



Australian Government

**Quality Teacher
Programme**



Phase 1 Module

French Year 9 Lois Cutmore Queensland

RCLCE Research Centre
for
Languages
and
Cultures Education



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Attention! TEACHERS AT WORK!

Welcome to an example of teachers' programmes drawn from their work during Phase 1 of the ILTLP. Teachers were asked to plan, document, teach (at least in part) and share, either a long term teaching programme (e.g. a semester long programme or longer) or a short term teaching programme (e.g. a unit or term long programme).

Their work is provided for you to examine, consider and make use of, in expanding your own understanding of intercultural language learning in practice. Not all programmes provided by Phase 1 teachers have been posted on this website. Some teachers did not feel comfortable with sharing their and their students work at this time, others did not manage to obtain the various permissions to include student work and photographs and others did not create programmes that fulfilled the ILTLP requirements.

What kinds of materials can you expect?

- You will not find models of programming that you can instantly adopt and teach among the work posted here. That was never the intention. You will find ideas about programming that you can use, however, working in your own context.
- You will not find 'best practice' or exemplars of definitive programmes for intercultural languages teaching and learning. You will find some outstanding approaches to programming that advance our understanding of how to make intercultural languages teaching and learning a rich and effective learning experience for students.
- You may find what you regard as some errors of language use or some hints of pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, interculturality and language learning. You will find a great deal to learn from.

What this and other teachers' programmes show are '**teachers at work**'. The Phase 1 teachers responded to their particular contexts, the curriculum and assessment frameworks they must work within, the particular demands they and their students face in languages education and their own 'learning-by-doing' in relation to intercultural language teaching and learning. You will see how a teacher and a group of students working together, taking account of their own identities and cultural understandings, make learning happen. The teacher profiles and reflections generously provided by these teachers provide professional insights into the interaction of programming and 'what happened'. One teacher asks at one stage during her teaching 'Do I know what I am looking for here?' It's a highly professional question about what learning looks like. It's a question for all of us.

You will also get glimpses of pedagogies at work to bring the structure, sequence and assessment aspects of teaching into life. One teacher scratches her head and asks her children how we might categorise the groups they belong to, here in Australia and if they lived in Japan, and the words they would use. Others introduce ICT at crucial moments or involve parents and other teachers. Reading across these programmes, you will get a sense of the dynamic that teaching from an intercultural language teaching and learning stance creates, for teachers, for students, for whole schools in some cases, and for communities in others.

You will learn a great deal!

UNDERSTANDING THE LAYOUT

Teacher participants in Phase 1 of the Intercultural Language Teaching and Learning in Practice project were asked to develop a number of sections in their programmes or units of work. These sections are explained below. Teachers prepared their programmes on an individual basis, and may not have followed these sections in the same sequence.

Teacher profile

In this section teacher participants profile their socio-cultural and linguistic enculturation, consider how this shapes teaching and learning in their programmes and how they apply this in their interactions with students.

School context

In this section teacher participants describe the context of the school and its language programmes. They may describe the demographics of the school, the languages offered, the levels at which it is taught, the number of students taking a language, the number of teachers, resources and facilities, the assessment requirements and the place of languages in the curriculum.

Programme

The programmes provided by the teacher participants in this section may be a unit of work all of which was taught in the classroom or a long term programme of which a part was taught. The module content and assessment procedures follow the teaching policies and instruments and assessment requirements of the state and territory education system.

Reflection

Here teacher participants reflect on what they learned through their programme preparation, identifying the changes that the intercultural focus necessitated in their programme planning, teaching and assessment and the impact this had on their students' learning.

Teacher Profile

Name (in English): Lois Cutmore

Name (in the target language): Louise Cutmore

My name/surname has (or has not) a specific meaning in(which language?) :

Cutmore is of English origin and has aboriginal connections being passed onto an aboriginal family who needed a “white” surname. Meaning is known or famous and glorious. White (my maiden name) is possibly from the Isle of Wight and indicates the colour of hair or complexion. Lois is possibly from the French female form of ‘Louis’ ie Louise (Christian name borne by many French kings and a number of saints). Many variations exist and it is of Frankish origin. Lois is also mentioned in the New Testament and is thought to be Greek in origin. Louise is Teutonic and means "famous war." Other forms are Lois, Louie, Louisa: capable, charming, intelligent: She is a great reader of character. Sometimes unscrupulous to attain her ends. Second Name : Grace - of Latin origin, and its meaning is "favor; blessing." A virtue name referring to God's grace. Greek mythology: the Three Graces were goddesses of nature: Aglaia (brillance), Thalia (flowering), and Euphrosyne (joy).

Place of Birth: Seymour Victoria

Place(s) of upbringing: Seymour, Hamilton, Essendon – Victoria.

Place(s) of education:

Primary: Hamilton state School, Aberfeldie State School – Victoria

Secondary: Essendon High School, Victoria

Tertiary: Melbourne University

Languages (or variations) I use for daily communication/interaction (listening & speaking): English and French

Languages (or variations) I use for daily communication/interaction (reading & writing): English and French

Languages (or variations) I use for teaching: English and French

Listening & Speaking/ Reading & writing: English and French

Other Languages (or variations) I use in my study & research: Japanese, Italian, German and Spanish

Other Languages (or variations) I have used in the past in my studies & research, or for communication/interaction (where & when):
Japanese, Italian, German and Spanish (singing studies and teaching Japanese). Pidgin English and Kuanua (Tolai language) while living in Papua New Guinea.

My relationship to English: Ancestors migrated from England and France and born in Australia.

My relationship to the language I teach: I learnt French at secondary school and studied French Immersion at Melbourne University. I have always been competent at languages and loved French, especially the aspects of literature and music.

My relationship to "Australian" culture: While I love the bush, the outdoor life and country in Australia, I don't consider myself to be a typical Aussie. I adore travelling and am really interested in other countries, cultures and people from other ethnic groups. I have visited Japan, Singapore, Indonesia, Malaysia, Papua New Guinea (lived here for 8 years), France, New Caledonia, Vanuatu, Fiji and the Solomon Islands. In PNG there was an extensive expatriate population (European, Chinese, Indonesian, Indian, Sri Lankan, Japanese, Canadian, American and Phillipino) as well as a large variety of cultural groups within the local population (Tolai, Chimbu, Baining, New Ireland, Motu, Buka Island, Bougainville).

My relationship to additional languages

I have studied other languages e.g. Japanese as a result of having visited the country and becoming fascinated by the culture. I made a point of learning Pidgin English and Kuanua while living in PNG in order to communicate with the indigenous populations.

Tertiary subjects I have studied (place & institution):

Melbourne University:

Bachelor of Arts and Diploma of Education

Immersion French, Pure and Applied Mathematics, Philosophy and English. Teaching Methodology for Languages and Mathematics, Educational Psychology and Educational Methods.

Trinity College of London:

Associate Diploma in Piano Teaching

Licentiate Diploma in Singing Performance

Alliance Française:

DALF – Advanced Diploma in French Language

Employment:**Present (area[s], subject[s] & where): Past (area[s] and subject[s] & where):**

From	To	School	Position and Subjects	Year Levels
1970	1970	Maryborough High School - Victoria	Senior Mathematics - General, Pure and Applied Mathematics	Years 11 and 12
1971	1973	Rosebud High School	HOD- Mathematics - General, Pure and Applied Mathematics, Junior Mathematics	Years 7 - 12
1974	1976	Rabaul High School – PNG	HOD- Mathematics - Senior and Junior Mathematics – International (NSW) and local curriculum	Years 7 – 12
1977	1981	Port Moresby International High School – PNG	HOD- Mathematics Senior and Junior Mathematics, French, Mathematics 1,2 and 3 (NSW curriculum).	Years 7 – 12
1982	1985	St John's Nambour – contract ED QLD Nambour SHS and Burnside State High School	Senior French Co-ordinator. Senior & Junior Mathematics – Mathematics in Society, Mathematics 1 and 2. Japanese. Primary Liaison for Languages.	Years 6 – 12
1986	1989	ED QLD Kawana Waters SHS	HOD LOTE - Senior and Junior French, Senior and Junior Mathematics, Japanese.	Years 6 – 12
1989	1993	Private Music Teaching Practice Nashville SHS – contract	Piano, Singing, Theory, Musicianship. Japanese Co-ordinator at Nashville SHS	Years 6 – 12
1994	2003	St. Margaret' Anglican Girls' School	Senior Mathematics A Co-ordinator, Senior Mathematics A and B. Middle School French. Japanese - Senior & Junior (Secondary & Primary), Junior French, Junior Mathematics, Japanese for Tourism and Hospitality, QCS	Years 6 – 12
2003	2006	Education Queensland A Brisbane High School	Senior, Extension and Middle School French. Senior Mathematics A, B, C and Middle School Mathematics , QCS	Years 8 – 12

Family status ('I am a...'): wife, sister, cousin, aunty, great-aunty, niece, sister-in-law and mother.

School Context

Profile of the School Community

Teachers

Age Profile of the Group – quite varied and ranges from first year out to close to retiring age.

Gender Ratio – about 50 - 50

Home Cultures and Languages – predominantly Australian, one Indian teacher

Home Religions - don't know

Socio-Economic Status – most live within the Greater Brisbane Region and would therefore be middle class and reasonably well-off.

Other Features – many teachers have been at the school for quite a long time and there is currently not much turnover of staff. Staff turnover is beginning to occur as people retire and move on but the staff has been very stable. The High School prides itself on being traditional academic. The French Department is one of the most innovative in the school.

Administrators

Age Profile of the Group – quite varied and ranges from fairly new teachers to close to retiring age.

Gender Ratio – predominantly male

Home Cultures and Languages – predominantly Australian

Home Religions - don't know

Socio-Economic Status – reasonably well-off

Other Features – The school is currently undergoing International Accreditation.

Parents

Age Profile of the Group – quite varied and ranges from quite young to older

Gender Ratio – about 50 - 50

Home Cultures and Languages – predominantly Australian, one Indian teacher

Home Religions - don't know

Socio-Economic Status – most reasonably well-off but there are some cases where significant support is required.

Other Features – quite a few sole-parents and recomposed families.

Profiling Each Student in the Focus Group

Ethnic background:

Generally Caucasian Australian and born in Australia with an Indian boy, a Turkish boy, a Japanese girl, a Jewish girl and a girl with Maori background.

Language spoken at home:

Predominantly English but included Hindi, Turkish, Japanese and Hebrew.

Other languages learnt: before taking up French at this High School, primary school LOTEs learnt were Italian, Chinese, French, Japanese, Hindi, Turkish and Hebrew.

Only two students in 2006 Year 8 cohort French had studied any French before coming to this High School. French is not commonly offered in Central Brisbane.

Additional exposure to other culture :

The Japanese student had lived in Hawaii as well as Japan. The Indian student had visited Europe and lived in France for several months. The student with Maori background has visited New Zealand when young. Two Australian students' families have regularly homestay international students (Japanese, German, French) and one Australian student has traveled extensively around Europe.

Context of the School Languages Program

Languages Policy of the School

- Languages Offered and Levels:

- Mainstream French and Japanese from Years 8 – 12 plus French Extension
- Chinese (taken by Chinese International students)
- Latin offline.

- Number of Students taking a Language – about 225 including Year 8 which is where most LOTE students are in. Numbers decrease significantly in higher years. The percentage of the school population learning a language is about 25% but this is because of the numerous Year 8 classes. This year there were 3 Year 8 French classes, 4 Japanese classes and 2 Asian Studies classes (focus on culture with very little language).

- **Duration**

- Year 8 students have about 2 _ hours per week for the year unless they are withdrawn into Asian Studies.
- Years 9 and 10 have about 2 _ hours per week for the year.
- Years 11 and 12 have about 3 _ hours per week for the year.

- **Number of Teachers**

1 French teacher and 1 Japanese teacher in mainstream curriculum with 1 Chinese teacher and 1 Latin teacher offline. There are no support personnel such as interns or visiting speakers in the LOTEs. Did have a second middle school Canadian French teacher who returned to Canada half way through 2005. Administration has often dropped hints about hiring a second French teacher but in spite of the fact that many very good candidates have wanted to teach at here no second French teacher has been employed.

- **Resources and Facilities**

- ❖ French resources are quite good. There are :
 - Sets of old but usable textbooks (Spirale 1, 2 and 3) with accompanying tapes, flashcards and colour OHTs.
 - Several software programs (Language Market Stages A and B, World Talk, Claudine Teachers French, Collins Talking Dictionaries)
 - Several computer rooms with reasonable access.
 - Subscriptions to Language Plus for all students which can be used in or out of school on <http://www.languageplus.com.au> with a password.
The French Department has funded this for the students for the whole year.
 - Sets of Équipe 1, 2 and 3 blackline masters.
 - QSA modules all on OHT
 - Many copies of old but usable French novels, stories, plays and poetry books in bookshelves in the French classroom.
 - Class sets of new Collins French dictionaries for students at all levels through the textbook hire scheme.
 - Numerous up to date teacher and classroom resources, many of which have been collected from France, New Caledonia and Vanuatu.
 - Many self-made resources (LC's French webpage, Vanuatu-New Caledonia Powerpoint plus topic worksheets).
 - Class sets of Shaum's Outline Series Grammar and Vocabulary and the Complete Idiot's Guide to Intermediate French.
 - Data projector, large new TV, multizone DVD player, CD player and networked computer in the French classroom.
 - Excellent resources in film, music and video.
 - Excellent library staff who tape materials for classroom use.
 - Good access to filing cabinets, storage cupboards and photocopying.
 - Proximity to the QLD LOTE Centre in case kits need to be borrowed
- ❖ Japanese resources are not nearly as comprehensive as those in the French Department
- ❖ An overseas tour to Noumea was organized in 2004 and a visiting group from Paris in 2005. The International Coordinators are excellent and organized homestays for the French visitors.
- ❖ School has a number of homestay families who provide accomodation for the international students

- **Teaching and Learning Arrangements**

Two classrooms are set aside specifically for French and Japanese. Both classrooms are quite large with good storage facilities. The French classroom has good technology equipment (see resources and facilities). The French room has been recently painted and has grammar posters on the walls amongst other pictures. There are composite classes in Years 11/12 Japanese and French.

- **Assessment Requirements**

In Middle School the students follow a traditional assessment model in Japanese while in French students have a mixture of formal tests and synthesizing tasks which follows the QSA - KLA syllabus in its modules and task-based approach. Synthesizing tasks are generally based on Composing skills (Writing and Speaking) while Listening and Reading are assessed through classroom tests using a variety of materials. Assessment occurs at the end of every term except in Semester 2 Year 8 where smaller tasks are assessed more frequently – three on average.

In the Senior School the Queensland Studies Authority syllabus and requirements are closely observed with all assessment occurring under examination conditions and a minimum of three assessments per Macroskill for the year with a minimum of 6 tasks per semester. Monitoring occurs at the end of Year 11 (or in the case of Extension subjects this occurs in July of Year 12). Verification occurs in October with State-wide Comparability Meetings in early November.

- **LOTE** occupies a tenuous place in the curriculum with Senior and Extension French only being operational for two years (2005 and 2006) and Multicultural Studies being introduced alongside French and Japanese as an option from the beginning of Year 8 in 2007. The administration does not think this will have any impact at all on student language numbers from Year 9 onwards.

2. Recent/planned changes

Multicultural Studies in Year 8 in 2007 as a permanent option to French and Japanese. Staffing has gone from 5 mainstream LOTE teachers to 2 in 2 years. Education Queensland has introduced LOTE Flexible Options trials in Moreton Region this year. There is very little information on the nature of these trials (see <http://education.qld.gov.au/curriculum/area/lotte/regional-trial.html>). What has been said in teacher inservices is that, based on evidence of falling student numbers, not enough LOTE teachers, some schools not observing mandatory LOTE requirements, problems with itinerancy and very poor retention rates in senior LOTE in ED QLD, regions may be given the responsibility in the future of organizing regional LOTE programs. Depending on local requirements, some schools may opt not to do LOTE while others may do VET LOTE as well as the QSA offerings. Apart from Moreton region, all other regions are to continue with mandatory Years 6 – 8 LOTE for the present. Pending the outcomes of the trials in Moreton region over the next three years, other regions may be offered the opportunity to take up the flexible options approach. For the present this will not occur in the Greater Brisbane Region in 2007 i.e. for the present this high school will not be affected.

3. Adherence (or not) to the State/Territory curriculum requirements

My school does not adhere to the Mandatory LOTE policy for Years 6 – 8. Students are removed from LOTE classes at the beginning of Year 8 on the basis of a Literacy/Numeracy test but can then be removed at parental request into a watered down SOSE type course called Asian Studies. In 2007 Multicultural Studies will be offered from the start of Year 8 alongside mainstream French and Japanese. There is no syllabus for Multicultural studies. The administration has made this decision against the wishes of the French Department where because of the high success level in Year 8 the French teacher would prefer that students are not withdrawn from French. Although there are “flexible options”, LOTE trials in one ED QLD region at present, other regions have been given strict instructions to continue with mandatory LOTE in Year 8.

The Queensland Context of framing syllabus documents and other frameworks are: the QLD KLA and Senior syllabuses, Queensland Curriculum, Assessment and Reporting Framework (QCARF - Essential Learnings, Criteria and Standards – undergoing a major rewrite and is not to be used until 2008), the National Statement for Languages Education in Australia and Critical Literacy Models. The delay with QCAR is of concern as the first KLA syllabus was ratified in 1995 and the English syllabus is still undergoing trial. However, LOTE syllabuses were trialled in 1998 – 1999 and ratified in 2000.

4. International Education

The high school is undergoing International Accreditation through the Council for International Accreditation of Schools in Australia (CIASA). The preliminary visit was in October 2005 and we were recommended to proceed to the next stage of the process. The first team visit will occur in April 2007. A group of about 12 teachers and administrators from other schools will visit our school for an indepth study of where we are at plus recommendations that will need to be followed to obtain international accreditation.

Other

The high school has a regular turnover of international students from Europe and Asia. Generally there are between 60 – 100 international students in the school at any one time and at all levels. This is organized through Education Queensland International and our school has an International Co-ordinator plus a Homestay Co-ordinator.

Programme

OUTLINE OF THE ILTLP IN PRACTICE PROJECT

YEAR LONG PLAN FOR YEAR 9 FRENCH – FOUR TERM UNITS WITH ASSESSMENT OUTLINES

Theoretical Framework: Rationale

Current approaches to languages education focus on the dual interrelated objectives of language development and intercultural learning. Intercultural language teaching and learning taps into the deep, subtle and constantly fluid interaction between language and culture, bringing this relationship into closer focus and working from the understanding of language as social and cultural practice: the means by which people make collective and individual meaning in and through interaction with others. Thus it explores how language shapes culture and vice versa and is based on the norm of the bilingual learner. Intercultural language teaching and learning involves providing teaching and learning opportunities that encourage systematic and principled exploration of these key concepts, via the core elements of **Noticing, Reflecting and Comparing**. This Plan is designed within this informing frame.

Specific Targeted Outcomes for the Learners in Year 9 French

- Development of awareness of the multicultural in Australian society through exploring cultures within the school community and in particular within the Year 9 French class.
- Developing knowledge and understanding of Francophone cultures, and noticing and analysing how cultural and intercultural interactions determine relationships
- Increased French language competence, in terms of both sociolinguistic and linguistic proficiency
- Development of intercultural competence: the ability to notice, reflect and compare cultural and inter/intra cultural experience; and to interact appropriately with other cultural experience.

Suggested Student Performance Indicators.

- Demonstrated ability to define and recognise “culture” and the complexity of its variants.
- Ability to communicate in culturally appropriate ways in the target language
- Demonstrated ability to notice and comment critically on overt cultural and intercultural behaviours in language and social practice.
- Knowledge of key cultural information about target language societies
- Ability to reflect on personal cultural and intercultural experience and practices associated with the use of language
- Understanding of the nature of cultural and intercultural stereotypes

Year 9 Year Long Plan Focus

L’Identité Française Culturelle - Exploration des Cultures du Monde Francophone par les moyens de la Nourriture, Les Animaux, Les Arts et Le Voyage (The French Cultural Identity – Exploration of the Cultures of the Francophone World through their Food, Animals, Arts, Travel and Traditions).

Students will explore the relationship between these topics and cultural values, attitudes, the impact of cultures and intercultural exchange through the use of language and through tasks and interactions designed to identify connections between language and culture. These topics have been selected as they are within the requisite framework of the Queensland KLA syllabus and lend themselves well to a study of intercultural exchange and experience.

When « French » is mentioned in the following planning document it is to be understood in the context of “French-speaking countries” as other cultural experiences will be included e.g. African countries such as Algeria, Morocco, Benin, Senegal, Tunisia; Pacific countries such as New Caledonia, Vanuatu, Tahiti; Canada and Haiti, Vietnam, Reunion Island, Mauritius. French culture thus means culture from a French-speaking country.

Most assessment will be completed in French but some assessment components (particularly intercultural) may be assessed in the first language. Interactions will take place as far as possible in the target language. Where possible discussion will incorporate the different cultures represented in the classroom to enrich the discussion (this year’s group include Muslim, Japanese, Jewish and Indian students as well as Australian students).

RESOURCE BANK WITH CODES:

QSA KLA SYLLABUS RESOURCES

QSARN = KLA SYLLABUS UNIT RESOURCE; L’ALIMENTATION = CANADIAN HEALTHY EATING RESOURCES

TEXTS

SPIRALE 1 (YEAR 8) ;SPIRALE 1 (YEAR 9) ; SPIRALE 1 (YEAR 10) ; SFV = SCHAUM’S OUTLINES FRENCH VOCABULARY ; SFG = SCHAUM’S OUTLINES GRAMMAR ; EC = ECLAIR ; PG = PETIT GUIDE ; FFD = BERLITZ FRENCH FOR DUMMIES (plus CD ROM)

MUSIC

ET = ETIENNE SONGS ; CM = CHEZ MOI SONGS ; LDDA = LA DANSE DES ARAIGNEES SONGS ; CLT = C’EST LE TEMPS
CP = CARTES POSTALES – BRUNO HASSAR

CD ROMS

LPB = LANGUAGE PLUS BASIC ; LPI = LANGUAGE PLUS INTERMEDIATE ; TUFRAPE = THE ULTIMATE FRENCH REVIEW AND PRACTICE ; FOTM = FRENCH ON THE MOVE ; CSF = COLLINS SPEAK FRENCH ; YFOWIF = YOUR FIRST ONE HUNDRED WORDS IN FRENCH ; ODF = ONE-DAY FRENCH

TECHNOLOGY ON NETWORK IN LIBRARY

WORLD TALK ; LANGUAGE MARKET STAGE A ; LANGUAGE MARKET STAGE B ; CLAUDINE TEACHES FRENCH ; COLLINS TALKING FRENCH DICTIONARY

OHTS

EQ 1 = EQUIPE 1 ; EQ 2 = EQUIPE 2 ; EQ 3 = EQUIPE 3 ; LCF =LA CULTURE FRANCAISE OHTS

WEBSITES

PF - POLAR FLE – DÉBUTANT LEVEL <http://www.polarfle.com/> ; PB = PATRICIA BARRY ; KPGBGWOL = KRISTIN PAUL GLENUNGA BASIC GRAMMAR WORKBOOK ONLINE ; KPGAGWOL = KRISTIN PAUL GLENUNGA ADVANCED GRAMMAR WORKBOOK ONLINE ; TINTIN KP = KRISTIN PAUL TINTIN SITE ; EUROKP = KRISTIN PAUL EURO SITE ; AMELIEKP = KRISTIN PAUL AMELIE SITE ; <http://french.about.com> ; <http://www.french-at-a-touch.com/> ; <http://www.france-pittoresque.com/> ; <http://www.terrace.qld.edu.au/academic/lote/french/> ; <http://www.qihs.sa.edu.au/> ; <http://www.languageplus.com> ; <http://www.lescale.net/> ; LC – Lois Cutmore’s Webpage – go to <http://www.mltaq.asn.au/French/Pages/french.htm> - Resources

MAGAZINES

Okapi ; Je Bouquine ; Phosphore ; Marie- Claire France ; L’Express. FR

POWEPOINT PRESENTATIONS, VIDEO AND DVD

French Leave – Series of 10 30 minute videos on Cooking and Living in France; Rick Stein’s French Odyssey - Series of 10 30 minute videos on Cooking and Living in France; Real-Life Language Learning from Vanuatu and New Caledonia - Lois Cutmore ; Welcome to Vanuatu – Vanuatu Tourism

UNIT 1 TERM 1 - KLA Unit – Healthy Eating (Field - Personal and Community Life)

Subtopics	Intercultural Aspects for Discussion and Interactions	Resources	Grammar Points plus Examples	Language Functions
Food and Meal Habits	Aspects for Discussion: <ul style="list-style-type: none">• typical French/Australian meals	QSARN 1 – On a School Day I Often Eat	Expressions of time <i>Le matin - le petit-déjeuner,</i>	• identifying and asking about people, places and things

	<ul style="list-style-type: none"> • breakfast, lunch, dinner, snacks • aboriginal food • why the differences ? • cultural importance of meals <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. webquest or research on the importance of different meals for French/Australian cultures and corresponding meal patterns.</p> <p>2. listening to descriptions of typical French foods served at home and why these foods are so important to the specific culture.</p> <p>3. analysing language and culture – why are items considered masculine and feminine in French? ; what does the gender of certain French words eg <i>le professeur</i> (irrespective of male or female gender) indicate about cultural scripts, authority and gender relations.</p>	<p>SPIRALE 2 Module 12 – Un Déjeuner BBQ; L’Alimentation – A’ L’Écoute : A’ L’Ordinateur Lois Cutmore’s Webpage – Food in France - http://www.mltaq.asn.au/French/Pages/french.htm</p>	<p>etc.</p> <p>Regular <i>ER</i> Verbs in present tense : <i>Manger, dîner, déjeuner plus boire</i></p> <p>Definite articles.</p> <p>Indefinite articles</p> <p>Quantities – <i>un bol de, une verre de..</i></p> <p>Adjectives, agreements and positions</p> <p>Counting Numbers.</p> <p>Prepositions with country – <i>en, au..</i></p> <p>Expressions of time – <i>pour le petit-déjeuner je mange.</i></p> <p>Simple negatives : <i>ne,,pas, ne ..jamais, neplus, ne...point ..</i></p> <p><i>Parce que</i> and <i>à cause de</i> – <i>Les français</i></p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • offering and receiving things • comparing • affirming or negating statements • expressing interest or a lack of interest • giving reasons • expressing opinions
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			<i>mangent le pain avec chaque repas parce queà cause de ...</i>	
Food for Healthy Eating	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • comparing French/Australian attitudes to food • meal rituals • reasons for differences <p>(Noticing, reflecting, comparing)</p> <p>Interactions:</p> <ol style="list-style-type: none"> 1. watching and discussing a video with different meal time protocols in different countries. 2. discussion of Magreb/Muslim mealtime rituals such as eating with the right hand only, women serving everyone and eating last. 3. analysis of language and culture – how and why do the French use vous/tu ? What effect does it have on people if vous/tu are used correctly? incorrectly? 	<p>QSARN 2 – The Australian Guide to Healthy Eating ; QSARN 3 – Healthy Eating ; QSARN 4 – Serving Sizes ; QSARN 5 – Do You Follow “The Australian Guide Serving Sizes ; L’Alimentation – Au Marché : C’est Une Fête ; Décris Ton Déjeuner : Devinette ; Faîtes Un Sandwich ; Faîtes – Vous de Bons Choix ? : Le Guide Alimentaire FFD Chapter 5 – Bon Appetit – dining Out and Going to the Market</p>	<p>Quantities –<i>pourcentage</i> Expressions of Quantity – <i>Trop de, moins de, assez de, pas assez de</i></p> <p>Adjectives and agreements</p> <p>Verbs in present tense – <i>prendre ..</i></p> <p>Questions – <i>Qu’est-ce que tu manges...</i></p> <p>Imperatives Infinitive plus <i>tu, vous</i> and <i>nous</i> forms</p> <p><i>Être</i> in the present tense – <i>Vous êtes le bienvenu. Je suis fatigué Aimer – J’aime les pommes mais je n’aime pas du tout les poires</i></p>	<ul style="list-style-type: none"> • expressing thanks and gratitude • apologising and excusing • congratulating, complimenting, praising • expressing sympathy and regret • asking and giving permission • attracting attention • making arrangements • offering and responding to invitations and suggestions • welcoming • identifying and asking about people, places and things • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs
Food Staples and Classificati	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • food staples • comparison of French/Australian recipes 	<p>QSARN 6 – Food Nutrients ; QSARN 7 – Recipes for Healthy Eating ; QSARN 8 –</p>	<p>Negative expressions</p> <p>Use of imperatives in recipes</p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things

<p>on of Nutrients</p>	<ul style="list-style-type: none"> • common cooking ingredients (Noticing, reflecting, comparing) <p>Interactions:</p> <ol style="list-style-type: none"> 1. cooking, tasting and describing meals from other countries, reactions to different flavours, noticing personal attitudes and responses. What caused these reactions – unfamiliarity, previous experiences, cultural influences, someone else’s opinion? 2. writing a shopping list for specific items for a recipe from another country and estimating costs. 3. analysis of language used in recipes – orders (vous form and infinitives). Why is this form used? Is it the same or different to the language used in English recipes? 	<p>Menus for Different Lifestyles L’Alimentation – L’Exemple du Dialogue Dans L’Interview : L’Impératif : La Bonne Santé – Moins de Matières Grasses : La Classification des Aliments ; Grammar : SFG Chapter 7 Negative Words and Constructions – Negation of Simple Tenses p237.</p>	<p>Cooking verbs and expressions – <i>laver, éplucher, cuisiner...</i>,</p> <p>Regular <i>IR</i> Verbs in the present tense –</p> <p>Conjugation of <i>faire</i> in present tense.</p> <p>Faire expressions – <i>faire cuisiner..</i></p> <p>Giving an Opinion : <i>Préférer</i> <i>Je préfère les choux-fleurs aux oignons.</i></p>	<ul style="list-style-type: none"> • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • offering and receiving things • expressing possession • giving and responding to instructions • comparing
<p>Food Staples and Classification of Nutrients</p>	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • the food pyramid • comparison of French and Australian diets <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. checking goods in an Australian supermarket to discover which 	<p>QSARN 6 – Food Nutrients ; QSARN 7 – Recipes for Healthy Eating ; QSARN 8 – Menus for Different Lifestyles L’Alimentation – L’Exemple du Dialogue Dans L’Interview :</p>	<p>Negative expressions – <i>ne.... pas, nejamais,</i></p> <p>Use of imperatives in recipes</p> <p>Cooking verbs and expressions <i>réchauffer, trier..</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes

	<p>items are produced overseas.</p> <p>2. analyzing daily diets for food groups and comparing these</p> <p>3. analysis of language and culture – how are packets labelled in France compared to Australia ? what style of advertising is used in France compared to Australia and how does this fit with the culture ? What does this reveal about social roles, significance of food etc?</p>	<p>L'Impératif : La Bonne Santé – Moins de Matières Grasses : La Classification des Aliments ;</p> <p>Grammar : SFG Chapter 7 Negative Words and Constructions – Negation of Simple Tenses p237.</p>	<p>Regular <i>IR</i> Verbs in the present tense –</p> <p>Conjugation of <i>faire</i> in present tense and <i>faire</i> expressions.</p> <p>Demonstrative adjectives</p> <p>. Giving an Opinion: <i>Préférer – penser.</i> <i>Je pense que cette boîte est plus grande que l'autre.</i></p>	<ul style="list-style-type: none"> • expressing and asking about wants, wishes and intentions • expressing and asking about needs • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • expressing opinions
<p>Quantities for Healthy Eating</p>	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • comparing French/Australian food websites • comparison of typical diets • which is healthier and why ? • easy to maintain a healthy diet dependent on country? Why ? <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. keeping a personal food journal for a week and analyzing choices in terms of food groups and pyramid.</p> <p>2. writing a daily meal plan for an adolescent with weight problems,</p>	<p>QSARN 9 – Menu Evaluation ; QSARN 10 – Nutrition Information</p> <p>L'Alimentation – Légume ou Fruit : Les Aliments – Test : Mon Journal Alimentaire : Mon Sac à Déjeuner Idéal : Quelle Quantité d'Aliments est-ce que Tu Dois Manger pour Maintenir une Bonne Santé ? Sandwich au Poulet : Un Tableau d'Information</p> <p>Nutritionnelle : Une Portion</p>	<p><i>Avoir</i> in the present tense and <i>avoir</i> expressions – <i>avoir faim, avoir soif</i></p> <p><i>Devoir</i> in the present tense</p> <p><i>Vouloir</i> in the present tense.</p> <p>Questions – <i>Qu'est-ce que, inversions.</i></p> <p>Negatives</p> <p>Giving an opinion –</p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • identifying and asking about situations, activities and events • describing situations, activities

	<p>discussing and justifying choices.</p> <p>3. analysis of language and culture – type of language used in a personal journal. What does this reveal about our culture? How might personal journals differ from culture to culture and gender to gender? Why?</p>	<p>ou Tout ? : Vouloir/Devoir. FFD Chapter 6 – shopping Made Easy.</p>	<p><i>C'est nécessaire de..</i></p> <p>Expressing Doubt <i>Je ne pense pas</i></p> <p>Expressing probability and possibility <i>C'est probable que je peux remplacer le lait avec le fromage pour le petit-déjeuner. C'est possible que</i></p>	<p>and events</p> <ul style="list-style-type: none"> • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility
Snacks	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • comparing typical French and Australian snacks. • comparing French and Australian snack patterns <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. designing a survey to administer to students to determine types of junk food eaten at school in the general population 2. administering the survey at school, analyzing the results and preparing a short oral report. 3. analysis of language and culture eg how do eating habits indicate 	<p>QSARN 11 – What Snack Food do I Eat ? ; QSARN 12 – Nutritional Breakdown L'Alimentation – Mots Croisés : Phase Secrète : Pre-Test ; Okapi – Dormir – C'est Pas Facile.</p>	<p><i>Aimer</i> and infinitives plus negatives – <i>Comme goûter j'aime manger les bananes mais je n'aime pas boire du lait.</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing

	class, socio-economic background plus national attitudes to food and its importance ?			
Eating Out	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • comparing “Eating Out” patterns in France/Australia. • cultural attitudes to fastfood – McDonalds and KFC. <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. comparing restaurant or fast food menus from different countries – McDonald’s, Sizzlers 2. designing a promotional flyer for the healthy foods at McDonalds 3. ordering from a restaurant or fast food menu, asking for and paying the bill 4. analysis of language and culture – the etiquette of being in a restaurant and how this differs between cultures. Student personal experiences: how do they and their families feel about restaurant etiquette in their culture? How do these responses differ from culture 	<p>QSARN 13 – Healthy Home Alternatives : L’Alimentation – Qu’est-ce Que Tu Manges au Restaurant ?</p> <p>FFD Chapter 7 – Going Out on the Town</p>	<p>Ordering – <i>Commander</i> – Present tense <i>Prendre</i> – <i>je voudrais prendre</i> Conditional <i>je voudrais un menu..Pourrais –je voir l’addition..</i></p> <p>Regular <i>RE</i> verbs in the present tense – <i>Attendez un moment monsieur.</i> Prices and currency <i>Ça coute combien ?</i> <i>Quel est le prix ?</i> <i>Ça coute vingt virgule cinquante euros.</i></p> <p>Expressing possibility : <i>Je pourrais commander une limonade mais peut-être ça va mieux si je bois un coca.</i></p>	<ul style="list-style-type: none"> • attracting attention • making arrangements • offering and responding to invitations and suggestions • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • comparing • expressing possibility and impossibility • affirming or negating statements • complaining • giving reasons • expressing opinions

	to culture?			
School Food	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • comparison of French and Australian school food options. • comparison of French/Australian school canteen menus <p>(Noticing, reflecting, comparing)</p> <p>Interactions:</p> <ol style="list-style-type: none"> 1. investigating the schools' healthy eating plan – ED QLD. How could it be applied in the school canteen? 2. designing a flyer to promote the ED QLD healthy eating plan 3. organizing and advertising special event days for the school canteen – pizzas, etc only allowed twice a year 4. analysis of language and culture – the language of advertising; how does advertising language position people? how does it contribute to the construction of 'taste', consumer desire, personal image, etc 	<p>La Nourriture à l'École ; Les Cantines en France et les Petits Boutiques pour la Nourriture (Tuckshops) en Australie. Website information</p>	<p>Pouvoir in the present tense.</p> <p>Prepositions with places and countries. <i>Au, à, à la, aux....(à la cantine on peut manger les frites) En Angleterre, on peut manger les saucisses.</i></p> <p>Expressing feelings : <i>Les boissons gazeuses sont superbes pour les fêtes.</i></p> <p>Comparisons : <i>J'aime les tartes beaucoup plus que...moins que ...les sandwiches.</i></p> <p>Possibility and Impossibility <i>On ne peut pas commander les pizzas à la cantine sauf les journées de fêtes</i></p> <p>Approval : <i>Je suis d'accord</i></p>	<ul style="list-style-type: none"> • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing ability and inability • affirming or negating statements • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining • giving reasons • expressing opinions

			<i>Nous ne sommes pas d'accord.</i>	
Recipes and Cooking	<p>Aspects for Discussion:</p> <ul style="list-style-type: none"> • methods of cooking • websites and recipes • cooking utensils <p>(Noticing, reflecting, comparing)</p> <p>Interactions:</p> <ol style="list-style-type: none"> 1. researching methods of cooking in France and designing a poster to present these to the class. 2. discussing traditional cooking methods such as making a laplap and constructing a ground oven. 3. analysis of language and culture – links between cooking terms and culture – French cooking terms incorporated into English; does this work? what does it do? how are people regarded if they use them? does this enhance our intercultural experience? other examples of cross-cultural influence and exchange of language? ; what effect does this have on intercultural experiences? 	<p>French cooking - http://www.france-pittoresque.com/</p> <p>Indian cooking - http://www.culturekiosque.com/chef/indien/indienne.htm/,</p> <p>Japanese cooking - http://www.linternaute.com/femmes/cuisine/pays/332/1/japon.shtm</p> <p>Muslim cooking - http://www.ramadandetuni.sie.com/</p> <p>Vanuatu Powerpoint - Laplap</p>	<p>Recipe Expressions</p> <p>Revision of Verbs in the Present Tense – <i>ER, IR</i> and <i>RE</i></p> <p>Use of Imperative in recipes – infinitive (<i>Essuyer la marmite.. Vous form (Essuyez la .m.armite...</i></p> <p>Quantities – <i>une cuillère de beurre, un demi-litre de lait...</i></p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • describing situations, activities and events • describing and asking about routines, habits and procedures • giving and responding to instructions • comparing • expressing possibility and impossibility • complaining • giving reasons • expressing opinions
Special	Aspects for Discussion:	Websites	Revision of all grammar :	• greeting and leave taking

Events and Food for Customs	<ul style="list-style-type: none"> • customs and food for festivals • birthday parties and Christmas <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. designing an invitation to a party 2. organizing and costing the menu for a special event – engagement or wedding feast 3. researching a cultural special event and the food e.g. Epiphany in France and the <i>galette des rois</i>. 4. analysis of language and culture – celebration expressions eg “<i>felicitations</i>”, “<i>joyeux noel</i>”, “<i>heureux anniversaire</i>”, kissing on both cheeks in France ; how would you react to someone who kissed you on both cheeks and why would you react this way? 	<p>Muslim http://www.ramadandet.unisie.com/</p> <p>France http://perso.orange.fr/jean-rene/fetes.html,</p> <p>Japanese http://www.cp-pc.ca/french/japan/spirit.html</p> <p>Indian http://www.exis.dk/Arbejdsophold/arbejdSriLanka_FR.html ,</p> <p>Jewish http://www.modia.org/infos/etudes/calendrierjuif.html,</p>	<p>Present tense of <i>ER, IR</i> and <i>RE</i> verbs</p> <p>Imperatives – Infinitive <i>Form, Vous Form</i></p> <p>Agreement of Adjectives – feminine, masculine and plural forms</p> <p>Present Tenses of <i>faire, vouloir, pouvoir, devoir</i></p> <p>Definite and Indefinite Articles</p> <p>Quantities and Prices</p>	<ul style="list-style-type: none"> • introducing • expressing thanks and gratitude • apologising and excusing • congratulating, complimenting, praising • expressing sympathy and regret • asking and giving permission • attracting attention • making arrangements • offering and responding to invitations and suggestions • welcoming • identifying and asking when • expressing probability and improbability • describing situations, activities and events • describing and asking about routines, habits and procedures
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ASSESSMENT FOR KLA Unit – Healthy Eating and Leisure

Suggested Tasks to be conducted in the target language with an emphasis on intercultural interactions. These could be conducted as four separate assessments or a synthesising task.

Synthesizing Task

Writing

Webquest/research - comparing differences between basic foods and recipes from different countries and explaining these foods and recipes in terms of the culture OR Designing a cross-cultural recipe book to suit a number of specific cultures (French- Speaking, Japanese, Indian, Muslim, Jewish....) OR Designing a menu to suit a specific cultural event, explaining the importance of the event and justifying the food choices with reference to the event.

Oral

Presentation to the class re the culinary habits of a specific ethnic group and the reasons behind their choice of diet OR a TV cooking demonstration re recipes from other cultures with an explanation of the relationship between the ingredients and the culture.

Reading

Recipes from other countries, explaining ingredients used and the relevance of the recipe to the specific culture. Making comparisons of food from different countries related to specific cultural events eg the Bar Mitzva or Passover (Jewish), Bastille Day (France), Children's Day (Japan), Dewali or Indian wedding feast, Rabi-ul-Awwal (Mohammed's birthday - Muslim)

Listening-

TV cooking show presentation from another country highlighting the differences between the culinary customs of the countries. Types of French cooking (Haute cuisine – Louis XIV and cuisine de la maison); food in French school canteens by comparison with Australian Schools.

Intercultural

Based primarily on responses to intercultural interactions, questions and concepts recorded in a personal journal, teacher observations made during class interactions plus video and audio samples of class discussion, student personal opinions and reactions to intercultural scenarios. Where appropriate elements of the four macroskill assessments of the Synthesising Task may also be taken into consideration.

UNIT 2 – TERM 2 - KLA Unit – Endangered Species (No Dodos – Field - The Natural World)

Subtopics	Intercultural Aspects for Discussion and Interactions	Resources	Grammar Points plus Examples	Language Functions
Animals of the world and	Aspects for Discussion : • animals in France and	QSARN 1 – Extinct, Endangered or Vulnerable	Counting Numbers	• identifying and asking about people, places and things

<p>in various countries</p>	<p>Australia</p> <ul style="list-style-type: none"> • animal habitats, food, statistics, appearance, sounds, characteristics. • animal classifications – mammal, carnivore... <p>(Noticing, reflecting, comparing)</p> <p>Interactions:</p> <ol style="list-style-type: none"> 1. researching a favourite animal (not a pet) and present the information orally to the class 2. classify the characteristics of animals in different countries in a table under the headings 3. on a map of the world locating the countries where exotic animals live. 4. analysis of language and culture – universality of animal vocabulary as a means of uniting cultures in a common cause. What type of language do different cultures use to refer to animals? Formal or informal? Are different verbs and terms used for animals? Why and what effect does this have? 	<p>Species ; KPGBGWOL – Immediate Future and Future Tense p21 : The Imperative p26 : Collective Nouns p32 : Time Expressions p59 : Advanced Adjectives p40 ; LPB – Verbs : Adjectives ; LPI – Articles 1 ; ET - Des Mots Descriptifs pp 32 – 38 ; PB – Les Chiens en France : Grammar : SFG Chapter 6 Interrogative Words and Constructions – Forming Questions : Interrogative Forms by Inversion – Simple Tenses pp227 – 228 ; CP – Number 2 – Questions</p>	<p>Colours</p> <p>Definite and indefinite articles</p> <p>Masculine and Feminine forms of animal names</p> <p>Adjectives and agreements –</p> <p><i>ER</i> animal verbs – <i>habiter, manger Être</i> – present tense</p> <p><i>Faire</i> in the present tense <i>Il y a</i></p> <p>Questions – <i>Le panda habite où ?</i> Prepositions for countries and places</p> <p><i>Avoir</i> in the present tense</p> <p>Body parts for animals</p> <p>Animal classifications –</p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • expressing possession • comparing • expressing possibility and impossibility • expressing ability and inability • affirming or negating statements • giving reasons • expressing opinions
<p>National</p>	<p>Aspects for Discussion :</p>	<p>Suggested Websites</p>	<p>Days, Months, Dates and</p>	<ul style="list-style-type: none"> • identifying and asking about

<p>emblems, the importance of animals in a specific culture</p>	<ul style="list-style-type: none"> • animal national emblems • animals of the zodiac and Asian horoscope • attitudes towards animals in various cultures <p>religious purpose of animals (Noticing, reflecting, comparing)</p> <p>Interactions:</p> <ol style="list-style-type: none"> 1. researching an animal of importance to a specific culture eg the sacred cow in India, and present the information to the class for discussion. 2. describing how an animal can personify the characteristics of a nation e.g. the <i>coq gaulois</i> 3. matching animal pictures to descriptions of human traits eg greedy as a pig 4. analysis of language and culture – cultural stereotypes described through animal imagery; what importance do different cultures place on horoscopes and zodiacs and why? are some cultures more inclined to think in terms of animal attributes and if so why ? 	<p>http://www.pour-les-animaux.de/religion/rites%20animaux.html, http://www.coggaulois.com/, http://monsite.wanadoo.fr/volaillsetcompagnie/pag e3.html, http://astrologiechinoise.astro-direct.com/, http://fr.wikipedia.org/wiki/Signes_du_zodiaque, http://www.cndp.fr/TICE/teledoc/dossiers/dossier_fabuleuse.htm, http://www.mythologie-fantastique.com/pages/ge neaustralie.htm</p>	<p>Birthdays</p> <p>Adjectives and agreements – feminine, masculine and plurals.</p> <p>Questions – <i>Quelle est la date de ..</i> <i>Parce que and à cause de</i></p> <p>Present tense of <i>aimer, préférer</i> and negatives.</p> <p>Possessives – <i>mon, ma, mes</i></p> <p><i>Sembler</i> – plus descriptions of humans <i>Il me semble que</i></p> <p>Comparisons : <i>Les humains sont comme les animaux parce que ...à cause de ...</i></p>	<p>people, places and things</p> <ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • giving reasons • expressing opinions
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<p>Pets and farm animals in different countries.</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • pets and farm animals • dogs in France. <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. personification - drawing cartoons of humans described in animal terms e.g. strong as an elephant 2. matching cartoon sketches of pets with their owners 3. skit: Australian at a restaurant next to a French woman with a dog on her lap; reactions and reasons why you think you have reacted in this manner ? 4. analysis of language and culture – type of language used in French v English cartoons: what information do these convey about cultural attitudes, stereotypes, symbolism etc 	<p>http://www.animaux-nature.com/, http://www.animaux-familiers.org/, http://www.pmaf.org/</p>	<p>Possessives –More</p> <p>Animal verbs – revision of <i>ER, IR, RE</i> verbs- <i>protéger, élever, garder, donner de la nourriture à, laver, prendre Soin de, amener à la vétérinaire, fourager, brosser la peau, couper la fourrure ...</i></p> <p>More animal nouns and classifications – <i>mammifère, carnivore, herbivore, bétail, volaille, oiseaux...</i></p> <p>Expressing feelings <i>Je pense que c'est bizarre que les français fument dans les cafés parce que...à cause de</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • identifying and asking about situations, activities and events • describing situations, activities and events • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing feelings • giving reasons • expressing opinions • expressing approval, agreement and disagreement
<p>Animals for food and animal food products. v</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • animals that are eaten for food in different countries and why • sacred animals and why • vegetarians and their reasons for this choice. 	<p>http://www.science-decision.net/cgi-bin/topic.php?topic=ESB&chapter=4, http://engerbert.blog.lemonde.fr/,</p>	<p>Animal Vocabulary</p> <p>Animal products –Giving Reasons : <i>On élève les vaches pour obtenir ..</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and

	<p>(Noticing, reflecting, comparing)</p> <p>Interaction :</p> <p>1. research on types of animals that are generally used for food in different countries</p> <p>2. research on sacred animals or those used for specific ceremonies and festivals e.g. pigs in Vanuatu, elephants in India</p> <p>3. presentation of research from points 1 and 2 to the class as a Powerpoint.</p> <p>4. analysis of language and culture – language used for veneration and ceremony; how are meanings attached to various practices, processes and the language used?</p>	<p>http://www.chez.com/lava-che/viande.htm, http://www.produits-laitiers.com/, http://www.cooking2000.com/fr/egg.htm</p>	<p><i>Être</i> in the present tense</p> <p>Expressing Agreement – <i>Être d'accord avec..</i></p> <p>Negatives – <i>Ne ...pas</i> <i>Ne...jamais</i> <i>Ne...plus</i> <i>Ne ..point</i> <i>Ne...que .</i> <i>Ne ..personne</i></p>	<p>improbability</p> <ul style="list-style-type: none"> • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • giving and responding to instructions • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing feelings • expressing approval, agreement and disagreement • giving reasons • expressing opinions
<p>Endangered Species</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • endangered species in Australia • endangered species world-wide • Case studies of endangered species – habitats, food, statistics • human attitudes towards animals <p>(Noticing, reflecting, comparing)</p> <p>Interactions:</p> <p>1. designing a poster giving</p>	<p>K L A Unit – Endangered Animals (NO DODOS) QSARN 1 – Extinct, Endangered or Vulnerable Species. Websites : http://www.horizonm.com/moussis/animaux/, http://ecoies.csdn.qc.ca/stemarie/2eannee/index.ht</p>	<p>Revision of <i>Être</i> and <i>Avoir</i></p> <p>The Immediate Future : <i>Être sur le point de ...</i></p> <p>Present tense of <i>Aller</i> The <i>Futur Proche</i> : <i>Aller plus Infinitive</i> <i>Parce que and à cause de</i></p>	<ul style="list-style-type: none"> • attracting attention • making arrangements • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes

	<p>information about an endangered animal of choice</p> <p>2. research on the importance of animals in culture eg Buddhism</p> <p>3. reading indigenous stories about animals to determine the importance of animals in indigenous cultures.</p> <p>4. matching endangered animals to specific countries or regions on a world map.</p> <p>5. analysis of language and culture – universality of animal vocabulary used across cultures; what does this tell us? advertising language: how does it work – how does it position readers? Why? .</p>	<p>m</p>	<p><i>Par comparaison à/avec</i> <i>Par comparaison avec ..</i></p> <p>Past participles as adjectives : <i>menacé, disparu, chassé, tué, introduit</i></p> <p><i>Devoir</i> – present tense</p>	<ul style="list-style-type: none"> • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • expressing interest or a lack of interest
<p>Reasons for Endangerment</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • reasons for extinction of animals • are reasons generic or country specific? <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. matching endangered animals to reasons for extinction</p>	<p>QSARN 2 – Animal Case Studies : QSARN 3 – Status Dial Grammar : SFG Chapter 3 Prepositions – Prepositions to Indicate Location or Direction to or from a Place pp68 – 70 http://geantvert.canalblog.com/.</p>	<p>Extinction Vocabulary and Expressions – <i>détruire, pouvoir</i> in present tense</p> <p>Use of present participle in describing means to do something. <i>en créant plus de parcs nationaux.</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about needs • asking for and giving directions and locations

	<p>2. case studies of endangered animals and reasons for extinction</p> <p>3. webpage design for a specific endangered animal and the reasons it is endangered</p> <p>4. analysis of language and culture: use of emotive language in French and English: how does this connect with cultural values and social variables?</p>	<p>http://www.bestioles.ca/animaux/ ;</p> <p>http://www.newscientist.com/channel/life/mg19025504.100-more-and-more-animals-face-extinction.html</p>	<p>Simple Cases of the <i>Passé Composé</i> conjugated with <i>Avoir</i>.</p> <p>Past participles for <i>ER</i>, <i>IR</i> and <i>RE</i> verbs. <i>Les chasseurs ont tué beaucoup d'animaux pour la nourriture et aussi pour leurs peaux.</i></p>	<ul style="list-style-type: none"> • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • affirming or negating statements
<p>Country-based case Studies of Species at Risk</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • country-based means of protection for endangered species • personal initiatives for protection of animals in danger <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. webquest research on what different countries are doing to protect animals</p> <p>2. watching video on the role of the RSPCA, Wildlife Warriors and answering questions</p>	<p>QSARN 4 – Species at Risk : QSARN 5 – Endangered Status ; Grammar : SFG Chapter 3 Prepositions – Prepositions with Geographical Names pp70 – 73</p> <p>http://www.notre-planete.info/, http://www.dinosoria.com/marsupiaux.htm</p> <p>Continuation of case studies on culturally important animals and the problems they face. http://www.bestioles.ca/animaux/extinction.html http://www.kidsplanet.org/</p>	<p>Simple Cases of The Immediate Future – <i>être sur de point de</i></p> <p>Simple Cases of The Near Future – <i>Aller</i> + Infinitive</p> <p>Simple Cases of Probability and Improbability – <i>C'est possible que ...</i></p> <p><i>Pouvoir</i> - Expressing Ability and Inability</p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about needs • asking for and giving directions and locations • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and

	<p>3. survey evaluation of the efforts of individual countries to preserve animals?</p> <p>4. designing a promo flyer for the “Adopt an Animal” project.</p> <p>5. analysis of language and culture – promotional vocabulary and TV show language: how is it positioning readers? What does it tell us about values and assumptions?</p>	<p>factsheets/map.html</p>		<p>impossibility</p> <ul style="list-style-type: none"> • expressing ability and inability • affirming or negating statements • giving reasons • expressing opinions
<p>Special Relationships Between People and Animals</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • special relationships between people and animals eg Steve Irwin <p>(Noticing, reflecting, comparing)</p> <p>Interactions:</p> <p>1. personality analysis – what traits did Steve Irwin have that made him the perfect wildlife warrior?</p> <p>2. class discussion of stereotypes – was Steve Irwin a stereotype ? Did this help his cause ?</p>	<p>QSARN 6 – Radio report ; Grammar : SFG Chapter 4 Numbers, Dates and Time pp84 – 93.</p> <p>http://www.lemonde.fr/web/depeches/0,14-0,39-28052678@7-37,0.html, http://www.cousteau.org/fr/, http://www.discoverychannel.fr/steve_irwin/index.shtml, http://www.discoverychannel.fr/steve_irwin/index.shtml</p>	<p>Revision of all previous grammar points for this unit.</p> <p><i>Devoir</i> in the present tense – <i>On doit préserver ...</i></p> <p><i>Falloir</i> in the present – <i>Il faut ...</i></p> <p>Expressing Hope – <i>Espérer</i> in the present tense</p> <p>Expressing, opinions, likes and dislikes <i>J’aime Steve Irwin à</i></p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • expressing and asking about likes and dislikes • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing ability and inability • affirming or negating statements • expressing feelings

	<p>3. listening to a radio report or watching a news report re Steve Irwin's activities and analyzing his approach.</p> <p>4. analysis of language and culture – language used by Steve Irwin cf Jacques Cousteau: what 'essential' version of cultural identity is being constructed?</p>		<p><i>cause de sa personnalité extraordinaire. Je pense que Steve Irwin protègent bien les animaux en créant les « Guerriers pour La Vie Sauvage. »</i></p>	<ul style="list-style-type: none"> • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining • giving reasons • expressing opinions
<p>Preservation of Species</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • Animal Preservation Organisations - the RSPCA, WWF and Greenpeace <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. listening to radio report re the activities of the WWF or Greenpeace and determining how effective these organisations are.</p> <p>2. research on the RSPCA and its activities.</p> <p>3. creating an advertisement for becoming an RSPCA volunteer.</p> <p>4. class debate – are we doing enough to help endangered species ? are some cultures better</p>	<p>QSARN 7 – Reasons for Endangerment : QSARN 8 – The World Wide Fund for Nature Animal and Environment http://www.worldwildlife.org/angered/ http://www.pour-les-animaux.de/animale.html</p>	<p>Questions : <i>Qu'est-ce qu'on peut faire..</i></p> <p>More on <i>Il faut</i> and <i>On doit</i> plus infinitive <i>Il faut sauver les animaux.</i> <i>Vous devez arrêter les chasseurs des animaux.</i></p> <p>Expressing Opinions <i>Je pense que le WWF travaille très dur pour ...mais</i></p>	<ul style="list-style-type: none"> • describing people, places and things • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing feelings • expressing hope • reacting with joy, anger, surprise, excitement • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining

	<p>at this than others? why ?</p> <p>5. analysis of language and culture – protocols of debate and formal argumentative language: what do these tell us about how different cultural groups view communication, argument, speaking identity?</p>			<ul style="list-style-type: none"> • giving reasons • expressing opinions
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ASSESSMENT FOR KLA Unit – Endangered Animals (NO DODOS)

Suggested Tasks to be conducted in the target language with an emphasis on intercultural interactions. These could be conducted as four separate assessments or a synthesising task.

Synthesising Task :

Written and oral

Case study of an endangered animal that is culturally significant to a specific country or religion. Discussion of the reasons for the importance of this animal, and its endangerment and methods that may be used to save it. Presentation of the case study to the class using Powerpoint or OHT as part of a WWF campaign to save this species from extinction. Oral presentation should focus on cultural or religious reasons why this animal should be saved.

Reading

Newspaper article about an endangered animal, identifying reasons why it might be endangered (including cultural reasons – black bears in China which are caged for their bile) and what can be done to help prevent this. Reading about extinct species, descriptions and reasons why they are now extinct (the dodo – hunted by Dutch sailors for food).

Listening

Radio report, television broadcast or video footage on reason why animals are becoming extinct and how this could be related to cultural causes eg hunting animals for their skins, for their tusks, for food and the effects of logging. Effects of introduced species – colonization (foxes and rabbits into Australia, cane toads), etc.

Intercultural

ased primarily on responses to intercultural interactions, questions and concepts recorded in a personal journal, teacher observations made during class interactions plus video and audio samples of class discussions, student personal opinions and reactions to intercultural scenarios. Where appropriate elements of the four macroskill assessments of the Synthesising Task may also be taken into consideration.

UNIT 3 – TERM 3 – KLA UNIT – THE ARTS

Subtopics	Intercultural Aspects for Discussion and Interactions	Resources	Grammar Points plus Examples	Language Functions
Telling jokes, riddles and humorous stories.	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> relation between humour and culture cultural stereotypes <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> sharing a selection of favourite jokes with the class and analyzing the basic constructs of humour analyzing jokes that reflect stereotypes or ethnicities and discussing personal reactions to these 	<p>KLA Unit – Have a Good Read and Graffiti (Field - Leisure and Recreation)</p> <p>http://www.jecris.com/blagues.html, http://www.kidadowe.com/blagues-enfants/blagues-enfants-index.htm, http://www.lirecreer.org/, http://www.momes.net/listedhistoires.htm</p>	<p>Revision of Present Tense Verbs – <i>ER. IR</i> and <i>RE</i>.</p> <p>Revision of Immediate Future – <i>Être sur le point de</i> + Infinitive</p> <p>Revision of Near Future <i>Aller</i> plus Infinitive</p> <p>Questioning ? <i>Est-ce que ...</i> <i>Pourquoi est-ce que</i></p>	<ul style="list-style-type: none"> describing people, places and things expressing and asking about wants, wishes and intentions expressing and asking about needs identifying and asking about situations, activities and events describing situations, activities and events describing and asking about routines, habits and procedures comparing expressing ability and inability affirming or negating

3. analysing French jokes – what makes them funny

4. analysis of language and culture – “joke” language and how this differs from culture to culture: what is the purpose of stereotyping? Of jokes?

!
PF – Adjectives
PF – Present Tense
<http://www.polarfle.com/>

Polar Flé Site –

Adjectives.

Analysis and Opinions
C'est amusant parce que...à cause de ...
Ce n'est pas amusant parce que....à cause de..

- statements
- expressing feelings
 - expressing hope
 - reacting with joy, anger, surprise, excitement
 - expressing approval, agreement and disagreement
 - giving reasons
 - expressing opinions

<p>Traditional stories. Oral techniques for telling a story.</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • indigenous stories (aboriginal, ni vanuatan, kanak, maori - The Dreamtime – why is it called this and what does this indicate about aboriginal culture ? (Noticing, reflecting, comparing) <p>Interactions :</p> <ol style="list-style-type: none"> 1. class discussion of topics of indigenous stories and their elements (La Lune et Le Soleil – Pentecote Island) 2. class discussion of techniques in indigenous stories – personification, simple grammatical structures, etc. 3. writing a short traditional story – picking a theme with cultural flavour 	<p>http://vizier.u-strasbg.fr/~heck/doynu.htm, http://www.linternaut.com/histoire/, http://fr.wikipedia.org/wiki/Nicolas_Baudin n, http://www.univ-lr.fr/international/australie.recherche/page28einfo/page28e12baudin/page28ebaudin.htm</p> <p>PF – Possessive Adjectives PF – Demonstrative Adjectives</p>	<p>Tenses for telling a story – all of the above plus the <i>Passé Composé</i> for <i>ER</i> verbs.</p> <p>Construction of the past participle for regular <i>ER</i> verbs.</p> <p><i>Avoir</i> in the present.</p> <p>Structuring a story – <i>caractères, thème, commencement, conclusion...</i></p> <p>Traditional stories – <i>La Lune et La Soleil</i> (Pentecôte Island – Vanuatu)</p> <p>Polar Flé – Grammar</p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • describing situations, activities and events • describing and asking about routines, habits and procedures • expressing possession • comparing • expressing possibility and impossibility • expressing obligation and duty
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	<p>and traditional elements – e.g. flora and fauna.</p> <p>4. reading a traditional story out loud – what effect does this have?</p> <p>5. analysis of type of language used in traditional stories - formal, informal and what this indicates about the culture?</p>		<p>through Crime Stories.</p>	<ul style="list-style-type: none"> • expressing ability and inability • affirming or negating statements • expressing feelings • expressing hope • reacting with joy, anger, surprise, excitement • complaining • giving reasons • expressing opinions
<p>Reading short stories for pleasure and planning a short story for writing</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • differences between stories from different countries or ethnic groups • choice of themes in ethnic stories • purposes of ethnic stories <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. a 'critical literacy' framed analysis of a traditional story, noticing lexical and grammatical choices made</p> <p>2. class discussion of point 1 – what effect does this create and how does this influence personal reactions to the story?</p> <p>3. class discussion - how can the grammatical and modal (tenses)</p>	<p>Start KLA Unit – Have a Good Read (Working with a Text) QSARN 1 – Story Map : QSARN 2 – Plot Profile : QSARN 3 – Story Webs : QSARN 4 – Cloze : QSARN 5 – Silly Sentence Flip Book : SPIRALE 2 – Module 9 – Vive le Cine ; LPI – Adjective Agreement 2 : Negative Expressions with Present : Past Participle ; ET - Review p 62 – 63 ; CM - Faire pp 22 – 24, 27 : IR Blues pp</p>	<p>The <i>Passé Composé</i> for regular <i>IR</i> verbs. Construction of the past participle for <i>IR</i> verbs.</p> <p><i>Avoir</i> in the present.</p> <p>Reading a short story for basic comprehension.</p> <p>Scanning a story and identifying specific grammar points eg underline nouns, verbs, prepositions, definite and indefinite articles.</p> <p>Describing Characters – Polar Flé Niveau Débutant</p> <p>Reading for</p>	<ul style="list-style-type: none"> • describing people, places and things • describing situations, activities and events • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • expressing possession • giving and responding to instructions • comparing • affirming or negating statements • expressing feelings • expressing approval, agreement and disagreement • complaining • giving reasons • expressing opinions <p>Negotiating meaning</p> <ul style="list-style-type: none"> • expressing understanding and

	elements of a story reveal important clues about the culture?	34 – 3 ; KPGBGWOL – Adjectives and Present Tense PF – Simple Negation	Comprehension and Questioning Practice – Polar Flé Niveau Débutant	lack of understanding • asking for and giving clarification
The Arts (Combining Literature, Music and Film)	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • history of France – The Gauls and the Romans • stereotypes – cartoon characters • subtitles and their accuracy <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1.listing historical aspects of the Asterix and Obelisk story 2. class discussion - how stereotypes can be used to create humour, how these can be used to understand – and also to trivialize - culture 3. research on the Asterix and Obelisk website (Goscinny) 4. film analysis - what filming techniques (choice of actors, music, scenes and costumes) were used to help portray different cultures ? 5. retelling the story in own words. 	<p>Film – Astérix and Obélisk – Mission Cléopâtre. Asterix and Obelisk Worksheet Adjectives. http://www.asterix.com/ http://www.linternaute.com/histoire/, PF- Prepositions for places and countries. La Brousse en Folie – Bernard Berger – stereotypes in New Caledonia.</p>	<p>The <i>Passé Composé</i> for regular <i>RE</i> verbs.</p> <p>Construction of the past participle for <i>RE</i> verbs.</p> <p><i>Avoir</i> in the present</p> <p>Subtitles for film comprehension.</p> <p>Adjectives and describing characters, position and agreement.</p> <p>Techniques of humour and satire – understatement, stupidity....</p> <p>Retelling a film story using the <i>passé composé</i>.</p> <p>Prepositions of Places and Countries.</p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing ability and inability • affirming or negating statements • expressing feelings • expressing approval, agreement and disagreement • complaining • giving reasons • expressing opinions

Graffiti and French Comic Strips – Les Fantomes, Goofy et Les Schtoupfs	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • French comics • characters, type of plot, drawing techniques, story content <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. matching common cultural stereotypes with pictures and identifying what techniques or attributes are used to stereotype people – appearance, language, country of origin? 2. analysis of stereo types used in a cultural context eg <i>La Brousse en Folie (Tonton Marcel, Dédé, Joinville and Mimine)</i> – intercultural relations 3. matching speech bubbles to stereotypical content and characters and justifying choices. 4. analysis of language and culture – the language of stereotypes; their effect and power, how extensively are stereotypes used and why ? 	<p>QSARN 1 – Street Writing : SPIRALE 2 – Module 14 – Bravo ; FOTM – Topic 5 – Around the House ; TUFRAF CD2 – CHAPTER 15 – Possessive and Demonstrative Adjectives and Pronouns ; TINTIN KP.</p> <p>http://www.tintin.com/, http://www.animes-lounge.net/, http://www.asterix.tm.fr/, http://www.bdtheque.com/print.php?bdid=714</p>	<p>Writing humorous notes.</p> <p>Combining text and picture.</p> <p>Speech bubble construction.</p> <p>Matching speech bubbles to content and characters.</p> <p>Demonstrative adjectives Revision of Possessive adjectives.</p> <p>Giving reasons : <i>On utilise les stereotypes parce que c'est un moyen de classifier les gens sans avoir rechercher trop.</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • identifying and asking about situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing feelings • expressing approval, agreement and disagreement • giving reasons • expressing opinions
Plays, Skits and the Circus	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • skits – elements • plays 	<p>Le Petit Chaperon Rouge, Qu'ils Mangent de la</p>	<p>Using the passé composé for all regular verbs and present tenses</p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when

	<ul style="list-style-type: none"> characters, illustrations, plot, scenery, stage directions... (Noticing, reflecting, comparing) <p>Interactions:</p> <ol style="list-style-type: none"> acting out simple skits and analysis of main elements analysis of cultural elements in skits and plays – what things are important to different cultures ? acting out simple charades and mimes (elements of circus) and relating these to cultural characteristics and stereotypes eg what elements would be included in miming an Australian skit of a French skit ? what would you include so that nationality was recognizable? analysis of language and culture – the language of exaggeration; its effects and purpose; do some cultures use exaggeration more? If so, how and why? do some cultures use understatement more and if so how and why? 	<p>Brioche and the Cirque du Soleil –DVD Quidam LPB Present Tense IR Regular Verbs ; LPI – Adjective Agreement 1 : Possessive Adjectives ; ET - Avoir pp 52 – 56 ; CM - Des Positions p 21 : Des Positions p 33 ; SFV Unit 7 – Entertainment – At the Theatre p198 – 199. http://lescontesdefees.fr/</p>	<p>to construct a short play of skit.</p> <p>Describing a circus scene with positions – <i>dessous, sur, dessus, avant, en arrière, derrière, a coté de, à droite, à gauche, au milieu, au centre, devant.....</i></p>	<ul style="list-style-type: none"> expressing probability and improbability expressing and asking about likes and dislikes describing situations, activities and events describing and asking about routines, habits and procedures comparing expressing possibility and impossibility expressing ability and inability affirming or negating statements expressing feelings expressing hope reacting with joy, anger, surprise, excitement expressing approval, agreement and disagreement expressing interest or a lack of interest complaining giving reasons expressing opinions
<p>French Poetry</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> concepts of poetry style, content, metre, rhythm, 	<p>Page d'écriture and La Seine by Jacques Prévoist ;</p>	<p>Techniques of poetry writing – repetition, rhyme, simile, metaphor,</p>	<ul style="list-style-type: none"> describing people, places and things expressing and asking about

	<p>subject matter, (Noticing, reflecting, comparing)</p> <p>Interactions: 1. analysis of typical themes in poetry from different countries eg French love to write about France ; what does this indicate about the French culture and nationalism, ? ; what other countries or cultures are very nationalistic – how and why ? why are there differences ?</p> <p>2. composition and reading of short poem about Australia and some of the things that are important to Australians</p> <p>3. analysis of language and culture – the significance of key words and concepts in relation to identity, culture and nationalism.</p>	<p>Alliance Francaise Poetry Competition Collection ; LCF OHTS 20 – Newspapers. http://www.mickleigh.com/children/1.html, http://www.fizzyfunnyfuzzy.com/links.php, http://www.francparler.org/parcours/poesie_pistes.htm,</p>	<p>verses, free verse.....</p> <p>Reading poetry aloud with correct emphasis and expression.</p> <p>Analyzing Poetry What works and what doesn't work ?</p>	<p>wants, wishes and intentions</p> <ul style="list-style-type: none"> • describing situations, activities and events • expressing possession • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing feelings • expressing hope • reacting with joy, anger, surprise, excitement • expressing approval, agreement and disagreement • expressing interest or a lack of interest • giving reasons • expressing opinions
<p>French magazines</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • purpose of magazines • structure of magazines <p>(Noticing, reflecting, comparing)</p> <p>Interactions : 1. looking at adolescent French magazines for features and layout</p> <p>2. analyzing the differences and similarities between French and</p>	<p>http://www.phosphore.com/ http://www.lamodefrancaise.org/fr/patrimoine/magazines.html http://www.franceser vice.com/sites_a_voir/magazines.shtml Okapi and Je Bouquine.</p>	<p>Techniques of magazine design.</p> <p>Revision of all grammar so far.</p> <p>Techniques for writing a letter to the Editor</p> <p>Techniques for writing a feature article</p>	<ul style="list-style-type: none"> • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • requesting goods and services • offering and receiving things • expressing possession • comparing • expressing ability and inability

	<p>Australian adolescent magazines</p> <p>3. writing a short magazine article 4. designing an advertisement for a youth magazine</p> <p>5. analysis of language and culture – the language of advertising and popular appeal: how does it 'persuade' young people to identify with certain versions of themselves and the world?</p>			<ul style="list-style-type: none"> • expressing feelings • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining • giving reasons • expressing opinions
<p>French pop music</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • purposes of pop music • current trends in French rap <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. listening to and analyzing the style and content of some popular French musicians and their music eg MC Solaar (black rap) ; how does this style relate to French youth and in particular their problems ?</p> <p>2. analyzing how music can incorporate culture and finding examples of this eg Peter Allen and Australian music.</p>	<p>French Playground CD (Putamayo) – Chatouiller le Ciel Avec Toi et L'Autobus à Vapeur. Revision of Present Tense Verbs and Adjective Agreements. KPGBGWOL – Perfect Tense p24 ; Grammar : SFG Chapter 5 Verbs – The Perfect Tense of RE Verbs Conjugated with Avoir pp145 – 146 Video recording of Black Rap in France.</p>	<p>Revision and continual consolidation of all grammar studied since the start of the year.</p>	<ul style="list-style-type: none"> • attracting attention • expressing probability and improbability • expressing and asking about wants, wishes and intentions • expressing and asking about needs • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • expressing feelings • expressing hope • reacting with joy, anger, surprise, excitement • expressing approval, agreement and disagreement • expressing interest or a lack of

	<p>3. researching which musical instruments are specific to which cultures.</p> <p>4. analysis of language and culture – the language of song lyrics; how it is used to portray, challenge, maintain, interrogate and alter mainstream culture ?</p>			<p>interest</p> <ul style="list-style-type: none"> • complaining • giving reasons • expressing opinions
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ASSESSMENT FOR KLA Unit – Have a Good Read

Suggested Tasks to be conducted in the target language with an emphasis on intercultural interactions.

These could be conducted as four separate assessments or a synthesising task.

Synthesising Task

Writing and Oral

Production and performance in class of a set of culturally significant items (illustrated short story, poem and skit or play) which enhance intercultural understanding of a specific topic eg. The boat people, Indonesian refugees, the Israeli/ Lebanon situation....The short story to be read aloud, poem to be recited and skit/play to be performed.

Reading

Adolescent magazine article about comparisons between French culture and those of other countries, ethnic communities in other countries (riots in France from the Maghreb population, wearing the veil in France).

Listening

TV presentation, radio program, film segment or song about intercultural matters (interview with an immigrant describing intercultural conflict

between home country and new country of residence, aboriginal story in French with focus on culturally specific content, religious perspectives of the world).

Intercultural

Based primarily on responses to intercultural interactions, questions and concepts recorded in a personal journal, teacher observations made during class interactions plus video and audio samples of class discussions, student personal opinions and reactions to intercultural scenarios. Where appropriate elements of the four macroskill assessments of the Synthesising Task may also be taken into consideration.

UNIT 4 – TERM 4 –

IN-DEPTH UNIT WITH INDICATIVE TASK – OVERSEAS TRAVEL - VANUATU AND NEW CALEDONIA

Subtopics	Intercultural Aspects for Discussion and Interactions	Resources	Grammar Points plus Examples	Language Functions
<p>French-Speaking Countries</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • diversity of French-speaking countries and colonization by France • the nature of cultural diversity: challenges, complexities. <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. research on FS countries that students would like to visit. Discussion of reasons for choosing</p>	<p>KLA Unit – Overseas Visitors (Field – The International World)</p> <p>http://www.tourisme-marocain.com/, http://www.annuaire-bleu.com/seychelles.php, http://www.tourismtunisia.com/, http://www.vanuatutouri</p>	<p>Prepositions for places and countries.</p> <p>Giving reasons : <i>On parle le français en Algérie parce que...</i></p> <p>Comparisons <i>Moins quePlus que</i></p> <p>Verbs and expressions of degree : Revision of</p>	<ul style="list-style-type: none"> • making arrangements • describing people, places and things • identifying and asking when • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • identifying and asking about situations, activities and events

	<p>these countries.</p> <p>2. discussion of effects of colonization and problems now facing France because of this of Australia.</p> <p>3. analysis of language and culture – how does the French language differ across the numerous FS countries? how does it reflect different identities?</p> <p>4. cultural personalities – Pacific and aboriginal peoples are generally reserved and shy – why? why are Europeans more outgoing? Are these ‘truths’ or ‘stereotypes’?</p>	<p>sm.com/fr/http://www.nouvelle-caledonie-tourisme.com/ncfr.htm</p> <p>Lois Cutmore’s PPT – Vanuatu and New Caledonia</p>	<p><i>Passé Composé :</i></p> <p>Immediate Past – <i>venir de plus infinitive.</i></p> <p>Directions</p> <p>Proper Nouns</p>	<ul style="list-style-type: none"> • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • comparing • expressing possibility and impossibility • expressing ability and inability • affirming or negating statements • expressing approval, agreement and disagreement • asking for and giving confirmation
<p>Reasons for Visiting Another Country</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • reasons for visiting another FS country • cultures and ethnicities • cultural stereotypes • purpose of stereotypes ? <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. listening to an account of a homestay and answering questions</p> <p>2. class discussion on the pros and cons of homestay in another country rather than going as a</p>	<p>Start KLA Unit – Overseas Visitors</p> <p>QSARN 1 – Visitors to Australia :</p> <p>QSARN 2 – Interviews with Target Country</p> <p>Visitors : SPIRALE 2 – Module 6 – Le Grand Depart ;</p> <p>Module 7 –LDDA – Vive le Canada pp 65 – 79 ; EQ2 pp113 – 126</p> <p>Holidays SFV –</p>	<p>Would like to, would not like to :</p> <p><i>Je voudrais visiter</i></p> <p><i>Je ne voudrais pas aller ...</i></p> <p>Prepositions with places and countries</p> <p>Negatives</p> <p><i>Ne...Pas, Ne ...Plus, Ne... Jamais, NeQue.</i></p> <p>Adverbs of Time</p> <p><i>Quand, pendant, lorsque,</i></p>	<ul style="list-style-type: none"> • making arrangements • identifying and asking when • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about

	<p>tourist</p> <p>3. class discussions re reasons for immigration and experiences of immigrants in w new country</p> <p>4. analysis of language and culture – intercultural issues which arise in homestay experience: challenges to norms and practices.</p>	<p>Unit 1 (At the Airport) : Unit 2 (On the Airplane) : Unit 3 (Passport Control) ; Grammar : SFG Chapter 5 Verbs – The Immediate Future p168 – 169 FFD Chapter 15</p>	<p><i>enfin</i> Immediate Future <i>Aller</i> plus Infinitive</p>	<p>routines, habits and procedures</p> <ul style="list-style-type: none"> • expressing feelings • expressing hope • reacting with joy, anger, surprise, excitement • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining • giving reasons • expressing opinions
<p>Travelling Around the Country</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • documents for traveling overseas • what to see overseas • security overseas • being homesick <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. reading travel brochures or websites and deciding on a destination</p> <p>2. giving personal reasons for travel to another country or culture – what would you want to see and who would you want to meet ?</p> <p>3. purchasing an airline ticket – how to go about this – purchasing online and through a travel agency</p>	<p>QSARN 3 – Visitors to Australia : QSARN 4 – Visitors' Descriptions ; LCF OHTS 21 – Where are You ? SFV Unit 1 – Travel – At The Train Station pp20 – 24 ; CP – Number 1 –http://www.azureva.com/australie/australie-transport.php3Holidays SFV – Unit 1 (At the Airport) : Unit 2 (On the Airplane) : Unit 3 (Passport Control) ; FFD Chapter 14 –</p>	<p>Means of Transport and Prepositions : <i>En bateau ...</i></p> <p>Travel terminology <i>Aller simple, aller et retour</i> <i>Vouloir</i> plus infinitive <i>Je voudrais acheter ..</i></p>	<ul style="list-style-type: none"> • making arrangements • identifying and asking about people, places and things • identifying and asking when • expressing and asking about wants, wishes and intentions • identifying and asking about situations, activities and events • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • comparing • affirming or negating statements • expressing feelings • expressing approval, agreement and disagreement • expressing interest or a lack of interest

	<p>4. visiting websites and investigating booking online</p> <p>5. discussion of affective domain: response to experiencing different cultural context; why do you feel this way and do you think this will this change?</p>	Transportation		<ul style="list-style-type: none"> • complaining • giving reasons • expressing opinions • asking for assistance • asking for and giving clarification • asking for and giving confirmation
Organising an Itinerary	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • list of requirements for traveling overseas • tourist attractions • culture-specific requirements – code of dress ? <p>(Noticing, reflecting, comparing)</p> <p>Interactions:</p> <ol style="list-style-type: none"> 1. writing a check list of important items required for overseas travel 2. checking visa requirements 3. reading tourist websites and deciding which in-country sites to visit. 4. reading online transport timetables and booklets - deciding which mode of transport to book and when – for what reasons ? 	<p>QSARN 5 – Visitor Profiles : QSARN 6 – Visits to Australia : QSARN 7 – Visitors’ Itineraries : QSARN 8 – Price List SFV Unit 1 – Travel – Asking For Directions pp42 – 43 ; ; SFV Unit 1 – Travel – On the Airplane pp10 – 14 ; LCF OHTS 31 – 32 (Trains and Planes, Transportation) ; SFV Unit 1 – Travel – At the Airport pp2 – 7 ; FFD Chapter 12 - Where is the Louvre ? Asking Directions.</p>	<p>More on the Immediate and Near Futures <i>Être sur le point de plus Infinitive</i> <i>Aller plus infinitive</i></p> <p>Climate : <i>En Hiver, En Eté, En Automne, Au Printemps.</i></p> <p>Climate Verbs : <i>Pleuvoir, Neiger, Venter, Briller... Faire beau..</i></p> <p>Verbs of Requirement <i>Il faut avoir un passeport pour l’entrée n’importe où.</i> <i>On doit (Je dois, vous devez) organiser un visa pour entre dans Vanuatu.</i></p>	<ul style="list-style-type: none"> • describing people, places and things • identifying and asking when • identifying and asking about situations, activities and events • requesting goods and services • offering and receiving things • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining • giving reasons • expressing opinions • asking for assistance

	5. analysis of language and culture – in-country communication as a tourist: what shifts have to be made? What strategies make this easier? How does it feel to be an ‘outsider’ rather than an ‘insider’?			<ul style="list-style-type: none"> • expressing understanding and lack of understanding • asking for and giving clarification • asking for and giving confirmation
Accommodation, Activities and Food	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • accommodation options • traditional housing • food requirements • cultural significance to food • ceremonies with food ? <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. checking websites or reading tourist pamphlets to organize accommodation 2. researching and booking accommodation online and through a travel agent 3. interpreting maps of the destination and deciding where to visit 4. interpreting bus timetables to get to and from the airport 5. analysis of language and culture 	<p>Organising a trip to New Caledonia or Vanuatu (itinerary and costing) and keeping a Travel Journal – map of Noumea/Vila ; CSF 22 – At the Station ; CSF 24 – C</p> <p>Catching the Bus LPB – Transport : Holidays ; SFV Unit 1 – Travel – At The Hotel pp47 – 56 SFV Unit 1 – Services – At The Post Office pp70 – 73 ; SFV Unit 1 – Services – A Telephone Call pp77 – 78; Tourist brochures. FFD Chapter 13 – Staying at a Hotel</p>	<p>Questioning – use of <i>pouvoir</i> and <i>vouloir</i>: Asking if assistance is required – Est-ce que je peux ...Oui je voudrais ..?</p> <p>Types of services <i>Quelle espèce d'hébergement ..</i></p> <p>Times (dates and hours) <i>Pendant quelles heures est-ce que</i></p> <p>Giving Reasons <i>Je voudrais visiter .. parce que ..</i></p> <p>Clarifying Directions <i>Excusez-moi, monsieur où est ...C'est à gauche, à coté du théâtre.</i></p> <p>Expressing feelings and</p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • identifying and asking when • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing feelings • expressing hope • reacting with joy, anger, surprise, excitement • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining

	<p>– ceremonial and formal language used in official ceremonies such as marriages, births and deaths; how do various cultures deal with such matters and what does this demonstrate about their culture ?</p>		<p>opinions – <i>Comment est-ce que les kanaks montrent leurs sentiments aux cérémonies de mort ? Pourquoi est-ce les ni vanuatans pense que les ancêtres sont partout ?</i></p>	<ul style="list-style-type: none"> • giving reasons • expressing opinions
<p>Passports, Currency, Clothing and Vaccinations</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • official travel documents • currency and exchange rates • travellers' cheques or cash • clothing • vaccinations <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. checking out tourist and embassy websites to find information about official document requirements 2. completing a passport application 3. checking exchange rates using a currency converter website 4. completing bank forms for travellers cheques 5. reading tourist information to find 	<p>SFV –Unit 3 (Passport Control) ; SFV Unit 2 – Services – At The Bank – Changing Money pp62 http://www.xe.com/ucc/ http://www.diplomatie.gouv.fr/fr/conseils-aux-voyageurs_909/pays_12191/vanuatu_12313/index.html, http://www.excite.fr/voyage/guides/australie_pacifique_du_sud/nouvelle_caledonie/Sante</p> <p>FFD Chapter 11 – Money, Money, Money</p>	<p><i>Avoir besoin de</i> in the Present Tense <i>De quoi avez-vous besoin ..J'ai besoin de ...</i></p> <p>Use of Vous and Tu.</p> <p>Questioning</p> <p>Giving Instructions,</p> <p>Directions and Information <i>Là-bas, à coté du tabac il y a un bureau d'échange.</i></p> <p>Revision of Counting Numbers and Ordinals <i>Prenez la troisième coin à droite et allez tout droit jusqu'au cinéma. Là vous trouvez la bibliothèque.</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • identifying and asking when • asking for and giving directions and locations • identifying and asking about situations, activities and events • describing and asking about routines, habits and procedures • requesting goods and services • offering and receiving things • expressing possession • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • giving reasons • expressing opinions • asking for assistance • expressing understanding and

	<p>out where the closest banks are</p> <p>6. analysis of language and culture –telephone protocols; how do these differ from culture to culture or do they? what does this indicate about attitudes to formal discussion or business.</p>	Chapter 15 – Travel Abroad		<p>lack of understanding</p> <ul style="list-style-type: none"> • asking for and giving clarification • asking for and giving confirmation • making arrangements
The Indigenous Cultures	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • local indigenous peoples in the destination country • lifestyles • expatriate populations • local customs or codes of behaviour • independence • political scene <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <ol style="list-style-type: none"> 1. research about the indigenous groups in the country of destination 2. comparison of lifestyles between indigenous groups and expatriates 3. discussion of the local customs or codes of behaviour 4. research on status of independence in the country of 	<p>Tourist brochures. ; Study of Kanak or Ni-Vanuatian culture – Patrimoine Kanak Du Musee Traditionelle de La Nouvelle Calédonie – workbook ; Real-life Language Learning in Vanuatu PPT ; DVD Welcome to Vanuatu</p> <p>http://nouvellecaledonie.rfo.fr/article22.html,</p> <p>http://www.senat.fr/ga/ga33/ga33_mono.html,</p> <p>http://www.senat.fr/ga/ga33/ga33_mono.html,</p> <p>http://www.azureva.</p>	<p>Expressions of Sentiment</p> <p><i>Se sentir</i> plus adjective or verb.</p> <p><i>Je me sens embarrassé à cause du fait que le professeur n'a pas reconnu mon père.</i></p> <p><i>Je me sens rougir parce que l'enfant a lancé son ballon au directeur.</i></p> <p>Suitable adjectives : <i>Sensible, inquieté, troublé, fâché, soumis, courageux, joyeux, surpris, très en colère....</i></p> <p>Apologizing</p> <p><i>Je m'excuse à cause du fait que je vous ai dérangés.</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • identifying and asking about situations, activities and events • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and

	<p>destination</p> <p>5. class forum on the differences between lifestyles in Australian and in the destination country. What should one be careful of?</p> <p>6. analysis of language and culture – conducting a forum or debate : what are the protocols and why are these in place ? How do forums take place in other cultures and what does this demonstrate about these cultures?</p>	<p>com/nouvelle-caledonie/index.php3</p>	<p><i>Je suis désolé parce que j'ai oublié de payer pour les billets.</i></p>	<p>impossibility</p> <ul style="list-style-type: none"> • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining • giving reasons • expressing opinions
<p>Flag, National Anthem, Languages, Souvenirs and Presents</p>	<p>Aspects for Discussion :</p> <ul style="list-style-type: none"> • souvenirs and presents • customs regulations • symbolism of the flag • the national anthem • languages – French, bislama and tribal dialects <p>(Noticing, reflecting, comparing)</p> <p>Interactions :</p> <p>1. comparisons between expressions in French, English and bislama</p> <p>2. researching the flag and describing the significance of the symbols on it</p>	<p>http://www.presidente.pf/index.php?38, http://nouvellecaledonie.rfo.fr/article20.html, http://www.ac-noumea.nc/sitevr/article.php3?id_article=116, http://fr.wikipedia.org/wiki/Nouvelle-Cal%C3%A9donie, PPT – Real-Life Language Learning from Vanuatu and New Caledonia</p>	<p>Type of Language Use in Anthems – Orders Expressions of Symbolism</p> <p><i>La défense de cochon sur le drapeau de Vanuatu représente la richesse. C'est aussi pourquoi le cochon est offert comme prix de mariage. Le vert symbolise la nature. Le noir est pour le peuple. Le rouge est pour les traditions religieuses locales comme le</i></p>	<ul style="list-style-type: none"> • identifying and asking about people, places and things • describing people, places and things • identifying and asking when • expressing probability and improbability • expressing and asking about likes and dislikes • expressing and asking about wants, wishes and intentions • expressing and asking about needs • asking for and giving directions and locations • identifying and asking about situations, activities and events

	<p>3. webquest on an artefact site to find out what kind of souvenirs to buy</p> <p>4. class discussion about the importance of the National Anthem: what is the function of symbols, icons, ceremonies? How do they connect with identity and nationalism?</p> <p>5. analysis of language and culture – formal ceremonies and local means of communication – what kind of language is used and to what effect?</p>		<p><i>sacrifice des porcs.</i></p> <p>Bislama and French (Vanuatu National Anthem) God i givim ples ia long yumi, Yumi glat tumas long hem, Yumi strong mo, yumi fri long hem, Yumi brata evriwan.</p>	<ul style="list-style-type: none"> • describing situations, activities and events • describing and asking about routines, habits and procedures • comparing • expressing possibility and impossibility • expressing obligation and duty • expressing ability and inability • affirming or negating statements • expressing approval, agreement and disagreement • expressing interest or a lack of interest • complaining • giving reasons • expressing opinions
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ASSESSMENT FOR KLA Unit – Overseas Travel

Synthesising Task :

Writing and Oral :

Webquest production of a travel flyer and travel journal with details of hotel accommodation, photos of highlights, intercultural encounters, restaurant menus, souvenirs purchased, postcards and reflections on the people and places visited. Emphasis is on intercultural encounters (indigenous event) and the ethnic groups in the country of destination. Oral presentation with Powerpoint or OHTs using format of photos from the trip accompanied with commentary.

Listening to a simplified version of the story of “Mashshiki and the Flying Women” read in French and Bislama for initial understanding of the elements of traditional story-telling, and for comparing language usage and structures in relation to culture elements and intercultural interactions.

Reading a traditional story in French from the Vanuatu/Futuna Islands region – Mashshiki and the Flying Woman. Identifying the elements of a traditional story and examining specific cultural content and concepts. Matching French with Bislama (pidgin English from Vanautu) as an exercise in comparing and contrasting the nature of the two different languages and their relationships with the cultures they represent. As this task is quite lengthy and reasonably difficult much of it will be worked on in class and students will be allowed to take the scripts home.

Indicative Indepth Intercultural Task – Personal Journal and Class Interactions

Assessment will be based primarily on:

- student responses to intercultural interactions, tasks, questions and concepts recorded in a personal journal;
- teacher observations made during class interactions and tasks;
- video and audio samples of discussions and student reactions to intercultural scenarios.

Where appropriate, elements of the four macro skill assessments may also be taken into consideration, as the assessment of each macro skill will be approached not simply from a mastery of skill perspective, but also with a view to extracting as much intercultural content as possible from exposure to different intercultural scenarios. The journal and class discussions will centre on aspects of cultural identity such as multiculturalism, personal identity, the importance of culture in determining identity and value systems, stereotyping - its purposes and associated problems - friction between cultures caused by different value systems and beliefs, and the relationships between language and culture. Wherever possible real-life topical scenarios will be used such as the Muslim image in Australia, the indigenous situation in Australia, problems of colonisation, immigrants, the Maghreb problem in France.

Review and Reflections from Personal Journal to be Presented in a Report.

Sample specific questions given for homework, with answers to be written up in personal Journal. Responses will be used to stimulate and inform class discussions. Class discussions re ILTLP Journal will occur at every available opportunity, i.e. almost every lesson. Many of these will be video or audiop-taped.

Specific questions :

- a) Is Australia a multicultural society?
- b) Do you think that this enhances the quality of life in Australia? How?
- c) What defines “typical Australian culture” for you?
- d) What kinds of things are important to the average “Australian and why ? What do we value and why?
- e) What thing are important to aboriginal, ni-vanuantan or kanak societies and why?
- f) What do Japanese, Maori, Jewish, Turkish and Indian societies value and why?
- g) Do these societies have any values in common? If, so what are they and why are these values universal ie independent of culture?
- h) How can differences in cultural values and intercultural communication create problems? Give any examples that you have seen where this has occurred in Australia e.g. the extradition of Merroti (the Solomon Islands); John Howard’s comments on the assimilation of Muslims in Australia; Sheik Hilali’s comments on women and the reaction of the moderate Muslim society in Australia.(Examples from overseas are; the Maghreb riots in France and the emergence of rap music to get attention.)
- i) Are there any examples in Australian society at present where ongoing differences in cultural values have caused significant problems to arise? E.g. Aboriginal land rights and the muslim population in Australia. Why is land such an important issue for indigenous populations in general? Are these problems real or perceived? How have these problems developed? Do you think there is a solution? Why? Why not?
- j) Why is culture so important to specific groups? What is the relationship between culture and personal and national identity? What problems arise relating to ‘insiders’ and ‘outsiders’ to cultural groups?
- k) How might we improve intercultural communication and intercultural relationships in a multicultural society such as Australia?
- l) Colonization has affected many countries (the French colonized many African, Pacific, Asian and Middle – Eastern countries; English in Australia, India, America ...). What have been the intercultural effects of such colonization? Positive? Negative? Have they enhanced or destroyed cultural identity in the colonised groups? How and why?
- m) How is our culture demonstrated in our language? Can you list several expressions which are specifically Australian in flavour (eg mate, day, sickie, jackaroo, dag, dinky-di, ute, sanga, wuss and cooee)? What effect do these expressions have when used? Who uses these expressions in Australia? Are these expressions typical of Australian speech patterns? Why do Australians use these expressions?

- n) How do songs embody culture and how do you feel when someone sings “Waltzing Matilda” or “I Still Call Australia Home”? Can you understand the words? Do they have a specific significance for you?
- o) Visit the Australian language site - <http://www.amazingaustralia.com.au/language.htm>, download some typical Aussie expressions and bring them to class. Can your classmates understand what you are saying? Why?
- p) Listen to the words of the Marseillaise and check the English translation? Why is this song so important to the French and how does it embody important principles which have become the basis of the French mentality? What does the French flag signify and how does this embody important ideas for the sense of French identity?
- q) Listen to the Vanuatu National anthem. What cultural content does it have? Research the Vanuatu national anthem and explain to the class the features of the flag that are culturally important. Can you understand why these items are so important to the ni-vanuatan people?
- r) Describe the traditional food, celebrations and ceremonies of your culture - Japanese, Indian, Jewish and Turkish. Give reasons for the significance of the celebration to the particular culture. Does Australia have any important celebrations? What are they and why are they significant?
- s) Describe several cultural stereotypes. Are these damaging or positive? What is the purpose of stereotypes? Can they be useful or are they damaging? How were stereotypes used to justify atrocities during the second world war (German – Jewish interactions)?
- t) Your studies this term have concentrated on the French-speaking Pacific countries of Vanuatu and New Caledonia. How have these studies helped to deepen your knowledge of the local cultures and broaden your perspective about intercultural understanding?
- u) When you travel overseas, what country would you like to visit and what will be your reasons for traveling to this particular country – the people or places or a combination of both and why?
- v) Reality TV now has a program called “Black, White” based on the ideas of a book “Black Like Me” by John Howard Griffin (swapping identities based on skin colour). Watch a session of the program. What do you observe about the black and white families in the show? How do they interact? Which family do you most empathise with and why?

Summary Questions:

- How has this study helped to broaden my understandings of “culture” and the manner in which culture has formed my experience and language development?
- Have my previous concepts of culture restricted or enhanced my understanding of my world ?
- How has this study helped me in better understanding myself, my values and the manner in which I handle life and the multicultural society in which I live?
- How can I continue to expand my capacity to interact in a meaningful manner with other cultures in Australia?
- Has this unit of work enabled me to better connect with other cultures?
- Has this learning experience been valuable? If so why and if so why not?

Student Performance Indicators for Indicative Task - Intercultural Language Learning (Byram and Deardorff). These performance indicators will be used to inform the assessment of the Indicative Task – Student Journal and Class Discussions.

- Defining and recognising variants of “culture” particularly within the scope of the cultures of the classroom – Australian, aboriginal, Japanese, Indian, French, Jewish .
- Observing and identifying overt cultural and intercultural behaviours particularly within the scope of the classroom cultures
- Describing and explaining personal experiences of and reactions to “overt culture”
- Deep “knowing and understanding” of basic cultural facts about target language societies e.g. classroom cultures and Vanuatu
- Describing and explaining personal experiences of and reactions to “overt culture”
- Deep “knowing and understanding” of basic cultural facts about target language societies such as Vanuatu.
- Identifying what is understood by the words “culture” and intercultural in a context of intercultural exchange
- Reflecting on personal cultural and intercultural practices and associated use of language particularly within the scope of classroom cultures.
- Comparing and contrasting overt cultural and intercultural stereotypes in different cultures.
- Examining the purpose and effect of cultural and intercultural stereotypes.
- Comparing and contrasting personal cultural and intercultural and linguistic practices with others
- Analysing and understanding the “purposes” of culture and intercultural exchange

Attitudes: curiosity and openness, readiness to suspend disbelief about other culture and beliefs about one’s own (savoir être)

Knowledge : of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction (savoirs)

Skills of Interpreting and Relating: ability to interpret a document or event from another culture, to explain it and relate it to one’s own (savoir comprendre)

Skills of Discovery and Interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction (savoir apprendre/faire)

Critical cultural awareness/political education: an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries (savoir s’engager)

Values clarification: understanding, empathy, openness, appreciation, respect (more than tolerance), engagement with other cultures

Reflection

What I learnt by participating in this project?

What worked

I learnt to explore strategies for effectively acquiring deep cultural knowledge across a number of cultures (Australian, Indian, Maori, Hebrew, Japanese and Turkish) and to develop of a variety of ways and means of encouraging students to give their own perspectives on sensitive matters without feeling awkward. This included the creation of non-threatening environments and atmospheres for students of different cultures to work closely and harmoniously together and the structuring of opportunities for all students in the group to respect the opinion of others and allow each student space to express that opinion. I learnt to use in-depth questioning techniques to probe and to draw out specifics from students re intercultural issues.

Teamwork was very important in developing an understanding of the project e.g. using state leader, other state participant, comments by other participants, the school librarian (videoing) to assist and participant feedback (Jim Dellit). I appreciated the different approaches to the project which reflected individual teachers and contexts i.e. sample outlines from other participants were quite different in style, layout and content reflecting the personalities, teaching and learning styles of the different groups. This was great as variety really helps in getting the message across. I found that I really enjoyed the challenge of this approach to language teaching because I have traveled extensively and worked overseas for 8 years, am very interested in other cultures and always looking for opportunities to expose students to richer intercultural experiences. Plenty of scaffolding was required initially to get students used to the kind of responses and discussions required. The concentration on intercultural language learning in senior years can be significantly increased as it is much easier to discuss complex intercultural issues and the language-culture connection with higher level classes.

Challenges encountered

It was difficult at first to find ways of teasing out of the subtle connections between culture and language and how this can really assist with intercultural understanding within the context of middle school and the level of the LOTE that these students have. We got around this by designing some interactive scenarios (restaurant scene and Muslim coming to dinner) to demonstrate intercultural interactions such as conflict. Then we graduated to higher-level tasks which required the integration of language and culture components into language proficiency classroom and assessment items such as preparing a travel brochure, travel journal, Powerpoint presentation, and reading a traditional story from Vanuatu in French and Pidgin and analyzing the language-culture connections in more depth. This was all based on in-depth cultural knowledge (e.g. Vanuatu-New Caledonia Powerpoint) to elicit in-depth intercultural comment. The timelines did not allow me to explore all that I wanted to (I did some of this post project) and I felt that I didn't do justice to the language and culture connection because of timelines. Therefore I prepared several additional assessment items which are very language - culture specific and am finishing these with the class now.

New questions that arose

The first questions that arose was how to adapt the content of the set readings plus additional materials (Crozet and Kohler) to expand the exemplars given at the project inservice to attempt to encompass the scope of the Intercultural Language Teaching and Learning in Practice project (ILTLP) which is huge. For me there was a big discrepancy between the outline and what the project eventually became. The project was much bigger than the examples given and it became difficult in the time frame to design and complete activities and tasks. As it grew in size it became progressively more complex and time-consuming. Now my project bears almost no resemblance to the original idea and I think that this is because it was not explained in sufficient detail initially. It was also hard to pin down the task and think about what was really required in a succinct fashion. I knew what I wanted from the students – honest and open discussion about intercultural issues, how these impact on our relationships and the connection between language and culture but had to find ways of facilitating this. I became progressively more comfortable about rating students on the affective skills required for intercultural language learning after wondering how on earth I was going to achieve this. I liked the relevance and simplicity of the intercultural criteria of Deardorff and Byram and used these in conjunction with the personal and group reactions, responses and information given by the students in class discussions and video sessions.

What changes did the intercultural focus necessitate in my program planning, teaching and assessment?

- Gaining permission and information from students took a little time and so videoing was a little delayed
- Juggling lesson time and times to allow for adequate class discussions and videoing students
- Allowing significant portions of lessons for intercultural discussion without jeopardizing the language content
- Scheduling homework time for several weeks to allow sufficient opportunities for students to write responses to intercultural questions
- Ensuring that the same level of language was maintained while focusing on in-depth intercultural discussions. Did in-depth language revision at the end which normally would have occurred all the way through but didn't happen due to project timeline constraints and availability of video camera.
- Adapting language usage to communication about cultural aspects which may not necessarily fit previous models.
- Changing from studying culture to studying intercultural interactions in more depth.
- Lots of time/research needed to find or construct texts rich in intercultural language learning opportunities and still linguistically simple enough to be understood by middle school students
- Adapted reading, writing, listening and speaking tasks to concentrate on the linguistic aspects of intercultural interactions but did not get time to finish these within the project time constraints
- Already had prepared a PPT on Vanuatu and New Caledonia which was presented at State and National conferences in 2006. Adapted many of the materials in the PPT for the purpose of this project.

What impact does the intercultural focus have on student learning ?

- Students excited about investigating intercultural issues in greater depth and in particular the relationships between language and culture

- Increased student understanding of how important culture is and the impact that intercultural interactions can have on relationships
- Most students felt that the intercultural language learning and teaching project enhanced their capabilities to appreciate other cultures and to interact intercultural at a deeper level.
- Students felt that intercultural language learning and teaching was particularly relevant for this high school which has an international student component and celebrates a special week with multicultural activities every day but should be taken on by a wider range of schools
- Instances where students did not feel any great differences or changes in attitude were when they had already experienced significant intercultural exposure because of ethnic background.
- Increase in intensity of language study as the connections between language and culture become more evident and students participate in intercultural interactions which highlight the differences and similarities between cultures.
- Students drawn closer together and “non-Australian” group had the opportunity to talk about their cultures freely. Seemed to really loosen up the class and create a relaxed atmosphere during discussions. Some students very keen to share experiences at every available opportunity.

What recommendations would I make to others about implementing intercultural language learning?

- Do background reading on intercultural language learning to immerse yourself in the concepts
- Get advice from an experienced teacher
- Sit in on lessons in an intercultural language learning classroom
- Attend in-services Intercultural language teaching and learning in practice (ILTLP)
- Investigate ways of incorporating intercultural language learning into the classroom
- Get outside personal comfort zone to experiment with different approaches to language teaching and learning
- Regular personal reflection and fine-tuning.
- Regular consultation and discussion with other teachers
- Be gentle with yourself and your students
- Look for intercultural language learning resources e.g. the QLD LOTE Centre
- Use the internet for the excellent tourist websites
- Adapt what you already have as far as possible.
- Know your state and national LOTE frameworks well and work within them
- Keep a balance between language learnt and intercultural content.

Annotation of Student Work for Indicative Task (Student Journal, Cultural Scenarios and Video Sequences)

Sequences are:

1. Class discussion of typical stereotypes, their uses and their implications
2. French Restaurant Scenario – role plays with Australian visitor, French lady (smoking and dog) and waiter
3. Ni-vanuatuan traditional story – The Sun and the Moon and its relation to other indigenous stories
4. Collective value of this study? Beneficial or not?
5. Reasons for and effects of colonization on indigenous cultures – good or bad ?
6. Arrogance of many developed countries towards developing countries
7. Purposes of slang – study of Australian slang, its impact, inherent culture, humour and cheekiness plus lack of sophistication and what this indicates about Australians and their attitude to life
8. National Anthems and national songs (Advance Australia Fair, Waltzing Matilda, Give Me a Home Among the Gumtrees, La Marseillaise, the Japanese National Anthem, Hava Nagila - their purpose – do they embody our cultures and if so, how?)
9. Knowledge of culture prior to this study – restrictive or enhanced? Since the study?
10. Individual Interviews re students' reactions to the project
11. Traveling to and living in other countries.
12. Scenario with a Muslim friend invited to a friend's place for dinner and cannot eat pork

Observations of Students

- Discussion of intercultural aspects with sensitivity and maturity
- Many wrote very detailed comments in their personal journals carefully annotating reactions and responses.
- Generally really enjoyed the intercultural discussions and were sorry when filming stopped
- Quite exhausted by the end and felt "all-video-ed out"
- Students felt that intercultural studies would assist them with befriending international students in future more than they had in the past.
- Broad range of cultural issues discussed because of the range of ethnic groups in the class – Japanese ; Jewish ; Muslim ; Hinduism plus indigenous belief systems such as Maori, Aboriginal, Ni-Vanuatuan and Kanak.
- Little hesitation about sharing aspects of cultures with the group.
- Potentially sensitive topics were enlarged upon freely (Muslim issues in Australia, Sheik Hilali, German superiority of Aryan races, etc)
- Extended much of the discussion with topical, interesting and amusing additions of their own such as The Kumars at Number 42, The USA reality TV show Black, White, South Park, One Nation Party and White Australia Policy.
- Added own touches to videoing sequences
- Seemed very focused on the idea of stereotypes

Quotable Quotes from Students

Intercultural Relationships

- “People create their own problems if they don’t attempt to understand other cultures.”
- “Advanced civilisations should respect those that are not as advanced and for the original peoples of a country.”
- Bumper Bar sticker – “Australia ? We love it. If you don’t – Leave !”
- “It’s OK to laugh at your own culture but you don’t have the right to laugh at others’.”
- “Every culture puts down other culture to a certain extent.”
- “In war, the only way you can psychologically justify killing another human being is by not making them human anymore.”
- “Culture gives nations a means of expressing themselves and differentiating themselves from other countries.”
- “Culture is just a tool people use to identify themselves from others. It is also a justification to feel superior to fellow human beings in the knowledge that their culture is right and everyone else is wrong. Culture is another reason for human beings to kill each other for the sake of exterminating a rival culture. To me, culture represents, “We’re better than you!” ethics due to either their faith and/or colour of skin.”
- “I think that multiculturalism is a great thing as it allows us to interact and experience difference. It means we can learn from other cultures and not just one single culture. Imagine how boring it would be if everyone had the same beliefs, looks and basically were the same! Multiculturalism is a good thing and if everyone accepted that it would be a better world.”
- “Throughout time, people have used their culture to eradicate another.”
- “I’m fine with multiculturalism except with one part of it – political correctness. I wish the days would return when I could sing “Baa, baa, black sheep” without being called racist. Black’s a colour, is it not?”

Stereotypes

- “It takes two people to make a stereotype. Narrow- minded people will never let go.”
- “Stereotypes were created by narrow-minded people who think that all people from a different country are all the same.”
- “Stereotypes serve the purpose of generalising a complete culture or country.”
- “Once certain people get an idea about different cultures through stereotypes it is hard to convince them otherwise.”
- “Stereotypes can arise because a person or group from one culture is/are too lazy to see beyond a few aspects of another culture.”
- “Stereotypes can be down-right insulting. If you haven’t gotten to know the culture you’re stereotyping, then don’t stereotype.”
- “Stereotypes are a damaging thing because when people from other countries don’t know anyone from that nationality they automatically assume that all members of that country act and behave in that manner.”
- “Stereotypes develop when we are unable or unwilling to gather information on certain “things”. Therefore we fill in the blanks with our own assumptions.”
- “In using stereotypes we create more problems than there actually are.”

Improving Intercultural Relationships

- “We can improve intercultural relationships by educating the community about cultural differences and encouraging people to interact with those from other cultures.”

- “Multiculturalism can be a good thing because we have the opportunity to meet people from all over the world. It can be a bad thing sometimes when racism occurs and many people are hurt physically and mentally.”

Indigenous cultures

- “Indigenous cultures are so much more than wearing grass skirts. Tribal people seem to have a very strong sense of culture.”
- “Cultures are a way of life for an entire society. It includes codes of manners, dress, language, religion, rituals, norms of behaviour and systems of belief.”
- “Traditional stories can have morals or important lessons we need to learn.”
- “Developed countries should put their egos aside and try to reason with indigenous cultures.”
- “Traditional stories give you an idea of what a culture’s people grow up believing and create a reality that they can feel a part of.”
- “The Aborigines aren’t like other Australians because material possessions aren’t important to them, they value morals and family more. Other communities could learn a lot from the Aborigines.”
- “By learning about different cultures we also learn more about our own.”

Course Evaluation

- “What we have discussed is amazing. I’ve never talked about these issues in such detail before.”
- “This course has gone way beyond interesting.”
- “In future I will look at people for who they are and not just what their culture is.”
- “This course makes you think about other cultures and how they basically can be just like us.”
- “Now I feel that I can communicate with other cultures when I want to and not just when I have to.”
- “It’s important to study other cultures to develop a respect for them.”
- “I am now really aware that some things which I consider to be OK could really offend in another cultural setting.”
- “Not as many people interact with others culture as they could.”
- “By discussing what other cultures believe and how we feel about this we discover what we believe.”
- “My views have changed a lot about all different cultures. I have realised that stereotypes are really damaging and usually quite untrue. I now value people more than I did before and give them more thought and consideration. I now also take my traditional sites and my values much more seriously and now I am trying to take into account other people’s beliefs and values.”
- “The things we’ve talked about provide us with knowledge of other cultures and helps us separate the fact of cultures from the fiction.”
- “I do not think this unit has actually enabled me to better connect with other cultures, however it has certainly taught me to change my way of thinking and also it has given me the opportunity to mingle and socialise with other cultures as well as my own.”

- “Valuable course? No, not really because I have come from a multicultural country, I had already learnt to connect with other cultures.”

Evaluation of Student Work

Personal Journals and DVD segments (Intercultural Responses to questions)

These were very effective from the perspective of getting students to:

- reflect seriously on intercultural issues and to document these
- notice their own reactions to intercultural scenarios and analyse them
- compare different cultures and their modes of operation
- comment on how language is interconnected with culture and vice versa
- evaluate the importance of cultural influences such as stereotypes
- investigate the reasons for cultural conflict and possible solutions
- put themselves in the shoes of other cultures and understand how they feel
- observe differences and similarities between cultures and the reasons for these
- delve deep into the cultural mixes in the classroom – Japanese, Turkish, Jewish, Indian, Maori and Australian (including aboriginal) with view to a deep appreciation of the differences and similarities between them.
- develop a strong sense of their own cultural identity and understand how this defines them

Language Skills and Intercultural Responses

Oral Powerpoint Presentations

As part of their synthesising tasks, students were asked to present a short Powerpoint oral of a trip to Vanuatu with an emphasis on cultural experiences and interactions. This was an effective way of getting them to reflect on their study of Vanuatu (particularly the indigenous peoples and their customs) and of noticing, reflecting about and comparing nivanuatan culture with those in the classroom while utilising the French language.

Written Travel Journals and Tourist Pamphlets

As part of their synthesising tasks students were asked to design a travel pamphlet and write a travel journal describing their experiences on a trip to Vanuatu with an emphasis on cultural experiences and interactions. Once again, this was an effective way of getting them to reflect in French on their study of Vanuatu (particularly the indigenous peoples) and of noticing, reflecting about and comparing nivanuatan culture with those in the classroom.

Reading and Listening Tests

As part of their assessment students listened to a traditional story in French from Pentecost Island in Vanuatu and read the same story in French and matched this with a version in Bislama, thereby comparing the languages and their different styles with an emphasis on cultural experiences and interactions inherent in the characteristics of the languages.