Vietnamese: example outline and detailed study

OUTLINE FOR UNITS 1–4

The table has been laid out in ‘study chunks’ rather than in accurate calendar months. For instance in Units 1 and 2, the months of March and April have been run together to allow for the Easter break, likewise July and August, and November is omitted due to examinations and of year activities. The same schedule applies to Units 3 and 4.

<table>
<thead>
<tr>
<th>THEMES</th>
<th>Topics</th>
<th>Sub – topics</th>
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</thead>
<tbody>
<tr>
<td>THE INDIVIDUAL</td>
<td>Lifestyle and aspiration</td>
<td>For example, personal values and proprieties, balancing study and leisure, my ideal world, planning for the future.</td>
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<td></td>
<td>Relationships</td>
<td>For example, my place in the family, future responsibilities, the importance of friendship.</td>
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<tr>
<td>THE VIETNAMESE SPEAKING</td>
<td>Migration</td>
<td>For example, patterns of migration, experiences of migration, success stories.</td>
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<td>COMMUNITIES</td>
<td>Folk / contemporary literature</td>
<td>For example, significant events as depicted stories, famous authors, modern and traditional stories.</td>
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<td>Traditions and value</td>
<td>For example, family values, the importance of celebrations and ceremonies, traditional and modern medicine.</td>
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<tr>
<td>THE CHANGING WORLD</td>
<td>Environment</td>
<td>For example, what the individual can do, environment problems in contemporary Vietnam, the impact of tourism.</td>
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<td>World of work</td>
<td>For example, the importance of education, careers in the future.</td>
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<tr>
<td></td>
<td>Science and technology</td>
<td>For example, technology and the future, the impact of science, ( health, communication, the natural world ).</td>
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<td>Social issues</td>
<td>For example, the role of women, the place of family.</td>
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Detailed Study

Texts option

Topic: Migration

Sub-topic: Reasons for migration, Challenges and successes
<table>
<thead>
<tr>
<th>Date</th>
<th>UNIT 1</th>
<th>Date</th>
<th>UNIT 2</th>
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<tbody>
<tr>
<td>Feb.</td>
<td><strong>The individual – Relationships – The Vietnamese family</strong>, <strong>U1 Outcome 1</strong> Establish and maintain a spoken or written exchange related to personal areas of experience. <strong>Task</strong> Informal conversation. <em>Speak with a Vietnamese friend and discuss the important role of the family and your place in it.</em></td>
<td>July – August</td>
<td><strong>The individual – Lifestyle and aspirations – My ideal world (Sport and entertainment)</strong> <strong>U2 Outcome 1</strong> Participate in a spoken or written exchange related to making arrangements and completing transactions. <strong>Task</strong> <strong>Interview</strong> <em>As the editor of the school magazine, interview the school football team leader to obtain details of the team’s progress.</em></td>
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<td>March – April</td>
<td><strong>The Vietnamese-speaking communities – Traditions and values – Festival Marriage and Religion</strong> <strong>U1 Outcome 2</strong> Listen to, read and obtain information from written and spoken texts. <strong>Task</strong> Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Vietnamese or English. <em>While listening to the song “Dua em qua canh dong vang” from the video “Ruoc tinh ve que huong”, jot down missing words on the work sheet, and then answer comprehension questions.</em></td>
<td>August – Sept</td>
<td><strong>The Vietnamese speaking community – Folk literature – Proverb and Folkpoems</strong> <strong>U2 Outcome 2</strong> Listen to, read and extract and use information and ideas from spoken and written texts. <strong>Task</strong> Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type. <em>Read proverbs and then explain them, using examples from the real world.</em></td>
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<td>May – June</td>
<td><strong>The changing world – Social issues – Youth problems</strong> <strong>U1 Outcome 3</strong> Produce a personal response to a text focusing on real or imaginary experience. <strong>Task</strong> <strong>Article</strong> <em>After having read a newspaper article about youth problems in the community, write a review of the article explaining your view of the issues raised.</em></td>
<td>October</td>
<td><strong>The changing world – Science and technology – Technology and the future</strong> <strong>U2 Outcome 3</strong> Give expression to real or imaginary experience in written and spoken form. <strong>Task</strong> <strong>Article</strong> <em>Imagine it is the year 3000. Write a personal account of how technology has affected your daily life.</em></td>
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<tr>
<td>Date</td>
<td>UNIT 3 Themes, Topics and Sub-topics</td>
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| Feb - Mar. | **The changing world** – *World of work – Education and careers in the future*  
U3 Outcome 1  
Express ideas through the production of original texts.  
**Task**  
A 250-word personal or imaginative written piece.  
*Imagine it is the year 2000. Write the script for a speech about your career.* | May        | **The changing world** – *Social issues – Youth problems*  
U3 Outcome 3  
Exchange information, opinions and experiences.  
**Task**  
A three–to four–minute role–play, focusing on the resolution of an issue.  
*One of your friends decides to live away from home while he/she is in year 12. Discuss the issue with your friend, and try to persuade him/her not to live away from home at this time.* |
| Mar. - April | **The Vietnamese – speaking communities** – *Contemporary literature – Truyen Kieu*  
U3 Outcome 2  
Analyse and use information from spoken texts.  
**Task**  
A response to specific questions, messages or instructions, extracting and using the information requested.  
*Listen to a short play extracted from Kieu story video about ‘Kieu du Thanh minh’. Write an article summarising the play and aspects of the art of describing a landscape, as shown by Nguyen Du.* |
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<tr>
<th>Date</th>
<th>UNIT 4 Themes, Topics and Sub-topics</th>
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<tr>
<td><strong>May−June</strong></td>
<td><strong>The changing world – Social issues – The role of women</strong>&lt;br&gt;U4 Outcome 1: Analyse and use information from written texts. Task &lt;br&gt;A response to specific questions, messages or instructions, extracting and using the information requested. &lt;br&gt;<em>Read a newspaper article on women today, and write a letter to a relative who is going to come to live in Australia about the role of women in this society.</em></td>
<td><strong>Sept−Oct</strong></td>
<td><strong>The Vietnamese speaking communities – Migration</strong>&lt;br&gt;<strong>Detailed Study</strong> Sub-topic: Reasons for migration, challenges and successes. &lt;br&gt;U4 Outcome 2: Respond critically to spoken and written texts, which reflect aspects of the language and culture of Vietnamese speaking communities. Task &lt;br&gt;A three–to four–minute interview on an issue relating to text studies. &lt;br&gt;<strong>Interview tasks</strong>&lt;br&gt;1. <em>There are many reasons why people leave their countries to become migrants.</em> Discuss.&lt;br&gt;2. <em>Vietnamese boat people who fled Vietnam after 1975 were taking a great risk.</em> Discuss.&lt;br&gt;3. <em>‘Horrors at sea’ is unbelievable story but it was a true one.</em> Discuss.&lt;br&gt;4. <em>There were many difficulties for refugees living in refugee camps.</em> Discuss.&lt;br&gt;5. <em>New arrival Vietnamese students face many challenges in School.</em> Discuss.&lt;br&gt;6. <em>The Vietnamese community have contributed greatly to the wealth of Australia.</em> Discuss.</td>
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<td><strong>August</strong></td>
<td><strong>The Vietnamese speaking communities – Migration</strong>&lt;br&gt;<strong>Detailed Study</strong>:&lt;br&gt;&lt;br&gt;<strong>Sub-Topic: Reasons for migration, difficulties and Success stories</strong>&lt;br&gt;U4 Outcome 2:&lt;br&gt;Respond critically to spoken and written texts which reflect aspects of the language and culture of Vietnamese speaking community. Task &lt;br&gt;A 250 – 300 word informative, persuasive or evaluative written response, for example, report, comparison or review. &lt;br&gt;<strong>Task for detailed study</strong>&lt;br&gt;Referring to the texts you have studied, write an article of 250–300 words about the challenges facing Vietnamese students who have just arrived in Australia.</td>
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DETAILED STUDY

Language and culture through texts

Topic: Migration
Sub-topic: Reasons for migration, Challenge and successes

Texts or excerpts
1. ‘Gia biet Sai Gon,’ Thuy Nga, Paris by night, 1984 (video), USA
2. ‘Di cu ty nan’ Bao Van, 1980, VietNam Thuong Thuc, USA
3. ‘Giot nuoc mat cho Vietnam’, Thuy Nga 20, 1984 (audio cassette), USA.
4. ‘Tham canh tren bien ca’ (Horrors on the sea), 1987, Nhan Quyen, Melbourne.
5. ‘Hai tac Thai Lan cang ngay cang long hanh’ (Pirates), 1987, Nhan quyen, Melbourne.
7. ‘Cho dau kho tang’ Cao Tan, Bang tho Hoang Oanh, 1982 (audio cassette), USA.

Considerations: Resources, student interest, scope (not too narrow), nature of assessment tasks (issues etc…)

Program (for the equivalent of 15 hours face to face teaching)

Hour 1
Listen to the song ‘Gia biet Saigon’ (Ref 1). Analyse the words and ideas.

Homework: preparation with written annotation of vocabulary and ideas of:
• ‘Di cu ty nan’ Vietnam thuong thuc, pp 72 – 76 (Ref 2) – A brief history of Vietnam.

Hour 2

Homework: extended reading from Tham canh tren bien ca (Ref 4) on the horrors on the sea, and Hai tac Thai Lan cang ngay cang long hanh (Ref 5)
Hour 3
In class read aloud and discuss the problems experienced by boat people, and some of the actions they took.
Homework: Imagine you are one of the 72 boat people above. Write down your reasons in point form whether you agree or not to a particular course of action to address a pressing problem.

Hour 4
Continue to read Hai tac Thai lan and discuss.
Homework: Read and prepare vocabulary and annotation of Giot nuoc mat cho Vietnam (Ref 3)

Hour 5
Viewing the video Giot nuoc mat cho Vietnam (Ref 3) or video Paris by night 13. The Vietnamese version will require some lexical input before viewing. (The Vietnamese version should not be discounted because of the language, since this can still offer a very good idea of Vietnamese culture and style of writing.

Homework: Read and prepare vocabulary and annotation of Trai ty nan Hong Kong (Ref 6)

Hour 6
Discuss articles illustrating some aspects of the situation in refugee camps.
Examine some case studies leading to rebellions, refusing food, self destruction.

Homework: Write some notes explaining the actions of people in refugee camps. Revision.

Hour 7
Using posters displaying a variety of pictures, photographs of the living conditions in refugee camps.

Homework: Go over the ideas discussed in class. Prepare the vocabulary and annotation of the article on the Tham canh nguoi moi den, The tragic situation of new arrivals (Ref 8)

Hour 8
Read the article on the Tham canh nguoi moi den and study posters of the living conditions in refugee camps. Using the information provided prepare the outline for a scripted speech on the challenges faced by people in refugee camps.

Homework: Prepare the poem Cho dau kho tang (Ref 7) by annotating the vocabulary. If you had to analyse the poem what would you think about the content and its development? What reaction would you have about the poem?
Hour 9
Read and discuss *Cho dau kho tang* with regard challenges faced by new arrivals.

**Homework:** Prepare the article *Truong hop dinh cu cua mot gia dinh Vietnam* (Ref 9) by annotating the vocabulary.

Hour 10
Read and go over prepared article on *Truong hop dinh cu cua mot gia dinh Vietnam* (Ref 9). In point form, note the challenges faced by Vietnamese new arrivals and explain how could they overcome these.

**Homework:** In writing prepare a summary.

Hour 11
In class read aloud the article *Guong thanh cong cua mot hoc sinh Vietnam* (Ref 10). Point out the motives which induced this student to overcome difficulties to obtain such outstanding success.

**Homework:** In Vietnamese present a short script for a speech outlining some of the reasons for the success of Vietnamese students.

Hour 12
Discuss the contribution of the Vietnamese people to the new society, e.g. work force, business… Read and discuss the article *Nguoi Viet ty nan Viet Nam lam phong phu xa hoi Uc* (Ref 11).

**Homework:** Revision: make a list of important phases of the Vietnamese migration between 1975 – 1995. Include the names of significant people involved, and the benefits migration has brought to the society.

Hour 13
Revision for both written and oral tasks in U4 Outcome 2

NB  Students will be directed to the general areas that could be covered by the task but not to the specifics of the actual task. Students will be made aware that the task may focus on:

a) The background to and causes which led to the Vietnamese migration.
c) People involved in that migration.
d) Difficulties and suffering which accompany with migration.
e) Benefits or successes which have followed from migration.
f) What is freedom.
Hour 14

a) U4 Outcome 2 (written)

b) Respond critically to spoken and written texts, which reflect aspects of the language and culture of Vietnamese-speaking communities.

Task

A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Write an article of 250–300 words about the challenges faced by Vietnamese students who have just arrived in Australia and who join the Australian school system.

Homework: Revision for U4 Outcome 2 (oral)

U4 Outcome 2 (oral)
Respond critically to spoken and written texts, which reflect aspects of the language and culture of Vietnamese speaking communities.

Task

A three- to four-minute interview on an issue related to the texts studied.

Your detailed study sub-topic is Reasons for migration, Challenges and Successes. During an interview you will focus on an issue connected with this sub-topic and the texts studied. (Refer detailed outline.)

Homework: Revision for the examination. Preparation of an appropriate short introduction (less than one minute) stating the topic and sub-topic of the detailed study, for the Discussion in the Oral Examination. Strategies for revision.

Other suggested texts

- Ando Isamu, SJ 1977, Boat people, A daring hijack of the present Vietnamese ship. (Vietnamese version)
- Bao Van 1980, VietNam Thuong Thuc, Thanh cong tren dat moi.
- Hawthorne, L 1982, Refugee, The Vietnamese Experience. (Vietnamese version)
- Nhan Quyen, weekly newspaper, articles related to human rights, Melbourne.
- Poussard, W 1981, Today is a real day, Point of departure, Journey, Camp and resettlement.
- Thuy Nga, 1985, Paris by night, Nuoc non ngan dam ra di, USA.
- Trong Minh, 1991, Ve vang dan Viet, USA.