

Year 8 Syllabus

Year Level Description

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

Students communicate in French, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.

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 combine to make or to change meaning. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as increasing control of the conjugation of regular verbs and of high-frequency irregular verbs in a number of tenses, 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.

Students are encouraged to participate in intercultural interactions with members of the French-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.

In Year 8 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. French language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Communicating

SOCIALISING

Initiate and maintain spoken and written interactions with peers and known adults using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitent à Paris; Etes-vous parti(e) en voyage cet été ? Je suis allé(e) à

Understanding

SYSTEMS OF LANGUAGE

Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they combine to make or to change meaning

[\(ACLF RU066\)](#)

 Literacy

 Critical and creative thinking


Continue to extend knowledge of context-related vocabulary and

Margaret River, puis je suis parti(e) pour Albany; Que faites-vous pour célébrer le réveillon du Jour de l'An ? Eh bien, nous nous réunissons avec nos amis et la famille pour le dîner. Cette année, nous avons joué des jeux de cartes jusqu'à minuit avant de sortir sur le balcon pour regarder les feux d'artifice

[\(ACLFRC055\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services

[\(ACLFRC056\)](#)

 Literacy


 Information and Communication

additional elements of grammar, including:

- increasing control of the conjugation of regular verbs in le présent, le passé composé, l'imparfait and of high-frequency irregular verbs such as avoir, être, faire, devoir, vouloir, savoir, aller, for example, Je suis allée en France pour rendre visite à ma famille française
- using le passé composé, recognising verbs conjugated with être as the auxiliary that involve agreement between subject and past participle, for example, Elles sont parties hier matin
- understanding the form and function of reflexive verbs, for example, Il se lève très tard; Nous nous promenons chaque soir; Je veux m'asseoir à côté de toi

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING

Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience

[\(ACLFRC058\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

[\(ACLFRC059\)](#)

- recognising and using idiomatic expressions such as those using avoir, for example, avoir soif, avoir sommeil, avoir peur
- extending use of l'impératif and le futur proche
- extending knowledge of negative constructions such as ne...plus, ne...rien, ne...jamais, ne...que
- understanding how to use modal verb forms to express possibility, obligation and ability, for example, Je peux m'imaginer...; Il doit partir demain... and impersonal expressions such as il faut... and on...
- learning to use direct object pronouns in conjunction with the present tense, for example, Je t'écoute, elle les mange tous les jours !

Continue to build a metalanguage


 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in own language and culture

[\(ACLFRC060\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening

to describe grammatical concepts and to organise learning resources
[\(ACLF RU067\)](#)

 Literacy

 Critical and creative thinking

Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres


[\(ACLF RU068\)](#)

 Literacy

 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

[\(ACLF RU069\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

experience

[\(ACLFRC061\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate and/or interpret texts including those that use language with colloquial or cultural associations and consider why there might be differences in interpretation and how language reflects elements of culture

[\(ACLFRC062\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Participate in intercultural interactions with members of the French-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared

 Intercultural understanding

Investigate the nature and extent of French language use in both Australian and global contexts

[\(ACLF RU071\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Reflect on different aspects of the cultural dimension of learning and using French and consider how this might be interpreted and responded to by members of the community

[\(ACLF RU072\)](#)

 Literacy





 Critical and creative thinking

 Personal and social capability

 Intercultural understanding





understanding and reflecting on adjustments made as a result of reactions and responses

[\(ACLFRC064\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

[\(ACLFRC065\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Achievement standard

At standard, students initiate and maintain spoken and written interactions in French with others through collaborative tasks, activities and transactions to exchange information on special holidays and travel. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss and share ideas, views, opinions and experiences, such as *Que faites-vous pour célébrer le réveillon du Jour de l'An ? Cette année,*

nous avons joué des jeux de cartes jusqu'à minuit avant de sortir sur le balcon pour regarder les feux d'artifice. Students engage in the planning of experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. They summarise and share most key ideas and some information from a range of texts and present them in different formats for their intended audiences. Students organise and present key information and ideas on texts related to aspects of their personal and social worlds, using mostly rehearsed descriptive and expressive language to make simple comparisons of perspectives and experiences. Students analyse key ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts, and make some connections with personal experiences and other imaginative texts in their own language and culture. They also create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and/or interpret texts, with some accuracy, including those that use language with colloquial or cultural associations, and consider why there might be differences in interpretation. Students participate in intercultural interactions with French speakers, begin to discuss cultural practices, demonstrate awareness of shared understanding and reflect on adjustments made as a result of reactions and responses. They also consider how their biography influences their identity and communication, and shapes their intercultural experiences.

Students better understand the systems of the French language, identifying individual elements of spoken and written words, phrases and non-verbal forms of expression, and noticing how they combine to make or change meaning within a given context. They use familiar vocabulary and apply elements of grammar in spoken and written texts, with a satisfactory level of accuracy. Students show increased control when using regular verbs in le présent and le passé composé, as well as high-frequency irregular verbs, such as avoir, être, faire and aller. When using le passé composé they

recognise verbs conjugated with être, for example, Elles sont parties hier matin. Students extend their use of l'impératif and le futur proche, and recall the form and function of reflexive verbs, for example, Nous nous promenons chaque soir. Students recognise and use idiomatic expressions, such as those using avoir, for example, avoir soif and extend their knowledge of negative constructions, such ne...plus, ne...rien, ne...jamais, ne...que... They learn to use direct object pronouns in conjunction with le présent, for example, Je t'écoute, elle les mange tous les jours ! Students describe how the French language works, using metalanguage to organise learning resources. They apply most of the structures and conventions of a range of text types, and identify most key features and functions of the different genres. They examine and, at times, vary elements of communication, such as gestures, facial expressions and choice of language, according to context and situation. They discuss the nature and extent of French language use in both Australian and global contexts. Students discuss different cultural aspects of learning and using French, considering how this might be interpreted and responded to by members of the community.

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