

# Year 7 Syllabus

## Year Level Description

Year 7 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of French language and culture. Some students begin Year 7 with proficiency in languages other than French and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Their growing textual knowledge, developed through English literacy, supports their developing French literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in French, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in tasks and activities that involve planning, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas on texts, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes, values and techniques used to engage audiences. They create and present simple imaginative texts such as songs or stories that involve imagined characters, places and experiences.

Students better understand the systems of the French language, recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken

language. They extend their knowledge of context-related vocabulary and additional elements of grammar such as using le présent and le passé composé and becoming familiar with l'imparfait when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in French to describe patterns, grammatical rules and variations in language structures.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

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## Communicating

### SOCIALISING

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Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, Ma sœur m'ennuie parce que...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés; Ce que je déteste/j'adore, c'est la musique/l'informatique /les maths; S'il faut redoubler... !

## Understanding

### SYSTEMS OF LANGUAGE

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Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to express C'est nul; Ça suffit !; Quoi encore; or sounds and facial expressions such as Oh là là !; Aïe !; T'as fait quoi ?

[\(ACLF066\)](#)

 Literacy

 Critical and creative thinking

Extend knowledge of context-

## (ACLFRC055)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in tasks and activities that involve planning such as hosting a French class or visitor, an excursion to a French restaurant, the cinema, a music concert, or a vide-grenier or marché aux puces, considering options, negotiating arrangements and participating in transactions

## (ACLFRC056)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## INFORMING

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Access and summarise key information and supporting details from texts related to aspects of

related vocabulary and additional elements of grammar, including:

- using reflexive verbs in le présent
- increasing control of the conjugation of regular verbs in le présent and of high-frequency irregular verbs such as avoir, être, faire, devoir, vouloir, savoir, aller
- extending use of l'impératif and le futur proche
- using le passé composé and becoming familiar with l'imparfait when encountered in familiar expressions and scaffolded language contexts, for example, Il était une fois...; C'était...; Je suis allé au cinéma. C'était amusant
- extending use of interrogative questions using Est-ce que... ? and with inverted form of the verb or changed intonation, for

their personal and social worlds  
[\(ACLFRC058\)](#)

 Literacy

 Information and Communication  
Technology (ICT) capability

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Organise and present information  
and ideas on texts related to  
aspects of their personal and  
social worlds, using descriptive and  
expressive language and modes of  
presentation to suit different  
audiences and contexts

[\(ACLFRC059\)](#)

 Literacy

 Information and Communication  
Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## CREATING

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Respond to a range of imaginative  
texts by expressing opinions about  
the themes and key ideas, values

example, Est-ce que tu joues de  
la guitare ?; Joues-tu de la  
guitare ?; Tu joues de la guitare ?

- extending knowledge of  
negative constructions such as  
ne...plus, ne...rien, ne...jamais,  
ne...que...
- using comparatives such as  
plus...que, moins...que, aussi...  
que + adjective, for example,  
J'aime le français plus que les  
maths car c'est plus intéressant

Continue to build a metalanguage  
to describe grammatical concepts  
and to organise learning resources

[\(ACLFRU067\)](#)

 Literacy

 Critical and creative thinking

Understand the structures,  
conventions and purpose  
associated with a range of texts  
created for information exchange  
or social interaction


[\(ACLFRU068\)](#)

 Literacy

and techniques used to engage and entertain audiences

[\(ACLFRC060\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences

[\(ACLFRC061\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding


## TRANSLATING

Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other

[\(ACLFRC062\)](#)

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

## LANGUAGE VARIATION AND CHANGE

Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation

[\(ACLFRU069\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted

[\(ACLFRU070\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## REFLECTING

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Interact and engage with members of the

French-speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events

[\(ACLFRC064\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience,

## ROLE OF LANGUAGE AND CULTURE

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Understand that language use reflects cultural expression, assumptions and perspectives  
[\(ACLF RU072\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

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influences their identity and communication

[\(ACLFRC065\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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## Achievement standard

At standard, students initiate and participate in spoken and written interactions in French with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as *Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés* and *Ce que j'adore, c'est le français*. Students engage in the planning of French events or activities by considering options, negotiating arrangements and participating in transactions. They identify and summarise most key information, and some supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using modes of presentation to suit audiences and contexts. Students express simple opinions and describe some of the themes and key ideas, values and techniques used to engage and entertain audiences in a range of imaginative texts. They create and present simple, individual and shared imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. They translate texts, with some inaccuracies, and compare their own translation to peers', noticing when it is difficult to transfer meaning

from one language to the other. Students interact and engage with French speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication.

Students better understand the systems of the French language, identifying elements of spoken and written words, phrases and non-verbal forms of expression. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students use reflexive verbs in le présent and le passé composé, and become familiar with l'imparfait when encountered in familiar expressions and scaffolded language contexts, for example, C'était... and Je suis allé au cinéma. They extend their use of l'impératif and le futur proche. Students extend their use of interrogative questions using Est-ce que ... ? and with the inverted form of the verb, or changed intonation. Students extend their knowledge of negative constructions, such as ne...plus, ne...rien, ne...jamais, ne...que..., and use comparatives, for example, J'aime le français plus que les maths car c'est plus intéressant. Students describe how the French language works, using some relevant metalanguage to organise learning resources. They discuss and apply the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction. Students examine how elements of communication and choice of language vary according to context and situation, and reflect on changes in their use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. Students identify some ways in which language use reflects cultural expression, assumptions and perspectives.

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