

French Year 10 Course Overview – 2022

This overview was developed to cater to the majority cohort of learners: 7-10 sequence (Year 7 entry)

Further information can be found in the Modules and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1: MON ENDROIT FAVORI	Module 3: LES SORTIES EN VILLE	Module 4: BIEN MANGER ET ETRE EN FORME	Module 6: SOUVENIRS, SOUVENIRS
<p>KEY QUESTION: What makes a house a home -things we do, people we live with?</p> <p>KEY CONCEPTS: Family, lifestyle, accommodation identity, leisure, routine</p> <p>KEY PROCESSES: Interacting, presenting, informing, evaluation, describing</p>	<p>KEY QUESTION: Where do you go with your friends?</p> <p>KEY CONCEPTS: Lifestyle, community, relationships, advice</p> <p>KEY PROCESSES: Discussing, responding, interacting, recounting.</p>	<p>KEY QUESTION: What can I do and buy to stay healthy and sustainable?</p> <p>KEY CONCEPTS: food shopping, diet, health, fitness, environment lifestyle, transaction</p> <p>KEY PROCESSES: Planning, exchanging, interacting, analysing, recounting</p>	<p>KEY QUESTION: Can you remember times gone by?</p> <p>KEY CONCEPTS: Memory, history, comparing</p> <p>KEY PROCESSES: Recounting, analysing, summarising</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Participate in collaborative projects that make connections between French language and culture and other curriculum areas</p> <p>INFORMING Convey information on selected topics using different modes of presentation to suit different audiences</p>	<p>SOCIALISING Socialise and exchange views on local and global issues</p> <p>REFLECTING Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking</p>	<p>SOCIALISING Participate in individual and collective action by deciding, explaining and justifying</p> <p>CREATING Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate</p>	<p>SOCIALISING Participate in collaborative projects that make connections between French language and culture and other curriculum areas</p> <p>INFORMING Convey information on selected topics using different modes of presentation to suit different audiences</p>

TRANSLATING

Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another

SYSTEMS OF LANGUAGE

Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways

LANGUAGE VARIATION AND CHANGE

Recognise that French is used in varying ways to achieve different purposes

Module 2:**DES VACANCES****KEY QUESTION:**

How do you plan your holidays?

KEY CONCEPTS:

Lifestyle, transaction, relationship, community

KEY PROCESSES:

Inquiring, planning, presenting, creating, comparing

CONTENT DESCRIPTIONS**SYSTEMS OF LANGUAGE**

Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways

CREATING

Respond to a range of traditional and contemporary texts, and compare themes and language style

SYSTEMS OF LANGUAGE

Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements

LANGUAGE VARIATION AND CHANGE

Understand the symbolic nature of language in local and global contexts

SYSTEMS OF LANGUAGE

Extend knowledge of and use more complex features and patterns of the French grammatical system, including pronoun 'en', quantities in affirmative and negative, use of passé composé, prices and cost.

Module 5:**LE MONDE DU TRAVAIL****KEY QUESTION:**

What sort of jobs are on offer and how do we achieve future goals?

KEY CONCEPTS:

Lifestyle, employment, transaction, community

KEY PROCESSES:

Interacting, informing, inquiring, translating

CONTENT DESCRIPTIONS**INFORMING**

Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas

CREATING

Create imaginative texts to entertain, convey ideas and express emotions

SYSTEMS OF LANGUAGE

Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense

LANGUAGE VARIATION AND CHANGE

Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

<p>LANGUAGE VARIATION AND CHANGE</p> <p>Examine the nature of language change in response to changing cultural conditions</p>		<p>TRANSLATING</p> <p>Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of text</p> <p>REFLECTING</p> <p>Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking</p>	
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Year 10 Achievement Standard

By the end of Year 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement. They identify the form and function of reflexive verbs (such as *se laver*, *se lever*) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They use metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (such as *préparer*, *préparation*; *le marché*, *le supermarché*, *l'hypermarché*). Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, *la vie scolaire*, *la famille*, *les courses*, *les loisirs*, *la cuisine*). They explain to others French terms and expressions that reflect cultural practices (such as *bon appétit*, *bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.