

Australian Curriculum: Languages
French
(revised)

For public viewing

February 2014

www.acara.edu.au

All material in this brochure is subject to copyright under the Copyright Act 1968 (C'th) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) 2013.

Licence

Unless otherwise noted, all material in this brochure – except the logo of ACARA, third party icons and any material protected by trademark – is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia \(CC BY NC SA\)](https://creativecommons.org/licenses/by-nc-sa/3.0/au/) licence identified by the following logo:



Under a CC BY NC SA Licence, you may download, copy, print and communicate material for personal or non-commercial purposes, including educational or organisational use, provided you attribute ACARA and licence any new work created incorporating material from this website under the same CC BY NC SA Licence.

Attribution (Credit ACARA)

All ACARA material licensed under the CC BY NC SA licence must be attributed in the following manner:

Unmodified ACARA material:

You must credit ACARA in the following manner: Source: Australian Curriculum, Assessment and Reporting Authority (ACARA).

Modified ACARA material:

You must credit ACARA in the following manner: Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

Copyright inquiries

For all copyright inquiries, please email: info@acara.edu.au or phone: 1300 895 563 (if within Australia) or 61 2 8098 3100 (if outside Australia).

AUSTRALIAN CURRICULUM: LANGUAGES

FRENCH

Context Statement

The place of the French language and culture and in Australia and in the world

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in 33 countries. First language speakers include the 67 million inhabitants of mainland France, those living in the territorial communities of New Caledonia, French Polynesia, and the Wallis and Futuna Islands, as well as in French overseas departments such as French Guiana, Martinique, Guadeloupe and the island of Réunion, 80 percent of the inhabitants of Québec, and significant communities in Luxembourg, Belgium, Monaco, Switzerland and the Democratic Republic of the Congo. There are also many French-based creole languages, such as Haitian, developed through French colonial contact. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine.

Australia and the French-speaking world have significant shared history and strong contemporary connections. First French arrivals in the eighteenth century were explorers, followed by small numbers of prisoners, refugees and government officials who involved themselves in trade, commerce and agriculture. Migrants from maritime regions such as Aquitaine and Normandy arrived in the early nineteenth century, followed by French recruits to the Victorian gold rush (1852–71). Many stayed and settled as agriculturalists, winemakers, traders and tradesmen. By the beginning of the twentieth century there was an established French community in the colony, with its own chamber of commerce, French-language newspaper, major shipping interests and involvement in the growing wool trade. The ends of both world wars brought further migrants, including war brides of Australian servicemen and people taking advantage of the government-assisted passage scheme at the close of World War II. The gaining of independence by French colonies in the 1950s and 1960s saw numbers of French families choosing to migrate to Australia rather than return to France. The last five decades have continued to see a steady movement of migrants between France and other French-speaking countries and territories and Australia, with approximately 0.5 percent of the Australian population identifying as having French ancestry.

Current links between Australia and the French-speaking world are strong, characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, and communications, strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement. France is a leading destination for Australian travellers, and a partner in work-exchange opportunities in hospitality, tourism and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

The place of the French language in Australian education

French has been taught in Australian schools and universities since the 1880s. Originally offered with Italian and German as a modern language option alongside classical languages,

it was valued as an important academic and cultural discipline and a means of accessing the intellectual and cultural heritage of France. The move to communicatively based approaches to teaching in the 1970s, together with improved communications and travel opportunities, increased interest in French as an option for more learners. As Asian languages joined European languages in school programs, numbers of students learning French declined, but French continues to be studied at all levels across all states and territories and is currently the third most widely studied language in schools. Wider community interest in learning French is strong, as evidenced by enrolments in courses offered by regional branches of the Alliance Française and the proliferation of informal community-based French conversation groups and language clubs.

The nature of French language learning

French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire. It is closely related to English, due to the shared influence of Latin and to the fact that French was the official language of the English court, administration and culture for 300 years after the Norman conquest in the eleventh century. This involvement with French contributed significantly to the developing English language. There are more than 1700 words used in both languages (for example, *danger*, *saint*, *magazine*, *tact*). In this sense French is already partly familiar to English-speaking learners. This familiarity supports early stages of learning.

French uses the same Roman alphabet as English, although its pronunciation of the letters differs significantly and the use of accents on some letters is an additional complexity for English-speaking learners. There are many similarities between the two grammatical systems, such as the same basic subject-verb-object order, but also differences, such as the use of tenses, the gendering of nouns and adjectives, the marking of singular and plural forms of nouns and adjectives, and the use of articles and capital letters. The sound system is usually the main challenge for English-background learners, including as it does some novel sounds (such as the pronunciation of the letters *r* and *u*), letters which are silent, unfamiliar liaisons and intonation and rhythm patterns.

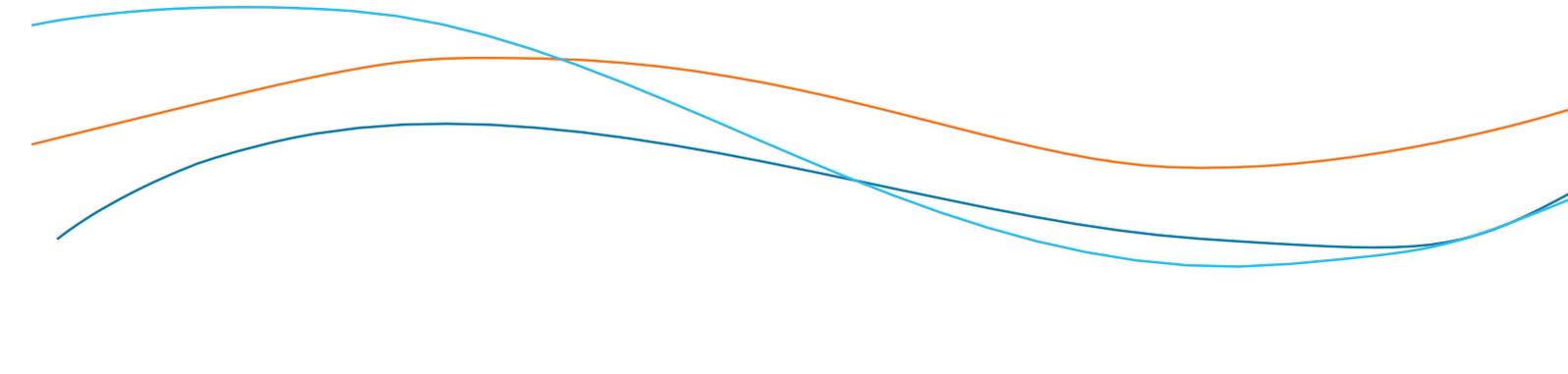
The diversity of learners of French

French programs in Australian schools are offered to a range of learners including some who are following immersion or partial immersion programs. Many are monolingual English speakers who are learning French as their first experience of another language. A relatively small number have existing connections with French, either as background speakers, second- or third-generation French-Australians, or through professional, personal or other forms of connection. For learners from language backgrounds with very different grammatical and vocabulary systems such as Chinese or Korean, learning French will represent similar challenges to those which frame their experience of learning English as their language of schooling.

The *Australian Curriculum: Languages* for French is pitched to second language learners; that is, to the dominant cohort of learners in the current Australian context for whom French is an additional language. It has been developed according to two main learning trajectories for these learners, Foundation–Year 10, and Years 7–10. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

For students learning French for the first time in a school language program, a key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world and to understand more about themselves in the process.

Australian Curriculum: Languages
French
Foundation to Year 10 Sequence
(revised draft)



February 2014

Foundation to Year 2

Foundation to Year 2 Band description

The nature of the learners

Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. They all have experience of belonging to worlds in which language plays a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, curiosity and sense of enjoyment, with an emphasis on active learning and confidence building.

French language learning and use

French is learnt in parallel with English language and literacy. Learning in the two areas progresses at very different levels but each supports and enriches the other. French is used in classroom interactions, routines and activities, supported by the use of concrete materials, gestures and body language. At this stage, there is a focus on play and imaginative activities, games, music, movement and familiar routines, which provide scaffolding and context for language development. Oral language is developed through listening to the sounds, shapes and patterns of French through activities such as rhymes, songs, clapping and action games, and through imitating and repeating sounds modelled by the teacher and aural texts. They experiment with simple formulaic expressions and one- or two-word responses to prompts and cues. As they progress to using French for interactions such as greetings or asking and answering questions, they notice that language behaves differently in different situations and that French speakers communicate in some ways that are different to their own. Creative play provides opportunities for exploring these differences and for using French for purposeful interaction (for example, calling for help, challenging each other or expressing surprise).

Contexts of interaction

Learners interact with each other and the teacher, with some access to wider school and community members. ICT resources provide additional access to French language and culture experience, connecting learners' social worlds with those of French-speaking children in different contexts. They may also encounter ideas about France and the French language outside the classroom, through travel, the media or popular culture.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk and join in stories, songs, play and simple conversations. Written and digital texts include stories, wall charts and big books, and teacher generated materials such as games, labels, captions and flashcards. Writing skills progress from tracing and copying high-frequency words to writing modelled words and sentences independently (for example, greeting cards, captions or labels) and co-creating shared resources such as word-walls or story books.

Features of French language use

Students become familiar with the sound systems of the French language, including pronunciation, rhythm, pitch and stress. They learn to pronounce individual letters and letter combinations, including unfamiliar sounds such as *-eau, -u, è, é, ou, r* and *g*. They recognise and use the intonation patterns which distinguish between statements, questions and exclamations. They use simple basic sentence structure and they learn to write single words and simple phrases, noticing the use of accents and how these change the sound of letters. They become familiar with the idea of grammatical gender and know how to use singular and plural forms. They notice similarities and differences between French and English and begin to develop curiosity around the idea of difference and culture.

Level of support

Rich language input characterises the first stages of learning. Learners are supported via the provision of experiences which are challenging but achievable, with high levels of scaffolding and support. This includes modelling, monitoring and moderating by the teacher, providing multiple and varied sources of input and stimulus, regular opportunities for revisiting, recycling and reviewing, and continuous cueing, feedback, response and encouragement.

The role of English

Learners are encouraged to use French whenever possible, with the teacher providing rich and supported language input. English is used as a medium of instruction and for explanation and discussion. This allows learners to talk about differences and similarities they notice between French and their first language(s) and culture(s); to ask questions about language and culture; to talk about how they feel when they hear or use French and about how they view different languages and the people who speak them. This introduction to the *meta*-dimension of intercultural learning develops the ability to consider different perspectives and ways of being.

Foundation to Year 2 Content descriptions and elaborations

Communicating

Socialising

2.1 Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family. [Key concepts: self, family, home, friendship; Key processes: interacting, greeting, thanking, describing]

- introducing themselves and responding to greetings (for example, *Comment t'appelles-tu? Je m'appelle ...; Ça va, Emilie? Ça va bien, merci*)
- 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; moi, je préfère la danse; je suis très content*)
- recognising and responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures (for example *Qui est-ce? C'est Maman. Qu'est-ce que c'est? C'est la chaise. Où est ... ? Il est..... C'est un chien? Mais non ... C'est un chat!*)

- 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!*)

2.2 Recognise and respond to routine classroom interactions such as opening and closing of lessons, transition activities, giving and following directions. [Key concepts: roles, routines, rules, interactions; Key processes: listening, observing, cooperating, responding]

- using French for everyday routines such as roll call or naming the day of the week (for example, *aujourd'hui c'est lundi*), opening and closing lessons (for example, singing: *Bonjour, mes amis/Au revoir, mes amis*) or transition activities (for example, *on fait un grand cercle ...*)
- responding to instructions or directions through actions, gestures or verbal responses (for example, *Lève-toi, regardez-moi, écoutez, doucement!*)
- asking for information or for a turn (for example, *Madame... Qu'est-ce que c'est? Et moi!*)
- interacting with each other during learning activities (for example, *Donne-moi le crayon, Voilà/voici ... merci*)

2.3 Use simple repetitive language in songs, rhymes, games and transactions such as choosing partners, items or activities. [Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns, requesting]

- singing and adapting rhymes, action songs and raps (*Tourne, tourne petit moulin*), lullabies (*Fais do-do*) and counting songs (*Un éléphant se balançait*)
- creating class activities or projects which involve naming, labelling and illustrating, such as a garden, a pet rock collection or *favourite-photos* wall
- participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses (*Tu as un 7? Oui, voilà. Et toi, tu as un 10? Non, j'ai un 6.*)
- taking turns in games and action songs which 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 plaît; donne-moi deux pommes et trois carottes ...)*

Informing

2.4 Identify key points of information in simple texts. [Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning]

- recognising symbols, words and phrases of written French, for example, labels, titles and captions
- listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding

- shared reading of texts such as Big Book stories about familiar events or contexts (for example, *Les amis de la ferme* or *Raconte et Chante*), using pictures, intonation and contextual clues to predict meaning and identify key characters and events
- making connections between information in print and images, for example, naming toys and games in toy catalogues such as *Jouets Pour Les Tout Petits*, selecting and listing items and prices
- identifying key points in a range of spoken, written or digital texts by actions such as miming, drawing, or onscreen pointing, clicking or dragging for interactive programs such as *Petit Pont*

2.5 Use simple statements, gestures and support materials to convey factual information about self, family, friends and possessions. [Key concepts: self, family, school; Key processes: naming, labelling, showing, describing]

- labelling or naming classroom items and resources or personal possessions (for example, *le bureau, la chaise, l'ordinateur, la carte*)
- contributing to a class photo story, for example, writing and reading aloud captions to own photos (*Je suis triste/content/f âché*) and points of personal information (*J'aime le chocolat, je suis petite; j'ai un chat noir*)
- using simple sentence structures, familiar vocabulary, concrete materials and supporting gestures to talk about self and immediate environment, for example, *Je suis à l'école; j'ai les yeux verts; voici ma chaise et voilà mon sac; j'ai un tracteur rouge*
- drawing aspects of daily routines (for example, *le petit déjeuner, la récréation, le sport*), writing captions or attaching word bubbles

Creating

2.6 Engage with a range of imaginative texts through action, dance, drawing and other forms of expression. [Key concepts: imagination, response, character, expression; Key processes: responding, acting, dancing, expressing]

- listening to or viewing French versions of familiar stories such as *Le Navet Géant* or *Boucle d'Or et les Trois Ours*, comparing French expressions at key points in the story with English-language versions, and re-enacting with puppets, props and actions
- performing poems, rhymes or simple stories that include repeated phrases and rhythms to emphasise key points, for example, chanting '*Au Loup!*' in *Au Loup*, or '*Ça va pas, non!*' in *Je veux pas aller à l'école*
- making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, *Il est magnifique! J'adore Minou! Elle est sympa!*
- re-creating stories, rhymes and songs through mime, dance, or drawings with simple written captions

2.7 Play with sound patterns, rhyming words and non-verbal forms of expression to interpret French stories, songs or nursery rhymes. [Key concepts: rhythm, expression, pronunciation; Key processes: chanting, miming, drawing, dancing]

- 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
- creating own Big Books, story boards or digital texts based on imaginary scenarios in familiar contexts (for example, *Petit Ours Brun fait un tour à notre classe*), building on keywords and phrases, using punctuation to guide intonation and drawings to support written text
- creating rhythms for difficult or complicated phrases or intonation patterns, such as *Comment t'appelles-tu? Qu'est-ce que tu manges pour le petit déjeuner? Le chocolat chaud, le chocolat chaud ...*

Translating

2.8 Translate simple French words, phrases and gestures for family and friends, noticing which are similar or different to English or other known languages. [Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing,]

- recognising that every language has its own words, sounds and gestures to make meaning, using French and/or English to name familiar objects and conduct simple conversations, translating when necessary to help others understand
- sharing and explaining simple expressions and songs with friends and family (for example, how to sing *Joyeux anniversaire* or to use appropriate greetings for different times or occasions, such as *Salut, Bonsoir* or *Bonne fête*)
- demonstrating and explaining hand gestures, intonation patterns or facial expressions which accompany language or stand alone, for example, shrugs or exclamations such as *Bof! Mais non! Ouf! Oh là là!*

2.9 Create simple print or digital texts which use both French and English, such as labels, word banks, wall charts or ID cards. [Key concepts: vocabulary, translation, meaning; Key processes: naming, comparing, copying]

- making a collection of French and English words that are similar or identical and have the same meaning but are pronounced differently (for example, *la police, la table, la routine, six*)
- including some French words and expressions in English conversation when it feels appropriate, for example, *bon ... voilà, pardon, merci, attention!* noticing any changes in behaviour, voice or body language when speaking French
- designing and using bilingual *fiches personnelles* with identifying details supplied in both languages (for example, *nom, prénom(s), âge, mes amis sont..., j'habite..., j'aime.....*)
- creating personal bilingual vocabulary lists

Reflecting

2.10 Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words. [Key concepts: language, culture, difference; Key processes: noticing, considering, comparing]

- noticing French ways of talking and behaving which appear different to own ways, finding examples in children's stories such as *bnMarie de Paris*, or *Je veux pas aller à l'école* or in recordings of French-speaking children in different contexts
- comparing aspects of Australian and French children's lifestyles, such as ways of playing games, buying and eating food or interacting with family members (for example, school *cantine* meals, daily greetings in the family)
- using French versions of spontaneous interactions such as *Aïe!* instead of *ouch!* or *ça va!* plus hand gestures or facial expressions when responding to a greeting

2.11 Use simple statements and gestures to describe themselves, the people they are close to and the ways they communicate. [Key concepts: identity, self, communication; Key processes: describing, explaining, presenting]

- making simple statements about themselves, including where they come from, their age and appearance (for example, *je suis australien et italien, j'habite à Darwin, je suis fils unique, je suis petite et mince*)
- identifying languages they speak or are familiar with (for example, *je parle le vietnamien, l'anglais et le français*)
- noticing their own use of words, expressions or behaviours which make them who they are, such as using words from different languages, ways of celebrating or talking that may not be familiar to other people

Understanding

Systems of language

2.12 Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols. [Key concepts: pitch, stress, intonation, letters, pronunciation; Key processes: listening, distinguishing, reading, recognising]

- building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult such as *u* (*bien sûr*), *r* (*très rapide*) and *-ion* (*attention!*)
- listening closely to distinguish between sounds such as *bon*, *bien* and *beau* or *chien*, *chat*, or *champ*
- understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations (*Tu as six ans. Tu as six ans? Tu as six ans!*)

- developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context
- becoming familiar with the French alphabet, noticing similarities and differences to English, for example, *double-v*, *i-grec*, and the possible confusion between *g* and *j*

2.13 Understand and use some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions. [Key concepts: words, sentences, grammar, patterns, rules; Key processes: recognising, naming, selecting]

- understanding the French subject-verb-object structure (*je mange la pomme*; *tu as le cahier*) and adjective-noun order (*le beau manteau*, *la grande école*), with exceptions such as colours (*le cheval blanc*, *le papillon rose*)
- noticing and using definite and indefinite articles in singular or plural forms (for example, *la fille*, *le concert*, *les croissants*; *un chapeau*, *une chaise*, *des amis*), including the *l'* form for nouns beginning with a vowel or letter *h* (*l'hiver*, *l'école*)
- becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives (for example, *le chien*, *la maison*, *le petit garçon*, *la petite fille*)
- using appropriate pronouns to identify people (for example, *Je m'appelle Guillaume*, *et toi*, *tu t'appelles comment? C'est lui?*)
- recognising and using some prepositions in simple sentence structures (for example, *elle est devant la maison*, *je suis sous le parapluie*)
- developing number knowledge for numbers 0-20 and ordinals (*premier*, *deuxième*)
- responding to and using simple imperative verb forms (for example, *viens ici! écoutez bien!*)
- using singular forms of common verbs in the present tense (for example *je suis chinois*, *tu as trois frères*, *il aime le football*, *Papa est grand*)
- using simple statements and questions (for example, *Qu'est-ce que c'est? Qui est-ce? Tu t'appelles comment? C'est un poisson, je préfère les fraises*)

2.14 Understand that language is organised as 'texts' which take different forms and use different structures and features to achieve their purposes. [Key concepts: genre, text, meaning; Key processes: noticing, applying]

- understanding that texts can be spoken, written, digital or visual and that they can be very short (*Stop!* or a hand gesture to signify *Arrête!*) or much longer (*Il était une fois ...*)
- recognising that different text types have different features (for example, rhythm and repetition in action songs and rhymes), and use different language (for example, formal or informal forms of address: *Bonjour, Monsieur; Merci beaucoup, Madame; Salut, Annie!*)
- comparing similar texts in French and English such as counting games or sign posts, identifying elements in the French texts which look or sound different

- developing a language to talk about language and texts (*metalanguage*), naming familiar text types (*story, poem, recipe, list*) and talking about how they work (for example, using the story-starter *Il était une fois...*; rhyming and repeating words in songs such as *Trois p'tits chats...*)

Language variation and change

2.15 Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom. [Key concepts: language as social practice, language conventions; Key processes: noticing, comparing]

- noticing that different kinds of language are used in different situations and with different people (for example, exchanges between children and parents – *Un bisou, Papa! Je t'aime, ma puce!* exchanges between children and unfamiliar adults: *Bonjour, Madame, comment ça va?*)
- understanding that language varies according to context and situation, for example, language used for play with friends (*vas-y! bravo! cours! à moi!*) is more informal than language used with teachers (*Pardon, Monsieur Falcon, je suis désolé, je m'excuse...*)
- understanding that language forms such as greetings vary according to the time of day or the occasion (for example, *bonjour, bonsoir, bonne nuit, bonne année, bon anniversaire*)
- understanding that language associated with particular interactions can vary in different cultural contexts (for example, use of first names in Australian or American English compared to use of titles and family names in French or Japanese)

2.16 Understand that all languages change over time, creating new words and expressions, losing old ones and borrowing from each other. [Key concepts: language, change, word-borrowing; Key processes: noticing, comparing, listing]

- understanding that languages and cultures change in response to new ideas and social and cultural developments (*globalisation*)
- recognising that languages borrow from each other, that many French words are used in English (for example, *croissant, menu, chauffeur, chef, ballet*) and many English words are used in French (for example, *le week-end, le parking, le shopping*)
- understanding that some languages are continuously growing while others are endangered or being revived (for example, many Indigenous languages in Australia)

2.17 Recognise that Australia is a multilingual society with speakers of many different languages including French. [Key concepts: multilingualism, culture, community; Key processes: discussing, observing, mapping]

- understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language
- exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

- exploring the different languages used by peers in their class, for example by creating a language map, with greetings in each language represented in the class
- recognising that French is an important world language, spoken in many countries in the world apart from France including Australia

Role of language and culture

2.18 Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them. [Key concepts: language, culture, meaning; Key processes: noticing, asking questions, reflecting, explaining]

- exploring the meaning of *culture*, how it involves visible elements such as ways of eating or symbols such as flags and invisible elements such as how people think about themselves and others, the place they live in and what they value
- understanding that learning French involves new ways of speaking and communicating and also some ways of behaving and thinking which may be unfamiliar (for example, the importance of food in some family and regional traditions, or ways of expressing feelings or relationships)
- noticing features of French language interactions in some texts and contexts (for example photos, storybooks or video clips) which may be similar or different to own ways of communicating
- identifying ways of communicating and behaving associated with Australian contexts (for example, *Nippers: rip spotting, body boarding*; multicultural days in primary schools)

Foundation to Year 2 Achievement Standard

By the end of Year 2, students use French to interact with teachers and each other through action-related talk and play. They respond to directions and instructions verbally and non-verbally and choose between options when asked questions such as *Tu veux le rouge ou le bleu?* They exchange greetings such as *Bonjour! Comment ça va? Très bien, merci* and respond to question cues with single words or set phrases: *Qu'est-ce que c'est? Un éléphant. Tu veux un croissant? Non, merci.* They participate in games, songs, chants and shared reading of simple texts. They experiment with French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use numbers up to 20, simple forms of address and vocabulary related to themselves, their class and home environment. They rely on scaffolded examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about the weather or date. They write simple texts such as lists, labels, captions and descriptions. They use some pronouns, prepositions and simple present tense forms of regular verbs.

Students recognise that French sounds different to English but that it uses the same alphabet when written. They recognise that some words are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They are beginning to understand that language is used differently in different situations and between different people. They are

developing awareness of cultural differences and similarities and of their own and each other's languages and cultures.

Years 3 and 4

Years 3 and 4 Band description

The nature of the learners

At this stage children are developing cognitive and social capabilities which give them increased control of their learning. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning.

French language learning and use

A balance between language *knowledge* and language *use* is established. Activities which focus on grammar, vocabulary and pronunciation are integrated with purposeful, varied communicative activities. The development of oral proficiency at this stage continues to rely on rich language input. Learners engage in a lot of listening, developing active-listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues. The language they hear is authentic with modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as learners are supported to use the language themselves in familiar contexts and situations. They exchange simple ideas and information, negotiate predictable activities and interactions, and participate in shared tasks, performance and play. They continue to build vocabulary which can be adapted for different purposes. They control simple grammatical forms with some accuracy to communicate in familiar contexts.

Contexts of interaction

The context in which students interact is primarily the language classroom and the school environment, with some sharing of their learning at home. They also have some access to wider communities of French speakers and resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provides scaffolding and opportunities for language practice and experimentation.

Texts and resources

Learners develop literacy skills through interacting with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet play, songs and computer games introduce them to the expressive and cultural dimensions of French. Procedural, informational and descriptive texts, such as timetables, tuckshop orders or class profiles, show how language is used to organise, describe and to 'get things done'. They may have access to resources developed for children in France, such as television programs, advertisements or webpages, as a way of developing cultural knowledge.

Features of French language use

Learning French contributes to the process of making sense of the children's worlds which characterises this stage of development. As they encounter French language and culture they understand that French and English have many similarities and also some interesting differences. They notice features of French communication such as the use of gestures, facial expressions, intonation patterns and polite forms of address. They make comparisons with their own ways of communicating. This leads them to think about *identity* and *difference* and about what it means to speak more than one language.

Level of support

This stage of learning involves extensive support. This is primarily provided by the teacher, who provides instruction, explanations, examples, repetition, reinforcement and feedback. Tasks and activities are carefully scaffolded and resourced. Time is allowed for experimentation, drafting and redrafting. Learners are supported to self-monitor and reflect on their learning.

The role of English

Learners are supported to use French as much as possible for classroom routines, social interactions, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language for talking about language and culture systems. It enables them to ask questions to support their learning and to reflect on the experience of moving between languages and cultures. Using both French and English in the classroom develops a sense of what it means to be bilingual.

Communicating

Socialising

4.1 Use simple language in routine exchanges such as asking each other how they are, offering wishes and providing personal information. [Key concepts: communication, politeness, friendship; Key processes: interacting, listening, questioning, responding]

- exchanging greetings in different contexts, for example *Bonjour, Madame Patou, comment allez-vous? Salut, Nicole, ça va? Pas mal, et toi?*
- offering wishes for particular occasions, situations or times of day (for example, *Bonne nuit, Papa! Bonjour, Messieurs; Bonne fête, Hafiz! A demain, Mademoiselle; A bientôt! Bonne année! Bon courage!*)
- exchanging information about self, family, friends or interests, building vocabulary, using simple statements and cohesive devices such as conjunctions *et, mais, ou*, experimenting with gestures, intonation and expression (for example, *J'ai deux soeurs et j'ai un frère; j'aime les sports et les voyages - mais j'adore la musique!*)
- using common responses to frequently asked questions or comments (for example, *très bien, voilà, oui, bien sûr, d'accord*), imitating modelled intonation and stress patterns

- asking and answering questions relating to concepts such as time, place or number, including days of the week, months 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; En hiver il fait très froid*)
- exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

4.2 Follow teachers' instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission, attracting attention, rehearsing and repeating new language. [Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding]

- responding to instructions such as *Encore une fois; Montre-moi; chantez plus fort; regardez les photos, écoutez, écrivez/tapez la phrase*
- requesting help or clarification (for example, *Je ne comprends pas; répétez s'il vous plaît; j'ai une question ...*)
- negotiating turns (for example, *C'est à toi? Non, c'est à moi*) and praising and evaluating each other (for example, *Super! Pas mal. Bon travail! Excellent! Bravo!*)
- developing and displaying classroom rules and routines, deciding on priorities such as *le respect*, *la politesse* and *la co-opération*
- using appropriate language to ask for help or to attract attention, such as *Monsieur, s'il vous plaît! Je ne comprends pas.*
- rehearsing words, phrases or interjections which can be used as 'hooks' or fillers in conversation, such as *ah bon... voilà...eh bien...alors*

4.3 Use simple statements, questions and directions in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items. [Key concepts: collaboration, creativity, discovery; Key processes: contributing, collecting, exchanging]

- making simple recipes such as *crêpes* or *croques monsieur*, using imperative verb forms (*ajoutez, mélangez, versez, servez*) and vocabulary for ingredients and quantities (*la farine, le beurre, le lait, 100 grammes, un verre de..*)
- creating own instructional or procedural tasks such as games or treasure hunts (for example,; *où se cache le trésor?*)
- playing games that involve active listening, memory or information exchange (for example, *Jacques a dit*, *Jeu de 7 familles*, *Loto*)
- working together in collaborative tasks such as designing a poster, composing a menu or creating a picture book, sharing decisions about content, vocabulary and design (for example, *ceci ou cela? qu'est-ce que tu préfères? là ou là? petit ou grand?*)
- swapping or borrowing from each other's language resources such as word lists to complete shared learning tasks (for example, building an action wall or making adjective

snake-sentences: *le chien est: petit, noir, fatigué, triste; Maman est: grande, mince, belle, gentille*)

Informing

4.4 Locate specific points of information in different types of texts relating to social and natural worlds. [Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation]

- collecting information about different animal species (for example, *les insectes, les animaux domestiques/sauvages*), creating a display with names and appropriate adjectives (for example, *la fourmi – minuscule; le lion – féroce*)
- listening to short spoken texts with some unfamiliar language, identifying points of information (for example, the name and number on a recorded phone message, the age of a child interviewed, some items on a recorded shopping list)
- locating information relating to school activities in a French context (for example, *l'emploi du temps, la lecture, l'orthographe, le vocabulaire, les mathématiques*), comparing with own daily schedule
- 'finding French' at home or in the community to create collections or displays (for example, French words used in English-language advertisements, shop signs, recipe books or menus)

4.5 Present factual information about self, others, home and school life, using graphic support such as photos, maps or charts. [Key concepts: home, school, information; Key processes: selecting, presenting, comparing]

- using simple descriptive language and supporting resources to introduce family members and friends, identifying relationships (*c'est mon cousin/ma sœur/ma grand-mère/mon copain*) and cultural backgrounds (*il est chinois/espagnol/australien*)
- collecting information about each other's likes, dislikes or interests, using checklists, surveys or question cues such as *combien de ...? à quelle heure ...?* to create a class profile, chart or database (for example, *les sports préférés, les plats de choix*)
- presenting information on events or topics of possible interest to French children of their own age (for example, *les fêtes d'anniversaire, les vacances* or *les copains*), using multimodal resources and realia support and building vocabulary to describe actions and feelings
- recording for themselves and reporting to friends and family what they know about/ can do in French (for example, *Je sais ...*), using tick files or charts, listing favourite expressions or gestures
- creating a class book or digital display about topics they have been studying in French and/or other curriculum areas, for example, *les animaux sauvages au zoo/dans la nature*

Creating

4.6 Participate in interactive stories and performances, acting out responses, identifying favourite elements, making simple statements about characters or themes. [Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]

- interacting with characters in stories, songs or cartoons such as *Samsam* or *Titou*, for example by writing invitations or paying simple compliments (*Viens chez moi! J'adore ton chapeau!*) or preparing questions for an interview (*Tu as quel âge? Est-ce que tu aimes le fromage?*)
- viewing excerpts from imaginative texts such as *Ratatouille*, listening for keywords and phrases, picking up cultural cues, choosing vocabulary to describe key characters (*Rémi: un rat, gastronome, chef, intelligent; Emil: un rat, le frère, gros, gourmand; Linguini: jeune home, timide, maladroit, bête*)
- collecting and using favourite exclamations, words or expressions from different imaginative and expressive texts, for example, *Pouff! Terrrible! Ça y est! Pas vrai!*
- reading simple narratives and responding to images which evoke positive or negative emotions such as affection, sadness or anger, connecting with their own experiences by using stem statements such as *Je suis folle quand ...; Je suis contente si ...; J'ai peur de ...*

4.7 Create short imaginative texts that allow for exploration and enjoyment of language. [Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing]

- creating short imaginative texts designed to amuse or entertain such as fantasy stories featuring imaginary creatures with names created out of two or more real animal names (for example, *le chevaloon le lapinat, les moutaches*)
- producing and presenting picture/digital books or short scripted plays or animations which use favourite French words and expressions to build rhythm or rhyme
- creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters or support materials such as drawings or story maps to create visual context

Translating

4.8 Identify high-frequency words and expressions in simple texts such as captions, story titles or recurring story lines, noticing which ones are difficult to translate. [Key concepts: translation, meaning, culture; Key processes: noticing, explaining, comparing]

- identifying and comparing key words in titles and storylines of French and English versions of favourite stories (for example, *La Chenille Qui Fait Des Trous: The Very Hungry Caterpillar*, *La Vieille Dame Qui Avale Un Mouche: The Old Woman Who Swallowed a Fly*, comparing rhythms and vocal effects in the two versions)
- playing matching-pair games with French and English word cards (for example: *Le Calendrier*, matching words in both languages for days of the week, months and seasons)

- collecting and using French words and expressions which do not translate easily into English (for example, *bon appétit, bon voyage, voilà!*) and French words used by English speakers (for example, *café, éclair, mousse, chic*)
- finding English words in French texts (for example, *l'Internet, un sandwich*), considering how French speakers might pronounce the English words and why they are not translated

4.9 Use a mix of French and English to create bilingual versions of texts such as picture dictionaries, action games or captions for images. [Key concepts: translation, meaning, code-mixing; Key processes: selecting, mixing, explaining]

- participating in *Circle Time* sessions, helping each other to use as many French words and expressions as possible
- creating bilingual picture dictionaries, using different colour captions to identify words which are similar, identical or different
- creating simple bilingual story books, modelled on texts such as *Oops and Ohlala (A la plage, Vive l'école!)*
- alternating French and English versions of games such as *Un..deux..trois..soleil* - What time is it Mister Wolf? or *Caillou, papier, ciseaux* - Scissors, paper, rock.

Reflecting

4.10 Notice changes in own and others' ways of communicating when using French in different situations, describing how this looks and feels. [Key concepts: self, difference, communication; Key processes: reflecting, imagining, comparing]

- describing elements of French language which feel most different to their own usual ways, such as pronouncing some sounds, using gestures, body language and facial expressions
- talking about what they are confident in doing in French, what they feel unsure of (for example, using formal forms of address) and what they most enjoy
- talking about how it feels to use a different language, responding to prompt questions such as *Do you feel like a different person when you are using French? In what ways?*
- experimenting with respectful gestures and forms of communication, such as shaking hands or using titles such as *Madame* or *Monsieur*,

4.11 Explore their own sense of identity and how this includes ways of using language with different people. [Key concepts: identity, friends, groups; Key processes: noticing, describing, identifying]

- using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features (for example, *je suis australien et grec, je suis sportif, je suis courageux, je parle anglais et grec, j'ai beaucoup de cousins*)

- noticing how they communicate with each other, their families, teachers and other adults, identifying differences in behaviour and language and explaining why this happens
- talking about *identity* and language use, creating visual representations of their own memberships of families, friendship groups and communities (for example, *ma famille, mon équipe, ma classe*)
- reflecting on the experience of becoming bilingual, considering what advantages this brings and whether it will impact on their identity

Understanding

Systems of language

4.12 Practise the pronunciation of vowel sounds, letter combinations and intonation patterns and recognise and write high-frequency words and expressions in familiar contexts. [Key concepts: pronunciation, accent, spelling, writing; Key processes: alphabetic recognition, discriminating sounds, recognising words]

- creating an alphabet bank, collecting words which begin with each letter (for example, *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, pompier), ai (aimer, j’ai), ain (train, demain), eau (château, beau)*
- observing differences in pronunciation of word endings shared with English such as *-tion* and *-ent*, for example, *attention, situation, commencement, parlement*
- understanding that some letters blend to make single sounds (such as *-ille, -eau* or *qu-*), and that most final consonants in French words are silent (for example, *le rat, le tapis, vert, les mains*), with exceptions such as *la fleur* and *cing*

4.13 Notice and use elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts [Key concepts: sentence, gender, number; Key processes: recognising, applying, naming]

- developing a metalanguage in French for talking about language, using terms similar to those used in English such as *le verbe, l’adjectif, l’adverbe, la conjonction* and *le vocabulaire*
- observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe*
- expressing negation in simple sentence structures and colloquial expressions (for example, *je ne sais pas; elle ne mange pas; tu ne viens pas? Pas du tout!*)
- understanding the difference between definite and indefinite articles, how to specify a specific or unspecific person, place or object (for example, *tu manges la pomme, j’achète un livre, une vache énorme, le climat français*)

- understanding the function of verb modes, recognising and knowing how to use statements, simple questions and imperatives, for example, *Tu peux commencer, je peux commencer? Commence!*
- using an increasing range of adjectives (for example, *bizarre, magnifique, formidable*), including additional gender forms (for example, *blanc/blanche, gros, grosse*)
- using some adverbs to elaborate on simple verb statements (for example, *elle mange lentement, je chante doucement, il parle très vite*)
- using additional prepositions to indicate direction or location (for example, *à gauche, à droite, à côté de*)
- strengthening vocabulary knowledge by making connections with known words (for example *triste, la tristesse; le marché, le supermarché, le marchand*), recognising word patterns and building word clusters (for example, number knowledge to 60+, words associated with food, family members or sports)

4.14 Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, comparing with similar texts in English. [Key concepts: mode, medium, language features; Key processes: noticing, comparing, describing, explaining]

- noticing features of familiar text types such as greetings, requests, weather reports or recipes through activities such as 'genre-swapping' (for example, creating greetings that sound like announcements - *Attention, Madame, comment-allez vous!* or weather reports that read like recipes - *Un litre de pluie, six nuages ...*)
- recognising how different textual elements combine to make meaning (for example, the images, font and script of a web page; the layout, title and illustrations in a picture book; the highlighting of names, dates and times on an invitation), copying and creating templates to store as learning resources
- comparing features of simple spoken and written texts in French, such as a verbal greeting or a written postcard, comparing with similar texts in English (noting for example, the sequencing of the message, terms of address and ways of signing off)

Language variation and change

4.15 Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning. [Key concepts: variation, register, tenor; Key processes: observing, explaining]

recognising that there are many different varieties of French spoken in different countries and regions, involving different accents, dialects and vocabulary (for example, *un pain au chocolat/une chocolatine, le sud de la France*)

- reflecting on how they communicate with their own family and friends and with people less close to them, noticing and comparing differences
- understanding how changes in voice and body language can change the meaning of words (for example, *Tu aimes les devoirs?* - simple question, versus *tu aimes les*

devoirs? (surprise, disbelief); *c'est mon petit frère* (statement) versus *c'est mon petit frère!* (pride)

- finding examples of shortened noun forms in colloquial French, such as *le resto*, *le frigo*, *le foot*, *le prof*, comparing with the use of abbreviations in Australian English, such as *brekkie*, *ambo*, *arvo*, considering when or how they are used

4.16 Understand that languages change over time through being influenced by each other and that French has influenced many languages including English. [Key concepts: influence, change, exchange; Key processes: identifying, classifying, interpreting]

- considering differences in how groups of people communicate, such as younger or older people, girls and boys, and how new words and expressions are constantly being invented and borrowed from other languages
- making a collection of specialised French words used in English, comparing how they are pronounced by French or English speakers (for example, *le restaurant*, *le café*, *le chauffeur*, *le ballet*, *le croissant*)
- discovering some of the English words used by French speakers, considering if they are the same kinds of words as those borrowed from French into English (for example, *le coach*, *le blog*, *l'internet*, *le football*, *le corner*, *le burger*, *le denim*)
- exploring how languages mix with each other to invent new words or expressions (for example, *le brunch*, *le franglais*, *le texto*)
- 'finding French' at home or in the community to create a class collection or display, for example, French products, labels or words used in English-language advertisements, shop signs, recipe books or menus

4.17 Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages. [Key concepts: global language, culture, identity, communication; Key processes: collecting data, mapping, grouping]

- knowing that French is spoken in many regions of the world (for example, *le Québec*, *Le Sénégal*, *le Maroc*, *La Suisse*, *Le Monaco*, *la Nouvelle Calédonie*), with different accents and dialects
- understanding that French has close connections to other languages which have shared histories and many similar words (for example, English, French, Italian and Spanish: *the bank*, *la banque*, *la banca*, *el banco*; *art*, *l'art*, *l'arte*, *el arte*)
- identifying ways in which French language and culture influence the lives of Australians

Role of language and culture

4.18 Notice differences between French, Australian and other cultures' practices and how these are reflected in language. [Key concepts: culture as process and practice, beliefs, values; Key processes: identifying, describing, discussing]

- identifying cultural symbols such as art forms, flags, national dishes or sporting emblems associated with different francophone countries and regions (for example, *le tricolore* in

France, *le Fleurdelisé* in Québec, *le Kanak* in *la Nouvelle Calédonie*), comparing with different Australian cultural expressions and symbols (for example, Indigenous art, flags, sporting logos, national celebrations)

- understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, French terms of affection used with children often relate to either food or animals: *mon petit chou*, *mon lapin*)
- exploring how and why some languages have more words related to particular things than other languages do (for example, Australian-English words associated with surfing: *bomb*, *barrel*, *tube*, *snaking*, or French words for different kinds of breads and cakes: *une baguette*, *une ficelle*, *une religieuse*, *un mille-feuille*)
- learning how to talk about culture and language, using terms such as *meaning*, *difference* and *behaviour*, thinking about values, ideas and traditions which sit inside language (for example responding to prompts such as, *What does it mean when ... ? what is the difference between ... ? why do you think that people...?*)

Years 3 and 4 achievement standard

By the end of Year 4, students interact with teachers and each other through classroom routines, play and action-related talk, using formulaic expressions, modelled language and some simple original compositions. They exchange greetings and wishes, respond to familiar instructions and directions and to questions such as *Qu'est-ce que c'est?* and *Qu'est-ce que tu fais?* They make statements using the present tense and present + infinitive form about self, family and interests (*Je suis australien et italien*; *Nous habitons à Brisbane*; *Je vais partir demain*). They exchange simple ideas and information, express positive and negative feelings (*Je suis très contente*; *Je n'aime pas la pluie*) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They participate in stories, songs and rhymes. They approximate the sounds, rhythms and pitch of spoken French. They interact with a range of simple written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features to support understanding and build familiarity with different text types. Student writing at this level is scaffolded and supported and relates to familiar and immediate situations and experiences. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais*, and prepositions such as *sous*, *sur* and *devant*. They participate in simple interpreting and translating activities. They use vocabulary related to familiar contexts and their personal worlds, and control gender and number agreements in simple constructions (*une petite maison*, *les grands chiens*).

Learners understand that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (the same alphabet and basic sentence structure, many shared words) and different in other ways (use of tenses, gestures, some new sounds such as *r* and *u*, gender forms). They recognise French words used in English (*menu*, *mousse*) and English words used in French (*le weekend*, *stop!*). They understand that languages change over time and influence each other. They recognise that language may need to be adjusted to suit different situations and relationships (for example,

formal and informal language, different text types). They understand that French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as *verb*, *adjective* and *gender* for talking about language and learning. Learners understand that languages are connected with cultures, and that the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.

Years 5 and 6

Years 5 and 6 Band description

The nature of the learners

Learners communicate more confidently, are more self-directed and are gaining more awareness of the world around them. They are more analytical and critical, allowing for a reflective dimension to language learning and cultural awareness. Their English language capabilities are significantly more developed than their French proficiency at this stage. The curriculum ensures that tasks and learning activities are appropriate for learners' cognitive and social levels even though they are linguistically less complex.

French language learning and use

Learners' communicative capabilities are stronger and their pronunciation, intonation and phrasing are more confident and accurate. They control and access wider vocabulary resources and use a range of non-verbal strategies to support communication. Shared tasks develop social, cognitive and language skills and provide a context for purposeful language use. Focused attention to grammar, literacy skills development and exploration of cultural elements of communication are conducted at least in part in French. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people in French-speaking communities, accessing music and media resources, maintaining blogs and web pages. Oracy development at this level includes active listening to a range of input from different sources. Learners develop conversational and interactional skills such as initiating and sustaining conversation, using turn-taking protocols, 'reading' language for cultural and contextual meaning. Individual and group oral presentation and performance skills are developed through researching and organising information, rehearsing and resourcing presentations and selecting language appropriate for particular audiences. French is used increasingly for classroom interactions, routines and exchanges, for demonstrating understanding and communicating simple information.

Contexts of interaction

Learners use French with each other and the teacher for an increasing range of purposes. They have some access to French speakers and cultural resources in wider contexts and communities through the use of ICT. Language development and use is typically incorporated into collaborative and interactive tasks, games and activities and learners are supported to use French spontaneously when interacting with each other.

Texts and resources

- Learners engage with an increasing range of oral and written texts. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create their own texts for a range of purposes and audiences, such as emails, dialogues, notes and letters, presentations and performances. With support they build cohesion into their spoken and written texts in terms of both content and expression. They write more accurately and fluently, extending their writing from simple phrases to more elaborated sentences and different types of text. They use modelled language and co-produce shared texts such as class stories, journals or captions for storyboards. They have some access to texts created for young French speakers, such as stories, cartoons, magazines, websites, music clips and television programs.

Features of French language use

Learners increase their range of French vocabulary, pronunciation, grammar and textual knowledge. They are aware of the role of liaisons and accents and familiar with frequent vowel-consonant combinations (-ille, -ette, -tion). They use present tense forms of regular -er, -ir and -re verbs, a small number of irregular verbs (*être, avoir, aller, faire*) and some reflexive verbs (*se lever, s'habiller*). They use plural forms of nouns and adjectives and some possessive adjectives. They can move between statement and question forms and use simple negative constructions. They develop a metalanguage to describe patterns, rules and variations in language structures. They are building awareness of the relationship between language and culture and exploring ideas about identity and communication. They question stereotypes, explore how attitudes are shaped by cultural perspectives and consider their own cultural and communicative behaviours.

Level of support

While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity and focused language learning. Support includes provision of models, stimulus materials, resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.

The role of English

While the use of French in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability. The language of response around learning tasks depends on the nature of task demands. French is used for communicating in structured and supported tasks and English for open-ended tasks that involve discussion and reflection and develop understanding of language and culture.

Years 5 and 6 Content descriptions and elaborations

Communicating

Socialising

6.1 Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy. [Key concepts: communication, exchange, interests; Key processes: expressing, comparing, socialising]

- interacting via different modes of communication to exchange personal information and opinions, express views, agree or disagree (*Excuse-moi, Sophie, mais...à mon avis, je pense que...bien sûr ..., d'accord ..., au contraire..*)
- using communication strategies such as active-listening skills, turn-taking cues, requests for clarification or more detail to support the exchange of ideas and information (*Ah oui? c'est vrai? c'est intéressant... dis-moi...*)
- comparing 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 les devoirs et je joue aux jeux vidéos*)
- identifying and describing key 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 tres vieux*)
- apologising and expressing concern or sympathy to friends and family members (*Pardon, excuse-moi; je suis désolé; fais bien attention! mon pauvre ami..*)

6.2 Use questions, statements and responses to participate in tasks and learning activities, to indicate understanding and to monitor and evaluate learning. [Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]

- indicating understanding or asking for help, using comments such as *Oui, je comprends; non, je ne comprends pas; c'est trop compliqué! C'est quoi ça?*
- consulting each other when completing individual or group activities, for example, *c'est juste? montre-moi; comme ça? comment ça s'écrit?*
- negotiating tasks and shared activities, for example, *Tu préfères lire ou écrire? moi, je préfère travailler sur l'ordinateur*
- checking on progress during learning tasks or activities, using comments and questions such as, *C'est fini? Pas encore, bientôt..; tu comprends, toi?*
- talking about the experience of learning and using French, comparing what they can and cannot do, for example, *Je sais compter jusqu'à cent; je sais chanter 5 chansons; tu aimes parler en français? c'est difficile! Je n'aime pas parler au téléphone. J'adore jouer au foot en français!*

6.3 Use action-oriented language to participate in tasks such as organising displays, developing projects or budgeting for events. [Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting]

- designing and completing collaborative projects such as building a model of the *place du marché* in a French village or designing an environmentally-friendly *cour de récréation*, composing spoken, written or digital instructions and specifications (*devant, à côté de, 500 mètres, trois étages*)
- planning and organising activities such as outings or performances, using expressions related to place, time and numbers (for example, *quelle date? où, quand, à quelle heure? combien de ... ?*)
- budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and values and discussing intended purchases (*je vais acheter..., j'espère trouver...qu'est-ce que tu cherches?*)
- creating displays, presentations or performances for family, friends or school community to showcase their progress in learning and using French
- allocating roles and organising class or school activities such as an appeal or fundraiser, creating timelines, schedules or programs

Informing

6.4 Gather and compare information from a range of sources relating to social and cultural worlds. [Key concepts; environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating]

- extracting points of information from sources such as websites, books and magazines on social and environmental issues such as *le recyclage* or *la conservation de l'eau*, recording key phrases and vocabulary for use in group projects
- conducting surveys with peers and family members to report on social behaviours such as preferred modes of communication (for example, *le téléphone, le courriel, les conversations face à face, les textos*)
- drawing from a range of informative texts such as videos, books and websites to collect and compare information on topics such as family life, housing or schooling in different cultural contexts (for example, *la campagne, les villes, les appartements*)
- viewing sub-titled documentaries on different francophone communities, commenting on key facts and features and recording some new vocabulary and expressions
- working with simple informative texts such as advertisements, features in teen magazines or video clips to share impressions of the lifestyles of young French speakers in different contexts

6.5 Convey information in different formats to suit specific audiences and contexts. [Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting]

- creating a web-site for a contact group of French students, posting information on own interests and experiences (for example, *les vacances, les amis, les sports, les médias*),

using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to French students

- collecting information from public and community texts such as fliers, newsletters, advertisements and brochures to construct a visual, digital or narrative profile of the local community for people arriving from overseas
- creating a video to present information or ideas to a particular audience, such as a virtual tour of the school or classroom for exchange student groups
- creating an interactive display or performance to inform younger children of the benefits of learning French

Creating

6.6 Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings. [Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing]

- creating storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings (for example, *la peur, le bonheur, l'étonnement*)
- comparing favourite characters in plays, stories or cartoons, listing words or expressions associated with their role or personality (for example, *timide, gros, géant, minuscule, rigolo, belle*) and explaining how they can relate to them
- introducing a character from a story, cartoon or tv series that reminds them of themselves, a close friend or a family member, using performative, narrative or graphic modes of presentation
- responding to questions about characters, events or effects in different types of imaginative texts such as puppet shows, stories and films, using modelled language to express reactions (for example, *c'est triste, j'ai peur, elle est folle!*)

6.7 Present, re-interpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts. [Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting]

- introducing new elements to a familiar story (for example a new neighbour in *Astérix's* village in Gaul, an additional ailment for *Nicolas* in *Le Petit Nicolas: Je suis malade*, or an alternative ending to a traditional tale such as *Cendrillon*)
- teaching younger children French versions of familiar nursery rhymes and songs with repetitive phrases and actions (for example, *comptines* such as *A vous dirais-je Maman, La chanson de l'alphabet*)
- drawing and captioning alternative versions of traditional stories or songs such as *La Fée Quenotte* or *Les Trois Petits Cochons*, for example by transposing them to contemporary or Australian contexts

- adapting French children’s stories, songs or cartoons to suit particular audiences (for example, scripting, rehearsing and performing a puppet show version of *Pirouette Cacahuète* or children’s songs such as *Ah les crocrocro...*, *Coucou*, *Petit Loulou*)

Translating

6.8 Translate single words and simple phrases in English and French, noticing which have direct equivalents, are shared by both languages or are impossible to translate. [Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating]

- creating French versions of Australian school signs and notices, noticing words which do not have direct translations (for example, *the oval*; *the tuckshop*; *after-school care*)
- collecting and using in context words or expressions in French and English which are used in both languages (for example, *rendez-vous*, *baguette*, *amateur*; *cool*, *clown*, *leader*)
- finding and using phrases which have direct translations between English and French (for example, as *bonsoir/good evening*, *un beau jour/one fine day*, *Messieurs-Dames/Ladies and Gentlemen*)
- translating and explaining the meaning of words or expressions associated with celebrations in French-speaking regions of the world (for example, *le poisson d’avril*, *la bûche de Noël*, *le Ramadan*, *Aïd el-Fitre*, *la Toussaint*, *la fête de la musique*)

6.9 Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks. [Key concepts: bilingualism, word borrowing, meaning; Key processes: identifying, classifying, selecting, explaining]

- creating parallel lists of informal French/English expressions for everyday interactions between friends and families (for example, *à tout à l’heure!/See you later*; *chouette/cool*; *salut, ça va!/Good day!* *Amuse-toi bien/have fun*; *bisous/love*)
- composing bilingual texts such as posters for class or school assembly performances, events or displays (for example, *Les pays francophones*, *les fêtes françaises*, *le 14 juillet*)
- using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing results and noticing problems associated with translation
- constructing and co-maintaining a bilingual website with a sister-school or contact group of young English learners in a French-speaking community
- creating bilingual texts for younger readers based on models such as *Oops et Ohlala*, involving one English-speaking and one French-speaking character

Reflecting

6.10 Compare ways of communicating in Australian and French-speaking contexts, identifying ways that culture influences language use. [Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing]

- observing interactions between French speakers (for example, students in a school *cantine* selecting *une entrée, un plat principal et un dessert*; people interacting in the street, in shops or at *réunions de famille*), comparing with interactions in similar Australian contexts
- exploring 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)
- reflecting on instances when interactions in French have felt awkward or difficult (for example, polite or gendered forms of language), explaining why this might have been the case for speakers of Australian English
- planning a virtual or actual visit to a French school, deciding on strategies for effective communication, for example, planning how to 'read' cultural information and to adjust own behaviour if required

6.11 Identify aspects of own language use and identity, for example by creating personal or group profiles or portfolios. [Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining]

- mapping their own and others' relationships with language(s), considering the connection between language and identity (for example, *how does being bilingual impact on identity?*)
- preparing a class profile to exchange with French-speaking students showing language backgrounds, interests and personalities represented in the class, using captions and symbols such as flags, emoticons and words from different languages
- exploring the idea of stereotypes and identity, how groups of people tend to think about themselves and others and how stereotypes can negatively affect attitudes and communication and be quite inaccurate
- reflecting on identity in terms of relationships with others, such as family and friends, group memberships and language(s) spoken, considering whether learning and using French impacts on identity either in or out of the classroom

Understanding

Systems of language

6.12 Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts. [Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising]

- recognising and using liaisons when appropriate, for example, *les élèves, mes amis, les petits enfants*
- understanding that the letter *h* is never pronounced and is referred to as a silent letter (for example, *l'hôtel, l'herbe, heureux, habiter*)
- understanding that -é the *aigū* (é) at the end of a word is pronounced, unlike -e without an accent (for example, *le passé, je passe; le soufflé, je souffle*) and that other accents also change the sound of a letter (for example, the *cédille* (ç) softens the *c* sound, *le garçon, la façon*)
- 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, letter combinations such as *-ille* or *-ette* and words involving two or more distinct vowel sounds, such as *la voiture, important, le pompier, l'aspirateur, la ceinture*)

6.13 Combine knowledge of grammatical elements such as tenses with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations. [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building]

- building a metalanguage to talk about grammar, using terms such as *tenses* and *personal pronouns*, identifying language elements and talking about how they are used
- using the present tense of regular *-er, -ir* and *-re* verbs and of a small number of irregular verbs (for example, *avoir, être, aller, faire*)
- using the indicative plus the infinitive in sentences (for example, *J'aime jouer au tennis, il sait conduire*) and the near future tense (for example, *je vais partir*)
- playing games such as *matching pairs* to reinforce grammatical rules (for example, pairing nouns and subject pronouns, *Jean travaille: il travaille, Marianne aime le fromage: elle aime le fromage*)
- using an increasing range of nouns, including more unusual plural forms (for example, *les bureaux, les choux-fleurs, mes grand-parents*), more complex adjectives (for example, *beau, belle, beaux, belles*) and possessive forms: *mon, ma, mes, ton, ta, tes..*
- 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 (for example, *tu ne viens pas ce soir?*) including the use of *de* after a negative verb form (for example, *je n'ai pas de photos*)

- using exclamations to indicate agreement, disagreement, intention or understanding (for example, *D'accord! Mais non! bien sûr, voilà!*)
- using an increasing range of adverbs to elaborate or accentuate meaning (for example, *il parle si doucement; moi j'écoute attentivement*)

6.14 Understand how different French texts use language in ways which create different effects and suit different audiences. [Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining]

- describing key features of different text types (for example, a *shopping list* serves as a reminder to self and consists of items and quantities - *6 oranges, 500 g de beurre*, whereas a *shopping transaction* involves interaction and negotiation and more extended language: *je voudrais une baguette, s'il vous plaît, Madame; et avec ça, jeune homme?*)
- recognising and describing key features of familiar texts such as advertisements, reviews or letters from sources such as *Astrapi*, *Le Petit Quotidien* and *Images Doc*, comparing with similar texts from Australian sources
- identifying the purpose, context and intended audience of a range of familiar texts (for example, phone messages, sports reports, take-away food orders)
- recognising differences between spoken and written texts, noting that some text types such as emails or text messages combine elements of each

Language variation and change

6.15 Understand that language is used differently in different contexts and situations. [Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining]

- observing that speakers use French differently in different situations (for example, in the classroom and in the playground), among different groups (for example, girls/boys, young people/older people) and in different relationships (for example, close friends or strangers)
- understanding the importance of using appropriate forms of address when interacting with different people (for example, using *tu* when speaking with close friends, family members or other young people, using *vous* for other adults)
- reflecting on the use of colloquial or abbreviated language by young people in informal contexts (for example, *G* for *j'ai* and *po* for *pas* in text messages), borrowed words from other languages (for example, *ciao*, *cool*, *super*), hybrid terms (for example, *allez-bye!*) or verb contractions in spoken language (for example, *chais pas* for *je ne sais pas*)
- considering own and each other's ways of communicating with different people in different contexts

6.16 Understand that the French language constantly changes due to contact with other languages and to the impact of new technologies and knowledges. [Key concepts: language contact, word borrowing, digital media; Key processes: observing, identifying, classifying]

- investigating influences on the French language of major community languages in France such as Arabic (for example, *le toubib*, *le bled*, *kif-kif*), Italian (for example, *le fiasco*, *bravo*, *espresso*) or Chinese (for example, *le ginseng*, *le tai-chi*, *le litchi*)
- understanding that French, like all languages, is constantly expanding to include new words and expressions in response to changing technologies, digital media and intercultural experiences (for example, *skyper*, *googliser*, *le courriel*, *photophoner*)

6.17 Understand that there are different forms of spoken and written French used in different contexts within France and other regions of the world. [Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing]

- exploring differences in accents, dialects and vocabulary in different regions of mainland France and within French-speaking communities around the world (for example, *la Bretagne*, *Le Midi*, *Le Québec*, *La Réunion*)
- comparing forms of cultural expression in different French-speaking communities, such as forms of celebration, systems of schooling and concerns associated with young people in society, comparing with similar diversity in multicultural Australia
- recognising and considering the effects of language mixing and blending (such as *le franglais*)

Role of language and culture

6.18 Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and how these may be differently interpreted by others. [Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing]

- reflecting on how different languages and cultures represented in the classroom influence ways of talking about and relating to social and physical environments (for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture, Asian communities' focus on the importance of family)
- identifying elements of Australian-English vocabulary, expressions and behaviours, discussing how they might be explained to people from different language backgrounds (for example, *the bush*, *fair go*, *she'll be right*)
- comparing responses and reactions to the experience of learning French language and culture, examining whether initial attitudes or understandings have changed

Years 5 and 6 achievement standard

By the end of Year 6, students communicate ideas and facts orally and in writing for a range of purposes, such as to strengthen relationships, carry out transactions, complete tasks, take action and engage with informative and imaginative texts. They ask and answer questions in complete sentences in familiar contexts (*Est-ce que je peux ... ? Tu peux..... ?*), using appropriate pronunciation and intonation and making liaisons. They recognise appropriate

forms of address for different audiences, using *tu* forms with friends and family members, and using *vous* for teachers and other adults or when more than one person is involved. They use non-verbal communication strategies with increasing confidence. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create more connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They use present tense verb forms, conjunctions and connectives (*et, mais, parce que, plus tard, maintenant*), positive and negative statements (*j'ai trois amis, je n'ai plus d'amis*), and adverbs such as *très, aussi, beaucoup, un peu* and *lentement*. They recognise and use with support verb forms such as *le futur proche (je vais + l'infinitif)* and *le passé composé (j'ai + regular forms of past participle)*. They recognise *l'imparfait* when reading (*c'était, il était*) but do not yet use it in their own speech or writing. They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (*avant, après, devant, derrière*). They use language and engage in tasks and activities which relate to wider contexts and broader experiences (*l'environnement, le recyclage, le voyage*).

Learners notice differences between spoken and written forms of French, comparing them with English and other known languages. They recognise the importance of non-verbal elements of communication such as facial expressions, gestures and intonation. They notice differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They build metalanguage for language explanation (for example, *formal* and *informal* language, *body language*) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l'hypermarché*). They notice and explore language and cultural differences, recognising the validity of different perspectives, and making comparisons across languages, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.

Years 7 and 8

Years 7 and 8 Band description

The nature of the learners

These years represent a transition to secondary school. Learners are adjusting to a new school culture, with sharper division between curriculum areas. There is a need for continuity through the change in relation to their learning of French, with opportunities to build on their prior knowledge and intercultural capabilities. They may find themselves learning alongside peers with a range of previous experience; and they may be sensitive to views of their peers or performance aspects of using French. A multilevel and differentiated approach to teaching and task design responds to the diversity of prior experience and peer group sensitivities.

French language learning and use

French is used for classroom interactions and transactions, for explaining and practising language forms and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICTs. Learners work collaboratively and independently, exploring different modes and genres of communication, with particular reference to their own current interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They make cross-curricular connections and explore intercultural perspectives and experience.

Contexts of interaction

The primary context for learning remains the French language class; however, there may be increasing opportunities for interaction with peers in France and other French-speaking communities through technology, partner-school arrangements or community connections. Learners have access to additional French resources through websites, social media and radio streaming.

Features of French language use

Learners expand their range of vocabulary beyond their immediate world. They make clearer distinctions between sounds and intonation patterns. They develop more detailed grammatical knowledge, using additional tenses (*le passé composé*, *le future proche*), some reflexive verb forms and additional irregular verbs. They become more familiar with features of different text types (for example, informational, transactional, expressive), using this understanding to guide their own text production. They create and present more varied texts (such as raps, skits, menus, web pages), plan events and join in competitions and debates. They use French with increasing accuracy and fluency, drafting and editing written texts to improve structure and effect. They make increasing connections between texts and cultural contexts.

Texts and resources

Learners work with a range of texts specifically designed for learning French in schools, such as textbooks, videos, stories and online resources. They also access materials created

for French-speaking communities, such as films (with subtitles), websites, advertisements and magazines. Authentic French community resources provide experience of cultural expression and experience.

Level of support

This is a period of review and consolidation and of engaging with new and challenging learning experiences. Continued scaffolding, modelling and material support is required to manage this transition phase. Learners require modelled language use, particularly at the paragraph and whole text level for written language and in relation to fluency and accuracy in spoken French. Focused attention on grammatical and textual features supports learners' development as text producers. Learners are encouraged to become more autonomous, to self-monitor and to reflect on their learning.

The role of English

French is increasingly used at this level for classroom interactions and routines, for task participation and structured discussions. English continues to be used for more complex elements of instruction, more substantive discussion, analysis and reflection in relation to abstract concepts. Learners continue to develop a *metalanguage* for thinking and talking about language, culture, identity and the experience of learning and using French.

Years 7 and 8 Content descriptions and elaborations

Communicating

Socialising

8.1 Participate in an increasing range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating. [Key concepts: friendship, respect, communication; Key processes: responding, expressing, connecting]

- using appropriate registers when exchanging greetings, introductions, apologies or health enquiries, for example, *Salut mon pote! Ça roule? Bonjour, Mademoiselle Charpent, comment allez-vous? Enchanté! Je m'excuse, Monsieur, vous vous appelez comment? Ciao, Pierre, à tout de suite!*
- using descriptive and expressive language to talk about aspects of school, home and social life, for example, *Ma sœur m'ennuie parce que ...; c'est bien/dûr d'être ado car ...; ce que je déteste/j'adore, c'est la musique/l'informatique /les maths; s'il faut redoubler ...!*
- communicating with peers and French-speaking contacts about social and environmental issues, such as *l'influence de la musique, l'environnement digitale, le réchauffement climatique*, in face-to-face or online discussion and debate, referencing community attitudes and changing practices
- composing formal and informal versions of invitations and/or replies to invitations, taking account of the context and the relationship with the recipient of the text

8.2 Use more extended classroom interaction patterns such as open questions and expanded responses to offer opinions, justify, explain or respond. [Key concepts: exploratory talk, discussion, exchange; Key processes: eliciting, prompting, responding, explaining]

- initiating and extending conversations and discussion, for example by using connectives such as *puis*, *et après* and *alors que ...*,
- inviting people into conversations (*et toi, qu'est-ce que tu dis?*) and using expressions such as *n'est-ce pas?* and non-verbal strategies such as wait time or facial expressions to signify interest or attention
- using simple and compound sentences to structure arguments, to explain or justify a position (for example, *D'abord ... et puis ... en plus ... finalement, ce qui est intéressant c'est que ...; ce que je trouve ...*)

8.3 Engage in tasks and activities which involve negotiation and problem-solving, such as online product research, creating menus or presentations for specific audiences and occasions. [Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating]

- planning and participating in learning experiences that combine linguistic and cultural elements (for example, an excursion to a French restaurant, exhibition or performance), rehearsing language forms, structures, vocabulary and behaviours (*l'entrée, le plat principal, le fromage, le dessert; comme boisson ... l'addition, s'il vous plaît*)
- organising action-oriented projects with a school or community focus, using print, visual and digital resources to raise awareness, communicate concern or present a position (for example, *une campagne d'information et de sensibilisation* around issues such as *l'influence des réseaux sociaux* or *la sécurité des cyclistes*)
- making arrangements with local suppliers to cater for an event (for example, *des baguettes, des fromages, l'eau minérale, des saucisses, du pâté*), calculating quantities and prices (for example, *trois douzaines de .., 40 litres de ...*)
- asking, giving and following directions to real or virtual locations (for example, *continuez jusqu'à ... prenez le métro jusqu'au Musée du Louvre...prenez la troisième rue à gauche ... en face de ...*), using electronic information devices, iPhone apps, street maps or directories
- planning and running a class *vide-grenier* or *marché aux puces*, preparing labels and fliers, rehearsing language for negotiating, buying, swapping and bargaining (for example, *Vente flash! un très bon prix, un prix cassé, par-dessus le marché, de très bonnes affaires!*)

Informing

8.4 Access, summarise and evaluate information from different sources. [Key concepts: values, generation, culture; Key processes: researching, comparing, evaluating, reflecting]

- accessing and collating information on youth-related issues (for example, *la musique, la télévision, les sports*) from sources such as the internet, magazines and personal

communications, combining findings to classify into themes (for example, *la jeunesse urbaine, l'environnement, le fast food*)

- collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods (for example, *Gitane - vous apportez, sans réserves, le plaisir de fumer, 1957: sans tabac, prenons la vie à pleins poumons, 2014*)
- listening to/viewing informational texts such as t.v.news reports or feature articles, noting key words, specialised terms or points of information to be re-used in own *newsflash* or *roman photo* (for example, *en direct, les dernières nouvelles, l'information continue, la météo*)
- researching 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, social and community environments (for example, *les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos*)

8.5 Organise and present information from different print and digital sources to present perspectives on issues or to invite action or debate. [Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping text, engaging]

- organising and presenting information relating to social or community issues, using multimodal forms of presentation such as sound and visual images or websites with hyperlinks to raise awareness or invite action
- classifying information obtained from different print and electronic resources in a shared data base of categories, themes and genres, showing relationships between ideas, topics and key language
- researching and commenting on an issue (for example, *la mode et les codes vestimentaires: l'influence des marques*) using tools such as surveys, interviews and media sources to identify and summarise popular opinions and attitudes
- conveying information and ideas by matching language features and text types to topics and themes (for example, using emotive images and captions to highlight issues such as *la faim* or *l'égalité des sexes*, or rap rhythms and punchlines to engage with controversial ideas or provoke reactions)
- combining modes of presentation such as displays, videos or music to explore social and cultural themes (for example, *l'Australie et les régions asiatiques, or le multiculturalisme*)

Creating

8.6 Respond to a range of traditional and contemporary texts, considering how themes and perspectives change over time and context. [Key concepts: time, values, context; Key processes: comparing, considering, contextualising]

- watching cartoons or video clips produced at different times, comparing themes and representations (for example, traditional *faibles* and *contes* with traditional moral messages and contemporary texts such as cartoons that include diverse perspectives on social issues)

- transcribing short samples of action-related dialogue from stories, films or cartoons (for example, *Tintin et l'étoile mystérieuse: allons-y! Ah non, c'est impossible! Personne? Ah magnifique!*), building them into scripted dialogues for performance or written texts for comic/story books
- responding to different expressions of humour in French (for example, *le mime, les blagues, les jeux de mots, les devinettes*), comparing with Australian expressions of humour

8.7 Create simple songs, plays or stories involving imagined contexts and characters, creating moods and effects for different audiences. [Key concepts: mood, drama, effect, audience; Key processes: character and context building, creating]

- creating and performing texts such as *les raps, les poèmes* or *les sketches*, experimenting with the musicality, rhythms and non-verbal expressiveness of French
- performing unscripted explorations of characters, contexts and concepts (for example, *l'amitié, la peur, la liberté*), using gestures, voice and props to build mood, drama and effect and to explore expression and emotion
- creating simple texts such as picture books, bedtime stories or cartoons for younger children, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

8.8 Translate and interpret texts, noticing when there is no direct translation and how language reflects elements of culture. [Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating]

- interpreting phrases and expressions which do not translate literally (for example, *à tout à l'heure, pas de quoi*), considering equivalent English expressions which serve similar purposes
- translating written expressions associated with politeness and social protocols in French (for example, opening and closing formal letters, signing postcards or birthday cards, *mes sentiments les plus distingués, je t'embrasse très fort..*) comparing with typical expressions in similar messages in English
- using and evaluating translation resources such as electronic translators, print and digital dictionaries, using prompt questions such as *Does this represent the exact meaning? What other ways could this be interpreted?*
- collecting examples of *faux amis* (for example, *assister à, demander, un médecin, extra*) and of inaccurate translations of public signs or notices
- increasing awareness of the fact that some words and expressions cannot be translated and are used in their original form in other languages, for example, *nuance, chic, silhouette*

8.9 Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions which carry specific cultural meaning in either language. [Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing]

- creating glossaries for French-speaking friends to accompany Australian images or texts (for example, outback lifestyle, inner-city markets, abbreviations such as *barbie* and *brekkie*)
- composing menus or programs for French-themed events, including footnotes in English to explain key terms or items (*le plat du jour*, *service compris*, *l'entr'acte*, *la mise en scène*)
- creating tourist brochures or itineraries for young Australian travellers to French-speaking regions or countries, supplying keywords, phrases and cultural protocols (for example, *Encore une fois, s'il vous plaît, je vais prendre ceci, ça coûte combien? où sont les toilettes? Je vous remercie, Madame – de rien, Madame*)

Reflecting

8.10 Reflect on differences between French and Australian cultural practices and on the impact of these on communication. [Key concepts: values, perspective, respect; Key processes: reflecting, analysing, comparing]

- noticing cultural cues which suggest differences in traditions, ideas or values when interacting with French speakers or resources (for example, ways of expressing feelings, politeness protocols associated with social events)
- discussing elements of successful intercultural communication (for example, awareness of differences, flexibility and respect of other perspectives and traditions)
- reflecting on the benefits of learning and using different languages and understanding different cultures, considering how this affects identity and understanding
- talking with young French people who are learning English, comparing challenges and benefits

8.11 Share reflections on the experience of responding to different ways of communicating when using French. [Key concepts: cultural interaction, cues, flexibility; Key processes: recording, reflecting, analysing]

- sharing experiences of noticing and responding to differences in language use and communicative style when communicating in French, including repair strategies when communication breaks down (for example, rephrasing or checking meaning: *Je voulais dire ...; si je comprends bien ... ?* or using non-verbal cues to signal uncertainty)
- identifying examples of French expressions or behaviours which might be helpful in other languages or contexts (for example, elaborate forms of address, expressive gestures, making a distinction between *tu* and *vous*)
- assembling an inventory of perceived benefits of learning French and developing an intercultural capacity (for example, a larger vocabulary to draw on, insights into own

language and culture, access to different perspectives and opportunities for new experiences)

Understanding

Systems of language

8.12 Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, noticing how they combine to make or to change meaning. [Key concepts: word parts, idioms, expression; Key processes: listening, reading, identifying, describing]

- recognising the function and form of commonly used morphemes, suffixes and prefixes (for example, *la camionette, dénaturé, anormal, désagréable, la danseuse*), collecting groups of words sharing a common stem (for example, *la bouche, le boucher, la boucherie*)
- recognising the impact of non-verbal elements of French expression such as hand gestures to replace words (for example, *c'est nul, ça suffit!, quoi encore?*) or sounds and facial expressions to reinforce spoken language (for example, *oh là là! Aïe!*)
- revising the pronunciation of the alphabet, practising spelling out words and using the correct terms for letters and symbols (for example, *g, h, j, w, accent aigu, accent cédille*)
- distinguishing vowel sounds, for example by recognising distinctions between similar sounds (*sœur, peu, peur, deux*)

8.13 Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities. [Key concepts: tenses, parts of speech, moods, modalities, metalanguage; Key processes: analysing, categorising, distinguishing]

- increasing control of conjugation of regular verbs in the present tense and of some high-frequency irregular verbs such as *avoir, être, faire, devoir, vouloir*
- understanding when and how to use additional tenses such as *le passé composé* and *le future proche*
- recognising and using idiomatic expressions such as those using *avoir - avoir soif, avoir sommeil, avoir peur*
- understanding the form and function of reflexive verbs (for example, *il se lève très tard, nous nous promenons chaque soir, je veux m'asseoir à côté de toi*)
- extending knowledge of additional negative constructions such as *ne...plus, ne ... rien, ne ... jamais, ne ... que..*
- understanding how to use modal verbs to express possibility, obligation and ability (for example, *je peux m'imaginer..., il doit partir demain*) and impersonal expressions such as *il faut...* and *on...*
- learning to use direct object pronouns in conjunction with the present tense (for example, *je te regarde avec plaisir, elle les mange tous les jours!*)

- continuing to build a *metalanguage* to describe grammatical concepts and to organise learning resources (for example, verb charts, vocabulary lists and groups of pronouns, adverbs or adjectives)

8.14 Apply understanding of text structure and organisation to interpret and create texts for specific purposes. [Key concepts: tenor, lexical and rhetorical resources; Key processes: experimenting, reflecting, comparing]

- identifying elements of different text types (for example, *le courriel, la météo, les slogans*) explaining the relationship between the language and structure used and the purpose of the text
- creating sample texts for a genres resource base, identifying key features and functions (for example, *la publicité: les messages directs: n'attendez plus! profitez de..., ou indirects: vous rêvez de... vos enfants méritent...*)
- analysing and using informal styles of communication associated with social media texts and texting, such as the use of emoticons and abbreviated language (for example, *le sigle MDR*)

Language variation and change

8.15 Observe how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation. [Key concepts: body language, space, expression; Key processes: observing, comparing, analysing]

- comparing and explaining communicative styles in different contexts (for example, *une partie de foot au Stade de France: Allez, allez les Bleus!* compared to a *written bulletin scolaire: Mathilde s'exprime avec facilité, persévère au travail*)
- analysing the role of formulaic language and symbolic gestures in different contexts and communities, noticing cultural variations (for example, national mottos such as *Liberté, égalité, fraternité - la France; Unité, Travail, Progrès - le Chad; Advance Australia - l'Australie*)
- comparing elements of communication such as body language, use of personal space and silence in different cultural contexts and exchanges

8.16 Reflect on changes in own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. [Key concepts: change, influence, communication, identity; Key processes: observing, reflecting, hypothesising]

- reflecting on changes in own ways of communicating, identifying new terms and behaviours which have become part of everyday language through changes in technology and social media (for example, language associated with *l'internet, le portable, les jeux électroniques*, electronic messaging replacing letters or cards)
- examining own and each other's ways of interacting to detect influences from other people, cultures or media products (for example, friends, relatives, teachers, media personalities; travel, education, music, entertainment)

- comparing experiences of learning additional languages, either in school or community contexts, considering how languages intersect or serve different social functions

8.17 Investigate the nature and extent of French language use in both Australian and global contexts. [Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying]

- analysing the influence of French language and culture in international contexts and activities (for example, the Olympic Committee, the International Court of Justice) and in the Australian community (for example, sporting events, food, fashion, film industry)
- tracking the contribution of French migrants and settlers to different phases of Australian history, for example, as explorers, prisoners, refugees, traders, farmers, post-war migrants
- researching the extent and impact of French-language networks, associations and activities in different Australian communities, for example by creating a data-base or information wall, listing activities, events, exchanges and media organisations

Role of language and culture

8.18 Reflect on the cultural dimension of learning and using French. [Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting, comparing, analysing]

- sharing understandings of what culture ‘is’ and how it relates to identity and experience, using statements such as *Culture is ...* and *Culture can ...*
- comparing challenges and achievements associated with learning French which can be thought of as *cultural* or *intercultural*
- reflecting on own *cultural identities*, discussing home, school and social lives, including attitudes and behaviours, considering how these might be interpreted and responded to by members of different communities
- identifying changes in own ways of thinking about culture and identity as a result of learning French
- discussing attitudes towards diversity and difference, including the use of stereotypes and generalisations, considering how these affect communication

Years 7 and 8 achievement standard

By the end of Year 8, students use written and spoken French for classroom interactions and transactions and for some contacts in wider contexts. They socialise, exchange information, ask and respond to requests and questions. They engage in imaginative and creative language experience. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings. They use factual and generalised language to discuss issues of wider interest (for example, *les nouvelles technologies, les rapports entre les générations, le travail, la musique*). They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche ...*, *suivez le boulevard jusqu’à ...* and *choisissez la photo*. They summarise and present information from

different sources in modes and formats suitable for the intended audience. They build oral fluency and expression through shared reading, performance, discussion and debate, using strategies such as emphasis, repetition and summary. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments, to explain or justify a position. They increase control of tenses, using regular verbs in the *passé composé* form independently as well as high-frequency irregular verbs such as *faire*, *être* and *avoir*. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative words or phrases when equivalence is not possible (for example, *à tout à l'heure*, *good on ya!*). They make culturally appropriate language choices when communicating in French, and reflect on the process of interacting, responding and acknowledging difference.

Students develop metalanguage to explain additional language features and elements, using appropriate grammatical terms (tenses, genres, agreement). They identify differences between language modes (spoken, written, digital, multimodal), understanding how features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students explore more closely the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, considering how these might be interpreted by others.

Years 9 and 10

Years 9 and 10 Band description

The nature of the learners

At this stage, learners' knowledge of French is more developed and allows for greater control and application. Increased cognitive maturity enables them to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. The unequal relationship between learners' communicative capability in their first language and their French proficiency is challenging; but a more established sense of themselves as language learners supports focus and motivation.

French language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use French to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to create, interpret and analyse a wider range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger

frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

Contexts of interaction

Learners interact with peers, teachers and other French speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional French experience through community events, such as film festivals, inter-school events or cultural performances.

Texts and resources

Learners use texts designed for language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young French speakers in France and other Francophone regions, such as video clips, magazine features, television programs or advertisements. At this stage of learning, students take some responsibility for sourcing additional materials to support their own learning.

Features of French language use

Learners expand their knowledge and control of grammatical elements, such as verb tenses, (*l'imparfait, le conditionnel*) and emphatic, direct and indirect object pronouns. They extend their knowledge of text types and language functions by maintaining a balance between form-focused activities and communicative tasks and performance. Task characteristics and conditions at this level involve collaborative as well as independent language planning and performance, and strategic use of language and cultural resources. They involve interpreting, creating, evaluating and performing. Learners engage in critical analysis of texts such as posters, advertisements or news reports, identifying how language choices reflect perspectives and shape meaning.

Learners examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials; continued scaffolding and modelling of language functions and communicative tasks; explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, e-journaling).

The role of English

English continues to be used for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about their experience of learning French, about their thoughts on culture, identity and intercultural experience. It develops a language of analysis and critique, supporting discussion of concepts such as *stereotypes, difference, diversity, values*. It allows for a degree of expression and debate which is beyond their communicative capabilities in French.

Years 9 and 10 Content descriptions and elaborations

Communicating

Socialising

10.1 Use formal and informal registers to discuss young people's interests, behaviours and values across cultural contexts. [Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing]

- using different forms of communication including formal debates and informal exchanges to discuss young people's experience in contemporary culture (for example, *la santé des jeunes, la vie des banlieues, les rapports avec les parents*)
- initiating and sustaining conversation by introducing topics, inviting contributions or asking for clarification (for example, *je n'ai pas bien compris... si on parlait de ...? qu'est-ce que vous en pensez?*)
- focusing on oral fluency and accuracy, exploring how rhythm, pitch and the use of connectives and gestures contribute to maintaining momentum and increasing confidence and engagement
- contributing to online discussions with young people in French-speaking contexts, comparing aspects of school and home lives (for example, *les examens, le stress, les sports, les droits, les responsabilités*)

10.2 Compare and reflect on the experience of learning and using French. [Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing]

- using questionnaires or surveys to collect and compare each other's reflections on learning and using French, identifying challenges and gains and tracking different stages of learning (for example, *au début, c'était comment? ... petit à petit ...; finalement...j'ai trouvé que...*)
- communicating with other young learners of languages via email, on-line forums or video-conferencing, comparing experiences and challenges (for example, *C'est comment pour toi? C'est difficile pour vous d'apprendre l'anglais? Moi, je trouve que...*)
- using constructions such as *il faut ..., on doit ..., on peut ..., impossible de ...* to generalise and summarise key aspects of learning to communicate in a new language and cultural context

10.3 Engage in shared activities such as planning and managing events, exchanging resources and information. [Key concepts: communication, collaboration, information exchange; Key processes: calculating, predicting, planning]

- using online and digital forms of communication such as email, chat forums and community websites to plan shared events or activities (for example, intercultural components of the *fête de la musique*, or a *cahier de bons conseils* for language learners)
- planning a demonstration or performance for family and friends to showcase what they know and can do in French, incorporating factual, fictional and expressive elements
- organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues (for example, *les changements climatiques*, *le développement durable*, *les préjugés*)
- creating a collaborative communications project such as a daily news segment for a community television or radio station, building *informations* discourse, using appropriate terms to introduce, identify and summarise (for example, *en directe de ... notre envoyé spécial ... l'enquête de ... les titres/en tête de cette édition ...*)
- transacting for goods and services, considering concepts such as value, availability, competition and ethics

Informing

10.4 Research and evaluate information from different sources on local and global issues, identifying how culture and context affect how information is presented. [Key concepts: standpoint, representation, cultural literacy; Key processes: researching, comparing, analysing]

- selecting samples of spoken, written and digital texts which convey cultural as well as content information (for example, regional news headlines, local community announcements, advertisements, notices in public spaces)
- researching a topic of global significance (for example, *l'immigration*, *la jeunesse*, *l'action humanitaire*, *les langues mondiales*), identifying and explaining how texts reflect perspectives and priorities
- listening to interviews with high-profile speakers, such as political leaders or sports personalities, listing words or expressions which provide cultural or contextual information
- conducting a formal debate on an issue of relevance to young people (for example, *la publicité*, *l'amour-propre*, *les liens familiaux*), incorporating data collected from print, digital and personal sources of information
- engaging in critical reading of texts such as product advice, news reports or travel brochures, considering questions such as the intention and perspective of the text and the nature of the information presented

10.5 Convey information on selected topics using different modes of presentation to suit different audiences. [Key concepts: content, audience, mode; Key processes: selecting, designing, aligning]

- creating different elements for a general information evening on a topic such as *les échanges culturels*, *le tabagisme* or *les jeunes et la lecture*, combining formats such as displays, posters, performances and printed material
- creating a web page to provide information for young job-seekers in different regional and cultural contexts (for example, *les stations de ski*, *au pair à la ferme*, *le travail saisonnier*), using formats such as data bases, charts, maps and video clips
- designing texts pitched to specific age or interest groups, making and explaining choices in relation to vocabulary, structure, visual and cultural elements (for example, fashion advice for a teen magazine, tips for healthier living, local information for new migrants)
- summarising and presenting facts and information relating to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles (for example, charts, diagrams, recorded spoken commentary or demonstration to explain eco-systems or recycling)
- referencing cultural trends in contemporary France and other Francophone communities, for example by presenting and commenting on community texts associated with cultural activities such as *les fêtes religieuses* or *les fêtes civiles* (for example, *Hanoucca*, *la Messe de Minuit*, *les Fêtes du Mawlid*, *le 1er mai*)

Creating

10.6 Identify how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence. [Key concepts: culture, humour, expression, tradition; Key processes: interpreting, analysing, evaluating]

- using language to express emotional or aesthetic responses to texts such as short stories, poems, cartoons, films and songs, identifying how mood is created and narrative is developed through language and expression (for example, *c'est émouvant*, *c'est troublant*, *ils sont mélancoliques*, *c'est trop beau*, *c'est amusant*, *ça fait rire*)
- 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 évocatifs; il y a un rythme qui crée un atmosphère de tristesse; la voix du narrateur calme le lecteur*)
- comparing lyrics, themes and styles of popular French- and English-language songs, tracking similarities and differences in genres and modes of expression (for example, by comparing winners of *Australian Idol* and *Françouvertes* or *La Voix*)
- reading/viewing/listening to extracts from expressive contemporary texts such as poems, songs, dance, street art and performance, identifying elements of expression which reflect French cultural traditions or experience

10.7 Create imaginative texts which combine elements of own experiences or aspirations and French language and culture. [Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining]

- creating characters and contexts to role-play situations and encounters in imagined intercultural circumstances (for example, *au métro - jour de grève, à la frontière - papiers perdus*)
- composing and performing poems, songs, monologues or dialogues to evoke amusement, sympathy or surprise (for example, *les chants d'amours, les virelangues, les récits de guerre, le rap, le rock*)
- creating performances or poems that reflect on significant French or Australian events or histories (for example, *le 1er mai, National Sorry Day, le 11 novembre, Anzac Day*)

Translating

10.8 Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another. [Key concepts: culture, text, context, perspective; Key processes: comparing, analysing, critical and cultural reading]

- experimenting with literal translations of popular French expressions or idioms, noticing when this creates confusion (for example, *être bien dans sa peau, dans son assiette, avoir le cafard, revenons à nos moutons*)
- finding examples of Australian-English words, expressions and behaviours which do not translate literally into French, providing cultural explanations for French speakers (for example, *bush tucker, the surf's up, schoolies*)
- experimenting with and evaluating different types of electronic dictionaries and translators (for example, by comparing individual translations or back-translating)
- interpreting gestures used by French speakers to signal meanings such as *Parfait! J'ai du nez! c'est fini*, comparing with gestures used in Australian English and other known languages
- distinguishing between important and less important words when translating between languages, recognising when and why one language uses more words than the other to communicate a particular meaning (for example, *Je vous prie, Monsieur, de croire à l'expression de mes sentiments distingués: Yours sincerely*)

10.9 Create glossaries to interpret cultural aspects of contemporary and traditional French texts. [Key concepts: representation, critical and cultural literacy; Key processes: referencing, explaining, interpreting]

- collecting and explaining expressions and cultural allusions encountered in French texts associated with historical, religious or civic events or traditions (for example, *la Marianne, le tricolore, la Toussaint, le 1er mai*)
- exploring French colloquialisms, *argot* and idioms (for example, *tomber dans les pommes, les doigts dans le nez*) that are typically used by different social groups (for example, *les jeunes, les sportifs, les étudiants*)

- listing terms associated with food, eating and cooking, noting differences between traditional and more contemporary texts, explaining these differences in relation to changes in cultural practice
- mapping France or other francophone countries as represented on internet sites or tourist brochures in terms of regional and cultural diversity (for example, *la France gastronomique: la choucroute d'Alsace, la quiche Lorraine, le bœuf bourguignon, la tapenade Provençale; la Polynésie: les cinq archipels, les îles et les atolls*)

Reflecting

10.10 Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making. [Key concepts: reciprocity, understanding, intercultural experience; Key processes: communicating, observing, reflecting, analysing, responding]

- considering how learning and using French and other languages offers different ways of interpreting the world and representing experience
- keeping a record (for example, journal, log, posting on forum) of *critical incidents* in the course of intercultural language learning, for example, breakdowns or break-throughs in communication, repair and recovery strategies, responses and insights to interactions
- comparing understandings of the relationship between language, culture and identity, using symbols, graphic representations, images and metaphors to represent how the relationship works
- discussing how intercultural communication involves being flexible, responsive and open to alternative ways of communicating (for example, responding to different levels of emotionality or confrontation in debate, different levels of respect in casual exchanges or service encounters)
- reflecting on how their own language and communicative style use might be perceived by French speakers, considering concepts such as *culture, attitudes, assumptions, values*

10.11 Reflecting on cultural identity and how this shapes their personal ways of communicating and thinking. (Key concepts: identity, culture, communication; Key processes: reflecting, explaining]

- developing an enquiry-oriented stance to own cultural identity and communication style, reflecting on existing assumptions about what makes for effective communication and on changes in perspective
- analysing how cultural norms impact on interpretations of French-language texts and experiences (for example, comparing each other's reactions to particular cultural texts, events or practices)
- reflecting on own cultural identity in terms of family background, community relationships and contact with languages, tracking changes over time or context (including contact with French and other languages and cultures)

- composing a *cultural ID profile* to exchange with French-speaking friends, making decisions about what to include/not include

Understanding

Systems of language

10.12 Increase control of regularities and irregularities of spoken and written French, using elements such as liaisons, accents and expression in more elaborated sentences and texts. [Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating]

- recognising the diversity of spoken forms of French from region to region (for example *les accents du Midi, l'accent Parisien, Toulousain, Picard*) and from country to country (*le Québécois, La Réunion*), considering concepts such as *la norme, la diversité, la compréhensibilité, les élites*
- recognising ways in which written language is different to spoken language, more crafted, precise, elaborated and complex (for example, use of interrelated clauses and support detail: *Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l'Angleterre, pourtant favorite, sur le score de 30 à 3 au Millennium Stadium de Cardiff*)
- recognising the impermanent and fluid nature of spoken language, identifying features such as interactivity, the use of repetition, pauses, interruptions and contractions (for example, 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? Tu arrives? Je suis là déjà — où tu es, toi?*)
- recognising and responding to challenges associated with clarity and pace in audio texts, for example, station or airport announcements or recorded phone messages
- understanding the dynamic relationship between spoken, written and multimodal forms of communication, for example, hybrid modes such as emails or text messages which combine features of spoken and written texts, or formal lectures or news reports which resemble spoken versions of written texts

10.13 Understand how grammatical elements such as tenses and verb moods impact on the making of meaning. [Key concepts: grammatical analysis, register, tenor; Key processes: identifying, defining, classifying]

- noticing how grammatical choices can shade meaning, determine perspective and establish relationship (for example, an imperative verb mood can indicate authority or enthusiasm: *Arrêtez! Allons-y! Donnez-moi votre billet, Mademoiselle*; shifting from the use of *tu* to *vous* can signal a more informal, friendly relationship)
- exploring how choices of words such as nouns and adjectives can indicate values and attitudes, for example, *c'est un bon à rien/c'est un brave jeune homme; ce sont des illégaux/ce sont des réfugiés*

- understanding the function of verb tenses to situate events in time (for example, *ils vont partir demain matin, je suis allée au cinéma hier soir*) and to express intention or desire (for example, *je voudrais bien aller à Tunis avec toi!*)
- recognising variations in conjugation for verbs such as *nettoyer, envoyer, essayer, acheter, manger (nous mangeons, j'essaie)*
- using *l'imparfait* tense, understanding how to distinguish between a completed and a continuing action in the past (for example, *nous étions déjà au lit quand Papa a téléphoné*)
- using *le passé composé* verb forms, recognising verbs conjugated with *être* as the auxiliary that involve agreement between subject and past participle (for example, *elles sont parties*)
- understanding and using in simple constructions *le futur, le conditionnel* and *le plus-que-parfait* tenses
- being exposed to *le subjonctif* verb forms, using in set phrases such as *il faut que tu partes, il faut que je mange...*
- understanding the function of the reflexive pronoun and practising using the reflexive verb structure (for example, *je me lève à sept heures, je me brosse les dents, je m'entraîne...*)
- understanding the function and use of relative pronouns such as *qui, que, dont*
- understanding that past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb *avoir* (for example, *J'ai acheté une tartelette aux fraises – je l'ai mangée trop vite!*)
- understanding and using infinitive verb forms and phrasal verbs, such as *avoir besoin de faire quelque chose, commencer à faire...*
- using relative, emphatic and direct/indirect object pronouns (for example, *qui, que, elle, eux, lui, leur*)
- understanding the function of impersonal expressions such as *il faut ... on doit...*
- understand the use of the *si* clause and how to coordinate meaning through various tenses (for example, *si j'avais voulu je serais partie de bonne heure*)
- further developing a *metalanguage* to discuss and explain grammatical forms and functions (for example, *conditional tense, relative and emphatic pronouns, impersonal expressions*)

10.14 Knowing how to construct different text types, incorporating appropriate cultural and contextual elements. [Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]

- composing familiar community texts such as advertisements, radio requests or eBay posts, making decisions about language, style and register (for example, positioning the

reader/viewer by using personal pronouns, engaging language and images, or creating problems/offering solutions: *Un...deux, un...deux, on rit, on s'esclaffe, on glousse! Pour être au top lors de l'arrivée des beaux jours!*)

- analysing differences in genres such as job applications or letters of complaint, noting protocols and conventions (for example, *Dear Sir ... Yours faithfully, Monsieur ... Je vous prie de croire à l'expression de mes sentiments les plus distingués ...*)
- collecting, interpreting and using textual conventions popular with young French speakers (for example, text messaging: *bjr – bounjour; A+ - à plus; biz – bisous; 12C4 – un de ces quatre*)

Language variation and change

10.15 Examine how texts use grammatical and textual strategies to achieve different purposes, such as to persuade or entertain different audiences. [Key concepts: genres, register, variation; key processes: grammatical and lexical analysis]

- exploring how texts achieve different effects (for example, moving from generic terms such as *les fleurs* to specific detail such as *les violettes, jonquilles, roses mignonnes* in advertisements to suggest superior or specialised taste)
- understanding the power of language to influence people's actions and beliefs (for example, by analysing language used in community appeals in response to catastrophes or disasters)
- comparing language and textual features used in texts to entertain different age groups (for example amusing rhymes for *les tout petits*, *dessins d'humour* for older children, *les blagues, l'humour noir* and *l'humour adolescent* for older students)

10.16 Exploring changes to both French and Australian English, identifying reasons such as technology, popular culture and intercultural exchange. [Key concepts: globalisation, exchange, influence; Key processes: mapping, classifying, analysing]

- exploring the concept of the *ecology* of French and of other languages, including Australian English; the interaction of language with constantly changing environments, referencing influences such as globalisation and technology on contemporary French language use, and the changing status, form and function of Australian Indigenous and community languages
- identifying elements of language use in the Australian community which reflect the linguistic and cultural diversity of the population (for example, intercultural exchange and experience (for example, words and expressions borrowed/used across contexts and activities, such as sports, martial arts, dance, cooking, fashion)
- considering the development of *le franglais* in communities of French speakers (for example, *la pharmacie du corner, faire du shopping*), developing awareness of some aspects of current debates and discussion

10.17 Identify examples of French language used to influence social and cultural relationships and practices. [Key concepts: authority, language as power, inclusion, exclusion; Key processes: scanning, selecting, analysing]

- finding examples of language used for social commentary or to influence actions or beliefs (for example, emotive language and images in reports on cruelty to children or to animals: *la violence, la négligence, l'intimidation, l'abus; menacer, blesser, battre*)
- 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 ...*, or exclusion through the use of *langage codifié*, for example, *le verlan d'une sous-culture: zyva – vas-y; ouf – fou*)
- examining how specialised language associated with professional, economic or cultural ways of speaking or writing can create barriers for some members of a language community (for example, legal or medical terms, arts-related expressions, bureaucratic language)

Role of language and culture

10.18 Understand that language and culture are inter-related, that they shape and are shaped by each other. [Key concepts: culture, language, meaning; Key processes: discussing, reflecting, comparing.]

- comparing definitions of *language* and of *culture*, explaining how they relate to each other
- considering how language both reflects and shapes cultural distinctions such as community, social class, gender and generation
- reflecting on the experience of moving between cultures in and out of school, in local and virtual environments, and through the experience of learning and using French
- exploring the *reciprocal* element of intercultural communication, considering how own cultural ways of thinking and behaving affect attitudes and interactions and shape other people's responses or interpretations
- creating a glossary of French language words and expressions which carry cultural significance, providing short explanations of associated cultural values or traditions (for example, *la patrie, le savoir faire, l'étiquette*)

Years 9 and 10 achievement standard

By the end of Year 10, students interact with peers, teachers and other French contacts. They use language with greater control to access and exchange information on a broader range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and participate in different modes of imaginative and creative expression, such as songs, skits, interviews and performances. They use oral language more confidently, accurately and fluently, employing self-correction and repair strategies and incorporating non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest.

They initiate conversations and discussion (*Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...*), change or elaborate on topics (*Oui, mais ... d'autre part ...*), and provide feedback and encouragement (*En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?*). Students use *présent*, *passé composé*, *imparfait* and *futur proche* tenses to construct short narrative, descriptive or imaginative texts, and the conditional tense *je voudrais* + infinitive in set phrases (for example, *Je voudrais aller au cinéma ce soir*) to express intention or preference. They produce more elaborate text, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. They reflect on the experience of French language learning and using (*Ce que je trouve facile/difficile; Ce que je comprends maintenant*), and monitor their own and each other's intercultural interaction (*Je fais la bise, mais je n'aime pas ça. Est-ce que tu voudrais être français? Pourquoi pas?*).

Students recognise more detailed distinctions between spoken and written French, understanding the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They recognise and demonstrate the blurring of these distinctions in modes of communication such as text messages, emails or conversation transcripts. They investigate and describe how languages borrow from, build upon and blend with each other (*le français*). They understand the social and cultural nature of communication, and the power of language to shape relationships, to include and exclude, and to construct representations (register, stance, values). They examine how representations change over time and in different contexts. They understand and use appropriate terminology to explain some irregularities of grammatical patterns and rules (irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. Students demonstrate factual knowledge of France and other francophone communities and awareness of cultural elements that frame French language use in various contexts. They reflect on their own cultural perspectives and consider how these are impacted by French language and culture learning.

Australian Curriculum: Languages - French - Foundation to Year 10 Scope and Sequence (revised draft)

Communicating							
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>							
Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
SOCIALISING	<i>Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.</i>	Socialising and interacting	<p>Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family.</p> <p>[Key concepts: self, family, home, friendship; Key processes: interacting, greeting, thanking, describing]</p>	<p>Use simple language in routine exchanges such as asking each other how they are, offering wishes and providing personal information.</p> <p>[Key concepts: communication, politeness, friendship; Key processes: interacting, listening, questioning, responding]</p>	<p>Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy.</p> <p>[Key concepts: communication, exchange, interests; Key processes: expressing, comparing, socialising]</p>	<p>Participate in an increasing range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating.</p> <p>[Key concepts: friendship, respect, communication; Key processes: responding, expressing, connecting]</p>	<p>Use formal and informal registers to discuss young people's interests, behaviours and values across cultural contexts.</p> <p>[Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Building classroom language	<p>Recognise and respond to routine classroom interactions such as opening and closing of lessons, transition activities, giving and following directions.</p> <p>[Key concepts: roles, routines, rules, interactions; Key processes: listening, observing, cooperating, responding]</p>	<p>Follow teachers' instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission, attracting attention, rehearsing and repeating new language.</p> <p>[Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding]</p>	<p>Use questions, statements and responses to participate in tasks and learning activities, to indicate understanding and to monitor and evaluate learning.</p> <p>[Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]</p>	<p>Use more extended classroom interaction patterns such as open questions and expanded responses to offer opinions, justify, explain or respond.</p> <p>[Key concepts: exploratory talk, discussion, exchange; Key processes: eliciting, prompting, responding, explaining]</p>	<p>Compare and reflect on the experience of learning and using French.</p> <p>[Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Taking action	<p>Use simple repetitive language in songs, rhymes, games and transactions such as choosing partners, items or activities.</p> <p>[Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns, requesting]</p>	<p>Use simple statements, questions and directions in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items.</p> <p>[Key concepts: collaboration, creativity, discovery; Key processes: contributing, collecting, exchanging]</p>	<p>Use action-oriented language to participate in tasks such as organising displays, developing projects or budgeting for events.</p> <p>[Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting]</p>	<p>Engage in tasks and activities which involve negotiation and problem-solving, such as online product research, creating menus or presentations for specific audiences and occasions.</p> <p>[Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating]</p>	<p>Engage in shared activities such as planning and managing events, exchanging resources and information.</p> <p>[Key concepts: communication, collaboration, information exchange; Key processes: calculating, predicting, planning]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
INFORMING	<i>Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.</i>	Obtaining and using information	<p>Identify key points of information in simple texts.</p> <p>Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning]</p>	<p>Locate specific points of information in different types of texts relating to social and natural worlds.</p> <p>[Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation]</p>	<p>Gather and compare information from a range of sources relating to social and cultural worlds.</p> <p>[Key concepts: environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating]</p>	<p>Access, summarise and evaluate information from different sources.</p> <p>[Key concepts: values, generation, culture; Key processes: researching, comparing, evaluating, reflecting]</p>	<p>Research and evaluate information from different sources on local and global issues, identifying how culture and context affect how information is presented.</p> <p>[Key concepts: standpoint, representation, cultural literacy; Key processes: researching, comparing, analysing]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Conveying and presenting information	<p>Use simple statements, gestures and support materials to convey factual information about self, family, friends and possessions.</p> <p>[Key concepts: self, family, school; Key processes: naming, labelling, showing, describing]</p>	<p>Present factual information about self, others, home and school life, using graphic support such as photos, maps or charts.</p> <p>[Key concepts: home, school, information; Key processes: selecting, presenting, comparing]</p>	<p>Convey information in different formats to suit specific audiences and contexts.</p> <p>[Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting]</p>	<p>Organise and present information from different print and digital sources to present perspectives on issues or to invite action or debate.</p> <p>[Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping text, engaging]</p>	<p>Convey information on selected topics using different modes of presentation to suit different audiences.</p> <p>[Key concepts: content, audience, mode; Key processes: selecting, designing, aligning]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
CREATING	<i>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.</i>	Participating in and responding to imaginative experience	<p>2.6 Engage with a range of imaginative texts through action, dance, drawing and other forms of expression.</p> <p>[Key concepts: imagination, response, character, expression; Key processes: responding, acting, dancing, expressing]</p>	<p>Participate in interactive stories and performances, acting out responses, identifying favourite elements, making simple statements about characters or themes.</p> <p>[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]</p>	<p>Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings.</p> <p>[Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing]</p>	<p>Respond to a range of traditional and contemporary texts, considering how themes and perspectives change over time and context.</p> <p>[Key concepts: time, values, context; Key processes: comparing, considering, contextualising]</p>	<p>Identify how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence.</p> <p>[Key concepts: culture, humour, expression, tradition; Key processes: interpreting, analysing, evaluating]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Creating and expressing imaginative experience	<p>Play with sound patterns, rhyming words and non-verbal forms of expression to interpret French stories, songs or nursery rhymes.</p> <p>[Key concepts: rhythm, expression, pronunciation; Key processes: chanting, miming, drawing, dancing]</p>	<p>Create short imaginative texts that allow for exploration and enjoyment of language.</p> <p>[Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing]</p>	<p>Present, re-interpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts.</p> <p>[Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting]</p>	<p>Create simple songs, plays or stories involving imagined contexts and characters, creating moods and effects for different audiences.</p> <p>[Key concepts: mood, drama, effect, audience; Key processes: character and context building, creating]</p>	<p>Create imaginative texts which combine elements of own experiences or aspirations and French language and culture.</p> <p>[Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
TRANSLATING	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Translating and interpreting	<p>Translate simple French words, phrases and gestures for family and friends, noticing which are similar or different to English or other known languages.</p> <p>[Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing,]</p>	<p>Identify high-frequency words and expressions in simple texts such as captions, story titles or recurring story lines, noticing which ones are difficult to translate.</p> <p>[Key concepts: translation, meaning, culture; Key processes: noticing, explaining, comparing]</p>	<p>Translate single words and simple phrases in English and French, noticing which have direct equivalents, are shared by both languages or are impossible to translate.</p> <p>[Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating]</p>	<p>Translate and interpret texts, noticing when there is no direct translation and how language reflects elements of culture.</p> <p>[Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating]</p>	<p>Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another.</p> <p>[Key concepts: culture, text, context, perspective; Key processes: comparing, analysing, critical and cultural reading]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Creating and using bilingual resources	<p>Create simple print or digital texts which use both French and English, such as labels, word banks, wall charts or ID cards.</p> <p>[Key concepts: vocabulary, translation, meaning; Key processes: naming, comparing, copying]</p>	<p>Use a mix of French and English to create bilingual versions of texts such as picture dictionaries, action games or captions for images.</p> <p>[Key concepts: translation, meaning, code-mixing; Key processes: selecting, mixing, explaining]</p>	<p>Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks.</p> <p>[Key concepts: bilingualism, word borrowing, meaning; Key processes: identifying, classifying, selecting, explaining]</p>	<p>Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions which carry specific cultural meaning in either language.</p> <p>[Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing]</p>	<p>Create glossaries to interpret cultural aspects of contemporary and traditional French texts.</p> <p>[Key concepts: representation, critical and cultural literacy; Key processes: referencing, explaining, interpreting]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
REFLECTING	Reflecting on intercultural language use and how language and culture shape identity.	Reflecting on the experience of intercultural communication	<p>Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words.</p> <p>[Key concepts: language, culture, difference; Key processes: noticing, considering, comparing]</p>	<p>Notice changes in own and others' ways of communicating when using French in different situations, describing how this looks and feels.</p> <p>[Key concepts: self, difference, communication; Key processes: reflecting, imagining, comparing]</p>	<p>Compare ways of communicating in Australian and French-speaking contexts, identifying ways that culture influences language use.</p> <p>[Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing]</p>	<p>Reflect on differences between French and Australian cultural practices and on the impact of these on communication.</p> <p>[Key concepts: values, perspective, respect; Key processes: reflecting, analysing, comparing]</p>	<p>Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making.</p> <p>[Key concepts: reciprocity, understanding, intercultural experience; Key processes: communicating, observing, reflecting, analysing, responding]</p>

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		Reflecting on identity and intercultural communication	<p>Use simple statements and gestures to describe themselves, the people they are close to and the ways they communicate.</p> <p>[Key concepts: identity, self, communication; Key processes: describing, explaining, presenting]</p>	<p>Explore their own sense of identity and how this includes ways of using language with different people.</p> <p>[Key concepts: identity, friends, groups; Key processes: noticing, describing, identifying]</p>	<p>Identify aspects of own language use and identity, for example by creating personal or group profiles or portfolios.</p> <p>[Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining]</p>	<p>Share reflections on the experience of responding to different ways of communicating when using French.</p> <p>[Key concepts: cultural interaction, cues, flexibility; Key processes: recording, reflecting, analysing]</p>	<p>Reflecting on cultural identity and how this shapes their personal ways of communicating and thinking.</p> <p>(Key concepts: identity, culture, communication; Key processes: reflecting, explaining]</p>

Understanding

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	F–Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	<p>Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols.</p> <p>[Key concepts: pitch, stress, intonation, letters, pronunciation; Key processes: listening, distinguishing, reading, recognising]</p>	<p>Practise the pronunciation of vowel sounds, letter combinations and intonation patterns and recognise and write high-frequency words and expressions in familiar contexts.</p> <p>[Key concepts: pronunciation, accent, spelling, writing; Key processes: alphabetic recognition, discriminating sounds, recognising words]</p>	<p>Combine knowledge of grammatical elements such as tenses with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations.</p> <p>[Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building]</p>	<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, noticing how they combine to make or to change meaning.</p> <p>[Key concepts: word parts, idioms, expression; Key processes: listening, reading, identifying, describing]</p>	<p>Increase control of regularities and irregularities of spoken and written French, using elements such as liaisons, accents and expression in more elaborated sentences and texts.</p> <p>[Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating]</p>
		Grammatical and vocabulary knowledge	<p>Understand and use some first elements of French grammar, such as simple verb and gender forms,</p>	<p>Notice and use elements of French grammar such as word order, gender and singular/plural</p>	<p>Combine knowledge of grammatical elements such as tenses with an increasing range of</p>	<p>Understand and control additional elements of French grammar such as compound tenses,</p>	<p>Understand how grammatical elements such as tenses and verb</p>

			<p>definite articles, pronouns and prepositions.</p> <p>[Key concepts: words, sentences, grammar, patterns, rules; Key processes: recognising, naming, selecting]</p>	<p>forms, adverbs, pronouns and prepositions in simple spoken and written texts</p> <p>[Key concepts: sentence, gender, number; Key processes: recognising, applying, naming]</p>	<p>nouns, adjectives and adverbs to construct simple statements, questions and exclamations.</p> <p>[Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building]</p>	<p>irregular and reflexive verb forms, verb moods and modalities.</p> <p>[Key concepts: tenses, parts of speech, moods, modalities, metalanguage; Key processes: analysing, categorising, distinguishing]</p>	<p>moods impact on the making of meaning.</p> <p>[Key concepts: grammatical analysis, register, tenor; Key processes: identifying, defining, classifying]</p>
		Text structure and organisation	<p>Understand that language is organised as ‘texts’ which take different forms and use different structures and features to achieve their purposes.</p> <p>[Key concepts: genre, text, meaning; Key processes: noticing, applying]</p>	<p>Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, comparing with similar texts in English.</p> <p>[Key concepts: mode, medium, language features; Key processes: noticing, comparing, describing, explaining]</p>	<p>Understand how different French texts use language in ways which create different effects and suit different audiences.</p> <p>[Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining]</p>	<p>Apply understanding of text structure and organisation to interpret and create texts for specific purposes.</p> <p>[Key concepts: tenor, lexical and rhetorical resources; Key processes: experimenting, reflecting, comparing]</p>	<p>Knowing how to construct different text types, incorporating appropriate cultural and contextual elements.</p> <p>[Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]</p>

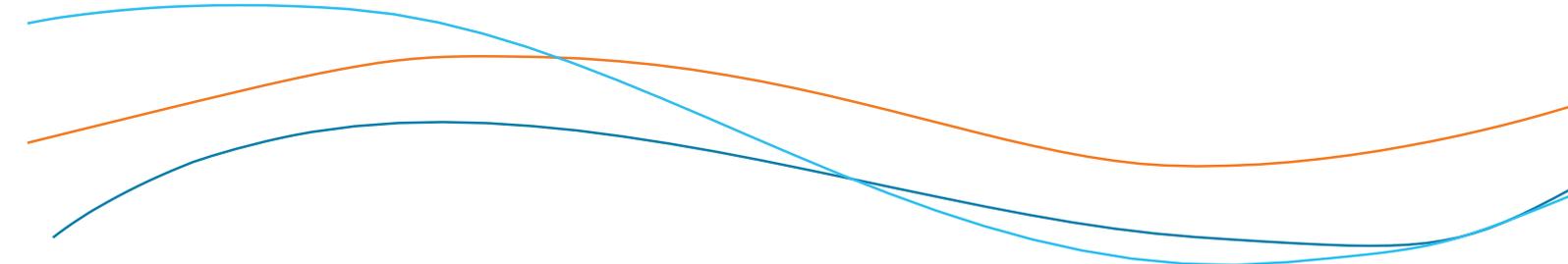
Language variation and change	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	Language variation in practice	<p>Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom.</p> <p>[Key concepts: language as social practice, language conventions; Key processes: noticing, comparing]</p>	<p>Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning.</p> <p>[Key concepts: variation, register, tenor; Key processes: observing, explaining]</p>	<p>Understand that language is used differently in different contexts and situations.</p> <p>[Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining]</p>	<p>Observe how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation.</p> <p>[Key concepts: body language, space, expression; Key processes: observing, comparing, analysing]</p>	<p>Examine how texts use grammatical and textual strategies to achieve different purposes, such as to persuade or entertain different audiences.</p> <p>[Key concepts: genres, register, variation; key processes: grammatical and lexical analysis]</p>
		Language change	<p>Understand that all languages change over time, creating new words and expressions, losing old ones and borrowing from each other.</p> <p>[Key concepts: language, change, word-borrowing; Key processes: noticing, comparing, listing]</p>	<p>Understand that languages change over time through being influenced by each other and that French has influenced many languages including English.</p> <p>[Key concepts: influence, change, exchange; Key processes: identifying,</p>	<p>Understand that the French language constantly changes due to contact with other languages and to the impact of new technologies and knowledges.</p> <p>[Key concepts: language contact, word borrowing, digital media; Key processes: observing,</p>	<p>Reflect on changes in own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted.</p> <p>[Key concepts: change, influence, communication, identity; Key processes:</p>	<p>Exploring changes to both French and Australian English, identifying reasons such as technology, popular culture and intercultural exchange.</p> <p>[Key concepts: globalisation, exchange, influence; Key processes:</p>

				classifying, interpreting]	identifying, classifying]	observing, reflecting, hypothesising]	mapping, classifying, analysing]
		The nature, function and power of language	<p>Recognise that Australia is a multilingual society with speakers of many different languages including French.</p> <p>[Key concepts: multilingualism, culture, community; Key processes: discussing, observing, mapping]</p>	<p>Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages.</p> <p>[Key concepts: global language, culture, identity, communication; Key processes: collecting data, mapping, grouping]</p>	<p>Understand that there are different forms of spoken and written French used in different contexts within France and other regions of the world.</p> <p>[Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing]</p>	<p>Investigate the nature and extent of French language use in both Australian and global contexts.</p> <p>[Key concepts: community, arts, fashion, music, cuisine; Key processes: researching, analysing, classifying]</p>	<p>Identify examples of French language used to influence social and cultural relationships and practices.</p> <p>[Key concepts: authority, language as power, inclusion, exclusion; Key processes: scanning, selecting, analysing]</p>
Role of language and culture	Analysing and understanding how language and culture shape meaning.	Language culture and communication	<p>Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them.</p> <p>[Key concepts: language, culture, meaning; Key processes: noticing,</p>	<p>Notice differences between French, Australian and other cultures' practices and how these are reflected in language.</p> <p>[Key concepts: culture as process and practice, beliefs, values; Key</p>	<p>Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and how these may be differently interpreted by others.</p> <p>[Key concepts: cultures, norms,</p>	<p>Reflect on the cultural dimension of learning and using French.</p> <p>[Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting,</p>	<p>Understand that language and culture are inter-related; that they shape and are shaped by each other.</p> <p>[Key concepts: culture, language, meaning; Key processes: discussing,</p>

			asking questions, reflecting, explaining]	processes: identifying, describing, discussing]	perspectives; Key processes: reflecting, observing, comparing]	comparing, analysing]	reflecting, comparing.
--	--	--	----------------------------------------------	----------------------------------------------------------	-------------------------------------------------------------------------	--------------------------	---------------------------

Australian Curriculum: Languages French

Years 7 to 10 (Year 7 Entry) Sequence
(revised draft)



5 February 2014

Years 7 to 10 (Year 7 Entry) Sequence

Years 7 and 8

Years 7 and 8 Band description

The nature of the learners

Learners beginning French at this entry level may have had little prior exposure to the language. Many will have learned an additional language in primary school and so bring some language learning strategies and cultural awareness to the new experience of learning French. Some will have a home or community language which is not English. All have established English language and literacy skills which support second language learning. Beginning a new language at this level can be challenging. Learners may need encouragement to take risks in a new language when their sense of identity as a communicator in their first language is well established.

French language learning and use

Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, developing cultural knowledge and for intercultural exchange. At this stage there is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways which may be different to their ways. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (*grammar, vocabulary, sounds*) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base which allows them to compose and present different kinds of simple texts.

Contexts of interaction

The French classroom is the primary context for language and culture experience, with ICT resources and community links providing access to additional resources and experiences. Learners may communicate with peers in France or other francophone contexts, using teacher-guided ICT resources such as wikis, emails or online chat. They may also access French-language events or resources in the wider community, such as inter-school activities, film festivals or cultural performances.

Texts and resources

Learners work with a range of texts designed for language learning such as textbooks, audio-recordings, teacher-generated materials and online resources. They also use materials designed for French students in different contexts (for example, blogs, newsletters, advertisements, magazines, video clips and apps). Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between communication and culture.

Features of French language use

Students become familiar with the sounds of French, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation (*attention, menu*). They approximate the pronunciation and phrasing of single words and short phrases, including vowel sounds such as *-eau, -on, -ère* and *u*, and unfamiliar consonants such as *r* and soft *g*. They understand and apply elements of French grammar, such as subject-verb-object word order, simple verb forms, gender and number agreement of nouns and adjectives, pronouns and prepositions. They understand that language is organised as *text*, and that texts use different structures and language features to achieve different purposes. They create their own texts mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, exploring how language choices determine how people, events or circumstances are represented.

Level of Support

Learning at this level is supported by rich and varied language input and the provision of experiences which are challenging but achievable. Support includes scaffolding, modelling and monitoring; explicit instruction and feedback; structured opportunities for understanding and practising new language; and the chance to re-visit, recycle and review. Learners need access to a range of engaging and accessible support resources and materials, including print and digital texts, audio recordings, word banks, graphic organisers and dictionaries.

The role of English

Learners are supported to use French as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is used for discussion, clarification, explanation, analysis and reflection. Learners develop a *metalanguage* for thinking and talking about language, culture and identity and the experience of learning and using French.

Years 7 and 8 Content descriptions and elaborations

Communicating

Socialising

8.1 Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, express feelings, likes and dislikes. [Key concepts: family, friendship, home; Key processes: interacting, describing]

- exchanging greetings, wishes and thanks, adjusting language to suit the situation, for example, *Bonjour, la classe! Salut, Marianne, ça va? Bonsoir, Madame Legrand, comment allez-vous? Bonne fête, Solange! Merci bien, Maman*

- introducing and describing self and others, for example, *je m'appelle Marc; je te présente mon oncle; voici ma petite sœur, Eliane; je m'appelle Sophie, j'ai les yeux bleus, j'aime les sports*
- using present tense high-frequency verbs such as *être*, *avoir* and *aimer* with adjectives, adverbs and simple formulaic expressions to talk about self and others, for example, *je te présente mon copain, Henri, il est drôle! elle est si douée! Nous voici - la famille Mercier!*
- comparing routines, interests and leisure activities, using language associated with time, frequency and location, for example, *lundi après-midi, je fais du foot; le weekend, je joue aux jeux vidéos; l'hiver, je fais du ski; l'été, on va souvent à la plage*
- stating likes, dislikes and preferences, for example, *j'aime bien le fromage mais je n'aime pas le yaourt; je déteste les prunes mais j'adore les pruneaux*

8.2 Participate in classroom routines and interactions by following instructions, asking and answering questions, requesting help or permission. [Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding]

- asking and answering questions, for example, *qu'est-ce que c'est? c'est ... ce sont ...*, requesting clarification or permission, for example, *j'ai une question, comment dit-on ... ? comment ça s'écrit ... ?*
- requesting information, explanation or help, for example, *pouvez-vous répéter plus lentement s'il vous plaît? qu'est-ce que cela veut dire? je peux recommencer?*
- responding to directions or requests, for example, *cliquez sur l'image du château, choisissez la forme négative*
- discussing aspects of school and social lives and responding to each other's contributions, for example, *c'est génial! c'est une bonne idée; ah non, je ne suis pas d'accord*
- using active-listening and turn-taking strategies, for example, *et toi, tu es d'accord? ... à moi maintenant!*

8.3 Participate in guided tasks, activities, performances and presentations that involve some transactions and negotiations. [Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, acting, reflecting]

- creating computer generated designs such as a virtual ideal home or leisure centre, negotiating with each other in relation to different elements and priorities (*Moi, je voudrais une salle média immense..., ah non, moi je préfère un grand jardin*)
- managing an allocated budget for online shopping, deciding on selected items and explaining choices (*le 2ème à moitié prix; 3CD à 15 €*)
- creating displays, presentations or performances for family, friends or school community to showcase French learning
- organising class events such as a *vide-grenier/marché aux puces*, preparing labels, prices and transactional language, for example, *c'est combien? un très bon prix, vente*

flash! non, c'est trop cher ... une échange?.., using imperative, declarative and interrogative verb forms to buy, sell or swap items

- issuing, accepting and declining invitations, adjusting language to suit formal or informal contexts, for example, *es-tu libre samedi prochain? je t'invite; je ne suis pas libre - c'est possible dimanche? j'ai le grand plaisir de vous inviter ...* organising social or sports events, planning location, date and time, for example, *rendez-vous au Stade Central à midi; 19 h chez ma cousine; n'oublie pas ton sac de couchage*, using *aller* + infinitive forms of verbs such as *venir, arriver, partir, commencer* (for example, *nous allons partir à sept heures*)
- making arrangements to cater for events such as celebrations or outings, using oral and written texts such as lists, phone calls, letters or emails, estimating quantities and costs, numbers prices, for example, *il me faut ..., une trentaine de ... ça coûte combien?*

Informing

8.4 Locate factual information from a range of texts and resources and use the information in new ways. [Key concepts: concepts from learning areas such as health or environmental studies; Key processes: researching, reading/listening, ordering, classifying]

- collecting vocabulary and expressions from a range of informative texts such as posters, websites, brochures or menus for use in own short reports on topics such as *les voyages, manger sain, les médias*
- listening for key points of information in short, spoken/recorded texts such as phone messages or announcements, re-presenting the information in note form to communicate to others
- gathering information about places, people or events in francophone contexts and cultures, using it to build timelines, itineraries or profiles
- obtaining, classifying and summarising data collected from class surveys or web searches on topics such as favourite books, music, apps, films or social media
- explaining and sequencing actions or events from texts such as magazine articles or sports reports, using conjunctions and adverbs related to time, for example *puis, d'abord, ensuite, finalement*

8.5 Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms. [Key concepts: community, traditions, environment; Key processes: composing, presenting, informing]

- creating texts such as a video or web page to capture aspects of their personal and social worlds (for example, *A day in our life in middle school; My friends, my pets, my neighbourhood*)
- creating resources such as posters, pamphlets, websites or journals to present topics related to lifestyles, events or causes (for example, *Clean-Up Australia Day, Earth Day*)
- using different modes of presentation to profile significant events, characters or places related to French culture, history or environment

- describing aspects of their own lifestyles which may interest French learners of their own age (for example, surf life saving, school camps or excursions, music events)

Creating

8.6 Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, discussing characters, events, themes and effects. [Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating]

- responding to questions about characters or events in different types of imaginative texts, listing and using associated key words or expressions
- interacting with texts such as stories, poems, songs or cartoons, using modelled and scaffolded language to express opinions (for example, *trop triste, si amusant, affreux; pour moi les images ...; personnellement, je préfère ...*)
- noticing and engaging with rhythm, intonation and imagery used to build mood and meaning in poems, songs and performances, experimenting with language, voice and actions to create similar effects in simple re-enactments
- listening to/viewing texts such as songs, raps or film and video clips, noticing ideas and comparing aspects that may be similar or different across cultures

8.7 Re-interpret or create own shared texts, experimenting with expressive and performance genres, creating moods and effects suitable for different audiences. [Key concepts: adaptation, mode, genre, performance; Key processes: interpreting, creating, experimenting, presenting]

- creating short performances for younger learners, incorporating vocal and expressive elements of language in ways which will engage young children (for example, animal sounds, *ouah ouah, cocorico, meuh, cui-cui, coin, coin*)
- creating and performing interactions between characters in scaffolded scenarios which allow for some unscripted language production and expression of emotion
- using digital resources such as *Sock Puppets* or *Cartoon Story Maker* to create imaginary characters in French contexts or situations
- composing and performing modified or simplified versions of familiar texts which feature repetitive and evocative language (for example, *Page d'écriture, Prévert*)
- inventing a new character, story twist or event in a familiar text such as *Astérix* or *Tintin*

Translating

8.8 Translate short texts, noticing words or expressions that are difficult to translate. [Key concepts: translation, equivalence; Key processes: selecting, comparing, adjusting, mediating]

- exploring how translation works, noting that some words and expressions can be directly and accurately translated between French and English while some cannot (for example,

some school signs and notices, expressions used in advertising, exclamations and gestures)

- recognising that some French words and expressions are not translated but used in their original form in English, for example, *silhouette, chic, mirage, pret a porter*
- learning to evaluate the accuracy and effectiveness of tools such as bilingual dictionaries and electronic resources
- creating lists of parallel French and English expressions used in everyday transactions and interactions, comparing literal translations (for example, *à tout à l'heure/see you soon, gros bisous/love from..., A plus!/see you later!*)
- translating headlines, captions and short reports in texts produced for young readers (for example, *Wapiti, Okapi, Julie*), identifying and explaining words or expressions which require interpretation rather than translation
- interpreting non-verbal elements of French language and communication observed in formal and informal interactions, demonstrating and explaining them for friends and families

8.9 Create bilingual texts and learning resources making decisions about how to convey differences in cultural meaning. [Key concepts: equivalence, cognates, false friends; Key processes: comparing, distinguishing, evaluating, explaining]

- creating bilingual resources such as glossaries, word banks or personal French-English dictionaries, including explanations of some idioms and expressions
- creating texts which contain examples of *faux amis* in either French or English (for example, *le pain, la figure, demander, le médecin*), providing literal translations in the other language to highlight the differences in meaning
- creating role plays between a French speaker and an English speaker, using as many expressions as possible which require cultural interpretation (*bon appétit, tu fais la tête? je vais dormir à la belle étoile; good on ya!, no worries, mate*)
- creating bilingual texts such as menus, brochures or programs for French-themed events associated with school, class or community (for example, *les amuse-gueules, le plat du jour, l'entr'acte, la mise en scène*)

Reflecting

8.10 Notice how interaction with French speakers and resources involves culture as well as language. [Key concepts: exchange, awareness, interpretation, cultural frames, intercultural exchange; Key processes: noticing, reflecting, responding]

- reflecting on choices made when using French to interact with others, such as using names or titles, *Salut, Leïla, ça va? Bonjour, Madame Michou, comment allez-vous?* considering the relationship between language, culture and behaviour
- interacting with French-speakers online, noticing and responding to expressions or behaviours which are unfamiliar (for example, use of gestures, exclamations, or *sigles* such as MDR)

- talking about the experience of learning and using French, comparing any changes in attitude, confidence or understanding about culture and intercultural communication
- observing interactions between French speakers in different contexts, noticing and recording examples which reflect cultural attitudes or behaviours (for example, language or behaviours associated with politeness or emotion: *je vous en prie, je suis désolé*)
- participating in guided discussion of the nature and role of *culture* and its relationship with language, with reference to French, English and other known languages

8.11 Notice own and each other's ways of expressing identity, considering the relationship between language, culture and identity. [Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting]

- talking about own identities in terms of cultural background and personal and social experience, using declarative and descriptive statements (for example, *je suis australien d'origine italienne; je parle vietnamien et anglais; je suis membre de l'équipe...*)
- preparing a class profile to exchange with French-speaking students, showing cultural backgrounds, languages used in the home, interests and values, using resources such as photos, captions, quotes and symbols
- considering the impact of stereotypes on how texts are understood and intercultural experiences interpreted
- sharing personal reactions and feelings when using French, using prompts such as: *Am I the same 'me' when speaking French? Does my identity change? How do I feel when...?*
- observing each other's ways of communicating, identifying elements of language or behaviour which might be unfamiliar to young people from different cultures or communities (for example, ways of addressing people, expressing wishes, rituals associated with school sports, body language)

Understanding

Systems of language

8.12 Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation. [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]

- developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, *-u (bien sûr), -r (très vite) and -ion (attention)*
- becoming familiar with the vowel system in French, including nasalised vowels such as *plein, bon*, and semi-vowels such as *famille, oui*
- practising sound differentiation by distinguishing vowel sounds such as *main, brun, parfum, plain; sœur, peu, peur, deux*

- experimenting with pronunciation of consonant-vowel combinations, for example by using *virelangues* such as *un chasseur sachant chasser ...*, *six cent six saucissons suisses ...*
- using the French alphabet for spelling out names or expressions, noticing similarities and differences to English and using correct terminology for accents (*accent aigu*, *accent cédille*, *accent circonflexe*)
- recognising differences in intonation and rhythm between statements, questions and commands (*Vous écoutez la chanson. Vous écoutez la chanson? Ecoutez la chanson!*)
- using appropriate intonation for common fillers, interjections and responses such as *hein?*, *bon*, *beh ...*, *n'est-ce pas?* *Oh là là!*, *Aïe!*, *Youpi!* *Ça alors ...*

8.13 Understand and use elements of the French grammatical system, including word order, gender and number variation, present and compound forms of regular and some irregular verbs. [Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining]

- using and understanding nouns as core elements of sentence structure
- using definite and indefinite articles (*le, la, l', les; un, une, des*)
- marking plural forms (*le chien/les chiens, une femme/des femmes*), including some irregular plural forms (*l'œil/les yeux, le nez/les nez*)
- understanding and using the three main conjugations for present tense regular verbs *-er*, *-ir*, *-re*, and the irregular present tense conjugations of the verbs *être*, *avoir*, *aller*, *faire*
- understanding that while most adjectives in French follow the noun (*un élève intelligent, un match extraordinaire*), some precede the noun (*une bonne étudiante, une grande maison*)
- understanding that adjectives agree in number and gender with the noun (*des élèves intelligents, de bonnes étudiantes*) and that *des* changes to *de* if the adjective precedes the noun
- understanding the form and function of subject pronouns *je, tu, il, elle, nous, vous, ils, elles*, how they determine verb conjugations and substitute for noun subjects (*voilà le frère de Michel; il est beau, n'est-ce pas?*)
- recognising and using locative prepositions *à, en, au, aux, dans* when describing where people live (*Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme*)
- using the negative *ne ... pas* in simple statements, questions and commands (*je n'aime pas l'histoire, tu n'aimes pas le bifteck? ne recommence pas!*), recognising substitution of the indefinite article with *de* in negative sentences (*Non, je n'ai pas de frère. J'ai une sœur*)
- understanding three ways of forming a question: simple declarative sentence with a rising intonation (*tu as un animal chez toi?*), inverting the verb form (*as-tu un animal*

chez toi?), using *est-ce que* before a declarative sentence (*est-ce que tu as un animal chez toi?*)

- gaining awareness of simple and compound tenses, using *le passé composé* to recount events that occurred in the past and *le futur proche* to describe immediate future events (*il a regardé la télé, il va regarder la télé*)
- expressing ownership through the use of singular and plural possessive adjectives, for example, *mes yeux, ses cheveux, ta mère, ses copains*
- using the imperative verb mood (*mes enfants, soyez sages! va demander à ta mère*)
- recognising the function of irregular verbs such as *avoir, être* and *faire* in expressions such as *avoir faim* and *avoir 13 ans, faire beau* and as auxiliary verb forms (*je suis arrivé, nous avons mangé*)
- recognising the functions of elements such as prefixes and suffixes (*désagréable, la camionette, la réorganisation*) and of how word patterns and clusters connect (*triste, la tristesse; le marché, le marchand, la marchandise*)
- building metalanguage to talk about grammar and vocabulary (for example, *les formes négatives, interrogatives, le futur proche, masculin, féminin, singulier, pluriel*), comparing with equivalent English terms

8.14 Recognise and use features of common spoken, written and multimodal texts, comparing with features of similar texts in English. [Key concepts: genre, mode, tenor, audience, language features; Key processes: noticing, analysing, comparing]

- identifying purpose, targeted audience and key language features of familiar texts such as street signs, instructions, postcards and announcements, for example, *Bon baisers de Lyon! Défense de fumer*
- listening, viewing and reading for gist, context and purpose, drawing on knowledge of text types and language features to predict and confirm meaning
- identifying elements of common text types (*le courriel, la météo, les slogans*), explaining relationships between language, structure and textual purpose
- building understanding of text features through activities such as ‘genre-substitution’ (greetings that sound like announcements, *Attention, Madame, comment-allez vous!* weather reports that read like recipes: *Un litre de pluie, un peu de vent, six nuages...*)
- comparing spoken, written and digital versions of similar messages (for example, recorded messages, signs in the street, or advertising billboards), noting differences in choice of vocabulary, style and register
- understanding how to create textual cohesion, using elements such as conjunctions or causal phrases to sequence and link ideas and maintain the flow of expression (*donc, mais, à propos de, pendant, si, grace à, à cause de ...*)

Language variation and change

8.15 Recognise that French language use varies according to context, situation and relationship. [Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining]

- noticing that French is used differently in different situations and relationships (for example, playground language between friends, interactions between strangers in shops, exchanges between teachers and students)
- observing differences in communications that are informal (*un match de football – allez, allez!*) and formal (*Soyez les bienvenus à notre école*)
- collecting and analysing samples of language from French-speaking sources and texts, such as advertisements, video clips, or print/electronic forms of communication, which show differences in style and expression (for example, *les adolescents, les profs, les tout-petits*)

8.16 Understand the dynamic nature of French and other languages. [Key concepts: language contact, word-borrowing, globalisation; Key processes: observing, identifying, classifying]

- understanding that languages and cultures change continuously due to contact with each other and to developments in communications and technology (*la mondialisation*)
- understanding that some languages are growing and adapting, others such as different Indigenous languages are endangered or reviving, and others are blending with stronger languages
- identifying texts which include examples of word borrowing between French and English (for example, *le stress, l'internet, le shopping, menu, ballet, croissant*), considering how these reflect cultural traditions, shifts and exchanges

8.17 Recognise that French is both a local and a global language. [Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing]

- understanding that French serves different functions both within mainland France and in other regions of the world including Australia (for example, *langue nationale/officielle/de communauté/diplomatique/culturelle*)
- finding, comparing and mapping variations in forms and expressions of French language in different geographical contexts (for example, *les langues kanakes de la Nouvelle Calédonie, les langues bretonnes de la Bretagne, la créole de la Guadeloupe*)
- comparing diversity in accents, dialects and vocabulary in French-speaking communities with similar diversity in the use of English within and beyond Australia

Role of language and culture

8.18 Explore the relationship between language and culture. [Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining]

- exploring how language and culture influence each other (for example, French terms of address that reflect respect and status such as *Madame la Directrice*, *Monsieur le Président*; diverse *cuisines* and food-related language that reflect cultural diversity in contemporary France or Australia)
- investigating connections between language and significant cultural values or practices in French, English and other languages (for example, *la Marianne*; *la patrie*; *la laïcité*; *Reconciliation*, *Dreaming*, *Aussie Rules*, *Fair Go*)
- noticing how people think and talk about themselves and others, for example, comparing ways of addressing and thinking about older people or strangers
- creating a gift pack of symbols and expressions to introduce French students to Australian languages and cultures, explaining the reasons particular choices were made
- developing language to understand and explain the nature of the language-culture relationship, using concepts such as *meaning*, *perspective*, *values*, *assumptions*, *difference*
- reflecting on own tastes, interests and language use which have been influenced by intercultural contact (for example, Japanese *manga* or *anime*, American fashion, music, dance)

Years 7 and 8 achievement standard

By the end of Year 8, students use French to interact with each other, teachers and online contacts, resources and materials. They engage actively in classroom routines, learning tasks and interactions such as greetings, requests, games and learning activities. They respond to familiar questions and directions (*Qu'est-ce que c'est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu répéter?*). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r*, *-u* and *-ille*. They interpret and use non-verbal, visual and contextual cues to help make meaning. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?*). They initiate and sustain conversation by using active-listening skills and responding to others' contributions (*c'est vrai ...; ah oui, en effet ...; pas possible!*). They describe familiar objects, contexts and experiences (*la maison, le quartier, l'école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (*grand, petit, belle, bizarre*), character (*sympa, compliqué*) and quantity (*les numéros, beaucoup de ...*). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous, sur, devant, après* and *avant*) to build cohesion and extend sentence structure. They contribute to interpreting and translating activities, such as explaining French gestures, expressions or signs to friends and family. They adjust language use to suit contexts and situations (for example, use of *tu* or *vous*, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students understand the dynamic nature of contact between languages and cultures in the contemporary world. They understand the role and significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They recognise French words used in English ('menu', 'mousse'), English words used in French (*le weekend, le football*), and understand the processes by which languages and cultures influence and interact with each other (technology, globalisation, popular culture). They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). They understand that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). They build metalanguage to explain language choices and systems, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students understand that languages are connected with cultures, and that French language reflects ways of behaving and thinking as well as ways of using language, as does their own language.

Years 9 and 10

Years 9 and 10 Band description

The nature of the learners

At this stage of learning students have a more established sense of themselves as language learners and are increasingly likely to see the relevance of second language proficiency in terms of future career or study options. Their knowledge of French is becoming more explicit, allowing for greater control and application. Increased cognitive maturity enables them to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning.

French language learning and use

This is a period of language exploration, vocabulary expansion and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Learners use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and experiences. They use French more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication.

Contexts of interaction

The language class remains the principal context for learning and using French. Learners use written and spoken French to interact with peers, teachers and some other French speakers in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may communicate with young French speakers and access additional resources and materials through ICT and teacher-facilitated connections. They may also participate in local community events such as *Alliance Française* activities, music or film festivals or exchange student hosting.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw increasingly on texts produced for French-speaking communities, in different times and contexts, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

Features of French language use

Learners recognise and approximate pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They use words with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use the

passé composé tense of verbs conjugated with *avoir* and *être*, recognise the form and function of reflexive verbs and use elements such as possessive adjectives and object pronouns. They use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpreting, noticing the relationship between language, texts and culture. A balance is maintained between activities which focus on language forms and structures and those which involve communicative tasks, performances and experiences. Task characteristics and conditions at this level are more complex and challenging. They involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

Level of Support

This stage of learning revolves around consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring is required to support these challenges. Resources are provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies (online journaling, video documenting, discussion forums). Continuing focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

French is increasingly used at this stage of learning for classroom interactions and routines, for elements of task participation and for structured discussions. English continues to be used as the medium of some instruction, for substantive discussion, comparison, analysis and reflection. This allows learners to talk in more depth and more detail about their experience of learning French and about their views on culture, identity and intercultural experience. It develops a language of analysis, comparison and critique, encouraging discussion of concepts such as *diversity*, *flexibility*, *interculturality*, *stereotypes*. It allows for discussion and debate appropriate to their age and cognitive levels but beyond their linguistic capability in French.

Years 9 and 10 Content descriptions and elaborations

Communicating

Socialising

10.1 Socialise and exchange views on local and global issues. [Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing]

- using simple and compound sentences to structure arguments, explain or justify a position in relation to personal and social issues such as *les études, la santé, l'avenir, les passe-temps*
- initiating and continuing conversation through active-listening strategies, turn-taking cues and verbal and non-verbal responses (for example, *ah bon? pas vrai! et si on...?*)
- using descriptive and expressive language to exchange views on global issues such as *les médias sociaux, l'avenir des jeunes, la pollution*, building topic-specific vocabulary and rhetorical strategies such as emphasis and repetition (for example, *Au contraire! à mon avis ..., je ne suis pas d'accord, après tout ...il faut le dire.. encore une fois..*)
- contributing to online discussions with young people in French-speaking contexts, comparing aspects of school and home lives (for example, *les examens, le stress, les sports, l'étude des langues*)

10.2 Develop more elaborated classroom language to discuss learning tasks, monitor performance and reflect on French language and culture learning. [Key concepts: task, outcome, performance, communication, culture; Key processes: discussing, commenting, interacting]

- managing shared learning experiences, reporting on each other's contributions, considering each other's views, opinions and preferences (for example, *c'est à qui? Moi, je vais mettre cette image là; qu'est que tu vas faire avec celle-là? Voilà - c'est fait. Qui va faire..? C'est bien réussi*)
- planning performances or presentations to showcase French language and culture learning (for example, *Si on préparait une photo-montage? Comment est-ce qu'on va présenter les images?*)
- using evaluative and comparative language to discuss different learning resources such as textbooks, websites or electronic dictionaries (for example, *ils sont utiles/intéressants/trop complexes; je préfère lire le texte moi-même...; je trouve meilleur...*)
- surveying or interviewing peers to report on shared progress, challenges and achievements (for example, *je sais compter/écrire/communiquer en français; j'ai un bon accent; je parle assez couramment; j'aime bien les gestes ... ; je trouve meilleur...)*

10.3 Participate in collaborative projects that make connections between French language and culture and other curriculum areas. [Key concepts: concepts from other learning areas; Key processes: task planning and resourcing, cross-referencing]

- organising class displays that combine print and digital resources with demonstrations and performances around themes such as *le 14 juillet, la fête de la musique, la gastronomie francophone*
- finding and reporting on connections between French language and culture and areas of the curriculum such as history, music, science, sport or the arts (for example, *le ballet, Marcel Marceau, Zaz, Zinedine Zidane, le Tour de France, Louis Pasteur*)
- participating in *visites virtuelles* (for example, *Le Musée du Quai Branly, le Tour de France, la Martinique, la Calédonie*) sharing responsibility for individual elements of a report to highlight key features of the experience
- designing action-oriented projects such as websites, posters or presentations that include images and expressions that invite concern or support for social or environmental issues (for example, *les SDF, le commerce équitable, le développement durable*)
- using mathematical language and processes in real or simulated transactions (creating a virtual *bureau de change*, setting exchange rates with the *euro, CHF, CFP, XAF*; managing a budget for online shopping on French-language internet sites)

Informing

10.4 Access and analyse information from different sources, identifying how culture and context influence presentation. [Key concepts: information, representation, modality; Key processes: selecting, evaluating, interpreting, analysing]

- examining information obtained from different sites to compare how young people are represented in the media (for example, comparing letters to editors about young people with postings on forums conducted by young people)
- listening to and viewing short informational texts such as documentaries or news reports, listing key words and points of information to be re-used in own *newsflash* or *roman photo*, considering how emphasis or perspective can reflect culture and context
- conducting surveys or structured interviews with classmates or on-line contacts, comparing different opinions and perspectives on social and personal issues, identifying social or cultural variations
- listening to, reading or viewing interviews with personalities such as politicians, sports stars, musicians or actors, commenting on vocabulary, phrases or gestures which suggest French perspectives or traditions

10.5 Convey information on selected topics using different modes of presentation to suit different audiences. [Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]

- presenting information in different formats for different audiences, such as potential consumers or voters, matching language and structure to context and content (for

example, digital images and catchy by-lines in advertisements, rhetorical statements in election speeches)

- explaining a procedure, game or practice to other people, using simple language and supporting graphics, materials and gestures (for example, how to play *la pétanque*, cook an omelette, house-train a puppy)
- creating a web page for young French travellers looking for work in Australia, indicating different regional and employment possibilities (for example, *les vendanges*, *au pair à la ferme*)
- conveying information and ideas by matching language and text structure to topics and themes (for example, using emotive images and captions to highlight issues such as *la faim*, or *l'anti-discrimination*, or rap rhythms and slogans to provoke reactions or to entertain)

Creating

10.6 Responding to a range of traditional and contemporary texts, comparing themes and language style. [Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing]

- comparing texts created at different times which focus on themes such as romance, adventure or family, identifying differences in values and perspectives (for example, *les fables*, *les contes*, *les dessins animés*, *la science fiction*)
- creating a shared data base of fictional, performative and expressive texts which they have enjoyed, cross-referencing titles, genres, themes and values (for example, songs, poems, cartoons, films)
- comparing contemporary French and Australian music by reading music magazines, viewing video clips, listening to music stations, identifying similarities and differences in expression, themes and styles of performance
- reviewing examples of French humour across different times and contexts (for example, *le mime*, *les blagues*, *les comédiens*, *les dessins animés*), considering similar changes in Australian expressions of humour

10.7 Create imaginative texts to entertain, convey ideas and express emotions. [Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting]

- creating an imaginary persona or avatar in a French-speaking fantasy world, incorporating communicative styles and social behaviours observed in French texts
- creating a storyboard outline which transposes familiar characters to French-speaking contexts (for example, *Harry Potter débarque à Paris*), providing a glossary of key vocabulary and expressions
- composing and performing short songs for imagined occasions (for example, *anniversaires*, *colonies de vacances*, *départ en voyages*), experimenting with vocal and non-verbal expression

- creating characters and contexts for simple unscripted interactions, such as explorers on an expedition or participants in a tv reality show, providing sample descriptors and language (*courageux, dynamique, plein d'initiative: du courage! Allez les gars! Timide, paresseux, toujours fatigué: pas encore! Ah non, c'est trop...*)

Translating

10.8 Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another. [Key concepts: culture, translation, interpretation, meaning; Key processes: comparing, analysing, critical and cultural reading]

- experimenting with the translation of popular French expressions or idioms, explaining the potential for misunderstanding (for example, *être bien dans sa peau; ne pas être dans son assiette; revenons à nos moutons*)
- comparing and evaluating the results of using either print dictionaries or electronic translators as support resources, by comparing each other's translations of short unfamiliar texts
- analysing translations of familiar texts such as children's stories or advertisements, considering whether meaning is sometimes changed or lost in the process
- finding examples of expressions in Australian English which do not translate easily into French (for example, *mad as a cut snake, the bush, a formal, schoolies*), explaining why this may be the case
- viewing excerpts of French/English sub-titled films, evaluating the effectiveness of the translations (literal translation, non-translation, adapted translation)

10.9 Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts. [Key concepts: representation, bilinguality, interpretation; Key processes: interpreting, explaining, comparing]

- providing bilingual captions for French or Australian images to explain cultural references (for example, bush, beach, city images)
- creating websites or printed guides for intending international students to French or Australian schools, highlighting key terms and expressions associated with traditions, curriculum, schedules or routines
- providing vocabulary lists and annotated cultural explanations for French-speaking visitors to events such as Australian sports days, swimming carnivals or family barbecues (for example, abbreviated language, team barracking)
- creating a shared website with a French group of students, posting news items, comments and questions in both French and English
- creating parallel bilingual captions for a display or exhibition, comparing how meanings are conveyed in each language

Reflecting

10.10 Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making. [Key concepts: frames, standpoints, reciprocity, reflection; Key processes: expressing, discussing, noticing, adjusting]

- exploring the *reciprocal* nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours (for example, attitudes to interruptions, degrees of formality or directness, use of personal space, physical contact)
- using personal journals and shared discussions to reflect on *critical incidents* in the course of learning and using French such as breakdowns or break-throughs in communication, discussing repair and recovery strategies and insights gained
- discussing ways in which the experience of learning and using French challenges preconceptions, stereotypes or assumptions
- exploring the process of *de-centring* from own linguistic and cultural standpoints, considering how ways of behaving and communicating might be perceived by people from different backgrounds (*norms, perspectives, assumptions, attitudes, diversity*)

10.11 Reflect on personal cultural identity, how it is both shaped by and influences ways of communicating and thinking. [Key concepts: identity, culture, communication; Key processes: observing, reflecting, explaining]

- examining the nature of *identity*: how it is fluid and dynamic and closely related to both language and culture
- noticing how identity is expressed through languages spoken by people in various cultural contexts, including the range of languages spoken by classmates and family or community members
- describing elements of own and each others' identities, explaining how these change over time due to experiences and influences
- reflecting on the experience of learning and using French, considering how it might add an additional dimension to identity
- developing a language for reflecting on language learning and intercultural experience, examining aspects that are unexpected, difficult or enjoyable, discussing why this might be the case

Understanding

Systems of language

10.12 Recognise the regularities and irregularities of spoken French, using pronunciation, rhythm and stress in increasingly complex language. [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]

- recognising and reproducing rhythms in more complex sentences, using pausing and intonation to signal clause sequence and emphasis

- using tone and intonation to indicate emphasis or emotion, for example, *elle a fait **quoi**?*
*Il est **tellement** doué!*
- using words and expressions with more complex syllable combinations (*la magnitude, les augmentations, qu'est-ce que c'est que ça?*), building fluency and accuracy in relation to pitch, stress and rhythm
- understanding the function and regularities of liaisons and silent *h* forms in maintaining speech flow, for example, *L'Hôtel Splendide est situé au bord du lac; c'est en effet un hôtel splendide!*
- recognising the role of pronunciation, rhythm and pace in creating effect and relationship in oral texts such as stories, poems, songs and conversations

10.13 Extend grammatical knowledge, including the forms and functions of additional tenses, verb moods and modality. [Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]

- understanding additional negative forms such as *ne ... plus, ne ... rien, ne ... jamais, ne ... que, ne... personne*
- understanding the function of comparative and superlative forms of adverbs and adjectives, for example, *vite, plus vite, le plus vite; moins jolie, la moins jolie*
- extending knowledge of *le passé composé*, understanding that verbs conjugated with *être* require agreement of the past participle with the subject (*elles sont parties hier soir*), that verbs conjugated with *avoir* require agreement between the past participle and preceding direct object (*les fleurs que tu as achetées sont si belles*)
- understanding the function and use of relative pronouns (*qui, que*), emphatic pronouns (*eux, elle*) and direct and indirect object pronouns (*la, lui, nous, leur*)
- using *l'imparfait* tense, understanding how to distinguish between a completed and a continuing action in the past (*nous étions déjà au lit quand il est arrivé*)
- understanding the form and function of reflexive verbs (for example, *se laver, se lever, se présenter*) including the use of *être* and agreements in *le passé composé*
- expanding use of descriptive adjectives and knowledge of possessive adjectives to plural forms (for example, *notre, nos; votre, vos; leur, leurs*)
- understanding the function of impersonal expressions such as *il faut, on peut, on doit...*
- recognising how grammatical choices shade meaning and establish register, for example, use of *tu* or *vous* to distinguish relationship; use of *nous* to suggest inclusivity or shared identity; use of *on* to suggest distance
- developing metalanguage to talk in French and English about word order, verb moods, tenses or agreements (for example, *le passé composé, le verbe auxiliaire, les adjectifs possessifs*)

10.14 Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements. [Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining]

- identifying how grammatical choices, words and images combine to achieve a text's intentions (for example, the positioning of the reader by using personal pronouns, imperative/interrogative verb moods and emotive language in advertisements)
- comparing French and English versions of texts with easily recognisable language features (for example, love songs, recipes or horoscopes), noticing differences or similarities in imagery or focus which might be culturally significant
- interpreting, explaining and using textual conventions popular with young people using technology and social media (text messaging: *bjr, A+, biz, 12C4*)

Language variation and change

10.15 Recognise that French is used in varying ways to achieve different purposes. [Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining]

- comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text features determine the nature of interactions (formal or informal: *je t'invite! Nous serions très heureux de vous accueillir chez nous*)
- observing forms of communication in different situations, explaining how elements such as body language, use of personal space or silence contribute to the nature of the interaction and reflect status or relationship
- examining the power of language to influence actions and beliefs (for example, analysing the wording of *appels de secours d'urgence: nous sommes de tout cœur avec les communautés dévastées...*; noticing how grammatical choices create effects of inclusion or exclusion: *vous les autres... nous les jeunes...*)
- recognising the importance of diversity of expression and language forms to reflect the diversity of individual and community perspectives and experiences

10.16 Examine the nature of language change in response to changing cultural conditions. [Key concepts: globalisation, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, explaining]

- identifying factors involved in language change and adaptation, for example by creating flowcharts or diagrams using captions such as *la mondialisation, l'immigration, le multiculturalisme, les médias, les informations*
- finding examples of influences between French, English and Australian-English cultural expressions and art forms and vocabulary (for example, young musicians in France studying *le didgeridoo*)
- considering the concept of *ecology* in relation to French and other languages: the interaction of the language with constantly changing environments (globalisation, technology, language shifts and exchange)

- understanding that languages increasingly blend to create new forms and functions, for example by comparing traditional creole languages in English-speaking and francophone communities

10.17 Understand the symbolic nature of language in local and global contexts. [Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing]

- identifying the function and power of cultural expressions such as stories, symbols, icons and anthems (for example, *le tricolore, la Marseillaise, le fleur de lys, The Dreamtime*, Aboriginal and Australian flags)
- considering how language marks respect, values and attitudes and creates inclusions and exclusions (for example, the language of law and medicine, the changing gendered nature of some professional titles in French - *un médecin, un chef, une professeure*, access to community information for second language speakers)
- reflecting on the power of language in relation to own and each other's experience (for example, winning an argument or working out the meaning of unfamiliar French; being locked out of conversations, being a newcomer or an outsider in a social group)

Role of language and culture

10.18 Explore the dynamic nature of the relationship between language, culture and communication and how this impacts on attitudes and beliefs. [Key concepts: culture, meaning, change; Key processes: reflecting, analysing, comparing]

- examining how changes to the French language reflect changes in some cultural practices and attitudes (for example, *le fastfood, la pub/le pub, Madame le Directeur*)
- talking about how culture 'works' as the combination of beliefs, values and practices, examining own personal and community cultural frames and how and why these change over time
- using personal journals and shared discussions to reflect on how learning French has impacted on assumptions about French language, culture or identity
- considering how the experience of learning a new language has impacted on awareness of own communicative and cultural behaviours and of how these may be interpreted by others
- developing language for thinking and talking about cultural representation and expression (for example, *perspectives, values, images, stereotypes, inclusions, exclusions*)

Years 9 and 10 achievement standard

By the end of Year 10, students use written and spoken French to interact with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). They recognise and approximate rhythms and intonation patterns of extended and compound sentences, using more complex syllable combinations,

and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement. They recognise the form and function of reflexive verbs (*se laver, se lever*) and use appropriate forms of possessive adjectives in own language production. They access and manage information from different print, digital and community sources, and communicate own views and experiences in wider forums using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences, and participate in individual and collaborative imaginative and performative experiences for a range of purposes (socialising, entertaining, persuading). They use French to analyse and reflect as well as to narrate and describe, and match modes of presentation to context and intended audience. They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret texts and observed interactions in terms of cultural practices and comparisons.

Students notice differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation, and notice differences in text types that are encountered regularly, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for language explanation (*formal and informal language, body language*) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l'hypermarché*). Students notice and explore language and cultural differences, recognising the validity of different perspectives, and making comparisons across languages, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups

Australian Curriculum: Languages - French – Years 7-10 (Year 7 Entry) Scope and Sequence (revised draft)

Communicating				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, express feelings, likes and dislikes. [Key concepts: family, friendship, home; Key processes: interacting, describing]	Socialise and exchange views on local and global issues. [Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing]
		Building classroom language	Participate in classroom routines and interactions by following instructions, asking and answering questions, requesting help or permission. [Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding]	Develop more elaborated classroom language to discuss learning tasks, monitor performance and reflect on French language and culture learning. [Key concepts: task, outcome, performance, communication, culture; Key processes: discussing, commenting, interacting]
		Taking action	Participate in guided tasks, activities, performances and presentations that involve some transactions and negotiations. [Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, acting, reflecting]	Participate in collaborative projects that make connections between French language and culture and other curriculum areas. [Key concepts: concepts from other learning areas; Key processes: task planning and resourcing, cross-referencing]
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral,	Obtaining and using information	Locate factual information from a range of texts and resources and use the information in new ways. [Key concepts: concepts from learning areas such as health or environmental studies; Key processes: researching, reading/listening, ordering, classifying]	Access and analyse information from different sources, identifying how culture and context influence presentation.

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
	written and multimodal texts; developing and applying knowledge.			[Key concepts: information, representation, modality; Key processes: selecting, evaluating, interpreting, analysing]
		Conveying and presenting information	Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms. [Key concepts: community, traditions, environment; Key processes: composing, presenting, informing]	Convey information on selected topics using different modes of presentation to suit different audiences. [Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Participating in and responding to imaginative experience	Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, discussing characters, events, themes and effects. [Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating]	Responding to a range of traditional and contemporary texts, comparing themes and language style. [Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing]
		Creating and expressing imaginative experience	Re-interpret or create own shared texts, experimenting with expressive and performance genres, creating moods and effects suitable for different audiences. [Key concepts: adaptation, mode, genre, performance; Key processes: interpreting, creating, experimenting, presenting]	Create imaginative texts to entertain, convey ideas and express emotions. [Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting]

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
TRANSLATING	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and interpreting	<p>Translate short texts, noticing words or expressions that are difficult to translate.</p> <p>[Key concepts: translation, equivalence; Key processes: selecting, comparing, adjusting, mediating]</p>	<p>Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another.</p> <p>[Key concepts: culture, translation, interpretation, meaning; Key processes: comparing, analysing, critical and cultural reading]</p>
		Creating and using bilingual resources	<p>Create bilingual texts and learning resources making decisions about how to convey differences in cultural meaning.</p> <p>[Key concepts: equivalence, cognates, false friends; Key processes: comparing, distinguishing, evaluating, explaining]</p>	<p>Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts.</p> <p>[Key concepts: representation, bilinguality, interpretation; Key processes: interpreting, explaining, comparing]</p>
REFLECTING	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes	Reflecting on the experience of intercultural communication	<p>Notice how interaction with French speakers and resources involves culture as well as language.</p> <p>[Key concepts: exchange, awareness, interpretation, cultural frames, intercultural exchange; Key processes: noticing, reflecting, responding]</p>	<p>Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making.</p> <p>[Key concepts: frames, standpoints, reciprocity, reflection; Key processes: expressing, discussing, noticing, adjusting]</p>

Communicating				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
	communication and identity.	Reflecting on identity and intercultural communication	<p>Notice own and each other's' ways of expressing identity, considering the relationship between language, culture and identity.</p> <p>[Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting]</p>	<p>Reflect on personal cultural identity, how it is both shaped by and influences ways of communicating and thinking.</p> <p>[Key concepts: identity, culture, communication; Key processes: observing, reflecting, explaining]</p>

Understanding				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and letter knowledge	<p>Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation.</p> <p>[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]</p>	<p>Recognise the regularities and irregularities of spoken French, using pronunciation, rhythm and stress in increasingly complex language.</p> <p>[Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]</p>
		Grammatical and vocabulary knowledge	<p>Understand and use elements of the French grammatical system, including word order, gender and number variation, present and compound forms of regular and some irregular verbs.</p> <p>[Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining]</p>	<p>Extend grammatical knowledge, including the forms and functions of additional tenses, verb moods and modality.</p> <p>[Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]</p>

Understanding

Using language for communicative purposes in interpreting, creating and exchanging meaning

		Text structure and organisation	<p>Recognise and use features of common spoken, written and multimodal texts, comparing with features of similar texts in English.</p> <p>[Key concepts: genre, mode, tenor, audience, language features; Key processes: noticing, analysing, comparing]</p>	<p>Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements.</p> <p>[Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining]</p>
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.	Language variation in practice	<p>Recognise that French language use varies according to context, situation and relationship. [Key concepts: variation, context, relationship;</p> <p>Key processes: noticing, analysing, explaining]</p>	<p>Recognise that French is used in varying ways to achieve different purposes.</p> <p>[Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining]</p>
		Language change	<p>Understand the dynamic nature of French and other languages.</p> <p>[Key concepts: language contact, word-borrowing, globalisation; Key processes: observing, identifying, classifying]</p>	<p>Examine the nature of language change in response to changing cultural conditions.</p> <p>[Key concepts: globalisation, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, explaining]</p>
		The nature, function and power of language	<p>Recognise that French is both a local and a global language.</p> <p>[Key concepts: first language, global language, dialects, creoles, accents; Key processes: mapping, comparing, distinguishing]</p>	<p>Understand the symbolic nature of language in local and global contexts.</p> <p>[Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing]</p>
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language culture and communication	<p>Explore the relationship between language and culture.</p> <p>[Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining]</p>	<p>Explore the dynamic nature of the relationship between language, culture and communication and how this impacts on attitudes and beliefs.</p> <p>[Key concepts: culture, meaning, change; Key processes: reflecting, analysing, comparing]</p>