

# The Australian Curriculum

<b>Subjects</b>	Vietnamese
<b>Year levels</b>	Year 5

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities

[Key concepts: school, daily life, leisure, place; Key processes: socialising, sharing]

[\(ACLVIC140 - Scootle !\[\]\(de95854c7ee024cfadc48187bbb781b2\_img.jpg\)](#))



#### Elaborations

interacting via different modes of communication such as text messages, emails or social media to exchange personal information, express opinions, and agree or disagree, for example, *Cuối tuần, tôi thích đi bơi hơn học võ. Còn bạn thích làm gì? Tôi thấy bài đọc này khó quá. Còn bạn thì sao? Tôi không nghĩ vậy*

sharing information and opinions with peers in class and in online communities about aspects of their lives, such as being a member of the Vietnamese community in Australia, and sustaining communication by asking questions, for example, *Hôm qua là Tết Trung thu, bạn có đi xem múa lân không? Tết Trung thu năm nay tổ chức ở đâu vậy? Có gì đặc biệt không? Lớp mình có bao nhiêu người đi dự hội chợ Tết? Bạn có biết ở Úc, thành phố hay tiểu bang nào đông người Việt nhất không?*

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*

describing and elaborating on details of 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*

creating own versions of familiar texts, for example, cards for special occasions such as weddings, or greeting cards such as postcards for imagined special occasions

Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions

[Key concept: negotiation; Key processes: making decisions and arrangements, transacting]

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#### Elaborations

engaging in shared activities that involve planning, collaborating and evaluating, such as performing a Vietnamese item at a school assembly, or creating lanterns for *Tết Trung thu*

allocating and swapping roles in group activities, games and authentic or simulated transactions

planning and making arrangements for activities such as outings or performances, using expressions related to place, time and numbers, for example, *ở đâu, khi nào, bảy giờ kém 15 phút*

creating and performing role-plays such as simple transactions that involve asking or giving price or purchasing goods and services, for example, *Bao nhiêu tiền một lít sữa? Một kí-lô nho giá bao nhiêu?*

collaborating to decide on a menu for a class lunch, and negotiating items, prices and delivery with a local restaurant, for example, *Bạn thích ăn món gì? Mình nên đặt cơm hay mì xào? Có giá đặc biệt cho 30 người không? Khi nào mình muốn họ mang đồ ăn tới?*

Engage in classroom interactions by asking and responding to questions and expressing opinions  
[Key concepts: engagement, interaction; Key processes: responding, questioning]

([ACLVIC142 - Scootle](#))



#### Elaborations

contributing to the development of a set of class rules, for example, *Trong lớp học này chúng ta chỉ nói tiếng Việt vì đây là dịp để thực tập môn tiếng Việt*

asking and responding to questions, for example, *Thưa thầy, em làm chung với ai? Thưa cô, khi nào em phải nộp bài này? Em chọn câu A. Thưa cô, em đồng ý với bạn Hà*

checking on one another's progress during learning tasks or activities, using questions such as *Bạn làm sắp xong chưa? Sao bạn làm nhanh thế?*

participating in class discussions and offering opinions on various topics, such as water and road safety, a class recycling program or physical fitness and wellbeing



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 vệ sinh trường mình rất sạch. Căn-tin trường mình bán đồ ăn ngon và rẻ*

#### Informing

Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts

[Key concepts: place, media, private and public world; Key processes: listening, reading, viewing, locating, classifying]

([ACLVIC143 - Scootle](#))



## Elaborations

locating, classifying and summarising information from a range of sources, such as notices, results of class surveys, announcements and reports, using memory tools such as tables, charts and concept maps to organise and sequence information

collecting information from sources such as class surveys, online forums or blog posts about aspects of Vietnamese culture at home, for example, *ngày giỗ*) and in the local community, for example, *Tết Nguyên đán, lễ Vu lan, giỗ tổ Hùng Vương*

investigating aspects of life in Vietnamese-speaking communities overseas, for example, through web-chatting with relatives in Vietnam to find out more about their own family's origins, history or circumstances

collecting and comparing information from a range of print and digital texts on topics related to personal and social worlds, for example, how to balance schoolwork, hobbies and time with friends

locating information about geographical features in Vietnam and classifying them as natural (*động Hương Tích, vịnh Hạ Long*) or constructed features (*Văn Miếu, chùa Một Cột, chùa Thiên Mụ, lăng tẩm Huế*)

Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences

[Key concepts: [audience](#), [context](#), presentation; Key processes: presenting, relating]

([ACLVIC144 - Scootle](#))



## Elaborations

presenting information in graphs or tables in print or digital form, for example, results from a class survey on preferred leisure activities, foods or idols; or statistics related to Vietnam and Australia, such as population and physical size, climate, number and types of dwellings, pet ownership or most popular leisure activities

explaining to others a procedure or practice, for example, community recycling, a recipe, fashion or health-care tips, a tutorial on the rules of a sport or game, or instructions on keeping a pet



presenting information in a range of texts, including multimodal and digital texts, for different audiences, for example, a recount of the Year 5 camp for a school newsletter, an invitation to parents to attend the Year 6 information evening, or a review of the latest movie for peers

sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or an online blog or wiki, introducing aspects of local culture, 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*

## Creating

Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events

[Key concepts: morality, experience, interconnection; Key processes: expressing, explaining]

([ACLVIC145 - Scootle](#))



### Elaborations

identifying and describing key elements of an imaginative text, such as settings, characters and events, by asking and responding to questions such as *ở đâu? khi nào? ai? làm gì? như thế nào? tại sao?*, or by producing a profile of a character or a timeline of events

reading or viewing imaginative texts in print, digital or multimodal forms, such as poems, cartoons, stories, folk tales or films, and performing scenes that illustrate aspects of a character's attitudes, personality or reactions, the story's ending or the writer's message

illustrating an extract of text by selecting images, for example, a picture, colour, symbol or emoticon, to express the content, mood or key message of the text

participating in imaginative exchanges such as a role-play between characters from a story

Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts

[Key concepts: character, event; Key processes: re-creating, transforming, performing]

([ACLVIC146 - Scootle](#))



### Elaborations

creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts, such as a folk tale, short story, drama or film

creating and telling a story in the form of a photo slideshow, using modelled language and speech bubbles, captions or other visual/audio aids to enhance effect

producing and performing short scripted plays to retell a traditional folk tale in a modern context

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

## Translating

Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or

concepts are easy or difficult to translate

[Key concepts: [translation](#), equivalence; Key processes: judging, comparing, interpreting]

([ACLVIC147 - Scootle](#) )



#### Elaborations

identifying words or phrases that are hard to translate, for example, food items (*bánh chưng, bánh tét, bánh xèo, phở*) or traditional customs (*cúng ông bà, xin xăm, coi ngày, coi tuổi*), and explaining possible reasons for difficulty of translation

translating and interpreting a range of simple texts, including idioms, from Vietnamese into English and vice versa, and developing strategies to deal with words that are difficult to translate, for example, *tiên học lễ, hậu học văn, gần mực thì đen, gần đèn thì rạng/sáng, ăn vóc học hay*

translating words and expressions in familiar texts, including multimodal and digital texts, such as greeting cards, menus, road signs or story titles, and considering how meaning may be interpreted from a different cultural perspective


comparing own translations of simple texts with peers', commenting on differences between versions and collaborating to develop a whole-class version

exploring diverse ways in which meaning is conveyed in Vietnamese and English, such as multiple meanings of words, for example, 'old' may be translated as *già* or *cũ*, *ngon* as 'tasty', 'delicious', 'mouthwatering', 'scrumptious' or 'rich', and comparing synonyms for verbs, for example, 'running', 'sprinting', 'dashing', 'jogging' and *chạy nhanh, chạy vụt, chạy bộ*

examining the risks of literal (word-for-word) translation when translating expressions, idioms and proverbs, for example, 'An eye for an eye' should not be translated as *Một con mắt cho một con mắt* but as *Ăn miếng trả miếng*

Produce a range of bilingual texts and resources for their own [language](#) learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms

[Key concept: linguistic landscape; Key processes: translating, designing]

([ACLVIC148 - Scootle](#) )



#### Elaborations

creating parallel lists of informal Vietnamese and English expressions for everyday interactions with teachers, friends and family in print and digital modes

making and using bilingual resources for language learning, such as glossaries or personal Vietnamese–English and English–Vietnamese print and digital dictionaries

producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country, such as Australia Day, Anzac Day, Christmas/New

Year celebrations or Moon/food/boat racing festivals, and explaining culture-specific elements

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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), a translation of the school canteen menu into Vietnamese, or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example, *Thư viện* (Library), *Hội trường* (Hall), *Hãy giữ im lặng!* (Be quiet!), *Xin vui lòng bỏ rác đúng chỗ!* (Please do the right thing!)

creating subtitles for short video clips or slideshow presentations of intercultural experiences to share with the school community, such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese peers and community of school or cultural events

## Reflecting

Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to [language](#) and behaviours made when moving between languages

[Key concepts: society, background, belonging; Key processes: comparing, explaining]

([ACLVIC149 - Scootle](#) )



## Elaborations

explaining adjustments they make when moving between English- and Vietnamese-speaking contexts, for example, adjusting the way they communicate to adults and authority figures in Vietnamese by using 'please' (*Dạ, phải. Thưa bác*), or the use of different introductions depending on the participants, such as using *Thưa ba mẹ, đây là Nam, bạn con* to introduce friends to their parents and *Đây là Hải, bạn tôi* to introduce friends to each other

identifying adjustments they make when interacting in an Australian-English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate

reflecting on instances when moving between Vietnamese- and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case

discussing the ways they communicate with Vietnamese speakers, for example, making appropriate eye contact, allowing for personal space, and making language choices to show respect to elderly people, parents and teachers; and drawing comparisons with the ways they communicate with English speakers

Reflect on how own [biography](#), including family origins, traditions and beliefs, impacts on [identity](#) and [communication](#)

[Key concepts: self, [complexity](#), belief systems; Key processes: finding connections, reflecting, discussing]

(ACLVIC150 - Scootle [↗](#))



### Elaborations

discussing how having a Vietnamese background influences who they are and how they interact and behave in different contexts

identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese-speaking contexts

identifying key influences on their sense of identity, such as their family origins, traditions and beliefs and significant events, for example, *Ra ngoài đường con phải lễ phép để người ta đừng cười ba mẹ không biết dạy con. Người lịch sự/có văn hóa/có giáo dục không bao giờ chửi thề hay nói bậy*

exploring how they communicate with one another, their teachers and families, noticing whether they see themselves differently in different contexts, for example, *Khi nói chuyện ở nhà tôi cảm thấy mình là người Việt. Khi nói chuyện ở trường tôi cảm thấy mình là người Úc*

## Understanding

### Systems of language

Recognise and apply features of **intonation** and **pronunciation** and writing conventions used in different types of texts and contexts

[Key concepts: sound systems, pronunciation, punctuation; Key processes: recognising, applying]

(ACLVIU151 - Scootle [↗](#))



### Elaborations

applying basic pronunciation rules, including adding or changing tone markers, initial consonants or vowels to form new words, for example, *buổi, cuối, đuổi, tuổi, chuỗi*

understanding and reproducing Vietnamese words with different tone markers, and understanding that pitch changes affect the meaning of a word, for example, *thương, thường, thưởng, thương*

understanding the variability of sound–letter matches and distinguishing between similar sounds such as *ch* and *tr*, *s* and *x* (*chai/tra* or *song/xong*)

exploring Vietnamese sounds such as heterographs, for example, *giai* and *dai*, *dây* and *giây*, and homonyms, for example, *bàn (bàn bạc)* or *bàn (cái bàn)*

analysing Vietnamese pronunciation and intonation, for example, *Anh ăn trưa chưa? Anh chưa ăn trưa?* and *Anh chưa ăn trưa*




applying Vietnamese spelling rules, for example, *k*, *gh* and *ng* only go with *i*, *e*, and *ê* (*kiến, kê, kể, ghi, ghe, ghé, nghĩ, nghe, nghề*)

comparing Vietnamese words that end with *i* and *y*, and identifying words that are commonly misspelled, such as *tai* and *tay*, *mai* and *may*, *ngài* and *ngày*

using appropriate punctuation in writing, including commas, full stops, question marks, semicolons, colons, inverted commas and exclamation marks

Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place

[Key concepts: nouns, adjectives, [verb](#) forms, conjunctions; Key processes: understanding, expressing] ([ACLVIU152 - Scootle](#) )



### Elaborations

applying basic sentence structure in spoken and written texts, for example, subject + predicate, and understanding the grammatical function in sentences of adjectives, nouns, verbs and adverbs

using different types of compound words, for example, *nhà cửa, đường phố, trường lớp, anh chị em*, and understanding how they are formed, for example, *trường + học* < = *trường học*; *học + hành* = *học hành*

using adverbs and adjectives to expand and elaborate meaning in sentences, for example, *(hát) hay, (học) giỏi, (làm việc) nhanh nhẹn/chậm chạp* and *(người con) ngoan ngoãn/có hiếu, (căn phòng) sạch sẽ/ngăn nắp*

exploring a range of comparative and superlative forms of adjectives, for example, *đẹp, đẹp hơn, đẹp nhất*

extending vocabulary by learning and using reduplicative words, for example, *nho nhỏ, to to, đồ đồ*

exploring and using synonyms, for example *to, lớn, nhỏ, bé, siêng năng, chăm chỉ*, and antonyms, for example, *tốt ≠ xấu, mới ≠ cũ, ngày ≠ đêm, nóng ≠ lạnh, hiền ≠ dữ, giàu ≠ nghèo*

expanding use of verbs to express actions, for example, *Tôi chơi đá banh*, and feelings, for example, *Tôi cảm thấy vui khi được cô khen*; and imperative forms, for example, *Im lặng! Nghe cô giảng bài!*

using conjunctions to link words, phrases or sentences, for example, *và, với, hay, tại vì, hoặc, tuy, nhưng*

Understand the structure and [language](#) features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, [context](#) and

## audience

[Key concepts: [genre](#), [language](#) features; Key process: exploring]

(ACLVIU153 - Scootle [↗](#))



## Elaborations

identifying and comparing the language features of different text types, such as descriptive language in narratives or persuasive language in advertisements, and making connections between these features and the purpose of the text, for example, the use of descriptive language to entertain, or emotive language to persuade

identifying the context, purpose and audience of a range of imaginative, procedural, persuasive or informative texts, such as stories, recipes, advertisements and news reports

identifying the context, audience, purpose and structural features of short familiar texts in Vietnamese, such as messages, notes, signs, instructions, personal emails/letters, diary entries/blog posts, advertisements, announcements, recipes, stories, songs and poems

recognising structural features of familiar personal, informative and imaginative Vietnamese texts, for example, dates on diary entries and letters, greetings in emails or conversations, and titles of stories

discussing ways in which different sets of vocabulary are seen in different contexts, for example, the use of imperatives in a set of instructions (*Đứng lên! Ngồi xuống! Mở tập ra! Nghe và lặp lại*), the frequent use of time and place markers (*ngày xưa ngày xưa, hôm qua, hôm nay, ngày mai, tuần tới*) in narratives, the types of adjectives (*đẹp, tốt, bền, tiện lợi*) seen in advertisements, and personal pronouns (*ông, bà, tôi, anh, chị, em*) in everyday conversations

understanding how to create textual cohesion by using elements such as adverbs of sequence for example, *thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng*, and conjunctions, for example, *và, với, hay, hoặc, vì, nhưng*, to sequence and link ideas

## Language variation and change

Understand that [language](#) is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor's surgery

[Key concepts: variation, [context](#); Key processes: analysing, explaining]

(ACLVIU154 - Scootle [↗](#))



## Elaborations

discussing with peers how they vary language use when communicating with people in different contexts, such as talking to a teacher, chatting with friends or going shopping, for example, *Thưa cô, cho em nộp bài trễ một ngày được không ạ? Lan này, chừng nào có bài kiểm tra tiếng Việt? Chào cô, ở đây có bán từ điển tiếng Việt không?*

identifying ways in which tone and body language vary in daily interactions depending on context, for example, the same sentence may be spoken in a different tone (friendly/unfriendly, respectful/impolite) and body language may change according to the setting (serious/interactive in the classroom, casual/friendly in the playground, relaxed at home/careful in the street)

explaining variations in aspects of language use such as tone, gestures, word choice or sentence structure in various situations and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist

identifying specialised language used in specific contexts, for example, at the market (*giá bao nhiêu, trả giá, mắc, rẻ, giảm giá, hàng tốt/xấu*) or at the doctor's surgery (*bị cảm, ho, nhức đầu, chóng mặt*)

recognising differences in language use between class presentations and everyday conversations, such as *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?*

Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam

[Key concepts: regional variance, language exchange; Key processes: exploring, connecting]

([ACLVIU155 - Scootle](#) )



#### Elaborations

recognising ways in which the Vietnamese language has changed over time, for example, the romanisation of the writing system, the declining use of Sino-Vietnamese words such as *quốc kỳ* and *sư phụ*, and the increasing use of English words such as 'OK', 'jeans', 'shopping' and 'hello'

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recognising and understanding new and borrowed words, phrases and concepts that have been created or incorporated as a result of contact with other cultures, for example, *kimono*, *koala*, *sushi*, *pizza*, *mì Ý* (pasta), *bánh mì kẹp thịt* (hamburger), *thức ăn nhanh* (fast food)

understanding that Vietnamese has different dialects, such as Southern, Central and Northern Vietnamese, for example, *má/mẹ* (mother), *ba/bố* (father), *dứa/thơm*, *khóm* (pineapple)

**AA**

distinguishing between the three main dialects in Vietnamese, for example, noticing that the Southern and Central Vietnamese dialects have fewer tone markers in spoken language than the Northern Vietnamese dialect

exploring the expansion of vocabulary in the Vietnamese language due to the influence of regional dialects, for example, Southerners have adopted some Northern words (*ba mẹ*) and vice versa (*củ lân*)

#### Role of language and culture

Understand that **language** use is shaped by the values and beliefs of a community

[Key concepts: social norms, values, attitudes; Key processes: understanding, reflecting]

(ACLVIU156 - Scootle [↗](#))



#### Elaborations

discussing connections between the Vietnamese language and cultural beliefs, for example, *con số hên, số đẹp, ngày tốt/tốt ngày*

understanding that Vietnamese values and beliefs influence language choices, for example, the use of family terms such as *chú, bác, cô* or *đì* instead of first names reflects the importance of family in Vietnamese culture

discussing the meaning of 'culture', how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as values and beliefs, including respect for the environment; and comparing these visible and invisible elements of Vietnamese culture to other cultures of the Asia region



making connections between language and culture, such as vocabulary and expressions related to people, lifestyle and the environment, for example, *con rồng cháu tiên, khéo ăn thì no, khéo co thì ốm, trời nắng tốt dưa, trời mưa tốt lúa*