



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

FRENCH: SECOND LANGUAGE

GENERAL COURSE

Year 12 syllabus

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

This syllabus is effective from 1 January 2023.

Users of this syllabus are responsible for checking its currency.

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

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Rationale

The place of French culture and language in Australia and in the world

French is a major world language, spoken as the first language in more than two dozen countries on five continents, and as an official language in 33 countries. First language speakers include the 63 million inhabitants of mainland France, those living in the territorial communities of New Caledonia, French Polynesia, and the Wallis and Futuna Islands, as well as in French overseas departments, such as French Guiana, Martinique, Guadeloupe and the island of Réunion, 80 percent of the inhabitants of Québec, and significant communities in Luxembourg, Belgium, Monaco, Switzerland and the Democratic Republic of the Congo. There are also many French-based creole languages, such as Haitian, developed through French colonial contact. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains, such as the arts, cinema, philosophy and critical theory, as well as fashion, design, food and wine.

Australia and the French-speaking world have a significant shared history and strong contemporary connections. First French arrivals in the eighteenth century were explorers, followed by small numbers of prisoners, refugees and government officials who involved themselves in trade, commerce and agriculture. Migrants from maritime regions, such as Aquitaine and Normandy, arrived in the early nineteenth century, followed by French recruits to the Victorian gold rush (1852–71), many of whom stayed and settled as agriculturalists, winemakers, traders and tradesmen. By the beginning of the twentieth century there was an established French community in the colony with its own chamber of commerce, French-language newspaper, major shipping interests, and involvement in the growing wool trade. The ends of both world wars brought further migrants, including war brides of Australian servicemen, and people taking advantage of the government assisted passage scheme at the close of World War II. The gaining of independence by French colonies in the 1950s and 1960s saw a number of French families choosing to migrate to Australia rather than return to France. The last five decades have continued to see a steady movement of migrants between France and other French-speaking countries and territories and Australia, with approximately 0.5 percent of the Australian population identifying as having French ancestry.

Current links between Australia and the French-speaking world are strong; characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, communications, and strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement. France is a leading destination for Australian travellers and a partner in employment exchange opportunities in the fields of hospitality, tourism and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

The place of the French language in Australian education

French has been taught in Australian schools and universities since the 1880s. Originally offered with Italian and German as a modern language option, alongside classical languages, it was valued as an important academic and cultural discipline and as a means of accessing the intellectual and cultural heritage of France. The move to communicatively based approaches to languages teaching in the 1970s, together with improved communications and international travel opportunities, led to an increased interest in French as a curriculum option for larger numbers of learners.

As Asian languages joined the traditional European languages in school programs, the number of students learning French declined. However, French continues to be studied at all levels across all states and territories, and is currently the third most widely studied language in schools. Wider community interest in learning French is strong, as evidenced by enrolments in courses offered by regional branches of the Alliance Française, and the proliferation of informal community-based French conversation groups and language clubs.

The nature of French language learning

French is an Indo-European language and belongs to the family of Romance languages derived from the spoken Latin language of the Roman Empire. It is closely related to English, and contributed significantly to the development of English, owing to the shared influence of Latin, and to the fact that French was the official language of the English court, administration and culture for 300 years after the Norman Conquest in the eleventh century. There are more than 1700 words used in both languages, for example, *danger*, *saint*, *magazine*, *tact*. In this sense, French is already partly familiar to English-speaking learners. This familiarity supports early stages of learning.

French uses the same Roman alphabet as English, although its pronunciation of the 26 letters differs significantly, and the use of accents on some letters is an additional complexity for English-speaking learners. There are many similarities between the two grammatical systems, such as the same basic subject-verb-object order, but also differences, such as the use of tenses, the gendering of nouns and adjectives, the marking of singular and plural forms of nouns and adjectives, and use of articles and capital letters. The sound system is usually the main challenge for English-background learners, including, as it does, some novel sounds, such as the pronunciation of the letters *r* and *u*, letters which are silent, unfamiliar liaisons, and intonation and rhythm patterns.

The diversity of learners of French

French programs in Australian schools are offered to a range of learners, including some who are following immersion or partial immersion programs. Many are monolingual English speakers who are learning French as their first experience of another language. A relatively small number have existing connections with French, either as background speakers, as second- or third-generation French-Australians, or through professional, personal or other forms of connection. For learners from language backgrounds with very different grammatical and vocabulary systems, such as Chinese and Korean, learning French will represent similar challenges to those which frame their experience of learning English as their language of schooling.

The WACE French courses

In Western Australia, there are three French courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the French language and cultural systems.

The following courses are available:

- French: Second Language ATAR
- French: Second Language General
- French: Background Language ATAR.

The French: Second Language General course

This course focuses on students gaining knowledge and an understanding of the culture and language of French-speaking communities.

The French: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They may have no prior knowledge or experience of the French language, or may have studied the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

For information on the French: Second Language ATAR and French: Background Language ATAR courses, refer to the course page on the Authority website at www.scsa.wa.edu.au.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Information about the process, including an application form, is sent to schools at the end of Term 2.

Course outcomes

The French: Second Language General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in French.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on ***C'est la vie ! (That's life!)***. Through the three topics: My relationships, French sports and leisure, and Leading a healthy lifestyle, students continue to develop communication skills in French and gain further insight into the language and culture.

Unit 4

This unit focuses on ***La Francophonie (The francophone world)***. Through the three topics: Visiting a francophone country, Daily life in a French-speaking family, and Our French connections, students continue to develop communication skills in French and gain further insight into the language and culture.

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 organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- 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 textual conventions

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions 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.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessments and the WACE externally set task, students are expected to respond to, and to produce, a range of spoken and written text types in French. Text types for assessment are outlined in each unit, and textual conventions are defined in Appendix 2.

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.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the French-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in French-speaking communities, and begin to apply these in order to communicate effectively.

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.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the French: Second Language General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

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 of grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of French, literacy development in the language also extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to develop, use and understand, patterns, order and relationships, to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the French language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understandings is one of the five content areas of this course.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the French: Second Language General 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 evolves.

Unit 3

Unit description

The focus for this unit is ***C'est la vie ! (That's life!)***. Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in the French language and gain further insight into the culture.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<p>The individual</p> <p>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>My relationships</p> <p>Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young French speakers.</p>
<p>The French-speaking communities</p> <p>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 sports and leisure</p> <p>Students consider popular traditional and modern sports and leisure activities enjoyed by French people.</p>
<p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Leading a healthy lifestyle</p> <p>Students consider current issues in the global community that relate to healthy living: the importance of physical activity and maintaining a well-balanced lifestyle.</p>

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments and the WACE externally set task, students are expected to respond to, and to produce, a range of text types in French from the list below.

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

Refer to Appendix 2 for details of the features and conventions of the text types.

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	demonstrative
	exclamatory
Articles	<i>de</i> replacing the partitive: <ul style="list-style-type: none"> • in a negative construction • after expressions of quantity
	omission of the article
Conjunctions	phrases followed by the indicative
Nouns	nominal phrases
Prepositions	location and direction
Pronouns	reflexive
	disjunctive
Verbs	present tense: <ul style="list-style-type: none"> • modals • impersonal verbs
	participles: <ul style="list-style-type: none"> • present
	imperfect tense
	imperative mood
	impersonal subject pronoun <i>on</i>

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of French, and in particular:

- continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow
- how English words that are used in French are treated in regard to grammar rules
- how to interpret phonetic symbols in dictionaries to pronounce new words.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, 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 4

Unit description

The focus for this unit is **La Francophonie (The francophone world)**. Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in the French language and gain further insight into the culture.

Unit content

This unit builds on the content covered in Unit 3.

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

Learning contexts and topics

Unit 4 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

Learning contexts	Topics
<p>The individual</p> <p>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>Visiting a francophone country</p> <p>Students reflect on the diversity of the French-speaking world through a focus on one French-speaking country: getting around, tourist and cultural attractions.</p>
<p>The French-speaking communities</p> <p>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>Daily life in a French-speaking family</p> <p>Students explore the way of life in a French-speaking family: daily routine and school.</p>
<p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Our French connections</p> <p>Students consider Australia's connection with France and other francophone countries from early settlement to the present day.</p>

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments and the WACE externally set task, students are expected to respond to, and to produce, a range of text types in French from the list below.

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

Refer to Appendix 2 for details of the features and conventions of the text types.

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	comparative
	superlative
Adverbs	comparative and superlative of adverbs with <i>plus</i>
Pronouns	interrogative: <ul style="list-style-type: none"> • definite • indefinite
Sentence and phrase types	<i>si</i> clauses: <ul style="list-style-type: none"> • present/future
	<i>il y a</i>
Verbs	future tense: <ul style="list-style-type: none"> • regular • irregular future stems
	conditional tense: <ul style="list-style-type: none"> • <i>je voudrais</i> and <i>je pourrais</i> only
	participles: <ul style="list-style-type: none"> • past

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of French, and in particular:

- phonological rules, such as elision and contractions, employed to make words easier to pronounce and to make language flow
- how English words that are used in French are treated in regard to grammar rules
- creation of new French words in response to evolving technology and a changing world.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the French language and culture, 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: Second Language General Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
<p>Oral communication</p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French.</p> <p>This can involve participating in a role-play, an interview or a conversation.</p>	30%
<p>Response: Listening</p> <p>Comprehension and interpretation of, and response in English to, a range of French spoken texts, such as messages, announcements, conversations and interviews.</p>	25%
<p>Response: Viewing and reading</p> <p>Comprehension and interpretation of, and response in English to, a range of French print and audiovisual texts, such as emails, blog posts, films/television programs (excerpts), advertisements, reviews and articles.</p>	20%
<p>Written communication</p> <p>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 post, an email, an advertisement or an image, or writing a text, such as a journal/diary entry, a message, an account, a review or an email.</p>	10%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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).

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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

Externally set task

All students enrolled in the French: Second Language General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

Externally set task design brief – Year 12

Time	50 minutes
Use of dictionaries	Special items: one combined print dictionary (French/English and English/French dictionary) or two separate print dictionaries (one English/French dictionary and one French/English dictionary) Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.
Format	Written
	Conducted under invigilated conditions
	Two parts based on 1–2 topics, and related learning contexts, from Unit 3
	Part 1: Response: Viewing and reading One text in French with 2–5 questions in English with responses in English
	Part 2: Written communication One question in English requiring a written response in French of 80–100 words
Content	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the *WACE Manual* for further information.

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. 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: Second Language General Year 12 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 12

A	<p>Written production</p> <p>Responds with relevant and detailed information, ideas, opinions and/or comparisons when writing about a range of topics.</p> <p>Engages the audience effectively.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with few inaccuracies that do not affect meaning.</p> <p>Writes fluent, cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds with detailed relevant information, ideas and/or opinions.</p> <p>Uses communication techniques to engage the audience.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures, with few inaccuracies that do not affect meaning.</p> <p>Speaks with accurate pronunciation.</p>
	<p>Comprehension</p> <p>Accurately extracts and processes information from a variety of texts across a range of topics. Provides details from the texts relevant to the questions.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>
B	<p>Written production</p> <p>Responds with mostly relevant information, ideas, opinions and/or comparisons, including some detail, when writing about a range of topics.</p> <p>Engages the audience.</p> <p>Provides responses that use a range of vocabulary, grammatical items and sentence structures, with some inaccuracies, that do not affect meaning.</p> <p>Writes structured texts that show clear development of ideas.</p> <p>Applies most of the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information, ideas and/or opinions.</p> <p>Uses some communication techniques to engage the audience.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p>Comprehension</p> <p>Extracts and processes most information from a variety of texts across a range of topics.</p> <p>Provides most details from the texts relevant to the questions.</p> <p>Provides accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively.</p>

C

Written production

Responds with mostly relevant information, simple ideas and/or opinions. Includes some detail and examples, when writing about a range of topics.

Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that at times affect meaning.

Writes structured texts that show some development of ideas.

Applies some of the conventions of text types.

Oral production

Provides some information, simple ideas and/or opinions.

Comprehends familiar questions however, for complex questions, may require time to process, or rephrasing and support from the other speaker.

Provides responses that are reasonably clear relying on well-rehearsed language.

Uses a range of vocabulary, grammatical items and simple and rehearsed complex sentence structures, with inaccuracies that at times affect meaning.

Makes errors in pronunciation that at times may result in the meaning not being clear.

Comprehension

Extracts and processes some information from a variety of texts.

Provides some relevant details.

Provides responses to literal questions that are mostly accurate, but responses to inferential questions are sometimes incorrect or incomplete.

Uses a dictionary with reasonable accuracy, however at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

D

Written production

Responds with simple information, ideas and/or opinions when writing about a range of topics.

Includes limited detail and/or irrelevant content.

Provides responses that use simple language and short sentences.

Writing is frequently repetitive and disjointed, and the basic rules of grammar are inaccurately applied.

Writes simple texts that show some basic organisation of information or ideas.

Applies few of the conventions of the text types.

Oral production

Provides some simple information, ideas and/or opinions. Silences occur due to lack of comprehension of questions and/or time required to construct responses.

Requires frequent support from the other speaker to sustain conversation.

Provides brief responses that are characterised by single words, short phrases and fragmented sentences or English.

Uses a limited range of vocabulary, grammatical items and simple sentence structures, with frequent inaccuracies that often affect meaning.

Makes errors in pronunciation that often result in the meaning not being clear.

Comprehension

Extracts insufficient and/or irrelevant information from texts.

Provides responses that are frequently incomplete, unclear or irrelevant.

Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

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 post

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 post). Posts can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog post 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.

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.

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.

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.

Itinerary

Itineraries provide a plan for a journey. They present specific details and factual information about destinations, transportation methods, accommodation, list of the “to-dos”, attractions and events. Itineraries also include names, addresses and any other contact information necessary while on the journey. Depending on the context, itineraries may be either in formal or informal register, and present a range of tenses.

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

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.

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.

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.

Review

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.

Role-play

In both spoken and written form, role-plays are used to communicate and exchange ideas, information, opinions, and experiences. Role-plays would generally have only two speakers, but each speaker must be clearly identified. A role-play 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 role-plays will often depend on the context and relationship between participants.

Script – speech, interview, dialogue

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.

Sign

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.

Table

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.

Appendix 3 – 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 to students. They are not intended to be complete or comprehensive, but rather as support material only.

Unit 3		
Grammatical items	Sub-elements	Elaborations
Adjectives	demonstrative	<i>ce garçon cet homme cette fille ces enfants</i>
	exclamatory	<i>quel, quels, quelle, quelles Quelle horreur !</i>
Articles	de replacing the partitive: <ul style="list-style-type: none"> in a negative construction after expressions of quantity 	<i>Il n’y a pas d’argent. Pas de problèmes. Elle n’a plus d’argent. Un kilo de poires. Il y a beaucoup de thé.</i>
	omission of the article	<i>avoir faim, faire peur Il est ingénieur. Elle est avocate.</i>
Conjunctions	phrases followed by the indicative	<i>que, depuis que, parce que, pendant que Didier aime manger de la pizza parce que c’est bon. Jean se lève quand le soleil se couche. Il travaille pendant qu’Édouard dort.</i>
Nouns	nominal phrases	<i>une omelette au fromage</i>
Prepositions	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>
Pronouns	reflexive	<i>me, te, se, nous, vous, se je me lave, Ils s’aiment, nous nous levons Je me suis couché tard.</i>
	disjunctive	<i>moi, toi, lui, elle, nous, vous, eux, elles Sans lui, rien n’est possible.</i>

Unit 3		
Grammatical items	Sub-elements	Elaborations
Verbs	present tense:	<i>j'aurais donné, j'aurais fini, j'aurais vendu</i>
	<ul style="list-style-type: none"> modals 	<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>
	<ul style="list-style-type: none"> impersonal verbs 	<i>Il faut travailler.</i> <i>Il fait chaud.</i> <i>Il est interdit de fumer ...</i>
	participles: <ul style="list-style-type: none"> present 	<i>(tout) en faisant mes devoirs, j'écoutais la radio.</i>
	imperfect tense	<i>je donnais, je finissais, je vendais</i> <i>L'année dernière, je travaillais avec ma mère.</i> <i>Quand j'étais petit, nous allons à la plage chaque semaine.</i>
	imperative mood	<i>Parle ! Parlons ! Parlez !</i> <i>Anton, fais tes devoirs !</i> <i>Fermez la porte !</i> <i>Ayez la bonté de m'attendre.</i>
	impersonal subject pronoun <i>on</i>	<i>Ici on parle français.</i>

Unit 4		
Grammatical items	Sub-elements	Elaborations
Adjectives	comparative	<i>plus, moins, aussi</i> <i>David est plus fier que Jeanne.</i> <i>Jeanne est plus sympa qu'intelligente.</i> <i>Jean est moins stricte qu'avant.</i> <i>Jean est aussi riche que travailleur.</i>
	superlative	<i>bon, meilleur, le meilleur</i> <i>Leurs idées sont moins bonnes.</i> <i>Mes idées sont meilleures que tes idées.</i> <i>Son idée est la meilleure.</i>
Adverbs	comparative and superlative of adverbs with <i>plus</i>	<i>plus, le plus, moins, le moins, mieux, le mieux</i> <i>Jean nage plus vite que Paul.</i> <i>Pierre nage le plus vite de tous.</i>
Pronouns	interrogative: <ul style="list-style-type: none"> definite 	<i>lesquels, lesquelles</i> <i>Voici des chaussettes, mais je ne sais pas lesquelles sont les tiennes.</i> <i>lesquels de ces garçons ont oublié leurs livres ?</i>
	<ul style="list-style-type: none"> indefinite 	<i>qui, que, quoi</i> <i>Que veux-tu ?</i> <i>Qui a visité Paris ?</i>
Sentence and phrase types	<i>si</i> clauses: <ul style="list-style-type: none"> present/future 	<i>S'il fait beau, nous sortirons 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>
Verbs	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>
	conditional tense: <ul style="list-style-type: none"> <i>je voudrais</i> and <i>je pourrais</i> only 	<i>Je voudrais un kilo de pommes.</i> <i>Je pourrais vous poser une question ?</i>
	participles: <ul style="list-style-type: none"> past 	<i>Après avoir fait mes travaux du ménage, je viens de faire mes devoirs.</i>

Assumed learning

Before commencing the study of Unit 3 and Unit 4, 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	regular and common irregular forms	for example, <i>petit, petite, grand, grande, beau, belle, beaux, belles, nouveau, nouvelle, vieux, vieille, riche</i>
	position	<i>une petite maison</i> <i>le drapeau français</i>
	agreement with nouns	<i>amusant, amusante, amusants, amusantes</i> <i>vert, verte, verts, vertes</i> <i>rouge, rouge, rouges, rouges</i>
	interrogative	<i>quel, quels, quelle, quelles</i> <i>Quel âge as-tu ?</i> <i>Quels sont vos passe-temps ?</i>
	possessive	<i>mon, ma, mes, ton, ta, tes, son, sa, ses etc.</i> <i>mon école</i> <i>son cahier</i> <i>sa chaise</i> <i>notre chien</i> <i>nos amis</i>
Adverbs	simple	<i>souvent, toujours, trop</i> <i>Je fais toujours mes devoirs.</i>
	formation	<i>facile → facilement</i> <i>doux → doucement</i> <i>évident → évidemment</i> <i>lent → lentement</i> <i>vite → vite</i>
	position	<i>Il parle couramment.</i> <i>Nous mangeons bien.</i> <i>Je fais toujours mes devoirs.</i>
	irregular	<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>
	negation	<i>ne pas, ne plus, ne jamais, ne rien, ne personne,</i> <i>ne ... aucun(e), ne ... nul(le)</i> <i>Je ne vois pas.</i> <i>Nous ne voyageons jamais.</i> <i>Je ne regrette rien.</i>

Grammatical items	Sub-elements	Elaborations
Articles	definite	<i>le, la, l', les</i> <i>le père</i> <i>la mère</i> <i>l'air</i> <i>les parents</i>
	indefinite	<i>un, une, des</i> <i>un père</i> <i>une mère</i> <i>des parents</i>
	partitive	<i>du, de la, de l', des and de</i> <i>Avez-vous bu du thé ?</i> <i>J'ai mangé de la salade hier.</i> <i>Il y a beaucoup de thé.</i>
Conjunctions	coordinating conjunctions	<i>car, donc, ensuite, et, mais, or, ou, quand, puis</i> <i>Veux-tu aller en France ou en Italie ?</i> <i>Je veux le faire, mais je n'ai pas d'argent.</i>
	conjunctions of conclusion	<i>parce que, car, comme</i> <i>Parce qu'il n'a pas d'argent, il ne peut pas venir.</i> <i>David ne va pas venir, car il est à l'université.</i> <i>Comme je lis le plus vite, j'ai déjà fini.</i>
Nouns	gender	<i>le soleil</i> <i>la terre</i>
	number: • singular and plural	<i>le poste, la poste</i> <i>l'homme → les hommes</i> <i>une femme → des femmes,</i> <i>un animal → les animaux</i>
Numerals	cardinals	<i>un, deux, trois ...</i> <i>Deux personnes se disputent.</i>
	ordinals	<i>premier/première, vingtième, trente-troisième</i> <i>mon premier album, la deuxième chanson, au neuvième étage</i>
	dates	<i>le premier avril</i> <i>le 24 juillet</i>
	time	<i>Il est deux heures.</i> <i>Il est quatre heures et quart</i> <i>Il est quatre heures quinze</i> <i>Il est trois heures et demie</i> <i>Il est trois heures trente</i> <i>Il est cinq heures moins le quart</i> <i>Il est cinq heures moins quinze</i> <i>Il est midi</i> <i>Il est minuit</i> <i>après minuit</i> <i>avant six heures</i>

Grammatical items	Sub-elements	Elaborations
Prepositions	simple	<i>à, de, dans, en, près de, loin de</i> <i>Nous passons les vacances en Nouvelle-Zélande.</i>
	articulated	for example, <i>à+le =au; à+les=aux</i> <i>de+le=du, de+les=des</i>
	linking verb + infinitive	<i>à, de, par, pour, sans, dans, avec, sur, sous,</i> <i>avant de, au lieu de, après</i> <i>J'essaie de faire ces maths.</i> <i>Il invite Louise à danser.</i>
	reflexive	<i>me, te, se, nous, vous, se</i> <i>je me lave, Ils s'aiment, nous nous levons</i>
Pronouns	subject	<i>je, tu, il, elle, nous, vous, ils, elles</i> <i>je mange le repas.</i> <i>Il travaille en Espagne.</i>
Sentence and phrase types	sentences:	
	• statements	<i>Je suis professeur.</i> <i>La jeune fille est mignonne.</i>
	• affirmative	<i>Je vais à la banque.</i> <i>Je suis fatigué.</i>
	• negative	<i>Je ne joue pas.</i>
• exclamative	<i>Je veux y aller !</i> <i>J'espère que oui !</i> <i>Il est très beau !</i> <i>C'est une bonne idée !</i>	
	• interrogative	<i>As-tu mon livre ?</i> <i>Sont-ils prêts ?</i> <i>Où est-il ?</i> <i>Peux-tu nous aider?</i>
	question words with <i>est-ce que</i>	<i>Est-ce que tu veux voir un film ?</i> <i>Quand est-ce que tu veux partir ?</i> <i>Quel livre est-ce que vous cherchez ?</i>
	commands †	<i>Va-t'en !</i> <i>Sois sage !</i>
Verbs	present tense:	
	• regular and common irregular verbs	<i>j'ai donné, j'ai fini, j'ai vendu, j'ai voulu, elle est venue, nous nous sommes levés</i> <i>Nous avons dansé.</i> <i>Je suis venu(e) ce matin.</i> <i>J'ai vu le film.</i> <i>J'ai reçu une carte postale de Paris.</i>
	• common reflexive verbs	<i>Elle se lève de bonne heure.</i> <i>Je me lave les mains.</i> <i>Il s'amuse.</i> <i>Tu te reposes.</i>
	<i>futur proche</i>	<i>Je vais voir cette exposition.</i> <i>Je vais jouer au basket.</i>

Grammatical items	Sub-elements	Elaborations
	infinitives: <ul style="list-style-type: none"><li data-bbox="501 309 804 378">• present tense of verbs + infinitives	<i>Après avoir fait mes devoirs je viens de manger.</i>

† For recognition only