

Year 8-10 French topics and language items

Year 8 (Level 1 Year 7-8)

Topics

- greetings, wishes and thanks
- family, friendship, home, interests
- feelings, likes and dislikes
- money/currency exchange (Year 9)
- shopping (selling & buying)
- sports/music events
- classroom routines
- school and school life (Year 9-10 school subjects; languages and cultures)
- languages & nationalities
- occupation/ professions

Language items

- Address people with professions
- adjectives agree in number and gender with the noun
- adverbs
- *aller* + infinitive forms of verbs (end of yr 8 / yr 9)
- colours
- clothing
- *commencer* (*manger*) - some 'er' verbs have a small spelling change.
- common types of text
- conjunctions
- date
- declarative and descriptive statements
- definite and indefinite articles
- Emails/notes/journals
- formulaic expressions
- French alphabet
- French sounds, rhythms, intonation patterns
- frequency words
- gender
- genre substitution
- greetings
- high-frequency verbs with adjectives and adverbs
- imperative, declarative and interrogative verb forms (Imperative goes in directions)
- interests
- leisure activities
- likes, dislikes and preferences
- location
- locative prepositions
- main conjugations for present tense
- name
- numbers
- plural forms (irregular plural forms)
- possessive adjectives
- prefixes and suffixes
- present tense (year 9)

- past tense
- prices (next year)
- regular verbs
- routines
- simple declarative sentence with rising intonation, inverting the verb form, and using *est-ce que* before a declarative sentence
- sizes
- sports
- subject pronouns
- the imperative verb mood
- the imperative verb mood
- the negative *ne...pas*
- time
- transactional language
- Vowel system in French(nasalised vowels)
- years old... (age)

Assessment strands

Socialising 091 <ul style="list-style-type: none"> • Interacting • describing 	Socialising 092 <ul style="list-style-type: none"> • planning, • managing tasks, • acting 	Socialising 093 <ul style="list-style-type: none"> • participating, • interacting, • contributing, • responding
Informing 094 <ul style="list-style-type: none"> • researching, • reading/listening, • ordering, • classifying 	Informing 094 <ul style="list-style-type: none"> • composing, • presenting, • informing 	
Creating 096 <ul style="list-style-type: none"> • participating, • responding, • evaluating 	Creating 097 <ul style="list-style-type: none"> • interpreting, • creating, • experimenting, • presenting 	
Translating 098 <ul style="list-style-type: none"> • comparing, • translating, • interpreting, • explaining 	Translating 098 <ul style="list-style-type: none"> • translating, • interpreting, • explaining 	
Reflecting 100 <ul style="list-style-type: none"> • noticing, • reflecting, • responding 	Reflecting 101 <ul style="list-style-type: none"> • noticing, • reflecting, • comparing, • adjusting 	
system of language 102 <ul style="list-style-type: none"> • listening, • distinguishing, • imitating, • reading aloud 	system of language 103 <ul style="list-style-type: none"> • noticing, • applying, • explaining 	system of language 104 <ul style="list-style-type: none"> • noticing, • analysing, • comparing
Language variation and change 105	Language variation and change 106	Language variation and change 107

- noticing,
- analysing,
- explaining

- observing,
- identifying,
- classifying

- mapping,
- comparing,
- distinguishing

Role of language and culture 108

- analysing,
- explaining,
- defining

Year level description (Year 8)

- Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures.
- Many students will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French.
- Students' textual knowledge developed through English literacy learning supports the development of literacy in French.
- Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.
- Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Achievement standards

By the end of Year 8,

- students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends.
- They initiate and sustain conversation by using active-listening skills and responding to others' contributions
- They respond to familiar questions and directions and request help or clarification.
- They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation.
- They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests.
- They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning.
- They describe familiar objects, contexts and experiences, using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance, character and quantity.
- They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations.
- They use conjunctions and connectives, and prepositions of place and time to build cohesion and extend sentence structure.
- They translate short texts and explain French gestures, expressions or signs to friends and family.
- They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning as well as parts of speech.
- They adjust language use to suit contexts and situations, and respond in culturally appropriate ways to interactions with French speakers or resources.
- Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world.

- They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions.
- They give examples of similarities between French and English, and some differences.
- They identify French words used in English, English words used in French, and explain how languages and cultures influence and interact with each other.
- They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships.
- They use metalanguage to explain features of language, texts and grammar, making connections with terms that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French.
- Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.

Year 9-10 (Level 2)

Topics

- birthdays ~~(or Y8?)~~ Year 10
- career / employment possibilities ~~(Year 9)~~ (Year 10)
- characters (Year 8)
- cultural identities (Year 10) (or possibly embedded)
- culture changing (compare traditional and contemporary texts themes and language style; songs, poems, cartoons and films)
- education (Year 10)
- exams "
- food (Year 9)
- French and Australian music (contemporary) ?
- French humour across different times and contexts
- health (Year 10)
- hobbies
- holidays (Year 9) (and year 10 - plan a holiday to Paris)
- local and global issues (eg. environment / pollution, hunger or anti-discrimination)
- Musical festival (Year 10)
- national day
- online shopping (Year 10)
- personal issues (stress)
- regions (Year 9)
- school and home life in Australia and France
- social media (Year 10)
- tourist (Year 10)
- trips (Year 10)
- youth future (Year 10)

Language items

- active-listening strategies, turn-taking cues and verbal and non-verbal responses (*ah bon? pas vrai! et si on*)
- additional negative forms (*ne...plus, ne...rien, ne...jamais, ne...que, ne...personne*)
- advertisement
- comparative and superlative forms of adverbs and adjectives (*vite, plus vite, le plus vite; moins jolie, la*)

moins jolie)

- comparing aspects of school and home life (*les examens, le stress, les sports, l'étude des langues*)
- composing and performing short songs
- Conjunctions
- contractions, abbreviations and acronyms in text messaging (*bjr = bonjour; A+ = à plus; biz = bisous; 12C4 = un de ces quatre*)
- create own linguistic and cultural profile?
- currency exchange
- descriptive and expressive language
- direct and indirect object pronouns (*la, lui, nous, leur*)
- emotive language in advertisements
- emphatic pronouns (*eux, elle*),
- evaluative and comparative language (*ils sont utiles/intéressants/trop complexes; je préfère lire le texte moi-même...; je trouve mieux...*)
- expressive texts
- H/Wh questions
- how to distinguish between a completed and a continuing action in the past (*nous étions déjà au lit quand il est arrivé*)
- imaginative texts
- imperative/interrogative verb moods
- imperfect tense
- impersonal expressions (*il faut, on peut, on doit...*)
- instructional languages (how to play *la pétanque*, cook an omelette, house-train a puppy, play an online game)
- Letter format
- *nous* to suggest inclusivity or shared identity;
- *on* to suggest distance
- past tense
- performative texts
- personal pronouns
- persuasive language (*C'est l'heure! Votez vert!*)
- popular French expressions or idioms (*être bien dans sa peau; ne pas être dans son assiette; revenons à nos moutons*)
- professional titles in French (*un médecin, un chef, une professeure*)
- pronunciation, rhythm and stress in increasingly complex ways
- reflexive verbs (*se laver, se lever, se présenter*), including the use of *être* and agreements in *le passé composé*
- relative pronouns (*qui, que*),
- rhetorical strategies (*Au contraire! à mon avis..., je ne suis pas d'accord, après tout..., il faut le dire..., encore une fois..*)
- simple and compound sentences (*les études, la santé, l'avenir, les passe-temps*)
- surveying or interviewing (*je sais compter/écrire/communiquer en français; j'ai un bon accent; je parle assez couramment; j'aime bien les gestes ; je trouve meilleur...*)
- the regularities and irregularities of spoken French,
- *tu* or *vous* to distinguish relationship;
- verbs conjugated with *avoir*
- verbs conjugated with *être*

Assessment strands

Socialising 109

- interacting,

Socialising 110

- task planning and resourcing,

Socialising 111

- discussing,

<ul style="list-style-type: none"> • responding, • explaining, • comparing 	<ul style="list-style-type: none"> • cross-referencing 	<ul style="list-style-type: none"> • commenting, • interacting
Informing 112 <ul style="list-style-type: none"> • selecting, • evaluating, • interpreting, • analysing 	Informing 113 <ul style="list-style-type: none"> • selecting, • designing, • presenting 	
Creating 114 <ul style="list-style-type: none"> • responding, • comparing 	Creating 115 <ul style="list-style-type: none"> • creating, • performing, • entertaining, • reflecting 	
Translating 116 <ul style="list-style-type: none"> • comparing, • analysing, • critical and cultural reading 	Translating 117 <ul style="list-style-type: none"> • interpreting, • explaining, • comparing 	
Reflecting 118 <ul style="list-style-type: none"> • expressing, • discussing, • noticing, • adjusting 	Reflecting 119 <ul style="list-style-type: none"> • observing, • reflecting, • explaining 	
system of language 120 <ul style="list-style-type: none"> • recognising, • discriminating, • imitating, • producing 	system of language 121 <ul style="list-style-type: none"> • analysing, • classifying, • applying, • explaining 	system of language 122 <ul style="list-style-type: none"> • analysing, • composing, • explaining
Language variation and change 123 <ul style="list-style-type: none"> • noticing, • comparing, • analysing, • explaining 	Language variation and change 124 <ul style="list-style-type: none"> • reflecting, • analysing, • comparing, • explaining 	Language variation and change 125 <ul style="list-style-type: none"> • exploring issues, • identifying, • analysing, • comparing
Role of language and culture 126 <ul style="list-style-type: none"> • reflecting, • analysing, • comparing 		
Year level description (Year 9-10) <ul style="list-style-type: none"> • Students have prior experience of learning French and bring a range of capabilities, strategies and knowledge that can be applied to new learning. • They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. • They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. • They are considering future pathways and prospects, including how French may feature in these. 		
Achievement standards		

By the end of Year 10,

- students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments.
- They communicate about immediate and personal interests and involvements, and some broader social and cultural issues.
- They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress.
- They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement.
- They identify the form and function of reflexive verbs and use appropriate forms of possessive adjectives in own language production.
- They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation.
- They use expressive and descriptive vocabulary to talk about feelings and experiences.
- They create imaginative and performative texts for a range of purposes, such as entertaining or persuading.
- They use French to narrate and describe, matching modes of presentation to context and intended audience.
- They create bilingual texts, and interpret observed interactions in terms of cultural practices and comparisons.
- Students identify differences between spoken and written forms of French, comparing these with English and other known languages.
- They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation.
- They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures.
- They use metalanguage for talking about language and for reflecting on the experience of French language and culture learning.
- They identify relationships between parts of words and stems of words.
- Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life.
- They explain to others French terms and expressions that reflect cultural practices.
- They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.