



## SAMPLE COURSE OUTLINE

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**FRENCH: BACKGROUND 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: Background Language – ATAR Year 11

#### Unit 1 and Unit 2

##### Semester 1

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the French: Background 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 – Young people and their relationships. Students reflect on their relationships with family and their connections with friends.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• interview</li> <li>• conversation</li> <li>• account</li> <li>• article</li> <li>• description</li> <li>• journal entry</li> <li>• script.</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 young people and their relationships with family and their connections with friends.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (agreement, possessive)</li> <li>• adverbs (formation, irregular forms)</li> <li>• conjunctions (common conjunctions)</li> <li>• prepositions (simple, linking verb + infinitive, location and direction, <i>en</i> versus <i>dans</i>)</li> <li>• pronouns (possessive, indefinite [affirmative], demonstrative)</li> <li>• sentence and phrase types (statements, questions, routine or formulaic expressions, <i>il y a</i>, <i>si</i> clauses: present/future and imperfect/conditional)</li> <li>• verbs (use of mood and tenses of verbs in simple and complex sentences, perfect tense: agreements – subject + verb, with <i>avoir</i> and with <i>être</i>, subjunctive mood: present and perfect, future tense: perfect, conditional mood: perfect).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• common behaviours/practices related to interpersonal relationships</li> <li>• use of formal/informal language in relationships</li> <li>• showing of affection between friends, family members</li> <li>• aspects of socialising and everyday living e.g. socialising with family and others</li> <li>• impact of outside influences on teenagers e.g. peer pressure and conflict</li> <li>• similarities and differences between what young people living in French-speaking communities and young people living in Australia do when socialising.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• scan texts and select appropriate information</li> <li>• deduce meaning by applying rules</li> <li>• identify key words and main points</li> <li>• make notes and summarise</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• make connections with first language</li> <li>• structure an argument, express ideas and opinions.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and bilingual dictionary.</li> </ul> <p><b>Assessment Task 1: Response: Viewing and reading</b> Read/view French texts and respond in French or English, as specified, to questions in French or English.</p> <p><b>Assessment Task 2: Oral communication</b> Participate in an 8–10 minute conversation in French.</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 – Traditions and values in a contemporary society. Students explore how the traditions and values of French-speaking communities are maintained.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• interview</li> <li>• discussion</li> <li>• film or TV program (excerpts)</li> <li>• advertisement</li> <li>• script</li> <li>• article</li> <li>• cartoon.</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 how the traditions and values of French-speaking communities are maintained.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (agreement, possessive)</li> <li>• adverbs (formation, irregular forms)</li> <li>• conjunctions (common conjunctions)</li> <li>• prepositions (simple, linking verb + infinitive, location and direction, <i>en</i> versus <i>dans</i>)</li> <li>• pronouns (possessive, indefinite [affirmative], demonstrative)</li> <li>• sentence and phrase types (statements, questions, routine or formulaic expressions, <i>il y a</i>, <i>si</i> clauses: present/future and imperfect/conditional)</li> <li>• verbs (use of mood and tenses of verbs in simple and complex sentences, perfect tense: agreements – subject + verb, with <i>avoir</i> and with <i>être</i>, subjunctive mood: present and perfect, future tense: perfect, conditional mood: perfect).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• the role of traditions and values in French-speaking communities</li> <li>• traditional expectations on the lives of teenagers in France/French-speaking communities</li> <li>• differences and similarities between French-speaking communities' culture to that of students</li> <li>• the importance of preserving traditions in French-speaking communities.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</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 main points</li> <li>• make notes and summarise.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and bilingual dictionary.</li> </ul> <p><b>Assessment Task 3: Response: Listening</b> Listen to French texts and respond in French or English, as specified, to questions in French or English.</p>
11–15	<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 – Our changing environment. Students explore global environmental issues.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• interview</li> <li>• conversation</li> <li>• film or TV program (excerpts)</li> <li>• advertisement</li> <li>• article.</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 environmental issues.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (agreement, possessive)</li> <li>• adverbs (formation, irregular forms)</li> <li>• conjunctions (common conjunctions)</li> <li>• prepositions (simple, linking verb + infinitive, location and direction, <i>en</i> versus <i>dans</i>)</li> <li>• pronouns (possessive, indefinite [affirmative], demonstrative)</li> <li>• sentence and phrase types (statements, questions, routine or formulaic expressions, <i>il y a, si</i> clauses: present/future and imperfect/conditional)</li> <li>• verbs (use of mood and tenses of verbs in simple and complex sentences, perfect tense: agreements – subject + verb, with <i>avoir</i> and with <i>être</i>, subjunctive mood: present and perfect, future tense: perfect, conditional mood: perfect).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• influence of the natural environment on daily life and lifestyles</li> <li>• growing popularity of renewable energy sources</li> <li>• the growth of ecotourism.</li> </ul>

Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</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 monolingual and bilingual dictionary.</li></ul> <p><b>Assessment Task 4: Written communication</b> Write a letter in approximately 200 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><b>Assessment Task 5: Practical (oral) examination</b> <b>Assessment Task 6: Written examination</b></p>

## Semester 2

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 – Pressures in today’s society. Students reflect on a range of personal and social pressures and the relevance of these in their own lives.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• blog posting</li> <li>• interview</li> <li>• article</li> <li>• email.</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 a range of personal and social pressures, and the relevance of these in the lives of the students.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (agreement, possessive)</li> <li>• adverbs (formation, irregular forms)</li> <li>• conjunctions (common conjunctions)</li> <li>• prepositions (simple, linking verb + infinitive, location and direction, <i>en</i> versus <i>dans</i>)</li> <li>• pronouns (possessive, indefinite [affirmative], demonstrative)</li> <li>• sentence and phrase types (statements, questions, routine or formulaic expressions, <i>il y a, si</i> clauses: present/future and imperfect/conditional)</li> <li>• verbs (use of mood and tenses of verbs in simple and complex sentences, perfect tense: agreements – subject + verb, with <i>avoir</i> and with <i>être</i>, subjunctive mood: present and perfect, future tense: perfect, conditional mood: perfect).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• gender equality and changes in the role of men and women in society</li> <li>• the importance of a positive self-image</li> <li>• peer and social pressures amongst the young.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• make connections with first language</li> <li>• deduce meaning by applying rules</li> <li>• identify main points, make notes and summarise</li> <li>• structure an argument, express ideas and opinions</li> <li>• use oral clues to predict and help with interpreting meaning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a monolingual and bilingual dictionary.</li> </ul> <p><b>Assessment Task 7: Response: Listening</b> Listen to French texts and respond in French or English, as specified, to questions in French or English.</p> <p><b>Assessment Task 8: Oral communication</b> Participate in an 8–10 minute conversation in French.</p>

Week	Key teaching points
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 – French identity in the Australian context. Students explore the place of French-speaking communities in Australia through migration experiences.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• discussion</li> <li>• article</li> <li>• script</li> <li>• cartoon</li> <li>• conversation</li> <li>• letter</li> <li>• email</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 place of French-speaking communities in Australia through migration experiences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (agreement, possessive)</li> <li>• adverbs (formation, irregular forms)</li> <li>• conjunctions (common conjunctions)</li> <li>• prepositions (simple, linking verb + infinitive, location and direction, <i>en</i> versus <i>dans</i>)</li> <li>• pronouns (possessive, indefinite [affirmative], demonstrative)</li> <li>• sentence and phrase types (statements, questions, routine or formulaic expressions, <i>il y a</i>, <i>si</i> clauses: present/future and imperfect/conditional)</li> <li>• verbs (use of mood and tenses of verbs in simple and complex sentences, perfect tense: agreements – subject + verb, with <i>avoir</i> and with <i>être</i>, subjunctive mood: present and perfect, future tense: perfect, conditional mood: perfect).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• the contribution of the French-speaking communities to the Australian community</li> <li>• maintaining the francophone culture in Australia</li> <li>• the Australian-French identity</li> <li>• personal migration stories and experiences of French speakers.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</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</li> <li>• 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 monolingual and bilingual dictionary.</li> </ul>



Week	Key teaching points
	<p><b>Assessment Task: 9 Response: Viewing and reading</b> Read/view French texts and respond in French or English, as specified, to questions in French or English.</p> <p><b>Assessment Task 10: Oral communication</b> Participate in a 10–12 minute conversation in French.</p>
11–15	<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 – Media and communication. Students explore the media and new technologies and their impact on society.</li> </ul> <p><b>Text types and kinds of writing</b> Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• blog posting</li> <li>• cartoon</li> <li>• advertisement</li> <li>• film or TV program (excerpts)</li> <li>• article.</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 media, new technologies and their impact on society.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (agreement, possessive)</li> <li>• adverbs (formation, irregular forms)</li> <li>• conjunctions (common conjunctions)</li> <li>• prepositions (simple, linking verb + infinitive, location and direction, <i>en</i> versus <i>dans</i>)</li> <li>• pronouns (possessive, indefinite [affirmative], demonstrative)</li> <li>• sentence and phrase types (statements, questions, routine or formulaic expressions, <i>il y a</i>, <i>si</i> clauses: present/future and imperfect/conditional)</li> <li>• verbs (use of mood and tenses of verbs in simple and complex sentences, perfect tense: agreements – subject + verb, with <i>avoir</i> and with <i>être</i>, subjunctive mood: present and perfect, future tense: perfect, conditional mood: perfect).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• media in contemporary society</li> <li>• the social effects of new technologies</li> <li>• advertising and the language of persuasion.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</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 monolingual and bilingual dictionary.</li> </ul> <p><b>Assessment 11: Written communication</b> Write an article in approximately 200 words in French.</p>

Week	Key teaching points
16	Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations. <b>Assessment Task 12: Practical (oral) examination</b> <b>Assessment Task 13: Written examination</b>