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F–10 AUSTRALIAN CURRICULUM: french language support resource

Introduction

This French Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: French. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language features and structures
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning French for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

About language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language features and structures

This part begins with ‘Conventions of sound system’ followed by features and structures organised in alphabetical order.

*Table 1*: *Language features and structures*

|  |  |  |  |
| --- | --- | --- | --- |
| **Language features and structures** | | | |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| alphabet and pronunciation   * Roman letters * sound and pronunciation of the 26 letters * pronunciation of ‘g’ and ‘j’ * distinct sounds such as bon, bien, beau, chien, chat, champ, un/une * pronunciation of tion, ent * pronunciation of ille, qu * unaspirated consonants * unpronounced ‘h’, for example, l’hôtel * consonants at the end of words are not always pronounced, for example, le riz, beaucoup, petit, le vent, bientôt * intonation of statements, questions, commands, exclamations * onomatopoeic sounds and rhymes * virelangues to practise pronunciation | pronunciation, intonation, stress   * pronunciation of French ‘r’ * common vowel sounds – ou, oi, ai, eau * common combination sounds – on, ain, * nasalised vowels * consonant+vowel combinations such as – ai, ei; au, eau; eu, œu; ou; oi, for example, j’ai, aimer, chaud, auto, seize, neige, beau, chapeau, peu, deux, sœur, cœur, douze, vous, au revoir, trois * letters ‘k’ and ‘w’ usually in foreign words in French * liaisons and silent ‘h’ * interjections, for example, Youpi! * more complex virelangues to practise pronunciation * application of accent marks – acute, cedilla, circumflex, grave, trema | pronunciation, intonation, stress, pitch, rhythm, accent   * common interjections, for example, *hein? Bon, beh, n’est-ce pas? Oh là là! Aïe! Ça alors …* * pauses for sequence and emphasis * tone and intonation for emphasis and emotion, for example, *t’as dit quoi?! Les enfants sont tellement doués!* * identify and interpret sounds and textual features and devices such as onomatopoeia, repetition, simile and metaphor, and understand how they are used to express emotion and convey attitudes when speaking and reading out loud |
| for recognition and/or modelled use   * accent mark –*acute, cedilla, circumflex, grave, trema* |  |  |
| Adjectives | commonly used adjectives   * usually follow nouns – agree with number and gender of noun, for example, français, française; mignon, mignonne; beau, belle * colours – usually agree in number and gender and follow the noun, for example, le stylo bleu, les stylos bleu**s**; la robe bleu**e,** les rob**es** bleu**es** * plurals are usually formed by adding ‘s’, for example, françaises, intéressants * adjectives ending in ‘s’, ‘x’ usually do not change in the plural, for example, le garçon heureux, les garçons heureux   for recognition and modelled use   * frequently used adjectives that precede the noun, for example, *petit, grand, beau* | adjectives that do not follow the rule   * adjectives that precede the noun, for example,beau, joli, jeune, vieux, nouveau, bon, meilleur, mauvais, gentil, petit, haut, gros, grand * use of et for more than one adjective after a noun * formation of plurals, for example, al – aux, normal/normaux, radical/radicaux; u – x, nouveau/nouveaux, beau/beaux * irregular adjectives, for example, neuf/neuve; fou/folle; vieux/vieille * colours ending in ‘e’ that have only two forms, for example, jaune (masculine and feminine singular), jaunes (masculine and feminine plural); rouge/rouges, rose/roses * colours that do not follow the rule, for example, marron and orange remain the same irrespective of number and gender, for example, il a trois chats marron et une souris marron; J’ai un pantalon orange et des chaussures orange blanc/blancs, blanche/blanches; violet/violets, violette/violettes | adjectives – position and meaning   * change of meaning according to position, for example, cher; Chère Anne; une robe chère * use of more than one adjective before and after the noun, for example, un nouveau livre intéressant |
|  | demonstrative adjectives   * ce before a masculine singular noun – ce cahier, ce matin * cette before a feminine singular noun – cette jeune fille, cette semaine * note – ce changes to cet for masculine singular nouns that begin with a vowel or silent ‘h’ – cet ami, cet homme, cet environnement * *ces* before all nouns in the plural *– ces enfants, ces voitures* | exclamative adjectives   * Quel désastre! Quels beaux cheveux! Quelle vue! Quelles merveilleuses notes |
| Adverbs | frequently used adverbs   * *beaucoup, un peu, ici, là* * adverbs using -*ment* ending, for example, *doucement, lentemen*t, *elle mange lentement* * in classroom routines, for example, *vite! écoutez bien*! * *bien/mal* – *ça va bien, merci; ça va mal* | forming adverbs   * *bien/mal,* for example, *J’aime bien écouter la radio; J’ai mal au ventre* * qualification of adverbs of time, frequency, manner, for example, *assez, trop, toujours, souvent, quelquefois*, for example, *Je vais bien;* *Il parle très vite; Ils parlent trop* | additional adverbs   * negative constructions, for example, *Je* ***ne*** *fais pas* ***toujours*** *mes devoirs; Il* ***n****’est* ***pas encore*** *arrivé; Je* ***n****’aime* ***pas du tout*** *les champignons; Ils* ***ne*** *vont* ***jamais*** *au cinéma; etc.* |
|  |  | adverbial phrases   * adverbial phrases to sequence ideas or enhance cohesion, for example, *dès le début, à partir d’aujourd’hui, dans l’avenir/dans le passé, à l’époque, de temps en temps, en tout cas, par hasard, sans doute, d’une façon peu polie, d’une voix douce, d’un air furieux, à l’époque où nous sommes etc.* |
| Articles | articles   * definite, *le, la, l’, les,* for example*, le garçon, la jeune fille, l’arbre, les enfants* * indefinite, *un, une*, for example, *un garçon, une jeune fille, un arbre, une jupe* | use of articles with countries   * article agrees with gender of country as it does with other nouns, for example, *La France, La Belgique, Le Japon, Le Cambodge* * countries that start with a vowel take *l’* whether they are masculine or feminine, for example, *L’ Ouganda* (m), *L’Uruguay* (m), *L’Allemagne* (f), *L’Australie* (f) * all countries in the plural take *les,* for example, *les États-Unis* (m), *les Philippines* (f)*, les Seychelles* (f) | partitive articles to express ‘some’   * preposition *de* + article, for example, *de + le = du; de + la = de la; de + l’ + de l’; de + les = des,* for example*, du sucre*, *de la confiture, de l’eau, des bonbons* * partitives in the negative, for example, *je n’ai pas* ***de*** *bonbons; tu n’as plus* ***d’****argent? Il ne mange jamais* ***de*** *viande* |
|  | omission of article   * *Je suis professeur; Ma mère est ingénieure* |  |
| relationship of definite and indefinite articles   * *le/un; la/une; l’/un/une* with masculine and feminine nouns starting with a vowel |  |  |
|  | plural form of indefinite article   * *des*, for example, *des personnes* |  |
|  | indefinite article with quantities   * *un kilo de jambon, un sachet de lavande, une barquette de fraises* |  |
| articles with cardinal and ordinal numbers   * definite article with cardinal numbers used for date, for example, a*ujourd’hui* *nous sommes* *le 29 avril* * exception for 1st of each month where ordinal number is used, for example, *le premier juin* | articles with ordinal numbers   * agreement in number and gender, for example, *le premier/la première, le/la troisième* | sequencing ideas and opinions   * *premièrement, en premier lieu, deuxièmement; puis, en plus, donc, d’abord* |
| time – o’clock   * *Quelle heure est-il?* to express o’clock *– Il est + cardinal number + heure(s),* for example, *Il est deux heures. Il est cinq heures.* * note – *Il est une heure.* | time – to and past the hour   * *Il est onze heures cinq; Il est deux heures et quart; Il est cinq heures et demie; Il est dix heures moins vingt* * note – *Il est sept heures moins* ***le*** *quart* * *Il est midi; Il est minuit* * use of *du matin, de l’après-midi, du soir* to express time of day, for example, *Il est sept heures du soir; Il est six heures et demie du matin; Il est cinq heures de l’après-midi* | time – at a certain time   * to express at a certain time – *à*, for example, *En hiver, il fait nuit à cinq heures de l’après-midi. Je suis libre à partir de 17 heures.* |
| for recognition   * to and past the hour | for recognition and/or modelled use   * 24 hour time, for example, *Il est quatorze heures; Il est dix-sept heures trente; Il est vingt heures quarante-cinq* | time expressions   * *Nous mangeons à midi pile; de temps en temps; en même temps; encore une fois; une fois par semaine* |
|  | for modelled use   * to express at a certain time – *à*, for example, *Le film commence à huit heures; Je me lève à sept heures moins dix* |  |
| Cognates and *faux amis* | cognates   * animal, adorable, horrible, arriver   faux amis   * travailler – work; sympa – likeable | patterns to predict meaning   * words that share a common stem, le jardin, jardiner, le jardinage * et/ette – to form the diminutive, for example, un ballonnet, une courgette, une noisette * prefixes to form antonyms – dés, désordre; ir, irréel; in, inélégant * spelling equivalents such as aire in French – ‘ary’ in English, for example, militaire – military * *-ois(e)* in French – ‘ese’ in English, for example, *japonais(e), chinois(e); -é-e-i* in French – ‘y’ in English, for example, *qualité –* quality, *gloire –* glory | *faux amis*   * false friends can cause misunderstandings, for example, un bouton – pimple; une **grappe** de raisins – a bunch of grapes; joli(e) – pretty; une journée – a day; location – rental; coin – corner; attendre – to wait |
| Comparatives and superlatives | expressing degree   * très, for example, il est très beau, elle est très belle | comparative   * expression of ‘more than’ or ‘less than’, for example, plus … (que), moins … (que) * en plus, en moins * mieux (adverb)/pire * meilleur (adjective)/pire | comparative/superlative   * additional ways to express sameness, autant de; autant que, for example, Nous avons fait autant de tâches ménagères que vous; J’étudie autant que toi * superlative – le/la/les plus/moins * plus ... que * le mieux/le pire * *le meilleur/la meilleure* |

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|  |  | for recognition and/or modelled use   * comparison/sameness (as … as), *aussi … (que);* for example, *Tu es aussi heureux que moi; Nous sommes aussi intelligents que vous* |  |
| Conjunctions | frequently used conjunctions   * *et, mais, ou, avec* | conjunctions and fillers   * car, parce que, donc, comme, for example, Je n’aime pas regarder la télé parce que c’est ennuyeux * use of fillers in spoken texts, for example, *alors euh, quoi, hein, ben oui, ben non* | conjunctions and cohesive devices   * puis, puisque, lorsque, ensuite, aussitôt que, dès que, pendant que, cependant, for example, Il ne vient pas puisqu’il est malade; Elle a mangé dès qu’elle est arrivée; Ils ont fait leur devoirs et puis ils sont partis * to sequence ideas – *avant de, d’abord, après que, enfin, tandis que, à la fin* |
| Idioms and expressions | exclamations   * Oh là là! Bof! Quoi!? Voilà! | common idioms and expressions   * Ça coûte un bras! * C'est du gâteau! * Ça marche! * C’est dommage! * Coup de foudre * *Le dimanche je fais la grasse matinée.* | expressing opinions and points of view   * *À mon avis; Selon moi; C'est une question de point de vue; Cela dépend de; Je n'ai jamais vraiment réfléchi à …* |
|  |  | commonly used proverbs   * *L’habit ne fait pas le moine; Petit à petit, l’oiseau fait son nid* |

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| Interrogatives | common interrogatives   * comment, où, quel used in formulaic expressions, for example, Comment tu t’appelles? Quel âge as-tu? Où habites-tu? * modelled use of c’est qui? qu’est-ce que …?, for example, C’est qui? C’est Philippe. Qu’est-ce que c’est? C’est une trousse. * use of rising intonation to ask a question, for example, *Tu as un animal domestique? Tu t’appelles Amandine? Ça va?* | interrogatives to obtain specific information   * pourquoi, comment, quand, où, combien * use of est-ce que, for example, Est-ce qu’elle est malade? Est-ce qu’ils vont à la piscine ou à la plage? * formulaic expressions with *quel*, for example, *Quelle heure est-il? Quelle est la date de ton anniversaire?* | interrogatives that agree in number and gender   * quel, quelle, quels, quelles, for example, Vous avez visité quels châteaux? Quel homme? Tu as choisi quelle jupe? |
|  |  | for recognition and/or modelled use   * *lequel, laquelle, lesquels, lesquelles,* for example, *Lequel de ces deux garçons est ton frère?* |
|  |  | use of inversion   * *Va-t-il en ville? As-tu fait les devoirs? Sont-ils arrivés?* |

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| Nouns | regular nouns   * all nouns have grammatical gender and are masculine or feminine in French * articles assist to determine whether noun is masculine or feminine, for example, le/un – masculine; la/une – feminine, for example, **le/un** cahier; **la/une** robe * most nouns form the plural by adding ‘s’, for example, le crayon – les crayons; le garçon – les garçons; la fille – les filles; la règle – les règles * recognise that nouns starting with a vowel or a silent ‘*h*’ have *l’* as an article | plural forms of nouns   * singular nouns ending in ‘s’, ‘x’ or ‘z’ remain the same in the plural, for example, le/un fil**s** – les fil**s**; la/une voi**x** – les voi**x**; le/un ne**z** – les ne**z** * singular nouns ending in eau or eu add an ‘x’ in the plural, for example, le/un chapeau/les chapeau**x**; le/un jeu/les jeu**x** * nouns ending in al or ail end in aux in the plural, for example, l’animal – les animaux; le journal – les journaux; le travail – les travaux * some nouns ending in ou add an ‘x’ in the plural, for example, le/un chou – les choux; le/un genou – les genoux; le/un joujou – les joujoux * adding ‘*s’* or ‘*x’* to form the plural does not change the pronunciation of the noun | noun patterns   * nouns ending in eau, ège, ème, er, et, isme, ment are usually masculine * nouns ending in ance, ière, sion/tion, ié, esse, ette, ie are usually feminine * exceptions to general gender rule such as , un squelette, l’incendie (m); la mer, l’eau (f), la peau |
|  | irregular plurals   * un œil – des yeux * madame – mesdames; monsieur – messieurs | compound nouns and plurals   * *un chou-fleur/des choux-fleurs; un arc-en-ciel/des arcs-en-ciel; un gratte-ciel/des gratte-ciels; un nouveau-né/des nouveau-nés; une station-service/des stations-service* |

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| Possessives | possessive adjectives   * 1st and 2nd person singular mon, ma, mes, ton, ta, tes * agreement in number and gender with nouns ‘owned’ **not** owner, for example, Je suis Charlotte et voici mon chat; C’est ta trousse? Voilà tes crayons! * mon, for masculine and feminine nouns starting with a vowel, for example, mon orange, mon ami, mon amie * possessives take the place of the article | 2nd, 3rd person singular possessive   * ton, ta, tes, son, sa, ses * usually with parts of body the article is used instead of the possessive, for example, J’ai mal à la tête; Il s’est cassé le bras | possessive pronouns   * take the definite article in masculine, feminine and plural to agree in number and gender to noun ‘owned’ * masculine and feminine for 1st, 2nd, 3rd person plural are the same, for example, le/la nôtre, les nôtres; le/la vôtre, les vôtres; le/la leur, les leurs |
|  | 1st, 2nd, 3rd person plural possessive   * possessive form for masculine and feminine nouns is the same – notre; votre; leur, for example, notre maison (f), notre jardin (m), Notre-Dame de Paris, votre voiture (f), votre chien (m), leur voyage (m), leur surprise (f) * this applies for plural nouns *– nos, vos, leurs*, for example, *nos amis; vos fils; leurs fleurs* | for recognition and/or modelled use   * agreement in number and gender to noun, for example, le mien, la mienne, les miens/miennes; le tien, la tienne, les tiens/tiennes; le sien, la sienne, les siens/siennes |

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| Prepositions | common prepositions   * *à, dans, sur*, for example, *J’habite à Paris; Le livre est dans le cartable; Le cahier est sur la table* | additional common prepositions   * prepositions of place, for example, sous, près, tous près, avec, sans, derrière, devant * prepositions of time, for example, avant, après, depuis, pendant, pour, vers * use of modelled, common articulated prepositions, for example, Je vais au parc; Nous allons à la plage * prepositions used with countries, for example, en with feminine countries (the majority), Je vais en France avec ma famille; J’habite en Australie; au with masculine countries, Je suis au Japon; aux with countries in the plural, for example, Il est aux États Unis * use of chez * prepositions with forms of transport, *à pied, à moto, à cheval, à/en vélo, en voiture, en bateau, en/par avion, en train/par le train,* for example, *Je vais au travail en voiture* | articulated prepositions   * prepositions à and de with contracted articles, for example, à + le = au; à + la = à la; à + l’ = à l’; à + les = aux and de + le = du; de + la = de la; de + l’ = de l’; de + les = des, for example, Je suis à l’église; Mon ami vient des États Unis * *au-dessous de, au-dessus de, près de, à côté de, au coin de, à l’arrière de, en face de, loin de,* plus article *le, la, l’, les*, for example*, au-dessous de l’armoire; près du parc; dans le coin de la cour; en face de la piscine* |
|  | for recognition and/or modelled use   * commonly used verbs followed by prepositions, for example, *jouer à + game, jouer + de + musical instrument, faire de + sport* | for recognition and/or modelled use   * verbs followed by prepositions, for example, *aller à, acheter à, a’attendre à, parler à, répondre à, resssembler à; se souvenir de, se moquer de; approcher de; croire en; agir en; se mettre en* |

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| Pronouns | subject pronouns   * singular and plural, for example, je, tu, il, elle, nous, vous, ils, elles * disjunctive pronouns toi and vous, for example, Ça va bien et toi? et vous Madame? * on, for recognition in formulaic phrases, for example, on y va | direct preceding object pronouns, for recognition and/or modelled use   * me, te, le, la, nous, vous, les, for example, Papa a **des bonbons**. Papa **les** donne à sa petite fille; Mon grand-père écoute **la radio.** Il **l’**écoute toute la journée. * reflexive pronouns – me, te, se, nous, vous, se, for example, je **me** lève, tu **te** réveilles, il **s**’amuse, nous **nous** couchons, vous **vous** promenez, elles s’habillent * emphatic pronouns, for example, **Moi,** j’adore le fromage mais **lui,** il préfère le chocolat. * disjunctive pronouns, for example, moi, toi, lui, elle, nous, vous, eux, elles * use of *on* in certain expressions, for example, *on parle français* | direct and indirect preceding object pronouns   * indirect – me, te, lui, nous, vous, leur, for example, Maman? Je lui téléphone tous les jours; Nous leur offrons un cadeau pour leur anniversaire de mariage. * use of y and en, for example, Paris? J’y suis allé en 2019; Tu as combien de pommes? J’en ai deux. Tu en veux une? * use of on, for example, Ici on parle français, Quand on est malade, on reste à la maison * verbs such as manquer, for example, Tu **me** manques; Vous **nous** manquerez beaucoup |

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|  |  |  | for recognition and/or modelled use demonstrative pronouns   * singular – celui, celle, celui ci, * celle-là; plural – ceux, celles, for example, Tu aimes celui-ci? Moi je préfère celui-là! * pronoun combinations and order   *me/te/nous/vous*  *le, la, l’, les*  *lui/leur*  *y*  *en*   * For example, *Céline donne le cadeau à Thierry – Céline le lui donne; Nous donnons les fleurs à notre mère – nous les lui donnons. Tina boit un peu de jus de pomme* – *Tina en boit un peu; Je vais à Grenoble – J’y vais* |
|  | relative pronoun   * *qui, que* | for recognition and/or modelled use  relative pronouns   * dont * *lequel, laquelle, lesquels, lesquelles* |

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| Verbs | common and present tense verbs   * avoir and être for modelled use, for example, Je suis Dominique, J’ai huit ans, Tu as quel âge ? Je suis marrante, C’est mon frère * commonly used regular verbs * modelled irregular verbs, for example, Tu as fini? Tu peux, tu veux …? * imperative for classroom instructions and routines in singular and plural, for example, lève-toi/levez-vous; assieds-toi/ asseyez-vous; donne!/ donnez! | regular and irregular present tense   * er, ir, verbs in the present * regular re verbs, for example, vendre, attendre, entendre, perdre * irregular re verbs, for example, lire, mettre, prendre * pronominal verbs (reciprocal or reflexive) related to daily routine in the present * common irregular verbs * avoir and faire constructions, for example, avoir faim/soif; faire une promenade * weather and faire * expanded use of imperative form * modal verbs devoir, pouvoir, vouloir, for example, Tu dois faire tes devoirs, Il peut venir, Je veux voyager * aimer + infinitive, for example, J’aime manger des fruits tropicaux * futur proche – verb aller + infinitive | present perfect with regular and irregular participles   * passé composé with avoir and regular past participles * passé composé with être and regular past participles – agreement with number and gender of subject, for example, Marie est allée au cinéma; Nous sommes arrivés en retard; On est allés * agreement of past participle with reflexive verbs, for example, Guillaume **s**’est réveillé tôt; Joséphine **s**’est promen**ée**; Nous **nous** sommes amusés**;** Les filles **se** sont couch**ées** tard * irregular past participles, for example, Vous avez lu ce livre? Elles ont mis la table; Nous avons pris l'avion' * agreement of past participle with auxiliary *avoir* when there is a preceding, direct object, for example, *Il a vu Candice et Elsa - Il les a vues* |
|  |  | imperfect tense   * regular and irregular conjugations * passé composé or l’imparfait * conjunctions that indicate use of *l’imparfait,* for example, *quand elle était petite …; pendant qu’ils regardaient la télé … tous les jours* |
|  |  | future tenses   * regular conjugation of le futur simple * conjugation of commonly used irregular verbs |
|  |  | modal verbs in the future   * *devoir, pouvoir, vouloir,* for example, *il voudra venir avec nous*, *Je devrai faire les devoirs, Tu pourras finir ce projet demain* |
|  | for recognition and/or modelled use past, future and conditional   * passé composé using formulaic, modelled expressions * recognition of l’imparfait and use of formulaic expressions, for example, j’avais 6 ans, j’étais malade, il faisait froid * use of formulaic conditional expressions, for example, je voudrais * recognition of the differences between the future and the conditional * recognition of pronominal verbs (reciprocal or reflexive) in the past | for recognition and/or modelled use   * conditional * impersonal constructions, for example, il faut + infinitive * subjunctive mood, for selected expressions, for example, Il faut que je finisse mes devoirs ... que je parte * present participle or gerund |
| negation   * ne ... pas, for example, Je ne comprends pas, Je ne sais pas; Je n’aime pas | negation for recognition and/or modelled use   * combined negatives, for example, ne … pas encore; ne …pas du tout; ne … pas toujours; ne … plus; ne … jamais – Je ne mange jamais de choux de Bruxelles/de viande * omission of *ne* in spoken interactions, for example, *je sais pas trop* | additional forms of negation   * ne … rien, ne … personne, for example, Je n’ai rien vu; Il ne connaissait personne à la fête hier soir * for recognition – *ne … ni … ni,* for example, *Je ne mange ni viande ni poisson; ne … aucun(e)* – *Je n’ai aucune idée; Je ne connais aucun médecin.* |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape the students’ world are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |  |  |
| --- | --- | --- |
| **Thematic contexts** | | |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world   * introducing self and others providing information, for example, age, place of residence * describing oneself, for example, *Je suis grand(e) et sympa; J’ai les cheveux noirs et les yeux verts* * identifying family members and significant people in my life * describing friends, for example, *Mon meilleur ami est … /Ma meilleure amie est …* * discussing likes and dislikes such as colours, animals, food, games, sport, activities | Myself and others   * describing own character * describing family, friends and significant people in my life * discussing different types of families * talking about pets and responsibility * introducing famous French people * sharing information about things I do with my friends/family * comparing sport and leisure time activities and things I do on the weekend, for example, *J’aime aller au cinéma* * preparing for *une fête surprise pour mon/ma meilleur(e) ami(e)* * talking about relationships, for example, *Mes amis et moi nous nous entendons très bien* * qualifying likes/dislikes, preferences such as movies, video games, music, reading | Understanding myself and others   * discussing emotions, feelings beliefs, opinions * expressing wishes, dreams, desires, aspirations * justifying likes and dislikes * justifying preferences: healthy lifestyle, training, studying, social, environmental issues, etc * sharing thoughts and opinions about family and/or significant people in my life * discussing responsibilities towards oneself and others * comparing families in Australia and France – discussing how family traditions have changed * explaining relationships, for example, why friendship is important * identifying/debating desirable qualities in a best friend * doing something special for someone * explaining personal choices * discussing issues within community and/or world context that are important to them * analysing how social media can influence relationships |
| This is me   * sharing ideas about what makes me who I am – my language, my culture, my country * discussing naming traditions * describing the people who are important to me, for example, *ma famille et mes parents, mes amis, mes grands-parents* * noticing diversity of languages and cultures in the classroom | My language, my culture   * sharing opinions and experiences about language and culture *– Selon moi, il est …/Pour moi, c’est très important de parler une langue étrangère* * discussing the influence of customs and traditions, for example, *Que signifie être australien(ne) d’origine française?* * sharing ideas about jobs and professions, for example, *À l’avenir, j’ai pour projet de devenir ….; Ma mère est …, Mon père fait ….* * exchanging expressions associated with cultural practices, for example, *bon appétit! bon courage!* * looking at the influence of geography on language and culture * comparing and discussing significance of some symbols and icons of Australia, France and/or French-speaking countries or regions | Living in the 21st century   * reflecting on living in a multicultural country, for example, *Je crois que c’est un avantage de vivre dans un pays multiculturel parce que …* * reflecting on what shapes identity – sharing different perspectives * discussing globalisation and its influence on language, culture and traditions * highlighting the uniqueness of French-speaking countries or regions * finding evidence of French influence on Australia and Australians and vice versa * exploring regional diversity * discussing issues and concerns and identifying solutions |
| My classroom   * exchanging greetings, for example, formal greetings with teachers; informal greetings with peers * responding to roll call * responding to classroom instructions * asking for permission, assistance, clarification, etc. * identifying classroom objects * describing the classroom * asking and responding to questions about date and time, for example,  *Quelle est la date d'aujourd'hui ?' Quel jour sommes-nous? C’est lundi. Quelle heure est-it? Il est trois heures.* | Class and school environment   * expressing school rules and responsibilities * sharing class and school routines and activities * comparing school timetables in France and Australia, for example, En France les cours commencent à ….; le premier cours est … * expressing the time – to the hour, past the hour, half past the hour * using appropriate phrases, expressions and interjections in interactions with teachers and peers * discussing similarities and differences between schools in Australia and France, for example, En France, l'école est obligatoire dès l'âge de trois ans; En Australie, c’est dès l’âge de six ans * making comparisons regarding the beginning and end of the school day/academic year, school canteens, uniforms, holiday breaks, long summer breaks * noticing diversity of cultural aspects such asla bise | School life in French and Australian contexts   * evaluating perceived advantages and disadvantages of French and Australian education systems, for example, Les systèmes scolaires diffèrent généralement d'un pays à l'autre; Je préfère le système … parce que … * researching differences in France among various levels and types of schools * comparing the choice of subjects, assessments and examinations, graduation in France and Australia, for example, baccalauréat général; baccalauréat professionnel; baccalauréat technologique * debating the positives/negatives of oral and written examinations * imagining the features of ‘my ideal school’ * talking about jobs, professions and careers in the future * sharing thoughts with teacher and peers about what I plan to be/do in the future, for example, *Dans l’avenir, quand je serai plus grand(e), je voudrais être/faire …* |
| Where I call home   * describing my house(s)/my home(s) * making drawings or plans of the inside and outside of my house(s), apartment(s), etc., for example, sketching les pièces et les meubles * sharing information about ‘my favourite place at home’ * talking about, where I like to go in my area or where I like to spend my time in my neighbourhood, for example, *Mon endroit préféré c’est …* | My home and neighbourhood   * describing where I live and how it impacts on the way I live * discussing chores and responsibilities at home * describing family activities at home * describing neighbourhood facilities such as school, shops, parks * comparing types of housing in Australia and French-speaking cities or countries – city, country, types of residences * discussing how geography impacts lifestyles * sharing views about my ideal home and place to live * comparing attitudes to recycling in Australia and France | My home, my neighbourhood, my world   * designing and describing my ideal home * debating ideas about what makes the ideal suburb/city * comparing how people live and socialise in and outside the home in Australia and French-speaking countries * sharing ideas about responsibility for my environment – local, national and global perspectives * debating ideas about how I would improve my world * raising issues about caring for the local fauna and flora * comparing the many faces/perceptions/aspects of French-speaking/Australian communities * discussing the benefits of volunteering or participating in charity work * debating issues such as ethical clothing, animal rights |
| Let’s eat!   * recognising familiar French food in Australia and/or food from France introduced into the Australian diet * recognising that Australian cuisine has been influenced by many different countries * using modelled structured expressions about likes and dislikes regarding food, drinks, snacks * participating in simulated buying and ordering food at various venues, for example, au marché, au centre commercial, en ville, au café, à un festival * sharing cultural perceptions about food | Eating in/eating out   * participating in real or simulated shopping, for example, au marché, au supermarché, à la boutique * using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists * using cultural expressions in social interactions when ordering, buying, negotiating food choices/ingredients, etc. * following/creating recipes to prepare French dishes * comparing traditional and modern dishes and cuisine * planning a special occasion such as a surprise party, and inviting guests, negotiating menus and managing budgets * planning a real or imagined outing to a French restaurant, organising transport and providing/following directions * comparing dining etiquette in Australia and France * discussing what to wear in relation to the venue, occasion and weather | International food habits and trends   * discussing healthy/unhealthy eating and the benefits or consequences * debating the pros and cons of fusion food/cuisine * researching supermarkets that promote and sell only French products and produce, in France and around the world; researching similar trends in Australia, in cultures represented in the class * investigating and discussing how supermarkets are changing traditional shopping habits * discussing French influences on international cuisine/restaurants * comparing attitudes to food, for example, eating seasonal fruits and vegetables with eating all-year-round fruits and vegetables * exploring differences in regional cuisine and ingredients |
| Australia, France and French-speaking countries and regions   * exploring the geography of France – les régions * discovering icons and symbols of France * singing the national anthems of France and Australia – La Marseillaise, Advance Australia Fair * discovering Les pays francophones/le monde francophone/la francophonie * sharing information about countries of heritage of classmates, for example, geography, important symbols and icons, important national days and celebrations * exploring French places and influences near my place of residence * discovering French music | Australian/French influences   * comparing French regions to Australian states * learning about Francophone countries near Australia and around the world * researching French explorers in Australia * discovering the arts and crafts connection between France and Australia * recognising the influence of French fashion in Australia and the world, for example, La mode en France: un domaine d’influence * exploring French influences on Australia and vice versa, for example, engineering, food * researching famous people who have learnt to speak French * comparing similarities and differences between French and Australian music | Australian/French connections   * researching historical and significant events that connect Australia and France * discussing the many and varied connections between France/New Caledonia/Réunion and Australia * comparing French migration to Australia with migration of Australians to France and French-speaking countries and regions * debating the importance of trade between Australia and France * discussing the benefits of cultural exchanges, for example, J’ai envie de faire un échange en France/en Nouvelle Calédonie * analysing current issues that affect young people in France and Australia * discussing the influence of French film/music through the ages * discovering and sharing information of Australian and French collaboration in innovative endeavours through the ages in the fields of research, medicine, science, satellite program, manufacturing, environmental protection, etc., for example, *La France et l’Australie ont collaboré sur plusiers projets de recherche, par exemple …* |
| Let’s celebrate!   * identifying special occasions celebrated with family and friends, for example, Mon anniversaire c’est le … * exploring the significance of la fête du prénom * learning about important national days and celebrations such as Bastille Day – le 14 juillet; Australia Day – le 26 janvier; Anzac Day – le 25 avril; Remembrance Day – le 11 novembre * identifying food and dishes associated with celebrations, for example, *la bûche de Noël* and *la Galette des Rois* at Christmas | Celebrating my culture and tradition   * describing celebrations and festivals associated with the ethnic diversity in my community * organising an ‘International Day’ at school where the school community celebrates the cuisine, music and dance, traditional costumes, etc. that reflect the ethnic diversity of the school, for example, La Semaine de la Francophonie * researching the origins and significance of French celebrations such as Bastille Day, *La Fête de la Musique,* Cannes Film Festival | The significance of celebrations and festivals   * examining and comparing the significance of celebrations and festivals from around the world * discussing the importance of French regional food festivals, for example, la fête des moissons; La Fête de la Fraise * discussing famous French festivals and celebrations, and how they reflect cultural practices * analysing changes in the way traditional festivals are celebrated |
| Let’s explore where we live!   * getting around places in my area, for example, la piscine, le centre commercial * identifying forms of transport * buying tickets * understanding currency, for example, value of the euro * following simple directions, for example, tout droit, à gauche, à droite * participating in simulated scenarios for getting around the area | Holidays/travelling   * organising real or simulated travel * discussing and negotiating preparations for travel * getting around – reading maps, timetables, giving and following directions, and locating places * understanding and using 24-hour time * considering clothes to suit a variety of activities and for different weather conditions, for example, On fait les valises …, Je vais mettre …, Pour le séjour au bord de la mer/Pour notre weekend en bord de mer, je vais emporter … N’oublie pas ta brosse à dents et ton pyjama! * comparing beach culture in Australia and France * discussing randonner versus bushwalking, for example, Chaque été, beaucoup de familles françaises partent en randonnée/font de la randonée dans les Alpes and/or the French love of faire de la randonnée, for example, J’aime la nature, la randonnée et le camping. * creating a multimodal presentation about my real or imaginary last holiday, including place, activities, etc. * sharing plans for my next holiday, for example, Cette année ma famille et moi, nous allons passer nos vacances en Italie * discussing where French people living in France like to go on holiday, what they prefer to do, and choices of accommodation * comparing Australian and French attitudes to travel | A trip to France or a French-speaking country or region   * preparing for a real or virtual tour of a French-speaking country or region, for example, working out a budget for the trip, deciding on places to visit such as tourist spots, historical sites, away from the beaten track experiences * discussing the benefits of a language student exchange to France or a French-speaking country or region * debating the topic ‘My ideal holiday/my dream holiday’ * discussing the benefits of buying products ‘Made in France’ or ‘Made in Australia’ (quality, style, innovation, etc.) * evaluating my holiday and what I would do differently and why * writing a comparison of French customs and traditions that are similar to or different from those of Australia and/or another culture that is part of my identity * analysing cultural concepts of aesthetics, for example, in the arts, architecture, literature, music etc. |
| How I pass my time   * sharing information about activities, hobbies and pastimes * learning about favourite sports in France, French-speaking countries or regions and Australia * discovering cognates related to sport, hobbies, pastimes and activities | Recreation, routines and responsibilities   * planning and discussing activities, for example, Ce weekend je vais faire beaucoup de  choses … * sharing information about chores and responsibilities, for example, les tâches ménagères – le samedi matin, je range ma chambre * discussing preferences, for example, books to read, movies to watch, games to play, music to listen to, sports to watch or participate in * comparing community sports and hobbies in Australia and France and French-speaking regions or countries * creating a multimodal presentation of a day at home or a day at school for a French or French-speaking student * identifying a person they would like to spend time with, and why | Reflecting on the past and planning for the future   * composing a profile that starts with Quand j’étais petit(e) … * sharing views and opinions about ‘How I have changed growing up’ * discussing influences that have shaped them growing up, for example, … mon frère/ma sœur a toujours été un exemple pour moi * comparing role models * sharing first memories of school; influences of school * discussing use of social media and how social media influences relationships/leisure time * interviewing parents/grandparents about what they did in their free time when they were my age, and presenting findings to class * comparing cultural attitudes to young people, free time, etc. * discussing plans for the end of the year, for example, Mes projets pour la fin de l’année sont …; je voudrais un petit boulot et ... * sharing plans for the immediate and/or more distant future * discussing career aspirations * exchanging views and opinions about where I will be in 10 years’ time, for example, *Dans dix ans j'espère que je serai sur le point de …; J’espère que je trouverai un travail/un emploi de rêve …; Mon objectif, c’est de … dans dix ans* |