

# The Tasmanian Curriculum

## Languages (LOTE) curriculum area

### French

K–10 syllabus and support materials





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## Supported languages

Scope and sequence documents are provided for six supported languages and describe two main groupings: French, German, Indonesian, and Italian (alphabetic) and Chinese and Japanese (non-alphabetic).

Auslan is a supported language but uses national documents for planning and assessing.

## Why teach languages (LOTE)?

Students with proficiency in another language can communicate more effectively in an increasingly globalised world.

Learning a language is recommended for its contribution to the overall education of students, particularly in the areas of communication, intercultural understanding and literacy. It provides a foundation for later language learning and supports educational, career and life pathways.

Languages (LOTE) is in the English–literacy area of the curriculum as it strongly supports the development of literacy, language and communication skills. What we learn to do in one language helps us with any other language and strengthens all literacy practices.

## Language learning practices

For successful and effective language learning, learners need opportunities to:

- be involved in communicating for real-life purposes
- develop generic, transferable skills
- focus on language features, skills and strategies
- build on prior language learning allowing for the development of proficiency
- learn about their own and other cultures through language
- make connections across the curriculum and revisit concepts and processes in new contexts.

(Adapted from *Australian Language Level Guidelines*)

### **Supporting literacy**

Learning another language promotes the development of understanding and literacy skills in students' first language. Students better understand how language works and develop a range of powerful learning strategies. Students make comparisons, recognise patterns and view their first language from a different perspective.

### **Using information and communication technologies (ICT)**

Technology can bring languages and cultures into the classroom in immediate and authentic ways. Effective use of ICT can:

- facilitate effective communication between students and native speakers
- bring the target language and culture into the classroom
- support learning at all levels
- allow students to work at their own pace.

## Thinking

Communicating in another language requires a broad range of thinking strategies, including classifying, predicting, analysing and applying language rules. Students develop ways of thinking about and describing language use. As students use and experience different languages and cultural practices, they reflect on their learning and are challenged to consider their own identities and perspectives. They gain new ways of thinking about their place in the world.

## Intercultural language learning

Intercultural language learning is a way of understanding the relationship between language and culture and how to use that knowledge in communicating across cultures. Intercultural language learning helps learners to know and understand the world around them from multiple perspectives and to learn about themselves through language learning. It requires learners to adopt an inquisitive mind, to notice and question assumptions and to rethink how they relate to others.

## Core content strands

Languages (LOTE) is organised into three interrelated strands:

- communication
- language as a system
- language and culture.

Communicating is the central focus of language learning. The learning that takes place in the language as a system and language and culture strands enables students to develop the knowledge and skills that they need to communicate more effectively. The relative emphasis given to each strand in teaching programs will vary according to the specific language and the needs of students.

### 1. **Communication**

Students use their increasing knowledge of language and culture to communicate effectively, confidently and responsibly. They use the macro skills of listening, speaking, reading and writing.

### 2. **Language as a system**

Students learn to identify, explain, apply, and compare language features, conventions and patterns and to understand languages as systems. They articulate what they discover about the similarities between their first and second languages. These skills and understandings support their English literacy skills and provide a foundation for future learning.

### 3. **Language and culture**

Students learn to recognise, compare, apply, reflect on, and analyse cultural features, conventions, and patterns through language interactions. They identify and examine their own cultural values and develop an awareness of diverse cultural systems.

## Performance criteria

Significant aspects of learning are described in detail in the learning opportunities within each of the following strands:

- communication (listening, speaking, reading and writing)
- language as a system
- language and culture.

A suggested scope and sequence for these performance criteria is described in this syllabus across five standards. Thinking and Using ICT are embedded.

## Standards (alphabetic)

Strands		Standard one	Standard two	Standard three	Standard four	Standard five
<b>Communication</b>	<b>Listening</b>	Makes connections between words and phrases and their meanings in spoken texts	Recognises meaning of phrases and sentences and responds appropriately in routine classroom activities and social exchanges	Demonstrates comprehension of simple, factual items of information contained in short spoken texts	Demonstrates comprehension of main ideas and some supporting details in social interactions and in a variety of spoken texts	Demonstrates comprehension of overall meaning and key supporting details in authentic and modified spoken texts
	<b>Speaking</b>	Uses single words and short phrases in action-related activities and in simple social interactions	Takes part in spoken social routines and responds to familiar questions in everyday classroom contexts	Makes statements and asks simple questions to exchange greetings and personal information	Using familiar language, asks for and provides information and opinions through short conversations or oral presentations	Coherently presents and requests information and opinions in sustained conversations and oral presentations
	<b>Reading</b>	Recognises letters, words or phrases	Reads short repetitive texts containing familiar language and identifies single items of information	Reads short texts containing familiar language and identifies key ideas	Reads a variety of texts containing some unfamiliar language and identifies key ideas and some supporting information	Demonstrates comprehension of overall meaning and key supporting details in authentic and modified written texts
	<b>Writing</b>	Copies and writes letters, symbols or words	Copies and writes phrases or short sentences using well-rehearsed language to convey simple information	Writes short texts to convey personal and factual information using familiar language	Applies familiar linguistic patterns and structures to link and sequence information and ideas in written texts	Conveys a range of experiences or ideas applying appropriate vocabulary and structures in a range of written texts
<b>Language as a system</b>		Recognises similarities and differences in the patterns of oral language	Recognises similarities and differences in the patterns of oral and written language	Recognises and uses correct patterns in the target language in familiar situations and compares with English	Without cues, recognises and uses correct patterns in the target language in familiar situations and compares with English	Uses correct patterns and analyses and interprets meaning in texts
<b>Language and culture</b>		Understands that people have unique characteristics.  Begins to be aware that they are part of a connected world.  Experiments with the target language and begins to make connections between the target culture / language and their own.	Understands that people have differences and similarities and makes comparisons between the target language culture and their own.  Begins to identify how cultural values are expressed in language.	Identifies and describes the value of cultural similarity and difference.  Reflects on how these are expressed in their own and the target language culture.	Understands the value of cultural diversity.  Understands how cultures and languages contribute to shared and unique identity and values.	Values and celebrates cultural diversity.  Shares personal insights and a deeper understanding of their own and other cultures.

## Teaching for learning

High quality teaching has a significant impact on student learning and achievement. The learning, teaching and assessment principles provide guidance for teaching and assessment approaches that place the student firmly at the centre of the educational process.

### Learning, teaching and assessment principles

Learning	Teaching	Assessment
...makes meaning of the world	...helps students understand by acquiring knowledge and skills	...focuses on students demonstrating understanding in a range of curriculum areas
...is innate and lifelong	...is based on high expectations and enjoyment of learning	... improves learning and achievement
...is a personal process	...recognises individual differences, is inclusive and based on a broad range of teaching strategies	...enables students to self-assess and negotiate criteria and assessment tasks
...connects prior knowledge and experiences to new information and learning	...determines what students know and connects to students' lives and futures	...information is based on valid processes and used to plan effective instruction
...is influenced by social interactions	...builds effective relationships between all those involved in the educational process	...is fair and inclusive of judgements from students, peers, teachers, parents, carers and others
...is affected by emotions	...provides a safe and challenging learning environment	...helps develop the wellbeing of all partners in the learning and teaching process
... is influenced by personal identity and motivation	...builds high expectations and confidence in students	...provides timely, accurate and positive feedback to students
...depends on meaningful information and experiences	... involves students in setting goals and connecting what is taught to life and further learning	...enables students to be clear about what is being assessed and how this connects to life and further learning
...is improved when students are aware of how thinking and learning occur	... focuses on thinking skills in all curriculum areas	...encourages students to reflect on their learning including thinking skills
...enables students to demonstrate their understanding in new ways	... enables students to apply their learning in new ways	... tests students' ability to apply their learning in new ways

## Assessment principles and practice

The main purpose of assessment is to improve student learning. Assessment is an ongoing process of gathering and using evidence of student achievement.

Effective assessment enables:

- students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning
- teachers to make more informed judgements about student progress and design more effective teaching programs
- parents and carers to better understand and support students' learning and achievement.

Effective assessment emphasises:

- **assessment for learning**—teachers using evidence of student progress to inform their teaching
- **assessment as learning**—students reflecting on and evaluating their progress to inform future learning goals
- **assessment of learning**—teachers using evidence of student learning to make individual and collective judgements on student achievement against specific curriculum goals and standards.

### Methods of assessment

Languages (LOTE) teachers provide a broad range of opportunities for students to show what they know and can do. They enable students to have input into different ways of providing evidence of their learning.

Effective assessment methods include:

- informal assessment: students and teachers making incidental judgements about what they have learned on a day-to-day basis
- formal assessment tasks: students demonstrating achievement against criteria that are known prior to undertaking a learning task
- observations or anecdotal records: teachers taking informal notes while working with students
- checklists: teachers developing snapshots of the students' knowledge and skills
- portfolios: students building up carefully selected collections of their work over time.

### On-balance judgement

Teachers weigh up evidence of students' performances on different aspects of the Languages (LOTE) curriculum area. They keep records of students' progress. A final decision about a student's achievement is made using an on-balance judgement. An accurate on-balance judgement considers:

- the consistency of the student's performance over a period of time
- clear indications of progress from first attempts to current performance
- demonstration of knowledge, processes and skills in different contexts
- the validity of the assessment task in relation to what it is intended to test
- whether there is sufficient evidence of achievement to assign a standard
- relative performance on similar tasks by the student's peers
- teacher reflection and collaboration with their peers to increase consistency and validity.

## Opportunities to learn and year levels

The Tasmanian Curriculum describes the scope and sequence of learning opportunities for students as they progress from Kindergarten to Year 10.

In the languages (LOTE) area, students may begin their study in K-2, 3-4, 5-6, 7-8 or 9-10. **Therefore students would only be expected to achieve the standards corresponding to their year level if they have had sufficient opportunities for prior study.** The standards presume that the sequential study of a language for an extended period of time is necessary to achieve the highest levels of performance.

Within each language class there will be students with varying backgrounds, needs and interests. It is therefore likely that classes will be multi-level, containing students operating at more than one standard. Teachers will need to modify lesson content and related tasks according to the age and background of their students.

Schools choose a language program that suits the needs of their students and context. Models may include face-to-face teaching, intensive, online or a combination of methods. As language learning is cumulative, students should be provided with continuity of language learning opportunities and appropriate time allocations to reach the upper standards.

The learning opportunities in this document provide possible starting points for engaging students in language learning appropriate to their age, level of maturity and cognitive development. The table below provides guidance about the range of opportunities that may be offered within each year level.

Year level	K - 2			3, 4			5, 6			7, 8			9, 10		
Standards	Standard 1			Standard 2			Standard 3			Standard 4			Standard 5		
Stages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## The relationship of the Languages (LOTE) curriculum to further study in Years 11 and 12 and life-long learning

The languages (LOTE) curriculum prepares students for further study in languages in the senior secondary years. Students who attain the upper stages of Standard five are prepared for pre-tertiary levels at Years 11 and 12.

Having knowledge of another language and culture builds rapport with people from around the world and provides insight to their values and ways of thinking. Most countries recognise the importance of a highly-skilled, multilingual workforce in today's rapidly changing marketplace. The ability to communicate in other languages can expand business and employment opportunities.

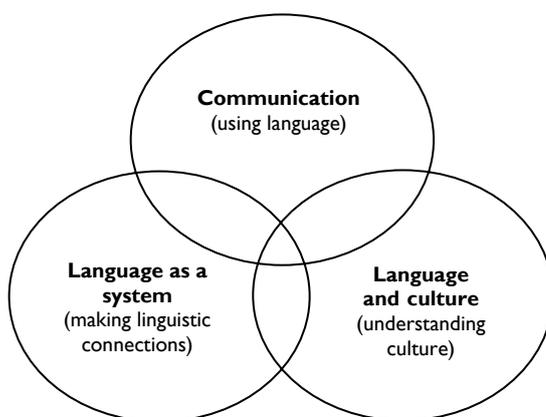
## Organisation of the scope and sequence

This scope and sequence aims to support teachers in designing and delivering programs that allow students to consolidate their language learning and progressively develop the skills, knowledge and understanding necessary to be an effective communicator in the target language.

Learning does not always develop in a linear way. The cumulative nature of language learning means that teachers will often revisit content from a range of standards and draw on resources from across the standards. Higher standards incorporate the knowledge, skills and understanding from lower standards.

The three content strands are interrelated and are not intended to be taught separately. Teachers may wish to provide additional learning opportunities that meet the individual needs of their students and connect with other curriculum areas currently being studied.

The following diagram illustrates the relationship between the strands:



The content section of the syllabus is organised by five standards. Each standard section contains:

- an overview of the standard
- learning opportunities, comprising:
  - key focus areas
  - key concepts and topics
  - linguistic items
  - possible teaching emphases
- a list of resources.

## Describing the scope and sequence

The scope and sequence is described in the following pages in terms of concepts, topics and linguistic items. The following pages provide a summary of the key **concepts** and **topics**, and the **linguistic items**, from standards one to five.

Teachers may use any of these organisers as the starting point for their planning, depending on the needs and interests of their students, their own preference and their teaching context.



## A guide to key concepts and topics across five standards – alphabetic languages

Teachers consider their students' experience and age, and their own teaching contexts in selecting what to teach and how to teach it. The topics listed are a guide only.

	K–2	3–4	5–6	7–8	9–10
Concepts	Standard one	Standard two	Standard three	Standard four	Standard five
<b>Identity</b> <b>Relationships</b> <b>Belonging</b> <b>Stereotypes</b>	<ul style="list-style-type: none"> <li>myself</li> <li>family</li> <li>friends</li> </ul>	<ul style="list-style-type: none"> <li>family / friends</li> <li>feelings / emotions</li> <li>sports / hobbies</li> </ul>	<ul style="list-style-type: none"> <li>neighbours</li> <li>people / jobs</li> <li>sporting events / champions</li> </ul>	<ul style="list-style-type: none"> <li>communities</li> <li>youth culture</li> <li>heroes</li> </ul>	<ul style="list-style-type: none"> <li>self and country</li> <li>exchanging places e.g. student exchange, travel</li> <li>cultural icons e.g. famous people and places</li> </ul>
<b>Interactions</b> <b>Respect</b> <b>Responsibility</b> <b>Diversity</b>	<ul style="list-style-type: none"> <li>greetings</li> <li>daily routines</li> <li>time - o'clock time</li> </ul>	<ul style="list-style-type: none"> <li>in my class</li> <li>after-school activities</li> <li>time e.g. days, months, telling time</li> </ul>	<ul style="list-style-type: none"> <li>school</li> <li>shopping</li> <li>time e.g. timetables, diaries</li> </ul>	<ul style="list-style-type: none"> <li>leisure / music</li> <li>cooking / eating out</li> <li>getting around</li> </ul>	<ul style="list-style-type: none"> <li>restaurant / catering</li> <li>news / popular media</li> <li>making connections e.g. email, SMS</li> </ul>
<b>Environment</b> <b>Lifestyle</b> <b>Wellbeing</b> <b>Sustainability</b>	<ul style="list-style-type: none"> <li>home</li> <li>pets / animals</li> <li>food</li> </ul>	<ul style="list-style-type: none"> <li>my place e.g. room, house</li> <li>seasons</li> <li>mapping</li> <li>foods</li> </ul>	<ul style="list-style-type: none"> <li>buildings</li> <li>animals / habitats</li> <li>weather</li> <li>healthy diet</li> </ul>	<ul style="list-style-type: none"> <li>natural environment e.g. water, landscapes, regional areas</li> <li>sport / health</li> </ul>	<ul style="list-style-type: none"> <li>housing</li> <li>climate</li> <li>recreation</li> </ul>
<b>Tradition</b> <b>Celebration</b> <b>Culture</b> <b>Change</b>	<ul style="list-style-type: none"> <li>stories / legends</li> <li>games / songs</li> <li>celebrations e.g. birthday, Easter, national days</li> </ul>	<ul style="list-style-type: none"> <li>stories / legends</li> <li>games / songs</li> <li>calendar / special days</li> <li>clothing</li> </ul>	<ul style="list-style-type: none"> <li>stories, folk tales and plays</li> <li>traditional games</li> <li>festivals</li> </ul>	<ul style="list-style-type: none"> <li>the Arts</li> <li>performance e.g. plays, songs</li> <li>fashion / clothing</li> </ul>	<ul style="list-style-type: none"> <li>texts e.g. songs, poetry, stories, plays</li> <li>cultural practices e.g. family, religion, food</li> </ul>

## French linguistic items across five standards

This table should be used in conjunction with the standard overview descriptions. **Bold** indicates pre-tertiary entry content

Standard one	Standard two	Standard three	Standard four	Standard five
<p>Classroom language</p> <ul style="list-style-type: none"> <li>Greetings e.g. bonjour, salut</li> <li>Leave taking e.g. au revoir</li> <li>Thanking</li> <li>Yes / no</li> <li>Commands e.g. entrez, levez-vous, asseyez-vous</li> </ul>	<p>Classroom language</p> <ul style="list-style-type: none"> <li>Apologies e.g. Je suis désolé</li> <li>Commands e.g. Viens ici, tais-toi, montre-moi, donne-moi</li> </ul>	<p>Classroom language</p> <ul style="list-style-type: none"> <li>Showing respect (informal / formal) e.g. Je te présente / Je vous présente ; Je t'en prie / Je vous en prie; S'il te plaît / s'il vous plaît; Tu veux ___ ? / Vous voulez ___ ?</li> <li>Exclamations e.g. D'accord! / alors! / bien sûr! / zut! / ça suffit!</li> </ul>	<p>Classroom language</p> <ul style="list-style-type: none"> <li>Exclamatory e.g. Quelle horreur!</li> <li>Increased spontaneity of response e.g. Je suis fatigué; Désolée, je suis en retard</li> </ul>	<p>Classroom language</p> <p>Increased use of target language for giving and responding to instructions.</p>
<p>Adjectives</p> <ul style="list-style-type: none"> <li>Common forms with gender awareness e.g. petit / grand; petite / grande</li> <li>Colours e.g. bleu / bleue; rouge / rouge</li> </ul>	<p>Adjectives</p> <ul style="list-style-type: none"> <li>Increasing range with gender and number awareness e.g. gros / mince; long / court; magnifique / bizarre / fantastique / extra / super / superbe / formidable</li> </ul>	<p>Adjectives</p> <ul style="list-style-type: none"> <li>Increasing range developing gender and number understanding e.g. triste, fâché, pressé, fatigué, malade, heureux, content, sympa, chouette</li> <li>Possessives: mon, ma, mes; ton, ta, tes e.g. mon père, ta mère</li> </ul>	<p>Adjectives</p> <ul style="list-style-type: none"> <li>Increasing range with more complex examples e.g. beau, belle, beaux, belles</li> <li>Position e.g. le bon gâteau; le gâteau délicieux</li> <li>Possessives: son, sa, ses e.g. son père, ses sœurs</li> </ul>	<p>Adjectives</p> <ul style="list-style-type: none"> <li>Irregular forms (less common) e.g. un vieil homme, la crème fraîche</li> <li>Possessives - all forms e.g. votre collègue, nos amis, leur maison</li> <li>Demonstrative e.g. ce garçon, cet homme, cette école, ces enfants</li> <li>Comparative e.g. Il est plus / moins / aussi grand que ___</li> <li><b>Superlative e.g. le plus grand, le moins gros</b></li> </ul>

Standard one	Standard two	Standard three	Standard four	Standard five
<p>Adverbs</p> <ul style="list-style-type: none"> <li>Bien / mal / comme ci comme ça</li> </ul>	<p>Adverbs</p> <ul style="list-style-type: none"> <li>Vite</li> </ul>	<p>Adverbs</p>	<p>Adverbs</p>	<p>Adverbs</p> <ul style="list-style-type: none"> <li>Formation with -ment e.g. lentement</li> </ul>
<p>Determiners</p> <ul style="list-style-type: none"> <li>Definite articles: le, la, l', les</li> <li>Indefinite articles: un, une</li> </ul>	<p>Determiners</p> <ul style="list-style-type: none"> <li>Des</li> </ul>	<p>Determiners</p>	<p>Determiners</p> <ul style="list-style-type: none"> <li>Partitive article e.g. du sucre, des bonbons</li> <li>'de' replacing partitive e.g. beaucoup de bonbons, un paquet de café</li> <li>Omission of the article e.g. Mon père est médecin</li> </ul>	<p>Determiners</p> <ul style="list-style-type: none"> <li>Use of definite / partitive article e.g. J'aime les sandales. Je porte des sandales.</li> </ul>
<p>Nouns</p> <ul style="list-style-type: none"> <li>Gender awareness e.g. le père, la mère</li> <li>Simple plurals / number e.g. les parents</li> <li>Proper nouns e.g. Maman, Papa</li> </ul>	<p>Nouns</p> <ul style="list-style-type: none"> <li>Increasing range as appropriate e.g. la famille, le frère, la sœur; l'ordinateur, les livres</li> </ul>	<p>Nouns</p> <ul style="list-style-type: none"> <li>Increasing range as appropriate e.g. le français, l'anglais, le croissant, les tomates, un jus d'orange, la boulangerie, la poste, un café</li> </ul>	<p>Nouns</p> <ul style="list-style-type: none"> <li>Increasing range including more unusual plurals e.g. le bureau / les bureaux; le chou-fleur / les choux-fleurs</li> </ul>	<p>Nouns</p> <ul style="list-style-type: none"> <li>Increasing range and number of irregular plurals</li> </ul>
<p>Numbers and time</p> <ul style="list-style-type: none"> <li>Numbers 0 – 20</li> <li>O'clock times e.g. Il est trois heures</li> </ul>	<p>Numbers and time</p> <ul style="list-style-type: none"> <li>Numbers 21 – 69</li> <li>Plus / moins / fois</li> <li>Times (digital) e.g. Il est trois heures cinq</li> <li>Months, days, dates e.g. le deux juin</li> </ul>	<p>Numbers and time</p> <ul style="list-style-type: none"> <li>Numbers 0 – 100</li> <li>Divisé, par</li> <li>Times – remaining, including half / quarter times e.g. Il est deux heures et demie</li> </ul>	<p>Numbers and time</p> <ul style="list-style-type: none"> <li>Numbers, all remaining</li> <li>Ordinal numbers e.g. le premier mai / la deuxième fois</li> </ul>	<p>Numbers and time</p> <ul style="list-style-type: none"> <li>Times in sentences e.g. Je vais arriver à six heures.</li> <li>Vers, avant, après</li> </ul>

Standard one	Standard two	Standard three	Standard four	Standard five
Prepositions	Prepositions <ul style="list-style-type: none"> <li>• Sur, sous, dans, devant, derrière</li> </ul>	Prepositions <ul style="list-style-type: none"> <li>• Entre</li> </ul>	Prepositions <ul style="list-style-type: none"> <li>• Indicating time, location, direction e.g. chez, à, de, en</li> </ul>	Prepositions <ul style="list-style-type: none"> <li>• Prepositional phrases indicating location e.g. en face de, à côté de, loin de, près de</li> <li>• <b>With verbs, nouns and adjectives e.g. j'essaie de comprendre, j'ai l'intention de __</b></li> <li>• <b>C'est facile à faire, je commence à comprendre</b></li> </ul>
Pronouns <ul style="list-style-type: none"> <li>• Je, tu</li> </ul>	Pronouns <ul style="list-style-type: none"> <li>• Il, elle</li> </ul>	Pronouns	Pronouns <ul style="list-style-type: none"> <li>• Subject pronouns – all remaining</li> <li>• Formal / informal 'you'</li> </ul>	Pronouns <ul style="list-style-type: none"> <li>• <b>Direct object pronouns e.g. je les mange, il nous cherche</b></li> <li>• <b>3rd person indirect object e.g. je lui donne un bonbon (rec. only)</b></li> <li>• <b>Relative - qui and que e.g. la vache qui rit; la vache que j'ai vue (recognition only)</b></li> </ul>
Sentence & phrase types <ul style="list-style-type: none"> <li>• Questions e.g. Qu'est-ce que c'est? Tu t'appelles comment? Comment ça va ?</li> <li>• Statements e.g. C'est un chien; Je m'appelle Julie ; Ça va bien, merci.</li> </ul>	Sentence & phrase types <ul style="list-style-type: none"> <li>• Questions e.g. Il a quel âge? Elle s'appelle comment? Il est comment? Il est de quelle couleur? Tu aimes le football? Tu as un crayon?</li> <li>• Statements e.g. Le football est super; J'adore le football; Il est orange.</li> </ul>	Sentence & phrase types <ul style="list-style-type: none"> <li>• Questions e.g. Il y a ___? Il y a combien de ___? Ça coûte combien? Quelle est ta matière préférée? Où est la boulangerie? Tu habites où?</li> <li>• Statements e.g. Il y a trois poires ; Ça coûte huit dollars ; J' habite en Tasmanie.</li> </ul>	Sentence and phrase types <ul style="list-style-type: none"> <li>• Questions e.g. Il va en ville? Est-ce qu'il va en ville?</li> <li>• Statements e.g. Il va en ville</li> <li>• Inversion e.g. As-tu un chien?</li> <li>• Negative constructions e.g. je n'aime pas, je n'ai pas de __</li> </ul>	Sentence & phrase types <ul style="list-style-type: none"> <li>• Questions e.g. Pourquoi est-ce qu'il voyage en train?</li> <li>• Statements e.g. Il parle deux langues parce qu'il habite en Europe.</li> <li>• Negative constructions e.g. Je n'aime pas, je n'ai pas de __ ; Je ne fume jamais ; Je ne fume plus</li> <li>• <b>Further negative constructions in present e.g. Je ne fais rien, Je n'ai plus d'argent</b></li> <li>• <b>Time phrases e.g. il attend depuis une heure</b></li> <li>• <b>Possessive phrases e.g. La chambre de mon frère</b></li> </ul>

Standard one	Standard two	Standard three	Standard four	Standard five
<p>Verbs</p> <ul style="list-style-type: none"> <li>• Simple forms e.g. je m'appelle __, je suis __</li> <li>• Imperatives e.g. entrez! touche! touchez! attention! silence! levez-vous! asseyez-vous!</li> </ul>	<p>Verbs</p> <ul style="list-style-type: none"> <li>• Present tense, common forms e.g. j'aime le tennis, il adore le football, elle préfère la gymnastique; J'ai deux sœurs; elle est petite; Papa est grand.</li> <li>• Verbs change according to subject</li> </ul>	<p>Verbs</p> <ul style="list-style-type: none"> <li>• Increasing range and understanding of verbs incidentally in context e.g. je mange une glace; Il boit une limonade.</li> </ul>	<p>Verbs</p> <ul style="list-style-type: none"> <li>• Present of regular -er, -ir, -re verbs and four irregular - avoir, aller, faire, être e.g. je donne, il finit, elle vend</li> <li>• Indicative – infinitive e.g. J'aime jouer au tennis</li> <li>• Imperative - 2nd person e.g. Ecoutez! Passe-moi le stylo!</li> <li>• Conditional - Je voudrais only</li> <li>• Reflexive verbs: daily routine e.g. je me lave</li> <li>• Futur proche e.g. je vais jouer au tennis</li> </ul>	<p>Verbs</p> <ul style="list-style-type: none"> <li>• Present of common irregular verbs: venir, mettre, dire, voir, boire, prendre e.g. je viens, nous mangeons, vous voyez</li> <li>• <b>Present: further irregular verbs as needed</b></li> <li>• <b>Future proche: additional verbs as needed</b></li> <li>• Common modal verbs with infinitives: vouloir, pouvoir, devoir, savoir e.g. je __ sais / veux / peux / dois __ faire</li> <li>• <b>Reflexive verbs as needed</b></li> <li>• Imperative: First person plural e.g. Allons au cinéma!</li> <li>• Perfect: regular past participles e.g. j'ai fini</li> <li>• Irregular verbs and verbs with être as needed e.g. j'ai fait, elle est allée</li> <li>• <b>Perfect: all verbs with être e.g. je suis né (e)</b></li> <li>• <b>Additional irregular verbs as needed e.g. j'ai vu</b></li> <li>• <b>Future: avoir, être, aller, faire e.g. je serai</b></li> <li>• <b>Imperfect: begin to recognise and use in limited range e.g. Il faisait beau, j'étais malade</b></li> <li>• <b>Il faut...</b></li> </ul>

Standard one	Standard two	Standard three	Standard four	Standard five
			Voice <ul style="list-style-type: none"> <li>• Active e.g. Les footballeurs jouent bien</li> </ul>	Voice <ul style="list-style-type: none"> <li>• Use of 'on' e.g. On parle français ici, on y va</li> </ul>

## Languages (LOTE) French

### Standard one

Standard overview

Learning opportunities

Resources



## Standard one overview

The standard one student may begin learning the target language in the early years. Students at standard one have a strong focus on self and their personal reactions and experiences.

Students enjoy exploring the sounds and meanings of the target language and a new form of communication. They begin to experiment mainly through listening and speaking activities particularly through the Arts (music, dance, drama, media, visual art), games and role-play.

### **Communication**

Students experiment with language, participating in singing favourite songs and rhymes. They begin to imitate intonation, stress, rhythm and pronunciation in spoken words and phrases, and use rehearsed simple language. Students can respond non-verbally to simple directions. They engage in shared reading experiences, relying on pictorial clues and teacher dramatisation to comprehend meaning. Students understand that they live in a world that can be explored through target language and images. Students may trace, copy or write short texts with the support of models. For scripted languages, students become aware that there are different scripts and begin to recognise characters from the target language.

### **Language as a system**

Students understand that the sounds of the target language may be the same or different from other languages. Students begin to notice similarities and differences in the patterns of oral language. For scripted languages, students recognise that there are different writing systems.

### **Language and culture**

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students understand that they are part of a connected world. They begin to learn about their own culture and identity through noticing aspects of language that are demonstrated in visual ways – for example, on road signs.

### **Thinking**

Students display a natural curiosity and interest as they experiment with the target language and its patterns. They appreciate that some concepts that they understand through English may be expressed differently in the target language.

### **Using ICT**

Students begin to access ICT to view authentic texts, symbols and images, and listen to songs and stories. They may communicate simple messages using ICT and begin to enjoy interactive language programs.

## Learning opportunities standard one

### Focus on:

- exploring sounds and meanings of target language
- listening and speaking
- music, dance / movement, rhymes, games and role-play
- imitation / modelling
- rehearsed, simple language
- shared stories with visual cues
- noticing patterns
- self in relation to others

### Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> <li>• myself</li> <li>• family</li> <li>• friends</li> </ul>	<ul style="list-style-type: none"> <li>• greetings</li> <li>• daily routines</li> <li>• time – o'clock time</li> </ul>	<ul style="list-style-type: none"> <li>• home</li> <li>• pets / animals</li> <li>• food</li> </ul>	<ul style="list-style-type: none"> <li>• stories / legends</li> <li>• games / songs</li> <li>• celebrations e.g. birthday, Easter, national days</li> </ul>

#### Linguistic items

##### Classroom language

- Greetings e.g. bonjour, salut
- Leave taking e.g. au revoir
- Thanking
- Yes / no
- Commands e.g. entrez, levez-vous, asseyez-vous

##### Adjectives

- Common forms with gender awareness e.g. petit / grand; petite / grande
- Colours e.g. bleu / bleue; rouge / rouge

##### Adverbs

- Bien / mal / comme ci comme ça

##### Determiners

- Definite articles: le, la, l', les
- Indefinite articles: un, une

#### Possible teaching emphases

- Practise oral skills by playing simple playground games and performing songs with appropriate actions.
- Explore letter and sound blends through songs, games and stories.
- Share texts based on rehearsed language patterns, encouraging prediction, and then contribute to a class Big Book, using the established pattern.
- Practise writing words in the target language by using various media and tools (e.g. paint, keyboard, chalk, plasticine, felt pens).
- Make connections between words, symbols and pictures e.g. by playing reading games with visual cards – Hidden Treasure, Which One's Missing?.
- Encourage students to notice similarities between English and the target language e.g. list shared words from an authentic text such as a poem, a label or a list.
- Explore word order in English and the target language by comparing the order of words in given texts e.g. adjective and noun, placement of verb.
- Share authentic texts, materials and realia e.g. puppets, models, food packaging, clothing labels.

## Learning opportunities standard one

### Nouns

- Gender awareness e.g. le père, la mère
- Simple plurals / number e.g. les parents
- Proper nouns e.g. Maman, Papa

### Numbers and time

- Numbers 0 – 20
- O'clock times e.g. Il est trois heures

### Pronouns

- Je, tu

### Sentence & phrase types

- Questions e.g. Qu'est-ce que c'est? Tu t'appelles comment? Comment ça va ?
- Statements e.g. C'est un chien; Je m'appelle Julie ; Ça va bien, merci.

### Verbs

- Simple forms e.g. je m'appelle \_\_, je suis \_\_
- Imperatives e.g. entrez! touchez! attention! silence! levez-vous! asseyez-vous!

- Compare similarities and differences in the target language culture and own culture by viewing pictures, videos or objects and using thinking strategies such as 'I see, I think, I wonder' or Venn diagrams.

## Standard one recommended resources

### Print resources (texts, posters, flash cards, books)

- *ELL Flashcards – Français*. Heinemann. ISBN 978 8 88148 316 7. Available from <http://www.hi.com.au/bookstore/hmann/pdf/LOTEcat07.pdf>
- Haskins, J. & Benson, K. (1996) *Count your way through France*. Carolrhoda Books, Minneapolis, USA.
- Rodrick, Tommasina. (2000) *Voici le Français! French Blackline Masters for Years K-2*. Languages Made Easy. ISBN 1876258624

### Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> Examples are:
  - My Family – French (available as a set of four learning objects or individually)
  - Chouette! Learning objects available individually and in sets on a range of topics, including:
    - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
    - 1,2,3 (counting 1-10, 11-100, and how much things cost)
    - My things (colours, personal possessions and shapes & sizes)

### Websites

- <http://www.kidsrcrafty.com/> Kids-R-Crafty
- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers. Online resources for teachers and students
- [http://www.literacycenter.net/lessonview\\_fr.htm](http://www.literacycenter.net/lessonview_fr.htm) Play & Learn. Early reading interactive activities to assist students to make symbol / language connections. Topics include the alphabet, number, colour, shape and writing activities.
- <http://www.poissonrouge.com/> Poisson Rouge

**Note:** All websites were accessed on 23 August 2007

## Languages (LOTE) French

### Standard two

Standard overview

Learning opportunities

Resources



## Standard two overview

The standard two student is likely to be in years 3–4. Students engage in language tasks that are tightly scaffolded and sequenced and use the language in everyday contexts. Most readily engage with other languages and cultures as they move away from the immediately personal to developing a stronger sense of community. They read, view and enjoy a range of familiar, predictable and / or simple texts.

### **Communication**

Students are developing an understanding of language used in simple, repetitive sentence structures that are heavily dependent on context, visuals, gestures and intonation for understanding. Emphasis is still on oral language. They respond in familiar situations where the language is short, well-rehearsed and formulaic, for example, conducting a grid survey. Students recognise and assign meaning to short, familiar texts they see around them, such as classroom signs and labels. With some help, they read short texts with familiar content, vocabulary and other explicit contextual cues. Students write and copy short texts with the support of written models. For scripted languages, students are able to copy or write short texts.

### **Language as a system**

Students notice similarities and differences in the patterns of both oral and written language. For scripted languages, students understand that correct stroke order is important when writing characters.

### **Language and culture**

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students are broadening their horizons and becoming increasingly aware of, and sensitive to, other cultural groups and languages. They begin to understand that there are diverse ways of thinking and valuing. Their observations often lead to further questions and speculations.

### **Thinking**

Students continue to display a natural curiosity and interest as they experiment with the target language, its patterns and ideas. They notice similarities and differences, begin to make comparisons and reflect on their own thinking processes and learning strategies. Students are beginning to use tools to support their learning, such as charts and picture dictionaries.

### **Using ICT**

Students access ICT to view authentic texts, symbols and images. They communicate simple messages using ICT and explore interactive resources such as websites, CD-ROMs and learning objects. They may consider how they will use media in the creation of simple texts such as comic strips and menus.

## Learning opportunities standard two

### Focus on:

- familiar, predictable and /or simple texts
- listening and speaking
- rehearsed, formulaic language
- language from everyday contexts
- comparing languages and cultures
- noticing patterns in oral and written language
- building a sense of community

### Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> <li>• family / friends</li> <li>• feelings / emotions</li> <li>• sports / hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• in my class</li> <li>• after-school activities</li> <li>• time e.g. days, months, telling time</li> </ul>	<ul style="list-style-type: none"> <li>• my place e.g. room, house</li> <li>• seasons</li> <li>• mapping</li> <li>• foods</li> </ul>	<ul style="list-style-type: none"> <li>• stories / legends</li> <li>• games / songs</li> <li>• calendar / special days</li> <li>• clothing</li> </ul>

#### Linguistic items

##### Classroom language

- Apologies e.g. Je suis désolé
- Commands e.g. Viens ici, tais-toi, montre-moi, donne-moi

##### Adjectives

- Increasing range with gender and number awareness e.g. gros / mince; long / court; magnifique / bizarre / fantastique / extra / super / superbe / formidable

##### Adverbs

- Vite

##### Determiners

- Des

##### Nouns

- Increasing range as appropriate e.g. la famille, le frère, la sœur; l'ordinateur, les livres

#### Possible teaching emphases

- Share stories with a repetitive structure, connecting spoken text with visual images.
- Sort jumbled pictures related to a familiar text.
- Have students present the weather and date as part of the daily classroom routine.
- Share texts based on rehearsed language patterns, encouraging prediction, and then contribute to a class Big Book, using the established pattern.
- Have students experiment with the target language by describing an object e.g. describe an animal to the class as part of a 'What am I?' guessing game.
- Have students read and sequence visual cards with key phrases drawn from a target language traditional cultural story with a repetitive text pattern.
- Reinforce language patterns by substitution of words e.g. substitution of words with opposite meaning ('the bear is big, the bear is small.')
- Have students read and write short texts in the target language, recognising that presentation of the text varies according to its purpose e.g. labels, speech bubbles, greeting cards.
- Use flash cards to drill vocabulary, structures and simple questions and answers.

## Learning opportunities standard two

### Numbers and time

- Numbers 21 – 69
- Plus / moins / fois
- Times (digital) e.g. Il est trois heures cinq
- Months, days, dates e.g. le deux juin

### Prepositions

- Sur, sous, dans, devant, derrière

### Pronouns

- Il, elle

### Sentence & phrase types

- Questions e.g. Il a quel âge? Elle s'appelle comment? Il est comment? Il est de quelle couleur? Tu aimes le football? Tu as un crayon?
- Statements e.g. Le football est super; J'adore le football; Il est orange

### Verbs

- Present tense, common forms e.g. j'aime le tennis, il adore le football, elle préfère la gymnastique; J'ai deux sœurs; elle est petite; Papa est grand.
- Verbs change according to subject

- Have students complete, in writing, a cloze exercise based on a familiar story, where key words have been removed.
- Compare punctuation in English and the target language, identifying similarities and differences (e.g. use of quotation marks, question marks).
- Have students recognise that different patterns of language show different meanings e.g. by ordering a series of words to create a simple sentence that has correct word order.
- Support students in noticing that words do not always have literal translations and that sentence patterns used in the target language have specific purposes e.g. describing age.
- Encourage students to use culturally appropriate gestures when using the target language.
- Allocate students a special friend for the week. Using language models, encourage students to leave appreciative notes in the target language in a designated place.

## Standard two recommended resources

### Print resources (texts, posters, flash cards, books)

- Clancy, Margaret. (2004) *Assembly Plays – French (Beginners)*. Available through the Tasmanian State Library LOTE Collection at <http://www.talis.tas.gov.au/delic.htm>
- Methven, K. and Robertson, L. (1996) *Primary French 1 and 2*. Books, flashcards and BLMs. Five Senses Education Pty. Ltd. Seven Hills, NSW
- Morris, Neil. (2002) *Oxford First French Words*. Oxford University Press. ISBN: 0199109540
- Rodrick, Tommasina. (2000) *Voici le Français! French Blackline Masters for Years 3-4*, Languages Made Easy. ISBN 1876258624

### Digital resources (CD-ROMs, DVDs, videos)

- *Chouette*. (2000) [CD-ROM] Curriculum Corporation, Victoria, Australia. ISBN 1863665080
- *Claudine Teaches French*. (1997) [CD-ROM] Gosford, NSW. Scholastic Australia.
- *Vocabulary Builder French* [CD-ROM] EuroTalk Limited.

### Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> Examples are:
  - Chouette! Learning objects available individually and in sets on a range of topics, including:
    - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
    - 1,2,3 (counting 1-10, 11-100, and how much things cost)
    - My things (colours, personal possessions and shapes & sizes)
    - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
    - My clothes (naming clothes, coloured clothes and buying clothes)
    - My body (parts of the body, physical characteristics and 'at the doctor's')
  - Identikit French (boy and girl versions to learn names & descriptions of face parts; and boy and girl versions to test writing of those face parts)
  - My Family- French (available as a set of four learning objects or individually)
  - Pirate Island French 'L'île du pirate' – students follow directions to find buried pirate treasure on six different islands with two levels of difficulty

### Websites

- <http://fslactivities.sd61.bc.ca/> French as a Second Language Activities with M. Renaud
- <http://www.bbc.co.uk/schools/primaryfrench/> French Language Lab
- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers. Online resources for teachers and students
- <http://www.leclubfrançais.co.uk/babelzone/frenchpages/gamezonefrench.htm> Le Club Français Babelzone

**Note:** All websites were accessed on 23 August 2007

## Languages (LOTE) French

### Standard three

Standard overview

Learning opportunities

Resources



## Standard three overview

The standard three student is likely to be in years 5–6. Students are able to build on and apply generic thinking and literacy skills to support their learning of the target language. Students at standard three still require contextual support to use the target language effectively and continue to operate within a relatively small range of familiar contexts.

### **Communication**

Students can ask and respond to routine questions in the target language and can deal with small amounts of unfamiliar language in contexts they understand. Students respond to written texts by using the language in simple spoken or written form, or by giving short verbal responses of one or two short sentences in the target language. Students can write short texts, such as emails or notes, on a variety of familiar topics. They are developing control over some formulaic language structures and patterns.

### **Language as a system**

Students begin to recognise and use correct patterns in the target language in familiar situations. They can compare and reflect on similarities and differences between their own and the target language.

### **Language and culture**

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students further develop an understanding of their identity and their place in the world as they learn about their own and other cultural groups. They develop skills and understandings that enable them to participate in the wider community, responding appropriately to difference. Their observations often lead to further questions and speculations.

### **Thinking**

Students continue to experiment with the target language, its patterns and ideas. They reflect on their own thinking processes and identify and use language learning strategies. Students are developing the ability to explain their thinking and selection of language learning strategies.

### **Using ICT**

Students access ICT to view authentic texts, symbols and images. They consider how they will use media in their simple texts and use appropriate word-processing and multimedia software.

## Learning opportunities standard three

### Focus on:

- familiar, predictable and /or simple texts
- building on and applying thinking and literacy skills
- strong contextual support and scaffolding
- noticing and using patterns in oral and written language
- identifying and using language learning strategies
- comparing languages and cultures
- using ICT to access and create texts

### Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> <li>• neighbours</li> <li>• people / jobs</li> <li>• sporting events / champions</li> </ul>	<ul style="list-style-type: none"> <li>• school</li> <li>• shopping</li> <li>• time e.g. timetables, diaries</li> </ul>	<ul style="list-style-type: none"> <li>• buildings</li> <li>• animals / habitat</li> <li>• weather</li> <li>• healthy diet</li> </ul>	<ul style="list-style-type: none"> <li>• stories, folk tales and plays</li> <li>• traditional games</li> <li>• festivals</li> </ul>

#### Linguistic items

##### Classroom language

- Showing respect (informal / formal)  
e.g. Je te présente / Je vous présente ; Je t'en prie / Je vous en prie; S'il te plaît / s'il vous plaît; Tu veux \_\_\_ ? / Vous voulez \_\_\_?
- Exclamations e.g. D'accord! / alors! / bien sûr! / zut! / ça suffit!

##### Adjectives

- Increasing range developing gender and number understanding e.g. triste, fâché, pressé, fatigué, malade, heureux, content, sympa, chouette
- Possessives: mon, ma, mes; ton, ta, tes e.g. mon père, ta mère

##### Nouns

- Increasing range as appropriate e.g. le français, l'anglais, le croissant, les tomates, un jus d'orange, la boulangerie, la poste, un café

#### Possible teaching emphases

- Have students listen to a short section of a familiar text in the target language and record the main idea e.g. listen to a peer read and record by drawing the key action being described' or participate in a 'Who am I?' activity.
- Have students listen three times to the soundtrack of a video segment without the vision and respond to simple questions related to the text e.g. How many people are there? Where are they? Check interpretation in the final playing of the video, including vision.
- Reinforce students' knowledge of time by recording times on blank clock faces after listening to a series of times read aloud in the target language.
- Expand dialogue in the target language by adding phrases of time, place and frequency e.g. work with a partner to discuss daily routines or favourite pastimes—Student A: 'I play tennis.' Student B: 'When?' Student A: 'I play tennis on Mondays.'
- Model deciphering overall meaning in target language texts by identifying key words in written texts e.g. using text from a learning object or CD-ROM.
- Have students examine a simplified text and check predictions of meaning of words e.g. examines with a partner a simplified target language traditional cultural story and checks word meanings in an electronic or paper-based bilingual picture dictionary.

## Learning opportunities standard three

<p>Numbers and time</p> <ul style="list-style-type: none"> <li>• Numbers 0 – 100</li> <li>• Divisé, par</li> <li>• Times – remaining, including half / quarter times e.g. Il est deux heures et demie</li> </ul> <p>Prepositions</p> <ul style="list-style-type: none"> <li>• Entre</li> </ul> <p>Sentence &amp; phrase types</p> <ul style="list-style-type: none"> <li>• Questions e.g. Il y a ___? Il y a combien de ___? Ça coûte combien? Quelle est ta matière préférée? Où est la boulangerie? Tu habites où?</li> <li>• Statements e.g. Il y a trois poires ; Ça coûte huit dollars; J' habite en Tasmanie</li> </ul> <p>Verbs</p> <ul style="list-style-type: none"> <li>• Increasing range and understanding of verbs incidentally in context e.g. je mange une glace; Il boit une limonade</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to read familiar target language in a written description and apply it in a new context e.g. use key language from a written description of the daily routine of a child in the target language culture to make a book for junior primary students, describing the daily routine of a story character.</li> <li>• Have students read and examine a variety of text types written for different purposes and identify similarities and differences e.g. read texts about leisure and lifestyle activities in a target language country—a letter, postcard, advertisement, poster, electronic resources.</li> <li>• Investigate how climate, traditions, population and community structure in a target language country can affect daily routines e.g. students record on a timetable their own activities for a week and compare it with the timetable of a peer in the target language country.</li> <li>• Have students construct photo stories with photos, text and sound e.g. a sporting event or 'our school'.</li> <li>• Have students role play dialogues or mini-scripts with puppets or masks.</li> <li>• Use flash cards to drill vocabulary, structures or simple questions and answers. Then support students to identify and share effective strategies for learning vocabulary and structures.</li> <li>• Share websites with students, modelling the 'notice, compare, reflect' process in relation to cultural and linguistic elements e.g. sports, foods.</li> <li>• Have students compare their daily routine with that of their peers in the target country using a Venn diagram.</li> <li>• Model organising vocabulary and topics using a graphic organiser e.g. develop a concept map that relates health, food and sporting activities.</li> <li>• Provide a reading text. Using different colours, have students highlight particular grammatical structures or expressions e.g. verbs, nouns, adjectives.</li> <li>• Have students regularly write a journal entry beginning with the date written in full in the target language, a statement about the weather and one about how they are feeling. With teacher support, add a sentence about something particular to the day. Collate a vocabulary list of useful words.</li> <li>• Keep a class calendar in the target language where students write down important dates such as birthdays and name days.</li> </ul>
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## Standard three recommended resources

### Print resources (texts, posters, flash cards, books)

- Clancy, Margaret. (2004) *Assembly Plays: French (intermediate)*. Available through the Tasmanian State Library LOTE Collection at <http://www.talis.tas.gov.au/delic.htm>
- *ELi Magazines: Voila!* Available from <http://www.elimagazines.com/magazines/francese.htm>
- Reynolds MacArthur, A. (ed.) (2001) *On y va! Book 1 and 2*. Addison Wesley Ltd. Toronto, Ontario. Available from <http://www.pearsoned.ca/school/fsl/anglais/index.html>
- Rodrick, Tommasina. (2000) *Voici le Français! French Blackline Masters for Years 5-6*. Languages Made Easy. ISBN 1876258454

### Digital resources (CD-ROMs, DVDs, videos)

- *BBC Muzzy video French course for children* [video] BBC, Daniel Mallo & Stott's Correspondence College. Available through the Tasmanian State Library LOTE Collection at <http://www.talis.tas.gov.au/delic.htm>
- *Eurotalk Interactive - Talk Now!* [CD-ROM] Available from <http://eurotalk.com/en/>
- *Families of France* (2002) [DVD] Master Communications Inc., Available through the Tasmanian State Library LOTE Collection at <http://www.talis.tas.gov.au/delic.htm>

### Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx> Examples are:
  - Chouette! An enormous range of learning objects following the same basic outline but covering a range of topics, and suitable for beginners at different ages. Topics are available as a set or as three individual learning objects. They include:
    - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
    - 1,2,3 (counting 1-10, 11-100, and how much things cost)
    - My things (colours, personal possessions and shapes & sizes)
    - My body (parts of the body, physical characteristics and 'at the doctor's')
    - Animals ('at the zoo' and 'describing animals')
    - Let's eat (eating and drinking; the fruit shop, and 'what's cooking?')
    - My clothes (naming clothes, coloured clothes and buying clothes)
    - Time (the hours, hours and half-hours, daily activities)
    - The family (family members, introducing others, family occupations)
    - My house (contents and parts, where is the frog? and where coloured things are)
    - About me ('what is my name?', 'how old am I?', 'where do I come from?')
    - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
    - Getting around ('where are you going?' and 'how do you get there?')
    - The weather ('today's weather', 'dressing for weather' and 'weather in other countries')
    - Going places ('places and weekdays', 'what you can and can't do' and 'animals you see and hear')
  - Les Courses – an online version of a traditional French shopping game

- Le jeu de L'oie – two versions of the traditional 'Game of the Goose'
- Photo album: Three separate learning objects following the same format. Students match captions to photos and answer questions. Topics are daily life I, celebrations I, school life I.
- Pirate Island French - students follow directions to find buried pirate treasure on six different islands with two levels of difficulty

### **Websites**

- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers. Online resources for teachers and students
- <http://www.momes.net/> Momes.net
- <http://www.bbc.co.uk/schools> BBC French Languages Lab
- <http://www.ambafrance-au.org/kids/HomePage.php?flag=f> 'Just for kids' section of the French Embassy website. Can be viewed in English or French
- <http://www.printaffiliation.com/printflux/applications/pollen/pollen.php> A site designed for French school children

**Note:** All websites were accessed on 23 August 2007



## Languages (LOTE) French

### Standard four

Standard overview

Learning opportunities

Resources



## Standard four overview

The standard four student is likely to be in years 7–8. This group is often diverse, with students from varying language learning backgrounds. They are exploring personal identity and their place within society. Students at standard 4 are able to adapt the language they know to some unfamiliar situations. They are beginning to develop confidence in using language to suit context.

### **Communication**

Students use the target language to speak and listen for particular purposes, including rehearsed dialogues. They make use of a range of text types to communicate with different audiences, in different contexts and for different purposes. They are able to express simple opinions in the target language and their writing shows more flexible use of the language and a willingness to experiment. Students apply learned grammar rules in a variety of contexts. They can identify new language patterns when found frequently in spoken and written texts presented through a range of media including television, magazines and songs.

### **Language as a system**

Students recognise and use correct patterns in the target language without cues but in familiar situations. Their knowledge of sound / symbol relationships, language structure and text organisation enables them to interpret some written and visual texts.

### **Language and culture**

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students understand how cultures and languages contribute to forming personal and group identities. They further develop skills and understandings that enable them to participate in the local and global community. They develop intercultural sensitivity and a deeper understanding of their own and other cultures. Their observations often lead to further questions and speculations.

### **Thinking**

Students reflect on, and begin to make explicit, their own understanding of language structure and use. They make meaning from context and continue to identify and use a range of language learning strategies and thinking processes.

### **Using ICT**

Students use a variety of communication and research tools responsibly and ethically to access and present information, problem solve and communicate with others. They consider how they use media and familiar word-processing and multimedia software to create texts.

## Learning opportunities standard four

### Focus on:

- adapting known language
- speaking and listening for particular purposes
- a range of text types and media
- expressing simple opinions
- recognising and using familiar language patterns
- personal and group identities
- participation in local and global communities
- using a variety of ICT tools to communicate

### Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> <li>• communities</li> <li>• youth culture</li> <li>• heroes</li> </ul>	<ul style="list-style-type: none"> <li>• leisure / music</li> <li>• cooking / eating out</li> <li>• getting around</li> </ul>	<ul style="list-style-type: none"> <li>• natural environment e.g. water, landscapes, regional areas</li> <li>• sport / health</li> </ul>	<ul style="list-style-type: none"> <li>• the Arts</li> <li>• performance e.g. plays, songs</li> <li>• fashion / clothing</li> </ul>

#### Linguistic items

##### Classroom language

- Exclamatory e.g. Quelle horreur!
- Increased spontaneity of response e.g. Je suis fatigué; Désolée, je suis en retard

##### Adjectives

- Increasing range with more complex examples e.g. beau, belle, beaux, belles
- Position e.g. le bon gâteau; le gâteau délicieux
- Possessives: son, sa, ses e.g. son père, ses sœurs

##### Determiners

- Partitive article e.g. du sucre, des bonbons
- 'de' replacing partitive e.g. beaucoup de bonbons, un paquet de café
- Omission of the article e.g. Mon père est médecin

#### Possible teaching emphases

- Have students listen to classmates' descriptions and record responses e.g. listen to classmates describe their favourite leisure activities, record the findings and make a bar graph representing popularity.
- Have students distinguish the difference between formal and informal register e.g. listen to two dialogues in the target language, one between adults, such as between a parent and teacher, and the other between a parent greeting a child on return from school; compare the differences.
- Have students work in small groups to script and perform a role play e.g. in a restaurant
- Remove key words from song lyrics and listen to songs to identify the missing words.
- Have students express opinions in the target language about how an advertisement from a target language country would influence their choice to purchase a particular product e.g. 'I don't like \_\_', 'I prefer \_\_ because \_\_'.
- Practise use of comparatives and superlatives e.g. present a role-play with a partner in which an advertising agent is trying to convince the customer to buy their product.

## Learning opportunities standard four

### Nouns

- Increasing range including more unusual plurals e.g. le bureau / les bureaux; le chou-fleur / les choux-fleurs

### Numbers and time

- Numbers, all remaining
- Ordinal numbers e.g. le premier mai / la deuxième fois

### Prepositions

- Indicating time, location, direction e.g. chez, à, de, en

### Pronouns

- Subject pronouns – all remaining
- Formal / informal 'you'

### Sentence and phrase types

- Questions e.g. Il va en ville? Est-ce qu'il va en ville?
- Statements e.g. Il va en ville
- Inversion e.g. As-tu un chien?
- Negative constructions e.g. je n'aime pas, je n'ai pas de \_\_

### Verbs

- Present of regular -er, -ir, -re verbs and four irregular - avoir, aller, faire, être e.g. je donne, il finit, elle vend
- Indicative – infinitive e.g. J'aime jouer au tennis
- Imperative - 2nd person e.g. Ecoutez! Passe-moi le stylo!
- Conditional - Je voudrais only
- Reflexive verbs: daily routine e.g. je me lave
- Futur proche e.g. je vais jouer au tennis

### Voice

- Active e.g. Les footballeurs jouent bien

- Reinforce writing in the target language for a specific purpose, supported by a table of words, phrases and expressions e.g. develop an advertising slogan in the target language, selecting from words, phrases and expressions that support a persuasive message.
- Have students write and perform in pairs a hip-hop / rap song in the target language on a topic of their choice.
- Use playing cards, flash cards and guessing games to teach and reinforce vocabulary items and sentence structures. Have students reflect on the strategies that best support them in their learning and share with their peers.
- Provide opportunities for students to demonstrate rules regarding a negotiated language feature (e.g. place of adjective, verb tense) by designing a method of learning and remembering that form e.g. a mnemonic or simple game.
- Have students use knowledge of language patterns and features in a cross-age tutoring program to share and enhance their understanding of language concepts e.g. write a report describing what they did and what they learned and younger students learned.
- Have students select from a set of prepared cards, a character to role-play at a party, set in the target language culture, and introduce themselves to other party-goers using appropriate verbal and non-verbal language – exchange information about name, age, occupation, nationality, likes and dislikes and then write a brief description of at least two people they met, summarising personal details e.g. 'I met Thomas. Thomas lives in Berlin and is French. He is an engineer. He is single and has a dog.'
- Have students record their learning on a class blog, including photos, podcasts and text.
- Have students 'put themselves in the picture' by using computer programs to superimpose photos of themselves on photos of the target country and adding speech bubbles or captions in the target language.
- Have students communicate with their peers in the target country via email to compare aspects of their lives.
- Provide a reading text. Using different colours, have students highlight particular grammatical structures or expressions e.g. time phrases, verbs.
- Students look at a local TV guide and decide which shows they would like to watch. They then compare it to a TV guide from the target country.

## Standard four recommended resources

### Print resources (texts, posters, flash cards, books, kits)

- Bourdais, Danièle, Finnie, Sue & Gordon, Anna Lise. (2006) *Equipe nouvelle 1*. Oxford University Press. ISBN: 9780199124497. Consists of students' book, teacher's book, copymaster books and more.
- Bretécher, Claire & Corréard, Marie-Hélène. (2000) *Oxford French Cartoon Strip Vocabulary Builder*. Oxford University Press, New York. ISBN: 0198602677
- Burch, C. & Briggs, L. (2005) *Échange 1*. Oxford University Press. ISBN: 978019912467. Consists of student's book, Encore workbook, En plus workbook, teacher's book.
- Collins, Geoff. (2005) *Acti-vie 3*. Nelson Thomson Learning. ISBN 017629046X Blackline master activities.
- *Collins Easy Learning French Dictionary*. (2007) Collins, London. ISBN: 0007253494
- Comely, Judy. (1997) *Touché 1 & 2*. Heinemann Languages, Australia. Coursebook, workbook, audio CDs and teacher's resource and assessment kit. Available from and supported by [http://www.hi.com.au/languages/french/french\\_homepage.htm](http://www.hi.com.au/languages/french/french_homepage.htm)
- *Eli Magazines: C'est Facile*. Available from <http://www.elimagazines.com/magazines/franese.htm>
- Mary Glasgow Magazine *Allons-y!* Available from <http://www.link2english.ru/>
- Mascie-Taylor, H & Honnor, S. (2000) *Encore Tricolore 1, nouvelle edition*. Nelson Thornes. ISBN: 0174402716. Coursebook
- McNab, Rosi. (2002) *Métro 1*. Heinemann. ISBN: 0435370596. Coursebook
- Papadima-Sophoc. (2002) *Voilà 1 Text, Student CD-ROM and Workbook Pack*. Jacaranda Interactive Language, John Wiley & Sons, Australia Ltd. ISBN: 0701637110
- Sedunary, M. *Ça Alors 1*. Heinemann Languages, Australia. Consists of textbook, workbook, audio CDs and teacher's resource kit. Available from and supported by <http://www.hi.com.au/caalors/>
- Sudlow, Carolyn. (1998) *Allons-y! 1*. Pearson Education, Australia. ISBN: 0733902693
- Zemiro, J & Chamberlain, A. (2003) *Tapis Volant 1*. Thomson Learning, Australia. ISBN: 0170105768

### Digital resources (CD-ROMs, DVDs, videos)

- *Eurotalk Interactive - World Talk French*. [CD-ROM] Available from <http://eurotalk.com/en/>
- The Language Market, Stage A [CD-ROM] Goprint, Qld, Australia. Available from <http://www.goprint.net.au/tlm/home.asp>

### Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/CI5/Learning%20Objects/default.aspx>

Examples are:

- Chouette! An enormous range of learning objects following the same basic outline but covering a range of topics, and suitable for beginners at different ages. Topics are available as a set or as three individual learning objects. They include:
  - Greetings ('saying hello and goodbye', 'saying how you are', and 'saying how you feel')
  - 1,2,3 (counting 1-10, 11-100, and how much things cost)
  - My things (colours, personal possessions and shapes & sizes)
  - My body (parts of the body, physical characteristics and 'at the doctor's')

- Animals ('at the zoo' and 'describing animals')
  - Let's eat (eating & drinking; the fruit shop, and 'what's cooking?')
  - My clothes (naming clothes, coloured clothes and buying clothes)
  - Time (the hours, hours and half-hours, daily activities)
  - The family (family members, introducing others, family occupations)
  - My house (contents and parts, where is the frog? and where coloured things are)
  - About me ('what is my name?', 'how old am I?', 'where do I come from?')
  - Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')
  - Getting around ('where are you going?' and 'how do you get there?')
  - The weather ('today's weather', 'dressing for weather' and 'weather in other countries')
  - Going places ('places and weekdays', 'what you can and can't do' and 'animals you see and hear')
  - My day ('what to do?', 'who's doing what?' and 'what are people doing?')
- Photo album: Three separate learning objects following the same format. Students match captions to photos and answer questions. Topics are daily life I, celebrations I, school life I.
  - Pirate Island French - students follow directions to find buried pirate treasure on six different islands with two levels of difficulty. A 'Pirate Island Editor - Create your own game' learning object is also available and allows students to create their own games and save them for others to play.

## Websites

- <http://www.bbc.co.uk/schools> BBC Languages
- <http://www.google.fr/> Google French
- <http://www.eduweb.vic.gov.au/languagesonline/> Languages online: A guide for teachers. Online resources for teachers and students
- <http://fr.launch.yahoo.com/> Songs and popular music
- <http://www.paroles.net/> ABC de la Chanson Francophone
- <http://www.paroles-de-chansons.com/>
- <http://www.bbc.co.uk/languages/french/mafrance/podcast/> *Ma France*, a broadband French course for post-beginners in a 'take-away' format of 12 mini-lessons to download
- <http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/videos.htm> The Ashcombe School - Videos and quizzes to support students of French
- <http://www.ambafrance-au.org/kids/HomePage.php?flag=f> 'Just for kids' section of the French Embassy website. Can be viewed in English or French.

**Note:** All websites were accessed on 23 August 2007



## Languages (LOTE) French

### Standard five

Standard overview

Learning opportunities

Resources



## Standard five overview

The standard five student is likely to be in years 9–10. Students at standard five gain an increased understanding of the form and structure of the language being studied, allowing them to apply rules and language patterns to unfamiliar language situations. They demonstrate a growing independence in their use of the language.

### **Communication**

In their own speaking and writing, they can control language structures and features and can use a range of strategies to help them understand unfamiliar language. They continue to make use of a range of text types to communicate with different audiences, in different contexts and for different purposes. They respond to a range of texts with unfamiliar language structures and vocabulary. Students can use the target language in longer conversations and more complex written texts.

### **Language as a system**

Students recognise and use correct patterns in the target language more independently. They analyse and interpret meanings in diverse media.

### **Language and culture**

This strand is interwoven with communication. Examples are provided in the content area of this document and will be expanded upon as teachers work with the intercultural approach. Students further develop skills and understandings that enable them to participate as global citizens. They understand how cultures and languages contribute to forming identities. They offer personal insights and a deeper understanding of their own and other cultures. Their observations often lead to further questions and speculations.

### **Thinking**

Students explain how they can modify target language structures to suit their own communication needs. Students identify, develop and use language learning strategies.

### **Using ICT**

Students use a range of ICT in creative ways to access and present information and demonstrate solutions. They select and use appropriate tools competently, ethically and responsibly.

## Learning opportunities standard five

### Focus on:

- form and structure of language
- applying rules and language patterns to unfamiliar language situations
- using a range of strategies and tools appropriately
- diverse range of text types and media
- range of audiences, contexts and purposes
- longer conversations
- more complex written texts
- growing independence in use of language
- global issues

### Key concepts and topics

identity relationships belonging stereotypes	interactions respect responsibility diversity	environment lifestyle wellbeing sustainability	tradition celebration culture change
<ul style="list-style-type: none"> <li>• self and country</li> <li>• exchanging places e.g. student exchange, travel</li> <li>• cultural icons e.g. famous people and places</li> </ul>	<ul style="list-style-type: none"> <li>• restaurant / catering</li> <li>• news / popular media</li> <li>• making connections e.g. email, SMS</li> </ul>	<ul style="list-style-type: none"> <li>• housing</li> <li>• climate</li> <li>• recreation</li> </ul>	<ul style="list-style-type: none"> <li>• texts e.g. songs, poetry, stories, plays</li> <li>• cultural practices e.g. family, religion, food</li> </ul>

### Linguistic items

**Bold** indicates pre-tertiary entry content.

#### Classroom language

- Increased use of target language for giving and responding to instructions.

#### Adjectives

- Irregular forms (less common) e.g. un vieil homme, la crème fraîche
- Possessives - all forms e.g. votre collègue, nos amis, leur maison
- Demonstrative e.g. ce garçon, cet homme, cette école, ces enfants
- Comparative e.g. Il est plus /moins / aussi grand que \_
- **Superlative e.g. le plus grand, le moins gros**

#### Adverbs

- Formation with -ment e.g. lentement

### Possible teaching emphases

- Provide opportunities for students to survey class members about their eating habits and write a brief report on the findings (e.g. the majority / some / a few / most / a number of /... per cent, prefer ...) displaying the results on a chart or graph and reporting orally on ways the class could improve their health.
- Use contemporary music lyrics in the target language to identify issues relating to target language youth culture and contribute to a class concept map.
- Have students observe and listen to a recipe being prepared and described in the target language to identify steps and processes involved e.g. recognises language items such as 'firstly', 'secondly', 'and then', 'finally', 'we need', 'you must / must not', 'remember to', 'don't forget'.
- Provide examples for a class collection of proverbs and colloquial sayings in Australian English and target language texts to show that language is not always literal and has embedded cultural aspects e.g. 'flies like a bird' or 'it costs an arm and a leg'.

## Learning opportunities standard five

### Determiners

- Use of definite / partitive article e.g. J'aime les sandales.  
Je porte des sandales.

### Nouns

- Increasing range and number of irregular plurals

### Numbers and time

- Times in sentences e.g. Je vais arriver à six heures.
- Vers, avant, après

### Prepositions

- Prepositional phrases indicating location e.g. en face de, à côté de, loin de, près de
- **With verbs, nouns and adjectives e.g. j'essaie de comprendre, j'ai l'intention de**
- **C'est facile à faire, je commence à comprendre**

### Pronouns

- **Direct object pronouns e.g. je les mange, il nous cherche**
- **3rd person indirect object e.g. je lui donne un bonbon (recognition only)**
- **Relative - qui and que e.g. la vache qui rit; la vache que j'ai vue (recognition only)**

### Sentence & phrase types

- Questions e.g. Pourquoi est-ce qu'il voyage en train?
- Statements e.g. Il parle deux langues parce qu'il habite en Europe.
- Negative constructions e.g. Je n'aime pas, je n'ai pas de \_\_\_ ; Je ne fume jamais ; Je ne fume plus
- **Further negative constructions in present e.g. Je ne fais rien, Je n'ai plus d'argent**
- **Time phrases e.g. il attend depuis une heure**
- **Possessive phrases e.g. La chambre de mon frère**

- Have students use the target language in a new context (e.g. give a short PowerPoint® presentation in the target language to the class about their own family's favourite foods, daily meals, meals for special occasions and festive foods – 'We usually \_\_\_', 'Sometimes we \_\_\_', 'For lunch \_\_\_', 'On Sundays \_\_\_', 'During (festival) period we \_\_\_', 'Traditionally \_\_\_', 'For parties \_\_\_').
- Have students express personal circumstances and future plans e.g. in pairs, discuss possible changes to their own health and / or lifestyle, expressing current state and future plans – 'I prefer \_\_\_', 'I intend to \_\_\_', 'I plan to \_\_\_', 'I would like to \_\_\_', 'I'm determined to \_\_\_', 'I will try to \_\_\_', 'I need to \_\_\_'
- Have students explore how language has evolved to accommodate new communication models e.g. decipher text messages in the target language and reconstruct the full messages. Comment on how language has evolved to accommodate new technologies.
- Provide opportunities for students to compare the language used in different text types e.g. SMS, email, telephone message, letter.
- Have groups of students present a recipe in the target language, visually supported with a PowerPoint presentation or a cooking demonstration.
- Have students listen to podcasts of dialogues in the target language, and /or create their own podcasts.
- Have students communicate with their peers in the target country via email or blogs to compare aspects of their lives.
- Have students write an advertisement for a pin-up board promoting themselves for a job such as baby-sitting or odd jobs.
- Discuss with students the meaning and translation of proverbs in English and the target language e.g. 'it's raining cats and dogs' and its equivalent in the target language.
- Have students identify a personal area of difficulty in their language learning e.g. remembering vocabulary, verbs or listening comprehension. Then have them plan and implement a strategy for improvement. Evaluate and discuss effectiveness of strategy with the class.
- Have students edit and proof read their own and other's writing, using strategies to identify and correct errors.

## Learning opportunities standard five

### Verbs

- Present of common irregular verbs: venir, mettre, dire, voir, boire, prendre e.g. je viens, nous mangeons, vous voyez
- **Present: further irregular verbs as needed**
- **Future proche: additional verbs as needed**
- Common modal verbs with infinitives: vouloir, pouvoir, devoir, savoir e.g. je \_\_\_ sais / veux / peux / dois \_\_\_ faire
- **Reflexive verbs as needed**
- Imperative: First person plural e.g. Allons au cinéma!
- Perfect: regular past participles e.g. j'ai fini
- Irregular verbs and verbs with être as needed e.g. j'ai fait, elle est allée
- **Perfect: all verbs with être e.g. je suis né (e)**
- **Additional irregular verbs as needed e.g. j'ai vu**
- **Future: avoir, être, aller, faire e.g. je serai**
- **Imperfect: begin to recognise and use in limited range e.g. Il faisait beau, j'étais malade**
- **Il faut...**

### Voice

- Use of 'on' e.g. On parle français ici, on y va

## Standard five recommended resources

### Print resources (texts, posters, flash cards, books)

- Bourdais, Danièle, Finnie, Sue & Gordon, Anna Lise. (2005) *Équipe nouvelle 2 and 3*. Oxford University Press.
- Burch, C & Briggs, L. (2004) *Échange 2 and 3*. Oxford University Press. ISBN: 0199125333
- Comely, Judy. (1997) *Touché 3 & 4*. Heinemann Languages, Australia. Coursebook, workbook, audio CDs and teacher's resource and assessment kit. Available from and supported by [http://www.hi.com.au/languages/french/french\\_homepage.htm](http://www.hi.com.au/languages/french/french_homepage.htm)
- Comely, Judy. 1997, *Touché 5/6*, Heinemann Languages, Australia. Coursebook, workbook, audio CDs and teacher's resource and assessment kit. Available from and supported by [http://www.hi.com.au/languages/french/french\\_homepage.htm](http://www.hi.com.au/languages/french/french_homepage.htm)
- *ELi Magazines: Mome and Jeunes*. Available from <http://www.elimagazines.com/magazines/franese.htm>
- Mascie-Taylor, H. Spencer, M & Honnor, S. (2002) *Encore Tricolore 3, nouvelle edition*. Nelson Thornes. ISBN: 0174403348. Coursebook
- McNab, Rosi. (2002) *Métro 2 and 3*. Harcourt Heinemann. ISBN: 0435379925
- Papadima-Sophoc. (2002) *Voilà 2 Text, Student CD-ROM and Workbook Pack*. Jacaranda Interactive Language, John Wiley & Sons, Australia Ltd. ISBN: 0701637161
- Sedunary, Michael. (2000) *Ça Alors! 2*. Harcourt Education, ISBN: 1876209208
- Snook, Jan. (1996) *French Games with Aims*. McGraw-Hill Education Europe. ISBN: 0844280860
- Sudlow, Carolyn. (2003) *Allons-y! 2*. Pearson Education Australia. ISBN: 0733938930
- Wall-Meinike, Jane. (1992) *Ecrivons Mieux*. McGraw-Hill/Contemporary. ISBN: 0844213144
- Zemiro, J & Chamberlain, A. (1997) *Tapis Volant 3*. Thomson Learning, Australia. ISBN: 0170090736

### Digital resources (CD-ROMs, DVDs, videos)

- *The Language Market Stage B*. (2001) [CD-ROM] Goprint, Qld, Australia.
- *Eurotalk, Talk More*. [DVD / CDROM] Available from <http://eurotalk.com/en/>

### Learning objects

- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>  
Examples are:
  - Photo story: Three separate learning objects following the same format. Students match captions to photos and answer questions. Topics are daily life 2, celebrations 2 and school life 2.

### Websites

- <http://www.google.fr/> Google French
- <http://fr.launch.yahoo.com/> Songs and popular music
- <http://www.paroles-de-chansons.com/>
- <http://sacdefilles.canalblog.com/> Le Sac des Filles
- <http://www.bbc.co.uk/languages/french/mafrance/podcast/> Ma France, a broadband French course for post-beginners in a 'take-away' format of 12 mini-lessons to download

- <http://www.miscositas.com/> Illustrated fables and information about French speaking countries around the world
- <http://www.paroles.net/> Songs and popular music
- <http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/videos.htm> The Ashcombe School - Videos and quizzes to support students of French
- <http://www.ambafrance-au.org/kids/HomePage.php?flag=f> 'Just for kids' section of the French Embassy website. Can be viewed in English or French.

**Note:** All websites were accessed on 23 August 2007

## Assessment evidence guide

The assessment guide contains sample indicators that help teachers place students at a standard. They are examples of student achievement and an on-balance judgement must be made about whether a student's performance is of similar difficulty to the indicators provided. In an on-balance judgement a student is assessed over time and from a range of evidence.

When assessing a student:

1. Teachers use the indicators to place student performance at standard level.
2. Teachers then consider the following criteria to refine the judgement to stage level:
  - **independence** – level of support
  - **accuracy** of pronunciation, intonation, fluency, spelling and grammar
  - **sophistication** of language, including the level of detail, use of prior knowledge, breadth of structures, complexity and creativity.

Teacher judgement will be supported by moderation and support materials including tasks and annotated work samples.



## Assessment indicators – alphabetic languages

Communication	Listening	<b>Standard one:</b> Makes connections between words and phrases and their meanings in spoken texts		
		Stage 1	Stage 2	Stage 3
	<ul style="list-style-type: none"> <li>shows understanding of selected greetings in the target language from the teacher and classmates e.g. hello, good morning</li> <li>displays actions or gestures consistent with the meaning of a song or rhyme</li> <li>makes a connection between a description and an object in the target language e.g. chooses an item from a common pool, following the teacher's cues</li> </ul>			
	Speaking	<b>Standard one:</b> Uses single words and short phrases in action related activities and in simple social interactions		
Stage 1		Stage 2	Stage 3	
<ul style="list-style-type: none"> <li>responds to simple courtesy exchanges with one or two words e.g. hello, good morning</li> <li>imitates sounds and single words modeled by the teacher</li> <li>responds to simple questions with teacher support e.g. What is your name? What animal / colour is that?</li> <li>sings short songs or chants with repetition of simple language</li> </ul>				
Reading	<b>Standard one:</b> Recognises letters, words or phrases			
	Stage 1	Stage 2	Stage 3	
<ul style="list-style-type: none"> <li>responds suitably in shared reading e.g. by laughing, joining in and repeating parts of the text</li> <li>recognises language displayed in the classroom e.g. on labels, charts and pictures</li> <li>uses clues from context to infer meaning e.g. uses illustrations to predict what the text might be about</li> </ul>				
Writing	<b>Standard one:</b> Copies and writes letters, symbols or words			
	Stage 1	Stage 2	Stage 3	
<ul style="list-style-type: none"> <li>produces written symbols with the intention of conveying an idea or message</li> <li>copies or traces simple words</li> <li>writes words with support e.g. labels pictures</li> </ul>				
Language as a system	<b>Standard one:</b> Recognises similarities and differences in the patterns of oral language			
<ul style="list-style-type: none"> <li>distinguishes between the familiar sounds of English and new sounds of the target language e.g. by repeating words with the new sounds and associating them with the sounds of the written target language words</li> <li>recognises similarities in language conventions in the target language and in English by identifying, with support, words that look and / or sound the same</li> </ul>				
Language and culture	<b>Standard one:</b> Understands that people have unique characteristics. Begins to be aware that they are part of a connected world. Begins to make connections between the target culture and their own culture as they experiment with the target language			
	<ul style="list-style-type: none"> <li>identifies shared practices between their own culture and target language culture e.g. through participation in cultural dances, rhymes, songs and games</li> <li>talks about a child's experience of a celebration in a target language country</li> </ul>			

## Assessment indicators – alphabetic languages

Communication	Listening	<b>Standard two:</b> Recognises meaning of phrases and sentences and responds appropriately in routine classroom activities and social exchanges		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> <li>responds non-verbally to familiar classroom instructions e.g. sit, stand</li> <li>shows understanding of routine courtesy exchanges e.g. How are you?</li> <li>shows understanding of familiar questions e.g. What day is it?</li> </ul>		
	Speaking	<b>Standard two:</b> Takes part in a spoken social routine and responds to familiar questions in everyday classroom contexts		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> <li>asks and responds to simple well-rehearsed questions</li> <li>substitutes new words into well-rehearsed phrases or sentences e.g. in response to flashcards</li> <li>gives simple instructions e.g. directions such as left, right, straight ahead</li> </ul>		
	Reading	<b>Standard two:</b> Reads short repetitive texts containing familiar language and identifies single items of information		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> <li>finds key words in a text e.g. a shared big book</li> <li>reads and recognises known words in familiar contexts e.g. classroom vocabulary</li> <li>uses knowledge of letters and sounds to read new words</li> <li>reads short texts e.g. readers, with familiar repetitive language and support from illustrations</li> <li>matches familiar words and phrases to illustrations</li> <li>chooses a few missing words from a short list of possible words in simple cloze exercises based on familiar language</li> </ul>		
	Writing	<b>Standard two:</b> Copies and writes phrases or short sentences using well-rehearsed language to convey simple information		
		Stage 4	Stage 5	Stage 6
		<ul style="list-style-type: none"> <li>uses models to create their own simple texts e.g. labels, simple captions for pictures and photos, class big book</li> <li>spells some common words correctly in own writing</li> <li>imitates some well-rehearsed language structures, patterns and print conventions when writing e.g. in speech bubbles</li> </ul>		
Language as a system	<b>Standard two:</b> Recognises similarities and differences in the patterns of oral and written language			
	<ul style="list-style-type: none"> <li>arranges words to create simple sentences</li> <li>notices that sometimes there will be several words or none at all for one word in English</li> <li>identifies some cognates for familiar words in English</li> <li>identifies features of sentences in both English and the target language e.g. full stops, capital letters</li> </ul>			
Language and culture	<b>Standard two:</b> Students understand that people have differences and similarities and make comparisons between the target language culture and their own. Begins to identify how cultural values are expressed in language			
	<ul style="list-style-type: none"> <li>communicates in the target language using some culturally appropriate gestures and terms of address</li> <li>notices some cultural values and practices within the target language culture and compares with their own culture e.g. through class discussion of realia, folk tales, stories</li> <li>identifies roles and responsibilities of people in the target culture and compares with own culture e.g. family members, school children</li> <li>notices that languages have different gender or status forms</li> <li>notices that different forms of language are used to talk to different people e.g. friends, school</li> <li>contributes positively to discussions about the target culture and language</li> </ul>			

## Assessment indicators – alphabetic languages

Communication	Listening	<b>Standard three:</b> Demonstrates comprehension of simple, factual items of information contained in short spoken texts		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> <li>▪ shows understanding of the teacher's instructions in the target language with respect to routine classroom activities and games</li> <li>▪ listens to others read simple texts and shows understanding of the gist</li> <li>▪ shows understanding of simple questions in familiar language e.g. How many children are there in your family?</li> <li>▪ listens to others read simple texts with small number of unfamiliar words and identifies key ideas</li> <li>▪ shows understanding of short conversations containing familiar language and contexts e.g. buying things in a market</li> </ul>		
	Speaking	<b>Standard three:</b> Makes statements and asks simple questions to exchange greetings and personal information		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> <li>▪ engages in transactions and simple negotiations with peer and teacher e.g. practising questions and answers in pairs, borrowing classroom items, requests to go to the toilet, conduct surveys</li> <li>▪ creates and performs simple role plays e.g. at the market</li> <li>▪ incorporates more than one idea or item of information in formulaic spoken texts using simple conjunctions e.g. 'and', 'but'</li> <li>▪ responds to simple questions using familiar language e.g. How many children are there in your family?</li> </ul>		
	Reading	<b>Standard three:</b> Reads short texts containing familiar language and identifies key ideas		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> <li>▪ extracts basic information from simple sentences containing well-rehearsed language e.g. information about a pen pal's school or home</li> <li>▪ shows understanding by answering simple questions about a text</li> <li>▪ reads short narrative texts and relates the main storyline in their own words in English</li> <li>▪ uses contextual clues and classroom displays to infer the meaning of some unfamiliar words</li> <li>▪ identifies information from a range of text types using rehearsed language e.g. school timetables, graphs, advertisements, food packaging</li> <li>▪ arranges words to form correct sentences</li> <li>▪ sequences sentences based on well-rehearsed language e.g. daily routines, simple conversations</li> </ul>		
	Writing	<b>Standard three:</b> Writes short texts to convey personal and factual information using familiar language		
		Stage 7	Stage 8	Stage 9
		<ul style="list-style-type: none"> <li>▪ uses some simple linking words e.g. 'and', 'but'</li> <li>▪ follows a model to write for different purposes, e.g. an invitation, a wanted poster, postcard, short letter</li> <li>▪ writes a personal profile using modeled sentences</li> <li>▪ demonstrates control of some well-rehearsed language structures, patterns and print conventions when writing</li> </ul>		
	Language as a system	<b>Standard three:</b> Recognises and uses correct patterns in the target language in familiar situations and compares with English		
		<ul style="list-style-type: none"> <li>▪ identifies simple parts of speech in familiar target language and in English e.g. nouns, verbs, adjectives, adverbs, conjunctions, pronouns</li> <li>▪ explains how the target language and English communicate some ideas e.g. plurals, ownership of items, word order, number systems</li> <li>▪ identifies cognates from the target language to English and vice versa and adds to class lists</li> <li>▪ uses charts, word lists and simple picture dictionaries to support language learning</li> <li>▪ notices similarities and differences between languages, e.g. word order, sentence structure</li> </ul>		

**Standard three:** Identifies and describes the value of cultural similarity and difference. Reflects on how these are expressed in the target language culture and own culture

- identifies changes in cultural practice over time e.g. clothing, leisure time, celebrations
- notices how simple language forms and conventions (e.g. greetings, family titles) convey cultural information
- recognises that non-verbal behaviours can have different meanings in different cultures
- participates positively in language learning activities
- articulates some reasons for learning a language

## Assessment indicators – alphabetic languages

Communication	Listening	<b>Standard four:</b> Demonstrates comprehension of main ideas and some supporting details in social interactions and in a variety of spoken texts		
		Stage 10	Stage 11	Stage 12
	Speaking	<b>Standard four:</b> Asks for and provides information and opinions about self and others, people, places or events including in short conversations		
		Stage 10	Stage 11	Stage 12
	Reading	<b>Standard four:</b> Reads a variety of texts containing some unfamiliar language and identifies key ideas and some supporting information		
		Stage 10	Stage 11	Stage 12
	Writing	<b>Standard four:</b> Applies familiar linguistic patterns and structures to link and sequence information and ideas in written texts		
		Stage 10	Stage 11	Stage 12
	Language as a system	<b>Standard four:</b> Recognises and uses correct patterns in the target language in familiar situations without cues		
		<ul style="list-style-type: none"> <li>▪ applies strategies to decipher meaning of new words from context and textual resources e.g. uses online dictionaries and teamwork</li> <li>▪ identifies and compares features of some text types in English and the target language e.g. brochure</li> <li>▪ observes the relevant text conventions e.g. appropriate format, punctuation</li> <li>▪ plans and edits own work and with peer e.g. checks for correct use of a specific structure</li> <li>▪ develops and explains strategies for internalising new language and building on prior knowledge e.g. mnemonic devices, cue cards, Look Say Cover Write Check</li> </ul>		

<b>Language and culture</b>	<b>Standard four:</b> Understands the value of cultural diversity. Understands how cultures and languages contribute to shared and unique identity and values
	<ul style="list-style-type: none"> <li>▪ notices and reflects on how texts and games can be culturally variable</li> <li>▪ recognises and compares cultural stereotypes and attitudes to difference</li> <li>▪ demonstrates increasing awareness of social and cultural norms</li> <li>▪ explores target language cultural practices through investigating and promoting a particular target language cultural event / practice; and makes connections with own cultural practices e.g. national day</li> <li>▪ explains the value of learning a language</li> <li>▪ interacts with native speakers respectfully</li> </ul>

## Assessment indicators – alphabetic languages

Communication	Listening	<b>Standard five:</b> Demonstrates comprehension of overall meaning and key supporting details in authentic and modified spoken texts		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> <li>▪ listens to a description, analyses the features and matches it to one of a set of images e.g. places, people, clothing</li> <li>▪ listens to song lyrics and identifies key words and ideas</li> <li>▪ listens to a set of instructions that requires things to be done in a certain order to achieve a result e.g. following directions in an environment, following a recipe</li> <li>▪ listens to different points of view and summarises the ideas e.g. describing preferred food or restaurant; views on TV programs</li> <li>▪ identifies ‘when’ something is happening e.g. in the past, future</li> <li>▪ adapts to a range of speakers</li> <li>▪ shows understanding of texts which incorporate prior learning</li> <li>▪ infers meaning of some unknown words or expressions from context in extended aural texts</li> </ul>		
	Speaking	<b>Standard five:</b> Coherently presents and requests information and opinions in sustained conversations and oral presentations		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> <li>▪ recites a text such as a poem, autobiography or song</li> <li>▪ prepares and delivers a group presentation, using prompts</li> <li>▪ draws on and adapts known language to answer questions or participate in a conversation</li> <li>▪ interviews a peer / adult using contextually and culturally appropriate language</li> <li>▪ surveys class members to make observations and classify preferences about youth issues</li> <li>▪ self-corrects pronunciation and applies pronunciation patterns to unfamiliar language</li> <li>▪ uses appropriate forms of politeness in different contexts</li> <li>▪ reports back to the class to share results of a survey</li> <li>▪ initiates interactions on familiar topics</li> </ul>		
	Reading	<b>Standard five:</b> Demonstrates comprehension of overall meaning and key supporting details in authentic and modified written texts		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> <li>▪ uses a range of strategies to infer meaning of unfamiliar words</li> <li>▪ selects, orders and compares key information, opinions and relevant details e.g. on traditions, beliefs and values</li> <li>▪ reads a text to locate information for a specific purpose, and synthesizes the information e.g. short biography / article</li> <li>▪ presents a personal view on a text</li> <li>▪ deciphers text messages and reconstructs the full message</li> </ul>		
	Writing	<b>Standard five:</b> Conveys a range of experiences or ideas, applying appropriate vocabulary and structures in a range of written texts		
		Stage 13	Stage 14	Stage 15
		<ul style="list-style-type: none"> <li>▪ manipulates language to express own ideas and for different purposes e.g. compares information or ideas</li> <li>▪ writes and responds to emails to establish and maintain contact with a peer studying the language in another school</li> <li>▪ maintains a personal journal / diary</li> <li>▪ uses a range of appropriate tenses</li> <li>▪ writes up to 4 or 5 paragraphs across a broad range of text types e.g. letter, brochure, web page, email, description, creative story, report</li> </ul>		

Language as a system	<b>Standard five:</b> Uses correct patterns and analyses and interprets meaning in texts
	<ul style="list-style-type: none"> <li>▪ analyses language patterns in songs, poems or media e.g. tense, technique, repetition, rhyme, imagery</li> <li>▪ applies learnt patterns in producing own texts</li> <li>▪ uses knowledge of language structures to assist in interpreting texts e.g. use of the imperative</li> <li>▪ analyses language in order to identify and explain structures and patterns in text</li> <li>▪ reflects on formal and informal language, and when and where it is used</li> <li>▪ develops and explains strategies for own language learning through identifying own learning style</li> </ul>
Language and culture	<b>Standard five:</b> Values and celebrates cultural diversity. Shares personal insights and a deeper understanding of their own and other cultures
	<ul style="list-style-type: none"> <li>▪ demonstrates evidence of cross-cultural understanding in the preparation and promotion of a cultural event / text for an audience</li> <li>▪ communicates in culturally appropriate ways e.g. expressing disagreement, offering praise</li> <li>▪ develops a specialised vocabulary for describing language and culture</li> <li>▪ reflects critically on their experience of languages and cultures and how this has influenced their self-identity</li> <li>▪ critically analyses a range of texts and explains how these contribute to an understanding of culture</li> <li>▪ shows understanding that groups in society may contribute to changes in the target language and English e.g. explores the impact on language by groups such as sporting groups or fast food companies</li> <li>▪ monitors own interactions with the target language and culture and reflects on how to have more successful interactions in the future e.g. consider appropriateness of language in emails</li> </ul>

## Support materials

### Glossary

#### **Authentic**

Authentic resources are texts that are taken directly from the target language.

#### **Concept map**

A diagram or graphic organiser that shows the relationships between concepts. They are linked with connecting lines.

#### **Graphic organisers**

Ways of organising information in visual or diagrammatic forms. Examples include flow charts and timelines.

**Intercultural language learning** is an approach to the teaching and learning of languages that has strong connections to inquiry thinking. It requires learners to adopt an inquiring state of mind, to notice and question assumptions and to reorient themselves in relation to others. It focuses on language interactions.

#### **'I see, I think, I wonder'**

This thinking strategy is useful for looking at visual texts. Students are asked 'What do you see? What do you think about that? What does it make you wonder?'

#### **K-W-L**

Stands for what I **know**, what I **want** to know and what I **learned**. A three column chart is ruled up on a page. Students brainstorm as a class or in groups what they know and list their prior knowledge (**K**) in the first column. They set their goals for learning (**W**) in the second column and reflect or evaluate their learning (**L**) in the third column.

#### **Language learning strategies**

Language learning strategies are intentional behaviours and ways of thinking used by language learners to better help them understand, learn, or remember new information.

#### **Languages (LOTE)**

The current national term for this learning area is 'Languages'. However to avoid confusion during the transition, both terms are used in the local context.

#### **Modified**

Modified resources are authentic texts that are simplified or adapted to better meet student needs.

#### **Non-verbal communication**

Communication using signs, symbols, gestures and body language.

#### **Podcast**

Like a radio show, but instead of being broadcast live, a podcast is recorded, then distributed over the internet, so that it can be listened to directly from the website or downloaded and listened to at a later time. Podcasts range from general interest entertainment shows to those that focus on specific topics (e.g. computers / music / education). Students can create podcasts for sharing with others and can give feedback on the podcasts of others.

#### **Recognition**

Recognition indicates that a student has been introduced to a linguistic item but is not expected to be proficient in using or applying it. Recognition tends to be at the receptive stage.

#### **Text**

Any communication involving spoken, signed, written, visual, non-verbal or auditory language.

## Text Types

The student will be expected to be familiar with a variety of text types. Teaching may introduce the student to a wider range of text types in the course of their teaching and learning program:

advertisement	interview (script)	presentation
announcement	invitation	recipe
article	journal entry	report
blog	map	review
chart	menu	SMS
conversation	news item	song
diary entry	note / message	speech / talk (script)
discussion	personal profile	story
editorial	play	summary
email	podcast	survey
film	poem	timetable
formal letter	postcard	webpage
informal letter		wiki

## Venn diagram

Venn diagrams use circles to illustrate the relationships between two or more groups of objects that share something in common. They do not have to overlap, however examples that fit into both categories overlap in the circles.

## Visual texts

Any visual communication using language, signs and / or symbols. Visual texts can be in print or electronic form.

## Wiki

A wiki is a type of website, where anyone can add, remove and edit any of the content quickly and easily. Probably the best-known example of a wiki is *wikipedia* (<http://www.wikipedia.org>), an encyclopaedia that has been created by its users in over 200 languages.

# Resources to support teachers

## General resources

- [www.education.tas.gov.au/lote](http://www.education.tas.gov.au/lote) Department of Education languages (LOTE) website
- <http://www.talis.tas.gov.au/delic.htm> Search for resources in the LOTE collections in the State Library of Tasmania
- The Learning Federation – learning object catalogues <http://www.thelearningfederation.edu.au/tlf2/>
- Department of Education eCentre for Teachers, Resource Centre, Learning Object search <http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx>
- <http://www.languageseducation.com/> Languages education in Australia: Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC)
- <http://www.mceetya.edu.au/mceetya/default.asp?id=11912> National Statement and Plan for Languages Education in Australian Schools 2005-2008
- <http://www.iltip.unisa.edu.au/> Intercultural Language Teaching and Learning in Practice Project website
- Scarino, A., Vale, D., McKay, P. (1991) *Pocket ALL: A User's Guide to the Teaching of Language and ESL*, Curriculum Corporation, Victoria Available from <http://www.curriculum.edu.au>
- <http://www.ltscotland.org.uk/maximisingpotential/> Maximising Potential: a new online resource for teachers to support inclusion in modern languages
- [http://rite.ed.qut.edu.au/old\\_oz-teachernet/projects/travel-buddies/](http://rite.ed.qut.edu.au/old_oz-teachernet/projects/travel-buddies/) Travel buddies - soft toys or puppets that are sent between schools
- <http://www.epals.com/community/> ePals Global Community
- <http://www.shambles.net/pages/learning/ict/exchange/> Classroom Exchange
- <http://hotpot.uvic.ca/> The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises. For use by teachers or students
- <http://www.quia.com/> Create educational web pages, games or tests for a fee. Visit <http://www.quia.com/shared/> and search for activities created in your target language which you are free to use

## Language specific resources

- <http://www.bbc.co.uk/languages/> BBC languages
- <http://www.bbc.co.uk/languages/french/mafrance/podcast/> Ma France, a broadband French course for post-beginners in a 'take-away' format of 12 mini-lessons to download to a computer or an MP3 player
- [http://www.ambafrance-au.org/sommaire.php3?id\\_rubrique=2](http://www.ambafrance-au.org/sommaire.php3?id_rubrique=2) France in Australia – website of the French Embassy and Consulate General
- <http://www.printaffiliation.com/printflux/applications/pollen/pollen.php> A site designed for French school children, teachers can subscribe

**Note:** All websites were accessed on 23 August 2007



## Summary table of resources for teaching French

Details of resource <b>Note:</b> All websites were accessed on 23 August 2007	Standard					Teacher
	1	2	3	4	5	
<b>Print resources</b> (texts, posters, flash cards, books)						
Bourdais, Danièle, Finnie, Sue & Gordon, Anna Lise. (2005) <i>Equipe nouvelle 1</i> . Oxford University Press. ISBN: 9780199124497. Consists of students' book, teacher's book, copymaster books etc.				✓		
Bourdais, Danièle, Finnie, Sue & Gordon, Anna Lise. (2006) <i>Equipe nouvelle 2 and 3</i> . Oxford University Press.					✓	
Bretécher, Claire & Corréard, Marie-Hélène. (2000) <i>Oxford French Cartoon Strip Vocabulary Builder</i> . Oxford University Press, New York. ISBN: 0198602677				✓		
Burch, C. & Briggs, L. (2005) <i>Échange 1</i> . Oxford University Press. ISBN: 978019912467. Consists of student's book, Encore workbook, En plus workbook, teacher's book.				✓		
Burch, C & Briggs, L. (2004) <i>Échange 2 and 3</i> . Oxford University Press. ISBN: 0199125333					✓	
Clancy, Margaret. (2004) <i>Assembly Plays – French (Beginners)</i> . Available through the Tasmanian State Library LOTE Collection at <a href="http://www.talis.tas.gov.au/delic.htm">http://www.talis.tas.gov.au/delic.htm</a>		✓				
Clancy, Margaret. (2004) <i>Assembly Plays – French (Intermediate)</i> . Available through the Tasmanian State Library LOTE Collection at <a href="http://www.talis.tas.gov.au/delic.htm">http://www.talis.tas.gov.au/delic.htm</a>			✓			
Collins, Geoff. (2005) <i>Acti-vie 3</i> . Nelson Thomson Learning. ISBN 017629046X Blackline master activities.				✓		
<i>Collins Easy Learning French Dictionary</i> . (2007) Collins, London. ISBN: 0007253494				✓		
Comely, Judy. (1997) <i>Touché 1 &amp; 2</i> . Heinemann Languages, Australia. Coursebook, workbook, audio CDs and teacher's resource and assessment kit. Available from and supported by <a href="http://www.hi.com.au/languages/french/french_homepage.htm">http://www.hi.com.au/languages/french/french_homepage.htm</a>				✓		
Comely, Judy. (1997) <i>Touché 3 &amp; 4</i> . Heinemann Languages, Australia. Coursebook, workbook, audio CDs and teacher's resource and assessment kit. Available from and supported by <a href="http://www.hi.com.au/languages/french/french_homepage.htm">http://www.hi.com.au/languages/french/french_homepage.htm</a>					✓	
Comely, Judy. 1997, <i>Touché 5/6</i> , Heinemann Languages, Australia. Coursebook, workbook, audio CDs and teacher's resource and assessment kit. Available from and supported by <a href="http://www.hi.com.au/languages/french/french_homepage.htm">http://www.hi.com.au/languages/french/french_homepage.htm</a>					✓	
<i>ELI Flashcards – Français</i> , Heinemann. ISBN 978 8 88148 316 7. Available from <a href="http://www.hi.com.au/bookstore/hmann/pdf/LOTEcat07.pdf">http://www.hi.com.au/bookstore/hmann/pdf/LOTEcat07.pdf</a>	✓					

ELi Magazines: <i>C'est Facile</i> . Available from <a href="http://www.elimagazines.com/magazines/francese.htm">http://www.elimagazines.com/magazines/francese.htm</a>				✓		
ELi Magazines: <i>Mome and Jeunes</i> . Available from <a href="http://www.elimagazines.com/magazines/francese.htm">http://www.elimagazines.com/magazines/francese.htm</a>					✓	
ELi Magazines: <i>Voilà!</i> Available from <a href="http://www.elimagazines.com/magazines/francese.htm">http://www.elimagazines.com/magazines/francese.htm</a>			✓			
Haskins, J. & Benson, K. (1996) <i>Count your way through France</i> . Carolrhoda Books, Minneapolis.	✓					
Mary Glasgow Magazine <i>Allons-y!</i> Available from <a href="http://www.link2english.ru/">http://www.link2english.ru/</a>				✓		
Mascie-Taylor, H & Honnor, S. (2000) <i>Encore Tricolore 1, nouvelle edition</i> . Nelson Thornes. ISBN: 0174402716. Coursebook				✓		
Mascie-Taylor, H. Spencer, M & Honnor, S. (2002) <i>Encore Tricolore 3, nouvelle edition</i> . Nelson Thornes. ISBN: 0174403348. Coursebook					✓	
McNab, Rosi. (2002) <i>MéTRO 1</i> . Heinemann. ISBN: 0435370596. Coursebook				✓		
McNab, Rosi. (2002) <i>MéTRO 2 and 3</i> . Harcourt Heinemann. ISBN: 0435379925					✓	
Morris, Neil. (2002) <i>Oxford First French Words</i> . Oxford University Press. ISBN: 0199109540		✓				
Papadima-Sophoc. (2002) <i>Voilà 1 Text, Student CD-ROM and Workbook Pack</i> . Jacaranda Interactive Language, John Wiley & Sons, Australia Ltd. ISBN: 0701637110				✓		
Papadima-Sophoc. (2002) <i>Voilà 2 Text, Student CD-ROM and Workbook Pack</i> . Jacaranda Interactive Language, John Wiley & Sons, Australia Ltd. ISBN: 0701637161					✓	
Reynolds MacArthur, A. (ed.) (2001) <i>On y va! Book 1 and 2</i> . Addison Wesley Ltd. Toronto, Ontario. Available from <a href="http://www.pearsoned.ca/school/fsl/anglais/index.html">http://www.pearsoned.ca/school/fsl/anglais/index.html</a>			✓			
Rodrick, Tommasina. (2000) <i>Voici le Français! French Blackline Masters for Years K-2</i> . Languages Made Easy. ISBN 1876258624	✓					
Rodrick, Tommasina. (2000) <i>Voici le Français! French Blackline Masters for Years 5-6</i> . Languages Made Easy. ISBN 1876258454			✓			
Scarino, A., Vale, D., McKay, P. (1991) <i>Pocket ALL: A User's Guide to the Teaching of Language and ESL</i> , Curriculum Corporation, Victoria Available from <a href="http://www.curriculum.edu.au">http://www.curriculum.edu.au</a>						✓
Sedunary, M. <i>Ça Alors 1</i> . Heinemann Languages, Australia. Consists of textbook, workbook, audio CDs and teacher's resource kit. Available from and supported by <a href="http://www.hi.com.au/caalors/">http://www.hi.com.au/caalors/</a>				✓		
Sedunary, Michael. (2000) <i>Ça Alors! 2</i> . Harcourt Education, ISBN: 1876209208					✓	

Snook, Jan. (1996) <i>French Games with Aims</i> . McGraw-Hill Education Europe. ISBN: 0844280860					✓	
Sudlow, Carolyn. (1998) <i>Allons-y! 1</i> . Pearson Education, Australia. ISBN: 0733902693				✓		
Sudlow, Carolyn. (2003) <i>Allons-y! 2</i> . Pearson Education Australia. ISBN: 0733938930					✓	
Wall-Meinike, Jane. (1992) <i>Ecrivons Mieux</i> . McGraw-Hill/Contemporary. ISBN: 0844213144					✓	
Zemiro, J & Chamberlain, A. (2003) <i>Tapis Volant 1</i> . Thomson Learning, Australia. ISBN: 0170105768				✓		
Zemiro, J & Chamberlain, A. (1997) <i>Tapis Volant 3</i> . Thomson Learning, Australia. ISBN: 0170090736					✓	

### Details of resource

Note: All websites were accessed on 23 August 2007

### Standard

Digital resources (CD-ROMs, DVDs, videos)	1	2	3	4	5	Teacher
BBC Muzzy video French course for children [video] BBC, Daniel Mallo & Stott's Correspondence College. Available through the Tasmanian State Library LOTE Collection at <a href="http://www.talis.tas.gov.au/delic.htm">http://www.talis.tas.gov.au/delic.htm</a>			✓			
Chouette. (2000) [CD-ROM] Curriculum Corporation, Victoria, Australia. ISBN 1863665080 or 1863665102		✓				
Claudine Teaches French. (1997) [CD-ROM] Gosford, NSW. Scholastic Australia.		✓				
Eurotalk, Talk More. [DVD / CDRom] Available from <a href="http://eurotalk.com/en/">http://eurotalk.com/en/</a>						
Eurotalk Interactive - Talk Now! [CD-ROM] Available from <a href="http://eurotalk.com/en/">http://eurotalk.com/en/</a>			✓			
Eurotalk Interactive - World Talk French. [CD-ROM] Available from <a href="http://eurotalk.com/en/">http://eurotalk.com/en/</a>				✓		
Families of France (2002) [DVD] Master Communications Inc., Available through the Tasmanian State Library LOTE Collection at <a href="http://www.talis.tas.gov.au/delic.htm">http://www.talis.tas.gov.au/delic.htm</a>			✓			
The Language Market, Stage A. [CD-ROM] Goprint, Qld, Australia. Available from <a href="http://www.goprint.net.au/tlm/home.asp">http://www.goprint.net.au/tlm/home.asp</a>				✓		
The Language Market Stage B. (2001) [CD-ROM] Goprint, Qld, Australia.						
Vocabulary Builder French [CD-ROM] EuroTalk Limited.		✓				

### Details of resource

Note: All websites were accessed on 23 August 2007

### Standard

Learning objects	1	2	3	4	5	Teacher
The Learning Federation – learning object catalogues <a href="http://www.thelearningfederation.edu.au/tlf2/">http://www.thelearningfederation.edu.au/tlf2/</a>						✓
Department of Education eCentre for Teachers, Resource Centre, Learning Object search <a href="http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx">http://ecentre.education.tas.gov.au/C15/Learning%20Objects/default.aspx</a>						✓
Chouette! Learning objects available individually and in sets on a range of topics, including:						
<ul style="list-style-type: none"> <li>Greetings ( 'saying hello and goodbye', 'saying how you are', and 'saying how you feel')</li> </ul>	✓	✓	✓	✓		
<ul style="list-style-type: none"> <li>1,2,3 (counting 1-10, 11-100, and how much things cost)</li> </ul>	✓	✓	✓	✓		
<ul style="list-style-type: none"> <li>My things (colours, personal possessions and shapes &amp; sizes)</li> </ul>	✓	✓	✓	✓		
<ul style="list-style-type: none"> <li>My body (parts of the body, physical characteristics and 'at the doctor's')</li> </ul>	✓	✓	✓	✓		
<ul style="list-style-type: none"> <li>Animals ('at the zoo' and 'describing animals')</li> </ul>	✓	✓	✓	✓		
<ul style="list-style-type: none"> <li>Let's eat (eating &amp; drinking; the fruit shop, and 'what's cooking?')</li> </ul>		✓	✓	✓		
<ul style="list-style-type: none"> <li>My clothes (naming clothes, coloured clothes and buying clothes)</li> </ul>		✓	✓	✓		
<ul style="list-style-type: none"> <li>My house (contents and parts, where is the frog? and where coloured things are)</li> </ul>		✓	✓	✓		
<ul style="list-style-type: none"> <li>Time (the hours, hours and half-hours, daily activities)</li> </ul>		✓	✓	✓		
<ul style="list-style-type: none"> <li>The family (family members, introducing others, family occupations)</li> </ul>		✓	✓	✓		
<ul style="list-style-type: none"> <li>About me (what is my name?, how old am I?, where do I come from?)</li> </ul>		✓	✓	✓		
<ul style="list-style-type: none"> <li>Let's play ('sports and games', 'what do you like to play?' and 'shall we go somewhere?')</li> </ul>		✓	✓	✓		
<ul style="list-style-type: none"> <li>Getting around: ('where are you going?' and 'how do you get there?')</li> </ul>			✓	✓		
<ul style="list-style-type: none"> <li>The weather ('today's weather', 'dressing for weather' and 'weather in other countries')</li> </ul>			✓	✓		
<ul style="list-style-type: none"> <li>Going places ('places and weekdays', 'what you can and can't do', 'animals you see and hear')</li> </ul>			✓	✓		
<ul style="list-style-type: none"> <li>My day ('what to do?', 'who's doing what?' and 'what are people doing?')</li> </ul>				✓		

Identikit French (boy and girl versions to learn names & descriptions of face parts; and boy and girl versions to test writing of those face parts)		✓				
Les Courses – an online version of a traditional French shopping game			✓			
Le jeu de L’oie – two versions of the traditional ‘Game of the Goose’			✓			
My Family – French (available as a set of four learning objects or individually)	✓	✓				
Photo album: daily life 1, celebrations 1, school life 1. Students match captions to photos and answer questions.			✓	✓		
Photo album: daily life 2, celebrations 2, school life 2. Students match captions to photos and answer questions.					✓	
Pirate Island French ‘L’île du pirate’ – students follow directions to find buried pirate treasure on six different islands with two levels of difficulty		✓	✓	✓		
Pirate Island French ‘L’île du pirate’ – create your own game				✓		

### Details of resource

Note: All websites were accessed on 23 August 2007

### Standard

Web sites	1	2	3	4	5	Teacher
<a href="http://www.eduweb.vic.gov.au/languagesonline/">http://www.eduweb.vic.gov.au/languagesonline/</a> Languages online: A guide for teachers. Online resources for teachers and students	✓	✓	✓	✓		✓
<a href="http://www.bbc.co.uk/schools">http://www.bbc.co.uk/schools</a> BBC Languages - primary and secondary sections		✓	✓	✓		✓
<a href="http://www.bbc.co.uk/languages/">http://www.bbc.co.uk/languages/</a> BBC languages						✓
<a href="http://www.bbc.co.uk/languages/french/mafrance/podcast/">http://www.bbc.co.uk/languages/french/mafrance/podcast/</a> <i>Ma France</i> , a broadband French course for post-beginners in a ‘take-away’ format of 12 mini-lessons to download				✓	✓	✓
<a href="http://www.kidsrcrafty.com/">http://www.kidsrcrafty.com/</a> Kids-R-Crafty	✓					
<a href="http://www.literacycenter.net/lessonview_fr.htm">http://www.literacycenter.net/lessonview_fr.htm</a> Play & Learn. Early reading interactive activities to assist students to make symbol / language connections. Topics include the alphabet, number, colour, shape and writing activities.	✓					
<a href="http://www.poissonrouge.com/">http://www.poissonrouge.com/</a> Poisson Rouge	✓					
<a href="http://fslactivities.sd61.bc.ca/">http://fslactivities.sd61.bc.ca/</a> French as a Second Language Activities with M. Renaud		✓				
<a href="http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/videos.htm">http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/videos.htm</a> The Ashcombe School - Videos and quizzes to support students of French				✓		

<a href="http://www.leclubfrancais.co.uk">http://www.leclubfrancais.co.uk</a> Le Club Français Babelzone		✓				
<a href="http://www.momes.net/">http://www.momes.net/</a> Momes.net			✓			
<a href="http://www.ambafrance-au.org/kids/HomePage.php?flag=f">http://www.ambafrance-au.org/kids/HomePage.php?flag=f</a> 'Just for kids' section of the French Embassy website. Can be viewed in English or French			✓	✓	✓	
<a href="http://www.ambafrance-au.org/sommaire.php3?id_rubrique=2">http://www.ambafrance-au.org/sommaire.php3?id_rubrique=2</a> France in Australia – website of the French Embassy and Consulate General						✓
<a href="http://www.google.fr/">http://www.google.fr/</a> Google French				✓	✓	
<a href="http://fr.launch.yahoo.com/">http://fr.launch.yahoo.com/</a> Songs and popular music				✓	✓	
<a href="http://www.paroles.net/">http://www.paroles.net/</a> ABC de la Chanson Francophone				✓	✓	
<a href="http://www.paroles-de-chansons.com/">http://www.paroles-de-chansons.com/</a>				✓	✓	
<a href="http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/videos.htm">http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/videos.htm</a> The Ashcombe School - Videos and quizzes to support students of French				✓		
<a href="http://sacdefilles.canalblog.com/">http://sacdefilles.canalblog.com/</a> Le Sac des Filles					✓	
<a href="http://www.miscositas.com/">http://www.miscositas.com/</a> Illustrated fables and information about French speaking countries around the world					✓	
<a href="http://www.education.tas.gov.au/lote">www.education.tas.gov.au/lote</a> Department of Education languages (LOTE) website						✓
<a href="http://www.talis.tas.gov.au/delic.htm">http://www.talis.tas.gov.au/delic.htm</a> Search for resources in the LOTE collections in the State Library of Tasmania						✓
<a href="http://www.languageseducation.com/">http://www.languageseducation.com/</a> Languages education in Australia: Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC)						✓
<a href="http://www.mceetya.edu.au/mceetya/default.asp?id=11912">http://www.mceetya.edu.au/mceetya/default.asp?id=11912</a> National Statement and Plan for Languages Education in Australian Schools 2005-2008						✓
<a href="http://www.iltlp.unisa.edu.au/">http://www.iltlp.unisa.edu.au/</a> Intercultural Language Teaching and Learning in Practice Project website						✓
<a href="http://www.Itscotland.org.uk/maximisingpotential/">http://www.Itscotland.org.uk/maximisingpotential/</a> Maximising Potential: a new online resource for teachers to support inclusion in modern languages						✓
<a href="http://rite.ed.qut.edu.au/old_oz-teachernet/projects/travel-buddies/">http://rite.ed.qut.edu.au/old_oz-teachernet/projects/travel-buddies/</a> Travel buddies - soft toys or puppets that are sent between schools						✓
<a href="http://www.epals.com/community/">http://www.epals.com/community/</a> ePals Global Community						✓
<a href="http://www.shambles.net/pages/learning/ict/exchange/">http://www.shambles.net/pages/learning/ict/exchange/</a> Classroom Exchange						✓

<a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a> The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises. For use by teachers or students						✓
<a href="http://www.quia.com/">http://www.quia.com/</a> Create educational web pages, games or tests for a fee. Visit <a href="http://www.quia.com/shared/">http://www.quia.com/shared/</a> and search for activities created in your target language which you are free to use						✓
<a href="http://www.printaffiliation.com/printflux/applications/pollen/pollen.php">http://www.printaffiliation.com/printflux/applications/pollen/pollen.php</a> A site designed for French school children, teachers can subscribe			✓			✓



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