

Year 8 Syllabus

Year Level Description

Year 8 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in French developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of the French language and culture. Students may need encouragement to take risks in learning a language at this stage in their social development and to consider issues of how the experience impacts on the norms associated with their first language and culture.

Students communicate in French, maintaining interactions with peers and known adults to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities. They engage in individual and collaborative tasks that involve making arrangements, or organising events or outings. Students identify key information and supporting details from texts related to aspects of their personal and social worlds, and use the information in new ways. They convey information and ideas from texts, using different modes of presentation to suit audience and context. Students respond to imaginative texts, describing and discussing aspects, such as characters, events and/or ideas. They create imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences.

Students become more familiar with the systems of the French language when encountered in simple spoken and written texts. They use features of the French sound system, including pronunciation, pitch, rhythm, stress and intonation, and common fillers, interjections and responses. Students generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the French grammatical system, including increasing control of regular and irregular

verbs in le présent, recognising verbs related to daily activities and using le passé composé, l'impératif and le futur proche. They continue to build a metalanguage in French to talk about vocabulary and grammar concepts. Students engage with French speakers and texts, reflecting on how interaction involves culture as well as language.

In Year 8, students are widening their social networks, experiences and communication repertoires in French. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts.

Communicating

SOCIALISING

Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, Fais-tu des tâches ménagères ? Je donne à manger au chat tous les jours et chaque soir je sors la poubelle.; Je range ma chambre deux fois par semaine.; Je me lève à sept heures.; Tu es en quelle classe ? Je suis en année 8.; Ce que je

Understanding

SYSTEMS OF LANGUAGE

Use features of the French sound system, including pronunciation, pitch, rhythm, stress and intonation to express a variety of feelings, such as C'est nul !; Ça suffit !; Quoi encore ?; Oh là là !; Aïe !, and increasing control of liaison in unfamiliar contexts, including no liaison with et, and common fillers, interjections and responses, such as Hein ?; Bon ben ...; N'est-ce pas ?; Youpi !; Ça alors !


[\(ACLF102\)](#) 

déteste/j'adore, c'est la musique.; J'aime beaucoup regarder des vidéos sur YouTube.; Tu aimes lire ?; Lundi après-midi, je fais de la natation et le week-end je joue au tennis avec mes amis.; L'été, on va souvent à la plage.

[\(ACLFRC091\)](#) 

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to a French restaurant or organising a class event

[\(ACLFRC092\)](#) 

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Literacy

 Critical and creative thinking

Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the French grammatical system, including:

- understanding that adjectives agree in number and gender with the noun, for example, de bonnes étudiantes and that des changes to de if the adjective precedes the noun
- using parce que in compound sentences
- forming and using adverbs, for example, Il parle lentement.; Je cours vite.
- forming and using partitive articles, for example, Nous mangeons de la viande tous les jours.
- recognising comparatives, such as plus ... que, moins ... que,

Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, C'est mon frère – il est sympa !; Excuse-moi Sophie, mais ...; À mon avis ...; Je pense que ...; Bien sûr ...; Je ne suis pas d'accord.; C'est génial !; C'est une bonne idée.; Pouvez-vous le répéter plus lentement, s'il vous plaît ?; Qu'est-ce que ça veut dire ?; Je peux recommencer ?

[\(ACLFRC093\)](#) 

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING

Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

[\(ACLFRC094\)](#) 

aussi ... que + adjective, for example, J'aime le français plus que les maths car c'est plus intéressant.

- identifying the forms and functions of reflexive verbs, for example, Il se lève très tard le week-end.; Nous nous promenons chaque soir.; Je veux m'asseoir à côté de toi.
- increasing control of regular –er, –re and –ir verbs, être, avoir, aller, faire, devoir, vouloir, savoir in le présent
- recognising le passé composé is used to recount events that occurred in the past, for example, Il a regardé la télé.; J'ai mangé un croissant.
- using le futur proche to describe immediate future events, for example, Il va regarder la télé.
- becoming familiar with using emphatic pronouns moi, toi, lui,

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience

[\(ACLFRC095\)](#) 

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas

elle, soi, nous, vous, eux, elles

- using the negative ne ... pas in simple statements, questions and commands, for example, Je n'aime pas l'histoire.; Tu ne viens pas au cinéma ?; Ne mange pas les bananes !, including the use of de after a negative verb form, for example, Je n'ai pas de photos.
- recognising the functions of elements, such as prefixes and suffixes, for example, désagréable, la camionnette, la réorganisation, and how word patterns and clusters connect, for example, triste, la tristesse; le marché, le marchand, la marchandise
- using the subject pronoun on with the third person singular of the verb
- forming and using cardinal numbers, including when used in

[\(ACLFRC096\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences

[\(ACLFRC097\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate and interpret short texts from French to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations

[\(ACLFRC098\)](#)

 Literacy

dates, for example, Je suis né en 2007.

- using l'impératif, for example, Rangez vos affaires !; Allons-y !; Dites-le en français !
- using expressions of quantity, for forming and using articulated prepositions, for example, Elle va au parc quand elle veut être seule.
- forming and using ordinal numbers, for example, Il arrive en sixième place.
- using time phrases, for example, Les cours commencent à 9 heures moins le quart.

Continue to build metalanguage to talk about vocabulary and grammar concepts


[\(ACLF RU103\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Identify, analyse and use text

 Critical and creative thinking

 Intercultural understanding

REFLECTING

Engage with French speakers and texts, reflecting on how interaction involves culture as well as language

[\(ACLFRC100\)](#) 

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Reflect on own identity, including identity as a learner and user of French, through experiences or in attitudes to culture and intercultural communication

[\(ACLFRC101\)](#) 

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences

[\(ACLFRC104\)](#) 

 Literacy

 Critical and creative thinking

 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Examine linguistic features in texts to understand that French, like all languages, varies according to participants, roles and relationships, situations and cultures

[\(ACLFRC105\)](#) 

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Understand the dynamic nature of

French, and how it influences and is influenced by other languages and cultures

[\(ACLF RU106\)](#) 

 Literacy

 Critical and creative thinking

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Explore the relationship between language and significant cultural values or practices in French, English and other languages

[\(ACLF RU108\)](#) 

 Literacy

 Critical and creative thinking

 Intercultural understanding

Achievement Standard

At standard, students use mostly familiar language when participating in spoken and written interactions to exchange information in French about their home, school and social life, and in classroom tasks and routines. They identify and use most key information and some supporting ideas and detail in French texts related to aspects of their personal and social worlds, and convey these in a variety of ways. They describe aspects of French imaginative texts and use modelled language to adapt and create simple

imaginative texts. Students translate short texts with a satisfactory level of accuracy, identifying some variations across different translations of a text. They reflect on aspects of language, culture, personal identity and experiences of learning a language, and how these may influence communication.

Students apply most features of the French sound and writing systems and use familiar vocabulary and expressions about home, school and social life, with a satisfactory level of accuracy. They use elements of grammar, spelling and punctuation, with a satisfactory level of accuracy, to write short texts in French. Students use some metalanguage when discussing aspects of language learning. They use most structures and some language features associated with familiar text types. They identify some features of French that may need to be adjusted to suit different situations and relationships, and examples of how languages change and are influenced by each other.

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