French Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

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# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the French Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/french).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 – Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  My best SELFie so far – *Mon meilleur SELFie jusqu’à présent* | Suggested grammar, vocabulary and structures |
| Assessment task  **Part A: Understanding texts (ML4-UND-01)**  View a range of social media profiles[[1]](#footnote-1) from a French teenage magazine and identify relevant details, in English, to demonstrate understanding[[2]](#footnote-2).  Part B: Creating texts (ML4-CRT-01)  Create a social media-style profile post in French about yourself, with the title *Mon meilleur SELFie jusqu'à present !*, to share with a sister school in a francophone country.  In your profile, write detailed captions in French for each photo.  Include:   * a greeting * your name, age, birthday * where you are from and where you live * a description of yourself * at least 2 interesting facts about your preferences, such as your favourite food, animal, movie, music or interests.   Skills   * Greet people at different times of the day and in a range of contexts. * Understand the nature of greetings and introductions in French. * Exchange information about themselves, including their name, age, birthday, family, pets and interests. * Express preferences regarding interests and hobbies. * Describe physical appearances and personalities, for example, eye and hair colour, and/or facial features. | **Greetings and farewells:**  *bonjour*, *bonsoir*, *salut*, *au revoir*  **Names:**  *Comment tu t’appelles ?*; *Je m’appelle…*; *Comment il/elle s’appelle ?*; *Il/elle s’appelle…*  **Ages:**  *Tu as quel âge ?*; *J’ai [*number*] ans*; numbers 1–31  **Birthdays:**  *C’est quand ton anniversaire ?*; *Mon anniversaire, c’est le [premier/*date*] [*month*]*; months  **Families:**  *Il y a combien de personnes dans ta famille ?*; *Dans ma famille il y a [*number*] personnes*; *mon père*, *ma mère*, *mon frère*, *ma sœur*, *mon cousin*, *ma cousine*, *mon oncle*, *ma tante*, *mon grand-père*, *ma grand-mère*  **Pets:**  *Tu as un animal ?*; *J’ai [*animal*]*; *un chien*, *un chat*, *un perroquet*, *des poissons*, *un cheval*, *un furet*  **Preferences:**  *je déteste*, *je n’aime pas*, *j’aime*, *j’aime beaucoup*, *j’adore*  **Hobbies:**  *le sport*, *la cuisine*, *la danse*, *aller au cinéma*/*au théâtre*, *la lecture*, *écouter*/*jouer de la musique*  **Appearances:**  *Il est/elle est comment ?*; *j’ai*, *tu as*, *il a/elle a*, *les yeux bleus/verts/ gris/noisettes/marron*, *les cheveux roux/bruns/blonds/blancs/noirs*, *une barbe*, *des lunettes*, *des moustaches*, *des taches de rousseur* |

Table 2 – Stage 4, Term 2

|  |  |
| --- | --- |
| Term 2  What are we eating? – *Qu’est-ce qu’on mange ?* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Interacting (ML4-INT-01)[[3]](#footnote-3)**  In celebration of Bastille Day, your class is holding a small party and you need to choose what to eat and drink.  In groups of 2–3[[4]](#footnote-4), take turns to ask each other about the food and drink options. When answering, include your opinion of the food or drink, and the reason. Include conjunctions, for example *et*, *mais* and *parce que.*  Share your discussion with the teacher, and then ‘order’ one food and one drink.  **Skills**   * Express opinions about different foods and drinks, using adjectives to justify opinions. * Join sentences with conjunctions. * Explore fast food and restaurant menus. * Use appropriate phrases to order from a menu, giving reasons for choices. * Access procedural texts to understand *on* conjugation and sequencing words. | **Foods and drinks:**  *le poulet*, *le fromage*, *le bifteck*, *les pâtes*, *le riz*, *la soupe*, *la salade*, *le poisson*, *les frites*, *les légumes*, *les bonbons*, *le gâteau*, *le pain*, *le thé*, *le café*, *le jus*, *l’eau*, *le lait*, *le chocolat chaud*  **Opinions:**  *je déteste*, *je n’aime pas*, *j’aime*, *j’aime beaucoup*, *j’adore*  **Adjectives:**  *c’est bon/mauvais (pour la santé)*, *délicieux*, *dégoûtant*  **Ordering from a menu:**  *Comme entrée/plat principal/entrée/boisson je prends…*; *Je voudrais…*; *merci*  **Conjunctions:**  *parce que*, *mais*, *et* |

Table 3 – **Stage 4, Term 3**

|  |  |
| --- | --- |
| Term 3  Let’s go to town! – *On va en ville !* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Part A: Understanding texts (ML4-UND-01)**  You have received a number of emails from prospective host families for your upcoming exchange in which they describe where they live and the local area.  Use the positive/negative/interesting (PMI) table to identify the most appropriate family for you. Complete the table in English, justifying your decision with references to the text.  **Part B: Creating texts (ML4-CRT-01)**  In French, write an email in response to your chosen family, including:   * a brief introduction about yourself and your family * at least 3 reasons for choosing them (for example, they live near the beach and you like to surf) * a description of where you live and your neighbourhood * a description of your favourite local place, its location and what you like to do there.   **Skills**   * Describe where you live and types of homes, using adjectives and prepositions. * Identify the rooms and features of homes. * Identify places in the local area. * Use culturally-appropriate language to ask for and give directions. | **Describing where you live:**  ***J’habite…*; *près de la mer*, *à la campagne*, *à la montagne*, *dans un village*, *au centre-ville*, *dans une ville***  **Describing your home:**  ***une grande/petite/belle maison moderne à un*/*deux étage(*s*)*, *un bon appartement confortable et/mais (pas) agréable***  **Rooms and features of the house:**  ***le salon*, *la cuisine*, *la salle de bains*, *l’entrée*, *la fenêtre*, *les volets*, *le jardin*, *la chambre*, *l’escalier*, *le bureau*, *le garage*, *le balcon*, *la terrasse*, *la porte-fenêtre*, *la salle à manger*, *la buanderie*, *la salle de jeux*, *le grenier*, *le sous-sol***  **Places:**  ***la plage*, *la piscine*, *la boutique*, *l’école*,***la fromagerie*, *la boulangerie*, *la patisserie*, *la chocolaterie*, *la confiserie*, *la boucherie*, *la pharmacie*, *la charcuterie*, *le supermarché)*, *le bureau de poste/la poste*, *la gare*, *l’arrêt de bus*, *l’église*, *l’hôpital*, *le terrain de sport*, *le cinéma*, *le parc*  **Directions:**  *Pour aller à… ?*; *à droite*, *à gauche*, *tout droit*, *allez*, *continuez*, *tournez*, *prenez la première/deuxième/troisième à gauche*, *excusez-moi*, *je vous en prie*, *merci*  **Prepositions of place:**  ***entre*, *derrière*, *devant*, *en face de*, *à côté de***  **Describing locations:**  ***[*place*] se trouve* *dans le nord/sud/est/ouest*, *près/loin de [place]/la côte/la montagne*, *au sud/nord/est/ouest* *de* *[*town*]*** |

Table 4 – Stage 4 – Term 4

|  |  |
| --- | --- |
| Term 4  The holidays are here! – *Vive les vacances !* | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML4-INT-01)  While your friend from France is visiting you, your family is planning a trip during the school holidays. In pairs[[5]](#footnote-5), with one of you playing the role of the French friend, discuss:   * where you are going * what you plan to do, including reasons for the activities * things that you will need, including clothing * how you will get there.   Skills   * Access and exchange information about important events in francophone cultures, including when and where they take place. * Make plans to attend an event, including details of clothing, weather and transport to the event. * Express opinions and preferences when discussing activities and/or events, with justification. * Suggest an event, giving reasons for attending. | **Transport:**  *en voiture***,** *en train***,** *en bus***,** *à vélo***,** *en bateau***,** *à pied*  **Weather:**  *il fait beau/chaud/froid/frais/du soleil/du vent/des nuages*, *il y a des orages***;** *il pleut*,*il neige*, ***Qu’est-ce que tu fais quand [*weather*] ?***  **Expressing opinions:**  *c’est…*, *intéressant***,** *amusant***,** *rigolo***,** *difficile***,** *dangereux***,** *un défi*  **Clothing:**  *je mets*, *je porte*, *un pull (à capuche)*, *un t-shirt*, *un jean*, *une chemise*, *une jupe*, *une robe*, *un imperméable*, *des bottes*, *des tennis*, *des claquettes*, *des sandales*, *une casquette*, *un short*, *un tricot*, *une écharpe*, *Qu’est-ce que tu portes pour [*activity*]/quand [*weather*] ?*  **Using the imperative to make a suggestion:**  *Allons à la fête de la musique/au concert*; *Écoutons (de) la musique*; *Jouons au foot*; *Faisons du shopping* |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

|  |  |
| --- | --- |
| Term 1  What’s your style? – *Quel est ton style ?* | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML5-UND-01)  Read a magazine article about an influencer[[6]](#footnote-6), outlining their recent activities, fashion preferences, interests and opinions. Answer questions[[7]](#footnote-7) in English about the article.  Part B: Interacting (ML5-INT-01)  In pairs or small groups[[8]](#footnote-8), record a podcast[[9]](#footnote-9) about who the influencers are in your life and why. Take turns to ask and answer questions about:   * who you have chosen * their style * their interests and activities * why you have chosen them.   Skills   * Describe shopping items, including clothing and accessories. * Make suggestions to persuade friends to purchase items. * Make comparisons between prices or items, using comparatives and superlatives. * Access texts that include language specific to clothes shopping, including shoe and clothing sizes, designs and patterns. * Describe influential people using adjectives of physical appearance, job description, personality and characteristics, including dress sense. | **Clothing and accessories:**  *une robe*, *une chemise*, *une jupe*, *une ceinture*, *une cravate*, *une casquette*, *un pantalon*, *un maillot (de bain)/short/t-shirt*, *un chapeau*, *un chemisier*, *un pull*, *un sweat*, *un jogging*, *un costume*, *un sac à main*, *des chaussettes*, *des chaussures*, *des collants*, *des lunettes (de soleil)*, *des boucles d’oreille*, *des gants*, *des bottes*, *des sandales*, *des bijoux*  **Adjectives to describe clothing:**  *élégant(e)(s)***,** *distingué(e)(s)***,** *chic***,** *classique(s)***,** *moderne(s)***,** *démodé(e)(s)***,** *branché(e)(s)*  **Verbs:**  *mettre*, *porter*, *s’habiller en [*clothing*]*  **Asking and giving opinions:**  *Ça me va bien ?*; *Ça (ne) te va (pas) bien*; *Tu devrais [*direct object pronoun*] [*infinitive*]*; *c’est/ce n’est pas trop*, *très*, *assez [*adjective*]*  **Comparatives:**  *plus [*adjective*] que*, *moins [*adjective*] que*, *aussi [*adjective*] que*  **Superlatives:**  *le/la/les plus [*adjective*]*, *le/la/les moins [*adjective*]*, *le/la/les meilleur(e)(s)*, *le/la/les pire(s)*  **Shopping phrases:**  *Quelle est votre pointure/taille ?*; *Quelle taille faites-vous ?*; *Vous chaussez du combien ?*; *Vous l’avez en [*colour*] ?*; *taille petite/moyenne/grande*; *Ça (ne) me va (pas) bien*; *Je peux l’essayer/les essayer ?*; *Je le/la/les prends*  **Designs and patterns:**  *à rayures*, *à pois*, *à carreaux*, *à fleurs*, *en coton*, *en laine*, *en soie*, *en cuir*, *en velours*, *en nylon*, *en lin*  **Styles:**  *le style fashion*, *classique*, *rock*, *bohème*, *hipster*, *e-girl*, *gothique*, *kawaiï* |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  A day in my life – *Une journée dans ma vie* | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML5-UND-01)  Two students from France have applied to come to your school as exchange students. In their applications[[10]](#footnote-10), they detail their daily routine and extracurricular activities. Read the applications and decide which one you would like to host. Justify your choice by providing 3 reasons in English, with reference to the text.  Part B: Creating texts (ML5-CRT-01)  Email your chosen applicant to prepare them for life in Australia. In your email, describe your daily activities, including:   * an appropriate greeting with a short personal introduction and description * an overview of your daily activities * at least 2 statements about the routine of other family members * after-school activities, including preferences and frequency * a personal comment about your favourite activities.   Skills   * Exchange information about own and others’ daily routines, including times, days of the week, verbs related to daily activities. * Access information and compare daily routines and differences in activities between people from francophone cultures. * Express likes, dislikes and preferences about daily activities, including adjectives to give and justify opinions. * Create more complex sentences, using a range of conjugations and expressions of frequency and duration. | **Daily activities:**  *je me/il se/elle se réveille/lève/*l*ave/coiffe*, *je m’habille/il s’habille/elle s’habille en [*clothing*]*, *je m’occupe/il s’occupe/elle s’occupe de [*noun*]*, *je me brosse/il se brosse/elle se brosse les dents/cheveux*, *je prends/il prend/elle prend mon/son petit déjeuner*, *je/il/elle quitte la maison*, *j’/il/elle arrive à l’école*, *je/il/elle rentre chez moi/lui/elle*, *je fais/il fait/elle fait mes/ses devoirs/de l’entraînement/du sport*, *je/il/elle travaille*, *je/il/elle promène le chien*  **Expressing opinions:**  *j’adore*, *j’aime (beaucoup/un peu)*, *je déteste*, *je* *n’aime pas (du tout)*, *je préfère [*infinitive*] parce que c’est ennuyeux/pénible/rasant/fatigant/ amusant/intéressant/nécessaire/important*  **Expressing frequency and duration:**  *une/deux/trois fois par jour*, *par* *semaine/mois/an*, *tous les jours/matins/soirs*, *l’après-midi*, *le* *lundi*, *le* *weekend*, *chaque lundi*,days of the week, *pendant un(e)/deux/trois heures/jours*, *depuis un an/deux ans/un mois*  **Comparing using the impersonal structure ‘*on*’:**  *En France/Australie/Nouvelle Calédonie/au Sénégale on [*verb*]*  **Conjunctions:**  *mais*, *par contre*, *par rapport à*, *pourtant* |

Table 7 – Year 9, Term 3

|  |  |
| --- | --- |
| Term 3  In my free time – *Dans mon temps libre* | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  Your class is planning to publish an online magazine for French teenagers to learn about Australian culture. Choose 3 sport and/or leisure activities you have recently participated in and create a short text about each one to contribute to the magazine. Choose at least one activity outside your home.  In each text[[11]](#footnote-11), include:   * **a catchy title** * an engaging image, with a caption * a description of yourself – your personality and your hobbies or interests * information about how often you do each activity * your opinion about each activity, with justification * when you last did the activity, using the past tense.   **For the text (or texts) relating to an activity outside of your home, include where it occurs and how you get there.**  Skills   * Exchange information about leisure activities people do and do not do, and those they would like to do. * Use past and present tense with expressions of time, to indicate frequency and length of time involved in activities. * Identify summer and winter sports. * Express preferences and opinions about activities and popular culture, for example music and movies. * Make plans to participate in an activity, including time and transport to the location of the activity. * Access information about festivals, including national celebrations, and activity camps. * Share information and opinions about famous people, for example sports and music stars. | **Identifying and discussing leisure activities:**  *faire du sport/du jogging/du surf/du cyclisme/du shopping*, *faire de la gymnastique/de la* *danse/de la natation/de la lecture*, *faire* *de l’athlétisme/de* *l’équitation/de* *l’aviron*, *jouer de [*instrument*]*, *jouer à [*sport*]*, *aller au cinema/concert/spectacle/théâtre/terrain de sport*, *aller à la plage/piscine*  **Expressing time and frequency:**  *il y a un an*, *deux ans*, *six mois*, *l’année/la semaine dernière*, *le weekend*, *samedi*, *dimanche*, *le* *mois/l’été/l’hiver dernier*, *hier*, *avant-hier*, *depuis un mois/an*, *souvent*, *quelquefois*, *toujours*, *depuis l’âge de [*number*]*  **Expressing activities in the past tense:**  *je suis allé(e)*, *j’ai joué/j’ai fait*, *j’ai regardé*, *j’ai écouté*  **Summer and winter sports:**  *En hiver je fais/j’aime/je préfère faire du patin à glace*/*du ski*; *En été je fais/j’aime/je préfère faire du canyoning/du canoë/de la plongée*  **Describing events in the past:**  *c’était super*, *génial*, *effrayant*, *difficile*, *fatigant*, *exaltant*, *stimulant*, *intéressant*  **Using present, past and future tenses to express change:**  *D’habitude je vais…*; *L’année dernière je suis allé(e)…*; *L’année prochaine je vais aller…*  **Expressing what you prefer:**  *j’aime/je préfère/je voudrais [*infinitive*]*, *mon group/chanteur préféré est…*  **Planning to attend an event:**  *je n’ai pas envie*, *désolé(e)*, *je ne peux pas*, *je veux bien*, *bien sûr*, *Tu viens à [*event/venue*] ?*; *On se retrouve à quelle heure*/*où ?*; *On y va comment ?* |

Table 8 – Year 9, Term 4

|  |  |
| --- | --- |
| Term 4  Feeling great! – *J’ai la pêche !* | Suggested grammar, vocabulary and structures |
| Part A: Understanding texts (ML5-UND-01)  As a member of the student wellbeing team at your school, you read some blog posts[[12]](#footnote-12) written by teenagers from francophone countries discussing their lifestyle choices.  Answer questions[[13]](#footnote-13) in English about their daily habits and diet.  Part B: Creating texts (ML5-CRT-01)  Option 1  Respond to one of the blog posts by commenting and advising on how they could improve their lifestyle, including food choices and activities.  Option 2  Create a video, with French subtitles, for a French youth YouTube channel outlining your sporting interests. Highlight why sports and hobbies are important for a healthy lifestyle.  Skills   * Exchange information and opinions relating to ailments, illness and injury, including parts of the body and symptoms. * Create detailed texts that give advice about treatments, justifying suggestions. * Access information about lifestyle choices in francophone countries. * Give advice relating to food choices, daily routine and frequency of physical activities. | **Identifying parts of the body:**  *la tête*, *la cheville*, *la jambe*, *le ventre*, *le genou*, *le poignée*, *le bras*, *le nez*, *les oreilles*, *les yeux*, *le cou*, *le dos*  **Ailments and injuries:**  *j’ai mal à [*body part*]*, *avoir mal à [*body part*]*, *j’ai de la fièvre*, *je suis enrhumé(e)*, *j’ai mal au cœur*, *j’ai la grippe*, *je tousse*, *je me suis blessé(e)*, *je me suis cassé*/*tordu*/*fait mal à [*body part*]*, *je ne me sens pas bien*, *Qu’est-ce qui ne va pas ?*; *Qu’est-ce qu’il y a ?*  **Expressions of frequency:**  *toujours*, *souvent*, *rarement*, *normalement*, *quelquefois*, *de temps en temps*, *ne…jamais*  **Giving advice:**  *Il est important/nécessaire de [*infinitive*]*; *Il faut/tu devrais [*infinitive*]*; *Fais de l’exercice*; *Bois de l’eau*; *Ne mange pas de fast food/bonbons*; *Mange des fruits et des légumes*; *Ne bois pas trop de café/boissons sucrés*; *Sois actif/active*; *Reste au lit*; *Couche-toi tôt*; *Repose-toi*; *Prends de l’aspirine/des médicaments/du sirop/des pastilles* |

## Year 10

Table 9 – Year 10, Term 1

|  |  |
| --- | --- |
| Term 1  All around me – *Autour de moi* | Suggested grammar, vocabulary and structures |
| Part A: Understanding texts (ML5-UND-01)  Read a blog[[14]](#footnote-14) in which young people from all over the francophone world describe their neighbourhood and home life. Answer questions[[15]](#footnote-15) in English to identify details from the blog.  Part B: Creating texts (ML5-CRT-01)  Add your own post to the blog, describing how your local area compares to theirs and what you do to contribute to your home and family life, as well as to your local community.  Skills   * Describe the local area and community, including its location, facilities and local features. * Express and justify opinions about neighbourhood facilities and compare homes from different cultures. * Exchange information relating to household chores including frequency and preference. * Create texts that describe contributions to household and/or the local community in the present and past tense. | **Describing the local area:**  *mon quartier est…*, *calme*, *bruyant*, *paisible*, *moderne*, *traditionnel*, *contemporain*, *sale*, *propre*, *sûre*  **Identifying locations:**  *ma maison/mon quartier se trouve dans le nord/le sud/l’est/l’ouest*, *près de la côte*, *la montagne*, *la ville*, *au nord*, *au* *sud*, *à l’est*, *à l’ouest de [*town/location*]*, *au centre-ville*, *en banlieue*  **Describing facilities:**  *un terrain multisports*, *un stade*, *une bibliothèque*, *une cathédrale*, *un théâtre*, *une piscine municipale*, *un centre sportif*, *une mosquée*, *un centre culturel*, *une maison des jeunes*, *un supermarché*, *un skate-park*, *un cinéma*, *un centre commercial*, *un jardin public*, *une salle de spectacle*, *un magasin*, *une boutique*  **Discussing household chores:**  *faire la cuisine/la vaisselle/le linge/le repassage/le jardinage/le ménage*, *laver la voiture/les fenêtres/le chien*, *passer l’aspirateur*, *sortir/descendre la poubelle*, *vider le lave-vaisselle*, *mettre le couvert*, *débarrasser la table*, *s’occuper des animaux*, *Qui fait [*chore*] chez toi ?*  **Describing frequency and preference:**  *Tu aimes [*infinitive*] [*chore*] ?*; *Tu le*/*la fais souvent ?*; *Je/il/elle déteste [*chore*]*; *Je/il/elle le/la déteste*; *Je déteste le/la faire*; *Je le/la fais chaque jour/semaine/weekend/soir/après-midi*  **Discussing activities in the local community:**  *je fais/j’ai fait du volontariat au club de foot*; *je suis/j’ai été bénévole au centre d’animaux abandonnés* |

Table 10 – Year 10, Term 2

|  |  |
| --- | --- |
| Term 2  Let’s go on holidays – *On part en vacances !* | Suggested grammar, vocabulary and structures |
| Creating texts (ML5-CRT-01)  You have just returned from a holiday in a francophone country. Create a review[[16]](#footnote-16) for a tourism website sharing your experiences.  In your review, include:   * the destination * a rating for your experience, with a sentence that captures the mood * 3 pros and one con for consideration * a description of the weather, with suggested clothing to bring * details about 2 activities you experienced at the destination, including a description of what you did, the cost and duration * details about local transport * your opinion, with a sentence to encourage or discourage others to visit your destination.   Skills   * Make plans to go on a holiday, referencing the weather, transport and what to pack. * Discuss and justify preferred locations and activities. * Give travel advice by using verbs and phrases in the conditional tense. * Make comparisons of experiences and destinations. * Recount experiences in the past tense. | **Recounting in the past tense:**  *je suis allé(e)*, *j’ai fait*, *j’ai vu*, *j’ai visité*, *j’ai pris*  **Discussing possibilities:**  *on devrait*, *on pourrait*, *on visiterait*, *on irait*  **Describing activities:**  *en bateau*, *en avion*, *en canoë*, *en kayak*  **Exchanging information about holiday activities:**  *Qu’est-ce que tu as fait pendant tes vacances ?*; *J’ai/on a fait/j’ai toujours voulu faire*, *du randonnée*, *de l’alpinisme*, *de l’escalade*, *une balade en famille*, *du surf*, *du rafting*, *du wakeboard*, *du camping*, *du VTT*, *du palme-masque-tuba*  **Making comparisons:**  *c’est/c’était/ce serait plus [*adjective*] que [*activity*]*; *c’est/c’était/ce serait moins [*adjective*] que [*activity*]*; *c’est/c’était/ce serait aussi [*adjective*] que [*activity*]*  **Giving travel advice:**  *Tu devrais [infinitive]*; *Tu pourrais [*infinitive*]*  **Recounting experiences in the past:**  *c’était super/rasant/intéressant/dangereux/palpitant/génial*, *on est allé*, *on est parti*, *on est arrivé*, *on a vu*, *on a fait*, *on a regardé*, *on a joué*; *on s’est amusé*, *on s’est couché tard*, *on s’est réveillé tôt* |

Table 11 – Year 10, Term 3

|  |  |
| --- | --- |
| Term 3  Off to work! – *Au travail !* | Suggested grammar, vocabulary and structures |
| Interacting (ML5-INT-01)  Your year adviser has asked you to help welcome a new student from France and plan an enjoyable experience for them.  In pairs[[17]](#footnote-17), with one of you playing the role of the student from France, have a conversation[[18]](#footnote-18), sharing information about your interests, hobbies and work. Discuss options such as school and leisure activities and part-time or volunteer work to consider.  During the conversation:   * discuss and compare school in Australia and France * ask questions about interests and hobbies * discuss future career hopes/plans.   Skills   * Describe the structure of school and the working week, using the present tense. * Express opinions about school subjects, strengths, weaknesses and preferences. * Identify and describe aspirations based on interests and abilities, using the future tense. * Access information to compare the different lifestyles of school and work for teenagers in francophone countries. | **Describing the structure of a school week:**  *on arrive à [*hour*] heures*, *les cours commencent à [*hour*] heures*, *on déjeune à [*hour*] heures*, *on rentre à [heures]*, *on a la recré à [*hour*] heures*  **Describing work:**  *je travaille* *[*number*]* *jours/fois par semaine*, *je travaille pour gagner de l’argent/pour m’amuser/pour pouvoir* *socialiser/pour avoir des amis/pour acquérir de l'expérience*, *je m’occupe des clients/de la caisse*, *Ce que j’aime le plus/moins à mon travail est [*activity*]*; *Ce que j’aimerais faire* *est devenir/travailler comme* *[*profession/job*]*  **Express strengths and weaknesses:**  *Je suis fort(e)/nul(le)/doué(e) en [*subject*]*; *Je m’intéresse à [*field of study/work*]*; *Je suis passionné(e) par/de…*  **Describe aspirations for the future:**  *je serai [*profession*]*, *je voyagerai (en/à)*, *je travaillerai (en/comme)*, *j’entrerai à la fac*, *je étudierai*, *je deviendrai*, *je prendrai une année sabbatique*, *j’ai l’intention de*, *j’espère devenir/être[infinitive/profession]*, *j’aimerais/voudrais étudier/avoir un travail dans la domaine de la médecine/le droit/l’ingénierie/l’éducation/les sciences/les arts/l’informatique/la psychologie/le commerce/l'architecture*, *je pense être/devenir médecin/enseignant(e)/ingénieur(e)/avocat(e)/infirmier(ère)/ architecte/journaliste/informaticien(ne)/pharmacien(ne)/artiste/ électricien(ne)/plombier(ère)/mécanicien(ne)/charpentier(ère)/ maçon(ne)/conducteur(trice) de travaux/ ouvrier(ère) agricole/chauffeur(e) de camion/soudeur(euse)/peintre (en bâtiment)/ cuisinier(ère)/jardinier(ère)/technicien(ne) en maintenance*, *nettoyeur(euse)/facteur(trice)* |

Table 12 – Year 10, Term 4

|  |  |
| --- | --- |
| Term 4  Living green – *Vivre écolo !* | Suggested grammar, vocabulary and structures |
| **Part A: Understanding texts (ML5-UND-01)**  Your neighbourhood youth council is organising a sustainability event calling for young people to be involved. Read the flyer in French[[19]](#footnote-19) and answer the questions in English about the details and purpose of the event.  **Part B: Interacting (ML5-INT-01)**  **In pairs**[[20]](#footnote-20), create a **podcast**[[21]](#footnote-21)in French of approximately 2 minutes duration, discussing your idea to consider changes to support sustainability in your lifestyle. **Your podcast should include:**   * identifying the environmental issue you plan to address * what past behaviours you have changed to be more sustainable * reasons for your choice.   **Skills**   * Access information about different environmental issues. * Access and share information that outlines how to contribute to sustainability in daily life. * Describe environmental issues using present and imperfect tense. * Express opinions using language of cause and effect. * Describe changes to behaviour with the future tense. * Express what could happen through the use of *si* clauses. | **Identifying environmental issues:**  *le changement climatique*, *la pollution*, *la déforestation*, *la couche d’ozone*, *l'environnement*, *la nature*, *la pollution*, *la biodiversité*, *le réchauffement climatique*, *les énergies renouvelables*, *les ressources naturelles*, *la conservation*, *la préservation*, *les espèces en voie de disparition*, *le développement durable*, *les déchets*, *le recyclage*, *l'empreinte écologique*  **Outlining necessary lifestyle changes:**  *il est nécessaire/il faut/il est important de [*infinitive*]*; *protégeons notre planète*; *réduisons notre consommation d'énergie*; *plantons des arbres pour lutter contre la déforestation*  **Describing changes in behaviour and lifestyle:**  *Avant, je ne triais pas les déchets, maintenant je recycle*; *Avant, je ne pensais pas à la consommation de l’électricité, maintenant j’éteins toujours les lumières*  **Explaining cause and effect:**  *Je trie les ordures parce que c’est important de réduire les déchets dans l’environnement*; *Je n’utilise pas les sacs en plastiques puisque ils ne sont pas recyclables*; *J’utilise les énergies renouvelables car je m’inquiète pour la planète*  **Describing future actions and consequences:**  *Je n’achèterai plus de produits non recyclables*; *Je serai conscient(e) de mon empreinte écologique*; *Je chercherai des produits durables*; *Je ferai un effort*; S*i on ne change pas nos habitudes on abîmera la planète*; *Si on ne réduit pas notre consommation de plastique, on polluera nos océans*; *Si on ne respecte pas la biodiversité, les espèces en voie de disparition disparaîtront* |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: French 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 21 January 2025

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# References

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1. Teacher to provide text(s). [↑](#footnote-ref-1)
2. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-2)
3. View [the related summative assessment task](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-term-2-summative-assessment-task.docx), with marking guidelines. [↑](#footnote-ref-3)
4. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-4)
5. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-5)
6. Teacher to provide text(s). [↑](#footnote-ref-6)
7. To cater to a range of learners, questions may include comprehension of key information, drawing conclusions with justifications from the text and/or answering inferential questions. [↑](#footnote-ref-7)
8. As this task assesses interaction, students are encouraged to work in pairs for the podcast. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-8)
9. Students may use prompt cards or scaffolds during the podcast to support spontaneous interaction. [↑](#footnote-ref-9)
10. Teacher to provide text(s). [↑](#footnote-ref-10)
11. Students may be provided with a scaffold. [↑](#footnote-ref-11)
12. Teacher to provide text(s). [↑](#footnote-ref-12)
13. To cater to a range of learners, questions may include comprehension of key information, drawing conclusions with justifications from the text and/or answering inferential questions. [↑](#footnote-ref-13)
14. Teacher to provide text(s). [↑](#footnote-ref-14)
15. To cater to a range of learners, questions may include comprehension of key information, drawing conclusions with justifications from the text and/or answering inferential questions. [↑](#footnote-ref-15)
16. Students may be provided with a scaffold. [↑](#footnote-ref-16)
17. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-17)
18. Students may use prompt cards or scaffolds during the conversation to support spontaneous interaction. [↑](#footnote-ref-18)
19. Teacher to provide text(s). [↑](#footnote-ref-19)
20. As this task assesses interaction, students are encouraged to work in pairs for the podcast. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-20)
21. Students may use prompt cards or scaffolds during the podcast to support spontaneous interaction. [↑](#footnote-ref-21)