

French

Scope and sequence

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

French: Scope and sequence of content

| Course | | pp. 10–11 | pp. 12–13 | pp. 14–15 | pp. 16–18 | pp. 19–20 | pp. 21–22 |
|---|--|---|---|--|---|--|--|
| Content Organiser | | Unit 1A <i>Le monde des jeunes</i> (the world of youth) | Unit 1B <i>La Francophonie</i> (the francophone world) | Unit 2A <i>C'est la vie!</i> (that's life!) | Unit 2B <i>Voyages</i> (travel) | Unit 3A <i>Les médias</i> (the media) | Unit 3B <i>Le monde qui nous entoure</i> (the world around us) |
| Text Types (external link) | <p>A range of spoken, visual and written text types relevant to the school-determined learning contexts should be selected for use in these units.</p> | <p>Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.</p> | <p>Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.</p> | <p>Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.</p> | <p>Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.</p> | <p>Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.</p> | <p>Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.</p> |
| | | | | <p>Stage 2 text types for the delivery of instructional strategies</p> | <p>Stage 2 text types for the delivery of instructional strategies</p> | <p>Stage 3 text types for the delivery of instructional strategies</p> | <p>Stage 3 text types for the delivery of instructional strategies</p> |
| | | <p>Account (personal) Advertisement Announcement/notice Chart/table Comic/cartoon strip Conversation Description Diary/journal entry/web log (blog) Email Form Horoscopes Instructions/recipe Interview Invitation Itinerary Letter (informal) Map/plan Menu Message/note/SMS News item Notice/sign Personal profile Photograph/image Postcard Poster Role-play/skit Script (e.g. interview, conversation, chat transcript, sketch) Song Speech/talk/presentation summary</p> | <p>Account (personal) Advertisement Announcement/notice Chart/table Comic/cartoon strip Conversation Description Diary/journal entry/web log (blog) Email Form Horoscopes Instructions/recipe Interview Invitation Itinerary Letter (informal) Map/plan Menu Message/note/SMS News item Notice/sign Personal profile Photograph/image Postcard Poster Role-play/skit Script (e.g. interview, conversation, chat transcript, sketch) Song Speech/talk/presentation summary</p> | <p>Account (personal and narrative) Advertisement Announcement/notice Article (e.g. newspaper, magazine, web page) Brochure/leaflet (e.g. travel, promotional) Chart/table Comic/cartoon strip Commentary Conversation/dialogue CV Description Diary/journal entry/web log (blog) Discussion Documentary Email Film/TV program (excerpts) Form Horoscopes Instructions/recipe Interview Invitation Itinerary Letter (formal and informal) Map/plan Menu Message/note/SMS News item</p> | <p>Account (personal and narrative) Advertisement Announcement/notice Article (e.g. newspaper, magazine, web page) Brochure/leaflet (e.g. travel, promotional) Chart/table Comic/cartoon strip Commentary Conversation/dialogue CV Description Diary/journal entry/web log (blog) Discussion Documentary Email Film/TV program (excerpts) Form Horoscopes Instructions/recipe Interview Itinerary Letter (formal and informal) Map/plan Menu Message/note/SMS News item</p> | <p>Account (personal and narrative) Advertisement Announcement/notice Article (e.g. newspaper, magazine, web page) Brochure/leaflet (e.g. travel, promotional) Comic/cartoon strip Commentary Conversation/dialogue CV Description Diary/journal entry/web log (blog) Discussion Documentary Email Film/TV program (excerpts) Form Horoscopes Instructions/recipe Interview Itinerary Letter (formal and informal) Message/note News item Notice/sign Photograph/image Poem Poster</p> | <p>Account (personal and narrative) Advertisement Announcement/notice Article (e.g. newspaper, magazine, web page) Brochure/leaflet (e.g. travel, promotional) Comic/cartoon strip Commentary Conversation/dialogue CV Description Diary/journal entry/web log (blog) Discussion Documentary Email Film/TV program (excerpts) Form Horoscopes Instructions/recipe Interview Itinerary Letter (formal and informal) Message/note News item Notice/sign Photograph/image Poem Poster</p> |

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| | | Survey/questionnaire Timetable Webpage | Survey/questionnaire Timetable Webpage | Notice/sign Personal profile Photograph/image Poem Postcard Poster Report Review Role-play/skit Script (e.g. interview, conversation, chat transcript, sketch) Song Speech/talk/presentation Subtitles Summary Survey/questionnaire Timetable Webpage | Notice/sign Personal profile Photograph/image Poem Postcard Poster Report Review Role-play/skit Script (e.g. interview, conversation, chat transcript, sketch) Song Speech/talk/presentation Subtitles Summary Survey/questionnaire Timetable Webpage | Report Review Role-play/skit Script (e.g. interview, conversation, chat transcript, sketch) Song Speech/talk/presentation Subtitles Summary Survey/ questionnaire Webpage | Report Review Role-play/skit Script (e.g. interview, conversation, chat transcript, sketch) Song Speech/talk/presentation Subtitles Summary Survey/ questionnaire Webpage |
| | | | | For the specific purpose of school-based assessment and the Stage 2 external examination, students will be expected to produce and/or respond to the text types listed below. | For the specific purpose of school-based assessment and the Stage 2 external examination, students will be expected to produce and/or respond to the text types listed below. | For the specific purpose of school-based assessment and the Stage 3 external examination, students will be expected to produce and/or respond to the text types listed below. | For the specific purpose of school-based assessment and the Stage 3 external examination, students will be expected to produce and/or respond to the text types listed below. |
| | | | | Text types for production and reception | Text types for production and reception | Text types for production and reception | Text types for production and reception |
| | | | | Account (narrative, personal) Advertisement Announcement Article Brochure/leaflet Conversation Diary/journal entry/web log (blog) Email Instruction Letter (formal and informal) Message/note/postcard News item Notice Photograph/image Report Review | Account (narrative, personal) Advertisement Announcement Article Brochure/leaflet Conversation Diary/journal entry/web log (blog) Email Instruction Letter (formal and informal) Message/note/postcard News item Notice Photograph/image Report Review | Account (Narrative, personal) Advertisement Announcement Article Brochure/leaflet Conversation/discussion Diary/journal entry/web log (blog) Email Instruction Letter (formal and informal) Message/note News item Notice Photograph/image Report Review | Account (Narrative, personal) Advertisement Announcement Article Brochure/leaflet Conversation/discussion Diary/journal entry/web log (blog) Email Instruction Letter (formal and informal) Message/note News item Notice Photograph/image Report Review |

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| | | | | Script (interview, conversation, role play etc.) Summary Survey/questionnaire Table/chart | Script (interview, conversation, role play etc.) Summary Survey/questionnaire Table/chart | Script (interview, conversation, role play etc.) Song Summary Survey/questionnaire Table/chart | Script (interview, conversation, role play etc.) Song Summary Survey/questionnaire Table/chart |
| | | | | Text types for completion Account Announcement Application/form Chart CV Email Fax Invitation Itinerary Map/plan Personal profile/CV Postcard Survey/questionnaire Table/chart Timetable | Text types for completion Account Announcement Application/form Chart CV Email Fax Invitation Itinerary Map/plan Personal profile/CV Postcard Survey/questionnaire Table/chart Timetable | Text types for completion Account Announcement Application/form Chart CV Email Fax Invitation Itinerary Map/plan Personal profile/CV Postcard Survey/questionnaire Table/chart Timetable | Text types for completion Account Announcement Application/form Chart CV Email Fax Invitation Itinerary Map/plan Personal profile/CV Postcard Survey/questionnaire Table/chart Timetable |
| Linguistic Resources (external link) | Textual conventions Textual conventions are dependent on the texts chosen by the school. | Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> features of, and differences between common written and visual texts (structure of an address in France, telephone numbers) common social conventions associated with greetings, initiating conversation, introductions, and forms of address. | Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> identifying features generic to common French texts when reading, viewing, listening, writing or engaging in spoken interactions (use of register and tense, structure of a message) commonalities and basic differences in similar texts across French-speaking communities (greetings and salutations, terms of endearment, initiating conversations, folk tales) | Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> sequencing of ideas in written texts using headings and paragraphs choosing and generating structures appropriate to purpose oral protocols associated with different contexts. | Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> using textual structure as an aid to interpretation sequencing ideas and structuring texts sustaining tense and tone supporting opinions and responses with details and explanations further oral protocols associated with different contexts, purposes using textual elements to interpret information about the society and culture related to in the texts. | Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> conventions associated with presenting arguments choosing and using structures appropriate to purpose gaining information from texts about the society and culture to which the student relates. | Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> oral protocols associated with resolving disagreements or conflicts conventions associated with presenting a reasoned argument consolidation of understanding and use of conventions of different texts. |

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| | | | <ul style="list-style-type: none"> consolidation of oral conventions associated with familiar questioning, enquiry, seeking assistance, greeting, initiating conversation, introductions and forms of address recognising some basic cultural elements in simple texts. | | | | |
| Linguistic Resources (external link) | Form and features of language Vocabulary associated with the learning contexts. | Grammar <ul style="list-style-type: none"> nouns (gender/number, plurals) articles (definite, indefinite) adjectives (regular forms, common irregular forms, agreement with nouns, position) numerals (cardinals, dates) pronouns (subject pronouns, disjunctive, reflexives) verbs (present tense—regular and common irregular verbs, related to the unit focus: present tense of common reflexive verbs, infinitives; <i>futur proche</i>) prepositions (simple, articulated forms) conjunctions (common conjunctions) sentence and phrase types statements and questions. | Grammar <ul style="list-style-type: none"> articles (partitive) adjectives (possessive) adverbs (formation, position, simple negation) numerals (ordinals, time) pronouns (disjunctive) verbs (present tense, irregular verbs related to the unit focus: imperative, perfect tense, common regular and irregular verbs) negatives in the perfect tense prepositions (time) conjunctions (common conjunctions) sentence and phrase types (exclamations). | Grammar <ul style="list-style-type: none"> nouns (nominal phrases) articles (<i>de</i> replacing the partitive, omission of the article) adjectives (demonstrative, interrogative, exclamatory) adverbs (degree, negation) pronouns (direct object, demonstrative) verbs (<i>on</i>, imperative, modal and impersonal verbs in present tense, perfect tense, imperfect, <i>passé récent</i>, pronominal, reflexive) prepositions (location, direction) conjunctions (common conjunctions) sentence and phrase types (time phrases). | Grammar <ul style="list-style-type: none"> nouns (apposition) pronouns (agreements, possessive, indirect object, interrogative, indefinite) verbs (imperfect, future, conditional) pronouns prepositions (linking verbs and infinitive) sentence and phrase types (<i>si</i>-clauses, present/future). | Grammar <ul style="list-style-type: none"> pronouns (interrogative, definite, relative: definite and indefinite, indefinite pronouns) verbs (voice: active, pluperfect, future perfect, conditional perfect, agreements) sentence and phrase types (<i>si</i>-clauses, imperfect/conditional). | Grammar <ul style="list-style-type: none"> verbs (participles, infinitive, subjunctive: present tense, past historic) —recognition only, voice: passive, pronominal: reciprocal, passive, causative, <i>laisser</i> + infinitive sentence and phrase types (<i>si</i> clauses—pluperfect, conditional perfect, implied future). |

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| Linguistic resources (external link) | <p>Sound and writing systems</p> <p>Development and consolidation of the sound and writing systems of French.</p> | <p>Sound and writing systems:</p> <ul style="list-style-type: none"> French alphabet, vowel sounds, silent letters, accents, stress, intonation liaison pronunciation of introduced vocabulary. | <p>Development and consolidation of the sound and writing systems of French:</p> <ul style="list-style-type: none"> consolidation of French alphabet, vowel sounds, silent letters, accents, stress, intonation liaison and pronunciation of introduced vocabulary French names for countries. | <p>Consolidation of understanding of the sound and writing systems of French:</p> <ul style="list-style-type: none"> understanding of sound and spelling: <i>enchaînements</i>, contractions, inversion (word order in questions), pronunciation common words that sound the same in French e.g. <i>Saint-Coeur</i> and <i>cinq heures</i>. | <p>Consolidation of understanding of the sound and writing systems of French:</p> <ul style="list-style-type: none"> consolidation of, and understanding of sound and spelling of French: <i>enchaînements</i>, contractions, inversion e.g. word order in questions awareness of phonetic symbols used in dictionary to facilitate pronunciation of French words French names for world cities. | <p>Consolidation of understanding of the sound and writing systems of French:</p> <ul style="list-style-type: none"> continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and language flow how English words that are used in French are treated in regards to grammar rules how to interpret phonetic symbols in dictionary to pronounce new words. | <p>Consolidation of understanding of the sound and writing systems of French:</p> <ul style="list-style-type: none"> phonological rules, such as elision and contractions, employed to make words easier to pronounce and language flow how English words that are used in French are treated in regards to grammar rules creation of new French words in response to evolving technology and a changing world. |
| Intercultural understandings (external link) | <p>Through these units students have the opportunity to develop knowledge, awareness and understanding of the similarities and differences between their own culture and that of the French world. These intercultural understandings should be relevant to the school-determined</p> | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> common practices and behaviours related to interpersonal relationships and social interactions in France and French-speaking communities e.g. greeting conventions, familiar/formal terms of address and language, leave-taking conventions rituals of daily life for learners of a similar age in France and French-speaking communities | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> interpersonal relationships and social aspects from the perspective of a visitor in a French-speaking community e.g. turn-taking, gender roles, politeness conventions, social practices such as gift giving, visiting people some historical events and their impact on contemporary life and cultural values influence of historical events and the | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> aspects of socialising and everyday living e.g. conversational conventions, concepts of time, attitude to money, sport, leisure, food; concepts of a healthy lifestyle, career choices and opportunities geographical and meteorological aspects and their influence on social practices major current events and issues as a reflection of contemporary life and | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> differences in everyday life in France that may impact on the French's expectations of life in Australia being a responsible visitor: communicating, functioning and behaving appropriately attitudes to visitors from the French and Australian perspective reasons for French movement around the globe and the contributions of French-speaking cultures to the home culture | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> media in everyday life e.g. advertising, lifestyles, consumption patterns in France popular texts, text types and genres in France and the global nature of media in France customs and traditions that impact on peers in France and French-speaking communities recognising and comparing cultural elements encountered in texts technology's influence today | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> France's place in the world e.g. politically, spiritually, geographically traditions and beliefs that underpin modern living and values influence of technology on lifestyles and career opportunities current social, global and environmental issues affecting learners and French-speaking peers multiculturalism and social divides in France e.g. wealth, |

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| | learning contexts. | <ul style="list-style-type: none"> the impact of traditions and customs e.g. home life, attitudes to school, interests in the lives of peers in France and French-speaking communities general geographical information e.g. size, location, population and general history and its influence on social practices and language technology and contemporary issues relevant to learners and their French-speaking peers. | geographical location of French-speaking communities on their social practices <ul style="list-style-type: none"> France in the world today Australia's French connections. | cultural values <ul style="list-style-type: none"> impact of technology on leisure and work in French-speaking communities. | <ul style="list-style-type: none"> influence of technology on tourism, travel and globalisation issues and differences between France and Australia which prompt travel between the two countries. | <ul style="list-style-type: none"> stereotypes and popular figures and characters found in French texts traditional and contemporary social rituals. | ethnicity, religion, gender, rural/urban <ul style="list-style-type: none"> perceptions of Australian, French relations. |
| Language learning and communication strategies (external link) | Language learning and communication strategies are processes, techniques and skills relevant to: <ul style="list-style-type: none"> supporting learning and the acquisition of language making meaning from texts producing texts engaging in spoken interaction. | Language learning and communication strategies will depend upon the needs of the learners and the text types selected. | Language learning and communication strategies will depend upon the needs of the learners and the text types selected. | Language learning and communication strategies will depend upon the needs of the learners and the text types selected. | Language learning and communication strategies will depend upon the needs of the learners and the text types selected. | Language learning and communication strategies will depend upon the needs of the learners and the text types selected. | Language learning and communication strategies will depend upon the needs of the learners and the text types selected. |