



## SAMPLE COURSE OUTLINE

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**FRENCH: SECOND LANGUAGE  
GENERAL 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 – General Year 11

Unit 1 – *Le monde des jeunes* (The world of youth)

Semester 1

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 – My world, your world. Students reflect on and share aspects of their lifestyle, interests and social activities.</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>• article</li> <li>• blog post</li> <li>• chart</li> <li>• conversation</li> <li>• description</li> <li>• journal entry</li> <li>• message</li> <li>• note</li> <li>• role-play</li> <li>• script – speech, interview, dialogue</li> <li>• table.</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 related to the individual’s lifestyle, interests and social activities.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (regular and common irregular forms, position, agreement with nouns, interrogative)</li> <li>• adverbs (simple)</li> <li>• articles (definite, indefinite)</li> <li>• conjunctions (coordinating conjunctions, conjunctions of conclusion)</li> <li>• nouns (gender, number: singular and plural)</li> <li>• numerals (cardinals, ordinals, dates)</li> <li>• prepositions (simple, articulated)</li> <li>• pronouns (subject)</li> <li>• sentence and phrase types (sentences: statements, affirmative, negative, question words with <i>est-ce que</i>)</li> <li>• verbs (present tense: regular and common irregular verbs, common reflexive verbs).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation</li> <li>• common words that sound the same in French, for example, <i>Saint-Coeur</i> and <i>cinq heures</i>.</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 My world, your world:</p>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• common behaviours/practices related to interpersonal relationships and social interactions</li> <li>• aspects of socialising and everyday living, for example, socialising with family and others, sharing interests and participating in leisure activities</li> <li>• similarities and differences between the lifestyle, interests and social activities of young people living in French-speaking communities and young people living in Australia.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic My world, your world:</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 key words and main points</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• structure an argument, express ideas and opinions.</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 – Youth culture in a francophone country. Students explore shifting trends in youth culture in a French-speaking community and discuss what this says about the 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>• account</li> <li>• advertisement</li> <li>• article</li> <li>• blog post</li> <li>• cartoon</li> <li>• chart</li> <li>• description</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• interview</li> <li>• script – speech, interview, dialogue</li> <li>• table.</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 related to the shifting trends in youth culture in a French-speaking community.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (regular and common irregular forms, position, agreement with nouns, interrogative)</li> <li>• adverbs (simple)</li> <li>• articles (definite, indefinite)</li> <li>• conjunctions (coordinating conjunctions, conjunctions of conclusion)</li> <li>• nouns (gender, number: singular and plural)</li> <li>• numerals (cardinals, ordinals, dates)</li> <li>• prepositions (simple, articulated)</li> <li>• pronouns (subject)</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• sentence and phrase types (sentences: statements, affirmative, negative, question words with <i>est-ce que</i>)</li> <li>• verbs (present tense: regular and common irregular verbs, common reflexive verbs).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation</li> <li>• common words that sound the same in French, for example, <i>Saint-Coeur</i> and <i>cinq heures</i>.</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 culture in a francophone country:</p> <ul style="list-style-type: none"> <li>• the shifting trends in youth culture in a French-speaking community, for example, social media, technology, films, music, fashion, sport, politics, environment</li> <li>• differences and similarities between what is trending with youth in French-speaking communities to that in the students' lives.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Youth culture in a francophone country:</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>• identify key words and main points, make notes and summarise</li> <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 3: Response: Listening</b> <b>Assessment Task 4: Written communication</b></p>
11–16	<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 – Communicating in a modern world. Students consider the role of technologies in the daily lives of people around the world.</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>• announcement</li> <li>• article</li> <li>• blog post</li> <li>• cartoon</li> <li>• chart</li> <li>• conversation</li> <li>• email</li> <li>• interview</li> <li>• message</li> <li>• table.</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 related to the role of technologies in the daily lives of people around the world.</li> </ul> <p>Grammar</p>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• adjectives (regular and common irregular forms, position, agreement with nouns, interrogative)</li> <li>• adverbs (simple)</li> <li>• articles (definite, indefinite)</li> <li>• conjunctions (coordinating conjunctions, conjunctions of conclusion)</li> <li>• nouns (gender, number: singular and plural)</li> <li>• numerals (cardinals, ordinals, dates)</li> <li>• prepositions (simple, articulated)</li> <li>• pronouns (subject)</li> <li>• sentence and phrase types (sentences: statements, affirmative, negative, question words with <i>est-ce que</i>)</li> <li>• verbs (present tense: regular and common irregular verbs, common reflexive verbs).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation</li> <li>• common words that sound the same in French, for example, <i>Saint-Coeur</i> and <i>cinq heures</i>.</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 in which culture influences communication, through the topic Communicating in a modern world:</p> <ul style="list-style-type: none"> <li>• technology in our daily lives</li> <li>• the social effects of new technologies</li> <li>• the positive and negative aspects of technology.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies through the topic Communicating in a modern world:</p> <ul style="list-style-type: none"> <li>• scan texts and select appropriate information</li> <li>• make connections with first language</li> <li>• identify key words and main points, make notes and summarise</li> <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: Response: Viewing and reading</b></p> <p><b>Assessment Task 6: Written communication</b></p>

## Sample course outline

### French: Second Language – General Year 11

#### Unit 2 – Voyages (Travel)

#### Semester 2

Week	Key teaching points
1–6	<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 – My travel tales and plans. Students reflect on their own travel tales and consider what is essential when planning a trip and travelling at home and abroad.</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>• announcement</li> <li>• article</li> <li>• blog post</li> <li>• chart</li> <li>• conversation</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• itinerary</li> <li>• journal entry</li> <li>• map</li> <li>• review</li> <li>• script – speech, interview, dialogue</li> <li>• role-play.</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 related to travel tales and what is essential when planning a trip and travelling at home and abroad.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (possessive)</li> <li>• adverbs (formation, position, irregular forms, negation)</li> <li>• articles (partitive)</li> <li>• numerals (time)</li> <li>• prepositions (linking verb + infinitive)</li> <li>• sentence and phrase types (sentences: exclamative, interrogative, command†)</li> <li>• verbs (infinitives: present tense of verbs + infinitive, perfect tense: common regular and irregular verbs, agreements: subject + verb, with <i>avoir</i> and with <i>être</i>, imperfect tense: <i>c’était</i> and <i>il faisait</i> only, <i>futur proche</i>).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• consolidation of, and understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation</li> <li>• awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words</li> <li>• French names for world cities.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and</p>

Week	Key teaching points
	<p>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 My travel tales and plans:</p> <ul style="list-style-type: none"> <li>• discovering tourist destinations and participating in cultural activities</li> <li>• being a responsible visitor: communicating, functioning and behaving appropriately</li> <li>• the similarities and differences amongst Australian and French-speaking young people in relation to travel destinations, reasons for travel, etc.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic My travel tales and plans:</p> <ul style="list-style-type: none"> <li>• scan texts and select appropriate information</li> <li>• make connections with first language</li> <li>• identify key words and main points, make notes and summarise</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• think critically and analytically</li> <li>• structure an argument, express ideas and opinions.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 7: Response: Viewing and reading</b> <b>Assessment Task 8: Oral communication</b></p>
7–11	<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 – Australia as a travel destination. Students explore Australia as a destination for French-speaking travellers, and consider how they would prepare a French speaker for a trip to Australia.</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 post</li> <li>• cartoon</li> <li>• chart</li> <li>• conversation</li> <li>• description</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• itinerary</li> <li>• map</li> <li>• note</li> <li>• review</li> <li>• script – speech, interview, dialogue</li> <li>• table.</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 related to exploring Australia as a destination for French-speaking travellers, and consider how they would prepare a French speaker for a trip to Australia.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (possessive)</li> <li>• adverbs (formation, position, irregular forms, negation)</li> <li>• articles (partitive)</li> </ul>



Week	Key teaching points
	<ul style="list-style-type: none"> <li>• numerals (time)</li> <li>• prepositions (linking verb + infinitive)</li> <li>• sentence and phrase types (sentences: exclamative, interrogative, command†)</li> <li>• verbs (infinitives: present tense of verbs + infinitive, perfect tense: common regular and irregular verbs, agreements: subject + verb, with <i>avoir</i> and with <i>être</i>, imperfect tense: <i>c’était</i> and <i>il faisait</i> only, <i>futur proche</i>).</li> </ul> <p>† For recognition only</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• consolidation of, and understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation</li> <li>• awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words</li> <li>• French names for world cities.</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 Australia as a travel destination:</p> <ul style="list-style-type: none"> <li>• perceptions of travellers towards Australia being a popular holiday destination – people, culture, sites, attractions, activities, etc.</li> <li>• differences in everyday life in France that may impact on the French’s expectations of life in Australia</li> <li>• everyday practicalities (customs, cuisine, school life) that need to be considered when receiving a French-speaking visitor</li> <li>• being a responsible visitor: communicating, functioning and behaving appropriately</li> <li>• attitudes to visitors from the French and Australian perspective.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Australia as a travel destination:</p> <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>• 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 spoken and written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 9: Written communication</b> <b>Assessment Task 10: Oral communication</b></p>
12–16	<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 – Travel in a modern world. Students consider how technology is changing world travel, influencing the way people plan their holidays, and communicate with others while away.</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>• announcement</li> <li>• article</li> <li>• blog post</li> <li>• cartoon</li> <li>• conversation</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• itinerary</li> <li>• map</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• message</li> <li>• note</li> <li>• review</li> <li>• table.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to how technology is changing world travel, influencing the way people plan their holidays, and how they communicate with others while away.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• adjectives (possessive)</li> <li>• adverbs (formation, position, irregular forms, negation)</li> <li>• articles (partitive)</li> <li>• numerals (time)</li> <li>• prepositions (linking verb + infinitive)</li> <li>• sentence and phrase types (sentences: exclamative, interrogative, command†)</li> <li>• verbs (infinitives: present tense of verbs + infinitive, perfect tense: common regular and irregular verbs, agreements: subject + verb, with <i>avoir</i> and with <i>être</i>, imperfect tense: <i>c’était</i> and <i>il faisait</i> only, <i>futur proche</i>).</li> </ul> <p>† For recognition only</p> <p><b>Sound and writing systems</b></p> <ul style="list-style-type: none"> <li>• consolidation of, and understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation</li> <li>• awareness of phonetic symbols used in dictionaries to facilitate pronunciation of French words</li> <li>• French names for world cities.</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 Travel in a modern world:</p> <ul style="list-style-type: none"> <li>• impact of technology on travel – using technology to source travel information, planning a holiday, while on location, and when communicating with those back home.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Travel in a modern world:</p> <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>• scan texts and select appropriate information</li> <li>• identify key words and main points, make notes and summarise.</li> </ul> <p><b>Dictionaries</b></p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 11: Response: Listening</b> <b>Assessment Task 12: Response: Viewing and reading</b></p>