

**Vietnamese Years 9-10 Course Overview – Year B 2018**

This overview was developed to cater to the majority cohort of learners: R-10 sequence

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p><b>Module 1:</b> <b>WHAT IS ON YOUR PLATE?</b></p>	<p><b>Module 2:</b> <b>AT THE INTERSECTION</b></p>	<p><b>Module 3:</b> <b>HOW SOCIAL MEDIA HAS MADE THE WORLD A SMALLER PLACE</b></p>	<p><b>Module 4:</b> <b>DAYS OF CELEBRATION</b></p>
<p><b>KEY QUESTION(S):</b> Why do we eat what we eat?</p> <p><b>KEY CONCEPTS:</b> Experience, relationships</p> <p><b>KEY PROCESSES:</b> Interacting, expressing, sharing</p>	<p><b>KEY QUESTION(S):</b> Which culture to follow?</p> <p><b>KEY CONCEPTS:</b> Culture, identity</p> <p><b>KEY PROCESSES:</b> Evaluating, interpreting, explaining, justifying</p>	<p><b>KEY QUESTION(S):</b> What if mobile phones had never been invented?</p> <p><b>KEY CONCEPTS:</b> Technology, globalisation</p> <p><b>KEY PROCESSES:</b> Understanding, applying, exchange</p>	<p><b>KEY QUESTION(S):</b> What are the milestones of my life?</p> <p><b>KEY CONCEPTS:</b> Celebration, tradition</p> <p><b>KEY PROCESSES:</b> exchanging, responding, discussing</p>
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas</p> <p><b>INFORMING</b> Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas</p> <p><b>INFORMING</b> Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers</p> <p><b>CREATING</b> Create a range of imaginative texts in different formats, including</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours</p> <p><b>INFORMING</b> Locate, synthesise, interpret and evaluate information and opinions</p>

<p>interest to teenagers</p> <p><b>CREATING</b> Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes</p> <p><b>REFLECTING</b> Reflect on own cultural <u>identity</u> and how it is both shaped by and influences ways of communicating, thinking and behaving.</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs</p>	<p>interest to teenagers</p> <p><b>REFLECTING</b> Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas</p>	<p>multimodal and digital formats, for a range of audiences, contexts and purposes</p> <p><b>TRANSLATING</b> Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand the reciprocal</p>	<p>from different perspectives relating to social issues and other areas of interest to teenagers</p> <p><b>REFLECTING</b> Reflect on own cultural <u>identity</u> and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Analyse and explain how and why <u>language</u> use varies according to cultural contexts, relationships and purposes</p> <p><b>TRANSLATING</b> Translate and <u>interpret</u> texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English</p>
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		<p>relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs</p>	
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**Years 9 and 10 Achievement Standard**

By the end of Year 10, students use spoken and written Vietnamese to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes, such as to explore peers’ perspectives on youth culture and personal experiences. They use language spontaneously in the classroom, offering and justifying their own opinions and ideas and eliciting those of others. They negotiate with others to complete shared tasks and transactions, using evaluative language, for example, *Ý kiến của bạn rất mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng ...,* to acknowledge others’ opinions and to challenge and manage alternative views. They use transitional sentences, such as *Hay là mình thử làm thế này xem sao. Còn vấn đề bảo vệ môi trường thì sao?*, to manage shifts of topic and speaker. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information and opinions from different perspectives and create original texts for diverse audiences and purposes in a range of contexts. They respond to a range of imaginative texts by analysing their purpose and language techniques, forming their own position on the issues, themes and values addressed. They create a range of imaginative texts to express a variety of perspectives and values in modes of presentation selected to suit audience, purpose and context. They combine knowledge of Sino–Vietnamese words and abstract vocabulary with stylistic devices to enhance expression, create particular effects and influence others, for example, through repetition (for example, *đi nhanh, nói nhanh, ăn nhanh*), similes (for example, *mắt sáng như sao*), personification (for example, *lá sầu*), onomatopoeia (for example, *ào, rì rào, đùng*), and rhetorical questions, for example, *Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?* They adjust their own language use when addressing a different audience or in a different context, for example, shifting from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. They convert informal everyday speech (for example, *ai cũng biết hết*) into formal register (for example, *như quý vị đã biết*), as appropriate. Students use conjunctions, such as *trước tiên, sau cùng, ngoài ra, hơn nữa, do đó, càng ... càng, vừa ... vừa, chẳng những ... mà còn, nếu...thì, tuy... nhưng, vì...cho nên*, to sequence and connect ideas in texts, and apply accurate spelling to enhance communication. They translate and interpret texts and create bilingual resources for Vietnamese and English-speaking audiences, explaining how cultural concepts, values and beliefs are embedded in language. They compare views on the relationship between cultural identity and communication, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.

Students explain how pronunciation, intonation, pace and rhythm in spoken Vietnamese can express different emotions, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*, and signal clause boundaries and emphasis. They explain why Sino-Vietnamese words are used in formal contexts, for example, *hội phụ nữ* (not *hội đàn bà*) and *viện dưỡng lão* (not *nhà người già*). They analyse a range of personal, informative, reflective and persuasive texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements. They analyse how language use varies according to cultural contexts, relationships and purposes, explaining why they adjust their vocabulary and level of politeness



and formality in intercultural interactions. They explain the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in both Australia and Vietnam. They explain the reciprocal nature of the relationship between language, culture and communication, identifying its impact on attitudes and beliefs.

***Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.***

Updated 29/1/2018