SAMPLE COURSE OUTLINE

FRENCH: SECOND LANGUAGE
GENERAL YEAR 12
### Sample course outline

**French: Second Language – General Year 12**

**Semester 1 Unit 3 – C’est la vie ! (That’s life!)**

<table>
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<th>Week</th>
<th>Key teaching points</th>
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| 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 – My relationships. Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young French speakers.  
**Text types and textual conventions**  
Provide opportunities for students to respond to and to produce the following text types:  
- account  
- article  
- blog posting  
- cartoon  
- conversation  
- journal entry  
- role-play.  
**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 different relationships in the students’ lives and the importance of friendship in their lives and the lives of young French speakers.  
- Grammar  
  - adjectives (demonstrative, exclamatory)  
  - articles (*de* replacing the partitive: in a negative construction, after expressions of quantity, omission of the article)  
  - conjunctions (phrases followed by the indicative)  
  - nouns (nominal phrases)  
  - prepositions (location and direction)  
  - pronouns (reflexive, disjunctive)  
  - verbs (present tense: modals, impersonal verbs, participles: present, imperfect tense, imperative mood, impersonal subject pronoun *on*).  
- 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:  
- identifying the different types of relationships of young people, e.g. with parents, siblings, extended family members, friends, school friends, work colleagues  
- common behaviours/practices related to interpersonal relationships and social interactions  
- aspects of socialising and everyday living, e.g. socialising with family and others, sharing
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|      | interests and participating in social and leisure activities  
      | • similarities and differences between the lifestyle, interests and social activities of young people 
      |     living in French-speaking communities and young people living in Australia.  
      | **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  
      | • 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: Oral communication**  
      | Participate in a 4–5 minute conversation in French.  
| 6–10 | **Learning contexts and topics**  
      | Provide opportunities for learning and assessment on the following context and topic:  
      | • The French-speaking communities – French sports and leisure. Students consider popular 
      | traditional and modern sports and leisure activities enjoyed by French people.  
      | **Text types and textual conventions**  
      | Provide opportunities for students to respond to and to produce the following text types:  
      | • advertisement  
      | • announcement  
      | • article  
      | • film or TV program (excerpts)  
      | • interview  
      | • role-play  
      | • script – interview.  
      | **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 popular 
      | traditional and modern sports and leisure activities enjoyed by French people.  
      | Grammar  
      | • adjectives (demonstrative, exclamatory)  
      | • articles (de replacing the partitive: in a negative construction, after expressions of quantity, 
      | omission of the article)  
      | • conjunctions (phrases followed by the indicative)  
      | • nouns (nominal phrases)  
      | • prepositions (location and direction)  
      | • pronouns (reflexive, disjunctive)  
      | • verbs (present tense: modals, impersonal verbs, participles: present, imperfect tense, 
      | imperative mood, impersonal subject pronoun on).  
      | 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.  

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|      | **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:  
- aspects of socialising and everyday living, e.g. concepts of a healthy lifestyle, sport and leisure  
- popular traditional and modern sports practised in French-speaking countries, e.g. *le foot*, *le ski*, *le cyclisme*, *la pétanque*, *la voile*, *le tennis*  
- popular leisure activities enjoyed by French-speaking people, e.g. *aller au cinéma*, *lire*, *regarder la télé*, *faire du shopping*, *jouer à l’ordinateur*, *sortir avec les amis*  
- impact of technology on sport and leisure in French-speaking communities.  
**Language learning and communication strategies**  
Provide opportunities for students to practise the following strategies:  
- scan texts and select appropriate information  
- make connections with first language  
- identify key words and main points, make notes and summarise.  
**Dictionaries**  
- use a bilingual dictionary.  
**Assessment Task 2: Response: Viewing and reading**  
Read/view French texts and respond in English to questions in English.  

|      | Learning contexts and topics  
Provide opportunities for learning and assessment on the following context and topic:  
- The changing world – Leading a healthy lifestyle. Students consider current issues in the global community that relate to healthy living: the importance of physical activity and maintaining a well-balanced lifestyle.  
**Text types and textual conventions**  
Provide opportunities for students to respond to and to produce the following text types:  
- advertisement  
- article  
- blog posting  
- chart  
- conversation  
- diary entry  
- film or TV program (excerpts)  
- interview  
- review.  
**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 current issues in the global community that relate to healthy living: the importance of physical activity and maintaining a well-balanced lifestyle.  
**Grammar**  
- adjectives (demonstrative, exclamatory)  
- articles (*de* replacing the partitive: in a negative construction, after expressions of quantity, omission of the article)  
- conjunctions (phrases followed by the indicative)  
- nouns (nominal phrases)  
- prepositions (location and direction)  
- pronouns (reflexive, disjunctive)  
- verbs (present tense: modals, impersonal verbs, participles: present, imperfect tense, imperative mood, impersonal subject pronoun *on*).  

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<th>Week</th>
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<td>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.</td>
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<td>Intercultural understandings  &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;• issues related to healthy living: concepts of a healthy lifestyle, work vs. play, healthy eating, exercise and relaxation, leisure and sport.</td>
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<td>Language learning and communication strategies  &lt;br&gt;Provide opportunities for students to practise the following strategies:  &lt;br&gt;• make connections with first language  &lt;br&gt;• scan texts and select 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 and express ideas and opinions  &lt;br&gt;• manipulate known elements in a new context to create meaning in written forms.</td>
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<td>Dictionaries  &lt;br&gt;• use a bilingual dictionary.</td>
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<td>Assessment Task 3: Externally set task  &lt;br&gt;Complete a task set by the SCSA based on the following content from Unit 3 – &lt;teacher to insert information provided by the Authority&gt;.</td>
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<td>Assessment Task 4: Response: Listening  &lt;br&gt;Listen to French texts and respond in English to questions in English.</td>
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<td>Assessment Task 5: Written communication  &lt;br&gt;Write a blog posting in French of approximately 100 words.</td>
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Sample course outline
French: Second Language – General Year 12

Semester 2 Unit 4 – La Francophonie (The francophone world)

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| 1–6  | **Introduction**  
Overview of the unit and assessment requirements.  
Learning contexts and topics  
Provide opportunities for learning and assessment on the following context and topic:  
• The individual – Visiting a francophone country. Students reflect on the diversity of the French-speaking world through a focus on one French-speaking country: getting around, tourist and cultural attractions.  
Text types and textual conventions  
Provide opportunities for students to respond to and to produce the following text types:  
• advertisement  
• article  
• blog posting  
• conversation  
• email  
• film or TV program (excerpts)  
• interview  
• itinerary  
• journal entry  
• map.  
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 reflecting on the diversity of the French-speaking world through a focus on one French-speaking country: getting around, tourist and cultural attractions.  
Grammar  
• adjectives (comparative, superlative)  
• adverbs (comparative and superlative of adverbs with *plus*)  
• pronouns (interrogative: definite, indefinite)  
• sentence and phrase types (*si* clauses: present/future, *il y a*)  
• verbs (future tense: regular, irregular future stems, conditional tense: *je voudrais* and *je pourrais* only, participles: past).  
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:  
• researching a French-speaking country and discovering destinations and cultural activities on offer to tourists  
• being a responsible visitor: communicating, functioning and behaving appropriately  
• the similarities and differences amongst Australian and French-speaking young people in relation to travel destinations, reasons for travel etc. |
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|      | **Language learning and communication strategies**  
|      | Provide opportunities for students to practise the following strategies:  
|      | • make connections with first language  
|      | • scan texts and select appropriate information  
|      | • identify key words and main points, make notes and summarise  
|      | • use oral clues to predict and help with interpreting meaning  
|      | • think critically and analytically  
|      | • 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 6: Response: Viewing and reading**  
|      | Read/view French texts and respond in English to questions in English.  
|      | **Assessment Task 7: Oral communication**  
|      | Participate in a 6–7 minute conversation in French.  
| 7–11 | **Learning contexts and topics**  
|      | Provide opportunities for learning and assessment on the following context and topic:  
|      | **Text types and textual conventions**  
|      | Provide opportunities for students to respond to and to produce the following text types:  
|      | • account  
|      | • advertisement  
|      | • article  
|      | • blog posting  
|      | • conversation  
|      | • description  
|      | • email  
|      | • film or TV program (excerpts)  
|      | • script – 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 exploring the way of life in a French-speaking family: daily routine and school.  
|      | **Grammar**  
|      | • adjectives (comparative, superlative)  
|      | • adverbs (comparative and superlative of adverbs with *plus*)  
|      | • pronouns (interrogative: definite, indefinite)  
|      | • sentence and phrase types (*si* clauses: present/future, *il y a*)  
|      | • verbs (future tense: regular, irregular future stems, conditional tense: *je voudrais* and *je pourrais* only, participles: past).  
|      | **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.
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<td><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;• common practices and behaviours related to interpersonal relationships and social interactions in family life in France and French-speaking communities&lt;br&gt;• rituals of daily life for learners of a similar age in France and French-speaking communities&lt;br&gt;• the impact of traditions and customs, e.g. home life, attitudes to school, the lives of peers in France and French-speaking communities&lt;br&gt;• daily school life in France and French-speaking communities.</td>
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<td><strong>Language learning and communication strategies</strong>&lt;br&gt;Provide opportunities for students to practise the following strategies:&lt;br&gt;• make connections with first language&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.</td>
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<td>Dictionaries&lt;br&gt;• use a bilingual dictionary.</td>
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<td><strong>Assessment Task 8: Written communication</strong>&lt;br&gt;Write an article in French of approximately 100 words.</td>
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<td>12–16</td>
<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 – Our French connection. Students consider Australia’s connection with France and other francophone countries from early settlement to the present day.</td>
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<td><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;• account&lt;br&gt;• advertisement&lt;br&gt;• article&lt;br&gt;• conversation&lt;br&gt;• film or TV program (excerpts)&lt;br&gt;• image&lt;br&gt;• journal entry&lt;br&gt;• review&lt;br&gt;• script – interview, dialogue&lt;br&gt;• table.</td>
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<td><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 Australia’s connection with France and other francophone countries from early settlement to the present day.</td>
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<td>Grammar&lt;br&gt;• adjectives (comparative, superlative)&lt;br&gt;• adverbs (comparative and superlative of adverbs with <em>plus</em>)&lt;br&gt;• pronouns (interrogative: definite, indefinite)&lt;br&gt;• sentence and phrase types (<em>si</em> clauses: present/future, <em>il y a</em>)&lt;br&gt;• verbs (future tense: regular, irregular future stems, conditional tense: <em>je voudrais</em> and <em>je pourrais</em> only, participles: past).</td>
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|      | Sound and writing systems<br>• phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow<br>• how English words that are used in French are treated in regard to grammar rules<br>• creation of new French words in response to evolving technology and a changing world.
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|      | **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:  
• Australia’s connection to France and other francophone countries: from early explorers to present day migrants and visitors  
• reasons for French involvement in Australia: social, economic, political, other  
• the contributions of French-speaking cultures to the home culture.  
**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  
• identify key words and main points, make notes and summarise  
• think critically and analytically  
• 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 9: Response: Listening**  
Listen to French texts and respond in English to questions in English.  
**Assessment Task 10: Oral communication**  
Participate in a 6–7 minute conversation in French. |