

Vietnamese Years 9 and 10 Course Overview – 2019 (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
Module 1:	Module 2:	Module 3:	Module 4:
WHO DO YOU THINK YOU ARE?	EATING OUT	VIETNAM ON A BUDGET	DRESSING UP, DRESSING DOWN
<p>KEY QUESTION: What is it like to belong to two cultures?</p> <p>KEY CONCEPTS: Self, others, family, community</p> <p>KEY PROCESSES: Describing, informing, comparing, reflecting</p>	<p>KEY QUESTIONS: How fast is your food? What is 'street food' culture?</p> <p>KEY CONCEPTS: Health, nutrition</p> <p>KEY PROCESSES: Planning, participating, explaining, justifying</p>	<p>KEY QUESTIONS: How far will my money take me? What could I see and do if I go off the 'beaten track'?</p> <p>KEY CONCEPTS: Distance, journey, environment</p> <p>KEY PROCESSES: Locating, mapping, planning, analysing</p>	<p>KEY QUESTIONS: I can wear what I like when I like. Is this true? Do traditional clothes matter?</p> <p>KEY CONCEPTS: Fashion, identity, occasion</p> <p>KEY PROCESSES: Making connections, expressing opinions, reflecting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences</p> <p>CREATING Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and</p>	<p>SOCIALISING Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours</p> <p>TRANSLATING 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>INFORMING Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers</p> <p>REFLECTING Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility</p>	<p>SOCIALISING Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas</p> <p>INFORMING Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts</p>

<p>discussing issues and themes</p> <p>TRANSLATING Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences</p> <p>REFLECTING Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p>SYSTEMS OF LANGUAGE Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts</p>	<p>SYSTEMS OF LANGUAGE Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions</p>	<p>for contributing to mutual understanding</p> <p>ROLE OF LANGUAGE AND CULTURE Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs</p>	<p>SYSTEMS OF LANGUAGE 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>LANGUAGE VARIATION AND CHANGE Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas</p>
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Vietnamese 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 04/02/2019