

(no-code)

with others using to information in familiar about self and personal worlds

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Elaborations

- greeting and farewelling others and expressing states of wellbeing, and wishes, using formal or informal appropriate for peers, teachers and family members, for example, Chào thầy/cô. Bạn khỏe không? Tôi khỏe. Cảm ơn. Còn bạn thế nào? Chúc mừng sinh nhật. Chúc mừng năm mới.
- introducing themselves, family members or possessions, for example, Em tên là Nam. Em có hai chị em. Em học lớp bảy, trường trung học Newford. Em ở Green Fields. Gia đình em có bốn người. Ba em là giáo viên. Đây là anh Trung/chị Lan/bà mẹ em. Đây là thầy/cô của em.
- discussing plans and daily routines, for example, Bạn tôi rất tốt. Cuối tuần bạn làm gì? Tôi đi chơi với gia đình.
- exchanging information with peers in face-to-face and secure online conversations about their personal interests, for example, Bạn thích món gì? Bạn thích uống gì?
- expressing likes, dislikes and preferences, for example, Tôi thích ăn cơm. Tôi không thích uống nước ngọt.
- using some expressions and spontaneous exclamations when with peers, to show interest and and to fill pauses, for example, Hay lắm! Rất tốt!
- exchanging emails and posts on secure shared websites or secure personal blogs that highlight school, home or social life
- exchanging information about special events or special community celebrations, for example, Bạn sẽ mua món quà gì cho ba mẹ/bạn trong Ngày Nhảy Nấu? Bạn sẽ làm gì sinh nhật của tôi là tuần tới? Bạn sẽ tham gia gì trong kỳ nghỉ?

Students learn to:

interact with others using modelled language to exchange information in familiar contexts and personal worlds

(AC9LV8EC01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV8EC01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

greeting and farewelling others and expressing states of wellbeing, appreciation and wishes, using formal or informal language appropriate for peers, teachers and family members, for example, Chào th■y/cô. B■n kh■e không? Tôi kh■e. Cám ■n. Còn b■n th■ nào? Chúc m■ng sinh nh■t. Chúc m■ng n■m m■i.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

introducing themselves, family members or possessions, for example, Em tên là Nam. Em m■■i hai tu■■. Em h■■c l■■p b■■y, tr■■ng trung h■■c Newford. Em ■ Green Fields. Gia ■nh em có b■■n ng■■i. Ba em là giáo viên. ■ây là anh Trung/ch■■ Lan/ba m■■ em. ■ây là th■■y/cô c■■a em.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

discussing plans and daily routines, for example, B■■n tôi r■■t t■■t. Cu■■i tu■■n b■■n làm gì? Tôi ■i ch■■ v■■i gia ■nh.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC01

exchanging information with peers in face-to-face and secure online conversations about their personal interests, for example, B■■n thích ■n món gì? B■■n thích u■■ng gì?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

exchanging information with peers in face-to-face and secure online conversations about their personal interests, for example, B■■n thích ■n món gì? B■■n thích u■■ng gì?

Continuum extract

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- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

expressing likes, dislikes and preferences, for example, Tôi thích ■n c■m. Tôi không thích u■ng n■c ng■t.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

using some expressions and spontaneous exclamations when interacting with peers, to show interest and comprehension and to fill pauses, for example, Hay !■■■m! ■■■■■c rô■■i!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

exchanging information about special events or special community celebrations, for example, Ba n se mua mo n qua gi cho ba cu a ba n trong Nga y Nh n Cha? B a tie c sinh nh t cu a toi la tu n t i. Ba n a th m ai trong ky nghi?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Vietnamese language resource

Vietnamese

Language support resource

The Vietnamese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Vietnamese. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Vietnamese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LV8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

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Elaborations

- expressing opinions on classwork and school life, for example, Gi h c ti ng Vi t r t vui. Bu i i c m tr i r t thú v . Nhà v sinh r t s ch. C n-tin có n ngon.
- requesting help or support, for example, B n cho tôi m n vi t chỉ. Xin cô giúp em.
- participating in classroom by asking and responding to about school life, , teachers and friends, for example, B n m i tên gì v y ? B n thích h c môn gì? Khi nào có gi toán? B n làm bài xong ch a? Xong r i/Ch a xong.
- developing appropriate to classroom routines such as responding during roll call, for example, Chào th y/cô... D có m t /D b n Nam v ng m t
- following instructions, for example, X p hàng. Vào l p. M t p ra. ng lên. Ng i xu ng. Im ng.

- asking for permission and making apologies, for example, Thưa cô cho em nghỉ sinh, Xin lỗi cô, em tui tr
- using repair strategies such as asking for or specific details of tasks and expressing lack of knowledge, for example, Xin lỗi, bạn vừa nói gì? Xin lỗi, bạn giúp tôi hiểu không?
- using active and turn-taking strategies, such as Bạn có ý kiến gì không?

Students learn to:

develop language to interact in exchanges, routines, tasks and responsibilities related to work and interests

(AC9LV8EC02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV8EC02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

expressing opinions on classwork and school life, for example, Gi■ h■c ti■ng Vi■t r■t vui. Bu■i ■i c■m tr■i r■t thú v■. Nhà v■ sinh r■t s■ch. C■n-tin có ■■ ■n ngon.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

requesting help or support, for example, B■n cho tôi m■■■n vi■t chì. Xin cô giúp em.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

participating in classroom exchanges by asking and responding to questions about school life, subjects, teachers and friends, for example, B■n m■i tên gì v■y ? B■n thích h■c môn gì? Khi nào có gi■ toán? B■n làm bài xong ch■a? Xong r■i/Ch■a xong.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

developing language appropriate to classroom routines such as responding during roll call, for example, Chào thầy/cô... Dì có mặt /Dì bận Nam vắng mặt

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

following instructions, for example, Xếp hàng. Vào lớp. Mời tiếp ra. Nâng lên. Ngồi xuống. Im lặng.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

asking for permission and making apologies, for example, Thưa cô cho em nghỉ vâng, Xin lỗi cô, em trễ trễ

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

using repair strategies such as asking for repetition or specific details of tasks and expressing lack of knowledge, for example, Xin lỗi, bạn vừa nói gì? Xin lỗi, bạn lớp tôi học ở đâu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC02

using active listening and turn-taking strategies, such as BẠN CÓ Ý KIẾN GÌ KHÔNG?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LV8EC03

in non-verbal, spoken and written with peers to organise relating to daily life and school environment

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-

Elaborations

- planning home and school events, such as a Moon festival/Lantern festival/Children's festival, a birthday party or group presentation, and exchanging information about date, time, place, and participants, for example, Khi nào là sinh nhật của bạn? Sinh nhật của tôi là tháng Bấy 23 tháng 10 lúc 7 giờ tối. Bà ơi, chủ nhật này là Tết Trung Thu. Mình gửi mình thiệp chúc? Mẹ ơi mua gì sáng.
- making real or simulated transactions such as purchasing goods, ordering food or requesting services, for example, Xin lỗi, cô cần gì? Cái áo này bao nhiêu tiền? Có sách/loại nào không? Vé xe buýt đi City bao nhiêu tiền?
- collaborating to displays, presentations or for family, friends or school community, to showcase Vietnamese learning, such as singing a song in Vietnamese or reciting a poem, for example, Xin chào Vietnam, bài thơ Tôn Trùng
- participating in a real or simulated outing to a Vietnamese restaurant, such as discussing the menu, food and drink preferences with friends and ordering in a culturally appropriate way, for example, Bạn muốn ăn món gì? Chấm thêm. Bạn muốn uống nước ngọt hay nước lọc? Nước ngọt đá.
- contributing to a secure school-created blog site to with other students learning Vietnamese, and sharing ideas to plan and organise a Vietnamese cultural day at school
- planning and participating in that combine and cultural elements, such as an excursion to a Vietnamese exhibition, film festival, or community event

Students learn to:

engage in modelled non-verbal, spoken and written exchanges with peers to organise relating to daily life and school environment

(AC9LV8EC03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV8EC03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
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- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC03

planning home and school events, such as a Moon festival/Lantern festival/Children's festival, a birthday party or group presentation, and exchanging information about date, time, place, activities and participants, for example, Khi nào là sinh nhật của bạn? Sinh nhật của tôi là tháng Bý 23 tháng 10 lúc 7 giờ tối. Bà ơi, chủ nhật này là Tết Trung Thu. Mình gửi mình thiệp chúc? Mình mời mời gì sáng.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC03

planning home and school events, such as a Moon festival/Lantern festival/Children's festival, a birthday party or group presentation, and exchanging information about date, time, place, activities and participants, for example, Khi nào là sinh nhật của bạn? Sinh nhật của tôi là tháng Bý 23 tháng 10 lúc 7 giờ tối. Bà ơi, chủ nhật này là Tết Trung Thu. Mình gửi mình thiệp chúc? Mình mời mời gì sáng.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC03

making real or simulated transactions such as purchasing goods, ordering food or requesting services, for example, Xin ơi, cô cần gì? Cái áo này bao nhiêu tiền? Có sẵn không? Vé xe buýt City bao nhiêu tiền?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC03

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC03

collaborating to create displays, presentations or performances for family, friends or school community, to showcase Vietnamese learning, such as singing a song in Vietnamese or reciting a poem, for example, Xin chào Vietnam, bài th**■** Tôn Tr**■**ng

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC03

participating in a real or simulated outing to a Vietnamese restaurant, such as discussing the menu, food and drink preferences with friends and ordering in a culturally appropriate way, for example, Ba n muon n mo n gi? C m chien. Ba n muon uong n c d a ho c n c la nh? N c d a.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC03

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC03

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC03

Continuum extract

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- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
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AC9LV8EC04

locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and

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Elaborations

- locating and summarising information from a range of sources, such as notices, results of class surveys, announcements and reports, and using tools such as tables, charts and concept maps to organise and sequence information
- gathering information about aspects of Vietnam, for example, weather, vegetation, wildlife or popular foods and drinks, and using the information in new ways, for example, creating a poster or presentation to promote travel to Vietnam
- comparing details from a range of about special occasions and ceremonies, and discussing culture-specific terms and representations, for example, how T is celebrated in Vietnam and Australia
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Vietnamese
- for key facts in short spoken or recorded , such as phone messages, announcements or television advertisements, transposing them to note form, and communicating to others
- identifying and describing settings, , events and key ideas in imaginative by asking and responding to such as ■ ■âu? khi nào? ai? and làm gì? or by producing a profile of a or a timeline of events
- and viewing imaginative such as folktale stories, legendary films and Vietnamese photo series, and performing scenes that illustrate aspects of the , personality or reactions, the story's ending or the writer's messages
- illustrating an extract from a by selecting images such as a picture, colour, symbol or emoticon to reflect the content, or key message of the , and explaining the reasons for selections
- to Vietnamese versions of English-language songs, for example, Chúc Mừng Sinh Nhật, Xin chào Vietnam , and comparing aspects of each version, such as use and cultural representations
- the actions and behaviours of in multimedia such as cartoons, video clips or films (without to the original scripted dialogue) to imagine the content and participants' relationships, and creating the imagined conversations between participants
- interviewing family or local Vietnamese-speaking community members, or using secure online resources to research aspects of Vietnamese cultural practice, history and natural environment, for example, cúng ông bà, cúng giao thừa , tourist attractions such as Vinh H Long, ph c H i An and using this information in their own short reports

Students learn to:

locate and process information and ideas in familiar spoken, written and multimodal , responding in ways appropriate to cultural context, purpose and audience

(AC9LV8EC04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Collaboration

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LV8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

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- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV8EC04

comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations, for example, how Tết is celebrated in Vietnam and Australia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

AC9LV8EC04

comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations, for example, how Tết is celebrated in Vietnam and

Australia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV8EC04

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV8EC04

identifying and describing settings, characters, events and key ideas in imaginative texts by asking and responding to questions such as **■ ■âu? khi nào? ai? và làm gì?** or by producing a profile of a character or a timeline of events

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV8EC04

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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV8EC04

listening to Vietnamese versions of English-language songs, for example, Chúc Mừng Sinh Nhật, Xin chào Vietnam, and comparing aspects of each version, such as language use and cultural representations

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV8EC04

interviewing family or local Vietnamese-speaking community members, or using secure online resources to research aspects of Vietnamese cultural practice, history and natural environment, for example, cúng ông bà, cúng giao thừa, tourist attractions such as Vinh Hố Long, phước Hải An and using this information in their own short reports

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC04

interviewing family or local Vietnamese-speaking community members, or using secure online resources to research aspects of Vietnamese cultural practice, history and natural environment, for example, cúng ông bà, cúng giao thừa, tourist attractions such as Vinh Hố Long, phước Hải An and using this information in their own short reports

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LV8EC05

develop and begin to apply strategies to interpret, and meaning in Vietnamese in familiar

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Elaborations

- comparing of familiar such as children's stories or advertisements and considering whether meaning can be changed or lost in the
- identifying or that are difficult to , for example, food items such as bánh chưng, bánh tét, bánh xèo, phở, or traditional practices such as cúng ông bà, cúng giỗ, coi ngày, coi tuế, and explaining reasons for difficulty, such as lack of equivalent concepts or practices in Vietnamese and English
- learning to use dictionaries and electronic tools, and identifying issues such as multiple meanings of and the need to consider or to select relevant meaning, for example, đá banh (kick the ball), nước đá (iced water), đá (stone)

- making and using resources for learning, such as glossaries or personal Vietnamese-English and English-Vietnamese print or online flashcards or creating games
- comparing appropriate ways of communicating in Vietnamese and non-Vietnamese , for example, using different titles to a teacher by their first name in Vietnamese but by their family name in English, for example, Thầy Tùng/ Mr. Nguyen, Cô Hoa/ Ms Tran

Students learn to:

develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts

(AC9LV8EC05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV8EC05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

- navigates extended texts including complex digital texts

Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EC05

identifying words or phrases that are difficult to translate, for example, food items such as bánh mì, bánh tét, bánh xèo, phở, or traditional practices such as cúng ông bà, cúng giỗ, coi ngày,

coi tu ■■■ , and explaining reasons for difficulty, such as lack of equivalent concepts or practices in Vietnamese and English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC05

identifying words or phrases that are difficult to translate, for example, food items such as bánh ch■■ng, bánh tét, bánh xèo, ph■■ , or traditional practices such as cúng ông bà, cúng gi■■, coi ngày, coi tu■■i , and explaining reasons for difficulty, such as lack of equivalent concepts or practices in Vietnamese and English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EC05

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 grammar to select relevant meaning, for example, ■á banh (kick the ball), n■■■c ■á (iced water), c■■c ■á (stone)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC05

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 grammar to select relevant meaning, for example, ■á banh (kick the ball), n■■■c ■á (iced water), c■■c ■á (stone)

Continuum extract

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EC05

Continuum extract

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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC05

Continuum extract

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- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EC05

comparing appropriate ways of communicating in Vietnamese and non-Vietnamese contexts, for example, using different titles to address a teacher by their first name in Vietnamese but by their family name in English, for example, **Thầy Tùng**/ Mr. Nguyen, **Cô Hoa**/ Ms Tran

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV8EC05

comparing appropriate ways of communicating in Vietnamese and non-Vietnamese contexts, for example, using different titles to address a teacher by their first name in Vietnamese but by their family name in English, for example, **Thầy Tùng**/ Mr. Nguyen, **Cô Hoa**/ Ms Tran

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that

develop mutual understanding

- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LV8EC06

spoken, written and , informative and imaginative using appropriate vocabulary, expressions, grammatical structures, and some textual

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Elaborations

- presenting a report in or digital form using graphics to support meaning, such as a report about personal interests or experiences, for example, their favourite music, singer, film, book or holiday
- producing a poster or a digital brochure for a cultural event in Vietnam or Australia, such as h■i ch■ T■t, t■t Trung thu or Harmony Day
- creating Vietnamese subtitles to match short video clips or descriptions for slideshow presentations of experiences such as going on an overseas holiday, attending a wedding ceremony, giving or accepting a gift, or for informing peers and school or local community about cultural events
- creating a print or digital poster in Vietnamese to promote travel to a significant cultural location on a First Nations , including what to see and do
- creating a story in the form of a photo slideshow, using and speech bubbles, captions or other audiovisual aids to enhance effect
- creating the next scene, a new or an alternative ending for a Vietnamese imaginative such as a folk tale, short story, drama or film
- and performing scripted scenarios that involve challenging situations or encounters, using , expression and props to build and explore relationships and emotions
- songs, jingles, posters or video clips to promote real or imagined Australian products for a Vietnamese market
- participating in and performing for the class an imagined dialogue between from a story
- mapping their own linguistic and cultural profiles, for example, by creating a family tree or a secure web profile to highlight formative elements such as family , key relationships and experiences

Students learn to:

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

(AC9LV8EC06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

- Create, communicate and collaborate

Speaking and listening

- Speaking

Writing

- Creating texts
- Creating texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Generating

- Create possibilities

Creating and exchanging

- Create, communicate and collaborate

Navigating intercultural contexts

- Consider responses to intercultural contexts

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Generating

- Create possibilities

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Resources

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates informative texts that describe, explain and document (e.g. describe an artwork, document

the materials and explain why it was created)

- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

Text forms and features

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

Vocabulary

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

- uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

Crafting ideas

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

Vocabulary

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

Text forms and features

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC06

producing a poster or a digital brochure for a cultural event in Vietnam or Australia, such as h■i ch■ T■t, t■t Trung thu or Harmony Day

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC06

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Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC06

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC06

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9LV8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

AC9LV8EU01

recognise and use features of the Vietnamese sound system, including , , and , and demonstrate understanding of how these are represented in familiar

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Elaborations

- exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet, such as **â, ê, ô, ơ, ơ** and **ơ**, and letters that have no equivalent in the Vietnamese alphabet, **f, w, z**
- , to and reproducing Vietnamese with different , recognising that Vietnamese is a tonal , and understanding that changes affect the meaning of a , for example, **ma** (ghost), **mà** (but/that), **ma** (mother), **m** (grave), **ma** (horse), **ma** (rice seedling)
- recognising that Vietnamese has different regional such as Northern, Central and Southern Vietnamese, for example, **má/m, ba/b, d**a/thm/khóm
- identifying similarities in in Vietnamese borrowed from different countries such as **ga ra, tivi, video, phim, bò bít t, xà phòng**
- identifying with the same , including , and , for example, **i thi, nho nh, o , ngày nay, máy bay, c t i** , and developing awareness of sound-letter relationships and Vietnamese spelling rules
- differentiating between that are pronounced similarly such as **ch** and **tr** , **d** and **gi** , **s** and **x** , for example, **che ch** versus **tr**ng h**c**; **ôi** dép versus **gi** nhà; cá **s**u versus x**u** quá
- using to check the correct of Vietnamese and using voice-recording apps to check their own and to develop

Students learn to:

recognise and use features of the Vietnamese sound system, including tones, rhythm and intonation, and demonstrate understanding of how these are represented in familiar

(AC9LV8EU01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Investigating

- Acquire and collate data

Social management

- Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV8EU01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language

- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

exploring the Vietnamese alphabet, identifying letters that have no equivalent in the English alphabet, such as ■, â, ê, ô, ■, ■ and ■, and letters that have no equivalent in the Vietnamese alphabet, f, w, z

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

recognising that Vietnamese has different regional accents such as Northern, Central and Southern Vietnamese, for example, má/m■, ba/b■, d■a/th■m/khóm

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

identifying similarities in pronunciation in Vietnamese borrowed words from different countries such as ga ra, tivi, video, phim, bò bít t■t, xà phòng

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

identifying words with the same syllables, including monophthongs, diphthongs and triphthongs, for example, ■i thi, nho nh■, ■o ■■, ngày nay, máy bay, c■■i t■■i , and developing awareness of sound-letter relationships and Vietnamese spelling rules

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

differentiating between consonant blends that are pronounced similarly such as ch and tr , d and gi , s and x , for example, che ch■ versus tr■■ng h■c; ■ôi dép versus gi■ nhà; cá s■u versus x■u quá

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LV8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
- collect and evaluate quantitative and qualitative data using specialised digital tools and

processes in the context of identified problems

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Vietnamese language resource

Vietnamese

Language support resource

The Vietnamese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Vietnamese. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Vietnamese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LV8EU02

develop knowledge of, and use structures and features of, the Vietnamese grammatical and systems to understand and spoken, written and

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Elaborations

- using punctuation such as full stops, capital letters, exclamations marks and marks
- applying Vietnamese spelling rules, including adding or changing initial , or to form new , for example, ai, hai, cái, ■i thi, hai tai, m■■■i ng■■■i, ba, no nê, nho nh■, giò to, t■■■i c■■■i
- understanding and applying the rules of compound-word formation, for example, tr■■■ng + h■c = tr■■■ng h■c; xe + ■■■p = xe ■■■p , and using these rules to generate new
- using in comparative and superlative forms, for example, già, tr■, r■ng l■n, nh■, ch■t, quan

trung, vui, buồn, mới, rồi, tất, xâu and ...p, ...p hân, ...p nh

- using to join and , for example, Tôi và bạn, Bạn thích gì bạn hay gì xem phim? Tôi không thích gì bạn không thích gì xem phim.
- expressing forms such as hai bạn, ba cái nhà, nhiều người
- using to modify and , and to indicate time, for example, chạy nhanh, học giỏi, hát hay, ...p ...m, hay quá, hôm qua, hôm nay, ngày mai, tuần rồi, tháng ...
- using simple structures such as affirmative, negative and interrogative , including closed and open-ended with ai, cái gì, gì, nào, ... đâu , for example, Tôi thích ...m. Tôi không thích ... cháo. Bạn thích ...m không? Bạn thích ... món gì? Lớp bạn ... đâu?
- recognising and using appropriate for personal and terms of for diverse speakers in different , for example, con, cháu, em, tôi, ông, bà, anh, and ch can be used to indicate both first and second person depending on relationships
- using some to express courtesy, for example, d, d có, d không, th
- exploring and using synonyms, for example, ...p = xinh; vui ... = vui ch , and antonyms, for example, ...t ≠ xâu; ... ≠ c; ngày ≠ ...m; nóng ≠ ...nh, ... ≠ sáng, ...c ≠ r
- experimenting with the use of such as trên, dưới, trong, ngoài, ... giữa, bên trái, bên phải , for example, ... trên ...i, ... trên bàn, ... dưới ...t, ... nhà, ... thành phố, ... ngoài ...ng
- recognising possessive using formation of + / or của , for example, ba ... của tôi, anh/chi ... của tôi, nhà/trường/lớp của tôi
- understanding and describing past, current and future events using appropriate terms for time expressions such as ...ã, ...s, ...ang, ...a, ...r , for example, Tôi ...n ...i. Tôi ...ã ...n sáng ...i. Tôi ...n sáng lúc chín giờ. Tôi ...a ...n sáng. Tôi ...ang ...n sáng.

Students learn to:

develop knowledge of, and use structures and features of, the Vietnamese grammar systems to understand and create spoken, written and multimodal texts

(AC9LV8EU02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Grammar

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LV8EU02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")

- maintains subject-verb agreement in complex sentences

Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

Continuum extract

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

applying Vietnamese spelling rules, including adding or changing initial consonants, vowels or tone markers to form new words, for example, ai, hai, cái, ■i thi, hai tai, m■■i ng■■i, ba, no nê, nho nh■, giò to, t■■i c■■i

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

understanding and applying the rules of compound-word formation, for example, tr■■ng + h■c = tr■■ng h■c; xe + ■■p = xe ■■p , and using these rules to generate new words

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

using adjectives in comparative and superlative forms, for example, già, trẻ, rộng lớn, nhỏ, chậm, quan trọng, vui, buồn, mới, ít, xấu and đẹp, đẹp hơn, đẹp nhất

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

using conjunctions to join phrases and sentences, for example, Tôi và bạn, Bạn thích gì bạn hay xem phim? Tôi không thích gì bạn nhưng thích gì xem phim.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

expressing plural forms such as hai bạn, ba cái nhà, nhiều người

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

using adverbs to modify verbs and adjectives, and to indicate time, for example, خیلی nhanh, hết giờ, hát hay, đẹp lắm, hay quá, hôm qua, hôm nay, ngày mai, tuần rồi, tháng rồi

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

using simple sentence structures such as affirmative, negative and interrogative sentences, including closed and open-ended questions with *ai, cái gì, gì, nào, 誰, 什麼*, for example, *Tôi thích ăn cơm. Tôi không thích ăn cháo. Bạn thích ăn cơm không? Bạn thích ăn món gì? Lặp lại 誰, 什麼?*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV8EU02

recognising and using appropriate words for personal pronouns and terms of address for diverse speakers in different contexts, for example, *con, cháu, em, tôi, ông, bà, anh*, and *chị* can be used to indicate both first and second person depending on relationships

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

recognising and using appropriate words for personal pronouns and terms of address for diverse speakers in different contexts, for example, *con, cháu, em, tôi, ông, bà, anh*, and *chị* can be used to indicate both first and second person depending on relationships

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

using some honorific words to express courtesy, for example, *dạ, dạ có, dạ không, thưa*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

exploring and using synonyms, for example, đẹp = xinh; vui lòng = vui lòng, and antonyms, for example, tốt ≠ xấu; mới ≠ cũ; ngày ≠ đêm; nóng ≠ lạnh, tươi ≠ sáng, mới ≠ cũ

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

experimenting with the use of prepositions such as trên, dưới, trong, ngoài, giữa, bên trái, bên phải, for example, trên trời, trên bàn, dưới đất, nhà, thành phố, ngoài làng

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

recognising possessive cases using formation of noun + pronoun/noun or của, for example, bà của tôi, anh/chị của tôi, nhà/trường/lớp của tôi

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8EU02

understanding and describing past, current and future events using appropriate terms for time expressions such as đã, sẽ, đang, chưa, rồi, for example, Tôi đã rồi. Tôi đã sáng rồi. Tôi sẽ sáng lúc chín giờ. Tôi chưa sáng. Tôi đang sáng.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LV8EU03

compare Vietnamese and features with English, using familiar

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-

Elaborations

- discussing aspects of , using in Vietnamese or English, for example, danh từ / , động từ / , tính từ / , chủ ngữ / , vị ngữ / predicate

- identifying the and of short familiar in Vietnamese and English, such as messages, notes, signs, instructions, personal emails/letters, advertisements, announcements, recipes, legendary stories and songs, for example, Xin Chào Việt Nam, Chúc Mừng Năm Mới, chuyēn Tām Cām, Sān Tinh Thuā Tinh
- recognising structural features of familiar personal, informative and imaginative Vietnamese and English , for example, the date on diary entries and letters, titles for stories, and greetings in emails or conversations, for example, ngày, tháng ..., nām ... nhāt ký thân mām, Chào bām, hām gāp lām, sām viāt tīp cho nhāt ký
- understanding that personal in Vietnamese do not change according to their grammatical function as in English, for example, Anh y biāt tên tôi (He knows my name), Tôi biēāt anh ā (I know him), Kim ām giuāp tôi (Kim helped me)
- exploring and using pluralisation of , for example, hai cái áo and các/nhiēu/nhāng cām nhà , making connections and comparisons between Vietnamese and English
- understanding the position of and in Vietnamese compared with English, for example, māt hām sinh giām versus ‘a good student’
- discussing ways in which different grammatical elements are used for different textual , for example, the use of imperatives in a set of instructions such as āng lên. Ngām xuāng. Māt tāp ra. Nghe và lāp lām and comparing this with English
- translating information such as menus, school timetables, directions, and school and public signs or notices, and recognising and explaining similarities and differences in , for example, cām chiēn (fried rice), trām xe lām (train station), Ngày Làm Sām Nām Úc (Clean Up Australia Day)

Students learn to:

compare Vietnamese language structures and features with English, using familiar

(AC9LV8EU03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

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Analysing

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Analysing

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- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

discussing aspects of grammar, using metalanguage in Vietnamese or English, for example, danh từ /noun, động từ /verb, tính từ /adjective/, chủ ngữ /subject, vị ngữ /predicate

Continuum extract

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- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

responsively

Content description

AC9LV8EU03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

identifying the audience and purpose of short familiar texts in Vietnamese and English, such as messages, notes, signs, instructions, personal emails/letters, advertisements, announcements, recipes, legendary stories and songs, for example, Xin Chào Việt Nam, Chúc Mừng Năm Mới, chuyến Tết Cấm, Sơn Tinh Thuỷ Tinh

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

recognising structural features of familiar personal, informative and imaginative Vietnamese and

English texts, for example, the date on diary entries and letters, titles for stories, and greetings in emails or conversations, for example, ngày, tháng ..., n...m ... nh...t ký thân m...n, Chào b...n, h...n g...p l...i, s... vi...t ti...p cho nh...t ký

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

understanding that personal pronouns in Vietnamese do not change according to their grammatical function as in English, for example, Anh ...y bi...t tên tôi (He knows my name), Tôi bi...t anh ... (I know him), Kim ...a... giu...p tôi (Kim helped me)

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

exploring and using pluralisation of nouns, for example, hai cái áo and các/nhiều/những căn nhà , making connections and comparisons between Vietnamese and English

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

discussing ways in which different grammatical elements are used for different textual purposes, for example, the use of imperatives in a set of instructions such as *Đứng lên. Ngồi xuống. Mở nắp ra. Nghe và lặp lại* and comparing this with English

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8EU03

translating information such as menus, school timetables, directions, and school and public signs or notices, and recognising and explaining similarities and differences in language structures, for

example, cơm chiên (fried rice), trạm xe lửa (train station), Ngày Làm Sạch Nước Úc (Clean Up Australia Day)

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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AC9LV8EU04

recognise how identity is shaped by (s), (s), , and

-
-

Elaborations

- discussing how reflects cultural concepts and , for example, the importance of seeking agreement and compromise as reflected in the way Vietnamese people express disagreement such as Tôi không nghĩ vậy, or the importance of respect as seen in the way Vietnamese-speaking people those more senior to themselves using da/d có/ chào Cô/ Thưa thầy
- understanding that and change continuously in response to new ideas, social change and technological development and finding examples of this in Vietnamese and English, such as and concepts that have been created as a result of contact with other , for example, kimono, koala, sushi, pizza, pasta, bánh mì , hamburger, fast food
- examining the influence of Vietnamese on , and choices in social , for example, understanding that chu, ba indicates informality when addressing an unrelated person and that this reflects the value of family in Vietnamese
- examining, in Vietnamese or English, how First Nations Australians' have strong connections to and how these can be compared with variation across Vietnamese-speaking communities
- recognising the influence of English and on own Vietnamese use, including Vietnamese names such as Lan Nguyen instead of Nguyễn Thanh Lan
- discussing how such as politeness, affection or respect are in Vietnamese, for example, by comparing in their family with they observe in non-Vietnamese-speaking families, and the use of terms of affection such as dê th, aing qui

Students learn to:

recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values

(AC9LV8EU04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social awareness

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Engaging with cultural and linguistic diversity

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Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

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Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LV8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9LV8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LV8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9LV8EU04

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 such as Tôi không nghĩ vậy, or the importance of respect as seen in the way Vietnamese-speaking people address those more senior to themselves using da/d có/ chào Cô/ Thưa thầy

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LV8EU04

understanding that languages and cultures change continuously in response to new ideas, social change and technological development and finding examples of this in Vietnamese and English, such as phrases and concepts that have been created as a result of contact with other cultures, for example, kimono, koala, sushi, pizza, pasta, bánh mì, hamburger, fast food

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9LV8EU04

examining the influence of Vietnamese culture on gestures, tone and word choices in social interactions, for example, understanding that *chưa*, *ban* indicates informality when addressing an unrelated person and that this reflects the value of family in Vietnamese culture

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9LV8EU04

recognising the influence of English language and culture on own Vietnamese language use, including writing Vietnamese names such as Lan Nguyen instead of *Nguyễn Thanh Lan*

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9LV8EU04

discussing how values such as politeness, affection or respect are conveyed in Vietnamese, for example, by comparing interactions in their family with interactions they observe in non-Vietnamese-speaking families, and the use of terms of affection such as *dê thêng, aêng qui*

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

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