Year 7 to 10 (Entry)

Languages
French

Scope and sequence

V1.0

Languages – French: Year 7 to 10 (Entry)

Contents

Context statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning

- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This French scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence.

- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement

- explicit plain English interpretations of the content descriptions at each year level

- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level

- all structural elements of the Australian Curriculum presented in a cohesive way as a guide on planning interrelated teaching and learning experiences

- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understanding

- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning

- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 8	Year 10
Skills By the end of Year 8, students: • **use** French to **interact** with each other, teachers and online French-speaking contacts • **exchange** information, opinions, experiences, thoughts and feelings about themselves, their families and friends • **initiate** and **sustain** conversation by using active-listening skills, and **respond** to others' contributions • **respond** to familiar questions and directions and **request** help or clarification • **approximate** French sound patterns, intonation and rhythms, including novel elements of pronunciation • **use** present tense and present + infinitive form to make statements and **ask** questions about self, peers, family and interests • **locate** factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning • **describe** familiar objects, contexts and experiences, using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to **describe** appearance, character and quantity • **use** modelled sentence structures, formulaic expressions and high-frequency vocabulary to **create** texts • **use** conjunctions, connectives and prepositions of place and time to **build** cohesion and **extend** sentence structure • **translate** short texts and **explain** French gestures, expressions or signs to friends and family • **provide** examples of how languages do not always translate directly, and how interpreting and translating involve meaning, including values, ideas and attitudes, as well as parts of speech, such as nouns, verbs and adverbs • **adjust** language use to suit contexts and situations • **respond** in culturally appropriate ways to **interact** with French speakers or resources. **Understandings** By the end of Year 10, students: • **provide** examples of the dynamic nature of contact between languages and cultures in the contemporary world • **identify** the significance of French as a world language and the distribution of communities of French speakers in different countries and regions	**Skills** By the end of Year 10, students: • **use** written and spoken French to **socialise** with peers, teachers and other French speakers in local contexts and online environments • **communicate** about immediate and personal interests and involvements, such as family, friends and interests, and some broader social and cultural issues, such as health, social media, international experience and the environment • **approximate** rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and **build** fluency and accuracy in pronunciation, pitch and stress • **use** the *passé composé* tense of regular verbs with *avoir* and *être*, **noticing** that the past participle involves gender and number agreement • **identify** the form and function of reflexive verbs • **use** appropriate forms of possessive adjectives in own language production • **locate**, **interpret** and **analyse** information from different print, digital and community sources • **communicate** information, ideas and views in a range of contexts using different modes of presentation • **use** expressive and descriptive vocabulary to **talk** about feelings and experiences • **create** imaginative and performative texts for a range of purposes, such as entertaining or persuading • **use** French to **narrate** and **describe**, matching modes of presentation to context and intended audience • **create** bilingual texts • **interpret** observed interactions in terms of cultural practices and comparisons. **Understandings** By the end of Year 10, students: • **identify** differences between spoken and written forms of French and **compare** these with English and other known languages • **identify** the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation • **make** distinctions between familiar text types, such as greetings, instructions and menus and **comment** on differences in language features and text structures • **use** metalanguage for talking about language, such as formal, informal and body language • **reflect** on the experience of French language and culture learning

- **give** examples of similarities between French and English, for example, the same alphabet, basic sentence structure and many words in common, and some differences, such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols

- **identify** French words used in English and English words used in French

- **explain** how languages and cultures influence and interact with each other, including technology, globalisation and popular culture

- **know** that French has its own rules for pronunciation, grammar and non-verbal communication and **adjust** language to suit different situations and relationships, for example, formal and informal language and different text types

- **use** metalanguage to explain features of language, texts and grammar, making connections with terms such as verb, adjective and tense that are used in English learning

- **incorporate** new concepts such as grammatical gender for talking about French

- **give** examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.

- **identify** relationships between parts of words such as suffixes, prefixes and stems of words

- **identify** the validity of different perspectives, and **make** comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life

- **explain** to others French terms and expressions that reflect cultural practices

- **reflect** on their own cultural identity in light of their experience of learning French and **discuss** how their ideas and ways of communicating are influenced by their membership of cultural groups.

Scope and sequence

Strand: Communicating
Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Socialising
Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Year 7	Year 8	Year 9	Year 10
Interact with peers and teacher using modelled language in familiar contexts related to self, family, friends, likes and dislikes.	**Interact** with peers and teacher to **exchange** information, preferences, interests and feelings related to personal world.	**Initiate** interactions and **develop** strategies to **sustain** interactions with peers and others in familiar contexts related to personal interests.	**Initiate** and **sustain** interactions in familiar and unfamiliar contexts to **exchange** ideas, experiences and opinions on personal and social issues.
Students: • **exchange** greetings, farewells, wishes and thanks, modifying language to suit the context, such as, *Bonjour, la classe ! Salut, Marianne, ça va ? Bonsoir, Madame Legrand, comment allez-vous ? Bonne fête, Solange ! Merci bien, Maman, à demain, au revoir Monsieur* • **introduce** and **describe** self and others, for example, *je m'appelle Marc, j'ai douze ans, j'habite à Adélaïde, je suis australien, j'ai les cheveux blonds, je suis grand, dans ma famille il y a …* • **express** likes and dislikes related to personal world, such as, sports, music, food, school subjects, pets, for example, *j'aime l'histoire mais je déteste les maths* • **ask** and **respond** to simple questions about self, peers and teacher, considering register, for example, *comment t'appelles-tu ? comment vous appelez ?*	**Students:** • **interact** with peers to talk about self and others using simple regular and irregular present tense verbs such as, *avoir, être* and *aimer* • **describe** feelings and interests and **respond** to questions about self and others, for example, *Que fais-tu le week-end ? Je joue au tennis et je passe du temps avec mes amis, il a l'air content, le weekend je joue au tennis, Et toi, qu'est-ce que tu fais ?* • **exchange** information about interests, leisure activities and preferences using the present tense and present and infinitive form, such as, *Tu fais du sport ? Non, je préfère jouer aux jeux vidéo en ligne avec mes amis.*	**Students:** • **initiate** interactions with peers and other young French speakers to **exchange** information on leisure activities, school, part time work, interests, and responsibilities, for example, *Et toi Claire, tu vas chercher un petit boulot pendant les vacances ? Oui, je vais faire du babysitting pour nos voisins* • **develop** strategies to **sustain** conversations by asking questions using active-listening, turn-taking cues and non-verbal and verbal responses, such as, *Ah bon ? Super, très bien, Vraiment ? Ce n'est pas vrai, C'est intéressant* • **describe** immediate, past and future personal interests with peers and young French speakers using simple and compound sentences, for example, *Pendant les vacances j'ai rendu visite à …, je vais rendre visite à …, je rendrai visite à mon ami qui habite à Melbourne.*	**Students:** • **initiate** and **sustain** interactions by using strategies to agree or disagree, or ask for opinions, repetition, clarification or confirmation, for example, *Oui je suis d'accord avec Eric, et toi, qu'en penses-tu, Marie ? Or je n'ai pas compris la question, pouvez-vous répéter, Monsieur ?* • **exchange** ideas on personal and social issues, such as, social media, technology, adolescence, environment and health in face to face and virtual learning environments, for example, *au contraire ! A mon avis …, je ne suis pas d'accord, après tout …, il faut le dire …* • **share** experiences and feelings related to personal world, such as exams, wellbeing and language learning using simple and compound sentences, for example, *À mon avis, c'est important d'apprendre plusieurs langues parce que ….*

Key concepts: identity, respect, community, interculturality **Key questions:** • What is identity? • How does my identity change in different situations? • How can we show respect through the language choices we make? • Can we belong to more than one culture?	**Key concepts:** relationships, perspective, respect **Key questions:** • How do our relationships affect the language we use? • Is there a right or wrong way to communicate? • How do we form opinions?

Thread: Taking action and transacting

Year 7	Year 8	Year 9	Year 10
Participate in collaborative activities with peers and teacher such as performances and presentations that involve planning, making arrangements and transacting. **Students:** • **participate** in role-play scenarios using formulaic language, such as, ordering food and drinks or making arrangements, for example, *Un pain au chocolat s'il vous plaît, je vais à la plage à 10h* • **participate** in group activities, such as, *sept familles, qui est-ce ? le petit bac, le téléphone cassé* and *Chasse au trésor* • **develop** class displays, presentations or performances for peers, family or school community to showcase learning, for example, *la cuisine francophone, la poésie française, les monuments* français • **organise** social or sports events, and **plan** location, date and time, such as, *rendez-vous au Stade Central à midi, 19 h chez ma cousine,* using modelled *aller* + infinitive forms of verbs or regular verbs such as *arriver, manger, commencer, finir, rendre visite à* • **follow** simple procedures and allocate tasks to achieve a common goal, for example, when using a recipe in French to make *les crêpes* or *la bûche de noël*.	**Collaborate** with peers and teacher to **organise** and **participate** in real or simulated activities involving purchasing, exchanging and ordering goods or services. **Students:** • **collaborate** with peers on projects, such as, designing a story book for a younger audience, designing posters for the classroom, making and selling French produce at a school community fair or designing a new school uniform • **purchase** and **exchange** goods in simulated activities, such as grocery shopping, *au marché du coin, un échange de vêtements,* or using transport using transactional language, such as *c'est combien ? un très bon prix, vente flash ! non, c'est trop cher …* • **organise** and **participate** in French cultural experiences, for example, French cooking, singing, *la pétanque* or traditional dancing, or using spoken and written texts such as instructional videos and recipes • **issue**, **accept** and **decline** 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 ….*	**Collaborate** with peers to make plans, take action and **engage** in projects related to students' personal interests. **Students:** • **collaborate to plan** celebrations, meals and outings through spoken and written texts, such as invitations, flyers, phone calls and emails, for example, *Tu es libre ce week-end ? On va organiser une fête d'anniversaire pour Peter* • **act** on school-based issues such as littering, organisation and uniforms by creating class displays that combine print and digital resources to inform peers, for example, *Mettez vos déchets dans la poubelle* • **participate** in simulated situations, such as, asking for and giving directions when lost overseas, resolving a conflict between friends or family, or planning a study tour to a French-speaking country, for example, *Excusez-moi Monsieur, où est l'Opéra Garnier ?*	**Negotiate** to plan, take action and respectfully **discuss** local and global issues. **Students:** • **negotiate** a respectful resolution to a problem, such as, extending an assessment deadline with the teacher, or making a complaint about unsatisfactory goods or services, for example, *Je voulais un aller simple mais la dame à la gare m'a donné un aller retour* • **plan** and **act** on issues related to school life, including school rules, recycling and use of social media, through class projects such as displays, advertisements, presentations to raise awareness or support, for example, *Triez vos déchets et agissez pour la planète !* • **engage** in debate about local and global issues, such as, suggestions for local facilities, meat eating, waste in the fashion industry, or climate change, for example, *Faut-il réduire la consommation de viande pour sauver la planète ?* showing respect for diverse perspectives.

Key concepts: transaction, roles and responsibilities **Key questions:** • How does role-play in different scenarios help us learn about languages and cultures? • What language choices are we making when we borrow, buy, sell, swap and trade? • How can we share roles and responsibilities and work together?	**Key concepts:** transaction, collaboration, respect, negotiation, perspective **Key questions:** • Why is it important to collaborate? • How can our language choices convey respect? • How do we negotiate decisions when we have different ideas and opinions? • What happens when we consider a scenario from a range of perspectives?

Thread: Building language for classroom interaction

Year 7	Year 8	Year 9	Year 10
Use formulaic classroom language to **follow** simple instructions, **ask** for help and **participate** respectfully in classroom routines. **Students:** • **participate** in classroom activities by recognising and responding to instructions, such as, *Ouvrez les cahiers, prenez des notes, fermez les ordinateurs, travaillez à deux, écoutez bien* • **ask** for help, clarification or permission using formulaic language such as, Comment *dit-on … ? Qu'est-ce que c'est ? c'est qui ? Tu as un stylo ? Comment ça s'écrit ? Je peux … ?* • **engage** with peers and teacher to develop rules for a respectful classroom around topics such as, use of French, asking questions, and role of technology, for example, *je parle en français, je respecte les autres, je lève la main avant de parler.*	**Use** modelled classroom language to **ask** for help or permission, **follow** and **respond** to directions, make requests and **interact** respectfully. **Students:** • **use** modelled classroom language to ask for help or permission and make polite requests, such as, *Madame, je peux aller à mon casier ? Répétez s'il vous plait, Tu as un stylo, s'il te plaît ?* • **follow** and **respond** to directions, such as, *Sortez les ordinateurs et allez à ..., choisissez la forme négative* • **interact** respectfully with peers and teacher by noticing and using active-listening and turn-taking strategies, such as, *C'est à qui ? c'est à moi maintenant, Merci, s'il vous plaît, oh pardon, excusez-moi ....*	**Develop** classroom language to **follow** instructions, **ask** for help or clarification and **state** opinions. **Students:** • **develop** classroom language to follow instructions, ask questions and give advice, for example, *Excusez-moi Madame, c'est à quelle page le texte ?* • **participate** in structured class activities, such as a class survey or conversation, by stating opinions and asking questions, for example, *Et toi Nicholas, que penses-tu ? Moi je trouve que / je crois que … parce que …* • **state** a problem and **ask** for clarification or advice, for example, *J'ai oublié mon ordinateur chez moi, on peut travailler ensemble ?*	**Apply** classroom language to shared learning experiences by **exchanging** feedback and opinions with peers. **Students:** • **exchange** feedback on shared learning experiences, such as, after a presentation or performance, for example, *Tu as très bien parlé Nicole, ton accent était parfait !* • **manage** learning with strategies such as setting goals, identifying difficulties, asking questions and reflecting on progress and feedback from peers and teacher, for example, *Mon but pour le trimestre c'est …, j'ai du mal avec …* • **manage** shared learning experiences by surveying and interviewing peers on progress, challenges and achievements in collaborative tasks, for example, *Et toi, qu'en penses-tu ? Que ferais-tu à sa place ? Et si ....*

Key concepts:

roles, routines, politeness, procedure

Key questions:

• What roles and routines do we need in the classroom and why?
• What's the daily language of our classroom?
• How do we show politeness?
• What skills do I need to give and follow instructions effectively?

Key concepts:

respect, perspective

Key questions:

• What skills do we need to share opinions respectfully?
• What language builds a respectful classroom?

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Thread: Obtaining and using information

Year 7	Year 8	Year 9	Year 10
Locate key points from a range of simple and familiar spoken, written and multimodal texts and **organise** information by classifying, matching and ordering.	**Identify** key points, topic and gist from a range of familiar spoken, written and multimodal texts and **process** information by recording, sequencing and describing.	**Select** information and ideas from a range of spoken, written and multimodal texts and **re-present** the information in new ways by summarising and comparing.	**Analyse** and **interpret** information, ideas and views from a range of texts and contexts and **use** the information in new ways.
Students:	**Students:**	**Students:**	**Students:**
• **locate** key points such as, name, age, interests, address, time and nationality, from a range of texts on familiar topics related to personal world, for example, *Je te présente Paul, il a 12 ans, il est suisse* • **read**, **listen** to and **view** simple texts such as signs, text messages or phone calls, and **locate** matching information • **classify** and **order** information in the form of a list, menu, poster, diagram, or mind map, for example, *Identifiez les adjectifs dans le texte*.	• **identify** key points of information in written texts such as journal entries, web pages, emails, and spoken or recorded texts, such as phone messages, simple conversations and announcements, for example, *Mesdames, Messieurs, votre attention s'il vous plaît, le train pour Avignon part à 14h30* • **identify** topic and gist in familiar texts, for example, *Ce texte parle des devoirs, je pense que le thème est l'amitié* • **record** and **describe** information collected from class surveys, interviews or web searches, on familiar topics such as music, film or social media • **sequence** actions or events from texts such as magazine articles, videos or sports reports by writing timelines, itineraries and profiles, using conjunctions and prepositions of time, for example, *puis, d'abord, ensuite, finalement*.	• **select** information and ideas from familiar texts on topics of interest, such as music, holidays, cinema or an aspect of life in French-speaking countries, for example, schooling, leisure activities and festivals, and present the information to teacher and peers • **re-present** information in new ways, for example, use findings from a student survey, blog or interview in a graph, chart or diagram, *Dans notre classe, trois quarts des élèves ont un portable* • **summarise** and **compare** information and ideas in their own words, such as, in simple reports, discussions or presentations, for example, *Moi, je préfère l'école française parce qu'il n'y a pas d'uniformes*.	• **interpret** information from a range of texts, such as a web article, documentary, speech or video clip related to personal, community or historical issues, for example, the environment, wellbeing, technology or human rights • **convey** information, ideas and views through a new text, such as a digital mind map, report or debate, for example, *les réseaux sociaux sont la première cause du stress parmi les jeunes* • **analyse** how culture and context influence the presentation of ideas, for example, how vocabulary, phrases and gestures change to suit the audience and purpose of the text • **examine** information from a range of media sites and **compare** representations of, for example, young people, graffiti, or aspects of lifestyle in a French-speaking country.

Key concepts:

information, processing

Key questions:

• What is the difference between fact and fiction?
• How can we locate the information we need?

Key concepts:

perspective, analysis, reliability

Key questions:

• How do we know what sources of information are reliable and trustworthy?
• What processes could we use to analyse and evaluate a text?
• Where can I see culture reflected in texts?

Thread: Conveying and presenting information

Year 7	Year 8	Year 9	Year 10
Share and **present** information related to self and personal world in simple spoken, written and multimodal texts. Students: • **share** information about self, family, friends, interests, pets, school, routine and family traditions with peers and teacher in simple structured texts such as profiles, modelled conversations and labelled posters, for example, *Chez moi, nous dînons à 20h* • **present** information of interest to young French speakers, such as daily routines of students in Australia, school camps and sports in formats such as video, email or photo stories, *Voici mon emploi du temps, mes copains sont …, mon sport préféré c'est … pendant le déjeuner je joue au netball* • **present** findings from class surveys, interviews or web searches to peers in print, digital and visual formats, for example, *8 élèves dans notre classe ont un chien comme animal domestique* • **present** information related to Australia and French-speaking communities, for example, population, land mass, regions, climate, and languages spoken, using visual formats for display.	**Share** and **present** information and ideas related to personal world and French-speaking communities with peers and teacher in spoken, written and multimodal texts. Students: • **present** information in a class profile to **share** with French-speaking students in another school on topics such as daily life, interests, neighbourhood, responsibilities and extra-curricular activities, for example, *Dans notre quartier il y a …, nous habitons près de la plage* • **create** texts to **share** with peers and teacher, such as, a video, digital slides or graph of student responses to a survey, to capture and interpret aspects of their personal worlds, for example, *le weekend beaucoup de jeunes australiens vont …, Voici un jour dans la vie d'un(e) collégien(ne)* • **prepare** a digital presentation for the school community to **share** ideas on how to improve the school or neighbourhood using images and simple sentences, such as, *Améliorer notre cantine avec plus de plats sains* • **use** spoken, written and multimodal texts, such as a timeline, mind map, or poster, to **present** information and profile significant events, people or places related to francophone cultures, histories and locations.	**Convey** and **present** information and views in familiar spoken, written and multimodal texts to suit different audiences. Students: • **convey** information on an aspect of French culture or personal interest, such as youth or local issues and present personal views, for example, *e bien être des jeunes* or *les déchets à l'école* • **present** information using appropriate language, images and types of texts for different target audiences, such as a brochure on a student club for peers or a multimedia presentation for younger students about healthy eating, for example, *Mangez 5 fruits et légumes par jour* • **create** informative texts to share views with other French speakers, such as a video interview, report or online discussion about learning languages or schooling in Australia, for example, *Pourquoi apprendre les langues,* or *l'école en Australie* • **prepare** a procedure, game or activity for younger learners, using simple language and supporting graphics, materials and gestures, such as how to play *la Pétanque*, cook an omelette, play a class game.	**Convey** and **present** information and perspectives, in a range of spoken, written and multimodal texts to suit different audiences. Students: • **present** own or others' perspectives on youth or community issues, such as sustainability or personal responsibilities, in a variety of modes, such as a video, podcast or discussion, *Comment protéger les espèces en voie d'extinction ? Les réseaux sociaux, pour ou contre ?* • **create** types of texts to suit different audiences by using descriptive and expressive language and images, such as, a speech for peers in a school election campaign, a guide for younger learners on study habits or a flyer advertising a French community event, for example, *C'est l'heure ! Votez vert ! Amenez vos fournitures scolaires à chaque leçon, le marché de Noël aura lieu le 26 et 27 novembre* • **convey** information to peers in texts such as emails or infographics on matters such as wellbeing during exams, *Faites un programme de révision et allez au lit de bonne heure,* or steps in looking for part-time work, *d'abord mettez votre CV à jour.*

Key concepts: sharing, presenting, reporting **Key questions:** • What is my 'biodata'? • How can I share information about my world in an interesting way? • How do visuals help to convey meaning?	**Key concepts:** conveying, engaging, connecting **Key questions:** • How do texts convey cultural ideas? • How do we select the best modes and texts to engage and connect with an audience? • What influences my ideas, opinions and feelings?

Sub-strand: Creating

Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Year 7	Year 8	Year 9	Year 10
Read, **listen** to and **view** familiar imaginative texts and **respond** with support by identifying characters, settings and events, and **share** reactions.	**Respond** to imaginative texts by describing characters and events, and **share** key ideas and favourite elements.	**Engage** with a range of imaginative texts by summarising events, noticing language features and cultural elements and expressing feelings.	**Engage** with and **respond** to contemporary and traditional imaginative texts by discussing characters, themes, events and opinions, and **explore** cultural values.
Students:	**Students:**	**Students:**	**Students:**
• **read**, **listen** to and **view** familiar imaginative texts such as rhymes, subtitled songs or cartoons and build meaning as a class by identifying familiar language, characters, settings and events • **respond** to questions about characters, settings and events using key words and expressions extracted from imaginative texts, for example, *C'est qui ? C'est Tintin, il est belge, il a un petit chien* • **create** a visual representation to illustrate key ideas, events or characters from an imaginative text in different ways, such as a mind map, labelled collage or character profile.	• **engage** with familiar imaginative texts such as short stories, songs or video clips, by describing characters and sequencing events, for example, *L'homme a les cheveux noirs et il porte une moustache, il a l'air très sophistiqué* • **notice** rhythm, intonation, imagery, vocabulary and expressions used to build mood and meaning in imaginative texts such as poems, rhymes or dramatisations, and **create** similar effects in own re-enactments • **share** key ideas and **compare** favourite elements from imaginative texts, such as subtitled films and simple poems in class discussions, for example, *C'est une chanson d'amour, j'aime le clip et le chanteur* • **find** connections with aspects of imaginative texts across cultures, for example, types of main character, or opening and closing phrases, such as, *Il était une fois* or *Un jour … .*	• **engage** with imaginative texts such as stories, songs or films by identifying cultural elements, for example, young French people's lifestyles and language use • **summarise** events from imaginative texts using the *passé composé* tense of regular verbs with *avoir* and *être*, for example, in a story board, *prémièrement elle est allée à la gare …* • **express** feelings and preferences in relation to imaginative texts, using language such as *C'est trop triste, c'est si amusant, c'est vraiment affreux, Pour moi les images sont … Personnellement, je n'aime pas la musique rap, je préfère … .*	• **discuss** characters, themes and events from imaginative texts such as poetry, drama and film and **express** own opinions, for example, *À mon avis, les thèmes principaux sont la famille et le courage* • **review** imaginative texts such as films or books, expressing opinions through rating or writing a review, for example, *J'ai donné 4 étoiles à ce film parce que j'ai bien aimé l'histoire et la bande originale* • **explore** cultural values represented in traditional texts, for example, morals represented in *les Fables de La Fontaine* and **make** connections with own personal values • **compare** French and Australian music or artwork by viewing and sharing examples, noticing expression, styles and themes, for example, family, love, friendship.

Key concepts:

description, response, message

Key questions:

• What language can I use to describe the characters?
• Is there a message in every imaginative text?
• What do I really think about the message in this imaginative text?
• How can imaginative experiences help us learn languages and understand cultures?
• Why do we tell stories?

Key concepts:

engagement, opinion, connection

Key questions:

• What makes an imaginative text engaging?
• Why do we sometimes have differing opinions about an imaginative experience?
• From whose perspective is the imaginative text told or expressed?
• How can imaginative experiences help us understand the relationship between language and culture?
• What can we learn about culture from texts?
• How do imaginative texts influence our feelings?
• How do stories change as they are retold?

Thread: Creating and expressing imaginative experience

Year 7	Year 8	Year 9	Year 10
Create and **perform** simple imaginative texts to **present** characters, events and settings using modelled language in familiar contexts.	**Create**, **reinterpret** and **perform** imaginative texts presenting familiar themes, characters and experiences for known audiences.	**Create** imaginative texts to **express** ideas and emotions to **entertain** different audiences in real or imagined experiences.	**Create** a range of imaginative texts to **persuade** and **express** ideas, experiences and emotions for different audiences and purposes.
Students:	**Students:**	**Students:**	**Students:**
• **describe** and **present** a new character from a familiar culturally rich text, such as, *Astérix et Obélix* or *Tintin* • **write** and **illustrate** a picture book to be shared with young learners, for example, *Qui suis-je ? les animaux de la ferme* • **create** texts such as acrostics, labelled digital collages or photo stories in familiar contexts to be displayed in the classroom or school community, for example, *Janvier : J'adore l'hiver, Air pur, Neige …* • **create** and **perform** a simple skit or song with peers using modelled language in familiar contexts, such as going to school or a birthday party, for example, *Joyeux Anniversaire Anaïs, voici ton cadeau*.	• **create** and **perform** songs or short performances for younger learners, incorporating vocal and expressive elements of language in ways that will engage young children, for example, animal sounds, *ouah ouah, cocorico, meuh, cui-cui, coin-coin* • **create** texts using digital resources, such as an animation or video, to share imaginary situations and characters, for example, a day in the life of an action hero, *un jour dans la vie de …* • **reinterpret** and **perform** modified or simplified versions of familiar texts using repetitive and familiar language to **entertain** peers or parents, for example, *les trois petits cochons or le petit chaperon rouge*.	• **describe** an imagined experience expressing ideas and emotions in a familiar type of text, for example, a blog or email about the first week as an exchange student abroad, *Chers amis, je n'arrive pas à croire que j'ai déjà passé une semaine en Nouvelle Calédonie* • **create** characters and contexts for simple, spontaneous interactions, for example, a scenario at the bakery, *je voudrais une baguette, désolé Madame il n'y en a plus …, mais non, ce n'est pas possible* • **describe** and **present** a digital tour of an ideal or dream location such as a school, home or park, for example, *dans ma maison de rêve il y a une énorme piscine et une belle forêt dans le jardin*.	• **create** texts to **entertain**, **persuade** or **convey** ideas and experiences to other French speakers, such as a trailer for a French film or a video travel guide, for example, *Bonjour téléspectateurs, aujourd'hui on est à Lyon, la capitale de la gastronomie !* • **create** a text expressing ideas, emotions and experiences from the perspective of a real or imaginary character, such as a diary entry from the perspective of a newly arrived student or exchange student to the school • **create** reinterpretations of traditional texts for a modern audience, for example, *les Fables de La Fontaine,* by modifying the themes, morals and characters to entertain and relate to modern audiences.

Key concepts:

creating, reinterpretation, performance

Key questions:

- How can I create a text that will engage the audience?
- How can I reinterpret a text without losing the essence?
- How can I demonstrate cultural knowledge in my performance?

Key concepts:

expression, design, engagement

Key questions:

- What makes an imaginative experience entertaining and engaging?
- Why is self-expression important?
- How can I represent languages and cultures through imaginative experience?

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Year 7	Year 8	Year 9	Year 10
Translate simple texts from French to English and vice versa, **noticing** which words and phrases translate easily and which do not.	Translate simple texts from French to English and vice versa, and compare versions to **identify** cultural ideas and expressions.	Translate familiar texts from French to English and vice versa, **exploring** and **discussing** culturally rich words or expressions.	Translate texts from French to English and vice versa, **interpreting** and **explaining** culturally rich expressions and ideas.
Students:	**Students:**	**Students:**	**Students:**
• **translate** simple texts such as introductory dialogues, greeting cards and invitations, and identify words and phrases that can be translated directly, for example, *Bonjour, cher, fête, chien, enfants* and those that require interpretation, for example, *je m'appelle, anniversaire, à tout à l'heure, gros bisous* • **identify** cognates in French texts that can be used to predict meaning, for example, *le téléphone, les sciences, la classe* and **discuss** with peers and teacher the reasons for these similarities in French, English and other known languages • **develop** awareness of French-English false cognates such as *la journée, gentil, assister* and *attendre* and consider how they can assist or inhibit meaning • **explain** to peers and family members interesting aspects of French language and culture, for example, gestures*, la bise*, number patterns and loan words.	• **translate** short texts such as public signs, notices, emails or menus, **compare** versions with peers and consider reasons for differences in translations • **translate** words or expressions associated with celebrations in French-speaking regions of the world, such as *le Poisson d'avril, la Chandeleur, la Bûche de Noël, le Ramadan, Aïd el-Fitre, la Fête de la Musique,* and **explore** cultural ideas embedded in expressions • **use** bilingual dictionaries and digital translation tools to assist in meaning making, taking into account alternative and/or multiple meanings of words and the importance of context, for example, *la fille, le bureau, l'histoire, la vue*.	• **translate** familiar texts such as letters, phone conversations and blogs, and **identify** and **discuss** words or expressions that require explanation rather than translation, for example, *S'occuper de, avoir mal à, à plus, je t'en prie* • **explore** popular idiomatic expressions in French, such as *faire la grasse matinée, ne pas être dans son assiette* and share examples of expressions in other known languages, for example, 'it's a walk in the park', or 'to steal someone's thunder', and **discuss** the literal and figurative meaning and the potential for misunderstanding • **use** various resources to assist in translation, including bilingual and monolingual dictionaries and digital translators by comparing translations and considering the best use of these tools.	• **translate** authentic texts such as signs, product instructions and notices or advertisements, **compare** versions with peers and **explain** how they convey cultural expressions and ideas • **interpret** words and expressions that reflect cultural values in texts such as children's stories, advertisements, speeches or articles • **explain** translations of culturally specific French and Australian expressions and ideas, such as *le brevet, la vie scolaire,* 'the bush', a 'formal', 'gap year' and 'schoolies' and **discuss** the reasons for lack of equivalence • **view** excerpts of French or English subtitled films, videos and songs, including versions created by online translators and **discuss** the effectiveness of the translations, such as literal translations, non-literal translations and interpreted meanings.

Key concepts:

translation, interpretation, comparison, equivalence

Key questions:

• What helps us predict the meaning of words and expressions?

• How can we move between languages and cultures?

• Are online translators a help or a hindrance?

Key concepts:

translation, interpretation, analysis, translatability

Key questions:

• Can we separate language from culture?

• Why is it difficult to translate a word or expressions without context?

• What does 'lost in translation' mean?

• How do I explain cultural sayings or expressions that have no direct translation?

• Why is there more than one way to translate or interpret meaning from one language or culture to another?

Thread: Creating bilingual texts

Year 7	Year 8	Year 9	Year 10
Create simple bilingual texts for self, peers and classroom. **Students:** • **create** bilingual or multilingual texts for peers and school environment, such as classroom labels and annotated school maps, for example, *le terrain, la cantine, le tableau blanc, la fenêtre, le pupitre, la poubelle, le bureau, la salle de cours* • **produce** written or digital bilingual resources for the classroom, such as flash cards and glossaries including visual support for words and expressions • **create** bilingual texts for the school or school environment, such as posters for a school French Club or signs to welcome community guests.	**Create** bilingual texts for peers and local community. **Students:** • **create** bilingual texts for the school or local community, such as captions for displays, signs or invitations to school events, or a short text for the school newsletter, for example, a profile on a class guest • **develop** bilingual support resources, such as glossaries, word banks, mind maps or personal French–English dictionaries, including explanations of expressions that require interpretation, such as, *J'ai faim, chez moi* and *bon appétit* • **create** bilingual digital texts, such as a blog or photo story to describe lifestyles and daily routines, for example, *En France, les jeunes peuvent rentrer chez eux pendant la pause du midi, en Australie nous finissons l'école à 15h30* • **introduce** and **thank** a guest speaker in French and any relevant community languages.	**Create** print, digital and multimodal bilingual texts for peers and speakers of French that reflect aspects of French and Australian cultures. **Students:** • **create** simple bilingual texts for French and English speakers, such as notices, posters and leaflets to inform about school or local events, for example, *le marché de Noël, le Festival du Film* • **provide** short bilingual descriptions for images of French or Australian scenes to explain cultural references, such as *le métro, les montagnes*, 'outback', or 'beach' • **make** choices about when to use French or English when corresponding with French-speaking students, considering the topic and nature of the interaction • **produce** bilingual texts such as vocabulary lists and annotated explanations for French-speaking visitors to events such as picnics, barbecues or sporting activities, explaining cultural concepts, protocols and terminology, such as 'BYO', 'potluck dinner' and team barracking.	**Create** a range of print, digital and multimodal bilingual texts for a range of audiences and purposes that reflect aspects of culture. **Students:** • **create** digital or printed instructional guides or videos depicting aspects of French or Australian culture, such as *la culture du football australien (les équipes, la cuisine, les hymnes), comment célébrer Noël en Australie, comment prendre le métro, comment saluer en France* • **create** a display, exhibition, video or performance and add bilingual captions or sub-titles, deciding which elements of language or culture need interpretation • **create** bilingual French learning experiences for younger French students and school community such as songs, games or performances for lunch time concerts or school events • **contribute** in French and English to a monitored online discussion with French-speaking students by posting questions and comments on shared interests.

Key concepts:	Key concepts:
creating, bilingualism, multilingualism	creating, bilingualism, multilingualism, translanguaging
Key questions: • Which languages do I use, and when? • How does being bilingual or multilingual help our learning? • How can we communicate when we don't speak the same language? • What are the benefits of using more than one language when creating texts?	**Key questions:** • How does being bilingual or multilingual advantage me? • What real-life situations would benefit from a bilingual or multilingual text? • How could being multilingual help us when translating or explaining? • What is translanguaging and when do we use it?

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural experience

Year 7	Year 8	Year 9	Year 10
Participate in intercultural experiences, **noticing** how interactions involve culture as well as language. **Students:** • **participate** in guided discussions to reflect on their own understanding of intercultural experiences, in response to prompts such as 'How do languages and cultures influence the way we interact?' • **view** and **listen** to interactions between French speakers in different contexts and **notice** gestures, greetings and formality, such as B*onjour, salut, bonsoir, bonne nuit, à bientôt, à plus* and **compare** and **contrast** these with their own interactions • **participate** in bilingual digital correspondence with other French speakers, for example, by sharing photos, videos and comments about daily lives of young people, **noticing** gestures, expressions and points of interest.	**Participate** in intercultural experiences, **identifying** how culture, attitudes, behaviours and language use shape shared meaning making. **Students:** • **plan** and **participate** in a shared event, for example, a class event, and **discuss** intercultural implications of choices to be made, such as communications, food, drink, location, guests, activities and gifts • **observe** interactions between French speakers in different contexts, **identifying** how language carries cultural meaning, for example, in formal and informal exchanges using *tu* or *vous,* and negotiating the transition from formal to informal interactions, for example, *on peut se tutoyer* • **consider** how Australia and Australians may be perceived by French-speaking people throughout the world and **discuss** possible reasons for these perceptions • **identify** ways of communicating, social norms and behaviours of own cultures such as apologising, meal-time protocols, politeness, forming queues and taking shoes off when entering a home, and **consider** how these may be interpreted by French speakers.	**Share** own reactions and responses to intercultural experiences and **reflect** on how own and other's language use reflects culture, attitudes and values. **Students:** • **reflect** on how own behaviours and attitudes help or hinder intercultural communication, for example, degree of formality or directness • **discuss** occasions in French language exchanges when miscommunication has occurred, and **reflect** on why or how this happened • **reflect** on the experience of learning and using French, including any perceived changes in levels of confidence, or in attitudes towards and understanding of culture and intercultural communication • **develop** a digital or written social etiquette guide to assist French students in Australia, for example, a video on how to interact in shops or how to order food or drinks in different settings and **reflect** on own language and behaviour in unfamiliar interactions.	**Engage** in a variety of intercultural experiences and **reflect** on how cultures, attitudes, values and beliefs shape shared meaning making. **Students:** • **participate** in exchanges such as giving and receiving instructions or directions, **consider** how intended meaning may be interpreted differently and **reflect** on the reciprocal nature of intercultural communication • **engage** with speakers of French and observe French and own ways of communicating, for example, attitudes to interruptions, disagreeing, personal space, physical contact and degree of formality or directness in different contexts, such as with family, friends or strangers • **reflect** on and **note** ways in which the experience of learning and using French over time has challenged preconceptions, stereotypes or attitudes • **decentre** from their own primary linguistic and cultural world to reflect on being a communicator and user of French in a variety of social situations, considering their own positioning and values • **reflect** on the experience of learning French by **sharing** examples of breakdowns or breakthroughs in communication and discussing repair and recovery strategies, for example, *Quand j'ai commencé le français je croyais que …, c'est intéressant/bizarre/génial ….*

Key concepts:	**Key concepts:**
reflection, diversity, assumption, communication, culture shock	reflection, perspective, communication, respect
Key questions:	**Key questions:**
• What makes a great communicator? • How can we engage with the languages and cultures around us? • Why does diversity matter? • How does it feel to learn a new language? • What can we learn from experiencing culture shock?	• What lens do I see the world through? • How can I adjust my interactions to better understand and be understood? • How do languages enrich me? • What is the danger in stereotypes? • What can we learn from a social faux pas?

Thread: Identity in intercultural interaction

Year 7	Year 8	Year 9	Year 10
Reflect on the concept of identity and **notice** factors that shape own and others' identities. **Students:** • **reflect** on identity by creating personal profiles to share with peers, considering which aspects of their identity to reveal, for example, *Je suis australien mais je parle chinois avec ma famille, je suis australien d'origine italienne, je suis membre de l'équipe …* • **notice** the impact of significant life events on their own identity, for example, through a timeline, including captions and images • **notice** languages and cultures represented in the classroom by creating a Venn diagram or poster with pictures or symbols representing each language • **reflect** on the concept of identity by creating a French learning diary or portfolio to accompany the language learning journey, noting observations and reflections on intercultural experiences.	**Reflect** on the relationship between language, culture and identity and **notice** own and others' ways of expressing identity. **Students:** • **reflect** on the factors influencing intercultural identity, such as interests, significant life events, languages spoken and influential people, for example, in a guided class discussion • **prepare** a class profile to exchange with other French-speaking students, displaying the range of cultures, languages, interests and values, using resources such as photos, captions, quotes and symbols • **reflect** on own sense of identity in class discussions, considering whether it is fixed or fluid, for example, whether identity changes with different people in different contexts • **notice** the ways that people express identity, for example, through languages they choose, public versus private representations of themselves, behaviour in different contexts, or through self-expression in creative ways.	**Reflect** on how experiences, cultures and languages shape our own and others' identities. **Students:** • **reflect** on and **share** personal experiences that shape intercultural identity, for example, a map of their interactions with languages over time, or a timeline of their family history and cultural influences, for example, *Mes parents sont arrivés en Australie en 2002, quand j'ai commencé l'école …* • **describe** orally or in writing, a significant person or event and their influence on own life and identity, for example, *Une personne importante dans ma vie est ma grand-mère, elle m'inspire parce que …* • **consider** the elements of learning French that they have found most surprising, interesting or challenging in relation to their own languages and cultures, for example, greetings, polite forms of address or gendered language.	**Reflect** on own intercultural identity and **explore** how it shapes communication and perspectives. **Students:** • **reflect** on their intercultural journey orally or in in writing, highlighting languages spoken, key intercultural relationships, values and influence of language learning over time, for example, in a biography or a class discussion • **reflect** on the experience of learning and using French, considering how it has added a further dimension to their identity, for example, *Grâce à mes études de français, je me suis rendu compte que …* • **develop** language for reflecting on language learning and intercultural experience, examining aspects that are unexpected, difficult or enjoyable, for example, *J'étais étonné d'apprendre que, quand j'étais petit je …*.

Key concepts: identity, reciprocating, self- awareness, interculturality **Key questions:** • Which cultures contribute to my identity? • What's my place in this world? • What connects me and my classmates culturally?		**Key concepts:** identity, perspective, influence **Key questions:** • In what ways am I a global citizen? • What influences my identity?

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Year 7	Year 8	Year 9	Year 10
Develop awareness of features of the French sound system, including pronunciation, rhythm and stress and **notice** how sounds are represented in written form.	**Recognise** how French sounds are represented in written form and **use** modelled features of the French sound system including pronunciation, rhythm and intonation.	**Understand** how French sounds are represented in written form and **use** features of the French sound system including pronunciation, rhythm, intonation and stress to build fluency.	**Understand** and **apply** knowledge of French sound and writing systems including the regularities and irregularities of spoken French, and the use of pronunciation, rhythm and stress, in increasingly complex ways.
Students:	**Students:**	**Students:**	**Students:**
• **listen** to, **pronounce** and **write** French sounds from high frequency words with support from the teacher and digital resources	• **distinguish** pronunciation of vowel and consonant vowel combinations, for example, with *les virelangues* such as *un chasseur sachant chasser, les chaussettes de l'archiduchesse*	• **practise** pronunciation, stress and rhythm of words and expressions with more complex syllable combinations, such as *quotidienne, les manifestations, qu'est-ce que c'est que ça ?,* to improve fluency	• **understand** and **apply** tone and intonation to indicate emphasis or emotion in conversation, for example, *elle a fait quoi ? Wow, elle est tellement douée !*
• **explore** and **use** the French alphabet for spelling out names or words and compare pronunciation of letters to English	• **recognise** and **replicate** pronunciation and rhythm of liaisons to join words and sounds, such as *ils ont, vous arrivez, des enfants* and *mon ami*	• **recognise** and **use** silent *h* forms in maintaining fluency, for example, *L'Hôtel Splendide est situé au bord du lac, il faut visiter les Halles de Lyon*	• **understand** the role of intonation, rhythm and pace in creating effects, emphasis and in suggesting relationships, in oral texts such as stories, poems and songs
• **begin to use** metalanguage to talk about accents such as *accent aigu, accent grave, cédille, accent circonflexe*	• **identify** differences in intonation and rhythm between statements, questions and commands, for example, *Vous écoutez la chanson. Vous écoutez la chanson ? Ecoutez la chanson !*	• **experiment** with expression of popular French interjections such as *hein, hop là, youpi, eh ben …, oh là là*	• **combine** pronunciation, intonation, rhythm, stress and pauses in increasingly complex ways to show understanding when reading and speaking in French
• **notice** unvoiced consonants such as *le cours, l'étudiant, très, beaucoup* and more infrequent voiced consonants, such as *l'oeuf, le fils, le bus, le sud*	• **extend** knowledge and **replicate** pronunciation of nasal vowel sounds in words such as *cinq, quinze, sympa, pantalon, manger, entre, des bonbons*	• **use** the *accent aigu* in spoken and written language when indicating past events using *le passé composé* such as *j'ai joué, il est allé, elles sont arrivées.*	• **apply** knowledge of pronunciation and intonation to English loan words in French, for example, *un challenge, un email, du fast food, des baskets, faire du footing*
• **notice** that stress falls on the final syllable of words in spoken French and compare with placement of stress on English words	• **begin to notice** punctuation conventions, such as the space before question marks and exclamation marks, and the use of *les guillemets* for direct speech and symbols, for example, *c'est 1,20€*		• **apply** punctuation conventions in digital formats, such as the space before and after question marks, exclamation marks, colons and semi-colons and **use** of *les guillemets* « … » or "…" for direct speech and **notice** the use of *le tiret* (-) in different contexts.
• **develop** awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, *-u (tu), -r (très vite)* and *-ion (attention)*			
• **notice** and **practise** the French vowel system and nasalised vowels in words such as *plein* and *bon*, and semi-vowels in words such as, *famille* and *oui.*			

Key concepts:

systems, sound, speech, symbols

Key questions:

- What does French look like and sound like compared to languages I know?
- Does pronunciation matter?
- How does punctuation change meaning?
- What can we learn about a language from its alphabet and symbols?

Key concepts:

sound systems, writing systems, rhythm

Key questions:

- How can stress and intonation change the meaning?
- Is handwriting a lost art?

Thread: Grammatical and vocabulary knowledge

Year 7	Year 8	Year 9	Year 10
Develop an understanding and **begin to use** key features and patterns of the French grammatical system.	**Develop** an understanding and **use** the key features and patterns of the French grammatical system and begin to use modelled metalanguage to talk about basic grammar.	**Extend** and **apply** knowledge of key features and patterns of the French grammatical system.	**Understand** and **combine** features and patterns of the French grammatical system in increasingly complex ways and discuss, using metalanguage.
Students:		**Students:**	**Students:**
• **notice** similarities and differences between French and English grammatical rules and word order	**Students:**	• **understand** additional negative forms such as *ne … plus, ne … rien, ne … jamais, ne … que, ne … personne*	• **extend** knowledge of *le passé composé*, understanding that verbs conjugated with *avoir* require agreement between the past participle and preceding direct object, for example, *les fleurs que tu as achetées sont si belles*
• **recognise** and use nouns in singular and plural form, for example, *le chien/les chiens, une femme/des femmes*, including some irregular plural forms *l'œil/les yeux, le nez/les nez*	• **understand** that while some adjectives in French follow the noun, for example, *un élève intelligent*, some precede the noun, for example, *une bonne étudiante, une grande maison*	• **understand** how to form adverbs from adjectives, for example, by adding morphemes such as suffixes, as in *lent, lentement, seul, seulement, poli, poliment*	
• **recognise** and **use** definite and indefinite articles *le, la, l', les* and *un, une, des*	• **recognise** the function of morphemes such as prefixes and suffixes, for example, in *désagréable, la rentrée* and how morphemes including the base word and affixes connect, each adding a unit of meaning, for example, *triste/la tristesse, aimer/aimable*	• **understand** the function of and **use** emphatic pronouns such as *moi, toi, lui, elle, nous, vous, eux, elles*, for example, *c'est pour toi, je pense à lui, on va chez eux*	• **extend** knowledge of *le passé composé* and understand that some intransitive verbs, such as *rentrer, sortir, entrer, descendre, monter* and *retourner* do not require past participle agreement when used transitively, for example, *j'ai entré les informations, elle a monté les valises dans la chambre*
• **recognise**, **understand** and **use** formal and informal pronouns such as *tu* and *vous,* or *nous* and *on*	• **specify** information using demonstrative adjectives, *ce, cette, ces, cet,* for example, *cet ordinateur est à moi*	• **extend** knowledge of *le passé composé* tense and understand that intransitive verbs and reflexive verbs are conjugated with *être* and require agreement of the past participle with the subject, for example, *elles sont parties hier soir, je me suis dépêché(e)*	
• **understand** the form and function of subject pronouns, *je, tu, il, elle, nous, vous, ils* and *elles*, how they determine verb conjugations and substitute for noun subjects, for example, *voilà le frère de Michel, il est beau, n'est-ce pas ?*	• **understand** and **use** the imperative verb mood, for example, *écoutez bien, suivez-moi, aide-moi*		• **use** comparative and superlative forms of adverbs and adjectives for description, for example, *vite, plus vite, peu, moins jolie*
• **understand** instructions in the imperative verb mood, such as *travaillez à deux, faites une liste*	• **recognise** and **use** common adverbs to qualify verbs and adjectives, such as *souvent, toujours, bientôt, bien, mal*	• **use** *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 il est arrivé*	• **understand** the function of impersonal expressions followed by a noun or a verb in the infinitive, such as *il faut, on peut, on doit* for example, *il faut parler français, il faut l'internet pour envoyer un mèl*
• **develop** understanding of the concept of regular and irregular adjective agreement with gender and number, such as *le chien noir, la souris blanche, il est beau, elle est belle, nous sommes australiens, ils sont français*	• **understand** the three ways of forming a question, such as, a simple declarative sentence with rising intonation, *tu as un animal chez toi ?*, inverting the verb form, *as-tu un animal chez toi ?,* and using *est-ce que* before a declarative sentence, *est-ce que tu as un animal chez toi ?*	• **understand** how to avoid repetition of ideas with pronouns *y* and *en*, direct object pronouns, *le, la, les*, and indirect object pronouns *lui, leur,* for example, *j'y vais, j'en ai, je le lis, je leur parle*	• **extend** knowledge of the *imparfait* tense and apply to hypothetical situations requiring *si* clauses, for example, *si je gagnais au loto …*
• **use** 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 !* and **recognise** the substitution of the indefinite	• **describe** when and where, using prepositions of time and place such as *à, de, après, avant, entre, sur, sous, dans, devant, derrière*	• **indicate** willingness, ability and necessity using modal verbs *pouvoir, devoir* and *vouloir*	• **indicate** future actions using regular and irregular verbs in the simple future tense, for example, *l'année prochaine, je ferai un stage à l'étranger*
		• **develop** metalanguage to talk in French and English about word order, tenses or agreements,	

- article with *de* in negative sentences, for example, *Non, je n'ai pas de frère mais j'ai une sœur*
- **understand** and **use** collective nouns such as *la famille, tout le monde, un groupe, une classe*, for example, *De nos jours, tout le monde a un portable*
- **develop** knowledge of numerals, including cardinal, ordinal, date, time and years, in context, for example, *je suis née en deux mille dix*
- **express** ownership using singular and plural possessive adjectives, for example, *Ma famille, notre sport préféré, mes amis*
- **understand** and **use** the three main conjugations for present tense regular verbs *-er, -ir* and *-re* and four main irregular present tense conjugations of the verbs *être, avoir, faire, aller* and *prendre*
- **understand** the function and use of double verbs in affirmative and negative sentences, for example, *J'aime jouer au foot pendant la récréation, nous n'aimons pas prendre le bus en hiver*
- **recognise** the function of irregular verbs, for example, *avoir* and *faire* in expressions such as *Avoir faim, avoir 13 ans* and *faire beau*
- **recognise** and **use** locative prepositions *à, en, au, aux* and *dans* to describe where people live in the world, for example, *Chloé habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme*
- **build** vocabulary such as that related to self, personal world, school and animals.

- **pose** questions using interrogative adjectives, for example, *quelle est ta cuisine préférée ? Quel est ton numéro de téléphone ?*
- **understand** the form and function of reflexive verbs in the present tense, for example, *se laver, se lever, se présenter*
- **extend** knowledge of articles by using partitive articles *du, de la, des, de l'* for unspecified quantities, for example, *tu as des amis dans cette classe ? Tu veux du pain ?*
- **recognise** the function of and **use** articulated prepositions such as *à, à la, au, aux, à l',* for example, *nous allons à la plage, il va au parc*
- **extend** knowledge of present tense and add more irregular verb conjugations to verb repertoire, such as *prendre, partir, sortir, vouloir, savoir*
- **pose** questions using interrogatives such as *quoi, qui, où, quand, comment, combien, pourquoi*
- **indicate** action in the past tense using compound tense *le passé composé* to recount events and recognise the function of *avoir* and *être* as auxiliary verb forms, for example, *je suis arrivé, nous avons mangé*
- **indicate** action in the immediate future using compound tense, *le futur proche,* for example, *il va regarder la télé*
- **begin to use** modelled metalanguage to name basic features of French grammar such as *adjectif, conjugaison, masculin, féminin, négation, l'infinitif, le présent, le passé composé, le futur proche*
- **build** vocabulary such as that related to friends, daily routines, pastimes, special occasions and the local environment.

for example, *le passé composé, le verbe auxiliaire, les adjectifs possessifs, l'accord du participe passé*

- **build** vocabulary that relates to lifestyles, choices, opinions and cultural practices of young people.

- **understand** and **use** relative pronouns to construct complex sentences, such as *qui* and *que* to link clauses, for example, *La fille qui parle est ma soeur, il n'aime pas le gâteau que nous avons acheté*
- **indicate** possibility or hypothetical events, and express polite wishes or requests, with regular and irregular verbs in the conditional mood, for example, *Pourrais-tu m'aider avec mes devoirs ? J'aimerais bien visiter le Sénégal*
- **use** cohesive devices to link ideas, for example, *cependant, puisque, lorsque, alors que, aussitôt que, dès que, quand*
- **develop** metalanguage to talk in French and English about word order, moods, tenses or agreements, for example, *le complément d'objet indirect, le conditionnel, l'accord du participe passé*
- **build** vocabulary to include topic specific terminology, such as that related to local and global issues.

Key concepts:

systems, metalanguage, parts of speech

Key questions:

- What do I notice about word order?
- How does using metalanguage help us learn?
- Does grammar always matter?

Key concepts:

syntax, variation

Key questions:

- What elements improve a sentence?
- How does grammar vary across languages I know?

Thread: Text structure and organisation

Year 7	Year 8	Year 9	Year 10
Notice text features and writing conventions of simple spoken, written and multimodal texts.	**Recognise** text features and writing conventions of familiar spoken, written and multimodal texts and **notice** how they contribute to meaning.	**Identify** and **compare** text features and writing conventions of common spoken, written and multimodal texts.	**Understand** how text features and writing conventions shape meaning in a range of spoken, written and multimodal texts.
Students:	**Students:**	**Students:**	**Students:**
• **notice** the purpose, audience and key language features of simple spoken, written and multimodal texts, such as phone conversations, recipes, menus, greeting cards, invitations, road signs, instructions or postcards, for example, *allô ? gros bisous ! Défense de fumer, stationnement interdit* • **notice** and **compare** language, structure and purpose in common types of texts in French and English such as emails, weather reports and slogans • **understand** how to link ideas using modelled cohesive devices suited to particular types of texts, for example, by using conjunctions and prepositions such as *et, puis, avec, mais, pour* in an informative text such as a description or recount.	• **recognise** that different texts have different structures and features and **notice** how they achieve the intended purpose, for example, a weather report or children's story • **draw** on knowledge of text features and writing conventions to predict gist, context and purpose, for example, the use of imperative verb forms in procedural texts • **notice** how cohesive devices such as conjunctions and causal phrases are used to sequence and link ideas and maintain the flow of expression, for example, *donc, pendant, si, grâce à, à cause de, ben, ça alors*.	• **identify** and **compare** writing conventions popular with young French and English speakers, for example, the use of contractions, abbreviations and acronyms in digital interactions and text messaging, for example, *bjr = bonjour; A+ = à plus; biz = bisous, stp = s'il te plaît, r1 = rien, à tt = à tout à l'heure* • **recognise** formal register in written texts such as formal letters and post cards, for example, *je vous prie d'agréer Monsieur…, tu me manques Maman, bises* • **use** text features and writing conventions to transform simple texts to suit different audiences or purposes, for example, an email to a teacher or a text message to a friend.	• **understand** that different texts have different purposes and **recognise** how text features and writing conventions combine to achieve particular intentions and effects, such as to persuade, entertain, inform or request, for example, by using catchy and emotive language in advertisements • **recognise** that meaning is shaped by a combination of text features and writing conventions, such as sequencing, vocabulary choices, register, images, layout and grammatical choices • **compare** French and English versions of texts with easily recognisable text features, for example, curriculum vitae, letters, songs or horoscopes, and notice imagery or language that might be culturally significant • **consider** how cohesion is achieved at a whole text level for particular types of texts through a combination of cohesive devices such as linked paragraphs, sequencing of ideas, pronouns to replace nouns, prepositional phrases, and conjunctions and relative pronouns to link clauses, for example, *les jeunes qui …* • **understand** metalanguage related to text conventions, for example, *Remarquez la structure du texte, le paragraphe d'introduction, la conclusion, les images.*

Key concepts:

conventions, cohesion, audience, comparison

Key questions:

• What do I notice about text features and writing conventions across languages?
• What are the features of informative and creative texts?
• How can I make a text flow?

Key concepts:

conventions, cohesion, meaning, audience

Key questions:

• In what ways do texts need to change for different audiences?
• How can I make a text more cohesive?

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Year 7	Year 8	Year 9	Year 10
Notice that French language use varies according to context, situation and relationship of participants. **Students:** • **consider** when to use the informal *tu* form or formal *vous* form and **reflect** how formality is replicated in own languages • **notice** that the degree of formality is dependent on the relationship between people, for example, casual conversation between friends, polite interactions between strangers, and respectful or authoritative exchanges between teachers and students • **notice** how greetings and leave-taking change according to context, *salut/bonjour /bonsoir/bonne nuit,* and relationship *bonjour Monsieur/salut Maman.*	**Understand** that French language use varies according to context, situation and relationship of participants. **Students:** • **understand** that different situations require formal or informal language and **compare** how language use varies, for example, informal communication at a soccer match*, Allez les bleus* and in formal communication, for example, a school address, *Soyez les bienvenus à notre école* • **understand** that language use and interactions can vary even when taking place in the same context, for example, making choices between formal and informal language and behaviours at school, *excusez-moi Madame, pouvez-vous m'aider ? Mais arrête Daniel, passe-le-moi !* • **explore** differences in language, behaviour and interactions between social groups such as teenagers, younger children and adults, through viewing texts such as video clips and songs.	**Recognise** that French is used in varying ways to achieve different purposes in different contexts. **Students:** • **observe** forms of communication in different situations, and **recognise** how elements such as body language, use of personal space or silence contribute to the nature of the interaction and reflect status or relationship, for example, *la bise* between friends or family • **compare** spoken and written texts such as apologies or invitations to **recognise** how differences in grammar and text features determine the nature of interactions, for example, formal or informal invitations, *je t'invite ! Nous serions très heureux de vous accueillir chez nous* • **notice** how written and spoken language reflects the importance of politeness and respect through expressions such as *s'il vous plaît, pardonnez-moi, désolé de vous déranger, on peut se tutoyer, mes salutations distinguées*.	**Understand** that French is used in varying ways to achieve different purposes in different social and cultural contexts. **Students:** • **identify** different registers in spoken and written texts, such as *niveau formel, niveau courant, niveau familier,* and **understand** in which context they would be used • **locate** examples of colloquial language in different social contexts, for example, the use of *Verlan* and/or abbreviated language amongst young people in texting, digital and social interactions, for example, *branché, ouf, cimer, KDO, biz* • **consider** the power of language by analysing expressions, such as *appels de secours d'urgence: nous sommes de tout cœur avec les communautés dévastées …,* and **notice** the use of grammatical choices to include or exclude people, for example, *Vous les autres … nous les jeunes …* • **recognise** how variation of expression reflects individual and community ways of thinking, behaving and communicating.

Key concepts:	**Key concepts:**
variation, context, register	variation, status, relationship, context
Key questions:	**Key questions:**
• How does language change when speaking formally or informally? • How does the language you use need to change to best express your message?	• How does the way we use language change for different audiences? • What is the role of slang, abbreviations and acronyms in language use?

Thread: Language change and diversity

Year 7	Year 8	Year 9	Year 10
Notice that French is a dynamic local and global language which, like all languages, is constantly evolving. **Students:** • **recognise** that French is a world language spoken with variety in accents, dialects and expressions in many regions of the world as well as in France • **notice** that the French language continuously borrows and adapts words and expressions from English and other languages, and vice versa, *la valse* (German), *le piano* (Italian), *les sushi, l'origami* (Japanese) with many of these and other words shared across multiple languages, for example, *Stop ! le week-end, le football, le hamburger* • **notice** that many French words are used in English and in other languages, for example, *croissant, menu, ballet, chef, chauffeur,* and **notice** the different contexts that these words tend to belong to, such as, terms relating to food and fashion and **consider** possible reasons for this • **collect** French words used in English, for example, *le restaurant, le menu, le bouquet, le ballet*, **explore** their etymology, and **compare** how they are pronounced by French or English speakers • **notice** differences in French language use and accents across the francophone world, for example, with numbers, *soixante-dix/septante* or *quatre-vingt-dix/nonante* • **notice** how Australia is a multilingual country and that French is one of the many languages spoken and taught in Australia.	**Understand** the dynamic nature of languages including French and **begin to identify** the reasons why languages change and evolve. **Students:** • **notice** diversity in accents, dialects and vocabulary in French-speaking communities and **compare** to the diversity of English within and beyond Australia • **identify** loan words in texts, and as a class, investigate their origins, and compare these with borrowings in English and other known languages • **understand** that some languages are growing and adapting, while others, for example, indigenous languages across the world are endangered, disappearing or being revived, as with some Aboriginal languages in Australia • **recognise** that French is the co-official language of many intergovernmental organisations and countries, such as, United Nations, International Olympic Committee, Canada, Belgium, Vanuatu and New Caledonia and **consider** the implications of this, for example, bilingual street signs in these countries, or the use of French in Olympic Games proceedings.	**Understand** the dynamic nature of French and **identify** the factors that influence language change such as interaction between languages, globalisation, media, and new ideas and technologies. **Students:** • **understand** that languages and cultures change continuously due to contact with each other and in response to new ideas, technology and media, for example, *étudier à distance, faire le buzz, influenceur/euse* • **consider** how languages reflect changing values and attitudes, for example, the addition of feminine versions of professions such as *une professeur(e), une ingénieure, une avocate* • **recognise** the impact of globalisation on French, for example, using English words and ever-changing adaptations, slang, or the use of texting language for convenience, such as *Je kiffe (aimer), MDR (mort de rire), SLT (salut), DSL (désolé), STP (s'il te plait), PK (pourquoi), a2m1 (à demain), CB1 (c'est bien), JTM (je t'aime), G (j'ai) …* • **explore** the etymology of words such as hamburger, arithmetic and transport, and consider reasons why they have been borrowed into multiple languages including French, and likewise, **explore** French words borrowed into multiple languages, such as, *restaurant, hôtel, cliché* • **discuss** the power of language in relation to own and others' experiences, for example, winning an argument, being locked out of conversations, or being a newcomer in a social group.	**Understand** the nature of language change and the factors that influence this change, including social and intercultural interactions, historical events, global trends and new knowledge. **Students:** • **identify** factors involved in language change and adaptation, such as intercultural interaction, globalisation, innovation, and world events, for example, *le Brexit, les bioplastiques, la distanciation physique* • **understand** that languages throughout *la Francophonie* constantly blend and evolve, such as *le créole haïtien, le québécois* and regional French languages, for example, *l'alsacien, le breton, la langue d'oc* • **locate** examples of the use of English in French and reflect on whether this is a loss or a gain for the French language, considering different perspectives such as *les jeunes* and *l'Académie française* • **consider** the function and **evaluate** the impact of *Verlan* on contemporary French and **compare** this concept to own languages • **reflect** on the power of language to inspire, entertain, unite, challenge, hurt, or include and exclude people, for example, *Ensemble la France, Ça va ? Ça vax !*

Key concepts: globalisation, etymology, influence, change **Key questions:** • How do languages spread around the world? • Why do some languages have dialects or variations? • How does etymology help us to understand a language?		**Key concepts:** globalisation, etymology, influence, change **Key questions:** • How and why do languages influence each other? • Why is it important to maintain or revive languages? • How and why has French evolved and changed over time?	

Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Year 7	Year 8	Year 9	Year 10
Notice the relationship between language and culture, and how languages reflect ways of thinking and behaving. **Students:** • **notice** how language is shaped by intercultural influences, for example, in own areas of interest, such as music, food or games • **notice** French language and behaviour around familiar routines, such as how mealtimes reflect social values and cultural practices, for example, the differences between *le petit déjeuner, le déjeuner, le goûter* and *le dîner* and associated vocabulary such as *à table, bon appétit,* and *à votre santé* • **discuss** symbols and expressions that reflect languages, cultures and the environment in Australia, and **create** a visual display to share with French students, for example, 'billabong', 'boomerang', 'barbecue', 'thongs', 'bathers/togs/swimmers', 'no worries', 'kebab', 'satay', 'fiesta', 'siesta', noting that many of the expressions have connections to multiple cultures.	**Consider** the varied ways in which language and culture are connected, recognising how words, expressions and behaviours may be culturally specific. **Students:** • **identify** expressions that are related to cultural practices such as celebrations, for example, *Joyeux anniversaire ! Bon anniversaire ! Bonne fête ! Félicitations, Joyeux Noël,* and make connections to own languages and cultures • **explore** how language and culture influence each other, for example, the importance of respect and status through French terms of address, such as *Madame la Directrice* and *Monsieur le Président* • **notice** how some French and English words or expressions are lost in translation because of the lack of cultural equivalence, for example, *faire du lèche-vitrines* or 'baby shower' • **develop** metalanguage to discuss the relationship between language and culture, using terms such as meaning, intercultural, perspective and values.	**Explore** how cultural values, ideas and practices are reflected in and tied to language and behaviours. **Students:** • **research** cultural values or practices in French and Australian cultures and **explore** the connection between language and culture, for example, *la Marianne; Liberté, Egalité, Fraternité, la laïcité,* or 'Reconciliation', 'Aussie Rules Football', 'a fair go' • **notice** how changes to the French language reflect changes in some cultural practices and attitudes, for example, *le fastfood, la pub/le pub* • **explore** the function and language of cultural expressions such as stories, symbols, songs and icons, for example, national flags and national anthems • **reflect** on how learning French has impacted on own assumptions about French language, culture or identity, for example, by using personal journals and guided group discussions • **explore** the presence of French language and culture in different fields of the South Australian community, such as vocational education (*le Cordon Bleu*), bilingual schools, business, *Maison de France,* restaurants, film festivals, theatre, art exhibitions and cultural festivals.	**Understand** the role of language and culture in shaping and conveying cultural identity, attitudes and beliefs. **Students:** • **consider** own personal and community cultures, such as school, family, part-time workplace and sporting clubs and **understand** that these cultures have their own sets of beliefs, values and practices and ways of communicating • **explore** the concept of French and Australian cultures, **notice** any challenges that arise when trying to define culture and **reflect** on the reasons for this • **consider** 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 • **develop** metalanguage for thinking and talking about cultural representation and expression, for example, perspectives, assumptions, values, images, stereotypes, inclusions and exclusions.

Key concepts: culture, interconnection **Key questions:** • Can we separate language from culture? • How does culture shape a language? • Is it possible to understand a culture without learning the language?	**Key concepts:** culture, values, interconnection **Key questions:** • How are language and culture interconnected? • Is meaning enhanced by knowledge of the culture? • How are cultural values visible in language?