The Australian
Curriculum

Subjects	French
Year levels	Year 10

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Years 9 and 10 Content Descriptions

Communicating

Socialising

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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*
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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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ☑)

Elaborations

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 - Scootle ☑)

Elaborations

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

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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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

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Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

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Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ⧉)

Elaborations

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 - Scootle ⧉)

Elaborations

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

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 - Scootle ↗)

Elaborations

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

Years 9 and 10 Content Descriptions

Communicating

Socialising

Socialise and exchange views on local and global issues

[Key concepts: generation, environment, globalisation, relationships; Key processes: interacting, responding, explaining, comparing]

(ACLFRC109 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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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*

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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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

Respond to a range of traditional and contemporary texts, and compare themes and language style

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[Key concepts: characterisation, themes, imagination, humour; Key processes: responding, comparing]
(ACLFRC114 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ⤢)

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Elaborations

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 - Scootle ⤢)

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Elaborations

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

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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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ☑)

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Elaborations

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 - Scootle ☑)

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Elaborations

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 - Scootle 🗗)

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Elaborations

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

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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 - Scootle ↗)

Elaborations

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

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 - Scootle ↗)

Elaborations

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'