



Government of **Western Australia**
School Curriculum and Standards Authority

FRENCH: BACKGROUND LANGUAGE

ATAR course

Year 11 syllabus for teaching from 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

This document incorporates material from the Heritage Stage 6 syllabuses (Preliminary and HSC courses) and the Heritage Language Syllabuses Support Document syllabus prepared by the Board of Studies NSW for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

Victorian Curriculum and Assessment Authority

SACE Board of South Australia

Queensland Studies Authority

School Curriculum and Standards Authority (Western Australia)

Northern Territory Board of Studies

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Rationale

The French: Background Language ATAR course connects students with a language that has over 300 million speakers globally. French is an official language in approximately 30 countries across all continents. In addition, French is crucial in fields such as diplomacy, international relations, business, and the arts. The language's influence extends across various international institutions, including the European Union, the International Olympic Committee, Médecins Sans Frontières and World Health Organisation (WHO), the Organisation for Economic Co-operation and Development (OECD) and the United Nations (UN).

The course is designed for students who acquired the language through immersion or interaction within their environment, such as through family, community, in-country, or cultural experiences. They explore their personal world and the perspectives of others, and the effect of change and current issues in the global community. Within these contexts, students reflect on relationships and social pressures, explore the place of French culture and French-speaking communities in Australia, and examine a range of global issues and their impact on society.

Students build on their skills, knowledge and linguistic resources in French, enabling them to communicate confidently in a range of situations. They gain a deeper understanding of the global significance of French language and culture, fostering a heightened sense of intercultural awareness and empathy. Students analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, developing their cognitive skills through thinking critically and analytically, solving problems, and making connections.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use French in real-life situations as well as through French media, and to make actual and virtual connections with French-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Francophone countries and proficiency in French provides students with enhanced vocational opportunities in a wide range of sectors. Studying French opens pathways for further academic study in fields like languages, international studies, and cross-cultural communication, and careers in areas such as the arts, business, diplomacy, humanitarian and environmental sectors, engineering, international communication, trade relations, law, scientific research fields, tourism and hospitality, and translation services. French also provides a foundation for learning other Romance languages, expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Aims

The French: Background Language ATAR course builds on students' French language proficiency and knowledge about the cultures of French-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in French
- analyse a range of texts in French to comprehend and interpret meaning
- apply the skills they have acquired to produce texts in French to convey information and express ideas, opinions and experiences for specific audiences, purposes and contexts
- strengthen their intercultural communication skills in both the French and English languages
- demonstrate their knowledge and understanding of language as a system
- reflect on the relationship between language and culture.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on the three topics: Young people and their relationships, Traditions and values in a contemporary society, and Our changing environment. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit 2

This unit focuses on the three topics: Pressures in today's society, French identity in the Australian context, and Media and communication. Through these topics, students build on their intercultural and linguistic skills to gain a deeper understanding of the French language.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The course content is divided into five content areas:

- Learning contexts and topics
- Text types and kinds of writing
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The French-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the French language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and kinds of writing

In learning a language, it is necessary to engage with, and to produce, a wide variety of text types and kinds of writing.

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features. Text types vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Students should also be made aware of the defining characteristics of different texts and different kinds of writing. In school-based assessments and the ATAR course examinations, students are expected to respond to, or to produce, a range of spoken and written text types in French, and to produce the following kinds of writing: informative, evaluative, persuasive and reflective. Text types and kinds of writing for assessment and examinations are defined in Appendix 3.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar and sound and writing systems of French.

In the French: Background Language ATAR course, students are required to deepen their knowledge and understanding of the structure of French. Students will need to use French at a sophisticated level, with a wide range of vocabulary and idiom, and a depth and breadth of language use, particularly to accommodate the language necessary for communication within, and about, the topics.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding to communicate and interact effectively across languages and cultures. Students with a background in the French language and/or culture, already have experience of negotiating between that culture and language, as well as their Australian cultural identity. The French: Background Language ATAR course provides opportunities for these students to reflect and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually to move between their cultures and languages.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Year 7 to Year 10 is organised through two interrelated strands: Communicating and Understanding. Communicating is focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, while Understanding involves examining language and culture as resources for interpreting and creating meaning.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in French, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the French: Background Language ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through the study of the French language and culture. Content in the course is presented through three contexts: – The individual, The French-speaking communities and The changing world – encouraging students to compare and evaluate information and ideas from diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process, select and evaluate information and engage in logical and reflective thinking. By extending their skills, knowledge and understanding of the French language they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and to practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is central to the course as students learn to value their own cultures, languages and beliefs, and those of others. The main aim of learning French is to develop intercultural understanding, which is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between two languages and cultures is integral to language learning and is key to the students' development of intercultural capability.

Learning French is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Through the contexts of The individual, The French-speaking communities and The changing world, they reflect on topics such as relationships and pressures in today's society, explore traditions and values of French culture and French-speaking communities in Australia, and the impact of media and technology on society.

Students learn that interactions between different people in different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language and culture. Successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Intercultural understanding is one of the five content areas of this course.

Literacy

Students enhance their literacy capacity as they use French to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in French for different purposes and contexts. They further expand their skills, knowledge and understanding of the French language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in French.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic and textual conventions; developing semantic, pragmatic and critical literacy skills; analysing a range of texts in French to comprehend and interpret meaning; and producing texts in French to convey information and express ideas, opinions and experiences. For learners of French, literacy development enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in French.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the French: Background Language ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the French: Background Language ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	French: Background Language (AEFBL)	ATAR	✓			✓	✓		
Year 12	French: Background Language (ATFBL)	ATAR	✓			✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the French: Background Language ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Learning French provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

Asia and Australia's engagement with Asia

In learning French, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

In learning French, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolve.

Unit 1

Unit description

In Unit 1, students build on their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Learning contexts	Topics
<p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>Young people and their relationships Students reflect on their relationships with family and their connections with friends.</p>
<p>The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p>Traditions and values in a contemporary society Students explore how the traditions and values of French-speaking communities are maintained.</p>
<p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Our changing environment Students explore global environmental issues.</p>

Refer to Appendix 2 for a list of suggested sub-topics for delivery of the unit topics.

Text types and kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in French from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Adjectives	agreement
	possessive
Adverbs	formation
	irregular forms
Conjunctions	common conjunctions
Prepositions	simple
	linking verb + infinitive
	location and direction
	<i>en</i> versus <i>dans</i>
Pronouns	possessive
	indefinite (affirmative)
	demonstrative

Grammatical items	Sub-elements
Sentence and phrase types	statements
	questions
	routine or formulaic expressions
	<i>il y a</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> • present/future • imperfect/conditional
Verbs	use of mood and tenses of verbs in simple and complex sentences
	perfect tense: <ul style="list-style-type: none"> • agreements: <ul style="list-style-type: none"> ▪ subject + verb ▪ with <i>avoir</i> and with <i>être</i>
	subjunctive mood: <ul style="list-style-type: none"> • present • perfect
	future tense: <ul style="list-style-type: none"> • perfect
	conditional mood: <ul style="list-style-type: none"> • perfect

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the French: Background Language ATAR course, students show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds of writing selected, and the linguistic resources for the unit, should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Unit 2

Unit description

In Unit 2, students build on their intercultural and linguistic skills to gain a deeper understanding of the French language.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 2 is organised around three learning contexts and a set of three topics. Engaging with the topics from the perspective of the different learning contexts provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Learning contexts	Topics
<p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>Pressures in today's society Students reflect on a range of personal and social pressures and the relevance of these in their own lives.</p>
<p>The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p>French identity in the Australian context Students explore the place of French-speaking communities in Australia through migration experiences.</p>
<p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Media and communication Students explore the media and new technologies and their impact on society.</p>

Refer to Appendix 2 for a list of suggested sub-topics for delivery of the unit topics.

Text types and kinds of writing

It is necessary for students to engage with a range of text types and kinds of writing. In school-based assessments, students are expected to produce the following kinds of writing: informative, evaluative, persuasive and reflective. They are also expected to respond to, and to produce, a range of text types in French from the list below.

- account
- advertisement
- announcement
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- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- discussion
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- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- table

Refer to Appendix 3 for details of the features and conventions of the text types and characteristics of the kinds of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

Grammatical items	Sub-elements
Adjectives	agreement
	possessive
Adverbs	formation
	irregular forms
Conjunctions	common conjunctions
Prepositions	simple
	linking verb + infinitive
	location and direction
	<i>en</i> versus <i>dans</i>
Pronouns	possessive
	indefinite (affirmative)
	demonstrative

Grammatical items	Sub-elements
Sentence and phrase types	statements
	questions
	routine or formulaic expressions
	<i>il y a</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> • present/future • imperfect/conditional
Verbs	use of mood and tenses of verbs in simple and complex sentences
	perfect tense: <ul style="list-style-type: none"> • agreements: <ul style="list-style-type: none"> ▪ subject + verb ▪ with <i>avoir</i> and with <i>être</i>
	subjunctive mood: <ul style="list-style-type: none"> • present • perfect
	future tense: <ul style="list-style-type: none"> • perfect
	conditional mood: <ul style="list-style-type: none"> • perfect

Refer to Appendix 4 for elaborations of grammatical items.

Sound and writing systems

In the French: Background Language ATAR course, students show understanding and apply knowledge of the French sound and writing systems to communicate effectively information, ideas and opinions in a variety of situations.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types and kinds of writing selected, and the linguistic resources for the unit, should provide students with opportunities to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the French: Background Language ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
<p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French.</p> <p>This can involve participating in an interview, a conversation and/or a discussion.</p> <p>Typically these tasks are administered under test conditions.</p>	20%
<p>Response: Listening Comprehension and interpretation of, and response to, a range of French spoken texts, such as interviews, announcements, conversations and/or discussions.</p> <p>Typically these tasks are administered under test conditions.</p>	15%
<p>Response: Viewing and reading Comprehension and interpretation of, and response to, a range of French print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles.</p> <p>Typically these tasks are administered under test conditions.</p>	15%
<p>Written communication Production of written texts to express information, ideas, opinions and/or experiences in French.</p> <p>This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary, and/or an email.</p> <p>Typically these tasks are administered under test conditions.</p>	20%
<p>Practical (oral) examination Typically conducted at the end of each semester and/or unit. This can involve an interview or a conversation based on the topics in the unit(s).</p>	10%
<p>Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the French: Background Language ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	<p>Written production and oral production</p> <p>Manipulates and uses French effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates logical arguments and justifies points of view consistently, and shows highly effective use of textual references.</p> <p>Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.</p> <p>Uses French with a high degree of accuracy and uses vocabulary and language conventions effectively.</p> <p>Influence of accent/dialect may be evident in pronunciation, choice of vocabulary or sentence structure; however, meaning is fluently conveyed.</p> <p>Organises information coherently and expresses ideas effectively.</p>
	<p>Comprehension</p> <p>Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.</p>
B	<p>Written production and oral production</p> <p>Uses French mostly effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates logical arguments and justifies points of view. Shows effective use of textual references.</p> <p>Applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses vocabulary and a range of language conventions accurately.</p> <p>Influence of accent/dialect may be evident; however, meaning is effectively conveyed.</p> <p>Organises information logically and develops ideas clearly.</p>
	<p>Comprehension</p> <p>Able to extract most relevant key points and synthesises information in texts, with some analysis and interpretation.</p>
C	<p>Written production and oral production</p> <p>Uses French satisfactorily to communicate ideas and opinions relevant to context, purpose and audience.</p> <p>Shows some ability to express and support a point of view.</p> <p>Applies some knowledge of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses vocabulary and language conventions mostly accurately.</p> <p>Some influence of accent/dialect may be evident; however, meaning is mostly accurately conveyed.</p> <p>Shows some organisation and sequencing of ideas and information.</p>
	<p>Comprehension</p> <p>Extracts and summarises some relevant information from texts, with limited analysis and interpretation.</p>

D

Written production and oral production

Communicates simple, personal ideas and basic information in French.

Displays some ability to express a point of view using predominantly well-rehearsed, simple vocabulary and language conventions.

Shows some awareness of the relationships between language, culture and identity in a bilingual context.

Uses familiar vocabulary, simple sentence structures and learned expressions mostly accurately.

Influence of accent/dialect may be evident and may affect fluency and ability to convey meaning clearly and effectively.

Comprehension

Extracts and summarises some relevant information from texts, with limited analysis.

E

Does not meet the requirements of a D grade.

Appendix 2 – Suggested sub-topics to guide the treatment of topics in Unit 1 and Unit 2

Each unit has a number of topics with which students will engage in their study of French. The following suggested sub-topics are provided to guide students and teachers as to how the topics may be treated. The list is neither prescriptive nor exhaustive.

Learning contexts	Unit 1	Unit 2
<p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>Young people and their relationships Students reflect on their relationships with family and their connections with friends.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • the nature of friendship • the importance of family • relationships with family and friends • changing relationships between generations • popular youth culture • peer group pressure and conflict. 	<p>Pressures in today's society Students reflect on a range of personal and social pressures, and the relevance of these in their own lives.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • coping with change • tolerance of others • peer and social pressures • gender roles in today's society • self-image.
<p>The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p>Traditions and values in a contemporary society Students explore how the traditions and values of French-speaking communities are maintained.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • the role of traditions and values • lifestyles, past and present • rural and urban life: a comparison • leisure pursuits • the importance of preserving tradition • the family in contemporary society • the individual and the community. 	<p>French identity in the Australian context Students explore the place of French-speaking communities in Australia through migration experiences.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • the contribution of the French-speaking communities to the Australian community • the Australian-French identity • migration experiences • vice versa: an Australian in a French-speaking community • ethnic and national identity • adapting to new cultures (education, work, lifestyle) • bicultural identity • maintaining the francophone culture in Australia.
<p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Our changing environment Students explore global environmental issues.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • preserving the environment • traditional and renewable energy sources • environmental pressure groups • ecotourism. 	<p>Media and communication Students explore the media and new technologies and their impact on society.</p> <p>Suggested sub-topics:</p> <ul style="list-style-type: none"> • media in a contemporary society • the social effects of new technologies • advertising and the language of persuasion • the culture of celebrity.

Appendix 3 – Text types and kinds of writing

These lists are provided to enable a common understanding of the text types and kinds of writing listed in the syllabus.

Text Type	Definition
Account	In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.
Advertisement	Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.
Announcement	In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.
Article	Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.
Blog posting	Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.
Cartoon	Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

Text Type	Definition
Chart	Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical, and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.
Conversation	In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.
Description	Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.
Diary entry	Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
Discussion	In both spoken or written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values.
Email	The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage, in order to indicate more clearly the context of the message.
Film or TV program (excerpts)	Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive.
Form	Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.

Text Type	Definition
Image	Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.
Interview	In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers, to maintain the conversation. The register of interviews will often depend on the context and relationship between participants.
Journal entry	Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.
Letter	<p>Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.</p> <p>Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas.</p>
Map	Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.
Message	In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.
Note	Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Text Type	Definition
Plan	<p>Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.</p> <p>Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator.</p>
Review	<p>Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.</p>
Script – speech, interview, dialogue	<p>Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers, to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.</p>
Sign	<p>Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.</p>
Summary	<p>Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.</p>
Table	<p>Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.</p>

Kinds of writing	
Informative	Informative texts convey information as clearly, comprehensively and as accurately as possible. The language should generally be formal, and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies, and sometimes statistical information, quotations, and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images, except as examples or analogies in explanation.
Evaluative	Evaluative texts give a balanced view of both sides of a case, weighing up two or more items or ideas, in order to convince the reader rationally and objectively, that a particular point of view is correct. The writing presents two or more important aspects of an issue or sides of an argument, and discusses these, using evidence to support the contrasting sides or alternatives. The style is objective, appealing to reason rather than emotion, in order to create an impression of balance and impartiality. The writing often includes expressions of cause, consequence, opposition and concession.
Persuasive	Persuasive texts aim to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour, to create a relationship between the writer and the reader.
Reflective	Reflective texts explore opinions or events for greater understanding, and try to convey something personal to the reader. Generally using a personal voice, these texts allow the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as writing involves personal responses to experiences, events, opinions and situations.

Appendix 4 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 1

Grammatical items	Sub-elements	Elaborations
Adjectives	agreement	for example, <i>petit/petite, grand/grande, beau/belle, beaux/belles, nouveau, vieux, riche</i>
	possessive	<i>mon, ma, mes, ton, ta, tes, son, sa, ses etc. son frère et sa sœur Il se lave les cheveux. Mon père travaille dur. Nous gardons leurs enfants.</i>
Adverbs	formation	<i>facile – facilement doux – doucement évident – évidemment</i>
	irregular forms	<i>Je suis vraiment désolé(e). Vous parlez couramment le français ? bien, mal, beaucoup, peu J'aime bien écouter de la musique.</i>
Conjunctions	common conjunctions	for example, <i>parce que, car, et, donc, mais, malgré, pourtant, ou, or, ni, sinon, puisque, pendant, dès que, vu que Tu peux sortir mais rentre avant neuf heures !</i>
Prepositions	simple	<i>à, de, dans, en, près de, depuis J'habite près de la gare.</i>
	linking verb + infinitive	<i>à, de, par, pour, sans, dans, avec, sur, sous, avant de, au lieu de, après J'essaie de faire ces maths. Il invite Louise à danser.</i>
	location and direction	<i>à, en, sur, sous devant, derrière, chez, vers, loin de, à côté de, près de, en face de devant le cinéma, derrière la maison, chez Marie, vers le sud, loin de ma maison Nous passons les vacances en Nouvelle-Zélande.</i>
	<i>en</i> versus <i>dans</i>	<i>Je peux faire mes devoirs en cinq minutes. Elle a lu le livre en une heure. Nous partons dans dix minutes. Je vais commencer dans une semaine.</i>
Pronouns	possessive	<i>le mien, la mienne, les miens, les miennes ... C'est à moi ! C'est le nôtre ! Non, c'est le leur !</i>
	indefinite (affirmative)	<i>quelqu'un, personne, rien, aucun(e), nul(le), on, tout Quelqu'un a frappé à la porte. Tout ce qui brille n'est pas or.</i>
	demonstrative	<i>celui, ceux, celle, celles Tu voudrais cette robe ? Oui, celle-ci. (or celle-là.)</i>

Grammatical items	Sub-elements	Elaborations
Sentence and phrase types	statements	<i>Il va au concert.</i>
	questions	<i>Qu'est-ce qu'il va faire demain ? Est-ce qu'il va au théâtre ? Va-t-elle au marché ? Tu vas au concert ? (rising intonation) Pierre va-t-il au restaurant ?</i>
	routine or formulaic expressions	<i>n'est-ce pas ? je vous en prie volontiers</i>
	<i>il y a</i>	<i>Il y a deux choses à faire. J'ai vu le film il y a trois semaines.</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> • present/future • imperfect/conditional 	<i>S'il fait beau, nous sortirons avec nos amis. S'il faisait beau, nous sortirions avec nos amis.</i>
Verbs	use of mood and tenses of verbs in simple and complex sentences	<i>J'aurai mangé quand il arrivera.</i>
	perfect tense: <ul style="list-style-type: none"> • agreements: <ul style="list-style-type: none"> ▪ subject + verb ▪ with <i>avoir</i> and with <i>être</i> 	<i>Beaucoup d'enfants sont partis ce matin. Où est Lise ? Je l'ai vue ce matin. J'ai acheté des pommes au marché ce matin. Je les ai achetées. Elles sont allées au cinéma.</i>
	subjunctive mood: <ul style="list-style-type: none"> • present • perfect 	<i>Pourvu que les jeunes connaissent leurs droits. Elle veut que nous soyons à la fête. Il est nécessaire que vous vous rappeliez ce qui est important dans la vie. Je suis heureuse que tu sois venu hier. On craint que les autorités n'aient pas compris le problème.</i>
	future tense: <ul style="list-style-type: none"> • perfect 	<i>Dans un mois, nous serons partis. Quand le gouvernement aura pris les mesures nécessaires ... Quand tu arriveras, il l'aura déjà fait. Quand les Jeux Olympiques se seront déroulés ...</i>
	conditional mood: <ul style="list-style-type: none"> • perfect 	<i>On aurait vu une augmentation des impôts si ... On serait arrivé à une meilleure situation si ...</i>

Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	agreement	for example, <i>petit/petite, grand/grande, beau/belle, beaux/belles, nouveau, vieux, riche</i>
	possessive	<i>mon, ma, mes, ton, ta, tes, son, sa, ses etc.</i> <i>son frère et sa sœur</i> <i>Il se lave les cheveux.</i> <i>Mon père travaille dur.</i> <i>Nous gardons leurs enfants.</i>
Adverbs	formation	<i>facile – facilement</i> <i>doux – doucement</i> <i>évident – évidemment</i>
	irregular forms	<i>Je suis vraiment désolé(e).</i> <i>Vous parlez couramment le français ?</i> <i>bien, mal, beaucoup, peu</i> <i>J'aime bien écouter de la musique.</i>
Conjunctions	common conjunctions	for example, <i>parce que, car, et, donc, mais, malgré, pourtant, ou, or, ni, sinon, puisque, pendant, dès que, vu que</i> <i>Tu peux sortir mais rentre avant neuf heures !</i>
Prepositions	simple	<i>à, de, dans, en, près de, depuis</i> <i>J'habite près de la gare.</i>
	linking verb + infinitive	<i>à, de, par, pour, sans, dans, avec, sur, sous, avant de, au lieu de, après</i> <i>J'essaie de faire ces maths.</i> <i>Il invite Louise à danser.</i>
	location and direction	<i>à, en, sur, sous devant, derrière, chez, vers, loin de, à côté de, près de, en face de</i> <i>devant le cinéma, derrière la maison, chez Marie, vers le sud, loin de ma maison</i> <i>Nous passons les vacances en Nouvelle-Zélande.</i>
	<i>en</i> versus <i>dans</i>	<i>Je peux faire mes devoirs en cinq minutes.</i> <i>Elle a lu le livre en une heure.</i> <i>Nous partons dans dix minutes.</i> <i>Je vais commencer dans une semaine.</i>
Pronouns	possessive	<i>le mien, la mienne, les miens, les miennes ...</i> <i>C'est à moi !</i> <i>C'est le nôtre ! Non, c'est le leur !</i>
	indefinite (affirmative)	<i>quelqu'un, personne, rien, aucun(e), nul(le), on, tout</i> <i>Quelqu'un a frappé à la porte.</i> <i>Tout ce qui brille n'est pas or.</i>
	demonstrative	<i>celui, ceux, celle, celles</i> <i>Tu voudrais cette robe ? Oui, celle-ci. (or Celle-là.)</i>

Grammatical items	Sub-elements	Elaborations
Sentence and phrase types	statements	<i>Il va au concert.</i>
	questions	<i>Qu'est-ce qu'il va faire demain ? Est-ce qu'il va au théâtre ? Va-t-elle au marché ? Tu vas au concert ? (rising intonation) Pierre va-t-il au restaurant ?</i>
	routine or formulaic expressions	<i>n'est-ce pas ? je vous en prie volontiers</i>
	<i>il y a</i>	<i>Il y a deux choses à faire. J'ai vu le film il y a trois semaines.</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> • present/future • imperfect/conditional 	<i>S'il fait beau, nous sortirons avec nos amis. S'il faisait beau, nous sortirions avec nos amis.</i>
Verbs	use of mood and tenses of verbs in simple and complex sentences	<i>J'aurai mangé quand il arrivera.</i>
	perfect tense: <ul style="list-style-type: none"> • agreements: <ul style="list-style-type: none"> ▪ subject + verb ▪ with <i>avoir</i> and with <i>être</i> 	<i>Beaucoup d'enfants sont partis ce matin. Où est Lise ? Je l'ai vue ce matin. J'ai acheté des pommes au marché ce matin. Elles sont allées au cinéma.</i>
	subjunctive mood: <ul style="list-style-type: none"> • present • perfect 	<i>Pourvu que les jeunes connaissent leurs droits. Elle veut que nous soyons à la fête. Il est nécessaire que vous vous rappeliez ce qui est important dans la vie. Je suis heureuse que tu sois venu hier. On craint que les autorités n'aient pas compris le problème.</i>
	future tense: <ul style="list-style-type: none"> • perfect 	<i>Dans un mois, nous serons partis. Quand le gouvernement aura pris les mesures nécessaires ... Quand tu arriveras, il l'aura déjà fait. Quand les Jeux Olympiques se seront déroulés ...</i>
	conditional mood: <ul style="list-style-type: none"> • perfect 	<i>On aurait vu une augmentation des impôts si ... On serait arrivé à une meilleure situation si ...</i>

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following French grammatical items:

Grammatical items	Sub-elements	Elaborations
Adjectives	agreement	for example, <i>petit/petite, grand/grande, beau/belle, beaux/belles, nouveau, nouvelle, vieux, vieille, riche</i>
	position	<i>une petite maison, le drapeau français ma chambre propre/ma propre chambre</i>
	regular and common irregular forms	for example, <i>petit, petite, grand, grande, beau, belle, beaux, belles, nouveau, vieux, riche</i>
	possessive	<i>mon, ma, mes, ton, ta, tes, son, sa, ses etc. son frère et sa sœur Il se lave les cheveux. Mon père travaille dur. Nous gardons leurs enfants.</i>
	degree: <ul style="list-style-type: none"> comparative and superlative of adverbs with <i>plus</i> 	<i>plus, le plus, moins, le moins, mieux, le mieux le plus rapidement, le plus vite Melbourne est moins cher que Perth. J'ai acheté la voiture la moins chère.</i>
	demonstrative	<i>ce garçon, cet homme, cette fille, ces enfants</i>
	interrogative	<i>quel, quels, quelle, quelles Quel âge a Michel ? Quels sont vos passe-temps ?</i>
	exclamatory	<i>quel, quels, quelle, quelles Quelle horreur !</i>
	comparative and superlative forms	<i>intelligent, plus intelligent, le plus intelligent bon, meilleur, le meilleur</i>
Adverbs	position	<i>Il parle couramment. Il a déjà vu ce film.</i>
	simple	<i>ainsi, déjà, encore, même, presque, souvent, tant, toujours, trop Je viens aussi vite que je peux. Il y a du monde partout.</i>
	formation	<i>facile – facilement doux – doucement évident – évidemment</i>
	irregular forms	<i>Je suis vraiment désolé(e). Vous parlez couramment le français ? bien, mal, beaucoup, peu J'aime bien écouter de la musique.</i>

Grammatical items	Sub-elements	Elaborations
	negation	<i>ne pas, ne plus, ne jamais, ne rien, ne personne, ne ... aucun(e), ne ... nul(le)</i> <i>Je ne vois pas.</i> <i>Je ne regrette rien.</i>
Articles	simple negation	<i>ne pas, ne plus, ne rien, ne personne</i> <i>Je ne vois pas. Je ne regrette rien.</i>
	definite	<i>le, la, l', les – le père, la mère, l'air, les parents, les grands-parents</i>
	indefinite	<i>un, une, des - un père, une mère, des parents, un chat, une souris, des chevaux</i>
	partitive	<i>du, de la, de l', des and de</i> <i>Donnez-moi du pain, de la salade, de l'huile et des oignons.</i>
	<i>de</i> replacing the partitive: <ul style="list-style-type: none"> in a negative construction after expressions of quantity before an adjective preceding a plural noun 	<i>Il n'y a pas d'argent.</i> <i>Pas de problèmes.</i> <i>Elle n'a plus d'argent.</i> <i>Un kilo de poires.</i> <i>Tant de fautes.</i> <i>J'ai écrit beaucoup de livres.</i> <i>J'ai de bons amis.</i> <i>J'ai mangé de bons épinards.</i>
	omission of the article	<i>avoir faim, faire peur</i> <i>Il est ingénieur.</i> <i>Elle est avocate.</i>
Conjunctions	common conjunctions	for example, <i>parce que, car, et, donc, mais, malgré, pourtant, ou, or, ni, sinon, puisque, pendant, dès que, vu que</i> <i>Marie aime l'été parce qu'on peut se baigner.</i>
Nouns	gender and number: <ul style="list-style-type: none"> singular and plural, including irregular plurals 	<i>un acteur, une actrice, un musicien, une musicienne, un professeur, une professeur, l'homme, des hommes, une femme, des femmes, un animal, des animaux</i>
	nominal phrases	<i>une omelette au fromage</i>
Numerals	ordinals	<i>premier/première, vingtième, trente-troisième</i> <i>mon premier album, la deuxième chanson, au neuvième étage</i>
	cardinals	<i>un, deux, trois ...</i> <i>Deux personnes se disputent.</i>

Grammatical items	Sub-elements	Elaborations
	dates	<i>le premier avril</i> <i>le 24 juillet</i>
	times	<i>Il est deux heures.</i> <i>Il est trois heures trente.</i> <i>Il est trois heures et demie.</i> <i>Il est cinq heures moins quinze.</i>
Prepositions	simple	<i>à, de, dans, en, près de, depuis</i> <i>J'habite près de la gare.</i>
	articulated forms	for example, <i>à+le =au; à+les=aux</i> <i>de+le=du, de+les=des</i>
	time	<i>après minuit, avant six heures</i> <i>Adélaïde vient après midi.</i>
	linking verb + infinitive	<i>à, de, par, pour, sans, dans, avec, sur, sous, avant de, au lieu de, après</i> <i>J'essaie de faire ces maths.</i> <i>Il invite Louise à danser.</i>
	location and direction	<i>à, en, sur, sous devant, derrière, chez, vers, loin de, à côté de, près de, en face de</i> <i>devant le cinéma, derrière la maison, chez Marie, vers le sud, loin de ma maison</i> <i>Nous passons les vacances en Nouvelle- Zélande.</i>
Pronouns	subject pronouns	<i>je, tu, il, elle, nous, vous, ils, elles</i> <i>je parle, elle cherche, nous gardons</i> <i>On va à la piscine, les enfants ?</i> <i>Elles sont incroyables, ces filles !</i>
	reflexives	<i>me, te, se, nous, vous, se</i> <i>je me lave, Ils s'aiment, nous nous levons</i> <i>Je me suis couché tard.</i>
	agreements: <ul style="list-style-type: none"> preceding direct object agreement after a direct object pronoun preceding direct object agreement after the relative pronoun <i>que</i> preceding direct object agreement after a question 	<i>Les fleurs ? Oui, il les a achetées.</i> <i>Les fleurs qu'il a achetées.</i> <i>Quelles fleurs a-t-il achetées ?</i>
	possessive	<i>le mien, la mienne, les miens, les miennes ...</i>

Grammatical items	Sub-elements	Elaborations
		<i>C'est à moi ! C'est le nôtre ! Non, c'est le leur !</i>
	personal (indirect object)	<i>me/m', te/t', lui, nous, vous, leur je lui parle, nous lui téléphonons Vous leur écrivez ?</i>
	interrogative: <ul style="list-style-type: none"> definite indefinite 	<i>lequel, lesquels, laquelle, lesquelles Lequel de ces deux chiots préfères-tu ?</i> <i>qui, qui est-ce qui, qui est-ce que, qu'est-ce que, qu'est-ce qui, que, quoi Qui est-ce qui vient ? Qui est-ce que tu as vu ? Que veux-tu ? Qu'est-ce que tu veux ? À quoi est-ce que tu penses ? De quoi ? De quoi parles-tu ?</i>
	indefinite	<i>quelqu'un, personne, rien, aucun(e), nul(le), on, tout Quelqu'un a frappé à la porte. Tout ce qui brille n'est pas or.</i>
	direct object	<i>me, te, le, la, nous, vous, les je les mange, il nous voit, nous en gardons La télé, je la regarde tous les jours. Mes devoirs ? Je les ai déjà faits !</i>
	demonstrative	<i>celui, ceux, celle, celles Tu voudrais cette robe ? Oui, celle-ci. (or Celle-là.)</i>
	relative: <ul style="list-style-type: none"> definite indefinite 	<i>qui, que, dont, lequel, laquelle, lesquels, lesquelles Le chat qui est malade ... Le livre que mes parents adorent ... Le prix dont tu as envie ... La date dont tu as parlé ... La table sous laquelle le chat est assis ...</i> <i>ce qui, ce que, ce dont, ce à quoi Il voit ce qui se passe. Je sais ce que tu as fait. Ce dont il parle est important.</i>
	disjunctive	<i>moi, toi, lui, elle, nous, vous, eux, elles Sans lui, rien n'est possible.</i>
Sentence and phrase types	statements	<i>Il va au concert.</i>
	questions	<i>Qu'est-ce qu'il va faire demain ?</i>

Grammatical items	Sub-elements	Elaborations
		<i>Est-ce qu'il va au théâtre ?</i> <i>Va-t-elle au marché ?</i> <i>Tu vas au concert ? (rising intonation)</i> <i>Pierre va-t-il au restaurant ?</i>
	exclamations	<i>Zut !</i> <i>Ça alors !</i> <i>Ça y est !</i>
	<i>si</i> clauses: <ul style="list-style-type: none"> • present/future • imperfect/conditional • pluperfect • conditional perfect 	<i>S'il fait beau, nous sortirons avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i> <i>S'il avait fait beau, nous serions sortis avec nos amis.</i> <i>S'il faisait beau, nous sortirions avec nos amis.</i>
	<i>il y a</i>	<i>Il y a deux choses à faire.</i> <i>J'ai vu le film il y a trois semaines.</i>
	time phrases: <ul style="list-style-type: none"> • <i>depuis</i> • <i>pendant</i> • <i>pour</i> 	<i>Il attend depuis une heure.</i> <i>Elle a habité à Sydney pendant huit ans.</i> <i>Ils seront à Paris pour une semaine.</i>
Verbs	present tense: <ul style="list-style-type: none"> • regular and common irregular verbs • present tense of common reflexive verbs • modals • impersonal verbs 	<i>je donne, je finis, je vends</i> <i>Vous passez par là.</i> <i>Nous sommes prêts. Vous venez ?</i> <i>Je me lève.</i> <i>Je me suis cassé la jambe.</i> <i>devoir : Tu dois manger.</i> <i>pouvoir : Il peut jouer aujourd'hui.</i> <i>savoir : Ils ne savent pas jouer.</i> <i>vouloir : Nous voulons sortir.</i> <i>Il faut travailler.</i> <i>Il fait chaud.</i> <i>Il est interdit de fumer ...</i>
	infinitives: <ul style="list-style-type: none"> • infinitive + past participle 	<i>Après avoir fait mes travaux du ménage, je viens de faire mes devoirs.</i>
	past historic†	<i>je donnai, je finis, je vendis</i>
	<i>futur proche</i>	<i>Je vais voir cette exposition.</i> <i>Je vais jouer au tennis samedi matin.</i>

Grammatical items	Sub-elements	Elaborations
	perfect tense: <ul style="list-style-type: none"> • common regular and irregular verbs • agreements: <ul style="list-style-type: none"> ▪ subject + verb ▪ with <i>avoir</i> and with <i>être</i> • negatives in perfect tense 	<i>j'ai donné, j'ai fini, j'ai vendu, elle est venue, nous nous sommes levés</i> <i>Nous avons chanté.</i> <i>Elles sont montées.</i> <i>Beaucoup d'enfants sont partis ce matin.</i> <i>Où est Lise ? Je l'ai vue ce matin.</i> <i>J'ai acheté des pommes au marché ce matin. Je les ai achetées.</i> <i>Elles sont allées au cinéma.</i> <i>Je n'ai pas étudié.</i> <i>Nous n'aurions jamais su.</i>
	future tense: <ul style="list-style-type: none"> • regular • irregular future stems 	<i>je regarderai, tu finiras, nous attendrons</i> <i>être-ser, faire – fer, avoir-aur, aller – ir etc.</i> <i>je serai, il fera, ils iront</i>
	implied future	<i>Quand il neigera, nous ferons du ski.</i>
	conditional mood: <ul style="list-style-type: none"> • present • perfect 	<i>je chanterais, tu choisirais, nous vendrions, je serais, il ferait, ils iraient</i> <i>j'aurais donné, j'aurais fini, j'aurais vendu</i>
	participles: <ul style="list-style-type: none"> • present • past 	<i>(tout) en faisant mes devoirs, j'écoutais la radio.</i> <i>Nous avons fait nos devoirs.</i>
	perfect tense	<i>j'ai donné, j'ai fini, j'ai vendu, j'ai voulu</i> <i>Nous avons dansé.</i> <i>Ils sont montés.</i> <i>J'ai vu le film.</i> <i>J'ai reçu une carte postale de Paris.</i>
	imperfect tense	<i>je donnais, je finissais, je vendais</i> <i>C'était horrible. J'avais mal aux dents.</i>
	<i>passé récent</i>	<i>Je viens de donner, je viens de finir, je viens de vendre, nous venons de vendre</i> <i>Je viens de voir Luc.</i> <i>Nous venons de manger.</i>
	imperative mood	<i>Parle ! Parlons ! Parlez !</i> <i>Anton, fais tes devoirs !</i> <i>Fermez la porte !</i>

Grammatical items	Sub-elements	Elaborations
		<i>Ayez la bonté de m'attendre.</i>
	pronominal: <ul style="list-style-type: none"> • reflexive • reciprocal • passive • verbs in pronominal form only • causative 	<i>se lever, se parler, se coucher, s'habiller</i> <i>Elle se lève de bonne heure.</i> <i>Elle s'est levée tard.</i> <i>s'écrire → ils se sont écrit</i> <i>se vendre</i> <i>Le pain se vend à la boulangerie.</i> <i>s'en aller, se moquer de, se souvenir de</i> <i>Il se moque complètement de la mode.</i> <i>Je ne me souviens pas de son adresse.</i> <i>Il est tard, il faut que je m'en aille.</i> <i>J'ai fait construire un garage.</i> <i>Elle s'est fait couper les cheveux</i>
	impersonal subject pronoun <i>on</i>	<i>Ici on parle français.</i>
	subjunctive mood:	
	<ul style="list-style-type: none"> • present 	<i>Pourvu que les jeunes connaissent leurs droits.</i> <i>Elle veut que nous soyons à la fête.</i> <i>Il est nécessaire que vous vous rappeliez ce qui est important dans la vie.</i>
	<ul style="list-style-type: none"> • perfect 	<i>Je suis heureuse que tu sois venu hier.</i> <i>On craint que les autorités n'aient pas compris le problème.</i>
Voice	active	<i>Les Français ont gagné la bataille.</i>
	passive†	<i>La bataille a été gagnée par les Français.</i>

† For recognition only

