



SAMPLE COURSE OUTLINE

FRENCH: SECOND LANGUAGE
ATAR YEAR 11

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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 11

Unit 1 – *C'est la vie !* (That's life!)

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the French: Second Language course, unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The individual – My daily routine. Students reflect on their daily routine at home and school and popular activities: sport and socialising in their lives and the lives of young people. <p>Text types and textual conventions Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • interview • conversation • table • survey • article • blog posting • email. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to daily routine at home and at school, and popular activities (sport and socialising). <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative, interrogative, exclamatory, comparative and superlative forms) • adverbs (simple, formation, irregular forms, negation) • articles (<i>de</i> replacing the partitive, omission of the article) • conjunctions (common) • nouns (number and gender, nominal phrases) • prepositions (location and direction) • pronouns (direct object, demonstrative, disjunctive) • sentence and phrase types (time phrases) • verbs (present, perfect and imperfect tenses, <i>passé récent</i>, imperative mood, pronominal verbs and impersonal subject pronoun <i>on</i>). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion, pronunciation • common words that sound the same in French. <p>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:</p> <ul style="list-style-type: none"> • aspects of socialising and everyday living e.g. routines, socialising and sport • geographical and meteorological aspects and their influence on social practices • impact of technology on socialising.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • structure an argument, express ideas and opinions • use oral clues to predict and help with interpreting meaning • ask for clarification and repetition to assist understanding • make connections with first language. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 1: Oral communication Participate in an 8–10 minute conversation in French.</p>
6–10	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The French-speaking communities – French sports and leisure. Students consider popular traditional and modern sports and leisure activities enjoyed by French people. <p>Text types and textual conventions Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • interview • discussion • role-play • report • film or TV program (excerpts) • advertisement • announcement • article. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to modern and traditional French sports and leisure activities. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative, interrogative, exclamatory, comparative and superlative forms) • adverbs (simple, formation, irregular forms, negation) • articles (<i>de</i> replacing the partitive, omission of the article) • conjunctions (common) • nouns (number and gender, nominal phrases) • prepositions (location and direction) • pronouns (direct object, demonstrative, disjunctive) • sentences and phrase types (time phrases) • verbs (present, perfect and imperfect tenses, <i>passé récent</i>, imperative mood, pronominal and impersonal subject pronoun <i>on</i>). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion, pronunciation • common words that sound the same in French. <p>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:</p> <ul style="list-style-type: none"> • aspects of socialising and everyday living e.g. concepts of a healthy lifestyle, sport and leisure • impact of technology on leisure and work in French-speaking communities.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • 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. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 2: Response: Listening Listen to French texts and respond in English to questions in English.</p>
11–15	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – 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. <p>Text types and textual conventions Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • interview • conversation • diary entry • report • film or TV program (excerpts) • advertisement • article. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to a healthy lifestyle, physical activity and maintaining a balance. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative, interrogative, exclamatory, comparative and superlative forms) • adverbs (simple, formation, irregular forms, negation) • articles (<i>de</i> replacing the partitive, omission of the article) • conjunctions (common) • nouns (number and gender, nominal phrases) • prepositions (location and direction) • pronouns (direct object, demonstrative, disjunctive) • sentences and phrase types (time phrases) • verbs (present, perfect and imperfect tenses, <i>passé récent</i>, imperative mood, pronominal and impersonal subject pronoun <i>on</i>). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion, pronunciation • common words that sound the same in French. <p>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:</p> <ul style="list-style-type: none"> • aspects of socialising and everyday living e.g. concepts of a healthy lifestyle, physical activity and leisure • features of a well-balanced lifestyle: incorporating sport and leisure daily • impact of technology on leisure, physical activity and work.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • scan and select texts for appropriate information • identify key words and main points • make notes and summarise • 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. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 3: Response: Viewing and reading Read/view French texts and respond in English to questions in English.</p> <p>Assessment Task 4: Written communication Write a blog posting in approximately 150 words in French.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 5: Practical (oral) examination Assessment Task 6: Written examination</p>

Sample course outline

French: Second Language – ATAR Year 11

Unit 2 – Voyages (Travel)

Semester 2

Week	Key teaching points
1–5	<p>Introduction Overview of the unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The individual – My travel tales and plans. Students reflect on their own travel tales and discuss what is essential when planning a trip and travelling at home and abroad. <p>Text types and textual conventions Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • interview • article • advertisement • map • blog posting • email. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to travel, planning a trip, travelling at home and abroad. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs (degree: comparative and superlative of adverbs with <i>plus</i>) • prepositions (linking verb + infinitive) • pronouns (agreements: preceding direct object agreement after a direct object pronoun, preceding direct object agreement after the relative pronoun <i>que</i>, preceding direct object agreement after a question, possessive, indirect object, interrogative: definite and indefinite, indefinite) • sentence and phrase types (<i>si</i> clauses: present/future and imperfect/conditional, <i>il y a</i>) • verbs (future tense: regular and irregular future stems, implied future, conditional mood: present, participles: present and past). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • consolidation of, and understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion, pronunciation • awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words • French names for world cities. <p>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:</p> <ul style="list-style-type: none"> • discovering tourist destinations and cultural activities • being a responsible visitor: communicating, functioning and behaving appropriately • attitudes to visitors from the Australian and French perspective • impact of technology on planning a trip and travelling.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • identify main points and make notes • structure an argument, express ideas and opinions • use oral clues to predict and help with interpreting meaning • ask for clarification and repetition to assist understanding • make connections with first language • manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 7: Oral communication Participate in an 8–10 minute interview in French.</p> <p>Assessment Task 8: Response: Listening Listen to French texts and respond in English to questions in English.</p>
6–10	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The French-speaking communities – Australia as a travel destination. Students explore Australia as a destination for French-speaking travellers, and discuss how they would prepare a French speaker for a trip to Australia. <p>Text types and textual conventions Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • discussion • script • conversation • advertisement • letter • email • review • blog posting • article. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to Australia as a destination for French-speaking travellers and preparing a French speaker for a trip to Australia. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs (degree: comparative and superlative of adverbs with <i>plus</i>) • prepositions (linking verb + infinitive) • pronouns (agreements: preceding direct object agreement after a direct object pronoun, preceding direct object agreement after the relative pronoun <i>que</i>, preceding direct object agreement after a question, possessive, indirect object, interrogative: definite and indefinite, indefinite) • sentence and phrase types (<i>si</i> clauses: present/future and imperfect/conditional, <i>il y a</i>) • verbs (future tense: regular and irregular future stems, implied future, conditional mood: present, participles: present and past). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • consolidation of, and understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion, pronunciation • awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words • French names for world cities.

Week	Key teaching points
	<p>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:</p> <ul style="list-style-type: none"> • attitudes to visitors from the French and Australian perspective • reasons for French movement around the globe • the contributions of French-speaking cultures to the home culture. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • scan and select texts for appropriate information • identify key words and main points • make notes and summarise • 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. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 9: Response: Viewing and reading Read/view French texts and respond in English to questions in English.</p> <p>Assessment Task 10: Written communication Write an article in approximately 150 words in French.</p>
11-15	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – Travel in a modern world. Students consider how technology is changing world travel, influencing the way people plan their holidays, and how they communicate with others while away. <p>Text types and textual conventions Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • advertisement • article • blog posting • conversation • email • interview • report. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to technology and world travel, influence of technology on planning holidays, and communication with others while on holidays. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs (degree: comparative and superlative of adverbs with <i>plus</i>) • prepositions (linking verb + infinitive) • pronouns (agreements: preceding direct object agreement after a direct object pronoun, preceding direct object agreement after the relative pronoun <i>que</i>, preceding direct object agreement after a question, possessive, indirect object, interrogative: definite and indefinite, indefinite) • sentence and phrase types (<i>si</i> clauses: present/future and imperfect/conditional, <i>il y a</i>) • verbs (future tense: regular and irregular future stems, implied future, conditional mood: present, participles: present and past).

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> • consolidation of, and understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion, pronunciation • awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words • French names for world cities. <p>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:</p> <ul style="list-style-type: none"> • impact of technology on travel – using technology to source travel information, planning a holiday, while on location, and when communicating with those back home. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • structure an argument, express ideas and opinions • use oral clues to predict and help with interpreting meaning • make connections with first language. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 11: Oral communication Participate in a 10–12 minute conversation in French.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 12: Practical (oral) examination Assessment Task 13: Written examination</p>