



# French

Victorian Certificate of Education **Study Design**

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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



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, 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

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2005–2011

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](http://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	The French-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal world</b> <i>For example, personal details and qualities, relationships with family and friends, daily life, making arrangements, free time and leisure activities.</i></li> <li>• <b>Education and aspirations</b> <i>For example, student exchanges, tertiary options, job applications and interviews, work experience and vocational pathways.</i></li> <li>• <b>Personal opinions and values</b> <i>For example, personal priorities, student's view of an ideal world and views on an issue.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, lifestyles in France and francophone countries, lifestyles of French speakers in Australia, tourism and travel, migration.</i></li> <li>• <b>Historical perspectives</b> <i>For example, the influence of the past on the present, famous people and historical turning points, traditions and customs.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, art, literature, music, theatre, cinema and the media.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> <i>For example, modern youth, issues of gender, economic crises, the Global Village, environmental issues.</i></li> <li>• <b>The world of work</b> <i>For example, people at work, different types of work, vocational pathways, unemployment.</i></li> <li>• <b>Scientific and technological issues</b> <i>For example, famous inventors and their contribution, technology and innovation, great scientific inventions, the expansion of new horizons.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement*	Formal letter*	Poem
Announcement*	Informal letter*	Postcard
Article*	Interview	Proverb
Autobiography	Invitation*	Recipe
Chart	Journal entry*	Report*
Conversation*	Leaflet*	Résumé*
Debate	Map	Review*
Discussion*	Menu	Script for a speech*
Documentary	Message*	Song
Editorial*	News item*	Story*
Fax/email	Note*	Survey
Film	Personal profile*	Table
Folk tale	Play	Timetable

## 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 a 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:

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

	Modal verbs	<i>devoir</i> tu dois manger, tu devais attendre, elle a dû partir, il aurait dû payer... <i>pouvoir</i> il peut jouer aujourd'hui, tu pouvais aider, nous aurions pu le faire... <i>savoir</i> ils ne savent pas jouer, elle ne savait pas conduire, elle ne saurait pas lire... <i>vouloir</i> nous voulons sortir, je voudrais du café, il aurait voulu y aller...
	Impersonal verbs	<i>il faut travailler, il pleut, il fait chaud, il arrive des choses bizarres, il est interdit de fumer...</i>
	Causative <i>faire</i>	<i>j'ai fait construire un garage, elle s'est fait couper les cheveux</i>
	<i>Laisser</i> + infinitive	<i>il laisse partir sa femme</i>
	Verbs of sense/perception + infinitive	<i>elle entend marcher dans la chambre, je vois venir Jean-Pierre</i>
	Agreements	Subject + verb <i>beaucoup d'enfants sont partis, c'est nous qui le ferons</i> The rules for the agreement of past participles in compound verb forms using <i>être</i> and <i>avoir</i> (see Pronouns: Agreements)
<b>Adverb</b>	Formation	<i>lentement</i> (Note: <i>vite</i> is complete)
	Position	<i>il parle couramment, il a déjà vu ce film</i>
	Degree	comparative and superlative of adverbs with <i>plus, le plus, moins, le moins</i> and <i>aussi</i> / including <i>bien, mieux, le mieux</i>
	Negation	e.g. <i>ne pas / ne plus / ne jamais / ne rien / ne personne / ne ... aucun(e) / ne ... nul(le)</i> <i>je ne vois pas, je n'ai pas vu, je ne regrette rien, personne ne viendra, qui ne risque rien n'a rien</i>
<b>Nouns</b>	Gender	<i>le soleil / la terre</i>
	Number	<i>l'homme / les hommes, une femme / des femmes</i> common exceptions like <i>un animal / des anima<u>ux</u></i>
	Apposition	<i>Louis XIV, roi de France, – Paris, ville lumière</i>
	Nominal phrases	<i>une omelette au fromage, un sac de blé / un sac à blé</i>
<b>Articles</b>	Definite article	<i>le la les – le père / la mère / les parents and l'(l'air, l'eau)</i>
	Indefinite article	<i>un une des – un père / une mère / des parents</i>
	Partitive article	<i>du, de la, de l', des</i> and <i>de</i>
	<i>De</i> replacing the partitive article	after a negative <i>il n'a pas d'argent, pas de problèmes</i> after an expression of quantity <i>un kilo de poires, tant de fautes</i> adjective preceding a plural noun <i>de bons amis, d'autres livres</i>
	Omission of the article	<i>il est ingénieur, elle est avocate</i> including expressions such as <i>avoir faim, faire peur à, sortir tête nue</i>

<b>Adjectives</b>	Feminine and plural forms of common regular and irregular adjectives	<i>petit, grand, beau, nouveau, vieux</i>	
	Position	<i>une petite maison, le drapeau français ma chambre propre / ma propre chambre</i>	
	Demonstrative	<i>ce cet cette ces ce garçon, cet homme, cette école, ces écoles</i>	
	Possessive	<i>mon ma mes, ton ta tes, son sa ses etc. son cahier, sa chaise, notre chien, nos amis</i>	
	Interrogative	<i>quel quels quelle quelles quel âge as-tu? quels sont vos passe-temps?</i>	
	Exclamatory	<i>quel quels quelle quelles quelle horreur! quels beaux châteaux!</i>	
	Numerals	cardinal	<i>un, deux, trois...</i>
		ordinal	<i>le premier mai, la première fois...</i>
	<b>Pronouns</b>	Subject	<i>je tu il elle on nous vous ils elles je mange, il voit, nous gardons</i>
Object		<i>me te nous vous le la les je les mange, il nous voit, nous en gardons</i>	
Indirect object		<i>me te nous vous lui leur y en nous lui téléphonons, vous leur écrivez?</i>	
Agreements		preceding direct object agreement after a direct object pronoun, <i>Les fleurs? Oui, il les a achetées...</i>	
		preceding direct object agreement after the relative pronoun 'que', <i>les fleurs que papa a achetées...</i>	
		preceding direct object agreement after a question <i>quelles fleurs a-t-il achetées?</i>	
Reflexive		<i>me te se nous vous se je me lave, tu te laves, il/elle se lave, nous nous lavons</i>	
Disjunctive		<i>moi toi lui elle nous vous eux elles Sans lui, rien n'est possible</i>	
Possessive		<i>le mien, la mienne, les miens, les miennes... 'c'est le nôtre!' 'non, c'est le leur!'</i>	
Demonstrative		<i>celui ceux celle celles 'Tu voudrais cette robe? Oui, celle-ci' (or celle à gauche).</i>	
Interrogative definite		<i>lequel lesquels laquelle lesquelles 'lequel de ces deux chiots préfères-tu?'</i>	
Interrogative indefinite		<i>qui / qui est-ce qui / qu'est-ce que / qu'est-ce qui / que / quoi qui est là? qu'est-ce qui est arrivé? de quoi as-tu besoin?</i>	

	Relative (definite)	<i>qui / que / dont / 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...</i>
	Relative (indefinite)	<i>ce qui / ce que / ce dont / ce à quoi il voit ce qui se passe, je sais ce que tu fais</i>
	Indefinite pronouns	<i>quelqu'un / personne / rien / aucun(e) / nul(lle) / on / tout quelqu'un frappe à la porte / tout ce qui brille n'est pas or</i>
<b>Prepositions</b>	Time	<i>après minuit, avant six heures</i>
	Location/Direction	<i>devant la clôture, derrière la maison, vers le sud</i>
	Linking verb + infinitive	<i>j'essaie <u>de</u> faire ces maths, il invite Louise <u>à</u> danser</i>
<b>Conjunctions</b>		<i>parce que, car, et, donc, mais, malgré, pourtant etc.</i>
<b>Sentence and phrase types</b>	Statements	<i>il va au concert</i>
	Questions	<i>est-ce qu'il va au théâtre? va-t-elle au marché? tu vas au concert? (rising intonation) Pierre va-t-il au cinéma?</i>
	Exclamations	<i>Mon Dieu! Zut! Ça alors!</i>
	Time phrases	
	<i>Depuis</i>	<i>il attend depuis une heure</i>
	<i>Pendant</i>	<i>elle a habité Sydney pendant huit ans</i>
	<i>Pour</i>	<i>ils seront à Paris pour une semaine</i>
	Si clauses	
	Present/Future	<i>s'il fait beau, nous sortirons ensemble</i>
	Imperfect/Conditional	<i>s'il faisait beau, nous sortirions ensemble</i>
Pluperfect/Conditional perfect	<i>s'il avait fait beau, nous serions sortis ensemble</i>	
Implied future	<i>quand il neigera, nous ferons du ski aussitôt qu'il sera arrivé, nous te téléphonerons</i>	



# 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.

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

\*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	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.	20	A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review.
	20	A three- to four-minute interview on an issue related to the texts studied.
<b>Total marks</b>	<b>50</b>	

\*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 4½–5 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

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

## Outcomes and coursework assessment tasks for Units 3 and 4

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

## Contribution of assessment tasks to study score

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

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# 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;


- 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.

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

### 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



**Example assessment task**

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

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in English.

**Details of task:** Listen to a radio advertisement about a holiday tour. Complete a chart of the varying costs for air travel and accommodation, according to the date of departure.

**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

*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

**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.

**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 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.

**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****Theme**

The changing world

**Topic**

Social issues

**Sub-topic**

Our environment at risk

**Grammar**

Introduction to the subjunctive present tense  
Revision of object pronouns

**Text types**

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

**Examples of learning activities***Listening*

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

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

*Speaking*

describe a photograph of an environmental mishap outside Europe

pair work: use subjunctive verbs following models


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

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

*Reading*


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


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

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

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

*Writing*

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

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

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

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

complete subjunctive exercises


### **Example assessment task**

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

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

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


## **Unit 2**


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


*Writing*

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

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

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

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

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

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

***Example assessment task***

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

**Assessment task:** Short story.

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

## Unit 3

### Theme

The French-speaking communities

### Topic

Arts and entertainment

### Sub-topic

The media

### Grammar

Government of verbs

Revision of agreements

Seasons and dates

Comparative and Superlative adjectives

*La plupart de* and *la plus grande partie de*

### Text types

Advertisement / article /

broadcast / debate /

documentary / exercise / film /

idiom / interview / letter / list /

PowerPoint presentation /

report / role-play / story / talk /

website

### Examples of learning activities

#### Listening

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

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

#### Speaking

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

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

discuss planning, sequencing, paragraphing written work

paraphrase idiomatic language

view and discuss a documentary on a cultural event in France

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

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

#### Reading

look up idioms, paraphrase and list



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



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

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

revise text types and personal/imaginative kinds of writing

#### Writing

complete an exercise focusing on the government of verbs



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

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

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



**Example assessment task**

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

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

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

**Unit 3****Theme**

The changing world

**Topic**

Lifestyles

**Sub-topic**

Immigration and cultural diversity in France

**Grammar**

Reported speech  
Revision of negation

**Text types**

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

**Examples of learning activities***Listening*

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

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

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

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

*Speaking*

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

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

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


debate: 'Should immigration be restricted?'


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


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


*Reading*

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

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

 research the topic of racism online then explore it in class

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

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

*Writing*



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

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

**Example assessment task**

**Outcome 2:** Analyse and use information from spoken texts.

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

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

**Unit 3**

**Theme**

The individual

**Topic**

Personal opinions and values

**Sub-topic**

Issues for young people today

**Grammar**

Conditional and *Si* clauses

Passive voice

Imperative with object

pronouns

Interrogative adjectives and

pronouns

Superlative adjectives/adverbs

**Text types**

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

**Examples of learning activities**

*Listening*

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

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

*Speaking*

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

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

discuss language strategies for negotiating and persuading


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

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

match statements, synonyms and antonyms


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


*Reading*

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

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

read an article on the generation gap and summarise key points

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

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

*Writing*

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

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




***Example assessment task***

**Outcome 3:** Exchange information, opinions and experiences.

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

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

## Unit 4

Theme	Examples of learning activities
The changing world	<i>Listening</i>
<b>Topic</b>	listen to a lecture on ICT advances, make notes, then summarise in writing
Scientific and technological progress	<i>Speaking</i>
<b>Sub-topic</b>	describe an invention, giving instructions to students on how to draw it
The expansion of new horizons	give instructions to the class on installing a program in a computer
<b>Grammar</b>	
Conditional and <i>Si</i> clauses	imagine the person who invented the wheel; in pairs list twenty items that would not exist today without this invention
Subjunctive	
Impersonal expressions with or without subjunctive	in small groups explore the relationship between modern technology and employment, and summarise the findings
Passive voice	debate: 'Is technological progress always beneficial?'
<b>Text types</b>	<i>Reading</i>
Advertisement / article / debate / diary entry / discussion / extract / instruction / lecture / list / news bulletin / notes / program / story / website	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
	<i>Writing</i>
	imagine a person living long ago; How would they view our modern world? Write a story from their perspective
	write an evaluative article for a school competition: 'How far has technological progress expanded our horizons?'
	 on computer, draft several diary entries, either on living in a biodome or as an arctic explorer, and send to your teacher

**Example assessment task**

**Outcome 1:** Analyse and use information from written texts.

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

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

**Unit 4****Theme**

The changing world

**Topic**

Historical perspectives

**Sub-topic**

France – stepping through time

**Grammar**

Past historic tense

Reported speech

Revision of conjunctions and connectors

**Text types**


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


**Examples of learning activities***Listening*


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

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

*Speaking*

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


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


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


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


*Reading*

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

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


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

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

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


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

#### Writing

 complete online exercises on turning direct speech into reported speech

write an informative article about viticulture in France

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

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

### Example assessment tasks

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

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

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

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

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

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

### Suggested sub-topics for detailed study

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

#### Theme: The individual

Topic: Education and aspirations

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

Topic: Personal opinions and values

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

#### Theme: The French-speaking communities

Topic: Lifestyles

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

Topic: Historical perspectives

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

Topic: Arts and entertainment

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

**Theme: The changing world**

## Topic: Social issues

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

## Topic: The world of work

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

## Topic: Scientific and technological issues

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



## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

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

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

## MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

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

### Personal writing:

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

### Imaginative writing:

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

### Persuasive writing:

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

**Informative writing:**

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

**Evaluative writing:**

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

## SUITABLE RESOURCES

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

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

## BOOKS

### Course Books

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

### Literature

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

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

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

Vary & et al. 1996, *Contes et Légendes du Monde Francophone*, NTC, CIS Heinemann.

Weinreb, R 1997, *Premiers Poèmes*, NTC, CIS Heinemann.

### Civilisation and Culture

Beacco, J C & Carré, J M 1988, *Parlez-lui d'amour*, Clé International.

Birks, R et al. 1998, *Le français en gros plans*, Didier.

Bloomfield, N 1987, *Voyage de Découverte*, CIS Heinemann.

Bloomfield, N 2003, *A French Australia? Almost!* CD-ROM, The Arts Multimedia Centre, Uni WA.

Bonato, L et al. 1998, *A Toute France, Langue, Civilisation et Culture Françaises*, CIDEB. (Book + CD.)

Bonato, L 2003, *A l'heure actuelle*, CIDEB. (Book + CD.)

Bourgeois, R 2001, *La France des régions*, PUG.

Champollion, H 2001, *Aimer la France*, Editions Ouest-France. (Richly illustrated book of different places.)

Crétin, N 2003, *Inventaire des fêtes de France d'hier et d'aujourd'hui*, Larousse.

Daly, J 2001, *Ces monuments qui racontent Paris*, Parigramme Jeunesse.

Descayrac, C 1990, *Une année en France – langue et civilisation*, Clé International.

Dollez, C et al. 2002, *Reflets*, Hachette.

*Francophonie dans le monde 2002–2003*, Larousse.

Fremy, D 2003, *Le Quid – 2004*, Laffont.

Giradet, J et al. 1999, *Panorama Level 3*, Clé International. (Book and video.)

*La France Touristique, repères pratiques*, 1995, Nathan.

Lambert, A 1999 updated, *Demain Citoyens*, Nathan.

Latour, B et al. 2003, *Monde en Poche Junior*. (Covers events and people, including Pasteur.)

*Le Savoir Vivre d'aujourd'hui*, 2003, Larousse.

Lecouturier, Y 1999, *Beaches of the D-Day Landing: and Routes of Discovery Series*, Editions Ouest-France.

*Lectures Clé en français facile*, Level 4+, Clé International.

*Lectures faciles*, Levels 2 and 3, Hachette.

*Lire et voyager*, 1999, Kit Series, CIDEB. (Book and CD e.g. Bretagne, Paris, Provence.)

Mauchamp, N 1999, *Les Français, mentalités et comportements*, Clé International.

Mathieux, J 1996, Outils, Series, *Histoire de France*, Nathan.

Mauchamp, N 1987, *La France de toujours*, Clé International.

Mauchamp, N 1991, *La France d'aujourd'hui*, Clé International.

Maynard, 1993, *Les explorateurs*, Larousse.

Méga Series, *Méga France, Méga Sport*. Nathan.

Mermet, G, *Francoscopie 2003*, Larousse.

Monnerie, A, *Découverte d'un pays*, Hatier.

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

Monnerie, A, *Visages de la France*, 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.

Robert, P-E 1992, *Paris page à page*, Hatier-Didier.

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

Rogers, P 1997 *Francothèque*, Nelson, Australia ITP.

Rogers, P 1997 *Photothèque*, Nelson, Australia ITP.

Noutchié, J 2003, *Civilisation Progressive de la Francophonie*, Niveau intermédiaire, Clé International.

Steele, R 2002, *Civilisation Progressive du Français*, Niveaux débutant/intermédiaire, Clé International.

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

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

### Grammar

Beeching, K & Le Guilloux, I 1993, *La Passerelle, French Grammar in Use*, Cambridge University Press.

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

Bescherelle, 1990, *Bescherelle*, Series, Hatier.

Coffman-Crocker, M E 1990, *Schaum's Outline of French Grammar*, 4<sup>th</sup> edition, McGraw-Hill, Toronto.

Collectif, 2000 *Exercices de grammaire en contexte – Série*, 'Mise en pratique', 3 Levels, Hachette.

Comeau, R et al. 2002, *Ensemble Grammaire*, 6<sup>th</sup> edition, John Wiley.

DEL F – A1, A2, A3, A4–450 *Activités*, Clé International.

DEL F *pour Adolescents*, Clé International. (Book and CD.)

Dollez, C et al. 2002, *Reflets, Méthode de Français*, 3 avec vidéo intégrée, Hachette.

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

Graham, S 1991, *The French Verb Book*, Cambridge University Press.

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.)

- Grévisse, M, *Le Bon Usage*, Duculot, Paris.
- Horrigan, A & Rogers, M 2003, *Pas à Pas*, Addison Wesley Longman.
- Horrigan, A & Rogers M 1979, *Exercices in French*, reprinted 1980–2003, Levels A–D, J. Bruce 03 9328 2043.
- Mesana-Alais, C 2001, *10 Modules pour la production écrite*, Didier.
- Rogers, P & Long, J 1983, *La Grammaire en Clair*, Nelson ITP, UK.
- Siréjols, E 2002, *450 Nouveaux Exercices de Grammaire*, CD-ROMs, self-correcting, 3 Levels, Clé International.
- Turk, V 1997, *Nouvelle Grammaire Communicative*, NTC.

### Dictionaries

- Berwick, G et al. 1998, *French Dictionary Skills*, Oxford University Press.
- Chalmus, M et al, 2003, *Dictionnaire de Notre Temps*, Hachette.
- Dictionnaire de faux amis*, CIS Heinemann NTC.
- Dictionnaire de l'argot français et origines*, Larousse.
- Dictionnaire de noms propres*, Collins-Robert, Paris.
- Dictionnaire Général*, Larousse, Paris.
- Dictionnaire, Le Robert*, Collins-Robert, Paris.
- French Dictionary Skills*, Oxford University Press. (Teacher Resource to develop student use of dictionary.)
- French Slang*, 1996, CIS Heinemann.
- Grand Dictionnaire Larousse*, Larousse, Paris. (CD-ROM for PC.)
- Grundy, V (ed.) 1997, *The Oxford School French Dictionary*, (also mini version), Oxford University Press.
- Hurtgen, A 1991, *The Longman Dictionary of French Grammar and Idioms*.
- 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.
- Méga – L'Encyclopédie vivante*, 1996, Monde, France, histoire, sport, Nathan.
- Oxford French Dictionary and Grammar*, 2nd edition, Oxford University Press.
- Oxford-Duden Pictorial French–English Dictionary*, (advanced/technical) Oxford University Press.
- Edited Péchoin, D 1998, *Dictionnaire des difficultés du français d'aujourd'hui*, Larousse.
- Edited Péchoin, D 1999, *Thésaurus*, Larousse.
- Petit Larousse Illustré*, 2004, Larousse.
- Pocket Oxford Hachette French Dictionary*, 2003, Oxford University Press.
- Richard, P-M 1996, *Le Français Familier et Argotique*, CIS Heinemann.
- Thésaurus*, 2003, Larousse.
- The Concise Oxford Dictionary*, Oxford University Press.
- The Pocket Oxford-Hachette French Dictionary*, 2003, Oxford University Press.

### Teacher references and library resources

- Aimer l'Australie, monde et voyage*, 1997, Larousse.
- BBC French Grammar*, www.bbc.co.uk/languages/french/index CIS Heinemann.
- BBC English Grammar for students of French*, CIS Heinemann.
- Bishop, G et al. 1997, *Dossiers France Télévision*, John Murray Publishers Ltd, London.
- Boularès, M et al. 2000, *Conjugaison Progressive du Français*, Clé International.
- 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, *Ecrire – niveau moyen*, (types de discours et compréhension), Hachette.
- Chantelauve, 1995, *Ecrire – niveau moyen*, (de l'analyse du texte à la production écrite), Hachette.
- Charnet et al. 1997, *Rédiger un résumé, un compte rendu, une synthèse*, Hachette.
- Chollet, I et al. 2002, *Orthographe Progressif du Français*, niveau intermédiaire, Clé International.
- Collectif, *Mise en pratique*, Series, 3 Levels, Hachette. (With CD, grammar, oral, vocabulary.)
- Davies, P 2000, *Concentrate on French Writing*, Nelson Thomson.
- Encyclopédie*, 2003, Hachette.
- Félix, U 1998, *Virtual language learning; finding the gems amongst the pebbles*, Melbourne.
- Francothèque*, 1997, a resource for French Studies, Nelson Thomson.
- French Kit: 1995, *Bleu.. blanc.. rouge*, DE&T & National Gallery of Victoria.
- French Kit: 2003, *Mille Feuilles*, DE&T & Royal Botanic Gardens of Melbourne.
- French Kit: 2002, *Monde Vivant*, DE&T & Royal Melbourne Zoo.
- Gordon, A et al. *French Vocabulary Builder*, Oxford University Press.
- Chollet, I et al. 2003, *Orthographe progressive du français*, Clé International. (Book and CD.)
- Hamilton, J et al. 1985, *French for Real*, Nelson ITP.
- French Kit: 1995, *Bleu.. blanc.. rouge*, DE&T & National Gallery of Victoria.



Lagarde & Michard, 1993, *Lagarde & Michard XX<sup>e</sup> siècle, XXI<sup>e</sup> siècle*, teacher resource for literature, Bordas.

*Le Français dans le Monde*, Clé International.

*Le livre Guinness des records 2002*, Paris, Éditions Philippine.

Mauchamp, N 1997, *Les Français, mentalités et comportements*, Clé International.

Mesana-Alais, C 2001, *10 Modules pour l'expression écrite en classe de FLE*, Didier.

Outils Series, e.g. *Ecrire pour convaincre, Correspondance facile, Difficultés du Français, Correspondance facile, Histoire de France, Savoir vivre avec les Français*, Hachette.

Penforis, J-L 2002, *Français.com*, (work), Clé International.

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.)

Steele, R 2002, *Civilisation Progressive du Français*, niveau intermédiaire, Clé International.

Thomas, G & Steele, R 1995, *The French Way*, CIS Heinemann.

Vigner, 2001, *Ecrire pour convaincre*, Hachette.

Worthington, M et al, 2004, *Dealing with Text types in French*, VSL Melbourne.

#### Listening resources

Bittoun, D 1996, *Tu piges*, CIS Heinemann.

Bonato, L 1993, *A l'heure actuelle*, CD, CIDEB.

Crossland, S 2000, *Concentrate on French Listening*, Nelson Thomson.

Durantou, L et al. *Documents Oraux*, Clé International.

Dean, et al. 1998, *Au Point Examination Listening*, Teacher's Book, Nelson Thomson.

Peck, J et al. 1989 *Points Cardinaux*, Mary Glasgow Publications.

Rey, J-N et al. *Campus 2 et 3*, CD/cassettes, Clé International.

*French Test for Listening*, Language Masters, Nelson NTC.

Miquel, 2003, *Communication Progressive – Français*, two audio CD, text, Clé International.

*Micro dans la rue*, Kit/cassettes, 1999, LCP, available CIS Heinemann.

#### Speaking resources

Akyüz et al. 2002 *Exercices d'oral en contexte*, 2 levels débutant and intermédiaire, Book + CD/Cassette, Hachette.

Collectif, *Mise en pratique*, Series, 3 Levels with CD, oral, Hachette.

Miquel, 2003, *Communication Progressive – Français*, CD and text, Clé International.

Durantou, *Documents Oraux*, Clé International.

Mabilat, J-J et al. 2003 *Conversations pratiques de l'oral*, Didier.

Miquel, C 2003, *Communication Progressive du Français*, Clé International.

Roux, 1999, *80 Fiches pour la production orale*, Didier.

Weiss, F 2002, *Jouer, communiquer, apprendre*, Pratiques de classe, Hachette.

#### 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>  
accueil et nouveautés

<http://efai.amnesty.org>  
Amnesty International

<http://emuseum.mnse.edu/information/bniography>  
biographies en anglais

[http://emuseum.mnsu.edu/information/biography/abcde/champollion\\_jean-francois.html](http://emuseum.mnsu.edu/information/biography/abcde/champollion_jean-francois.html)  
Champollion

<http://french.about.com/>  
pot pourri pour les francophiles

<http://frenchteachers.org/hq/materials/postguid/scieidee.htm>  
inventions françaises

<http://frenchteachers.org/nfw/articles/proverbs.pdf>  
proverbes

<http://home.sandiego.edu/~mmagnin/SitesPeda.html#SITES>  
liste de liens pour les profs

<http://membres.lycos.fr/toilefle/home.php>  
pour écrire des exercices en ligne

<http://menus.free.fr/page30.html>  
nourriture

<http://web.ccr.jussieu.fr/radioactivite/biographie/mariecurie.html>  
Marie Curie\*\*

<http://web.uvic.ca/hrd/halfbaked/>  
AUTHORING TOOLS for online exercises

<http://web.uvic.ca/hrd/hotpot/wintutor/>  
HOT POTATOES\*\*

[www.quia.com](http://www.quia.com)  
créations d'activités en ligne

[www.accessexcellence.org/AB/BC/Louis\\_Pasteur.html](http://www.accessexcellence.org/AB/BC/Louis_Pasteur.html)  
Pasteur en anglais\*\*

[www.adpf.asso.fr/adpf-publi/folio/musique/20.html](http://www.adpf.asso.fr/adpf-publi/folio/musique/20.html)  
musiques en France/bibliographie

- [www.alain-ducasse.com/](http://www.alain-ducasse.com/)  
 l'univers du chef cuisinier, ses restaurants, ses menus
- [www.albirun.com](http://www.albirun.com)  
 jeux interactifs
- [www.amazon.fr](http://www.amazon.fr)  
 ressources multimédias
- [www.asterix.tm.fr/](http://www.asterix.tm.fr/)  
 site bandes dessinées
- [www.bande\\_dessinee.org/](http://www.bande_dessinee.org/)  
 site bande dessinée
- [www.bbc.co.uk/learning/library/french.shtml](http://www.bbc.co.uk/learning/library/french.shtml)  
 nouvelles et maintes autres choses!
- [www.beaune.com](http://www.beaune.com)  
 le vignoble de Beaune
- [www.bocuse.fr/](http://www.bocuse.fr/)  
 Paul Bocuse, restaurateur
- [www.canalplus.fr/](http://www.canalplus.fr/)  
 cinéma, sport, divertissements, info et... !!!
- [www.cannes-fest.com/](http://www.cannes-fest.com/)  
 Festival de Cannes
- [www.casterman.com/cortomaltese/](http://www.casterman.com/cortomaltese/)  
 site bandes dessinées
- [www.chapitre.fr/](http://www.chapitre.fr/)  
 ressources multimédias
- [www.cheapmagazines.co.uk/phosphore.html](http://www.cheapmagazines.co.uk/phosphore.html)  
 Actualités
- [www.chez.com/jeudeloie/](http://www.chez.com/jeudeloie/)  
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- [www.cilt.org.uk](http://www.cilt.org.uk)  
 Centre for information on language teaching/research in UK
- [www.CineCritic.net](http://www.CineCritic.net)  
 cinéma
- [www.club-forum.com](http://www.club-forum.com)  
 découvrir, partager, s'entraîner
- [www.cousteau.org](http://www.cousteau.org)  
 protection de l'environnement – œuvre de Jacques Cousteau
- [www.cuisine.tv/](http://www.cuisine.tv/)  
 recettes, interviews de grands chefs, informations sur le terroir
- [www.eveilleur-didees.com/surfer.html](http://www.eveilleur-didees.com/surfer.html)  
 surfer sur un tas d'idées
- [www.festival-avignon.com/](http://www.festival-avignon.com/)  
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- [www.frenchlinx.lotelinx.vic.edu.au/](http://www.frenchlinx.lotelinx.vic.edu.au/)  
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- [www.lemans.org/](http://www.lemans.org/)  
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- [www.letour.fr/](http://www.letour.fr/)  
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- [www.paris-premiere.fr](http://www.paris-premiere.fr)  
 guide de l'actualité culturelle parisienne
- [www.paroles.net](http://www.paroles.net)  
 les paroles de vos chansons préférées
- [www.pasteur.fr](http://www.pasteur.fr)  
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- [www.polarfle.ovh.org/](http://www.polarfle.ovh.org/)  
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- [www.quia.com/web](http://www.quia.com/web)  
 Création d'activités de toutes sortes (quiz, jeux, pages Web, enquêtes...)
- [www.rfmusique.com](http://www.rfmusique.com)  
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- [www.sonymusic.fr](http://www.sonymusic.fr)  
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- [www.sunderland.ac.uk/~os0tmc/teci/main.htm](http://www.sunderland.ac.uk/~os0tmc/teci/main.htm)  
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- [www.tintin.com](http://www.tintin.com)  
 site bandes dessinées
- [www.tourop.com/](http://www.tourop.com/)  
 sports d'hiver (nine languages)
- [www.tv5.org](http://www.tv5.org)  
 actualités
- [www.ville-figeac.fr/musee/](http://www.ville-figeac.fr/musee/)  
 Champollion, déchiffreur des hiéroglyphes



www.voila.fr  
musique/artistes

www3.sympatico.ca/manon.rene/jspendu/jspduc.html  
bonhomme pendu \*\*

www.24h-le-mans.com/  
site officiel des 24 Heures du Mans

### Journals and periodicals

*Authentik*, University of Dublin.

Bien dire  
www.biendire.com.or:journal@biendire.com

*ELI, C'est facile!* 2003. Available CIS Heinemann.

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Vous êtes abonné au magazine? Bénéficiez gratuitement du site complet!

*Presse-papiers*, (imported ELT magazine), CIS Heinemann.

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

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*Amélie*

*Astérix* (Walt Disney)

*Au revoir les enfants*

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*Cyrano de Bergerac*

*Danton*

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

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

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 MC Solar  
 Montand, Yves  
 Mouskouri, Nana  
 Nougaro, Claude  
 Piaf, Edith  
 Sardou, Michel  
 Souchon, Alain

### Organisations

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

Alliance Française de Melbourne,  
 17 Robe Street  
 St Kilda Vic 3182  
 Tel: 03 9525 3463  
 Fax: 03 9525 5064

MLTAV Modern Language Teachers' Association Inc  
 150 Palmerston Street  
 Carlton Vic 3053.  
 Tel: 03 9349 5759  
 Fax: 03 9349 5859  
 Email: [info@mltav.asn.au](mailto:info@mltav.asn.au)

### Publishers and distributors

Bayard Presse  
 Gallimard Editions  
 Hachette  
 Nathan  
 Represented by: Intext Books  
 Email: [jillian@intextbook.com.au](mailto:jillian@intextbook.com.au)  
 Website: [www.languageint.com.au](http://www.languageint.com.au)

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

Cambridge University Press  
 PO Box 85  
 Oakleigh Vic 3166  
 Tel: 03 9568 0322  
[www.cambridge.org/information/rights/contacts/australia.htm](http://www.cambridge.org/information/rights/contacts/australia.htm)

CIS Heinemann  
 Harcourt Education  
 22 Salmon Street  
 Port Melbourne Vic 3207  
 Tel: 03 9245 7111  
 Fax: 03 9245 7333  
[www.reedbooks.com.au](http://www.reedbooks.com.au)

Conseil Francophone de la Chanson  
1550 Blv. Saint Joseph Est  
Montréal, Québec H2J 1M7  
Canada  
Email: [chanson@rideau-inc.qc.ca](mailto:chanson@rideau-inc.qc.ca)

Continental Bookshop Pty  
1292 Malvern Road  
Malvern Vic 3144  
Tel: 03 9824 7711  
Fax: 03 9824 7855  
Email: [aflutist@web-arts.com.au](mailto:aflutist@web-arts.com.au)  
Website: [www.student.com.au/institutions/language\\_vic.htm](http://www.student.com.au/institutions/language_vic.htm)

Foreign Language Bookshop  
259 Collins Street  
Melbourne Vic 3000  
Tel: 03 9654 2883  
Fax: 03 9561 5524  
Website: [www.languages.com.au](http://www.languages.com.au) or [www.language.com.au](http://www.language.com.au)

Insegna Booksellers Publishers & Distributors  
International Languages Bookshop  
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Fax: 03 9381 4266  
Email: [insegna@bigpond.com](mailto:insegna@bigpond.com)

Intext Book Company P/L  
825 Glenferrie Road  
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Fax: 03 98194511  
Email: [jillian@intextbook.com.au](mailto:jillian@intextbook.com.au)  
Website: [www.languageint.com.au](http://www.languageint.com.au)

Language International Bookshop  
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Fax: 03 9819 0032  
Email: [info@languageint.com.au](mailto:info@languageint.com.au)  
Website: [www.languageint.com.au](http://www.languageint.com.au)

Oxford University Press  
253 Normanby Road  
South Melbourne Vic 3205  
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Fax: 03 9934 9100  
Email: [cs@oup.com.com.au](mailto:cs@oup.com.com.au)  
Website: [www.oup.com.au](http://www.oup.com.au)

Pearson Education, Schools Division – Secondary  
95 Coventry Street  
South Melbourne Vic 3205  
(part of Addison Wesley Longman Publishing Group)  
Email: [robert.engwerda@pearsoned.com.au](mailto:robert.engwerda@pearsoned.com.au)  
Website: [www.pearsoned.com.au/schools](http://www.pearsoned.com.au/schools)

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Thomson Nelson  
102 Dodds Street  
Southbank Vic 3006  
Tel: 9685 4209  
Fax: 03 9685 4199  
Website: [www.thomsonlearning.com.au](http://www.thomsonlearning.com.au)