

Year 5 Syllabus

Year Level Description

Year 5 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of French language and culture.

Students communicate in French, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the French language, recognising and applying features of intonation and pronunciation. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as understanding the function of and using verb moods and tenses to generate language for a range of purposes. Students build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and

communication repertoires in both their first language and French. They are supported to use French as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

SOCIALISING

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus

[\(ACLFRC037\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Participate in guided tasks related

Understanding

SYSTEMS OF LANGUAGE

Recognise and apply features of intonation and pronunciation such as using liaisons (joyeux anniversaire), silent letters (h), the aigu –é and conveying meaning with pitch, stress and rhythm

[\(ACLFRF048\)](#)

 Literacy

 Critical and creative thinking

Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:

- observing the relationship between subject pronouns and verb endings, using

to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market
[\(ACLFRC038\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING

Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
[\(ACLFRC040\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

je/tu/il/elle/on/vous + present tense of verbs associated with familiar actions and environments, -er, -ir and -re verbs and common irregular verbs such as avoir, être, aller and faire

- formulating questions using Est-ce que... ? and recognising the inverted form of the verb, or changed intonation, for example, Est-ce que tu as une piscine chez-toi ?; As-tu une piscine chez-toi ?; Tu as une piscine chez-toi ?
- understanding the function of verb moods, recognising and knowing how to use imperatives, for example Commence !; Écoutez !; Allons-y !
- using additional prepositions to indicate direction or location, for example, à gauche, à droite, à côté de...

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

[\(ACLFRC041\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings

[\(ACLFRC042\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create or reinterpret, present or perform imaginative texts for different audiences, based on or

Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures

[\(ACLFRF049\)](#)

 Literacy

 Critical and creative thinking

Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced

[\(ACLFRF050\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations

[\(ACLFRF051\)](#)

 Literacy

adapted from events, characters or settings

[\(ACLFRC043\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation

Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts

[\(ACLFRC044\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability


 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

REFLECTING

Compare ways of communicating in Australian and French-speaking

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world

Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others

[\(ACLFRF053\)](#)  [\(ACLFRU036\)](#) 

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

contexts and identify ways in which culture influences language use

[\(ACLFRC046\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate, with guidance, interactions in French with their teacher and each other through guided tasks, class experiences, activities and transactions to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate in tasks or activities or to provide information, such as *Le week-end je vais au café ou je fais du shopping, avec mes amis*. Students gather and compare most information and some supporting details, and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate with a satisfactory level of accuracy simple texts from French to English and vice versa, showing some awareness that there are words or phrases that require interpretation or explanation. They use dictionaries with guidance, word lists and pictures to translate short familiar texts. Students identify ways in which culture influences language use and provide simple examples when comparing ways of communicating in Australian and

French-speaking contexts.

Students are becoming more familiar with the systems of the French language, applying features of intonation and pronunciation, such as using liaisons, silent letters (h), the aigu –é and conveying meaning with pitch, stress and rhythm with a satisfactory level of accuracy. They use a range of vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy. Students observe the relationship between subject pronouns and verb endings, using je/tu/il/elle/on/vous + present tense of verbs associated with familiar actions and environments, -er, -ir and -re verbs and common irregular verbs, such as avoir, être, aller and faire. They formulate questions using Est-ce que ... ? and use the inverted form of the verb, or changed intonation. Students identify the function of verb moods and know how to use imperatives. They use additional prepositions to indicate direction or location. Students talk about how the French language works, commenting on vocabulary and grammar, describing patterns, grammatical rules and variations in language structures with guidance. They identify that texts have certain conventions and can take different forms. They explain that the differences in how people use French may be due to differences in register and regional variations. Students discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.

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