

# The Australian Curriculum

<b>Subjects</b>	French
<b>Year levels</b>	Year 5

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Interact using descriptive and expressive [language](#) to share ideas, relate experiences and express feelings such as concern or sympathy

[Key concepts: [communication](#), exchange, interests; Key processes: expressing, comparing, socialising] ([ACLFRC037 - Scootle](#))



#### Elaborations

interacting via different modes of communication to exchange personal information and opinions, express views, agree or disagree, for example, *Excuse-moi, Sophie, mais...à mon avis, je pense que...bien sûr..., d'accord..., au contraire...*

using communication strategies such as active listening skills, turn-taking cues, and requests for clarification or more detail to support the exchange of ideas and information, for example, *Ah oui? c'est vrai? c'est intéressant...dis-moi...*

comparing routines, interests and favourite activities, using language associated with time, sequence and location, for example, *J'arrive à l'école à 8h 30; le samedi je fais du cheval; le soir, je fais les devoirs et je joue aux jeux vidéos*

identifying and describing key friends or family members, using simple descriptive and expressive language, for example, *C'est mon frère — il est sympa! C'est ma tante Lilianne — je l'adore! C'est mon grand-père — il est très vieux*

apologising and expressing concern or sympathy to friends and family members, for example, *Pardon, excuse-moi; je suis désolé; fais bien attention! mon pauvre ami...*

Participate in guided tasks such as organising displays, developing projects or budgeting for events

[Key concepts: [task](#), collaboration, budget; Key processes: planning, organising, budgeting] ([ACLFRC038 - Scootle](#))



#### Elaborations

designing and completing collaborative projects such as building a model of the *place du marché* in a French village or designing an environmentally friendly *cour de récréation*, and composing spoken, written or digital instructions and specifications, using, for example, *devant, à côté de, 500 mètres, trois étages*



planning and organising activities such as outings or performances, using expressions related to place, time and numbers, for example, *quelle date? où? quand? à quelle heure? combien de...?*

budgeting for virtual shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases, for example, *je vais acheter..., j'espère trouver...qu'est-ce que tu cherches?*

creating displays, presentations or performances for family, friends or school community to showcase their progress in learning and using French

allocating roles and organising class or school activities such as an appeal or fundraiser, creating timelines, schedules or programs

Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning

[Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]

(ACLFRC039 - Scootle [↗](#))



#### Elaborations

indicating understanding or asking for help, using comments such as *Oui, je comprends; non, je ne comprends pas; c'est trop compliqué! c'est quoi ça?*

consulting each other when completing individual or group activities, for example, *c'est juste? montre-moi; comme ça? comment ça s'écrit?*

negotiating tasks and shared activities, for example, *Tu préfères lire ou écrire? moi, je préfère travailler sur l'ordinateur*

checking on progress during learning tasks or activities, using comments and questions such as *C'est fini? Pas encore, bientôt...; tu comprends, toi?*

sharing ideas about the experience of learning and using French, comparing what they can and cannot do, for example, *Je sais compter jusqu'à cent; je sais chanter 5 chansons; Tu aimes parler en français? c'est difficile! Je n'aime pas parler au téléphone. J'adore jouer au foot en français!*

#### Informing

Gather and compare information from a range of sources relating to social and cultural worlds

[Key concepts; environment, [communication](#), social behaviours; Key processes: researching, reading, listening, collating, evaluating]

(ACLFRC040 - Scootle [↗](#))



## Elaborations

extracting points of information from sources such as websites, books and magazines on social and environmental issues such as *le recyclage* or *la conservation de l'eau*, and recording key phrases and vocabulary for use in group projects



conducting surveys with peers and family members to report on social behaviours such as preferred modes of communication, for example, *le téléphone*, *le courriel*, *les conversations face à face*, *les textos*

drawing from a range of informative texts such as videos, books and websites to collect and compare information on topics such as family life, housing or schooling in different cultural contexts, for example, *la campagne*, *les villes*, *les appartements*

viewing subtitled video clips on different francophone communities, commenting on key facts and features, and recording new vocabulary and expressions for use in shared texts

working with simple informative texts such as advertisements, video clips or features in teen magazines to share impressions of the lifestyles of young French speakers in different contexts

Convey information and ideas in different formats to suit specific audiences and contexts

[Key concepts: [content](#), [audience](#), purpose; Key processes: organising, comparing, selecting]

([ACLFRC041 - Scootle](#) )



## Elaborations

creating a website for a contact group of French students, posting information on own interests and experiences (for example, *les vacances*, *les amis*, *les sports*, *les médias*), and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to French students

constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts such as fliers, newsletters, advertisements and brochures

creating a video to present information or ideas to a particular audience, such as a virtual tour of the school or classroom for exchange student groups

creating an interactive display or performance to inform younger children of the benefits of learning French

## Creating

Share responses to [characters](#), events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings

[Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing]

(ACLFRC042 - Scootle [↗](#))



#### Elaborations

creating storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, *la peur, le bonheur, l'étonnement*

comparing favourite characters in plays, stories or cartoons, and listing words or expressions associated with their role or personality (for example, *timide, gros, géant, minuscule, rigolo, belle*) and explaining how they can relate to them

introducing a character from a story, cartoon or television series that reminds them of themselves, a close friend or a family member, using performative, narrative or graphic modes of presentation

responding to questions about characters, events or effects in different types of imaginative texts such as puppet shows, stories and films, using modelled language to express reactions, for example, *c'est triste, j'ai peur, elle est folle!*

Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts

[Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting]

(ACLFRC043 - Scootle [↗](#))



#### Elaborations

introducing new elements to a familiar story, for example, a new neighbour in Astérix's village in Gaul, an additional ailment for Nicolas in *Le Petit Nicolas: Je suis malade*, or an alternative ending to a traditional tale such as *Cendrillon*

teaching younger children French versions of familiar nursery rhymes and songs with repetitive phrases and actions, for example, *comptines* such as *A vous dirais-je Maman, La chanson de l'alphabet*

illustrating and captioning alternative versions of traditional stories or songs such as *La Fée Quenotte* or *Les Trois Petits Cochons*, for example, transposing them to contemporary or Australian contexts

adapting French children's stories, songs or cartoons to suit particular audiences, for example, scripting, rehearsing and performing a puppet show version of *Pirouette Cacahuète* or children's songs such as *Ah les crocrocro...*, *Coucou, Petit Loulou*

#### Translating

Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation

[Key concepts: meaning, [translation](#), [word borrowing](#); Key processes: comparing, interpreting, translating]

(ACLFRC044 - Scootle [↗](#))



#### Elaborations

finding and using phrases that have direct translations between French and English, for example, *Bonsoir!* 'good evening', *un beau jour!* 'one fine day', *Messieurs-Dames!* 'Ladies and Gentlemen'

creating French versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the swimming pool, the sports oval, the tuck shop, the library, the office

interpreting expressions in familiar texts such as greeting cards or story titles that do not translate easily into English (for example, *bonne fête! Quelle porcherie!*), and considering how these expressions reflect aspects of French language or culture

translating and explaining the meaning of words or expressions associated with celebrations in French-speaking regions of the world, for example, *le poisson d'avril*, *la bûche de Noël*, *le Ramadan*, *Aïd el-Fitre*, *la Toussaint*, *la Fête de la Musique*

[Create](#) own bilingual texts and learning resources such as displays, websites, newsletters or word banks

[Key concepts: [bilingualism](#), [word borrowing](#), meaning; Key processes: identifying, classifying, selecting, explaining]

(ACLFRC045 - Scootle [↗](#))



#### Elaborations

creating parallel lists of informal French and English expressions for everyday interactions with friends and family, for example, *à tout à l'heure!* 'See you later'; *génial!* 'cool'; *salut, ça va!* 'Good day!'; *Amuse-toi bien!* 'have fun'; *bisous!* 'love'

composing bilingual texts such as posters for class or school assembly performances, events or displays, for example, *Les pays francophones*, *les fêtes françaises*, *le 14 juillet*

using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing results and noticing problems associated with translation

constructing and co-maintaining a bilingual website with a sister-school or contact group of young English learners in a French-speaking community

creating bilingual texts for younger readers based on models such as *Oops et Ohlala*, involving one English-speaking and one French-speaking character and incorporating instances of possible intercultural miscommunication

### Reflecting

Compare ways of communicating in Australian and French-speaking contexts, and identify ways that **culture** influences **language** use

[Key concepts: difference, **language**, **culture**; Key processes: noticing, reflecting, describing]

(ACLFRC046 - Scootle [↗](#))



### Elaborations

observing interactions between French speakers and comparing them with interactions in similar Australian contexts, for example, students in a school *cantine* selecting *une entrée*, *un plat principal* et *un dessert*; and people interacting in the street, in shops or at *réunions de famille*, using either *tu* or *vous* forms of address

exploring how children from French-speaking communities around the world use different words and expressions (for example, *tchop* for *manger*, *chamboul* for *la chambre*, *n'damba* for *le football* in Cameroun; *le chum* (*tchomme*) for *le copain*, and *l'avant-midi* for *le matin* in Québec), and considering why such variations exist

reflecting on instances when interactions in French have felt awkward or difficult (for example, using polite or gendered forms of language), and explaining why this might be the case for speakers of Australian English

planning a virtual or actual visit to a French school, and deciding on strategies for effective communication, for example, planning how to 'read' cultural information and to adjust own behaviour if required

Reflect on aspects of own **identity** and **language** use, for example, by creating personal or group profiles or portfolios

[Key concepts: **identity**, community, **bilingualism**; Key processes: identifying, presenting, explaining]

(ACLFRC047 - Scootle [↗](#))



### Elaborations

creating a self-profile, using captioned photos, slide presentations, posters or concept maps to highlight key characteristics, relationships and ways of using language

preparing a class profile to exchange with French-speaking students, showing language backgrounds, interests and personalities represented in the class, and using captions and symbols such as flags, emoticons, and words from different languages

exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate

comparing own ways of using language with those of peers, considering how family and community shape identity and communication, for example, using more than one language, celebrating or expressing feelings in various ways

considering whether learning and using French impacts on identity either in or out of the classroom

## Understanding

### Systems of language

Recognise and apply features of **intonation**, **pronunciation** and writing conventions used in different types of texts and contexts

[Key concepts: listening discrimination, **accuracy**, **fluency**; Key processes: listening, reading, recognising]

(ACLF048 - Scootle [↗](#))



#### Elaborations

recognising and using liaisons when appropriate, for example, *les élèves, les petits enfants, joyeux anniversaire*

understanding that the letter *h* is never pronounced and is referred to as a silent letter, for example, *l'hôtel, l'herbe, heureux, habiter, le héros, la hache*

understanding that the *aigu -é* at the end of a word is pronounced, unlike *-e* without an accent (for example, *le passé, je passe; le soufflé, je souffle*), and that other accents also change the sound of a letter, for example, the *cédille (ç)* softens the *c* sound (*le garçon, la façon, le français*)

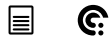
recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, for example, *J'ai eu très, très peur! D-o-u-c-e-m-e-n-t...*

applying phonic and grammatical knowledge to spelling and writing unfamiliar words, for example, letter combinations such as *-eau, -eur* or *-ette*, and words involving two or more distinct vowel sounds, such as *la voiture, important, le pompier, l'aspirateur, la ceinture*

Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations  
[Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building]

(ACLF049 - Scootle [↗](#))





## Elaborations

building a metalanguage to talk about grammar, using terms such as ‘tenses’ and ‘personal pronouns’, and identifying language elements and talking about how they are used

using all forms of the present tense of regular *-er*, *-ir* and *-re* verbs and of high-frequency irregular verbs such as *avoir*, *être*, *aller* and *faire*

becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts, for example, *Il était une fois...C'était...*

using the indicative plus the infinitive (for example, *J'aime jouer au tennis, il sait conduire*) and *le futur proche*, for example, *je vais partir*

becoming familiar with and using with support *le passé composé*, for example, *j'ai mangé trois biscuits, elle a dormi sous les étoiles*

playing games such as ‘matching pairs’ to reinforce grammatical rules, for example, pairing nouns and subject pronouns (*Jean travaille: il travaille; Marianne aime le fromage: elle aime le fromage*) or a subject with a conjugated verb (*nous parlons, tu manges*)

using a range of nouns, including more unusual plural forms (for example, *les bureaux, les choux-fleurs, mes grands-parents*), more complex adjectives (for example, *beau, belle, beaux, belles*) and possessive forms (*mon, ma, mes, ton, ta, tes...*)


formulating questions using *est-ce que...*, the inverted form of the verb, or changed intonation, for example, *est-ce que tu as un chien? as-tu un chien? tu as un chien...?*

understanding and using negative constructions (for example, *tu ne viens pas ce soir?*), including the use of *de* after a negative verb form, for example, *je n'ai pas de photos*

using exclamations to indicate agreement, disagreement, intention or understanding, for example, *D'accord! Mais non! bien sûr; voilà!*

using a range of adverbs to elaborate or accentuate meaning, for example, *il parle si doucement; moi j'écoute attentivement*

Understand how different French texts use language in ways that create different effects and suit different audiences

[Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining] ([ACLFRF050 - Scootle](#) )



## Elaborations

describing key features of different types of text, for example, a shopping list serves as a reminder to self and consists of items and quantities (*6 oranges, 500 g de beurre*), whereas a shopping transaction involves interaction and negotiation and more extended language (*une baguette, s'il vous plaît, Madame; et avec ça, jeune homme?*)

recognising and describing key features of familiar texts such as advertisements, reports or letters from sources such as *Astrapi*, *Le Petit Quotidien* and *Images Doc*, and comparing with similar texts from Australian sources

identifying the purpose, context and intended audience of a range of familiar texts, for example, phone messages, sports reports, take-away food orders

recognising differences between spoken and written texts, noting that some types of text such as emails or text messages combine elements of each

### Language variation and change

Understand that [language](#) is used differently in different contexts and situations

[Key concepts: [language](#), [identity](#), [culture](#), [context](#); Key processes: observing, comparing, analysing, explaining]

(ACLF051 - Scootle [↗](#))



## Elaborations

explaining why speakers use French differently in different situations (for example, in the classroom and in the playground), among different groups (for example, girls/boys, young people/older people) and in different relationships, for example, close friends or strangers

understanding the importance of using appropriate forms of address when interacting with different people, for example, using *tu* when speaking with close friends, family members or other young people, and using *vous* for other adults

reflecting on the use of colloquial or abbreviated language by young people in informal, written and technologically mediated contexts (for example, *G* for *j'ai* and *pa* for *pas* in text messages), as well as the use of borrowed words from other languages (for example, *ciao*, *cool*, *super*), hybrid terms (for example, *allez-bye!*) or verb contractions in informal spoken language, for example, *chais pas* for *je ne sais pas*

considering own and others' ways of communicating with different people in different contexts

Understand that the French [language](#) is constantly changing due to contact with other languages and to the impact of new technologies and knowledge

[Key concepts: [language](#) contact, [word borrowing](#), [digital media](#); Key processes: observing, identifying, classifying]

[\(ACLF052 - Scootle !\[\]\(c507f772dba2b921f86777f01218e570\_img.jpg\)\)](#)



#### Elaborations

investigating influences on the French language of major community languages in France such as Arabic (for example, *le toubib*, *le bled*, *kif-kif*), Italian (for example, *le fiasco*, *bravo*, *espresso*) or Chinese, (for example, *le ginseng*, *le tai-chi*, *le litchi*)

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understanding that French, like all languages, is constantly expanding to include new words and expressions in response to changing technologies, digital media and intercultural experiences, for example, *skyper*, *googliser*, *le courriel*, *photophoner*

Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world

[Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing]

[\(ACLF053 - Scootle !\[\]\(870f5d5e9c0d57485634be3ecf52f3ca\_img.jpg\)\)](#)



#### Elaborations

distinguishing differences in accents, dialects and vocabulary in different regions of mainland France and within French-speaking communities around the world (for example, *la Bretagne*, *Le Midi*, *Le Québec*, *La Réunion*), identifying degrees of variation and ease of comprehension

comparing forms of cultural expression in different French-speaking communities, such as forms of celebration, systems of schooling and concerns associated with young people in society, and comparing these with similar diversity in multicultural Australia

recognising and considering the effects of language mixing and blending, for example, the usefulness and/or perceived risks associated with *le franglais*

### Role of language and culture

Reflect on how ways of using **language** are shaped by communities' ways of thinking and behaving and may be differently interpreted by others

[Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing]

[\(ACLF054 - Scootle !\[\]\(5d954b3e270654ad8ab0d5913161c03c\_img.jpg\)\)](#)



#### Elaborations

reflecting on how different languages and cultures represented in the classroom influence ways of talking about and relating to social and physical environments, for example, Aboriginal and Torres Strait Islander traditions in relation to place, language and culture



identifying elements of Australian-English vocabulary, expressions and behaviours, discussing how they might be explained to people from different language backgrounds, for example, 'the bush', 'fair go', 'she'll be right'

comparing responses and reactions to the experience of learning the French language and culture, examining whether initial attitudes or understandings have changed