

## YEAR 7 (A1)

**TERM 1 > No textbook required. All material will be provided by the teacher.**

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>Greet and use polite expressions</li> <li>Understand class instructions</li> <li>Use French in the classroom</li> <li>Introduce yourself (name, age, nationality)</li> <li>Spell your name</li> <li>Say the date</li> </ul>	<ul style="list-style-type: none"> <li>Verbs in the present tense: <i>être, s'appeler</i> and <i>avoir</i> (first person singular and second person singular)</li> <li>Introduction to masculine and feminine (nationalities)</li> <li>Definite articles (<i>le, la, les</i>)</li> <li>Possessive adjectives (<i>mon, ma, mes, ton, ta, tes</i>)</li> </ul>	<ul style="list-style-type: none"> <li>"Transparent words"</li> <li>Numbers up to 20</li> <li>Colours</li> <li>Classroom objects</li> <li>Days and months</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to France and the French-speaking world</li> </ul>

**TERM 2 > *Imagine 1* (Didier) > Units 1 and 2**

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>Introduce yourself and ask others to introduce themselves</li> <li>Introduce someone else</li> <li>Ask and say your nationality</li> <li>Ask and say your age</li> <li>Talk about your school subjects and schedule</li> </ul>	<ul style="list-style-type: none"> <li>Verbs in the present tense: <i>être, s'appeler, avoir</i> and <i>parler</i></li> <li>Subject pronouns</li> <li>Adjectives (masculine/feminine)</li> <li><i>C'est</i> vs. <i>Il/Elle est</i></li> <li>Indefinite articles (<i>un, une, des</i>)</li> <li>Make a noun plural</li> <li>Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>Days, months and seasons</li> <li>Professions</li> <li>School (subjects, objects...)</li> <li>Numbers up to 69</li> <li>Body parts</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet and accents</li> <li><i>il</i> vs. <i>elle</i></li> <li>Syllables</li> <li>Intonation to ask a question</li> <li><i>un</i> vs. <i>une</i></li> <li>The sound [ø]</li> </ul>	<ul style="list-style-type: none"> <li>Politeness: <i>tu</i> vs. <i>vous</i></li> <li>Paris and French overseas territories</li> <li>Discovering French celebrities</li> </ul>

**TERM 3 > *Imagine 1* (Didier) > Units 3 and 4**

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• Talk about your pet</li> <li>• Discuss your likes and dislikes</li> <li>• Talk about your hobbies</li> <li>• Introduce your family</li> <li>• Describe your friends</li> <li>• Describe your outfit</li> <li>• Write an email</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs in the present tense: <i>-er</i> verbs, <i>faire, aller, vouloir</i> and <i>pouvoir</i></li> <li>• Definite articles</li> <li>• Negative sentences</li> <li>• Contracted articles with <i>de</i></li> <li>• Questions using <i>est-ce que, qu'est-ce que</i> and <i>quel</i></li> <li>• Adjectives (gender and number)</li> </ul>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Hobbies</li> <li>• Sports</li> <li>• Musical instruments</li> <li>• Family members</li> <li>• Description (appearance and personality)</li> <li>• Clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds: [ə], [e] and [ɛ]; [ʒ]; [R]; [u] and [y]</li> <li>• Elision</li> <li>• Silent <i>E</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Olympic Games</li> <li>• Discovering French artists</li> </ul>

**TERM 4 > *Imagine 1* (Didier) > Units 5 and 6**

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• Say what time it is</li> <li>• Talk about food and meals</li> <li>• Go grocery shopping</li> <li>• Describe where you live</li> <li>• Talk about your city/neighbourhood</li> <li>• Give and understand directions</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs in the present tense: <i>boire, manger, acheter, habiter, venir</i> and <i>prendre</i></li> <li>• Demonstrative adjectives</li> <li>• Partitives</li> <li>• Quantities</li> <li>• Contracted articles with <i>à</i></li> <li>• <i>à</i> or <i>en</i> + mode of transportation</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Food and drinks</li> <li>• Numbers up to 300</li> <li>• Types of housing</li> <li>• Rooms in a house</li> <li>• Transports</li> <li>• Directions</li> <li>• Shops and other places in the city</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds: [ø]; [s] and [z]; [ʃ]; [b] and [v]; [ɑ̃]</li> <li>• Liaison using [z]</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking in the French-speaking world</li> <li>• Lyon</li> </ul>

## YEAR 8 (A1)

### TERM 1 > *Imagine 2* (Didier) > Units 0 and 1

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Ask and say what time it is</li> <li>• Talk about your habits and daily routine</li> <li>• Talk about friendship</li> <li>• Organise a party</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs in the present tense: <i>connaître</i> and some <i>-ir</i> verbs</li> <li>• Question words</li> <li>• Asking a question with inversion Reflexive verbs</li> <li>• Adverbs of frequency</li> <li>• The near future</li> </ul>	<ul style="list-style-type: none"> <li>• Travel</li> <li>• Daily activities</li> <li>• Personality</li> <li>• Gifts and parties</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouncing word groups</li> <li>• Rhythm and punctuation</li> <li>• Sounds: [ø] and [œ]; [k] and [g]</li> </ul>	<ul style="list-style-type: none"> <li>• Lausanne (Switzerland)</li> <li>• Discovering <i>Les Schtroumpfs</i></li> </ul>

+ revisions of Year 7 content

### TERM 2 > *Imagine 2* (Didier) > Unit 2 + Unit 3 Lessons 1-2

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• Talk about a video game</li> <li>• Describe someone physically</li> <li>• Express commands and obligations</li> <li>• Talk about your passions</li> <li>• Describe an experience in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs in the present tense: <i>devoir</i> and <i>essayer</i></li> <li>• Direct object pronouns (<i>le, la, les</i>)</li> <li>• Position of adjectives</li> <li>• <i>Il faut</i></li> <li>• Negative imperative</li> <li>• Passé composé with <i>avoir</i></li> <li>• <i>C'était... Il y avait...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Video games</li> <li>• Physical description</li> <li>• Super-heroes</li> <li>• Passions</li> <li>• Positive and negative opinions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Enchaînement</i></li> <li>• Sounds: nasal sounds; [l]; [e] and [ɛ]</li> </ul>	<ul style="list-style-type: none"> <li>• The Loire Valley and its castles</li> <li>• Celebrating music with <i>la Fête de la musique</i></li> </ul>

**TERM 3 > *Imagine 2* (Didier) > Unit 3 Lesson 3 + Unit 4 + Unit 5 Lesson 1**

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• Talk about your well-being</li> <li>• Describe your bedroom</li> <li>• Relate past events</li> <li>• Express your feelings</li> <li>• Describe an invention</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs in the present tense: <i>bouger, commencer</i> and <i>se sentir</i></li> <li>• Stressed pronouns</li> <li>• Some words to express cause</li> <li>• Prepositions of place</li> <li>• Passé present with <i>être</i></li> <li>• Direct object pronouns</li> <li>• Negative sentences</li> <li>• Relative pronoun <i>qui</i></li> </ul>	<ul style="list-style-type: none"> <li>• Physical and mental health</li> <li>• Furniture and objects in the bedroom</li> <li>• Recycling</li> <li>• Feelings and emotions</li> <li>• Chores</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Enchaînement</i></li> <li>• Sounds: [sk]; [o], [u] and [y]; [ʃ] and [ʒ]; [R]</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering a French designer</li> <li>• Environmental actions</li> </ul>

**TERM 4 > *Imagine 2* (Didier) > Unit 5 Lessons 2-3 + Unit 6**

Communication	Grammar	Vocab	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• Talk about professions</li> <li>• Discuss health</li> <li>• Describe a place</li> <li>• Talk about the weather</li> <li>• Give advice about travelling</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs in the present tense : <i>savoir, connaître, soigner, mettre</i> and <i>voyager</i></li> <li>• <i>pour</i> + infinitif</li> <li>• Adverbs of manner and quantity</li> <li>• Comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Professions and work skills</li> <li>• Body parts</li> <li>• Health issues</li> <li>• Furniture and appliances</li> <li>• Climate</li> <li>• Nature and landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds: [ʏ]; [d] and [t]; [a] and [w]; [j]</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering a French scientist</li> <li>• French in Africa</li> </ul>

	<ul style="list-style-type: none"> <li>• Preposition before countries</li> <li>• Adverbs in <i>-ment</i></li> <li>• Replacing a place with the pronoun <i>y</i></li> <li>• Introduction to present conditional (<i>je voudrais, tu devrais, tu pourrais...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Travel objects</li> </ul>		
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YEAR 9 (A1-A2)

TERM 1 > *Imagine 3* (Didier) > revisions Year 8 + Units 0-1

Communication	Grammar	Vocabulary	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• Give advice</li> <li>• Express joy</li> <li>• Explain rules</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs tenses</li> <li>• Imperative (revisions) and pronouns</li> <li>• <i>Passé composé</i> and pronominal verbs</li> <li>• Pronoun <i>qui</i> and <i>que</i></li> </ul>	<ul style="list-style-type: none"> <li>• Foreigner words</li> <li>• School</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation to emphase</li> </ul>	<ul style="list-style-type: none"> <li>• school</li> </ul>

TERM 2 > *Imagine 3* (Didier) > Units 2

Communication	Grammar	Vocabulary	Pronunciation	Culture
<ul style="list-style-type: none"> <li>• talk about your scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• recent past</li> <li>• <i>imparfait</i></li> <li>• the pronoun <i>en</i></li> </ul>	<ul style="list-style-type: none"> <li>• studies</li> <li>• taste adjectives</li> <li>• food waste</li> </ul>	<ul style="list-style-type: none"> <li>• exclamative sentences</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• food</li> </ul>

<ul style="list-style-type: none"> <li>describe a plate of food</li> <li>talk about waste</li> </ul>	<ul style="list-style-type: none"> <li>first and second groups verbs</li> </ul>			
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TERM 3 > *Imagine 3* (Didier) Unit 3

Communication	Grammar	Vocabulary	Pronunciation	Culture
<ul style="list-style-type: none"> <li>express an interest</li> <li>talk about a project</li> <li>present an explorer</li> </ul>	<ul style="list-style-type: none"> <li>verbs with <i>à/de</i> + infinitive verbs</li> <li><i>futur simple</i></li> <li>COI pronouns</li> <li>Third group verbs</li> </ul>	<ul style="list-style-type: none"> <li>extreme sports</li> <li>Travels</li> </ul>	<ul style="list-style-type: none"> <li>interrogative sentences</li> </ul>	<ul style="list-style-type: none"> <li>amusement parks</li> </ul>

TERM 4 > *Imagine 3* (Didier) > Unit 4

Communication	Grammar	Vocabulary	Pronunciation	Culture
<ul style="list-style-type: none"> <li>compare films</li> <li>present a tv show</li> <li>express surprise</li> </ul>	<ul style="list-style-type: none"> <li>Comparative and superlative sentences</li> <li>Demonstrative pronouns</li> <li>Relative pronoun <i>où</i></li> <li>Homophones with to be verb</li> </ul>	<ul style="list-style-type: none"> <li>Cinema and series</li> <li>Medias</li> <li>Knowledges</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmic group</li> </ul>	<ul style="list-style-type: none"> <li>The Eiffel tower</li> <li>The French cinema</li> </ul>

YEAR 10 (A2)

TERM 1 > *Imagine 3* (Didier) > revisions Year 9 – Unit 5

Communication	Grammar	Vocabulary	Pronunciation	Culture
<ul style="list-style-type: none"> <li>propose your help</li> <li>Explain a tutorial</li> <li>Describe art</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite pronouns</li> <li>Place prepositions</li> <li>Consequence</li> <li>Homophones with to have verb</li> </ul>	<ul style="list-style-type: none"> <li>Help</li> <li>Craft</li> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>Stress a syllable</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> </ul>

TERM 2 > *Imagine 3* (Didier) > Units 6

Communication	Grammar	Vocabulary	Pronunciation	Culture
<ul style="list-style-type: none"> <li>Tell a memory</li> <li>Criticise an outfit</li> <li>Express hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>Time expressions: <i>depuis, pendant, il y a, dans</i></li> <li><i>Passé composé</i> and <i>imparfait</i></li> <li>Si + present tense</li> <li>Verbal endings: <i>é – er – ez</i></li> <li>Revisions of the endings of verbs with present tense</li> </ul>	<ul style="list-style-type: none"> <li>The 5 senses</li> <li>Outfit</li> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>Words connections</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>

**TERM 3 > sans manuel**

**TERM 4 > sans manuel**

**Course Prerequisite:** This course is designed for students who have completed Term 3 of the Year 9 A2 program or have been assessed prior to enrolling.

### **VCE 1&2 (B1): LEARNING OBJECTIVES**

**Course Prerequisite:** This course is designed for students who have completed the Year 10 A2 program or have been assessed prior to enrolling.

**TERM 1 : In line with the new VCE Curriculum**

<b>Communication et culture</b>	<b>Langue</b>	<b>Préparation à l'examen</b>
Famille et amis Routine, école et activités extrascolaires Vivre en France Echanges et année sabbatique Mode Gastronomie	Formation et place des adverbes Passé composé Imparfait Pronoms COD/COI Futur proche/futur simple	Journal intime / personnel Podcast / informatif

**TERM 2 : In line with the new VCE Curriculum**

<b>Communication et culture</b>	<b>Langue</b>	<b>Préparation à l'examen</b>
Le cinéma et la musique francophone L'architecture Internet & réseaux sociaux Rapport aux écrans Sport, santé et bien-être	Pronoms relatifs simples et complexes Si + présent + futur simple Conditionnel présent Si + imparfait + conditionnel	Article / informatif Critique / argumentatif

**TERM 3 : In line with the new VCE Curriculum**

<b>Communication et culture</b>	<b>Langue</b>	<b>Préparation à l'examen</b>
Petits boulots Carrière et métiers Le développement durable Effets de l'être humain sur l'environnement Espoirs et inquiétudes	Voix passive Plus-que-parfait Comparatifs et superlatifs Phrase nominale	Article / argumentatif Lettre formelle / persuasif

**TERM 4 : In line with the new VCE Curriculum**

<b>Communication et culture</b>	<b>Langue</b>	<b>Préparation à l'examen</b>
Migrations Justice sociale Volontariat et associations L'apprentissage tout au long de la vie L'équilibre vie privée-vie professionnelle	Participe présent, gérondif Futur antérieur Accord du participe passé Conjonctions de coordination et de subordination	Discours / persuasif Histoire / imaginatif

## VCE 3&4 (B1): LEARNING OBJECTIVES

**Course Prerequisite:** This course is designed for students who have completed the VCE 1&2 program or have been assessed prior to enrolling.

### TERM 1 : In line with the new VCE Curriculum

Communication et culture	Langue	Préparation à l'examen
Adolescence et différences générationnelles Amitiés en ligne et réseaux sociaux Questions de genre Droits et devoirs	L'imparfait et le passé composé Les verbes pronominaux Le subjonctif présent Le futur simple	Lettre informelle / personnel Article de blog / argumentatif

### TERM 2 : In line with the new VCE Curriculum

Communication et culture	Langue	Préparation à l'examen
Identité langagière et culturelle Les DROM-COM Événements et figures historiques françaises L'Union Européenne et son influence Un monde idéal	Verbes et prépositions Subjonctif passé Si + imparfait + conditionnel Si + plus-que-parfait + conditionnel passé	Nouvelle / imaginatif Discours / persuasif

### TERM 3 : Focus on the format of the oral exam

Communication et culture	Langue	Préparation à l'examen
Recherche et innovations Société, science et technologies Littérature et théâtre francophones	Subjonctif vs indicatif Concession, opposition Discours indirect (présent et passé) Passé simple (découverte)	Compte-rendu / informatif Pièce de théâtre / imaginatif  <b>Focus on the format of the oral exam</b>

### TERM 4 : Focus on the format of the written exam

Communication et culture	Langue	Préparation à l'examen
Term 4 focuses on the <b>format of the written exam</b> . This course serves as a rehearsal based on previous exams. The teacher also provides grammatical reinforcement when needed.		

## High School French Extension (B2) : LEARNING OBJECTIVES

**Course Prerequisite:** This extension course is designed for students who already have advanced communication skills **and have been assessed prior to enrolling**.

### TERM 1 :

Communication	Langue	Culture
Tout au long de l'année : renforcement et développement des actes de parole de niveau B2	Pronoms personnels compléments Pronoms démonstratifs Les noms collectifs (accord du verbe) Mise en relief	Ecrivains et écrivaines francophones La/les liberté(s)  <i>Et autres au choix de l'enseignant.e et du groupe</i>

	Adjectifs et pronoms indéfinis (pour l'identité) <u>Lexique</u> lié aux thèmes abordés <u>Phonétique</u> selon les besoins	
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**TERM 2 :**

<b>Communication</b>	<b>Langue</b>	<b>Culture</b>
Tout au long de l'année : renforcement et développement des actes de parole de niveau B2	Accord du participe passé Passé simple (introduction) Adjectifs et pronoms indéfinis (pour la quantité) Le discours indirect libre C'est / il est <u>Lexique</u> lié aux thèmes abordés <u>Phonétique</u> selon les besoins	Le progrès, la science Internet et les nouvelles technologies  <i>et autres au choix de l'enseignant.e et du groupe</i>

**TERM 3 :**

<b>Communication</b>	<b>Langue</b>	<b>Culture</b>
Tout au long de l'année : renforcement et développement des actes de parole de niveau B2	Discours et interrogation indirecte Exprimer l'antériorité, la simultanéité et la postériorité Comparatifs et superlatifs L'hypothèse avec si Subjonctif ou indicatif <u>Lexique</u> lié aux thèmes abordés <u>Phonétique</u> selon les besoins	L'art du portrait : peinture, photographie, selfie L'argent et la richesse  <i>et autres au choix de l'enseignant.e et du groupe</i>

**TERM 4 :**

<b>Communication</b>	<b>Langue</b>	<b>Culture</b>
Tout au long de l'année : renforcement et développement des actes de parole de niveau B2	Adverbes de manière Opposition et concession Concordance des temps <u>Lexique</u> lié aux thèmes abordés <u>Phonétique</u> selon les besoins	Bonheur et bien-être Les crises économiques  <i>et autres au choix de l'enseignant.e et du groupe</i>