



NSW Syllabus for the Australian Curriculum, French Stages 2 - 5, mapped to Languages in Action and Language Perfect:

Communication strand:

Objective: Interacting – exchanging information, ideas, and opinions, socialising, planning, and negotiating

Level:	Descriptor:	How this is supported in LP/LIA:
Stage 2 (year 3 & 4)	LFR2-1C Interact with others to share information, and participate in classroom activities, in French.	<ul style="list-style-type: none"> ● Elementary Unit 1: Greetings and Introductions ● Elementary Unit 2: Asking how you are ● Elementary Unit 5: Classroom Objects ● Elementary Unit 6: Classroom Commands <p>Each of the Elementary Languages in Action units has some very simple speaking activities where the students record themselves speaking.</p>
Stage 3: (year 5 & 6)	LFR3-1C Uses French to interact with others to exchange information and opinions, and to participate in	Elementary Units 1-9 give students the language and vocabulary they need to exchange information about themselves, and basic opinions. <ul style="list-style-type: none"> ● Elementary Unit 1: Greetings and Introductions

	classroom activities	<ul style="list-style-type: none"> ● Elementary Unit 2: Asking how you are ● Elementary Unit 3: Colours ● Elementary Unit 4: Numbers and Age ● Elementary Unit 5: Classroom Objects ● Elementary Unit 6: Classroom Commands ● Elementary Unit 7: Family ● Elementary Unit 8: Animals ● Elementary Unit 9: Likes and Dislikes: Food and Activities ● Elementary Unit 10: Days of the Week and Weather <p>Each of the Elementary Languages in Action units have some very simple speaking activities where the students record themselves speaking.</p>
Stage 4: (year 7 & 8)	LFR4-1C Uses French to interact with others to exchange information, ideas and opinions, and make plans	<p>Beginner Languages in Action Units 1, 2, 4, 5, 6, 7, 8, 9 and 10 cover topics that enable students to interact with others about basic topics, and exchange their ideas and opinions about simple topics.</p> <ul style="list-style-type: none"> ● Beginner Unit 1: Greetings and Introductions ● Beginner Unit 2: Family and Pets ● Beginner Unit 3: The Classroom ● Beginner Unit 4: Dates and Birthdays ● Beginner Unit 5: Countries and Nationalities ● Beginner Unit 6: Talking about Food ● Beginner Unit 7: Describing People ● Beginner Unit 8: Liking and Disliking School Subjects ● Beginner Unit 9: Leisure Activities ● Beginner Unit 10: My House <p>Each of the Beginner Languages in Action units have a speaking section where students are required to answer questions in the target language</p>
Stage 5: (year 9 & 10)	LFR5-1C Manipulates French in sustained interactions to exchange information, ideas and opinions, and to make	<p>The Intermediate Languages in Action Units cover topics which expose students to the language they need to exchange information, ideas and opinions, and to make plans and negotiate.</p>

	plans and negotiate	<p>Within each of the units, students have speaking tasks that require them to exchange information, ideas and opinions, and to make plans and negotiate in the target language.</p> <p>Units which focus on exchanging information ideas and opinions:</p> <ul style="list-style-type: none"> ● Intermediate Unit 3: Clothing and Shopping for Clothes ● Intermediate Unit 4: Towns and Directions ● Intermediate Unit 6: Parties and Celebrations ● Intermediate Unit 8: Daily Routine ● Intermediate Unit 9: At the Doctors ● Intermediate Unit 10: Past holidays <p>Units which focus on making plans:</p> <ul style="list-style-type: none"> ● Intermediate Unit 5: Going on Holiday ● Intermediate Unit 6: Parties and Celebrations ● Intermediate Unit 7: Making Plans <p>Units which focus on negotiating:</p> <ul style="list-style-type: none"> ● Intermediate Unit 1: Ordering in a Restaurant ● Intermediate Unit 2: Shopping for Food. ● Intermediate Unit 3: Clothing and Shopping for Clothes ● Intermediate Unit 4: Towns and Directions ● Intermediate Unit 9: At the Doctors
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Objective: Accessing and responding – Obtaining, processing, and responding to information through a range of spoken, written, digital and/or multimodal texts

Level:	Descriptor:	How this is supported in LP/LIA:
Stage 2 (year 3 & 4)	LFR2-2C Locates and classifies information in texts	In each Elementary Languages in Action unit, students have a vocabulary practice section where students complete multichoice questions to recognise key vocabulary.
	LFR2-3C Responds to texts in a variety of ways	In each Elementary Languages in Action unit, there is a comprehension section where students are required to watch a video with subtitles in the target language so that they can listen and read at the same time. They then have to answer comprehension questions based on the text. Question types include multichoice, drag and drop, and fill-in-the-gaps questions.
Stage 3: (year 5 & 6)	LFR3-2C Obtains and processes information in texts, using contextual and other clues	In each Elementary Languages in Action unit, there is a comprehension section where students are required to watch a video in the target language with subtitles so that they can listen and read at the same time. They then have to answer comprehension questions based on the text. Question types include multichoice, drag and drop, and fill-in-the-gaps questions.
	LFR3-3C Responds to texts using different formats	
Stage 4: (year 7 & 8)	LFR4-2C Identifies main ideas in, and obtains information from texts	In the Beginner Languages in Action units, there are comprehensive listening and reading comprehension sections within each unit. Each unit is made up of ten listening comprehension texts and ten reading comprehension texts. The texts have been written so that students are exposed to a variety of different text types. They are required to answer a wide variety of comprehension questions based on these texts, including: multichoice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. In some of the later Beginner units, students are required to give a personal response based on the text.
	LFR4-3C Organises and responds to information and ideas in texts for different audiences	
Stage 5: (year 9 & 10)	LFR5-2C Identifies and interprets information	In the Intermediate Languages in Action units, there are comprehensive listening and reading comprehension sections in each unit. Each unit is

	in a range of texts	made up of ten listening comprehension texts and ten reading comprehension texts. The texts have been written so that students are exposed to a variety of different text types. These include blog entries, emails, comics, phone messages, online messages, articles, reviews, recipes, menus, signs, brochures and many more. They are required to answer a wide variety of comprehension questions based on these texts, including: multichoice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. The questions within each unit are designed to test higher-level thinking skills, and students are not only required to answer simple comprehension questions but also give their own opinions and ideas based on the text, and compare and contrast ideas from the texts.
	LFR5-3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences	

Objective: Composing: Composing – creating spoken, written, bilingual, digital and/or multimodal texts

Level:	Descriptor:	How this is supported in LP/LIA:
Stage 2 (year 3 & 4)	LFR2-4C Composes texts in French using modelled language	In the Elementary Languages in Action units 1-5, students are required to put together sentences using drag and drop activities to create sentences. They are very short sentences based on sentence patterns that they have been introduced to throughout the unit. In the extension section, they are required to write words and sentences of their own based on the language and sentence patterns that have been repeated throughout the unit. They are also required to focus on the spelling of words in the Focus on Form section. In the Extension section of Elementary Languages in Action units 1-5,

		<p>students are given a speaking task where they must record themselves saying basic sentences in French based on the language and sentence patterns they have seen repeated throughout the unit.</p>
<p>Stage 3: (year 5 & 6)</p>	<p>LFR3-4C Composes texts in French using a series of sentences</p>	<p>In the Elementary Languages in Action units 6-10, students are required to put together slightly longer sentences using drag and drop activities to create sentences. These are sentences based on the language from the unit. In the extension section, students are required to fill in the gaps to complete sentences, and write some of their own sentences, based on the language introduced and modelled in the unit.</p> <p>When students are ready, they can progress to the Beginner units on similar topics which require them to write their own full sentences based on language from the unit.</p> <p>In both the Elementary and Beginner Languages in Action units, there are speaking sections where students have to record themselves saying a sentence, or multiple sentences, in French. At Elementary level, these are usually one sentence long, but from the Beginner level they become multiple sentences.</p>
<p>Stage 4: (year 7 & 8)</p>	<p>LFR4-4C Applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences</p>	<p>In the writing section of the Beginner Languages in Action units, students are required to write sentences in French using the key language structures and vocab introduced in the unit. There are a variety of tasks, ranging from answering a question in the target language based on the topic, describing pictures, writing about oneself, and, in some of the later units, writing texts appropriate to the unit -- like an advertisement.</p> <p>In the speaking sections of the Beginner Languages in Action units, students are given speaking tasks where they are required to record monologues and dialogues based on the topics studied, but also listen to questions in the target language, and record their answers.</p> <p>In the Extra for Experts sections of Beginner Languages in Action units, students are required to compose texts that relate to the topic, but in a</p>

		different context than what is required in the Writing section of the same unit. These include a variety of different formats for different audiences, some examples are: songs, movies and posters. These tasks take students beyond simply writing about themselves, and require them to think, write and speak about other people and environments.
Stage 5: (year 9 & 10)	LFR5-4C Experiments with linguistic patterns and structures to compose texts in French using a range of formats for a variety of contexts, purposes and audiences	<p>In the writing section of the Intermediate Languages in Action units, students are required to write paragraphs in French using the key vocabulary, expressions and grammar structures from the unit. They are required to write a variety of different text types depending on the focus of the unit.</p> <p>In the speaking section of the Intermediate Languages in Action units students are required to record both monologues and conversations relating to the topic. There are a variety of different contexts, and students are expected to adapt their language appropriately.</p> <p>In the Extra for Experts section of the Intermediate Languages in Action units, students are required to compose written and spoken texts which involve a range of formats for a variety of contexts, purposes and audiences. These include catalogues, recipes, instructions, itineraries, brochures, and many more. Students are expected to use the language from the unit to complete the task.</p>

Understanding Strand:

Objective: Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

Level:	Descriptor:	How this is supported in LP/LIA:
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<p>Stage 2 (year 3 & 4)</p>	<p>LFR2-5U Recognises pronunciation and intonation patterns of French</p>	<p>In the comprehension activities in the Elementary Languages in Action units, students watch short videos with native-speaker recordings, then answer comprehension questions based on what they have seen and heard. Through these videos, they are exposed to basic pronunciation and intonations.</p> <p>In the vocabulary section of the website, students are exposed to native-speaker pronunciation of each word, which they can then practise in the speaking mode.</p> <p>In the Introduction section of each of the Elementary Languages in Action unit, there are recordings of all the key words and expressions which students can listen to as they read the slide.</p>
	<p>Demonstrates understanding of basic French writing conventions</p>	<p>In the Vocabulary Practice questions in the Elementary Languages in Action units, students are required to recognise all the key vocabulary and expressions for each unit.</p> <p>In the extension section of the Elementary Languages in Action units, there is a Focus on Form section which requires students to focus on the spelling of words. They are required to drag letters into the correct order to spell each word.</p>
	<p>LFR2-6U Demonstrates understanding of elements of French grammar in familiar language patterns</p>	<p>In the comprehension section of the Elementary Languages in Action units, students are exposed to basic grammatical structures in the comprehension texts, and are then required to understand these in context, and answer comprehension questions.</p>
	<p>LFR2-7U Demonstrates an awareness of how familiar texts are structured</p>	<p>In the comprehension section of the Elementary Languages in Action units, students are exposed to basic familiar texts, and gain an awareness of how they are structured.</p>
<p>Stage 3:</p>	<p>LFR3-5U</p>	<p>In the Comprehension section in each of the Elementary Languages in</p>

(year 5 & 6)	Applies key features of French pronunciation and intonation	<p>Action units, students are required to listen to a variety of comprehension texts with native-speaker recordings. They also hear the recordings in the introduction sections of each unit, where there are recordings of all the key words and expressions. In the speaking section of each unit, students can then practise their pronunciation and intonation for these words and expressions, and they can apply what they have learned in the earlier sections.</p> <p>Using the Speaking Mode in vocabulary lists, students can also practise their pronunciation and intonation.</p>
	Applies basic French writing conventions	<p>In the writing section of the Elementary Languages in Action units, students are required to complete a variety of activities. First, they have to drag words into order to complete a sentence, and then, in the extension section, they are required to write some full word and sentence answers, applying basic writing conventions.</p> <p>In the extension Section, we also have the Focus on Form section which requires students to practise their spelling by dragging letters into the correct order to form a word.</p>
	LFR3-6U Demonstrates an understanding of French grammatical structures	In the comprehension questions, students are required to understand basic grammatical features in context, and to answer comprehension questions based on texts containing these grammatical features. In the writing and speaking section, students are required to put words into order and compose their own sentences using the basic grammatical structures that they have been exposed to.
	LFR3-7U Recognises how texts and language use vary according to context and purpose	In the comprehension sections of the Elementary Languages in Action units, students are exposed to many of different texts, and learn to recognise how texts and language use varies according to context and purpose.
Stage 4:	LFR4-5U	In the listening comprehension section of each Beginner Languages in

(year 7 & 8)	Applies French pronunciation and intonation patterns	Action unit, the students are exposed to native-speaker pronunciation. In the speaking section of each unit, students are required to record a variety of speaking task, they can then listen back to their recording and check their pronunciation. With our speaking mode in vocabulary activities, students also get the chance to focus on pronunciation and intonation, and can compare themselves to a native speaker.
	Demonstrates understanding of key aspects of French writing conventions	In the writing section of Beginner Languages In Action units, students are required to complete several writing tasks which involve writing full sentences in French. In order to complete this they need to understand key aspects of writing conventions which are modelled in the unit.
	LFR4-6U Applies features of French grammatical structures and sentence patterns to convey information and ideas	In each of the Beginner Languages in Action units, there are grammar lessons which introduce key grammar points and provide students with explanations and scaffolded activities to practise the grammar point. Students can then use the grammar point in their writing and speaking activities to convey information and ideas.
	LFR4-7U Identifies variations in linguistic and structural features of texts	In the listening and reading comprehension sections of the Beginner Languages in Action units, students are exposed to a variety of different texts and text types. Through the comprehension questions, they are required to recognise a variety of different linguistic and structural features.
Stage 5: (year 9 & 10)	LFR5-5U Demonstrates how French pronunciation and intonation are used to convey meaning	In each Intermediate Languages in Action unit, there is a speaking section where students are required to record themselves speaking about a topic that relates to the unit being studied. They are able listen back to their recording and moderate their pronunciation and intonation, and can re-record as many times as they choose to in order to make this accurate. With the speaking mode in vocabulary lists, students are able to focus on their pronunciation and intonation by comparing their recording of a word to a native speaker's pronunciation.
		In the writing section of each Intermediate Languages in Action unit,

	Demonstrates understanding of how French writing conventions are used to convey meaning	students are required to complete an extensive writing task based on the topic of the unit. In these writing tasks, they must demonstrate an understanding of how writing conventions are used to convey meaning.
	LFR5-6U Analyses the function of complex French grammatical structures to extend meaning	In each Intermediate Languages in Action unit, there is a grammar section which introduces students to some key grammatical points. There are explanations of each grammar point, and a series of scaffolded activities to practise it. Students are then required to demonstrate their understanding of the grammar point later in the unit by using it in context in their writing and speaking activities.
	LFR5-7U Analyses linguistic, structural and cultural features in a range of texts	In the reading and listening comprehension texts in the Intermediate Languages in Action units, students are exposed to a wide variety of text types, and are required to analyse these within the context of the comprehension questions.

Objective: The role of Language and Culture: Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Level:	Descriptor:	How this is supported in LP/LIA:
Stage 2 (year 3 & 4)	LFR2-8U Recognises how terms and expressions reflect aspects of culture	Each level of Languages in Action includes some cultural information in the introduction section of each unit which relates to the topic. We plan on extending our cultural material more in 2019 in order to be more aligned with what is suggested in these outcomes.
Stage 3: (year 5 & 6)	LFR3-8U Makes connections between cultural practices and language use	
Stage 4:	LFR4-8U	

(year 7 & 8)	Identifies that language use reflects cultural ideas, values and beliefs	
Stage 5: (year 9 & 10)	LFR5-8U Explains and reflects on the interrelationship between language, culture and identity	