

The Australian Curriculum

Subjects	Vietnamese
Year levels	Year 8

Years 7 and 8 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests

[Key concepts: discussion, exchange, interaction; Key processes: expressing, sharing]

([ACLVIC157 - Scootle](#))



Elaborations

initiating conversations, including face-to-face and online conversations, by asking peers about personal interests, for example, *Lúc rảnh rồi bạn thích làm gì? Bạn thích ăn mặc thế nào khi đi chơi?*

sustaining conversations by further exploring peers' perspectives on topics of discussion, for example, *Ngoài âm nhạc ra bạn còn sở thích gì khác? Tại sao vậy? Tôi nghĩ đọc sách rất có ích. Bạn có đồng ý với tôi không?*

exchanging opinions about a range of topics such as friends, family, lifestyles, celebrations, food and health, for example, *Minh nên cẩn thận khi quen bạn ở trên mạng. Chúng ta nên ăn uống lành mạnh để có sức khỏe tốt*

summarising different opinions in interactions, for example, *Có bạn thì thích phim hành động, có bạn thì thích phim tình cảm*

interacting with family and friends at school and home events, for example, *Hôm nay đội bóng đá trường mình chơi hay lắm! Năm nay ngày hội đa văn hóa trường mình tổ chức vào ngày nào? Ba mẹ ơi, năm nay nhà mình đi chơi ở đâu/ăn Tết thế nào? Tết này cô chú và các em về Việt Nam ăn Tết à? Cho con gửi lời thăm ông bà và các cô chú ở Việt Nam*

Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions

[Key concepts: collaboration, transaction; Key processes: collaborating, planning, negotiating]

([ACLVIC158 - Scootle](#))



Elaborations

responding to invitations by accepting, declining or apologising, for example, *Cám ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì bạn đi đám cưới với gia đình*

collaborating with peers to plan individual, family, class or school events such as a birthday party, housewarming, class excursion or school performance, taking the initiative, discussing alternatives

and making decisions, for example, *Tuần tới chúng mình sẽ tổ chức sinh nhật cho Minh ở trường nhưng Trang bận quá. Vậy Hùng email mời các bạn giùm, còn Lan và Hương sẽ mua bánh và quà cho Minh*

commenting on the organisation of local community events and making suggestions for improvements, for example, *Tết Trung Thu năm nay vui quá. Các cửa tiệm nên bán thêm nhiều lồng đèn hơn*

participating in transactions in authentic, simulated or online situations, such as purchasing goods or services, for example, *Cái áo này bao nhiêu tiền? Vé xe lửa/ xe buýt khứ hồi đi đến trung tâm thành phố bao nhiêu tiền? Có số nhỏ/lớn hơn cho cái quần này không?*

Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions

[Key concepts: friendship, contribution; Key processes: responding, expressing, justifying, sharing]

([ACLVIC159 - Scootle](#))



Elaborations

requesting repetition or asking for and providing clarification, for example, *Bạn vui lòng lặp lại/nói rõ hơn về ... , Bạn nghĩ sao về việc ... ? Thưa cô, chữ 'vẻ mặt' là dấu hỏi hay dấu ngã? Làm sao biết khi nào dùng dấu hỏi hay dấu ngã?*

asking and responding to open-ended questions about learning activities or strategies, for example, *Hôm qua có bài làm về nhà gì cho môn tiếng Việt? Cô giáo dặn mình phải đọc và trả lời câu hỏi cho bài Tết Trung Thu. Mình phải làm sao để phân biệt được các dấu trong tiếng Việt? Thì bạn phải ráng tập nghe, tập đọc và tập viết cho nhiều, chú ý cách phát âm các dấu khác nhau thế nào*

using descriptive or expressive language when discussing contrasting aspects of personal world such as home and school, discipline and freedom, study and entertainment, appearance and personality, and when offering and justifying opinions, for example, *Chúng ta nói tiếng Anh với thầy cô và bạn bè ở trường nhưng nên nói tiếng Việt với gia đình ở nhà. Chúng ta nên biết cân bằng giữa học hành và giải trí. Gia đình tôi sống rất hòa thuận và vui vẻ. Cuối tuần tôi thường đi bơi hay đi coi phim với bạn bè*

participating in authentic cultural experiences in the community, such as an excursion to a Vietnamese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, *Mình nên dùng món khai vị gì? Còn món ăn chính thì sao? Chúng ta nên ăn tráng miệng bằng trái cây thay cho bánh ngọt. Các bạn nhớ đừng nói chuyện ồn ào khi ăn uống*

Informing

Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources

[Key concepts: representation, media, leisure; Key processes: analysing, comparing, connecting]

([ACLVIC160 - Scootle](#))



Elaborations

accessing diverse sources in a range of media, such as books, web pages, television programs, radio news items, interviews, reports, video clips or documentaries, to collate information about aspects of Vietnamese and Australian lifestyles, for example, schooling, leisure activities or preservation of natural environments

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

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using reading strategies to enhance understanding of texts, such as identifying and clarifying the meaning of key words or concepts, or distinguishing main points from supporting details

summarising, analysing and comparing information obtained from a range of sources, for example, information about Vietnam from a cookbook, a tourism website and a documentary such as *Luke Nguyen in Vietnam* or *Hành Trình Xuyên Việt*, selecting appropriate resources for research projects, and discussing and explaining the reasons for similarities and differences in the information obtained

comparing key points and supporting details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

using concept maps, charts and tables to organise and analyse information

contributing to a shared class database or online library information that has been drawn from various sources, and classifying selected information according to topic, genre or level

Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts

[Key concepts: representation, experience, audience, context; Key processes: conveying, describing, representing, comparing]

([ACLVIC161 - Scootle](#))



Elaborations

creating texts for a Vietnamese-speaking audience, using different forms and modes of presentation to enhance effect, for example, creating a digital presentation with visual and audio effects to introduce a famous tourist attraction or preparing a video clip of a cooking demonstration

investigating a social, environmental or cultural issue such as cyber bullying or cultural maintenance

and presenting the findings summarising opinions, attitudes and comments collected from surveys, interviews or media sources



creating a range of texts to inform others of features of Vietnamese and Australian lifestyles, family life, schooling, and social and cultural norms, for example, an email in response to a Vietnamese friend's enquiry about Australian schooling or leisure activities, a review to promote a Vietnamese restaurant, an advertisement to promote a new product, or a blog entry reflecting on the differences between Australian and Vietnamese foods or eating etiquette

delivering speeches or writing emails or letters to friends or relatives describing and analysing differences and similarities between the lives of Vietnamese and Australian teenagers, providing a balanced view of the lives and interests of teenagers in each country, referring to different perspectives from a range of resources and making connections with own or peers' experiences

reporting in the form of a personal recount or diary entry a personal experience such as a school excursion, a holiday trip or a local cultural event, for example, a Moon festival



Creating

Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on **characters** and events

[Key concepts: moral, representation, character, experience; Key processes: connecting, expressing, explaining, describing]

([ACLVIC162 - Scootle](#))



Elaborations

listening to, viewing and reading a range of narratives, including multimodal and digital narratives, such as cartoons, films, comics, stories, poems and songs, and identifying and analysing themes, messages and plot

comparing different expressive forms of the same story, event, character or place, to consider how form affects meaning and creates effects, for example, comparing the way the same story is expressed in the film *Ăn Khế Trả Vàng* and in the folk tale *Ăn Khế Trả Vàng*

reflecting on the ways in which people, places and experiences are described in Vietnamese imaginative texts, and comparing representations with those expressed across cultures, for example, comparing Vietnamese and Australian folk songs (*hò leo núi/kéo gõ/cây lúa* and 'Waltzing Matilda') or Vietnamese and Western folk tales (*Tấm Cám* and *Cinderella*), and discussing the reasons for similar or different values, practices and beliefs

comparing key messages and beliefs from Vietnamese stories (*Sự Tích Trái Dưa Hấu*, *Sơn Tinh Thủy Tinh*) and imaginative texts in the Australian context, including Aboriginal and Torres Strait Islander texts such as 'The Rainbow Serpent'

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responding to different expressions of humour in Vietnamese comedies and comparing them with Australian/Western expressions of humour, for example, comparing comedies by *Thúy Nga, Asia* with *Anh Do/Mr Bean*



commenting on and stating personal preferences relating to characters, actions and events in texts, using descriptive and evaluative language, including antonyms such as *hiền lành/hung dữ, thành thật/gian xảo, rộng rãi/keo kiệt, thiện/ác*, and relevant idioms or proverbs such as *ở hiền gặp lành, gieo gió gặt bão, có chí thì nên, ăn quả nhớ kẻ trồng cây*

comparing contemporary music popular among Vietnamese and Australian teenagers by listening to radio music stations and albums and viewing video clips, identifying similarities and differences in themes, messages, expression, styles of performance and singers' fashion



Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others

[Key concepts: imagination, experience; Key processes: entertaining, creating]

([ACLVIC163 - Scootle](#))



Elaborations

creating texts such as a diary entry to reflect on an event in a story or film, or an interview with an imaginary character in a story or film

performing scenes that illustrate aspects of the personality and attitudes of characters from a variety of written and visual imaginative texts

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

performing a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and dialogue

adapting stories or films to new settings and contexts, imagining how characters might behave and react differently in different contexts and times

creating performances that reflect on significant Vietnamese or Australian events or histories, for example, *Thánh Gióng, Hưng Đạo Vương, Bánh Dày Bánh Chung, tết Nguyên đán, tết Trung thu*, Australia Day, Anzac Day, Harmony Day

creating and performing simple raps, songs, skits or poems, using own imagination or relating own and others' experiences

Translating

Translate and [interpret](#) texts, compare own [translation](#) of a range of texts with others', and explore differences and strategies to overcome challenges in [translation](#)

[Key concepts: meaning, difference; Key processes: interpreting, explaining, considering the validity of different meanings]

([ACLVIC164 - Scootle](#) )



Elaborations

interpreting and translating a range of texts from English to 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 possible reasons for differences and similarities, selecting the most appropriate translation and negotiating adjustment if necessary

discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia

identifying and discussing strategies for translating difficult words and concepts or instances of non-equivalence, such as expanding descriptions or explanations, providing examples to assist meaning, or connecting to context to identify the meaning of a word, for example, 'a strong person' (*một người mạnh khỏe*) versus 'strong tea' (*trà đậm*); 'hot weather' (*thời tiết nóng nực*) versus 'a hot issue' (*vấn đề gây tranh cãi*) or 'a hot zone' (*khu vực nguy hiểm*)

recognising changes required to sentence structure or word use in English–Vietnamese translation, for example, 'This lesson is too hard to understand' = *Bài học này khó quá, tôi không hiểu được*; 'I can't help laughing' = *Tôi không thể nhịn cười được*

observing peers working as interpreters in the classroom in different contexts, identifying challenges in language mediation and exploring strategies to overcome these challenges

Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either [language](#) to assist meaning

[Key concepts: [language](#), [culture](#), meaning; Key processes: selecting, connecting interculturally]

([ACLVIC165 - Scootle](#) )



Elaborations

creating Vietnamese glossaries to accompany English texts such as *dự báo thời tiết* (weather forecasts), *phim tài liệu về thiên nhiên* (nature documentary), *phim hoạt họa* (cartoons) or *truyện cổ tích* (folk tales)

participating in projects to facilitate the learning of Vietnamese, for example, creating crosswords, picture dictionaries or glossaries to assist with vocabulary acquisition or revision, and simple short texts with various questions and activities to assist reading comprehension and writing development

composing bilingual texts for non-Vietnamese and non-English speakers, for example, subtitled animation of home energy saving suggestions, menus for Vietnamese restaurants with footnotes in English, and public signs and notices for Australian and Vietnamese contexts, paying attention to aspects of culture

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

creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases, and information about cultural behaviours, for example, *Bao nhiêu tiền? Phòng vệ sinh ở đâu? Làm ơn chờ tôi đến nhà hàng/khách sạn/phi trường, xin lỗi, cảm ơn*

AA

Reflecting

Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify [language](#) for different cultural perspectives

[Key concepts: [communication](#), cultural perspectives; Key processes: reflecting, discussing, connecting]

([ACLVIC166 - Scootle](#))



Elaborations

discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (*Tôi e rằng... Bạn nói cũng có lý nhưng mà ...*), or the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (*dạ/thưa/kính thưa*)

reflecting on the influence of Vietnamese culture on own communication style, for example, using gestures, words or expressions with particular cultural significance in Vietnamese, and discussing whether they modify their communication style when interacting in English-speaking contexts

reflecting on and explaining which words, expressions or gestures should or should not be incorporated when interacting with Vietnamese speakers or speakers of other languages, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting, making eye contact during conversation

comparing choices of language and behaviours when communicating in Vietnamese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Vietnamese-speaking contexts (*Dạ con không dám hứa chắc. Để con xem hôm đó có bận gì không. Con cũng thích món quà này nhưng mà ...*) or using both hands when giving something to elderly

people

Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage

[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]

([ACLVIC167 - Scootle](#))



Elaborations

discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being 'Vietnamese', and recognising that identity includes culture as well as language

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

explaining to others how the Vietnamese language is part of their identity, and reflecting on when, how and why they use Vietnamese

sharing views of what their understanding of Vietnamese culture 'is', and how it relates to language, identity and experience, using statements such as 'My culture is ...', 'Culture can ...'

Understanding

Systems of language

Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations

[Key concepts: sound systems, writing systems; Key process: applying]

([ACLVIU168 - Scootle](#))



Elaborations

distinguishing and making nuances in pronunciation and spelling between some similar diphthongs and triphthongs, for example, *chiều cao* and *cây cau*, *lỗ mũi* and *con muỗi*, *chúi nhủi* and *trái chuối*

applying Vietnamese pronunciation and spelling rules to own speech and writing to pronounce and spell new words encountered in interactions and texts, for example, if the spelling of the word *mười* is known, then the spelling of the word *người* can be determined without knowing its meaning

experimenting with intonation patterns to distinguish different types of sentences, for example, a statement (*Con không đi chơi đâu.*), a question (*Con không đi chơi đâu?*) and an exclamation (*Con không đi chơi đâu!*)

comparing own Vietnamese speech patterns with standard Vietnamese pronunciation, and making adjustments to their pronunciation of certain sounds or tone markers as necessary, for example, *g* and *r*, *s* and *x*, *ch* and *tr*, or *d* and *gi* and *v*

developing strategies to understand meaning when listening to diverse regional Vietnamese accents, for example, inferring meaning from the context of communication

Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality

[Key concepts: grammatical knowledge, elaboration; Key processes: understanding, applying]

([ACLVIU169 - Scootle](#))



Elaborations

differentiating interrogative forms with tag questions and using 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 that Lan came to school early today, while the exclamatory sentence *Hôm nay Lan đi học sớm thế/vậy!* may suggest surprise or irony

constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes

understanding the use of *được* and *bị* 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 verbs to express modality such as *nên* ('should'), *cần* ('need to') and *phải* ('must'), for example, *Các em nên chăm học. Chúng ta cần không khí để thở, thức ăn để ăn và nhà để ở. Học sinh phải mặc đồng phục khi đi học*

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

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

exploring homonyms encountered in texts, for example, *bò* ('cow' or 'to crawl'), *ăn* ('eat' or 'win'), *đỗ/đậu* ('pass the exam' or 'bean'), *bàn* ('table' or 'discuss'), *lợi* ('benefit' or 'gum'), *đen* ('black' or 'unlucky')

recognising the features of alliteration in Vietnamese, for example, *vui vẻ, mát mẻ, lanh lợi*, and using them in own spoken and written texts

explaining to peers the meaning of common idioms and proverbs, for example, *tiền rừng bạc biển, mò kim đáy biển; đôi cho sạch, rách cho thơm*

Expand understanding of how different types of texts are structured and employ particular [language](#) features to suit different audiences, contexts and purposes

[Key concepts: [text](#) structure, [language](#) features; Key process: applying]

([ACLVIU170 - Scootle](#))



Elaborations

analysing different types of texts, such as recipes, profiles, songs, poems, stories, recounts, reports, advertisements or conversations, to identify audience, purpose, structure and language techniques

examining structural features of informal text types, for example, dates on letters, postcards and diary entries

exploring the way content is developed in different types of texts, and how ideas and information are structured, for example, headings, paragraphs, topic sentences, elaborations, topic/idea shifts

identifying and comparing language features of different types of texts, for example, use of first person point of view and descriptive and emotive language in personal recounts and diary entries

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

Language variation and change

Understand how [language](#) use differs between spoken and written texts, and depends on participants, relationships and the purpose and [mode](#) of delivery

[Key concepts: [language](#) use, [context](#); Key processes: understanding, explaining]

([ACLVIU171 - Scootle](#))



Elaborations

comparing spoken and written texts, for example, a spoken advertisement and a print advertisement, or an oral conversation and an email, and explaining how mode relates to linguistic structures and

features and how this affects meaning

reflecting on ways in which tone varies according to setting and context, for example, the same sentence may be spoken in different tones (friendly/unfriendly, respectful/ironical)

recognising and analysing differences between language use in formal interviews and speeches and that in everyday conversations, such as *Bạn có thể vui lòng cho biết ý kiến của bạn về vấn đề này?* versus *Bạn nghĩ sao về chuyện này?* or *Xin chào cô và các bạn* versus *Lan nè/Ê Lan, khỏe không?*, and comparing informal classroom interactions on a current event or issue with discussions on the same topic on news and current-affairs programs

understanding how to convert informal spoken language (*ai cũng biết hết*) into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as *mọi người đều biết, như các bạn đã biết*

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

Explore the impact on [language](#) of social, cultural and intercultural influences such as globalisation and new technologies

[Key concepts: globalisation, technology; Key processes: exploring, researching, explaining]

(ACLVIU172 - Scootle [↗](#))



Elaborations

recognising Vietnamese words, phrases and concepts that have emerged as a result of technological advances, for example, *máy vi tính xách tay, nhấp chuột, điện thoại thông minh, thư điện tử, nhật ký điện tử, mạng lưới toàn cầu, trò chơi trực tuyến, tivi màn hình cong, phim ba chiều*

reflecting on changes in own language use and identifying new terms and communicative modes that have been adopted as a result of the development of technology, for example, using abbreviations such as 'u', 'LOL', 'YOLO', '2u' or '4u' or emoticons instead of whole words or phrases

recognising and understanding new words (including Vietnamese and non-Vietnamese), phrases and concepts that have been developed as a result of globalisation and changing lifestyles, for example, *toàn cầu hóa, kimono, koala, sushi, pizza, mì Ý (pasta), bánh mì kẹp thịt (hamburger), thức ăn nhanh (fast food)*

Role of language and culture

Analyse the ways in which choices in [language](#) use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in [communication](#) varies across cultures

[Key concepts: perspectives, beliefs; Key processes: exploring, describing, comparing]

(ACLVIU173 - Scootle [↗](#))



Elaborations

comparing cultural elements reflected in language use and social norms such as body language, volume of voice, or the use of personal space and silence in different cultural contexts and exchanges

recognising that some Vietnamese social behaviours, for example, not saying 'thanks' or 'sorry', and not opening gifts straight away in front of guests, may be misinterpreted by Australians as a lack of courtesy

identifying Vietnamese and Australian cultural practices, concepts, values and beliefs presented in diverse situations and contexts, for example, everyday conversations, television programs, films, documentaries, musical performances, folk tales and short stories

comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

explaining cultural references in Vietnamese folk and contemporary literature, for example, *mùng tuổi, xông đất, trầu cau*

exploring the various ways Vietnamese and Australian cultures are represented such as in depictions of scenery or icons, costumes, foods, social behaviours, gestures and language, for example, *tô phở/chai nước mắm, nón lá/áo dài*, folding hands/bowing head and use of *dạ/thưa* may represent Vietnam while the Sydney Opera House, a boomerang, shaking hands, and terms like 'fair dinkum' may be used to represent Australia



Years 7 and 8 Content Descriptions

Communicating

Socialising

Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes

[Key concepts: family, friendship, home; Key processes: interacting, socialising, describing]

([ACLVIC001 - Scootle](#))



Elaborations

greeting and farewelling others, introducing themselves, and expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for peers, teachers and family members, for example, *Chào thầy/cô. Bạn khỏe không? Tôi khỏe. Cảm ơn. Còn bạn thế nào? Chúc bạn sinh nhật vui vẻ. Con chúc ông bà sống lâu trăm tuổi*

introducing themselves, family, other people and possessions, using appropriate personal pronouns, for example, *Em tên là Nam. Em mười hai tuổi. Em học lớp bảy, trường trung học Newford. Nhà em ở Green Fields. Gia đình tôi có bốn người. Ba tôi là giáo viên. Đây là anh Trung/chị Lan/ba mẹ em. Đây là thầy/cô của con*

exchanging information on a range of topics, such as friends, daily routines, and celebrations, for example, *Bạn tôi rất tốt, hay giúp tôi làm bài. Cuối tuần bạn thường làm gì? Tôi thường đi chợ với gia đình vào cuối tuần*

asking peers about their personal interests, for example, *Lúc rảnh rỗi bạn thích làm gì? Bạn thích ăn món gì nhất? Còn thức uống thì sao?*

expressing likes, dislikes and preferences, for example, *Tôi thích nuôi chó. Tôi thích xem phim hơn đọc sách. Tôi không thích ăn mì*

Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions

[Key concepts: [task](#), [performance](#), presentation; Key processes: planning, deciding, making arrangements]

([ACLVIC002 - Scootle](#))



Elaborations

politely accepting or declining an invitation, for example, *Cảm ơn bạn. Được, tôi sẽ đến dự sinh nhật của bạn. Xin lỗi, tôi không đến được vì tôi bị bệnh*

planning home and school events, such as a Mother's/Father's Day celebration, a birthday party or group presentation, and exchanging information about date, time, place, activities and participants, for example, *Thứ Bảy tới là sinh nhật của con. Mẹ cho con mời mấy người bạn? Ba ơi, chủ nhật tới là ngày lễ Mẹ. Mình đưa mẹ đi ăn nhà hàng nha ba. Con sẽ gọi cho nhà hàng để đặt chỗ. Ba muốn đi nhà hàng nào? Mấy giờ mình đi?*

participating in real or simulated scenarios such as asking for or giving directions, or providing assistance, for example, *Tôi/Chúng mình bị lạc đường rồi. Làm ơn chỉ cho tôi/chúng tôi đường đi đến trạm xe lửa. Đi thẳng, đến ngã tư thứ hai quẹo trái*

making transactions in authentic, simulated or online situations, such as purchasing goods, ordering food or requesting services, for example, *Xin lỗi, cô cần gì ạ? Cái áo này bao nhiêu tiền? Có số nhỏ/lớn hơn không? Vé xe lửa đi City giá bao nhiêu? Ở đây có dạy thêm tiếng Anh cuối tuần không?*

Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation [Key concepts: routines, roles; Key processes: questioning, contributing, responding]

(ACLVIC003 - Scootle [↗](#))



Elaborations

interacting in class routines such as responding to the teacher during roll call, for example, *Chào thầy/cô. Chào các bạn. Dạ có mặt/Bạn Nam vắng mặt*; following instructions, for example, *Xếp hàng! Vào lớp! Mở tập ra! Đứng lên! Ngồi xuống! Im lặng! Hãy đọc chữ này!*; asking for permission, for example, *Thưa cô cho em đi vệ sinh/ra sớm năm phút*; making polite apologies, for example, *Xin lỗi cô em tới trễ/em quên làm bài tập về nhà*; and requesting help or support, for example, *Bạn làm ơn cho tôi mượn viết chì. Xin cô giải thích chữ này giúp em*

participating in classroom exchanges by asking and responding to questions about school life, classroom activities, subjects, teachers and friends, for example, *Bạn mới tên gì vậy? Bạn thích thầy/cô nào? Bạn thích học môn gì? Ngày mai có giờ toán không? Khi nào có ngày hội thể thao? Bạn làm bài xong chưa? Xong rồi/Chưa xong. Bạn cho tôi mượn tập được không? Chờ một chút, tôi sắp xong rồi*

using repair strategies such as asking for repetition and specific details of tasks and expressing lack of knowledge, for example, *Xin lỗi, bạn vừa nói gì vậy? Xin lỗi, tôi không nghe rõ, bạn làm ơn lặp lại.*

expressing opinions on classwork and school life, for example, *Giờ học tiếng Việt vui quá. Bài thi tiếng Anh 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

Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts

[Key concept: information; Key processes: obtaining, reading, listening, classifying]

[\(ACLVIC004 - Scootle !\[\]\(55f151b49d1ec9b1c6a56f12d810c2ca_img.jpg\)\)](#)

Elaborations

reading, viewing and listening to short texts, such as signs, captions, notices, posters, brochures or conversations, and identifying their context, topic, main ideas, audience and purpose

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

collating information from sources such as class surveys, online forums or blog posts

gathering information about aspects of Vietnam, such as weather, vegetation, wildlife, foods and drinks, lifestyles, tourist attractions or historical/cultural events, and using the information in new ways, for example, viewing an online map of a local venue and writing directions for visitors

comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

researching aspects of Vietnamese culture, history and natural environment, for example, religious beliefs and cultural practices such as *đạo Phật*, *đạo Thiên Chúa*, *đi chùa*, *đi nhà thờ*, *cúng ông bà*, *cúng giao thừa*, tourist attractions such as *vịnh Hạ Long*, *phố cổ Hội An*, or prominent historical figures such as *Hưng Đạo Vương* or *Vua Quang Trung*, by gathering information from texts and from exchanges with Vietnamese peers and adults

Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled [language](#) structures

[Key concepts: self, community, environment; Key processes: [composing](#), presenting, informing]

[\(ACLVIC005 - Scootle !\[\]\(84f770990bcc2b6531e6a3cc44932415_img.jpg\)\)](#)

Elaborations

presenting information in graphs or tables, for example, results from a class survey on preferred leisure activities, foods or idols

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

presenting a report in multimodal or digital form about personal interests or experiences, such as their favourite music, singer, film or book, a school excursion, a holiday or a local cultural event, using graphics to support meaning

describing aspects of life in Australia for an audience in Vietnam, for example, school life, community

recycling, a birthday party, or a national event such as Anzac Day or Australia Day



using different modes of presentation to profile significant events, people or places related to the cultures and histories of Vietnamese-speaking communities

producing a program for a cultural event in Vietnam such as *hội chợ Tết, tết Trung thu*, or a promotional brochure about a tourist attraction such as *chương trình tham quan vịnh Hạ Long*

Creating

Engage with a range of imaginative texts, including multimodal and [digital texts](#), such as cartoons, folk tales, picture books, comics, poems and songs, and identify and describe key elements such as theme, setting, [characters](#) and actions

[Key concepts: imagination, theme, [characters](#); Key processes: identifying, describing, responding]

([ACLVIC006 - Scootle](#) )



Elaborations

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

reading and viewing imaginative texts, such as animations, films and photo series, and performing scenes that illustrate aspects of the characters' attitudes, personality or reactions, the story's ending or the writer's messages

illustrating an extract from a text by selecting images, such as a picture, colour, symbol or emoticon, to reflect the content, mood or key message of the text, and explaining the reasons for selections

participating in performing for the class an imagined dialogue between characters from a story

listening to Vietnamese versions of English songs, for example, *Chúc Mừng Sinh Nhật* ('Happy Birthday'), *Tiếng Chuông Giáng Sinh* ('Jingle Bells'), and comparing aspects of each version such as language use and cultural representations

[Create](#) texts, including multimodal and [digital texts](#), or adapt familiar imaginative texts for a range of audiences, using modelled [language](#) structures and different modes of presentation to enhance effect

[Key concepts: adaptation, [mode](#), presentation; Key processes: re-creating, presenting, experimenting]

([ACLVIC007 - Scootle](#) )



Elaborations

imagining they are characters in a traditional painting such as *Đám Cưới Chuột (tranh Đông Hồ)* and

creating a dialogue

creating own versions of familiar texts, including multimodal and digital texts, such as wedding cards, postcards or greeting cards for imagined special occasions

interpreting the actions and behaviours of characters in multimedia texts such as cartoons, video clips or films (without listening to the original scripted dialogue) to imagine the text content and participants' relationships and create conversations between participants or write a summary of the text

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

composing and participating in imagined interactions, for example, a conversation between animals/pets or avatars, or meeting a character from a Vietnamese story or film for the first time

Translating

Translate and [interpret](#) short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty

[Key concepts: equivalence, representation; Key processes: translating, identifying]

([ACLVIC008 - Scootle](#))



Elaborations

translating information collaboratively and with teacher support, for example, menus, school timetables, directions, and school and public signs or notices, and recognising and explaining similarities and differences in language structures, for example, *ga xe lửa* 'train station', *Ngày Làm Sạch Nước Úc* 'Clean Up Australia Day', *quẹo trái* 'turn left', *đi thẳng phía trước* 'go straight ahead', *Em không thích cái nón này, phải không? - Dạ, em không thích or Không, em thích mà* 'You don't like this hat, do you?' – 'No, I don't' or 'Yes, I do'

identifying words or phrases that are difficult to translate, 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 reasons for difficulty, such as lack of equivalent concepts or practices in either language

recognising changes required to sentence structure or word use in English–Vietnamese translation, for example, 'This lesson is too hard to understand' = *Bài học này khó quá, tôi không hiểu được*; 'I can't help laughing' = *Tôi không thể nhịn cười được*

learning to use bilingual dictionaries and electronic translation tools, and identifying issues such as multiple meanings of words and the need to consider context or grammatical aspects to select relevant meaning, for example, *giấy khen* ('merit certificate') and *hôn thú* ('marriage certificate'); *chảy nước mắt* ('to shed tears') but *Hãy xé tờ giấy này đi!* ('Tear this paper off!'); *Tôi biết chơi khúc côn cầu* ('I can play cricket') and *Tôi thấy một con dế trong vườn* ('I have seen a cricket in the garden')

Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist **language** learning in the classroom and in the school community

[Key concepts: meaning, equivalence; Key processes: creating, translating]

(ACLVIC009 - Scootle [↗](#))



Elaborations

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

composing bilingual menus for Vietnamese restaurants, paraphrasing words that cannot be translated directly

developing bilingual signs and notices for the school and local community, for example, *Thư viện* – ‘Library’, *Hội trường* – ‘School hall’, *Trung tâm thương mại* – ‘Shopping centre’, *Ga xe lửa* – ‘Train station’, *Trạm xe buýt* – ‘Bus stop’

creating bilingual captions for tourist attractions in Vietnam and Australia to explain their significance for example, *hoàng thành* (‘royal palace’), *lăng tẩm* (‘royal mausoleum’), *núi* (‘mountain’), *bãi biển* (‘beach’) and *thành phố* (‘city’)

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

producing glossaries of cultural terms in English and Vietnamese to inform Vietnamese and Australian visitors about events in each country, such as Australia Day, Anzac Day, Christmas/New Year celebrations or Moon/food/boat racing festivals, and explaining culture-specific elements

AA

Reflecting

Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves **culture** as well as **language**

[Key concepts: intercultural **communication**, impact of **culture**; Key processes: comparing, reflecting]

(ACLVIC010 - Scootle [↗](#))



Elaborations

discussing their own level of comfort with particular gestures and body language when interacting across cultures, for example, making or not making eye contact when talking to older people, beckoning downwards or upwards, and hugging or not hugging in greeting

sharing with peers how it feels to use Vietnamese and English in different contexts, such as at home, at school and in the Vietnamese community, reflecting on instances when these interactions have felt

comfortable, awkward or difficult, and explaining why this might be the case

developing language to describe personal reactions to and feelings about intercultural experiences, for example, *thoải mái/không thoải mái, thích/không thích*

noticing how their Vietnamese cultural background influences their linguistic choices in cross-cultural interactions, for example, changing terms of address and level of formality depending on the context of interaction and the relationships between participants, such as the use of *ông, bà* or title plus the first or full name (*ông Bình, bà Hoa, Trung Nữ Vương, Vua Quang Trung, Tiến sĩ Hiệp, Bộ trưởng Lê Trung Hiếu*) when addressing people formally

discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement (*Tôi không nghĩ vậy. Tôi e rằng... Bạn nói cũng có lý nhưng tôi nghĩ khác*), the importance of modesty and humility as expressed in the proverb *Bảy hai chưa què chớ khoe rằng khỏe*, and the importance of respect as seen in the way Vietnamese people greet each other or address the elderly (*dạ/thưa/ kính thưa*)

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

[Key concepts: [bilingualism](#), biculturalism, significance; Key processes: reflecting, connecting]

([ACLVIC011 - Scootle](#) [↗](#))



Elaborations

mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences

identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, for example, *một kỳ nghỉ, một cuộc thi tài, bạn tôi, gia đình tôi, một đội/nhóm*

identifying aspects of personal identity such as age, gender and social status that are important when interacting in Vietnamese, for example, using the correct personal pronouns to address elderly people (*thưa ông/bà/bác/chú/cô/dì*), and shaking or not shaking hands depending on gender and age

comparing cultural and intercultural experiences and language capabilities with peers, and exchanging views on the benefits of being bilingual

Understanding

Systems of language

Recognise the features of the Vietnamese sound and writing system, including tones and **tone** markers, and explore Vietnamese **pronunciation** and spelling rules

[Key concepts: sound and writing system, **pronunciation**; Key processes: recognising, comparing]

(ACLVIU012 - Scootle [↗](#))



Elaborations

exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet, such as *ă, â, ê, ô, ơ, ư* and *đ*, and vice versa (*f, w, z*)

reading, listening to and reproducing Vietnamese words with different tone markers, recognising that Vietnamese is a tonal language, and understanding that pitch changes affect the meaning of a word, for example, *ma* ('ghost'), *mà* ('but'/'that'), *má* ('mother'), *mả* ('grave'), *mã* ('horse'), *mạ* ('rice seedling')

listening to, reading and reproducing Vietnamese words with the same monophthongs or diphthongs, for example, *đi thi, bà già, mai, nai, vài bài*, developing awareness of sound–letter relationships to establish concepts of Vietnamese spelling rules

identifying words with the same syllables, including monophthongs, diphthongs and triphthongs, for example, *nho nhỏ, đo đở, ngày nay, máy may, người người cười tươi*, when listening to songs and reading poems

differentiating between consonant blends that are pronounced similarly such as *ch* and *tr*, *d* and *gi*, *s* and *x*, for example, *che chở* versus *cây tre*; *hung dữ* versus *giữ nhà*; *cá sấu* versus *xấu quá*

understanding and applying spelling rules for special cases such as the initial consonant *k* and consonant clusters *kh, gh, ngh* can go with the vowels *i, e, ê* only, for example, *kẻ, khi, nghĩ, ghe, nghe, nghe*, and rules relating to middle tone markers *dấu hỏi* and *dấu ngã* for Vietnamese alliterations (*ngang, sắc, hỏi* and *huyền, ngã, nặng*), such as in *mát mẻ, vui vẻ; bẽ bàng, hờ hững*

applying Vietnamese spelling rules, including adding or changing initial consonants, vowels or tone markers, to form new words, for example, *đi thi, bà già, hai tai, mười người, ba và bà, no nê, thủ thi, nho nhỏ, nho đở, gió to, tươi cười*

identifying similarities in the Vietnamese pronunciation of Chinese, French and English loan words such as *sư phụ, toilet, gara, tivi, video*



Develop knowledge of common grammatical elements and structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency, conjunctions, statements, negations and questions, to describe events, actions and qualities of people and objects, and to express courtesy and opinions

[Key concepts: nouns, adjectives, **verb** forms, word order; Key processes: understanding, applying]

(ACLVIU013 - Scootle [↗](#))



Elaborations

recognising that Vietnamese has multiple words for personal pronouns, for example, *con*, *cháu*, *em* and *tôi* can be used to indicate both first and second person depending on relationships

using appropriate terms of address for diverse speakers in different contexts, for example, *ông*, *bà*, *anh*, *chị*, *em*

understanding that personal pronouns in Vietnamese do not change according to their grammatical function as in English, for example, *Anh ta biết tôi nhưng tôi không biết anh ta* ('He knows me but I don't know him')

exploring and using pluralisation of nouns, for example, *hai cái áo* ('two shirts'), *những/nhiều/các ngôi nhà* ('houses'), making connections and comparisons between Vietnamese and English

understanding the position of nouns and adjectives in Vietnamese compared to English, for example, *một học sinh giỏi* versus 'a good student'

using concrete nouns related to self, family, home, school and the local environment, including loan words from other languages, for example, *thức ăn*, *quần áo*, *gia đình*, *cha mẹ*, *trường học*, *học sinh*, *thầy cô*, *bạn bè*, *chợ*, *nhà hàng*, *trạm xe lửa*, *tivi*, *game*, *internet*, *email*, *canteen*, *gara sale*, *online shopping*, *sushi*, *pizza*, *McDonald*, *chocolate*, *cà rốt*, *ya-ua*, *nhằm xà/yumcha*

using adjectives to describe the appearance and personality of people, places, events, actions and objects, for example, *già*, *trẻ*, *rộng lớn*, *chật hẹp*, *quan trọng*, *thú vị*, *anh hùng*, *mắc*, *rẻ*, *tốt*, *xấu*

exploring and using synonyms, for example, *chăm chỉ* = *siêng năng*; *ngăn nắp* = *gọn gàng*, and antonyms, for example, *tốt* ≠ *xấu*; *mới* ≠ *cũ*; *ngày* ≠ *đêm*; *nóng* ≠ *lạnh*

recognising and using Vietnamese prefixes such as *vô* and *bất* to form antonyms, for example, *lẽ phép* ≠ *vô phép*; *có duyên* ≠ *vô duyên*; *lịch sự* ≠ *bất lịch sự*; *cẩn thận* ≠ *bất cẩn*

using adverbs to modify verbs and adjectives, and to indicate time, for example, *chạy nhanh*, *học giỏi*, *hát hay*, *đẹp lắm*, *hay quá*, *hôm qua*, *ngày mai*, *tuần rồi*, *tháng tới*

experimenting with the use of prepositions (*trên*, *dưới*, *trong*, *ngoài*, *ở giữa*), for example, *ở trên trời*, *ở trên bàn*, *ở dưới đất*, *ở nhà*, *ở thành phố*, *ở ngoài đường*

recognising possessive cases using formation of noun + pronoun/noun or *của*, for example, *ba mẹ (của) tôi*, *anh/chị (của) tôi*, *nhà/trường/lớp (của) tôi*

using some honorific words to express courtesy, for example, *dạ*, *dạ thưa*, *kính thưa*, *kính chào*

joining words, phrases and sentences using common simple conjunctions, for example, *Tôi và bạn*,

Cuối tuần bạn thường đi bơi hay đi xem phim? Tôi thích ăn phở nhưng chị tôi thích ăn mì

understanding that Vietnamese does not conjugate verbs according to number, gender and/or tense, for example, *Tôi/Bạn tôi thích phim hoạt họa*

understanding and describing past, current and future events using appropriate terms for time expressions such as *đã, sẽ, đang, chưa, rồi*, for example, *Tôi ăn rồi. Tôi đã sống ở đây hai năm. Ngày mai tôi sẽ đi coi phim*

using simple sentence structures (subject + predicate) to construct affirmative, negative and interrogative sentences, including closed and open-ended questions with *ai, cái gì, gì, nào, ở đâu, thế nào, tại sao*, for example, *Tôi thích ăn cơm. Tôi không thích ăn cháo. Bạn thích ăn cơm không? Bạn thích ăn món gì? Tại sao bạn thích bộ phim này? Bạn thích ca sĩ nào?*

understanding word order in questions, noticing that question words are placed at the end of sentences in Vietnamese, for example, *Tên em là gì? Nhà em ở đâu?*

understanding and using a range of Vietnamese comparative and superlative forms, for example, *đẹp, đẹp hơn, đẹp nhất*

understanding and applying the rules of compound word formation, for example, *trường + học = trường học; học + hành = học hành*, to generate words for enhancing conversations

understanding the use of appropriate punctuation in writing, for example, full stops, commas and exclamation marks

Examine the structures and [language](#) features of a range of short familiar personal texts, including descriptive, informative and imaginative texts, and identify [audience](#) and purpose

[Key concepts: [text](#) structure, [audience](#), purpose; Key processes: recognising, comparing, analysing] ([ACLVU014 - Scootle](#))



Elaborations

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

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

discussing ways in which different grammatical elements are used for different textual purposes, for example, the use of imperatives in a set of instructions (*Đứng lên! Ngồi xuống! Mở tập ra! Nghe và lặp lại!*) in recipes and other procedural texts, time and place markers (*ngày xưa ngày xưa, hôm qua,*

hôm nay, ngày mai, tuần tới) in stories, adjectives (*đẹp, tốt, bền, tiện lợi*) in advertisements, and personal pronouns (*ông, bà, tôi, anh, chị, em*) in conversations

understanding how to create textual cohesion by using linguistic elements such as cohesive devices (*thứ nhất, thứ nhì, trước tiên, kế đến, rồi, sau cùng*) and conjunctions (*và, với, hay, hoặc, vì, nhưng*) to sequence and link ideas

understanding the use of features of particular text types in simple written, spoken or digital form, such as class signs and rules, birthday invitations, personal profiles, or recipes of favourite foods or drinks

Language variation and change

Recognise some of the common variations in Vietnamese [language](#) used in different settings and contexts, for example, at home, at school, at the market or in the bank

[Key concepts: [register](#), [context](#); Key processes: recognising, comparing, analysing]

([ACLVU015 - Scootle](#))



Elaborations

identifying ways in which tone and body language vary in daily interactions according to setting and 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)

recognising and explaining variations in language use, such as tone, gestures, word choice and sentence structure, as they relate to different settings and contexts, for example, interactions between customer and salesperson, doctor and patient, tour guide and tourist

identifying technical language used in specific contexts, for example, at the market (*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?*

Recognise the dynamic nature of the Vietnamese [language](#) and how it has changed over time through interaction with other languages and cultures

[Key concepts: dynamism, influence; Key processes: comparing, analysing]

([ACLVU016 - Scootle](#))



Elaborations

recognising that many Vietnamese words are borrowed from other languages such as French, for example, *ba lê* ('ballet'), *cà phê* ('café'), *da-ua* ('yaourt'), *căn-tin* ('cantine') and *gara* ('garage'), and particularly from Chinese, for example, *hoàng thượng/sư phụ*



identifying and explaining changes in contemporary language practices and social behaviours, for example, using less formal language (such as *chào/thưa* or *chào/kính thưa*) and gestures (such as nodding head or shaking hands instead of bowing head and folding arms) when greeting family members and friends rather than strangers

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)

recognising the influence of English language and culture on own Vietnamese language use, including writing Vietnamese names in the English way (*Lan Nguyen* instead of *Nguyễn Thanh Lan*); using or mixing English with Vietnamese in daily interactions, such as *Bạn làm homework chưa?* *Sorry! Thank you.*

Role of language and culture

Identify connections between cultural practices and **language** use in intercultural exchange, recognising how meaning may be culturally specific

[Key concepts: interdependence, meaning; Key processes: reflecting, comparing, making connections]

([ACLVU017 - Scootle](#))



Elaborations

exploring how language and culture influence each other, for example, understanding the differences between Vietnamese and English name order (*Nguyễn Trúc Lâm* versus *Truc Lam Nguyen*) and its cultural significance identifying gestures, words and phrases with particular cultural significance in Vietnamese, reflecting traditional values such as respect for elderly people, education and social status, for example, folding arms, using both hands to offer something, and saying *dạ*, *thưa* to show respect

recognising that some Vietnamese social behaviours, for example, not saying 'thanks' or 'sorry', and not opening gifts straight away in front of guests, may be misinterpreted by Australians as lack of courtesy

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

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



exploring how politeness is expressed differently in Vietnamese and English, for example, Vietnamese speakers use honorific words such as *dạ/thưa* and different personal pronouns (*ông/bà, cô/chú, anh/chị*), while English speakers use ‘thanks’, ‘sorry’ and ‘excuse me’