

# The Australian Curriculum

<b>Subjects</b>	French
<b>Year levels</b>	Year 4

## Years 3 and 4 Content Descriptions

### Communicating

#### Socialising

Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds

[Key concepts: [communication](#), politeness, friendship; Key processes: interacting, listening, questioning, responding]

(ACLFRC019 - Scootle [↗](#))



#### Elaborations

exchanging greetings in different contexts, for example, *Bonjour, Madame Patou, comment allez-vous? Salut, Nicole, ça va? Pas mal, et toi?*

offering wishes for particular occasions, situations or times of day, for example, *Bonne nuit, Papa! Bonjour, Messieurs; Bonne fête, Hafiz! A demain, Mademoiselle; A bientôt! Bonne année! Bon courage!*

exchanging information about self, family, friends or interests, building vocabulary, using simple statements and cohesive devices such as the conjunctions *et, mais* and *ou*, and experimenting with gestures (for example, shrugging, thumb/fingers gesture for *l'argent*), intonation and expression, for example, *J'ai deux soeurs et j'ai un frère; j'aime les sports et les voyages — mais j'adore la musique!*

using common responses to frequently asked questions or comments (for example, *très bien, voilà, oui, bien sûr, d'accord*), imitating modelled intonation and stress patterns

asking and answering questions relating to concepts such as time, place or number, including days of the week, months and seasons, for example, *Ça fait combien? Ça fait cinq; Quelle heure est-il? Il est dix heures; Aujourd'hui c'est vendredi? Non, c'est jeudi; En hiver il fait très froid*

exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items

[Key concepts: collaboration, creativity, discovery; Key processes: contributing, collecting, exchanging]

(ACLFRC020 - Scootle [↗](#))



#### Elaborations

making simple recipes such as *crêpes* or *croques monsieur*, using imperative verb forms (*ajoutez, mélangez, versez, servez*) and vocabulary for ingredients and quantities (*la farine, le beurre, le lait,*

100 grammes, un verre de...)

creating own instructional or procedural tasks such as making a model or designing treasure hunts, for example, *Où se cache le trésor?*

playing games that involve active listening, memory or information exchange, for example, *Jacques a dit, Jeu de 7 familles, Loto*

working together in collaborative tasks such as designing a poster for a specific event, composing a menu or creating a picture book, sharing decisions about content, vocabulary and design, for example, *ceci ou cela? qu'est-ce que tu préfères? là ou là? petit ou grand?*

swapping or borrowing from each other's language resources such as word lists to complete shared learning tasks, for example, building an action wall or making adjective-snake-sentences (*le chien est: petit, noir, fatigué, triste; Maman est: grande, mince, belle, gentille*)

Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention

[Key concepts: learning strategies, support; Key processes: requesting, clarifying, responding]

([ACLFRC021 - Scootle](#))



#### Elaborations

responding to instructions such as *Encore une fois; montre-moi; chantez plus fort; regarde les photos, écoutez, écrivez/tapez la phrase*

requesting help or clarification, for example, *Je ne comprends pas; répétez s'il vous plaît; j'ai une question...*

negotiating turns (for example, *C'est à toi? Non, c'est à moi*), and praising and evaluating each other, for example, *Super! Pas mal. Bon travail! Excellent! Bravo!*

developing and displaying classroom rules and routines, deciding on priorities such as *le respect, la politesse* and *la co-opération*

using appropriate language to ask for help or to attract attention, for example, *Monsieur, s'il vous plaît! Je ne comprends pas*

rehearsing words, phrases or interjections which can be used as 'hooks' or fillers in conversation, such as *ah bon ... voilà...eh bien...alors*

#### Informing

Locate specific points of information in different types of texts relating to social and natural worlds

[Key concepts: community, family, friends, environment; Key processes: focused reading, information selection and organisation]

(ACLFRC022 - Scootle [↗](#))



#### Elaborations

collecting information about different animal species (for example, *les insectes*, *les animaux domestiques/sauvages*), and creating a display with names and appropriate adjectives, for example, *la fourmi — minuscule*; *le lion — féroce*

listening to short spoken texts with some unfamiliar language, identifying points of information, for example, the name and number on a recorded phone message, the age of a child interviewed, some items on a recorded shopping list

locating information relating to school activities in a French context (for example, *l'emploi du temps*, *la lecture*, *l'orthographe*, *le vocabulaire*, *les mathématiques*) and comparing with own daily schedule

'finding French' at home or in the community to create collections or displays, for example, French words used in English language advertisements, shop signs, recipe books or menus

Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts

[Key concepts: home, school, information; Key processes: selecting, presenting, comparing]

(ACLFRC023 - Scootle [↗](#))



#### Elaborations

using simple descriptive language and supporting resources to introduce family members and friends, identifying relationships (*c'est mon cousin/ma sœur/ma grand-mère/mon copain*) and cultural backgrounds (*il est chinois/espagnol/australien*)

collecting information about each other's likes, dislikes or interests, using checklists, surveys or question cues such as *combien de...? à quelle heure...?* to create a class profile, chart or database, for example, *les sports préférés*, *les plats de choix*

presenting information on events or topics of possible interest to French children of their own age (for example, *les fêtes d'anniversaire*, *les vacances* or *les copains*), using multimodal resources and realia support and building vocabulary to describe actions and feelings

creating a class book or digital display about topics they have been studying in French and/or other curriculum areas, for example, *les animaux sauvages au zoo/dans la nature*

#### Creating

Participate in interactive stories and performances, acting out responses, identifying favourite elements,

and making simple statements about [characters](#) or themes

[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]

([ACLFRC024 - Scootle](#))



#### Elaborations

interacting with characters in stories, songs or cartoons such as *Samsam* or *Titou*, for example, by writing invitations, paying simple compliments (*Viens chez moi! J'adore ton chapeau!*) or preparing questions for an interview (*Tu as quel âge? Est-ce que tu aimes le fromage?*)

viewing excerpts from imaginative texts such as *Ratatouille*, listening for key words and phrases, picking up cultural cues, and choosing vocabulary to describe key characters, for example, *Rémi: un rat, gastronome, chef, intelligent; Emil: un rat, le frère, gros, gourmand; Linguini: jeune home, timide, maladroit, bête*

collecting and using favourite exclamations, words or expressions from different imaginative and expressive texts, for example, *Terrrrible! Ça y est! Pas vrai!*

reading simple narratives and responding to images that evoke positive or negative emotions such as affection, sadness or anger, and making connections with their own experiences by using stem statements such as *Je suis folle quand...; Je suis contente si...; J'ai peur de...*

[Create](#) short imaginative texts that allow for exploration and enjoyment of [language](#)

[Key concepts: fantasy, imagination; Key processes: experimenting, playing, creating, performing]

([ACLFRC025 - Scootle](#))



#### Elaborations

creating short imaginative texts designed to amuse or entertain, such as fantasy stories featuring imaginary creatures with names created out of two or more real animal names, for example, *le chevaloon, le lapinat, les moutaches*

producing and presenting picture/digital books or short scripted plays or animations that use favourite French words and expressions to build rhythm or rhyme

creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using support materials such as drawings or story maps to create visual context

### Translating

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to [interpret](#)

[Key concepts: [translation](#), meaning, [culture](#); Key processes: noticing, explaining, comparing]

([ACLFRC026 - Scootle](#))



### Elaborations

identifying and comparing key words in French and English versions of favourite stories (for example, *La chenille qui fait des trous* and *The Very Hungry Caterpillar*; *La vieille dame qui avala une mouche* and *The Old Woman Who Swallowed a Fly*), and comparing rhythms and vocal effects in the two versions

playing matching-pair games with French and English word cards, for example, *Le Calendrier*, matching words in both languages for days of the week, months and seasons

collecting and using French words and expressions which do not translate easily into English (for example, *bon appétit*, *bon voyage*, *voilà!*) and French words used by English speakers, for example, 'café', 'éclair', 'mousse', 'chic'

finding English words in French texts (for example, *l'Internet*, *le sandwich*), and considering how French speakers might pronounce the English words and why they are not translated

**Create** bilingual versions of texts such as picture dictionaries, action games or captions for images

[Key concepts: [translation](#), meaning; Key processes: selecting, code-mixing, explaining]

([ACLFRC027 - Scootle](#) )



### Elaborations

participating in Circle Time sessions, helping each other to use as many French words and expressions as possible

creating bilingual picture dictionaries, using colour-coded captions to identify words that are identical, similar or different

creating captions for images in simple bilingual storybooks modelled on texts such as *Oops and Ohlala (A la plage, Vive l'école!)*

alternating between French and English versions of games such as *Un...deux...trois...soleil* and *What time is it, Mister Wolf?* or *Caillou, papier, ciseaux* and *Rock, paper, scissors*

creating bilingual texts for the classroom or school community (for example, posters, library displays or online newsletter items), and discussing how to represent meaning in different languages for different audiences

### Reflecting

Notice what looks or feels similar or different to own [language](#) and [culture](#) when interacting in French

[Key concepts: [communication](#), difference, respect; Key processes: noticing, comparing, reflecting]

(ACLFRC028 - Scootle [↗](#))



#### Elaborations

identifying elements of French language that feel most different to their own usual ways, including pronunciation of some sounds, gestures such as *la bise*, or facial expressions, and describing to each other what they are confident in doing in French, what they feel unsure of and what they most enjoy

talking about how it feels to use a different language

experimenting with respectful gestures and forms of communication, such as shaking hands or using titles such as *Madame* and *Monsieur*

Explore their own sense of **identity**, including elements such as family, friends and interests, and ways of using **language** with different people

[Key concepts: **identity**, friends, groups; Key processes: noticing, describing, identifying]

(ACLFRC029 - Scootle [↗](#))



#### Elaborations

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

noticing how they communicate with each other, their families, teachers and other adults, identifying differences in behaviour and language and explaining reasons for these

talking about identity and language use, and creating visual representations of their own memberships of families, friendship groups and communities, for example, *ma famille*, *mon équipe*, *ma classe*

reflecting on the experience of becoming bilingual (or in the case of some learners plurilingual), considering what advantages this brings and whether it impacts on identity

## Understanding

### Systems of language

Experiment with the **pronunciation** of vowel sounds, letter combinations and **intonation** patterns, and recognise and write high-frequency words and expressions in familiar contexts

[Key concepts: **pronunciation**, **accent**, spelling, writing; Key processes: alphabetic recognition, discriminating sounds, recognising words]

([ACLF RU030 - Scootle](#))



#### Elaborations

creating an alphabet bank, collecting words that begin with each letter, for example, H: *l'hiver, l'homme, l'hôtel*; M: *mai, mardi, le mouchoir*; P: *le pain, Papa, le poisson*

recognising and practising the most common vowel sounds, such as *ou (vous, jour)*, *oi (toi, voiture)*, *on (bonbon, mon)*, *ai (aimer, j'ai)*, *ain (train, demain)* and *eau (château, beau)*

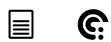
observing differences in pronunciation of word endings shared with English such as *-tion* and *-ent*, for example, *attention, situation, commencement, accident*

understanding that some letters blend to make single sounds (such as *-ille, -eau* or *qu-*), that some final consonants in French words are usually silent (for example, *le rat, le tapis, vert, chez*) and some are usually pronounced (for example, *chic, actif*)

Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts

[Key concepts: sentence, gender, number; Key processes: recognising, applying, naming]

([ACLF RU031 - Scootle](#))



#### Elaborations

developing a metalanguage in French for talking about language, using terms similar to those used in English, such as *le verbe, l'adjectif, l'adverbe, la conjonction* and *le vocabulaire*

observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle* + present tense of verbs associated with familiar actions and environments, for example, *il chante bien, je suis fatigué, tu aimes le yaourt, elle est en classe*

expressing negation in simple sentence structures and colloquial expressions, for example, *je ne sais pas; elle ne mange pas; tu ne viens pas? Pas du tout!*

understanding the difference between definite and indefinite articles, and how to refer to a specific or unspecific person, place or object, for example, *tu manges la pomme, j'achète un livre, une vache énorme, le climat français*

understanding the function of verb moods, recognising and knowing how to use statements, simple questions and imperatives, for example, *Tu peux commencer; je peux commencer? Commence!*

using an increasing range of adjectives (for example, *bizarre, magnifique, formidable*), including additional gender forms, for example, *blanc/blanche, gros/grosse*



using some adverbs to elaborate on simple verb statements, for example, *elle mange lentement, je chante doucement, il parle très vite*

using additional prepositions to indicate direction or location, for example, *à gauche, à droite, à côté de*

strengthening vocabulary knowledge by making connections with known words (for example, *triste, la tristesse; le marché, le supermarché, le marchand*), recognising word patterns and building word clusters, for example, number knowledge to 60+, words associated with food, family members or sports

Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English.

[Key concepts: [mode](#), [medium](#), [language](#) features; Key processes: noticing, comparing, describing, explaining]

(ACLF RU032 - Scootle [↗](#))



#### Elaborations

noticing and applying features of familiar types of texts such as greetings, requests, weather reports or recipes through activities such as 'genre-swapping'; that is, transferring features associated with one genre to a different one, for example, greetings that sound like announcements (*Attention, Madame, comment-allez vous!*) or weather reports that read like recipes (*Un litre de pluie, six nuages...*)

recognising how different textual elements combine to make meaning (for example, the images, font and script of a web page; the layout, title and illustrations in a picture book; the highlighting of names, dates and times on an invitation), and copying and creating templates to store as learning resources

analysing features of simple spoken and written texts in French, such as a verbal greeting or a written postcard (noting, for example, the sequencing of the message, terms of address and ways of signing off), and comparing with similar texts in English

### Language variation and change

Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning

[Key concepts: variation, [register](#), tenor; Key processes: observing, explaining]

(ACLF RU033 - Scootle [↗](#))



#### Elaborations

recognising that there are many different varieties of French spoken in different countries and regions, involving different accents, dialects and vocabulary, for example, *un pain au chocolat/une chocolatine* in the south of France

reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour

understanding how changes in voice and body language can change the meaning of words, for example, *Tu aimes les devoirs?* (simple question) versus *Tu aimes les devoirs?* (expressing surprise, disbelief); *C'est mon petit frère* (statement) versus *C'est mon petit frère!* (pride)

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

Understand that languages change over time and influence each other, and that French has influenced many languages, including English

[Key concepts: influence, change, exchange; Key processes: identifying, classifying, interpreting]

(ACLF RU034 - Scootle [↗](#))



#### Elaborations

considering differences in how groups of people communicate, such as younger or older people, girls and boys, and how new words and expressions are constantly being invented or borrowed from other languages

collecting French words used in English (for example, *le restaurant*, *le café*, *le chauffeur*, *le ballet*, *le croissant*), and comparing how they are pronounced by French and English speakers

discovering some of the English words used by French speakers (for example, *le coach*, *le blog*, *l'Internet*, *le football*, *le corner*, *le burger*, *le denim*), and considering if they are the same kinds of words as those borrowed from French into English

exploring how languages mix with each other to invent new words or expressions, for example, *le franglais*, *le texto*

'finding French' at home or in the community to create a class collection or display, for example, French products, labels or words used in English language advertisements, shop signs, recipe books or menus

Know that French is an important global [language](#) used by communities in many countries around the world and that it has connections with several other languages

[Key concepts: global [language](#), [culture](#), [identity](#), [communication](#); Key processes: collecting data, mapping, grouping]

(ACLF RU035 - Scootle [↗](#))



#### Elaborations

knowing that French is spoken in many regions of the world (for example, *le Québec, le Sénégal, le Maroc, la Suisse, le Monaco, la Nouvelle Calédonie*), with different accents and dialects

understanding that French has close connections to other languages which have shared histories and many similar words, for example, English, French, Italian and Spanish ('the bank', *la banque, la banca, el banco*; 'art', *l'art, l'arte, el arte*)

identifying ways in which French language and culture influence the lives of Australians

### Role of language and culture

Notice differences between French, Australian and other cultures' practices and how these are reflected in [language](#)

[Key concepts: [culture](#) as process and practice, beliefs, values; Key processes: identifying, describing, discussing]

([ACLF RU036 - Scootle](#) )



#### Elaborations

identifying cultural symbols such as art forms, flags, national dishes or sporting emblems associated with different francophone countries and regions (for example, *le tricolore* in France, *le Fleurdelisé* in Québec, *le Kanak* in *la Nouvelle Calédonie*), and comparing with different Australian cultural expressions and symbols, for example, flags, sporting logos, national celebrations, and Aboriginal and Torres Strait Islander arts



understanding that language carries information about the people who use it and that common expressions often reflect cultural values, for example, French terms of affection used with children often relate to either food or animals (*mon petit chou, mon lapin*)

exploring how and why some languages have more words related to particular things than other languages do, for example, Australian-English words associated with surfing ('bomb', 'barrel', 'tube', 'snaking'), or French words for different kinds of breads and cakes (*une baguette, une ficelle, une religieuse, un mille-feuille*)

learning how to talk about culture and language, using terms such as 'meaning', 'difference' and 'behaviour', and thinking about values, ideas and traditions which sit inside language, for example, responding to prompts such as: What does it mean when...? What is the difference between...? Why do you think that people...?