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CURRICULUM ELEMENTS

Foundation

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| **Year level description** |
| In Foundation, French language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in French through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of French language. They participate in shared listening and viewing of texts that represent French and French-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create French texts, with support. They identify that French and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in French  AC9LFF01 | * introducing themselves and responding to greetings, for example, *Comment t’appelles-tu? Je m’appelle … Ça va, Émilie? Ça va (bien), merci.* * using formulaic French phrases for everyday interactions such as thanking, apologising and offering wishes or congratulations, for example, *Merci! Oh, pardon! Bon appétit; Bonne fête! Bravo!* * singing rhymes, action songs and raps such as *Tourne, tourne petit moulin*; lullabies, *Fais do-do* and counting songs, *Un éléphant qui se balançait* * using French for everyday routines such as roll call and for opening and closing lessons, for example, singing *Bonjour, mes amis/Au revoir, mes amis; Présent(e)!* * responding to instructions or directions through actions, gestures or verbal responses, for example, *On fait un grand cercle; Lève-toi, Regardez-moi, Écoutez, Doucement!* * listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding * performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning * using some French words and expressions in English conversation when it feels appropriate, for example, *ah* *bon …, voilà, pardon, merci, attention!* and noticing changes in their behaviour, voice or body language when speaking French * sharing and interpreting simple expressions and songs with friends and family, for example, singing *Joyeux anniversaire* and using appropriate greetings such as *Salut, Bonsoir* or *Félicitations!* for different times or occasions * drawing and/or labelling classroom objects and aspects of daily school routines such as *la récréation* and *le sport*, and tracing captions or attaching word bubbles to the pictures | |
| explore, with support, language features of French noticing similarities and differences between French and English  AC9LFF02 | * singing French alphabet and number songs and noticing that French has the same alphabet as English, but the letters have different sounds * reproducing the sounds and rhythms of French by reciting, repeating after, and imitating the teacher, chants and rhymes * exploring the intonation patterns and understanding the difference between statements, questions and exclamations * using French versions of spontaneous exclamations or interactions such as *Aïe!* instead of ouch! and the language for play with friends, *Vas-y! Bravo! Cours! À moi!* * exploring the facial movements involved with making sound blends in English and French * exploring and comparing familiar onomatopoeia such as animal sounds *ouaf ouaf* (woof woof) and *groin groin* (oink oink) * noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, *Un bisou, papa! Je t’aime ma puce* and exchanges with unfamiliar adults, *Bonjour, Madame, comment allez-vous?* * recognising that some French words are used in English such as *menu, chef, ballet, croissant, chauffeur* | |
| explore connections between language and culture  AC9LFF03 | * sharing ideas and experiences of learning the French language * noticing that French is spoken in many different places in the world apart from France * placing France and French-speaking countries on a world map and adding the countries represented in the class * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia * noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians * comparing aspects of Australian and French children’s lifestyles (playing games, buying and eating food, interacting with family members, etc.) such as school canteen meals or daily greetings in the family * noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages, ways of celebrating or talking that may not be familiar to other people * exchanging ideas, feelings and understandings of language and culture through play-based experiences such as dress-ups, puppets, and pretend cafes, French shops such as *la boulangerie* and market stands * playing and engaging with cultural items such as Euros, postcards and realia from French-speaking countries | |

Years 1–2

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| **Band level description** |
| In Years 1 and 2, French language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in French to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore French-speaking communities in Australia, France and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between French language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in French** | | **Years 1–2** |
| **Sub-strand: Interacting in French** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LF2C01 | * introducing themselves, for example, *Comment t’appelles-tu? Je m’appelle … et toi? Ça va bien? Ça va très bien, merci et toi?* and responding to greetings using cultural gestures when appropriate, for example, kissing both cheeks when greeting friends and relatives, or shaking hands * responding to basic classroom instructions using simple imperative verb forms, for example, *Viens ici! Écoutez bien! Écrivez votre nom.* * using simple descriptive or expressive statements to describe themselves and to express likes, preferences or feelings, for example, *Moi, j’ai cinq ans; Je suis australien; J’aime le sport; Je préfère la danse; Je suis très content.* * responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, *C'est qui? C’est Maman. Qu’est-ce que c’est? C’est une chaise. Où est …? Il est … C’est un chien? Oui. Non … C’est un chat!* * using formulaic French phrases for everyday interactions such as thanking, apologising, and offering wishes or congratulations, for example, *Merci beaucoup! De rien. Oh, désolé(e); Bon anniversaire!* * using phrases and simple statements to comment on photographs to exchange simple information with their classmates * using puppets to perform role-play greetings, classroom language and instructions, and exchange information about self * exchanging cards for special occasions | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LF2C02 | * reciting an expanded range of action songs and raps with greater independence * using classroom labels or word walls to participate in play-based experiences, for example, using words such as *la porte, la fenêtre, le jardin* to make a house with blocks or using pretend food items to make *la cantine* * playing hide and seek with classroom objects, for example*, Où est le crayon? Sous la table ... Dans le tiroir ...* * participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative and negative responses, for example, *Tu as un sept? Oui, voilà! Et toi, tu as le jaune? Non, j’ai le vert.* * taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as *Au marché - Donne-moi deux pommes, s’il te plaȋt; Donne-moi deux pommes et trois carottes; Voilà/voici … merci; C’est ton tour*. * adapting familiar outdoor games such as Simon Says, Fruit Salad, What's the Time Mr Wolf, Hopscotch into French, for example, *Jacques a dit* * taking turns to be a fitness instructor for classroom body breaks, using the imperative to give instructions, for example, *sautez, marchez, tournez, à gauche, à droite* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LF2C03 | * recognising and assigning symbols, titles, words and labels to classroom items and resources or personal possessions such as *la table, le livre, l’ordinateur, la carte* * identifying key words and points in a variety of texts, for example, *Les trois petits cochons, Le petit chaperon rouge, Les amis de la ferme* or *Raconte et Chante*, rhymes or songs * using intonation and visual cues such as gestures and facial expressions, images, contextual clues to assist understanding meaning in context * recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in French and the language(s) they speak at home * making connections between information in written texts and images, for example, naming toys and games in catalogues such as *Jouets pour les tout-petits*, selecting and listing items and prices * responding to games or songs with actions, for example, *Tête, épaules, genoux, pieds* * retelling a story or information by creating a storyboard * miming, drawing, pointing, clicking or dragging to show understanding of key points in a range of spoken, written and multimodal texts * responding to texts by sequencing pictures and simple text in the order that events occurred | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LF2C04 | * differentiating between familiar and formal language, for example*, Bonjour Madame! Comment allez-vous? Salut Jacques! Ça va? Merci beaucoup, Monsieur; Salut, Annie! Bisous!* * understanding language for classroom instructions and routines, for example, plural form for the whole class * noticing formalities in France or French-speaking communities such as handshakes or standing up to greet a visitor to the classroom * noticing language associated with interactions, for example, the use of first names in Australian or American English compared to the use of titles and family names in French-speaking communities * noticing hand gestures, intonation patterns and facial expressions that accompany some expressions in French, for example, noticing shrugs or exclamations such as *Bof! Mais non! Ouf! Oh, là là!* * noticing cultural meaning in expressions such as *le goûter, la rentrée* or *la bise* | |
| **Sub-strand: Creating text in French** | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LF2C05 | * creating a mini autobiography using simple text and photographs, pictures or drawings * creating a print or digital glossary of new French words and phrases with accompanying drawings, pictures or photos * performing poems, rhymes or simple stories such as *Le Navet Géant* or *Boucle d’Or* *et les Trois Ours* that include repeated phrases and rhythms to emphasise key points, for example, chanting *Au Loup!* * matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia * making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, *Il est magnifique! J’adore Minou! Elle est sympa!* * creating stories, rhymes and songs through drawings or using digital tools using simple or complex sentences and captions * using simple questions and statements for interviewing a classmate and creating a student profile about them, for example, *Tu t’appelles comment? Tu as un animal chez toi? Tu aimes les fraises? Tu es grand?* * using puppets, gestures and props to retell stories * creating a display wall with pictures and captions retelling the main events of a class excursion or event | |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and imitate the sounds and rhythms of French  AC9LF2U01 | * recognising that every language has its own words and sounds to make meaning by sharing sounds of the languages represented in the classroom * clapping or drumming the rhythm and intonation of French statements, questions and exclamations such as *Comment t’appelles-tu? Je m’appelle …, Qu’est-ce que tu prends pour le petit déjeuner? Un pain au chocolat* * understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations such as *Le chocolat chaud, Le chocolat chaud? Le chocolat chaud! Tu as 6 ans. Tu as 6 ans? Tu as 6 ans!* * building phonic awareness by experimenting with sounds, focusing on those that are initially difficult such as ‘*u*’ (*tu*), ‘*r*’ (*très rapide*) and *‘-ion*’ (*attention!*) and listening closely to distinguish between sounds such as *bon, bien, beau* or *chien, chat* and *champ* * imitating the pronunciation, phrasing and intonation of French songs, nursery rhymes and tongue twisters such as the *virelangue – les chaussettes de l'archiduchesse sont-elles sèches, archi-sèches*? * recognising the nasal sounds in French, for example, ’*on*’ in *mon* and ‘*an*’ in *dans* * noticing the possible confusion between how ‘g’ and ‘j’ are pronounced in English and French * noticing how the letter ‘h’ in French is always silent, but can act as a vowel or consonant * noticing sounds at the end of certain French words that are unspoken, for example, *chat/chats, riz, deux, cahier* * recognising basic sound blends in French and how these may differ from English, for example, ‘*ch*’ in *château*; ‘*ille*’ in *famille* | |
| recognise that the Roman alphabet is used to construct meaning in texts in French  AC9LF2U02 | * becoming familiar with the French alphabet, noticing similarities to and differences from English, for example, *double-v, i-grec* * recognising that French uses the Roman alphabet like English, but unlike English, French has accent marks * noticing that the use of accent marks can change the sound of letters, for example, noticing that a cedilla makes a ‘*c*’ sound like an ‘s’ – ç, and the use of acute and grave accents * recognising familiar words and phrases in French texts that look, sound and have the same meaning in French as in English * exploring the similarity to English of the French subject+verb+object structure such as *Je mange la pomme; Tu as le cahier.* * noticing that there are different types of texts such as picture books, nursery rhymes, tongue twisters, lists, signs, etc. * recognising that French uses lower case for days of the week and months of the year and the date, for example, *dimanche, juillet, Aujourd’hui c’est le lundi 2 janvier*. * noticing that French uses definite and indefinite articles in singular or plural forms such as *une fille, le concert, les croissants*, including the l’ form for nouns beginning with a vowel or the letter ‘h’ such as *l’hiver, l’école*; and *un chapeau, une chaise, des amis* * developing the use of appropriate pronouns to identify people, for example, *Je m’appelle Adam, et toi, tu t’appelles comment? Comment allez-vous?* | |
| notice that French has features that may be similar to or different from English  AC9LF2U03 | * noticing that French and English use punctuation conventions such as full stops, capital letters, commas and question marks * noticing that adjectives usually follow the noun in French, for example*, le chien* ***noir****, le papillon* ***rose***, whereas adjectives usually precede the noun in English * becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives such as *le chien, la maison, le petit garçon, la petite fille, le copain, la copine* * developing number knowledge and identifying the similarities and differences in using cardinal and ordinal numbers, for example, using ordinals throughout the month in English but only for the first of each month in French, *le premier mars, le 2 juin* | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| notice that people use language in ways that reflect cultural practices  AC9LF2U04 | * understanding that the world has many different languages * noticing that many languages from different parts of the world are spoken in Australia and may be represented in their classroom * recognising that French is spoken in many places around the world and using a print or digital world map to highlight Francophone countries * exploring symbols used by First Nations Australians and those used in French-speaking communities in a range of contexts, for example, finding out what the symbols on flags represent * understanding that learning French involves ways of using language that may be unfamiliar, for example, using *merci* when refusing an offer, and understanding that some ways of behaving and thinking may be unfamiliar, such as the importance of food in some family and regional traditions or ways of expressing or describing feelings or relationships * comparing gestures to convey different messages, for example, pointing to their eye and saying *Mon œil!* in French meaning that they think someone is not telling the truth * recognising that cultural aspects like music, dance, food, celebrations and games are connected to culture, for example, eating pancakes on *Mardi Gras*, making *la bûche de Noël* for Christmas * recognising that languages have words borrowed from other languages, and that many French words are used in English and many English words are used in French such as *le weekend, le parking, le cowboy* | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, French language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use French to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore French-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating French language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed French language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use French language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of French language. They demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in French** | | **Years 3–4** |
| **Sub-strand: Interacting in French** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LF4C01 | * initiating and exchanging greetings, offering wishes for particular occasions, situations or times of day in formal and informal contexts, for example, using *Bonjour, Madame Patou, comment allez-vous? Salut, Nicole, ça va? Pas mal, et vous? Bonne nuit, Papa! Bonjour, Messieurs; Bonne fête, Hafiz! À demain, Mademoiselle; À bientôt! Bonne année! Bon courage!* * responding to instructions, asking for help or clarification, for example, *Encore une fois; montre-moi; chantez plus fort; regarde les photos, écoutez, écrivez/tapez la phrase; Pardon/Excusez-moi Madame/Monsieur, je ne comprends pas; répétez, s’il vous plaȋt; j’ai une question, j'ai besoin d'aide.* * using print or digital photographs, short videos or recordings to exchange and respond to information about self, family, friends or interests, for example, *J’ai deux sœurs et j’ai un frère, Je suis fils/fille unique; J’aime le sport et voyage, mais j’adore la musique! Et toi, parle de ta famille, ... Raconte-moi ...* * expressing likes and dislikes, for example, *J'aime le chocolat mais je déteste le fromage; il aime la classe de musique mais il n'aime pas le cours de sciences.* * using common responses to frequently asked questions or comments, for example, responding with *très bien, voilà, oui, bien sûr, d’accord, hein, Bah ... oui!* imitating modelled intonation and stress patterns * using cohesive devices, such as the conjunctions *et, mais* and *ou* or interjections as fillers, for example, *ah bon … voilà … eh bien … alors …* to enhance interactions * experimenting with gestures when performing role-plays such as when praising each other, for example, *Super! Pas mal. Bon travail! Excellent! Bravo!* or shrugging or making a *c’est fou* or *chut!* gesture to enhance interactions * exchanging simple correspondence with peers such as notes, invitations or birthday cards in print or digital form | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LF4C02 | * asking and answering questions relating to concepts such as time, place or number, including days of the week, months, date and seasons, for example, *Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd’hui c’est vendredi? Non, c’est jeudi; Quel temps fait-il aujourd’hui? C’est l’hiver, il fait très froid.* * introducing French currency, Euros, to purchase items (magazines, fruit, vegetables, etc.) at an imagined market or shop, for example, *Ça coute combien? C'est cinq euros. Le vélo noir/la bicyclette noire, c'est combien? 1 kilo en plus, s'il vous plaȋt. Vingt grammes de ... moins ...* * working together in collaborative tasks such as designing a poster for a specific event, creating a picture book or word wall, and sharing decisions about content, vocabulary and design, for example, collaboratively deciding *ceci ou cela? Qu’est-ce que tu préfères? Là ou là? petit ou grand?* * giving and following directions and plan directions such as *À gauche! Tout droit! Prends la première rue.* * playing games that involve active listening, memory, information exchange and negotiating turns, for example, *C’est à toi? Oui, c’est à moi. C’est ton tour. C’est mon tour.* * praising each other, for example, using *Super! Pas mal. Bon travail! Excellent! Bravo!* when working collaboratively on class tasks that require following instructions such as cooking activities or other step-based activities such as a craft activity | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LF4C03 | * responding to a story, song, cartoon, comic or simple narrative by retelling, re-enacting the main events or taking on the role of a character or matching pictures and descriptive statements * listening to short spoken texts with some unfamiliar language and identifying points of information, for example, discovering the name and number on a recorded phone message, the age of a child being interviewed or identifying some items on a recorded shopping list or information in a weather report from a French-speaking location * responding to simple notes, invitations, birthday cards, etc. in print or digital form * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in French * locating information about activities in a French school context such *as l’emploi du temps, la lecture, l’orthographe, le vocabulaire, les mathématiques* and comparing with their own daily schedule * reading simple narratives and responding to images that evoke positive or negative emotions, such as affection, sadness or anger, and making connections with their own experiences by using stem statements such as *Je suis fou/folle quand …; Je suis content(e) si …; J’ai peur de …* * collecting and using favourite exclamations, words or expressions from texts such as *Terrrrible! Ça y est! Pas vrai! Quoi de neuf?* * collecting information from print or digital sources about topics of interest such as favourite animal species, for example, *les animaux domestiques/sauvages*, and creating a display with names and appropriate adjectives * viewing an imaginative text, listening for key words and phrases, responding to questions about characters and events * discovering and exploring print or digital maps of Australia to identify historical names or places with a French connection, for example, Recherche Bay in Tasmania; Esperance in Western Australia; La Perouse in Sydney |
| develop strategies to comprehend and adjust French language in familiar contexts to convey cultural meaning  AC9LF4C04 | * learning to use a dictionary to find unknown words in texts to assist comprehension * using multimodal resources to build vocabulary to describe actions or feelings by accessing and presenting information of interest such as *les fêtes d’anniversaires, les vacances, les copains* * responding to factual and imaginative picture and digital books, short-scripted plays or animations that use familiar French words by creating a class display of the key information and providing a glossary of new words and expressions * collecting and using French words and expressions that do not translate easily into English such as *Bon appétit, bon voyage, voilà! chic!* * engaging with a familiar story and writing or acting out a plausible different ending, using new words, expressions and gestures to convey key messages of the story * refusing an invitation politely, without offending, using formulaic and modelled expressions, for example, *Je voudrais bien mais …, désolé(e), malheureusement …* |
| **Sub-strand: Creating text in French** | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LF4C05 | * using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features such as *Je suis australienne et grecque, je suis sportive, je suis courageuse, je parle anglais et grec, j’ai beaucoup de cousins*. * making a list for the ingredients and quantities for a simple recipe such as *crêpes (200 grammes de farine, un verre de lait*, etc.) using the imperative verb forms *ajoutez, mélangez, versez, servez* for the recipe * creating and performing alternative versions of stories or action songs using voice, rhythm and gestures to animate characters, or using support materials such as drawings or story maps to create visual context * creating simple descriptions in French and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * creating their own instructional or procedural tasks such as designing treasure hunts, *Où se cache le trésor?* * creating short imaginative texts designed to amuse or entertain, for example, creating fantasy stories featuring imaginary creatures with names created out of 2 or more real animal names such as *le chevaloon, le lapinat, les moutaches* * using a map of France or a French-speaking country, and props to record and present *La météo. À Paris, il fait chaud. À Nouméa, il pleut. Prends un parapluie aujourd'hui.* * creating a class profile, chart or database using multimodal resources about likes, dislikes and interests *(les sports préférés, les plats de choix*, etc.), and checklists, surveys or question cues such as *Tu préfères le brie ou le camembert? Combien de …? À quelle heure ...?* * presenting a visual presentation with captions about daily routine using formulaic reflexive verbs, for example, creating captions such as *Le lundi, à sept heures je me lève*. |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of French to form words and phrases  AC9LF4U01 | * creating an alphabet bank, collecting words that begin with each letter such as *‘h’: l’hiver, l’homme, l’hôtel; ‘m’: mai, mardi, le mouchoir; ‘p’: le pain, Papa, le poisson* * recognising and practising the most common vowel sounds such as *‘ou’ – vous, jour; ‘oi’ – toi, voiture; ‘on’ – bonbon, mon; ‘ai’ – aimer, j’ai; ‘ain’ – train, demain* and ‘*eau’* – *château, beau* * understanding how changes in voice and body language can change the meaning of words, for example, *Tu aimes les devoirs?* (simple question); *Tu aimes les devoirs!* (expressing surprise, disbelief); *C’est mon petit frère* (statement); *C’est mon petit frère!* (pride); *Tu peux commencer* (permission); *Commence!* (instruction) * understanding that some letters blend to make single sounds such as *‘ille’, ‘eau’* or *‘qu’* * observing differences in pronunciation of word endings shared with English such as *‘-*tion*’* and *‘-*en*t’* in *attention, situation, commencement, accident* * recognising that certain French letters, accented vowels and combinations of letters produce the same sound in French such as *‘é’, ‘ez’, ‘er’* and *‘ç’* and *‘s’* * noticing that the letters ‘k’ and ‘w’ are rarely used in French and usually occur in loan words * recognising that some final consonants in French words are usually silent such as *le rat, le tapis, vert, chez*, and some are usually pronounced such as *chic, actif* | |
| recognise French language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LF4U02 | * using an increasing range of adjectives, including *bizarre, magnifique, formidable*, and additional gender forms and agreements such as *blanc/blanche, gros/grosse, le chat blanc, la souris blanche* * using some adverbs to elaborate on simple statements, for example, *elle mange lentement, je chante doucement, il parle très vite* * using prepositions such as *à gauche, à droite, à côté de* to indicate direction or location * strengthening vocabulary knowledge by making connections with known words such as *le marché, le supermarché, le marchand* * recognising word patterns and building word clusters such as number knowledge from 60–100 and ordinal numbers * recognising and beginning to use common verb conjugations such as regular *‘-er’* verbs * using modelled common irregular verbs such as *être, avoir, aller, faire: Je suis intelligent(e); Tu as quel âge? Comment allez-vous? Je fais le petit déjeuner. Il va à la plage.* * recognising modelled *‘-ir’* verb phrases such as *J'ai fini! Je n'ai pas fini! Avez-vous fini?* * developing an awareness of verb tenses, and some direct object pronouns such as *Je l'aime* and reflexive verbs, with modelled support such as *Je me lève. Je me brosse les dents.* * expressing negation in simple sentence structures and colloquial expressions such as *Je ne sais pas; Elle ne mange pas; Tu ne viens pas? Pas du tout!* * recognising the difference between definite and indefinite articles, and how to refer to a specific or unspecific person, place or object such as *Tu manges la pomme, j’achète un livre, une vache énorme, le climat français* * observing the relationship between subject pronouns and verb endings using *je/tu/il/elle* with present tense of verbs associated with familiar actions and environments, for example, understanding the relationship in *il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe.* | |
| recognise familiar French language features and compare with those of English, in known contexts  AC9LF4U03 | * identifying and comparing key words in French and English versions of favourite stories, for example, comparing *La chenille qui fait des trous* and *The Very Hungry Caterpillar*, or *La vieille dame qui avala une mouche* and *The Old Woman Who Swallowed a Fly*, and considering the rhythms and vocal effects in the 2 versions * understanding that French has close connections to other languages which have shared histories and many similar words such as the English, French, Italian and Spanish word for ‘the bank’, *la banque, la banca, el banco*, and the word for ‘art’, *l’art, l’arte, el arte* * discovering French words used in English (*le restaurant, le café, le chauffeur, le ballet, le croissant*, etc.) and English words used by French speakers (*le coach, le blog, Internet, le football, le burger, le sandwich, le denim*, etc.) and comparing how they are pronounced by French and English speakers * noticing and applying features of familiar types of texts (greetings, requests, weather reports, postcards, recipes, etc.), and recognising how different textual elements combine to make meaning, for example, the images, font and script of a webpage; the layout, title and illustrations in a picture book; the highlighting of names, dates and times on an invitation, and using templates and/or the appropriate scaffold * recognising features of a simple spoken or written text in French, such as a verbal greeting or a written message, for example, noting terms of address and ways of signing off, and making comparisons with similar texts in English * finding examples of shortened noun forms in colloquial French *(le resto, le frigo, le foot, le prof*, etc.), comparing with the use of abbreviations in Australian English (brekkie, arvo, etc.), and considering when or how they are used | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| identify connections between French language and cultural practices  AC9LF4U04 | * recognising that there are many different variations of French spoken in different cultural contexts in countries and regions of the world such as *le Québec, le Sénégal, le Maroc, la Suisse, la Réunion, la Nouvelle-Calédonie*, involving different accents, dialects and vocabulary, for example, understanding that *un pain au chocolat* is *une chocolatine* in the south of France * identifying elements of French language that feel most different from their own (pronunciation of some sounds, gestures such as *la bise*, facial expressions, etc.) and describing what they are confident in, what they feel unsure of, and what they most enjoy * noticing how they communicate with each other, their families and teachers, and understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, for example, understanding that French terms of affection used with children often relate to either food or animals, *mon petit chou, mon lapin, ma puce* * exploring representations of information, such as symbols used in cultural expressions of First Nations Australians, and making connections with those of French language and culture * identifying ways in which French language and culture (cuisine, fashion, etc.) influence the lives of Australians | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, French language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in French to exchange information and ideas relating to their interests, school and local environment, and engage with French-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify French language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in French** | | **Years 5–6** |
| **Sub-strand: Interacting in French** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LF6C01 | * communicating with the teacher and students regarding activities, for example, *Tu as fini? Tu comprends? Fini! Madame/Monsieur je ne comprends pas. C’est fini? Pas encore, bientôt …; Tu comprends, toi?* * using communication strategies such as active listening skills and turn-taking cues to support the exchange of ideas and information, for example, supporting a conversation using *Ah oui? C’est vrai? C’est intéressant … dis-moi … Pardon! Mon pauvre! Désolé(e)!* * exchanging personal information and opinions with classmates, for example*, Excuse-moi, Sophie, mais … à mon avis; selon moi …; je pense que …; bien sûr …, d’accord …, au contraire … et toi, que penses-tu?* * sharing information about routines, interests and favourite activities using language associated with time, sequence and location, for example, *J’arrive à l’école à 8h 30; le samedi je fais du cheval; le soir, je fais mes devoirs et je joue aux jeux vidéos, après je me brosse les dents*. * exchanging information about friends or family members using simple descriptive and expressive language, for example, *C’est mon frère, il est sympa! C’est ma tante Lilianne, je l’adore! C’est mon grand-père, il est très vieux.* * expressing concern, sympathy, apologies or gratitude to friends and family members, for example, *Pardon, excuse-moi; je suis désolé(e); fais bien attention! mon pauvre ami …; merci pour le merveilleux cadeau; merci à vous tous pour la fête surprise.* * exchanging information about their local area or school environment, and accompanying spoken texts with appropriate gestures, facial expressions, body language and formulaic expressions that are culturally based, for example, *Mon quartier … Il y a un court de tennis, de grands parcs. En Australie les écoles ont des espaces verts…* * exchanging print or digital greeting cards for significant occasions such as anniversaries, or responding to an email from a new penfriend in a French-speaking country * participating in a school blog with other students who are learning French to exchange experiences of learning French, asking for assistance from older students and providing advice to younger students learning French | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LF6C02 | * planning and organising activities (outings, performances, etc.), using expressions related to place, time and numbers, for example, *Quelle date? Où? Quand? À quelle heure? Combien de …?* * budgeting for imagined shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, *Je vais acheter …, J’espère trouver … Qu’est-ce que tu cherches?* * collaborating with peers to discuss and plan how to promote a French Cultural Day to the school community and to parents and friends by, for example, making a print or digital poster or brochure, or using the school website to post a video * allocating roles and organising class or school activities such as an appeal or fundraiser, creating timelines, schedules or programs * consulting each other when completing individual or group activities, for example, indicating understanding or asking for help using comments such as *Oui, je comprends; Non, je ne comprends pas; C’est trop compliqué! C’est difficile! Montre-moi,* or asking *C’est quoi ça? C’est juste? comme ça? Comment ça s’écrit?* * negotiating tasks and shared activities, for example, working out preferences and allocating tasks *Tu préfères lire ou écrire? Moi, je préfère travailler sur l’ordinateur. C’est juste? Montre-moi! Comme ça? Moi, je fais ça et toi tu prepares ça.* * working collaboratively to organise displays, presentations or performances for family, friends or school community to showcase their progress in learning and using French | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LF6C03 | * accessing information about important French celebrations and festivities and presenting a print or multimodal report * engaging with spoken and written texts concerning young people in France or French-speaking communities around the world, about their school routine, leisure time and lifestyle, and presenting the findings in a multimodal presentation * identifying the purpose, context and intended audience of a range of familiar texts (phone messages, sports reports, takeaway food orders, etc.) recognising differences between spoken and written texts, and noting that some types of text such as emails or text messages combine elements of each * listening to, or viewing First Nations Australian author’s stories and responding to them using words, formulaic expressions and modelled sentences in French * recognising and describing key features of familiar texts such as advertisements, reports or letters from sources such as *Astrapi, Le Petit Quotidien* and *Images Doc*, and comparing with similar texts from Australian sources * extracting points of information from sources such as websites, books and magazines, and providing a summary of the key messages of the texts * drawing from a range of informative texts (videos, books, magazines, advertisements, websites, etc.) to collect and compare information on topics (family life, housing, schooling, etc.) in different cultural contexts such as *la campagne, les villes, les appartements, en francophonie* * using performative, narrative or graphic organisers to create a new character based on one or more characters in an imaginative text * watching different types of imaginative texts (puppet shows, stories, films, etc.) and then interviewing classmates about the characters, events, sets and costumes using modelled language to express ideas and reactions such as *Il est comment? Il est fou! Pourquoi elle porte un panier? Parce que sa mamie est malade*. * conducting surveys with peers and family members to report on social behaviours and preferred modes of communication (*le téléphone, le courriel, les conversations face à face, les textos*, etc.) | |
| apply strategies to interpret and convey meaning in French language in familiar non-verbal, spoken and written cultural contexts  AC9LF6C04 | * creating a word bank or glossary for words and expressions that do not easily translate from French to English such as *Quelle porcherie! C’est la pagaille ta chambre!* * finding signage from their local area and interpreting and comparing it to signage in a French-speaking country, for example, comparing traffic and road signs or signs in public places * using bilingual print or digital dictionaries and translation tools to translate a simple French text into English, comparing results and discussing difficulties associated with translation in conveying certain words or concepts * using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing results and noticing any problems associated with translation * interpreting and explaining the meaning of words and expressions associated with celebrations in French-speaking regions of the world such as le *poisson d’avril, la bûche de Noël, La Toussaint, la fête de la Musique* * creating French versions of Australian school signs and notices, considering why some words or expressions, such as the swimming pool, the sports oval, the tuck shop, the library, the office, require freer translation than others | |
| **Sub-strand: Creating text in French** | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LF6C05 | * using digital tools (word processing software, etc.) to create information for a known contact group of French-speaking students, curating information about their own interests and experiences (*les vacances, les amis, les sports, les médias*, etc.) and using resources such as audio, video or graphics to highlight elements which may be unfamiliar to French students * creating an interactive display or performance as advocacy for the school language program, for example, informing younger children of the benefits of learning French, or creating puppet plays and skits of familiar French stories and rhymes * introducing, adapting and illustrating new elements or alternative versions of familiar stories, traditional tales and songs such as Nicolas in *Le Petit Nicolas* or a different ending to *Les Trois Petits Cochons* * producing a class print or digital poster, locating and describing, in French, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia * writing the script for a fashion show to share with others, *Je vous présente Émilie. Elle porte une belle jupe bleue. Très chic, alors!* * using photo stills from a football match or *le Tour de France* to write and create some recorded commentary about the action taking place such as *Il donne un coup de pied au ballon. Aïe! Il tombe! Ça fait mal!* * creating a script of directions for an interactive GPS experience such as TomTom or Siri, for example, *Siri, où est la gendarmerie? Siri, je veux aller au cinéma. Siri, est-ce qu'il y a une toilette près d'ici? À cent mètres, tournez à droite.* * composing the spoken, written or multimodal text for a virtual tour of the ideal French village using words such as *devant, à côté de, à 500 mètres, trois étages* * compiling lists of informal French and English expressions for everyday interactions with friends and family such as *À tout à l’heure* (See you later); *Génia*l (Cool); *Salut, ça va!* (Good day!); *Amuse-toi bien* (Have fun); *Bisous* (Kiss or love at the end of an informal letter) * creating texts which reflect the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts (*G* for *j’ai*, *pa* for *pas*, etc.) in text messages; using borrowed words from other languages (*ciao, cool, super*; and hybrid terms *allez-bye!*) or verb contractions in informal spoken language (*chais pas* for *je ne sais pas*, etc.) | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LF6U01 | * recognising and using liaisons such as *les élèves, les petits enfants* or *joyeux anniversaire* when appropriate * understanding that the *aigu* *-é* at the end of a word changes the pronunciation of *-e* without an accent, for example, *le passé, je passe; le soufflé, je souffle*; and that other accent marks also change the sound of a letter, for example, the *cédille ‘ç’* softens the *‘c’* sound to *‘s’* in words such as *le garçon, la façon, le français* * recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, *J’ai eu très, très peur! D-o-u-c-e-m-e-n-t …* * applying phonic and grammatical knowledge to spelling and writing unfamiliar words, for example, applying letter combinations such as *‘-eau’, ‘-eur’* or *‘-ette’* * recognising words involving 2 or more distinct vowel sounds such as *la voiture, important, le pompier, l’aspirateur, la ceinture* * using exclamations to indicate agreement, disagreement, intention or understanding such as *D’accord! Mais non!* *Bien sûr; Voilà!* | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LF6U02 | * beginning to use all forms of the present tense of regular *‘-er’, ‘-ir’* and *‘-re’* verbs and of high-frequency irregular verbs such as *avoir, être, aller* and *faire* * playing games such as ‘matching pairs’ to reinforce grammatical rules, for example, nouns and subject pronouns *Jean travaille: il travaille; Marianne aime le fromage: elle aime le fromage*; and pairing subject with a conjugated verb, *nous parlons, tu manges, il finit* * using the indicative plus the infinitive, for example, *J’aime jouer au tennis, il sait conduire* and *le futur proche*, for example, *Je vais partir.* * becoming familiar with and using, with support, *le passé composé*, for example, *J’ai mangé trois biscuits; Elle a dormi sous les étoiles.* * recognising *l’imparfait* denotes the past when encountered in familiar expressions and scaffolded language contexts, for example, *Il était une fois …; C’était …; Il faisait chaud; Il avait 60 ans.* * using a range of nouns including more unusual plural forms (*les bureaux, les choux-fleurs, mes grands-parents*, etc.) and more complex adjectives (*beau, belle, beaux, belles*, etc.) and possessive forms such as *mon, ma, mes; ton, ta, tes; son, sa, ses* * formulating questions using *est-ce que* …, the inverted form of the verb, or changed intonation, for example, *Est-ce que tu as un chien? As-tu un chien? Tu as un chien?* * understanding and using negative constructions such as *Tu ne viens pas ce soir?,* including recognition of the use of *de* after a negative verb form, for example, *Je n’ai pas de photos, Je ne mange jamais de choux de Bruxelles.* * developing a range of adverbs to elaborate or accentuate meaning using sentence builder charts, for example, *Il parle si doucement; Moi j’écoute attentivement.* * using knowledge of suffixes and prefixes to assist comprehension in texts, for example, *agréable, désagréable, venir, revenir, cuisine, cuisinier, trembler, tremblement* * using an increasing range of noun adjective agreements with support, including adjective agreements that come before the noun, such as adjectives of beauty, age, goodness, size (BAGS), for example, *la belle maison* | |
| compare some French language structures and features with those of English, using some familiar metalanguage  AC9LF6U03 | * talking about grammar, using metalanguage such as ‘tenses’ and ‘personal pronouns’, identifying language elements, and talking about how they are used * comparing verb conjugations in English, French and other known languages and identifying patterns in conjugation, for example, understanding that regular verbs in English using the third singular personal pronoun he/she/it end with an 's'; however, in French verb endings follow a pattern and change according to the subject pronoun, for example, *‘-er’* verb endings *j’écout****e****, tu écout****es****, il/elle/on écout****e****, nous écout****ons****, vous écout****ez,*** *ils/elles écout****ent*** * recognising *faux amis* and how they can lead to difficulty when learning French, for example, *coin* means ‘corner’, *journée* means ‘day’, *actuellement* means ‘currently’, *joli* means ‘pretty’, *pain* means ‘bread’, *bras* means ‘arm’ * providing feedback to support peers using metalanguage, for example, editing each other's written or spoken texts and work samples and justifying reasons for editing or changing text * using metalanguage to discuss features of familiar texts, for example, a shopping list serves as a reminder, a role-play at a market involves interaction and negotiation, an email or text message to a friend involves interaction and an exchange of information | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LF6U04 | * exploring the idea of generalisations associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate * explaining Australian English vocabulary, expressions and practices to French speakers and other people from different language backgrounds, for example, explaining the meaning of ‘the bush’, ’fair go’, ‘she’ll be right’ * noticing how children from French-speaking communities around the world use different words and expressions, for example, *tchop* for *manger*, *chamboul* for *la chambre*, *n’damba* for *le football* in Cameroun; *le chum (tchomme)* for *le copain*, and *l’avant-midi* for *le matin* in Québec; and considering why such variations exist * exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of French-speaking people or communities * using models such as *Oops et Oh là là*, involving one English-speaking and one French-speaking character and reflecting on instances of possible intercultural miscommunication * thinking about how family and community impact on identity and communication, for example, using more than one language, celebrating or expressing feelings in various ways | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, French language learning builds on each student’s prior learning and experiences. Students use French, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between French and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use French to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken French to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of French text, using metalanguage. They reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in French** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in French** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LF8C01 | * using the appropriate register when exchanging greetings and using a wider range of expressions, for example, *Coucou, Allô, Quoi de neuf? Salut mon pote! Ça roule? Bonjour, Mademoiselle Charpent, comment allez-vous? Je m’excuse, Enchanté(e) Monsieur, vous vous appelez comment? Ciao, Pierre, à tout de suite!* in spoken and written interactions * making and responding to requests or commands and asking for permission, clarification, for example, *Est-ce que je peux/puis-je aller aux toilettes? Choisissez la forme négative! Copiez! Répondez aux questions! Cliquez sur l’image du/de l’/de la/des …* * using descriptive and expressive language (inspired by print or digital photographs, videos, recordings, etc.) to talk about aspects of school, home and social life, for example, *Je suis fils unique et toi?* * discussing issues that concern young people such *as l’influence de la musique, l’environnement digital* or *le recyclage*, and sharing opinions and feelings * inviting people into conversations, for example, using *et toi, qu’est-ce que tu dis?* and expressions such as *n’est-ce pas?* and non-verbal strategies such as waiting for response or facial expressions to demonstrate interest or attention * using connectives, simple and compound sentences to structure arguments and to explain or justify a position, for example, *D’abord ... et puis ... et après, ensuite ... en plus ... finalement; ce qui est intéressant c’est que …; ce que je trouve ...* * participating in role-plays where they share experiences and feelings about their life at home and at school, for example, *Mes frères m’énervent parce que …, C’est bien/dur d’être ado car …, ce que je déteste/j’adore, c’est la musique/l’informatique/les maths, s’il faut redoubler* * inviting, accepting or declining invitations in spoken or written exchanges, for example, *Tu es libre samedi prochain? Tu veux aller au/à la/aux/à l’ ..., Je t’invite. Je ne suis pas libre. C’est possible dimanche? Je suis ravi(e) de t’inviter ...* | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LF8C02 | * contributing ideas and opinions to plan for cultural events such as a performing a play in French for primary school students*, La fête de la Musique, La fête des voisins, Le Jour de la Terre* * organising an event such as a class *vide-grenier* or *marché aux puces*, using language to negotiate, buy, swap and bargain, for example, calculating quantities and prices, *trois douzaines de …, 40 litres de …,* preparing labels and fliers, *un très bon prix, un prix cassé, bon marché, pas cher* * discussing and planning promotional materials for a real or imagined excursion, exhibition, festival or performance celebrating French language and culture; proposing and justifying ideas, for example, *selon moi … je suis d’accord … et toi, tu es d’accord? et vous?* * asking, giving and following directions to real or virtual locations, *continuez jusqu’à … prenez le métro jusqu’au* *Musée du Louvre … prenez la troisième rue à gauche … en face de ...,* using electronic information devices, apps, street maps or directories * discussing and making arrangements for a real or imagined class event or celebration, and negotiating a date and allocation of duties, for example, who caters for the drinks, food, decorations, etc. *des baguettes, des fromages, de l’eau minérale, des saucisses, du pȃté*, calculating quantities, for example, *trois douzaines de …, 40 litres de* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LF8C03 | * using a range of sources to access and collate information on youth-related issues, such as *la musique, la télévision, les sports, l'environnement,* and classifying findings * comparing information about French music, movies and sporting events and sharing results, for example, *La chanson numéro 1 en France est ... mais en Australie, c'est ...* * responding in French to different expressions of humour (*le mime, les blagues, les jeux de mots, les devinettes*, etc.), that include diverse perspectives on social issues and comparing these with Australian expressions of humour * listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written French * collecting memes and cartoons from social media that illustrate cultural elements of humour that can lead to misunderstandings, and providing an explanation using modelled expressions * listening to, or viewing informative texts such as television news reports or feature articles, and noting key words, specialised terms or points of information to reuse in their own newsflash or photo story/*roman-photo*, for example, noting keywords *en direct, les dernières nouvelles, l’information continue, la météo* * using the internet responsibly to research, or engaging with youth in France or a French-speaking community around the world via digital tools, to discover young people’s lifestyles across French-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, *les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos* * gathering information from French online sources to inform understanding of similarities and differences of teen lifestyles in French-speaking countries and presenting findings * listening to, or viewing texts, such as a songs, raps, comics, cartoons, films and video clips, and responding to questions about characters, events and ideas | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in French language in familiar and some unfamiliar cultural contexts  AC9LF8C04 | * listening to authentic French texts, such as podcasts, French radio, television shows and advertisements, to identify different types of language for different audiences, and collating findings * comparing messages in texts from different eras, such as fairy tales, graphic novels, video clips, traditional fables, *Les Fables de La Fontaine*, and identifying themes and representations * interpreting signs, texts messages, advertisements in French and identifying language structures and features that are not easily translated and may cause misunderstandings, and writing simple explanations of meaning * presenting findings related to the investigation of a social or cultural issue, such as *la mode et les codes vestimentaires: l’influence des marques*, and summarising opinions and attitudes collected from surveys, interviews or media sources * translating written expressions associated with politeness and social protocols in French such as responding to requests or thanks, signing postcards or birthday cards, for example, *Je vous en prie, Madame; amitiés; Je t’embrasse très fort …* and comparing with typical expressions in similar messages in English * interpreting phrases and expressions that do not translate literally such as *à tout à l’heure, pas de quoi, courage*, identifying similar English expressions and considering possible consequences of the lack of equivalence in terms of intercultural communication * creating a glossary of examples of *faux amis*, for example, glossing *assister à, demander, un médecin, extra, sympathique* and commenting on misinterpretations in English * interpreting idioms in French and English, for example, *il pleut des cordes* (it rains cats and dogs), *un château en Espagne* (pipe dreams) | |

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| **Sub-strand: Creating text in French** | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LF8C05 | * creating a text such as a multimodal presentation or video to capture aspects of their personal and social worlds, for example, a day in our life in school, *les copains, mon quartier, le weekend* * creating tourist brochures for young Australian travellers to French-speaking countries such as *Visitez le Vanuatu! Bienvenue au Canada/en Belgique*, and supplying key words, phrases and cultural protocols to assist travellers *Encore une fois, s’il vous plaȋt; je vais prendre ceci, ça coûte combien? Où sont les toilettes? Je vous remercie, Madame, Je vous en prie, Madame* * taking expressions from French stories such as *Tintin et l’étoile mysterieuse: allons-y! Ah non, c’est impossible! Personne? Ah magnifique!* and adapting to their own text to create suspense or excitement * creating a print or digital poster in French to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * creating and performing texts that reflect French attitudes, for example, the French attitude to eating on time, using aspects of drama such as improvisation, gesture, movement, and props to enhance spoken performances and storytelling * creating glossaries for French-speaking friends, to accompany Australian images or texts, explaining outback lifestyle, inner city markets, and abbreviations such as ‘barbie’, ‘brekkie’, ‘betta’ * creating menus or programs for French-themed events, including footnotes in English to explain key terms or items such as *le plat du jour, service compris, l’entracte, la mise en scène* * using voice recording and digital presentation software to create, perform or record imaginative texts using voice, for example, a short play * composing text for English captions in a multimodal presentation, documentary or short film describing places to visit (tourist attractions, etc.) in France or a French-speaking country, and aspects of culture, traditions or customs while showcasing the diversity of French-speaking communities * contributing to a real or imagined blog of learners of French in English-speaking communities around the world, making choices about when to use French or English depending on the context topic and nature of the interaction * adapting information focusing on specific vocabulary such as *laïcité, Ramadan, Yom Kippour, halal* to create a text that reflects the diversity of beliefs and behaviours in contemporary French-speaking societies |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of spoken French to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LF8U01 | * understanding the different levels of formality between spoken and written language *on/nous, je peux pas/je ne peux pas, 'eh ben'/eh bien, ouais/oui, qu'est-ce que je vais me mettre sur le dos?/comment vais-je m'habiller?* * recognising the form of commonly used morphemes, suffixes and prefixes *la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse* to assist pronunciation * collecting groups of words that share a common stem, for example, *la bouche, la bouchée; le jardin, jardiner, le jardinage* to enhance vocabulary knowledge when interacting in spoken exchanges * recognising the impact of non-verbal elements of French expression such as hand gestures for *c’est nul, ça suffit! Quoi encore?* to replace words * using sounds such as *Oh là là! Aïe! T’as fait quoi?* and facial expressions to reinforce spoken language * distinguishing vowel sounds, for example, recognising distinctions between nasal sounds such as *cinq, sympa,manger, entre!, dont, des bonbons* * applying phonic knowledge and grammatical knowledge to spelling and writing unfamiliar words, for example, letter combinations such as *-eau, -eur* or *-ette*, and words involving 2 or more distinct vowel sounds such as *le bateau, l’aspirateur, la baguette* | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LF8U02 | * extending knowledge of negative constructions such as *ne … plus, ne … rien, ne … jamais, ne … que* * understanding and using infinitive verb forms and phrasal verbs such as *avoir besoin de faire quelque chose, commencer à faire …* * using *le passé composé* and *le futur proche* * consolidating conjugation skills of regular verbs in *le présent* (present tense) and *le passé composé* (past tense), and of high-frequency irregular verbs such as *avoir, être, aller, faire, venir, pouvoir, vouloir, mettre, devoir* * recognising and using *avoir* expressions such as *avoir soif, avoir sommeil, avoir peur* * understanding the form and use of reflexive verbs such as *il se lève très tard, nous nous promenons chaque soir, je veux m’asseoir à côté de toi.* * understanding how to use modal verb forms to express possibility, obligation and ability *je peux m’imaginer …, il doit partir demain,* and impersonal expressions *il faut +infinitive …* and *on doit +infinitive …* * introducing the use of direct object pronouns in conjunction with the present tense, *je m'appelle, je t’écoute, elle les mange tous les jours, je t'aime.* * reinforcing understanding of grammar rules such as adjectives that precede the noun, and adjectives versus adverbs – *bon/bien*, negation | |
| reflect on similarities and differences between French and English language structures and features, using metalanguage  AC9LF8U03 | * continuing to expand the use of metalanguage to describe grammatical concepts in English and French to organise learning resources such as sentence builders, verb charts, vocabulary lists with groups of pronouns, adverbs and adjectives * explaining self-corrections and editing choices, using metalanguage * identifying elements of different types of texts (*le courriel, la météo, les slogans*, etc.) and explaining the relationship between the language, the structure used and the purpose of the text * building metalanguage to talk about grammar and vocabulary, for example, *les formes négatives, interrogatives, masculin, féminin, singulier, pluriel*, and comparing with the equivalent English term * comparing diversity in accents, dialects and vocabulary in French-speaking communities with similar diversity in English-speaking countries | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LF8U04 | * comparing students' own culture(s) to the cultures in French-speaking countries by looking at attitudes towards public holidays, leisure activities, and the importance of sports * explaining the multicultural differences and similarities in Australia and the French-speaking world such as religious beliefs, music styles (techno, hip-hop, rap, etc.) body art (tattoos, piercing, etc.), and fashion styles (*BCBG*, hippie, school uniforms, etc.) * reflecting on how their own cultural etiquette may be interpreted when interacting with French people, noticing their own body language and gestures, for example, understanding the Australian tendency to be informal with people of all ages * examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across French-speaking countries and regions * understanding French secular concept *laïcité* by analysing the different beliefs, attitudes and values, and how they change over time, for example, *les vacances de Pâques/vacances de printemps* * reflecting on how their cultural perspectives may have changed since learning French and discussing how this has impacted on their sense of identity * discussing and reflecting on diversity and how generalisations and stereotypes can affect communication and sense of identity * explaining their own tastes, interests and language use that have been shaped by intercultural influences such as social media, fusion food, and especially by learning French and about French beliefs and attitudes | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, French language learning builds on each student’s prior learning and experiences. Students use French to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of French locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of French pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in French** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in French** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LF10C01 | * initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification, for example, *Qu’est-ce que vous en pensez? Je n’ai pas bien compris …, Si on parlait de …?* * initiating and sustaining exchanges with others by acknowledging, asking and expanding questions, making excuses and apologising using forms of politeness and respect, for example, *Pouvez-vous parler plus lentement, s’il vous plaȋt? Je n’ai pas compris. J’ai oublié. Je ne me souviens pas. Je vous en prie. Pourriez-vous m’excuser?* * contributing to discussions with young people in French-speaking contexts, comparing aspects of school and home life such as *les examens, le stress, les sports, les droits, les tâches ménagères, la vie quotidienne, habiter à la campagne ou en ville, les responsabilités civiques* * using different forms of communication, including informal exchanges and formal debates, to discuss young people’s experience in contemporary culture such as *la santé mentale des jeunes, la vie des banlieues, les relations parents-ados* * using strategies to sustain interactions such as asking for clarification or confirmation, or providing suggestions, for example, *Vraiment? C’est vrai? Pardon? Comment? Quand? Avec qui? Pourquoi? Vous disiez? Qu’est-ce que tu veux dire? Tu as raison! Je suis d’accord. Que penses-tu? Je te conseille de … Selon moi c’est une idée géniale.* * participating in simulated role-plays such as job interviews or interviewing a celebrity * accepting an invitation or responding with reasons for declining or negotiating alternative arrangements, adjusting language to suit formal or informal contexts, for example, *Je suis ravi(e) de vous rencontrer/d’accepter /l’invitation à la fête. Désolé(e) mais je dois dire non … C’est dommage, Ça te va dimanche? Je ne peux pas samedi. Malheureusement …* | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LF10C02 | * using digital communication (email, group chats, SMS, texts, community websites, etc.) implementing safe and ethical protocols, including responsible engagement with the audience, to plan events or activities such as *la fête de la Musique, cahier/guide de recommandations pour visiter un pays francophone* * planning a multimodal presentation for family and friends to showcase what they know and can do in French, using spoken and written texts including role-plays, *chansons en français, explication des coutumes et habitudes différentes* * organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues such as *le réchauffement de la planète, les droits des populations indigènes, le développement durable, les préjugés, la discrimination* * creating a news segment, for school or a community television or radio station, using appropriate terms to introduce, identify and summarise *en direct de … notre envoyé spécial … l’enquête de … les titres/en tête/à la une de cette édition …* * negotiating for goods and services, considering concepts of value for money, availability, competition and ethics of production * organising and planning an occasion, for example, *Si on allait au théâtre? Non, le théâtre ne m’intéresse pas. Je préfère aller … On se trouve à … Rendez-vous à la gare. On arrive à 18h chez mon frère.* * preparing print or digital information in French for real or imagined French visitors to the school, for example, recording/filming an introduction to the school, preparing welcome speeches, conducting guided tours of the school * negotiating the elements of an ideal home with team members (how many bedrooms, types of shared spaces, outdoor areas, number of bathrooms, etc.) and using digital tools to design it, for example, *Moi, je voudrais un jardin immense. Ah moi, je préfère une salle de bains à moi.* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LF10C03 | * summarising information from spoken, written or visual texts that reflect different aspects of culture related to topics such as entertainment, special occasions, health and lifestyle or fashion * comparing lyrics, themes and styles of popular French and English language songs, and tracking similarities and differences in ideas, referring to Eurovision, *Victoires de la Musique*/ARIA * listening to, reading, viewing extracts from expressive contemporary texts (tales, poems, songs, dance, street art, performances, including influences from minority groups and subcultures, etc.) and identifying and comparing elements of cultural traditions in Australia and the French-speaking world * listening to or reading a First Nations Australian’s stories and discussing their opinions and ideas, and, in French, presenting their personal profile to the class * obtaining information from a range of texts, including television weather reports, interviews and digital video clips and summarising main points and presenting key information in their own words * exploring how texts achieve different effects such as moving from generic terms *les fleurs*, to specific terms *les violettes, les jonquilles* for desired effect * summarising the key points from a range of texts such as media texts and interviews * identifying underlying values, cultural references of different texts such as an advertisement or article, and evaluating the effect on audience * evaluating language techniques (humour, imagery, hyperbole, etc.) used in contemporary drama, television programs, film and poetry | |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LF10C04 | * identifying terms associated with particular elements of French lifestyles (*la cuisine, la mode, les loisirs, la famille*, etc.) noting the importance of the audience and how the vocabulary changes with context, for example, *les recettes de grands chefs /La cuisine en cinq minutes, la famille traditionnelle/recomposée … – belle mère/beau père* * translating familiar language such as *argot* and *verlan* into standard French * interpreting cultural differences, protocols and conventions in genres such as job application selection criteria, *lettre de motivation, formules de politesse* * interpreting textual conventions popular with young French speakers, such as contractions, abbreviations and /acronyms used in text messaging, for example, * *bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre* * interpreting gestures used by French speakers to signal meanings such as *Parfait! J’ai du nez! C’est fini,* and comparing with gestures used in Australian English and other known languages * finding examples of words, expressions and behaviours used in Australian English that do not translate literally into French, for example, ‘bush tucker’, ‘surf’s up’, ‘schoolies’, and providing cultural explanations for French speakers | |

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| **Sub-strand: Creating text in French** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LF10C05 | * creating a multimodal profile, biography of or tribute to a prominent French-speaking person in the Australian community; outlining successes achieved, challenges overcome and goals and aspirations for the future * reading an instruction manual such as *mode d’emploi pour l'installation d’un logiciel* and advising a friend on the steps to take, using plain French * composing and illustrating a children's story book and reading it to younger children within the school or the community, using expressive French intonation, rhythm, pitch and appropriate gestures * writing a journal entry, or contributing to a school newsletter in French reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site * making language choices that indicate values and attitudes when creating texts, for example, the placement of nouns and adjectives *C’est un bon à rien; C’est un brave jeune homme/C’est un jeune homme brave; Ce sont des sans-papiers/Ce sont des réfugiés.* * creating a real or simulated role-play using language for buying and selling goods and services such as ordering in a bakery, selling second-hand clothes, organising travel, considering using planes or trains for carbon footprint, and raising money for charities * creating the script for a talk to present their views on the pros and cons regarding a current issue of interest, such as animal welfare, climate change, anti-racism, explaining their reasons for agreeing or disagreeing, and applying strategies to convince their audience * composing and performing a poem, song, monologue or dialogue, adjusting the text and performance to suit the audience * using emotive language and images when creating texts such as reports on current issues, *C’est émouvant, C’est troublant, C’est déraisonnable .* * exploring the use of French colloquialisms, *language codifié* such as *argot* or *verlan*, for example, *zyva – vas-y; ouf – fou; zarbi-bizarre* and idioms, for example, *tomber dans les pommes, les doigts dans le nez* when creating texts for a young audience * making an entry in an imagined diary or journal about memorable past experiences or future plans and aspirations |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken French to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LF10U01 | * increasing fluency and accuracy, using appropriate rhythm, pitch and the use of connectives such as *normalement … à vrai dire …* and gestures to enhance communication * applying correct pronunciation to more complex syllable combinations, for example*, la magnitude, les augmentations* * recognising the fluid nature of spoken language, identifying features such as interactivity and the use of repetition, pauses, interruptions and contractions such as the dropping of *ne* in negative structures*, je sais pas trop*; incomplete sentences and reliance on non-verbal elements and vocal expression, *Dis donc, t’es là? Je suis déjà là — t’es où toi?* * recognising and responding to challenges associated with clarity and pace in audio texts such as station or airport announcements or recorded phone messages * recognising the diversity of spoken forms of French from region to region, such as *les accents du Midi, l’accent parisien, toulousain, picard* and from country to country *le Québecois, la Réunion*, considering concepts such as *la norme, la diversité, l’intelligibilité* and *les élites* in terms of how language variation can both reflect and shape social and cultural processes * applying appropriate pauses and pace of delivery to convey meaning, emphasis, feelings, emotion and create effects in spoken texts * using features and devices such as alliteration, onomatopoeia, repetition, simile and metaphor to extend and emphasis meaning in spoken texts * elongating the syllables to fit the words of a song with the notes in music | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LF10U02 | * noticing how grammatical choices indicate meaning, determine perspective and establish relationships, for example, imperative verb used to show authority or enthusiasm *Arrêtez! Allons-y! Donnez-moi votre billet, Mademoiselle.* * understanding the differences of use between *l’imparfait* and the *passé composé* to distinguish between a completed and a continuing action in the past, *Nous étions déjà au lit quand Papa a téléphoné*. * recognising that verbs conjugated with the auxiliary *être* (intransitive verbs, pronominal verbs and passive voice) involve agreement between subject and past participle, for example, *Elles sont parties, Je me suis levée à sept heures. Nous nous sommes amusés. La pomme a été mangée par Pierre*; as do past participles conjugated with the auxiliary verb *avoir* when preceded by the direct object pronoun, for example, *J’ai acheté des fleurs, et je les ai données à ma mère.* * understanding the use of the reflexive pronoun for reflexive verbs, for example, *Je me réveille. Emma s'est lavée*, and reciprocal verbs, for example, *Nous nous parlons. Ils se disent bonjour*. * understanding how to use relative pronouns (*qui, que, dont*), emphatic pronouns (*moi, lui, eux*), direct object pronouns (*me, le, la, nous*) and indirect object pronouns (*me, lui, vous, leur*) * understanding verb tenses *plus-que-parfait, imparfait, passé composé, présent de l’ indicatif, futur proche-simple, conditionnel – Tu avais mangé. Tu mangeais. Tu as mangé. Tu manges. Tu vas manger. Tu mangeras. Tu mangerais.* * understanding how to use the *si* clause to express intention, desire or regrets in the present or in the past through modelled examples in various tenses, for example, *Si je m'étais levée à temps, je serais arrivée à l’heure. Si j’avais su, j’aurais révisé davantage.* * being exposed to *le subjonctif* verb forms in set phrases such as *il faut que tu partes, il faut que je finisse mes devoirs*. * considering the development of *le franglais* in communities of French speakers (*il faut speeder, faire du shopping*), and developing awareness of some aspects of current debates and discussions around its use * recognising ways in which written language is different from spoken language, for example, understanding that written language can be more crafted, precise, elaborated and complex, using interrelated clauses and support detail *Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l’Angleterre, pourtant favourite, avec un score de 30 à 3 au Millennium Stadium de Cardiff.* | |
| reflect on and evaluate French texts, using metalanguage to analyse language structures and features  AC9LF10U03 | * explaining grammatical forms (present perfect, conditional tense, relative and emphatic pronouns, impersonal expressions), using metalanguage * describing and explaining grammatical concepts using metalanguage, for example, *futur simple* and *futur proche*, understanding when to use *le passé composé* and *l’imparfait*, comparing with equivalent English terms * explaining the meaning of nature and content (*le fond et la forme*) of texts from different sources such as travel brochure, text about the venues combined with reviews by visitors * discussing the use of personal pronouns, imperative/interrogative verb moods and emotive language in advertisements, identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects * interpreting, explaining and using textual conventions popular with young French speakers, for example, the use of contractions, abbreviations and acronyms in text messaging, for example, ‘*bjr’* for *bonjour, ‘A+’* for *à plus, ‘biz’* for *bisous*; the use of *verlan*, for example, *la teuf, la meuf, ouf* and slang, for example, *la bagnole, la flotte, les flics* * using metalanguage to compare French and English versions of a text with easily recognisable language features, for example, a love song, recipe or horoscope, recognising differences or similarities in imagery or focus that might be culturally significant * talking about how imaginative texts use structure, language and mood to build action, develop character and position the reader, using modelled descriptive and analytic language, for example, *Les adjectifs et les adverbes sont très évocateurs; Il y a un rythme qui crée une atmosphère triste; La voix du narrateur calme le lecteur,* * analysing how texts (advertisements, letters to the editor, dating apps, *les petites annonces*, etc.) use persuasive language techniques such as personal pronouns, emotive language, alliteration, the rule of 3, rhetorical questions, and images to achieve their purpose and suit the context | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LF10U04 | * interpreting gestures used by French speakers to signal meanings *Parfait! C’est fini* comparing with gestures used in Australian English and other known languages, and incorporating some of them into their own language use * reflecting on the impact of regional and cultural diversity on French-speaking communities and how this is evident in expressions such as *la France gastronomique: la choucroute d’Alsace, la quiche Lorraine, le bœuf bourguignon, la tapenade Provençale; la Polynésie: les cinq archipels, les ȋles et les atolls* * shifting from the use of *vous* to *tu* to signal a closer relationship and using first name * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in French for a group of French-speaking visitors at a school assembly * explaining to non-French speakers the expressions and cultural allusions encountered in French texts associated with historical, religious or civic events or traditions such as *la Marianne, le tricolore, la Toussaint, le 1er mai* * understanding the power of language to influence people’s actions and beliefs, for example, analysing language used in community appeals in response to natural disasters * understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example, inclusive language of political speeches, *Nous les pères et les mères des futurs citoyens de notre belle France …* * reflecting on how learning French has given them insight into the close connection between language and culture and evaluating how their own assumptions have changed * exploring intercultural communication, considering how their own cultural ways of thinking and behaving affect attitudes and influence other people’s responses or interpretations and how they change over time | |