

FRENCH



in the New Zealand CURRICULUM

Published 2002 for the Ministry of Education by
Learning Media Limited, Box 3293, Wellington, New Zealand.
www.learningmedia.co.nz

Copyright © Crown 2002, except the photograph used on the cover
and pages 27 and 85, which is copyright © Don Suiter 1998
All rights reserved. Enquiries should be made to the publisher.

Dewey number 440
ISBN 0 478 24699 4
Item number 24699

Contents

5	Foreword
6	Introduction
8	Why Learn French?
10	Some Issues for Learning and Teaching French
13	The Essential Skills
13	Attitudes and Values
14	Learning-how-to-learn Partnership
16	Communicative Language Teaching
19	The Process of Teaching and Learning
20	The Structure of <i>French in the New Zealand Curriculum</i>
20	Levels
20	Proficiency Statements
21	Achievement Objectives and Examples
21	Strands
22	Suggested Language Focus and Vocabulary
23	Suggested Learning and Assessment Activities
24	The National Qualifications Framework: Assessment against Standards and for the National Certificate of Educational Achievement
25	An Approach to Programme Planning
26	The Programme-planning Cycle
27	French in the New Zealand Curriculum: Levels 1–8
29	Levels 1 and 2 Proficiency Statement: Emergent Communication
30	Level 1: Emergent Communication
36	Level 2: Emergent Communication
43	Levels 3 and 4 Proficiency Statement: Survival Skills
44	Level 3: Survival Skills
50	Level 4: Survival Skills
57	Levels 5 and 6 Proficiency Statement: Social Competence
58	Level 5: Social Competence
64	Level 6: Social Competence
71	Levels 7 and 8 Proficiency Statement: Personal Independence
72	Level 7: Personal Independence
78	Level 8: Personal Independence
86	Glossary of Terms

Foreword

New Zealand needs people who are fluent in a variety of international languages in order to participate successfully in cultural exchanges, diplomacy, education, trade, and tourism. Increasing the number of New Zealanders with French-language and intercultural skills is an important step in maintaining and strengthening New Zealand's social, economic, and political ties with French-speaking countries. Learning new languages plays a valuable part in the education of young New Zealanders.

French in the New Zealand Curriculum provides the basis for French language programmes in primary and secondary schools. It gives students the opportunity to learn French from the earliest practicable age and sets out a clear progression of achievement in language skills and cultural knowledge.

French in the New Zealand Curriculum is designed to assist teachers to plan and implement programmes that encourage students to broaden their knowledge beyond cultural stereotypes and national boundaries and enable them to communicate effectively with other French speakers in a range of social situations.

In 1987, the Department of Education published *Syllabus for Schools: French in Secondary Schools*. *French in the New Zealand Curriculum* has been developed as a result of extensive consultation with leading teachers and educators in the field of French language teaching. Draft guidelines were prepared and circulated to schools and other interested groups for comment in 2001. The views of all those who responded have been taken into account in preparing these final curriculum guidelines.

I am grateful to all those who contributed to this project, including the writers, the members of the review group, reference groups, Ministry staff, advisers, members of the Cultural Services of the French Embassy, and all the teachers who so willingly contributed their time, experience, and expertise.



Howard Fancy
Secretary for Education

Introduction

French is included in Language and Languages, an essential learning area of *The New Zealand Curriculum Framework*.

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus. It enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relations and trade. Students will be able to choose from a range of Pacific, Asian, and European languages, all of which are important to New Zealand's regional and international interests.

The New Zealand Curriculum Framework, page 10

Learning French plays a valuable part in the education of young New Zealanders. The publication of these French curriculum guidelines signals to French-speaking people around the world that New Zealand is seriously interested in maintaining and strengthening its social, economic, and political ties with French-speaking countries.

French in the New Zealand Curriculum provides teachers with a basis for planning programmes for students learning French in New Zealand primary and secondary schools. Such programmes will make French language and culture accessible to learners and will raise awareness of the importance of the French language. These curriculum guidelines are also intended to stimulate the development of teaching resources and to encourage dynamic and innovative teaching approaches that are responsive to the individual needs of learners.

The document is designed to be flexible enough to support many different kinds of learning programmes. This flexibility is essential because the needs and interests of individual learners differ and because French is taught in a variety of contexts (including primary, intermediate, middle, and secondary schools) and in different ways (for example, face-to-face in classrooms and through distance education).

For every two of the eight curriculum levels,¹ the guidelines include a proficiency statement. At each level, there is a list of achievement objectives (with examples) along with the following strands: sociocultural aspects, topics, text types, receptive skills (listening and reading), and productive skills (speaking and writing). There are also lists of structures and vocabulary typically associated with these objectives. Finally, there is a list of suggested learning and assessment activities. Although some teachers may wish to introduce achievement objectives in the order in which they are listed within a level, others may prefer to reorder and/or combine the achievement objectives in ways they consider more suitable for particular groups of learners. Refer to pages 25–26 for further information about using the curriculum for programme planning and to page 21 for more suggestions about when the achievement objectives may be introduced.

¹In these guidelines, the term “level” always means “curriculum level” unless otherwise specified.

In preparing these guidelines, reference was made to a considerable body of national and international research on the teaching and learning of modern languages. In particular, reference was made to the draft *Common European Framework of Reference* (CEFR) for languages.² That framework was considered important because it provides a **comprehensive, transparent, and coherent** account of language competencies. In addition, it is designed to assist teachers, curriculum designers, and governments to plan language teaching in ways that allow for meaningful forms of assessment and for meaningful comparisons across languages in terms of the formulation and achievement of objectives at different levels. For example, the same overall objective may appear at the same level in curriculum documents designed for a range of different languages. However, the specific ways in which that overall objective is achieved at that level will vary considerably from language to language.

² The Council of Europe (1996). *Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference*. Retrieved November 26 2001 from the Council of Europe website: <http://culture.coe.fr/lang/eng/eedu2.4.htm>

Why Learn French?

Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as French, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism.

The French language is used widely throughout the world, both as a first and as a second language. It is spoken by over two hundred million people in more than forty different countries.

- French is the official language in over twenty countries and one of the official languages in several more (including Belgium, Canada, Haiti, Switzerland, Ivory Coast, and Mali).
- In France alone, there are over fifty-one million French speakers. In Canada, there are more than seven million; in Belgium, more than three million; and in Switzerland, more than one million.
- French is the principal international language of millions of inhabitants of Vietnam, Laos, and Cambodia. It is spoken by Africans in many countries (including Benin, Burkina Faso, Cameroon, Guinea, Madagascar, and the Democratic Republic of the Congo); French-speaking Africa represents an area larger than the United States of America.
- French is also spoken by our near neighbours in New Caledonia and Vanuatu and on the Pacific islands (including Tahiti) that make up French Polynesia.

Along with English, French is one of the official working languages of:

- the United Nations;
- the International Monetary Fund;
- the International Labour Bureau;
- the International Olympic Committee and the Olympic Games;
- the European Community and the Council of Europe;
- the International Red Cross.

It is the dominant working language of:

- the European Court of Justice;
- the European Tribunal of First Instance;
- the European Court of Auditors in Luxembourg;
- the Press Room at the European Commission in Brussels, Belgium.

After English, French is thought to be the second most widely used language for Internet communication. There are many high-quality Internet sites available in French.

English and French have borrowed extensively from each other. Because of this, English and French share a wide range of concepts and vocabulary, making French much easier for English speakers to learn than many other languages.

France is one of the world's largest economies. It is also a substantial importer of New Zealand products, especially foodstuffs. French investment in New Zealand is significant. A number of French companies have set up offices here or have investment links with New Zealand companies.

Young people who combine study of the French language with study of business, law, trade, science, engineering, technology, tourism, or politics may find excellent career opportunities, especially as France offers a range of generous scholarships to our graduate students.

By learning French, young New Zealanders can:

- broaden their understanding of people and their languages and cultures;
- develop skills, attitudes, and understandings that will help them to learn other languages;
- learn more about their own first language through becoming aware of how it resembles, and differs from, the French language;
- become confident in communicating with native French speakers about personal and cultural issues, trade, travel, tourism, and other areas of mutual interest;
- learn to appreciate and enjoy the literatures and cultures of French-speaking countries and people;
- broaden their career opportunities, both in New Zealand and internationally;
- travel with confidence not only in France but also in the other countries where French is a day-to-day medium of communication;
- participate more fully as citizens of a multilingual world in which many different languages are spoken and many people can speak two, three, or more of them.

Learning another language can improve performance in the learner's first language and is highly recommended not only for students who have particular strengths in language learning but also for those who find language and language-related activities challenging.

Above all, learning French can be fun. Enjoyment and a sense of achievement are likely to provide the strongest motivation for learning in the early years.

Some Issues for Learning and Teaching French

Teachers should be aware of the following important issues relating to the teaching and learning of French.

The Need for a Flexible Curriculum

There are growing demands on language-learning programmes. Teachers need to plan programmes for students with diverse needs within a wide range of learning situations.

Languages are often introduced in primary, intermediate, and middle schools as well as in secondary schools and tertiary institutions. Many students learn languages in the context of distance education.

Learning another language offers intellectual challenges for all students and can improve their performance in their first language. Teachers need to cater for students with very different aptitudes and abilities, including students with special needs (for example, students who have varying degrees of sight or hearing impairment). In every class, students respond in different ways to the learning activities provided. The curriculum, then, needs to be flexible and adaptable if it is to be useful to teachers and students.

In the context of the seamless curriculum, *French in the New Zealand Curriculum* provides language educators with an indication of what they can expect their students to have achieved at each curriculum level. This information will help them to assess their students in order to plan for their needs as the students move from one learning environment to another.

Teachers should not feel inhibited about responding to the needs and interests of their own students, even when this means introducing particular achievement objectives much earlier than is indicated in the curriculum. For example, some teachers may feel that some or all of their students would benefit from being introduced to simple ways of referring to past and future events, even in the early stages of learning. Whereas the main teaching focus for this comes in level 5, teachers may wish to include aspects of the *passé composé* earlier, for example, *j'ai fini*, when students are using and responding to simple classroom language in order to achieve 1.7. They may feel that this allows for more interesting and varied communication. So long as the students can cope, there is no reason why such decisions should not be taken. However, summative assessment will relate to the curriculum itself rather than to any extensions to that curriculum that are introduced in the case of particular groups or individuals.

Using the Curriculum for Programme Planning

French in the New Zealand Curriculum is intended to provide a sound basis that teachers can build on in planning their programmes. At each curriculum level, these guidelines set out achievement objectives for students to work towards. Teachers need not introduce these in the order in which they are presented within each level in the document. For example, they may decide to introduce achievement objective 2.4 before achievement objective 2.1. They may also decide to combine aspects of more than one achievement objective within a single lesson.

In those schools where French is introduced for a very short period as a “taster”, it may not be possible for students to meet all the achievement objectives at level 1 in the time available. Beginning language students in primary and middle schools may spend considerably longer working within level 1 than beginning language students in secondary schools. On the other hand, teachers may sometimes wish to combine two levels (for example, levels 1 and 2) into a single, integrated programme.

Although teachers at the initial planning stage will use specific information (for example, information about their students’ needs and the school’s language policy) when deciding what to cover during their programme, they may later make changes when they learn more about particular student needs or interests. Sometimes teachers may simply change the order in which they introduce new aspects of learning. At other times, it may be useful to make more major changes to the planned programme.

The Relationship between Language and Culture

Language and culture are closely related. The cultures of the people who share a language change and develop both as the language changes and as it spreads throughout the world. Because there are now French speakers in so many different parts of the world, there are, inevitably, both cultural differences and cultural similarities among them. Learners of French should appreciate this fact and understand that the characteristics of French-speaking people vary greatly, just as those of English-speaking people do.

Students should learn that speaking a different language involves much more than simply conveying the same message in different words. Communicating in another language means being sensitive not only to what is said (and what is left unsaid) but also to how something is said. Every language involves gestures as well as words and indirect messages as well as direct ones. As students come to appreciate this, they begin to understand the interaction between language and culture. Teachers of French should take cultural considerations into account throughout their programmes and should try to include materials designed for native speakers of French whenever possible, adapting them to suit their students if necessary.

Which Form of French Should Be Used?

French is spoken as a first or second language in many different parts of the world, and there are differences in pronunciation and usage in different areas. Students are likely to be interested in these differences and will need to know about some of them if, for example, a trip to French Polynesia is planned. However, most French speakers can read and understand standard French, which is the variety of French used in these curriculum guidelines.

Using Technologies for Teaching and Learning French

Information communication technologies make a wide range of language-learning opportunities available to students, including many who do not have ready access to school-based programmes. Such opportunities add to the mix of approaches that teachers can use.

Computers can be very useful for a French programme. The wide range of computer software and applications available includes a variety of high-quality resources. These enable students to take part in many kinds of language-learning and language-reinforcement activities, from word-processing to interactive vocabulary building.

The Internet provides access to information about the French language, French-speaking countries and peoples, and French literature and cultures. The Internet can also provide a direct link between learners of French in different New Zealand schools and between learners of French in New Zealand and native speakers of French overseas. In addition, the Internet can be used to establish links between teachers of French in different schools in New Zealand. Teachers who might otherwise feel isolated professionally can contact one another by email and share ideas, lesson plans, and resources.

The Essential Skills

Language study contributes significantly to developing the essential skills outlined in *The New Zealand Curriculum Framework*.

Communication skills are the foundation for language learning. Other essential skills are practised and extended as an integral part of the language programme.

Information skills are developed as students organise and analyse information, interpret different points of view, and distinguish fact from opinion.

Students develop their **problem-solving skills** when they make connections and establish relationships both within the French language and between French and their first language.

They develop their **self-management skills** and **competitive skills** through activities that encourage them to take responsibility for their own learning and through taking up opportunities to monitor their own progress and to better their own achievements over time.

For effective language learning and successful communication, students need to develop **social and co-operative skills**. The pair and group activities that are fundamental to modern language learning are based on the development of these skills. Furthermore, language learning involves a type and quality of social and cultural awareness that is likely to have a marked, positive effect on students' social interactions.

Students' **work and study skills** can be developed and reinforced through activities that encourage self-motivated and self-directed learning and through an emphasis on their developing ability to record and monitor their own learning.

Numeracy skills are enhanced as students learn to manipulate French in mathematical contexts, including by telling the time, discussing dates, and using measurements.

Physical skills are also used in language learning. Students learn best when all their senses are involved, so several of the learning tasks suggested in these guidelines involve drama and other physical activities.

Attitudes and Values

The attitudes and values outlined in *The New Zealand Curriculum Framework* will be reflected in the French-language classroom. The French curriculum will help students to develop and clarify their own values and beliefs and to respect and be sensitive to the rights of people whose values and beliefs differ from their own. As they explore the attitudes of individual French-speaking people and those of their societies, students will develop greater understanding of their own attitudes and values. As they discover the benefits of learning a new language, students can develop positive attitudes towards learning as a life-long process.

Learning-how-to-learn Partnership

A learner's language competence increases as responsibility for learning is transferred progressively from the teacher to the learner. To facilitate the development of language-learning skills, **teachers** need to:

- consistently build up students' self-esteem in the context of learning French;

Focus positively on achievements, acknowledging that students progress at different rates and that recognising their successes leads to further success and greater efforts in the future.
- continuously monitor students' progress and respond positively to their individual and group needs;

Be prepared to adapt plans and goals and to revisit material in different ways, recognising that the students are unlikely to make significant progress without a solid foundation.
- recognise that both accuracy and fluency are important;

Create opportunities for uninterrupted fluency practice and find non-threatening ways to help the students correct errors when appropriate.
- understand that second languages are learned by different students in different ways;

Provide a range of different kinds of activities, acknowledging that students learn in a variety of ways.
- accept that language acquisition is a continuous but uneven process;

Remember that it is natural for students to appear from time to time to have lost ground as they go through the process of assimilating new knowledge and understanding in preparation for another period of growth and development.
- set clear, achievable goals with students and ensure that all the students understand their goals;

Explain to the students the purposes of the different types of activities.
- create an effective, co-operative learning environment;

Encourage the students to interact positively with one another as well as with the teacher and to actively show that they value one another's contributions.
- plan activities where students work together in pairs and groups as well as individual and class activities;

Provide many opportunities for the students to communicate with one another, and ensure that all students ask questions and make comments as well as responding to questions and providing information.
- encourage students to express their interests and preferences;

Give the students opportunities to make informed decisions about their own learning and to engage with topics that they find interesting.
- use French for classroom management wherever possible;

Encourage the students to use French to ask and respond to questions, to seek clarification, and to offer information and suggestions.
- recognise that not everything can be taught and that students may learn aspects of French language and culture that have not been explicitly introduced.

Progressively nurture independent, self-motivated language learning.

To succeed as learners of a second language, **students** need to:

- understand what they are trying to achieve in language learning;
- monitor their own progress towards their language-learning goals;
- be positive, active, and willing learners of language and culture;
- become aware of, and progressively build on, the language and language-learning skills that they already have;
- discover and develop language skills and language-learning skills that are useful beyond the classroom;
- develop a range of skills to help them negotiate meaning;
- learn to use appropriate reference materials;
- feel confident in experimenting and taking risks with French as part of the language-learning process.

Communicative Language Teaching

The phrases “communicative approach” and “communicative language teaching” are often used but seldom defined. For this reason, it is important to be clear about what these phrases mean in the context of both this document and the teaching and learning of modern languages in New Zealand generally.

Communicative language teaching is teaching that encourages learners to engage in meaningful communication in the target language – communication that has a function over and above that of language learning itself. Any approach that encourages learners to communicate real information for authentic reasons is, therefore, a communicative approach. This includes various types of information gap activities, which require students to seek information that they genuinely need in order to complete some task. Classroom-based language tuition will inevitably be artificial in some respects. However, those who subscribe to the ideals of communicative language teaching aim to keep such artificiality to a minimum and avoid language exercises that are out of context and essentially meaning-free.

The communicative movement recognises that language learning involves much more than control of language forms. It involves:

- fluency as well as accuracy;
- listening and speaking as well as reading and writing;
- sensitivity to what is culturally and linguistically appropriate in different contexts;
- awareness of how conversations progress **and** how different types of text (for example, personal letters and instruction manuals) are constructed.

It is unrealistic to expect error-free production at all times.

Students reach higher levels of competence in French when they are actively engaged in the language, that is, when they are taking part in activities that involve listening, speaking, reading, and writing about subjects that they find genuinely interesting and relevant. Students’ confidence will grow as they learn to use the resources of the French language (including its structures and vocabulary) with increasing accuracy and appropriateness in relevant, meaningful contexts.

To encourage students to use French for meaningful communication	
<ul style="list-style-type: none"> • <i>teachers should make sure that:</i> 	<ul style="list-style-type: none"> • <i>students should be given opportunities to:</i>
<ul style="list-style-type: none"> – French is used as much as possible in the learning environment; – interactive, learner-centred activities are central to the programme; – language structures are introduced and practised in meaningful contexts; – all aspects of communicative effectiveness are considered; – students develop strategies for interpreting messages that include some unfamiliar language. 	<ul style="list-style-type: none"> – speak as well as to listen, and to initiate communication as well as to respond, focusing sometimes on fluency and sometimes on both fluency and accuracy; – work together in pairs and groups to share information and solve problems; – discuss topics of genuine interest to them; – discuss the roles that body language, tone of voice, and intonation play in communication; – make use of context and visual clues, such as gesture, to work out the meanings of new words.

From time to time, it is necessary to use communicative grammar activities, which encourage students to practise grammar in contexts that reflect real-life communication as realistically as possible. This is an important aspect of communicative language teaching. Communicative grammar activities are not just opportunities for students to practise grammar for its own sake. Such activities always have a genuine communicative purpose, for example, seeking or providing the information required to complete a task successfully. If an activity involves a student asking to be told something that they already know, the activity is not a communicative one – and the students are not likely to find it rewarding.

Communicative grammar activities involve an information gap of some kind. For example, two students could role-play a phone conversation in which they discuss when to get together to watch a video. Each student has a timetable of prior commitments and needs to find out when the other is free.

Qu'est-ce que tu fais?

Example:

A: *Qu'est-ce que tu fais vendredi après-midi?*

B: *Je vais chez le dentiste. Et toi, qu'est-ce que tu fais samedi matin?*

A: *Je vais faire des courses en ville. Qu'est-ce que tu fais dimanche soir?*

B: *Rien. A dimanche soir, alors.*

Grammar activities in the language-learning classroom can be used either for highly controlled practice (that is, where the precise required response is predictable) or for less controlled practice (that is, where some students may produce the target language but where others may communicate their message in a different way). In less controlled practice, more advanced students have opportunities to use their more extensive repertoire. For both kinds of practice, teachers need to develop activities that are appropriately demanding in both cognitive and linguistic terms.

These activities should always take place in a context with a genuine reason for exchanging information. In the initial stages of learning, the reason may relate only to the classroom, but within this context, the communication should be authentic. Authentic language-learning activities are those in which learning is adequately contextualised in realistic ways and where a genuine need for communication is established.

The Process of Teaching and Learning

Students should have as many opportunities as possible to practise, and experiment with, new and assimilated language in meaningful contexts. For example, they should be involved in small-group activities and use materials that are challenging, build confidence, and facilitate their language development. In addition, the teaching and learning programme should support their personal abilities and learning requirements.

Many language classes are made up of students with very different aptitudes and abilities. It is useful to encourage students to work in pairs and groups and to provide students with computer-based resources that are appropriate to their specific needs and interests.

Students learn in different ways. Teachers' awareness of this should be reflected in the variety of resource materials, activities, and tasks they provide for their students. Usually, there is more than one way to achieve a desired outcome. Wherever possible, therefore, students should be given a choice of route (that is, of the way they learn particular skills or knowledge) as part of their development towards self-motivated learning. The establishment of a self-access centre (see the glossary), however small, can support this process.

Students should have frequent opportunities to use challenging materials that, in different ways, help them to develop the ability to communicate in French. A variety of materials and text types is likely to be stimulating and motivating.

Many textbooks contain interesting and developmentally appropriate materials, which may be supplemented by audio and video items. Teachers may need to adapt these materials to suit the particular needs and interests of their students. Sometimes classes will use items designed primarily for native French speakers (for example, magazines, films, train timetables, menus). Teachers may, for a specific purpose, introduce materials that include language likely to be unfamiliar (for example, to encourage their students to work out the overall gist of a message). It is often useful to adapt or simplify existing materials. Those that teachers create with their own students in mind can be particularly effective.

The Structure of French in the New Zealand Curriculum

Levels

As students progress through the eight curriculum levels, they become familiar with a broadening range of vocabulary, increasingly complex language structures, and increasingly challenging contexts for language use. The range and complexity of the achievement objectives increases from level to level. When deciding whether a student has met the requirements of achievement objectives at a particular level, the teacher should consider whether the student has demonstrated:

- the ability to understand and use the kinds of French vocabulary suitable for that level appropriately and accurately;
- the ability to understand and use the kinds of constructions suitable for that level appropriately and with increasing accuracy;
- the ability to understand and create texts of the types suggested at that level;
- the ability to cope with the kinds of learning activities suggested at that level;
- an increasing ability to engage in self-motivated and self-directed learning.

The levels described in these curriculum guidelines do not coincide with traditional year levels or with students' years of schooling. The age at which students begin learning a language will be one factor in determining what level or levels a class might work within in the course of one year. For example, many students in a year 7 class might work towards level 1 objectives only, but many students beginning to learn French in year 9 might be able to meet the achievement objectives for levels 1 and 2 within one year.

Proficiency Statements

For every two curriculum levels, a proficiency statement describes the level of language proficiency that students are expected to achieve. For example, the following statement is made for levels 1 and 2 on page 29:

By the end of level 2, learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and they can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Learners are developing an awareness of the language-learning process.

The proficiency statements describe what is expected at each stage in the following progression of language development:

- emergent communication (at levels 1 and 2);
- survival skills (at levels 3 and 4);
- social competence (at levels 5 and 6);
- personal independence (at levels 7 and 8).

Achievement Objectives and Examples

At each curriculum level, a range of new achievement objectives is introduced. They represent core expectations for that level. However, the achievement objectives are not intended to be associated only with the curriculum level at which they are first introduced. Each achievement objective should be revisited from time to time as learners progress through the curriculum levels. In this way, learners can be introduced gradually to a range of ways of achieving the same objective. For example, at level 4 the achievement objective “give and seek permission” is introduced. At this level, this objective is associated with the following example:

Maman, est-ce que je peux aller chez Marc?

Oui, mais tu dois rentrer avant dix heures.

However, when it is revisited at a higher level, this achievement objective might be associated, for example, with conjunctions expressing result (*sinon* and *autrement*).

Maman, je fais mes devoirs chez Marc, OK?

D'accord, mais rentre avant dix heures sinon demain tu seras trop fatigué.

Thus, the approach to achievement objectives is intended to be cumulative, the revisiting of objectives allowing for an upward spiral of achievement as learners progress through their programmes.

The achievement objectives need not be introduced in the order in which they are listed, nor need they be introduced separately. There may, for example, be advantages in combining aspects of more than one achievement objective from a particular level in a single lesson.

In planning their programmes, teachers may draw on the achievement objectives in different ways. For example, some teachers may wish to combine objectives 3.1 and 3.4, incorporating information about how people travel (3.4) into discussion of habits and routines (3.1).

Strands

At each curriculum level, suggestions are included for the following strands: sociocultural aspects, topics, text types, receptive skills (listening and reading), and productive skills (speaking and writing).

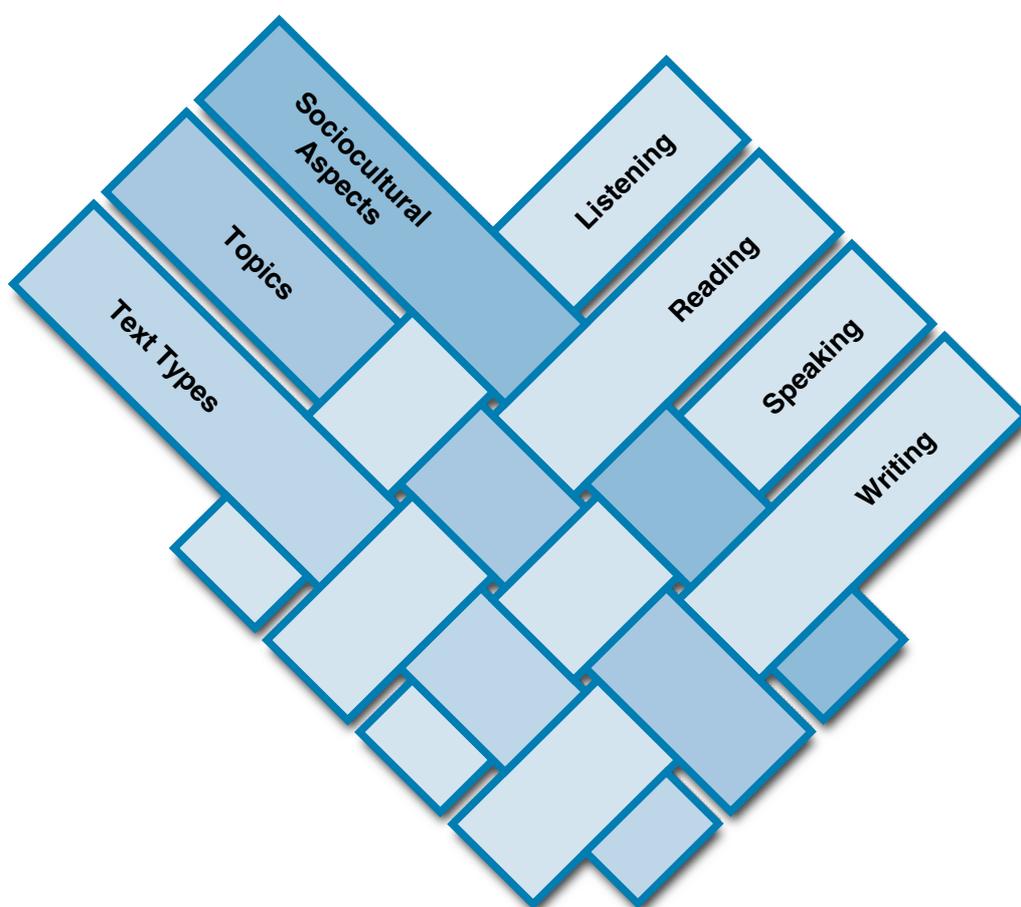
The **sociocultural aspects** suggested in these curriculum guidelines provide minimal cultural content. They are intended to be neither exhaustive nor exclusive. Although the sociocultural aspects listed at each level have been selected with the achievement objectives for that level in mind, they can also be introduced effectively at other levels.

The cultural content of French programmes should be current, relevant, and varied. Learning about social and cultural aspects of French-speaking communities will enable students to compare these aspects with those of New Zealand communities and to understand the wide variety of cultural characteristics of French-speaking people. In order to ensure that the cultural interests of all of their students can be addressed, teachers need to keep their own cultural knowledge up to date, remembering that there are cultural differences not only among French speakers in different countries but also among French speakers within one country.

The **topics** listed at each curriculum level have been suggested with the achievement objectives for that level in mind. Teachers may integrate some of these topics with others of their own choice or reassign topics to a different level.

At each curriculum level, a range of **text types** is included. They have been suggested on the basis of their relevance to the achievement objectives. Examples of written text types are email messages and shopping lists. Spoken text types include announcements and conversations.

As students progress through the curriculum levels, their competence in both **receptive skills** (listening and reading) and **productive skills** (speaking and writing) will increase. For example, a level 1 productive skill is to “write simple, familiar words, phrases, and sentences using the conventions of written language, such as accents and punctuation”, whereas at level 3 a productive skill is to “use resources (for example, dictionaries, glossaries) to experiment with some new language in their writing”.



Suggested Language Focus and Vocabulary

At each level, there are suggestions for language, including vocabulary, considered appropriate to the strands and achievement objectives. Teachers should adapt and supplement these suggestions in ways that relate to the interests and capabilities of their students and to the specific requirements of their own programmes.

Suggested Learning and Assessment Activities

The suggested learning and assessment activities at each level relate to the achievement objectives and the strands listed at that level. Teachers, with their students, will derive learning outcomes from the achievement objectives to meet particular student needs. Because students (and groups of students) will vary in their starting points, rates of progress, and interests, teachers will usually need to adapt the learning activities they use.

Assessment is a continuing process that measures the development of students' knowledge and skills against the stated objectives. Typically, assessment will be ongoing, and teachers will provide immediate, frequent, and regular feedback to enable students to develop their learning skills. Assessment will include teachers' informal observation of their students' classroom learning as well as end-of-unit tasks designed to measure and record their acquisition of language and development of language skills. In addition to teacher assessment, student assessment is extremely valuable. Students should be encouraged to monitor their own progress, using peer-assessment or self-assessment strategies as well as teacher-designed tasks in a range of situations and contexts.

Assessment should be based on activities that measure performance in communicative contexts. All forms of teacher assessment should have a diagnostic function, providing students with constructive feedback and helping teachers to evaluate the effectiveness of their programmes. Teachers should discuss the assessment procedures with their students and explain them clearly in ways that the students can understand.

Assessment should:

- motivate students;
- enable teachers to evaluate the effectiveness of both learning and teaching;
- diagnose and monitor students' strengths and needs, providing information for future programme development;
- provide relevant information for students, parents, school administrators, and the wider community.

Teachers are advised to:

- communicate regularly and informally with students about their progress and their needs, including the kinds of help they require;
- help students develop peer-assessment and self-assessment strategies;
- observe and record the progress of individual students (for example, by preparing individual learning profiles).

Students should be encouraged to:

- gain a clear idea of the goals they are working towards and an understanding of what these goals look and sound like in practice;
- measure and record their own progress, using criteria that show achievement in terms of what they can do with the French language;

- reflect on what and how they have learned so that they can understand the learning process better and work more effectively towards their language-learning objectives;
- maintain portfolios of their work, including samples of written French, audiotapes that record their progress in oral French, and any French-language-related projects.

Assessment should relate to the purposes for which language is used and should measure all aspects of communicative capacity, including fluency, appropriateness, and accuracy. Wherever possible, assessment strategies should allow for a range of responses rather than anticipating strictly predetermined language content.

In the assessment of students' progress and achievement in language skills, the emphasis given to listening, speaking, reading, and writing should reflect the balance of class activities. For example, programmes designed for younger learners may focus more on listening and speaking in the early stages, and assessment at these stages should reflect this focus.

The National Qualifications Framework: Assessment against Standards and for the National Certificate of Educational Achievement

French in the New Zealand Curriculum is the guiding document for developing a French teaching and learning programme. It is the principal reference point for achievement standards and unit standards, which are the "building blocks" of the qualifications on the National Qualifications Framework. These standards are not units of work in themselves: their function is to specify standards for assessment.

Assessment for the National Certificate of Educational Achievement will generally be managed within the school and by the teacher. The New Zealand Qualifications Authority provides advice on managing appropriate assessment systems and procedures to be used for this purpose. For further information, see www.nzqa.govt.nz

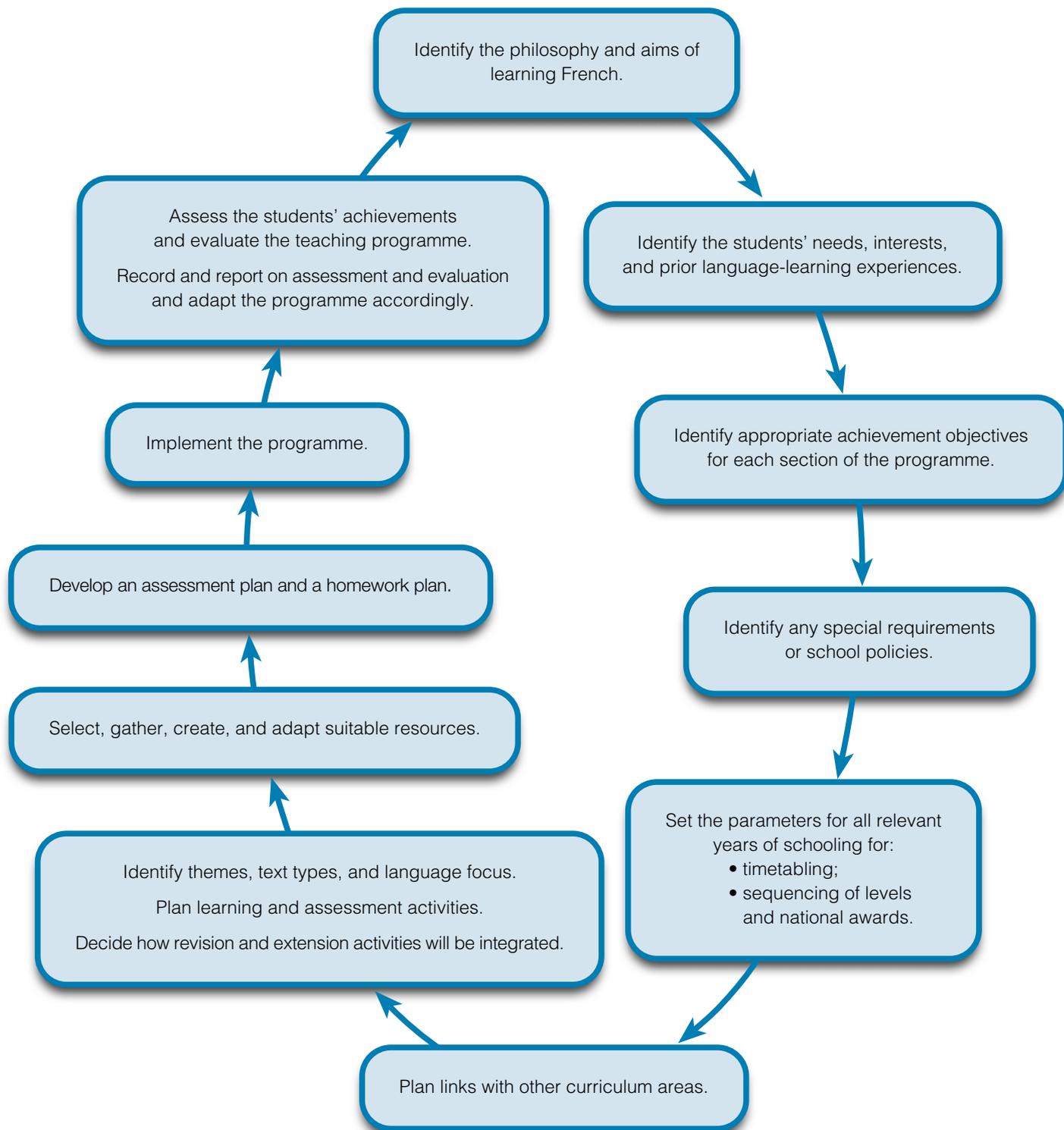
Standards for schools encompass levels 1 to 3 of the National Qualifications Framework. These qualification levels equate to levels 6 to 8 of the national curriculum guidelines. The National Certificate of Educational Achievement will be the main qualification for senior secondary students.

An Approach to Programme Planning

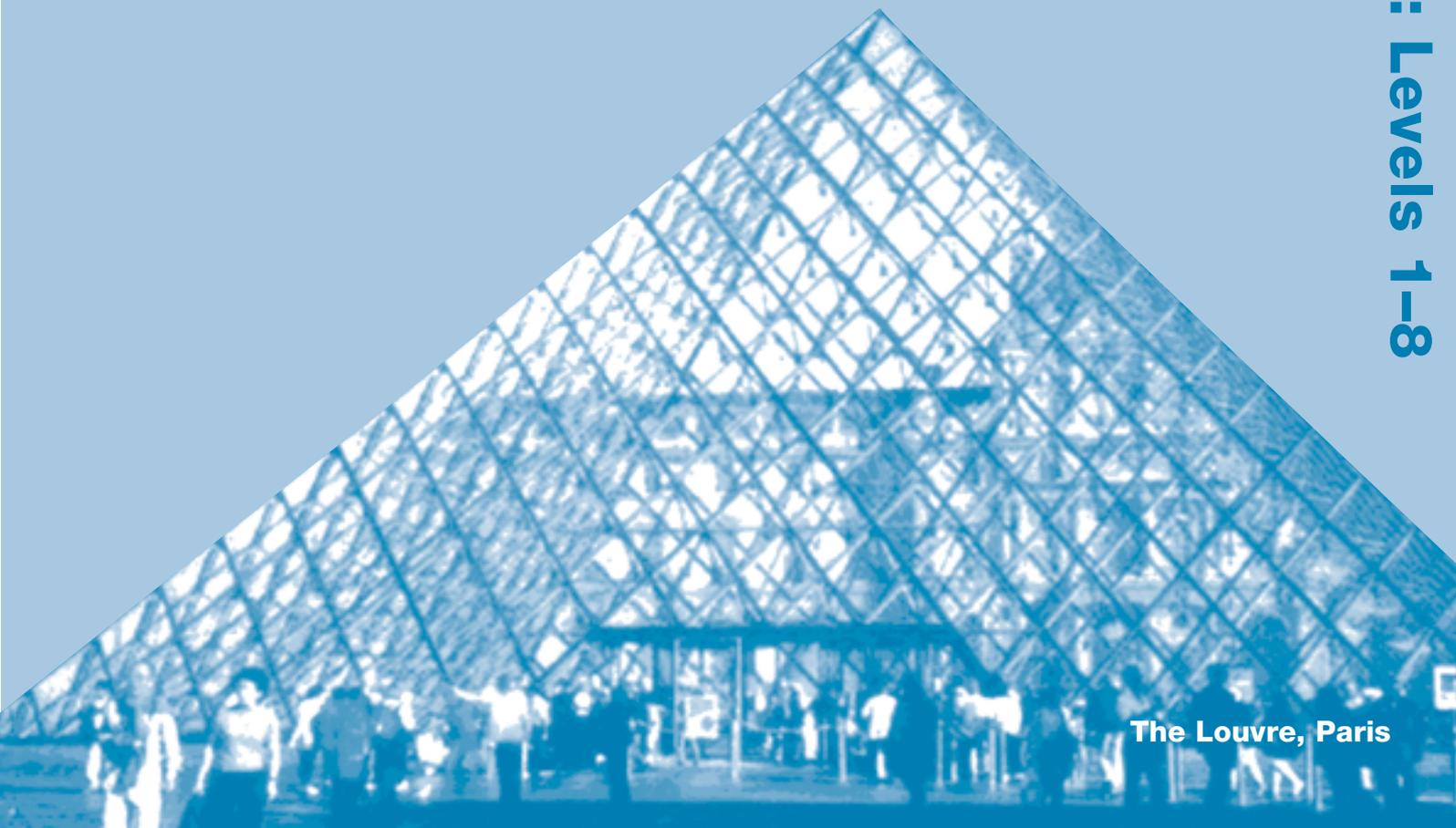
To create successful language programmes, teachers should use a planning cycle made up of a series of logical steps. (At all stages, assessment is an integral part of planning and teaching.) In planning their programmes, teachers will:

- identify the goals for the teaching and learning programme, including the philosophy and aims for teaching and learning French described in these guidelines;
- identify the needs, interests, and prior language-learning experiences of their students;
- identify, for each part of the programme, the achievement objectives and specific learning outcomes appropriate to the students' needs;
- identify any special requirements or school policies relating to language learning;
- look at programme plans designed to realise shorter-term objectives (such as plans for units of work) in relation to longer-term programme-planning issues (such as school-wide timetables, levels sequencing, preparation for national awards, and possible links with programmes in other schools);
- look for ways of connecting language learning with other curriculum areas or specific subjects (for example, music, geography, history, or food preparation);
- identify suitable themes, topics, text types, structures, and vocabulary for each section of the programme;
- identify appropriate learning and assessment activities;
- decide how revision and extension activities will be integrated;
- select, gather, create, and adapt (where necessary) suitable resources;
- develop an assessment plan and a homework plan;
- carry through the activities;
- assess the students' work against the planned outcomes;
- evaluate the learning programmes in terms of the planned goals;
- record assessment and report on results, giving clear and constructive feedback;
- make any necessary adjustments to the programme;
- revisit the philosophy and aims of the programme in the context of the adjustments made and continue on through the cycle.

The Programme-planning Cycle



French in the New Zealand Curriculum: Levels 1-8



The Louvre, Paris

Levels 1 and 2 Proficiency Statement: Emergent Communication

By the end of level 2, learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and they can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Learners are developing an awareness of the language-learning process.

Level 1: Emergent Communication

Achievement Objectives

Students should be able to:

- 1.1 greet, farewell, and thank people and respond to greetings and thanks;
- 1.2 introduce themselves and others and respond to introductions;
- 1.3 communicate using days of the week, months, and dates;
- 1.4 communicate about personal information, such as name, age, nationality, and home;
- 1.5 communicate about location;
- 1.6 understand and use a range of politeness conventions (for example, ways of thanking people, apologising, excusing themselves, complimenting people);
- 1.7 use and respond to simple classroom language (including asking for the word to express something in French).

Level 1: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>The importance of learning another language</p> <p>French-speaking people in the world</p> <p>How birthdays and special occasions are celebrated</p> <p>Conventions involved in greeting people (e.g., names, titles, shaking hands)</p>	<p>Myself and my friends</p> <p>Meeting people</p> <p>Birthdays and special occasions</p> <p>What's in my classroom or immediate surroundings?</p>	<p>Simple, short dialogues</p> <p>Simple songs</p> <p>Greetings cards</p> <p>Captions for pictures and photographs</p> <p>Simple forms</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the sounds of letters of the alphabet, letter combinations, intonation, and stress patterns; • recognise and understand simple, familiar words, phrases, and sentences. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify letters of the alphabet, letter combinations, written language conventions, and simple punctuation; • recognise and understand simple, familiar words, phrases, and sentences. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • imitate the pronunciation, intonation, stress, and rhythm of words, phrases, and sentences; • respond appropriately to simple, familiar instructions and simple questions; • ask simple questions. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • write simple, familiar words, phrases, and sentences using the conventions of written language, such as accents and punctuation.

Level 1: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>1.1 greet, farewell, and thank people and respond to greetings and thanks;</p> <p>1.2 introduce themselves and others and respond to introductions;</p> <p>1.3 communicate using days of the week, months, and dates;</p> <p>1.4 communicate about personal information, such as name, age, nationality, and home;</p> <p>1.5 communicate about location;</p> <p>1.6 understand and use a range of politeness conventions (e.g., ways of thanking people, apologising, excusing themselves, complimenting people);</p> <p>1.7 use and respond to simple classroom language (including asking for the word to express something in French).</p>	<p><i>Ça va ? Ça va bien, merci. Et toi? Au revoir, Claudine. A bientôt. Merci, Jean. De rien.</i></p> <p><i>Bonjour. Je m'appelle Sylvie. Et voici Paul. Qui est-ce? C'est François.</i></p> <p><i>Aujourd'hui, nous sommes le jeudi cinq avril.</i></p> <p><i>Je m'appelle Sylvie. J'ai douze ans. Je suis néo-zélandaise. J'habite à Gore en Nouvelle-Zélande. Je viens de Tonga.</i></p> <p><i>Où est le livre? Sur la table.</i></p> <p><i>Merci beaucoup, Théo. Excusez-moi, madame, je suis en retard. C'est génial.</i></p> <p><i>S'il vous plaît, monsieur. Comment dit-on <<computer>> en français? Écoutez! Regardez! Répétez!</i></p>

Suggested Language Focus	Suggested Vocabulary
Adjectives singular – agreement, position nationalities	<i>un livre français</i> <i>néo-zélandais(e), français(e), chinois(e), maori(e), tahitien(ne), belge</i>
Adverbs location intensity	<i>là, ici</i> <i>très, beaucoup</i>
Articles definite indefinite	<i>le, l', la, les</i> <i>un, une, des</i>
Conjunctions	<i>et, mais, où</i>
Formulaic expressions dates wishes for special occasions identification	<i>Aujourd'hui nous sommes le jeudi cinq avril.</i> <i>Bon anniversaire! Joyeux Noël! Bonne année!</i> <i>Il y a (cinq livres sur la table).</i>
Negation basic	<i>ne ... pas</i>
Nouns classroom objects days of the week months festivals and other celebrations countries	<i>le livre, le stylo, la table ...</i> <i>lundi, mardi, mercredi ...</i> <i>mars, avril, septembre ...</i> <i>Pâques, Noël, l'anniversaire ...</i> <i>la France, la Nouvelle-Zélande, l'Australie, la Nouvelle-Calédonie, le Canada, l'Espagne</i>
Prepositions location	<i>sur, sous, devant, derrière, dans, entre</i> <i>à (Wellington), en (Nouvelle-Zélande)</i>
Pronouns – subject singular, (first, second, and third person) plural (second person) emphatic	<i>je, tu, il, elle</i> <i>vous</i> <i>moi, toi, vous</i>
Question forms simple	<i>Où est ...?</i> <i>Qu'est-ce que c'est?</i> <i>C'est quoi ça?/C'est quoi?</i> <i>Comment tu t'appelles?</i> <i>Quel âge as-tu?</i> <i>Où habites-tu?</i> <i>Quelle est la date, aujourd'hui?</i> <i>Tu es de quelle nationalité?</i> <i>Qui ...?</i> <i>Comment dit-on ...?</i>
Verbs singular, plural (in formulaic expressions) imperative (for classroom instructions)	<i>avoir, être, s'appeler, habiter</i> <i>Ecoutez! Regardez! Répétez!</i>
Other letters of the alphabet numbers	1–31

Level 1: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
1.1 greet, farewell, and thank people and respond to greetings and thanks	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • observing greetings, introductions, and leave-taking in different contexts (e.g., on videotape) and taking turns to role-play (C); • filling in labels on pictures to indicate greetings for the time of day pictured (e.g., <i>bonsoir</i>) (G, I).
1.2 introduce themselves and others and respond to introductions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • filling in gaps in a familiar oral or written dialogue to complete the message (C, I); • carrying out listening activities. For example, the students listen to a short dialogue in which people are introduced to one another. They then compete in groups to reassemble the dialogue from a transcript cut into individual sentences. Each student could have just one sentence (G).
1.3 communicate using days of the week, months, and dates	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • solving number puzzles involving adding, subtracting, and/or number patterning (C, G); • singing simple number songs (C); • playing Bingo (C); • creating a simple school timetable (C, P, I); • ticking dates in a calendar as they listen to the names of those dates or stating the dates shown on specified calendar entries (G, P).
1.4 communicate about personal information, such as name, age, nationality, and home	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • simple role-playing activities (C, G); • contacting native speakers of French in schools and colleges overseas, communicating information (including personal information) to them, and asking them suitable questions (I); • creating a form (e.g., an identity card) with spaces for personal information details (G, P, I); • carrying out surveying activities. For example, the students could ask each other about their age and other personal details and fill these details in on prepared forms. They could ask and answer questions using completed forms, with one student role-playing the person named on the form (G, P).
1.5 communicate about location	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • placing things according to the teachers' instructions (C); • picking up objects and putting them in a specific relation to the teacher, responding correctly to the teacher's instructions, while being monitored by the class (C, I); • ticking vocabulary items on a list or holding up word cards to show that they recognise French vocabulary spoken by the teacher (C, G, P);

1.5 (continued)	<ul style="list-style-type: none"> • carrying out “place” activities. For example, one set of assorted classroom objects could be placed at various locations around the room. The teacher could ask where a particular object is, and the students could make up a simple sentence giving the location of that object. Two groups could compete to win points in this activity (C, G).
1.6 understand and use a range of politeness conventions (e.g., ways of thanking people, apologising, excusing themselves, complimenting people)	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • listening to informal dialogues and identifying when participants are thanking someone, apologising, excusing themselves, or complimenting someone (C); • filling in gaps in a familiar dialogue by providing appropriate expressions (P, I); • wishing someone a happy birthday or anniversary in response to cue cards (I); • creating an appropriate greetings card for a birthday or festival (I).
1.7 use and respond to simple classroom language (including asking for the word to express something in French)	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • carrying out listening activities, such as <i>Jacques a dit</i>, following instructions spoken in French (C, G); • responding physically to classroom instructions (e.g., by coming to the teacher when the teacher says <i>Viens ici!</i>) (C, G); • responding to spoken descriptions of actions by selecting the picture (from a set of pictures) that shows the actions described (C); • carrying out physical movement activities. For example, working in pairs, each student could select five picture cards from a series of ten that show actions that the teacher might ask them to do (e.g., open their books). One student could mime an instruction represented on one of their picture cards and the other student could perform the action they think is required. Then together, from a list of written requests, they could choose the sentence that best represents that request (P).

Teachers can monitor students’ progress when they are:

- identifying pictures to indicate the meaning of written or spoken words;
- solving number puzzles;
- locating things in response to phrases containing expressions of place;
- responding to oral or written questions about personal details.

Students can monitor their own progress by:

- keeping portfolios (including audiotapes) of their work and comparing later entries with earlier ones;
- matching words like *un stylo* or *une table* with pictures of objects grouped in certain ways and using an answer key;
- using a checklist with items such as “I can introduce people.”

Some of the activities listed, at all levels, could be carried out using simple computer-based word-processing packages and clip art and thus help to strengthen students’ computer skills.

Level 2: Emergent Communication

Achievement Objectives

Students should be able to:

- 2.1 communicate about relationships between people;
- 2.2 communicate about ownership;
- 2.3 communicate about likes and dislikes, giving reasons where appropriate;
- 2.4 communicate about time, weather, and seasons;
- 2.5 communicate about physical characteristics, personality, and feelings.

Level 2: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
Family life in France and French-speaking countries	Family relationships Belongings (such as pets or the contents of a school bag) Familiar people: their appearances and personalities Time, weather, seasons School subjects Foods Sport and leisure	Simple, short dialogues Simple songs Family trees Simple email messages Informal personal notes Photograph albums with captions Forms Posters Weather reports

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the sounds of letters of the alphabet, letter combinations, intonation, and stress patterns; • recognise and understand familiar words, even in some unfamiliar contexts; • understand a range of short texts consisting of familiar phrases and sentences; • get the gist of slightly more complex or less familiar phrases and sentences. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify letters of the alphabet, letter combinations, accents, and simple punctuation; • recognise and understand simple, familiar words, phrases, and sentences; • understand a range of short texts consisting of familiar phrases and sentences; • get the gist of slightly more complex or less familiar phrases and sentences. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • begin to use the pronunciation, intonation, stress, and rhythm of words, phrases, and sentences for emphasis and to distinguish meaning; • respond appropriately to simple, familiar instructions and simple questions; • ask simple questions and give simple information. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • reproduce letter combinations, accents, and punctuation for words, phrases, and sentences in familiar contexts; • write simple, familiar words, phrases, and sentences using accents and punctuation conventions.

Level 2: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>2.1 communicate about relationships between people;</p> <p>2.2 communicate about ownership;</p> <p>2.3 communicate about likes and dislikes, giving reasons where appropriate;</p> <p>2.4 communicate about time, weather, and seasons;</p> <p>2.5 communicate about physical characteristics, personality, and feelings.</p>	<p><i>Qui est-ce? C'est ma cousine.</i></p> <p><i>Le stylo, c'est à qui? C'est à Jean.</i></p> <p><i>Tu aimes le français? Oui, c'est super!</i></p> <p><i>Tu aimes l'orangina? Berk! C'est infecte.</i></p> <p><i>Tu aimes le sport? Oui, j'aime bien le foot.</i></p> <p><i>Quel temps fait-il? Il y a du soleil./Il pleut et il fait froid.</i></p> <p><i>Quelle heure est-il? Il est deux heures et demie./Il est quatorze heures trente.</i></p> <p><i>Hugo est grand et mince. Il a les yeux verts et les cheveux noirs, bruns et raides.</i></p> <p><i>Le stylo est bleu.</i></p> <p><i>Nathalie, elle est comment? Elle est sympa et bavarde.</i></p> <p><i>Comment ça va, aujourd'hui? Ça va, mais je suis fatiguée.</i></p>

Suggested Language Focus	Suggested Vocabulary
Adjectives (with plural agreement) colour feelings shape size, height personal characteristics responses possessive	<i>noir(e), rouge</i> <i>timide</i> <i>long(ue), rond(e), carré(e)</i> <i>grand(e), petit(e)</i> <i>sympa, désagréable</i> <i>fatigué(e), content(e)</i> <i>mon, ma, mes, ton, ta, tes</i>
Adverbs and adverbial expressions addition intensity frequency time	<i>aussi</i> <i>bien, beaucoup</i> <i>toujours</i> <i>le matin, du matin</i>
Conjunctions reason	<i>parce que</i>
Nouns family members food and drink pets seasons schoolbag and contents of pencil case sport and leisure activities school subjects	<i>le père, le frère, la mère</i> <i>le pain, le fromage, le lait</i> <i>le chat, le chien, le cheval</i> <i>en hiver, en automne, en été, au printemps</i> <i>le feutre, la gomme, le cartable</i> <i>le rugby, le foot, la natation, la télévision, la console vidéo</i> <i>le français, l'anglais, le sport</i>
Prepositions with seasons with time	<i>en (été), au (printemps)</i> <i>à (six heures)</i>
Pronouns complete subject pronouns	<i>je, tu, il, elle, nous, vous, ils, elles</i>
Question forms	<i>Comment ...?</i> <i>Est-ce que ...?</i> <i>Qu'est-ce que ...?</i> <i>Pourquoi est-ce que ...?</i> <i>Quel temps ...?</i> <i>Quelle heure ...?</i> <i>Tu aimes ...?</i> <i>Tu as combien de ...?</i>
Verbs being and possession relating to likes and dislikes (singular) relating to weather relating to eating and drinking (infinitive only) relating to sport and leisure (infinitive only)	<i>être, avoir (être fort/nul/faible en ...)</i> <i>aimer, adorer, détester (+/- infinitive)</i> <i>Il neige, il pleut, il gèle; Il fait ... ; Il y a ...</i> <i>manger, boire</i>
Other numbers	32–100

Level 2: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
2.1 communicate about relationships between people	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • discussing and labelling family photographs (C, G, P); • talking about family-tree relationships (C, I); • carrying out information gap activities. For example, working in pairs or groups, the students could read blank forms with headings such as <i>Nom</i> or <i>Combien de soeurs?</i> They each fill in a form for an imaginary character and then ask and answer questions about one another's characters (C, G, P).
2.2 communicate about ownership	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • listening to short dialogues where possessions are identified and then drawing lines on a page to join the owners' names to pictures of their possessions (C); • asking and answering questions about the ownership of things in the classroom (C, G, P); • carrying out identification activities. For example, the teacher could give each student in a group several objects (or pictures of objects) that they do not reveal to the other students. A matching group of objects (or pictures) is placed in the centre of the group. The students could take turns to select an object from the centre and ask another student the question <i>C'est ton/ta —?</i> until all the objects or pictures have been claimed (C, G).
2.3 communicate about likes and dislikes, giving reasons where appropriate	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • guessing the likes and dislikes of friends or well-known people (C, G, P); • sending an email to a new friend in French, telling the friend about what they like and don't like (I); • surveying the class to find out which foods (or sports, or items in another category) are popular or unpopular with the group (C); • interviewing friends about their likes and dislikes, recording the responses on a form, and then giving the friends the forms to check (G, P); • role-playing an interview in which a television personality or pop star talks about their likes and dislikes (P); • listening to, or reading about, the likes and dislikes of various people and then completing a checklist to show which people have likes or dislikes in common (C, I).
2.4 communicate about time, weather, and seasons	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • role-playing asking and answering questions in context (e.g., a parent teaching a child how to tell the time) (C, P); • creating a simple school timetable (G, I); • drawing the hands on clock faces according to a time the teacher gives or stating, in French, the times shown on completed clock faces (C, G, P); • ticking dates on a calendar as the teacher says the names of those dates or stating, in French, the dates shown on specified calendar entries (C, P, I); • labelling pictures of the seasons with the appropriate word (C, I);

<p>2.4 (continued)</p>	<ul style="list-style-type: none"> • sorting weather conditions into groups related to different seasons (G, P, I); • ticking pictures or words, or drawing weather symbols on a map to match the weather conditions described in a weather report (G, P I); • using reinforcement strategies. For example, the students could stand in a circle holding pictures of clock faces, each showing a different time. The first student asks a second “<i>Quelle heure est-il?</i>”, and the second student responds, giving the time shown on their clock. The second student then asks a third the same question, the third student answers, and so on round the circle (C, G).
<p>2.5 communicate about physical characteristics, personality, and feelings</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • identifying the culprit in puzzles such as Guess Who? (G, P); • labelling pictures of people and things with the words for different feelings, qualities, and characteristics (C, G, P, I); • matching descriptions with what they see in pictures (C, G, P, I); • using charades to act out words that signify particular feelings (C, G); • creating “wanted posters” on the basis of a description (G, P, I); • in pairs, using a computer to write descriptions of well-known people and then moving to the computers used by other pairs to guess who has been described (P); • filling in speech bubbles or crosswords (C, G, P, I); • selecting pictures of people (possibly from clip art collections), describing how the people look and/or feel, and comparing their descriptions (G); • carrying out mime activities. For example, the students could listen to a dialogue involving feelings and then work with partners to act out the dialogue and dramatise the feelings referred to (P).

Teachers can monitor students’ progress when they are:

- writing short passages from dictation;
- listening to descriptions and identifying things or people on the basis of these descriptions;
- describing, either in writing or orally, the people or things shown in pictures;
- responding to oral or written questions about their own likes and dislikes;
- naming objects and pronouncing terms in activities such as Catch and Say;
- writing appropriate words, phrases, or sentences in empty speech bubbles in cartoons.

Students can monitor their own progress by:

- keeping portfolios (including audiotapes) of their work;
- using a checklist with items such as “I can describe my family.”

Levels 3 and 4 Proficiency Statement: Survival Skills

By the end of level 4, learners can cope with a variety of routine situations when talking to French speakers. They can use familiar language with some flexibility and pick up some new language from its context. They can read and write simple notes and short letters and fill out simple forms. They can interact appropriately in familiar social situations according to the norms and conventions of French-speaking people. They are becoming more confident in using a range of language-learning strategies.

Level 3: Survival Skills

Achievement Objectives

Students should be able to:

- 3.1 communicate, including comparing and contrasting, about habits and routines;
- 3.2 communicate about events and where they take place;
- 3.3 give and follow directions;
- 3.4 communicate, including comparing and contrasting, about how people travel.

Level 3: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Sport and leisure in France and French-speaking countries</p> <p>Transport systems in France and French-speaking countries</p> <p>Monuments, cathedrals, and other significant landmarks in France and French-speaking countries</p>	<p>Daily life</p> <p>Leisure time activities</p> <p>Sports</p> <p>Getting around a town or city</p> <p>School day</p>	<p>Informal and semi-formal conversational exchanges</p> <p>Simplified newspaper and magazine entertainment guides</p> <p>Maps and plans</p> <p>Posters and flyers</p> <p>Simple personal letters</p> <p>Simple email messages</p> <p>Timetables</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts; understand a range of short texts consisting of mainly familiar language; get the gist of short texts that contain some unfamiliar language. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> understand specific detail and overall meaning in a range of short texts consisting of mainly familiar language; get the gist of short texts that contain some unfamiliar language. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> initiate and sustain short conversations; give short prepared talks on familiar topics; use generally appropriate pronunciation, stress, rhythm, and intonation. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> use resources (e.g., dictionaries, glossaries) to experiment with some new language in their writing; prepare and write short texts on familiar topics; use appropriate writing conventions.

Level 3: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>3.1 communicate, including comparing and contrasting, about habits and routines;</p>	<p><i>Qu'est-ce que tu fais pendant les vacances? D'habitude, je vais à la plage.</i></p> <p><i>Qu'est-ce que tu fais après l'école? Je travaille au supermarché, mais le vendredi, je vais souvent au cinéma.</i></p> <p><i>Je me lève tous les jours à 7h 25.</i></p>
<p>3.2 communicate about events and where they take place;</p>	<p><i>Vincent regarde la télé dans le salon.</i></p> <p><i>Mélanie et Sandrine nagent à la piscine.</i></p> <p><i>Sébastien achète de la viande chez le boucher.</i></p>
<p>3.3 give and follow directions;</p>	<p><i>S'il vous plaît, pour aller à la poste? Tournez à gauche après le supermarché.</i></p>
<p>3.4 communicate, including comparing and contrasting, about how people travel.</p>	<p><i>Comment vas-tu à l'école? En bus.</i></p> <p><i>Je vais à l'école en vélo, mais Marie va à pied.</i></p>

Suggested Language Focus	Suggested Vocabulary
<p>Adjectives including simple comparative/superlative, relating especially to transport</p> <p>Adverbs and adverbials frequency sequence quantity time</p> <p>Articles partitive à + definite</p> <p>Connectives result time</p> <p>Formulaic expression asking for help</p> <p>Negation</p> <p>Nouns accommodation, rooms city buildings and landmarks eating places entertainment meals shops sport and leisure transport</p> <p>Prepositions direction location</p> <p>Pronouns subject (indefinite)</p> <p>Question forms</p> <p>Verbs er forms – present tense irregular verbs imperatives for directions reflexives</p> <p>Other ordinal numbers</p>	<p><i>le/la (moins/plus) confortable, lent(e), pratique, rapide</i></p> <p><i>d'habitude, souvent, toujours, tous les jours</i> <i>après (ça), d'abord, enfin, ensuite, puis</i> <i>assez, moins, plus</i> <i>quand</i></p> <p><i>du, de la, de l', des</i> <i>à l', à la, au, aux</i></p> <p><i>alors</i> <i>quand, après, ensuite, puis</i></p> <p><i>Excusez-moi?</i></p> <p><i>ne ... jamais, ne ... rien</i></p> <p><i>la chambre, la salle de bains, la cuisine</i> <i>la poste, la place, la banque</i> <i>le café, le restaurant, la cantine</i> <i>le cinéma, le centre commercial, le bowling</i> <i>le petit déjeuner, le déjeuner, le dîner</i> <i>la boulangerie, la charcuterie, le supermarché</i> <i>le rugby, le tennis, la planche à voile, la musique</i> <i>le train, le bus, le métro</i></p> <p><i>à gauche, à droite, tout droit, le long de ..., vers</i> <i>à côté de ..., au bout de ..., en face de ..., près de ...</i></p> <p><i>on</i></p> <p><i>A quelle heure ...?</i> <i>Quand ...?</i> <i>Où se trouve ...?</i> <i>Pour aller à ...?</i></p> <p><i>jouer (à/de), manger, aller</i> <i>mettre, prendre, faire (de) dormir, sortir, partir</i> <i>Tournez ..., Prenez ..., Traversez ...</i> <i>se réveiller, se lever, se laver, se coucher</i></p> <p><i>premier/première, deuxième ...</i></p>

Level 3: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
3.1 communicate, including comparing and contrasting, about habits and routines	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • asking and answering questions about the habits or routines of well-known people, in the context of simulated interviews (P); • asking and answering questions about the school timetables of their friends (e.g., <i>Qu'est-ce que tu as mardi matin?</i>) and completing prepared timetable sheets on the basis of the responses (G); • interviewing two classmates about their habits or routines and writing down the main similarities and differences between the two (G); • listening to descriptions of, or reading about, the habits and routines of school students in New Zealand and French-speaking countries (or of well-known people or friends) and filling in checklists appropriately (C, G); • writing a list of some of their regular activities and answering a partner's questions about why they do them (P); • writing to a penfriend who is planning to visit New Zealand for a few weeks, describing their usual routines (I); • carrying out listening activities. For example, the students could listen to a dialogue about habits and routines and then listen to it a second time, with some sections deleted. They could mime the deleted actions from memory before, finally, working in pairs, with one miming and the other providing the commentary (P).
3.2 communicate about events and where they take place	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • writing letters or emails that include accounts of what various family members or friends are doing in different locations at the time of writing (I); • arranging an outing with a friend by telephone or written message (P); • telling a friend or group of friends what events can be seen through binoculars in different locations (G, P); • using a site map with pictures of events at, for example, a local show, to describe to a friend over the phone where each event is taking place (P); • telling a visitor where different festival events, listed in an events calendar, are taking place (P); • using the Internet to identify interesting events taking place in different parts of France and listing them alongside their locations (G, P, I); • role-playing a babysitter, in his or her home, using a cellphone to tell a parent or caregiver what their child is doing as he or she explores the house (P).

<p>3.3 give and follow directions</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • tracking a route on a street map, by following directions given verbally or in writing (C, G, P, I); • hunting for treasure and carrying out orienteering activities (G, P); • using a cellphone to give directions to someone who is lost (G, P).
<p>3.4 communicate, including comparing and contrasting, about how people travel</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • surveying how members of the class travel to school and comparing, contrasting, and categorising the results (G); • preparing a poster that is designed to persuade people not to travel by car at busy times of the day (C, G, P, I).

Teachers can monitor students' progress when they are:

- writing short passages from dictation;
- filling in gaps in text with appropriate verbs and adverbs;
- giving and following directions in different contexts.

Students can monitor one another's progress by:

- working as part of a group, using the Internet to gather information about cities in French-speaking countries.

Students can monitor their own progress by:

- keeping portfolios (including audiotapes) of their work up to date;
- completing different types of vocabulary-checking activities;
- completing communicative exercises in which they select language structures to express meanings within realistic contexts and check their versions against an answer key giving several possible answers;
- finding their way on the basis of directions given by a partner;
- using French-language software;
- using a checklist with items such as "I can give and follow directions."

Level 4: Survival Skills

Achievement Objectives

Students should be able to:

- 4.1 offer, ask for, accept, and decline things, invitations, and suggestions;
- 4.2 communicate about plans for the immediate future;
- 4.3 communicate about obligations and responsibilities;
- 4.4 give and seek permission;
- 4.5 communicate about the quality, quantity, and cost of things.

Level 4: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Shops and shopping in France and French-speaking countries</p> <p>Currency</p> <p>Eating and drinking in France and French-speaking countries</p> <p>Teenage life in France and French-speaking countries</p>	<p>Planning future activities</p> <p>Roles and duties at home and school</p> <p>Shopping for food</p> <p>Eating out: cafés, fast food outlets</p> <p>Clothes</p> <p>Arrangements and appointments</p>	<p>Informal and semi-formal conversational exchanges</p> <p>Informal notes and letters to family</p> <p>Shopping lists</p> <p>Simple advertisements</p> <p>Rules and regulations</p> <p>Menus</p> <p>Posters</p> <p>Simple web pages</p> <p>Advertising brochures and catalogues</p> <p>Notes, cards, and letters of invitation, acceptance, and refusal</p> <p>Announcements</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> • make use of context and familiar language to work out meaning and relationships between things, events, and ideas; • understand specific details in contexts that may contain some unfamiliar language. 	<ul style="list-style-type: none"> • understand a range of short texts that consist mainly of familiar language; • understand overall meaning and specific detail in contexts that may contain some unfamiliar language; • guess the meanings of unfamiliar words and phrases in familiar contexts. 	<ul style="list-style-type: none"> • initiate and sustain short conversations that involve courteous social interactions (such as declining invitations); • give short prepared talks on familiar topics; • use generally appropriate pronunciation, stress, rhythm, and intonation. 	<ul style="list-style-type: none"> • use resources (e.g., dictionaries, glossaries) to experiment with new language and to review their writing for accuracy; • write short texts on familiar topics; • use appropriate writing conventions.

Level 4: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>4.1 offer, ask for, accept, and decline things, invitations, and suggestions;</p>	<p><i>Encore un peu de glace? Oui, s'il vous plaît. C'est délicieux./Non, merci.</i></p> <p><i>Tu viens à la piscine? Oui, d'accord./Non, je ne suis pas libre.</i></p> <p><i>Tu veux venir chez moi? Désolé, je ne peux pas.</i></p> <p><i>Je voudrais une bouteille de limonade, s'il vous plaît.</i></p>
<p>4.2 communicate about plans for the immediate future;</p>	<p><i>Qu'est ce que tu vas faire ce soir? Je vais regarder la télé.</i></p> <p><i>Qu'est-ce que tu vas mettre ce soir? Ma robe bleue.</i></p>
<p>4.3 communicate about obligations and responsibilities;</p>	<p><i>Le samedi, je dois laver la voiture et ranger ma chambre.</i></p> <p><i>Tu viens au match ce soir? Non, je dois garder ma petite soeur.</i></p>
<p>4.4 give and seek permission;</p>	<p><i>Maman, est-ce que je peux aller chez Marc? Oui, mais tu dois rentrer avant dix heures.</i></p>
<p>4.5 communicate about the quality, quantity, and cost of things.</p>	<p><i>Il est rapide, ce scooter? Oui, bien sûr.</i></p> <p><i>Vous avez des croissants, monsieur? Je suis désolé. Je n'en ai plus.</i></p> <p><i>Ça coûte combien? Deux euros le kilo, madame.</i></p> <p><i>Il est super, ce CD. C'est combien?</i></p>

Suggested Language Focus	Suggested Vocabulary
Adjectives demonstrative possessive quantifiers Adverbs and adverbial expressions future time intensity modifier Formulaic expressions offering accepting declining requesting suggesting transactional Negation Nouns household tasks routine duties shopping eating out clothes occupations (especially shopkeepers) quantity currency Pronouns emphatic partitive Question forms Verbs immediate future <i>il faut</i> + infinitive <i>avoir</i> + adjective phrase <i>avoir</i> in phrasal verb combination modals purchase Other numbers	<i>ce, cet, cette, ces</i> <i>mon, ma, mes; ton, ta, tes; son, sa, ses; notre, notre, nos; votre, votre, vos; leur, leur, leurs</i> <i>tout, tous, toute, toutes, un peu (de), trop (de)</i> <i>demain, la semaine prochaine, le mois prochain</i> <i>absolument, tout à fait</i> <i>bien sûr</i> <i>Encore une tranche?</i> <i>Je veux bien./D'accord.</i> <i>Non, merci.</i> <i>Je voudrais ...</i> <i>Donnez-moi ...</i> <i>Est-ce que je peux avoir ...?</i> <i>Ça te dit de (regarder un film vidéo avec nous).</i> <i>Bonne idée!</i> <i>C'est pour offrir?</i> <i>Vous payez comment?</i> <i>ne ... plus; pas de ...</i> <i>le ménage, la vaisselle, la lessive</i> <i>la poubelle, la pelouse, le jardin</i> <i>les courses, le chariot</i> <i>la carte, le menu, un hamburger, un steak-frites</i> <i>un pull, un pantalon, une jupe</i> <i>un(e) boulanger(ère), un(e) pharmacien(ne), un(e) garagiste</i> <i>un kilo (de), un litre (de), un paquet (de), une bouteille (de), un pot (de)</i> <i>un euro, la monnaie, en espèces, un centime</i> <i>moi, toi, lui, elle, nous, vous, eux, elles</i> <i>en</i> <i>Combien (de) ...?</i> <i>Combien coûte ...?</i> <i>Quel/Quelle/Quels/Quelles ...?</i> <i>Ça fait combien?</i> <i>Vous désirez?</i> <i>Je peux vous aider?</i> <i>Est-ce que je peux avoir?</i> <i>aller + infinitive</i> <i>il faut payer</i> <i>avoir faim/soif</i> <i>avoir besoin de ...</i> <i>pouvoir, savoir, devoir, vouloir</i> <i>acheter, essayer</i> 101 +

Level 4: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
4.1 offer, ask for, accept, and decline things, invitations, and suggestions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • observing and taking part in simulated meal-table dialogues involving requesting, offering, accepting, and declining things (G, P); • requesting, offering, accepting, and declining things and giving reasons while role-playing domestic situations, such as setting the table (G, P); • identifying invitations and responses in dialogues and supplying similar invitations and responses where they are omitted in similar dialogues (C, I); • producing a poster to advertise a forthcoming event (G, P, I); • reading invitations, acceptances, and refusals relating to a birthday party and writing their own for a different occasion (C, I); • role-playing people offering a selection of items for a proposed jumble sale and people responding by accepting or declining (C, G, P).
4.2 communicate about plans for the immediate future	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • asking or answering questions about what they would do if they were given an afternoon off school (C, G, P); • listening to a family talking about what each member plans to do later in the day or at the weekend and preparing a checklist for each person (C, I); • listening to two people discussing their immediate plans and recording, on a checklist, what each will or won't do (C); • carrying out listening activities. For example, the students could listen to a short dialogue about several people's immediate plans. They could compete, in groups, to reconstruct the dialogue from jumbled sentences given on separate strips of paper (G).
4.3 communicate about obligations and responsibilities	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • making a list of what they are expected to do by their parents, teachers, siblings, and friends (G, P); • asking friends what they are obliged to do at home, listing these obligations, and preparing for a short radio broadcast in which they interview their friends about these expectations (G); • creating a poster listing simple classroom rules (G, P, I).

<p>4.4 give and seek permission</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • role-playing situations in which people ask for and give or withhold permission (e.g., teenagers requesting permission to go to a late party) (G, P); • listening to dialogues involving giving, receiving, and declining permission and recording against a checklist (a) whether permission is granted, (b) whether there are conditions if it is, and (c) what reasons are offered for granting or not granting permission (C, I).
<p>4.5 communicate about the quality, quantity, and cost of things</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • asking and answering questions about the quality and cost of things while selling and buying items from a classroom-based “market stall” (C, G); • looking up items on a French Internet shopping site and comparing their prices with prices in New Zealand (P, I); • comparing items from a shopping catalogue in terms of quality and price and making a shopping list based on their comparisons (G, P); • making a shopping list, including the reasons for their selections, on the basis of information about quality, quantity, and cost given in a morning “shopping basket” broadcast (C, G, P, I); • preparing an advertising brochure that states why (in terms of cost and quality) customers should buy each item (G).

Teachers can monitor students’ progress when they are:

- modifying the written transcript of a dialogue in a variety of specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences.

Students can monitor their own progress by:

- keeping portfolios of their work up to date;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- doing computer-based language extension exercises;
- using a checklist with items such as “I can invite people to my home.”

Levels 5 and 6 Proficiency Statement: Social Competence

By the end of level 6, learners can interact with French speakers in familiar and social situations and cope with some less familiar ones. They can use basic language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters, and simple formal letters. Learners are increasingly confident in using a range of language-learning strategies.

Level 5: Social Competence

Achievement Objectives

Students should be able to:

- 5.1 communicate about past activities and events;
- 5.2 communicate about present and past states, feelings, and opinions;
- 5.3 communicate about past habits and routines;
- 5.4 describe, compare, and contrast people, places, and things.

Level 5: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Customs and traditions in France and French-speaking countries</p> <p>School in France</p>	<p>Home, school, and community routines</p> <p>Enjoying time with family and friends</p> <p>My home town, region, country</p> <p>Holidays</p> <p>Geography and weather</p> <p>People and things: their appearance and qualities</p>	<p>Conversational exchanges</p> <p>School timetables</p> <p>Simple interviews</p> <p>Simple speeches</p> <p>Letters</p> <p>Web pages</p> <p>House and room plans</p> <p>Brochures, tourist guides</p> <p>Maps (including weather maps)</p> <p>Questionnaires</p> <p>Reports</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • make use of context and familiar language to work out meaning and relationships between things, events, and ideas; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • make use of context and familiar language to work out meaning and relationships between things, events, and ideas; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • initiate and sustain short conversations; • give short talks on familiar topics in a range of contexts, past and present; • use appropriate pronunciation, stress, rhythm, and intonation. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • use resources (e.g., dictionaries, glossaries) to experiment with new language and review their writing for accuracy; • write information on familiar topics in a range of contexts, past and present; • use appropriate writing conventions.

Level 5: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>5.1 communicate about past activities and events;</p>	<p><i>A Noël, nous sommes allés chez ma grand-mère.</i></p> <p><i>Il a acheté une voiture, puis il a vendu son vélo.</i></p> <p><i>Quand j'étais en Nouvelle-Calédonie, j'ai pris beaucoup de photos.</i></p>
<p>5.2 communicate about present and past states, feelings, and opinions;</p>	<p><i>Il a fait très beau pendant le weekend. J'étais contente.</i></p> <p><i>Il était riche.</i></p> <p><i>Oh là là. Quel temps affreux! J'ai froid.</i></p> <p><i>Comment tu trouves la robe?</i> <i>Je ne l'aime pas du tout!</i></p> <p><i>Tu as aimé le film samedi dernier?</i> <i>Oui, c'était génial.</i></p>
<p>5.3 communicate about past habits and routines;</p>	<p><i>A l'âge de cinq ans, je me couchais vers sept heures.</i></p> <p><i>D'habitude, il prenait le bus à cinq heures.</i></p> <p><i>L'année dernière, je travaillais au supermarché après les cours, mais maintenant j'ai trop de devoirs.</i></p>
<p>5.4 describe, compare, and contrast people, places, and things.</p>	<p><i>Mon frère est de taille moyenne, mais moi, je suis assez petite.</i></p> <p><i>La Nouvelle-Zélande est moins grande que la France.</i></p> <p><i>Les émissions sportives sont plus intéressantes que les documentaires.</i></p> <p><i>Benjamin est aussi sympa que Marc.</i></p>

Suggested Language Focus	Suggested Vocabulary
Adjectives age and dimension descriptive (personality and attitude) descriptive (personality and scenery) types or categories	<i>jeune, vieux(vieille), haut(e)</i> <i>intéressant(e), coléreux(euse), mignon(ne), bavard(e), méchant(e), branché(e), fatigué(e)</i> <i>tranquille, sauvage</i> <i>indigène, maori(e), nocturne</i>
Adverbs time intensity comparative superlative	<i>longtemps</i> <i>vraiment, lentement, heureusement, vite, soudain</i> <i>plus ... que, moins ... que, aussi ... que</i> <i>le/la/les plus + adjective</i>
Connectives choice concession purpose reason	<i>ou</i> <i>cependant</i> <i>pour + infinitive</i> <i>car, à cause de</i>
Negation	<i>ne ... personne</i>
Nouns points of compass furniture school weather New Zealand and other countries	<i>le sud, le nord, l'est, l'ouest</i> <i>le lit, la chaise, le placard</i> <i>le bulletin, le contrôle, le lycée, le collège, les devoirs, l'emploi du temps, l'école élémentaire, l'école maternelle</i> <i>la pluie, le climat, la neige</i> <i>la vue, l'île, le peuple, la capitale, la baie, la montagne, la campagne, au bord de la mer, l'océan, le détroit, le dauphin, la baleine</i>
Prepositions location duration	<i>autour (de), au-dessous (de), au-dessus (de), au milieu de, au coin de</i> <i>pendant</i>
Pronouns relative direct object indirect object	<i>qui, que, qu'</i> <i>me, te, l', le, la, nous, vous, les</i> <i>y</i>
Verbs – passé composé and imperfect, including irregular verbs beliefs and feelings preference sensation representation routine	 <i>penser que, se sentir, espérer</i> <i>préférer, aimer (mieux)</i> <i>avoir chaud/froid/peur</i> <i>avoir l'air</i> <i>aller, venir</i>

Level 5: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
5.1 communicate about past activities and events	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • making brief diary entries noting the previous week’s activities (I); • listening to or reading an interview with a pop star about that person’s recent activities (when, where, and how often) and taking notes for a short magazine article (C, I); • telling a story by using a series of pictures or other prompts (C, G).
5.2 communicate about present and past states, feelings, and opinions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • interviewing friends before and after a significant event and charting their reactions in terms of similarities and differences (G, P); • interviewing friends about their primary school memories – teachers, classmates, activities, clothes, and so on (G, P); • playing charades, choosing words that signify particular physical states and feelings (C, G); • filling in speech bubbles or crosswords with words that describe the physical states and feelings represented in specific pictures (C, G, P, I).
5.3 communicate about past habits and routines	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • making a chart comparing their daily routines, hobbies, likes, and dislikes at age five, age ten, and now (I); • carrying out more complex activities. For example, the students could listen to, read about, or invent different people’s past habits and routines (e.g., the habits of a well-known person before they achieved celebrity status). An extension could be comparing how people’s habits and routines have changed in response to changed circumstances (C, I).
5.4 describe, compare, and contrast people, places, and things	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • drawing “crazy” pictures of people or things described by the teacher or another student (C, G, P); • in pairs, writing descriptions of well-known people and then reading the descriptions written by other pairs to guess who has been described (P); • drawing monsters (marked by numbers) and writing descriptions of them (marked by letters) on separate pieces of paper, which are then displayed so that everyone can try to match the pictures to the descriptions (C); • writing a short entry for a guidebook about a favourite visitor attraction (C, I); • emailing French students of English to find out whether and in what circumstances they use English outside the classroom and drawing up a chart comparing the findings with the experiences of their classmates in using French outside the classroom (G).

Teachers can monitor students' progress when they are:

- doing question-and-answer tests and substitution activities together;
- working on vocabulary lists;
- modifying written transcripts of dialogues in specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences;
- working in pairs or groups to search for information and conveying it in letters.

Students can monitor one another's progress by:

- challenging each other in French-language computer activities;
- working together on projects of mutual interest.

Students can monitor their own progress by:

- keeping portfolios of their work up to date;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- doing computer-based language extension exercises;
- using a checklist with items such as "I can talk about how I felt last week."

Level 6: Social Competence

Achievement Objectives

Students should be able to:

- 6.1 give and follow instructions;
- 6.2 communicate about problems and solutions;
- 6.3 communicate about immediate plans, hopes, wishes, and intentions;
- 6.4 communicate in formal situations.

Level 6: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Geography of France</p> <p>Travel and tourism in France</p>	<p>Making social arrangements</p> <p>Entertainment (e.g., television, music, movies, community events)</p> <p>Travel</p> <p>Health</p>	<p>Conversational exchanges</p> <p>Simple speeches</p> <p>Simple interviews</p> <p>Formal and personal letters</p> <p>Tourist guides, brochures</p> <p>Maps</p> <p>Web pages</p> <p>Questionnaires</p> <p>Personal telephone calls and other electronic communications</p> <p>Posters advertising entertainment</p> <p>Radio and television programme guides</p> <p>Simple film and video reviews</p> <p>Reports</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • make use of context and familiar language to understand instructions and information in formal and informal contexts; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • make use of context and familiar language to understand instructions and information in formal and informal contexts; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • initiate and sustain short conversations in both formal and informal contexts; • give short talks on familiar topics in a range of contexts, past and present; • use appropriate pronunciation, stress, rhythm, and intonation. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • use resources (e.g., dictionaries, glossaries) to experiment with some new language and review their writing for accuracy; • write information on familiar topics with past, present, and future time reference; • use appropriate writing conventions.

Level 6: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>6.1 give and follow instructions;</p>	<p><i>Prenez ces médicaments deux fois par jour. Reposez-vous pendant trois jours. N'oublie pas de me téléphoner à cinq heures. Ecris-moi vite. Défense de fumer. Travaillez en groupes et puis vérifiez les réponses.</i></p>
<p>6.2 communicate about problems and solutions;</p>	<p><i>J'ai très mal au dos. As-tu de l'aspirine? Mon frère s'est cassé la jambe, et ma mère l'a emmené à l'hôpital. J'ai perdu ma carte bancaire. Je dois appeler la banque tout de suite.</i></p>
<p>6.3 communicate about immediate plans, hopes, wishes, and intentions;</p>	<p><i>Nous allons passer nos vacances en Australie. J'espère réussir mes examens. Je veux aller en France. Qu'est-ce que tu fais ce soir? J'ai envie d'aller voir un film en ville. Je ne suis pas à la maison cet après-midi. Je sors avec mes copains. Bonjour, Docteur. Je ne me sens vraiment pas bien.</i></p>
<p>6.4 communicate in formal situations.</p>	<p><i>Un aller-retour pour Paris, s'il vous plaît. Je voudrais réserver une chambre pour le 25 juin. Je vous donne le numéro de ma Carte Bleue.</i></p>

Suggested Language Focus	Suggested Vocabulary
Adjectives travel comparative health	<i>aller simple, aller-retour, non-fumeur</i> <i>meilleur(e)</i> <i>enrhumé(e), stressé(e), malade, déprimé(e)</i>
Adverbs comparative manner time	<i>mieux</i> <i>fatigant</i> <i>en avance, en retard, de retard, tard, tôt, à l'heure</i>
Formulaic expressions restrictions suggestions instructions seeking clarification	<i>Défense de ..., interdit de ...</i> <i>si on se retrouvait ...</i> <i>ne quittez pas</i> <i>C'est de la part de qui?</i>
Nouns social arrangements entertainment travel health professionals parts of the body basic ailments basic remedies	<i>un rendez-vous, une télécarte, une cabine téléphonique, un numéro</i> <i>un cybercafé, l'informatique, un zoo, un concert, un jeu informatique, le rap, le reggae, un CD, un cédérom, un DVD, un portable, envoyer un texto, l'Internet, un courriel</i> <i>une auberge de jeunesse, un hôtel, le TGV, le tunnel sous la Manche, l'Eurostar, le métro, le guichet, le billet, le bruit, la circulation, le passeport, la douane, le visa, la Carte Bleue, le distributeur</i> <i>le/la pharmacien(ne) le médecin, un(e) infirmier(ière), le/le kinésithérapeute (un(e) kiné)</i> <i>le dos, la tête, la gorge</i> <i>la fièvre, la grippe, un rhume</i> <i>l'aspirine, le sirop, le sparadrap, les pastilles, les comprimés, les médicaments</i>
Pronouns indirect	<i>me, te, lui, nous, vous, leur</i>
Verbs – including imperative forms entertainment travel health	<i>aller voir, se retrouver, téléphoner (à)</i> <i>composter, valider, conduire, se tromper de, suivre</i> <i>avoir (mal à), prendre rendez-vous, se casser (le/la/les)</i>

Level 6: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
6.1 give and follow instructions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • following taped or written instructions for performing a simple task (C, G, P, I); • following instructions for finding out specific things about French culture or French cities, using the Internet (C, G, P, I); • writing instructions for a teenager who is going to do some housework and look after a young child after school (P, I); • leaving an answerphone message to tell a friend where to meet them after school (P, I); • playing the role of a travel agent who explains an itinerary to a client, making it clear when and where the client will catch or change trains, planes, or other forms of transport (P); • writing a set of negotiated rules for the classroom (C, G, P, I); • looking at a sequence of pictures that demonstrate how something is done and recounting the information in the correct order by telephone (P).
6.2 communicate about problems and solutions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • matching cards that describe symptoms of illness or other problems with a second set that suggest remedies or appropriate courses of action (G, P, I); • filling in a Lost Luggage form (I); • leaving an answerphone message to say that they cannot meet a friend (I); • listening to railway station announcements about changes of platform or delayed or cancelled trains (C); • role-playing a person complaining about a hotel room or service in a restaurant (G, P, I); • role-playing an information office employee helping a tourist find a suitable place to stay (P); • using a television guide (available on the Internet) to play the roles of several family members squabbling over their choice of viewing for the evening (G); • identifying a problem at school, such as lack of storage lockers, and listing some possible solutions (G, P, I); • reading a short report of a disastrous event, such as a volcanic eruption, and writing an account that advises readers about possible precautions (I).
6.3 communicate immediate plans, hopes, wishes, and intentions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • listening to a phone message in which someone tells them about arrangements for meeting later in the day and taking notes as they listen (C);

6.3 (continued)	<ul style="list-style-type: none"> • matching captions describing what people are about to do with appropriate pictures, such as a person carrying a tennis racquet, skis, or an empty shopping bag (G, P, I); • interviewing a partner to find out some of their hopes, wishes, and intentions for the immediate future, and introducing that person and their plans to two other people (G, P).
6.4 communicate in formal situations	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • playing the roles of a railway employee and a person buying a train ticket (P); • writing an email asking to reserve a room in a hotel or youth hostel (I); • reordering a transcript of a jumbled conversation between a chemist and a customer (G, P, I); • playing the roles of a post office employee and a person wanting to send a parcel to New Zealand (P); • listening to conversations between tourists and employees in information offices and taking notes (C, I); • writing letters asking for information from an information office in France (C, I); • role-playing a person ringing to make an appointment with a doctor (P).

Teachers can monitor students' progress when they are:

- modifying the written transcripts of dialogues in specified ways;
- listening to dialogues and making checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences;
- giving short speeches or making telephone calls based on information gathered from tourist guides, radio or television programme guides, or other authentic sources of information;
- writing simple film reviews based on their own judgments.

Students can monitor one another's progress by:

- challenging each other in French-language computer activities;
- working together on projects of mutual interest.

Students can monitor their own progress by:

- keeping portfolios of their work up to date;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- doing computer-based language extension exercises;
- using a checklist with items such as "I can talk about what I plan to do."

Levels 7 and 8 Proficiency Statement: Personal Independence

By the end of level 8, learners can take part in general conversation with French speakers, understand much of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use language creatively. They can read a variety of authentic materials and write expressively for a range of purposes. Learners use a range of language-learning strategies effectively, and their behaviour is culturally appropriate in most social situations involving native speakers.

Level 7: Personal Independence

Achievement Objectives

Students should be able to:

- 7.1 communicate about future plans;
- 7.2 give and respond to advice, warnings, and suggestions;
- 7.3 express and respond to approval and disapproval, agreement and disagreement;
- 7.4 give and respond to information and opinions, giving reasons;
- 7.5 read about and recount actual or imagined events in the past.

Level 7: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>A French-speaking community outside metropolitan France</p> <p>Youth: legal rights and responsibilities</p> <p>Further education in France</p>	<p>A French-speaking community outside metropolitan France</p> <p>My future</p> <p>Personal relationships (family and friends)</p> <p>Traditional stories</p> <p>Latest trends</p> <p>Health and well-being</p> <p>Leisure</p>	<p>Conversational exchanges</p> <p>Talks</p> <p>Formal and informal letters</p> <p>Short stories</p> <p>Poems</p> <p>Folk tales</p> <p>Fables</p> <p>Myths and legends</p> <p>Comics, graphic novels, cartoons</p> <p>Television, radio, and Internet texts</p> <p>News items</p> <p>Electronic communications</p> <p>Computer-assisted presentations</p> <p>Video presentations</p> <p>Programmes for shows and exhibitions</p> <p>Brochures</p> <p>Guidebooks</p> <p>Classified advertisements</p> <p>Telephone calls and answerphone messages</p> <p>Instruction sheets</p> <p>Graphs and tables</p> <p>Recipes</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> understand much of what is spoken by other speakers of French about a range of topics; distinguish between facts and opinions and recognise intentions to persuade and influence. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> understand much of what is written by other speakers of French about a range of topics; distinguish between facts and opinions and recognise intentions to persuade and influence. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> initiate and sustain conversations; give talks on a range of topics in a range of contexts; use appropriate pronunciation, intonation, rhythm, and stress; begin to use language to entertain and persuade as well as to inform. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> use resources (e.g., dictionaries, glossaries) to experiment with new language and review their writing for accuracy; write about a range of topics, using words and expressions that are appropriate for their purpose and intended audience; begin to use language to entertain and persuade as well as to inform.

Level 7: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>7.1 communicate about future plans;</p>	<p><i>La semaine prochaine, je partirai pour l'Australie.</i></p> <p><i>Quand j'aurai dix-huit ans, j'irai à l'université de Waikato.</i></p> <p><i>Je compte voyager à l'étranger plus tard.</i></p> <p><i>J'ai l'intention de travailler comme fille au pair.</i></p>
<p>7.2 give and respond to advice, warnings, and suggestions;</p>	<p><i>A ta place, je ferais mes études à Dunedin.</i></p> <p><i>Je te conseille de lui écrire.</i></p> <p><i>Il vaudrait mieux en parler avec tes parents.</i></p> <p><i>Si tu continues comme ça, tu n'auras pas ton bac.</i></p> <p><i>Il est dangereux de conduire après avoir bu.</i></p> <p><i>Consommez avec modération.</i></p> <p><i>Dis-moi ce qu'il faut faire.</i></p> <p><i>Arrête! Sinon je vais me fâcher.</i></p> <p><i>Et si on faisait un pique-nique?</i></p>
<p>7.3 express and respond to approval and disapproval, agreement and disagreement;</p>	<p><i>Tu dis n'importe quoi!</i></p> <p><i>Personne n'acceptera cette décision.</i></p> <p><i>Je suis tout à fait d'accord avec lui.</i></p> <p><i>Moi, par contre, je trouve ça bête.</i></p> <p><i>J'aime bien ce que tu as fait là, mais tu risques d'avoir des ennuis avec tes parents.</i></p>
<p>7.4 give and respond to information and opinions, giving reasons;</p>	<p><i>A mon avis, la situation est grave.</i></p> <p><i>Oui, tout à fait. Tu as raison.</i></p> <p><i>Tu es au courant du divorce de mes voisins?</i></p> <p><i>Oh là là! Ce n'est pas possible! On les voyait toujours ensemble.</i></p> <p><i>Tu savais qu'il y avait un nouveau prof de français? Ah, bon! Vraiment?</i></p> <p><i>Elle a dit qu'elle était malade.</i></p> <p><i>Ça m'étonnerait! C'est plutôt qu'elle n'aime pas travailler.</i></p>
<p>7.5 read about and recount actual or imagined events in the past.</p>	<p><i>Cendrillon vécut avec sa belle-mère et ses deux belles-soeurs. Past historic tense for recognition only.</i></p> <p><i>Ma grand-mère est morte il y a cinq ans.</i></p>

Suggested Language Focus	Suggested Vocabulary
<p>Adjectives change of meaning according to position interrogative</p>	<p><i>ancien(ne), certain(e), prochain(e), propre</i></p> <p><i>quel(le)</i></p>
<p>Adverbs position of adverbs before or after past participle before infinitive after simple verb form formation of adverbs from adjectives (normally adding <i>-ment</i> to feminine form)</p>	<p><i>Elles ont beaucoup travaillé.</i> <i>Le film m'a beaucoup plu.</i> <i>Il faut bientôt partir.</i> <i>Elle travaille beaucoup.</i> <i>douce, doucement</i></p>
<p>Conjunctions <i>si</i> + possible condition (imperfect ... conditional)</p>	<p><i>S'il gagnait au Loto, il partirait en France.</i></p>
<p>Negation subject negation restrictive negation infinitive negation</p>	<p><i>personne ... ne, rien ..., aucun ... ne, pas un(e) ... ne</i> <i>ne ... que</i> <i>ne pas sortir</i></p>
<p>Nouns health leisure living circumstances occupations personal relationships traditional stories</p>	<p><i>le cancer, le régime, le SIDA, le tabac</i> <i>les loisirs, les passe-temps</i> <i>le chômage, un(e) HLM</i> <i>le/la technicien(ne), le/la programmeur(trice)</i> <i>le/la petit(e) ami(e), le copain, la copine</i> <i>un conte de fées, une légende</i></p>
<p>Prepositions continuing event with starting point <i>à, de, and par</i> (following associated verbs) + infinitive <i>après</i> + infinitive form of <i>avoir/être</i> + past participle</p>	<p><i>Ça fait ... que, il y a ... que, voilà ... que</i> <i>Il a décidé d'aller en France.</i> <i>Après avoir fait ... ; Après être venu ...</i></p>
<p>Pronouns demonstrative pronouns order of direct and indirect pronouns interrogative interrogative following preposition relative pronouns</p>	<p><i>celui, celui-ci, celui-là</i> <i>Je le lui donne.</i> <i>qui, que, lequel, laquelle</i> <i>Qu'est-ce qui?</i> <i>Qu'est-ce que?</i> <i>Qui est-ce qui?</i> <i>Qui est-ce que?</i> <i>qui, quoi (Avec qui ...?; Avec quoi ...?)</i> <i>dont, qui, que</i></p>
<p>Verbs conditional tense future simple tense past historic tense (for recognition only) (common forms occurring in narrative and literary texts) pluperfect tense</p>	<p><i>S'il gagnait au Loto, il ferait le tour du monde.</i> <i>Nous partirons demain.</i> <i>Il vécut ...</i> <i>Il avait voulu ...; Il était venu ...</i></p>

Level 7: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
7.1 communicate about future plans	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • writing letters about their plans for the future to French correspondents overseas (C); • listing their plans for the next holiday period and giving a short talk on the basis of the list (C, I); • writing a letter to a friend, describing their fitness programme in preparation for a forthcoming sports competition (I); • telling a careers adviser about what they plan to do when they leave school (P).
7.2 give and respond to advice, warnings, and suggestions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • creating captions for cartoons warning about danger or advising about a problem (P); • writing letters to magazine problem pages and reading and commenting on the letters written by others (P); • role-playing a discussion in which a parent or caregiver complains about a teenager's behaviour, attitude, and performance at school and asks for improvement (C, P); • choosing furniture from a catalogue for their new bedroom, with the advice of a friend and within a budget (P); • role-playing discussing a problem with a friend (P); • following a recipe, sharing the food, and discussing how it could be improved (C, G, P).
7.3 express and respond to approval and disapproval, agreement and disagreement	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • role-playing a situation in which one of them expresses their feelings and asks for an explanation about the other's failure to meet as arranged for an outing to the movies (P); • reading short articles and responding to them orally or in writing, expressing approval or disapproval, agreement or disagreement (G, P, I); • role-playing being with friends who try to persuade them to do a range of things, some of which they want to do and some of which they don't, and discussing their reactions (G); • listening to a talk about what someone (e.g., a sportsperson in training) does to try to achieve their goal (e.g., get up early or work out) and discussing their reactions (G); • checking whether a generalisation (e.g., that young people don't want to work) is true in the case of a group of students and listing all exceptions as the basis for a short talk about why the generalisation is debatable (G).
7.4 give and respond to information and opinions, giving reasons	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • reading a letter or email from a penfriend and passing on the message in a telephone conversation with another friend (G); • preparing a questionnaire about their friends' views on a range of social issues (e.g., marriage, drug use) as the basis for a short newspaper article about young people's opinions on such issues (C, G, P, I); • viewing an exhibition, show, or performance and, paying attention to visual as well as verbal presentation, writing a report for (a) a free newspaper in a small town in France and (b) a French penfriend's school magazine (C, G, I);

7.4 (continued)	<ul style="list-style-type: none"> • listening to a debate on a health issue (e.g., cigarette smoking) and identifying facts and opinions (G, P, I); • listing some of the things they do now and commenting on how they think they might feel about their own children doing these things and why (G); • planning a new school website and responding to suggestions about what it could include (G); • designing a questionnaire to find out what a group of people their own age think about a range of topics relating to health and well-being and analysing their findings to create a table of responses (G).
7.5 read about and recount actual or imagined events in the past	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • doing a cloze activity using the text of a myth, legend, or folk tale (C); • writing an imaginative narrative (I); • listening to a historical story and retelling it to a friend (P); • researching a historical event and adapting the material for a radio play (G); • researching and discussing the experiences of French-speaking migrants to New Zealand and using the information as the basis for a short poem (G, P, I).

Teachers can monitor students' progress when they are:

- modifying the written transcripts of dialogues in specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and then answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences;
- writing or following recipes;
- writing short paragraphs related to graphs and tables or preparing graphs and tables based on written material.

Students can monitor one another's progress by:

- doing question-and-answer tests and substitution activities together;
- working together on vocabulary lists;
- creating definitions of words and comparing them with dictionary definitions;
- working in pairs or groups to search for information and using it to prepare presentations;
- challenging each other in French-language computer activities;
- exploring French-language Internet sites to find information on particular topics;
- working together on projects of mutual interest.

Students can monitor their own progress by:

- keeping portfolios of their work up to date;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- doing computer-based language extension exercises;
- using a checklist with items such as "I can write about historical events."

Level 8: Personal Independence

Achievement Objectives

Students should be able to:

- 8.1 communicate about certainty and uncertainty, possibility and probability;
- 8.2 develop an argument or point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways in different contexts;
- 8.5 respond to selected and adapted texts (for example, from literature, film, newspapers, magazines, television, video, radio ...) from French-speaking cultures.

Level 8: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>A region of France</p> <p>Cultural and population groups in France or a French-speaking country</p> <p>Employment in France</p> <p>Significant events/people in France or French-speaking countries, past or present</p>	<p>A region of France</p> <p>Getting a job</p> <p>The creative arts</p> <p>Our changing world</p> <p>Environmental issues</p> <p>Social cohesion in France or a French-speaking country (e.g., race relations, socio-economic issues ...)</p> <p>Media</p>	<p>Formal/informal conversational exchanges</p> <p>Talks</p> <p>Reports</p> <p>Formal/informal letters</p> <p>Television, radio, and Internet texts</p> <p>Magazine and newspaper articles</p> <p>Classified advertisements</p> <p>Short stories</p> <p>Poems</p> <p>Novels</p> <p>Songs</p> <p>Dramatic texts</p> <p>Films</p> <p>Promotional and advertising material (e.g., videos, compact discs, book covers, posters)</p> <p>Comics, graphic novels, cartoons</p> <p>Television, film, theatre, book, and exhibition reviews</p> <p>Personal résumés</p> <p>Questionnaires</p> <p>Video presentations</p> <p>Computer-assisted presentations</p> <p>Brochures</p> <p>Guidebooks</p> <p>Graphs and tables</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> understand much of what is spoken by other speakers of French about a wide range of topics; distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> understand much of what is written by other speakers of French about a wide range of topics; distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> initiate and sustain conversations; give talks on a range of topics in a wide range of contexts; use appropriate pronunciation, intonation, rhythm, and stress; use language to entertain and persuade as well as to inform. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> use resources (e.g., dictionaries, glossaries) to experiment with new language and review their writing for accuracy; write about a range of topics, selecting words and expressions that are appropriate for their purpose and intended audience; use language to entertain and persuade as well as to inform.

Level 8: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>8.1 communicate about certainty and uncertainty, possibility and probability;</p> <p>8.2 develop an argument or point of view, with reasons;</p> <p>8.3 recount a series of events to inform, persuade, or entertain;</p> <p>8.4 communicate the same information in different ways in different contexts;</p> <p>8.5 respond to selected and adapted texts (e.g., from literature, film, newspapers, magazines, television, video, radio ...) from French-speaking cultures.</p>	<p><i>Je suis sûre que tu réussiras. Il ne pense pas qu'elle revienne. Il est peu probable qu'il soit à l'heure. Il se peut que tu aies raison. Il pense qu'elle va partir. Il est possible qu'il finisse ce travail avant le week-end. Si j'avais mangé des moules, je serais tombé(e) malade.</i></p> <p><i>La terre, peut-elle survivre, malgré nous? En premier lieu, il faut se rappeler que la Nouvelle-Zélande n'est qu'un petit pays sur le plan mondial. En revanche, le taux de la criminalité est en baisse depuis un certain temps. En fin de compte, n'oublions pas que la publicité y est pour quelque chose.</i></p> <p><i>L'homme que nous avions vu le matin devant la cathédrale s'est approché de nous. Il nous a donné un petit paquet carré et puis il est parti en courant. Mon rêve: Figure-toi que la nuit dernière, j'ai rêvé de mon voisin. Il était grand comme une girafe, et habillé avec un pyjama rose. Il s'est mis à courir après moi. J'ai essayé de lui échapper mais la porte était fermée à clef. Alors, je lui ai donné un coup de poing, et il s'est transformé en un adorable chaton.</i></p> <p><i>Rapport écrit: L'incident mortel a eu lieu le 21 mai à 13 heures 37 à l'angle du Boulevard Gambetta et de la rue Jean-Jaurès. Petite amie de la victime qui raconte l'accident à ses copains: "Imagine-toi ... oh, c'est pas possible! Mon Dieu! Je ne peux pas croire qu'il soit mort!"</i></p> <p><i>Je me présente: je m'appelle Werner. Je suis officier allemand. En ce moment, mon pays fait la guerre avec le pays que j'aime de tout mon coeur. Presenting oneself as a character from a text. Cette année, j'ai vu un film qui m'a plu énormément. Il s'agit de ... Je trouve les paroles de cette chanson particulièrement émouvantes.</i></p>

Suggested Language Focus	Suggested Vocabulary
<p>Adjectives non-agreement of compound adjectives of colour</p> <p>Adverbs words that can, depending on context, be used as adverbs as well as adjectives</p> <p>Connectives concessive conditional contrastive expressing purpose resultative</p> <p>Negation emphatic</p> <p>Nouns creative arts employment environment social cohesion media</p> <p>Pronouns after prepositions <i>ce</i> (marked form with <i>être</i>) emphatic possessive possessive relative</p> <p>Verbs conditional perfect future perfect passive voice subjunctive mood (full use of present form) reported speech</p>	<p><i>bleu vert, vert bouteille</i></p> <p><i>Il s'est arrêté net.</i> <i>Ça sent bon.</i> <i>Elle travaille dur.</i></p> <p><i>bien que</i> <i>à condition que, avant que, pourvu que</i> <i>par contre, d'une part ... d'autre part</i> <i>afin que, pour que</i> <i>tout compte fait</i></p> <p><i>ne ... aucun, ne ... guère, ne ... nulle part, ne ... ni ... ni, ne ... plus jamais, ne ... plus rien, ne ... jamais rien, ne ... jamais personne</i></p> <p><i>le compositeur, l'artiste, l'écrivain</i> <i>le chômeur, le patron, un emploi</i> <i>la pollution, les graffiti</i> <i>les immigrés, l'aide sociale, le parti politique</i> <i>le journaliste, le web, un hebdomadaire</i></p> <p><i>(à) qui, (avec) lequel</i> <i>C'est un homme remarquable!</i> <i>ce dont, celui dont, tout ce qui/que</i> <i>le/la mien(ne) ...</i> <i>dont, lequel</i></p> <p><i>Si j'avais su, je ne serais pas venu.</i> <i>Ils auront pris leur douche avant de se coucher.</i> <i>Ce monument a été construit par les Romains.</i> <i>Qu'elle vienne avec nous!</i></p> <p><i>"La police est venue."/Il a dit que la police était venue.</i> <i>"La police était venue."/Il a dit que la police était venue.</i></p>

Level 8: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
8.1 communicate about certainty and uncertainty, possibility and probability	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • role-playing an interview on French television in which the interviewee expresses their feelings and hopes for the people back home in New Zealand where there has been an earthquake (P); • ranking significant life events (e.g., marriage, overseas travel) in terms of probability in their own lives and writing sentences relating to each event, using the language of probability and possibility (C, G, P); • writing three statements describing what events they believe will take place in this millennium (two of these statements genuinely reflecting their own beliefs, the other not) and assessing which statements in other people’s lists are genuine beliefs, giving reasons (C, G, P); • reading a short science fiction story that predicts future events, listing those events, and explaining how likely they are to happen (C, I); • writing about how society might change if a given scenario took place (e.g., if machines could do all domestic chores) (C, P, I); • describing to someone planning to visit New Zealand for the first time what they could do during their visit (I).
8.2 develop an argument or point of view, with reasons	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • putting forward a proposition (e.g., that it is healthier to be a vegetarian than a meat eater) and providing supporting details (G, P, I); • preparing a package holiday within a particular region of France and presenting the package to the class, attempting to persuade the audience of its merits (C); • writing to a local firm to apply for a weekend job, explaining why they are suitable and including promises (e.g., of punctuality) (C, I); • telephoning a friend, asking to borrow money, explaining why they need it, promising to repay it within a specified time, and offering to do something for the friend in return (G, P); • interviewing friends about what they would do to improve society if they were in positions of power and why they would choose these actions rather than others (G); • reading, listening to, or viewing a recent news item about an environmental issue and writing a newspaper editorial in which they argue a particular point of view (G, I);

<p>8.2 (continued)</p>	<ul style="list-style-type: none"> • reading a letter to a newspaper in which the victim of a robbery expresses their opinions about how criminals should be treated and taking part in a class discussion about those opinions (C, I); • reading or viewing advertisements for products that the manufacturer claims will solve specific problems and creating their own advertisements for similar products (G, I); • examining how a character in a story responds to a problem and talking or writing about different possible responses (C, G, I); • researching an important social topic (e.g., genetic engineering), identifying the central issue, and listing the arguments on either side (C, G, P, I); • setting up a simulated television programme to discuss a problem that has contemporary relevance (G); • looking through job advertisements in a French newspaper, identifying jobs they would like or dislike, and discussing their reasons (C, G, P); • conducting an Internet search to identify French technological inventions, researching one of them in more detail, and writing an article that states the problem or problems the inventor identified and how he or she set about finding solutions (G, P, I).
<p>8.3 recount a series of events to inform, persuade, or entertain</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • producing a story in groups, using a plot, setting, and characters supplied by prompts in the form of picture cards and guide questions, with each student adding a section, and then repeating the process with their own plot, setting, and characters (G, I); • competing in groups to reassemble a short narrative that has been cut into sections, with a different section being given to each student in the group (G); • preparing a radio broadcast for the anniversary of a significant event and discussing in the broadcast the consequences of the event (G, P); • downloading some French songs from the Internet that describe a sequence of events, performing them in groups, and writing a summary of the events recounted in each song (G).
<p>8.4 communicate the same information in different ways in different contexts</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • researching famous French inventors and using the information to (a) create a profile for inclusion in a national newspaper, (b) write an interview with one of the inventors, and (c) prepare a diary entry for an important day in his or her life (G, P, I); • reading several newspaper reports about things that have happened in a small community and writing an eyewitness account of the events (G, P, I); • reading an article from a French newspaper that they have found online and rewriting the article to make it suitable for a magazine for young teenagers (P, I); • selecting newspaper headlines and preparing alternative headlines that would be appropriate for different types of newspaper (C, G, P, I);

<p>8.4 (<i>continued</i>)</p>	<ul style="list-style-type: none"> • describing events in which they participated to (a) the principal of their school, (b) their grandmother, and (c) their best friend, while a partner lists the differences in the accounts (P); • discussing the food in the school canteen with friends and writing a letter of complaint or praise to health authorities, summarising the views presented in the discussion (C, G, P).
<p>8.5 respond to selected and adapted texts (e.g., from literature, film, newspapers, magazines, television, video, radio ...) from French-speaking cultures</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> • designing a book or video cover (G, P, I); • writing a book or film review (G, P, I); • retelling the story from a poem or song in the idiom of today and presenting it as if it had been written for a different context (e.g., a newspaper report) (G, P, I); • using a picture of people as the basis for creating a dialogue between them (P); • using a picture as a starting point for a description (G, P, I); • telling a friend about a book they have read and reviewing it for a magazine (G, P); • researching a major political event in French history and writing an entertaining story based on the event and the leading figures involved (C, I); • preparing and acting out a short radio play based on a photograph, painting, or historical event (G); • exploring French websites and writing a report on two of them for a magazine that advises Internet users about interesting websites (G, P, I); • visiting French websites that provide information about entertainment opportunities, such as films, television, or radio plays, and discussing which appeal to them and why (G); • reading a newspaper account of a recent political or social event in a French-speaking country and preparing a talk about the central issues (C, G, P, I); • listening to a short narrative, which is then divided into sections for pairs or groups to dramatise (G, P).

Teachers can monitor students' progress when they are:

- modifying the written transcripts of dialogues in specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- writing newspaper reports, editorials, or letters to the editor after reading relevant texts;
- writing newspaper articles based on information retrieved from an Internet search;
- giving simulated-broadcast commentaries based on information supplied orally or in writing or retrieved from various sources.

Students can monitor one another's progress by:

- working together on projects of mutual interest;
- assessing each other's work using pre-determined criteria;
- discussing exemplars for developing understandings of how and where to improve.

Students can monitor their own progress by:

- keeping ordered lists of known vocabulary items and adding to them regularly;
- keeping portfolios of their work up to date;
- doing computer-based language extension exercises;
- using a checklist with items such as "I can put forward an argument, giving reasons for what I think."



Glossary of Terms

This glossary describes how certain terms are used within this document.

Achievement objective

Achievement objectives are statements of anticipated outcomes. At each curriculum level, new achievement objectives are introduced. Taken together, they represent the core expectations in terms of outcomes for that level. However, because a single achievement objective can often be met in a range of ways, some more complex than others, achievement objectives should be revisited on an ongoing basis as students progress through their programmes.

Appropriateness

Appropriateness refers to students' sensitivity to and use of culturally, socially, and linguistically suitable language in different contexts.

Curriculum guidelines

These curriculum guidelines are intended to inform teachers' programme planning by setting achievement objectives for students to work towards and by suggesting a range of activities through which students can meet these objectives. Although the curriculum guidelines indicate the vocabulary that could be covered at each level, they do not contain exhaustive vocabulary lists. Nor do they include complete programmes of work: they do not specify the content of language programmes for each group of language learners in a particular context or specific type of school.

Curriculum level

In New Zealand Ministry of Education curriculum documents, there are generally eight levels, which define a progression of difficulty through increasingly complex achievement objectives. As students progress through the eight curriculum levels in these French guidelines, they become familiar with a wider range of vocabulary, more complex structures, and more demanding contexts of use. The curriculum levels do not coincide with students' years of schooling. Refer to page 20 for more on curriculum levels.

Discourse

The term "discourse" describes a coherent piece of spoken and/or written language in a specific context. A discourse may be a whole text (for example, a personal letter or an entire conversation), or it may be part of a text that conveys related meanings (for example, several exchanges, within a dialogue, that relate to a single theme).

Level

See "curriculum level" (above).

National Certificate of Educational Achievement (NCEA)

The National Certificate of Educational Achievement (NCEA) for secondary school students includes achievement standards that describe broad outcomes and that recognise superior performance in relation to those outcomes.

Productive skills

In the context of this document, productive skills are those of using knowledge and understanding of language to produce spoken, written, and visual messages.

Proficiency statement

A proficiency statement describes, in simple terms, the kinds of language students should be able to understand and produce when they have completed two of the curriculum levels. There are four proficiency statements in this curriculum, one for every two curriculum levels.

Programme of work

A programme of work is a plan for teaching and learning in a specific context. It may cover a single term's work, a year's work, or more. Planning a programme of work involves specifying the content of the course, approaches to teaching and learning, methodologies, materials, and assessment and evaluation techniques. It includes, or relates directly to, specific lesson plans. Programmes of work for French-language courses will be based on the achievement objectives in these curriculum guidelines and specify how students will demonstrate that they meet the objectives they work towards. A programme of work will always be open to revision in the light of the developing needs and interests of students.

Receptive skills

In the context of this document, receptive skills are those of actively interpreting spoken, written, or visually presented messages by using knowledge and understanding of the French language.

Recognition

Where students are expected to recognise and understand certain aspects of language when they hear or read them but not (necessarily) to use them themselves in speaking or writing, these aspects are described in this document as for recognition only. Aspects of language that students are expected to use themselves in speaking and writing are presented for active assimilation.

Self-access centre

A self-access centre is a resource centre where students can access French-language resources (or resources in other languages that they are learning) independently.

Skill (language skill, language-related skill)

A language skill involves using language knowledge and understanding to perform a language-based or language-related task, such as filling in a form (writing skill) or getting the gist of a news broadcast (listening skill). The four language skills referred to in this document are listening, speaking, reading, and writing. (Refer also to page 22.)

Sociocultural aspects

In the context of this document, sociocultural aspects are features of the societies and cultures of native speakers of French that are suggested as a focus for students' learning at different levels. The sociocultural aspects listed in these curriculum guidelines include, for example, customs and traditions in France and French-speaking countries and teenage life in France and French-speaking countries. (Refer also to page 21.)

Text type

Different cultures recognise different types of discourse depending on a combination of factors, such as mode (spoken or written text), tenor (level of formality of the text), field (topic), intended purpose and audience, and specific features (for example, some text types include an introductory address). Examples of written text types are personal and business letters, forms, manuals, and reviews. Spoken text types include weather forecasts, lectures, sports commentaries, and news bulletins. (Refer also to page 22.)

Topic

In the context of these guidelines, topics are subjects for discussion, debate, reading, and writing. The topics listed in these curriculum guidelines include, for example, planning for the future. (Refer also to page 22.)