/or behaviours that could be made to enhance mutual understanding

discussing elements of successful intercultural communication, for example, flexibility, attitudes to privacy or different levels of directness in discussions, and awareness of differences in cultural values and religious practices (such as filial piety, respect for elderly people and education)

Reflect on own sense of identity as a Vietnamese and English speaker, and discuss ways in which identity is expressed in intercultural communication

[Key concepts: identity, culture, intercultural interaction; Key processes: recognising, explaining, evaluating]

([ACLVIC028 - Scootle](#) )



Elaborations

discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as 'Vietnamese' or 'Vietnamese Australian'

AA

reflecting on the role of language in expressing identity, considering when, with whom and why they use different languages and whether their own identity changes when they use different languages

observing how they communicate with one another, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, *Khi nói chuyện với gia đình tôi cảm thấy mình là người Việt nhưng khi nói chuyện với bạn bè tôi lại cảm thấy mình là người Úc*

reflecting on choices made to present self to others in particular ways when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts

Understanding

Systems of language

Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences

[Key concepts: inference, connections; Key processes: applying, inferring]

([ACLVIU029 - Scootle](#))



Elaborations

applying Vietnamese phonic and spelling knowledge to pronounce and infer spelling of unfamiliar words, for example, words containing consonant clusters *kh, ng, ngh, nh*, diphthongs and triphthongs such as *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*

understanding and applying Vietnamese spelling and pronunciation with increasing accuracy in own speech and writing

recognising the differences in intonation between statements (*Con không đi chơi đâu.*), questions (*Con không đi chơi đâu à?*) and exclamations (*Con không đi chơi đâu!*)

recognising and using appropriate rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*

comparing own Vietnamese speech with standard Vietnamese pronunciation and making adjustments to their pronunciation of certain sounds or tones as necessary

recognising regional variations in pronunciation (from different regions such as the North, the Central and the South), for example, different ways of pronouncing *dấu hỏi* and *dấu ngã*, *s* and *x*, *ch* as *tr*, *v/gi* and *d*, and final consonants such as *-t* and *-c* (*khuôn mặt* and *mặc áo*), and developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication



understanding that spelling follows standardised rules even though there are variations in Vietnamese pronunciation across different regions of Vietnam

Expand grammatical and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices such as conjunctions, verbs to express modality, direct/indirect speech, abstract vocabulary and common Vietnamese idioms

[Key concept: grammatical systems; Key processes: experimenting, applying]

([ACLVIU030 - Scootle](#))



Elaborations

knowing how to use alternatives for negative (*chưa, không, chẳng, đâu có*) and imperative (*chớ, đừng*) sentences in Vietnamese, for example, *Em không/chẳng ăn đâu. Chớ/đừng nói chuyện trong lớp!*

differentiating interrogative forms with tag questions and knowing how to use them according to context, for example, *Em thích ăn cơm chiên không?* (a yes/no question to discover whether the other person likes fried rice) and *Em thích ăn cơm chiên phải không?* (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 the fact that Lan came to school early today, while the exclamatory sentence *Hôm nay Lan đi học sớm (thế)!* may suggest surprise or irony

using a range of sentence types, such as interrogative, affirmative, negative and imperative forms, for different purposes, such as formulating questions, agreeing with or making statements, expressing dislikes, and making polite requests, for example, *Bạn thích đọc sách hay xem phim hơn? Tôi thích xem phim hơn đọc sách. Tôi không thích trời mưa. Làm ơn nói nhỏ lại*

understanding the use of *được* and *bị* in Vietnamese for positive and negative meaning, for example, *Em được điểm tốt. Em được thầy cô khen. Em bị bệnh. Em bị ba mẹ la*

understanding and using Vietnamese verbs such as *nên*, *cần* and *phải* to express modality, for example, *Các em nên chăm học. Chúng ta cần bảo tồn văn hóa Việt Nam ở hải ngoại. Học sinh phải mặc đồng phục khi đi học*

using direct and indirect speech to report on ideas, opinions, actions and events, for example, *Ba mẹ nói với tôi: 'Con nên chăm học.'* and *Ba mẹ bảo tôi nên chăm học*

using a range of cohesive devices, such as *thứ nhất*, *thứ nhì*, *trước hết*, *kể đến*, *rồi*, *sau cùng*, *ngoài ra*, *hơn nữa*, *tuy nhiên*, *bên cạnh đó*, to sequence, add or connect ideas in texts

connecting and contrasting ideas, events and actions by using conjunctions to emphasise contrast or cause and effect, such as *tuy ... nhưng*, *nếu ... thì* and *vì ... (cho) nên*, for example, *Tuy không giàu có nhưng gia đình tôi rất hạnh phúc. Nếu chăm học thì chúng ta sẽ mau tiến bộ.*

understanding conjunctions such as *càng ... càng*, *vừa ... vừa ...*, *chẳng những ... mà còn* and *không ... mà cũng không*, and using them as appropriate to context and purpose, for example, *Càng học em càng hiểu biết nhiều hơn. Học sinh Việt Nam vừa thông minh vừa chăm chỉ. Em chẳng những biết nói mà còn biết viết tiếng Việt nữa.*

using a range of expressions for indefinite quantities, for example, *hàng ngàn*, *triệu triệu*, *vô số*, *hàng hà sa số*, *biết bao nhiêu là ...*

expanding vocabulary knowledge to include a range of common nouns, adjectives and verbs for

everyday interactions at home and school, on topics such as friendship (*Bạn tốt thì luôn sẵn sàng giúp đỡ lẫn nhau*), leisure activities (*Tôi đã có dịp thưởng thức một buổi hòa nhạc rất thú vị*), teenage life (*Giới trẻ ngày nay giỏi khoa học kỹ thuật hơn thế hệ trước*) and special events (*Năm nào tôi cũng đi hội chợ Tết để tìm hiểu thêm về văn hóa Việt Nam*)

recognising the features of alliteration in Vietnamese, for example, *vui vẻ, mát mẻ, lạnh lợi, thân thiện, lạnh lùng, tử tế*, and using them in own spoken and written texts, for example, *Mùa thu thời tiết mát mẻ, dễ chịu. Thầy/Cô giáo tiếng Việt của em rất thân thiện và vui vẻ với học sinh. Anh ta trông có vẻ lạnh lùng nhưng thật ra rất tử tế*

understanding Vietnamese onomatopoeic words, such as *âm âm, ào ào, rào rào, rì rào, róc rách, tí tách, đì đùng*, and using them in own spoken and written texts, for example, *thác đổ âm âm, mưa rơi tí tách, gió thổi rì rào, suối chảy róc rách, pháo nổ đì đùng*

exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, *tổ quốc = đất nước, phụ nữ = đàn bà, huynh đệ = anh em, phi trường = sân bay*

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using adjectives and verbs to express and convey emotions and attitudes, for example, *vui mừng, hạnh phúc, tự hào, hãnh diện, hổ thẹn, thú vị, buồn chán; thích, thương, kính phục, ghét, coi thường, đồng ý, ủng hộ, tán thành, phản đối*

using evaluative language to express perspectives, for example, *hấp dẫn, thú vị, nhàm chán, tiện lợi, hữu ích, biện pháp thực tế/thiết thực*

inferring the rules of forming abstract nouns from adjectives and verbs used to express attitudes, feelings and emotions by exploring various examples of abstract nouns such as *tình thương, sở thích, niềm vui, hạnh phúc, nỗi buồn/khổ*

Analyse the relationship between [context](#), purpose and [audience](#), [language](#) features and cultural elements associated with different types of texts in actual or online contexts

[Key concepts: [register](#), [text](#) organisation, purpose, [audience](#), [culture](#); Key processes: analysing, explaining, applying]

([ACLVIU031 - Scootle](#))



Elaborations

exploring different samples of particular types of texts, such as recounts, reports 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

identifying and comparing language features of different text types, for example, the use of first person (*minh/tôi*), descriptive (*trẻ trung/xinh đẹp/thông minh/hiền lành/dịu dàng*) and emotive language (*buồn bã/hoang mang/vui mừng/hạnh phúc*) in personal recounts and diary entries

recognising linguistic choices made according to the text's intended audience and degree of formality, for example, changing personal pronouns or tone to indicate changes in relationship between participants or degree of (in)formality

analysing how language choices help achieve particular purposes and effects, for example, descriptive language to promote a product, evaluative language to reflect on an experience or to review a literary work, persuasive language to influence audience, or humorous techniques to entertain

understanding the use of text conventions such as culturally appropriate salutations and forms of address (depending on relationship 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*

understanding that texts have different purposes (to persuade, to entertain), different audiences (children, adolescents, Vietnamese or Australian people) and different structures and formats (diary entry, blog post, formal letter, interview, report, speech)

Language variation and change

Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships [Key concepts: variation, style, register; Key processes: analysing, comparing, explaining]

(ACLVU032 - Scootle [↗](#))



Elaborations

recognising how language use, such as level of politeness, reflects the relationship between participants and the purpose of the speaker or writer, for example, close friends tend to use informal language (*tao, mày*) while new acquaintances use more formal language (*tôi, bạn*)

identifying and analysing variations in language use, such as choice of vocabulary and structures, between diverse participants (for example, older people and teenagers, males and females, educated and uneducated people) in a range of different interactions

recognising and explaining changes in purpose, attitude or relationship that are revealed through variations in language use such as tone or communicative practices, for example, parents addressing children as *con*, *con cưng*, *con yêu quý* during harmonious times together but as *mày* during times of conflict

analysing how a writer or speaker may vary tone to create different effects on an audience, for example, *Mẹ không được xem lên nhật ký của con!* versus *Mẹ không nên xem lên nhật ký của con như vậy*, or *Sao con dám nói chuyện với ba mẹ như vậy?* versus *Sao con có thể nói chuyện với ba*

mẹ như vậy?

comparing and discussing language use in a range of blogs, interviews or transcripts of speeches to determine the target age, gender, social status or educational level of the audience

recognising variations in language use in traditional and contemporary Vietnamese entertainment and texts (*kịch, cải lương, truyện cổ tích* versus *phim, thơ, truyện ngắn*), including vocabulary, structures, modes of expression and cultural elements

Understand how the Vietnamese language has evolved and how it continues to change over time and from place to place due to processes such as globalisation and migration, and the influence of technology and popular culture

[Key concepts: impact, power, globalisation; Key processes: analysing, evaluating]

(ACLVIU033 - Scootle [↗](#))



Elaborations

understanding that languages and cultures change continuously in response to new ideas, social change and technological development

explaining Vietnamese words, phrases and concepts that have emerged as a result of technological development, for example, *máy vi tính xách tay, nhấp chuột, điện thoại thông minh, nhật ký điện tử, đồ điều khiển từ xa, trò chơi trực tuyến*

exploring how globalisation has resulted in the use of English words and expressions in Vietnamese, and discussing the advantages/disadvantages of this influence, for example, the use of English technological terms such as 'CD', 'DVD', 'USB', 'video', 'TV', 'remote control', 'computer', 'laptop', 'internet' and 'website' in spite of the existence of Vietnamese equivalents

examining how new words and concepts have entered the Vietnamese language as a result of processes such as migration and international travel, for example, *bảo lãnh, hộ chiếu, thị thực nhập cảnh, di dân, định cư, hội nhập, quốc tịch, thường trú nhân*

analysing the influence of popular culture on Vietnamese language use in Vietnam and in Vietnamese-speaking communities outside Vietnam, including Australia, such as the development of new vocabulary, for example, *phong cách/thời trang Hàn quốc, truyện tranh Nhật Bản, nhạc RIB/hiphop*



Role of language and culture

Explore how language and culture are interrelated and how they shape and are shaped by each other

[Key concept: interrelationship; Key processes: exploring, critical thinking, evaluating]

(ACLVIU035 - Scootle [↗](#))



Elaborations

exploring how cultural concepts such as respect for the elderly and for authority influence Vietnamese language use, for example, not directly expressing disagreement when interacting with elderly people (*Bạn nói không sai nhưng mà ...*, *Con cũng thích cái áo này nhưng mà ...*), and addressing important people by their positions rather than their first names (*thưa hiệu trưởng/giám đốc*)

examining Vietnamese idioms (*thành ngữ*) and proverbs (*tục ngữ*) and recognising words that reflect both literal and figurative cultural understandings, for example, *Lá lành đùm lá rách*; *Gần mực thì đen, gần đèn thì rạng/sáng*

explaining cultural references in Vietnamese texts, including multimodal and digital texts, for example, *mừng tuổi, xông đất, trầu cau*

exploring how learning and using Vietnamese has impacted on own view of Vietnamese culture and other cultures, including the role of culture in respecting and sustaining environments

