French

Victorian Certificate of Education Study Design

Victorian Curriculum and Assessment Authority
2003

January 2013
COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.

Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board

Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck

Liuna RASCHILLA
Teapot from the Crazy Alice set
19.0 x 22.0 x 22.0 cm
eartheware, clear glaze, lustres

Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers, CD player, amplifier, glass

Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas

Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph

Christian HART
Within without (detail)
digital film, 6 minutes

Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas

Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton

Ping (Irene VINCENT)
Boxes (detail)
colour photograph

James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal

Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes

Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

Accredited by the Victorian Qualifications Authority
41a St Andrews Place, East Melbourne, Victoria 3002

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French

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IMPORTANT INFORMATION

Accreditation period
Units 1–4: 2005–2018
The accreditation period commences on 1 January 2005.

Other sources of information
The VCAA Bulletin is the only official source of changes to regulations and accredited studies. The VCAA Bulletin, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the VCAA Bulletin. The VCAA Bulletin is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority’s website at www.vcaa.vic.edu.au
To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.
The current year’s VCE Administrative Handbook contains essential information on assessment and other procedures.

VCE providers
Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying
VCE schools only may photocopy parts of this study design for use by teachers.
Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of French. Students are expected to know that dialects exist, but they are not required to study them.

RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of French develops students’ ability to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

AIMS

This study is designed to enable students to:

• use French to communicate with others;
• understand and appreciate the cultural contexts in which French is used;
• understand their own culture(s) through the study of other cultures;
• understand language as a system;
• make connections between French and English, and/or other languages;
• apply French to work, further study, training or leisure.
STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. However French is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the VCAA Bulletin. The VCAA Bulletin is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the VCAA Bulletin.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of French to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the VCE Administrative Handbook. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.
KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian Information Privacy Act 2000 and Health Records Act 2001, and the federal Privacy Act 1988 and Copyright Act 1968 must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current year’s VCE Administrative Handbook for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
**Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In French the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in French are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
  written component 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.*
Units 1–4: Common areas of study

The areas of study for French comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

• The individual
• The French-speaking communities
• The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 24 and 25.
PREScribed THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual

- **Personal world**
  For example, personal details and qualities, relationships with family and friends, daily life, making arrangements, free time and leisure activities.

- **Education and aspirations**
  For example, student exchanges, tertiary options, job applications and interviews, work experience and vocational pathways.

- **Personal opinions and values**
  For example, personal priorities, student’s view of an ideal world and views on an issue.

The French-speaking communities

- **Lifestyles**
  For example, lifestyles in France and francophone countries, lifestyles of French speakers in Australia, tourism and travel, migration.

- **Historical perspectives**
  For example, the influence of the past on the present, famous people and historical turning points, traditions and customs.

- **Arts and entertainment**
  For example, art, literature, music, theatre, cinema and the media.

The changing world

- **Social issues**
  For example, modern youth, issues of gender, economic crises, the Global Village, environmental issues.

- **The world of work**
  For example, people at work, different types of work, vocational pathways, unemployment.

- **Scientific and technological issues**
  For example, famous inventors and their contribution, technology and innovation, great scientific inventions, the expansion of new horizons.

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (See pages 59–60 for further detail.)
VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 32, and published annually in the VCE Administrative Handbook.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Basic features</th>
<th>person and number, regular verbs, common irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mood</td>
<td>Indicative</td>
<td>je fais mes devoirs</td>
</tr>
<tr>
<td></td>
<td>Imperative</td>
<td>Paul, fais tes devoirs!</td>
</tr>
<tr>
<td></td>
<td>Subjunctive</td>
<td>common uses of the subjunctive...</td>
</tr>
<tr>
<td></td>
<td>Conditional</td>
<td>il faut que tu fasses tes devoirs... bien que je sois malade</td>
</tr>
<tr>
<td></td>
<td>Participles</td>
<td>je ferai mes devoirs si j’avais le temps...</td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td>(tut) en faisant mes devoirs j’écoute ma musique préférée</td>
</tr>
<tr>
<td></td>
<td>Past</td>
<td>nous avons fait nos devoirs...</td>
</tr>
<tr>
<td></td>
<td>Infinitive</td>
<td>nous avons fait nos devoirs...</td>
</tr>
<tr>
<td>Voice – active</td>
<td>les Français ont gagné la bataille</td>
<td></td>
</tr>
<tr>
<td>Voice – passive</td>
<td>la bataille a été gagnée par les Français</td>
<td></td>
</tr>
<tr>
<td>On</td>
<td>ici on parle français</td>
<td></td>
</tr>
<tr>
<td>Simple tenses</td>
<td>Present</td>
<td>je donne je finis je vends</td>
</tr>
<tr>
<td></td>
<td>Imperfect</td>
<td>je donnais je finissais je vendais</td>
</tr>
<tr>
<td></td>
<td>Future</td>
<td>je donnerai je finirai je vendrai</td>
</tr>
<tr>
<td></td>
<td>Conditional</td>
<td>je donnerais je finirai je vendrais</td>
</tr>
<tr>
<td></td>
<td>Past historic</td>
<td>je donnai je finis je vendis</td>
</tr>
<tr>
<td>Compound tenses</td>
<td>Perfect</td>
<td>j’ai donné j’ai fini j’ai vendu</td>
</tr>
<tr>
<td></td>
<td>Puperfect</td>
<td>j’avais donné j’avais fini j’avais vendu</td>
</tr>
<tr>
<td></td>
<td>Future perfect</td>
<td>j’aurai donné j’aurai fini j’aurai vendu</td>
</tr>
<tr>
<td></td>
<td>Conditional perfect</td>
<td>j’aurais donné j’aurais fini j’aurais vendu</td>
</tr>
<tr>
<td>Futur proche</td>
<td></td>
<td>je vais voir cette exposition</td>
</tr>
<tr>
<td>Passé recent</td>
<td></td>
<td>je viens de rencontrer Marc</td>
</tr>
<tr>
<td>Pronominal verbs</td>
<td></td>
<td>functions/agreements</td>
</tr>
<tr>
<td>Reflexive</td>
<td>se lever</td>
<td>elle se lève de bonne heure / elle s’est levée tard</td>
</tr>
<tr>
<td>Reciprocal</td>
<td>s’écrire</td>
<td>ils se sont écrit</td>
</tr>
<tr>
<td>Passive</td>
<td>se vendre</td>
<td>le pain se vend à la boulangerie / cela ne se dit pas</td>
</tr>
<tr>
<td></td>
<td>de</td>
<td>verbs in pronominal form only s’en aller, se moquer, de,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>se souvenir de</td>
</tr>
</tbody>
</table>
### Modal verbs

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>devoir</td>
<td>tu dois manger, tu devrais attendre, elle a dû partir, il aurait dû payer...</td>
</tr>
<tr>
<td>pouvoir</td>
<td>il peut jouer aujourd’hui, tu pouvais aider, nous aurions pu le faire...</td>
</tr>
<tr>
<td>savoir</td>
<td>ils ne savent pas jouer, elle ne savait pas conduire, elle ne saurait pas lire...</td>
</tr>
<tr>
<td>vouloir</td>
<td>nous voulons sortir, je voudrais du café, il aurait voulu y aller...</td>
</tr>
</tbody>
</table>

### Impersonal verbs

- il faut travailler, il pleut, il fait chaud, il arrive des choses bizarres, il est interdit de fumer...

### Causative faire

- j’ai fait construire un garage, elle s’est fait couper les cheveux

### Laisser + infinitive

- il laisse partir sa femme

### Verbs of sense/perception + infinitive

- elle entend marcher dans la chambre, je vois venir Jean-Pierre

### Agreements

- Subject + verb beaucoup d’enfants sont partis, c’est nous qui le ferons

The rules for the agreement of past participles in compound verb forms using être and avoir (see Pronouns: Agreements)

### Adverb

- **Formation** lentement (Note: vite is complete)
- **Position** il parle couramment, il a déjà vu ce film
- **Degree** comparative and superlative of adverbs with plus, le plus, moins, le moins and aussi / including bien, mieux, le mieux
- **Negation** e.g. ne pas / ne plus / ne jamais / ne rien / ne personne / ne ... aucun(e) / ne ... nul(le) je ne vois pas, je n’ai pas vu, je ne regrette rien, personne ne viendra, qui ne risque rien n’a rien

### Nouns

- **Gender** le soleil / la terre
- **Number** l’homme / les hommes, une femme / des femmes
- **Apposition** Louis XIV, roi de France, – Paris, ville lumière

### Articles

- **Definite article** le la les – le père / la mère / les parents and l’(l’air, l’eau)
- **Indefinite article** un une des – un père / une mère / des parents
- **Partitive article** du, de la, de l’, des and de
- **De replacing the partitive article** after a negative il n’a pas d’argent, pas de problèmes after an expression of quantity un kilo de poires, tant de fautes adjective preceding a plural noun de bons amis, d’autres livres
- **Omission of the article** il est ingénieur, elle est avocate including expressions such as avoir faim, faire peur à, sortir tête nue
Adjectives

Feminine and plural forms of common regular and irregular adjectives

petit, grand, beau, nouveau, vieux

Position

une petite maison, le drapeau français
ma chambre propre / ma propre chambre

Demonstrative

cet garçon, cet homme, cette école, ces écoles

Possessive

mon ma mes, ton ta tes, son sa ses etc.
son cahier, sa chaise, notre chien, nos amis

Interrogative

quel quels quelle quelles
quel âge as-tu? quels sont vos passe-temps?

Exclamatory

quelle horreur! quels beaux châteaux!

Numerals

cardinal un, deux, trois...
ordinal le premier mai, la première fois...

Pronouns

Subject

je tu il elle on nous vous ils elles
je mange, il voit, nous gardons

Object

me te nous vous le la les
je les mange, il nous voit, nous en gardons

Indirect object

me te nous vous lui y en
nous lui téléphonons, vous leur écrivez?

Agreements

preceding direct object agreement after a direct object pronoun, Les fleurs? Oui, il les a achetées...

preceding direct object agreement after the relative pronoun 'que', les fleurs que papa a achetées...

preceding direct object agreement after a question quelles fleurs a-t-il achetées?

Reflexive

me te nous vous se
je me lave, tu te laves, il/elle se lave, nous nous lavons

Disjunctive

moi toi lui elle nous vous eux elles
Sans lui, rien n’est possible

Possessive

le mien, la mienne, les miens, les miennes...
‘c’est le nôtre!’ ‘non, c’est le leur!’

Demonstrative

celui ceux celle celles
‘Tu voudrais cette robe? Oui, celle-ci (or celle à gauche).

Interrogative definite

lequel lesquels laquelle lesquelles
‘lequel de ces deux chiots préfères-tu?’

Interrogative indefinite

qui i qui est-ce qui i qu’est-ce que / qu’est-ce qui / que / quoi
qui est là? qu’est-ce qui est arrivé? de quoi as-tu besoin?
Relative (definite)  qui / que / lequel and contractions like auquel, duquel
le chat qui miaule, le livre que mes parents adorent, le foot que
papa adore
le prix dont tu as envie, la date dont tu as parlé, la table sous
laquelle...
les peintures auxquelles tu penses...

Relative (indefinite)  ce qui / ce que / ce dont / ce à quoi
il voit ce qui se passe, je sais ce que tu fais

Indefinite pronouns  quelqu’un / personne / rien / aucun(e) / nul(lle) / on / tout
quelqu’un frappe à la porte / tout ce qui brille n’est pas or

Prepositions  Time  après minuit, avant six heures
Location/Direction  devant la clôture, derrière la maison, vers le sud
Linking verb + infinitive  j’essaie de faire ces maths, il invite Louise à danser

Conjunctions  parce que, car, et, donc, mais, malgré, pourtant etc.

Sentence and phrase types  Statements  il va au concert
Questions  est-ce qu’il va au théâtre? va-t-elle au marché?
tu vas au concert? (rising intonation)
Pierre va-t-il au cinéma?

Exclamations  Mon Dieu! Zut! Ça alors!

Time phrases  Depuis  il attend depuis une heure
Pendant  elle a habité Sydney pendant huit ans
Pour  ils seront à Paris pour une semaine

Si clauses  Present/Future  s’il fait beau, nous sortirons ensemble
Imperfect/Conditional  s’il faisait beau, nous sortirions ensemble
Pluperfect/Conditional perfect  s’il avait fait beau, nous serions sortis ensemble

Implied future  quand il neigera, nous ferons du ski
aussitôt qu’il sera arrivé, nous te téléphonerons
Unit 1

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to cues for turn taking;
- self-correct/rephrase or use fillers to maintain communication;
- communicate in a range of text types, for example, letter, fax, email;
- communicate face-to-face or by telephone;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.
Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates and grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types; for example, review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- informal conversation
  
  *or*
  
- reply to personal letter/email/fax.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in French or English
  
  *and*
  
- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in French or English.

**Outcome 3:**
- oral presentation
  
  *or*
  
- review
    
    *or*
    
- article.

It is expected that the student responds in French to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in French, and the other a response in English. Over the course of the unit, both oral and written skills in French should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements and complete a transaction;
- obtain and provide goods, services or public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use stance, gesture, facial expression to enhance meaning and persuade;
- use appropriate non-verbal forms of communication;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.
**Key knowledge and skills**

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;
- infer points of view, opinions and ideas;
- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

**Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

**Key knowledge and skills**

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types;
- use structures related to describing, recounting, narrating, reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas and events logically;
- use stylistic techniques such as repetition, questions and exclamations;
- vary language for audience, context and purpose.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- formal letter, or fax, or email

  or

- role-play

  or

- interview.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

  and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**
- journal entry

  or

- personal account

  or

- short story.

It is expected that the texts used are in French and that the student responds in French to all assessment tasks selected. Over the course of the unit, both oral and written skills in French should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student’s understanding of the language and culture of the French-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 29–30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the French-speaking community through a range of oral and written texts in French related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of
complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet
the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected.
These might include aural and visual, as well as written texts.

Language and culture through VET
Schools wishing to offer the Vocational Education and Training (VET) option should refer to the
VCAA LOTE VET supplement.
Unit 3

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

• use a range of relevant text types;
• create a personal or imaginative text focusing on an event or experience in the past, present or future;
• show knowledge of first and third-person narrative perspectives;
• vary language for audience, context and purpose, and change style and register appropriately;
• organise and sequence ideas;
• simplify or paraphrase complex expressions;
• use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery;
• select and make appropriate use of reference materials, including dictionaries.

Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.
Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

• convey gist, identify main points, supporting points and detailed items of specific information;
• infer points of view, attitudes, emotions from context and/or choice of language and intonation;
• show knowledge and use of registers, and stylistic features such as repetition and tone.

Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

• present and comment on factual information;
• use a range of question forms;
• exchange and justify opinions and ideas;
• ask for and give assistance or advice;
• use appropriate terms of address for familiar and unfamiliar audiences;
• self-correct/rephrase to maintain communication;
• describe and comment on aspects of past, present and future or hypothetical experience;
• link and sequence ideas and information at sentence and paragraph level.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment
School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.
The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in French to all assessment tasks.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Express ideas through the production of original texts.</td>
<td>20</td>
<td>A 250-word personal or imaginative written piece.</td>
</tr>
<tr>
<td>Outcome 2 Analyse and use information from spoken texts.</td>
<td>10</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>Outcome 3 Exchange information, opinions and experiences.</td>
<td>20</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
</tr>
<tr>
<td>Total marks</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.
Unit 4

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1
On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• show knowledge of and use a range of relevant text types;
• understand and convey gist, identify main points, and extract and use information;
• infer points of view, attitudes, emotions from context and/or choice of language;
• summarise, interpret and evaluate information from texts;
• compare and contrast aspects of texts on a similar topic;
• accurately convey understanding;
• show knowledge of and use simple stylistic features such as repetition and contrast;
• infer meaning from cognates, grammatical markers, and common patterns of word formation;
• appreciate cultural aspects critical to understanding the text.

Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.
**Key knowledge and skills**

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in French-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

**Contributions to final assessment**

School-assessed coursework for Unit 4 will contribute 25 per cent of the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the study score.

**School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in French to all assessment tasks.
### Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Analyse and use information from written texts.</td>
<td>10</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.</td>
<td>20</td>
<td>A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. and A three- to four-minute interview on an issue related to the texts studied.</td>
</tr>
</tbody>
</table>

**Total marks 50**

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

### End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

**Oral examination (approximately 15 minutes)**

**Purpose**

The oral examination is designed primarily to assess the student’s knowledge and skill in using spoken French.

**Specifications**

The oral examination has two sections.

**Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

**Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of French-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)
Written examination (2 hours plus 15 minutes reading time)
The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding
Purpose
Section 1 of the written examination is designed primarily to assess the student’s knowledge and
skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from
spoken texts and respond in English in Part A and French in Part B to questions on this information.
The questions may require the student to identify information related to:
• the context, purpose and audience of the text;
• aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications
Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be
related to one or more of the prescribed themes.

The student hears three to five texts in French covering a number of text types. The total listening
time for one reading of the texts without pauses will be approximately 4\frac{1}{2}–5 minutes. The length of
the individual texts will not be specified but one text will be longer than the other(s).

Each text will be heard twice. There will be an announcement at the start of the first reading and a
sound to alert students just before the commencement of the second reading. There will be a pause
between the first and second readings in which the student may take notes. The student will be given
sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table,
chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A
There will be two to three texts.
Questions will be phrased in English for responses in English.

Part B
There will be one or two texts.
Questions will be phrased in French and English for responses in French.

Section 2: Reading and responding
Purpose
Section 2 of the written examination is designed primarily to assess the student’s knowledge and
skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may
be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the
student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding
in French to information provided in a text.
Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

Part A

The student will be required to read one or two texts in French. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read one or two texts in French. Questions on the text(s) will be phrased in English and French for response(s) in French.

Section 3: Writing in French

Purpose

Section 3 of the written examination is designed primarily to assess the student’s ability to express ideas through the creation of original text in French.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

• having different purposes, audiences and contexts;
• requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–300 words in French. The tasks will be phrased in English and French for a response in French.
**SUMMARY OF OUTCOMES AND ASSESSMENT TASKS**

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Establish and maintain a spoken or written exchange related to personal areas of experience.</td>
<td>Informal conversation. or Reply to personal letter/fax/email.</td>
<td>1 Participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
<td>Formal letter, or fax, or email. or Role-play. or Interview.</td>
</tr>
<tr>
<td>2 Listen to, read and obtain information from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in French or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in French or English.</td>
<td>2 Listen to, read, and extract and use information and ideas from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.</td>
</tr>
<tr>
<td>3 Produce a personal response to a text focusing on real or imaginary experience.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>3 Give expression to real or imaginary experience in spoken or written form.</td>
<td>Journal entry. or Personal account. or Short story.</td>
</tr>
</tbody>
</table>
Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Express ideas through the production of original texts.</td>
<td>A 250-word personal or imaginative written piece.</td>
<td>1  Analyse and use information from written texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>2  Analyse and use information from spoken texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td>2  Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.</td>
<td>(a) A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. and (b) A three- to four-minute interview on an issue related to the texts studied.</td>
</tr>
<tr>
<td>3  Exchange information, opinions and experiences.</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examinations</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Oral examination</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
<td>Conversation</td>
<td>12.5</td>
</tr>
<tr>
<td>250-word personal or imaginative written piece.</td>
<td>10</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
<td>Written examination</td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Listening and responding</td>
<td></td>
</tr>
<tr>
<td>250–300-word informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Part A: Response in English</td>
<td>7.5</td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Part B: Response in French</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part A: Response in English</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in French</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>7.5</td>
</tr>
</tbody>
</table>
### Overall contribution of school-assessed coursework and end-of-year examinations

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>32.5</td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>27.5</td>
</tr>
</tbody>
</table>
Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 36.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for French, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:
- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:
- vocabulary database;
- word processing skills in the language.

Information gathering

Students can use the Internet to research:
- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:
- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

Presentation applications

Students can use information and communications technology to:
- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
Advice for teachers

- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Key competencies and employability skills</th>
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</thead>
<tbody>
<tr>
<td>Personal or imaginative written piece</td>
<td>Communication (written), learning, planning and organising, self management</td>
</tr>
<tr>
<td>Analysis and response to spoken texts</td>
<td>Communication, problem solving</td>
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<tr>
<td>Role play to resolve an issue</td>
<td>Communication (oral), teamwork, problem solving, initiative and enterprise</td>
</tr>
<tr>
<td>Informative, evaluative or persuasive written response</td>
<td>Communication, problem solving, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Interview</td>
<td>Communication, teamwork, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Detailed study</td>
<td>Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology</td>
</tr>
</tbody>
</table>

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon 📊.
Unit 1

Theme
The individual

Topic
Personal world

Sub-topic
Daily life

Grammar
Revision, present tense, regular and irregular verbs
Future tense
Adjectives
Time phrases
Adverbs of sequencing

Text types
Broadcast / chart / conversation / crossword / discussion / exercise / letter / list / newspaper item / notes / poem / proverb / report / telephone call / website

Examples of learning activities

Listening
listen to a radio broadcast about coming events and complete a chronological chart of these
listen to a telephone call and write down the message
listen to a visitor describing cultural aspects of life in a francophone setting, and take notes

Speaking
analyse proverbs about daily life, e.g. qui dort dîne, qui est content est riche and discuss
practise strategies for establishing, maintaining and closing a formal/informal conversation and learn fillers
participate in a conversation with a friend about daily life
class discussion: compare life in Australia with life in a French-speaking country

Reading
read a French newspaper item about an incident and summarise
read a poem aloud, e.g. Le ciel est par-dessus le toit and discuss
research an aspect of daily life in France on the Internet and write a short report

Writing
complete a cloze/grammar exercise with regular and irregular present tense verbs, using website Hot Potatoes (see Resources)
interrogatives: rephrase statements as questions in writing or orally
with Puzzlemaker.com devise a crossword using vocabulary from everyday life
write a letter or email to your pen friend telling of your daily routine
word process a list of phrases expressing personal preferences

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.
Assessment task: Informal conversation.
Details of task: Participate in a conversation with a French person in which you compare aspects of your daily lives.
Unit 1

Theme
The French-speaking communities

Topic
Lifestyles

Sub-topic
Tourism and travel

Grammar
Revision of imperfect/perfect tenses
Prepositions (with countries and towns)
Articles
Gender
Noun plurals

Text types
Booking / brochure / chart / description / game / itinerary / journal entry / letter / list / poem / postcard / role-play / talk / telephone call / time table

Examples of learning activities

Listening
listen to a talk about holiday packages and fill in a summary sheet for friends
listen to advice on train departures, jot down times, then negotiate an itinerary with your travelling companion

Speaking
act as a guide to a tourist about differences between French and Australian lifestyles and culture
list requirements to pack for a real/imaginary trip and compare in pairs
participate in a role-play with a travel agent, in which you finalise some foreign currency and travellers’ cheques
play a transport game visiting countries and towns, using appropriate prepositions
telephone for information to book accommodation and finalise the arrangement

Reading
read aloud a poem, e.g. L’invitation au voyage and analyse key ideas
analyse different samples of text types and discuss
read brochures about holiday destinations to advise a friend
research exchange rates online between Australia and francophone countries and prepare a chart for a first time traveller

Writing
plan an online itinerary for a holiday in Europe and plot places on a map
send an electronic postcard to your teacher describing your most interesting day in the Loire Valley
word process a journal entry, reflecting on the last day of your stay with a French-speaking family
write a letter to thank your host family, making reference to highlights of your stay
on computer, draft the script for a talk at the school assembly, promoting hosting an overseas student
Unit 1

Theme
The individual

Topic
Education and aspirations

Sub-topic
Future aspirations and careers

Grammar
Future and conditional tenses, Implied future
Revise imperative / negative imperative
Object pronouns and on Modal verbs devoir / pouvoir
Revision of de with the partitive article

Text types
Advertisement / application / article / brochure / chart / CV / debate / discussion / exercise / letter / notes / presentation / role-play / summary / website

Examples of learning activities

Listening
listen to a visitor speaking about school in a French-speaking country and write a brief summary
listen to three job advertisements and tell your group which one is the best suited to you and why

talk about success

Speaking
class debate: ‘Education leads to success’
discuss the value of further education and life-long learning with a careers counsellor
research the Internet about the career of your choice and make a two-minute oral presentation to the class
participate in a role-play, convincing a friend not to leave school without a qualification

Reading
look at a website offering career prospects in a specialised field and list ones of interest to you
read career brochures; identifying options for French speakers
on the Internet research opportunities for study overseas and make notes

Writing
summarise in writing personal qualities which lead to success in education
using an online exercise, turn positive commands into negative ones, making changes to pronouns
write an email to an exchange student exchanging information on the differences between the French and Victorian education systems
you want to apply to do a training course at a college in a French-speaking part of the world; write a formal letter to the education officer enquiring about available courses, their cost and length, related to your area of interest
Example assessment task

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in French.

**Details of task:** Read a review about careers and tick the boxes for those careers for which students with a LOTE qualification would be advantaged.

Unit 1

**Theme**
The French-speaking communities

**Topic**
Arts and entertainment

**Sub-topic**
The world of film

**Grammar**
Comparative adjectives / adverbs
Impersonal constructions
Noun plurals
Use of imperfect and perfect
Pluperfect
Interrogative forms

**Text types**
Broadcast / documentary / email / exercise / extract / film / interview / list / magazine / notes / poster / review / role-play / song / video / website

**Examples of learning activities**

**Listening**
- listen to a song and complete a cloze exercise
- listen to an announcement about the weekend's TV program and jot down items of interest
- listen to a broadcast and list ways used to express personal preferences in French

**Speaking**
- act out and, if possible, video segments for a film
- analyse language used to persuade or convince
- discuss text types and strategies for writing a review
- participate in a role-play with a friend arranging to see a French movie
- watch a video and summarise the key elements of the story in an oral presentation to the class
- watch a film and discuss the character of the hero

**Reading**
- search the Internet for information about a famous French actor and prepare questions for an interview with him or her
- search the Internet for information on cinematography, Louis and Auguste Lumière and discuss
- check a website to find French actors who act in French and another language, and make notes

**Writing**
- design a computer generated leaflet or poster to promote a film
- write a short review of a documentary seen in class stating your opinion about the topic
- write an email to a pen pal to request information on a French film star
Unit 2

Theme
The changing world

Topic
Social issues

Sub-topic
Wildlife protection

Grammar
Adverbs
Negation
Modal verbs *falloir*, *savoir*, *vouloir*
Prepositions linking verbs and infinitives

Text types
Advertisement / article / broadcast / discussion / exercise / list / poster / role-play / song/ story / website

Examples of learning activities

Listening
- listen to a broadcast on the problems of urban sprawl and its impact on the flora and fauna and make notes
- listen to a representative from a Wildlife protection agency and complete a multiple-choice exercise

Speaking
- discuss linguistic strategies for convincing/negotiating, non-verbal communication strategies and fillers
- participate in a role-play with an employee related to buying a family ticket for a visit to an animal sanctuary
- use affirming phrases and formulaic expressions related to making arrangements and completing transactions

Reading
- read and explore differences in texts written in personal / imaginative / persuasive / informative / evaluative kinds of writing
- research different texts and find an example of the five different kinds of writing; select samples for a poster
- search the Internet for information about endangered animals in other parts of the world, and make a poster for a talk in class, then make a list of endangered animals in France

Writing
- read an advertisement by a wildlife protection society requesting volunteers and respond by writing a letter or email on computer, draft an imaginative story for a children’s book about an endangered creature and download visuals online, complete grammar exercises on modal verbs using Hot Potatoes or Quia (see Resources)

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Assessment task: Review.

Details of task: Write a review of a film for your school magazine in which you explain why, in your opinion, nobody should miss seeing this film.
**Example assessment task**

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.  
**Assessment task:** Role-play.  
**Details of the task:** Participate in a role-play with a friend to make arrangements to go to an Action Meeting to save endangered animals.

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**Unit 2**

**Theme**  
The French-speaking communities

**Topic**  
Historical perspectives

**Sub-topic**  
Significant French contributions

**Grammar**  
Past historic  
Revision of past tenses  
Adjectival agreements

**Text types**  
Cloze exercise / discussion / exercise / extract / game / interview / movie / presentation / recording / report / time line / video / website

**Examples of learning activities**

**Listening**

*listen to a recording about La Pérouse and complete a cloze exercise*

*listen to a broadcast about Louis Braille and select main points about the impact of his invention*

**Speaking**

*using a data projector give an oral presentation about a person whose life has influenced others (e.g. Jacques Cousteau, Jules Verne)*

*participate in an aural exercise to distinguish similar sounding words, or changes due to agreement*

*watch an historical movie and discuss how the movie compares with the actual historical facts*

**Reading**

*read extracts about people whose contribution had a far-reaching impact, e.g. Montgolfier, Guillotin, Pasteur, Rodin, the Curies and discuss their achievement*

*read a literary extract, e.g. a Maupassant story, identify past historic verbs and analyse the use of tenses*

*search the Internet for information on the humanitarian agency, Médecins Sans Frontières, begun by a group of French doctors in Paris, and take notes*

**Writing**

*watch an historical video and chart events on a time line*

*using a website complete an exercise on past historic and perfect tense verbs, e.g. Quia (see Resources)*

*write an informative report about an historical person whom you admire, e.g. Jean Henri Dunant, Lavoisier, Marcel Marceau*
### 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

<table>
<thead>
<tr>
<th>Theme</th>
<th>The changing world</th>
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</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Social issues</td>
</tr>
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<td>Sub-topic</td>
<td>Our environment at risk</td>
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<tr>
<td>Grammar</td>
<td>Introduction to the subjunctive present tense Revision of object pronouns</td>
</tr>
<tr>
<td>Text types</td>
<td>Article / discussion / email / exercise / letter / photograph / poem / PowerPoint presentation / review / role-play / story / survey / website</td>
</tr>
</tbody>
</table>

### 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**
The changing world

**Topic**
The world of work

**Sub-topic**
Work and health

**Grammar**
Conjunctions
Prepositions and articles
Irregular verb revision
Continuation of the subjunctive

**Text types**
Article / broadcast / debate/
diary entry / discussion /
editorial / exercise / interview /
multiple choice exercise /
story / website

**Examples of learning activities**

**Listening**
listen to two people discussing their work and answer questions
listen to a broadcast on balancing work with leisure and reorganise the information into a leaflet for students

**Speaking**
consider, then express an opinion about changing patterns of work in a French-speaking country
debate either ‘Working to live or living to work?’ or ‘Job satisfaction versus income?’
discuss the value of a balanced life style; write a short summary of how you balance work and leisure
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

**Reading**
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 S/I 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

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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
Advice for teachers

FRENCH

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

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.

Example assessment task
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
**Advice for teachers**

**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 ongoing 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

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**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.

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**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**

**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.

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


Bérard, E et al. 2001, Studio 100, Niveaux 1–2, Méthode pour grands adolescents et adultes débutants, Didier.


Dean, M et al. 1998, Au Point, 2nd edition, Nelson ITP.


Fanret, C et al. 2002, Oh là là, Méthode de Français, Level 2 and Level 3, Clé International.


Girardet, J et al. 2002, Campus, Levels 2 and 3, adult method, CD-ROM at Level 1, others to follow.


Valentin, P et al. 2003, Ça y est, CD, CIS Heinemann. (This book won Australian Award for excellence in Educational Publishing across all KLAs.)


**Literature**


Deshusses, P et al. 1996, La fête, Textes et Perspectives, Series, CIDEB.

Deshusses, 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.)


Goscinny & 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.

Lesecure, 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.)


Parodi, L et al. 1998 Littéraama: Clés de la lecture, CIDEB.

Parodi, L et al. 1998 Littéraama (2 volumes, XIX and XX), CIDEB.

Prévert, J 1976, Paroles, Folio, 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.)
Advice for teachers

Mathiex, J 1996, Outils, Series, Clé International.

Labor, A 1999, La France Touristique, repères pratiques.

Birks, R et al. 1998, Premiers Poèmes, nTc, CIS Heinemann.

Daly, J 2001, Aimer la France

Nether, T et al. 1998, Prévisions/Réalisations, Nelson ITP.


Vagabondages Vidéos (Vivre les régions de France en vidéo), 2001, photocopiable worksheets, Hachette.


Gallier, T 2003, 450 Exercices de conjugaison, niveau débutant, self-correcting, Clé International. (Book and CD-ROM.)


DELFR pour Adolescents, Clé International. (Book and CD.)


Gallier, T 2003, 450 Exercices de Vocabulaire, niveau débutant, self-correcting, Clé International. (Book and CD-ROM.)


Grand-Clément, O 2003, 450 Exercices de conjugaison, niveau débutant, self-correcting, Clé International. (Book and CD-ROM.)

Grégoire, M 2001, Grammaire progressive du Français, 3 Levels, with Niveau débutant, Clé International. (Book and CD-ROM.)

Weinreb, R 1997, Premiers Poèmes, nTc, CIS Heinemann.


Monnerie, A, Découverte d’un pays, Hatier.

Monnerie, A, La France aux cent visages, Hatier.


Nether, T et al. 1998, Prévisions/Réalisations, Nelson ITP.

Olivier, A 1998, La Fête – Textes choisis et analysés par l’auteur. (Includes works of Rousseau, Nerval.)

Outils Series, e.g. Savoir Vivre avec les Français, (mixed – civilisation, grammar, literature), Hachette.


Roesch, R 2001, La France au quotidien, PUG.

Rogers, P 1997 Franckothèque, Nelson, Australia ITP.

Rogers, P 1997 Photothèque, Nelson, Australia ITP.


Télécom, Gilles Fouchard, Internet pour vous 2003, Gallimard.

Vagabondages Vidéos (Vivre les régions de France en vidéo), 2001, photocopiable worksheets, Hachette.

Grammaire


Bérard, E et al. 2003, Grammaire utile du français, Hatier.

Bescherelle, 1990, Bescherelle, Series, Hatier.


DELF – A1, A2, A3, A4–450 Activités, Clé International.

DELF pour Adolescents, Clé International. (Book and CD.)


Gallier, T 2003, 450 Exercices de Vocabulaire, niveau débutant, self-correcting, Clé International. (Book and CD-ROM.)


Grand-Clément, O 2003, 450 Exercices de conjugaison, niveau débutant, self-correcting, Clé International. (Book and CD-ROM.)

Grégoire, M 2001, Grammaire progressive du Français, 3 Levels, with Niveau débutant, Clé International. (Book and CD-ROM.)

FRENCH
Grévisse, M, Le Bon Usage, Duculot, Paris.
Horrigan, A & Rogers, M 2003, Pas à Pas, Addison Wesley Longman.
Mesana-Alais, C 2001, 10 Modules pour la production écrite, Didier.
Turk, V 1997, Nouvelle Grammaire Communicative, NTC.

Dictionaries

Dictionnaire de faux amis, CIS Heinemann NTC.
Dictionnaire de l'argot français et origines, Larousse.
French Dictionary Skills, Oxford University Press. (Teacher Resource to develop student use of dictionary.)
Grand Dictionnaire Larousse, Larousse, Paris. (CD-ROM for PC.)
Larousse de poche 2004 (French/French), Larousse.
Larousse de poche 2004 (French/English), Larousse.
Le Quid 2004, Laffont.
Maloux, M, Dictionnaire des Proverbes, Sentences et Maximes, Larousse.
Edited Péchoin, D 1998, Dictionnaire des difficultés du français d'aujourd'hui, Larousse.
Edited Péchoin, D 1999, Thesaurus, Larousse.
Thesaurus, 2003, Larousse.
The Concise Oxford Dictionary, Oxford University Press.

Teacher references and library resources

BBC English Grammar for students of French, CIS Heinemann.
Bourgeois, R et al. 2001, La France des régions, PUG.
Cassagne, J-M 1996, 101 French Idioms, CIS Heinemann NTC.
Cassagne, J-M 1997, 101 French Proverbs, CIS Heinemann NTC.
Cavalli, M 2000, Ecriture – niveau moyen, (types de discours et compréhension), Hachette.
Chamet et al. 1997, Rédiger un résumé, un compte rendu, une synthèse, Hachette.
Collectif, Mise en pratique, Series, 3 Levels, Hachette. (With CD, grammar, oral, vocabulary.)
Félix, U 1998, Virtual language learning; finding the gems amongst the pebbles, Melbourne.
Chollet, I et al. 2003, Orthographe progressive du français, Clé International. (Book and CD.)
Hamilton, J et al. 1985, French for Real, Nelson ITP.
Lagarde & Michard, 1993, Lagarde & Michard XXe siècle, XXIe siècle, teacher resource for literature, Bordas.
Le Français dans le Monde, Clé International.
Mesana-Alais, C 2001, 10 Modules pour l’expression écrite en classe de FLE, Didier.
Prévert, J 1997, Paroles, Gallimard.
Rolle, et al. 2000, La France au quotidien, PUG.
Sanger, E 1992, Pour ou Contre? Nelson ITP.
Rogers, P 1983, La grammaire en clair, Nelson Thomson. (Cartoons introduce grammatical points.)

Listening resources
Bonato, L 1993, A l’heure actuelle, CD, CIDEB.
Rey, J-N et al. Campus 2 et 3, CD/cassettes, Clé International.
French Test for Listening, Language Masters, Nelson NTC.

Speaking resources
Collectif, Mise en pratique, Series, 3 Levels with CD, oral, Hachette.
Duranton, Documents Oraux, Clé International.
Mabitat, J-J et al. 2003 Conversations pratiques de l’oral, Didier.
Roux, 1989, 80 Fiches pour la production orale, Didier.

Websites
At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

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.

http://CineCritic.net
http://efai.amnesty.org
http://emuseum.mnsu.edu/information/biography biographies en anglais
http://emuseum.mnsu.edu/information/biography/abcde/ champollion_jean-francois.html
http://fr.chamber.gov.uk/ pot pourri pour les francophiles
http://frenchteachers.org/hq/materials/postguid/scieidee.htm
http://frenchteachers.org/hfw/articles/proverbs.pdf
http://frenchteachers.org/hfw/articles/proverbs.pdf
http://home.sandiego.edu/~mmagnin/SitesPeda.html#SITES
http://lscolefle.home.php
http://members.lycos.fr/toilefle/home.php
http://menus.free.fr/page30.html
http://members.lycos.fr/toilefle/home.php
http://menus.free.fr/page30.html
http://www.accessexcellence.org/AB/BC/Louis_Pasteur.html
http://www.adpf.asso.fr/adpf-publi/folio/musique/20.html
http://web.uvic.ca/hrd/halfbaked/ AUTHORING TOOLS for online exercises
http://web.uvic.ca/hrd/halfbaked/ AUTHORING TOOLS for online exercises
http://www.quia.com
http://www.quia.com
http://www.adpf.asso.fr/adpf-publi/folio/musique/20.html
http://www.adpf.asso.fr/adpf-publi/folio/musique/20.html

January 2013
www.alain-ducasse.com/
l’univers du chef cuisinier, ses restaurants, ses menus
www.amazon.fr
jeux interactifs
www.albirun.com
ressources multimédias
www.asterix.tm.fr/
site bandes dessinées
www.band-dessinee.org/
site bande dessinée
www.bbc.co.uk/learning/library/french.shtml
nouvelles et maintes autres choses!
www.beaune.com
le vignoble de Beaune
www.bocuse.fr/
Paul Bocuse, restaurateur
www.canalplus.fr/
cinéma, sport, divertissements, info et... !!!
www.cannes-fest.com/
Festival de Cannes
www.casterman.com/cortomaltese/
site bandes dessinées
www.chapitre.fr/
ressources multimédias
www.cheapmagazines.co.uk/phosphore.html
Actualités
www.chez.com/jeudeloie/
jeu de l’oe
www.cilt.org.uk
Centre for information on language teaching/research in UK
www.cinecritic.net
cinéma
www.club-forum.com
découvrir, partager, s’entraîner
www.cousteau.org
protection de l’environnement – œuvre de Jacques Cousteau
www.cuisine.tv/
recettes, interviews de grands chefs, informations sur le terroir
www.evolver-ideoes.com/surfer.html
surfer sur un tas d’idées
www.festival-avignon.com/
festival d’Avignon
www.fil.echette-livre.fr/cgi-bin/fliens
tourisme
www.france.diplomatie.fr/label_france/ENGLISH/SCIENCES/
CURIE/marie.html
M. Curie en anglais**
www.france.diplomatie.fr/label-france/index.html
Label France / info du Ministère des Affaires Etrangères
www.france2.fr/
missions, animateurs, météo, point route, forums
www.frenchlinx.lotelinx.vic.edu.au/
Association of French Teachers in Victoria Inc.
www.galleriesfayette.com
mode
www.gazette-drouot.com/
l’actualité du march de l’art, l’agenda des ventes
www.goucher.edu/thormann/french_change.htm
French videos by title
www.guerlain.com
produits de beauté
www.jeuxpourenfants.org
jeux interactifs**
www.kookai.fr
mode
www.lemans.org/
le Mans
www.letour.fr/
cyclisme
www.msf.fr
Médecins Sans Frontières**
www.msf.fr/site/newsletter.html/NLmodif
Médecins Sans Frontières/newsletter
www.nafraf.fr
mode
www.napoleon.org/fr/home.asp
Napoléon Bonaparte
www.paris-premiere.fr
guide de l’actualité culturelle parisienne
www.paroles.net
les paroles de vos chansons préférées
www.pasteur.fr
Institut Pasteur
www.polaris.ovh.org/
grammaire
www.quia.com/web
Création d’activités de toutes sortes (quiz, jeux, pages Web, enquêtes...)
www.rfmusique.com
musique française
www.sonymusic.fr
chanson française
www.sunderland.ac.uk/~os0tmc/teci/main.htm
verlan
www.tintin.com
site bandes dessinées
www.tourop.com/
sports d’hiver (nine languages)
www.tv5.org
actualités
www.ville-figeac.fr/musee/
Champollion, déchiffreur des hiéroglyphes
Advice for teachers

FRENCH

Journals and periodicals

Authentik, University of Dublin.
Bien dire
www.bien-dire.com or journaldibiendire.com
France Infornations, Revue, Les Services d'Informations et de Presse du Ministère des Affaires Etrangères.
Le Français dans le Monde. See www.fdm.hachette-livre.fr
Le journal des enfants. See www.jde.fr
Les dossiers de l’actualité, Bayard Jeunesse Presse.
Marie-Claire
Okapi, Bayard Presse, Paris.
www.nordicsubs.co.uk/okapi.html
Paris Match
Phosphore
www.phosphore.com/
Vous êtes abonné au magazine? Bénéficiez gratuitement du site complet!
Presse-papiers, (imported ELT magazine), CIS Heinemann.
Vidéo-presse, 3965 Boul. Henri Bourassa, Est, Montréal, Canada.

CDs, videos, audio cassettes, films, song writers and singers

BBC, The French Experience, interactive audio and video.
Bonato, L 2003, A l’heure actuelle, CIDEJB.
Chanson, Collection Séquences – Anthologie, Hatier-Dadier.
Chronique d’une famille ordinaire Video French daily life, Didier.
Cinéma de la vie, Videos of cinema extracts, Didier.
Collectif, Histoire de France en chanson, Nathan. (Book and cassette.)
Découvrez un pays, France-Globe.
Encyclopédie Universelle, Larousse-Chambers, French, English-French CD.
Girardet, J et al. 2002, Campus, Levels 2 and 3, adult method, CD-ROM at Level 1, Clé International.
Histoire de France en chansons. (Book and cassette.)
Husar, B, Cartes postales, CD.
Le Louvre raconté aux enfants, CD-ROM.
Le Louvre, 2003, CD-ROM, EMME.
Le Petit Larousse, 2004, CD-ROM.
Les Français par eux-mêmes, Video Didier.
Lyon, La Peinture Française.
Malle, L, Au revoir les enfants, CIDEJB. (Film, speaking book kits with cassettes.)
Monnerie, A, Découverte d’un pays, Visages de France, Didier-Hachette. (Video 52 minutes.)
Musée D’Orsay, 2003.
Paris Guide Pratique, EMME.
SBS TV, Le Journal, daily news broadcast.
Seconde Guerre Mondiale, 2003, EMME.
St Exupéry, Le Petit Prince, CD/CD-ROM, Gallimard.
Vagabondages, 1/2 Videos, photocopiable, master series, all regions of France.
Vidéos de Civilisation, series, Clé International.
Who is Oscar Lake?, (PC) easy, 1996, Language Publications Interactive.

Feature films

Aladdin (Walt Disney)
Amélie
Astérix (Walt Disney)
Au revoir les enfants
Camille Claudel
Cyrano de Bergerac
Danton
Advice for teachers

**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 Près*
*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*
*Marin des Sources*
*Monseigneur Hire*
*Ridicule*
*Romuald et Juliette*
*Subway*
*Tatie Danielle*
*Tous les Matins du Monde*
*Trois Hommes et un Couffin*
*Une Pure Formalité*
*Zazie dans le Métro*

Note: ACMI offers French films for hire, 222 Park Street, South Melbourne, 3205. Membership, PO Box 14, Flinders Lane, Melbourne 8009.

**Song writers and singers**
(also see websites)

*Cartes Postales CD, ABC Melody.*


Etienne, *C'est le temps CD, Teacher's Guide, Educrock Productions Inc. Box 23055, Woodstock, ON, N4T, 1R9, Canada.*


La chanson de l'espace francophone, *AFIDES, Conseil Francophone de la Chanson.*


Brassens, George
*Brel, Jacques*
*Cabrel, Francis*
*Dion, Céline*
*Feldman, François*
*Ferrat, Jean*
*Gainsbourg, S., 1994, Gainsbourg à Gainsbarre*
*Goldman, J-J, 1981–1989, Singulier*
*Hardy, Françoise*
*Kaas, Patricia*
*Les Nègres Vertes*
*Mathieu, Mireille*
*MC Solar*
*Montand, Yves*
*Mouskouri, Nana*
*Nougaro, Claude*
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