Year 4 Syllabus

Year Level Description

Year 4 French: Second Language builds on the skills, knowledge and understanding required to communicate in the French language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in French, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.

Students become familiar with the systems of the French language, experimenting with the pronunciation of vowel sounds and intonation patterns. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as the present tense, to generate language for a range of purposeful interactions. Students begin to develop a metalanguage in French for talking about language, using terms similar to those used in English.

Students are encouraged to define their French learning experiences and make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions

or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use French as much as possible for social interactions and in learning tasks.

Communicating

SOCIALISING

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J'arrive à l'école à 8h 30; Le samedi, je fais du cheval et le dimanche je joue au netball; J'aime les sports et les voyages – mais mon ami adore la musique !
(ACLFRC019)

▤ Literacy

▦ Numeracy

Understanding

SYSTEMS OF LANGUAGE

Experiment with the pronunciation of vowel sounds, word endings shared with English such as –tion and –ent and intonation patterns

Write high-frequency words and expressions in familiar contexts
(ACLFRU030)

▤ Literacy

© Critical and creative thinking

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- observing the relationship

- ⠐⠅ Information and Communication Technology (ICT) capability
- ⊚ Critical and creative thinking
- ⚊ Personal and social capability
- ⚌ Intercultural understanding

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities (ACLFRC020)

- ▤ Literacy
- ▦ Numeracy
- ⊚ Critical and creative thinking
- ⚊ Personal and social capability

INFORMING

Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds (ACLFRC022)

between subject pronouns and verb endings, using je/tu/il/elle/on + present tense of verbs associated with familiar actions and environments, for example, Il se lève à sept heures; Je vais à l'ecole à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30

- expressing negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !

- using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande

- using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle

- 📄 Literacy
- 🔢 Numeracy
- ⚡ Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ⚙ Intercultural understanding

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds
[(ACLFRC023)](ACLFRC023)

- 📄 Literacy
- 🔢 Numeracy
- ⚡ Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ⚙ Intercultural understanding

CREATING

Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or

très vite

Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English
[(ACLFRU031)](ACLFRU031)

- 📄 Literacy
- ⊙ Critical and creative thinking

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose
[(ACLFRU032)](ACLFRU032)

- 📄 Literacy
- ⊙ Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning
[(ACLFRU033)](ACLFRU033)

- 📄 Literacy
- ⊙ Critical and creative thinking
- 👥 Personal and social capability

themes
[(ACLFRC024)](ACLFRC024)

▤ Literacy

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language
[(ACLFRC025)](ACLFRC025)

▤ Literacy

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

TRANSLATING

Translate words, phrases and expressions in simple texts, for example, La chenille qui fait des trous and The Very Hungry Caterpillar; La vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly, to compare meanings and share

🔗 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages

Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices
[(ACLFRU035)](ACLFRU035) [(ACLFRU036)](ACLFRU036)

▤ Literacy

◉ Critical and creative thinking

👥 Personal and social capability

⇥ Ethical understanding

🔗 Intercultural understanding

understandings about aspects of French language and culture that are different from English

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions [(ACLFRC026)](ACLFRC026)

- 目 Literacy
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ℃ Intercultural understanding

REFLECTING

Notice and describe how language reflects cultural practices and norms [(ACLFRC028)](ACLFRC028)

- 目 Literacy
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ℃ Intercultural understanding

Achievement standard

At standard, students interact and socialise in French with their teacher and each other through class experiences, activities and transactions, to

exchange information about aspects of their personal worlds, daily routines at home and school, and their interests. They use simple descriptive or expressive modelled language with guidance, to provide information, ask questions and make statements, such as Le samedi, je fais du cheval et le dimanche, je joue au netball. Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They respond to a range of imaginative texts, discussing messages, mostly in English and using modelled language, to make statements and express opinions about characters or theme. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students share meanings and attempt to interpret aspects of French language and culture by translating familiar words, phrases and simple expressions in simple texts to share understandings about aspects of French language and culture that are different from English. They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.

Students become familiar with the systems of the French language, reproducing vowel sounds, word endings shared with English, such as –tion and –ent and intonation patterns with a satisfactory level of accuracy. They use vocabulary and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They observe the relationship between subject pronouns and verb endings, using je/tu/il/elle/on + present tense of verbs associated with familiar actions and environments, such as Je vais à l'ecole à huit heures. They express negation in simple sentence structures and colloquial expressions. They use an increasing range of adjectives including additional gender forms, and use some adverbs to elaborate on simple verb statements. Students begin to describe how the French language works, using terms similar to those used in English with guidance. They make some simple comparisons between features of familiar texts and explain with guidance, how particular features of such texts help to achieve their purpose. Students describe how

different ways of using French language reflect different places, relationships and ways of making meaning. They state that French is an important global language and list connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

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