SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE

YEAR 3
The sample teaching and learning outline provides a sequential series of content areas through which the French: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students’ ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

**Time allocation on which the outline is based**
Two hours of teaching per week, over one year

**Prior knowledge**
In Year 2 French: Second Language, students interacted with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participated in guided group activities, taking turns, exchanging and negotiating, or responded to teacher talk and instruction in French. Students identified specific points of information from familiar types of simple texts to complete guided tasks and convey factual information about their personal worlds. They engaged with a range of imaginative texts, created stories and performed imaginative scenarios.

Students became familiar with the systems of the French language, reproducing the sounds and rhythms of spoken French, experimenting with the pronunciation of vowel combinations and explaining similarities and differences to English. They recognised and began to write high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and understood some first elements of grammar, to generate language for a range of purposeful interactions.

*Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.*
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<th>Term 1 Week</th>
<th>Focus</th>
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<td>1–2</td>
<td>Bonjour mes amis ! Students share personal information with others.</td>
<td>Introduce and share information about themselves, for example, Comment t’appelles-tu ? Tu as quel âge ? (*content from the Pre-primary syllabus)</td>
<td>Experiment with the pronunciation of common vowel sounds, for example, ou (vous, jour), oi (toi, voiture), on (bonbon, mon), aï (aimer, un) + present tense of verbs associated with familiar actions and environments, for example, Je chante bien ; Tu aimes le yaourt; Elle est en classe</td>
<td>Teach students the lyrics to the welcome song Salut Bonjour - Salut Bonjour</td>
<td>French rhyme AmStramGram lyrics available at <a href="https://www.youtube.com/watch?v=cJDVkD36oeY">https://www.youtube.com/watch?v=cJDVkD36oeY</a></td>
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<td></td>
<td>Learning objectives:</td>
<td>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, J’ai deux sœurs et j’ai un frère; Mon frère s’appelle Jack; Mon amie Julie est très jolie ; Elle a six ans; Mon grand-père est très gentil !</td>
<td>Recognise and write high-frequency words and expressions in familiar contexts</td>
<td>Teach students the appropriate greetings for classroom use, for example, Bonjour mes amis; Bonjour Madame; Bonjour la classe.</td>
<td>Audio visual clip Ratounet <a href="https://www.youtube.com/watch?v=ce_dT3RxAOA">https://www.youtube.com/watch?v=ce_dT3RxAOA</a></td>
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<td>• greet peers and teacher in French, using the appropriate greeting</td>
<td>Participate in routine exchanges such as asking each other how they are and offering wishes, for example, Salut, Nicole, ça va ? Pas mal, et toi ?</td>
<td>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</td>
<td>Play the audio visual clip of the song Comment tu t’appelles - Ratounet, pausing the song midway and encouraging students to join in with singing their names.</td>
<td>Game Où est Hatchi Patchi ?</td>
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<td>• introduce themselves by name and ask someone their name</td>
<td>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</td>
<td>Understand and demonstrate how language use varies according to the participants’ age, gender and relationship and the context of use</td>
<td>Introduce a routine procedure for when the lesson finishes and students exit the class. Have an exit code for each lesson, asking students to remember the exit code word or phrase. A clue is displayed on the classroom wall. Alternate the code word to reinforce the learning of the day, for example Je m’appelle…</td>
<td>French rhyme AmStramGram</td>
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<td>• be introduced to routines in the French class and join in by repeating the modelled words and phrases</td>
<td>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</td>
<td>Locate and identify Hatchi Patchi covers their ears and the student who is Hatchi Patchi calls out Je m’appelle Hatchi Patchi !</td>
<td>Play with students the game Où est Hatchi Patchi ? As one student stands in the doorway of the classroom facing away from the class, another student is chosen as Hatchi Patchi. The student with their back to the group turns around and asks a question, for example, Comment tu t’appelles ? Students respond with their name, except for Hatchi, who responds, Je m’appelle Hatchi Patchi ! If after three guesses Hatch Patch is not identified, the student who is attempting to identify Hatch Patch covers their ears and the student who is Hatchi Patchi calls out Je m’appelle Hatchi Patchi !</td>
<td>Game Couples fameux Make card set with the pictures and names of famous couples, for example Tintin et Milou, Harry Potter et Ron Weasley, Belle et Sébastien, Tarzan et Jane, Joseph et Marie, Lucky Luke et Jolly Jumper, Astérix et Obélix, etc.</td>
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<td>• pronounce clearly the sound ou</td>
<td>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</td>
<td>Identify Hatchi Patchi covers their ears and the student who is Hatchi Patchi calls out Je m’appelle Hatchi Patchi !</td>
<td>Provide students the exit code word or phrase. A clue is displayed on the classroom wall. Alternate the code word to reinforce the learning of the day, for example Je m’appelle…</td>
<td>Audio visual clip La Rentrée Parole de chat <a href="https://www.youtube.com/watch?v=cJDVkJD36oEY">https://www.youtube.com/watch?v=cJDVkJD36oEY</a></td>
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Écoutez et regardez ! Hold up each stationery item and ask students to repeat the sound of each item, for example, crayon, stylo, dossier, papier, ciseaux, colle, gomme, règle. Practise drilling the words. In a second round model the gesture and ask students to repeat the gesture.

14. Teach students the rules for Kim’s Game. Have students observe a number of items placed in a tray. Hide the stationery items under a cloth cover, before removing one item at a time, and ask students to guess what is missing, Qu’est-ce qui manque ? Students guess by either using the French word La colle ! or Les ciseaux ! or a gesture. Play the game again with students in smaller groups.

15. Organise students to develop a checklist Dessine ! with a drawing of the items needed for the French class. Read the items required, allowing time for students to draw the items. Ask students to place the checklist in their dossier. The word list can be extended at a later stage with the addition of captions.

Assessment
- Anecdotal assessment using checklist and notes, indicating how students:
  - use the greeting Bonjour Madame and Salut or Bonjour for friends
  - answer the question Comment tu t’appelles ? with a full sentence, or simply stating their name
  - identify the correct stationary item upon hearing it in a sentence, for example, Où est le stylo ? Passe-moi la colle, s’il te plaît
  - clearly make the sound ou, which is common and always pronounced the same way.

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3-7 La famille de Léon

Students view and listen to a song about a chameleon that changes colours and use the vocabulary learned to create a new text about the chameleon’s family.

Learning objectives:
- continue to use appropriate greetings, introduce themselves, ask after someone, and add new vocabulary to the repertoire
- participate in and respond to the song Léon le caméléon, acting out the changing of the colours, identifying and comparing favourite

| 1. | Sing the welcome song Salut Bonjour and call l’appel ! of student names eliciting the response ici ! Introduit Présent ! and Présente ! as an optional alternative to ici !
2. | Teach students the rules for the game Où est Léon… ? In this variation of Hide and seek a student is selected to stand in the doorway of the classroom facing away from the class, while a picture of Léon gets hidden by the class. When the student returns he needs to search for the object and is guided by the students who chant the question Où est Léon ? quietly when the student is far and then chant louder as the student gets closer to the picture of Léon.
3. | Play the song Léon le caméléon 1 and ask students to remember three words from the song. After playing the song, gather, on the whiteboard or on a word wall, the words recalled. Students make suggestions on how the words can be ordered in categories. Possible categories could include colours, names, objects, words with on, or other (couleurs, noms, objets, mots on, autre). Display the words in the categories and keep them in display in the classroom.
4. | Model the game Trouve un objet. Call out adjectives of colour and ask students to look for an object in class matching that colour, for example, Trouve un objet bleu ! Students look around the classroom and return to the mat with an object of the correct colour.
5. | Play Lotto des couleurs using adjectives of colour. Introduce the game with the whole class and teach students to play in smaller groups.
6. | Use kinaesthetic methods to support students to memorise the numbers 1-10 and play La classe compte ! Each number refers to a body part: 1 is the left foot, 2, right foot, 3, left knee, 4, right knee, 5, left hip, 6, right hip, 7, left shoulder, 8, right shoulder, 9, left ear, 10, right ear. Start with counting up in order, then count backwards, all the while asking students to point to the correct body part. Once the students are familiar with the positions call out random numbers. Pass the lead to a student.
7. | Teach student the lyrics and melody to the song Chanson ! 1-10. Ask students to listen and sing along to the song about numbers 1-10.

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Activity Qu’est-ce qu’il y a dans la boîte ?

Game Kim’s game This game is commonly played with young children as it promotes the development of memory and observation skills and can be used for learning new groups of objects, such as shapes or fruits.

Workbook Dossier, to store student checklists, activities, etc.

Craft Chatterbox design Réaliser une cocotte en papier - Faire un jeu en origami https://www.youtube.com/watch?v=84dhxqUH9ug

Game Où est Léon… ? A variation of Hide and seek

Song Léon le caméléon 1 https://www.youtube.com/watch?v=VHF3ydslB9U

Game Trouve un objet

Game Lotto des couleurs, using colours in the place of numbers

Song Compter de 1 à 10 - Les Chiffres et les Nombres en Chanson – Learn French https://www.youtube.com/watch?v=3D-3TjVbukU
8. Provide students with Coloriage numéroté, a colour-by-numbers activity to complete.
9. Play the song clip Léon le caméléon 2-Chasse au trésor, trouve le on ! while students view and listen to the song. Ask that they write three words that contain the sound on. Gather all words on the word wall and read them with the students, using the instructions Écoutez ! and Répétez !
10. Read the rhyme 1, 2, 3 Nous irons au bois to students during mat time, asking them to listen to and repeat the words of the rhyme.
11. Have students exit the classroom using the exit code by saying their favourite new adjective for the lesson, for example, petit, with a gesture.
12. Role play the game Tu as quel âge ? Lance le dé with the whole class, by first rolling the dice and asking the question Tu as quel âge ? Students listen first, then one student rolls the dice and answers with the number that appears on the dice, for example, J'ai trois ans. Students then play again in a smaller group.
13. Play an instruction clip for students on how to fold La cocotte, a chatterbox, and assist them through the process. On the first layer they write a number between 1 and 10, the second layer has spots coloured in different colours. Inside the chatterbox students write descriptive phrases such as Tu es gentil/gentile, Tu es joli/joie, Tu es méchant, etc. Students play the game in pairs and store the chatterboxes in their dossier.
14. Make available to students access to Languages Online Chapters 1-8. Students can set their own pace while discovering the Languages Online website. They keep track of their learning by ticking off the tasks completed on a checklist.
15. Provide students with an image of either a colour or an object. They watch the song clip Léon le caméléon 3 and stand up every time their colour or object is mentioned in the song. Words that are not already on the word wall are added.
16. Assign students to groups for Language Practice 1 - Group Rotations, to practise the vocabulary that was presented in this unit so far:
   A Group splits into pairs and plays with the chatterbox.
   B Group splits into pairs and plays games with the dice, for example, Tu as quel âge ?
   C Group works individually to complete Languages Online Chapters 1-8.
   D Group splits into pairs and uses puppets to interact in social play. They model a dialog where two characters meet each other for the first time and then they have a conversation, for example, Salut, Bonjour, Comment tu t'appelles ? Je m'appelle… Assist this group.
17. Introduce the new theme La famille 1, and related vocabulary first asking a question to elicit the name of Léon’s brother, le frère. Students view the clip Léon le caméléon and locate the required information. Introduce the vocabulary for the immediate family and display the words, including their definite article, on the whiteboard, for example, le caméléon, le frère, la soeur, la mère, le père, le grand-père, la grand-mère.
18. Play the game Qui manqué ? first showing students an image of a family and asking them to name the members of that family, for example, le père, la mère, etc. Hide the image of one member and ask Qui manqué ? Students guess and the drill continues with the image of another member being hidden.
19. Show an image of Gaston and Léon to the class and describe what they look like. In Décris Léon et Gaston I model the words and gestures for grand, petit, gentil, méchant, jolie, marrant, sympa. The class completes a portrait of Léon and Gaston by labelling them with adjectives and nouns.
20. Introduce the game Téléphone arabe. In this variation of Chinese whispers, the teacher selects one student to choose an adjective and whisper it to the next student, who then whispers it to the next, and so on. The last student to hear the whisper reveals the word, for example, Léon est bleu, Gaston est gentil.

GAME Tu as quel âge ? Lance le dé

Language practice Languages Online Chapters 1-8

Game Qui manqué ?

Portrait image of Gaston and Léon

Game Téléphone arabe a variation of Chinese whispers
Variation: Split students in two or more groups with groups playing against each other.

21. Provide students with the worksheet La famille de Léon and some examples of how to draw and label the members. Students then select their own colours and complete their sheets individually.

22. Ask students to draw a chameleon, Didou, Dessine-moi un caméléon and list for them the colours used. As well as their drawing, students label the chameleon with the correct words for the colours. To choose a name for the chameleon, display the top 20 most popular French names, read the names and let students read them back to you with the correct pronunciation, before asking students to choose a name for the chameleon.

23. Ask students to create a drawing of La famille de Léon, naming them with popular French names. They colour and label in French the chameleons, choosing a colour, size and age for each one to complete the drawing, for example, La sœur s'appelle Liliane. Liliane est jaune et bleu.

24. Assign students to groups for Language Practice 2 - Group Rotations, in order to practise the vocabulary that was presented in this unit so far:
A Group splits into pairs and plays Lotto des couleurs, led by a student.
B Group splits into pairs and plays with La cocotte.
C Group students work individually to complete Languages Online Chapters 1-8.
D Group presents their chameleon-family to their group and the teacher. Use notes for informal assessment.

25. Support students through language practice to sort the words for family members into two categories using the definite articles le and la.

26. Introduce the concept English language bubble; a place where students ‘enter’ when a new concept needs to be explained. To announce the start of the bubble, a code word can be called out, for example, poisson, and students respond by making bubble-noises.

27. Encourage students through English language bubble to think of an explanation for when the definite article le or la is used. Referring to the word walls and stationery vocabulary learned earlier, explain that in French every noun has a gender and is either masculine or feminine. Acknowledge that this is a difficult concept for English speakers, but point out that many languages (Italian, Spanish) have two genders and some even three (German).

28. Support students in language practice to sort nouns into le and la categories and discuss ways to memorise the articles.

29. Display in the classroom La famille de Léon, the different chameleon families, at the end of the unit.

30. Promote in the school community the Alliance Française AF Film Festival and Poem reciting competition events, as opportunities to connect with the francophone community outside the classroom, and organise an excursion to the Film Festival, or organise students to submit a recording of the recital of the year’s selected poem.

Assessment
- Anecdotal assessment using checklist and notes, indicating how students:
  - use adjectives to describe something or someone
  - use family-related vocabulary
  - comprehend and use family-related vocabulary as well as the correct definite articles le and la
  - create a fictional family by drawing chameleons and labelling the pictures in French

Activity worksheet La famille de Léon
Audio visual clip Didou, dessine-moi un caméléon
https://www.youtube.com/watch?v=QMXuLoNx3mg
Assessment task La famille de Léon

Classroom procedure English language bubble

Alliance Française Perth for details of French film festival and poetry competition
8–10

**Poisson d’avril !**

Students learn about the cultural practice of *Le 1er avril* and how this is celebrated by French children. The students are also introduced to the French calendar.

**Learning objectives:**
- recognise the difference between French, Australian and other cultures when celebrating *Le 1er avril*
- explain the meaning of *Poisson d’Avril* and notice that some expressions are difficult to translate
- listen to a French YouTuber talking about the customs associated with *Poisson d’Avril* and reflect on what sounds and feels familiar and different

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J’ai deux sœurs et j’ai un frère; Mon frère s’appelle Jack; Mon amie Julie est très jolie; Elle a six ans; Mon grand-père est très gentil!*

Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ? Pas mal, et toi ? Bonjour, Madame Patou, comment allez-vous ?; Bonjour Messieurs !; A demain, Mademoiselle !; A bientôt !; Bon courage !*

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission

Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

Notice what looks or feels similar or different to their own language and culture when interacting in French

Experiment with the pronunciation of common vowel sounds, for example, *ou (vous, jour), oi (toi, voiture), on (bonbon, mon), aï (aimer, /a/), ain (train, diminutif) and eau (château, beau), letter combinations and intonation patterns

Recognise and write high-frequency words and expressions in familiar contexts

Notice differences between French, Australian and other cultures’ practices and how these are reflected in language

Experiment with the pronunciation of common vowel sounds

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
- developing number knowledge for numbers 0-31 (*content from the Year 1 syllabus*)

1. Sing the welcome song *Salut Bonjour* and call *l’appel* of student names eliciting the response *ici!* / *Revient Présent!* / *Présente*! as an optional alternative to *ici*!
2. Play the clip of the song *Les poissons* and ask students to recall the names of three animals featured in the song.
3. Model, during *mat time*, the new nouns through the game *Oiseau vole!*, for example, *poisson, oiseau, lapin and the verbs, nager, manger, sauter, danser, voler.*
4. Play the game *Jacques à dit…*, a French version of *Simon says*, calling on students to take turns playing the role of Simon. Students follow, but only if *Jacques à dit*, for example, *Jacques a dit saute !; Danse !; Jacques a dit nage !; Volé !; Tourne !; Jacques a dit tombe !; Mange !*
5. Play the game *Oiseau vole!*, calling out an action, and ask that students repeat it only if the action makes sense, for example, *poisson vole!*, and students stay still. *Lapin mange! *and students gesture a rabbit eating.
6. Make students aware, during *English language bubble*, of the April Fool’s Day celebration. Play the video *Poisson d’avril ! Comme un Francais* by Géraldine, a Parisian, who explains this popular celebration. Discuss with students the custom, have them compare it to their own experiences of April Fool’s Day, *Le 1er avril*, and how it is celebrated in the students’ own families. Make available to students phrases and vocabulary related to *Le 1er avril*, for example, *faire une blague, faire une farce, un canular, un poisson d’avril, accrocher un poisson dans le dos.* Have students explain the meaning of *Poisson d’Avril* in their own words and identify that some expressions are difficult to translate.
7. Provide instructions in French to assist students to design a paper fish. They draw, label and colour a paper fish to be used at school or at home, to play a joke on someone on *Le 1er avril*.
8. Teach students the game *Où est le poisson?*, where one student stands in the doorway of the classroom facing away from the class. A picture of a fish gets hidden by the class. When the student turns around he needs to search for the object and is guided by the students who chant the question *Où est le poisson?* quietly when student is far from the picture and louder when he gets closer.
9. Play the song *Les mois de l’année* and ask students to reflect on which of the months sound familiar and are easy to remember, and which ones are different to those in their first language.
10. Assign students to groups to play the game *Les mois*. Each group receives a set of cards with the 12 months, one month written on each card. The group needs to sort the months in order. The first group to finish wins.

**Formal assessment using the following activity:**
- *La famille de Léon:*
  - Part A – labelling images and displays in classroom
  - Part B – presenting, orally, a description of their chameleon family
  - Part C – listening to a description of different chameleons and match them with the corresponding image.

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**French: Second Language | Year 3 | Sample Teaching and Learning Outline**

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**Song Les poissons**, by Alain le Lait
https://www.youtube.com/watch?v=0VIVUagFJAc

**Game Oiseau vole !**

**Game Jacques à dit…**, a French version of Simon says

**Audio visual clip** What happens on Le 1er Avril in France, from *Comme une Francaise* https://www.youtube.com/watch?v=HL7IvW0-BA

**Game Où est le poisson ?**

**Song Les mois de l’année** de Juli Powers
https://www.youtube.com/watch?v=KU1vHPoigQ

**Game Les mois**, using flashcards with the months of the year
compared to their first language
- respond to teacher talk and instruction, for example, Lève-toi ! Écoutez !
- count from 0-31 and say the numbers quickly when not in order
- consolidate the vocabulary and interactions learned during the term
- respond to the imperative, showing the correct action/gesture.

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

11. Introduce the Le calendrier and display it in the classroom. Update the calendar daily.
12. Review with students numbers 0-10 and introduce numbers from 11-31 using kinesthetic counting.
13. Introduce Le train des nombres, asking students to listen carefully to the numbers 1-31 and arrange them in the correct order to form a train.
14. Arrange students in a circle to play the game Pamplemousse ! Ask student on your left to begin the game of counting in French: first student says un, the next student says deux, and so one until it is the fifth student’s turn. Instead of saying cing, the student calls out pamplemousse ! All numbers that can be divided by 5 become pamplemousse !
15. Allocate students to pairs to play the game Jeux de 21. Students take turns to roll the dice and add up the numbers as shown on the dice. First person who rolls a number over 20 (21 and over) loses their turn.
16. Play Lotto des nombres, asking students to write on their page five numbers between 1 and 31.
17. Introduce students to the rules of the game Tappette à mooches. Write numbers 11-31 on the whiteboard. Two students are provided with a fly swatter and step up to the board to verse one another. Call out a number in French and ask the students to hit the number matching the one they hear.
18. Introduce the question C’est quand ton anniversaire ? and ask students to call out their birthday month. Replay the song Les mois de l’année and ask students to stand up every time they hear their birthday month mentioned.
19. Place the students in a circle to play the game C’est quand ton anniversaire ? Ask the first student the question C’est quand ton anniversaire ? and throw a ball to the student. The student responds, for example, le 24 mai, and throws the ball to the next student, asking the question C’est quand ton anniversaire ? Continue until each student has had a turn.
20. Teach student the lyrics and melody to the song Joyeux anniversaire and sing it each time a student in class celebrates their birthday.
21. Make available resources to support students writing a birthday card to a friend or family member.
22. Give one student an instruction, for the exit code, for example, saute ! The student carries out the action and gives an instruction to the next student. Students exit after carrying out the instruction and giving a new instruction.

Assessment
- Anecdotal assessment using checklist and notes, indicating how students:
  - respond to imperative verbs with the correct actions; some students are able to give instructions
  - explain the French custom surrounding April Fool’s Day to a staff member and can translate the expression Poisson d’Avril to a non-French speaker
  - pronounce the sound on correctly.

Template Le calendrier
http://resources.sparkleplus.co.uk/sb38french.pdf

Language practice Scootle Number train 1-20

Game Pamplemousse !

Game Jeux de 21

Game Lotto des nombres

Game Tappette à mooches, using a set of flyswards

Game C’est quand ton anniversaire ?

Song Joyeux anniversaire
https://www.youtube.com/watch?v=pDn0lzevy6k
### Sequence of teaching and learning

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<td>1–7</td>
<td>Qui est-ce ?</td>
<td>Students are exposed to a variety of texts related to describing family members.</td>
<td>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, J’ai deux sœurs et j’ai un frère; Mon frère s’appelle Jack; Mon amie Julie est très jolie ! Elle a six ans; Mon grand-père est très gentil !</td>
<td>1. Sing the welcome song <em>Bonjour Bonjour</em> and review greetings and call <em>l’appel !</em> of student names eliciting the response *Ici !/Présent !/Présente ! Introduise Je suis ici ! as an alternative.</td>
<td><em>Song Bonjour Bonjour</em>, by Alain Le Lait <a href="https://www.youtube.com/watch?v=gtNk6OZ7508&amp;index=8&amp;list=RDolYvC37O05u">https://www.youtube.com/watch?v=gtNk6OZ7508&amp;index=8&amp;list=RDolYvC37O05u</a></td>
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<td>2. Select a student each lesson to update <em>le calendrier</em> with the day and date.</td>
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<td>3. Continue to prompt the students to follow the instructions for active participation on the <em>mat session</em>. Introduce the phrase Desole, je ne sais pas !</td>
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<td>4. Revise vocabulary related to family through language practice activities. Play the song <em>Ma famille</em> and ask students to create a family tree on a word wall that remains on display in the classroom for future reference.</td>
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<td>5. Revise vocabulary related to family through <em>language practice</em> activities. Show a picture of a family, for example, a famous or celebrity family, their own, or a fictional one, and play <em>Qui est-ce ?</em>, a variation of <em>Qui est-ce ?, a variation of Who is it?</em> Guess it! asking questions, such as <em>C’est la mère ?, Qui est la mère ?, Qui est-ce ?</em> and students respond. Review the use of personal pronouns in the singular form, for example, je, tu, il, elle, and the verbs être and avoir in the singular form.</td>
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<td>6. Introduce and play the game <em>Sept familles</em>, similar to <em>Go Fish</em> where students take turns asking each other for cards with family members to assist them complete their family of six. Introduce students to instructional language, for example, Donne-moi…, Donne poche !, Triens ! Je ne l’ai pas, Poche !, Voilà !, J’ai gagné !</td>
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<td>7. Assign students to groups for <em>Language Practice 1 - Group Rotations</em> to work in groups, the vocabulary that was presented in this unit so far: A Group splits into pairs and plays Sept familles, led by a student. B Group splits into pairs and plays Lotto des couleurs. C Group students work individually to complete a Mots cachés with vocabulary related to family and colours. D Group works with the teacher to complete a <em>Qui est-ce ?</em> activity.</td>
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<td>8. Play a clip of the song <em>L’alphabet en français</em>, and ask that students listen to the pronunciation of the letters. Discuss what is similar and different to the letters in the English alphabet. Ask students how they would to pronounce a series of words in French. Also, ask students how they would spell their name in French, for example, Je m’appelle Jack. Comment on écrit ton nom ? I-A-C-K.</td>
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<td>9. Introduce the <em>grammatical elements</em> adjectives and nouns to describe appearance <em>Play game Qui est-ce ?</em> with students electronically on the whiteboard. Also display some portraits of people on the whiteboard to play <em>Le portrait de…</em>, asking students to share the words they can remember from the game. Label the parts as the students call them out, for example, les cheveux longs et blonds, les lunettes rouges, etc.</td>
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<td>10. Support students in <em>Language practice 2</em> by providing them with a text describing a person and asking that they complete the description from the context they read, for example, J’ai les yeux bleus, les cheveux bruns et raides, elle a les yeux verts, les cheveux noirs et bouclés, les lunettes rouges, une barbe noire, il est chauve, les cheveux roux et courts, les yeux noisette, il a les cheveux blonds, j’ai un chapeau brun.</td>
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<td>11. Support students in <em>Language practice 3</em> by enabling students to practise individually vocabulary and sentences related to appearances. Provide web access to Chapter 19 of Languages Online for students to complete the interactive tasks.</td>
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</table>

### French: Second Language | Year 3 | Sample Teaching and Learning Outline

**Learning objectives:**
- locate specific information from a range of texts relating to family members
- acquire vocabulary to describe family members
- use a range of adjectives to describe family members
- use the pronouns *il est* and *elle est* and the articles *le* and *la* correctly in the context of family members
- count from 0–100
- learn the French alphabet.

**Term 2 Week 1–7:**
- *Qui est-ce ?*
- Students are exposed to a variety of texts related to describing family members.
- Learning objectives:
  - observe the relationship between subject pronouns and verb endings, using *je/ tu/ il/elle* and present tense of verbs associated with familiar actions and environments, for example, Il chante bien; Je suis fatigué; Tu aimes le yaourt.
  - observe the relationship between definite and indefinite articles and how to refer to a specific or unspecified person, place or object, for example, *La musique*; *Le chien est brun*.
  - observe the difference between definite and indefinite articles and how to refer to a specific or unspecified person, place or object, for example, *J’aime la musique*; *Le chien est brun*.
  - use an increasing range of adjectives, for example, bizarre, magnifique, formidable, including additional gender forms, for example, *blanc/blanche*, grosse.
  - convey factual information about their personal worlds in simple statements, short descriptions and modelled texts.

**Term 2 Week 1–7:**
- *Qui est-ce ?*
- Students are exposed to a variety of texts related to describing family members.
- Learning objectives:
  - observe the relationship between subject pronouns and verb endings, using *je/ tu/ il/elle* and present tense of verbs associated with familiar actions and environments, for example, Il chante bien; Je suis fatigué; Tu aimes le yaourt.
  - observe the relationship between definite and indefinite articles and how to refer to a specific or unspecified person, place or object, for example, *La musique*; *Le chien est brun*.
  - observe the difference between definite and indefinite articles and how to refer to a specific or unspecified person, place or object, for example, *J’aime la musique*; *Le chien est brun*.
  - use an increasing range of adjectives, for example, bizarre, magnifique, formidable, including additional gender forms, for example, *blanc/blanche*, grosse.
  - convey factual information about their personal worlds in simple statements, short descriptions and modelled texts.

**Term 2 Week 1–7:**
- *Qui est-ce ?*
- Students are exposed to a variety of texts related to describing family members.
- Learning objectives:
  - observe the relationship between subject pronouns and verb endings, using *je/ tu/ il/elle* and present tense of verbs associated with familiar actions and environments, for example, Il chante bien; Je suis fatigué; Tu aimes le yaourt.
  - observe the relationship between definite and indefinite articles and how to refer to a specific or unspecified person, place or object, for example, *La musique*; *Le chien est brun*.
  - observe the difference between definite and indefinite articles and how to refer to a specific or unspecified person, place or object, for example, *J’aime la musique*; *Le chien est brun*.
  - use an increasing range of adjectives, for example, bizarre, magnifique, formidable, including additional gender forms, for example, *blanc/blanche*, grosse.
  - convey factual information about their personal worlds in simple statements, short descriptions and modelled texts.
12. Support students in **Language practice 4** by introducing students to numbers 31-100. Ask students to predict patterns they have seen from 0-31, and ask what the numbers for 40, 50, 60, 70, 80 and 90 might be. Confirm their predictions and ask students to then predict how numbers 31-39 might be formed and compare this to English. Play **Tappette à mooches** and use **kinesthetic counting** to practise the new numbers.

13. Revise descriptions of people by playing game **Le coupable** with students. This variation of **Guess Who?** involves 8 numbered images of faces (mugshots) displayed on the board. Read a description of people each image and ask students to guess who the "guilty person" is. Read a description of a person and ask students to participate in the **Drawing game** by illustrating what they hear. The game can be played as whole class, in groups or in pairs.

14. Assign students to groups for **Language Practice - Group Rotations** to practise the vocabulary that was presented in this unit so far:
   - A Group plays the drawing game, led by a student.
   - B Group plays the game **Qui est-ce ?**
   - C Group splits into pairs, matching words and pictures to play the memory game.
   - D Group works with the teacher on **Le portrait de...**, exchanging information about a range of images. Use results as anecdotal evidence for assessment.

15. Retrieve the **La cocotte** from **dossier** and play to revise vocabulary from Term 1.

16. Reinforce asking questions related to describing others through the game **Qui est-ce ?** Select a number of students to form a line-up. Provide some students with a prop, for example, hat, sunglasses, moustache, beard. Ask another student to write the name of one student in the line-up on a small whiteboard and hide it. The aim is for the other students to ask questions of the student and elicit whose name they have on their whiteboard, for example, **Il a des lunettes ?** The student holding the whiteboard replies with **Oui !** or **Non !** If the answer is **Oui !**, then all students without glasses sit down. Students continue to ask questions until the class guesses the identity of the person whose name has been written on the whiteboard.

17. Assign **writing practice** through the completion of a cloze text that describes a character from the **Qui est-ce ? game and ask that they complete the text with the missing vocabulary, nouns and adjectives.

18. Play the game **Le pendu**, a variation of the **Hangman** game, where students try to guess a phrase or sentence by asking whether a particular letter is present. Arrange students in groups to play this game where they guess a word or sentence by asking for letters.

19. Ask students to **draw a self-portrait** and write a description below the portrait using a series of modelled sentences. Students display their edited posters in class.

20. Play the game **Téléphone arabe**. Students whisper a sentence that describes a person, real or fictional.

21. Provide students with a **writing activity** based on **La famille de Colette** and ask that they complete the parts individually.

22. Give one student an instruction for the **exit code** such as to describe a student in the class, for example, **Il a les cheveux blonds or elle a des lunettes noirs**. The student being described then describes another student. The student exits after guessing the description is about them and giving a new description.

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**Language practice 4**

**Game Le coupable**, a variation of **Guess Who?**

**Game Drawing**

**Assessment task Self portrait Le portrait de...**, using a range of images

**Assessment task La famille de Colette accessible on the School Curriculum and Standards Authority website**
8–10

**Bonne fête, papa!**

Students design a greeting card for their father or other significant person.

**Learning objectives:**
- locate specific information from a range of texts relating to family members
- recognise and use vocabulary to describe family members
- recognise and use a range of adjectives to describe family members
- use the pronouns il est and elle est and the articles le and la correctly in the context of family members.

**Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie! Elle a six ans; Mon grand-père est très gentil!**

Participate in routine exchanges such as asking each other how they are and offering wishes, for example, Salut, Nicole, ça va? Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous ?; Bonne nuit, Papa !; Bonjour Messieurs; A demain, mademoiselle; A bientôt !; Bon courage !

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

Experiment with the pronunciation of common vowel sounds, for example, ou (vous, jour), ai (to, voiture), on (bonbon, mon), ai (aimer, j'ai), ain (train, demain) and eau (château, beau), letter combinations and intonation patterns

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts

Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English

Understand and demonstrate how language use varies according to the participants’ age, gender and relationship and the context of use

**Assessment**
- Anecdotal assessment using checklist and notes, indicating how students:
  - draw a family member from the information they hear or read about the person
  - ask simple questions to determine the identity of a person for example, il a les cheveux noirs ?
  - ask questions and take turns to play the game Qui est-ce ? in French
  - count from 0-100 in French
  - spell out the letters of their name in French.
- Formal assessment using the following activities:
  - La famille de Colette – writing activity
  - Self portrait design.

1. Sing the welcome song Bonjour Bonjour, review greetings and call L’appel I of student names eliciting the response Ici ! / Présent ! / Présente !. Or Je suis ici ! as an optional alternative.
2. Select a student each lesson to update Le calendrier with the day and date.
3. Continue to prompt the students to follow the instructions for active participation on the mat session. Review the phrase Desolé, je ne sais pas !
4. Show the advertisement Lactel Eveil – Dis Papa and discuss Qui est dans la publicité ? and Qu’est-ce qui ce passe ? Elicit from students a description of the characters in the advertisement; the dad, the baby and the mum. Include new vocabulary to describe characteristics, for example, drôle, marrant, sportive, intelligent, etc.
5. Have students design a Father’s Day greeting card Le meilleur père ! Ask them to bring a picture of their father and include it in the design on the front of the greeting card. Students add the caption, Le meilleur père, and write a description of him, including his appearance and characteristics, such as marrant, drôle.
6. Have students practise reading out the greeting they have written in their Father’s Day card, and record it. Notify parents of the access to the greeting via a QR code on Father’s day.
7. Give one student an instruction for the exit code such as to describe a student in the class, for example, Il a les cheveux blonds or elle a des lunettes noirs. The student being described then describes another student. The student exits after guessing the description is about them and giving a new description.
8. Promote the TOFA Concours Autocollants competition in the school community as an opportunity to connect with the francophone community outside the classroom, and have students create a sticker design based on the year’s design.

**Advertiment Lactel Eveil - Dis Papa**
https://www.youtube.com/watch?v=hcF_B8HLOYk

**Resource QR Code Generator**
http://www.qr-code-generator.com

**Platform to store videos**
http://www.seesaw.me/

**TOFA Sticker competition**
http://tofawa.asn.au/sticker-competition-pre/
## Sequence of teaching and learning

<table>
<thead>
<tr>
<th>Term 3 Week</th>
<th>Focus</th>
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<th>Suggested Teaching and Learning Activities and Assessment</th>
<th>Resources</th>
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</table>
| 1–10        | Je vous préserve ma famille! | Students present their family as superheroes with special powers. | Learning objectives: | • locate specific information from a range of texts relating to family members | Song Bonjour comment ça va ?, by Julia Powers | https://www.youtube.com/watch?v=nhHqGcW3sk |}
|             |       |               |               | • extend vocabulary to describe family members         | Photographs of the teacher’s own family members | Power Languages CD 2 Ma famille accessible at Powerlanguages.com |
|             |       |               |               | • introduce themselves and a sidekick (friend) as        | Listening activity use worksheet with image of house, with different coloured windows |
|             |       |               |               | superheroes and describe their special power           | Film trailer Les indestructibles! | http://www.youtube.com/watch?v=wyB1iAavXWM |
|             |       |               |               | • use a range of adjectives relating to appearance,     | Activity Moi et mon acolyte, une super équipe! | Activity based on Voilà ma famille! |
|             |       |               |               | characteristics and superpowers to describe family      | Language practice Kahoot! online program at Kahoot.com |
|             |       |               |               | members                                                 |           |           |
|             |       |               |               | • draw a family tree and label the pictures             |           |           |
|             |       |               |               | • write a description of each family member and         |           |           |
|             |       |               |               | create a photo album or poster about their superhero   |           |           |
|             |       |               |               | family                                                  |           |           |

### Learning objectives:

- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie ; Elle a six ans; Mon grand-père est très gentil !
- Participate in routine exchanges such as asking each other how they are and offering wishes, for example, Salut, Nicole, ça va ? Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous ? Bonne fête, Papa ! Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage !
- Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts
- Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

### Understanding:

- Recognise and write high-frequency words and expressions in familiar contexts
- Understand and demonstrate how language use varies according to the participants’ age gender and relationship and the context of use
- Experiment with the pronunciation of common vowel sounds, for example, ou (vous, jour), ai (toi, voiture), on (bonbon, mon), ai (aimer, j’ai), ain (train, demain) and eau (château, beau), letter combinations and intonation patterns
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
  - observing the relationship between subject pronouns and verb endings, using je/tu/il/elle + present tense of verbs associated with familiar actions and environments, for example, Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe
  - understanding the difference between definite and indefinite articles and how to refer to a specific or unspecific person, place or object, for example, J’aime la musique; Le chien est brun; J’ai un frère; Il a une amie
  - using an increasing range of adjectives, for example, bizarre, magnifique, formidable, including additional gender forms, for example, blanc/blanche, gros/grosse

### Suggested Teaching and Learning Activities and Assessment:

1. Sing the welcome song Bonjour, comment ça va ? and review greetings and call L'appli! of student names eliciting the response Ici /Présent /Présente / Je suis ici / or with how they are feeling, Je suis contente !
2. Select a student each lesson to update the Je calendrier with the date and the "feeling barometer".
3. Introduce La famille de Madame/Monsieur presenting your own family, providing some details about each family member such as how they are related, their name, characteristics age and hobbies.
4. Through the English language bubble routine, provide students with the opportunity to ask questions about La famille de Madame/Monsieur task and set their goals.
5. Arrange students in pairs to play the game Pamplemousse ! and practise the numbers from 0 to 100.
6. Play the song Bonjour, comment ça va ? and ask students to identify the family members mentioned. Elicit from them how the members are described in the song.
7. Make available to students an image of a house with different coloured windows. Read the text which describes the likes and dislikes of individual family members. Ask students to listen for information in the text to help them place the family members over the correct coloured window, for example, Ma mère aime mon père et elle aime le bleu; Mon petit frère n’aime ni le jaune ni l'orange, mais il aime le vert; J’aime ma grand-mère et le rouge.
8. Introduce students to the Incredibles family by playing the film trailer of Une super équipe ! Ask students to identify the characters and complete an activity with the information in the trailer.
9. Introduce students to the grammatical elements adjectives and characteristics by providing them with a puzzle to complete that reveals les pouvoirs (super powers) of the Incredibles family.
10. Assign a variety of Language practice activity worksheets based on Les indestructibles! for students to practice the key vocabulary required for the task such as a cloze, word search, unjumble the sentence activity.
11. Prepare for the game Couples famaux provide each student with a card containing a name and picture of a range of famous superhero couples. Ask students to imagine themselves as the character on their card. Instruct students to walk around the class, asking each other "Comment tu t’appelles ? and listening for the answer Je m’appelle... Once the student has found their match they return to their seat. Model the short conversation with the class puppet and include greetings Salut, Bonjour, Au revoir, as optional extras for students.
12. Prepare students to complete the informal assessment activity Moi et mon acolyte, une super équipe ! Ask students to draw a picture/use an edited photo and write a description of their superhero selves and their sidekick, including their name, age, appearance and special power, using the correct personal pronoun je and il/elle.
13. Provide students with a cloze activity based on Voilà ma famille !, in which they fill in information about their family members.
14. Assign a variety of Language practice activities through accessing the Kahoot! online program. These activities will enable students to review key vocabulary, sentences and structures through quizzes.
- present their families to the class.

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts

15. Assign students to groups for Language Practice - Group Rotations to practise the vocabulary that was presented in this unit so far:
   A Group splits into pairs and plays the game *Bataille navale*, a variation of *Battle ship*, where students play in pairs, taking turns rolling the dice and adding up the numbers of the dice. The first person who rolls a number over 20 (21 and over) loses their turn.
   B Group splits into pairs and plays the game *Sept familles*.
   C Group students work individually to complete Languages Online Chapters 1-8.
   D Group students work individually to respond to questions related to their family *Voilà ma famille!* Assist this group.

16. Ask that students collect images that portray their family members, either photographs, drawings or images from other sources for their Family album. They write captions in French about individual members and display the images and captions in their album.

17. Show the short film clip *Court-métrage: Rhapsodie pour un pot-au-feu* and ask students to describe the roles of the different family members illustrated.

18. Promote the MLTWA Languages Week and the various competitions open to primary aged students as opportunities to connect with the francophone community outside the classroom.

Assessment
- Anecdotal assessment using checklist and notes, indicating how students perform in the following activity
  - *Moi et mon acolyte, une super équipe!*
    - describe themselves and members of their family with a range of adjective
    - use the pronouns *il* and *elle* accurately
    - include titles, pictures and captions to produce a photo album/poster
    - present their family and answer simple questions about their family.

- Formal assessment using the following activity:
  - *En famille*:
    - Part A – listening for information from a spoken text
    - Part B – reading for information from a written text
    - Part C – presenting a short introduction and participate in an interview.

Game *Bataille navale*, a variation of *Battle ships*

Short film clip *Court-métrage: Rhapsodie pour un pot-au-feu*
https://www.youtube.com/watch?v=41JpCEeQ5bA

Assessment task *En famille*, accessible on the School Curriculum and Standards Authority website
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<tr>
<td>1–6</td>
<td>Le petit chat cherche une famille</td>
<td>Students read a story about a cat in search of a family and food. They recount the story in a play about the cat and create their own version of the story to perform. Students also learn vocabulary to express emotions and to convey their feelings.</td>
<td>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, j'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie; Elle a six ans; Mon grand-père est très gentil!</td>
<td>1. Sing the welcome song <em>Bonjour Bonjour</em>, by Alain le Lait at the start of the lesson, ask selected students Comment ça va ? and encourage such answers as, for example, J'ai froid ou Je suis content. 2. Call <em>L'appel</em> of student names eliciting the response <em>ici!</em>/<em>Présent!</em>/<em>Présente!</em> / Je suis ici / or with how they are feeling: Je suis content! Encourage students to say ‘Hello’ in their first language or a language other than French and English. 3. Select a student each lesson to update the <em>le calendrier</em> with the date and the “feeling barometer”. 4. Review vocabulary for animals and pets by playing the game <em>J’aime/Je n’aime pas</em>. Organise a bag with flashcards/pictures of animals/pets to be passed over by students sitting in a circle. Students say aloud the rhyme <em>Am Stram Gram</em>. The student who receives the bag on <em>Pic</em> draws a card out of the bag and says <em>J’aime les lapins!</em> or <em>Je n’aime pas les lapins!</em> The students then pass the bag on. 5. Introduce the story <em>Le petit chat cherche une famille</em>. Read the story and encourage students to join in with saying <em>Bonjour</em>, <em>Au revoir</em> and other repetitive lines from the story. Introduce them to gestures that complement the key vocabulary in the story, for example, <em>Le petit chat</em>; <em>le chien brun</em>; <em>un petit lapin</em>; <em>un hamster brun</em>; <em>un petit garçon</em>; <em>une famille</em>; <em>une maison</em>; <em>il aime</em>; <em>il mange</em>; <em>il va</em>; <em>il est triste</em>; <em>content</em>; <em>il va</em>. 6. Introduce new vocabulary <em>C’est quoi ?</em> and <em>C’est quoi ?</em> with puppets or pictures. 7. Assist students to practise new vocabulary using the game <em>Pictionary</em>. Divide the class into two groups. Select a student from each group and give them an animal card to draw. The rest of the class attempts to guess the French name for the animal. The game could be varied and played in small groups or pairs, with actions instead of drawings. 8. Introduce the song <em>Avec un grand nez</em> and use a word wall to collect the names students identify in the song. 9. Make available to students the activity sheet <em>Egaler les phrases</em> where they match a statement from the story with a picture. 10. Provide students with the activity sheet <em>Choisi le bon mot</em> where they select the story by completing sentences with missing words. 11. Make available to students the activity sheet <em>Mets en ordre</em> requiring them to put jumbled sentences in the correct order. 12. Support students in maintaining a <em>visual dictionary</em> with drawings and keywords in French from the story. 13. Ask a range of questions, <em>questions totale</em> and <em>questions partielles</em>, to ensure student understanding of new vocabulary and sentences structures. 14. Introduce students to <em>Lire les phrases</em>, where they read sentences that contain the same key vocabulary as in the story <em>Le petit chat cherche une famille</em>, but use alternative nouns or verbs from those in the story, for example, <em>Le chat danse avec le hamster</em>. 15. Through the <em>English language bubble</em> routine, discuss with students the different emotions the cat displays in the story <em>Le petit chat cherche une famille</em>. Collate the emotion words onto a list and match them up with a list of French words. Discuss which words are similar/ different to the first language. Add the list to the word wall.</td>
<td><em>Song Bonjour Bonjour</em> by Alain le Lait <a href="https://www.youtube.com/watch?v=6YNK6QFZ5SO">https://www.youtube.com/watch?v=6YNK6QFZ5SO</a> <em>Game J’aime/Je n’aime pas</em>, to revise vocabulary items for animals and pets. <em>Story Le petit chat cherche une famille</em> by Wendy Maxwell</td>
</tr>
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</table>
7–10

**Le calendrier d’avent !**

Students gather information about celebrations and Christmas traditions and special days such as Saint Nicolas 6 December – and Christmas eve in France.

**Learning objectives:**
- read different information about celebrations and present them in a display
- learn a French Christmas carol.
- Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *J’ai deux sœurs et j’ai un frère; Mon frère s’appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !*
- Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Salut, Nicole, ça va ?; Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous ?; Bonne nuit, Papa !; Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage !*
- Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission
- Experiment with the pronunciation of common vowel sounds, for example, *ou (vous, jour), oi (toi, voiture), on (bonbon, mon), ai (aimer, j’ai), ain (train, demain) and eau (château, beau), letter combinations and intonation patterns
- Recognise and write high-frequency words and expressions in familiar contexts
- Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
  - observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle + present tense of verbs associated with familiar actions and environments, for example, *Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe*
  - understanding the difference between definite and indefinite articles and how to refer to a
  - Sing the welcome song *Ma petite lumière* at the start of the lesson. Select various students and ask them *Comment ça va ?* Encourage such answers as, for example, *J’ai faim ou Je suis content.*
  - *Call L’appel I of student names eliciting the response *Ici !* /Présent !/Présente ! / Je suis ici ! or with how they are feeling: Je suis contente ! Encourage students to say ‘Hello’ in their first language or a language other than French and English.
  - Select a student each lesson to choose a number on *Le calendrier d’avent* and open up a window. Behind each window is an activity, a song, craft activity, clip or poem for the class to take part in or perform.
  - The following activities, 4 to 13, outline what is listed behind the Advent calendar doors:
  1. *Show students the audio visual clip* *Noël en France* *from Comme une Française* *https://www.youtube.com/watch?v=AEuJ7HqHcQ*
  2. *Activity Tête à modeler* *http://www.teamevalider.com/searc h?q=Noël+France
  3. *Show students the audio visual clip* *Noël en France* *from Comme une Française* *https://www.youtube.com/watch?v=AEuJ7HqHcQ*
  4. *Show students the audio visual clip* *Noël en France* *from Comme une Française* *https://www.youtube.com/watch?v=AEuJ7HqHcQ*
  5. *Show students the lyrics song* *Trotte trotte renne rosse* *https://www.youtube.com/watch?v=TPQD18bBr6A*
  6. *Rhyme Il fait froid* *by Daniel Marie* *https://www.youtube.com/watch?v=TPQD18bBr6A*
  7. *Practise with students how to describe the weather, using internet sites such as Weather in the Alps* *https://www.youtube.com/watch?v=TPQD18bBr6A*
  8. *Show students the audio visual clip* *From Steves’ European Christmas: France,* and through the *English language bubble* *procedure, discuss how the feast day is celebrated all over France.*
  9. *Show students the audio visual clip* *Fleurs de Neige bricolage*, *illustrating three ways to make a snowflake. Revise vocabulary decouper, scieaux and crayon. Use instructional language in French, for example, *Prends les scieaux !; Plez et coupez le papier ! to support students to design their own snowflakes as*...
<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Notice what looks or feels similar or different to their own language and culture when interacting in French, for example, gestures such as la bise or pronunciation of some sounds.</td>
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<tr>
<td>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English.</td>
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<tr>
<td>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use.</td>
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<tr>
<td>Notice differences between French, Australian and other cultures' practices and how they are reflected in language.</td>
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</tr>
<tr>
<td>Decorations for the classroom. Play French Christmas music for students to listen to while completing the activity, for example, Les anges dans nos campagnes, Vive le vent and Il est né le divin enfant.</td>
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<tr>
<td>Make available to students instructions in French on how to make a Christmas ornament, or a Joyeux Noël Christmas card.</td>
</tr>
<tr>
<td>Assign a variety of language practice activities to students through access to the Kahoot! online program. These activities will enable them to review key vocabulary, sentences and structures through quizzes on the theme of Noël en France.</td>
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<tr>
<td>Give one student an instruction for the exit code, for example, say Joyeux Noël...! to the student on their left. They wait for a response, and then exit the classroom.</td>
</tr>
<tr>
<td>Promote the activities in your class in preparation for Christmas, for example, perform a French Christmas carol at an assembly, or write a French Christmas card as opportunities to connect with the francophone community outside the classroom.</td>
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</tbody>
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Audio visual clip from Rick Steves' European Christmas: France: [https://www.youtube.com/watch?v=KwAnG8k1bC4](https://www.youtube.com/watch?v=KwAnG8k1bC4)

Noël en France in Kahoot! online program at Kahoot.com

Craft activity instructions Flocons de neige: [https://www.youtube.com/watch?v=KwAnG8k1bC4](https://www.youtube.com/watch?v=KwAnG8k1bC4)

Song Les anges dans nos campagnes: [https://www.youtube.com/watch?v=q_GYlgFGF6k](https://www.youtube.com/watch?v=q_GYlgFGF6k)

Song Vive le vent: [https://www.youtube.com/watch?v=V-PD5iz7qdE](https://www.youtube.com/watch?v=V-PD5iz7qdE)

Song Il est né le divin enfant: [https://www.youtube.com/watch?v=9XUN7Yo98lw](https://www.youtube.com/watch?v=9XUN7Yo98lw)