The Australian
Curriculum

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Table of Contents

The Australian Curriculum
Languages

Languages

Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language–specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- *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 strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves

- reflection on the experience of communicating
- reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta–awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

Adverbial

A word or group of words that functions as an adverb.

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adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

(i) graphic symbols used in writing in some languages

(ii) assumed roles in dramatic performance

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!)* and collocation (for example*, friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout

- drawing on language knowledge and experience (for example, gender forms)

- listening for intonation or expression cues

- interpreting grapho-phonic, semantic and syntactic cues.

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language,* used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience

- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')

- consonant digraphs have two consonants (for example, 'sh', 'th')

Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?(*greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres.* For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another

- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways

- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols

- the nature of language communities which use the language

- the historical and/or current relationship of a language with education in Australia

- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly

- conveying culturally-shaped ideas, values, experience to others

- exploring how ideas and experiences are represented and conveyed in different languages and cultures

- considering similarities, overlaps, collisions and adjustments

- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning

- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalanguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

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combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone, modem, AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window.* These are *concrete nouns. Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).

- time (after, before, since – for example, Í will go to the beach after lunch).

- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.'); modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children'); and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. *He* ate *it that* evening (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.

- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality).* Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'

- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying

- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user.* For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : –*ed* in *passed*. Common suffixes in English include –*ing; –ed; ness; –less; –able*).

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suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

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Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example*, they watch football; she is exhausted; the day finally came.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum
Languages - French

French

Overview

Context statement

The place of the French language and culture 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 past 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 that are 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 in the use of tenses, the gendering of nouns and adjectives, the marking of plural forms of nouns and adjectives, and the use of articles and capital letters. The sound system is usually the main challenge for English-speaking learners, including as it does some novel sounds (such as the pronunciation of the letters *r* and *u*), letters which are silent, and 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; but these learners have the advantage of having developed skills and understandings associated with learning and using additional languages.

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 to Year 10 Sequence and Years 7–10 (Year 7 Entry) Sequence. 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.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - French are available as PDF documents.

Languages - French: Sequence of content

Languages - French: Sequence of Achievement - F-10 Sequence

Languages - French: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum
Languages - French
Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of French language and culture.

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 visual and 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. Learners 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, asking for help, sharing ideas, 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. Information and communications technologies (ICT) resources provide additional access to French language and culture experience, connecting learners' social worlds with those of French-speaking children in different contexts. Students 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, share ideas 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 storybooks.

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 that distinguish between statements, questions and exclamations. They use simple basic sentence structure and 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 that 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, and to consider 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

Communicating

Socialising	Elaborations
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] (ACLFRC001)	• 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!*

Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions [Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns, requesting] (ACLFRC002)	• 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 that 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, for example, *Tu as un 7? Oui, voilà. Et toi, tu as un 10? Non, j'ai un 6* • taking turns in games and action songs that involve choice and negotiation, for example, choosing or exchanging matching cards or playing memory games such as *Au marché (donne-moi deux pommes, s'il te plaît; donne-moi deux pommes et trois carottes…)*
Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions [Key concepts: roles, routines, rules, interactions; Key processes: listening, observing, cooperating, responding] (ACLFRC003)	• 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*

Informing	**Elaborations**
Identify key points of information in simple texts [Key concepts: text, meaning, context; Key processes: decoding, guessing, making meaning] (ACLFRC004)	• 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 written texts 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 and drawing, or onscreen pointing, clicking or dragging (for interactive programs such as *Petit Pont*)

Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials [Key concepts: self, family, school; Key processes: naming, labelling, showing, describing] (ACLFRC005)	• labelling or naming classroom items and resources or personal possessions, for example, *la table, 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/fâché*) 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 the 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*), and writing captions or attaching word bubbles

Creating	**Elaborations**
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] (ACLFRC006)	• 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
Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression [Key concepts: rhythm, expression, pronunciation; Key processes: chanting, miming, drawing, dancing] (ACLFRC007)	• 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 and presenting own Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts (for example, *Petit Ours Brun fait un tour à notre classe*), building on key words and phrases, and 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*

Translating	**Elaborations**

Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages [Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing] (ACLFRC008)	• recognising that every language has its own words, sounds and gestures to make meaning, and using French and/or English to name familiar objects and conduct simple conversations, translating when necessary to help others understand • sharing and interpreting simple expressions and songs with friends and family, for example, showing them how to sing *Joyeux anniversaire* or explaining how 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 that accompany language or stand alone, for example, shrugs or exclamations such as *Bof! Mais non! Ouf! Oh là là!*
Create simple print or digital texts that 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] (ACLFRC009)	• collecting 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* • 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…* • writing captions in French and in English for a photographic display to record a class event or experience such as sports day, school camp or pets day • making own bilingual picture dictionaries with captions, stickers and simple descriptions to explain culture-specific terms such as *la bise, le goûter* or *la rentrée*

Reflecting	Elaborations
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] (ACLFRC010)	• noticing French ways of talking and behaving that appear different to own ways, finding examples in children's stories such as *Marie 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 exclamations or interactions, for example, *Aïe!* instead of *ouch!*, or *ça va!* plus hand gestures or facial expressions when responding to a greeting • including some French words and expressions in English conversation when it feels appropriate (for example, *bon…voilà, pardon, merci, attention!*), noticing changes in behaviour, voice or body language when speaking French

Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures [Key concepts: identity, self, communication; Key processes: describing, explaining, presenting] (ACLFRC011)	• 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 petit et mince* • identifying languages they speak or are familiar with, for example, *je parle vietnamien, anglais et français*, comparing ways of interacting in familiar situations in different languages • noticing their own use of words, expressions or behaviours that 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	Elaborations
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] (ACLFRU012)	• building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult such as *u (tu), r (très rapide)* and *-ion (attention!)* • listening closely to distinguish between sounds such as *bon, bien* and *beau* or *chien, chat* and *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*

Understand 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] (ACLFRU013)	• understanding the French subject-verb-object structure (*je mange la pomme; tu as le cahier*) and the different patterns of adjective-noun order, with some adjectives coming before and some coming after the noun (*le beau manteau, la grande école, 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*, for example, *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, le copain, la copine* • using appropriate pronouns to identify people, for example, *Je m'appelle Adam, 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 la chaise* • 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*) and some forms of irregular verbs such as *aller, venir* and *faire* • using simple questions and statements, for example, *Qu'est-ce que c'est? Qui est-ce? Tu t'appelles comment? C'est un poisson. Je préfère les fraises*
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] (ACLFRU014)	• understanding that texts can be spoken, written, digital, visual or multimodal 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 types of text 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 street signs, identifying elements in the French texts which look or sound different • developing a language to talk about language and texts (metalanguage), and naming familiar types of text (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	**Elaborations**

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] (ACLFRU015)	• 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!*) and 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 less formal 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, the use of first names in Australian or American English compared to the use of titles and family names in French or Japanese
Understand that all languages continuously change through contact with each other and through changes in society [Key concepts: language, change, word borrowing; Key processes: noticing, comparing, listing] (ACLFRU016)	• 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 cowboy* • understanding that some languages are continuously growing while others, such as many Indigenous languages throughout the world, are endangered or being revived
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] (ACLFRU017)	• 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	**Elaborations**

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]

(ACLFRU018)

- 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 live, what they value, and how they think about themselves and others
- understanding that learning French involves ways of using language that may be unfamiliar (for example, using *merci* when refusing an offer), and also some ways of behaving and thinking that may be unfamiliar, for example, the importance of food in some family and regional traditions, or ways of expressing or describing feelings or relationships
- noticing features of French language interactions in some texts and contexts (for example, photos, storybooks or video clips) that 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

French

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as *Bonjour! Comment ça va? Très bien, merci* and respond to question cues with single words or set phrases such as *Qu'est-ce que c'est? Un éléphant. Tu veux un croissant? Non, merci.* They choose between options when responding to questions such as *Tu veux le rouge ou le bleu?* They make meaning using visual, non-verbal and contextual cues such as intonation, gestures and facial expressions. They mimic 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 modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.

Students identify ways in which spoken French sounds different to English and know that it uses the same alphabet when written. They identify words that 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 know that language is used differently in different situations and between different people. They identify differences and similarities between their own and other's languages and cultures.

French

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including of the French class. They are developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning French. They benefit from varied, activity-based learning that 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 that 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 that 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 provide 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, informative and descriptive texts, such as timetables, tuckshop orders or class profiles, show how language is used to organise, to describe and to 'get things done'. Learners may have access to resources developed for children in France, such as television programs, advertisements or web pages, 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 that 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 sharing ideas 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.

Years 3 and 4 Content Descriptions

Communicating

Socialising	Elaborations
Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds [Key concepts: communication, politeness, friendship; Key processes: interacting, listening, questioning, responding] (ACLFRC019)	• 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 the conjunctions *et, mais* and *ou*, and experimenting with gestures (for example, shrugging, thumb/fingers gesture for *l'argent*), 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

Make statements, ask questions and collaborate 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] (ACLFRC020)	• 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 making a model or designing 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 for a specific event, 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*)
Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention [Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding] (ACLFRC021)	• responding to instructions such as *Encore une fois; montre-moi; chantez plus fort; regarde 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, for example, *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*
Informing	**Elaborations**

Locate specific points of information in different types of texts relating to social and natural worlds	collecting information about different animal species (for example, *les insectes, les animaux domestiques/sauvages*), and creating a display with names and appropriate adjectives, for example, *la fourmi — minuscule; le lion — féroce*
[Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation] (ACLFRC022)	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*) and 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
Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts	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*)
[Key concepts: home, school, information; Key processes: selecting, presenting, comparing] (ACLFRC023)	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
	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	Elaborations

Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes [Key concepts: response, action, expression; Key processes: participating, imagining, interpreting] (ACLFRC024)	• interacting with characters in stories, songs or cartoons such as *Samsam* or *Titou*, for example, by writing invitations, 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 key words and phrases, picking up cultural cues, and choosing vocabulary to describe key characters, for example, *Rémi: un rat, gastronome, chef, intélligent; 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, *Terrrrible! Ça y est! Pas vrai!* • reading simple narratives and responding to images that evoke positive or negative emotions such as affection, sadness or anger, and making connections with their own experiences by using stem statements such as *Je suis folle quand…; Je suis contente si…; J'ai peur de…*
Create short imaginative texts that allow for exploration and enjoyment of language [Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing] (ACLFRC025)	• 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 that 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 using support materials such as drawings or story maps to create visual context
Translating	**Elaborations**

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret [Key concepts: translation, meaning, culture; Key processes: noticing, explaining, comparing] (ACLFRC026)	• identifying and comparing key words in French and English versions of favourite stories (for example, *La chenille qui fait des trous* and The Very Hungry Caterpillar; *La vieille dame qui avala une mouche* and The Old Woman Who Swallowed a Fly), and 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, le sandwich*), and considering how French speakers might pronounce the English words and why they are not translated
Create bilingual versions of texts such as picture dictionaries, action games or captions for images [Key concepts: translation, meaning; Key processes: selecting, code-mixing, explaining] (ACLFRC027)	• participating in Circle Time sessions, helping each other to use as many French words and expressions as possible • creating bilingual picture dictionaries, using colour-coded captions to identify words that are identical, similar or different • creating captions for images in simple bilingual storybooks modelled on texts such as *Oops and Ohlala* (*A la plage, Vive l'école!*) • alternating between French and English versions of games such as *Un…deux...trois…soleil* and What time is it, Mister Wolf? or *Caillou, papier, ciseaux* and Rock, paper, scissors • creating bilingual texts for the classroom or school community (for example, posters, library displays or online newsletter items), and discussing how to represent meaning in different languages for different audiences

Reflecting	Elaborations
Notice what looks or feels similar or different to own language and culture when interacting in French [Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting] (ACLFRC028)	• identifying elements of French language that feel most different to their own usual ways, including pronunciation of some sounds, gestures such as *la bise*, or facial expressions, and describing to each other what they are confident in doing in French, what they feel unsure of and what they most enjoy • talking about how it feels to use a different language • experimenting with respectful gestures and forms of communication, such as shaking hands or using titles such as *Madame* and *Monsieur*

Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people
[Key concepts: identity, friends, groups; Key processes: noticing, describing, identifying]

(ACLFRC029)

- 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 courageuse, 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 reasons for these
- talking about identity and language use, and 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 (or in the case of some learners plurilingual), considering what advantages this brings and whether it impacts on identity

Understanding

Systems of language	Elaborations
Experiment with 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] (ACLFRU030)	- creating an alphabet bank, collecting words that 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, mon), ai (aimer, j'ai), ain (train, demain) and eau (château, beau)* - observing differences in pronunciation of word endings shared with English such as *-tion* and *-ent*, for example, *attention, situation, commencement, accident* - understanding that some letters blend to make single sounds (such as *-ille, -eau* or *qu-*), that some final consonants in French words are usually silent (for example, *le rat, le tapis, vert, chez*) and some are usually pronounced (for example, *chic, actif*)

Notice and apply 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]

(ACLFRU031)

- 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, and how to refer to a specific or unspecific person, place or object, for example, *tu manges la pomme, j'achète un livre, une vâche énorme, le climat français*
- understanding the function of verb moods, 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

Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English. [Key concepts: mode, medium, language features; Key processes: noticing, comparing, describing, explaining] (ACLFRU032)	• noticing and applying features of familiar types of texts such as greetings, requests, weather reports or recipes through activities such as 'genre-swapping'; that is, transferring features associated with one genre to a different one, for example, 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), and copying and creating templates to store as learning resources • analysing features of simple spoken and written texts in French, such as a verbal greeting or a written postcard (noting, for example, the sequencing of the message, terms of address and ways of signing off), and comparing with similar texts in English

Language variation and change	**Elaborations**
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] (ACLFRU033)	• 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* in the south of France • reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour • 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?* (expressing 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' and 'arvo'), and considering when or how they are used

Understand that languages change over time and influence each other, and that French has influenced many languages, including English [Key concepts: influence, change, exchange; Key processes: identifying, classifying, interpreting] (ACLFRU034)	• 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 or borrowed from other languages • collecting French words used in English (for example, *le restaurant, le café, le chauffeur, le ballet, le croissant*), and comparing how they are pronounced by French and English speakers • discovering some of the English words used by French speakers (for example, *le coach, le blog, l'Internet, le football, le corner, le burger, le denim*), and considering if they are the same kinds of words as those borrowed from French into English • exploring how languages mix with each other to invent new words or expressions, for example, *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
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] (ACLFRU035)	• 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	**Elaborations**

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]

(ACLFRU036)

- 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*), and comparing with different Australian cultural expressions and symbols, for example, flags, sporting logos, national celebrations, and Aboriginal and Torres Strait Islander arts

- 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', and 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…?

French

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as *Qu'est-ce que c'est?* and *Qu'est-ce que tu fais?* They share simple ideas and information, express positive and negative feelings (for example, *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 make statements using the present tense and present + infinitive form about self, family and interests (for example, *Je suis australien et italien; J'habite à Brisbane; Je vais partir demain*). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. 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 use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, *une petite maison, les grands chiens*).

Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as *r* and *u* and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as *menu, mousse*) and English words used in French (such as *le weekend, stop!*). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how 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. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and French. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing additional similarities and differences between French language and culture and their own.

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, and 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, and '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 for 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 are 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 a growing 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 are 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 move between statement and question forms and use simple negative constructions. They develop a metalanguage to describe patterns, rules and variations in language structures. Learners are building awareness of the relationship between language and culture, and exploring ideas relating to 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, and 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

Communicating

Socialising	Elaborations
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] (ACLFRC037)	• interacting via different modes of communication to exchange personal information and opinions, express views, agree or disagree, for example, *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, and requests for clarification or more detail to support the exchange of ideas and information, for example, *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 très vieux* • apologising and expressing concern or sympathy to friends and family members, for example, *Pardon, excuse-moi; je suis désolé; fais bien attention! mon pauvre ami…*

Participate in guided tasks such as organising displays, developing projects or budgeting for events [Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting] (ACLFRC038)	• 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*, and composing spoken, written or digital instructions and specifications, using, for example, *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, for example, *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
Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning [Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting] (ACLFRC039)	• 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?* • sharing ideas 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!*

Informing	Elaborations

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] (ACLFRC040)	• 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*, and 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 subtitled video clips on different francophone communities, commenting on key facts and features, and recording new vocabulary and expressions for use in shared texts • working with simple informative texts such as advertisements, video clips or features in teen magazines to share impressions of the lifestyles of young French speakers in different contexts
Convey information and ideas in different formats to suit specific audiences and contexts [Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting] (ACLFRC041)	• creating a website for a contact group of French students, posting information on own interests and experiences (for example, *les vacances, les amis, les sports, les médias*), and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to French students • constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts such as fliers, newsletters, advertisements and brochures • 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	Elaborations

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] (ACLFRC042)	• 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, and 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 television 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!*
Present, reinterpret 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] (ACLFRC043)	• 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* • illustrating and captioning alternative versions of traditional stories or songs such as *La Fée Quenotte* or *Les Trois Petits Cochons*, for example, 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	**Elaborations**

Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation [Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating] (ACLFRC044) 📄 🌀 👥 🌐	- finding and using phrases that have direct translations between French and English, for example, *Bonsoir*/ 'good evening', *un beau jour*/ 'one fine day', *Messieurs-Dames*/ 'Ladies and Gentlemen' - creating French versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the swimming pool, the sports oval, the tuck shop, the library, the office - interpreting expressions in familiar texts such as greeting cards or story titles that do not translate easily into English (for example, *bonne fête! Quelle porcherie!*), and considering how these expressions reflect aspects of French language or culture - 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*
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] (ACLFRC045) 📄 ⋮ 🌀 👥 🌐	- creating parallel lists of informal French and English expressions for everyday interactions with friends and family, for example, *à tout à l'heure!* /' See you later'; *génial*/ '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 and incorporating instances of possible intercultural miscommunication
Reflecting	**Elaborations**

Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use [Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing] (ACLFRC046)	• observing interactions between French speakers and comparing them with interactions in similar Australian contexts, for example, students in a school *cantine* selecting *une entrée, un plat principal et un dessert*; and people interacting in the street, in shops or at *réunions de famille*, using either *tu* or *vous* forms of address • 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), and considering why such variations exist • reflecting on instances when interactions in French have felt awkward or difficult (for example, using polite or gendered forms of language), and explaining why this might be the case for speakers of Australian English • planning a virtual or actual visit to a French school, and deciding on strategies for effective communication, for example, planning how to 'read' cultural information and to adjust own behaviour if required
Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios [Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining] (ACLFRC047)	• creating a self-profile, using captioned photos, slide presentations, posters or concept maps to highlight key characteristics, relationships and ways of using language • preparing a class profile to exchange with French-speaking students, showing language backgrounds, interests and personalities represented in the class, and using captions and symbols such as flags, emoticons, and words from different languages • exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate • comparing own ways of using language with those of peers, considering how family and community shape identity and communication, for example, using more than one language, celebrating or expressing feelings in various ways • considering whether learning and using French impacts on identity either in or out of the classroom

Understanding

Systems of language	Elaborations

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]

(ACLFRF048)

- recognising and using liaisons when appropriate, for example, *les élèves, les petits enfants, joyeux anniversaire*
- understanding that the letter *h* is never pronounced and is referred to as a silent letter, for example, *l'hôtel, l'herbe, heureux, habiter, le héros, la hache*
- understanding that the *aigu -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, le français*)
- recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, *J'ai eu très, très peur! D-o-u-c-e-m-e-n-t…*
- applying phonic and grammatical knowledge to spelling and writing unfamiliar words, for example, letter combinations such as *-eau, -eur* or *-ette*, and words involving two or more distinct vowel sounds, such as *la voiture, important, le pompier, l'aspirateur, la ceinture*

Develop knowledge of grammatical elements such as tenses, and combine them 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]

(ACLFRF049)

- building a metalanguage to talk about grammar, using terms such as 'tenses' and 'personal pronouns', and identifying language elements and talking about how they are used
- using all forms of the present tense of regular *-er, -ir* and *-re* verbs and of high-frequency irregular verbs such as *avoir, être, aller* and *faire*
- becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts, for example, *Il était une fois…C'était…*
- using the indicative plus the infinitive (for example, *J'aime jouer au tennis, il sait conduire*) and *le futur proche*, for example, *je vais partir*
- becoming familiar with and using with support *le passé composé*, for example, *j'ai mangé trois biscuits, elle a dormi sous les étoiles*
- 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*) or a subject with a conjugated verb (*nous parlons, tu manges*)
- using a range of nouns, including more unusual plural forms (for example, *les bureaux, les choux-fleurs, mes grands-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 a range of adverbs to elaborate or accentuate meaning, for example, *il parle si doucement; moi j'écoute attentivement*

Understand how different French texts use language in ways that create different effects and suit different audiences [Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining] (ACLFRF050)	• describing key features of different types of text, 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 (*une baguette, s'il vous plaît, Madame; et avec ça, jeune homme?*) • recognising and describing key features of familiar texts such as advertisements, reports or letters from sources such as *Astrapi, Le Petit Quotidien* and *Images Doc*, and comparing with similar texts from Australian sources • 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 types of text such as emails or text messages combine elements of each
Language variation and change	**Elaborations**
Understand that language is used differently in different contexts and situations [Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining] (ACLFRF051)	• explaining why 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, and using *vous* for other adults • reflecting on the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts (for example, *G* for *j'ai* and *pa* for *pas* in text messages), as well as the use of borrowed words from other languages (for example, *ciao, cool, super*), hybrid terms (for example, *allez-bye!*) or verb contractions in informal spoken language, for example, *chais pas* for *je ne sais pas* • considering own and others' ways of communicating with different people in different contexts
Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge [Key concepts: language contact, word borrowing, digital media; Key processes: observing, identifying, classifying] (ACLFRF052)	• 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*

Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world [Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing] (ACLFRF053)	• distinguishing 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*), identifying degrees of variation and ease of comprehension • 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, and comparing these with similar diversity in multicultural Australia • recognising and considering the effects of language mixing and blending, for example, the usefulness and/or perceived risks associated with *le franglais*

Role of language and culture	Elaborations
Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others [Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing] (ACLFRF054)	• 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 • 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 the French language and culture, examining whether initial attitudes or understandings have changed

French

Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, *Est-ce que je peux … ? Tu peux.… ?*), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. 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 connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant*), positive and negative statements (such as *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) as set phrases. They identify *l'imparfait* when reading (for example, *c'était, il était*). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière*).

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use 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 identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, *préparer, préparation; le marché, le supermarché, l'hypermarché*). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as *la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

French

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study French, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of France and other French-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

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 ICT. Learners work both 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 futur proche*), some reflexive verb forms and additional irregular verbs. They become more familiar with features of different types of text (for example, informative, transactional, expressive), using this understanding to guide their own text production. They create and present more varied texts (such as poems, web pages and brochures), plan events and join in competitions and debates. They use French with increasing accuracy and fluency, drafting and editing texts to improve structure and effect. They make connections more confidently 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, readers 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 access to additional 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 are required to manage this transitional phase. Learners require modelled language use, particularly at the paragraph and whole text level for written language and for developing 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, and 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

Communicating	
Socialising	**Elaborations**
Participate in a 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] (ACLFRC055) 📄 🌐 👥 ↻ 🌱	• using the appropriate register 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 in face-to-face or online discussion and debate with peers and French-speaking contacts about social and environmental issues, such as *l'influence de la musique, l'environnement digital* or *le recyclage,* 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

Engage in tasks and activities that involve negotiation and problem-solving [Key concepts: value, design, audience, purpose; Key processes: negotiating, considering, reflecting, evaluating] (ACLFRC056)	• planning and participating in learning experiences that combine linguistic and cultural elements (for example, an excursion to a French restaurant, exhibition, festival 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 to cater for an event (for example, *des baguettes, des fromages, de 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, 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, bon marché, cher*)
Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions [Key concepts: exploratory talk, discussion, exchange; Key processes: eliciting, prompting, responding, explaining] (ACLFRC057)	• initiating and extending conversations and discussion, for example, by using connectives such as *puis, et après, ensuite* and *alors que…* • inviting people into conversations (for example, *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 and 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…*
Informing	**Elaborations**

Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues [Key concepts: values, generation, culture; Key processes: researching, comparing, evaluating, reflecting] (ACLFRC058)	• accessing, collating and analysing information on youth-related issues (for example, *la musique, la télévision, les sports*) from sources such as the internet, magazines and personal communications, and classifying findings 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 apporte, sans réserves, le plaisir de fumer, 1957: sans tabac, prenons la vie à pleins poumons, 2014* • listening to or viewing informative texts such as television news reports or feature articles, and noting key words, specialised terms or points of information to be reused 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, and social and community environment, for example, *les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos*
Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences [Key concepts: perspective, engagement, action, debate; Key processes: managing information, shaping text, engaging] (ACLFRC059)	• organising and presenting information to raise awareness or invite action in relation to social or community issues, using multimodal forms of presentation such as sound and visual images or websites with hyperlinks • classifying information obtained from different print and electronic resources in a shared database of categories, themes and genres, showing relationships between ideas, topics and key language • presenting findings related to the investigation of a social or cultural issue (for example, *la mode et les codes vestimentaires: l'influence des marques*), summarising opinions and attitudes collected from surveys, interviews or media sources • 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	**Elaborations**

Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences [Key concepts: audience, engagement, themes; Key processes: responding, analysing, contextualising, explaining] (ACLFRC060) ▤ ⓒ ♟ ⌥	• comparing cartoons or video clips from different eras, identifying themes and representations, for example, traditional *fables* and *contes* with moral messages and contemporary texts such as cartoons that include diverse perspectives on social issues • transcribing short samples of action-related dialogue from texts designed to create suspense or excitement (for example, *Tintin et l'étoile mysterieuse*: *allons-y! Ah non, c'est impossible! Personne? Ah magnifique!*), and building them into their own performance dialogues or captions for comics or storybooks • responding to different expressions of humour in French (for example, *le mime, les blagues, les jeux de mots, les devinettes*), and comparing these with Australian expressions of humour
Create simple songs, plays or stories to entertain others, involving imagined contexts and characters [Key concepts: mood, drama, effect, audience; Key processes: character and context building, creating] (ACLFRC061) ▤ ⓒ ♟ ⌥	• creating and performing texts such as *les raps, les poèmes* or *les sketchs*, 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	Elaborations

Translate and interpret texts, compare own translation to classmates', and consider why there might be differences in interpretation and how language reflects elements of culture [Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating] (ACLFRC062)	• interpreting phrases and expressions that do not translate literally (for example, *à tout à l'heure, pas de quoi, courage*), identifying similar English expressions and considering possible consequences of the lack of equivalence in terms of intercultural communication • translating written expressions associated with politeness and social protocols in French (for example, responding to requests or thanks, or signing postcards or birthday cards: *je vous en prie, Madame; amitiés; je t'embrasse très fort…*) and comparing with typical expressions in similar messages in English • using and evaluating translation resources such as electronic translators and print and digital dictionaries, including monolingual French 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, sympathique*) and of inaccurate translations of public signs or notices • becoming increasingly aware 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'), and considering the impact of word borrowing on the style and effect of communication
Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language [Key concepts: language, culture, meaning; Key processes: selecting, identifying, explaining, comparing] (ACLFRC063)	• creating glossaries for French-speaking friends to accompany Australian images or texts, explaining, 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, for example, *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 key words, 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 — Je vous en prie, Madame*
Reflecting	**Elaborations**

Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions [Key concepts: values, perspective, respect; Key processes: reflecting, analysing, comparing] (ACLFRC064)	• noticing cultural cues that suggest differences in traditions, ideas or values when interacting with French speakers or resources, for example, ways of expressing feelings, or politeness protocols associated with social events • discussing elements of successful intercultural communication when using French or other languages, for example, awareness of differences, flexibility, and respect for other perspectives and traditions • interacting with young French-speakers who are learning English, comparing views on cultural aspects of communication and discussing individual challenges and gains • identifying gestures, intonation patterns and facial expressions that are different in French, and explaining how some could be adopted in other-language contexts or situations • reflecting on own ways of communicating and behaving and how these may be interpreted by French speakers
Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication [Key concepts: culture, community, communication, identity; Key processes: reflecting, analysing, explaining] (ACLFRC065)	• mapping their own linguistic and cultural profiles, for example by creating a chart/timeline/web profile to highlight formative elements such as family languages, key relationships and intercultural experiences • sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, new insights and perspectives, and opportunities for new experiences • identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, and explaining key influences, for example, *le voyage, les concours, les amis, la famille, l'équipe*

Understanding

Systems of language	Elaborations

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

(ACLFRU066)

- recognising the function and form of commonly used morphemes, suffixes and prefixes (for example, *la camionette, désordre, désagréable, irrégulier, inacceptable, la danseuse*), and collecting groups of words that share a common stem (for example, *la bouche, la bouchée; le jardin, jardiner, le jardinage*)
- 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! T'as fait quoi?*)
- 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 nasal vowel sounds (*cinq, sympa/manger, entre/dont, des bonbons*)

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]

(ACLFRU067)

- increasing control of the conjugation of regular verbs in *le présent* and *le passé composé* and of high-frequency irregular verbs such as *avoir, être, faire, devoir, vouloir, savoir*
- recognising and using idiomatic expressions such as those using *avoir*, for example, *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 negative constructions such as *ne…plus, ne…rien, ne…jamais, ne…que..*
- using *le passé composé and le futur proche*
- understanding how to use modal verb forms 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 t'écoute, 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 and adjectives

Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction [Key concepts: tenor, lexical and rhetorical resources; Key processes: experimenting, reflecting, comparing] (ACLFRU068)	• identifying elements of different types of text (for example, *le courriel, la météo, les slogans*), and 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 emoticons and abbreviated language, for example, *le sigle MDR* (*mort de rire*)

Language variation and change	Elaborations
Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation [Key concepts: body language, personal space, expression; Key processes: observing, comparing, analysing] (ACLFRU069)	• comparing and explaining the use of 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
Reflect on changes in their 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, explaining] (ACLFRU070)	• reflecting on changes in their 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 handwritten letters or cards • examining own and others' ways of interacting to detect influences from other people, cultures or media products, for example, friends, relatives, teachers, media personalities; travel, education, music and entertainment • comparing the experience of learning French and other languages, either in school or in community contexts, and considering how languages intersect or are used for different social functions within families and friendship groups

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] (ACLFRU071)	• 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 database or information wall, listing activities, events, exchanges and media organisations)

Role of language and culture	Elaborations
Reflect on different aspects of the cultural dimension of learning and using French [Key concepts: cultural expression, representation, difference, diversity; Key processes: reflecting, comparing, analysing] (ACLFRU072)	• 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 that can be thought of as cultural or intercultural, for example, learning to 'read between the lines' to identify cultural information in language; developing the capacity to look objectively at own cultural experience and ways of communicating • discussing how own cultural identities are reflected in home, school and social lives, including attitudes and behaviours, and 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, and considering how these affect communication

French

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken French to interact with teachers, peers and others and to exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, *les nouvelles téchnologies, 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 locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments and to explain or justify a position. Students use 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 expressions when equivalence is not possible (for example, *à tout à l'heure*, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.

Students use metalanguage to explain language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement). They identify how language 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 identify 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, discussing how these might be interpreted by others.

French

Years 9 and 10

The nature of the learners

At this level, students bring existing knowledge of French language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of French in these.

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; and 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, interschool 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. 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 futur simple, 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 involve collaborative as well as independent language planning and performance, and strategic use of language and cultural resources. Tasks 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; 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 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, and 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–journalling).

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, and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as 'stereotypes', 'difference', 'diversity' and 'values'. It allows for a degree of expression and debate that is beyond learners' communicative capabilities in French.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	**Elaborations**
Discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers [Key concepts: perspectives, generation, change, cultural diversity; Key processes: exchanging, responding, discussing] (ACLFRC073)	• 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 (for example, *normalement…à vrai dire…*) 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 life, for example, *les examens, le stress, les sports, les droits, les responsabilités*

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] (ACLFRC074)	• 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/guide de recommandations* 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 and some interpretation and explanation of linguistic and cultural features of French language use • organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues, for example, *les droits des animaux, 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 and using appropriate terms to introduce, identify and summarise, for example, *en directe de… notre envoyé spécial… l'enquête de… les titres/en tête/à la une de cette édition…* • transacting for goods and services, considering concepts such as value, availability, competition and ethics
Compare and reflect on the experience of learning and using French [Key concepts: metalanguage, reflection, awareness; Key processes: expressing, reflecting, analysing] (ACLFRC075)	• 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, online 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…, c'est impossible de*… to generalise and summarise key aspects of learning to communicate in a new language and cultural context

Informing	Elaborations

Research and evaluate information from different perspectives 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] (ACLFRC076)	• selecting samples of spoken, written and digital texts that convey cultural as well as factual information (for example, regional news headlines, local community announcements, advertisements, notices in public spaces), and providing explanations and commentary on particular cultural aspects • researching a topic of global significance (for example, *l'immigration, la jeunesse, l'action humanitaire, les langues mondiales*), and identifying and explaining how texts reflect different perspectives and priorities • analysing and summarising interviews with high-profile speakers, such as political leaders or sports personalities, and listing words or expressions that provide cultural or contextual information • presenting commentaries collected from print, digital and personal sources of information on issues of relevance to young people (for example, *la publicité, la santé des jeunes, les liens familiaux*), and classifying according to viewpoints and perspectives • engaging in critical reading of texts such as product advice, news reports or travel brochures, considering questions such as intention and perspective, and rewriting key elements from a different perspective
Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes [Key concepts: content, audience, mode; Key processes: selecting, designing, aligning] (ACLFRC077)	• creating different elements for a general information evening for peers and parents on topics such as *les échanges culturelles, le tabagisme* or *les jeunes et la lecture/les médias sociaux*, 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 databases, charts, maps and video clips • designing texts pitched to specific age or interest groups, making and explaining choices in relation to vocabulary, structure, and visual and cultural elements, (for example, fashion advice for teens, tips for healthier living, local information for new migrants) • summarising and presenting 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 related to *les fêtes religieuses* or *les fêtes civiles (Hanoucca, la Messe de Minuit, les Fêtes du Mawlid, le 1er mai)*

Creating	Elaborations

Analyse 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] (ACLFRC078)	• expressing emotional or aesthetic responses to texts such as short stories, poems, cartoons, films and songs (for example, *c'est émouvant, c'est troublant, ils sont mélancoliques, c'est trop beau, c'est amusant, ça fait rire*), and identifying how mood is created and narrative is developed through language and expression • 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, and tracking similarities and differences in genres and modes of expression, for example by comparing winners of *Australian Idol* and *Francouvertes* or *La Voix* • reading, viewing or listening to extracts from expressive contemporary texts such as poems, songs, dance, street art and performance, identifying elements of expression that reflect French cultural traditions or experience
Create imaginative texts involving moods and effects designed to engage different audiences [Key concepts: imagination, creativity, stimulus; Key processes: planning, projecting, engaging, entertaining] (ACLFRC079)	• creating characters to role-play imagined encounters in possible intercultural contexts suggested by resources such as news reports or feature articles, (for example, *au métro — jour de grève, à la douane — 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 celebrations or historical events (for example, *le 1er mai*, National Sorry Day, *le 11 novembre*, Anzac Day)

Translating	Elaborations

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] (ACLFRC080)	• 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*) and recognising the nature and function of cultural elements of language and communication
	• finding examples of words, expressions and behaviours used in Australian English that do not translate literally into French (for example, *'bush tucker'*, *'surf's up'*, *'schoolies'*), and providing cultural explanations for French speakers
	• experimenting with different resources to assist in translation, including monolingual and bilingual dictionaries, encyclopaedias, electronic dictionaries and translators, for example by comparing individual translations, back-translating, swapping useful references
	• considering the nature of translation, with reference to different strategies such as decoding literal meaning (word for word), reading for meaning (sense for sense) and cultural reading (between the lines)
	• 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, and incorporating some of them into own language production and communicative interactions to appropriate effect
	• recognising the need to sometimes recast language, and considering why one language may use more words than another to communicate a particular meaning, for example, *Je vous prie, Monsieur, de croire à l'expression de mes sentiments distingués* versus 'Yours sincerely'
Create glossaries to interpret cultural aspects of contemporary and traditional French texts [Key concepts: representation, critical and cultural literacy; Key processes: referencing, explaining, interpreting] (ACLFRC081)	• collecting and explaining to non-French speakers 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*)
	• exploring texts for terms associated with particular elements of French lifestyles (for example, *la cuisine, la mode, les loisirs, la famille*), noting differences between traditional and more contemporary texts and 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	**Elaborations**

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] (ACLFRC082)	• 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 across different levels, (for example, breakdowns or breakthroughs in communication, repair and recovery strategies, and 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, or different levels of respect in casual exchanges or service encounters) • reflecting on how their own language use and communicative style might be perceived by French speakers, considering concepts such as 'culture', 'attitudes', 'assumptions' and 'values'
Reflect on own cultural identity and how it shapes personal ways of communicating and thinking [Key concepts: identity, culture, communication; Key processes: reflecting, explaining] (ACLFRC083)	• developing an enquiry-oriented stance to own cultural identity and communication style, reflecting on existing assumptions about what makes for effective communication and on any changes in perspective as a result of learning French • analysing how cultural norms impact on interpretations of French language texts and experiences, (for example, comparing own with others' reactions to particular cultural texts, events or practices) • reflecting on own cultural identity in terms of family background, community relationships and contact with languages, (including contact with French and other languages and cultures), tracking changes over time or context • composing a 'cultural ID profile' to exchange with French-speaking friends, making decisions about what points of information will be of most interest

Understanding

Systems of language	Elaborations

Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression

[Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating]

(ACLFRU084)

- recognising ways in which written language is different to spoken language, such as being more crafted, precise, elaborated and complex, (for example, the use of interrelated clauses and support detail (*Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l'Angleterre, pourtant favourite, 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, and 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? Je suis déjà là — t'es où toi?*)

- recognising and responding to challenges associated with clarity and pace in audio texts, (for example, station or airport announcements or recorded phone messages)

Analyse 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]

(ACLFRU085)

- 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 *vous* to *tu* 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 ciné 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, appeler, acheter, manger*, (for example, *nous mangeons, j'essaie*)
- using *l'imparfait*, 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 used in set phrases such as *il faut que tu partes, il faut que je finisse mes devoirs*
- understanding the function of the reflexive pronoun and practising using the reflexive verb structure, (for example, *je me suis levée à sept heures, je me suis entraînée…*)
- 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, le, la, les*
- understanding 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'

Analyse how different types of text incorporate cultural and contextual elements [Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying] (ACLFRU086)	• analysing how writers of community texts such as advertisements, radio requests or online trading posts make decisions in relation to language, style and register in order to achieve their purpose and suit the context, (for example by using personal pronouns, engaging language and images, or by 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!*) • understanding the dynamic relationship between different modes of communication in different cultural contexts, (for example, hybrid texts such as emails or text messages that combine features of spoken and written texts, or formal lectures or news reports that resemble spoken versions of written texts) • analysing cultural differences in genres such as cover letters for job applications or letters of complaint, noting protocols and conventions (for example, stating the purpose of a formal letter at the beginning: *le recyclage proposé dans notre ville..*) • collecting, interpreting and using textual conventions popular with young French speakers, for example, contractions, abbreviations and acronyms used in text messaging (*bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre*)

Language variation and change	Elaborations
Analyse and explain how and why language is used differently in different contexts and relationships [Key concepts: genres, register, variation; Key processes: grammatical and lexical analysis] (ACLFRU087)	• 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 Québecois, La Réunion*), considering concepts such as *la norme, la diversité, l'intelligibilité* and *les élites* in terms of how language variation can both reflect and shape social and cultural processes • exploring how texts achieve different effects, (for example, moving from generic terms such as *les fleurs* to specific detail such as *les violettes, les jonquilles, les 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 natural 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, and *les blagues, l'humour noir* and *l'humour adolescent* for older students)

Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange [Key concepts: globalisation, exchange, influence; Key processes: mapping, classifying, analysing] (ACLFRU088)	• exploring the concept of the 'ecology' of French and of other languages, including English; that is, the interaction of language with constantly changing environments, referencing influences on contemporary French language use such as globalisation and technology • identifying elements of language use in the Australian community that reflect the linguistic and cultural diversity of the population, (for example, intercultural exchange and experience), and 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*), and developing awareness of some aspects of current debates and discussions around its use
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] (ACLFRU089)	• 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 inclusion and exclusion through the use of *langage codifié (le verlan d'une sous-culture: zyva — vas-y; ouf — fou; zarbi-bizarre)* • examining how specialised language associated with professional, commercial 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, or bureaucratic language)
Role of language and culture	**Elaborations**
Understand that language and culture are interrelated, that they shape and are shaped by each other [Key concepts: culture, language, meaning; Key processes: discussing, reflecting, comparing] (ACLFRU090)	• comparing definitions of 'language' and of 'culture', and 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 influence other people's responses or interpretations

French

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes They use language to access and exchange information on a broad 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 use expressive and descriptive language to participate in different modes of imaginative and creative expression. They initiate conversations and discussion (such as *Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...*), change or elaborate on topics (for example, *Oui, mais … d'autre part ...*), and provide feedback and encouragement (for example, *En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?*). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use *présent, passé composé, imparfait* and *futur proche* tenses in their own texts, and the conditional tense to express intention or preference (for example, *Je voudrais aller au cinéma ce soir*). They use with support *futur* and *plus-que-parfait* tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.

Students explain differences between spoken and written French, and identify the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They provide examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts. They describe how languages change, borrow from, build upon and blend with each other (for example, *le franglais*). They demonstrate understanding of the power of language to shape relationships, to include and exclude. They use appropriate terminology to explain some irregularities of grammatical patterns and rules (such as 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. They reflect on their own cultural perspectives and discuss how these are impacted by French language and culture learning.

The Australian Curriculum
Languages - French
Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

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, for developing cultural knowledge and for intercultural exchange. 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 that may be different to their own. 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 that 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 interschool 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. Students 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, and explore 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 that 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 revisit, 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 about the experience of learning and using French.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	**Elaborations**

Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes

[Key concepts: family, friendship, home; Key processes: interacting, describing]

(ACLFRC091)

- 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*

Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating [Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, acting] (ACLFRC092)	• collaboratively creating computer-generated designs such as a virtual ideal home or leisure centre, negotiating with each other in relation to different elements and priorities, for example, *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, for example, *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 and prices, using transactional language (for example, *c'est combien? un très bon prix, vente flash! non, c'est trop cher… une échange?...*), and 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, and 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* and *commencer*, for example, *nous allons partir à sept heures* • making arrangements to cater for events such as celebrations or outings through spoken and written texts such as lists, phone calls, letters or emails, and estimating quantities, numbers and prices, for example, *il me faut…, une trentaine de… ça coûte combien?*
Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission [Key concepts: roles, routines, interaction patterns; Key processes: participating, interacting, contributing, responding] (ACLFRC093)	• asking and answering questions (for example, *qu'est-ce que c'est? c'est… ce sont…*), and 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 life 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!*
Informing	**Elaborations**

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] (ACLFRC094)	• 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, and representing the information in note form to communicate to others • gathering information about places, people or events in francophone contexts and cultures, and 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*
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] (ACLFRC095)	• creating texts to share with a French-speaking audience such as a video or web page to capture and interpret aspects of their personal and social worlds, for example, 'A day in our life in middle school'; *les copains; mon quartier; le weekend* • creating resources such as posters, pamphlets, websites or journals to present topics related to lifestyles, events or causes, for example, *Le Jour de la Terre, Le Clean-Up 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 that may interest young learners of their own age in French-speaking environments, for example, surf lifesaving, school camps or excursions, music events
Creating	**Elaborations**
Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects [Key concepts: imagination, creativity, character, expression; Key processes: participating, responding, evaluating] (ACLFRC096)	• responding to questions about characters or events in different types of imaginative texts, and 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, and experimenting with language, voice and actions to create similar effects in own re-enactments • listening to or viewing texts such as songs, raps or film and video clips, and noticing ideas and comparing aspects that may be similar or different across cultures

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

(ACLFRC097)

- creating 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*)
- creating and performing interactions between characters in scaffolded scenarios that 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 and situations associated with home or school contexts
- composing and performing modified or simplified versions of familiar texts that 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	Elaborations
Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not [Key concepts: translation, equivalence; Key processes: comparing, translating, interpreting, explaining] (ACLFRC098)	- translating short personal texts such as letters, emails or conversations, identifying words and phrases that can be translated literally (for example, *la maison, le ciel, les enfants, Bonjour, mon ami*) and those that need to be translated for meaning, for example, *il fait beau! A tout à l'heure! courage!* - translating public signs or notices (for example, *sens unique, chaussée deformée, défense de fumer*), comparing own versions with others' and considering reasons for any differences - using bilingual dictionaries and electronic translation tools, taking into account issues such as alternative or multiple meanings of words and the importance of context when making meaning, for example, *la fille, le bureau, l'histoire, la vue* - translating headlines, captions and short reports in texts produced for young readers (for example, *Wapiti, Okapi, Julie*), identifying and explaining words or expressions that require interpretation rather than translation - 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 Fête de la Musique, la Toussaint*), and considering how they reflect significant cultural experience

Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated
[Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining]

(ACLFRC099)

- creating bilingual resources such as glossaries, word banks or personal French–English dictionaries, including explanations of some idioms and expressions
- creating bilingual texts for the school or local community (for example, posters, library displays or contributions to online forums), considering how to represent meaning for different audiences
- creating bilingual texts for specific audiences, for example, rhymes, stories or songs for younger learners of French, invitations to a class event, or posters for a performance
- using dictionaries and electronic translation tools to create bilingual texts such as menus, schedules or captions for photo montages, and making decisions in relation to language, audience and cultural perspectives
- designing and maintaining a bilingual website with a sister-school or contact group of English learners in a French-speaking community, making choices about when to use French or English depending on the context, topic and nature of the interaction

Reflecting	Elaborations

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

(ACLFRC100)

- reflecting on choices made when using French to interact with others, and considering the relationship between language, culture and behaviour, for example, using names or titles and familiar or formal terms of address (*Salut, Leila, ça va? Bonjour, Madame Michou, comment allez-vous?*)
- interacting with French speakers online, noticing and responding to expressions or behaviours that are unfamiliar, for example, use of gestures, exclamations, or *sigles* such as MDR (*mort de rire*)
- sharing ideas about 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
- observing interactions between French speakers in different contexts, noticing and recording elements that reflect cultural attitudes or behaviours, for example, language 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

Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity [Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, adjusting] (ACLFRC101) 📄 🌐 👥 ⌇ ⟳	• 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…* ΛΛ • preparing a class profile to exchange with French-speaking students, showing cultural backgrounds, languages used in the home, interests and values, and 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 others' ways of communicating, identifying elements of language or behaviour that might be unfamiliar to people from different cultures or communities, for example, ways of addressing people and expressing wishes, rituals associated with school sports, and the use of body language

Understanding

Systems of language	Elaborations
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] (ACLFRU102) 📄 🌐	• developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, for example, *-u (tu), -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* • distinguishing vowel sounds (for example by recognising distinctions between nasal vowel sounds such as *cinq, sympa, manger, entre, dont, des bonbons*), and 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…*

Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs

[Key concepts: grammar, gender, number; Key processes: noticing, applying, explaining]

(ACLFRU103)

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- 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* and -*re*, and the irregular present tense conjugations of the verbs *être, avoir, aller* and *faire*
- understanding that while some 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* and *elles,* how they determine verb conjugations and substitute for noun subjects (*voila le frère de Michel; il est beau, n'est-ce pas?*)
- recognising and using locative prepositions *à, en, au, aux* and *dans* when describing where people live (*Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Phlippines, la famille Maréchal habite dans une ferme*)

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- 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: 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?*)
- 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 (*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, avoir 13 ans* and *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 réorganization*) and 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*), and comparing with equivalent English terms

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Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English

[Key concepts: genre, mode, tenor, audience, language features; Key processes: noticing, analysing, comparing]

(ACLFRU104)

- identifying the purpose, intended audience and key language features of familiar texts such as road signs, instructions or postcards, for example, *Grosses bises! Défense de fumer; stationnement interdit*
- listening, viewing and reading for gist, context and purpose, drawing on knowledge of types of text, context and language features to predict and confirm meaning, for example, the use of imperative verb forms and specialised vocabulary in an in-flight safety demonstration (*en préparation pour le décollage, le gilet de sauvetage, respirez normalement, gardez votre ceinture attaché…*)
- identifying elements of common types of text (*le courriel, la météo, les slogans*), and explaining relationships between language, structure and textual purpose
- building understanding of text features through activities such as 'genre substitution'; that is, transferring typical features from one genre to a different one, for example, a greeting that sounds like an announcement (*Attention, Madame, comment-allez vous!*), or a weather report that reads like a recipe (*Un litre de pluie, un peu de vent, six nuages…*)
- 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, for example, *donc, mais, à propos de, pendant, si, grace à, à cause de…*

Language variation and change	Elaborations

Recognise that French language use varies according to context, situation and relationship [Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining] (ACLFRU105)	• noticing that French is used differently in different situations and for different relationships, for example, casual conversation between friends, polite interactions between strangers in shops, and respectful/authoritative exchanges between teachers and students • comparing language use and other aspects of communication in informal exchanges (for example, *un match de football — allez, allez!*) and in formal communication, for example, *Soyez les bienvenus à notre école* • collecting and analysing samples of language from texts such as video clips or print/electronic forms of communication to explore differences in communicative style and expression between social groups such as *les adolescents, les profs* or *les tout-petits*
Understand the dynamic nature of French and other languages [Key concepts: language contact, word borrowing, globalisation; Key processes: observing, identifying, classifying] (ACLFRU106)	• understanding that languages and cultures change continuously due to contact with each other and in response to new ideas and developments in communications and technology (*la mondialisation*) • recognising that the French language continuously borrows and adapts words and expressions from other languages, including English, for example, *stop! le football, le sketch, le clown; le sushi, l'origami* • recognising that many French words are used in English and in other languages (for example, *croissant, menu, ballet, chef, chauffeur*), and noticing the different vocabulary areas that these words tend to belong to (such as terms relating to food and fashion) and considering possible reasons for this • collecting French words used in English (for example, *le restaurant, le menu, le chauffeur, le ballet, la pirouette*), and comparing how they are pronounced by French or English speakers • understanding that some languages are growing and adapting, while others (such as indigenous languages across the world) are endangered, disappearing or reviving, or blending with stronger languages

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] (ACLFRU107)	• recognising that French is an important world language spoken with a variety of accents and dialects in many regions of the world as well as in France, for example, *le Québec, le Sénégal, le Maroc, La Suisse, La Nouvelle Calédonie* • understanding that French serves different functions within France and in other regions of the world, including Australia, for example, as a *langue nationale, officielle, de communauté, diplomatique* and *culturelle* • mapping and comparing 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 Guadaloupe* • 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	**Elaborations**
Explore the relationship between language and culture [Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining] (ACLFRU108)	• exploring how language and culture influence each other, for example, French terms of address that reflect respect and status such as *Madame la Directrice* and *Monsieur le Président*; diverse *cuisines* and food-related terms and expressions 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, 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, and explaining the reasons for particular choices • developing language to analyse and explain the nature of the language–culture relationship, using terms such as 'meaning', 'perspective', 'values', 'assumptions' and 'difference' • reflecting on own tastes, interests and language use that have been shaped by intercultural influences, for example, Japanese *manga* or *anime*, or American fashion, music and dance

French

Years 7 and 8 Achievement Standard

By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (for example, *c'est vrai ...; ah oui, en effet ...; pas possible!*). They respond to familiar questions and directions (such as *Qu'est-ce que c'est? Qui est-ce? Posez la question à ...)*, and request help or clarification (for example, *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 use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, *je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?*). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as *la maison, le quartier, l'école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, *grand, petit, belle, bizarre*), character (for example, *sympa, compliqué*) and quantity (for example, *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 translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes) as well as parts of speech (such as nouns, verbs, adverbs). 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 provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They identify French words used in English (such as 'menu', 'mousse'), English words used in French (such as *le weekend, le football*), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They know 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 (for example, formal and informal language, different text types). They 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, and incorporating new concepts such as grammatical gender for talking about French. Students 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.

French

Years 9 and 10

The nature of the learners

Students have prior experience of learning French and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how French may feature in these.

French language learning and use

This is a period of language exploration and 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 a range of 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 the 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 interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Task characteristics and conditions 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 are required to support these challenges. Resources are provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies (such as online journalling, video documenting, and discussion forums). Continuing focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

French is increasingly used 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 detail about their experience of learning French and about their views on culture, identity and intercultural experience. English is the language of analysis, comparison and critique, encouraging discussion of concepts such as 'diversity', 'flexibility', 'interculturality' and 'stereotypes'. It allows for discussion and debate appropriate to learners' age and cognitive levels but beyond their linguistic capability in French.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	**Elaborations**

Socialise and exchange views on local and global issues [Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing] (ACLFRC109)	• using simple and compound sentences to structure arguments, and 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 sustaining 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* and *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 life, for example, *les examens, le stress, les sports, l'étude des langues*
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] (ACLFRC110)	• organising class displays that combine print and digital resources with demonstrations and performances around themes such as *le 14 juillet, le voyage, la Fête de la Musique, la gastronomie francophone* • finding 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), and reporting on particular contributions or achievements • participating in *visites virtuelles* (for example, *Le Musée du Quai Branly, le Tour de France, la Martinique, la Nouvelle Calédonie*), sharing responsibility for individual elements of a report that highlights key features of the experience • designing action-oriented projects such as websites, posters or presentations which 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, for example, 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

Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning [Key concepts: task, outcome, performance, communication, culture; Key processes: discussing, commenting, interacting] (ACLFRC111)	• interacting in classroom activities and discussions to manage shared learning experiences, report on each other's contributions and consider 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 mieux…* • 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...*

Informing	Elaborations
Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas [Key concepts: information, representation, modality; Key processes: selecting, evaluating, interpreting, analysing] (ACLFRC112)	• examining information obtained from different sites and sources to compare how young people are represented in the media, for example, comparing letters to the editor *about* young people with postings on forums conducted *by* young people • listening to and viewing short informative texts such as documentaries or news reports, listing key words and points of information to be reused in own *newsflash* or *roman photo*, and considering how emphasis or perspective can reflect culture and context • conducting surveys or structured interviews with classmates or online French-speaking contacts, comparing opinions and perspectives on community or personal issues, and identifying social or cultural variations • listening to, reading or viewing excerpts from interviews with public figures such as politicians, sports stars, musicians or actors, noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information

Convey information on selected topics using different modes of presentation to suit different audiences [Key concepts: content, audience, mode; Key processes: selecting, designing, presenting] (ACLFRC113)	• 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, persuasive language in election speeches (*C'est l'heure! Votez vert!*) • explaining to others a procedure, game or practice, using simple language and supporting graphics, materials and gestures, for example, how to play *la pétanque*, cook an omelette, house-train a puppy, play an online game • creating a web page for young French travellers looking for work in Australia, indicating different regional employment possibilities and providing key points of information about each region, for example, *les vendanges, au pair à la ferme, l'intérieur du pays, la côte* • conveying information and ideas by aligning choice of 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	**Elaborations**
Respond to a range of traditional and contemporary texts, and compare themes and language style [Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing] (ACLFRC114)	• comparing treatment of particular themes, such as romance, adventure or family, in a range of texts created at different times, identifying changes in values and perspectives over time (for example, *les fables, les contes, les dessins animés, la science fiction*) • creating a shared database of imaginative, performative and expressive texts that they have enjoyed (such as songs, poems, cartoons and films), cross-referencing titles, genres, themes and values, and giving ratings and brief explanations for selections • comparing contemporary French and Australian music by reading music magazines, viewing video clips and 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 comiques, les dessins animés*), and considering similar changes in Australian expressions of humour according to era and context

Create imaginative texts to entertain, convey ideas and express emotions

[Key concepts: culture, expression, empathy, humour; Key processes: creating, performing, entertaining, reflecting]

(ACLFRC115)

- 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 that transposes familiar characters to French-speaking contexts (for example, *Harry Potter débarque à Paris*), and providing a glossary of key vocabulary and expressions
- composing and performing short songs for imagined occasions (for example, *les anniversaires, le 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 television reality show, providing sample descriptors and language, for example, *courageux, dynamique, plein d'initative: du courage! Allez les gars! Timide, paresseux, toujours fatigué: pas encore! Ah non, c'est trop…*

Translating	Elaborations

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]

(ACLFRC116)

- experimenting with the translation of popular French expressions or idioms (for example, *être bien dans sa peau; ne pas être dans son assiette; revenons à nos moutons*), and explaining the potential for misunderstanding
- experimenting with various resources to assist in translation, including bilingual and monolingual dictionaries, electronic translators, encyclopaedias and other reference materials, for example, by comparing translations, back-translating and swapping useful references
- analysing translations of familiar texts such as children's stories or advertisements, considering the context in which they are produced and whether meaning is sometimes changed or lost in the process
- finding examples of expressions in Australian English that do not translate easily into French (for example, 'mad as a cut snake', 'the bush', 'a formal', 'schoolies'), explaining reasons for the lack of equivalence, why this may be the case and referencing sources of information that would help French learners understand or appreciate the context of use
- viewing excerpts of French/English subtitled films and evaluating the effectiveness of the translations (literal translation, non-translation, adapted translation)

Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts [Key concepts: representation, bilingualism, interpretation; Key processes: interpreting, explaining, comparing] (ACLFRC117)	• providing bilingual captions for images of French or Australian scenes to explain cultural references, for example, bush, beach or city images • creating websites or printed guides for intending international students to French or Australian schools, highlighting key terms and expressions associated with traditions, curricula, 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, explaining elements such as abbreviated language or team barracking • creating a shared website with a group of French-speaking students, and posting news items, comments and questions in both French and English • creating parallel bilingual captions for a display or exhibition, and comparing how meanings are conveyed in each language

Reflecting	Elaborations
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] (ACLFRC118)	• 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, personal space and physical contact, and degree of formality or directness • using personal journals and discussions to reflect on critical incidents in the course of learning and using French, such as breakdowns or breakthroughs in communication, and discussing repair and recovery strategies and insights gained • discussing ways in which the experience of learning and using French challenges preconceptions, stereotypes or attitudes • exploring the process of 'decentring' from own linguistic and cultural standpoint and considering how ways of behaving and communicating might be perceived by people from different backgrounds

Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking
[Key concepts: identity, culture, communication; Key processes: observing, reflecting, explaining]

(ACLFRC119)

- 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
- mapping their own linguistic and cultural profile, for example by creating a chart, timeline or web profile to highlight formative elements such as family languages, key relationships and intercultural experiences
- reflecting on the experience of learning and using French, considering how it might add a further dimension to own sense of identity
- developing a language for reflecting on language learning and intercultural experience, examining aspects that are unexpected, difficult or enjoyable

Understanding

Systems of language	Elaborations
Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing] (ACLFRU120)	- 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 patterns of use 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 effects and suggesting relationships in oral texts such as stories, poems, songs and conversations

| Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense
[Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]

(ACLFRU121) | • 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*), and 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 presenter*), including the use of *être* and agreements in *le passé composé*

• 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 adjéctifs possessifs, l'accord du participe passé* |
| Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements
[Key concepts: register, tenor, cohesion; Key processes: analysing, composing, explaining]

(ACLFRU122) | • identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader by the use of 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 that might be culturally significant

• interpreting, explaining and using textual conventions popular with young French speakers, for example, the use of contractions, abbreviations and acronyms in text messaging (*bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre*) |

Language variation and change	**Elaborations**

Recognise that French is used in varying ways to achieve different purposes [Key concepts: language modes, register, context; Key processes: noticing, comparing, analysing, explaining] (ACLFRU123)	• comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text features determine the nature of interactions, for example, formal or informal (*je t'invite! Nous serions très heureux de vous accueillir chez nous*) • observing forms of communication in different situations, and explaining how elements such as body language and 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…*), and noticing the use of grammatical choices to include or exclude, for example, *vous les autres… nous les jeunes…* • recognising how diversity of expression and language forms reflects the diversity of individual and community perspectives and experiences
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] (ACLFRU124)	• 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 cross-cultural influences between French, English and Australian-English cultural expressions, 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; that is, the interaction of the language with constantly changing environments due to 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

Understand the symbolic nature of language in local and global contexts [Key concepts: power, symbolism, culture; Key processes: exploring issues, identifying, analysing, comparing] (ACLFRU125)	• 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 includes and excludes, for example, the language of law and medicine, the (changing) gendered nature of some professional titles in French (*un médecin, un chef, une professeure*), and access to community information for second language speakers • reflecting on the power of language in relation to own and others' experience, for example, winning an argument or working out the meaning of unfamiliar French words; being locked out of conversations, or being a newcomer or an outsider in a social group

Role of language and culture	Elaborations
Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs [Key concepts: culture, meaning, change; Key processes: reflecting, analysing, comparing] (ACLFRU126)	• 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* • sharing ideas about how culture 'works' as a combination of beliefs, values and practices, and examining own personal and community cultural frames of reference and how and why these change over time • using personal journals and group discussions to reflect on how learning French has impacted on own 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' and 'exclusions'

French

Years 9 and 10 Achievement Standard

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. They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using 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 identify the form and function of reflexive verbs (such as *se laver, se lever*) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

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