

## Vietnamese 7-8 Course Overview – Year A 2020

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
<b>Module 1:</b> <b>A BANH MI ON EVERY CORNER</b>	<b>Module2:</b> <b>MADE IN VIETNAM</b>	<b>Module3:</b> <b>YOU AND THE ENVIRONMENT</b>	<b>Module4:</b> <b>LEGENDS</b>
<p><b>KEY QUESTION:</b> Is food at the heart of our identity?</p> <p><b>KEY CONCEPTS:</b> Health, nutrition, identity</p> <p><b>KEY PROCESSES:</b> Inviting, expressing, sharing, comparing</p>	<p><b>KEY QUESTION:</b> How Vietnamese is South Australia?</p> <p><b>KEY CONCEPTS:</b> Impacts, information, culture</p> <p><b>KEY PROCESSES:</b> Sharing, reflecting, discussing, interacting</p>	<p><b>KEY QUESTION:</b> Do all countries deal with environmental issues in the same way?</p> <p><b>KEY CONCEPTS:</b> Environment, technology, education, globalisation</p> <p><b>KEY PROCESSES:</b> Exploring, describing, comparing</p>	<p><b>KEY QUESTION:</b> What can we learn from Vietnamese folktales?</p> <p><b>KEY CONCEPTS:</b> Cultural perspectives, morals</p> <p><b>KEY PROCESSES:</b> Reflecting, discussing, connecting</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>INFORMING</b></p> <p>Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Create texts, including multi-modal and digital texts, or adapt familiar</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture,</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of</p>

<p>imaginative texts for a range of audiences, using modelled language structures and different modes of presentation to enhance effect</p> <p><b>REFLECTING</b> Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage</p> <p><b>SYSTEMS OF LANGUAGE</b> Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies.</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable</p>	<p>using different modes of presentation for particular audiences and contexts</p> <p><b>CREATING</b> Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events</p> <p><b>REFLECTING</b> Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery</p>	<p><b>TRANSLATING</b> Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either language to assist meaning</p> <p><b>REFLECTING</b> Reflect on cultural differences between Target Language and English communicative styles, discussing how and why they modify language for different cultural perspectives</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand and use elements of Target Language grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures</p>	<p>presentation for particular audiences and contexts</p> <p><b>CREATING</b> Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events</p> <p><b>REFLECTING</b> Reflect on how and why being a speaker of Target Language contributes to their sense of identity and is important to their Target Language cultural heritage</p> <p><b>SYSTEMS OF LANGUAGE</b> Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery.</p>
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<p>in communication varies across cultures</p>			
<p><b>Vietnamese Years 7-8 Achievement Standard</b></p> <p>By the end of Year 8, students use spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as <i>Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?</i>, and offer and justify their own opinions. They make enquiries (for example, <i>Mẹ định tổ chức sinh nhật con như thế nào?</i>) and suggestions (for example, <i>Chúng mình tham gia biểu diễn văn nghệ trong trường đi!</i>), to solve problems, make decisions and organise events and services. They use verbs such as <i>nên</i>, <i>cần</i> and <i>phải</i> to give advice or express their attitudes on topics of discussion. They make comparisons and state preferences using <i>bằng</i>, <i>hơn</i> and <i>nhất</i>. They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. Students locate, analyse and compare information on topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit their audience and purpose. They share their responses to different imaginative texts by expressing opinions about the ways characters and events are represented and by explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using direct speech (for example, <i>Ba mẹ nói với tôi: ‘Con nên chăm học’</i>), and indirect speech (for example, <i>Ba mẹ bảo tôi nên chăm học</i>). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others’. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a speaker of Vietnamese contributes to their own sense of identity.</p> <p>Students analyse the use of punctuation and tone markers in different sentence types, including affirmative (for example, <i>Em ăn cơm</i>), negative (for example, <i>Em không ăn cơm</i>), interrogative (for example, <i>Em ăn cơm không?</i>), imperative (for example, <i>Ăn cơm đi!</i>) and exclamatory, for example, <i>Em ăn nhiều cơm quá!</i> They identify the meaning of Vietnamese homonyms (for example, <i>hay</i> may mean ‘usually’ or ‘interesting’) depending on the context. They analyse the structure and linguistic features of different types of texts and explain how these features are influenced by each text’s context, audience and purpose. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange.</p>			

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

Updated 19/12/2019