(no-code)

and in familiar related to students' personal worlds and school environment

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Elaborations

• initiating and sustaining conversations, including face-to-face and secure online conversations, by asking peers about personal interests, for example, Lúc r■nh r■i b■n thích làm gì nh■t?

• via different modes of such as class discussions or secure online to discuss opinions and agree or disagree on topics with classmates or friends in a Vietnamese community, for example, Cu■i tu■n tôi thích ■i b■i h■n ■i b■. Còn b■n thích làm gì? Tôi th■y bài ■■c này khó quá. Còn b■n thì sao? Tôi không ngh■ v■y.

• describing and elaborating on details about experiences or social with family and friends, for example, Th■ B■y v■a qua là sinh nh■t c■a bà n■i, c■ nhà tôi t■i m■ng sinh nh■t bà.

• checking on the progress of others during learning tasks or , using such as B■n làm s■p xong ch■a? Sao b■n làm nhanh th■?

• comparing routines, interests and favourite , using associated with time, sequence and location, for example, Tôi ■i h■c v■ lúc 4 gi■ 30 phút /4 gi■ r■■i chi■u. T■i th■ B■y, tôi thích xem phim và nghe nh■c sau khi làm xong bài t■p.

• expressing gratitude, apologies, sympathy or concern when with friends and family, for example, in print or digital cards for real or imagined special occasions, such as thank you, birthday, New Year, get well and wedding cards

Students learn to:

initiate and sustain modelled exchanges in familiar contexts related to students' per and school environment

(AC9LV6C01)

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

• Communicate responsively

Speaking and listening

• Interacting

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

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication
Engaging with cultural and linguistic diversity
• Communicate responsively
Social management
• Communication
Resources
Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively
Content description
AC9LV6C01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• 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
Snapshot – Interacting
Literacy: Speaking and listening: Interacting
Content description
AC9LV6C01
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• 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")
Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LV6C01

initiating and sustaining conversations, including face-to-face and secure online conversations, by asking peers about personal interests, for example, Lúc r■nh r■i b■n thích làm gì nh■t?

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C01

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Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• 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

Snapshot – Communicate responsively

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

Content description

AC9LV6C01

interacting via different modes of communication such as class discussions or secure online exchanges to discuss opinions and agree or disagree on topics with classmates or friends in a Vietnamese speaking community, for example, Cu■i tu■n tôi thích ■i b■i h■n ■i b■. Còn b■n thích làm gì? Tôi th■y bài ■■c này khó quá. Còn b■n thì sao? Tôi không ngh■ v■y.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C01

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Snapshot – Communicate responsively

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

Content description

AC9LV6C01

describing and elaborating on details about experiences or social activities with family and friends, for example, Th■ B■y v■a qua là sinh nh■t c■a bà n■i, c■ nhà tôi t■i m■ng sinh nh■t bà.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C01

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Snapshot – Communicate responsively

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

Content description

AC9LV6C01

checking on the progress of others during learning tasks or activities, using questions such as B■n làm s■p xong ch■a? Sao b■n làm nhanh th■?

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com■ responsively

Content description

AC9LV6C01

comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, Tôi ■i h■c v■ lúc 4 gi■ 30 phút /4 gi■ r■■i chi■u. T■i th■ B■y, tôi thích xem phim và nghe nh■c sau khi làm xong bài t■p.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com■ responsively

Content description

AC9LV6C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C01

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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

AC9LV6C02

participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas

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Elaborations

• engaging in shared that involve planning and collaborating, for example, running a school assembly in Vietnamese, organising a display or creating lanterns for T■t Trung thu
• creating and performing role-plays such as simple transactions that involve asking or giving prices or purchasing goods and services, for example, Bao nhiêu ti■n m■t lít s■a? M■t kí-lô nho giá bao nhiêu?
• planning and making arrangements for such as outings using expressions related to place, time and numbers, for example, ■ ■âu, khi nào, b■y gi■ kém 15 phút
• collaboratively a simple children's story and it to younger learners of Vietnamese

• contributing to the development of a set of class rules, for example, Trong l■p h■c này chúng ta ch■ nói ti■ng Vi■t vì ■ây là d■p ■■ th■c t■p môn ti■ng Vi■t.

• planning for a Vietnamese-speaking guest interview by developing a list of such as ■i■u gì ■ã truy■n c■m h■ng cho b■n? B■n có th■ chia s■ kinh nghi■m c■a mình trong chuy■n ■i này?

• planning a campaign, for example, to introduce healthy, environmentally-friendly Vietnamese food at a school or local Vietnamese community event, by creating posters, pamphlets and flyers or by making presentations to the class, parents and community members

• providing feedback about peer presentations using , for example, commenting on the use of eye contact

Students learn to:

participate in activities that involve planning and negotiating with others, using lang expresses information, preferences and ideas

(AC9LV6C02)

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

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV6C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• 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
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• 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")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C02

engaging in shared activities that involve planning and collaborating, for example, running a school assembly in Vietnamese, organising a display or creating lanterns for T■t Trung thu

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C02

creating and performing role-plays such as simple transactions that involve asking or giving prices or purchasing goods and services, for example, Bao nhiêu ti■n m■t lít s■a? M■t kí-lô nho giá bao nhiêu?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C02

planning and making arrangements for activities such as outings using expressions related to place, time and numbers, for example, ■ ■âu, khi nào, b■y gi■ kém 15 phút

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C02

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C02

contributing to the development of a set of class rules, for example, Trong l■p h■c này chúng ta ch■ nói ti■ng Vi■t vì ■ây là d■p ■■ th■c t■p môn ti■ng Vi■t.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C02

planning for a Vietnamese-speaking guest interview by developing a list of questions such as ■i■u gì ■ã truy■n c■m h■ng cho b■n? B■n có th■ chia s■ kinh nghi■m c■a mình trong chuy■n ■i này?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C02

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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AC9LV6C03

locate and information and ideas in a range of spoken, written and , and respond in different ways to suit

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Elaborations

- identifying and recording key information from informative or imaginative that relate to a particular topic, to provide a summary or to give a live or digital presentation, for example, Vietnamese tourism in Australia or Vietnam
- presenting a critical review of a song, story or television program, using such as Em thích câu truy■n này vì nó ...
- identifying and describing key elements of an informative or imaginative , such as settings, or people and events, by asking and responding to such as ■ ■âu? khi nào? ai? làm gì? nh■ th■ nào? t■i sao?
- to or viewing First Nations Australian stories in English and responding to them using , expressions and in Vietnamese
- or viewing imaginative in print, digital or forms, such as poems, cartoons, stories, folk tales or films, and performing scenes that illustrate aspects of a 's , personality or reactions, for example, in a story such as câu truy■n Ki■n và Voi
- illustrating to an extract of , and selecting images such as a picture, colour, symbol or emoticon to express the content, or key message of the
- identifying variations in aspects of use such as , , choice or structure in different and using these in own guided , for example, watching conversations between a customer and salesperson, doctor and patient, tour guide and tourist and replicating this in a role-play
- describing their reactions to informative or imaginative that evoke responses such as sadness, fear or excitement, relating them to their own experiences, for example, Em c■ng c■m th■y ...
- conducting interviews with family members or friends to collect stories of migration to Australia, identifying and expressions that reflect important and feelings, such as quê h■■ng, ■■t n■■c, khát khao, momg ■■i, vui s■■ng, b■o v■, tình dân t■c, tình h■u ngh■, tình làng xóm

Students learn to:

locate and process information and ideas in a range of spoken, written and multimo

respond in different ways to suit purpose

(AC9LV6C03)

General capabilities and cross-curriculum priorities

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

priorities.

Inquiring

• Identify, process and evaluate information

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

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

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

• condense and combine selected information related to the topic of study

• 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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV6C03

Learning progression extract

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

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

• reads and views some moderately complex texts (see Text complexity)
• accurately retells a text including most relevant details
• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
• evaluates the accuracy within and across texts on the same topic
• explains how authors use evidence and supporting detail to build and verify ideas
• draws inferences and verifies using textual evidence

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
• explains how textual features support the text's purpose
• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a

narrative, drawing on understanding of the textual features in the previous chapters)

• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)

• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)

• identifies language features used to present opinions or points of view

• skims and scans texts for key words to track the development of ideas

• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words

• identifies how technical and discipline-specific words develop meaning in texts

• analyses the effect of antonyms, synonyms and idiomatic language

• understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

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)

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LV6C03

Learning progression extract

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

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

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
- condense and combine selected information related to the topic of study
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

presenting a critical review of a song, story or television program, using evaluative language such as Em thích câu truy■n này vì nó ...

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
- condense and combine selected information related to the topic of study
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

identifying and describing key elements of an informative or imaginative text, such as settings, characters or people and events, by asking and responding to questions such as ■ ■âu? khi nào? ai? làm gì? nh■ th■ nào? t■i sao?

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
• condense and combine selected information related to the topic of study
• 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

reading or viewing imaginative texts in print, digital or multimodal forms, such as poems, cartoons, stories, folk tales or films, and performing scenes that illustrate aspects of a character's attitudes, personality or reactions, for example, in a story such as câu truy■n Ki■n và Voi

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
• condense and combine selected information related to the topic of study
• 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

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
• condense and combine selected information related to the topic of study
• 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

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
• condense and combine selected information related to the topic of study
• 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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

describing their reactions to informative or imaginative texts that evoke responses such as sadness, fear or excitement, relating them to their own experiences, for example, Em c■ng c■m th■y ...

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
• condense and combine selected information related to the topic of study
• 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV6C03

conducting interviews with family members or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings, such as quê h■■ng, ■■t n■■c, khát khao, momg ■■i, vui s■■ng, b■o v■, tình dân t■c, tình h■u ngh■, tình làng xóm

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

• condense and combine selected information related to the topic of study
• 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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV6C03

conducting interviews with family members or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings, such as quê h■■ng, ■■t n■■c, khát khao, momg ■■i, vui s■■ng, b■o v■, tình dân t■c, tình h■u ngh■, tình làng xóm

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• 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

AC9LV6C04

apply strategies to interpret and meaning in Vietnamese in familiar non-verbal, spoken and written cultural

•

•

Elaborations

• identifying or that are difficult to and possible reasons for this, for example, food items such as bánh ch■ng, bánh tét, bánh xèo, ph■ or traditional customs such as cúng ông bà, cúng m■, xin x■m, xem bói, coi ngày t■t x■u, so ■ôi tu■i
• recognising differences in use between formal and informal conversation, such as class presentations and everyday conversations, for example, Xin chào cô và các b■n versus Lan nè/Ê Lan, kh■e không?
• learning to use print dictionaries and online translators responsibly to work out the meaning of unfamiliar or , and determining the reliability of these aides to accurately information
• describing elements of Vietnamese that are different from English, including , and facial expressions, and sharing what they find difficult or awkward when using each
• identifying context-specific , for example, at the market giá bao nhiêu, tra■ gia■, m■c, r■, gi■m gia■, hàng t■t/x■u or at the doctor's surgery b■ c■m, ho, nh■c ■■u, chóng m■t
• a range of simple , including to identify the main meaning, for example, tiên h■c l■, h■u h■c v■n, g■n m■c thì ■en, g■n ■èn thì r■ng/sáng, yêu cho roi cho v■t, ghét cho ng■t cho bùi, ■n vóc h■c hay/b■n
• making and using resources for learning, such as glossaries of cultural terms in Vietnamese and English, to inform Vietnamese and Australian visitors about events in each country, such as Vietnamese New Year celebrations, Vietnamese Moon/food/boat racing festivals, Mother's Day, Father's Day, Anzac Day, Christmas, and explaining culture-specific elements
• examining the risks of literal or word-for-word when translating expressions, and proverbs, for example, 'full of beans' (lively and energetic) may be translated incorrectly in Vietnamese to ■■y ■■u

Students learn to:

apply strategies to interpret and convey meaning in Vietnamese language in familia spoken and written cultural contexts

(AC9LV6C04)
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 .

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Investigating

• Interpret data

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

Work Samples

WS01 - L■i chào (Greetings)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6C04

Continuum extract

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

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges

influence thinking and behaviour

• 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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV6C04

Learning progression extract

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

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

• reads and views some moderately complex texts (see Text complexity)

• accurately retells a text including most relevant details

• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)

• evaluates the accuracy within and across texts on the same topic

• explains how authors use evidence and supporting detail to build and verify ideas

• draws inferences and verifies using textual evidence

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)

• explains how textual features support the text's purpose

• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
• identifies language features used to present opinions or points of view
• skims and scans texts for key words to track the development of ideas
• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
• identifies how technical and discipline-specific words develop meaning in texts
• analyses the effect of antonyms, synonyms and idiomatic language
• understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

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)

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LV6C04

Learning progression extract

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

• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
• 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6C04

identifying words or phrases that are difficult to translate and possible reasons for this, for example, food items such as bánh ch■ng, bánh tét, bánh xèo, ph■ or traditional customs such as cúng ông bà, cúng m■, xin x■m, xem bói, coi ngày t■t x■u, so ■ôi tu■i

Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem
• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6C04

identifying words or phrases that are difficult to translate and possible reasons for this, for example, food items such as bánh ch■ng, bánh tét, bánh xèo, ph■ or traditional customs such as cúng ông bà, cúng m■, xin x■m, xem bói, coi ngày t■t x■u, so ■ôi tu■i

Continuum extract

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

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6C04

recognising differences in language use between formal and informal conversation, such as class presentations and everyday conversations, for example, Xin chào cô và các b■n versus Lan nè/Ê Lan, kh■e không?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• 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

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9LV6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
• analyse and visualise data using a range of digital tools to identify patterns and make predictions
• analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6C04

identifying context-specific language, for example, at the market giá bao nhiêu, tra■ gia■, m■c, r■, gi■m gia■, hàng t■t/x■u or at the doctor's surgery b■ c■m, ho, nh■c ■■u, chóng m■t

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6C04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6C04

interpreting a range of simple texts, including idioms to identify the main meaning, for example, tiên h■c l■, h■u h■c v■n, g■n m■c thì ■en, g■n ■èn thì r■ng/sáng, yêu cho roi cho v■t, ghét cho ng■t cho bùi, ■n vóc h■c hay/b■n

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
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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6C04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6C04

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
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• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6C04

examining the risks of literal or word-for-word translation when translating expressions, idioms and proverbs, for example, 'full of beans' (lively and energetic) may be translated incorrectly in Vietnamese to ■■y ■■u

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

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

Resource – WS01 - L■i chào (Greetings)

By the end of Year 6, students initiate and use strategies to maintain interactions in Vietnamese language that are related to their immediate environment. They use appropriate sounds, tones, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Vietnamese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation in spoken Vietnamese. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Vietnamese. They compare language structures and features in Vietnamese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LV6C04

apply strategies to interpret and convey meaning in Vietnamese language in familiar non-verbal, spoken and written cultural contexts

AC9LV6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LV6U01

apply knowledge of sounds, tones, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

AC9LV6U04

recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication

AC9LV6C05

and present a range of informative and imaginative spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type

•

•

Elaborations

• creating for a range of and , for example, a recount of the Year 5 camp for a school newsletter, an invitation for parents to attend the Year 6 information evening, or a review of the latest movie for peers
• explaining to others a procedure or practice, for example, community recycling, a recipe, health care tips, a tutorial on the rules of a sport or game, or eating etiquette

• resources for the school community, such as posters for class or school , displays or events, for example, Ngày h■i Th■ thao (Sports Carnival), Ngày h■i ■a v■n hóa (Multicultural Day) or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example, / Th■ vi■n (Library), H■i (Hall), Xin gi■ im l■ng! (Quiet please!)

• creating a class print or digital poster, locating and describing, in Vietnamese, a specific First Nations location in a local or regional , or elsewhere in Australia

• creating a simple, alternative ending for a Vietnamese imaginative such as a folk tale or short story

• and recording a story in the form of a photo slideshow, using and speech bubbles, captions, subtitles or other audio/visual aids to enhance effect

• and participating in imagined with from familiar , for example, a conversation between , or meeting a from a Vietnamese story or film for the first time, for example, Con chào chú, r■t vui ■■■c nói trò chuy■n v■i chú. Con r■t thích chú trong vai Lê Lai, chú trông thi■t oai phong và d■ng c■m.

• producing and performing short, scripted plays to retell a traditional folk tale in a modern , for example, di■n k■ch cô T■m th■ hài

• creating videos to teach others informal Vietnamese and English expressions for everyday with teachers, friends and family

• sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or secure blog, introducing aspects of local , including interesting places, people and lifestyle, for example, ph■■ng ti■n giao thông, cu■c s■ng c■a ng■■i thành th■ và nông thôn, xã h■i ■a v■n hóa

• using graphs or tables in print or digital form to present information, for example, creating a pie chart to represent the benefits of being or learning Vietnamese

Students learn to:

create and present a range of informative and imaginative spoken, written and multi a variety of modelled sentence structures to sequence information and ideas, and c appropriate to text type

(AC9LV6C05)

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 .

Social management

• Communication

Social management

• Communication

Social management

• Communication

People

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

Generating

• Create possibilities

Social management

• Communication
Social management

• Communication
Social management

• Communication

• Collaboration
Social management

• Communication

• Collaboration
Creating and exchanging

• Create, communicate and collaborate
Social management

• Communication

• Collaboration
Creating and exchanging

• Create, communicate and collaborate
Social management

• Communication
Creating and exchanging

• Create, communicate and collaborate
Social management

• Communication
Resources

Work Samples

WS01 - L■i chào (Greetings)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LV6C05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and
collaborate with peers and trusted adults
• 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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV6C05
Learning progression extract

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

• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other
hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he
did not agree with")
• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience

• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")

• uses some rhetorical devices (e.g. "don't you agree?")

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")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV6C05

Learning progression extract

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

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

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")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV6C05

Learning progression extract

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

Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

• writes a range of compound and complex sentences (see Grammar)

• uses pronouns correctly to link to an object or person across the text (see Grammar)

• uses images to reinforce ideas in written text

• maintains consistent tense within and between sentences (see Grammar)

• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

• applies learnt spelling generalisations

• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

• creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)

• includes structural features appropriate to the type of text such as orientation, complication and resolution

• includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)

• organises events into a sequence with a predictable ending

Text forms and features

• uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)

• uses pronouns to track multiple characters (e.g. "Peter and Leanne … he … they … she … them")
• maintains a point of view (e.g. writes predominantly in first person)
• uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
• selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
• uses simple figurative devices (e.g. simile)

Vocabulary

• uses a range of learnt topic words and words from other authors

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)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

composing bilingual resources for the school community, such as posters for class or school performances, displays or events, for example, Ngày h■i Th■ thao (Sports Carnival), Ngày h■i ■a v■n hóa (Multicultural Day) or a virtual tour of the school with signs, notices, labels and short comments in Vietnamese and English, for example, / Th■ vi■n (Library), H■i (Hall), Xin gi■ im l■ng! (Quiet please!)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

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• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

composing and participating in imagined interactions with characters from familiar texts, for example, a conversation between characters, or meeting a character from a Vietnamese story or film

for the first time, for example, Con chào chú, r■t vui ■■■c nói trò chuy■n v■i chú. Con r■t thích chú trong vai Lê Lai, chú trông thi■t oai phong và d■ng c■m.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C05

composing and participating in imagined interactions with characters from familiar texts, for example, a conversation between characters, or meeting a character from a Vietnamese story or film for the first time, for example, Con chào chú, r■t vui ■■■c nói trò chuy■n v■i chú. Con r■t thích chú trong vai Lê Lai, chú trông thi■t oai phong và d■ng c■m.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

producing and performing short, scripted plays to retell a traditional folk tale in a modern context, for example, di■n k■ch cô T■m th■ hài

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C05

producing and performing short, scripted plays to retell a traditional folk tale in a modern context, for example, di■n k■ch cô T■m th■ hài

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• 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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• 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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LV6C05
sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or secure blog, introducing aspects of local culture, including interesting places, people and lifestyle, for example, ph■■ng ti■n giao thông, cu■c s■ng c■a ng■■i thành th■ và nông thôn, xã h■i ■a v■n hóa

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05
sharing information with peers or family members in Vietnamese-speaking communities overseas, for example, via a video clip or secure blog, introducing aspects of local culture, including interesting places, people and lifestyle, for example, ph■■ng ti■n giao thông, cu■c s■ng c■a ng■■i thành th■ và nông thôn, xã h■i ■a v■n hóa

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and
collaborate with peers and trusted adults
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

AC9LV6U01

apply knowledge of sounds, , and patterns to develop and to known and

•

•

Elaborations

• understanding the variability of sound-letter combinations and distinguishing between similar
sounds such as ch and tr in chai/trai , or s and x or in song/xong
• applying rules, including adding or changing , initial or to form new , for example, bu■i, cu■i,
■u■i, tu■i, chu■i
• exploring Vietnamese sounds such as , for example, giai and dai, dây and giây , and , for example,
bàn (bàn b■c) or bàn (cái bàn)
• understanding and reproducing Vietnamese with different and , for example, th■■ng, th■■ng, th■■ng,
th■■ng
• using to check the correct of Vietnamese and using voice-recording apps to check their own and to
develop
• understanding that Vietnamese has different regional , such as Northern, Central and Southern
Vietnamese, for example, má/m■, ba/b■, d■a/th■m/khóm
• understanding in , using pauses and to signal boundaries and emphasis, for example, H■c bài, không
■■■c b■ ■i ch■i and H■c bài không ■■■c, b■ ■i ch■i
• applying Vietnamese and , recognising how , and help to meaning, for example, Anh ■n tr■a ch■a?
Anh ch■a ■n tr■a? and Anh ch■a ■n tr■a
Students learn to:

apply knowledge of sounds, tones, pronunciation and intonation patterns to develo

rhythm to known words and phrases

(AC9LV6U01)
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

• Communicate responsively

Speaking and listening

• Speaking

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

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Managing and operating

• Select and operate tools

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Work Samples

WS01 - L■i chào (Greetings)

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• 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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV6U01

Learning progression extract

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

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics

• includes details and elaborations to expand ideas

• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)

• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")

• rehearses spoken text to accommodate time and technology

• controls tone, volume, pitch and pace to suit content and audience

• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")

• uses some rhetorical devices (e.g. "don't you agree?")

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")

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

understanding the variability of sound-letter combinations and distinguishing between similar sounds such as ch and tr in chai/trai , or s and x or in song/xong

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U01

understanding the variability of sound-letter combinations and distinguishing between similar sounds such as ch and tr in chai/trai , or s and x or in song/xong

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

applying pronunciation rules, including adding or changing tone markers, initial consonants or vowels to form new words, for example, bu■i, cu■i, ■u■i, tu■i, chu■i

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U01

applying pronunciation rules, including adding or changing tone markers, initial consonants or vowels to form new words, for example, bu■i, cu■i, ■u■i, tu■i, chu■i

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U01

exploring Vietnamese sounds such as homophones, for example, giai and dai, dây and giây , and homonyms, for example, bàn (bàn b■c) or bàn (cái bàn)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

understanding and reproducing Vietnamese words with different tone markers and pitch, for example, th■■ng, th■■ng, th■■ng, th■■ng

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U01

understanding and reproducing Vietnamese words with different tone markers and pitch, for example, th■■ng, th■■ng, th■■ng, th■■ng

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LV6U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

understanding 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.
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U01

understanding 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 verbal and non-verbal communication skills when responding to others
- 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

understanding rhythm in sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, H■c bài, không ■■■c b■ ■i ch■i and H■c bài không ■■■c, b■ ■i ch■i

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U01

understanding rhythm in sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, H■c bài, không ■■■c b■ ■i ch■i and H■c bài không ■■■c, b■ ■i ch■i

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U01

applying Vietnamese pronunciation and intonation, recognising how pitch, stress and rhythm help to convey meaning, for example, Anh ■n tr■a ch■a? Anh ch■a ■n tr■a? and Anh ch■a ■n tr■a

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U01

applying Vietnamese pronunciation and intonation, recognising how pitch, stress and rhythm help to convey meaning, for example, Anh ■n tr■a ch■a? Anh ch■a ■n tr■a? and Anh ch■a ■n tr■a

Continuum extract

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

• apply verbal and non-verbal communication skills when responding to others

• 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

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

Resource – WS01 - L■i chào (Greetings)

By the end of Year 6, students initiate and use strategies to maintain interactions in Vietnamese language that are related to their immediate environment. They use appropriate sounds, tones, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Vietnamese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation in spoken Vietnamese. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Vietnamese. They compare language structures and features in Vietnamese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LV6C04

apply strategies to interpret and convey meaning in Vietnamese language in familiar non-verbal, spoken and written cultural contexts

AC9LV6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LV6U01

apply knowledge of sounds, tones, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

AC9LV6U04

recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication

AC9LV6U02

use knowledge of grammatical structures and expressions to compose and respond to , using appropriate punctuation and textual

•

•

Elaborations

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

• applying Vietnamese spelling rules, for example, k , gh and ngh only go with i, e, and ê in ki■n, k■, k■, ghi, ghe, gh■, ngh■, nghe, ngh■

• identifying Vietnamese that end with i or y , that have different meanings, such as tai and tay, mai and may, ngài and ngày

• understanding the grammatical function of , , and in

• using and to expand and elaborate on meaning in , for example, hát hay, h■c gi■i, làm vi■c nhanh nh■n/ch■m ch■p and ng■■i con ngoan ngoãn/có hi■u, c■n phòng s■ch s■/ng■n n■p

• exploring a range of comparative and superlative forms of , for example, ■■p, ■■p h■n, ■■p nh■t

• using different types of compound , for example, nhà c■a, ■■■ng ph■, tr■■ng l■p, anh ch■ em , and understanding how they are formed, for example, tr■■ng + h■c = tr■■ng h■c; h■c + hành = h■c hành

• extending vocabulary by learning and using reduplicative , for example, nho nh■, to to, ■o ■■

• using to indicate location, for example, trong, ngoài trên, d■■i, bên ph■i, bên trái, bên c■nh, tr■■c, sau, ■ gi■a

• exploring and using synonyms, for example, to, l■n, nh■, bé, siêng n■ng, ch■m ch■ , and antonyms, for example, t■t ≠ x■u, m■i ≠ c■, ngày ≠ ■êm, nóng ≠ l■nh, hi■n ≠ d■, giàu ≠ nghèo

• applying basic structure in spoken and written , for example, + predicate

• creating affirmative, negative and interrogative , for example, Tôi thi■ch ch■i th■ thao. Mình không thích ch■i th■ thao. Ba■n thi■ch môn th■ thao nào?

• using to link , or , for example, và, v■i, hay, t■i vì, ho■c, tuy, nh■ng

Students learn to:

use knowledge of modelled grammatical structures and formulaic expressions to co texts, using appropriate punctuation and textual conventions

(AC9LV6U02)

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

• Communicate responsively

Writing

• Grammar

• Punctuation

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

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

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Engaging with cultural and linguistic diversity

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Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LV6U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• 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

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LV6U02

Learning progression extract

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

Grammatical accuracy

• writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

• uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
• employs a range of tenses to represent processes
• maintains subject-verb agreement in simple and compound sentences
• uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
• uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

• writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
• writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
• uses determiners to support cohesion (e.g. "this hat", "those apples")
• uses well-structured paragraphs with topic sentences

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 – Punctuation

Literacy: Writing: Punctuation

Content description

AC9LV6U02

Learning progression extract

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

• uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")

• uses apostrophes for plural possessives (e.g. "planes' wings")

• follows conventions of use of capitals in headings

• writes commas to separate clauses where appropriate

• punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")

• uses complex punctuation conventions (e.g. colons, semicolons, brackets)

• uses punctuation conventions for quotations and referencing

Snapshot – Communicate responsively

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

Content description

AC9LV6U02

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U02

applying Vietnamese spelling rules, for example, k , gh and ngh only go with i, e, and ê in ki■n,
k■, k■, ghi, ghe, gh■, ngh■, nghe, ngh■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LV6U02

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com
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Content description

AC9LV6U02

identifying Vietnamese words that end with i or y , that have different meanings, such as tai and
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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LV6U02

using adverbs and adjectives to expand and elaborate on meaning in sentences, for example, hát hay, h■c gi■i, làm vi■c nhanh nh■n/ch■m ch■p and ng■■i con ngoan ngoãn/có hi■u, c■n phòng s■ch s■/ng■n n■p

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LV6U02

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Snapshot – Communicate responsively

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

Content description

AC9LV6U02

exploring a range of comparative and superlative forms of adjectives, for example, ■■p, ■■p h■n, ■■p nh■t

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AC9LV6U02

using different types of compound words, for example, nhà c■a, ■■■ng ph■, tr■■ng l■p, anh ch■ em ,
and understanding how they are formed, for example, tr■■ng + h■c = tr■■ng h■c; h■c + hành = h■c hành

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com■
responsively

Content description

AC9LV6U02

extending vocabulary by learning and using reduplicative words, for example, nho nh■, to to, ■o ■■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com■
responsively

Content description

AC9LV6U02

using prepositions to indicate location, for example, trong, ngoài trên, d■■i, bên ph■i, bên trái, bên c■nh, tr■■c, sau, ■ gi■a

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV6U02

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Snapshot – Communicate responsively

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

Content description

AC9LV6U02

exploring and using synonyms, for example, to, l■n, nh■, bé, siêng n■ng, ch■m ch■ , and antonyms, for example, t■t ≠ x■u, m■i ≠ c■, ngày ≠ ■êm, nóng ≠ l■nh, hi■n ≠ d■, giàu ≠ nghèo

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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

Content description

AC9LV6U02

creating modelled affirmative, negative and interrogative sentences, for example, Tôi thi■ch ch■i th■ thao. Mình không thích ch■i th■ thao. Ba■n thi■ch môn th■ thao nào?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LV6U02

using conjunctions to link words, phrases or sentences, for example, và, v■i, hay, t■i vì, ho■c,
tuy, nh■ng

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Personal and Social capability: Social management: Communication

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AC9LV6U03

compare some Vietnamese and features with those of English, using some familiar

•

•

Elaborations

• identifying and comparing the of different in Vietnamese and English, such as descriptive in or
persuasive in advertisements
• discussing aspects of using in Vietnamese or English, for example, danh t■ / , ■■ng t■ / , tính t■
/ , ch■ ng■ / , v■ ng■ /predicate
• comparing the structural features of familiar personal, informative and imaginative Vietnamese and
English , for example, dates on diary entries and letters, greetings in emails or conversations, and
titles of stories
• comparing different types of , such as recipes, songs, stories, recounts or conversations to
identify and used in both Vietnamese and English
• understanding how to textual by using elements such as of sequence, for example, th■ nh■t, th■
nhì, tr■■c tiên, k■ ■■n, r■i, sau cùng , and , for example, và, v■i, hay, ho■c, vì, nh■ng , to
sequence and link ideas, and comparing how these work with English
• creating comparative lists of vocabulary, in Vietnamese and English, which can be used in
different , for example, the use of imperatives in a set of instructions, ■■ng lên! Ng■i xu■ng! M■
t■p ra! Nghe và l■p l■i , or the frequent use of time and place markers, ngày x■a ngày x■a, hôm qua,
hôm nay, ngày mai, tu■n t■i in

Students learn to:

compare some Vietnamese language structures and features with those of English,
metalanguage

(AC9LV6U03)

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

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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

AC9LV6U03

Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem

• 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6U03

discussing aspects of grammar using metalanguage in Vietnamese or English, for example, danh t■ /noun, ■■ng t■ /verb, tính t■ /adjective, ch■ ng■ /subject, v■ ng■ /predicate

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6U03

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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

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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

AC9LV6U03

understanding how to create textual cohesion by using elements such as adverbs of sequence, for example, th■ nh■t, th■ nhì, tr■■c tiên, k■ ■■n, r■i, sau cùng , and conjunctions, for example, và, v■i, hay, ho■c, vì, nh■ng , to sequence and link ideas, and comparing how these work with English

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6U03

creating comparative lists of vocabulary, in Vietnamese and English, which can be used in different contexts, for example, the use of imperatives in a set of instructions, ■■ng lên! Ng■i xu■ng! M■ t■p ra! Nghe và l■p l■i , or the frequent use of time and place markers, ngày x■a ngày x■a, hôm qua, hôm nay, ngày mai, tu■n t■i in narratives

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm... responsively

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AC9LV6U04

recognise that reflects cultural practices, and , and that this impacts on non-verbal, spoken and written

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Elaborations

• recognising the interconnections between cultural practices and use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using Da■, th■a or different personal to indicate politeness, or adding ông, bà, th■y, cô , … before Vietnamese names, rather than addressing Vietnamese adults with only their first names, to show respect
• noticing that varies between regions, for example, ■m means 'sick' in Northern Vietnamese and 'thin' in Southern Vietnamese, bông means 'cotton' in Northern Vietnamese and 'flowers' in Southern Vietnamese, chi, mô, tê, r■ng r■a means 'what, where, that, why and thus' in Central Vietnamese and means gì, ■âu, kìa, sao and v■y in Northern and Southern Vietnamese
• discussing connections between the Vietnamese and cultural , for example, con s■ hên, s■ ■■p, ngày t■t/t■t ngày, con r■ng cháu tiên, khéo ■n thì no, khéo co thì ■m, tr■i n■ng t■t d■a, tr■i m■a t■t lúa
• exploring, in Vietnamese and English, how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Vietnamese-speaking people or communities
• practising Vietnamese table manners, for example, not eating until the adult starts eating and saying Con m■i ba m■/ông bà or m■i b■n/ch■/anh , making no noise from the mouth when eating, learning chopstick manners and serving with the other end of chopsticks
• identifying ways in which Vietnamese and influence the lives of Australians, such as Vietnamese cuisine nem, ph■, bánh mì th■t , and fashion, áo dài, nón lá
• understanding the meaning of ' , how it involves visible elements such as , symbols, food, national costumes and dancing, and invisible elements such as , and , and comparing these visible and invisible elements of Vietnamese with Northern, Central and Southern Vietnamese regions as well as other of the region

Students learn to:

recognise that language reflects cultural practices, values and identity, and that this non-verbal, spoken and written communication

(AC9LV6U04)

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
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
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
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Explore the influence of cultures on interactions
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
Navigating intercultural contexts

• Adapt in intercultural exchanges
Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Growing Asia-Australia engagement

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Resources
Work Samples
WS01 - L■i chào (Greetings)
Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9LV6U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.

• identify and prioritise significant elements and relationships within a concept or problem

• 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

Snapshot – Communicate responsively

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

Content description

AC9LV6U04

Continuum extract

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

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

• 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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV6U04

Continuum extract

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

• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

• 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6U04

recognising the interconnections between cultural practices and language use in Vietnamese and demonstrating cultural awareness when using Vietnamese, for example, using Da■, th■a or different personal pronouns to indicate politeness, or adding ông, bà, th■y, cô , … before Vietnamese names, rather than addressing Vietnamese adults with only their first names, to show respect

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV6U04

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV6U04

recognising the interconnections between cultural practices and language use in Vietnamese and
demonstrating cultural awareness when using Vietnamese, for example, using Da■, th■a or different
personal pronouns to indicate politeness, or adding ông, bà, th■y, cô , … before Vietnamese names,
rather than addressing Vietnamese adults with only their first names, to show respect

Continuum extract

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• understand how cultural and linguistic diversity affect interactions within their community
• 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

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

AC9LV6U04

noticing that language varies between regions, for example, ■m means 'sick' in Northern Vietnamese
and 'thin' in Southern Vietnamese, bông means 'cotton' in Northern Vietnamese and 'flowers' in
Southern Vietnamese, chi, mô, tê, r■ng r■a means 'what, where, that, why and thus' in Central
Vietnamese and means gì, ■âu, kìa, sao and v■y in Northern and Southern Vietnamese

Continuum extract

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV6U04

discussing connections between the Vietnamese language and cultural beliefs, for example, con s■
hên, s■ ■■p, ngày t■t/t■t ngày, con r■ng cháu tiên, khéo ■n thì no, khéo co thì ■m, tr■i n■ng t■t
d■a, tr■i m■a t■t lúa

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necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Communicate responsively

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

Content description

AC9LV6U04

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how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV6U04

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV6U04

practising Vietnamese table manners, for example, not eating until the adult starts eating and
saying Con m■i ba m■/ông bà or m■i b■n/ch■/anh , making no noise from the mouth when eating,
learning chopstick manners and serving with the other end of chopsticks

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges
influence thinking and behaviour
• 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

Snapshot – Develop multiple perspectives

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

Content description

AC9LV6U04

identifying ways in which Vietnamese language and culture influence the lives of Australians, such as Vietnamese cuisine nem, ph■, bánh mì th■t , and fashion, áo dài, nón lá

Continuum extract

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

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• 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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV6U04

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV6U04

understanding the meaning of 'culture', how it involves visible elements such as language, symbols, food, national costumes and dancing, and invisible elements such as attitudes, beliefs and values, and comparing these visible and invisible elements of Vietnamese culture with Northern, Central and Southern Vietnamese regions as well as other cultures of the Asia region

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