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Introduction

The K–10 Curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA K–10 Curriculum Framework and Statement of Equity Principles, and the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the K–10 Curriculum Framework is consistent with the intent of the Melbourne Declaration on Educational Goals for Young Australians (December 2008), which set the direction for Australian schooling for the next ten years. There are two broad goals:

- **Goal 1:** Australian schooling promotes equity and excellence.
- **Goal 2:** All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the French K–10 Syllabus will contribute to the curriculum, and to students’ achievement of the broad learning outcomes, is outlined in the syllabus rationale.
Introduction to the French K–10 Syllabus

The Language

The language to be studied and assessed is the modern standard version of French.

Students should be aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences.

The Learners of French

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in French or in a different language. Students may have engaged with French in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

The learners of French include students:

- learning French as a second or additional language
- with prior learning and/or experience who may have:
  - undertaken a significant school-based learning program in Australia
  - had exposure to French language and culture and may engage in some active but predominantly receptive use of French (including dialects and variants of French)
- with a background in the language who have had their primary socialisation as well as initial literacy development and primary schooling in French
- undertaking a course based on Life Skills outcomes and content.
Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Under the Disability Standards for Education 2005, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Languages
- Special education
- Life Skills.

Gifted and Talented Students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.
Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student’s current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The ESL Scales and the English as an Additional Language or Dialect: Teacher Resource provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.
French Key

The following codes and icons are used in the *French K–10 Syllabus*.

Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>e</td>
</tr>
<tr>
<td>Stage 1</td>
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<tr>
<td>Stage 2</td>
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<td>Stage 3</td>
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<tr>
<td>Stage 4</td>
<td>4</td>
</tr>
<tr>
<td>Stage 5</td>
<td>5</td>
</tr>
</tbody>
</table>

In the French syllabus, outcome codes indicate subject, Stage, outcome number and strand. For example:

<table>
<thead>
<tr>
<th>Outcome code</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFR2-1C</td>
<td>Languages, French, Stage 2 – Outcome number 1 (Communicating)</td>
</tr>
<tr>
<td>LFR5-7U</td>
<td>Languages, French, Stage 5 – Outcome number 7 (Understanding)</td>
</tr>
<tr>
<td>LFRLS-2C</td>
<td>Languages, French, Life Skills – Outcome number 2 (Communicating)</td>
</tr>
</tbody>
</table>
Coding of Australian Curriculum Content

The syllabus includes Australian Curriculum content descriptions for French in a generic form with Australian Curriculum codes in brackets at the end of each generic content description, for example:

- initiate interactions and exchange information with teacher and peers, for example: (ACLFRC037)

Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLFRC041, ACLFRC043).
Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities

- Indigenous and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Other learning across the curriculum areas

- Civics and citizenship
- Difference and diversity
- Work and enterprise
Rationale

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students’ intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

French is not only the official language of France and francophone countries, but also an administrative and widely spoken language in many countries around the world. It is spoken as a first language in France, Belgium, Luxembourg, Monaco and Switzerland in Europe; Quebec in Canada; New Caledonia, Tahiti and Vanuatu in the South Pacific region; French Guiana, Martinique, Guadeloupe, the island of Réunion, and the Democratic Republic of the Congo. French is, by tradition, the language of diplomacy. It is an official language of a large number of international organisations including the United Nations, the European Union, the Olympic Games and many other bodies. Australia has always had strong connections with France. In the twenty-first century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research, and cultural exchange.

French is an Indo-European language and belongs to the family of Romance languages derived from Latin. French and English share a common linguistic link with Latin. Through the study of French, students experience and engage with elements of modern France and francophone countries, including art, cuisine, literature, film and music of French-speaking communities. Students develop an appreciation of the interconnections of languages and cultures, peoples and communities, histories and economies.

The ability to communicate in French provides incentives for travel and for more meaningful interactions with speakers of French, encouraging sociocultural understanding between Australia and francophone countries, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by French-speaking communities to Australian society and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their French language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of New South Wales, to which French-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.
The study of French in Kindergarten to Year 10 may be the basis for further study of one of the differentiated French syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.
The Place of the French K–10 Syllabus in the K–12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned appropriately. The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

Early Stage 1 – Stage 3
French K–10

MANDATORY STUDY
Stage 4
French K–10
100 hours of one language in one continuous 12-month period (including Life Skills outcomes and content)

ELECTIVE STUDY
Stage 5
French K–10 (including Life Skills outcomes and content)

ELECTIVE STUDY
Stage 6
(Years 11–12)

French Beginners
Eligibility rules apply. Refer to the NESA website

French Continuers

French Extension
Year 12

Community, other education and learning, and workplace pathways
Aim

The study of French in K–10 enables students to communicate with others in French, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.
Objectives

Knowledge, Understanding and Skills

Communicating Strand

Students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

Understanding Strand

Students analyse and understand language and culture by:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The Communicating and Understanding strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the language and the Stage of learning.

Values and Attitudes

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
## Outcomes

### Table of Objectives and Outcomes – Continuum of Learning

#### Communicating Strand

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
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<tbody>
<tr>
<td>A student:</td>
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<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>LFRe-1C</strong></td>
<td>LFR1-1C</td>
<td>LFR2-1C</td>
<td>LFR3-1C</td>
<td>LFR4-1C</td>
<td>LFR5-1C</td>
</tr>
<tr>
<td>interacts in simple exchanges in French</td>
<td>participates in classroom interactions and play-based learning activities in French</td>
<td>interacts with others to share information and participate in classroom activities in French</td>
<td>uses French to interact with others to exchange information and opinions, and to participate in classroom activities</td>
<td>uses French to interact with others to exchange information, ideas and opinions, and make plans</td>
<td>manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans</td>
</tr>
</tbody>
</table>

**Objective**

**Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating.
**Objective**

**Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
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<tr>
<td>A student:</td>
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<td>A student:</td>
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<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>LFRe-2C</strong></td>
<td><strong>LFR1-2C</strong></td>
<td><strong>LFR2-2C</strong></td>
<td><strong>LFR3-2C</strong></td>
<td><strong>LFR4-2C</strong></td>
<td><strong>LFR5-2C</strong></td>
</tr>
<tr>
<td>engages with French texts</td>
<td>identifies key words and information in simple texts</td>
<td>locates and classifies information in texts</td>
<td>obtains and processes information in texts, using contextual and other clues</td>
<td>identifies main ideas in, and obtains information from texts</td>
<td>identifies and interprets information in a range of texts</td>
</tr>
<tr>
<td><strong>LFRe-3C</strong></td>
<td><strong>LFR1-3C</strong></td>
<td><strong>LFR2-3C</strong></td>
<td><strong>LFR3-3C</strong></td>
<td><strong>LFR4-3C</strong></td>
<td><strong>LFR5-3C</strong></td>
</tr>
<tr>
<td>responds to spoken and visual texts</td>
<td>responds to texts using a range of supports</td>
<td>responds to texts in a variety of ways</td>
<td>responds to texts using different formats</td>
<td>organises and responds to information and ideas in texts for different audiences</td>
<td>evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</td>
</tr>
</tbody>
</table>
**Objective**

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts*

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student: LFR4-4C composes texts in French using visual supports and other scaffolds</td>
<td>A student: LFR1-4C composes texts in French using rehearsed language</td>
<td>A student: LFR2-4C composes texts in French using modelled language</td>
<td>A student: LFR3-4C composes texts in French using a series of sentences</td>
<td>A student: LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences</td>
<td>A student: LFR5-4C experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences</td>
</tr>
</tbody>
</table>

*Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of French. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *French K–10 Syllabus.*
# Understanding strand

**Objective**

**Systems of language** – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
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<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
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<td>A student:</td>
</tr>
<tr>
<td>LFRe-5U recognises spoken French</td>
<td>LFR1-5U recognises and reproduces the sounds of French</td>
<td>LFR2-5U recognises pronunciation and intonation patterns of French</td>
<td>LFR3-5U applies key features of French pronunciation and intonation</td>
<td>LFR4-5U applies French pronunciation and intonation patterns</td>
<td>LFR5-5U demonstrates how French pronunciation and intonation are used to convey meaning</td>
</tr>
<tr>
<td>LFRe-6U recognises the difference between statements, questions and commands in French</td>
<td>LFR1-6U recognises French language patterns in statements, questions and commands</td>
<td>LFR2-6U demonstrates understanding of elements of French grammar in familiar language patterns</td>
<td>LFR3-6U demonstrates understanding of French grammatical structures</td>
<td>LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas</td>
<td>LFR5-6U analyses the function of complex French grammatical structures to extend meaning</td>
</tr>
<tr>
<td>LFRe-7U recognises that there are different kinds of texts</td>
<td>LFR1-7U recognises features of familiar texts</td>
<td>LFR2-7U demonstrates an awareness of how familiar texts are structured</td>
<td>LFR3-7U recognises how texts and language use vary according to context and purpose</td>
<td>LFR4-7U identifies variations in linguistic and structural features of texts</td>
<td>LFR5-7U analyses linguistic, structural and cultural features in a range of texts</td>
</tr>
</tbody>
</table>
**Objective**

**The role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
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<td>A student:</td>
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<td>A student:</td>
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<td>A student:</td>
</tr>
<tr>
<td><strong>LFR-8U</strong> recognises other languages and cultures in their immediate environment and the world</td>
<td><strong>LFR1-8U</strong> recognises similarities and differences in communication across cultures</td>
<td><strong>LFR2-8U</strong> recognises how terms and expressions reflect aspects of culture</td>
<td><strong>LFR3-8U</strong> makes connections between cultural practices and language use</td>
<td><strong>LFR4-8U</strong> identifies that language use reflects cultural ideas, values and beliefs</td>
<td><strong>LFR5-8U</strong> explains and reflects on the interrelationship between language, culture and identity</td>
</tr>
</tbody>
</table>
Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The Early Years Learning Framework for Australia has five Learning Outcomes that reflect contemporary theories and research evidence about children’s learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.
Early Stage 1

By the end of Early Stage 1, students interact in French with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases. They participate in shared listening or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, gestures, drawing or singing. They identify key words in spoken texts, such as names of people or objects, and match simple words to pictures, for example labelling classroom objects in French and English. They compose their own spoken texts with teacher support, using scaffolds and visual support to convey simple information about objects or images.

Students recognise that French sounds different to English, and mimic French pronunciation, approximating sounds. They recognise the difference between statements, questions and commands. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise French in the written form. They understand that some French and English words are similar. They understand that French is used in France and other places in the world, and explore different languages that are used by their peers or family, or in their local community. Students have a growing awareness of the culture of French-speaking communities, and identify some French cultural practices that are similar or different to their own.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They interact in French with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions, and create bilingual word lists and labels for the classroom.

Students use features of the French sound system, including pitch, accent, rhythm and intonation, and understand that the sounds of French are represented in words and symbols. They identify the function of statements, questions and commands. They describe aspects of self and their family background, and their own prior learning and/or experience of French.
Stage 1

By the end of Stage 1, students interact in French with their peers and teacher to exchange greetings and simple information. They use French in play-based learning contexts and classroom routines, using modelled language. They identify key words and information in simple texts, such as charts, songs and rhymes, and respond to texts, using key words, phrases, gestures, objects and other supports. They compose simple texts in French using rehearsed language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds and rhythms of spoken French, and understand how sounds are represented in French. They recognise language patterns in simple statements, questions and commands. They identify features of familiar texts, such as greeting cards, and variations in language use when greeting and addressing different people. They recognise that French and English borrow words and expressions from each other and other languages. Students understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on similarities and differences between French and their own language and culture.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They interact in French with their peers and teacher to exchange personal information, and participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They locate and organise key points of information from simple spoken, written, digital and visual texts, and respond to texts in English or by using modelled sentence structures in French. They compose simple texts, using modelled language and illustrations to support meaning, and create simple bilingual texts in print or digital form, such as word lists, labels or captions for the classroom.

Students apply pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They understand that texts are a form of communication and recognise parts of speech and basic word order in simple sentences. They reflect on the role of French language and culture in their own lives.
Stage 2

By the end of Stage 2, students interact with others in French to share information and participate in guided classroom activities that involve following instructions and collaborating with peers. They locate and classify information in texts, such as recipes or menus, and respond to texts, using modelled language and graphic, visual or digital supports. They compose texts in French, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs for the classroom.

Students recognise and reproduce pronunciation and intonation patterns, and identify sound–writing relationships. They write simple texts and identify basic elements of grammar in familiar language patterns. They recognise structure and language features in familiar texts, and variations in language use according to context and relationships between participants. They recognise frequently used loan words from English and other languages, comparing pronunciation. They recognise that French is a global language used by communities in many parts of the world. Students identify terms and expressions in French that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They interact with others in French to share information, experiences and feelings, and participate in tasks and activities that involve collaborative planning and simple transactions. They locate and organise information from spoken, written, digital and visual texts, and respond to texts, using English or modelled language in French, in spoken, written and digital modes. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs or notices, digital picture dictionaries or word banks for the classroom and school community.

Students use intonation and phrasing patterns of spoken French. They apply their knowledge of grammatical elements to describe actions, people and objects. They recognise that French is a global language used by communities in many parts of the world. Students reflect on their experiences when interacting in French and English-speaking contexts, identifying similarities and differences in language use and behaviours.
Stage 3

By the end of Stage 3, students interact with others in French to exchange information and opinions. They engage in classroom activities and participate with peers in a group activity or shared event. They obtain and organise information from written, spoken and digital texts, using contextual and other clues to elicit meaning, and respond to texts in French or English, using a range of formats. They compose informative and imaginative texts, linking ideas in a series of sentences, and using familiar modelled language and scaffolds. They create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation and recognise the relationship between sounds, words and meaning. They recognise the systematic nature of French grammar rules, and use basic grammatical structures to present information. They identify how texts vary according to purpose and audience, and recognise variations in language use according to context and relationships between participants. They explore the influence of French language and culture on other languages. Students describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of French-speaking communities, and considering how this affects intercultural communication.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They initiate interactions in French with others to exchange information, ideas and opinions, and collaborate with peers to make choices and arrangements, organise events and complete transactions. They locate and classify information from a range of written, spoken and digital texts, and respond to texts in French or English, using a range of formats for different audiences. They compose informative and imaginative texts for a variety of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community.

Students apply the French sound system, including variations in tone, stress and phrasing. They apply basic structures and features of French grammar to present information and elaborate on meaning. They reflect on their experiences in French and English-speaking contexts, discussing adjustments made when moving from English to French and vice versa.
Stage 4

By the end of Stage 4, students interact with others in French to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in French or English to information and ideas, in a range of formats for specific contexts. They compose informative and imaginative texts for different purposes and audiences, using known linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply French pronunciation and intonation patterns, including pitch, accent, rhythm and intonation, in a range of sentence types and vocabulary. They recognise elements of French grammar, including the systematic nature of verb conjugation, and use features of French grammatical structures and sentence patterns to convey information and ideas. They identify textual conventions of familiar spoken, written and multimodal texts, explaining how language use varies according to context and the relationship between participants.

Students examine how French influences and is influenced by other languages and cultures, identifying borrowed words used in French and English, and French words and phrases that have emerged in response to new technology. They recognise that French is spoken by local communities and is also a global language. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in French-speaking communities. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They interact in French with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in French or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply French pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use elements of French grammar and sentence structure to express ideas in simple texts. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that French has evolved and developed through different periods of influence and change, and how variations in French language use reflect different levels of formality, authority and status. They investigate French language use in local and global contexts. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, has an impact on their sense of identity and ways of communicating.
Students with a background in French

Students with a background in French have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in French to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply the French sound system, explaining features, including variations in tone, stress and phrasing. They apply their knowledge of French grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that French has evolved and developed through different periods of influence and change, and how variations in French language use reflect different levels of formality, authority and status. Students analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of French contributes to their sense of identity and is important to their French cultural heritage.
Stage 5

By the end of Stage 5, students manipulate French in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or French to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken French. They understand an increasing range of verb forms, and elements of French grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on the French language.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in French with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in French or English, using different formats, for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply intonation and phrasing patterns in both formal and informal speech. They use complex grammatical structures, including a range of verb tenses, to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in French-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.
**Students with a background in French**

Students with a background in French have more sophisticated communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in French with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in French to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply the French sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts. They apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in French-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that French and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in French and English-speaking contexts.
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

In general, the examples of content in the Communicating strand are learning tasks (see glossary). Unlike form-focused language activities and exercises (see glossary), the learning tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

The content has been designed to accommodate a range of student entry points and a range of learners, some of whom may have significant prior learning, experience or background in French.

In Kindergarten to Year 6, content has been developed for two broad student groups:

- students who are studying the language as second or additional language learners; and
- students who have prior learning and/or experience.

In Year 7 to Year 10, content has been developed and presented in four ways:

- students who are studying the language as second or additional language learners
- students who have prior learning and/or experience
- students who have experienced some or all of their formal school education in a French-speaking environment
- students undertaking a course based on Life Skills outcomes and content.
Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.

Strands

The content of the syllabus is organised through the two interrelated strands of Communicating and Understanding, and related objectives and outcomes.

The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.
Macro Skills

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

<table>
<thead>
<tr>
<th>Interacting</th>
<th>Accessing and responding*</th>
<th>Composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Writing</td>
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<tr>
<td>Speaking</td>
<td>Speaking</td>
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<tr>
<td>Writing</td>
<td>Writing</td>
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</tbody>
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* The response to texts may be in English or French depending on the outcome or content.

Listening, reading, speaking and writing skills are integral for students who are developing their acquisition of French. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the French K–10 Syllabus.

The Use of English

The target language is used wherever possible as the primary medium of interaction in both language-oriented and most content-oriented tasks.

English may be used for discussion, explanation or analysis and reflection, providing opportunities for students to develop metalanguage for sharing ideas about language, culture and experience.
Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA K–10 Curriculum Framework and Statement of Equity Principles, and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:
- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:
- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated, and identified by icons, in the content of the French K–10 Syllabus in the following ways.
Aboriginal and Torres Strait Islander histories and cultures

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment and identify local and other Aboriginal languages, off-Country Aboriginal languages and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia’s rich and diverse Aboriginal and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia’s engagement with Asia

Students learning French can engage with rich content and contexts for developing their knowledge and understanding of French-speaking societies, and are provided with opportunities to make comparisons with Asian societies, languages, cultures, values and beliefs. They have opportunities to learn to communicate and interact in French in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across French-speaking and Asian cultures. They are provided with opportunities to understand that there are diverse French-speaking communities across Europe, Africa, North America, the Pacific, Australia, in Asia and around the world. They explore French influences in Asia, including the former French colonies of Vietnam, Cambodia and Laos. They can identify words and expressions that French and English borrow from each other and other languages, including Asian languages. They explore the impact on French of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia’s linguistic and cultural identity is continuously evolving, both locally and within an international context.
Sustainability

Learning French provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in French-speaking communities in Europe, Africa, North America, the Pacific, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within French language and culture, and across languages and cultures. Students develop their knowledge, understanding and skills about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.

Critical and creative thinking

Students develop critical and creative thinking as they interact in French with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of French language and culture and making comparisons with other languages and cultures. They develop skills in creative thinking when composing informative and imaginative texts in French in different formats for a range of contexts, purposes and audiences.

Ethical understanding

Students learning French are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They can apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in French-speaking communities, students are provided with opportunities to learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of French-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

Information and communication technology capability

Accessing live French environments and texts via digital media contributes to the development of students’ ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students interact with French speakers in digital environments, and access multimodal resources and technologies to enhance their learning. They engage with digital and multimodal texts to obtain, interpret, reorganise and present information, opinions and ideas. They can use word-processing skills to produce written texts in French. They create informative and imaginative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.
Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students’ intercultural understanding.

Students learning French are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in French and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They reflect on their experiences when interacting in French and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of French develops students’ understanding of how languages work as systems, thereby enhancing literacy and language skills in French, as well as English. For background speakers of French, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning French can make connections between spoken language and written French. They engage with French texts, using their knowledge of the language to predict the meaning of new words, and compose texts. They are encouraged to use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose informative and imaginative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between French and English textual features, and linguistic and cultural elements.
Numeracy

Students develop numeracy capability as they communicate in French in everyday situations. They use French numbers for counting and measuring. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including zodiac signs, and French events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

Personal and social capability

Students develop personal and social capability as they interact with French speakers in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with French texts and resources to obtain, interpret and evaluate information, and creating their own informative and imaginative texts to express their ideas, opinions and beliefs.

Students explore connections between French language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to French-speaking communities. They are provided with opportunities to understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

Civics and citizenship

As students engage in learning French, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within French-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on French language and culture of French-speaking communities, such as media, technology, globalisation and popular culture. They can appreciate the richness of French language and culture, and the significant social, economic and cultural contributions of French-speaking communities to Australian society and the world.
Difference and diversity ★

Difference and diversity comprises gender, ethnicity, ability and socio-economic circumstances.

Through their learning of French, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in French-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in French in diverse contexts, developing understanding of the importance of using culturally appropriate language and behaviour.

The study of French fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, disability, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

Work and enterprise ★

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of French, students learn about the living and working conditions of French-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning French develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in French broadens future employment opportunities for students in an increasingly globalised world.
Content for Early Stage 1

Communicating

Interacting

Outcome

A student:

› interacts in simple exchanges in French LFRe-1C

Content

Students:

• exchange greetings, for example: (ACLFRC001) 🎵
  – responding to greetings, using culturally appropriate gestures, eg, kissing both cheeks when greeting friends and relatives, or shaking hands 🎵
  – greeting others, eg Bonjour! Ça va bien. Ça va comme ci-comme ça. Ça va très bien. Merci.

• participate in classroom routines and follow simple instructions, for example: (ACLFRC002, ACLFRC003) 🎵
  – singing the same song together at the beginning of each class, eg Alain Le Lait’s song Bonjour, bonjour, comment ça va? Très bien, très bien merci. 🎵
  – participating in classroom routines, such as opening and closing lessons, eg Bonjour, aujourd’hui c’est lundi. 🎵
  – participating in a game and activity that involve taking turns, or using and responding to names of colours, animals or shapes, eg Qui a l’image de la vache? Moi. Qui a la couleur bleue? Moi. 🎵
Content for students with prior learning and/or experience

Students:

- interact with teacher and peers by exchanging information, for example: 
  - expressing likes and dislikes using descriptive statements and expressive statements about daily lives and surroundings, eg J'aime le chocolat. Je n'aime pas les légumes. J'ai un petit frère. Il s'appelle ... Ma maison est à ... 
  - presenting part of their news in French, using simple sentences
  - introducing themselves using simple gestures and answers, eg Je m'appelle ... J'ai 5 ans. J'habite à ...
  - recognising and responding to simple exchanges, eg Où est ton crayon? Il est sur la table. Où est ton sac? Il est là. Qu'est-ce que c'est? Ça c'est un chien, un chat, un lapin, une vache.

- participate in classroom activities by responding to instructions and taking turns, for example: 
  - learning the rules of a new game, eg French Hopscotch, What's the time, Mr Wolf?, Hide and seek, and deciding who will be 'it', who will be 'hiding' and how the game is won
  - observing a simple experiment and commenting on the process or results, eg C'est intéressant.
Communicating

Accessing and Responding

Outcomes

A student:
› engages with French texts LFRe-2C
› responds to spoken and visual texts LFRe-3C

Content

Students:
• participate in shared listening and viewing activities, for example: (ACLFRC004)
  – listening to a song with visual images that involve onomatopoeic sounds and repeating some words of the song, naming animals and objects, eg Alain Le Lait’s song Les Poissons
  – following a picture book story or interactive digital text, eg Mon chat stupide by Mario Ramos
• respond to simple or familiar stories, songs and rhymes through actions, drawing or singing, for example: (ACLFRC006)
  – singing and responding to a song with actions, eg miming and moving to specific gestures
  – playing a card game, eg showing the card corresponding to an animal
  – listening to or viewing a French version of a familiar story, eg Le navet géant or Boucle d’Or et les trois ours, comparing French expressions at key points in the story with English language versions, and re-enacting the story with puppets, props and actions
  – performing a poem, rhyme or simple story that includes repeated phrases and rhythms to emphasise key points, eg chanting Au Loup! in Au Loup, or Ça va pas, non! in Je veux pas aller à l’école.

Content for students with prior learning and/or experience

Students:
• identify key words and specific information in simple spoken and visual texts, for example:
  – listening to and viewing a picture book or familiar multimodal story and responding appropriately to questions to demonstrate comprehension, eg the book Caca Boudin by Stephanie Blake: Qu’est-ce que c’est? C’est un lapin. Qu’est-ce qu’il fait? Il joue. Il est comment ce chien? Il est grand. Il est petit. Tu as un lapin? Oui. Comment il s’appelle?
• share information from texts, using illustrations and gestures to support meaning, for example:
  – drawing a picture and explaining it, using key words and gestures to support understanding, eg C’est un loup. Il est grand. Il est très très grand.
  – miming and guessing an action from a text
  – responding to the teacher’s questions using key words from the text, eg from the story Les trois petits cochons, Que veut manger le loup, Le cochon ...
Communicating

Composing

Outcome

A student:
- composes texts in French using visual supports and other scaffolds LFRe-4C

Content

Students:
- describe objects in French using visual supports, for example: (ACLFR005, ACLFR007) C'est une table. C'est une chaise. C'est grand. C'est petit. C'est marron.
- describing orally what they see during an excursion, using pictures, simple adjectives and nouns and then drawing pictures, e.g. Je vois un lapin. Il est petit.
- label objects and images in French, for example: (ACLFR009) une table, une gomme, un chien.

Content for students with prior learning and/or experience

Students:
- compose simple texts using illustrations and actions to support meaning, for example: Je me lève, lève, lève. Je me lave, lave, lave ...
- composing, performing and miming simple actions using a visual display of a school event, such as an excursion, athletics carnival or puppet show, e.g. Léo fait de la natation. Mary fait de la danse.
- create bilingual word lists and labels for the classroom, for example: la table, la chaise, la glace, un chien.
Understanding

Systems of Language

Outcomes

A student:

› recognises spoken French LFRe-5U
› recognises the difference between statements, questions and commands in French LFRe-6U
› recognises that there are different kinds of texts LFRe-7U

Content

Students:

• recognise the sounds of French, for example: (ACLFRU012)
  – understanding the rhythm of French, eg the tonal accent at the end of each group of words or sentence
  – recognising that statements, questions and commands have different intonation patterns, eg to express different feelings and emotions, eg the intonation going up at the end of a sentence in a question
  – recognising that the sounds of French are represented using the same alphabet as English
  – learning specific phonetic sounds that do not exist in English, eg semi-nasal sounds ‘on’, ‘an’, ‘un’, and vowels, eg ‘y’

• recognise the structure of statements, questions and commands in French, for example: (ACLFRU013)
  – recognising a statement, eg C’est une table.
  – recognising a question, eg Comment ça va?
  – recognising a command, eg Asseyez-vous!
  – recognising basic word order
  – expressing affirmative and negative responses, eg oui, non

• understand that some French and English words are similar, for example: (ACLFRU016)
  – recognising words in French that are the same as in English, eg restaurant, sport, orange
  – comparing pronunciation and intonation of French loan words with English pronunciation and vice versa, eg restaurant, café, cinéma, bus, train, téléphone, fantastique

• understand that language is organised as ‘text’, for example: (ACLFRU014)
  – understanding that texts can be spoken, sung, written, digital, visual or multimodal and can be short or long
  – recognising a familiar text, eg a story, rhyme, song or conversation
Content for students with prior learning and/or experience

Students:

- recognise and use features of the French sound system, including pitch, accent, rhythm and intonation, for example:
  - recognising pitch, accent, rhythm and intonation when listening to a story, eg recognising the intonation at the end of a group of words or a sentence
  - understanding that some words are written identically in English and French but have different pronunciation, eg restaurant, parking
  - recognising how the sounds of French are represented in words and symbols, such as by tracing letters and accents, eg fatigué, le père, le garçon, la fête, Noël

- identify the function of statements, questions and commands in French, for example:
  - recognising the difference between a statement, a question and a command
  - understanding basic word order in a statement, eg subject-verb-adjective: Je suis content. Tu es fatigué.
  - recognising a negative sentence, eg Je ne suis pas content.
Understanding

The Role of Language and Culture

Outcome

A student:

- recognises other languages and cultures in their immediate environment and the world LFRe-8U

Content

Students:

- understand that French is one of the many languages spoken in Australia, for example:
  (ACLFRU017)  
  - creating a data display of the different languages represented or spoken at home and/or in the class, eg Julia parle français. Alex parle allemand. Nina parle français et anglais.  
  - discussing where students have heard French spoken, eg French restaurants, supermarkets, audio books or radio
  - discussing whether some students have a French-speaking relative or have been to a French-speaking country  
  - identifying local Aboriginal languages  
  - discussing the various languages spoken by their peers, eg Chinese, Italian, Greek, Aboriginal languages  

- recognise that there are cultural practices that differ from their own, for example: (ACLFRC018)  
  - discussing cultural backgrounds of peers and their families, and sharing knowledge of own cultural background, eg celebrations, special events  
  - understanding that learning French involves ways of using language that may be unfamiliar, eg using merci when refusing an offer, and also some ways of behaving and thinking that may be unfamiliar, eg the importance of food in some family and regional traditions, or ways of expressing or describing feelings or relationships  
  - sharing knowledge about celebrations in their own culture, and making comparisons with celebrations in French-speaking and other communities, eg La fête nationale en France est le 14 juillet. La fête de l’indépendance du Tchad.  
  - recognising public cultural practices of Aboriginal and/or Torres Strait Island communities, eg smoking ceremonies, Acknowledgements of Country  

Content for students with prior learning and/or experience

Students:

- describe aspects of self and their family background, for example:  
  - creating a personal profile, using drawings, images or photos, including where their family is from, who speaks French and/or other languages or dialects at home  
  - discussing elements of French identity, eg food, no uniforms at school, eating at the canteen
Content for Stage 1

Communicating

Interacting

Outcome

A student:
› participates in classroom interactions and play-based learning activities in French LFR1-1C

Content

Students:
• interact with teacher and peers to exchange greetings and information, for example: (ACLFRC001)
  ➔ using appropriate greetings with peers or adults, such as in the morning, in the afternoon or at night, eg Bonjour. Bonsoir. Salut, ça va?
  ➔ introducing themselves to students from other classes learning French, using simple statements to describe themselves, eg Je m'appelle Léo. J'ai 6 ans. Je suis australien.
  ➔ using formulaic phrases for everyday interactions such as praising, thanking, apologising, eg Bravo Léo! C'est très bien! Merci. Pardon.
  ➔ recognising and responding to simple questions about home, school or pets, using supporting intonation and gestures, eg Qui est-ce? C'est Maman. Qu'est-ce que c'est? C'est la chaise. Où est ...? Il est ... C'est un chien? Mais non ... C'est un chat!

• participate in classroom routines and activities, for example: (ACLFRC002, ACLFRC003)
  ➔ engaging in classroom routines, eg écoutez, écrivez, lisez, on chante, on danse
  ➔ responding to instructions or directions through actions, gestures or verbal responses, eg Lève-toi! Regardez-moi! Écoutez, doucement!
  ➔ taking turns in games and action songs, eg choosing or exchanging matching cards or playing memory games, eg Au marché (Deux pommes, s'il te plaît; Une pomme et trois carottes...)
  ➔ creating class activities or projects that involve naming, labelling and illustrating, eg a garden, or favourite display of photographs
Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to exchange personal information, for example: 
  - using appropriate greetings, eg in the morning (Bonjour), at night (Bonsoir), wishing someone a good evening (Bonne soirée), telling someone you will see them soon (À bientôt), saying 'hi' (Salut, Coucou)
  - using tu with their friends or someone of the same age, eg Salut, ça va? Tu vas bien? and vous with adults, eg Bonjour, comment allez-vous?
  - dressing up as different persona in different contexts and performing activities, such as in the morning at home, during shopping, eg Le matin, je me lève. J'espère une douche.
  - introducing self to peers, or students from older grades or different schools, eg Bonjour, je m'appelle Julia. Ça va Nina? Tu es en quelle classe?

- participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example: 
  - following classroom instructions and routines, eg écoutez, écrivez, and responding to instructions through actions, by playing a French game, eg Jacques a dit 'Lève la main!' Jacques a dit 'Cours!'
  - discussing an experience, such as a camping trip eg J'aime le camping. On dort sous la tente. On mange dans la nature.
Communicating

Accessing and Responding

Outcomes

A student:
› identifies key words and information in simple texts LFR1-2C
› responds to texts using a range of supports LFR1-3C

Content

Students:
- locate specific items of information in texts, such as charts, songs, rhymes or lists, for example: (ACLFRC004) 🎨 🎨
  - recognising key words and phrases in familiar contexts, eg labels, titles or posters 🎨 🎨
  - recognising key words in a story, eg *Maman* by Mario Ramos or a song, eg numbers, names of characters, colours 🎨 🎨
  - listening to descriptions of family members and identifying names and ages in a family tree, eg *Ma mère est blonde et grande. Elle a 38 ans.* 🎨 🎨
  - making connections between written information and images, eg toys and clothes catalogues, film posters, eg *Un ours brun à 5 euros.* 🎨 🎨
- respond to texts using key words or phrases in English or French, or gestures, drawings and other supports, for example: (ACLFRC006) 🎨 🎨
  - singing a simple song using choreography to express basic actions and feelings 🎨 🎨
  - drawing a picture from the descriptions provided in a written or spoken text, eg *La petite balle est bleue.* 🎨
  - responding to questions using key words, short phrases, gestures or pointing to images, eg *un loup, méchant, grand, horrible* 🎨
  - re-creating a story, eg *Les trois petits cochons,* or a song through mime, dance or drawings with simple written captions 🎨 🎨
Content for students with prior learning and/or experience

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example:
  - sequencing images, eg a children’s book such as *Boucle d’Or et les trois ours*, and connecting the images, eg using *avant, après, d’abord*;
  - participating in guided activities, eg drawing a picture from the description provided in a written or spoken text, eg *Représentez la chèvre de Monsieur Seguin à la ferme, dans la montagne.*
  - listing items to be purchased and guessing the price based on a conversation about shopping and price, eg *du pain à 1 euro, du savon à 2 euros, une veste pour Papa à 200 euros*.

- respond to texts using English, or modelled sentence structures in French, or illustrations to support meaning, for example:
  - labelling a series of related and unrelated visuals, eg *C’est un petit garçon. Il court. Il est dans la forêt.*
  - responding to a written or spoken text through play-acting, using puppets, eg *l’histoire du Petit Poucet de Charles Perrault*;
  - performing a poem, rhyme or simple song that includes repeated phrases, eg the traditional French song *Alouette je te plumerai la tête, et la tête, et la tête …*;
  - making simple evaluative statements about favourite characters in a story, such as *Le Loup qui découvrait le pays des contes* by Orianne Lallemand and Eléonore Thuillier, eg *J’adore le loup.*
  - creating a poster for each character of the story, labelling each character with a short description, eg *Il est grand. Il est petit. C’est un animal. Il est méchant.*
  - identifying with a character of the story and explaining why, using simple words, actions or mime, eg *Je suis le loup. Il est grand. Il est fort.*
Communicating

Composing

Outcome

A student:
› composes texts in French using rehearsed language LFR1-4C

Content

Students:
• compose simple texts using familiar words, phrases and patterns, for example: (ACLFRC005, ACLFRC007) 📚
  – retelling a short story with puppets, props or actions, after watching a video or reading/viewing a picture book, eg *Oui Oui et le Père Noël* 📚
  – creating a greeting card for a special occasion, such as Mother’s Day, Father’s Day, birthday, eg *Bonne fête, Maman! Bonne fête, Papa! Bon anniversaire, Sabine!* 📚
  – creating speech bubbles for a character illustration, such as greetings, self-introduction, expressing feelings, eg *Je suis un loup. Je suis très méchant. Je suis fort!* 📚
  – drawing aspects of daily routines, such as eating breakfast, going to school or after-school activities, and creating captions or attaching word bubbles, eg *les vacances, la natation* 📚

• label objects and caption visual texts, for example: (ACLFRC009) 📚
  – creating bilingual labels for classroom objects, places around the school or items around the house, eg *table/la table, pen/le stylo* 📚
  – creating sets of vocabulary cards in English and French and playing matching games, eg snap, or memory games about transport, animals, colours 📚
  – creating an illustrated French dictionary of vocabulary used in class, and key vocabulary in rhymes, songs and stories, eg *A: animal, arbre* 📚
  – composing parallel captions in French and English for a photographic display of a class event, eg a sports carnival or pets’ day, or a topic such as caring for the school environment 📚
Content for students with prior learning and/or experience

Students:

• compose simple texts using modelled sentence structures and illustrations to support meaning, for example: 📝
  – creating a greeting card, such as a Mother’s Day card, using complete sentences, eg Maman, je t’aime parce que … 📝
  – creating speech bubbles for a short story invented in a group activity 📝
  – describing family members and friends to peers, using photographs or videos, eg C’est mon cousin Ethan. C’est un bébé. 📝
  – creating a simple poem about the class, school, family members or a character in a story 📝

• create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example: 📝
  – creating bilingual posters, objects, animals, clothing, vegetables and fruits, eg les fruits et légumes, les vêtements, les vêtements d’hiver 📝
  – creating an illustrated poster with simple song lyrics in French and English, eg Fais dodo, Colas mon petit frère. 📝
  – creating a bilingual dictionary of frequently used vocabulary 📝
Understanding

Systems of Language

Outcomes

A student:

› recognises and reproduces the sounds of French LFR1-5U
› recognises French language patterns in statements, questions and commands LFR1-6U
› recognises features of familiar texts LFR1-7U

Content

Students:

• recognise the sounds and rhythms of spoken French, for example: (ACLFRU012)
  – understanding how intonation patterns create different meanings, eg *Il est gentil. Il est gentil?*
  – recognising the sounds that are specific to French, such as the vowels ‘u’, eg *tu*, and ‘e’, eg *je*;
  – the nasals ‘on’, eg *ton*, ‘an’, eg *enfant*, ‘in’, eg *infirmière*; and the consonant ‘r’, eg *père*;
  – distinguishing between sounds that may be confusing, eg *‘g’* and ‘j’, ‘e’ and ‘i’;
  – developing pronunciation, phrasing and intonation skills by singing, reciting and repeating
    words in context, *Des os, il en faut, des petits et des gros ...* by Alain Le Lait

• understand basic French sentence structure and recognise some key elements of French
  grammar, for example: (ACLFRU013)
  – understanding the use of *l’* in front of words starting with a vowel, eg *l’enfant, l’ami, l’amie*;
  – identifying gender-specific pronouns, eg *il, elle, c’est lui, c’est elle*;
  – identifying definite and indefinite articles in singular and plural forms, eg *le garçon, un garçon,
    des garçons, la fille, une fille, des filles*;
  – recognising masculine and feminine gender, eg *la petite fille, le petit garçon, beau, belle, un
    tableau, une table*;
  – recognising that gender relates to people, animals, objects and feelings, eg *la fille, le chien,
    le stylo, la fatigue*;
  – identifying the subject-verb-adjective structure in simple sentences, eg *Marion est grande. Le
    chien est content.*

• recognise that French and English borrow words and expressions from each other and other
  languages, for example: (ACLFRU016)
  – recognising French loan words in English, and matching words with pictures, eg *croissant, chef, menu, ballet*;
  – recognising English loan words in French, eg *le week-end, le parking, un manager*
understand that there are different types of text with particular features, for example:

ACLFRU014

- understanding texts as different forms of communication that are spoken, written, digital or visual, and recognising that they can be very short, eg signs such as Arrête!, the title of an artwork or song, eg Ce matin un lapin by Chantal Goya, or much longer, eg an advertisement, a fairytale, descriptions of toys in a catalogue
- recognising that texts use different language, eg formal and informal forms of address, eg Bonjour, Madame; s’il vous plaît; Salut! Tu vas bien?
- recognising that different types of texts have different features, eg repetition and rhythm in action songs and chants
- recognising how texts such as a story book are sequenced and organised, eg with a main title, numbered chapters, and connection between pictures and text

**Content for students with prior learning and/or experience**

Students:

- apply French pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example:
  - comparing pronunciation of loan words in French, eg le téléphone, la salade, excellent
  - identifying intonation patterns that create different meanings, eg Il est gentil. Il est gentil? Il est gentil!
  - recognising the ‘l’ form for nouns beginning with a vowel or letter ‘h’, eg l’hiver, l’école

- recognise parts of speech and understand basic rules of word order in simple sentences, for example:
  - developing metalanguage for communicating about language, using terms such as noun, verb, adjective – le nom, le verbe, l’adjectif
  - understanding the subject-verb-object structure, eg Je mange une pomme and the different patterns of adjective-noun order, with some adjectives coming before and some coming after the noun, eg Le joli papillon. Le papillon rose.
  - using articles in definite/indefinite, masculine/feminine and singular/plural forms, eg la fille, les filles, le docteur, la chaise, un crayon, une pomme
  - using appropriate pronouns to identify people, eg Je m’appelle Léo. Et toi, tu t’appelles comment?
  - recognising and using some prepositions in simple sentence structures, eg Je suis dans la classe. Léo est devant moi.
  - exploring how to use singular and plural forms, eg, l’enfant/les enfants, la glace/les glaces, l’oiseau/les oiseaux, mon frère/mes frères, ma soeur/mes soeurs, mon oncle/mes oncles.
Understanding

The Role of Language and Culture

Outcome

A student:

› recognises similarities and differences in communication across cultures LFR1-8U

Content

Students:

• recognise that the ways of greeting and addressing others vary in different cultural and social contexts, for example: (ACLFRU015)

  – exploring how language is used differently in French to reflect different relationships, such as between parent and child, eg Je t’aime, mon bébé. Fais un bisou à Maman, between students, eg Salut, Léo, on joue au foot? or between teacher and student, eg Bonjour, Madame. Comment allez-vous? Bonjour, Léo. Comment vas-tu?

  – understanding that language forms such as greetings vary according to the time of day or the occasion, eg Bonjour. Bonsoir. Bonne nuit. Bonne année. Bon anniversaire.

  – understanding that language associated with particular interactions can vary in different cultural contexts, eg the use of first names in Australian or American English compared to the use of titles and family names in French in certain contexts, eg Bonjour, Monsieur Lambert. Comment allez-vous? Bonjour, Monsieur le directeur.

• understand that language and culture are closely connected, for example: (ACLFRU018)

  – understanding that learning and using French involves becoming familiar with different ways of communicating, eg kissing instead of hugging, making different facial expressions such as winking

  – exploring the range of languages and cultures at school and in the local community, including local Aboriginal languages and cultures

  – understanding that there are many different languages spoken in the world by many different communities, and that most people in the world speak more than one language

• identify what may look or feel similar or different to their own language and culture when interacting in French, for example: (ACLFRC010)

  – reflecting on what sounds, looks or feels similar or different to their own language and culture when interacting in French, such as animal sounds, eg what what, an exclamation when someone is hurt, eg aïe, enjoying the taste of food, eg miam miam

  – comparing gestures used to convey different messages, eg pointing to your eye and saying Mon oeil! if you think someone is lying

  – comparing ways of thinking and behaving in similar contexts, eg eating etiquette, such as putting your hands on the table next to your plate
**Content for students with prior learning and/or experience**

Students:

- reflect on the role of French language and culture in their own lives, for example:
  - recognising that French is an important world language, spoken in many countries in the world apart from France, and exploring ways in which different French-speaking communities and countries express their culture through music, dance, traditional stories, food, games and celebrations, eg in France, Mauritius, Canada or Africa
  - exploring the different languages used by peers in their class, eg by creating a language map with greetings in each language represented in the class
  - discussing the role of French language and culture in their own lives, eg a book, film, song, clothes, food, cultural event, travel to French-speaking countries
  - celebrating peers’ birthdays in French, by singing *Joyeux anniversaire*
Content for Stage 2

Communicating

Interacting

Outcome

A student:
› interacts with others to share information and participate in classroom activities in French

LFR2-1C

Content

Students:
• interact with teacher and peers in guided exchanges, for example: (ACLFRC019) φ
  – introducing self to class, using formal spoken language, eg *Je m'appelle Grace.*
  – exchanging greetings in different contexts, eg *Bonjour, Madame Patou. Comment allez-vous?*
    *À plus tard!* φ
  – offering wishes for particular occasions, situations or times of day, eg *Bonne nuit, Papa! Bon anniversaire, Hafiz!* φ
  – asking and naming the days of the week according to a class calendar, eg *Aujourd'hui, c'est vendredi? Non, c'est jeudi.* φ
  – describing the weather, eg *C'est l'hiver. Il fait très froid.* φ
  – exchanging information about self, family, friends or interests, using simple statements and cohesive devices, eg *et, mais* or *ou* φ
  – using appropriate gestures or other nonverbal language, eg looking people in the eye, shrugging, thumb/fingers gesture for *l'argent* φ

• participate in activities with teacher support that involve following instructions and interacting with peers, for example: (ACLFRC020, ACLFRC021) φ
  – responding to teacher instructions and participating in classroom routines, eg taking the roll, naming the months and days of the week, and describing the weather φ
  – collaborating with peers in tasks such as designing a poster for a specific event, or creating a menu or picture book, making decisions about content, vocabulary and design, eg *Ceci ou cela? Qu'est-ce que tu préfères? Ici ou là? Petit ou grand?* φ
  – swapping or borrowing from each other's language resources such as word lists, to complete shared learning tasks, such as building an action wall or making adjective-snake sentences, eg *Le chien est petit, noir, fatigué, triste. Maman est grande, mince, belle, gentille.* φ
  – creating and displaying classroom rules and routines, deciding on priorities, eg *le respect, la politesse* and *la coopération* φ
Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to share information, experiences and feelings, for example: ♫ ‏
  - participating in shared blogs, exchanging information with peers from a buddy school, eg Je me présente, je m'appelle Eloïse. Je suis australienne mais mes parents sont français. On parle français à la maison, mais avec mes frères et soeurs, je parle en anglais parce que c’est plus facile pour moi. ♫ ‏
  - seeking feedback from peers and reflecting on work, eg artwork, multimodal texts, oral presentations, speeches, using expressions such as Vous aimez bien ...? Je pense que c’est ... ♫ ‏
  - interacting with others to invite, congratulate or thank someone via an email, a letter or a text message, eg Je vous invite à fêter mon anniversaire jeudi au parc après l’école. ♫ ‏
  - discussing and sharing information about an event in the past such as a holiday or weekend activity, eg J’ai passé de superbes vacances en Tasmanie. On a visité le Mona à Hobart, c’était vraiment chouette! ♫ ‏

- participate in classroom activities and collaborative tasks that involve planning or simple transactions, for example: ♫ ‏
  - following instructions for a craft activity, eg Prenez les ciseaux! Pliez la feuille! ♫ ‏
  - leading group/pair language activities, games and sports, eg playing a game Le jeu des sept familles ♫ ‏
  - collaborating to plan and present a cultural item, eg celebrating a festive occasion by performing a song or dance for the school community ♫ ‏
  - collaborating with peers to produce a publicity flyer for an upcoming cultural or sporting event, using digital media ♫ ‏
  - participating in a group activity involving a simulated scenario, eg buying food or goods or ordering a meal, and making requests, eg Je voudrais ... S’il vous plaît, vous avez ...? ♫ ‏
  - collaborating with peers to create an article in multimodal format for the school website or newsletter about a particular cultural event, class activity, or French recipe eg la recette des crêpes pour la Chandeleur ♫ ‏
  - negotiating details in a transaction such as preferred size, quantity or price, and concluding the transaction with payment, eg Je préfère la taille 8, s’il vous plaît. ♫ ‏
Communicating

Accessing and Responding

Outcomes

A student:
› locates and classifies information in texts LFR2-2C
› responds to texts in a variety of ways LFR2-3C

Content

Students:
- obtain specific information from texts, for example: (ACLFRC022, ACLFRC024) 📚
  - viewing, listening or reading a simple text to locate key points of information and known phrases 📚
  - collecting information online and in print about different animal species, eg *les insectes, les animaux domestiques/sauvages*, and creating a display with names and appropriate adjectives, eg *la fourmi – minuscule, le lion – féroce* 📚
  - listening to a short spoken text with some unfamiliar language, identifying points of information, eg 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, eg *l'emploi du temps, la lecture, l'orthographe, le vocabulaire, les mathématiques* and comparing with own daily schedule 📚
  - finding French words or phrases at home or in the community, eg French words used in an English language advertisement, shop sign, recipe book or menu, to create a digital database or display for the classroom 📚
  - collating and using favourite exclamations, words or expressions from different imaginative and expressive texts, eg *Terrible! Ça y est! Pas vrai!* 📚
  - viewing excerpts from an imaginative text such as *Ratatouille*, listening for key words and phrases, picking up cultural cues, and choosing vocabulary to describe key characters, eg *Rémi: un rat, gastronome, chef, intelligent; Emile: un rat, le frère, gros, gourmand; Linguini: jeune homme, timide, maladroit, bête* 📚
  - matching pictures and captions to simple narratives, eg comics 📚

- respond to texts using graphic, visual and digital supports, in English or French, using simple statements, for example: (ACLFRC024) 📚
  - reporting the findings of a survey on families, pets, likes and dislikes, sports or other activities, and using picture or column graphs to display results 📚
  - responding to a story, song or cartoon, such as *Samsam or Titou*, by interacting with characters, eg writing invitations, paying simple compliments, or preparing questions for an interview 📚
  - reading a simple narrative 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, eg *Je suis contente quand …. J'ai peur de …* 📚
  - selecting simple descriptive statements to caption their own drawing of a character encountered in a story written in French, eg *Il est grand et gentil.* 📚
Stage 2

- listening to a simple weather report and creating a journal or chart using graphics or annotating a map with the icons for weather as well as minimum/maximum temperatures.

**Content for students with prior learning and/or experience**

Students:

- locate and organise information from spoken, written, digital and visual texts, for example:
  - recognising character traits or behaviours in a text, eg a children’s story that reflects French culture and traditions.
  - surveying peers or members of the community on a topic of interest, and representing the findings graphically, in a spoken text such as a news report or in writing, eg in an article for the school newsletter or an online blog.
  - reordering and annotating visual representations of a process, eg following a recipe or conducting an experiment.
  - collecting information online or using videos such as a news report in French about unique Australian animals and their habitats, and creating an informative brochure for French-speaking visitors to Australia.
  - reading or viewing an authentic print or digital text, eg advertisement, catalogue, menu or packaging, to locate familiar vocabulary and visuals, and categorising information by type, shape, function, colour, target audience or capacity for recycling, taking note of any cultural particularities in the features of the text.
  - identifying key features such as format, pictures, key words and title, to assist in determining the structure and purpose of a text, eg in a procedural text or a blog entry.

- respond in English or French to texts, using spoken, written and digital modes, and models, for example:
  - listening to a report of an event, eg a festival or family celebration, and using a timeline to sequence elements.
  - sequencing elements of cartoons, comics or simple narratives, eg by creating a storyboard using pictures and captions.
  - giving a short presentation to convey information gathered from multiple sources, eg investigating a cultural ceremony particular to a French-speaking community, by interviewing or listening to interviews with community members, reading or listening to information in books or on websites.
  - reading a picture book and writing or video-recording a book review to be shared with potential readers of the book, using modelled language, eg *Je vous recommande ce livre parce que l’histoire est très intéressante. Il s’agit de …*.
  - conducting a survey or interviewing French-speaking people either online or in person, eg *Vous aimeriez/connaîtrez l’Australie? Pourquoi êtes-vous venu/voulez-vous venir en Australie? Qu’est-ce que vous connaissez sur l’histoire de l’Australie? Que trouvez-vous intéressant sur les Australiens?* and using graphs and charts to display or present results to the class.

French K–10 Syllabus 59
Communicating

Composing

Outcome

A student:

› composes texts in French using modelled language LFR2-4C

Content

Students:

• compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLFRC023, ACLFRC025) 🌟
  – creating a simple oral text describing themselves, their interests, friends or family, using visual supports or objects and simple descriptive language, eg c'est mon cousin/ma sœur/ma grand-mère/mon copain. Il est chinois/espagnol/australien. 🌟
  – presenting information about an event or a topic of possible interest to French children of their own age, eg les fêtes d'anniversaire, les vacances or les copains, using multimodal resources and realia to support meaning 🌟
  – creating a short imaginative text designed to entertain peers, such as a fantasy story featuring imaginary creatures with names created out of two or more real animal names, eg le lapinat (lapin + rat), les moutaches (mouton + vache) 🌟
  – producing and presenting a picture/digital book or a scripted play or animation that uses favourite French words and expressions to build rhythm or rhyme 🌟
  – creating a class profile, chart or database about peers' likes, dislikes and interests, eg les sports préférés, les choix de plats 🌟

• create bilingual texts for the classroom, such as descriptions and signs, for example: (ACLFRC027) 🌟
  – creating simple activities that involve alternating or combining repeated words or phrases in French and English, eg verbs, question words or months of the year 🌟
  – creating a bilingual picture dictionary, using colour-coded captions to identify words that are identical, similar or different 🌟
  – creating captions for images in a simple bilingual story book modelled on texts, eg Oops! and Oh la la! À la plage, Vive l'école! 🌟
  – alternating between French and English versions of games, eg un ... deux ... trois ... soleil, What's the time, Mr Wolf? or Caillou, papier, ciseaux 🌟
  – creating a bilingual text for the classroom or school community, eg poster, library display or online newsletter item, and discussing how to represent meaning for different audiences 🌟
  – composing a bilingual profile to be shared in an online forum, eg a class website 🌟
Content for students with prior learning and/or experience

Students:

- compose texts using formulaic expressions, modelled language and visual supports, for example:
  - composing and illustrating simple narratives about a day in the life of an imaginary person, animal or fictional character, using digital media to share with French-speaking peers, using language, sound and images to achieve particular effects
  - plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers/viewers/listeners? How can I sequence my story to engage the reader/viewer/listener?
  - creating a class book or digital display about topics they have been studying in French and/or other curriculum areas, e.g. les animaux sauvages, au zoo, dans la nature
  - composing a different ending to a familiar story
  - choosing, with local Aboriginal community guidance, an Aboriginal story to explain to a French-speaking audience
  - creating and performing alternative versions of a story or action song, using voice, rhythm and gestures to animate characters, or using support materials, e.g. drawings or story maps to create visual context

- create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example:
  - creating a bilingual school map and bilingual signs for French-speaking visitors as well as French learners
  - composing a bilingual invitation for community members to attend a school event
  - creating a digital picture dictionary, including sound for pronunciation, to be used by other learners of French in the school community
  - creating an informative brochure in French and English, including visuals, about recycling in the school, for the school community
Understanding

Systems of Language

Outcomes

A student:
› recognises pronunciation and intonation patterns of French LFR2-5U
› demonstrates understanding of elements of French grammar in familiar language patterns LFR2-6U
› demonstrates an awareness of how familiar texts are structured LFR2-7U

Content

Students:
- reproduce pronunciation and intonation and recognise sound–writing relationships, for example:
  (ACLFRU030)
  - creating an alphabet bank, collecting words that begin with each letter, eg *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’, eg *vous, jour; ‘oi’, eg *toi, voiture; ‘on’, eg *bonbon, mon; ‘ai’, eg *aimer, j’ai; ‘ain’, eg *train, demain; ‘eau’, eg *château, beau*
  - recognising differences in pronunciation of word endings shared with English such as ‘-tion’ and ‘-ent’, eg *attention, situation, commencement, accident*
  - understanding that some letters blend to make single sounds, such as *-ille, -eau or -qu*, final consonants in French words are usually silent, eg *le rat, le tapis, vert, chez*, with exceptions such as *chic, actif*
  - creating a sound dictionary, organised according to common spellings for particular sounds, such as ‘ou’, eg *vous, jour; ‘oi’, eg *toi, voiture; ‘on’, eg *bonbon, mon; ‘ai’, eg *aimer, j’ai; ‘ain’, eg *train, demain and ‘eau’, eg *château, beau*
  - recognising that certain French characters, accented vowels and combinations of letters produce the same sounds in French, eg *‘-é’, ‘-ez’, and ‘-er’ or ‘ç’ and ‘ss’*

- understand and identify elements of basic grammar and sentence structure, for example:
  (ACLFRU031)
  - understanding grammatical concepts such as noun, verb and adjective
  - developing metalanguage in French, using terms such as *le verbe, l’adjectif, l’adverbe, la conjonction and le vocabulaire*
  - recognising the relationship between subject pronouns and verb endings, such as using *je/tu/il/elle with the present tense of verbs, eg *il chante bien. Je suis fatigué. Tu aimes le yaourt. Elle est en classe. Elle est en classe.*
  - expressing negation in simple sentence structures and colloquial expressions, eg *Je ne sais pas. Elle ne mange pas. Tu ne viens pas? Pas du tout!*
  - understanding the difference between definite and indefinite articles, eg *J’aime la glace. J’achète un livre. Une vache énorme. Le climat français.*
  - understanding the function of verb moods, recognising how to use statements, simple questions and commands, eg *Tu peux commencer. Je peux commencer? Commence!*  
  - using an increasing range of adjectives, eg *bizarre, magnifique, formidable*, including gender forms, eg *blanc/blanche, gros/grosse*
recognise that French and English borrow words and expressions from each other and other languages, for example: (ACLFRU034) 
- collating French words used in English, eg le restaurant, le café, le chauffeur, le ballet, le croissant, and comparing how they are pronounced by French and English speakers
- considering how different people communicate, eg younger or older people, girls and boys, and how new words and expressions are continually being invented or borrowed from other languages
- identifying English words used by French speakers, eg le coach, le blog, l’Internet, le football, le corner, le burger, le jean, and considering whether they are the same kinds of words as those borrowed from French into English

recognise that French is an important global language used by communities in many countries of the world, for example: (ACLFRU035) 
- understanding that French is spoken in many regions of the world, eg le Québec, le Sénégal, le Maroc, la Suisse, 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, such as English, French, Italian and Spanish, eg 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, eg food, dining, fashion

identify particular language features and textual conventions in familiar texts, for example: (ACLFRU032) 
- recognising features of familiar genres of a French text, eg picture book, digital book or game, video clip or song
- applying features of a familiar type of text such as a greeting, request, weather report or recipe through activities such as ‘genre-swapping’, eg a greeting that sounds like an announcement (Attention, Madame, comment allez vous!) or a weather report that reads like a recipe (Un litre de pluie, six nuages)
- recognising how different textual elements combine to make meaning, eg the images, font and script of a webpage, the layout, title and illustrations in a picture book, the highlighting of names, dates and times on an invitation, and creating and collating templates to store as learning resources
- exploring features of a simple spoken or written text in French, such as a verbal greeting or a written postcard, eg noting the sequencing of the message, terms of address and ways of signing off, and making comparisons with similar texts in English
Content for students with prior learning and/or experience

Students:

- understand the intonation and phrasing patterns of spoken French, for example: 🎧
  - understanding how to make appropriate pauses in a sentence, dividing the sentence into cohesive phrases that would represent commas or full points in writing 🎧
  - recognising the importance of pauses in speech to allow for turn-taking in conversations 🎧
  - identifying and applying intonation when asking questions or expressing surprise, eg Vraiment? Ah bon? Super! 🎧

- develop knowledge of grammatical elements to describe actions, people and objects, for example: 🎧
  - expressing frequency, eg Je vais souvent au parc. On mange tous les jours. 🎧
  - recognising that there are multiple ways to structure a sentence, eg Je vais déjeuner, puis je vais à la plage. Je vais à la plage après le déjeuner. 🎧
  - elaborating ideas in sentences, including time, place and manner, eg Samedi, je vais au parc à vélo. 🎧
  - linking ideas using connectives, eg Nous jouons au foot mais les filles jouent au basket. 🎧
  - sequencing events, eg D'abord, on a mangé, puis, nous avons travaillé et finalement maman est venue nous chercher. 🎧
  - expressing thoughts and feelings, eg Je me sens un peu triste aujourd'hui. 🎧
Understanding

The Role of Language and Culture

Outcome

A student:
› recognises how terms and expressions reflect aspects of culture LFR2-8U

Content

Students:
• understand that French changes according to the context of use and reflects different relationships, for example: (ACLFRU033)
  – recognising differences in ways in which both French and English speakers communicate with different people, eg with young children, unfamiliar adults or elderly people
  – recognising that there are variations in French language use in different countries and regions, involving different accents, dialects and vocabulary, eg un pain au chocolat/une chocolatine in the south-west of France
  – reflecting on how they communicate with their own family and friends and with people less close to them, recognising differences in language use and communicative behaviours
  – understanding how changes in voice and body language can change the meaning of words, eg Tu aimes les épinards? (asking a simple question) versus Tu aimes les épinards! (expressing surprise, disbelief), C’est mon petit frère. (making a statement) versus C’est mon petit frère! (expressing pride)
  – exploring the use of colloquial French, such as shortened noun forms, eg le resto, le frigo, le foot, le prof, making comparisons with their own use of Australian English abbreviations, eg ‘brekkie’ and ‘arvo’, and considering when or how they are used
• make connections between cultural practices and language use, such as culture-specific terms and expressions in French or English, for example: (ACLFRU036)
  – understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, eg the importance of respect for older people is reflected in terms of address in French, and French terms of affection used with children often relate to either food or animals, eg mon petit chou, mon lapin
  – identifying culture-specific terms and phrases, eg ‘mate’ in Australian English, mon pote in French, and ‘sista’, ‘brutha’, ‘bro’, ‘cuz’, ‘Aunty’ and ‘Uncle’ in Aboriginal English, and sharing insights into why particular cultures value certain language
  – identifying cultural symbols such as art forms, flags, national dishes/foods or sporting emblems associated with different francophone countries and regions, eg le drapeau Tricolore in France, le Fleurdelisé in Quebec in Canada, le Kanak in New Caledonia
  – identifying and exploring different Australian cultural expressions and symbols, eg national flags, sporting logos, Aboriginal and Torres Strait Islander arts and national celebrations
  – exploring how and why some languages have more words related to particular things than other languages do, such as Australian–English words associated with surfing, eg bomb, barrel, tube, snaking, or French words for different kinds of breads and cakes, eg une baguette, une ficelle, un mille-feuille
Stage 2

- understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLFRC028, ACLFRC029) 
  - identifying elements of French language that feel most different to their own usual ways, including pronunciation of some sounds, gestures, eg *la bise*, or facial expressions, and describing to each other what they are confident about saying in French, what they feel unsure of and what they most enjoy
  - discussing how it feels to use a different language
  - recognising 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 membership of family, friendship groups and communities, eg *ma famille*, *mon équipe*, *ma classe*
  - reflecting on the experience of becoming bilingual or plurilingual, considering what advantages this brings and whether it has an impact on identity

**Content for students with prior learning and/or experience**

Students:

- reflect on their experiences when interacting in French and English-speaking contexts, identifying differences in language use and behaviours, for example:
  - identifying and discussing phrases and expressions used only in French or in English, eg ‘chalk and cheese’, and understanding cultural contexts in which they are used, eg *au pif*, *passer du coq à l’âne*
  - identifying ways in which their French identity is reflected in their daily life and interests, eg belonging to a sporting or hobby group or attending a community school
  - considering their linguistic skills and cultural knowledge and understanding in French and English-speaking contexts, and how these contribute to their overall sense of identity
  - participating in cultural events, eg watching a France–Australia rugby match, performing a French song to the school community, participating in NAIDOC events/ceremonies or celebrating Anzac Day and reflecting on their own reactions
Content for Stage 3

Communicating

Interacting

Outcome

A student:
› uses French to interact with others to exchange information and opinions, and to participate in classroom activities LFR3-1C

Content

Students:
• initiate interactions and exchange information with teacher and peers, for example: (ACLFRC037)
  - 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, eg Ah oui? C'est vrai? C'est intéressant. Dis-moi ...
  - comparing routines, interests and favourite activities, using language associated with time, sequence and location, eg J'arrive à l'école à 8h 30. Le samedi, je fais du cheval. Le soir, je fais mes devoirs et je joue aux jeux vidéos.
  - exchanging an email, letter or text message to determine similarities or similar interests, eg Tu as un correspondant? Tu aimes le foot? Moi aussi! Moi aussi!
  - apologising and expressing concern or sympathy to teachers or peers, eg Pardon! Excuse-moi. Je suis désolé. Fais bien attention! Mon pauvre!
  - exchanging simple correspondence such as a seasonal greeting card, in print or digital form, using modelled language, eg Joyeux Noël, Meilleurs vœux! Bonne Année! Bon anniversaire!
  - participating in a shared blog, online forum to exchange information with other French-speaking students, eg Bonjour, je m'appelle Paul et j'habite en Australie. J'adore le français et je fais beaucoup de sport.
  - collaborating with peers when completing an individual or group activity, eg C'est juste?
  - checking on progress during a learning task or activity, using comments and questions, eg C'est fini? Pas encore, bientôt ..., Tu comprends, toi?
  - creating a display, presentation or performance for family, friends or the school community to showcase their progress in learning and using French
  - planning and organising an activity such as an outing or performance, using expressions related to place, time and numbers, eg Quelle date? Où? Quand? À quelle heure? Combien de ...?
  - designing and completing a collaborative project, eg 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 terms and expressions such as devant, à côté de, 500 mètres, trois étages
Content for students with prior learning and/or experience

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example:
  - initiating interactions in the classroom, eg leading the class in routines such as opening and closing lessons, taking the roll, writing important class announcements and reminders on the board, using expressions such as Bonjour, tout le monde, on va faire l’appel. Tout le monde regarde l’information au tableau s’il vous plaît.
  - maintaining contact with peers by recording an event in everyday life using technology, such as keeping a weekly journal or blog, recording highlights of school or home life or leisure activities, eg Aujourd’hui, j’ai passé une bonne journée à l’école. J’ai bien joué avec mes copains et nous avons gagné le match de foot à la récré.
  - recounting an experience with own family and friends during class news time and creating a set of comprehension questions for peers, eg Avec ma famille, j’ai fait une promenade samedi. Nous avons vu beaucoup de plantes et d’animaux australiens. Vous voulez deviner les noms de certains animaux?
  - sharing information and opinions with peers in class and in online communities about aspects of their lives, such as being a member of the French-speaking community in Australia, eg Mes copains de classe sont toujours impressionnés quand ils m’entendent parler français avec ma mère. Je ne me sens pas à l’aise des fois, mais je suis content d’être bilingue.
  - exchanging a text message, email or letter, using appropriate formats and appropriate terms to address the recipient, eg Cher Monsieur … (formal), Salut, Laure … (informal)
  - engaging others in conversation and inviting responses on issues, such as favourite sporting teams or players, favourite pop groups or books, eg Le match/concert était trop bien samedi. Tu l’as vu?

- collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, for example:
  - planning and organising a performance item for school assembly, by contributing language and cultural knowledge to class discussion, and creating a script for the performance, eg Levez-vous pour chanter ensemble l’hymne national.
  - allocating roles and or ganising class or school activities such as an appeal or fundraiser, creating timelines, schedules or programs and preparing the invitations for visitors, eg Moi, je fais ça et toi tu prepares ça.
  - checking on progress during learning tasks or activities, using comments and questions, eg C’est fini? Pas encore, bientôt, tu comprends, toi?
  - assisting in organising and hosting French-speaking visitors to the school, eg composing the speech of welcome, developing a list of questions that could be asked, showing the visitors around the school.
  - researching and arranging a visit by a French-speaking expert, eg a chef pâtissier, a musician from a French-speaking country, to share knowledge with the class, younger students, and/or to promote French learning in the school.
  - sharing and posting individual and group suggestions for a school event or proposal for an excursion, eg Regarder un film français au cinéma ou mettre en place un marché aux puces a l’école.
  - presenting the results of a group investigation, eg Il y a 5 personnes d’origine étrangère dans notre classe. Il y a 108 personnes qui parlent au moins une autre langue dans notre école.
Communicating

Accessing and Responding

Outcomes

A student:
› obtains and processes information in texts, using contextual and other clues LFR3-2C
› responds to texts using different formats LFR3-3C

Content

Students:
• obtain and organise specific information from texts, for example: (ACLFRC040) 📚✔️
  – viewing video clips of social interactions, and identifying and recording known words and expressions, eg exchanges between teacher and students, or customers and shop assistants 📚✔️
  – extracting points of information from sources, such as a website, book or magazine on social and environmental issues, eg le recyclage or la conservation de l’eau, and recording key phrases and vocabulary for use in group projects ➡️✔️
  – conducting surveys with peers or family members to report on social behaviours such as preferred modes of communication, eg le téléphone, l’email, les conversations face à face, les textos 📚✔️
  – drawing from a range of informative texts, such as a video, book or website to collate and compare information on topics, such as family life, housing or schooling in different cultural contexts, eg la campagne, les villes, les appartements 📚✔️
  – obtaining information from simple informative texts, eg advertisement, video clip or features in a teen magazine, to share impressions of the lifestyles of young French speakers in different contexts 📚✔️
  – reading a text with visuals, eg une bande dessinée, and identifying situations when formal and informal language are used 📚
  – identifying specific information in texts, such as listening to a weather forecast, identifying the names of familiar cities, eg Paris, Montréal, Bruxelles and recording the weather conditions and temperature 📚
  – recording details of a procedure, eg identifying the name of a recipe and the main ingredients for a dish by viewing a cooking show from a French-speaking country 📚

• respond in English or French to texts, using a range of formats, for example: (ACLFRC042) 📚
  – responding to an email in French from a new friend 📚
  – creating a storyboard to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, eg la peur, le bonheur, l’étonnement 📚
  – comparing favourite characters in a play, story or cartoon, listing words or expressions associated with their role or personality, eg timide, gros, géant, minuscule, rigolo, belle and explaining how they relate to the characters 📚
  – introducing a character from a story, cartoon or television series, using narrative or graphic modes of presentation 📚
– responding to questions about a character, event or effect in different types of imaginative texts, such as a puppet show, story or film, using modelled language to express reactions, eg *C’est triste. J’ai peur. Elle est folle!* 
– researching a local city or popular tourist site and presenting the information in a poster using text, pictures, maps or data
– using information gathered from a podcast of a weather forecast to present a short talk, eg the weather in Luxembourg

**Content for students with prior learning and/or experience**

**Students:**

- locate and classify information from a range of spoken, written, digital and visual texts, for example:
  - investigating aspects of life in French-speaking communities overseas, eg web-chatting with relatives overseas to find out more about their own family origins, history or circumstances
  - extracting key points from a magazine, school newsletter or digital text on topics, eg healthy eating, school lunches, home or school routines
  - summarising a demonstrated procedure, eg a cookery demonstration or a science experiment
  - identifying and selecting visual sources and comparing and contrasting different perspectives on issues, eg how children in different French-speaking countries describe their school experience
  - reading children’s literature, eg fables and traditional stories, and exploring values in morality tales

- respond in English or French to ideas and information, using a range of formats for different audiences, for example:
  - responding to spoken, written or digital narratives, eg folktales or films that evoke positive or negative emotions, by connecting these with their own experiences and expressing their feelings in their journals, using emotive language, eg *J’ai eu peur pendant ce film! Moi j’ai pleuré*. *Nous avons bien rigolé vers la fin.*
  - researching information and presenting findings in summary form in a class display, comparing the cultures of French-speaking and other communities, including Aboriginal and/or Torres Strait Islander communities
  - retelling and explaining in an oral presentation to an English-speaking audience aspects of a story or folktale from a French-speaking country
  - researching interesting local places, history or famous people and creating a video clip or interactive book to share in French with peers overseas
  - giving an oral presentation on a researched topic of interest for a group of French-speaking parents, eg endangered animals in Australia, an aspect of Australian history, or Australian bushrangers
  - retelling a story read aloud by the teacher in French and sequencing actions using, eg *puis*, or explaining cause and action using, eg *puisque*
Communicating

Composing

Outcome

A student:
› composes texts in French using a series of sentences LFR3-4C

Content

Students:

• compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, for example: (ACLFRC041, ACLFRC043)
  – designing and presenting a commercial for a new or existing technology product
  – creating a webpage such as a blog for a contact group of French students, posting information on own interests and experiences, eg 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, eg a flyer, newsletter, advertisement or brochure
  – composing a procedural text, eg a list of instructions to make a pense-bête
  – creating a video to present information or ideas to a particular audience, eg 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
  – adapting a French children’s story, song or cartoon to suit particular audiences, eg scripting, rehearsing and performing a puppet show version of Pirouette Cacahuète or a children’s song
  – producing a short film as a class on a topic of interest
• create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLFRC045)
  – creating a bilingual text for the classroom or school community, eg an invitation to attend a class or school assembly performance, or a poster advertising a significant school event
  – creating parallel lists of informal French and English expressions for everyday interactions with friends and family, eg À tout à l’heure! Génial! Salut, ça va! Amuse-toi bien! Bisous!
  – using bilingual dictionaries and electronic translation tools to compose a bilingual text, eg captions, a menu or school timetable, comparing results and discussing difficulties associated with translation
  – constructing and maintaining a bilingual webpage or an interactive e-book in collaboration with a buddy school or contact group of young English learners in a French-speaking community
  – creating a bilingual text for younger readers based on models, eg Oops et Oh la la, involving one English-speaking and one French-speaking character and incorporating instances of possible intercultural miscommunication
  – creating a game with instructions in English and French for younger French learners
Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts for a variety of purposes and audiences, for example:
  - preparing a monthly article or report on class activities and excursions for a French class or school newsletter
  - composing the profile of a French-speaking or Australian historical figure
  - writing a blog for online communication modules, to be shared with the class or buddy school
  - creating a digital presentation with accompanying narration about a trip to a French-speaking country, incorporating photos and videos taken at different tourist sites, for the class or school community
  - creating and performing a short skit or play to retell or reconceptualise a classic story from a French-speaking country or a famous story from another culture
  - recounting an imaginary encounter with a famous person
  - creating a narrative to describe an imagined experience, eg a trip to a French-speaking country, including a visit to a homestay family or an experience of a French-speaking student visiting Australia
  - writing up observations of a scientific experiment

- create bilingual texts and resources for their own language learning and the school community, for example:
  - creating shared bilingual learning resources, eg print or digital word banks, or glossaries of French and English expressions used in formal and informal everyday interactions
  - composing bilingual texts, eg captions, a menu, poster or invitation, by adding English translation to an authentic text, to introduce aspects of the culture of a French-speaking community to younger French learners
  - producing a French version of the school canteen menu
  - creating a school information pack in English and French that can be used by student visitors from a French-speaking country
  - translating a simple French text into English and explaining to the class what difficulties were experienced in conveying certain words or concepts
Understanding Systems of Language

Outcomes

A student:
› applies key features of French pronunciation and intonation LFR3-5U
› demonstrates understanding of French grammatical structures LFR3-6U
› recognises how texts and language use vary according to context and purpose LFR3-7U

Content

Students:
• reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning, for example: (ACLFRU048) 📈
  – recognising and using liaisons when appropriate, eg les élèves, les petits enfants, joyeux anniversaire 📈
  – understanding that the letter ‘h’ is never pronounced and is referred to as a silent letter, eg l’hôtel, l’herbe, heureux, habiter, l’hôpital 📈
  – understanding that the aigu -é at the end of a word is pronounced, unlike -e without an accent, eg le passé, je passe, le soufflé, je souffle, and that other accents also change the sound of a letter, such as the cédille ‘ç’ softens the c sound, eg le garçon, la façon, le français 📈
  – recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, eg J’ai eu très, très peur! 📈
  – applying phonic and grammatical knowledge to spelling and writing unfamiliar words, eg letter combinations such as -eau, -eur or -ette, and words involving two or more distinct vowel sounds, such as le bateau, l’aspirateur, la baguette 📈

• recognise the systematic nature of French grammar rules, for example: (ACLFRC049) 📈
  – understanding different question words, eg qui, comment, pourquoi, qu’est ce que, quand 📈
  – building a metalanguage to talk about grammar, using terms such as ‘tenses’ and ‘personal pronouns’, and identifying language elements and discussing 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, eg Il était une fois … C’était … 📈
  – using the indicative plus the infinitive, eg J’aime jouer au tennis. And le futur proche, Je vais partir. 📈
  – becoming familiar with le passé composé, eg J’ai mangé trois biscuits. Elle a dormi sous les étoiles. 📈
  – playing games such as ‘matching pairs’ to reinforce grammatical rules, such as pairing nouns and subject pronouns, eg Jean travaille. Il travaille. Marianne aime le fromage. Elle aime le fromage. Or a subject with a conjugated verb, eg Nous parlons. Tu manges. 📈
  – using a range of nouns, including more unusual plural forms, eg les bureaux, les choux-fleurs, mes grands-parents, more complex adjectives, eg beau, belle, beaux, belles and possessive forms, eg mon, ma, mes, ton, ta, tes 📈
– formulating questions using est-ce que ..., or changed intonation, eg Est-ce que tu as un chien? Tu as un chien?

– becoming familiar with negative constructions, eg Tu ne viens pas ce soir? including the use of de after a negative verb form, eg Je n’ai pas de photos.

– using exclamations to indicate agreement, disagreement, intention or understanding, eg D’accord! Mais non! Bien sûr, voilà!

– recognising a range of adverbs to elaborate or accentuate meaning, eg Il parle si doucement. Moi j’écoute attentivement.

• recognise that the French language is both influenced and in turn influences other languages and cultures, for example: (ACLFRU052)
  – investigating the influence of French language and culture on other languages, by creating a glossary of French words specific to certain areas, eg food or communication/culture
  – understanding that all languages change, are constantly growing and expanding, and many languages are revitalised, eg many international Indigenous languages and Aboriginal and Torres Strait Islander languages, and many international Indigenous languages
  – investigating influences on the French language of major community languages in France such as Arabic, eg le toubib, le bled, kif-kif; Italian, eg le fiasco, bravo, espresso; or Chinese, eg le ginseng, le tai-chi, le litchi

• identify how the features of text organisation vary according to purpose and audience, for example: (ACLFRU050)
  – understanding the significance of features of different text types, eg opening and closing emails, letters or phone conversations, eg Salut, Marie. Chère Clotilde. À bientôt. Allô. À plus
  – describing key features of different types of text, eg a shopping list serves as a reminder to self and consists of items and quantities, eg 6 oranges, 500 g de beurre, whereas a shopping transaction involves interaction and negotiation and more extended language, eg Une baguette, s’il vous plaît, Madame. Et avec ça, jeune homme?
  – recognising and describing key features of a familiar text such as an advertisement, report or letter from sources, eg Astrapi, Le Petit Quotidien and Images Doc, and comparing with similar texts from Australian sources
  – identifying the purpose, context and intended audience of a familiar text, eg a phone message, sports report, takeaway food order
  – recognising differences between spoken and written texts, noting that some types of text, eg emails or text messages combine elements of each
  – recognising differences in interaction styles in familiar French and Australian contexts, eg interactions in classrooms or shops
  – identifying layouts, visual images and grammatical features in an advertisement, bande dessinée, or brochure
  – identifying the purpose and intended audience and context of a familiar text, eg digital, online or face-to-face.
Content for students with prior learning and/or experience

Students:

- apply the French sound system, including variations in tone, stress and phrasing, for example:
  - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive phrases, eg when reading books aloud to the class, using appropriate intonation and expression in an authentic or simulated conversation or during a school assembly conducted in French;
  - understanding how to use emphasis to enhance meaning, eg extending the stress on word ending, eg Ah, la vache! T’es sûr?

- understand and use basic structures and features of French grammar to elaborate on meaning, for example:
  - expanding on ideas using justification words, eg alors, donc, ainsi
  - exploring and beginning to build more complex messages by using forms of cohesion, and finding ways to generalise ideas, eg par exemple, parce que ..., si ..., mais pas seulement, dans l’ensemble
  - recognising grammatical functions of suffixes and prefixes to assist comprehension in reading, eg agréable, désagréable, venir, revenir, cuisine, cuisinier, trembler, tremblement
  - using verb forms, such as modal verbs, eg pouvoir, vouloir, devoir and recognising conditional form, eg pourrait, voudrait, devrait
Understanding

The Role of Language and Culture

Outcome

A student:

› makes connections between cultural practices and language use LFR3-8U

Content

Students:

• understand that French changes according to the context of use and reflects different relationships, for example: (ACLFRU051)
  – observing how language use reflects relationships and respect, such as expressing familiarity with friends by using first names rather than surnames or showing respect for authority figures, eg *Salut, Antoinette. Bonjour, Monsieur Perrin.*
  – explaining why speakers use French differently in different situations, eg in the classroom and in the playground, among different groups, eg young people/older people, and in different relationships, eg close friends or strangers
  – understanding the importance of using appropriate forms of address when interacting with different people, eg 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, eg ‘*G*’ for *j’ai* and ‘*pa*’ for *pas* in text messages, as well as the use of borrowed words from other languages, eg *ciao, cool, super*, hybrid terms, eg *Allez-bye!* or verb contractions in informal spoken language, eg ‘*chais*/sais pas’ for *Je ne sais pas*.
  – considering own and others’ ways of communicating with different people in different contexts, eg addressing teachers and other adults at school and addressing the parents of school friends

• understand that language use is shaped by the values and beliefs of a community, for example: (ACLFRU054)
  – practising formulaic expressions, eg those exchanged before and after meals or when giving or receiving gifts, and reflecting on the experience of using such exchanges, eg *Bon appetit!*
  – reflecting on how different languages and cultures represented in the classroom influence ways of talking about and relating to social and physical environments, eg Aboriginal and Torres Strait Islander traditions in relation to Country/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, eg 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
describe aspects of own identity and reflect on differences between French and own language and culture, considering how this affects intercultural communication, for example: (ACLFRC046, ACLFRC047)

- recognising ways in which French behaviour reflects values, traditions and culture, eg the importance of mealtimes
- observing interactions between French speakers and comparing them with interactions in similar Australian contexts, eg 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, eg 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, eg using polite or gendered forms of language, and explaining why this might be the case for speakers of Australian English
- comparing own ways of using language with those of peers, considering how family and community shape identity and communication, eg using more than one language, celebrating or expressing feelings in various ways
- considering whether learning and using French affects identity either in or out of the classroom

Content for students with prior learning and/or experience

Students:

- reflect on their experiences in French and English-speaking contexts, discussing adjustments made when moving from English to French and vice versa, for example:
  - identifying and comparing cultural images and language used in French and Australian print and media advertising and tourist brochures, considering how and why they are used and what message they convey
  - engaging with French-speaking peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs, and exploring strategies to overcome these
  - discussing language choices required in diverse contexts across languages, eg apologising, congratulating, expressing thanks, declining, rejecting or complaining
  - observing and reflecting on how interacting in French feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific
  - discussing the most challenging aspects of moving from a French-speaking community to Australia
Content for Stage 4

Communicating

Interacting

Outcome

A student:

› uses French to interact with others to exchange information, ideas and opinions, and make plans LFR4-1C

Related Life Skills outcome: LFRLS-1C

Content

Students:

• interact with peers and known adults on topics of interest, for example: (ACLRFC091, ACLRFC093) 
  – exchanging personal details with real or imaginary visiting students from a French-speaking country or a buddy school, eg name, age, birthday, phone number, email address and family members
  – following teacher instructions and participating in class routines by responding to requests, commands and asking for permission, eg Bonjour, la classe. Asseyez-vous! Silence! Ouvrez vos livres à la page 10! Madame, est-ce que je peux/pourrais aller aux toilettes?
  – interacting in French to perform classroom tasks, eg Cliquez sur l’image du château! Choisissez la forme négative, copiez, répondez aux questions!
  – exchanging details and information about an event regarding time, day, place, activity and participants, eg Tu vas au cinéma? Oui/non.
  – discussing aspects of school and social life and responding to each other’s contributions, eg C’est génial! C’est une bonne idée. Ah non, je ne suis pas d’accord.

• engage in collaborative activities that involve planning and making arrangements, for example: (ACLRFC092) 
  – participating in a class activity, eg word, board or electronic game, using set phrases in French
  – participating in a real or imaginary situation such as shopping or ordering in a restaurant, eg C’est combien? Vous désirez? Un café, s’il vous plaît.
  – managing an allocated budget for online shopping, deciding on selected items and explaining choices, eg 3 livres à 15 euros, c’est bon marché et une jupe à 150 euros c’est trop cher
  – issuing, accepting and declining invitations to suit formal or informal contexts, eg tu es libre samedi prochain? Tu veux aller au/à la/aux à l’…, Je t’invite. Je ne suis pas libre. C’est possible dimanche? J’ai grand plaisir à vous inviter.
  – using online learning tools to create a rap song about greetings, days of the week or numbers
Content for students with prior learning and/or experience

Students:

- interact with peers and known adults on a range of topics and experiences, for example:
  (ACLFRC055, ACLFRC057)
  - engaging in face-to-face or online discussions with peers and other French-speaking contacts about shared interests and experiences, eg le sport, bien manger, la musique
  - initiating and extending conversations and discussion, such as by using connectives, eg puis, et après, ensuite and alors que
  - making comparisons between their own daily routine and that of peers, family and students in French-speaking countries
  - explaining or justifying a position using simple and compound sentences in an argument, eg D’abord … et puis … en plus … finalement, ce qui est intéressant c’est que …, ce que je trouve …
  - recounting experiences, eg holidays, special events or celebrations, through email or face-to-face conversations
  - using the appropriate register when exchanging greetings, introductions, apologies or health enquiries, eg Salut, mon pote! Ça roule? Bonjour, Mademoiselle Charpent. Comment allez-vous? Enchanté! Excusez-moi, Monsieur, vous vous appelez comment? Pierre, à tout de suite!
  - discussing aspects of school, home and social life using descriptive and expressive language, eg Ma sœur m’ennuie parce que …, C’est bien/dur d’être ado car …, ce que je déteste, j’adore, c’est la musique/l’informatique/les maths, s’il faut redoubler…

- engage in collaborative activities that involve planning, making decisions and negotiating, for example:
  (ACLFRC056)
  - participating in a class activity, eg word, board or digital games, using phrases such as, je le sais, c’est à moi, Madame/Monsieur, je connais la réponse
  - asking, giving and following directions to real or virtual locations, using electronic information devices, apps, street maps or directories and using appropriate language, eg Continuez jusqu’à … Prenez le métro jusqu’au Musée du Louvre … Prenez la troisième rue à gauche … en face de …
  - preparing a tour route and a French commentary directing the tourists’ attention to the main attractions of a town of choice, eg Voici le musée Lamartine qui a été fondé en …
  - planning and participating in learning experiences that combine linguistic and cultural elements, eg an excursion to a French restaurant, exhibition, festival or performance, rehearsing language forms, structures, vocabulary and behaviours, eg l’entrée, le plat principal, le fromage, le dessert, comme boisson … l’addition, s’il vous plaît
  - planning and running a class vide-grenier or marché aux puces, preparing labels and flyers, rehearsing language for negotiating, buying, swapping and bargaining, eg Vente flash! un très bon prix, un prix cassé, bon marché, cher
  - making arrangements to cater for an event, eg des baguettes, des fromages, de l’eau minérale, des saucisses, du pâté, calculating quantities and prices, eg trois douzaines de …, 40 litres de …
Content for students with a background in French

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: 🇫🇷 🇦🇺 🇯🇵
  - talking with French-speaking people either in Australia or overseas using different forms of telecommunication to talk about their life in Australia 🇫🇷 🇦🇺 🇯🇵
  - comparing and contrasting French and Australian food and dining experiences 🇫🇷 🇦🇺 🇯🇵
  - giving a presentation on the differences of young people from different parts of le monde francophone, eg housing or environment 🇫🇷 🇦🇺 🇯🇵
  - presenting a speech on the differences between the French education system and the Australian system, eg l’année scolaire, les grandes écoles, le carnet scolaire, le port d’uniforme, les écoles privées, le carnet de vacances 🇫🇷 🇦🇺 🇯🇵
  - creating a new program of activités sportives et culturelles for the Centre de Loisirs in an imaginary French town or suburb 🇫🇷 🇦🇺 🇯🇵
  - communicating in a face-to-face or online discussion and debate with peers and French-speaking contacts about social and environmental issues, eg l’influence de la musique, l’environnement digital or le recyclage 🇫🇷 🇦🇺 🇯🇵

- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: 🇫🇷 🇦🇺 🇯🇵
  - planning or participating in events relating to popular aspects of Australian ways of life, eg music, popular culture, climate, landscape and recreational activities, and sharing experiences with members of their local French-speaking community 🇫🇷 🇦🇺 🇯🇵
  - collaborating with others to organise a cultural day to support appreciation of linguistic and cultural diversity within the school community, using technology to plan the event and to encourage others to participate 🇫🇷 🇦🇺 🇯🇵
  - identifying a local issue of concern and working with others to devise a solution, eg the lack of facilities for young people, the closure of a skatepark 🇫🇷 🇦🇺 🇯🇵
Communicating

Accessing and Responding

Outcomes

A student:

› identifies main ideas in, and obtains information from texts LFR4-2C
› organises and responds to information and ideas in texts for different audiences LFR4-3C

Related Life Skills outcomes: LFRLS-2C, LFRLS-3C

Content

Students:

• locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLFRC94)
  – listening to a short spoken text with some unfamiliar language and identifying the speakers and the setting
  – locating specific information from print and an audiovisual text, eg timetable, calendar, family tree, advertisement, sign
  – gathering information about places, people or events in francophone contexts and cultures, and using it to build timelines, itineraries or profiles
  – sequencing actions or events from a text such as a magazine article or sports report, using conjunctions and adverbs related to time, eg puis, d’abord, ensuite, enfin
  – collecting vocabulary and expressions from an informative text such as a poster, website, brochure or menu for use in own short reports on topics, eg les voyages, la nourriture, les émissions de télévision
  – collecting information online and in print about different vocabulary topics, eg classroom objects, animals, family, food and drink and create a display/word wall with names and captions

• respond in English or French to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLFRC096)
  – listening to or viewing a text, eg a song, rap or film and video clip, and recognising ideas
  – obtaining information from a class survey, and presenting the findings in a table or graph in English or French, such as on homework habits, television viewing or hours of sport, eg 5 personnes étudient les maths pendant une heure…
  – obtaining information about people in France or a francophone country, and using the information to create a profile, eg nom, âge, famille, passe-temps, matières à l’école
  – sequencing elements of a cartoon, comic or simple narrative, eg by creating a storyboard using pictures and captions
  – responding to questions about characters or events in different types of texts
  – interacting with texts such as a story, poem, song or cartoon, using modelled and scaffolding language to express opinions, eg trop triste, si amusant, affreux, pour moi les images…, personnellement, je préfère…
Content for students with prior learning and/or experience

Students:

- obtain and process information from a range of spoken, written and digital texts, for example:
  (ACLFRC058) 
  - listening to or viewing informative texts such as a television news report or feature article, and noting key words, specialised terms or points of information to be reused in own newsflash, eg en direct, les dernières nouvelles, l'information continue, la météo
  - collating information from a range of French media on a topic of interest, eg popular culture, sport or youth issues
  - viewing texts such as a cooking program, and answering questions from peers about key procedures and main ingredients, eg D'abord, pour faire la pâte, mettez les oeufs dans le petit bol, battez-les bien avec le fouet!
  - reading a range of film reviews and deciding with a friend whether or not to watch the film, and stating reasons for the decision
  - accessing, collating and examining information on youth-related issues, eg la musique, la télévision, les sports, from sources such as the internet, magazines and personal communications, and classifying findings into themes, eg la jeunesse, l'environnement, le fast food
  - identifying key details, expressions and information in an authentic or modified text, eg sign, weather report, menu, brochure or website, and using the information to create their own texts for specific purposes and audiences
  - collating information from sources, such as magazine articles or website postings about high-profile events, eg le festival de Cannes, le Grand Prix de Monaco, Le tour de France and summarising the information

- respond in English or French to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLFRC059, ACLFRC060) 
  - participating in a school or community event, eg a school excursion, performance or sporting event, and creating a video clip or a photographic or journal record of activities
  - identifying appropriate sources for a research project, eg a tourism website or documentary, comparing, summarising and analysing information from a range of sources
  - sharing information on a local issue, eg le recyclage, in a multimedia display
  - summarising opinions and attitudes collected from surveys, interviews or media sources
  - combining modes of presentation such as displays, videos or music to explore social and cultural themes, eg l'Australie et les régions asiatiques, or le multiculturalisme
**Content for students with a background in French**

**Students:**

- access and evaluate information from a range of spoken, written and digital texts, for example: accessing diverse spoken texts, eg speech, dialogue, news report or interview, and summarising key information in English;
- obtaining information on a social topic from diverse sources and expressing own perspective in written text types, eg blogs, scripts of a speech or article;
- summarising information on educational and social topics and expressing own perspective on information obtained with specific references and quotes for a presentation to the class;
- exploring word choices used to achieve a particular effect in a digital text, debate, advertisement on a website;
- collecting information on topics related to lifestyle choices, explaining changes in focus and perspective over different periods, eg *Gitanes – vous apportez, sans réserve, le plaisir de fumer*;
- researching young people’s lifestyles across French-speaking cultures and contexts, comparing information from different cultural contexts to identify the influence of factors such as geography, climate, and social and community environment, eg *les colonies de vacances, les boulots, les sports aquatiques, les jeux vidéos*;

- respond in French to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: presenting information from a range of sources to two different audiences adapting the language and format choices, eg a group of younger children and a parent group;
- accessing diverse sources about a social issue, eg technology and newspaper articles, and discussing the relevance and credibility of the information conveyed for a report to peers in a French school;
- researching and presenting information on contributions made by French individuals and groups to contemporary Australia, eg *Lapérouse, Villiers-Bretonneux, Alliance Française*.
Communicating

Composing

Outcome

A student:
› applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences LFR4-4C

Related Life Skills outcome: LFRLS-4C

Content

Students:
• compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example:
  (ACLFRC095, ACLFRC096) ⚆️
  – writing a greeting card to a friend to say ‘hello’, or wish them ‘Happy Birthday’ ⚆️
  – writing a simple email to a host family in a French-speaking country, providing personal information, likes and interests ⚆️
  – describing aspects of their own lifestyles that may interest young learners of their own age in French-speaking environments, eg sports, school camps or celebrations ⚆️
  – creating a text to share with a French-speaking audience, such as a video or webpage to capture and interpret aspects of their personal and social worlds, eg a day in our life in school, les copains, mon quartier, le week-end ⚆️
  – creating a video to introduce and present information about school/school subjects to peers and teachers at a buddy school in France or a French-speaking country ⚆️

• create bilingual texts and resources for the classroom, for example: (ACLFRC099) ⚆️
  – creating bilingual flashcards for peers to learn new vocabulary, eg la famille, le transport, la nourriture ⚆️
  – creating a phrasebook that includes key vocabulary and phrases learned in a unit of work ⚆️
  – preparing bilingual captions for a text, eg a newsletter item for the school community ⚆️
  – creating written or digital bilingual resources to support their language learning, eg captions for a photo story or display, glossary or a personal French–English dictionary ⚆️
  – creating a bilingual menu, sign or brochure for the school community, eg the canteen menu, signs for school buildings, a brochure about school subjects ⚆️
  – providing a commentary in English to a performance of a French skit ⚆️
  – creating a simple children’s story book in both languages, with illustrations ⚆️
  – designing and maintaining a bilingual webpage with a buddy school or contact group of English learners in a French-speaking community, making choices about when to use French or English depending on the context, topic and nature of the interaction ⚆️
Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLFRC059, ACLFRC061)
  - creating a text, such as a brochure, poster or website post, about an upcoming event, eg a French-language performance or a school exchange visit
  - creating a virtual introduction to present information about the school and neighbourhood to French-speaking visitors
  - creating the next scene, a new character or an alternative ending to a French story or film script
  - creating a cartoon, short play or story to present to the class, or to share with a wider virtual audience, about personal past or future imagined experiences
  - creating a simple text, eg a picture book, bedtime story or cartoon for younger children, selecting appropriate language, rhythms and images to enrich the visual or listening experience

- create bilingual texts and resources for the school and wider community, for example: (ACLFRC063)
  - creating a video demonstrating the process of making something, eg a simple dish, with subtitles in English
  - subtitling a popular song for a performance by the class at a school assembly
  - creating a glossary for French-speaking friends to accompany Australian images or texts, explaining, eg outback lifestyle, inner-city markets, abbreviations, eg ‘barbie’ and ‘brekkie’
  - composing a menu or program for a French-themed event, including footnotes in English to explain key terms or items, eg le plat du jour, service compris, l'entr'acte, la mise en scène
  - creating a tourist brochure or itinerary for young Australian travellers to French-speaking regions or countries, supplying key words, phrases and cultural protocols, eg Encore une fois, s'il vous plait, je vais prendre ceci. Ça coûte combien? Où sont les toilettes? Je vous remercie, Madame.
  - producing a bilingual text in print or multimodal formats to promote school events, eg a multicultural activity, French performance or Languages Week activities
Content for students with a background in French

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example:
  - presenting information about the lifestyle of people in various places in a French-speaking country, through multiple text types and modes of presentation
  - creating a text, such as a brochure, poster or website post, about an upcoming event, eg a French-language performance or a school exchange visit
  - creating a blog to describe healthy foods and healthy eating habits
  - composing a report on the findings from investigating the range of food categories available from the school’s canteen
  - using French idioms from popular sayings from modern media resources in their own writing
  - creating a digital story in French, considering plot, characters and setting, eg an adventure in the Blue Mountains

- create bilingual texts and resources for the school and wider community, for example:
  - creating a bilingual brochure to compare aspects of school life in a French-speaking country and in Australia, eg school subjects, timetables, sports, weekend
  - preparing a children’s book commentary explaining particular cultural references
  - creating a school magazine which will be printed and distributed to parents
  - producing a bilingual recipe book, with illustrations to introduce different cuisines from French-speaking countries to the community
Understanding Systems of Language

Outcomes

A student:
› applies French pronunciation and intonation patterns LFR4-5U
› applies features of French grammatical structures and sentence patterns to convey information and ideas LFR4-6U
› identifies variations in linguistic and structural features of texts LFR4-7U

Related Life Skills outcomes: LFRLS-5U, LFRLS-6U, LFRLS-7U

Content

Students:
• recognise and use features of the French sound system, including pitch, accent, rhythm and intonation, for example: (ACLFRU102)
  – understanding that the French alphabet has vowels with accents as well as a ‘ç’
  – understanding the vowel system in French, including nasalised vowels, eg ‘plein’, ‘borl’, and semi-vowels, eg ‘famille’, ‘oul’
  – pronouncing sounds correctly, eg final single consonants, in particular ‘s’, ‘x’, ‘z’, ‘t’, ‘d’, ‘n’, ‘p’ and ‘g’ are normally silent but the final letters ‘f’, ‘k’, ‘q’, and ‘l’ are normally pronounced
  – developing awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents, such as ‘-u’, eg tu; ‘-r’, eg très vite; and ‘-ion’, eg attention
  – distinguishing vowel sounds, such as recognising the distinctions between nasal vowel sounds, eg cinq, sympa, manger, entre, dont, des bonbons, and experimenting with pronunciation of consonant-vowel combinations, such as using tongue-twisters, eg un chasseur sachant chasser …. six cent six saucissons suisses …
  – using the French alphabet for spelling out names or expressions, recognising similarities and differences to English and using correct terminology for accents, eg l’accent aigu, la cédille, l’accent circonflexe
  – recognising differences in intonation and rhythm between statements, questions and commands, eg Vous écoutez la chanson. Vous écoutez la chanson? Ecoutez la chanson! 
  – using appropriate intonation for common fillers, interjections and responses, eg hein? bon, beh …, n’est-ce pas? Oh là là!, Aïe!, Youpi! Ça alors …

• understand elements of French grammar, including the systematic nature of verb conjugation, for example: (ACLFRU103)
  – using and understanding nouns as core elements of sentence structure to identify people and things, singular and plural regular forms, gender exceptions, eg chien-chiens, gomme-gommes, la souris
  – using definite and indefinite articles, eg le, la, l’, les, un, une, des
  – using plural forms, eg le chien/les chiens, une femme/des femmes, including some irregular plural forms, eg l’œil/les yeux, le nez/les nez, l’animal/les animaux
  – understanding that adjectives agree in number and gender with the noun, eg des élèves intelligents, de bonnes étudiantes, and that des changes to de if the adjective precedes the noun
understanding that while some adjectives in French follow the noun, eg un élève intelligent, un match extraordinaire, some precede the noun, eg une bonne étudiante, une grande maison, un nouveau garçon

understanding the use of pronouns to refer to people and things personal, eg je, tu, il, elle, on, nous, vous, ils, elles

using numerals including cardinal, ordinal, dates and time

understanding the form and function of subject pronouns, eg je, tu, il, elle, on, nous, vous, ils, elles, and how they determine verb conjugations and substitute for noun subjects, eg Voilà le frère de Michel, il est beau, n’est-ce pas?

understanding and using the three main conjugations for present tense regular verbs, eg -er, -ir and -re, and the irregular present tense conjugations of the verbs, eg être, avoir, aller and faire

recognising and using locative prepositions, such as à, en, au aux and dans when describing where people live, eg Jean-François habite à Montréal au Canada, ma copine Juliette habite aux Philippines, la famille Maréchal habite dans une ferme

using the negative ne … pas in simple statements, questions and commands, eg Je n’aime pas l’histoire. Tu n’aimes pas le bifeck? Ne recommence pas!

recognising substitution of the indefinite article with de in negative sentences, eg Non, je n’ai pas de frère. J’ai une sœur.

becoming aware of the three ways of forming a question including a simple declarative sentence with rising intonation, eg Tu as un animal chez toi?, inverting the verb form, eg As-tu un animal chez toi? and using est-ce que before a declarative sentence, eg Est-ce que tu as un animal chez toi?

expressing ownership through the use of singular and plural possessive adjectives, eg mes yeux, ses cheveux, ta mère, ses copains

using the imperative, eg Asseyez-vous! Ouvrez vos livres!

building metalanguage to talk about grammar and vocabulary, eg les formes négatives, interrogatives, masculin, féminin, singulier, pluriel, and comparing with equivalent English term

recognising similarity in standard word order with English and understanding that word order can vary

- recognise how French influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLFRU106)

  - recognising that the French language borrows and adapts words and expressions from English and other languages, eg le sketch, le clown, le sushi

  - understanding that some international Indigenous languages and many Aboriginal and Torres Strait Islander languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages

  - understanding that languages and cultures change continuously due to contact with each other and in response to new ideas and developments in communications and technology

  - creating a document with examples of French texting words and phrases to observe the changes to language when used in abbreviated forms, eg À+ for a plus, 5pa for sympa, biz for bisous, bjr for bonjour and then writing to a friend or sending text messages and decoding them

  - recognising that the French language has borrowed English words of Aboriginal origin and adapted them, eg le kangouroo, le kookaburra, le koala, le barramundi

  - recognising that many French words are used in English and in other languages, eg croissant, menu, ballet, chef, chauffeur, and recognising the different vocabulary areas that these words tend to belong to, eg terms relating to food, fashion or entertainment, and considering possible reasons for this
– collecting French words used in English, eg *le restaurant, le menu, le chauffeur, le ballet, la pirouette*, and comparing how they are pronounced by French or English speakers
– recognising that many French words relating to technology have been borrowed and adapted, eg *le scanner, le modem, surfer sur le net, Internet, le site web*

- recognise that French is both a local and global language, for example: (ACLFRU107)
  – recognising that French is an important world language spoken with a variety of accents and dialects in many regions of the world as well as in France, eg *le Québec, le Sénégal, le Maroc, La Suísses, La Nouvelle Calédonie*
  – understanding that French serves different functions within France and in other regions of the world, including Australia, eg as a *langue nationale, officielle, de communauté, diplomatique* and *culturelle*
  – mapping and comparing variations in forms and expressions of French language in different geographical contexts, eg *les langues kanakes de la Nouvelle Calédonie, les langues bretonnes de la Bretagne, la créole de la Guadeloupe*
  – comparing diversity in accents, dialects and vocabulary in French-speaking communities with similar diversity in the use of English within and beyond Australia

- identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLFRU104)
  – providing pictures of road signs, instructions and postcards to identify the purpose, intended audience and key language features of a familiar text, eg *Défense de fumer! Stationnement interdit!*
  – listening, viewing and reading for gist, context and purpose, drawing on knowledge of types of text, context and language features to predict and confirm meaning, such as the use of imperative verb forms and specialised vocabulary in school rules, eg *Asseyez-vous!*
  – identifying elements of common types of text, eg *le courriel, la météo, les slogans*, and explaining relationships between language, structure and textual purpose
  – understanding how to create textual cohesion, using elements such as conjunctions or causal phrases to sequence and link ideas and maintain the flow of expression, eg *donc, mais, parce que*
Content for students with prior learning and/or experience

Students:

- apply French pronunciation and intonation patterns, and punctuation, for example: (ACLFRU066)
  - listening closely to distinguish between sounds, eg *bon*, *bien* and *beau* or *chien*, *chat*, or *champ*
  - understanding how changes in voice and body language can change the meaning of words, eg *Tu aimes les épinards?* can be a simple question or expression of surprise
  - recognising the importance of correct punctuation in sentence structures in French
  - becoming familiar with the French alphabet, recognising similarities and differences to English, eg *double-v*, *i-grec*, and the possible confusion between ‘g’ and ‘j’, ‘e’ and ‘i’
  - recognising the function and form of commonly used morphemes, suffixes and prefixes, eg *la camionnette*, *désordre*, *désagréable*, *irrégulier*, *inacceptable*, *la danseuse*, and collecting groups of words that share a common stem, eg *la bouche*, *la bouchée*, *le jardin*, *jardiner*, *le jardinage*
  - recognising the impact of nonverbal elements of French expression such as hand gestures to replace words, eg *C’est nul! Ça suffit! Quoi encore?* or sounds and facial expressions to reinforce spoken language, eg *Oh là là! Aïe! T’as fait quoi?*
  - distinguishing vowel sounds, eg by recognising distinctions between nasal vowel sounds, eg *cinq*, *sympa/manger*, *entre/dont*, *des bonbons*

- understand and use elements of French grammar and sentence structure to express ideas, for example: (ACLFRU067)
  - recognising questions that ask for a reason, and responding by using justification words
  - using different ways to negate ideas depending on degree of formality or emphasis, eg *Je n’aime pas le foot*. *Je n’aime pas du tout le foot*. *Je déteste le foot*.
  - increasing control of the conjugation of regular verbs in *le présent* and *le passé composé* and of high-frequency irregular verbs, eg *avoir*, *être*, *faire*, *devoir*, *vouloir*, *savoir*
  - recognising and using idiomatic expressions, such as those using *avoir*, eg *avoir soif*, *avoir sommeil*, *avoir peur*
  - understanding the form and function of reflexive verbs, eg *Il se lève très tard*. *Nous nous promenons chaque soir*. *Je veux m’asseoir à côté de toi*.
  - extending knowledge of negative constructions, eg *ne … plus*, *ne … rien*, *ne … jamais*, *ne … que*
  - understanding how to use modal verb forms to express possibility, obligation and ability, eg *Je peux m’imaginer …*, *Il doit partir demain* and impersonal expressions, *et il faut …* and *on …*
  - continuing to build metalanguage to describe grammatical concepts and to organise learning resources, eg verb charts, vocabulary lists and groups of pronouns, adverbs and adjectives
  - recognising the functions of elements such as prefixes and suffixes, eg *désagréable*, *la camionnette*, *la réorganisation* and how word patterns and clusters connect, eg *triste*, *la tristesse*, *le marché*, *le marchand*, *la marchandise*
  - using simple and compound tenses, using *le passé composé* to recount events that occurred in the past and *le futur proche* to describe immediate future events, eg *Il a regardé la télé*. *Il va regarder la télé.*
• understand that the French language has evolved and developed through different periods of influence and change, for example: (ACLFRU070)
  – exploring how languages mix with each other to invent new words or expressions, eg *le brunch*, *le franglais*, *le texto*
  – 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, eg *skyper*, *le courriel*,
  – exploring how translation works, noting that some words and expressions can be directly and accurately translated between French and English while some cannot, eg some exclamations and gestures, *Mon oeil! Il a du nez!*
  – reflecting on changes in their own ways of communicating, identifying new terms and behaviours which have become part of everyday language through changes in technology and social media, eg language associated with *l'Internet, le portable, les jeux vidéo, electronic messaging replacing handwritten letters or cards* 

• understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLFRU068)
  – recognising key features and structures of a familiar text in French, eg lost child announcement, spoken commercial or print advertisement
  – recognising the format of different French texts and punctuation conventions, and understanding variations according to the context, purpose and intended audience
  – understanding how to create textual cohesion, using elements, eg paragraphing, or conjunctions to sequence and link ideas and maintain the flow of expression
  – comparing and contrasting the structure of a variety of authentic community texts in French and English, exploring how audience, purpose and context influence each language version
**Content for students with a background in French**

Students:

- apply the French sound system, explaining features, including variations in tone, stress and phrasing, for example:
  - recognising that regional differences occur with pronunciation, eg Paris vs Marseille
  - identifying features of spoken French by comparing pronunciation and speech patterns in a text, eg news broadcast, radio announcement, shop announcement, railway announcement
  - practising sound differentiation by distinguishing vowel sounds, eg *main*, *brun*, *parfum*, *plein*, *sœur*, *peu*, *peur*, *deux*.

- apply knowledge of French grammar to organise and elaborate on ideas and opinions, for example:
  - using a range of grammatical structures to justify opinions, eg *Selon moi*, *À mon avis*, *Il est clair que*, *Il est possible que*
  - applying French punctuation and spelling rules to own writing and learning to systematically edit own and others’ work
  - using *quel/quelle* to emphasise a word or phrase, and to express the speaker’s emotions, eg *Vraiment!* *Pas possible!* *Ah non!* *Quelle horreur!*
  - using disjunctive pronouns for emphasis, eg ‘*moi*, ‘*je’*, ‘*toi*, ‘*tu’*, ‘*lui*, ‘*il’*
  - using conditional form, eg *Je voudrais aller à la gare. Est-ce-que tu aurais un bonbon s’il te plaît?*

- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example:
  - examining the structure and word choices used in a range of texts for specific audiences and purposes, eg setting and plot in a narrative, or introduction, body and conclusion in a speech
  - discussing the impact of stylistic devices on the effectiveness of texts.
Understanding

The Role of Language and Culture

Outcome

A student:
› identifies that language use reflects cultural ideas, values and beliefs LFR4-8U

Related Life Skills outcome: LFRLS-8U

Content

Students:
• understand how language use varies according to context and the relationship between participants, for example: (ACLFRU105)
  – understanding that language use may vary according to the intended audience
  – recognising that French is used differently in different situations and for different relationships, eg casual conversation between friends, polite interactions between strangers in shops, and respectful/authoritative exchanges between teachers and students
  – varying basic phrases according to relationship, age and familiarity, eg using Salut to friends but Bonjour to teachers
  – comparing language use and other aspects of communication in informal exchanges, eg Un match de football – allez, allez! and informal communication, eg Soyez les bienvenus à notre école.
  – collecting and examining samples of language from a text, eg a video clip or print/electronic forms of communication to explore differences in communicative style and expression between social groups, eg les adolescents, les profs or les tout-petits
• explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLFRU108)
  – understanding the use of set phrases relating to cultural customs, eg at mealtimes using Bon appétit! Bonne fête!
  – understanding how cultural knowledge is important in understanding meaning and when translating
• recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLFRC100, ACLFRC101)
  – understanding traditional and modern ways of celebrating festivals in francophone countries
  – observing interactions between French speakers in different contexts, recognising the elements that reflect cultural attitudes or behaviours
  – participating in cultural experiences, eg eating at a French restaurant or café in Australia or watching a French musical performance or sporting competition, and reflecting on cultural similarities and differences
  – comparing aspects of identity that may be important across cultures, eg state, country, ethnic group, language, age and position in family
Content for students with prior learning and/or experience

Students:

- understand variations in French language use that reflect different levels of formality, status and authority, for example: (ACLFRU069)
  - finding examples of informal forms of language used by young French speakers, eg the use of abbreviations or emoji when texting, and the use of loan words when talking about popular culture
  - comparing and explaining the use of communicative styles in different contexts, eg *une partie de foot au Stade de France* (*Allez, allez les Bleus!*) compared to a written *bulletin scolaire* (*Mathilde s’exprime avec facilité, persévère dans son travail.*)
  - explaining variation in language use between people of different ages and relationships
  - exploring language used to express different levels of formality in a variety of texts, eg conversations, letters, emails and text messages, noting differences between written and spoken texts

- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLFRU072)
  - identifying changes in own ways of thinking about culture and identity as a result of learning French
  - discussing how own cultural identities are reflected in home, school and social lives, including attitudes and behaviours, and considering how these might be interpreted and responded to by members of different communities
  - discussing attitudes towards difference and diversity, including the use of stereotypes and generalisations, and considering how these affect communication

- reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating, for example: (ACLFRC064, ACLFRC065)
  - reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with French people, recognising their own body language and modifying gestures
  - reflecting on their own responses to communicating and behaving in French cultural contexts, eg bowing and using respectful language, identifying degrees of comfort, discomfort, challenge and enjoyment
  - creating identity maps, timelines or digital presentations of their personal profile or family trees with captions, to describe significant life influences, eg key people, events, educational experiences, community affiliations or travel experiences
  - sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, eg having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences
Content for students with a background in French

Students:

- analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example: 🌍
  - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette 🌍
  - observing that the description of female beauty varies between cultures, and reflecting on gender roles cross-culturally 🌍
  - comparing the use of idioms and colloquialisms between languages to identify different cultural perspectives, eg coûter les yeux de la tête, boire comme un trou, muet comme une carpe 🌍

- reflect on how and why being a speaker of French contributes to their sense of identity and is important to their French cultural heritage, for example: 🌍
  - examining the impact of living in Australia on their sense of being a French speaker and their values and beliefs 🌍
  - discussing the challenges and opportunities that arise as a speaker of French living in Australia, eg stereotypes, culture shock, bilingualism 🌍
  - reflecting on the experiences of their last trip back to a French-speaking country and their feelings about their old home 🌍
  - investigating the contribution that different cultures make in the world, providing a way for individuals to live and behave as world citizens 🌍
Content for Stage 5

Communicating

Interacting

Outcome

A student:

- manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LFR5-1C

Related Life Skills outcome: LFRLS-1C

Content

Students:

- initiate and sustain interactions to share information, opinions and ideas, for example: (ACLFRC109, ACLFRC111)
  - initiating a conversation with a new friend, by asking and expanding questions, eg quand, avec qui, comment, pourquoi
  - communicating with peers in a French-speaking country using online media either in spoken or written form to share personal experiences, opinions and compare and contrast lifestyles
  - participating in a simulated interaction, eg job interview, celebrity interview on TV, speed-dating interaction
  - engaging in a social interaction with peers and teachers, eg accepting and declining invitations, making excuses and apologising to French speakers, using appropriate protocols such as forms of politeness and respect, eg Enchanté, je vous en prie, pourriez-vous m’excuser. Je suis ravi (e) de vous rencontrer.

- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLFRC110)
  - creating a computer-generated design such as a virtual ideal home or leisure centre, negotiating with each other in relation to different elements and priorities, eg Moi, je voudrais une salle de séjour immense. Ah non, moi je préfère un grand jardin. Enchanté, je vous en prie, pourriez-vous m’excuser. Je suis ravi (e) de vous rencontrer.
  - organising a class event such as a vide-grenier/marché aux puces/les enchères, preparing labels and prices, using transactional language, eg C’est combien? Un très bon prix, vente flash! Non, c’est trop cher, la promotion, les soldes, bon marché, un échange
  - organising social or sports events, and planning location, date and time, eg On se retrouve à …, Rendez-vous au stade central à midi. On arrive à 19h chez ma cousine.
  - preparing and sharing a digital presentation in French to provide information about their own school to a buddy school in a French-speaking country
  - collaborating to organise a virtual trip overseas, researching details, eg transport, travel, currency, climate and putting together an itinerary
  - participating in a visite virtuelle, eg le Musée du Quai Branly, la Martinique, la Nouvelle Calédonie, sharing responsibility for individual elements of a report that highlights key features of the experience
**Content for students with prior learning and/or experience**

**Students:**

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLFRC073, ACLFRC075) 
  - discussing the differences in young people’s lifestyles in French-speaking countries, eg mealtimes, schooling, pastimes
  - engaging in a face-to-face or online discussion with French-speaking peers, using descriptive and expressive language, to describe significant events, special occasions or milestones in their lives
  - participating in an online debate about a topic of interest to young people using online forums
  - contributing to online discussions with young people in French-speaking contexts, comparing aspects of school and home life, eg *les examens, les sports, les tâches ménagères, la vie quotidienne, la routine, habiter à la campagne et en ville*
  - exchanging ideas with peers or online French-speaking contacts, presenting and expressing personal views on contemporary issues, eg environmental sustainability, education or youth culture, considering the relationship between culture and context

- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLFRC074) 
  - clarifying, expressing preference for, and summarising arrangements for a social outing, eg *Ça te dirait d’aller au cinéma ce soir? Si on allait à la piscine? Non, le théâtre ne m’intéresse pas. Je préfère aller …*
  - using online map tools and virtual locations to plan and implement a trip to different places using directions along with timetables, a metro map and tickets
  - participating in an online or face-to-face discussion to find a solution to a problem, eg working out the logistics of running a meeting or conference for young people in a French-speaking country in French
  - planning and making shared arrangements for real or imagined French visitors to the school or a homestay, eg by preparing print or digital informative materials such as filming an introduction to Australian school and home life, preparing welcome speeches, or conducting school tours
Stage 5

Content for students with a background in French

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example:  
  - interviewing French-speaking people in the community to investigate a problem or issue in the school or local area, and discussing and determining solutions  
  - presenting a speech on a current issue followed by a question and answer session on that topic  
  - initiating or leading a debate on a current issue or topic that interests students, eg l’argent et le sport, la télé-réalité, la mode  
  - participating in a peer-support initiative to help develop fluency in speaking and writing of peers

- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate, for example:  
  - initiating a school campaign to promote awareness of social issues or charity fundraising  
  - organising a real or simulated forum, protest or rally to raise awareness of environmental, social or ethical issues, eg les droits des animaux, le développement durable, les préjugés  
  - developing a survey, compiling a report, then writing a letter of complaint to the school principal or local council regarding a problematic issue or policy  
  - planning a group event, designing activities and inviting friends, and writing a diary entry to reflect on the event
Communicating

Accessing and Responding

Outcomes

A student:

› identifies and interprets information in a range of texts LFR5-2C
› evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LFR5-3C

Related Life Skills outcomes: LFRLS-2C, LFRLS-3C

Content

Students:

• obtain and synthesise information and ideas from spoken, written, visual or multimodal texts, for example: (ACLFRC112) 
  – obtaining information from a range of media texts, including television weather reports, interviews and digital video clips, and summarising key points
  – understanding the gist of an authentic text and showing an understanding of the text in general, such as finding interesting and age-appropriate articles in printed media, eg *Phosphore, Ça m’intéresse, Géo-ado*
  – listening to French music and understanding the ideas in the song, eg *les chansons engagées, Stromae*
  – viewing and understanding an age-appropriate French-speaking film with subtitles, and discussing their understanding of the themes, eg *Un sac de billes, Belle et Sébastien, Les Choristes*
  – summarising and presenting key information about geography, history, health or science from texts, eg an advertisement, video clip and reports review

• respond in English or French to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience, for example: (ACLFRC114) 
  – listening to and/or viewing an authentic advertisement and presenting the key information in their own words
  – reviewing a song or music clip with French-speaking peers and identifying aspects that they enjoyed or disliked
  – reading and viewing a story or film and responding by expressing views
  – preparing a multimodal presentation on aspects of French lifestyles and cultural practices that invite comparison and contrast with their own experiences, eg school holidays, fashion, music
Content for students with prior learning and/or experience

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLFRC076)
  - identifying underlying values, cultural references and the purpose and intended audiences of different types of community texts, eg an advertisement or poster
  - reading an abridged or simplified literary text in French and writing a book report on it in French
  - researching a concept or issue, including those drawn from other learning areas, eg art, history, science, geography or health, interpreting and representing key ideas and perspectives
  - examining language and techniques used in contemporary drama, television programs, poetry and film, eg hyperbole, imagery, humour and music

- respond in English or French to information, ideas and opinions, using different formats for specific contexts, purposes and audiences, for example: (ACLFRC078)
  - identifying appropriate sources for a research project, eg a tourism website or documentary, and comparing, summarising and examining information from the sources
  - reporting findings related to the investigation of a social or cultural issue, eg la mode et les codes vestimentaires: l'influence des marques
  - responding to different expressions of humour in French, eg le mime, les blagues, les jeux de mots, les devinettes and comparing these with Australian expressions of humour
  - listening to, viewing or reading a text such as an interview, documentary or speech to obtain and synthesise information and present it in new forms, eg creating a profile of a famous person from an interview
  - modifying an existing text, eg creating an alternative ending, introducing a new character, changing the setting or adding a major event, or providing a video clip to accompany and reinforce the meaning expressed in song lyrics, or re-creating a legend or myth from a different cultural perspective
Content for students with a background in French

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values, for example:
  - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective
  - examining information obtained from different sites and sources to compare how young people are represented in the media, eg comparing letters to the editor about young people with postings on forums conducted by young people
  - selecting samples of spoken, written and digital texts that convey cultural as well as factual information such as regional news headlines, local community announcements, advertisements, notices in public spaces, and providing explanations and commentary on particular cultural aspects, eg *le Monde* vs *Libération* headlines, *le Canard enchaîné*
  - 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, eg *Les adjectifs et les adverbes sont très évocateurs, il y a un rythme qui crée une atmosphère de tristesse, la voix du narrateur calme le lecteur*
  - comparing lyrics, themes and styles of a popular French and English song, and tracking similarities and differences in genres and modes of expression, eg by comparing winners of *Australian Idol* and *Francouvertes* or *La Voix*
  - reading, viewing or listening to extracts from an expressive contemporary text, such as a poem, song, dance, street art or performance, identifying elements of expression that reflect French cultural traditions or experience, eg *Cirque du Soleil, La Comédie Française, Les Jeux de la Francophonie*
  - researching a topic of global significance, eg *l’immigration, la jeunesse, l’action humanitaire, les langues mondiales*, and identifying how texts reflect different perspectives and priorities

- respond in French to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences, for example:
  - preparing a book or film review for a popular review website
  - developing an information kit supported by visuals about the local city or region to provide to French visitors via a local tourism website, eg details on history, including Aboriginal history, identifying the local Aboriginal Country, People, language and significant sites and cultural activities
  - expressing analytical responses to texts such as a short story, poem, cartoon, film and song, and identifying how mood is created and narrative is developed through language and expression, eg *Maupassant: Quinze contes, Les enfants du bonhomme dans la lune, Le Petit Prince*
  - comparing French and Australian accounts of a world event and preparing a presentation on the findings
Communicating

Composing

Outcome

A student:

› experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences LFR5-4C

Related Life Skills outcome: LFRLS-4C

Content

Students:

- compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences, for example: (ACLFRC113, ACLFRC115)
  - creating a text to inform others about or promote an event, place or experience, eg a poster or flyer for a multicultural event or a brochure about their school for a French audience
  - creating a design to showcase Aboriginal and Torres Strait Islander cultures to young French-speaking visitors to Australia using digital technologies, demonstrating knowledge of cultural protocols while protecting the Indigenous Cultural and Intellectual Property (ICIP) of the custodian of those cultures
  - creating a poster, video or webpage to raise the awareness of an issue that affects young people, eg Le Jour de la Terre, Le Clean-Up Day, la Fête de la Musique
  - explaining a procedure, game or practice to others, using simple language and supporting graphics, materials and gestures, eg how to play la pétanque, cook an omelette, navigate around Paris, eat a French food specialty such as snails
  - creating a song to illustrate content or grammar either using a well-known tune or creating a simple tune using an online music program
  - creating a webpage for young French-speaking travellers looking for work in Australia, indicating different regional employment possibilities, eg les vendanges, au pair, à la ferme, l’intérieur du pays, la côte
  - creating a storyboard outline that transposes familiar characters to French-speaking contexts, eg a fictional character visits Paris, and providing a glossary of key vocabulary and expressions

- create a range of bilingual texts and resources for the school and wider community, for example: (ACLFRC117)
  - creating an online bilingual class profile to send to a French buddy school, or to present to French visitors to the school, including translations and/or explanation of key terms and expressions associated with events or school celebrations
  - providing bilingual captions for images of French or Australian scenes to explain cultural references, eg bush, beach or city images, festivals, Aboriginal art, sites associated with France or a francophone country or territory
  - creating a digital or printed guide for intending international students to French or Australian schools, providing key terms associated with subjects, timetables or routines, eg La rentrée, un trimestre
  - providing vocabulary lists and annotated cultural explanations for French-speaking visitors to events, eg Australian sports days, swimming carnivals or family barbecues, explaining elements such as Australian slang and idiomatic language
– creating a glossary of Australian words, including slang, and an explanation in French for a French visitor
– 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, exhibition or school open day and comparing how meanings are conveyed in French and English

Content for students with prior learning and/or experience

Students:

• compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values, for example: (ACLFRC077)
  – creating a cartoon, short play or story to present to the class, or to share with a wider virtual audience, about personal past or future imagined experiences
  – creating an informative text such as a poster, a brochure or a digital page, eg a brochure promoting a holiday destination, eg a poster for a doctor’s surgery encouraging healthy eating, a webpage reviewing new music releases
  – designing a text pitched to a specific age or interest group, making and explaining choices in relation to vocabulary, structure, and visual and cultural elements, eg fashion advice for teens, local information for new migrants
  – creating the next scene, a new character or an alternative ending to a French story or film script
  – referencing cultural trends in contemporary France and other francophone communities, such as presenting and commenting on community texts associated with cultural activities, eg Paris-Plage, la semaine de la Francophonie, la Fête de la Musique

• create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLFRC079)
  – composing and performing a poem, song, monologue or dialogue to evoke amusement, sympathy or surprise, eg les chants d’amours, les virelangues, le rap, le rock
  – creating performances or poems that reflect on significant French or Australian celebrations or historical events, eg le 1er mai, le 11 novembre, Anzac Day
  – acting as an interpreter in an imagined situation, eg tourist guide in Paris, interpreter in the workplace
  – providing bilingual subtitles or captions for part of a film, short film or television programme that is culturally appropriate to the context being taught
  – creating bilingual instructions for French visitors about how to play various traditional Australian and French sports, eg le football australien, le cricket
Content for students with a background in French

Students:

- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices, for example:  
  - creating a short story or article with distinct bias, using literary devices to present an opinionated piece of writing  
  - presenting their own opinion on a topical issue important to them, eg responsibilities associated with learning to drive, developing one’s own identity as a young person  
  - composing an alternative ending or version based on extracts from pieces of French literature, eg Pennac, Levy  
  - composing a speech on an aspect of popular youth culture for an audience of adults, eg l’usage du téléphone portable, la téléréalité, la musique engagée

- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example:  
  - creating a bilingual text, eg children’s story book, advertising campaign or poster for a particular product or service  
  - creating an English version of a literary text, eg a poem, song or short story, using print and online dictionaries to develop their own linguistic repertoire and an understanding of the risks of word-for-word translation  
  - writing a bilingual story book for primary school students that explores a contemporary issue, eg an environmental issue...
Understanding

Systems of Language

Outcomes

A student:
› demonstrates how French pronunciation and intonation are used to convey meaning LFR5-5U
› analyses the function of complex French grammatical structures to extend meaning LFR5-6U
› analyses linguistic, structural and cultural features in a range of texts LFR5-7U

Related Life Skills outcomes: LFRLS-5U, LFRLS-6U, LFRLS-7U

Content

Students:

• understand the intonation and phrasing patterns of spoken French, for example: (ACLFRU120)
  – using tone and intonation to indicate emphasis or emotion, eg *Elle a fait quoi? Il est tellement doué!*
  – using words and expressions with more complex syllable combinations, eg *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 the use of liaisons and silent ‘h’ forms in maintaining speech flow, eg *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 an oral text such as a story, poem, song and conversation, eg elongation of syllables to fit the words of a song with the notes in music

• understand and use French language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLFRU121)
  – using tenses of verbs, sequencing of tenses, *si* clauses, *quand* clauses
  – using the future tenses (*futur simple* and *futur proche*)
  – recognising the conditional tense
  – using additional negative forms, eg *ne … plus, ne … rien, ne … jamais, ne … que, ne … personne*
  – understanding and using the function of comparative and superlative forms of adverbs and adjectives, eg *vite, plus vite, le plus vite, moins jolie, la moins jolie*
  – using *le passé composé*, understanding that verbs conjugated with *être* require agreement of the past participle with the subject, eg *Elles sont parties hier soir.*
  – understanding the function and use of emphatic pronouns (*eus, elles*), and direct and indirect object pronouns, eg *la, lui, nous, leur*
  – using *l’imparfait* tense for *être* and *avoir* and understanding how to distinguish between a completed and a continuing action in the past, eg *Nous étions déjà au lit quand il est arrivé.*
  – understanding the form and function of reflexive verbs, eg *se laver, se lever, se présenter,* including the use of *être* and agreements in *le passé composé*
  – understanding the function of impersonal expressions, eg *il faut, il est impossible de, il s’agit de*
- building metalanguage to talk about grammar and vocabulary, eg *futur simple* and *futur proche*, understanding when to use *le passé composé* and *l’imparfait* comparing with equivalent English terms.
- 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, le sport et la nourriture, l’avenir, les passe-temps*, using connectives, eg *parce que, à cause de, puisque, en plus*.
- using evaluative and comparative language to discuss different learning resources such as textbooks, websites or electronic dictionaries, eg *ils sont utiles/ intéressants/trop complexes. Je préfère lire le texte moi-même.*

- investigate the impact of factors such as media, technology, globalisation and popular culture on French, for example: (ACLFRU124)
  - considering how globalisation has accelerated the introduction of English words and expressions into French, and discussing possible benefits and disadvantages associated with the blending and mixing of languages, eg fashion/food/music.
  - finding examples online or in print of the cross-cultural influences between French, English and Australian English cultural expressions, art forms and vocabulary, eg young musicians in France studying *le didgeridoo*.
  - understanding that languages increasingly blend to create new forms and functions, eg by comparing traditional creole languages in English-speaking and francophone communities.
  - understanding that each region of France and the francophone countries has their own dialects, accents and vocabulary, with some francophone countries having their own Indigenous languages.

- apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLFRU122)
  - applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, recognising how the choice of language and text structure works to achieve each text’s purpose.
  - providing a modelled email and letter of a student writing to their host sister or brother and complete a scaffold of the differences in structure and features.
  - identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, eg 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 a text with easily recognisable language features, eg a love song, recipe or horoscope, recognising differences or similarities in imagery or focus that might be culturally significant.
  - interpreting, explaining and using textual conventions popular with young French speakers, eg the use of contractions, abbreviations and acronyms in text messaging, eg ‘bjr’ for *bonjour*, ‘A+’ for *à plus*, ‘biz’ for *bisous*, *verlan*, eg *la teuf, la meuf, ouf* and slang, eg *la bagnole, la flotte, les flics*. 
Content for students with prior learning and/or experience

Students:

- apply intonation and phrasing patterns in both formal and informal speech, for example: (ACLFRU084)
  - recognising ways in which written language is different to spoken language, such as being more crafted, precise, elaborated and complex, eg the use of interrelated clauses and support detail, eg *Le Pays de Galles a remporté, samedi, le Tournoi des VI Nations en corrigeant l’Angleterre, pourtant favourite, avec un 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, such as dropping *ne* in negative structures, eg *je sais pas trop*, incomplete sentences and reliance on nonverbal elements and vocal expression, eg *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, eg a station or airport announcement or recorded phone message;
  - recognising usage of liaison in French and how it can change meaning if mispronounced, eg *ils sont vs ils ont*;

- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLFRU085)
  - recognising that verbs conjugated with *avoir* require agreement between the past participle and preceding direct object, eg *Les fleurs que tu as achetées sont si belles* when using *le passé composé*;
  - using direct object pronouns in conjunction with the present tense, eg *Je t’écoute. Elle les mange tous les jours!*
  - using conjunctions to increase cohesion within paragraphs, eg *en ce qui concerne, par rapport à, au lieu de, malgré*;
  - recognising how grammatical choices can shade meaning, determine perspective and establish relationship, such as an imperative verb mood can indicate authority or enthusiasm, eg *Arrêtez! Allons-y! Donnez-moi votre billet, Mademoiselle!* shifting from the use of *vous* to *tu* can signal a more informal and friendly relationship;
  - exploring how choices of words such as nouns and adjectives can indicate values and attitudes, eg *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, eg *Ils vont partir demain matin. Je suis allée au ciné hier soir. Also to express intention or desire, eg Je voudrais bien aller à Tunis avec toi!*

- research the phenomenon of language change in French-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example: (ACLFRU088)
  - finding examples of ways in which social and cultural influences affect languages;
  - reflecting on changes in their own language(s) and culture(s) due to influences such as technology and social media, eg the use of abbreviations in text messaging or the replacement of words by emoticons, and considering possible effects of such changes on French and English spelling;
  - investigating the evolution of commonly used expressions *argotiques* and *verlan* and drawing parallels in English;
  - reflecting on the influence of English vocabulary in French versus the insistence of the *Académie Française* to maintain the French language.
Stage 5

- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLFRU086)
  - identifying the use of cohesive devices, eg conjunctions, to sequence and link ideas and actions in both French and English media texts
  - exploring cultural differences in genres such as cover letters for job applications or letters of complaint, noting protocols and conventions, eg stating the purpose of a formal letter at the beginning: le recyclage proposé dans notre ville

Content for students with a background in French

Students:

- apply the French sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts, for example:
  - experimenting with rhythm, tempo, stress, pitch and intonation in different situations, analysing and comparing how differently they are used, eg when reading a story to an audience, or having a casual conversation with friends
  - teaching peers how to sing a song, elongating syllables and singer/songwriter’s tricks to pronounce words differently to the way they are spoken
  - recognising that regional accents and dialects exist in both pronunciation and intonation, eg Marseille accent, Breton accent

- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example:
  - describing events across different times, choosing appropriate tenses, including present, present perfect, imperfect and future tenses, conditional and the subjunctive mood
  - using verbs conjugated with avoir that require agreement between the past participle and preceding direct object, eg Les fleurs que tu as achetées sont si belles.
  - using reflective language, eg Je me suis sentie trahie par mes amis. On s’est demandé si c’était une bonne décision.
  - understanding and experimenting with word order in French and how it can make subtle changes to meaning, eg moving an adjective from its normal position to emphasise its meaning

- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example:
  - identifying stylistic features of formal text types, eg formal letter of complaint with appropriate conventions and very highly sophisticated language structures, eg J’ai l’honneur de vous écrire. Je vous prie d’accepter.
  - comparing literary texts to understand how authors use characterisation to incite sympathy or antagonism of reader, eg Argan in Le Malade Imaginaire by Molière, Le Petit Prince by Saint-Exupéry, Augustin Meaulnes or François in Le Grand Meaulnes by Alain Fournier
  - exploring texts to understand how language can limit, promote or change actions
  - recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, eg in persuasive texts such as an advertisement or review of a film, concert or fashion
Understanding

The Role of Language and Culture

Outcome

A student:
› explains and reflects on the interrelationship between language, culture and identity LFR5-8U

Related Life Skills outcome: LFRLS-8U

Content

Students:
• analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLFRU123)
  – comparing features of written and spoken French that reflect different communicative purposes, eg formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation, eg Je vous prie Monsieur d’accepter mes salutations distinguées as opposed to Je t’embrasse très fort in a letter conclusion
  – comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text features determine the nature of interactions, eg Je t’invite! Nous sommes 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, eg use of tu and vous, handshake, use of titles Monsieur le Directeur
  – recognising how diversity of expression and language forms reflects the diversity of individual and community perspectives and experiences, eg l’épicerie in French becomes le dépanneur and expressions such C’est de valeur instead of C’est dommage in Québécois French. The use of septante, octante (huitante) and nonante for 70, 80 and 90 in Belgium/Swiss French
  – understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLFRU126)
    – understanding that language carries cultural associations and indicates priorities in regard to individual, collective and family relationships
    – exploring how language and culture influence each other, such as French terms of address that reflect respect and status, eg Madame la Directrice and Monsieur le Président, diverse cuisines and food-related terms and expressions that reflect cultural diversity in a contemporary French-speaking country or Australia
    – creating a gift pack of symbols and expressions to introduce French students to Australian languages and cultures, and explaining the reasons for particular choices
    – understanding that certain behaviours may appear unusual or inappropriate to French speakers, eg using the tu form instead of the vous form, placing your feet on the seat in a Metro train carriage, appropriate to arrive 15 minutes late for a dinner party
    – examining how changes to the French language reflect changes in some cultural practices and attitudes, eg le fastfood, Madame le Directeur
using personal journals and group discussions to reflect on how learning French has had an impact on own assumptions about French language, culture or identity, eg eating French specialities is not a commonplace thing for most French people

considering the cultural significance of language associated with certain social interactions, eg wedding invitations compared to a teenage birthday party, greeting and taking leave from people you know, eg faire la bise compared to someone you do not know, eg serrer la main

reflect on intercultural experiences as a learner of French, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLFRC118, ACLFRC119)

discussing incidences in French language exchanges when miscommunication has occurred, and reflecting on why or how this happened, eg understanding that there are faux amis in French and English

recognising 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
Content for students with prior learning and/or experience

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLFRU087) 
  - recognising language and textual features used in texts to entertain different age groups, eg amusing rhyme for les tout petits, dessins d’humour for older children, and les blagues, l’humour noir and l’humour adolescent for older students ;
  - recognising the diversity of spoken forms of French from region to region, eg les accents du Midi, l’accent parisien, toulousain, picard and from country to country, eg le Québécois, le créole de la Réunion ;
  - exploring how texts achieve different effects, eg moving from generic terms such as les fleurs to specific detail such as les violettes, les jonquilles, les roses in advertisements to suggest superior or specialised taste ;
  - evaluating how language choices reflect social relations and priorities, eg language used between friends, family, teachers, sport coaches ;

- analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLFRU090) 
  - considering how language both reflects and shapes cultural distinctions, eg community, social class and generation ;
  - discussing their own and others’ attitudes towards cultural difference and diversity, including the use of stereotypes and generalisations, and considering how these affect communication ;
  - comparing definitions of ‘language’ and of ‘culture’, and explaining how they relate to each other ;
  - 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 ;

- reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLFRC082, ACLFRC083) 
  - reflecting and reporting on how learning French provides insights into language and culture in general, and how their own assumptions about France have changed as a result of intercultural language learning ;
  - collecting and explaining to non-French speakers expressions and cultural allusions encountered in French texts associated with historical or civic events or traditions, eg Bastille Day, la Marianne, la Toussaint, le 1er mai ;
  - exploring French colloquialisms, argot and idioms, eg tomber dans les pommes, les doigts dans le nez that are typically used by different social groups, eg les jeunes, les sportifs, les étudiants ;
Content for students with a background in French

Students:

- analyse how and why language use varies according to social and cultural contexts, relationships and purposes, for example: 🌐
  - examining a level of politeness in language and how the language changes, depending on the audience, eg *Salut* versus *Bonjour*; *Ça va?* versus *Comment allez-vous?*
  - exploring words that stem from traditional gender roles, eg *la secrétaire, le professeur, le médecin*
  - analysing how language and imagery can manipulate the audience 🌐

- discuss how meanings vary according to cultural assumptions that French and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 🌐
  - reflecting on their own cultural values and evaluating how these intersect with mainstream values when interacting in French and English-speaking contexts 🌐
  - discussing and comparing the differences in French and English-speaking cultures and what is acceptable behaviour in both cultures 🌐

- reflect on their language choices, and communicative and cultural behaviours in French and English-speaking contexts, for example: 🌐
  - reflecting on how their language choices, including the use of English and French, are indications of their sense of identity within a particular context 🌐
  - considering their differences in their sense of identity in Australia as opposed to living in a French-speaking country 🌐
Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *French K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education
- Life Skills.
Years 7–10 Life Skills Outcomes

Table of Objectives and Outcomes

Communicating Strand

<table>
<thead>
<tr>
<th>Objective</th>
<th>Life Skills outcome</th>
<th>Life Skills outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interacting</strong>: exchanging information, ideas and opinions, and socialising, planning and negotiating</td>
<td>A student:</td>
<td>LFRLS-1C uses French to interact with others in everyday contexts</td>
</tr>
<tr>
<td><strong>Accessing and responding</strong>: obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</td>
<td>A student:</td>
<td>LFRLS-2C accesses and obtains information from a range of texts</td>
</tr>
<tr>
<td><strong>Composing</strong>: creating spoken, written, bilingual, digital and/or multimodal texts</td>
<td>A student:</td>
<td>LFRLS-3C responds to information and ideas for a range of purposes and/or audiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LFRLS-4C composes texts in a range of formats</td>
</tr>
</tbody>
</table>
Understanding Strand

**Objective**
- **Systems of language**: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

**Life Skills outcomes**
A student:

**LFRLS-5U**
explores French pronunciation and intonation patterns

**LFRLS-6U**
explores French language patterns and structures

**LFRLS-7U**
engages with a variety of text structures

**Objective**
- **The role of language and culture**: understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

**Life Skills outcome**
A student:

**LFRLS-8U**
explores their own and other languages and cultures

Values and Attitudes Objectives

Students:
- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
## Years 7–10 Life Skills and Related Syllabus Outcomes

### Communicating Strand

#### Objective
- **Interacting:** exchanging information, ideas and opinions, and socialising, planning and negotiating

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
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<tbody>
<tr>
<td>A student:</td>
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</tr>
<tr>
<td><strong>LFRLS-1C</strong> uses French to interact with others in everyday contexts</td>
<td><strong>LFR4-1C</strong> uses French to interact with others to exchange information, ideas and opinions, and make plans</td>
</tr>
<tr>
<td></td>
<td><strong>LFR5-1C</strong> manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</td>
</tr>
</tbody>
</table>

#### Objective
- **Accessing and responding:** obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

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<tr>
<td>A student:</td>
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</tr>
<tr>
<td><strong>LFRLS-2C</strong> accesses and obtains information from a range of texts</td>
<td><strong>LFR4-2C</strong> identifies main ideas in, and obtains information from texts</td>
</tr>
<tr>
<td></td>
<td><strong>LFR5-2C</strong> identifies and interprets information from a range of texts</td>
</tr>
<tr>
<td><strong>LFRLS-3C</strong> responds to information and ideas for a range of purposes and/or audiences</td>
<td><strong>LFR4-3C</strong> organises and responds to information and ideas in texts for different audiences</td>
</tr>
<tr>
<td></td>
<td><strong>LFR5-3C</strong> evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</td>
</tr>
</tbody>
</table>
## Life Skills

**Objective**
- **Composing**: creating spoken, written, bilingual, digital and/or multimodal texts

<table>
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<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>LFRLS-4C composes texts in a range of formats</td>
<td>LFR4-4C applies a range of linguistic structures to compose texts in French using a range of formats for different audiences</td>
</tr>
<tr>
<td></td>
<td>LFR5-4C experiments with linguistic patterns and structures to compose texts in French using a range of formats for a variety of contexts, purposes and audiences</td>
</tr>
</tbody>
</table>

## Understanding Strand

**Objective**
- **Systems of language**: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

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<td>A student:</td>
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<tr>
<td>LFRLS-5U explores French pronunciation and intonation patterns</td>
<td>LFR4-5U applies French pronunciation and intonation patterns</td>
</tr>
<tr>
<td></td>
<td>LFR5-5U demonstrates how French pronunciation and intonation are used to convey meaning</td>
</tr>
<tr>
<td>LFRLS-6U explores French language patterns and structures</td>
<td>LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas</td>
</tr>
<tr>
<td></td>
<td>LFR5-6U analyses the function of complex French grammatical structures to extend meaning</td>
</tr>
<tr>
<td>LFRLS-7U engages with a variety of text structures</td>
<td>LFR4-7U identifies variations in linguistic and structural features of texts</td>
</tr>
<tr>
<td></td>
<td>LFR5-7U analyses linguistic, structural and cultural features in a range of texts</td>
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</table>
**Objective**

- **The role of language and culture**: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity

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<td><strong>LFRLS-8U</strong></td>
<td><strong>LFR4-8U</strong></td>
</tr>
<tr>
<td>explores their own and other languages and cultures</td>
<td>identifies that language use reflects cultural ideas, values and beliefs</td>
</tr>
<tr>
<td></td>
<td><strong>LFR5-8U</strong></td>
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<td></td>
<td>explains and reflects on the interrelationship between language, culture and identity</td>
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</table>
Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.
Communicating

Interacting

Outcome

A student:
› uses French to interact with others in everyday contexts LFRLS-1C

Related Stage 4/5 outcomes: LFR4-1C, LFR5-1C

Content

Students:
• use language to interact with peers and known adults, for example: ⬤
  – recognising basic greetings, eg Bonjour! 🎉
  – responding to greetings, eg Bonjour, la classe! Bonjour, madame! 🎉
  – responding to questions in everyday situations, eg Ça va? Ça va. 🎉
  – introducing themselves and exchanging personal details with others, eg Je m'appelle …, il/elle s'appelle …, Je suis intelligent. Marie est intelligente. 🎉
  – initiating questions, eg Ça va? 🎉
  – recognising everyday objects and concepts in French, eg places, classroom objects 🎉
  – participating in a conversation, eg Je m'appelle …, J'ai … ans, J'habite … 🎉
  – recognising French words related to topics of interest 🎉
  – sharing information on a topic of interest such as sport, eg J'aime le foot. J'adore le basket. 🎉
  – sharing opinions and ideas about what they like and do not like, eg J'aime le français. Je n'aime pas les maths. 🎉
• engage in everyday collaborative activities and participate in classroom routines, for example: ⬤
  🎉
  – using ‘please’ and ‘thank you’ when collaborating with others, eg s'il vous plaît, merci. 🎉
  – following instructions, eg to learn a song or game, to begin a learning activity ⬤ 🎉
  – responding to cues for turn-taking, eg Et toi? 🎉
  – responding to directions, eg À gauche! Tout droit! 🎉
  – seeking help or permission, eg Pardon madame, est-ce que je peux aller aux toilettes? 🎉
  – seeking clarification, eg pardon, désolé 🎉
  – sharing information about aspects of their personal world, eg family, friends, entertainment, sport or leisure ⬤ 🎉
  – expressing opinions, eg j'aime, je n'aime pas, j'adore, je déteste ⬤ 🎉
  – offering suggestions, eg oui, non, d'accord ⬤ 🎉
  – accepting or declining an invitation, eg oui, merci, désolé 🎉
Content for students with prior learning, experience and/or background

Students:

- initiate and sustain interactions with peers and known adults, for example: initiating a conversation, responding to questions about themselves, sharing an opinion and/or point of view, sharing their thoughts, feelings and/or preferences, participating in a conversation and elaborating ideas, sharing thoughts, feelings and/or preferences, asking questions, comparing everyday experiences of French and Australian people, eg sharing experiences about life in school with a French friend online.

- engage in everyday collaborative activities that involve planning and negotiating, and participate in classroom routines, for example: responding to ‘yes’ or ‘no’ questions about learning activities, giving and following instructions, asking for clarification, seeking help, permission and advice, offering suggestions and advice, responding to open-ended questions about learning activities, experiencing different roles in group activities, participating in a shared event, collaborating with others to make decisions and/or solve problems in group activities, elaborating on ideas and opinion, collaborating with others to express opinions, thoughts and ideas.

French K–10 Syllabus 121
Communicating

Accessing and Responding

Outcomes

A student:
› accesses and obtains information from a range of texts LFRLS-2C
› responds to information and ideas for a range of purposes and/or audiences LFRLS-3C

Related Stage 4/5 outcomes: LFR4-2C, LFR4-3C, LFR5-2C, LFR5-3C

Content

Students:
• access texts and locate information, for example: 📖
  – recognising known words and phrases in French texts, eg greetings, days of the week 📖
  – identifying known French words and phrases, eg in a conversation, song and rhyme 📖
  – locating information in French on a print or online map, eg locating France on a world map, locating popular sites, eg the Eiffel Tower on a map of Paris 📖
  – recognising information in French signs and symbols 📖
  – listening for key information in French, eg numbers, names, cities 📖
  – obtaining specific information from written French texts in a variety of ways, eg matching words with pictures, sequencing words and sentences 📖
  – locating and identifying key information in French texts, eg timetables, recipes, menus, invitations, posters, identity cards, emails 📖
  – identifying features of objects and/or people in a French text, eg les yeux bleus, les cheveux longs, la chaise rouge 📖

• respond to information in a variety of formats using modelled language, for example: 📖
  – responding to known words and phrases 📖
  – responding to information on a familiar topic 📖
  – responding to simple questions or ideas about a text, eg a well-known story 📖
  – responding to information presented in a variety of formats, eg graph, poster, report 📖
  – exploring information presented in texts, eg a travel brochure about a popular tourist destination in French-speaking country 📖
  – gathering information about a special event in a French-speaking country, eg a festival, and presenting a short report, using photos, illustrations, captions or diagrams 📖
  – responding to ideas and opinions in a group forum, eg a blog, class discussion, game or activity 📖
Content for students with prior learning, experience and/or background

Students:

- access and select relevant information and ideas from a range of texts, for example: 📚
  - identifying main points and specific details in texts 📚
  - locating and identifying relevant information in texts, eg focusing on familiar and predictable situations and answering questions in English or French 📚
  - exploring information from a range of print and online sources, eg about schools, pop music, sport in French-speaking countries and Australia 📚 📚 📚
  - organising and interpreting information, eg recording information in a timeline or profile about a famous person or event 📚 📚
  - describing information and ideas gathered from texts, eg describing a character from a French story or film 📚 📚

- respond to information on a range of topics, events or experiences in a variety of formats, for example: 📚
  - presenting information about a familiar topic, eg surveying opinions of classmates and presenting findings using digital technology 📚 📚 📚
  - collating and presenting information using simple statements, images and digital technology, as appropriate, eg a presentation on their family, what they did on the weekend 📚 📚 📚
  - responding to more complex questions or ideas about texts, eg a well-known children's story 📚
  - presenting a short talk using information gathered from multiple sources 📚 📚
  - researching information about a popular tourist destination in a French-speaking country and creating a brochure 📚
  - gathering information about a special event, eg a festival, and presenting a short report, using photographs, illustrations, captions or diagrams 📚 📚
Communicating

Composing

Outcome

A student:
› composes texts in a range of formats LFRLS-4C

Related Stage 4/5 outcomes: LFR4-4C, LFR5-4C

Content

Students:
• compose texts in a variety of formats, using modelled language, for example: 📝➡️➡️
  – participating in creating texts on familiar topics, eg a family tree 📝➡️➡️
  – labelling photos from a real or virtual school excursion in French for a classroom display, eg C'est le musée. C'est un dinosaure. 📝➡️
  – creating a greeting card to a friend to say bonjour/salut or wish them Joyeux anniversaire! 📝
  – completing speech bubbles in a comic strip 📝➡️
  – composing a self-introduction speech for meeting new students 📝➡️➡️
  – creating a shopping list of ingredients required to cook a simple French meal from a recipe 📝
  – creating a French menu using images, word banks and sample sentence patterns for a class restaurant 📝➡️➡️
  – creating a timetable of weekly or monthly activities, eg mardi, le sept octobre: 2h30 le dentiste 📝➡️➡️
  – creating a visual text using simple French words and phrases, eg a poster of les animaux domestiques 📝➡️
  – composing a simple recount, poem or narrative in French about a recent event, eg a holiday, an outing or a celebration 📝➡️➡️

• create bilingual texts, for example: 📝➡️
  – matching French words with corresponding English words 📝➡️
  – labelling familiar objects in French and English, eg classroom objects 📝➡️
  – creating a visual display of new vocabulary, using digital technology as appropriate, eg flashcards 📝➡️➡️
  – creating a bilingual picture dictionary of new words, eg la famille, les vêtements, la maison 📝➡️
  – creating a bilingual poster, eg of a school map or school canteen menu 📝➡️
  – making a dictionary of learned vocabulary for the class, using digital technologies 📝➡️➡️
Content for students with prior learning, experience and/or background

Students:

- compose texts in a variety of formats for different contexts and purposes, for example:
  - creating a French menu with some details about each item for a class restaurant
  - composing a recount, eg of a school excursion for the school newsletter
  - composing a diary entry, eg *mon premier jour à l’école* including phrases about how they felt, *C’était intéressant/différent/amusant/pénible.*
  - producing an advertisement, eg to promote a class restaurant or a cultural event, eg Bastille Day
  - creating own version of a popular children’s game involving numbers
  - using modelled examples, including accents, and digital technology as appropriate when composing texts
  - using appropriate text structures from modelled examples, eg narrative, letter, argument

- create bilingual texts for the classroom and the wider community, for example:
  - creating a bilingual notice, eg for the school to notify parents of a school dance
  - creating a digital presentation for the class, eg about favourite people and things, spoken in French with English subtitles
  - creating a bilingual version of a well-known children’s story using illustrations and basic language
  - creating lyrics in French to a well-known song
  - creating a bilingual poster for the classroom
  - creating a simple article about a recent event in English and French for a school newsletter or local newspaper
Understanding

Systems of Language

Outcomes

A student:
› explores French pronunciation and intonation patterns LFRLS-5U
› explores French language patterns and structures LFRLS-6U
› engages with a variety of text structures LFRLS-7U

Related Stage 4/5 outcomes: LFR4-5U, LFR4-6U, LFR4-7U, LFR5-5U, LFR5-6U, LFR5-7U

Content

Students:
• recognise features of the French sound system, such as pitch, accent, rhythm and intonation, for example:
  – recognising that someone has a different accent, eg a French accent when they speak English
  – recognising that tone, pitch and volume varies according to speaker’s mood
  – recognising nonverbal communication, eg shaking hands
  – exploring nonverbal communication, eg faire la bise 2, 3 or 4 times depending on the region
  – recognising and reproducing the sounds of the French alphabet and its similarities and differences to the English alphabet
  – recognising specific sounds peculiar to French, eg nasal sounds as in pain, main, ‘y’ sounds in the throat such as chercher, frère, ‘œ’ sound as in sœur, cœur, ‘ill’ sound as in bille, fille
  – recognising that some French letters have accents on top of them which changes pronunciation, eg è, é, ê, ç
  – recognising how to break up French syllables in multi-syllabic words to emphasise the correct syllables, eg pamplemousse, imagination, bienvenue

• recognise elements of French grammar and sentence patterns, for example:
  – recognising that French and English word order are similar in many ways
  – recognising verbs related to daily activities, eg regarder la télévision, manger, jouer au foot/rugby, dîner
  – recognising adjectives
  – using adjectives to describe familiar objects
  – identifying a question
  – making simple statements using a subject pronoun, a verb and a noun, and a subject, a verb and an adjective, eg J’aime l’omelette. Je déteste le lait. Je suis content.
• recognise the dynamic nature of French and other languages, for example:
  – recognising French words that are commonly used in English, e.g. *bon voyage*, *omelette*
  – recognising cognates in a sentence, e.g. *le dîner, la table, le hamster, le bracelet*
  – identifying how the French language is used in familiar routines, e.g. *Bon appétit! Bon voyage! Joyeux anniversaire! Bonne année!*
  – recognising influences of other languages on the English language, e.g. *kangaroo, kookaburra, etcetera, fish, pasta, spaghetti*
  – exploring the influence of Latin on French and French on English, e.g. *castra* to *château* to castle

• explore how different texts are structured, for example:
  – identifying the format of familiar texts, e.g. a greeting card, invitation, email, map, menu, timetable
  – identifying language forms and features of texts, e.g. a date, time and place in an invitation
  – recognising the purpose and audience of a range of texts
Content for students with prior learning, experience and/or background

Students:

- recognise and use French pronunciation and intonation patterns, for example:
  - recognising French sounds and how to pronounce them correctly, eg vin, pin, agneau, eau, chercher
  - exploring how to pronounce sounds that do not exist in English, eg ‘r’ sound frère, chercher, nasal ‘in’ sound fin, vin, pin, silent letters hôpital, hôtel
  - exploring the function of accents on certain letters, and how this affects pronunciation, eg é in dansé, télévision, è in règle, crème, ç in garçon, façon
  - recognising that some letters in French are not pronounced as they appear in the word, eg faim, vingt, in plurals the ‘s’ is not pronounced, ‘ent’ at the end of ‘ills/elles’ form of regular verbs is not pronounced, eg ils regardent, ils finissent, ils vendent

- recognise and use elements of French grammar and sentence structure, for example:
  - recognising different question words
  - recognising some tenses, such as present, passé composé, futur proche, eg Je joue. J’ai joué. Je vais jouer.
  - explaining that French word order is similar to English in many ways
  - recognising that certain adjectives go before the noun, and others change meaning according to position, eg propre, ancien
  - recognising that some adjectives have a different spelling where they are used before a noun starting with a vowel, eg bel, nouvel, vieil
  - making simple statements using a subject pronoun, a verb and a noun, and a subject, a verb and an adjective, eg J’aime l’omelette. Je déteste le lait. Je suis intelligent. Je suis contente.

- explore how French has changed, for example:
  - exploring the influence of technology and globalisation on French
  - understanding where certain words come from, eg Latin, English, Arabic
  - recognising the impact of youth culture on language, eg use of English words, SMS language

- explore and recognise textual conventions of familiar multimodal texts, for example:
  - exploring a range of texts in French
  - recognising how content is organised in a range of French texts, including headings, images, use of scripts and fonts
  - applying knowledge of text features to locate key information in a range of texts, eg maps, menus, emails, narratives and recipes
  - engaging with familiar texts in both French and English and explaining how the content and features of the text suit its purpose, eg the menu has pictures of dishes to help the customer understand what kind of food it is
Understanding

The Role of Language and Culture

Outcome

A student:

› explores their own and other languages and cultures LFRLS-8U

Related Stage 4/5 outcomes: LFR4-8U, LFR5-8U

Content

Students:

- explore how language changes in formal and informal contexts, for example: ☹️ 🤝
  - observing forms of communication in different situations, eg recognising how elements such as body language and personal space contribute to relationships ☹️ 🤝
  - exploring how different people use language in different ways, eg formal and informal language ☹️ 🤝
  - exploring specific formal language, eg addressing male and female forms, addressing a teacher ☹️ 🤝
  - recognising formal and informal language, eg recognising the difference between tu and vous ☹️ 🤝
  - varying basic phrases according to the relationship, age and familiarity, eg Madame/Monsieur and surname, being able to use just Madame or Monsieur on their own when addressing a teacher, or a customer ☹️ 🤝

- explore links between language, culture and behaviours, for example: ☹️ 🤝
  - recognising countries where French is the main language spoken ☹️ 🤝
  - exploring the range of languages spoken in Australia, including local Aboriginal and Torres Strait Islander languages, and identifying people in the local community or in the media who speak a different language, eg ‘My mum’s friend is from France, and she speaks French’, ‘the local Elder speaks Darug and is from Western Sydney’ ☹️ 🤝
  - recognising appropriate and inappropriate gestures used commonly by French people, eg j’en ai ras-le-bol with hand moving overhead, mon oeil with finger pulling bottom eyelid down ☹️ 🤝
  - recognising that there are culturally appropriate language and behaviours for particular contexts, eg restaurants, public places ☹️ 🤝
  - recognising that language is used to communicate with others ☹️ 🤝
  - recognising the importance of declining politely ☹️ 🤝
Life Skills

- explore their own and others’ lifestyles, beliefs and cultural practices, for example: 🌐
  - participating in a traditional French game and song 🌐
  - exploring celebrations and cultural traditions, eg la fête, la Toussaint, la Fête des rois 🌐
  - exploring French money systems, eg participating in scenarios using the currency of French-speaking countries 🌐
  - exploring popular entertainment and recreational activities 🌐
  - participating in a shared meal of French food and identifying that customs associated with eating vary according to culture 🌐
  - identifying people in the local community or in the media who speak a different language, including Aboriginal or Torres Strait Islander languages, eg ‘My mum’s friend is from France, and she speaks French’ 🌐
  - comparing cultural practices around the world 🌐
  - comparing everyday experiences of French-speaking and Australian people, eg sharing experiences of life in school with a French friend online 🌐
  - sharing information about themselves and their family background, eg their age, interests, country of origin and languages spoken 🌐
  - comparing French and Australian lifestyles related to festivals and celebrations, including music, food staples and cooking styles, and discussing own engagement with these 🌐

**Content for students with prior learning, experience and/or background**

Students:

- explore how language changes in formal and informal contexts, for example: 🌐
  - identifying examples of informal forms of language, eg the use of abbreviations or emojis when texting 🌐
  - using polite language when speaking to seniors/teachers/French guests and students, eg s’il vous plait, veuillez, pourrais, voudrais, use of vous 🌐
  - recognising that ‘ne’ is sometimes left out of negative expressions in informal speech, eg Je sais pas. 🌐

- explore the relationship between language, culture and behaviour, for example: 🌐
  - exploring the idea of belonging through a shared language, culture and behaviour 🌐
  - exploring difference and diversity of cultural expression in Australia, including those of Aboriginal and Torres Strait Islander Peoples, eg celebrations, food, music, art, craft, beliefs/protocols, dance and clothing 🌐
  - exploring celebrations and comparing cultural practices around the world, eg la fête, la Toussaint, la Fête des rois 🌐

- explore how aspects of identity, including family background, traditions and beliefs, influence us, for example: 🌐
  - recognising that identity can be reflected through speech, eg the use of colloquial language 🌐
  - participating in a class activity about own and others’ culture and language 🌐
  - sharing information about themselves and their family, eg their family origins, languages they speak at home, why their family emigrated to Australia 🌐
  - demonstrating respect for diverse cultural practices, eg differences in speech, dress, celebrations and beliefs 🌐
  - using French ways of greeting each other, eg shaking hands, kissing on both cheeks 🌐
Assessment

Standards

The NSW Education Standards Authority’s (NESA) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in French contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The NESA K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.
Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

**Assessment for Students with Special Education Needs**

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.
Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education
- Life Skills.

**Reporting**

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander Peoples</td>
<td>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia’s Cape York which were annexed by Queensland in 1879. An Aboriginal and/or Torres Strait Islander person is someone who: • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.</td>
</tr>
<tr>
<td>accent</td>
<td>A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.</td>
</tr>
<tr>
<td>accent marks</td>
<td>Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or grammatical usage for the word within they appear, as in the following: • acute, eg café • grave, eg voilà • circumflex, eg château • cedilla, eg garçons • dieresis, eg Noël</td>
</tr>
<tr>
<td>activity</td>
<td>A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. ‘Classroom activities’ is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks.</td>
</tr>
<tr>
<td>adjective</td>
<td>A word that modifies or describes a noun or pronoun, eg astonishing in an astonishing discovery.</td>
</tr>
<tr>
<td>adverb</td>
<td>A word class that may modify or qualify a verb, an adjective or another adverb, eg beautifully in She sings beautifully; really in He is really interesting; very and slowly in She walks very slowly.</td>
</tr>
<tr>
<td>adverbial</td>
<td>A word or group of words that functions as an adverb, eg at the speed of light.</td>
</tr>
<tr>
<td>aesthetic</td>
<td>Relates to a sense of beauty or appreciation of artistic expression.</td>
</tr>
<tr>
<td>audience</td>
<td>Intended readers, listeners or viewers.</td>
</tr>
<tr>
<td>authentic (texts/materials)</td>
<td>Texts or materials produced for ‘real-life’ purposes and contexts as opposed to being created specifically for learning tasks or language practice.</td>
</tr>
<tr>
<td>Glossary term</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>author</td>
<td>A composer or originator of a work, eg a novel, film, website, speech, essay, autobiography.</td>
</tr>
<tr>
<td>bilingualism</td>
<td>An ability to use two languages.</td>
</tr>
<tr>
<td>biography</td>
<td>A detailed account of an individual’s life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.</td>
</tr>
<tr>
<td>clause</td>
<td>A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.</td>
</tr>
<tr>
<td>CLIL</td>
<td>Content and Language Integrated Learning. An approach to learning content through an additional language.</td>
</tr>
<tr>
<td>cognates</td>
<td>Similar or identical words which have shared origins. For example, actor (English) acteur (French) have a shared origin.</td>
</tr>
<tr>
<td>cohesion</td>
<td>That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (eg study/laze about, ugly/beautiful), repetition (eg work, work, work – that’s all we do!) and collocation (eg friend and pal in, My friend did me a big favour last week. She’s been a real pal.)</td>
</tr>
<tr>
<td>communication</td>
<td>A mutual and reciprocal exchange of meaning.</td>
</tr>
<tr>
<td>composing</td>
<td>A process of producing written, spoken, graphic, visual or multimodal texts. It also includes applying knowledge and control of language forms, features and structures required to complete the task.</td>
</tr>
<tr>
<td>compound sentence</td>
<td>A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as or, and, but. In the following examples, the main clauses are indicated by square brackets: [Alice came home this morning] but [she didn’t stay long], [Kim is an actor], [Pat is a teacher], and [Sam is an architect].</td>
</tr>
<tr>
<td>conjunction</td>
<td>A part of speech that signals relationships between people, things, events, ideas, eg Sophie and her mother might come, or they might stay at home. The conjunction and links the two participants, while or links alternative options.</td>
</tr>
<tr>
<td>context</td>
<td>An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.</td>
</tr>
<tr>
<td>Glossary term</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>convention</td>
<td>An accepted language or communicative practice that has developed and become established over time, e.g. the use of punctuation or directionality.</td>
</tr>
<tr>
<td>Country</td>
<td>Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.</td>
</tr>
<tr>
<td>create/compose</td>
<td>Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.</td>
</tr>
<tr>
<td>cues</td>
<td>Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.</td>
</tr>
</tbody>
</table>
| culture       | In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group’s way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.  
Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:  
- see, think, interpret the world and experience  
- make assumptions about self and others  
- understand and represent individual and community identity.  
Culture involves understandings about ‘norms’ and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding. |
| de-centre     | A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one’s own linguistic and cultural behaviour. |
| dialect       | A variant of a language that is characteristic of a region or social group. |
| digital media | Various platforms via which people communicate electronically. |
| digital texts | Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature. |
**Glossary term** | **Definition**
---|---
**ellipsis** | Ellipsis is the omission of words where:
- words repeat what has gone before and these terms are simply understood, e.g. The project will be innovative. To be involved *(in the project)* will be exciting.
- a word like *one* is substituted for a noun or group, as in *There are lots of apples in the bowl. Can I have one?*
- a cohesive resource that binds text together and is commonly used in dialogue for speed of response, e.g. *(Do you) Want a drink?/Thanks. *(I would like a drink)*
- three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu
- the points of ellipsis take the place of sections of text when quoting from a source.

**exercise** | A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.

**form-focused learning activities** | Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, e.g. drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.

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

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

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

**gerund** | A verb form ending in *–ing* that functions as a noun.

**gist** | The general meaning or most important piece of information in a text.

**hyperbole** | An exaggerated statement used for emphasis or to make a point.

**identity** | A person’s conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners’ experiences with different linguistic and cultural systems introduce them to alternative ways of considering the nature and the possibilities associated with identity.
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>idiomatic expressions</td>
<td>A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, eg <em>I am over the moon</em>; <em>on thin ice</em>; <em>a fish out of water</em>; <em>fed up to the back teeth.</em></td>
</tr>
<tr>
<td>Indigenous cultural and intellectual property</td>
<td>Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous Peoples as a whole or their territory.</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander Peoples within Australia.</td>
</tr>
<tr>
<td>input</td>
<td>Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.</td>
</tr>
<tr>
<td>intercultural capability</td>
<td>An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one’s own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to difference and diversity.</td>
</tr>
<tr>
<td>intercultural language teaching and learning</td>
<td>An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language-culture systems. It includes the reflexive and reciprocal dimension of attention to learners’ own language(s) and cultural frame(s).</td>
</tr>
</tbody>
</table>
| interpret                                | In the context of second or additional language learning, interpret refers to two distinct processes:  
- the act of translation from one language to another  
- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others. |
<table>
<thead>
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<tr>
<td>intonation</td>
<td>A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.</td>
</tr>
<tr>
<td>language</td>
<td>A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.</td>
</tr>
<tr>
<td></td>
<td>Language is described and employed:</td>
</tr>
<tr>
<td></td>
<td>1. as code – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems</td>
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<td></td>
<td>2. as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways</td>
</tr>
<tr>
<td></td>
<td>3. as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations</td>
</tr>
<tr>
<td></td>
<td>4. as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.</td>
</tr>
<tr>
<td>language features</td>
<td>Features of language that support meaning, eg sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</td>
</tr>
<tr>
<td>language patterns</td>
<td>Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.</td>
</tr>
<tr>
<td>language systems</td>
<td>Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.</td>
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<tr>
<td>learning task</td>
<td>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms. The learning task may be authentic, eg to conduct a French-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to a French-speaking friend or read a friend's blog. Learning tasks provide the organising structure and context for meaning-focused language learning.</td>
</tr>
<tr>
<td>macro skills</td>
<td>Four major language skills of listening, reading, speaking and writing.</td>
</tr>
<tr>
<td>manipulate</td>
<td>To change or alter the vocabulary or syntax of a sentence.</td>
</tr>
<tr>
<td>media texts</td>
<td>Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.</td>
</tr>
<tr>
<td>metalanguage</td>
<td>A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register).</td>
</tr>
<tr>
<td>mnemonic</td>
<td>An aid such as a pattern, rhyme, acronym, visual image used for memorising information.</td>
</tr>
<tr>
<td>mode</td>
<td>Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.</td>
</tr>
<tr>
<td>monolingual</td>
<td>Using only one language.</td>
</tr>
<tr>
<td>multimodal text</td>
<td>A text which involves two or more communication modes; for example the combining of print, image and spoken text in film or computer presentations.</td>
</tr>
<tr>
<td>narrative</td>
<td>A story of events or experiences, real or imagined.</td>
</tr>
<tr>
<td>noun</td>
<td>A part of speech that includes all words denoting physical objects such as man, woman, boy, girl, car, window. These are concrete nouns. Abstract nouns express intangibles, such as democracy, courage, success, idea.</td>
</tr>
<tr>
<td>off-Country</td>
<td>Taking place away from Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td>on-Country</td>
<td>Taking place on Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td>onomatopoeia</td>
<td>The formation of a word by imitating the sound associated with the object designated.</td>
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<tr>
<td>orthography</td>
<td>Writing words correctly according to common usage.</td>
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<tr>
<td>performance</td>
<td>A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.</td>
</tr>
<tr>
<td>Place</td>
<td>A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.</td>
</tr>
<tr>
<td>plurilingual</td>
<td>An ability to use several languages.</td>
</tr>
<tr>
<td>pragmatics</td>
<td>A study of how context affects communication, eg in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.</td>
</tr>
<tr>
<td>prefix</td>
<td>A meaningful element (morpheme) added before the main part of a word to change its meaning, eg <em>un</em> in <em>unhappy</em>.</td>
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<tr>
<td>preposition</td>
<td>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</td>
</tr>
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<td></td>
<td>1. space/direction (for example below, in, on, to, under – eg <em>She sat on the table.</em>)</td>
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<td></td>
<td>2. time (for example after, before, since – eg <em>I will go to the beach after lunch.</em>)</td>
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<td></td>
<td>3. those that do not relate to space or time (for example of, besides, except, despite – eg <em>He ate all the beans except the purple ones.</em>).</td>
</tr>
<tr>
<td></td>
<td>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg <em>in the office; besides these two articles.</em></td>
</tr>
<tr>
<td>productive language</td>
<td>One of two aspects of communication through language (see receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.</td>
</tr>
<tr>
<td>pronoun</td>
<td>A part of speech that refers to nouns, or substituting for them, within and across sentences, eg Ahmad chose a chocolate cake. <em>He ate it that evening</em> (where <em>he</em> and <em>it</em> are personal pronouns; and <em>that</em> is a demonstrative pronoun).</td>
</tr>
<tr>
<td>pronunciation</td>
<td>A manner in which a syllable is uttered.</td>
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<tr>
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</table>
| question      | A commonly employed prompt to find out information. A key element of scaffolding to support learners’ use of language and to encourage further contributions. Different types of questions provide different prompts:  
  - **closed questions** are questions for which there are predictable answers, e.g. *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.  
  - **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, e.g. *How do you feel about that? What do you think might happen next?* They are used as stimulus for discussion, reflection and investigation.  

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development. |
<p>| receptive language | One of the two components of communication through language (see productive language): the ‘receiving’ aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes. |
| register         | A variety of language used for a particular purpose or in a particular situation, the variation being defined by <em>use</em> as well as <em>user</em>, e.g. informal register or academic register. |
| Romance languages | A group of languages derived from Vulgar (Common) Latin. Official languages in this group include Catalan, French, Italian, Portuguese, Romanian and Spanish. |
| scaffolding      | Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners’ current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting. |
| speak            | Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world. |
| stereotype       | A widely held but fixed and oversimplified image or idea of a particular type of person or thing. |</p>
<table>
<thead>
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<tr>
<td>stress</td>
<td>An emphasis in pronunciation that is placed on a particular syllable of a word, eg <em>She will conduct the orchestra</em>; <em>her conduct is exemplary</em>.</td>
</tr>
<tr>
<td>suffix</td>
<td>A meaningful element added after the root of a word to change its meaning, eg to show its tense: <em>-ed</em> in <em>passed</em>. Common suffixes in English include <em>-ing, -ed, -ness, -less, -able</em>.</td>
</tr>
<tr>
<td>sustained interaction</td>
<td>An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.</td>
</tr>
<tr>
<td>talk</td>
<td>Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.</td>
</tr>
<tr>
<td>text structure</td>
<td>Ways in which information is organised in different types of texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.</td>
</tr>
<tr>
<td>text types (genres)</td>
<td>Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, eg texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts, eg a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be expressed differently in French or German.</td>
</tr>
<tr>
<td>texts</td>
<td>Communications of meaning produced in any media that incorporates French. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal texts).</td>
</tr>
<tr>
<td>textual features/</td>
<td>Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).</td>
</tr>
<tr>
<td>conventions</td>
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</tr>
<tr>
<td>translation</td>
<td>A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.</td>
</tr>
<tr>
<td>verb</td>
<td>A part of speech which expresses existence, action, state or occurrence, eg <em>they watch football; she is exhausted; the day finally came</em>.</td>
</tr>
<tr>
<td>auxiliary verb</td>
<td>A verb that combines with another verb in a verb phrase to form tense, mood, voice or condition, eg <em>they will go, I did eat lunch, she might fail the exam</em>.</td>
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<tr>
<td>word borrowing</td>
<td>A practice of incorporating words from one language into another. For example the use of French words such as <em>croissant</em>, <em>chic</em> in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.</td>
</tr>
<tr>
<td>word processing</td>
<td>The use of a computer system to produce documents by inputting, editing, manipulating, storing and printing them.</td>
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</tbody>
</table>