The Australian
Curriculum

Subjects	French
Year levels	Year 7

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Years 7 and 8 Content Descriptions

Communicating

Socialising

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 - Scootle ↗)

Elaborations

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 appellez 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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle [↗])

Elaborations

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 - Scootle [↗])

Elaborations

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

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 - Scootle [↗])

Elaborations

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 5 of 23

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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

⊟ ⓒ ⚎ ⚏

Elaborations

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 - Scootle ↗)

⊟ ⓒ ⚎ ⚏

Elaborations

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

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 - Scootle ↗)

📄 🅖

Elaborations

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 - Scootle ↗)

📄 🅖

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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*)

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 9 of 23

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 - Scootle ⬈)

Elaborations

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 - Scootle ⬈)

Elaborations

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

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 - Scootle ↗)

Elaborations

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

Years 7 and 8 Content Descriptions

Communicating

Socialising

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 12 of 23

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 - Scootle 🡕)

📄 🍥 👥

Elaborations

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

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 - Scootle ⬈)

Elaborations

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 - Scootle ⬈)

Elaborations

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

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 14 of 23

Creating

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 16 of 23

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

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 - Scootle ⤤)

Elaborations

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 - Scootle ⤤)

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 17 of 23

📄 🌀 👥 ⏱ 🔗

Elaborations

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…*

ᗑᗑ

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

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 - Scootle ↗)

📄 🌀

Elaborations

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 - Scootle ↗)

📄 🅖

Elaborations

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*)

ᐱᐱ

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

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 - Scootle ➚)

Elaborations

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

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 20 of 23

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

Recognise that French language use varies according to context, situation and relationship
[Key concepts: variation, context, relationship; Key processes: noticing, analysing, explaining]
(ACLFRU105 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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 - Scootle ☐↗)

📄 🎯 🔗

Elaborations

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

Explore the relationship between language and culture

[Key concepts: culture, language, meaning; Key processes: analysing, explaining, defining]
(ACLFRU108 - Scootle ☐↗)

📄 🎯 🔗 ✋

Elaborations

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