



# Western Australian Curriculum

## Languages | French

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Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2026

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Contents

<b>Overview</b> .....	<b>1</b>
Guide to reading this document .....	1
<b>Strand: Communicating</b> .....	<b>2</b>
Sub-strand: Interacting in French .....	2
Sub-strand: Mediating meaning in and between languages .....	5
Sub-strand: Creating text in French .....	8
<b>Strand: Understanding language and culture</b> .....	<b>10</b>
Sub-strand: Understanding systems of language .....	10
Sub-strand: Understanding the interrelationship of language and culture .....	14

## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, French are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, French shows the proposed content across the years of schooling from Years 7–10.

The Scope and sequence Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Year 7 to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes **Interacting in French**; **Mediating meaning in and between languages**; and **Creating text in French**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Year 7 to Year 10 Languages, French curriculum.

<b>Languages</b>		
<b>French</b>		
<b>Communicating</b>		
Interacting in French	Mediating meaning in and between languages	Creating text in French
<b>Understanding language and culture</b>		
Understanding systems of language	Understanding the interrelationship of language and culture	

## Strand: Communicating

### Sub-strand: Interacting in French

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share information about themselves and others, such as <i>Bonjour, la classe !; Je m'appelle Marc, et toi, comment tu t'appelles ?; J'ai quatorze ans. J'ai les yeux bleus et les cheveux bruns. Et voilà ma famille – la famille Dupont ! J'ai deux sœurs et un frère.; J'aime la natation et le football, mais je n'aime pas danser.</i></li> <li>share ideas and opinions about interests, such as <i>Il aime le sport car c'est compétitif et amusant mais un peu difficile.</i></li> <li>interview classmates about themselves, their family, friends and interests, such as <i>De quelle</i></li> </ul>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share information about daily life and school routines, such as <i>Je vais à l'école à pied. L'école commence à ... et se termine à ... Après l'école, je fais toujours mes devoirs.</i></li> <li>compare routines, interests and leisure activities, using language associated with time, frequency and location, such as <i>En France, l'école commence à 8 heures, mais en Australie, l'école commence à 9 heures.; Je rentre à la maison après l'école, mais parfois je joue au basket avec des amis.</i></li> </ul>	<p>Initiate and participate in exchanges to share and compare information and experiences about French-speaking countries, regions and communities and their cultures</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in a group discussion, using prompt-cards, to share information about places of interest in French-speaking countries, such as <i>Le monument le plus célèbre à Paris est la Tour Eiffel.</i></li> <li>compare family traditions in Australia and French speaking countries through a group discussion about mealtimes, dining etiquette, and traditional and modern dishes and cuisine, and present findings to the class</li> <li>discuss the influence of geography, customs and</li> </ul>	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share ideas about subject selections and jobs, such as <i>En année 11, je vais étudier les médias, la photographie et l'anglais car je voudrais devenir journaliste.</i></li> <li>share and compare holiday experiences with peers, such as <i>Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitaient à Paris et me suis levé tard tous les matins.; Pendant les vacances d'été, j'irais à Esperance, camper pour deux semaines avec ma famille.</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
<p><i>nationalité es-tu ? Je suis australien/français.; Où habites-tu ?; J'habite à Perth/à Lyon.; Qu'est-ce que tu fais/aimes faire pendant ton temps libre ?; Pendant mon temps libre, j'aime faire du sport avec mes amis.</i></p>	<ul style="list-style-type: none"> <li>describe aspects of their own lifestyles that may interest young learners of their own age in French-speaking environments, such as <i>J'aime faire du sport et je joue au foot avec mon équipe le week-end.; J'ai des cours de piano les mardis et vendredis, mais je n'aime pas trop, je préfère jouer aux jeux vidéo.</i></li> </ul>	<p>traditions on their own family life, such as <i>Dans ma famille, en hiver, on fait du ski tous les week-ends car nous habitons dans les Alpes; À l'île Maurice, nous allons à la plage les dimanches pour pique-niquer</i>, and present the informations to class</p>	<ul style="list-style-type: none"> <li>discuss the benefits of cultural exchanges, such as <i>J'aimerais faire un échange en Nouvelle-Calédonie pour améliorer mon français.</i></li> <li>participate in reflective activities and evaluations of experiences, using language and expressions, such as <i>Selon vous, ...?; A votre avis, ...?; A mon avis, ...? Pourquoi ...?; Pour quelle raison, ...?</i></li> </ul>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange greetings, wishes and thanks, adjusting language to suit the situations, such as <i>Bonjour, la classe !; Salut, Marianne, ça va ?; Bonsoir, Madame Legrand, comment allez-vous ?; Ça va bien merci, et vous ?</i></li> <li>respond to classroom directions or requests, such as <i>Asseyez-vous !; Levez-vous !; Silence !; Présent/e !</i></li> </ul>	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ask and answer questions, such as <i>Qu'est-ce que c'est ?; C'est ... ; Ce sont ...</i></li> <li>request clarification or permission, such as <i>J'ai une question. Comment dit-on ... ?; Est-ce que je peux aller au / à la / aux ... ?</i></li> <li>request information, explanation or help, such as, <i>Pouvez-vous répéter/parler plus lentement, s'il</i></li> </ul>	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ask more targeted questions to request help and support, such as <i>Pouvez-vous expliquer autrement ? Je n'ai pas compris le mot ... ; Comment ça s'écrit ?; Je n'ai pas mon ordinateur.</i></li> <li>respond to questions in a variety of ways, such as <i>Présent/e ! Je suis présent/e.; Je suis ici.; Je peux</i></li> </ul>	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ask and respond to questions, such as <i>Pouvez-vous répéter la question, s'il vous plaît ? Je n'ai pas bien compris.; Qu'est-ce que ça veut dire ?</i></li> <li>plan an outing with a friend for the coming holidays, such as <i>Voudrais-tu faire du shopping pendant les vacances ?; Et si on allait à la plage ?; On organise</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>ask and answer questions, such as <i>Qu'est-ce que c'est ? C'est ....</i> and request clarification or permission, such as <i>Comment dit-on ... en français ?; Comment ça s'écrit ?; Vous pouvez répéter s'il vous plaît ?; Qu'est-ce que ça veut dire ?</i></li> </ul>	<p><i>vous plaît ?; Qu'est-ce que ça signifie ?</i></p>	<p><i>aller aux toilettes car je n'ai pas eu le temps pendant la pause ?</i></p> <ul style="list-style-type: none"> <li>express requests in language, such as <i>Pouvez-vous répéter, s'il vous plaît, plus lentement, parce que je n'ai pas bien compris ?</i></li> </ul>	<p><i>une sortie cinéma pendant les vacances ?</i></p> <ul style="list-style-type: none"> <li>share different points of view, and manage disagreement respectfully when working with others, such as <i>Que pensez-vous d'avoir un emploi à temps partiel ? À mon avis, tous les étudiants devraient avoir un emploi à temps partiel.; Je ne suis pas d'accord, c'est important d'être bon à l'école avant d'avoir un petit boulot.</i></li> </ul>

## Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in short texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• collect vocabulary and expressions from a range of informative texts and create word banks</li> <li>• identify and organise key information from short spoken and written texts in French, such as name, age, family members, likes/dislikes, and present it in English, using an infographic, poster or class presentation</li> <li>• summarise in English/French data collected from class surveys or web searches on topics, such as interests, nationalities or number of pets within the class</li> </ul>	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identify information and supporting details whilst engaging with a range of texts related to daily life</li> <li>• compare information about daily life, such as <i>En Australie, les élèves font beaucoup d'activités après l'école car l'école finit à 15h00. En France, la journée d'école est plus longue qu'en Australie</i>, and present details to peers using text types, such as tables, graphic organisers, concept maps and charts</li> <li>• gather information from a video or spoken text of a French teenager describing their school day, then recount the main ideas in English or French, focusing on similarities and differences with</li> </ul>	<p>Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• engage in guided discussions with young people from various French-speaking communities to discover their lifestyles, using the internet</li> <li>• conduct an online class survey on aspects of Francophone culture, such as food, places, music, history or celebrities, and report on findings in English or in French</li> <li>• compare lyrics, themes and styles of popular French and English songs, identifying similarities and differences in ideas, referring to festivals such as Eurovision, <i>Victoires de la Musique</i> and the ARIA Awards</li> </ul>	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• conduct a class survey in French about plans for the future including studies, employment and holiday preferences, and present findings to the teacher in an article in French</li> <li>• listen to, read or view extracts from contemporary French texts, and identify and compare elements of cultural traditions with Australia and the wider world</li> <li>• interpret cultural differences, protocols and <i>formules de politesse</i> in text types, such as in job applications or text messages to a friend</li> </ul>

Year 7	Year 8	Year 9	Year 10
	<p>the Australian school context, such as school hours, subjects or lunchtime routines</p>		
<p>Develop strategies to interpret, translate and convey meaning in French language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>locate appropriate meaning of vocabulary related to themselves and others, using a bilingual dictionary</li> <li>identify and translate the parts of speech in short personal texts in French, such as <i>Je suis grand</i> (I am tall): subject, verb, adjective</li> <li>identify words and phrases that can be translated literally, such as <i>J'aime</i> and notice those that cannot, such as <i>J'ai onze ans</i></li> </ul>	<p>Apply strategies to interpret, translate and convey meaning in French language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>translate short texts and identify when literal translation is or is not possible</li> <li>recognise and create a list of <i>faux amis</i>, using examples such as <i>rester, demander, le collègue</i></li> <li>consider what will require an explanation, elaboration or illustration to be understood by a French audience, such as explaining the concepts of backyard, barbecue, suburb and distances when describing the local environment, lifestyle and events</li> </ul>	<p>Interpret and translate non-verbal, spoken and written French language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identify French English cognates and use them to predict meaning, such as <i>musique, concert, tradition, culture</i></li> <li>extend the list of <i>faux amis</i> and comment on misinterpretations in English, using examples such as <i>assister à, un médecin, la bibliothèque, gentil</i> and <i>la journée</i></li> <li>distinguish between and use <i>savoir/connaître</i> correctly, such as <i>Je sais nager.; Vous connaissez Pierre ?; Tu connais Paris ?; Nous savons que Paris est la capitale de la France.</i></li> </ul>	<p>Interpret and translate non-verbal, spoken and written French language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare different translations of a text, including versions created by online translators, and discuss any issues that emerge</li> <li>create a bank of words and phrases that are difficult to translate, and comment on misinterpretations in English</li> <li>compile banks of idiomatic expressions to highlight culture differences to compare translations and meaning, such as <i>Coûter les yeux de la tête ; Avoir un chat dans la gorge.; Faire d'une pierre deux coups.</i></li> <li>discuss textual conventions popular with young French</li> </ul>

Year 7	Year 8	Year 9	Year 10
			speakers, such as contractions, abbreviations and acronyms used in text messaging, such as <i>bjr</i> = <i>bonjour</i> ; <i>A+</i> = <i>à plus</i> ; <i>biz</i> = <i>bisous</i> ; <i>12C4</i> = <i>un de ces quatre</i>

## Sub-strand: Creating text in French

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a list of Australian colloquial, culturally-specific words and phrases with French explanations/equivalent to assist a French-speaking visitor to Australia</li> <li>• compose a list of well-rehearsed vocabulary and idiomatic expressions to support creating texts</li> <li>• create simple texts about familiar topics, using modelled language</li> </ul>	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, and using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a presentation for a French-speaking audience about aspects of their own personal and social worlds, such as ‘A day in our life in secondary school’</li> <li>• design a poster in French to promote leisure activities around where they live</li> <li>• create the script of an interview with a French teenager or celebrity, using prompt cards to provide information about their daily life, such as family, home, interests and routines</li> </ul>	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• design a tourist brochure to promote travel to French-speaking countries, such as <i>Bienvenue au Canada/en Belgique !</i> or <i>Visitez la Réunion !</i></li> <li>• create and perform texts that reflect French attitudes, such as eating on time, using aspects of drama and props to enhance spoken performances and storytelling</li> <li>• research and create a poster with information about <i>les pays francophones</i> and <i>la francophonie</i>, for instance the daily routine of a Francophone person or sporting events in a French-speaking country, such as</li> </ul>	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• make an entry in a diary about future plans and aspirations, such as <i>Cher journal, c’est formidable. Pendant les vacances de Noël, je prendrai l’avion pour la Nouvelle-Calédonie et rendrai visite à ma famille d’accueil.</i></li> <li>• write the story of a famous French-speaking cartoon character on holiday</li> <li>• reflect on the benefits of learning French in the senior years of school or participating in an exchange programme, and design a poster that promotes the values of learning a language</li> </ul>

Year 7	Year 8	Year 9	Year 10
		<i>En 2024, pour la cérémonie d'ouverture des Jeux Olympiques, Céline Dion a chanté à la Tour Eiffel.</i>	

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken French</p> <p>For example:</p> <ul style="list-style-type: none"> <li>imitate the pronunciation of modelled French words, expressions and phrases</li> <li>use expressions, such as in <i>Oh là là !; Aïe !; T'as fait quoi ?</i>, and body language to reinforce spoken language</li> <li>use liaison in familiar contexts, and recognise the difference between statements, questions and commands, such as <i>Vous écoutez la chanson.; Vous écoutez la chanson ? Écoutez la chanson !</i></li> </ul>	<p>Apply familiar linguistic features of spoken French to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>convey meaning by practising correct pitch, stress, intonation and rhythm</li> <li>practise French intonation to express a variety of feelings, such as <i>C'est nul !; Ça suffit !; Quoi encore ?; Y'en a marre !</i></li> <li>increase control of liaison in unfamiliar contexts, including no liaison with <i>et</i>, and common fillers, interjections and responses, such as <i>Hein ? Bon ben ... ; N'est-ce pas ? Youpi ! Ça alors !</i></li> </ul>	<p>Apply linguistic features of spoken French to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use natural pitch, rhythm, stress, pronunciation and intonation</li> <li>recognise and use the appropriate level of formality between spoken and written language, such as <i>on/nous, je peux pas/je ne peux pas, 'eh ben'/eh bien, ouais/oui</i></li> <li>recognise the diversity of spoken forms of French from region to region, such as <i>les accents du Midi, l'accent parisien, toulousain</i> and <i>picard</i>, and from country to country, such as <i>le Québécois, les variations francophones utilisées en Suisse, la Belgique et dans les DOM-TOM ...</i></li> </ul>	<p>Apply a range of linguistic features of spoken French to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use natural pitch, rhythm, stress, pronunciation and intonation to interact for specific purposes, audiences and contexts</li> <li>identify features, for instance the use of repetition, pauses, interruptions and contractions, including dropping <i>ne</i> in negative structures to enhance meaning and create effects in spoken French, such as <i>Je sais pas trop</i></li> <li>recognise and respond to challenges associated with clarity and pace in audio texts, such as station or airport announcements, or vocal messages whilst on holiday</li> </ul>

Year 7	Year 8	Year 9	Year 10
		<ul style="list-style-type: none"> <li>• apply appropriate pauses and pace of delivery to convey meaning, emphasis, feelings, and emotion to create effects in spoken texts</li> </ul>	
<p>Begin to use linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use regular <i>-er</i> verbs and irregular conjugations of high-frequency verbs, such as <i>être</i>, <i>avoir</i> and <i>aller</i> in the present tense, and notice that the subject pronouns <i>je</i>, <i>tu</i>, <i>il</i>, <i>elle</i>, <i>on</i>, <i>nous</i> and <i>vous</i> determine verb conjugations</li> <li>• begin to notice how gender, number and size affects nouns, articles, adjectives and verbs, such as <i>un élève intelligent</i>; <i>Il est beau</i>; <i>Elles sont grandes</i>; <i>mon père</i>; <i>sa sœur</i></li> <li>• ask questions using <i>est-ce que</i>, inversion (verb–subject) or changed intonation, such as <i>Est-</i></li> </ul>	<p>Use linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use comparatives, such as <i>plus ... que</i>; <i>moins ... que</i>; <i>aussi ... que</i>; <i>Elle est aussi petite que moi</i>.</li> <li>• use <i>le présent</i> of regular, and some high-frequency irregular, verbs, such as <i>aller</i>, <i>avoir</i>, <i>être</i>, <i>faire</i></li> <li>• recognise that the subject pronouns <i>je</i>, <i>tu</i>, <i>il</i>, <i>elle</i>, <i>on</i>, <i>nous</i>, <i>vous</i>, <i>ils</i> and <i>elles</i> determine verb conjugations</li> <li>• apply rules of number and gender when using adjectives with the noun, such as <i>Mon uniforme scolaire est bleu</i>; <i>Ma matière préférée ...</i></li> </ul>	<p>Select and use a range of linguistic features of French to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• recognise past tenses, such as <i>Hier, il faisait beau, je suis allé au café et j'ai mangé une crêpe</i>; <i>L'année dernière, nous avons visité l'île de la Réunion</i>.</li> <li>• use modal verbs <i>pouvoir</i>, <i>vouloir</i>, <i>devoir</i> to express ability, possibility, likelihood and permission, such as <i>Est-ce que tu sais ... ? Il ne peut pas ... ; Nous voulons voir ce film</i>.</li> <li>• use adverbs to qualify different parts of speech (time, manner, place), such as <i>hier</i>, <i>rapidement</i>, <i>là-bas</i></li> </ul>	<p>Select and use an extended range of linguistic features of French to when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use the future tense to outline plans, such as <i>L'année prochaine, j'étudierai ... ; J'ai l'intention de voyager</i>; <i>Je vais apprendre ... ; Je vais faire plus de sport</i>.</li> <li>• construct conditional sentences to express wishes and hypothetical scenarios, such as <i>J'aimerais ... ; Si j'ai la possibilité ...</i></li> <li>• use complex sentences and conjunctions to connect ideas, such as <i>mais</i>, <i>donc</i>, <i>à cause de</i>, <i>en raison de</i>, <i>si</i>, <i>parce que</i></li> <li>• recognise and apply direct and indirect object pronouns, such as</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p><i>ce que tu habites à Perth ? Habites-tu à Perth ? Tu habites à Perth ?</i></p>	<ul style="list-style-type: none"> <li>• identify the forms and functions of reflexive verbs, such as <i>Je me lève; Nous nous amusons; Il s'intéresse au foot</i></li> <li>• use adverbs of frequency, such as <i>souvent, parfois, jamais, toujours</i></li> </ul>	<ul style="list-style-type: none"> <li>• use negative constructions, such as <i>ne ... plus; ne ... jamais; ne ... rien; ne ... personne; ne ... ni ... ni ...</i></li> </ul>	<p><i>Elle les a vus en vacances.; Il leur a envoyé son CV.</i></p>
<p>Begin to notice similarities and differences in how linguistic features are used in French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use relevant metalanguage to identify parts of speech, such as verbs, nouns, articles, adjectives and subject pronouns</li> <li>• recognise how French verbs change endings for the number and gender of subjects in present tense, and compare with English verb forms, such as <i>elle joue</i> and <i>elles jouent</i></li> <li>• identify how French expresses possession, using possessive pronouns, such as <i>mon/ma/mes</i> or <i>de</i>, like <i>la maison de Marco</i>,</li> </ul>	<p>Identify similarities and differences in how linguistic features are used in French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• notice how syntax differs in English and French, and use this awareness when mediating meaning in and between texts and creating texts</li> <li>• discuss differences in punctuation and capitalisation, such as the use of lowercase to refer to months and days in French (<i>samedi, janvier</i>) compared with English (Saturday, January)</li> <li>• explain how some parts of speech, such as verbs, nouns, articles, adjectives, adverbs and</li> </ul>	<p>Discuss similarities and differences in how linguistic features are used in French and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• compare diversity in accents, dialects and vocabulary in French-speaking communities with similar diversity in English-speaking countries</li> <li>• analyse how French and English use different structures, such as <i>s'il vous plaît, s'il te plaît, un pull bleu</i></li> <li>• observe how past tenses in French differ from English, such as <i>Je suis allé</i> (I went, I did go, I have gone) and <i>Je faisais</i> (I did, I used to do, I was doing)</li> </ul>	<p>Reflect on and discuss the use of linguistic features in French texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• discuss how grammatical choices, words and images combine in a text to achieve specific intentions and effects</li> <li>• identify elements of different types of texts and explain the relationship between the language, the structure used and the purpose of the text, such as <i>le courriel, la météo, les slogans, les recettes de cuisine</i></li> <li>• evaluate how register in formality affects communication in professional contexts, by comparing the use of formal</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>and compare this structure with English possessive forms, like 'Marco's house'</p>	<p>subject pronouns, work differently in French and English</p> <ul style="list-style-type: none"> <li>• discuss the variations of French adjectives depending on gender and number, such as <i>une soirée amusante; des événements intéressants</i></li> </ul>		<p>conventions in letters or emails in French and English, such as <i>Cher Mr Dupont</i> and <i>Salut Jean; Cordialement</i> and <i>A+</i></p>

## Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>consider how festivals, such as Harmony Day, <i>La Semaine de la Francophonie</i>, and Languages Week, reflect the communities they are associated with</li> <li>notice cultural expectations in language use, based on age, cultural status and the purpose of the interaction, appropriate in greetings, as in polite versus familiar forms and singular versus plural, such as <i>Comment allez-vous ?</i> and <i>Comment vas-tu ?</i></li> </ul>	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that a shift from the use of <i>vous</i> to <i>tu</i> signals a closer relationship</li> <li>consider how learning to speak French and learning about the diversity of the French-speaking communities have impacted on their perception of language, culture and identity</li> <li>compare own culture/s to the cultures in French-speaking countries by looking at attitudes towards public holidays, leisure activities and the importance of sports</li> </ul>	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>reflect on the impact of regional and cultural diversity on French-speaking communities and how this is evident in expressions, such as <i>la France gastronomique: la choucroute alsacienne, la quiche lorraine, le bœuf bourguignon, la tapenade provençale</i></li> <li>explain the multicultural differences and similarities in Australia and French-speaking countries and regions, such as religious beliefs, music styles, body art and fashion styles</li> <li>compare and interpret gestures used in French, Australian English and other known languages, and incorporate some of them into their own language use</li> </ul>	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>reflect on the power of language to influence actions and beliefs by analysing persuasive texts, such as advertisements for travel</li> <li>consider the linguistic diversity across the French language and how it reflects the perspectives of each French-speaking country, region and community</li> <li>reflect on how learning French has given them insight into the close connection between language and culture, and evaluate how their own assumptions about the world have changed</li> </ul>