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## Contents

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>2</td>
</tr>
<tr>
<td>Aims</td>
<td>3</td>
</tr>
<tr>
<td>Objectives and Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Structure</td>
<td>8</td>
</tr>
<tr>
<td>Content</td>
<td>9</td>
</tr>
<tr>
<td>Assessment</td>
<td>16</td>
</tr>
<tr>
<td>Evaluation</td>
<td>17</td>
</tr>
</tbody>
</table>
French 2 unit Z Syllabus

Introduction

French 2 unit Z is one of the Year 11-12 courses within the Key Learning Area of Modern and Classical Languages. The course is intended to give students an opportunity to commence a sustained study of French in the senior school and is designed for students who have little or no previous knowledge of the language. In general terms, students will not be accepted into a 2 unit Z course if they are judged by teachers and principals to possess a knowledge of the language which is equivalent to School Certificate level. (See Board policy document on eligibility for study of 2 unit Z language courses).
Rationale

French is one of the most important international languages. As well as being the language of France, it is one of the official languages in countries with a large French-speaking population, such as, Canada, Switzerland, Belgium and Luxembourg.

As a major language of communication, French is spoken in countries such as New Caledonia, Tahiti and Vanuatu in the Pacific, a number of African states and the Middle East.

It is one of the official languages of the United Nations, the European Economic Community and major international conferences. French is also a medium for scientific and academic publications.

In Australia, French is both a community language and a language used in international trade and commerce.

France and the francophone world have, through the centuries, made vital contributions to the development of world thought and culture. Many literary, philosophical and political works, which are outstanding by world standards, have been written originally in the French language. French civilisation, past and present, has had considerable influence on the intellectual and artistic life of countries far from France, including Australia. Moreover, the French language has had a considerable influence on the English language.

The study of French is an important part of secondary education both for students' cultural and cognitive development and the vocational opportunities which it provides.
Aims

The purpose of the 2 unit Z syllabus is to develop in students the skills necessary for effective communication in basic French and in so doing contribute to their social and cultural education.

This will involve:

- encouraging the personal satisfaction and enjoyment which can be gained through the experience of learning another language.
- promoting a better understanding of how language works.
- giving individual students a successful learning experience and a sense of achievement through the provision of realistic and attainable objectives.
- fostering understanding of different ways of life both within the students' community and internationally.
- providing opportunities for students to form broadly based opinions and values and to make decisions which are personally and socially responsible.
Objectives and Outcomes

Knowledge and understanding

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understanding of:</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• the structures and vocabulary needed to function effectively in French within the topic areas specified</td>
<td>• demonstrate knowledge of basic grammatical structures</td>
</tr>
<tr>
<td>• the nature and function of language in general</td>
<td>• demonstrate knowledge of the vocabulary appropriate to everyday situations</td>
</tr>
<tr>
<td>• contemporary French cultural attitudes and social customs</td>
<td>• demonstrate an understanding of spoken French within this range of topics</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding of written French within this range of topics</td>
</tr>
<tr>
<td></td>
<td>• recognise that different languages can express the same things in different ways and from a different perspective</td>
</tr>
<tr>
<td></td>
<td>• recognise the role of language as a tool for communication</td>
</tr>
<tr>
<td></td>
<td>• react appropriately in everyday situations in a French context</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an awareness of the francophone world</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an awareness of the similarities and differences between these attitudes and customs and their own.</td>
</tr>
</tbody>
</table>
Skills

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>- Students will be able to comprehend items of standard French spoken at</td>
<td>Students should show that they can recognise:</td>
</tr>
<tr>
<td>normal speed (see Listening skills component, Content section).</td>
<td>- the lexical elements essential to everyday communication</td>
</tr>
<tr>
<td></td>
<td>- the verb forms essential to everyday communication</td>
</tr>
<tr>
<td></td>
<td>- the basic conventions of social interaction</td>
</tr>
<tr>
<td></td>
<td>- expressions relating to personal identification and leisure activities.</td>
</tr>
<tr>
<td></td>
<td>- expressions commonly used in travel and tourism, shops and services.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>- Students will be able to express themselves orally in French in basic</td>
<td>Students should show that they can:</td>
</tr>
<tr>
<td>social interaction (see Speaking skills component, Content section).</td>
<td>- use the lexical elements essential to everyday communication</td>
</tr>
<tr>
<td></td>
<td>- use the verb forms essential to everyday communication</td>
</tr>
<tr>
<td></td>
<td>- use appropriately the basic conventions of social interaction</td>
</tr>
<tr>
<td></td>
<td>- provide details about themselves and others, their interests and activities</td>
</tr>
<tr>
<td></td>
<td>- initiate and respond to questions in situations associated with travel and tourism, shops and services.</td>
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</tbody>
</table>
French 2 unit Z Syllabus

Skills (continued)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Students should show that they can:</td>
</tr>
<tr>
<td>• Students will be able to read for general understanding authentic everyday French (see Reading skills component, Content section).</td>
<td>• recognise common vocabulary pertinent to specific topics</td>
</tr>
<tr>
<td></td>
<td>• identify stated facts</td>
</tr>
<tr>
<td></td>
<td>• identify sequences</td>
</tr>
<tr>
<td></td>
<td>• recognise causal relationships</td>
</tr>
<tr>
<td></td>
<td>• identify themes</td>
</tr>
<tr>
<td></td>
<td>• make simple inferences from the context</td>
</tr>
<tr>
<td></td>
<td>• identify the author’s purpose</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students should show that they can:</td>
</tr>
<tr>
<td>• Students will be able to write effectively in simple French (see Writing skills component, Content section).</td>
<td>• write simple dialogues</td>
</tr>
<tr>
<td></td>
<td>• communicate by means of informal letters, telegrams, postcards or short notes</td>
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<tr>
<td></td>
<td>• write a brief report of an activity</td>
</tr>
<tr>
<td></td>
<td>• fill in a simple form</td>
</tr>
<tr>
<td></td>
<td>• keep a personal diary in simple French</td>
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</table>
**Values and attitudes**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop:</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• an appreciation of francophone cultures</td>
<td>• reflect on, evaluate, empathise with and respond to the attitudes, ideas and beliefs of French speaking people</td>
</tr>
<tr>
<td>• a receptiveness to the values and attitudes of other cultures</td>
<td>• look beyond their own community and culture</td>
</tr>
<tr>
<td></td>
<td>• reflect on and evaluate their own attitudes.</td>
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</tbody>
</table>
Structure

The syllabus is structured around the four language macro-skills (listening, speaking, reading and writing) and the development of cross-cultural awareness.

Priority is given to listening, speaking and reading skills. However, all four skills are closely interrelated and are not to be presented in isolation.

Cross-cultural awareness is developed through the materials used in teaching the four skills and not through a separate section of the course.
Content

The content of this syllabus emphasises language in use.

Teachers will need to:

• ensure that tasks and activities for the development of skills are based on socially significant situations in order to stress the genuinely communicative use of language;

• integrate the teaching of the four language skills, listening, speaking, reading and writing, giving priority to listening, speaking and reading skills;

• provide learning materials which integrate cultural knowledge with the development of skills;

• use French as the language for communication in the classroom as much as practicable;

• adapt course books to the needs, interests and abilities of students and to the requirements of this syllabus.

Topics and themes are listed in sections related to the four major language skills. The four skills are presented separately for the purposes of clarity and precision. Where appropriate, reference is made to tenses and formulaic expressions. Active knowledge and use of the present, passé composé, futur proche and impératif are recommended, as is the use of certain formulaic expressions such as ‘Je voudrais . . .’ and ‘Pour aller à . . .’ but communication should not be inhibited by an over-insistence on the teaching of mechanical forms.

Listening skills component

Students should be able to understand spoken French in the focus areas listed in the sections below. All sections should be covered. The suggested items are offered as a guide to the minimum requirement. However, these items are not exhaustive and teachers are encouraged to introduce extra material where appropriate.

General
• Alphabet
• Numbers:
  telephone
  vehicle registration
• Time
• Money and various methods of payment
• Addresses
• Dates:
  days of the week
  months of the year
• Weather
• Weights and measures
• Comparisons
• Verb forms:
  present tense
  future tense
  perfect tense
  imperfect tense
  some common conditional forms (eg je voudrais)
  some simple imperatives

Social interaction
• Use of tu/vous
• Titles
• Greetings, apologies and introductions
• Communication difficulties

Personal identification
• You and your friends:
  date and place of birth
  nationalities
  professions and jobs
  opinions and preferences
  comparisons
  invitations
• Family and pets
• Home:
  routine
  rooms
  furnishings
• School:
  subjects
  timetables

Leisure activities
• Sports
• Hobbies and interests
• Cinema, theatre and concerts
• Special events and festivals

Travel and tourism
• Transport
• Customs formalities
• Directions
• Accommodation:
  hotels
  youth hostels
  camping
  renting
• Tourist information
• Mishaps:
  lost property
  theft
  reporting accidents
• Travel enquiries
• Holidays

**Shops and services**
• Types of shops
• Opening and closing times
• Clothing:
  sizes
  colours
• Food:
  quantities
  varieties
• Money:
  prices
  payment
• Post office:
  telegrams
  stamps
  parcels
  telephone usage
• Banks:
  changing money
  travellers cheques
  credit cards
• Café/restaurant:
  reservations and orders
• Menus and wine lists
• Tipping
• Appointments:
  hairdresser
• Illness and accident:
  doctor
  dentist
  pharmacy
  hospital
• Garage
Speaking skills component

Students should be able to communicate effectively in the situations outlined below. As speaking is a productive skill, each situation is expressed in terms of language functions which the students need to be able to perform.

All the sections below should be covered. The suggested functions are offered as a guide to the minimum requirement. However, these functions are not exhaustive and teachers are encouraged to introduce extra material where appropriate.

General

• Spelling out names
• Counting
• Expressing the time
• Giving the date
• Talking about the weather
• Making comparisons
• Saying:
  what you are going to do
  what you have done
  what you did/you’ve just been doing
  what has to be done
  what should not be done
  where you have been

• Giving commands

Social interaction

• Greeting people
• Choosing the correct form of address
• Apologising
• Introducing yourself and others
• Asking/giving/refusing permission
• Saying that you don’t understand
• Asking people to repeat/clarify
• Stating your opinion
• Agreeing/disagreeing

Personal identification

• Talking about yourself, your family and other people
• Telling someone where you live
• Talking about:
  your job
  working hours
  school
  nationality
• Saying if you speak another language and how well
• Talking about likes and dislikes
• Stating your preferences
• Saying what belongs to you and to others
• Saying where and when you were born

Leisure activities
• Talking to people about holidays/public holidays
• Saying what you like doing in your spare time
• Talking about sports and games

Travel and tourism
• Asking for tourist brochures, maps, etc
• Finding your way around:
  asking for a place
  giving directions
  expressing distances
  asking the way to somewhere
• Asking for a room in a hotel:
  the sort of room
  information from the hotel staff
• Using public transport:
  enquiring about times, platforms, etc
  buying tickets
  reserving seats

Shops and services
• Enquiring about opening and closing times
• Buying things
• Saying how many/how much you want
• Saying precisely:
  what you want
  what you don’t want
  what you need
  what you don’t have
• Asking a price
• Ordering a snack or a meal
• Enquiring about telephones and toilets
• Asking for service/help at the:
  garage
  post office
  bank
  hairdresser
  pharmacy
  police station
• Telling a doctor/dentist what is wrong
Reading skills component

Students should be able to read and understand written French derived from the following recommended types of reading material in order to develop the required skills outlined below.

Topics

The following topics are intended to serve as a guide only and as broad a range of reading areas as possible should be covered:

- Current issues
- Sport and leisure
- Consumer technology
- Popular entertainment
- Lifestyles
- Travel
- Other areas of interest to the students

Recommended types of reading material

- The more accessible popular newspapers and magazines
- Letters
- Advertisements
- Brochures
- Notices
- Signs
- Labels
- Instructions
- Recipes
- Programs
- Timetables
- Horoscopes

Required skills

Students should be able to:

- Recognise common vocabulary pertinent to the topics listed above
- Identify stated facts
  - What happened? What is it?
- Identify sequences
  - What comes first, next, last?
- Recognise causal relationships
  - What happens as a result?
- Identify themes
  - What is the best title for this passage?
- Make simple inferences from the context
- Identify the author’s purpose
  - To amuse, inform, advertise.
Writing skills component

Students should be able to communicate effectively in simple written French. The recommended writing activities should be carried out in situations drawn from the following topics. All the topics should be covered.

Topics

- Social interaction
- Shopping/money
- Travelling
- Going out
- Sports/holidays
- Jobs
- Making plans
- Contacting people
- Emergencies and mishaps
- Your family and friends

Recommended writing activities

(i) Communicative activities, which arise from authentic situations in everyday life, such as:
   - Writing informal letters where information is provided as a guide, where a stimulus letter is to be answered, or where no guidance is provided
   - Telegrams
   - Postcards
   - Short notes
   - Reports of activities
   - Form-filling
   - Diary entries

(ii) Consolidatory activities, which advance writing competence:
   - Dialogue composition (guided and free)
   - Dialogues with pictorial clues
   - Language completion exercises
   - Language manipulation exercises

Cultural content

Cultural perspectives are implicit in the course through the use of both the French language and authentic French materials (videos, cassettes, slides, films, realia) in the classroom. That is, the cultural content should not be taught in isolation. All topics covered should be situated in the French/francophone context and suitable vehicles might include a comparison between travelling in France and Australia and the formulae used for letter writing in each country.
Assessment

Regular testing and assessment are a necessary part of the language learning process and general assessment should not be restricted to the procedures used for formal HSC Assessment. The following are suggestions for monitoring student performance in the classroom. Some of the following tasks might be used to assess more than one skill at a time.

**Listening skills**
- Multiple choice questions
- Completion questions
- True/false questions

*Note:* The questions above should be based on authentic dialogues, interviews and news items.
- Sound discrimination exercises

**Speaking skills**
- Conversation in class
- Taped dialogue/monologue
- Questions and answers
- Traveller abroad situations
- Oral reading
- Pairwork exercises based on tasks
- Oral résumés
- Picture descriptions

**Reading skills**
- Multiple choice
- Sentence completion
- True/false exercises
- Questions on the text
- Cloze testing
- Writing résumés of text (French, English)

**Writing skills**
- Writing letters, telegrams, postcards, short notes and reports
- Dialogues (free and guided)
- Language manipulation exercises

**Cultural content**
As previously stated (see page 15), this is not assessed separately but cultural awareness will enhance student performance in all four skills.
Evaluation

Programs drawn up to implement this syllabus will need to be evaluated on a regular basis. This will ensure that the aims, student objectives and teacher objectives stated in such programs are compatible with those given in the syllabus.

An appropriate method of evaluation is the formulation of a series of questions, the answers to which will demonstrate the efficacy of the program.

Given below are suggested questions for the evaluation of the student objectives:

- Do the students feel that they are progressing in their understanding of standard oral French within a certain range of topics?

- Is there enough opportunity for students to communicate in French within each unit of work? Do they participate in communicative situations in the classroom? What proportion of the lesson time is allocated to oral communication?

- Do they read with interest and understand material which is within their language competence? Do they derive a sense of satisfaction and challenge? Are they extending their individual skills?

- Do students feel competent in writing information about themselves, filling in forms and documents? Are they developing the capacity to vary the structures in a given situation? For example, can they write correctly about past experiences and future plans?

- Are the students developing an awareness of French-speaking peoples and their way of life through their growing mastery of language skills?

It must be understood that the questions set out above are in no way prescriptive, but are simply intended as guidelines. A similar set of questions could be formulated to evaluate the aims of the program and the teacher objectives.

Once these questions have been answered, a realistic appraisal of the program is possible. This will allow the school to make any adjustment to teaching strategies and stimulus resources where needed.