



SAMPLE COURSE OUTLINE

**FRENCH: SECOND LANGUAGE
GENERAL 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 – General Year 12

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

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 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. <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"> • account • article • blog post • cartoon • chart • conversation • email • film or TV program (excerpts) • image • interview • journal entry • role-play • script – speech, interview, dialogue. <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 related to the different relationships in the students' lives and the importance of friendship in their lives and the lives of young French speakers. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative, exclamatory) • articles (<i>de</i> 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 <i>on</i>). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • 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.

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, and enable them to reflect on the ways in which culture influences communication, through the topic My relationships:</p> <ul style="list-style-type: none"> • identifying the different types of relationships of young people, for example, 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, for example, socialising with family and others, sharing 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. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic My relationships:</p> <ul style="list-style-type: none"> • 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. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 1: Oral communication</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"> • advertisement • announcement • article • blog post • conversation • film or TV program (excerpts) • image • interview • role-play • script – speech, interview, dialogue. <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 related to popular traditional and modern sports and leisure activities enjoyed by French people. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative, exclamatory) • articles (<i>de</i> 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)

Week	Key teaching points
	<ul style="list-style-type: none"> • pronouns (reflexive, disjunctive) • verbs (present tense: modals, impersonal verbs, participles: present, imperfect tense, imperative mood, impersonal subject pronoun <i>on</i>). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • 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. <p>Intercultural understandings</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 French sports and leisure:</p> <ul style="list-style-type: none"> • aspects of socialising and everyday living, for example, concepts of a healthy lifestyle, sport and leisure • popular, traditional and modern sports practised in French-speaking countries, for example, <i>le foot, le ski, le cyclisme, la pétanque, la voile, le tennis</i> • popular leisure activities enjoyed by French-speaking people, for example, <i>aller au cinéma, lire, regarder la télé, faire du shopping, jouer à l'ordinateur, sortir avec les amis</i> • impact of technology on sport and leisure in French-speaking communities. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic French sports and leisure:</p> <ul style="list-style-type: none"> • scan texts and select appropriate information • make connections with first language • identify key words and main points, make notes and summarise. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 2: Response: Viewing and reading</p>
11–15	<p>Learning contexts and topics</p> <p>Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • 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. <p>Text types and textual conventions</p> <p>Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> • advertisement • announcement • article • blog post • cartoon • chart • conversation • diary entry • email • film or TV program (excerpts) • interview • role-play • script – speech, interview, dialogue.

Week	Key teaching points
	<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 related to current issues in the global community that relate to healthy living: the importance of physical activity and maintaining a well-balanced lifestyle. <p>Grammar</p> <ul style="list-style-type: none"> adjectives (demonstrative, exclamatory) articles (<i>de</i> 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 <i>on</i>). <p>Sound and writing systems</p> <ul style="list-style-type: none"> 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. <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, and enable them to reflect on the ways in which culture influences communication, through the topic French sports and leisure:</p> <ul style="list-style-type: none"> issues related to healthy living: concepts of a healthy lifestyle, work vs. play, healthy eating, exercise and relaxation, leisure and sport. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic, French sports and leisure:</p> <ul style="list-style-type: none"> make connections with first language scan texts and select 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: Externally set task Assessment Task 4: Response: Listening Assessment Task 5: Written communication</p>

Sample course outline

French: Second Language – General Year 12

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

Week	Key teaching points
1–6	<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 – 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. <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"> • account • advertisement • article • blog post • chart • description • email • film or TV program (excerpts) • image • itinerary • journal entry • map • sign. <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 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. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (comparative, superlative) • adverbs (comparative and superlative of adverbs with <i>plus</i>) • pronouns (interrogative: definite, indefinite) • sentence and phrase types (<i>si</i> clauses: present/future, <i>il y a</i>) • verbs (future tense: regular, irregular future stems, conditional tense: <i>je voudrais</i> and <i>je pourrais</i> only, participles: past). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • 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. <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, and enable them to reflect on the ways in which culture influences communication, through the topic Visiting a francophone country:</p>

Week	Key teaching points
	<ul style="list-style-type: none"> researching a French-speaking country and discovering destinations and cultural activities on offer to tourists being a responsible visitor: communicating, functioning and behaving appropriately <p>the similarities and differences amongst Australian and French-speaking young people in relation to travel destinations, reasons for travel etc.</p> <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Visiting a francophone country:</p> <ul style="list-style-type: none"> 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. <p>Dictionaries</p> <ul style="list-style-type: none"> use a bilingual dictionary. <p>Assessment Task 6: Response: Viewing and reading Assessment Task 7: Oral communication</p>
7–11	<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 – Daily life in a French-speaking family. Students explore the way of life in a French-speaking family: daily routine and school. <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"> account advertisement article blog post cartoon conversation description email film or TV program (excerpts) role-play script –speech, interview, dialogue. <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 related to exploring the way of life in a French-speaking family: daily routine and school. <p>Grammar</p> <ul style="list-style-type: none"> adjectives (comparative, superlative) adverbs (comparative and superlative of adverbs with <i>plus</i>) pronouns (interrogative: definite, indefinite) sentence and phrase types (<i>si</i> clauses: present/future, <i>il y a</i>) verbs (future tense: regular, irregular future stems, conditional tense: <i>je voudrais</i> and <i>je pourrais</i> only, participles: past). <p>Sound and writing systems</p>

Week	Key teaching points
	<ul style="list-style-type: none"> • 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. <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, and enable them to reflect on the ways in which culture influences communication, through the topic Daily life in a French-speaking family:</p> <ul style="list-style-type: none"> • common practices and behaviours related to interpersonal relationships and social interactions in family life in France and French-speaking communities • rituals of daily life for learners of a similar age in France and French-speaking communities • the impact of traditions and customs, for example, home life, attitudes to school, the lives of peers in France and French-speaking communities • daily school life in France and French-speaking communities. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Daily life in a French-speaking family:</p> <ul style="list-style-type: none"> • make connections with first language • think critically and analytically • structure an argument, 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 8: Written communication</p>
12–15	<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 – Our French connections. Students consider Australia’s connection with France and other francophone countries from early settlement to the present day. <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 • conversation • film or TV program (excerpts) • image • journal entry • review • script – speech, interview, dialogue • table. <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 related to Australia’s connection with France and other francophone countries from early settlement to the present day. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (comparative, superlative) • adverbs (comparative and superlative of adverbs with <i>plus</i>) • pronouns (interrogative: definite, indefinite) • sentence and phrase types (<i>si</i> clauses: present/future, <i>il y a</i>) • verbs (future tense: regular, irregular future stems, conditional tense: <i>je voudrais</i> and <i>je pourrais</i> only, participles: past).

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> • 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. <p>Intercultural understandings</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 Our French connections:</p> <ul style="list-style-type: none"> • 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. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic Our French connections:</p> <ul style="list-style-type: none"> • 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. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 9: Response: Listening</p> <p>Assessment Task 10: Oral communication</p>