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IMPORTANT INFORMATION

Accreditation period
Units 1 and 2: 2017–2018
Units 3 and 4: 2017–2019
The accreditation period for Units 3 and 4 has been extended until 31 December 2019.

Other sources of information
The VCAA Bulletin is the only official source of changes to regulations and accredited studies. The VCAA Bulletin, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the VCAA Bulletin. The VCAA Bulletin is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority’s website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year’s VCE and VCAL Administrative Handbook contains essential information on assessment and other procedures.

VCE providers
Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying
VCE schools only may photocopy parts of this study design for use by teachers.
Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of Vietnamese. Although some regional variations in pronunciation and accent will be accepted, standard syntax, morphology and the toneme system should be used in writing.

RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Vietnamese develops the student’s ability to understand and use a language which is spoken by over 76 million people living in Vietnam. It is also the home language of about two million people living in other countries such as France, the United States, Canada and Australia.

As well as giving students direct access to a culture which is rich in history, literature and the arts, the ability to communicate in Vietnamese, in conjunction with other skills, may broaden students’ vocational options in areas such as trade, the arts, education, social welfare, interpreting and translating.

AIMS

This study is designed to enable students to:

• use Vietnamese to communicate with others;
• understand and appreciate the cultural contexts in which Vietnamese is used;
• understand their own culture(s) through the study of other cultures;
• understand language as a system;
• make connections between Vietnamese and English, and/or other languages;
• apply Vietnamese to work, further study, training or leisure.
STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. VCE Vietnamese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

The study of Vietnamese is offered at two levels in the VCE (Vietnamese First Language and Vietnamese Second Language). Entry into these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the VCE and VCAL Administrative Handbook. Units 1 to 4 are designed to a standard equivalent to the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the VCAA Bulletin. The VCAA Bulletin is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the VCAA Bulletin.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Vietnamese Second Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the VCE and VCAL Administrative Handbook. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian Information Privacy Act 2000 and Health Records Act 2001, and the federal Privacy Act 1988 and Copyright Act 1968 must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current year’s VCE and VCAL Administrative Handbook for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Vietnamese Second Language the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student’s level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year’s *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Vietnamese Second Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
- Examinations*: written component 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.*
Units 1–4: Common areas of study

The areas of study for Vietnamese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

• The individual
• The Vietnamese-speaking communities
• The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 21 and 22.
PREScribed THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

<table>
<thead>
<tr>
<th>The individual</th>
<th>The Vietnamese-speaking communities</th>
<th>The changing world</th>
</tr>
</thead>
</table>
| • Personal world  
For example, personal values and priorities, lifestyle and aspirations, balancing study and leisure, my ideal world, planning for the future. | • Migration  
For example, patterns of migration, experiences of migration, success stories. | • Environment  
For example, collective responsibility, environmental problems in contemporary Vietnam, the impact of tourism. |
| • Relationships  
For example, my place in the family, future responsibilities, the importance of friendship. | • Folk/contemporary literature  
For example, significant events as depicted in stories, famous authors, modern and traditional stories. | • World of work  
For example, the importance of education, careers in the future, work opportunities, unemployment. |
| • Education and aspirations  
For example, school life, subjects and exams, vocational pathways, job applications. | • Traditions and values  
For example, family values, the importance of celebrations and ceremonies, traditional and modern medicine. | • Science and technology  
For example, technology and the future, the impact of science on health, communication, the natural world. |
| • Arts and entertainment  
For example, performing arts, music, film. | | • Social issues  
For example, the role of women, the place of the family, youth issues, the elderly, law and order. |

Note: Bold = Prescribed themes, Bold Italics = Prescribed topics, Italics = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

<table>
<thead>
<tr>
<th>Advertisement*</th>
<th>Informal letter*</th>
<th>Postcard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcement</td>
<td>Interview</td>
<td>Proverb</td>
</tr>
<tr>
<td>Article*</td>
<td>Invitation*</td>
<td>Recipe</td>
</tr>
<tr>
<td>Autobiography</td>
<td>Journal entry*</td>
<td>Report*</td>
</tr>
<tr>
<td>Brochure</td>
<td>Leaflet</td>
<td>Résumé*</td>
</tr>
<tr>
<td>Chart</td>
<td>Map</td>
<td>Review*</td>
</tr>
<tr>
<td>Conversation*</td>
<td>Menu</td>
<td>Script for a speech*</td>
</tr>
<tr>
<td>Debate</td>
<td>News item*</td>
<td>Song</td>
</tr>
<tr>
<td>Discussion*</td>
<td>Note/message*</td>
<td>Story*</td>
</tr>
<tr>
<td>Editorial</td>
<td>Personal profile*</td>
<td>Survey</td>
</tr>
<tr>
<td>Film</td>
<td>Play</td>
<td>Table</td>
</tr>
<tr>
<td>Folk tale*</td>
<td>Poem</td>
<td>Timetable</td>
</tr>
<tr>
<td>Formal letter*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)
VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 29, and published annually in the VCE and VCAL Administrative Handbook.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

| Tone | Distinction between six tone markers |
| Intonation | Question, statement, negation |
| Initial consonants | Distinction between tr and ch, s and x, v and d etc. |
| Final consonants | Distinction between n and ng, c and t etc. |
| Punctuation | Comma (,), full stop (.), semi-colon (;), colon (:), hyphen (-), exclamation (!), question mark (?) etc. |
| Verbs | Tense expression (present, past, future) Voice (active and passive) |
| Adverbs | Time, place, manner |
| Nouns | Common/proper, singular/plural, single/compound |
| Pronouns | Personal, demonstrative, interrogative |
| Adjectives | Single/compound Comparative |
| Numerals | Cardinal, ordinal |
| Phrase types | Adverbial, noun-, verb- and adjectival |
| Sentence types | Statement, affirmative, negative, question, exclamatory, imperative |
| Cohesive devices | Coordinating conjunctions Connective particles Response words and polite particles |
| Style | The forms of address Contrast between written and spoken forms Style variations related to social relationships Distinction between formal and informal styles |

VOCABULARY

- mà, mã, mà, mà,mà,mà,mà
- len gioăng, xuống gioăng
- trẻ - chế; sa - xa; vĩ - đi;
- đan - đang; mắc - mất
- Hôm nay, tối đi học.
- đang,dâ, rői, sê, sáp, hôm qua, hôm nay, ngày mai
- Tôị phát nó. Nô bị phát.
- Lúc 2 giờ, ở Việt Nam,rất đẹp.
- Sông, Cửu Long, nhà, nhiều nhà, áo quấn, thú diện
- tôi, ông, kia, ai, gì
- đẹp,duyên dáng, bằng, hom, nhất
- một, hai, thứ nhất, thứ nhị
- Nói một cách tổng quát, . . .
- Hai học sinh được lãnh phân thưởng.
- Chú béo đáng đi chăm chum. Ðề tuyệt vời!
- Tôị đến trẻ.
- Tôi đến trẻ với tôi bịケット xe.
- Vâ, hay
- thể, thì, mà
- da,vâng,a
- thua,kính thua, thân mến
Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–14 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
• use vocabulary and expressions appropriate to the theme;
• apply conventions of informal conversation/correspondence;
• use a range of question and answer forms:
  • initiate, maintain and close an exchange;
  • use appropriate intonation, stress, pitch/spelling and punctuation;
  • self-correct/rephrase to maintain communication;
• recognise and respond to cues for turn taking;
• communicate in a range of text types; for example, letter, fax, email, voicemail and telephone, as well as face-to-face.
Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply knowledge of vocabulary, structures and content related to topics studied;
• apply knowledge of common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
• identify main points and supporting ideas;
• order, classify and link items from various parts of the text;
• convey gist and main points as well as items of specific detail;
• establish and confirm meaning through re-reading, using headings and referring to dictionaries.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply the conventions of relevant text types; for example, article, review;
• use structures related to explaining, describing, comparing and commenting on events or experiences;
• summarise, explain, compare and contrast experiences, opinions and ideas;
• infer ideas and feelings;
• link ideas, events and characters;
• select and make use of relevant reference materials;
• identify main ideas, events and sequences of action.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- informal conversation
  
  or
  
  - reply to personal letter/fax/email.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Vietnamese or English
  
  and
  
  - read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Vietnamese or English.

**Outcome 3:**
- oral presentation
  
  or
  
  - review
  
  or
  
  - article.

It is expected that the student will respond in Vietnamese to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Vietnamese, and the other a response in English. Over the course of the unit, both oral and written skills in Vietnamese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–14 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
• use vocabulary and expressions appropriate to the themes;
• apply the conventions of a range of text types;
• use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
• make arrangements, come to agreements, and reach decisions;
• obtain and provide goods, services and public information;
• initiate, maintain, direct as appropriate, and close an exchange;
• use gesture, stance and facial expression to enhance meaning and persuade;
• use examples and reasons to support arguments and to convince.
**Outcome 2**
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

**Key knowledge and skills**
To achieve this outcome the student should demonstrate the knowledge and skills to:
- use vocabulary, structures and content related to topics studied;
- apply the conventions of a range of text types;
- infer meaning from linguistic and contextual features.
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another.

**Outcome 3**
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

**Key knowledge and skills**
To achieve this outcome the student should demonstrate the knowledge and skills to:
- apply the conventions of text types; for example, journal entry or story;
- use structures related to describing, recounting, narrating and reflecting upon events or experiences;
- use a range of appropriate vocabulary and expressions;
- use simple stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically;
- vary language for audience, context and purpose.

**ASSESSMENT**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- formal letter, or fax, or email
  * or
- role-play
  * or
- interview.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
  * and
- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**
- journal entry
  * or
- personal account
  * or
- short story.

It is expected that the texts used are in Vietnamese and that the student respond in Vietnamese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Vietnamese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student’s understanding of the language and culture of the Vietnamese-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 26 and 27). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Vietnamese-speaking community through a range of oral and written texts in Vietnamese related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral
histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture thorough VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Unit 3

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–14 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• create a personal or imaginative text focusing on an event or experience in the past or present;
• use first- and third-person narrative perspectives;
• vary language for audience, context and purpose using a range of text types;
• organise and sequence ideas;
• use simple stylistic techniques such as repetition, questions, exclamations or contrast;
• make appropriate use of reference materials, including dictionaries.

Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• convey gist, identify main points, supporting points and detailed items of specific information;
• infer points of view, attitudes, emotions from context and/or choice of language and intonation;
• show knowledge of registers and stylistic features such as repetition and tone.
Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- exchange and justify opinions and ideas;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information;
- ask for and give assistance or advice;
- use appropriate forms of address for familiar and unfamiliar audiences;
- use a range of question forms;
- self-correct/rephrase to maintain communication.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment
School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.
Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Vietnamese to all assessment tasks.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Express ideas through the production of original texts.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>A 250-word personal or imaginative written piece.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Analyse and use information from spoken texts.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>Exchange information, opinions and experiences.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue</td>
<td></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

* School-assessed coursework for Unit 3 contributes 25 per cent to the study score.
Unit 4

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–14 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1
On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• understand and convey gist, identify main points and extract and use information;
• infer points of view, attitudes, emotions from context and/or choice of language;
• summarise, interpret and evaluate information from texts;
• compare and contrast aspects of texts on a related topic;
• accurately convey meaning;
• show knowledge of and use a range of text types;
• show knowledge of and use simple stylistic features such as repetition and contrast;
• infer meaning from cognates, grammatical markers and common patterns of word formation;
• appreciate cultural aspects critical to understanding the text.

Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Vietnamese-speaking communities.
Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

• compare and contrast aspects of life in Vietnamese-speaking communities with those in Australia;
• identify and comment on culturally specific aspects of language, behaviour or attitude;
• present an opinion about an aspect of the culture associated with the language;
• identify similarities and differences between texts, and find evidence to support particular views;
• show an awareness that different social contexts require different types of language;
• select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Vietnamese to all assessment tasks.
End-of-year examinations
The end-of-year examinations are:
• an oral examination
• a written examination.

Oral examination (approximately 15 minutes)
Purpose
The oral examination is designed primarily to assess the student’s knowledge and skill in using spoken Vietnamese.

Specifications
The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)
The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)
Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Vietnamese-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

Written examination (2 hours plus 15 minutes reading time)
The student may use monolingual and/or bilingual print dictionaries in the written examination.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Analyse and use information from written texts. A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td>10</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Respond critically to spoken and written texts which reflect aspects of the language and culture of Vietnamese-speaking communities. A 250-300-word informative, persuasive or evaluative written response, for example, report, comparison or review.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td>A three- to four-minute interview on an issue related to texts studied.</td>
</tr>
<tr>
<td>Total marks</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

* School-assessed coursework for Unit 4 contributes 25 per cent to the study score.
Section 1: Listening and responding

Purpose
Section 1 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Vietnamese in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications
Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears three to five texts in Vietnamese covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½–5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A
There will be two to three texts.
Questions will be phrased in English for responses in English.

Part B
There will be one or two texts.
Questions will be phrased in Vietnamese and English for responses in Vietnamese.

Section 2: Reading and responding

Purpose
Section 2 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Vietnamese to information provided in a text.

Specifications
Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.
Part A
The student will be required to read one or two texts in Vietnamese. When there are two texts they will be different in style and purpose but may be related in subject matter or context. Questions on the text(s) will be phrased in English for responses in English.

Part B
The student will be required to read one or two texts in Vietnamese. Questions on the text(s) will be phrased in English and Vietnamese for response(s) in Vietnamese.

Section 3: Writing in Vietnamese
Purpose
Section 3 of the written examination is designed primarily to assess the student’s ability to express ideas through the creation of original text in Vietnamese.

Specifications
The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:
• having different purposes, audiences and contexts;
• requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–300 words in Vietnamese. The tasks will be phrased in English and Vietnamese for a response in Vietnamese.
### SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

#### Outcomes and assessment tasks for Units 1 and 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establish and maintain a spoken or written exchange related to personal areas of experience.</td>
<td>Informal conversation. or Reply to personal letter/fax/email.</td>
<td>Participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listen to, read and obtain information from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Vietnamese or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Vietnamese or English.</td>
<td>Listen to, read, and extract and use information and ideas from spoken and written texts.</td>
</tr>
<tr>
<td>3</td>
<td>Produce a personal response to a text focusing on real or imaginary experience.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>Give expression to real or imaginary experience in spoken or written form.</td>
</tr>
</tbody>
</table>
# Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Express ideas through the production of original texts.</td>
<td>1</td>
<td>Analyse and use information from written texts.</td>
</tr>
<tr>
<td></td>
<td>A 250-word personal or imaginative written piece.</td>
<td></td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>2</td>
<td>Analyse and use information from spoken texts.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A response to specific questions, messages or instructions, extracting and using the information requested.</td>
<td></td>
<td>(a) A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and (b) A three- to four-minute interview on an issue related to the texts studied.</td>
</tr>
<tr>
<td>3</td>
<td>Exchange information, opinions and experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examinations</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>250-word personal or imaginative written piece.</td>
<td>10</td>
<td>Oral examination</td>
<td>12.5</td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td>Conversation</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Written examination</td>
<td></td>
</tr>
<tr>
<td>250–300 word informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Listening and responding</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Part A: Response in English</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in Vietnamese</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part A: Response in English</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in Vietnamese</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>7.5</td>
</tr>
<tr>
<td>Overall contribution of school-assessed coursework and end-of-year examinations</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>32.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>27.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 33.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Vietnamese, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

**Language learning applications**

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

**Information gathering**

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.
**Presentation applications**

Students can use information and communications technology to:

- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

**KEY COMPETENCIES AND EMPLOYABILITY SKILLS**

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Key competencies and employability skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal or imaginative written piece</td>
<td>Communication (written), planning and organising, self management</td>
</tr>
<tr>
<td>Analysis and response to spoken texts</td>
<td>Communication, problem solving</td>
</tr>
<tr>
<td>Role-play to resolve an issue</td>
<td>Communication (oral), teamwork, problem solving, initiative and enterprise</td>
</tr>
<tr>
<td>Informative, evaluative or persuasive</td>
<td>Communication, problem solving, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>written response</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Communication, teamwork, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Detailed study</td>
<td>Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology</td>
</tr>
</tbody>
</table>

**LEARNING ACTIVITIES**

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon. 

---

December 2018
Unit 1

**Theme**
The individual

**Topic**
Relationships

**Sub-topic**
Family structure and values

**Grammar**
Forms of address in a family
Parts of speech: Nouns: countable and uncountable nouns
Questions with question words: How (The *nào?*), why (*Tại sao?*).
Punctuation: Full-stop (*đấu*), Column (*đấu phẩy*).

**Text types**
Article / radio broadcast / report / conversation / discussion / debate / interview / song

**Examples of learning activities**

**Listening**
listen to the song *Long Me* and complete a cloze exercise

listen to a conversation between relatives on family structure and complete a family tree

listen to a radio broadcast about the values of two Vietnamese families, identify main points and supporting ideas, and enter findings on a table

**Speaking**
in pairs, students interview each other about their families (parents, grandparents, relatives); and devise a concept map as a basis for their two-minute PowerPoint presentation for the class

practise establishing, maintaining and closing a conversation using the forms of address in the family

debate: ‘the generation gap causes many family conflicts’

**Reading**
read the passage ‘Gia đình’ and discuss the content

read the report *Cong on cha me* and discuss the role of the father and mother in the family

read the article ‘Bống hòng nào cho mẹ’ and complete a worksheet

**Writing**
draft a range of question types to interview a visiting personality

research the Internet for texts on Vietnamese family relationships and summarise main ideas

write a letter to a relative in which you explain why your family responsibilities prevent you from attending a party

as a journalist for a youth magazine, write answers to three letters from young people experiencing separation or relationship problems

**Example assessment task**

**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

**Assessment task:** Informal conversation.

**Details of the task:** Participate in a conversation with a friend explaining what is important to you about your family’s values.
# Unit 1

## Theme

The changing world

## Topic

Environment

## Sub-topic

Tourism and travel

## Grammar

Sentence structures
Questions with question words: when (khi nǎo?) where (ō dāu?)
Adverbs of place

## Text types

Article / itinerary / video program / role-play / letter / talk

## Examples of learning activities

### Listening

- watch video programs on Vietnamese tourist attractions and make notes for a friend
- listen to a talk about holiday packages and complete a table of costs
- listen to a radio story on a travel experience and summarise the storyline

### Speaking

- discuss different text types and find samples with which to make a class poster
- act as a tourist guide to a Vietnamese visitor
- participate in a role-play with a travel agent in which you finalise your holiday travel itinerary to Vietnam
- debate the impact of tourism: ‘Do the benefits outweigh the disadvantages?’

### Reading

- read aloud the article ‘The most beautiful cities in Vietnam’ and discuss the key ideas of the text
- look up websites on tourism in Vietnam and make a list of important tourist attractions
- explore differences in personal/imaginative kinds of writing

### Writing

- list requirements for a real or imaginary trip by completing a table
- plan an online booking for a holiday in Vietnam and find out the cost before making the booking
- send an email to a friend in Vietnam to provide information about your trip and arrange how to meet up with your friend(s)

### Example assessment task

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in English.

**Details of the task:** Listen to a broadcast on a Vietnamese holiday package and complete notes in English on the itinerary and activities offered.
Unit 1

Theme
The Vietnamese-speaking communities

Topic
Traditions and values

Sub-topic
Marriage

Grammar
Plural nouns
Adverbs of time

Text types
Article / itinerary / video program / report / role-play / letter / talk / invitation card / debate / conversation / song / summary

Examples of learning activities

Listening
watch the video Dua em qua canh dong vang and list key events on a timeline

listen to a report on a Vietnamese wedding ceremony, and then write a letter reporting the ceremony to a friend who could not attend

Speaking
act as a master of ceremonies at a wedding by announcing the program of events

participate in a role-play with the bride/groom to negotiate part of the leave-taking ceremony

telephone for information to book a reception room for a wedding party

discuss some issues regarding de-facto relationships and intermarriage and note possible problems and reasons for these relationships

Reading
read a wedding invitation card and note the date, time and details before writing a letter to accept

read the article ‘Oi chao ngay cuoi’ and answer questions on the content

read about and discuss forms of address appropriate at a wedding ceremony

Writing
draft and plan a wedding ceremony online

send an electronic invitation card to your friends in Vietnam

write a letter to thank people who were involved in the wedding of a relative

on computer, draft and write the script for a talk to wish joy and happiness to the newlyweds

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisement, letters) to obtain information to complete notes, charts or tables in Vietnamese.

Example assessment task

Details of the task: Read the article ‘To chuc cuoi hoi’, then complete a chart on the organisation of the wedding ceremony in Vietnamese.
Unit 1

**Theme**

The Vietnamese-speaking communities

**Topic**

Folk/contemporary literature

**Sub-topic**

Proverbs and folklore

**Grammar**

Pronouns
Sentence structures
Intonation patterns

**Text types**

Video program / song /
discussion / poem / story /
list / review

**Examples of learning activities**

*Listening*

watch the video program of the story *Tam Cam*, and complete the worksheet and timeline of events

listen to an ancient folkloric song *cay truc xinh* and complete a cloze exercise

*Speaking*

discuss text types and kinds of writing appropriate for a review

present some proverbs on customs, e.g. love, weather, and explain your choice

discuss a folk tale in class, analyse key events and the moral of the story

*Reading*

read a selection of folk poems and discuss their content

read some proverbs and analyse their meaning in writing before discussing in pairs

research the Internet for information about traditional Folk Theatre, HÂT CHEO and some of its characters, e.g. the monk, drunk, clown

research the Internet on [www.adoptvietnam.org/vietnamese/proverbs.htm](http://www.adoptvietnam.org/vietnamese/proverbs.htm) for Vietnamese proverbs and make a list

*Writing*

write a brief article expressing your personal response to some proverbs you found on the Internet

look up two websites on folklore and state why in your opinion, one website appeals to you more

write an article giving your personal opinion about the relevance of a traditional story in the modern world

---

**Example assessment task**

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

**Assessment task:** Review.

**Details of the task:** Write a review for your school magazine of a video on a Vietnamese folk tale.
Unit 2

Theme
The individual

Topic
Relationships

Sub-topic
The value of friendship

Grammar

Punctuation
Adjectival phrases
Common and proper nouns

Text types
Letter / report / conversation
/ role-play / debate / interview
/ video program / story / summary

Examples of learning activities

Listening
watch the video Luu Binh va Duong Le and write a definition of friendship

listen to a broadcast about the importance of the support of friends in times of trouble and discuss

Speaking
practise establishing, maintaining and closing a conversation using the forms of address to friends

participate in a role-play with a friend to arrange help in a matter you would find difficult to handle alone

discuss linguistic strategies for convincing/negotiation, non-verbal communication strategies, and fillers

Reading
read the story Luu Binh va Duong Le and discuss the content

read the story Chon ban ma choi, then write a brief summary of key points

search the Internet for stories on friendship and make a list of rules for being a good friend

Writing
write an email to thank a close friend for support and help with a difficult project

look up www.boatpeople.com/friendships/ and list ways in which such contact would assist a family

write a letter to persuade an acquaintance that lacking filial piety (con bat hieu) is the worst possible affront

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.
Assessment task: Role-play.

Details of the task: Participate in a role-play with a friend to make arrangements to organise a gathering of friends.
### Unit 2

**Theme**

The changing world

**Topic**

Environment

**Sub-topic**

Environmental problems

**Grammar**

Compound verbs
Complex sentences with questions words

**Text types**

Article / radio broadcast / interview / web page / discussion / letter / summary

**Examples of learning activities**

**Listening**

- listen to a radio broadcast relating to recycling issues in Australia and answer questions
- listen to a report on waste collection and select key ideas about implementation of a new waste collection system in Australia

**Speaking**

- discuss the impact of pollution in our daily life and possible solutions, and make notes
- watch a video documentary without sound, discuss, and take turns to write up the voice-over for the video
- interview parents/friends on their views about conservation and make notes
- discuss the terms used to express appreciation
- discuss linguistic strategies for persuading

**Reading**

- read an article online about conservation and recycling, then reorganise the information into an advertisement for the local council
- read an article ‘nan pha rung o Vietnam’ and discuss

**Writing**

- conduct a written survey of your friends’ attitude to environmental issues and discuss in class
- write an email to friends in Vietnam explaining how the local councils in Australia maintain cleanliness

---

**Example assessment task**

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

**Details of the task:** Listen to a radio broadcast on recycling issues and reorganise the information into a leaflet to persuade people about the importance of recycling.
## Unit 2

### Theme

**The Vietnamese-speaking communities**

### Topic

**Tradition and values**

### Sub-topic

**Main religions in Vietnam**

### Grammar

**Passive verbs**

**Simple sentences with question words**

**Reported speech**

**Comparative and superlative adjectives**

### Text types

**Article / radio broadcast**

**/ interview / web page / discussion / conversation / essay / summary**

### Examples of learning activities

**Listening**

- listen to a radio broadcast relating to main religions in Vietnam and answer questions
- listen to an interview and select key ideas about religious practices in Vietnam

**Speaking**

- discuss religious influence on the daily life of the Vietnamese and the importance of freedom of religion
- interview parents/friends on their beliefs/religions and make notes in pairs, discuss and make up a leaflet to inform new arrivals about religious activities in Victoria

**Reading**

- read the article 'Tho cung to tien' and complete a worksheet in groups, research online and summarise information on a particular religion, e.g. origin, religious teaching, rituals

**Writing**

- look up websites about the Vietnamese-speaking community and note issues related to the values of ancestor worship
- write a report to describe a religious ceremony, e.g. Christmas, Vu Lan
- in class, rotate information sheets about different religions in Vietnam, so that each student adds further details to each sheet

---

**Example assessment task**

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Details of the task:** Read two newspaper extracts on religious celebrations in Australia, then write a letter reporting on these to your pen friend.
Unit 2

Theme

The changing world

Topic

World of work

Sub-topic

LOTE and careers

Grammar

Pronouns
Style used in application forms and resumes
Interrogatives

Text types

Article / advertisement / forms / radio broadcast / discussion / report / role-play / list

Examples of learning activities

Listening
listen to a radio broadcast advertising jobs and take notes on particular job requirements

listen to a report on the benefits of learning Vietnamese then discuss your job prospects with a friend

Speaking
interview your friends on their choice of future career and draw up a chart

in class, discuss some jobs which require fluency in a foreign language and understanding of its culture

participate in a role-play between an employer and a student seeking part-time work and negotiate a satisfactory outcome

Reading
read ‘Tim viec o dau?’, then summarise in point form

read aloud the article ‘Phong van xin viec lam’, then answer questions

Writing
look up jobs online and list jobs where Vietnamese language skills are a significant advantage

look up websites with job advertisements, and complete a table of the skills required

write your personal account of the benefits of learning Vietnamese

Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.

Assessment task: Personal account.

Details of the task: Write a personal account for publication in an Australian newspaper, to support the teaching of languages in schools by citing the benefits of learning Vietnamese for your career.
Unit 3

Theme

The Vietnamese-speaking communities

Topic

Folk/contemporary literature

Sub-topic

The Tale of Kieu

Grammar

Compound nouns
Descriptive style
Narrative writing
Adverbs of place

Text types

Video program / biography
/poem / list / role-play /
discussion / conversation / talk /
extract / story / comment

Examples of learning activities

Listening

watch the video of the Tale of Kieu then write down the main
events of the story

listen to a talk about the Tale of Kieu by a literary critic, and note
his/her stylistic use of repetition or tone

Speaking

discuss the theme of the Tale of Kieu and note ideas about the
moon and the main characters

in pairs, discuss the content of Tale of Kieu and the stylistic use of
repetition, exclamation, contrast

participate in a role-play of Thuy Kieu and her sister, and negotiate
the date of her departure

Reading

read Nguyen Du’s biography and note the context and time when
he composed the story

read aloud some extracts of Tale of Kieu, then answer
comprehension questions

read comments online about Kieu’s story and express your opinion
about their accuracy

Writing

write a character sketch of Kieu and her sister

write a script of your talk to persuade Australian friends to read the
Tale of Kieu

on a computer, draft and write an imaginative story in which the
moon plays an important and symbolic part

Example assessment task

Outcome 1: Express ideas through the production of original texts.

Assessment task: A 250-word personal or imaginative written piece.

Details of the task: You have been invited to talk about Kieu’s story to a group of Australian students. Write the script of your talk expressing your personal views about the story.

OR

You have read Kieu’s story and imagine a different ending. Write your version of the final chapter of the story.
Unit 3

Theme

The individual

Topic

Education and aspirations

Sub-topic

Comparing education systems

Grammar

Compound sentences

Descriptive style

Comparative adjective

Exclamation expression

Text types

Article / letter / role-play / list / report / video program / talk

Examples of learning activities

Listening

listen to a broadcast by an educator on the Australian school system and answer questions

listen to a report on the Vietnamese education system and complete a table

Speaking

discuss school routine and subjects in Australia and compare these with those in Vietnam

in pairs, discuss student–teacher relationships in Australia and compare these with Vietnam

Reading

read online texts about the Vietnamese school system and summarise key features

look up http://vietcatholic.net/culture/education.htm and report briefly to the class about changes between the Confucian, Colonial and current systems; find appropriate texts in Vietnamese

Writing

list the similarities and differences between the subjects taught in Vietnamese and Australian schools

write a short informative article for a school competition to show how the education system changed with the coming of the French in the nineteenth century

write an email to a friend in Vietnam describing your schooling in Australia

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Details of the task: Listen to an audio tape of two short spoken texts about the education systems in Vietnam and in Australia and use the information to answer questions.
## Unit 3

### Theme
The changing world

### Topic
Social issues

### Sub-topic
Youth problems

### Grammar
Relative pronouns  
Conjunctions  
Prepositions  
Adverbs of time  
Expressions of sequence, cause and effect

### Text types
Article / report / list / letter / role-play / discussion / conversation / radio broadcast

### Examples of learning activities

#### Listening
listen to a radio broadcast on youth problems in the Vietnamese community in Australia and answer questions

in a conversation, listen to a friend’s problem and advise

#### Speaking

discuss possible reasons for smoking, drinking and drug addiction and the social consequences

participate in a role-play in which a teacher tries to convince a student of the harmful effects of smoking

#### Reading

online, read case studies about dangerous habits, make notes and discuss solutions in class

read aloud ‘Vai nhan dinh ve thanh thieu nien Vietnam’ then answer comprehension questions

read online texts on alcoholism; report on the harmful effects to the class

#### Writing

write an informative article on possible solutions to two types of youth crises

write a letter to persuade a friend to give up smoking/drinking/using drugs

list reasons leading to youth crises (family conflict, loneliness, culture shock, discrimination); on computer, draft a persuasive leaflet to encourage young people with problems to seek professional help

### Example assessment task

**Outcome 3:** Exchange information, opinions and experiences.

**Assessment task:** A three- to four-minute role-play, focusing on the resolution of an issue.

**Details of the task:** Participate in a role-play with your friend who has an alcohol problem. Discuss the issue and try to persuade him/her to moderate his/her drinking.
Unit 4

Theme
The changing world

Topic
Social issues

Sub-topic
Vietnamese women

Grammar
Conditional and Si clauses
Subjunctive
Impersonal expressions/with or without subjunctive
Passive voice

Text types
Article / radio broadcast / interview / web page / discussion / conversation / essay / summary

Examples of learning activities

Listening
listen to a talk given by a social worker to a group of Vietnamese women on their status in Australia, then discuss

listen to an interview and select key ideas about women in Vietnam and Australia

Speaking
debate ‘Vietnamese women in Australia have a more difficult role than their counterparts in Vietnam’

interview friends on their mother’s role in the family

in pairs, discuss the five kinds of writing (see Study Design) and analyse some texts provided

Reading
read the article ‘Nhù doa hoa sen’ and complete the worksheet

in groups, read, discuss and summarise information on the role of Vietnamese women in the family

look up websites on ‘Vai thong ke ve viéc lam cua phu nu’, then report to the class

Writing
look up a website in Vietnamese and note issues related to Vietnamese women migrants in Australia

write a summary of the difficulties facing Vietnamese women in Vietnam, focusing on status

Example assessment task

Outcome 1: Analyse and use information from written texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Details of the task: Read an article on the role of Vietnamese women in Vietnam and another on the experiences of Vietnamese women in Australia. By extracting and using the information provided, write the script for an informative speech comparing the experiences of Vietnamese women in Vietnamese and Australian society, to be presented at an International Women’s Forum.
Unit 4

Theme

The Vietnamese-speaking communities

Topic

Migration

Sub-topic

The Experiences/Stories of Vietnamese Migrants

Grammar

Express time: Present, past and future
Comparative adjectives
Complex sentences
Quotation marks

Text types

Article / extract / discussion / role-play / interview / essay / summary / questionnaire / story / video program / report

Examples of learning activities

Listening

watch a video on Vietnamese refugees and jot down main issues raised by the information provided

listen to a report relating to Vietnamese refugees and answer questions

Speaking

discuss the challenges of migrants in settling into a new land

participate in a role-play between a student and a welfare worker on coping with financial problems

role-play an interview on an issue related to the text ‘Chuyen vuot bien cua toi’

read a story about Vietnamese migrants in a new land and in groups evaluate their successes and failures

Reading

read the article ‘New Vietnamese arrivals and student difficulties in Australian schools’ and answer some questions

read extracts from ‘Ve vang dan Viet’ and write a summary

Writing

write an email reviewing a migrant’s trip to Australia for friends in other countries

prepare a questionnaire to interview a successful migrant

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Vietnamese-speaking communities.

Assessment task 2(a): A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write an informative article of 250-300 words for a Vietnamese competition, entitled ‘Success of Vietnamese migrants in Australia’.

Assessment task 2(b): A three- to four-minute interview on an issue related to the texts studied.

Details of the task: Possible focus areas for the interview task, with reference to the texts studied:

1. Explain the reasons why people leave their home countries to become migrants.
2. How much risk is there for ‘boat people’?
3. What are the challenges to Vietnamese students in schools?
4. What are the difficulties which Vietnamese migrants face in Australia?
5. What are the benefits and disadvantages of leaving one’s native land?
Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: Education and aspirations

Sub-topic Education opens doors.
Sub-topic The challenge to achieve.
Sub-topic Peer group pressure and conflict.
Sub-topic The importance of friendship.

Theme: The Vietnamese-speaking communities

Topic: Migration

Sub-topic The challenge of migration.
Sub-topic Migration – setbacks and successes.
Sub-topic Vietnamese immigration and cultural diversity in Australia.
Sub-topic Changes in lifestyle and their impact.
Sub-topic The dilemma of refugees.

Sub-topic Life, times and work of a significant figure in the artistic heritage.
Sub-topic Portrait of Vietnamese life through contemporary literature.
Sub-topic Influences in Vietnamese literature.
Sub-topic The themes and characters in folk and contemporary literature.
Sub-topic What do proverbs/folk stories reveal?

Topic: Traditions and values

Sub-topic Traditional and modern medicine.
Sub-topic Responsibility for and care of the elderly.
Sub-topic The influence of the past on the present.
Sub-topic Language, culture and identity.
Sub-topic The present is framed by the past.
Sub-topic Vietnamese culture – Vietnamese customs.
Sub-topic Ceremonies define our past.

Topic: Arts and entertainment

Sub-topic Vietnamese history is reflected in the arts.
Sub-topic The arts mirror reality.
Sub-topic Portrait of Vietnamese life through film.
Sub-topic The influence of Vietnamese TV/film/animations.
Sub-topic Vietnamese social norms depicted through film.
Sub-topic The changing taste of young people in art, music, sport, entertainment.
Sub-topic The influence of nature in Vietnamese art.
Theme: The changing world

Topic: Environment
- Sub-topic  Protection of the environment.
- Sub-topic  The impact of tourism in Vietnam.
- Sub-topic  The importance of recycling.
- Sub-topic  Water as a resource in Vietnam and Australia.
- Sub-topic  Mother Earth and pollution.

Topic: World of work
- Sub-topic  An educational success story.
- Sub-topic  Careers of the future.
- Sub-topic  Technology in the workplace.
- Sub-topic  The contribution of Vietnamese-speaking migrants to Australia.
- Sub-topic  Work tests commitment and responsibility.
- Sub-topic  The changing roles of men and women at work.

Topic: Science and technology
- Sub-topic  Is innovative technology always beneficial?
- Sub-topic  The impact of computer games.
- Sub-topic  Use and abuse of the Internet.
- Sub-topic  Computers underpin our lives.

Topic: Social issues
- Sub-topic  Gender equity – here or not yet?
- Sub-topic  Street kids – a failure of society?
- Sub-topic  Mother Earth – whose liability?
- Sub-topic  The impact of wars.
- Sub-topic  The changing structure of society.
- Sub-topic  Youth’s expectations.
# MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

<table>
<thead>
<tr>
<th>Text types</th>
<th>Identifiable features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Topic/product name; content (factual and persuasive information); register; style; layout.</td>
</tr>
<tr>
<td>Article (magazine)</td>
<td>Title; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Article (newspaper)</td>
<td>Title; date; place; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Brochure/leaflet</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Guide (tourist)</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Instruction/recipe</td>
<td>Title/topic; structure; content (equipment, method); register; style; layout.</td>
</tr>
<tr>
<td>Invitation</td>
<td>Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.</td>
</tr>
<tr>
<td>Journal entry</td>
<td>Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.</td>
</tr>
<tr>
<td>Letter/postcard (social): family, friend, acquaintance</td>
<td>Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (business)</td>
<td>Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (to the editor)</td>
<td>Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.</td>
</tr>
<tr>
<td>Message/email</td>
<td>Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Profile</td>
<td>Title/heading; content (factual information); headings/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Report (newspaper)</td>
<td>Title; date; place; content; byline (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (factual)</td>
<td>Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (supporting recommendations)</td>
<td>Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Résumé</td>
<td>Title; content (factual information); register; style; layout.</td>
</tr>
<tr>
<td>Review/critique</td>
<td>Topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Story, short story</td>
<td>Title/topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Script (speech, report, sketch)</td>
<td>Title/topic; structure; content; register; style; layout.</td>
</tr>
</tbody>
</table>
MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:
• Creates a sense of person/personality for the writer in the reader’s mind.
• Establishes a relationship/intimacy/empathy between the writer and the reader.
• Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
• Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
• Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
• May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:
• Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
• Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
• Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
• Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
• May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:
• Manipulates the reader’s emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
• Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
• Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
• Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
• Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
• Often uses the second person for direct address and appeal.
• Sometimes employs direct speech and questions to intensify the relationship with the audience.
• May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.
Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.
SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

COURSE BOOKS

Bằng, B Lân 1981, Cái Hay Của Tiếng Việt, Quê Huyện, Canada.
Bằng, B Lân 1982, Hướng Hoa Đất Nước, Quê Huyện, Canada.
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Võ, P 1986, Y Bút, Văn Nghệ, California, USA.
Vũ, N Ph 1978, Túc Ngữ Ca Dao Việt Nam, Giáo Dục, Việt Nam.

Civilisation and culture

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