



SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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This sample teaching and learning outline provides one possible approach 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.

Time allocation on which the outline is based

Two hours of teaching per week, over one year.

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in French, focusing on extending their oral and written communication skills and their understandings of French language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the French: Second Language Year 7 to Year 10 syllabuses at

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/french-7-10>

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

French: Second Language Year 9 (Years 7–10 sequence) Sample teaching and learning outline

Focus – <i>Une visite à Paris</i> (A visit to Paris)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Cette année, pour mon anniversaire ...; Es-tu libre samedi prochain ? Je t'invite à ma fête d'anniversaire.; Que fait-on le 14 juillet en France ?; Qu'est-ce que vous faites pendant la fête de Pâques ?; Que faites-vous pour célébrer le réveillon du Jour de l'An ? Eh bien, nous nous réunissons avec des amis et la famille pour le dîner.; Etes-vous parti en voyage cet été ? Je suis allé à Geraldton, puis je suis parti pour Broome.; Je suis resté chez des amis de mes parents qui habitent à Paris. Et toi ?</i></p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling in a Francophone country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>C'est une bonne idée.; Non, je ne suis pas d'accord.; À mon avis ...; Je pense que ...</i></p> <p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions</p>	<p>Increase control of regular and irregular elements of the French sound system, including using liaison in unfamiliar contexts, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm</p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> using <i>le passé composé</i> to recount events that occurred in the past with <i>avoir</i>, for example, <i>Elle a fait du shopping.</i> recognising verbs conjugated with <i>être</i> as the auxiliary in <i>le passé composé</i> have agreement between subject and past participle, for example, <i>Madeleine est allée en France pour rendre visite à sa famille française.</i> understanding the forms and functions of reflexive verbs, and the use of <i>être</i> and agreements in <i>le passé composé</i>, for example, <i>Je me suis levée à sept heures pendant les vacances.; Elle s'est entraînée ...</i> becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>C'était ...; J'ai joué au foot avec mes amis hier après-midi. C'était amusant.</i> understanding the differences in use between <i>le passé composé</i> and <i>l'imparfait</i>, for example, <i>Il faisait beau.; Je suis allé au Louvre.</i> using the infinitive as the second verb, for example, <i>Tu veux venir au cinéma ce soir ?</i> understanding the function of verb 	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare events of significance in the lives of young people, including holidays and travel.</p> <p>Assumed prior learning Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the French: Second Language Year 8 (Years 7–10 sequence) syllabus.</p> <p>Teaching Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to interest and activities covered in the Year 8 syllabus; for example, <i>Lundi après-midi, je fais de la natation et le week-end je joue au tennis avec mes amis.; L'été, on va souvent à la plage</i> asking and giving information about people, places and things visited when on holiday; for example, <i>Y a-t-il beaucoup de bons hôtels à ...?; À ..., il y a de nombreux bons hôtels avec piscines, salles de sport et restaurants.; Combien de temps dure un vol entre Perth et Paris ?; A quelle heure on se retrouve au restaurant ce soir ?; Où se trouve le marché traditionnel non loin de ...?</i> asking and giving information about a holiday experience; for example, <i>Où es-tu allé en vacances cet été ?; Comment est/était votre logement ?; Nous sommes allés à ... pendant deux semaines.; Les installations de notre hôtel sont/étaient modernes.; Dans quel restaurant allons-nous manger ce soir ?</i> talking about how often people go on holidays and where they travel to; for example, <i>Ma famille part souvent en vacances à ...; Je ne suis jamais allé en vacances à Paris mais je vais souvent en vacances à/en ...</i> talking about a past holiday; for example, <i>Les dernières vacances, nous sommes allés à Paris et nous avons visité l'Arc de Triomphe</i> talking about routine while on holiday; for example, <i>Pendant les vacances, ma famille et moi allons en France; L'année dernière, j'ai visité Lyon et nous sommes restés dans un petit hôtel</i> referring to the days of the week and the months of the year giving an opinion; for example, <i>je trouve cela intéressant, Paris est très joli</i> describing places to visit; for example, <i>Le Louvre se trouve rue de Rivoli, La tour Eiffel est très haute</i> describing the weather; for example, <i>il faisait très beau/froid, le soleil brillait</i> expressing opinions; for example, <i>j'ai vraiment aimé mes vacances, le meilleur/pire moment, la meilleure/pire activité, l'hôtel était mieux que la maison de vacances de l'année dernière, Il faisait moins chaud que nous pensions, J'ai acheté un cadeau pour elle/lui</i> giving information about places to see, their location and how to get there; for example, <i>Le musée du Louvre se trouve dans la rue de Rivoli. Pour y aller, il faut prendre le métro ligne 1. Pour visiter la tour Eiffel, il faut aller dans le 7^e arrondissement et prendre le bus 82 ou 30</i> asking for and giving information about the price of an item or the cost of accommodation, transport and entry to tourist attractions; for example, <i>le métro, le R.E.R, le bus, le train, l'avion, le taxi, le tramway je voyage en /à..., je prends le/la ..., Pour aller à..., on peut circuler en ...</i> 	<p>Audiovisual texts La prof Elisabeth – <i>Découvrir Paris: monuments, quartiers et moyens de transports. Niveau A1 de FLE</i> – English subtitles https://www.youtube.com/watch?v=rW5J700GTz0</p> <p>La prof Elisabeth – <i>Parler des vacances d'été en française. Niveau A1 - Débutants</i> – English subtitles available https://www.youtube.com/watch?v=bSLa53whjJE&t=34s</p> <p><i>Flemotion: apprendre le Français</i> – 5 famous monuments of Paris in French with French and English subtitles – culture 1 https://www.youtube.com/watch?v=xqNytda9BBE</p> <p>Podcast <i>Français Facile</i>. This podcast includes a listening activity that can be used as practice. The transcript includes useful phrases in the past tense to talk about a past holiday https://www.podcastfrancaisfacile.com/podcast/parler-de-ses-vacances-3.html</p> <p>Websites <i>Site officiel de l'Office du Tourisme et des Congrès de Paris</i> https://www.parisinfo.com/visiter-a-paris</p> <p>Le Louvre https://www.louvre.fr/en</p> <p>La RATP (Public transport in Paris company website) https://www.ratp.fr/en</p>

Focus – Une visite à Paris (A visit to Paris)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p> <p>Translate and interpret texts from French to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning</p> <p>Engage with French speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context</p> <p>Reflect on the experience of learning and using French and how it might add further dimension to own identity</p>	<p>tenses to situate events in time, for example, <i>Ils vont partir demain matin.</i>; <i>Je suis allé en France quand j'avais six ans.</i></p> <ul style="list-style-type: none"> using relative pronouns <i>qui, que</i> using emphatic pronouns <i>moi, toi, lui, elle, soi, nous, vous, eux</i> using negatives with <i>le passé composé</i>, for example, <i>Nous n'avons pas encore fini l'histoire.</i> understanding additional negative forms, such as <i>ne ... plus, ne ... rien, ne ... jamais</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<p>Discuss with students:</p> <ul style="list-style-type: none"> the importance of: <ul style="list-style-type: none"> using basic French when visiting France using the appropriate form of address when meeting someone for the first time demonstrating manners to show respect, such as <i>merci, s'il vous plait</i> not increasing voice volume when not understood the public transport system in Paris, and: <ul style="list-style-type: none"> that people do not line up when waiting for a bus the importance of hailing the bus driver to request the bus to stop and pick up that the metro lines are numbered and not named the Parisian lifestyle, such as the lunch break at <i>la terrasse d'un café</i> the concept of ordering and being served at the table, by a waiter and to pay after the meal. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: advertisement, blog posting, conversation, description, email, list, poster, role play, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using listening activities to understand details about a tourist site manipulating known elements in a new context to create meaning in written forms reinforcing dictionary skills. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate vocabulary, sentence and grammatical structures by completing a range of activities, such as matching activities and translating games, using applications, such as Education Perfect, Quizlet and Kahoot! view the audiovisual text <i>Découvrir Paris: monuments, quartiers et moyens de transports. Niveau A1 de FLE</i> to make a list of phrases related to holidays, followed by a give one, get one activity; see details in the online resource How to implement the give one, get one teaching strategy in your classroom complete phrases from this previous activity, with missing words view and read descriptions of travel and holiday experiences and complete activities related to them, such as <i>Les vacances</i> from Teachit UK introduce vocabulary and grammar related to holidays from resources, such as BBC Bitesize Travel and Tourism or the audiovisual text, <i>Parler de ses vacances en français</i> from Hello French, then write an email to a friend describing a place they have visited while on holiday, informing them about the destination, means of transport, the type of accommodation, items in the luggage and holiday activities arrange ways to reach a tourist site in Paris using resources, such as <i>Découvrir Paris: monuments, quartiers et moyens de transports</i> or La RATP website; work in pairs or small groups to prepare for a role play, to ask the best way/route to get to a tourist site in Paris, using phrases, such as <i>Comment puis-je me rendre ...?; Il faut prendre le bus ... / le métro ...; Combien de temps faut-il pour aller à/au ...?; Cela prend ... pour aller à/au ...?</i> 	<p><i>Top 10 des lieux à visiter en France</i> https://www.tourmag.com/Top-10-des-lieux-a-visiter-en-France_a117109.html</p> <p>Explore France https://www.france.fr/fr</p> <p>This website includes the audiovisual clip (<i>Parler de ses vacances en français</i>) and the transcript about a past holiday. There are useful phrases in the past tense referring to travelling and activities that can be adapted. There is also a quiz that can be used for practice or revision https://www.hellofrench.com/lecons-apprentissage-francais/parler-de-ses-vacances-en-francais/</p> <p><i>Les 24 choses à ne surtout pas faire en France !</i> https://www.femmexpat.com/les-billets-dhumeur/les-24-choses-a-ne-surtout-pas-faire-en-france</p> <p>Online resources</p> <p>How to implement the give one, get one teaching strategy in your classroom by Mathew Lynch https://www.theedadvocate.org/how-to-implement-the-give-one-get-one-teaching-strategy-in-your-classroom</p> <p>Teachit UK <i>Les vacances</i> https://www.teachit.co.uk/search/resources?search_resources=les+vacances</p> <p>BBC Bitesize GCSE French – Travel and tourism https://www.bbc.co.uk/bitesize/topics/z778scw</p> <p>BBC Bitesize GCSE French – Grammar https://www.bbc.co.uk/bitesize/topics/zhh2gwx</p>

Focus – *Une visite à Paris* (A visit to Paris)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • discuss as a group and then compile a list of tips/dos and don'ts for visiting France and Paris, starting with ideas from <i>Les 24 choses à ne surtout pas faire en France</i>. Compare their tips with others in their group and add to their list. Review their list and consider if the list of tips/dos and don'ts would also apply to travelling in Australia • survey holiday experiences and destinations and compile a list of the top five to identify the class's holiday experiences preferences. Have students discuss and make comparisons between the top five holiday experiences and destinations. Encourage students to ask questions, seek clarification and express their opinions during the discussion; for example, <i>Pourquoi pensez-vous que ... est la meilleure destination de vacances ?; Mon lieu de vacances préférée est ... parce que ...; A mon avis ... est plus cher que ...</i> • develop and participate in quizzes about holidays and French travel destinations, using sites, such as Kahoot! to reinforce vocabulary and phrases • research some famous French tourist sites online, accessing sites, such as <i>Explore France</i>, and use the information to design a poster in French describing some of the famous French tourist sites. Develop an oral presentation for their class. The presentation could include use of images using an application or a website, such as <i>Site officiel de l'Office du Tourisme et des Congrès de Paris</i>, <i>Top 10 des lieux à visiter en France</i>, <i>Le Louvre</i> website or the audiovisual text <i>5 famous monuments of Paris</i> in French with French and English subtitles • perform a role play using prompt cards, that includes various destinations in France, reasons for travel, who they are travelling with, the length of the visit and places to stay • reinforce aural comprehension about holidays and travel, using podcast <i>Français Facile</i> or <i>Parler de ses vacances en français</i> from <i>Hello French</i>, and complete the related activities • engage with activities and games in applications, such as <i>BBC Bitesize GCSE French Grammar</i> and <i>Languages Online UK</i>, to practise vocabulary and grammatical elements related to holidays and travel • complete formal summative assessment using the following assessment task: <ul style="list-style-type: none"> • <i>Allons à Paris</i> (Let's go to Paris) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending a spoken text in French by completing responses to questions in English ○ Part B – students demonstrate their skills in writing in French by producing a blog response. 	<p>Education Perfect https://www.educationperfect.com</p> <p>Quizlet https://quizlet.com</p> <p>Kahoot! https://kahoot.com/schools-u</p> <p>Languages Online UK https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html</p> <p>Assessments Accessible on the School Curriculum and Standards Authority website <i>Allons à Paris</i> (Let's go to Paris)</p>