Levels 7 and 8

## Communicating

Socialising

Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes
Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating

Participate in classroom routines and interactions by following instructions, asking and answering questions and requesting help or permission Informing

Locate factual information from a range of texts and resources and use the information in new ways
Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms
Creating
Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects

Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences

Translating
Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not
Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated Reflecting

Engage with French speakers and resources, noticing how interaction involves culture as well as language
Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity
Understanding
Systems of language
Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation
Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs
Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English
Language variation and change
Recognise that French language use varies according to context, situation and relationship
Understand the dynamic nature of French and other languages
Recognise that French is both a local and a global language
Role of language and culture
Explore the relationship between language and culture

## Achievement Standard

By the end of Level 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 (c'est vrai ...; ah oui, en effet ...; pas possible!). They respond to familiar questions and directions (Qu'est-ce que c'est? Qui est-ce? Posez la question à ...), and request help or clarification (Pardon? Pourquoi? Peux-tu répéter?). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as $-r,-u$ and -ille. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (je suis italienaustralien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?). 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 (la maison, le quartier, l'école), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (grand, petit, belle, bizarre), character (sympa, compliqué) and quantity (les numéros, beaucoup de ...). 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 (such as puis, ensuite and mais), and prepositions of place and time (such as sous, sur, devant, après and avant) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of tu or vous, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.
Students understand the dynamic nature of contact between languages and cultures in the contemporary world. They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They recognise French words used in English ('menu', 'mousse'), English words used in French (le weekend, le football), and understand how languages and cultures influence and interact with each othe (technology, globalisation, popular culture). They recognise 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 (formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language.

## Socialise and exchange views on local and global issues

Participate in collaborative projects that make connections between French language and culture and other curriculum areas

Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning

Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas

Convey information on selected topics using different modes of presentation to suit different audiences

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

Create imaginative texts to entertain, convey ideas and express emotions

Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another

Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts

Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making
Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking

Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways
Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense

Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements

Recognise that French is used in varying ways to achieve different purposes
Examine the nature of language change in response to changing cultural conditions
Understand the symbolic nature of language in local and global contexts

Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

By the end of Level 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 (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). 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 recognise the form and function of reflexive verbs (se laver, se lever) 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 (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons
Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for talking about language (formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (préparer, préparation; le marché, le supermarché, l'hypermarché). Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (bon appetit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.

