SAMPLE COURSE OUTLINE

FRENCH: SECOND LANGUAGE
ATAR YEAR 12
Sample course outline  
French: Second Language – ATAR Year 12

Semester 1 Unit 3 – *Les médias* (The media)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 1–5  | **Introduction**  
Overview of the French: Second Language course, unit and assessment requirements.  
**Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
• The individual – Technology and me. Students reflect on the role of technologies in their lives and in the lives of young people in French-speaking communities.  
**Text types and textual conventions**  
Provide opportunities for students to respond to and to produce the following text types:  
• account  
• advertisement  
• announcement  
• article  
• blog posting  
• cartoon  
• conversation  
• discussion  
• interview  
• letter  
• review  
• script – speech, interview, dialogue.  
**Linguistic resources**  
Provide opportunities for students to acquire and use the following resources:  
**Vocabulary**  
• introduce new vocabulary, phrases and expressions, through texts used related to the role of technologies in the lives of students and in the lives of young people in French-speaking communities.  
**Grammar**  
• conjunctions (common conjunctions)  
• pronouns (relative: definite, indefinite)  
• verbs (conditional mood: perfect; subjunctive mood: present, perfect)  
• voice (active).  
**Sound and writing systems**  
• continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow  
• how English words that are used in French are treated in regard to grammar rules  
• how to interpret phonetic symbols in dictionaries to pronounce new words.  
**Intercultural understandings**  
Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication:  
• technology’s influence today, e.g. in advertising, on lifestyles, on consumption patterns in Australia and France  
• technology in the classroom and in the workplace  
• topics related to the positive impact and negative influences of technology for youth. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
|      | **Language learning and communication strategies**  
|      | Provide opportunities for students to practise the following strategies:  
|      | • use oral clues to predict and help with interpreting meaning  
|      | • deduce meaning by applying rules  
|      | • make connections with first language  
|      | • identify main points, make notes and summarise  
|      | • ask for clarification and repetition to assist understanding  
|      | • structure an argument, express ideas and opinions  
|      | • manipulate known elements in a new context to create meaning in spoken forms.  
|      | **Dictionaries**  
|      | • use a bilingual dictionary.  
|      | **Assessment Task 1: Response: Listening**  
|      | Listen to French texts and respond in English to questions in English.  
|      | **Assessment Task 2: Oral communication**  
|      | Participate in a 4–5 minute discussion in French of a stimulus.  
|      | **Learning contexts and topics**  
|      | Provide opportunities for learning and assessment on the following context and topic:  
|      | • The French-speaking communities – Film and music. Students develop an insight into the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music.  
|      | **Text types and textual conventions**  
|      | Provide opportunities for students to respond to and to produce the following text types:  
|      | • advertisement  
|      | • article  
|      | • conversation  
|      | • discussion  
|      | • film or TV program (excerpts)  
|      | • image  
|      | • interview  
|      | • review.  
|      | **Linguistic resources**  
|      | Provide opportunities for students to acquire and use the following resources:  
|      | • introduce new vocabulary, phrases and expressions, through texts used related to the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music.  
|      | **Grammar**  
|      | • conjunctions (common conjunctions)  
|      | • pronouns (relative: definite, indefinite)  
|      | • verbs (conditional mood: perfect; subjunctive mood: present, perfect)  
|      | • voice (active).  
|      | **Sound and writing systems**  
|      | • continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow  
|      | • how English words that are used in French are treated in regard to grammar rules  
|      | • how to interpret phonetic symbols in dictionaries to pronounce new words.  
|      | **Intercultural understandings**  
|      | Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication:  
|      | • influence of French films in France, in francophone countries, and in the world  
|      | • Le Festival de Cannes and other francophone film festivals  
|      | • music, artists, musicians and musical groups in France and other francophone countries  
|      | • La Fête de la Musique and other francophone music festivals.  

Sample course outline | French: Second Language | ATAR Year 12
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language learning and communication strategies</strong>&lt;br&gt;Provide opportunities for students to practise the following strategies:&lt;br&gt;• scan and select texts for appropriate information&lt;br&gt;• identify key words and main points, make notes and summarise&lt;br&gt;• think critically and analytically&lt;br&gt;• structure an argument, express ideas and opinions&lt;br&gt;• manipulate known elements in a new context to create meaning in written forms.&lt;br&gt;Dictionaries&lt;br&gt;• use a bilingual dictionary.&lt;br&gt;<strong>Assessment Task 3: Response: Viewing and reading</strong>&lt;br&gt;Read/view French texts and respond in English to questions in English.&lt;br&gt;<strong>Assessment Task 4: Written communication</strong>&lt;br&gt;Write a review in French of approximately 200 words.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning contexts and topics</strong>&lt;br&gt;Provide opportunities for learning and assessment on the following context and topic:&lt;br&gt;• The changing world – In the media. Students consider the media and its impact on the global community.&lt;br&gt;<strong>Text types and textual conventions</strong>&lt;br&gt;Provide opportunities for students to respond to and to produce the following text types:&lt;br&gt;• advertisement&lt;br&gt;• announcement&lt;br&gt;• article&lt;br&gt;• conversation&lt;br&gt;• film or TV program (excerpts)&lt;br&gt;• interview&lt;br&gt;• report&lt;br&gt;• review&lt;br&gt;• summary.&lt;br&gt;<strong>Linguistic resources</strong>&lt;br&gt;Provide opportunities for students to acquire and use the following resources:&lt;br&gt;Vocabulary&lt;br&gt;• introduce new vocabulary, phrases and expressions, through texts used related to the media and its impact on the global community.&lt;br&gt;Grammar&lt;br&gt;• conjunctions (common conjunctions)&lt;br&gt;• pronouns (relative: definite, indefinite)&lt;br&gt;• verbs (conditional mood: perfect; subjunctive mood: present, perfect)&lt;br&gt;• voice (active).&lt;br&gt;Sound and writing systems&lt;br&gt;• continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow&lt;br&gt;• how English words that are used in French are treated in regard to grammar rules&lt;br&gt;• how to interpret phonetic symbols in dictionaries to pronounce new words.&lt;br&gt;<strong>Intercultural understandings</strong>&lt;br&gt;Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication:&lt;br&gt;• ways in which the media informs, persuades and challenges the global community&lt;br&gt;• influence of media on everyday life through advertising, lifestyle choices and consumption patterns&lt;br&gt;• the positive impact and negative influences of advertising in the global community.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Key teaching points</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
|      | **Language learning and communication strategies**  
Provide opportunities for students to practise the following strategies:  
• think critically and analytically  
• structure an argument and express ideas and opinions  
• manipulate known elements in a new context to create meaning in written forms.  
Dictionaries  
• use a bilingual dictionary.  
**Assessment Task 5: Written communication**  
Write a blog posting in French of approximately 150 words. |
| 16   | Review structure of the practical (oral) and written examinations for Semester 1.  
Prepare for the practical (oral) and written examinations.  
**Assessment Task 6: Practical (oral) examination**  
**Assessment Task 7: Written examination** |
Sample course outline
French: Second Language – ATAR Year 12
Semester 2 Unit 4 – Le monde qui nous entoure (The world around us)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Overview of the unit and assessment requirements.</td>
</tr>
</tbody>
</table>
| Learning contexts and topics | Provide opportunities for learning and assessment on the following context and topic:  
• The individual – Planning my future. Students reflect on their plans for the future. |
| Text types and textual conventions | Provide opportunities for students to respond to and to produce the following text types:  
• account  
• article  
• blog posting  
• conversation  
• discussion  
• email  
• film or TV program (excerpts)  
• journal entry  
• interview  
• script – speech, interview, dialogue. |
| Linguistic resources | Provide opportunities for students to acquire and use the following resources:  
Vocabulary  
• introduce new vocabulary, phrases and expressions, through texts used related to students’ plans for the future.  
Grammar  
• sentence and phrase types (si clauses: pluperfect/conditional perfect; implied future)  
• verbs (past historic†; pronominal: reciprocal, passive, verbs in pronominal form only, causative)  
• voice (passive†).  
† For recognition only  
Sound and writing systems  
• phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow  
• how English words that are used in French are treated in regard to grammar rules  
• creation of new French words in response to evolving technology and a changing world. |
| Intercultural understandings | Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication:  
• current social issues that impact on everyday life in Australia and/or French-speaking communities – future studies, finding work and career opportunities in Australia and abroad  
• career and further study opportunities for French language learners, both national and global. |
| Language learning and communication strategies | Provide opportunities for students to practise the following strategies:  
• use oral clues to predict and help with interpreting meaning  
• deduce meaning by applying rules  
• make connections with first language  
• identify main points, make notes and summarise  
• ask for clarification and repetition to assist understanding  
• structure an argument, express ideas and opinions  
• manipulate known elements in a new context to create meaning in spoken forms. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6–10</td>
<td><strong>Dictionaries</strong></td>
</tr>
<tr>
<td></td>
<td>• use a bilingual dictionary.</td>
</tr>
</tbody>
</table>

**Assessment Task 8: Response: Listening**
Listen to French texts and respond in English to questions in English.

**Assessment Task 9: Oral communication**
Participate in an 8–10 minute conversation in French.

**Learning contexts and topics**
Provide opportunities for learning and assessment on the following context and topic:
• The French-speaking communities – Migrant experiences. Students explore the accounts of French-speaking migrants to and from French-speaking communities, to consider reasons for migration, and experiences of participating in a new community.

**Text types and textual conventions**
Provide opportunities for students to respond to and to produce the following text types:
• advertisement
• article
• blog posting
• cartoon
• conversation
• discussion
• film or TV program (excerpts)
• interview
• letter
• review
• script – speech, interview, dialogue.

**Linguistic resources**
Provide opportunities for students to acquire and use the following resources:

**Vocabulary**
• introduce new vocabulary, phrases and expressions, through texts used related to the accounts of French-speaking migrants to and from French-speaking communities, to consider reasons for migration, and experiences of participating in a new community.

**Grammar**
• sentence and phrase types (*si* clauses: pluperfect/conditional perfect; implied future)
• verbs (past historic†; pronominal: reciprocal, passive, verbs in pronominal form only, causative)
• voice (passive†).

† For recognition only

**Sound and writing systems**
• phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow
• how English words that are used in French are treated in regard to grammar rules
• creation of new French words in response to evolving technology and a changing world.

**Intercultural understandings**
Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication:
• reasons for French movement around the globe
• migration experiences of French and francophone speakers
• attitudes to visitors from the French and francophone community perspective
• issues related to adapting to a new community, e.g. education, work, lifestyle
• contribution of French speakers to the new community.

**Language learning and communication strategies**
Provide opportunities for students to practise the following strategies:
• scan and select texts for appropriate information
• identify key words and main points, make notes and summarise
### Week 11-15

<table>
<thead>
<tr>
<th><strong>Week</strong></th>
<th><strong>Key teaching points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• think critically and analytically</td>
</tr>
<tr>
<td></td>
<td>• structure an argument, express ideas and opinions</td>
</tr>
<tr>
<td></td>
<td>• manipulate known elements in a new context to create meaning in written forms.</td>
</tr>
<tr>
<td></td>
<td>Dictionaries</td>
</tr>
<tr>
<td></td>
<td>• use a bilingual dictionary.</td>
</tr>
</tbody>
</table>

**Assessment Task 10: Response: Viewing and reading**
Read/view French texts and respond in English to questions in English.

**Assessment Task 11: Written communication**
Write an article in French of approximately 200 words.

### Learning contexts and topics
Provide opportunities for learning and assessment on the following context and topic:
- The changing world – Youth issues. Students consider global youth issues related to coping with pressures: stress, drugs and alcohol.

### Text types and textual conventions
Provide opportunities for students to respond to and to produce the following text types:
- account
- article
- blog posting
- chart
- conversation
- discussion
- film or TV program (excerpts)
- interview
- letter
- script – speech, interview, dialogue.

### Linguistic resources
Provide opportunities for students to acquire and use the following resources:

#### Vocabulary
- introduce new vocabulary, phrases and expressions, through texts used related to global youth issues - coping with pressures: stress, drugs and alcohol.

#### Grammar
- sentence and phrase types (si clauses: pluperfect/conditional perfect; implied future)
- verbs (past historic†; pronominal: reciprocal, passive, verbs in pronominal form only, causative)
- voice (passive†).
  † For recognition only

#### Sound and writing systems
- phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow
- how English words that are used in French are treated in regard to grammar rules
- creation of new French words in response to evolving technology and a changing world.

### Intercultural understandings
Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, and enable them to reflect on the ways in which culture influences communication:
- current issues affecting youth in the global community related to coping with pressures, stress, drugs and alcohol.

### Language learning and communication strategies
Provide opportunities for students to practise the following strategies:
- make connections with first language
- use oral clues to predict and help with interpreting meaning
- structure an argument, express ideas and opinions
- manipulate known elements in a new context to create meaning in spoken forms.
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Dictionaries</td>
</tr>
<tr>
<td></td>
<td>• use a bilingual dictionary.</td>
</tr>
</tbody>
</table>
|      | **Assessment Task 12: Oral communication**  
  Participate in a 10–12 minute conversation in French. |
|      | Review structure of the practical (oral) and written examinations for Semester 2.  
  Prepare for the practical (oral) and written examinations.  
  **Assessment Task 13: Practical (oral) examination**  
  **Assessment Task 14: Written examination** |