



Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task: Listen to a travel guide's talk about two famous inventors. Reorganise the information in a letter to your family outlining the impact of the inventors and their innovations.

Unit 2**Theme**

The changing world

Topic

Social issues

Sub-topic

Our environment at risk

Grammar

Introduction to the subjunctive present tense
Revision of object pronouns

Text types

Article / discussion / email / exercise / letter / photograph / poem / PowerPoint presentation / review / role-play / story / survey / website

Examples of learning activities*Listening*

listen to a scientist discussing ways of preventing pollution and make notes under the headings, personal / local / social responsibility

listen to a story and follow the events in print, underlining each verb in the subjunctive paying attention to the sounds

Speaking

describe a photograph of an environmental mishap outside Europe

pair work: use subjunctive verbs following models


participate in a role-play with a factory owner whose smoke is polluting the school grounds

conduct a survey about your friends' attitude to environmental issues and discuss in class

Reading


read and discuss a poem idealising nature, e.g. Chanson d'automne by Verlaine


read a review about conservation and recycling, then reorganise the information into an advertisement

 on the Internet, read articles on the effect of pollution on fish and wildlife and discuss

read sentences in an exercise and decide whether the space requires a verb in the indicative or subjunctive

Writing

 research two Internet sites on pollution (land, sea, air) and summarise

 find a website dealing with an oil spillage, download a picture and use it in a talk given in a PowerPoint presentation on pollution

write a letter to the editor of a local newspaper in which you suggest strategies for saving our environment

write an email to an action group explaining why you want to join

complete subjunctive exercises


Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Details of the task: Read a newspaper extract on recycling and write an advertisement urging people to respect resources and avoid wastage.


Unit 2


Theme	Examples of learning activities
The changing world	<i>Listening</i> listen to two people discussing their work and answer questions
Topic	
The world of work	listen to a broadcast on balancing work with leisure and reorganise the information into a leaflet for students
Sub-topic	
Work and health	<i>Speaking</i> consider, then express an opinion about changing patterns of work in a French-speaking country
Grammar	
Conjunctions	debate either 'Working to live or living to work?' or 'Job satisfaction versus income?'
Prepositions and articles	
Irregular verb revision	
Continuation of the subjunctive	discuss the value of a balanced life style; write a short summary of how you balance work and leisure
Text types	
Article / broadcast / debate / diary entry / discussion / editorial / exercise / interview / multiple choice exercise / story / website	in small groups discuss the relationship between modern technology and employment and summarise the findings interview an adult on their views about the advantages/ disadvantages of working in the city pair work: students discuss rates of pay for part-time work
	<i>Reading</i> read a newspaper article on work and the need to counterbalance this with physical activity analyse the difference between personal and imaginative writing styles in texts
	 search the Internet for information on health and work and take notes


Writing

summarise points made in a newspaper editorial about a 38-hour working week

write two diary entries about time management relating to work/leisure

 draft an imaginative story on a computer about a very lazy worker

 using an online site, do some grammatical exercises on prepositions with the definite article/partitive article; next, complete *Si* clause exercises

 on computer, rephrase a passage replacing 2nd person singular with 2nd person plural

using adverbs of frequency to write an absurd multiple-choice questionnaire for friends to answer on health issues

Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.

Assessment task: Short story.

Details of the task: Write a short story for a school competition about a real or imaginary experience in a working environment entitled 'My first day at work'.

Unit 3

Theme

The French-speaking communities

Topic

Arts and entertainment

Sub-topic

The media

Grammar

Government of verbs

Revision of agreements

Seasons and dates

Comparative and Superlative adjectives

La plupart de and *la plus grande partie de*

Text types

Advertisement / article /

broadcast / debate /

documentary / exercise / film /

idiom / interview / letter / list /

PowerPoint presentation /

report / role-play / story / talk /

website

Examples of learning activities

Listening

listen a radio broadcast and jot down the main ideas and note speaker's attitude to the topic

listen to a PowerPoint presentation on a current issue, follow the slides and take notes

Speaking

as a cadet journalist interview a real/imaginary person who has just won an award

debate: 'The media is not neutral/acting in the public interest'

discuss planning, sequencing, paragraphing written work

paraphrase idiomatic language

view and discuss a documentary on a cultural event in France

participate in a role-play between two siblings to resolve a dispute about which TV program to watch

view a film and give a talk to members of the local Movie Club, stating why, in your opinion, it is not to be missed

Reading

look up idioms, paraphrase and list



from the Internet list the names of five key French language newspapers and magazines, find out the cost and the intended audience



read online advertisements for a new stage show and discuss with a friend

read two letters to the editor of a newspaper expressing opposing points of view and compare

revise text types and personal/imaginative kinds of writing

Writing

complete an exercise focusing on the government of verbs



in a PowerPoint presentation summarise key points made in the media about a new film

watch a comic film and write a short report on what made this film so humorous

write an imaginative story about a TV host who achieved fame/notoriety

Example assessment task

Outcome 1: Express ideas through the production of original texts.

Assessment task: A 250-word personal or imaginative written piece.

Details of the task: Suppose you are a journalist reporting in the year 3000. Write an imaginative story about a chance encounter with a person famous at that time.

Unit 3**Theme**

The changing world

Topic

Lifestyles

Sub-topic

Immigration and cultural diversity in France

Grammar

Reported speech
Revision of negation

Text types

Article / broadcast / conversation / debate / discussion / list / map / presentation / report / role-play / song / website

Examples of learning activities*Listening*

listen to a conversation between two migrants and jot down the advantages of living in a new country

listen to a discussion on the benefits and drawbacks of migration and take notes

listen to a broadcast about problems associated with migration to France, as expressed by migrants, noting problems such as prejudice

listen to a modern song influenced by Arab culture and sing along

Speaking

list ten very French things, e.g. baguettes, brie, select one and give a short oral presentation about one of them

participate in a role-play politely but firmly refusing an invitation to an event you have no desire to attend

class discussion: 'Human beings have much in common but the focus changes according to the cultural setting'


debate: 'Should immigration be restricted?'


discuss the five kinds of writing then find an example of each kind


give a three-minute presentation on a French-speaking writer such as Albert Camus, Maupassant, St Exupéry


Reading

read articles on migrants to France and make notes about the countries from which they came


 search the Internet for *la Francophonie*, find the countries and download a map to show these

 research the topic of racism online then explore it in class

 go to the Elysée website and read a speech by the President noting key points

 research the Internet to find five different types of museums in Paris and note when they are open

Writing

 research Algerian Rai music on the web, discuss reasons for its threatened status, and then write a short informative article

write a persuasive letter to the editor of the school magazine denouncing discriminatory attitudes

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using the information requested.

Details of the task: Listen to two speakers with opposing points of view on cultural diversity. Compare and contrast their attitudes and summarise these for a conference review.

Unit 3**Theme**

The individual

Topic

Personal opinions and values

Sub-topic

Issues for young people today

Grammar

Conditional and *Si* clauses

Passive voice

Imperative with object

pronouns

Interrogative adjectives and

pronouns

Superlative adjectives/adverbs

Text types

Article / broadcast / debate /
diary entry / discussion / email /
exercise / letter / notes /
PowerPoint presentation /
report / role-play / website

Examples of learning activities*Listening*

listen to a radio broadcast about the work of Amnesty International and answer questions

listen to a sports report or a TV sports match and note any unfair or biased comments about either team

Speaking

discuss a moral issue (e.g. integrity) – role-play different points of view

debate an issue challenging young people today, e.g. homelessness

discuss language strategies for negotiating and persuading


give a PowerPoint presentation on evidence of media bias against particular groups

in a role-play persuade a person to adopt a more enlightened and compassionate attitude towards animals

match statements, synonyms and antonyms


undertake oral and written exercises on object pronouns with the imperative and negative imperative


Reading

 read *Déclaration des droits de l'Homme et du citoyen* 26 août 1789 online and discuss human rights

read a report on the dangers of smoking and use the information in a letter to urge a friend to stop smoking

read an article on the generation gap and summarise key points

 search the Internet for information on issues such as refugees, war, distribution of wealth and complete a table of countries affected

 search the Internet for information on Brigitte Bardot and her on-going championing of animal rights issues and take notes

Writing

write a diary entry outlining your views on being a responsible teenager following a dispute about smoking

write an email to a councillor and urge him/her to take action on an important community issue about which you feel strongly

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A three-to four-minute role-play focusing on the resolution of an issue.

Details of the task: Participate in a role-play with a friend of whose behaviour you disapprove. Convince the friend of the need for change.

Unit 4

Theme

The changing world

Topic

Scientific and technological progress

Sub-topic

The expansion of new horizons

Grammar

Conditional and *Si* clauses

Subjunctive

Impersonal expressions with

or without subjunctive

Passive voice

Text types

Advertisement / article /

debate / diary entry /

discussion / extract /

instruction / lecture / list /

news bulletin / notes /

program / story / website

Examples of learning activities

Listening

listen to a lecture on ICT advances, make notes, then summarise in writing

Speaking

describe an invention, giving instructions to students on how to draw it

give instructions to the class on installing a program in a computer

imagine the person who invented the wheel; in pairs list twenty items that would not exist today without this invention


in small groups explore the relationship between modern technology and employment, and summarise the findings


debate: 'Is technological progress always beneficial?'

Reading

read an advertisement for a digital camera/hand held computer; write a letter to a relative using information from the advertisement; discuss the benefits and persuade the person to buy one for you

read an extract from a magazine highlighting a major breakthrough, e.g. Global Positioning System, and discuss in groups


 search a website for a recent technological advance in medicine/bio-science and make notes

 search the Internet for examples of genetic engineering and write a paragraph about three examples

Writing

imagine a person living long ago; How would they view our modern world? Write a story from their perspective

write an evaluative article for a school competition: 'How far has technological progress expanded our horizons?'

 on computer, draft several diary entries, either on living in a biodome or as an arctic explorer, and send to your teacher

Example assessment task

Outcome 1: Analyse and use information from written texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Details of the task: Read two articles with opposing points of view. Compare the attitude of the two writers in a short review, by extracting and using the information provided.

Unit 4**Theme**

The changing world

Topic

Historical perspectives

Sub-topic

France – stepping through time

Grammar

Past historic tense

Reported speech

Revision of conjunctions and connectors

Text types


Account / article / broadcast / cartoon / discussion / exercise / leaflet / letter / map / model / notes / poster / presentation / recording / report / summary / time line / website


Examples of learning activities*Listening*


after an excursion with a tourist guide, use the information to write a letter home recalling your experiences of the excursion

listen to a broadcast on 'Stepping stones through French History' and organise the information in a time line

Speaking

 visit a website and view some menhirs/dolmens and report orally on these tourist attractions


 research the Parisii and draw maps to show the growth of Paris; then give a PowerPoint presentation to a junior class on this


 search the Internet for information on ethnic groups who have contributed to modern French, e.g. Basque, Breton, Alsatian, summarise, print and insert on a map of France


assume the role of one of the characters from *Astérix* who is visiting present-day France; describe some of the changes you have witnessed in a three-minute presentation to your *Astérix* friends (using past tenses)


Reading

read *Astérix* cartoons aloud, discuss the satire, then complete the story with a different ending

 read online about some architectural remains of Roman civilisation in France today and make a poster describing your research


 search the Internet for historically significant places and make notes, e.g. Carcassonne, Lyons, Nîmes, Nice, Pont du Gard

 use the Internet to research the Norman conquest and its legacy to art, e.g. Tapisserie de Bayeux, and write a summary

 search the Internet for information on the Revolution of 1789, the foundation of the First Republic leading to today's Fifth Republic and note key events


read about the Maquisards and the Résistance, including people such as Nancy Wake/Odette; discuss their commitment and courage

Writing

 complete online exercises on turning direct speech into reported speech

write an informative article about viticulture in France

write an evaluative report on the long-term effects of the Napoleonic laws, e.g. Le Civil, Le Code Pénal

 using a desktop publishing package, design several day trip leaflets for student tourists to historic places, e.g. Jeanne D'Arc and Rouen, Louis XIV and Versailles, Napoléon and L'Arc de Triomphe, Alsace-Lorraine and WWI and WWII, the Australian cemetery in Villiers-Bretonneux

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect the language and culture of the French-speaking communities.

Assessment task 2(a): A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write an informative report of 250–300 words for a LOTE competition, entitled, 'The influence of invaders on modern France' making reference to the texts studied.

Assessment task 2(b): A three- to four-minute interview on an issue related to the texts studied.

Details of the task: Possible focus areas for the interview task:

- With reference to the texts studied, analyse the impact of invaders on French culture
- With reference to the texts studied, comment on the evolution of the French language
- With reference to the texts studied, comment on the legacy left by one group of invaders
- With reference to the texts studied, comment on some of the places made famous by one person.

Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: Education and aspirations

- Sub-topic Education opens door
- Sub-topic Does learning always expand the prospect of success?
- Sub-topic The challenge to achieve

Topic: Personal opinions and values

- Sub-topic *Les droits de l'homme*, alive but not well?
- Sub-topic The influence of Médecins Sans Frontières
- Sub-topic Language, culture and identity
- Sub-topic Peer group pressure and conflict

Theme: The French-speaking communities

Topic: Lifestyles

- Sub-topic The challenge of migration
- Sub-topic The impact of tourism
- Sub-topic Are the expectations of young people too great?
- Sub-topic Immigration and cultural diversity in France
- Sub-topic Breton Proverb: *Le savoir-vivre vaut bien ce qu'il coûte*
- Sub-topic Proverb: *La dépendance est née de la société*
- Sub-topic Changes in lifestyle and their impact
- Sub-topic Multiculturalism in France – *un Français, ça n'existe pas...*

Topic: Historical perspectives

- Sub-topic The present is framed by the past
- Sub-topic French history reflected in song
- Sub-topic French culture – French customs
- Sub-topic *Le patrimoine* – the national heritage
- Sub-topic Proverb: *C'est le sort d'un héros d'être persécuté (Voltaire)*
- Sub-topic Almost a French Australia – maritime rivalry to colonise

Topic: Arts and entertainment

- Sub-topic The Arts mirror reality
- Sub-topic French Song as a reflection of life
- Sub-topic Proverb: *Il faut donner quelque chose au hasard*
- Sub-topic Life, times and work of a significant figure in the artistic heritage
- Sub-topic Portrait of French families through film
- Sub-topic The influence of French artists on nationalities
- Sub-topic The impact of the Vikings on French art and life

Theme: The changing world

Topic: Social issues

- Sub-topic How to afford humanitarian aid globally?
- Sub-topic Should France welcome more migrants?
- Sub-topic The dilemma of refugees
- Sub-topic Street kids – a failure of society?
- Sub-topic Prosperity or protection of the environment?
- Sub-topic Mother Earth – whose liability?
- Sub-topic Do wars resolve problems or are they a futile waste?
- Sub-topic Médecins Sans Frontières – a global force
- Sub-topic Proverb: *Nature fait tout et peut tout* (Montaigne)

Topic: The world of work

- Sub-topic Overseas volunteer work
- Sub-topic Work tests commitment and responsibility
- Sub-topic The changing roles of men and women at work
- Sub-topic Proverb: *La femme qui fait un métier d'homme appartient au troisième sexe*
- Sub-topic Proverb: *La dépendance est née de la société* (Vauvenargues)

Topic: Scientific and technological issues

- Sub-topic Is innovative technology always beneficial?
- Sub-topic The impact of computer games
- Sub-topic Use and abuse of the Internet
- Sub-topic Computers underpin our lives
- Sub-topic Proverb: *Il sied au progrès de respecter ce qu'il remplace* (Nissard)

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections. This list will be updated and published on the VCAA website, www.vcaa.vce.edu.au

BOOKS

Course Books

- Armstrong, E et al. 2000, *Au Point*, Nelson Thomson.
- Bérard, E et al. 2001, *Studio 100*, Niveaux 1–2, Méthode pour grands adolescents et adultes débutants, Didier.
- Bérard, E et al. 2001, *Studio 60*, Niveaux 1–3, Méthode pour grands adolescents et adultes débutants, Didier.
- Bérard, E et al. 1997, *Tempo*, Niveau 2, Méthode pour grands adolescents et adultes débutants, CD, Didier.
- Bourdais, D et al. 1997, *Essor* (with video), builds on *Envol*, Oxford University Press.
- Bourdais, D et al. 2001, *Elan* Level 3, CD-ROM, Oxford University Press.
- Dean, M et al. 1998, *Au Point*, 2nd edition, Nelson ITP.
- Dollez, C et al. 2002, *Reflets, Méthode de Français*, avec vidéo intégrée, Hachette.
- Favret, C et al. 2002, *Oh là là*, Méthode de Français, Level 2 and Level 3, Clé International.
- Forum – Murillo et al. 2000, *Forum 2*, Le Bougrec et al. *Forum 3*, 2003, Forum sur l'Internet, Hachette.
- Gallon, F 2002, *Extra!* Text, video and audio materials, Level 3, Hachette.
- Garnier 1995, *The French Experience*, Level 2, BBC, CIS Heinemann.
- Girardet, J et al. 2002, *Campus*, Levels 2 and 3, adult method, CD-ROM at Level 1, others to follow.
- Girardet, J et al. 2000, *Panorama*, Levels 1–3, Clé International.
- McLachlan, A 2000, *Zénith*, CIS Heinemann.
- Menand, R, 2003, *Taxi 2, Taxi 3*, pour grands adolescents et adultes, CD Hachette.
- Mort, R et al. 2000, *Tout droit*, 2nd edition, Oxford University Press.
- Ramage, G 2001, *Métro 4, (Rouge / Vert)*, revised edition, Heinemann.
- Swain, T et al. 2002, *Tout Terrain*, Nelson Thomson.
- Vallantin, P et al. 2003, *Ça y est*, CD, CIS Heinemann. (This book won Australian Award for excellence in Educational Publishing across all KLAs.)
- Zemiro, J et al. 2000, *Tapis Volant*, Level 3, Nelson-Thomson Learning.

Literature

- Blondeau, N et al. 2003, *Littérature progressive du français*, niveau intermédiaire, Clé International.
- Broome, P & Chesters, G 1976, *The Anthology of Modern French Poetry, 1850–1950*, Cambridge University Press.
- Broome, P & Chesters, G 1976, *The Appreciation of Modern French Poetry, 1850–1950*, Cambridge University Press.
- Deshusses, P et al. 1996, *La fête*, Textes et Perspectives, Series, CIDEB.
- Dehusses, P et al. 1996, *La Rencontre*, CIDEB. (Book, cassette, excerpts and worksheets covering ten authors, including Stendhal, Baudelaire, Flaubert, St Exupéry.)
- Giono 2002, *J L'homme qui plantait les arbres*, Gallimard. (Book + cassette/CD.)
- Gosciny & Sempé, *Le petit Nicolas*, Editions Denoël, *Les Recrues du Petit Nicolas*.
- Gosciny & Uderzo, *Astérix* series.
- Herge, *Tintin* series.
- Hugo, V, *Notre Dame de Paris*, Lire et s'entraîner series. (Book + CD.)
- La poésie, techniques de classe*, Clé International.
- Lectures Clé en français facile*, Clé International. (E.g. Dumas, Verne, Sand, Simenon, Hugo, and others.)
- Lectures en français facile*, Polars, Clé International.
- Lescure, R et al. *Lecture Facile*, Hachette.
- Lire et s'entraîner*, Kits, CIDEB. (Graded Readers + audio at different levels, e.g. *Les Misérables*, *La petite Fadette*, *Grand Meaulnes*, *La Tulipe noire*, *Le Fantôme de l'Opéra*, *Les Trois Mousquetaires*.)
- Maupassant, G 1996, *Les Grands Classiques*, Nathan.
- Parodi, L et al. 1998 *Littérama*: Clés de la lecture, CIDEB.
- Parodi, L et al. 1998 *Littérama* (2 volumes, XIX and XX), CIDEB.
- Prévert, J 1976, *Paroles*, Folio, Gallimard.
- Queneau, R, 1982, *Exercices de style*. (Offers a series of short texts and different ways of reporting on them.) Gallimard.
- Rogers, P, *Photothèque*, Nelson Thomson. (Series of texts in magazine format.)
- Rowling, J K 2000, *Harry Potter*, Folio Junior. (Four books in series, currently Levels 1 and 2 with CD.)
- St Exupéry, A 1999, *Le Petit Prince*, Gallimard. (Book + CD.)

Thompson, P, *Littérature Moderne du Monde Francophone: une Anthologie*, CIS Heinemann.

Thompson, P 1996, *Contes et Légendes du Monde Francophone*, NTC, CIS Heinemann.

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It is not possible to organise this list in any more than general terms. Generally the title given is the title of the page; where this is not possible a description of the content is given.

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accueil et nouveautés

<http://efai.amnesty.org>
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Amélie

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Délicatessen
 Extraits du Bouquet français (LBF)
 Farinelli
 Germinal
 Indochine
 Jean de Florette
 La Cité des Enfants Perdus
 La Gloire de mon Père
 La Reine Margot
 La Vie est un long Fleuve tranquille
 Le Bonheur dans le Pré
 Le Château de ma Mère
 Le Colonel Chabert
 Le Dernier Métro
 Le Dîner de Cons
 Le Grand Chemin
 Le huitième jour
 Le Hussard sur le Toit
 Le Maître de Musique
 Le mari de la coiffeuse
 Le Père Noël est une ordure
 Le Roi Lion
 Les Compères
 Les Enfants du Paradis
 Les Fugitifs
 Les Parapluies de Cherbourg
 Les Ripoux
 Les Visiteurs
 Lucie Aubrac
 Manon des Sources
 Monsieur Hire
 Ridicule
 Romuald et Juliette
 Subway
 Tatie Danielle
 Tous les Matins du Monde
 Trois Hommes et un Couffin
 Une Pure Formalité
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 Matthieu, Mireille
 MC Solar
 Montand, Yves
 Mouskouri, Nana
 Nougaro, Claude
 Piaf, Edith
 Sardou, Michel
 Souchon, Alain

Organisations

Association of French Teachers in Victoria Inc (AFTV)
 Tel: 03 9878 1946
 Fax: 03 9437 0038
 Website: www.netspace.net.au/aftvinc

Alliance Française de Melbourne,
 17 Robe Street
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 Fax: 03 9525 5064

MLTAV Modern Language Teachers' Association Inc
 150 Palmerston Street
 Carlton Vic 3053.
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 Email: info@mltav.asn.au

Publishers and distributors

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 Nathan
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 Website: www.languageint.com.au

BBC Online (BBC TV and Radio)
www.bbc.co.uk/learning/index.shtml

Cambridge University Press
 PO Box 85
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 Tel: 03 9568 0322
www.cambridge.org/information/rights/contacts/australia.htm

CIS Heinemann
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 22 Salmon Street
 Port Melbourne Vic 3207
 Tel: 03 9245 7111
 Fax: 03 9245 7333
www.reedbooks.com.au

Conseil Francophone de la Chanson
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Website: www.student.com.au/institutions/language_vic.htm

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Website: www.languageint.com.au

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