



## SAMPLE COURSE OUTLINE

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**FRENCH: SECOND LANGUAGE  
ATAR YEAR 12**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### French: Second Language – ATAR Year 12

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

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the French: Second Language course, unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• discussion</li> <li>• interview</li> <li>• letter</li> <li>• review</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• conjunctions (common conjunctions)</li> <li>• pronouns (relative: definite, indefinite)</li> <li>• verbs (conditional mood: perfect; subjunctive mood: present, perfect)</li> <li>• voice (active).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how English words that are used in French are treated in regard to grammar rules</li> <li>• how to interpret phonetic symbols in dictionaries to pronounce new words.</li> </ul> <p><b>Intercultural understandings</b> 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, through the topic Technology and me:</p> <ul style="list-style-type: none"> <li>• technology’s influence today, for example, in advertising, on lifestyles, on consumption patterns in Australia and France</li> <li>• technology in the classroom and in the workplace</li> <li>• topics related to the positive impact and negative influences of technology for youth.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Technology and me:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• deduce meaning by applying rules</li> <li>• make connections with first language</li> <li>• identify main points, make notes and summarise</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 1: Response: Listening</b> <b>Assessment Task 2: Oral communication</b></p>
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• article</li> <li>• blog posting</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• interview</li> <li>• review</li> <li>• summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• conjunctions (common conjunctions)</li> <li>• pronouns (relative: definite, indefinite)</li> <li>• verbs (conditional mood: perfect; subjunctive mood: present, perfect)</li> <li>• voice (active).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how English words that are used in French are treated in regard to grammar rules</li> <li>• how to interpret phonetic symbols in dictionaries to pronounce new words.</li> </ul> <p><b>Intercultural understandings</b> 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, through the topic Film and music:</p> <ul style="list-style-type: none"> <li>• role of French cinema in French culture and lifestyle</li> <li>• influence of French films in France, in francophone countries, and in the world</li> <li>• <i>Le Festival de Cannes</i> and other francophone film festivals</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• role of French music in French culture and lifestyle</li> <li>• music, artists, musicians and musical groups in France and other francophone countries</li> <li>• <i>La Fête de la Musique</i> and other francophone music festivals.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies through the topic Film and music:</p> <ul style="list-style-type: none"> <li>• scan and select texts for appropriate information</li> <li>• identify key words and main points, make notes and summarise</li> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 3: Response: Viewing and reading</b></p> <p><b>Assessment Task 4: Written communication</b></p>
11–14	<p><b>Learning contexts and topics</b></p> <p>Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The changing world – In the media. Students consider the media and its impact on the global community.</li> </ul> <p><b>Text types and textual conventions</b></p> <p>Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• letter</li> <li>• report</li> <li>• review</li> <li>• summary.</li> </ul> <p><b>Linguistic resources</b></p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts used related to the media and its impact on the global community.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• conjunctions (common conjunctions)</li> <li>• pronouns (relative: definite, indefinite)</li> <li>• verbs (conditional mood: perfect; subjunctive mood: present, perfect)</li> <li>• voice (active).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how English words that are used in French are treated in regard to grammar rules</li> <li>• how to interpret phonetic symbols in dictionaries to pronounce new words.</li> </ul> <p><b>Intercultural understandings</b></p> <p>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</p>

Week	Key teaching points
	<p>in which culture influences communication, through the topic In the media:</p> <ul style="list-style-type: none"> <li>• ways in which the media informs, persuades and challenges the global community</li> <li>• influence of media on everyday life through advertising, lifestyle choices and consumption patterns</li> <li>• the positive impact and negative influences of advertising in the global community.</li> </ul> <p><b>Language learning and communication strategies</b>            Provide opportunities for students to practise the following strategies through the topic In the media:</p> <ul style="list-style-type: none"> <li>• think critically and analytically</li> <li>• structure an argument and express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 5: Written communication</b></p>
15	<p>Review structure of the practical (oral) and written examinations for Semester 1.            Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 6: Practical (oral) examination</b>  <b>Assessment Task 7: Written examination</b></p>

## Sample course outline

### French: Second Language – ATAR Year 12

#### Semester 2 Unit 4 – *Le monde qui nous entoure* (The world around us)

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The individual – Planning my future. Students reflect on their plans for the future.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• diary entry</li> <li>• discussion</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts used related to students' plans for the future.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• sentence and phrase types (<i>si</i> clauses: pluperfect/conditional perfect; implied future)</li> <li>• verbs (past historic†; pronominal: reciprocal, passive, verbs in pronominal form only, causative)</li> <li>• voice (passive†).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow</li> <li>• how English words that are used in French are treated in regard to grammar rules</li> <li>• creation of new French words in response to evolving technology and a changing world.</li> </ul> <p><b>Intercultural understandings</b> 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, through the topic Planning my future:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• comparing the meaning of <i>être majeur</i> in France and 'being of age' in Australia</li> <li>• career and further study opportunities for French language learners, both national and global.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Planning my future:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• deduce meaning by applying rules</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• make connections with first language</li> <li>• identify main points, make notes and summarise</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 8: Response: Listening</b>  <b>Assessment Task 9: Oral communication</b></p>
6–10	<p><b>Learning contexts and topics</b>  Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Text types and textual conventions</b>  Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• article</li> <li>• blog posting</li> <li>• cartoon</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• letter</li> <li>• review</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b>  Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• sentence and phrase types (<i>si</i> clauses: pluperfect/conditional perfect; implied future)</li> <li>• verbs (past historic†; pronominal: reciprocal, passive, verbs in pronominal form only, causative)</li> <li>• voice (passive†).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow</li> <li>• how English words that are used in French are treated in regard to grammar rules</li> <li>• creation of new French words in response to evolving technology and a changing world.</li> </ul> <p><b>Intercultural understandings</b>  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, through the topic Migrant experiences:</p> <ul style="list-style-type: none"> <li>• reasons for French movement around the globe</li> <li>• migration experiences of French and francophone speakers</li> <li>• attitudes to visitors from the French and francophone community perspective</li> <li>• issues related to adapting to a new community, for example, education, work, lifestyle</li> <li>• contribution of French speakers to the new community.</li> </ul>



Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies culture, and enable them to reflect on the ways in which culture influences communication through the topic Migrant experiences:</p> <ul style="list-style-type: none"> <li>• scan and select texts for appropriate information</li> <li>• identify key words and main points, make notes and summarise</li> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 10: Response: Viewing and reading</b> <b>Assessment Task 11: Written communication</b></p>
11–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The changing world – Youth issues. Students consider global youth issues related to coping with pressures: stress, drugs and alcohol.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• blog posting</li> <li>• chart</li> <li>• conversation</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• letter</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions, through texts used related to global youth issues – coping with pressures: stress, drugs and alcohol.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• sentence and phrase types (<i>si</i> clauses: pluperfect/conditional perfect; implied future)</li> <li>• verbs (past historic†; pronominal: reciprocal, passive, verbs in pronominal form only, causative)</li> <li>• voice (passive†).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow</li> <li>• how English words that are used in French are treated in regard to grammar rules</li> <li>• creation of new French words in response to evolving technology and a changing world.</li> </ul> <p><b>Intercultural understandings</b> 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, through the topic Youth issues:</p> <ul style="list-style-type: none"> <li>• current issues affecting youth in the global community related to coping with pressures, stress, drugs and alcohol</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Youth issues:</p>

Week	Key teaching points
	<ul style="list-style-type: none"><li>• make connections with first language</li><li>• use oral clues to predict and help with interpreting meaning</li><li>• structure an argument, express ideas and opinions</li><li>• manipulate known elements in a new context to create meaning in spoken forms.</li></ul> Dictionaries <ul style="list-style-type: none"><li>• use a bilingual dictionary.</li></ul> <b>Assessment Task 12: Oral communication</b>
15	Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations. <b>Assessment Task 13: Practical (oral) examination</b> <b>Assessment Task 14: Written examination</b>