

French Year 9 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: WHAT AM I LIKE?	Module 2: RENDEZ-VOUS IN THE CITY	Module 3: AT THE TABLE (à table)	Module 4: MY HOLIDAY PLANS (Mes projets de vacances)
<p>KEY QUESTIONS: What type of person am I? How would my friends describe me?</p> <p>KEY CONCEPTS: Family, identity, self, friends</p> <p>KEY PROCESSES: Describing, responding, interacting, explaining</p>	<p>KEY QUESTIONS: What do I like to do in my city? Where can I catch up with my friends? How will I get there?</p> <p>KEY CONCEPTS: Generation, environment, culture</p> <p>KEY PROCESSES: Information, creating, presenting,</p>	<p>KEY QUESTIONS: Which meal is the most important of the day? Do I eat a healthy diet?</p> <p>KEY CONCEPTS: Culture, identity, context</p> <p>KEY PROCESSES: Analysing, noticing, expression, culture</p>	<p>KEY QUESTIONS: What will I do in my holidays? What is my dream holiday?</p> <p>KEY CONCEPTS: Culture, intercultural contact, globalisation</p> <p>KEY PROCESSES: Selecting, information, presenting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Discuss and compare young people's interests, behaviours and values across cultural contexts, using formal and informal registers</p> <p>SYSTEMS OF LANGUAGE Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression</p>	<p>SOCIALISING Engage in shared activities such as planning and managing events, exchanging resources and information</p> <p>SYSTEMS OF LANGUAGE Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression</p>	<p>SOCIALISING Engage in shared activities such as planning and managing events, exchanging resources and information</p> <p>INFORMING Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes</p>	<p>TRANSLATING Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another</p> <p>SYSTEMS OF LANGUAGE Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning</p>

<p>LANGUAGE VARIATION AND CHANGE</p> <p>Analyse and explain how and why language is used differently in different contexts and relationships</p> <p>REFLECTING</p> <p>Reflect on own cultural identity and how it shapes personal ways of communicating and thinking</p>	<p>INFORMING</p> <p>Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes</p> <p>CREATING</p> <p>Create imaginative texts involving moods and effects designed to engage different audiences</p>	<p>ROLE OF LANGUAGE AND CULTURE</p> <p>Understand that language and culture are interrelated, that they shape and are shaped by each other</p> <p>SYSTEMS OF LANGUAGE</p> <p>Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning</p>	<p>REFLECTING</p> <p>Reflect on own cultural identity and how it shapes personal ways of communicating and thinking</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange</p>
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French Year 9 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.