SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE
YEAR 4
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 3 French: Second Language, students interacted and socialised with their teacher and peers to exchange information about friends and family members. They participated in class experiences and everyday transactions that involved following instructions, asking questions and making statements. Students located specific points of information in a range of short texts to complete guided tasks and conveyed factual information about their personal worlds. They engaged with, created and performed a range of short imaginative texts.

Students became familiar with the systems of the French language, experimenting with the pronunciation of common vowel sounds, letter combinations and intonation patterns. They recognised and began to write high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and applied 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>
<th>Communicating</th>
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<th>Suggested Teaching and Learning Activities and Assessment</th>
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<tr>
<td>1–2</td>
<td>Bienvenue !</td>
<td>Students engage in classroom routines, following instructions and classroom rules to establish and build a positive learning environment in the French classroom.</td>
<td>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J’arrive à l’école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au football; J’aime les sports et les voyages — mais mon ami adore la musique !</td>
<td>Experiment with the pronunciation of vowel sounds, word endings shared with English such as –ion and –ent and intonation patterns</td>
<td>Activity Collect new vocabulary and display on Le mur de mots</td>
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<td></td>
<td>Learning objectives:</td>
<td>• greet peers and teacher in French using an appropriate greeting and handshake</td>
<td>• pronounce nouns and adjectives ending in –ent correctly such as content, intelligent</td>
<td>Notice differences in familiar texts such as particular features of such texts help to achieve their purpose</td>
<td>Song Bonjour, comment ça va ?</td>
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<td></td>
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<td>• ask someone how they feel</td>
<td>• answer questions with words and gestures to express feelings and emotions</td>
<td>Revise responses, 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>Audiovisual clip and song lyrics, by Alain le Lait <a href="https://www.youtube.com/watch?v=atNk6QFZSo">https://www.youtube.com/watch?v=atNk6QFZSo</a></td>
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<td>• contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</td>
<td>• observe the relationship between subject pronouns and verb endings, using je/tu/il/elle/on + present tense of verbs associated with familiar actions and environments, for example, Il se lève à sept heures; Tu vais à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30</td>
<td>Introduce a welcome routine for the French lesson such as greeting each student with a handshake, a song, or calling L’appel I of student names, eliciting the response ici !; Présent ; Présente ; Je suis ici !</td>
<td>Craft activity Tout le monde fait une marionnette ! using paper</td>
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<td>• locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</td>
<td>• express negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas; Pas du tout !</td>
<td>Provide students with red and green cards and teach them to express whether they understand the instruction you give them. If the instruction is understood by the students, they are to hold up the green card and say the phrase je comprends pas.</td>
<td>Activity Je comprends and Je ne comprends pas, using a green and a red card</td>
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<td></td>
<td></td>
<td>• gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</td>
<td>• using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande</td>
<td>Introduce and/or revise the English language bubble procedure; a place where students ‘enter’ when a new concept is 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.</td>
<td>Classroom procedure English language bubble</td>
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<td>• translate words, phrases and expressions in simple texts, for example, La chenille qui fait des trous ; The Very Hungry Caterpillar; La vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of French language and culture that are different from English</td>
<td>• using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; le chante doucement; il parle très vite</td>
<td>Have the students enter the English language bubble and explain to them that there are many words that share the same or similar spelling in French and English, but that these words are pronounced differently. Highlight adjectives ending in -ent such as content, patient, intelligent etc., and nouns ending in -ent such as monument and gouvernement. Ask the students to leave the English language bubble and return to using the French language.</td>
<td>Activity Collect new vocabulary and display on Le mur de mots</td>
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<td>• use visuals, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</td>
<td>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in French for talking about language, such as adjectif and nom and start sorting the words on the le mur de mots</td>
<td>Model the correct pronunciation of the new words ending in –ent and provide opportunities for students to practice their pronunciation.</td>
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11. Introduce a routine procedure for when the lesson finishes and students exit the class. At the start of each lesson reveal the exit code, a word or sentence to memorise or a question to answer, that reinforces the lesson’s focus. Help students to visualise the exit code by displaying a prompt during the lesson.

12. Discuss the classroom behaviour expectations, courtesies and what students need to bring to French class. Introduce, and display on Le mur de mots, sentences and words students will need to use in French to ask a question or to ask permission, for example, Excusez-moi Madame. Je n’ai pas de stylo. Est-ce que je peux avoir un stylo, s.v.p ? Encourage students to use as much French language as they can. Praise attempts for using French, even when supported with body language and/or their paper puppets.

13. Revise and practise vocabulary for stationery items with activities and games. Teach students the rules for Kim’s Game. Display up to ten objects on a table and name each item in French. Ask students to repeat the names of these items. While students close their eyes, remove and hide one or more item(s) and hide those remaining under a cloth cover. Invite students to open their eyes, remove the cloth and provide students with opportunities to take turns in naming the missing stationery item.

14. Show the audiovisual clip of the song Dans ma salle de classe. Tell students that, before viewing the clip a second time, they will need to write down on their mini whiteboards all the nouns they can remember from the song. Check that all students understand what a noun is and that French nouns are classified as masculine and feminine. Throughout the year, consistently use two different coloured pens when writing masculine and feminine nouns, for example, le stylo, la gomme. Arrange students into pairs. Write the sentence Dans ma salle de classe il y a ... on the board. Play the song again and direct each pair to list in their dossier as many items in the song that can be used to complete the sentence. The pair with the most correct answers wins. Provide the class with the meaning of all unknown words and play the song again so that students can complete their list.

15. Assist students to practise nouns related to stationery items using the game Pictionary. Split class in two teams. A member of each team draws an object on the board, the team who guesses the word in French first receives a point. As a variation, place students in pairs and ask that they outline the object with their finger on each other’s back. Before playing the game, practise with students the instructional language required, Jouer à ...; Qu’est ce j’ai dans le dos ?; Le gagnant joue à son tour; Dire: tu as un crayon ?; Non !; Oui j’ai un crayon !

16. Review the stationery items with students by teaching them the rules to play the game of Bonne Pioche ! Divide the class into teams of four. Each team gets a deck of cards that contains twelve pairs of cards with pictures of nouns related to stationery items. The aim of the game is for students to collect the most pairs in their deck to win the game. The first player asks another player for a missing card, for example, Tu as une gomme ? If the player has the card, they hand it over and say Pioche !, and if they don’t have the card, the second player takes a turn to ask the question.

17. Direct students to write the new stationery items vocabulary, questions and responses in their dossier. The word list can be extended at a later stage.

Assessment
- Anecdotal assessment using checklists and notes, indicating how students:
  - use appropriate greetings

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Resource Le mur de mots, classroom word wall

Workbook Dossier, to store student checklists, activities etc.

Classroom procedure exit code, using a word, phrase or sentence learnt during the day’s lesson

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.

Audiovisual clip Dans ma salle de classe, by Matt Maxwell https://www.youtube.com/watch?v=P_BiL_Tukk

Resource Mini whiteboards

Workbook Dossier, to store student checklists, activities etc.

Game Pictionary Provide cards from which students select one (cards contain words/phrases related to the vocabulary currently being taught). They then draw the image, while their team members attempt to guess the answer, responding in French.

Game Bonne Pioche ! a variation of Go fish. The game can be adapted to the vocabulary taught in class and there are many different versions of the game.

Workbook Dossier, to store student checklists, activities etc.
3–8 Story La chenille qui fait des trous
Students read the French version of Eric Carle’s *The Very Hungry Caterpillar* and rewrite the famous story to share with a younger audience.

Learning objectives:
- understand the days of the week, place them in the correct order and spell the words correctly
- respond to the question Quelle est la date aujourd’hui ?
- communicate what they eat using Je mange, as in Je mange une pomme
- identify the correct subject pronouns je, tu, il and elle
- say what they eat, like and dislike eating, using the verbs aimer and manger
- understand the metalinguage terms ‘verb’ and ‘subject pronoun’

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J’arrive à l’école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au netball; j’aime les sports et les voyages — mais mon ami adore la musique !

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities

Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Translate words, phrases and expressions in simple texts, for example, La chenille qui fait des trous and *The Very Hungry Caterpillar*; La vieille dame qui avala une mouche and *The Old Woman Who Swallowed a Fly*, to compare meanings and share understandings about aspects of French language and culture that are different from English.

Experiment with the pronunciation of vowel sounds, word endings shared with English such as –tion and –et and intonation patterns

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/on + present tense of verbs associated with familiar actions and environments, for example, Il se lève à sept heures; Je vais à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30
- expressing negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas ; Pas du tout !
- using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande
- using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; il parle très vite

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

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how

- answer the question Comment ça va ? using bien, mal, or full sentences such as Je suis fatigué
- identify the correct stationery item upon hearing it in a sentence stating with Dans ma salle de classe il y a ...
- request stationery items by providing full or part sentences such as Pardon, Est-ce que je peux avoir un stylo, s.t.p ? or avoir un stylo, s.t.p ? or Pardon ? Stylo ?
- pronounce correctly known and unknown adjectives and nouns ending in –ent.

1. Display a class calendar, Le calendrier, in class. Revise the words related to periods of time such as mois, jour, date, année, aujourd’hui, demain, hier with students. Support students through language practice to review the key words using close activities, word searches, and guessing the correct word games etc. Instruct students to write the day of the week in their dossier.

2. Introduce the question Quelle est la date aujourd’hui ? with the appropriate response for the day. Practise the question with different dates. Provide students with the opportunity, each lesson, to practise asking the question and providing the answer to the question as part as the classroom routine.

3. Practise the pronunciation of the days of the week with students by playing the song Chanson des jours de la semaine and teaching students the lyrics and melody to the song.

4. Assign students to groups for Language Practice – Group Rotations to practise Les jours de la semaine:

   Group A works individually with the teacher who assesses, through the assessment activity, the student on their knowledge of periods of time and days of the week.

   Group B splits into pairs and plays Trouvez l’intrus, finding the odd word out of a series of words related to periods of time and days of the week.

   Group C splits into pairs to re-order a set of cards that shows the periods of time and days of the week.

   Group D develops a crossword puzzle with clues related to periods of time and days of the week.

5. Provide students with the resources to make a date wheel or calendar with the numbers, days and months for students to practise answering the question Quelle est la date aujourd’hui ? and to use as a reference to talk about their daily routine. Give instructions for completion of the activity in French such as Découpez 1, Coller 1; Écrivez !

6. Play the audiovisual clip of the song J’aime les fruits to introduce the subject pronouns je (I), tu, il, elle. After playing the clip twice, show students a series of fruit pieces and say to the students J’aime les pommes ! Then, ask a student the question Tu aimes les pommes ? Oui ou non ? Once the student responds in the affirmative, say Ah ! Il aime les pommes ! Or Ah, elle aime les pommes ! to another chosen student and ask that they repeat the sentence aloud, Répétez ! Repeat the procedure with other students, until all students start to join in.

7. Practise the subject pronoun tu and vocabulary related to fruit with students by using the questions Qu’est-ce que tu aimes ? and Tu aimes les fraises ? Ask students to indicate whether they like the fruit using the thumbs up or down gestures. Ask a range of questions, to ensure student understanding of new vocabulary, sentences structures and grammatical items.

8. Engage students in a class survey Qu’est-ce que tu aimes ? to elicit information about their favourite fruits and then assist them to draw a class chart with popular fruits. Direct students to write, in their dossier, the top five fruits identified.

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Template Le calendrier
http://resources.sparkleplus.co.uk/eb88french.pdf

Language practice activities, including close activities, word searches, word games etc.

Workbook Dossier, to store student checklists, activities etc.

Song Chanson des jours de la semaine
https://www.youtube.com/watch?v=QF9IU5XPxO

Assessment Days of the week and periods of time

Language Practice activities, for example, Mots cachés, Trouvez l’intrus, set of cards for days of the week

Activity Date wheel or calendar

Song J’aime les fruits, by Alain le Lait
https://www.youtube.com/watch?v=n0JIKuIVM

Activity Survey and chart Qu’est ce que tu aimes ?
• use modelled language to create their own version of an imaginative story
• develop basic dictionary skills to look up words in order to find their French or English equivalent

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions. Particular features of such texts help to achieve their purpose.

9. Have students enter the English language bubble and draw for them a chart to explain the meaning of the subject pronouns je (‘I’), tu, il, elle and the English translation for the subject pronouns I, ‘you’, ‘he’ and ‘she’. Ask students to think of a way to memorise il and elle, for example, the female name Elia, Isabelle, etc. can help to remember that elle is French for the English word she. Use flashcards of the subject pronouns and people to drill the pronouns. Direct students to copy the chart in their dossier.

10. Practise the use of subject pronouns with students with a game of Têtes ou queues: main sur la tête/sur le dos. Call out the name of a student in the class and ask that the other students identify, by pointing to their head or tail, whether the correct subject pronoun is il or elle.

11. Play the audiovisual clip of the song J’aime les fruits again and ask the students to listen carefully. Stop the recording and ask students to change the lyrics from je to tu, and then il or elle. Sing a few lines of the class version together.

12. Review the subject pronouns with students by drawing on the whiteboard a picture of a fruit and either a boy or girl pictogram. Instruct the students to write a sentence, on their mini whiteboard, to describe the drawing, for example, Il aime les bananes. Invite students to then draw a picture of a fruit and of a girl or boy, on their mini whiteboard, and ask the class to guess what has been drawn. Ask a range of questions to ascertain student understanding of grammatical item and sentence structure.

13. Introduce the Jeu de dés game with the subject pronouns je (‘I’), tu, il, elle. Provide students with a blank cardboard die and ask that they write the subject pronouns on four of the sides of the die and names such as Jean and Madame on the remaining two sides. Roll the die, or have a student roll the die, and ask students call out the correct subject pronoun.

14. Read the story La chenille qui fait des trous with students and ask them to retell the story in French using visual cues. Focus students on what the chenille eats and drinks each day.

15. Direct students to draw a table with seven columns in their dossier, each one with a day of the week, written in French as its heading. Explain to students that they are to draw, in the columns, the items that the chenille eats on each of the days. Invite students to share their table with their partner and then to report their findings to the class orally, for example, Le lundi elle mange une pomme.

16. Set students a task of tracking the fruits and vegetables they consume over one week during Fruit break. Once they have gathered this information, ask them to draw pictures of these on a calendar. Provide students with flashcards or access to a classroom poster in order for them to label the pictures in French.

17. Have students enter the English language bubble and provide them with a French/English dictionary. Explain the abbreviations for ‘noun’ and ‘verb’. Practise the use with a dictionary challenge. Split the class in pairs and provide the pairs with a list of French words to look up and translate.

18. Provide each team with a page of the story La chenille qui fait des trroux and the use of the French/English dictionary, in order for them to translate the sentences. While students are engaged in the task, walk around and ask a range of questions, to ensure student understanding of vocabulary and sentence structures.

19. Work with students to identify the differences between the French version and the English version of The Very Hungry Caterpillar. Discuss the title, the word craquer and point out the synonyms manger and avaler.

20. Prepare students for the assessment task by first providing them with a simplified version of the La chenille qui fait des trrous story in French and a storyboard template. Discuss the conventions of storyboards, building on student knowledge from other subjects. Explain to students that they will be

Classroom procedure English language bubble

Workbook Dossier, to store student checklists, activities etc.

Resource Flashcards with the subject pronouns je (‘I’), tu, il, elle and images of people

Game Têtes ou queues, a variation of the game Heads or tails

Song J’aime les fruits, by Alain le Lait https://www.youtube.com/watch?v=hnX3KjwiIVM

Resource Mini whiteboards

Game Jeu de dés, a game using a dice designed by students including the subject pronouns je (‘I’), tu, il, elle

Resource Dice or Talking Dice Roller 3D application


Workbook Dossier, to store student checklists, activities etc.

Activity worksheet Fruit break

Classroom procedure English language bubble

Resource Classroom Fruit and Vegetable posters or Flashcards

Resource French/English dictionary for the dictionary challenge
### Learning objectives:

1. Begin to express activities they don't like doing.
2. Substitute je with a different pronoun and explain how this changes the meaning of the text.
3. Ask and respond to questions asking them.

### Interactions and Activities:

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<tr>
<th>9–10</th>
<th>Je n’aime pas!</th>
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<tbody>
<tr>
<td></td>
<td>Students interact with others to express what they don’t like doing.</td>
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- **Learning objectives:**
  1. Begin to express activities they don’t like doing.
  2. Substitute je with a different pronoun and explain how this changes the meaning of the text.
  3. Ask and respond to questions asking them.

- **Interactions and Activities:**
  1. Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J’arrive à l’école à 8h30; Je mets le déjeuner dans mon sac à dos. J’aime jouer au football, je joue au tennis. J’aime les sports et les voyages — mais mon ami adore la musique!
  2. Locate and process factual information in a range of written, spoken, digital, and multimodal texts related to their personal and social worlds.
  3. Translate words, phrases and expressions in simple texts, for example, *La chenille qui fait des trous* and *The Very Hungry Caterpillar;* La tortue blanche. Elle mange...

- **Experiment with the pronunciation of vowel sounds, word endings shared with English such as –tion and –ent 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:

  1. Observing the relationship between subject pronouns and verb endings, using je/tu/il/elle/on + present tense of verbs associated with familiar actions and environments, for example, Il se lève à sept heures; Tu arrives à l’école à huit heures; Je vais à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30.

  2. Have students enter the English language bubble and introduce them to the concept that the expression j’aime and its negation je n’aime pas can also be used with verbs, for example, Je n’aime pas manger.

  3. Play a game of Follow the leader and give the class commands, for example, Mangez! Students reply Je n’aime pas manger. Vary the game and give students the option to say j’aime manger.

  4. Provide students with the opportunity to practise the construct ne and ne pas by listening to *The sleeping song,* a song about things we like and don’t like to do. Review/introduce students to the verbs manger, lire, chanter, dormir, écouter and voyager, as they occur in the song. Repeat the song a few times, with students singing along, until the ne and ne pas is well rehearsed.

  5. Write a series of actions related to daily routine activities onto cards for students. Sit students in a circle and ask one student to draw a card and say the sentence written on it, for example, Je n’aime pas... The students take turns until all have had a go. As a variation, ask the student to sing the sentence to the tune of *The sleeping song.*

- **Activity Cards** with drawings of actions related to daily routine.

### Assessment:

- **Anecdotal assessment using checklists and notes, indicating how students:**
  1. Write the French for the fruits and vegetables they eat for Fruit break every day.
  2. Write their own account of what they eat in full sentences, for example, Lundi, je mange une pomme.
  3. Respond to the question Quelle est la date aujourd’hui?
  4. Correctly identify the subject pronouns je, j’, tu, il et elle in a series of activities.

- **Formal assessment using the following activity:**

  - La chenille qui fait des trous

  1. Adapting the story for a young audience.

- **Assessment Adaptation of *La chenille qui fait des trous***

- **Resource** Storyboard template and other supporting handouts, for example, list of adjectives, examples of sentences.

- **Classroom procedure** English language bubble.

- **Game** Follow the leader.

what they like to do, watch etc. vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of French language and culture that are different from English

- expressing negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !
- using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande
- using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

song and change the pronoun accordingly, for example, if it is a male student they will use il, or elle if it is a female student. Should they choose the whole class, advise students that the pronoun they will need to use is on.

6. Ask students to ask one another what they like, using the verbs in the song as well as boire and regarder, for example, Tu aimes boire le lait? Non, je n’aime pas boire le lait. J’aime boire l’eau.

Assessment
- Anecdotal assessment using checklists and notes, indicating how students:
  - begin to express activities they don't like doing
  - substitute je with a different pronoun and explain how this changes the meaning of the text
  - ask and respond to questions asking them what they like to do, watch etc.
### Term 2

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<th>Focus</th>
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<tr>
<td>1–4</td>
<td>Qu’est-ce que tu aimes faire ?</td>
<td>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests</td>
<td>Experiment with the pronunciation of vowel sounds, word endings shared with English such as –tion and –ent and intonation patterns</td>
<td>1. Play the audiovisual clip of the story Le petit pianiste. Ask students Qu’est-ce qu’il aime faire ? and invite them to answer with Il aime jouer du piano. Discuss the message of the story and describe the main character with the class. Alert students to the beginning of the story and explain that Il était une fois is often how imaginative texts and fairy tales begin.</td>
<td>Audiovisual clip of the story Le petit pianiste <a href="https://www.youtube.com/watch?v=TJXHYUZDyi">https://www.youtube.com/watch?v=TJXHYUZDyi</a></td>
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<td>2. Ask students about their hobbies using the question Qu’est-ce que tu aimes faire ? Collect their responses orally and in written form and display these on the whiteboard or on Le mur de mots. Provide students with a variety of activities in order for them to practise vocabulary and phrases related to hobbies.</td>
<td>Resource Le mur de mots, classroom word wall</td>
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<td>3. Introduce students to the topic Qu’est-ce qu’il aime faire ? Tu aimes ... ? through giving them access to Languages Online Chapter 21. Students can set their own pace while discovering the Languages Online website. They keep track of their learning by checking the tasks completed on a checklist.</td>
<td>Activities based on the question Qu’est-ce que tu aimes faire ?</td>
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<td>4. Ask students to write down key words on a PMI Chart indicating activities they like in the Plus column, activities they dislike in the Minus column, and activities they haven’t experienced, or are indifferent about, in the Interesting column. Direct students to place their Tu aimes ... ? chart in their dossier. Arrange students into groups of three and ask that they share their chart with the other group members.</td>
<td>Language Practice Languages Online Chapter 21 <a href="https://www.education.vic.gov.au/languagesonline/french/sec21/index.htm">https://www.education.vic.gov.au/languagesonline/french/sec21/index.htm</a></td>
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<td>5. Play the audiovisual clip of the song La danse du J’aime pas for students and teach them the gestures in French Sign Language for J’aime and Je n’aime pas. Analyse the phrase J’aime pas with the class and conclude that written and spoken language can differ. Emphasise that the correct written form requires the ne/n’, for example, Je n’aime pas, but that in informal spoken language it is often dropped. Compare the phrase to English language and ask the students for examples such as ‘I don’t know’ and ‘don’tn’.</td>
<td>Resource PMI Chart <a href="http://www.edgalaxy.com/thinking-tools/2012/9/6/pmi-chart-plus-minus-interesting-thinking-tool.html">http://www.edgalaxy.com/thinking-tools/2012/9/6/pmi-chart-plus-minus-interesting-thinking-tool.html</a></td>
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<td>6. Play students the audiovisual clip of the song Bonhomme bonhomme and invite them to perform the song. Introduce bonhomme carnaval, the Québec carnival snowman mascot figure and revise with students the vocabulary for hobbies and instruments.</td>
<td>Workbook Dossier, to store student checklists, activities etc.</td>
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<td>7. Advise students that they are to create their own version of the song, Bonhomme bonhomme, exchanging je sais with j’aime, and substituting instruments for sports, etc. Once students have written their original version of the song, ask them to work with a buddy in the classroom to edit their song before performing it to the class.</td>
<td>Song Bonhomme bonhomme, by The Kiboomers <a href="https://www.youtube.com/watch?v=MauIMnVae5">https://www.youtube.com/watch?v=MauIMnVae5</a></td>
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<td>8. Translate with students the expressions Je veux !, Je peux !, Je sais ! and J’aime ... Create a Venn diagram titled J’aime ! and include three intersecting circles. Label the three circles Je veux !, Je peux ! and Je sais ! Provide students with marker pens and ask that they write their favourite hobbies in the appropriate circle. For example, if they know how to play the piano and are able/have the opportunity to play the piano, they write it in the shared section of the two circles Je peux ! Je sais ! If they would like to play ice-hockey but don’t know how to play and don’t have the opportunity, they put it into the section Je veux !</td>
<td>Resource Venn diagram with three intersecting circles <a href="https://templates-station.com/3-set-venn-diagram-template/3-set-venn-diagram-template-three-circle-venn-diagram-template-14095/">https://templates-station.com/3-set-venn-diagram-template/3-set-venn-diagram-template-three-circle-venn-diagram-template-14095/</a></td>
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</tbody>
</table>

#### Learning objectives:
- respond to the question Qu’est-ce que tu aimes faire ? stating their hobbies
- say what they like to do, during their free time
- write their own lyrics to a song
- recognise the phrases Je veux ! Je peux ! and Je sais ! and know when to use them
- recognise that the subject of the sentences can be changed by replacing je/‘ with the pronouns tu/il/elle or a name
- familiar expressions, simple verb statements, for example, Il se lève à sept heures et il va à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à huit heures et on finit à dix heures; Elle mange lentement et je mange lentement; Il fait du piano et je fais du piano; tu aimes les vacances et je n’aime pas les vacances
- using je/tu/il/elle/on + present tense of verbs associated with familiar actions and environments, for example, Il est en classe; Il commence à huit heures; Il exprime sa joie et elle exprime son enthousiasme; Je fais du piano and Je vais au cinéma
- direct students to place their responses orally and in written form and display these on the whiteboard or on Le mur de mots. Provide students with a variety of activities in order for them to practise vocabulary and phrases related to hobbies.
- introduce students to the topic Qu’est-ce qu’il aime faire ? Tu aimes ... ? through giving them access to Languages Online Chapter 21. Students can set their own pace while discovering the Languages Online website. They keep track of their learning by checking the tasks completed on a checklist.
- ask students to write down key words on a PMI Chart indicating activities they like in the Plus column, activities they dislike in the Minus column, and activities they haven’t experienced, or are indifferent about, in the Interesting column.
- direct students to place their Tu aimes ... ? chart in their dossier. Arrange students into groups of three and ask that they share their chart with the other group members.
- play the audiovisual clip of the song La danse du J’aime pas for students and teach them the gestures in French Sign Language for J’aime and Je n’aime pas. Analyse the phrase J’aime pas with the class and conclude that written and spoken language can differ. Emphasise that the correct written form requires the ne/n’, for example, Je n’aime pas, but that in informal spoken language it is often dropped. Compare the phrase to English language and ask the students for examples such as ‘I don’t know’ and ‘don’tn’.
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- translate with students the expressions Je veux !, Je peux !, Je sais ! and J’aime ... Create a Venn diagram titled J’aime ! and include three intersecting circles. Label the three circles Je veux !, Je peux ! and Je sais ! Provide students with marker pens and ask that they write their favourite hobbies in the appropriate circle. For example, if they know how to play the piano and are able/have the opportunity to play the piano, they write it in the shared section of the two circles Je peux ! Je sais ! If they would like to play ice-hockey but don’t know how to play and don’t have the opportunity, they put it into the section Je veux !
5–10

Le Carnaval

Students learn about Carnaval and how this festival is celebrated around the French-speaking world. They interact with others to make some general

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J'arrive à l'école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au

Experiment with the pronunciation of vowel sounds, word endings shared with English such as –tion and –ent and intonation patterns

Write high-frequency words and expressions in familiar contexts

Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning

Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages

Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

9. Assign students to groups for Language Practice – Group Rotations, in order to practise the vocabulary that has been presented in this unit so far. Introduce each activity to the whole class before splitting the class into groups.

Group A plays the Memory game, to match pictures of hobbies with the corresponding French word or phrase.

Group B works in pairs to ask one another what their favourite hobbies are using a survey sheet drawn in their dossier.

Group C works in pairs to interview one another on their favourite hobbies, using Section 23 activity sheet with sample sentences.

Group D works as a group to play the game Charades with one student acting out an activity and the others guessing what the action is.

10. Introduce students to how the subject of the sentences can be changed by replacing the subject pronoun je/je/ with tu/i/elle or a name. Provide examples such as Elle aime le basket. Jean n'aime pas jouer aux échecs, to demonstrate how the pronoun can be used. Revise the verbs manger, jouer, aimer and danser and display a poster in the classroom with the conjugations of these verbs. Point out that with tu, the s added to the verb does not affect the pronunciation; for example, je joue and tu joues are pronounced the same way.

11. Expose students to the textual conventions of a rap song and provide opportunities to practise them. Play students the audiovisual clip of the rap song Qu'est-ce que tu aimes faire ? and ask that they sing along, practising the pronunciation of the sentences in the rap. Divide the class into teams and set the challenge for students to identify as many hobbies as possible from the song lyrics while listening. Collect answers on Le mur de mots and clarify questions and unknown words for students.

12. Introduce the pronoun on and explain its use to make general statements.

Work with the class to complete the interactive task number 1 Qu'est-ce qu'on fait ? before placing students in pairs, or asking them to work individually, through the interactive tasks numbers 2–4. Students can set their own pace while discovering the Languages Online website. They keep track of their learning by checking the tasks completed on a checklist.

Assessment

• Anecdotal assessment using checklists and notes, indicating how students:
  • respond to the question Qu'est-ce que tu aimes faire ? with a list of their hobbies
  • say what they like to do as a hobby, in their free time
  • write their own lyrics to a song
  • recognise the phrases Je veux, Je peux and Je sais and know when to use them
  • recognise that the subject of the sentences can be changed by replacing je/je/ with the pronouns tu/i/elle or a name.

1. Revise vocabulary related to months of the year through language practice activities, including saying the month of the year and placing them in the correct order. Play the audiovisual clip of the song Les mois de l'année and, while viewing the clip, ask students to stand up every time their birthday month is mentioned. As a class, discuss where they think the audiovisual clip may have been made. Could it be in Australia? Why? Why not?

2. Play the audiovisual clip of the song Les mois de l'année for the students again. Challenge each student to identify from the clip what is happening in their

Games Memory and Charades

Workbook Dossier, to store student checklists, activities etc.

Language Practice Languages Online Section 23

Resource Poster with the French verbs manger, aimer, jouer and danser

Song Rap Qu'est-ce que tu aimes faire ?, by John DeMardo
https://www.youtube.com/watch?v=gjUNNAkHTU

Resource Le mur de mots, classroom word wall

Language Practice Languages Online Section 23, Interactive task 1

Language Practice Languages Online Section 23, Interactive tasks 2, 3, and 4

Song Les mois de l'année, by Juli Powers
https://www.youtube.com/watch?v=PlS6ArJQ_s

Workbook Dossier, to store student checklists, activities etc.
Learning objectives:

- statements about subject range of outfit using a perform it with carnival in relating to the school invitation for a neige into English and translate the year throughout the three events in name at least correct order place them in the

Notice and describe how language different from English French language and culture that are to compare meanings and share example, expressions in simple texts, for statements and modelled language Create and perform short imaginative or themes messages and using modelled language Participate in and respond to a range to their personal and social worlds simple statements and short descriptions from familiar texts related to their personal and social worlds

Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Translate words, phrases and expressions in simple texts, for example, La chenille qui fait des trous and The Very Hungry Caterpillar; La vieille dame qui a eu une mouche and The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of French language and culture that are different from English

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Notice and describe how language reflects cultural practices and norms

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/on + present tense of verbs associated with familiar actions and environments, for example, Il se lève à sept heures; Je vais à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30
- expressing negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !
- using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grasse, petit/petite, grand/grande
- using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite

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

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning

Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages

Make connections between language and culture use by identifying birthday month and to write it in their dossier. Students then report the events they have gathered from the text back to the class.

3. Ask students to collaborate on providing information on Le calendrier. Provide each student with a sticky note and ask them to write L’anniversaire de and their name. Divide the class into groups and provide each group with a set of sticky notes. The students discuss other significant events happening during the year such as Noël, Fête des mères et Pâques and use a French/English dictionary to translate these events into French. Invite students to place their birthday sticky note, the other significant events sticky notes and all events mentioned in the song Les mois de l’année, on the class calendrier.

4. Introduce students to the event Mardi Gras by first playing them the audiovisual clip of the song Carnaval des Carnavals. Have students watch the clip without providing the text and ask them that they attempt to make meaning using the visual clues. Then provide students with the text and discuss its meaning, noting for them the conventions of rhymes. Ask students why the clip shows children in dress-ups, for example, Pourquoi est-ce que les enfants portent des déguisés? Explain that Mardi Gras is part of the carnival celebrations, and that the tradition of dressing up is celebrated in many cities in France and in many countries around the world. Illustrate this by showing students the audiovisual clip Carnavals dans le monde francophone.

5. Read the story book Joyeux carnaval with the students. Ask students to make a list in French of the different costumes from the story. Revise family members with them and ask them to write a sentence about what each family member does during carnival. Then, provide students with two lists: List 1 contains the names of family members and List 2 contains sentences/verbs from the story. Support the students to write sentences using a family member from List 1 and combining it with a statement from List 2, for example, Grand-mère mange des crêpes. Le frère est un clown. Maman transforme le tissu. La tante rit.

6. Show students the audiovisual clip Le Carnaval — Que fait-on à l’école ? and revise the use of the pronoun on to make general statements with them. Practise the use of the pronoun on with a range of activities; for example, making statements about events, cloze worksheets and Kahoot! games.

7. Supply a text with information about Le Carnaval. Teach students how to gather and convey factual information, simple statements and short descriptions from texts. Assess how well students understand the text through their responses to questions related to the text.

8. Introduce students to Carnival celebrations around the francophone world. Show pictures and audiovisual clips of celebrations from famous carnivals in France, for example, Nice and Dunkerque, from Switzerland (Bâle) and from Martinique etc. Support students to research information on carnivals in the francophone world, report their findings to a partner or to the class, and make a classroom display of all their findings.

9. Provide a set of various sources for students with information and images related to the Carnaval de neige in Québec. Introduce key vocabulary such as le palais de glace, le défilé, la cabane de sucre and le hockey sur glace. Display alternative words for houses such as la cabane, l’igloo, le châtelet, la maison, le palais for students. Ask students to sort the houses into two categories grand and petit such as le grand palais, la grande maison, le petit chalet and la petite

French: Second Language | Year 4 | Sample Teaching and Learning Outline

Resources Le calendrier and sticky notes

Resource French/English dictionary

Song Mardi Gras https://www.youtube.com/watch?v=rre6D6eNHx8&index=5&list=PLUaf_G6GrDcN55dokMkQOvV7m70Qzi


Audiovisual clip Carnavals dans le monde francophone http://flandell.com/2017/02/06/carnavals-monde-francophone/


Audiovisual text Joyeux Carnaval https://www.youtube.com/watch?v=KBRZMJ-EUYI


Language Practice with cloze exercises, and Kahoot! online program at Kahoot.com

Resource Le Carnaval reading text

Activity Research and create a classroom display of Carnival celebrations around the francophone world

Resource Carnaval de neige https://carnaval.qc.ca/home

including a title and using speech bubbles with expressions

- write a rap song about their likes and dislikes in response to a song they hear
- participate in a short interview about their favourite holiday activities

vocabulary and expressions that reflect different cultural values, traditions or practices

cabane. Ask a range of questions to ensure student understanding of new vocabulary and sentence structures.

10. Introduce the card game Le pouilleux to support student practice of vocabulary related to winter activities. Prepare two sets of cards, one with the written French words and phrases relating to the Carnaval de neige such as je fais du ski, je mange des crêpes, il fait froid, and the other set with a matching picture or English translation of the word or phrase. Include two cards that do not have a matching card in the pack. Hand out two cards to each student, one from each set. Invite students to circulate and call out the phrases on their cards in order to find the student who has the matching translation. Students with the English translation or picture give their card to the students with the French phrase or word. Two students will be left with the cards that do not have a matching card at the end of the game. These students become the pouilleux, and the game can begin again.

11. Direct students to write a list of new phrases and sentences related to winter activities in their dossier.

12. Play students the audiovisual clip of La chanson du Carnaval - Mardi gras - Comptine pour enfants. Pause the audiovisual clip and ask students to use adjectives to describe the déguises the children are wearing. Ask a range of questions, to ensure student understanding of new grammatical items and sentence structures.

13. Support students to plan a déguise to wear to the class Carnaval and write a caption for the character and outfit. First ask that they select a character, draw an outfit for the character and use a French/English dictionary to label the different parts of the character’s outfit. They then select a minimum of three adjectives to describe the outfit and the character, for example, Le bonhomme de neige est grand, blanc et joli; La princesse est petite, belle et jolie; Le pirate est grand, marrant et très méchant. Revise adjectives and gender of adjectives with students, for example, joli/e, vert/e, marrant/e, grand/e. Students should also give their description a title. Display the drawings and descriptions of the outfits in the classroom.

14. Arrange students in groups to collaborate and organise a class Carnaval celebration. Students work together to make decisions about the decorations, music and food for the celebration and then make a mask to wear during the celebration.

15. Provide students with a template for them to write an invitation for the Carnaval, stating the date, time, place and dress code.

16. During the Carnaval celebration arrange for students to take photographs. Print the photographs and have students select their favourites. Hand out the photographs to pairs of students asking that they write a series of comic-style expressions to match the photos, using speech bubbles and captions. Provide students with some helpful expressions such as Attention !, C’est délicieux !, Regarde !, Comme c’est drôle ! and C’est fantastique ! Display photographs in the classroom with the student-generated captions.

17. Prepare students for the assessment task Qu’est-ce que tu aimes faire ?.

Assessment

- Anecdotal assessment using checklists and notes, indicating how students:
  - say the months of the year and place them in the correct order
  - name at least three events in French that happen throughout the year
  - name some famous carnivals and explain the meaning of Mardi Gras
  - talk about the Carnaval de neige in Québec


Workbook Dossier, to store student checklists, activities etc.

Song La chanson du Carnaval - Mardi gras - Comptine pour enfants
https://www.youtube.com/watch?v=HTPkkaykgqbM&list=PLUaf_G6GrDcYnJS5dokMk0VimV7n7h6J2N&index=3

Activity Design and describe an outfit for a Carnival character

Resource French/English dictionary

Activity Design Carnaval masks
https://www.cabaneaidees.com/tag/masque/

Activity Carnaval invitation template

Workbook Dossier, to store student checklists, activities etc.

Resource Pic Collage, photo editor application
https://blog.piccollage.com/download-the-app/
• describe an outfit for a Carnaval celebration at school.
• write a rap song relating to the Carnaval in Quebec.
• describe an outfit using a range of adjectives, recognizing that some adjectives change according to the gender of the subject.
• write captions for Carnaval photographs, writing a title and using speech bubbles with expressions.

Formal assessment using the following activity:

Part A – reading for information from a written text.
Part B – writing a rap song.
Part C – participating in a short interview.
<table>
<thead>
<tr>
<th>Term 3 Week</th>
<th>Focus</th>
<th>Communicating</th>
<th>Understanding</th>
<th>Suggested Teaching and Learning Activities and Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–6</td>
<td>Ma routine</td>
<td>Students discuss with others their daily routine at home and at school.</td>
<td>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J’arrive à l’école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au football; j’aime les sports et les voyages — mais mon ami adore la musique!</td>
<td>1. Introduce students to some basic vocabulary related to the topic Ma routine by playing the audiovisual clip of the song Ma routine. Teach students actions for the verbs in the song, Je me lève, Je me lave, Je m’habille, Je prends mon petit déjeuner, Je prends le bus, Je marche, Je vais à l’école, Je rentre à la maison, Je fais mes devoirs, Je dîne et Je me couche.</td>
<td>Song Ma routine, to the tune of La Marseillaise [<a href="https://www.youtube.com/watch?v=NSUlBDGcyw">https://www.youtube.com/watch?v=NSUlBDGcyw</a>]</td>
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<td>Write high-frequency words and expressions in familiar contexts</td>
<td>2. Provide students with a matching activity work sheet listing the verbs and images related to daily routine to complete. Review responses to the activity with the class.</td>
<td>Activity Daily routine matching exercise</td>
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<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>3. Ask students to reflect on the song Ma routine and discuss with them whether the routine described is typical of a French child or an Australian child, or of both. Direct students to write their thoughts in their dossier.</td>
<td>Workbook Dossier, to store student checklists, activities etc.</td>
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<td>observing the relationship between subject pronouns and verb endings, using je/tu/il/elle/on + present tense of verbs associated with familiar actions and environments, for example, Je me lève à sept heures; Je vais à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30; expressing negative in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas? Pas du tout!</td>
<td>4. Revise vocabulary related to Ma routine vocabulary through Language Practice – Group Rotations activities and games, including:</td>
<td>Game Jacques à dit ! Is the French version of Simon says!</td>
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<td>using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande</td>
<td>5. Revise time phrases with students by playing the song Les squelettes. Provide students with a cloze activity sheet with the song lyrics. Ask students to listen to the song and fill in the missing words, for example, une heure, deux heures, trois heures etc. Ask questions of students to ascertain their understanding of grammatical items in the song.</td>
<td>Game Loto des routines, an example can be found in Alex et Zoe 1, published by CLE</td>
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<td>using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite</td>
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<td>Activity worksheet Mots cachés</td>
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<td>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</td>
<td>7. Provide activities for students to learn and practise the vocabulary required to saying the time in five-minute increments, once they have mastered learning time on the hour, for example, trois heures, trois heures cinq, trois heures dix, etc.</td>
<td>Game Michel est-il Monsieur le loup ?, a French version of What’s the time Mr Wolf?</td>
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<td>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</td>
<td>8. Assign students to groups for Language Practice – Group Rotations activities and games to revise vocabulary related to Quand ? including:</td>
<td>Resource Mini whiteboards</td>
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<td>Group A splits into groups of eight and plays Quel heures est-il Monsieur le loup ?, led by a student.</td>
<td>Game Loto des heures</td>
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<td>Group B splits into pairs and plays Loto des heures.</td>
<td>Activity Make a clock, using a clock template and a split pin</td>
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<td>Group C splits into groups of eight and plays Loto des heures.</td>
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French: Second Language | Year 4 | Sample Teaching and Learning Outline

Language Practice – Group Rotations

Ma routine

- Students discuss with others their daily routine at home and at school.
- **Learning objectives:**
  - Understand French words and phrases for daily routine and act them out.
  - Read French action verbs for Ma routine and match them with a corresponding picture.
  - Tell the time on the hour, and in five-minute increments.
  - Read the time from an analogue clock.
  - Recognise words and phrases related to their daily routine and act them out.
  - Retell the story in the Ma routine song and place the sequence of events on a timeline.
  - Unjumble a set of words and form them into sentences related to Ma routine.
  - Become aware that some verbs are reflexive and

**Sequence of teaching and learning**

**Ma routine**

- **Week 1–6**
  - Students discuss with others their daily routine at home and at school.
  - **Learning objectives:**
    - Understand French words and phrases for daily routine and act them out.
    - Read French action verbs for Ma routine and match them with a corresponding picture.
    - Tell the time on the hour, and in five-minute increments.
    - Read the time from an analogue clock.
    - Recognise words and phrases related to their daily routine and act them out.
    - Retell the story in the Ma routine song and place the sequence of events on a timeline.
    - Unjumble a set of words and form them into sentences related to Ma routine.
    - Become aware that some verbs are reflexive and

- **Communicating**
  - Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J’arrive à l’école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au football; j’aime les sports et les voyages — mais mon ami adore la musique!
  - Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities.
  - Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds.
  - Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds.
  - **Understanding**
    - 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/on + present tense of verbs associated with familiar actions and environments, for example, Je me lève à sept heures; Je vais à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30; expressing negative in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas? Pas du tout!
      - Using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande.
      - Using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite.
    - Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose.

**Suggested Teaching and Learning Activities and Assessment**

1. Introduce students to some basic vocabulary related to the topic Ma routine by playing the audiovisual clip of the song Ma routine. Teach students actions for the verbs in the song, Je me lève, Je me lave, Je m’habille, Je prends mon petit déjeuner, Je prends le bus, Je marche, Je vais à l’école, Je rentre à la maison, Je fais mes devoirs, Je dîne et Je me couche.
2. Provide students with a matching activity work sheet listing the verbs and images related to daily routine to complete. Review responses to the activity with the class.
3. Ask students to reflect on the song Ma routine and discuss with them whether the routine described is typical of a French child or an Australian child, or of both. Direct students to write their thoughts in their dossier.
4. Revise vocabulary related to Ma routine vocabulary through Language Practice – Group Rotations activities and games, including:
   - Group A splits into groups of four and plays Jacques à dit ! led by a student.
   - Group B splits into pairs and plays Loto des routines.
   - Group C studies individually to complete a Mots cachés with vocabulary related to routines.
5. Group D splits into pairs and plays a game of Charades where one performs an activity and the other guesses what it is, before swapping roles.
6. Revise time phrases with students by playing the song Les squelettes. Provide students with a cloze activity sheet with the song lyrics. Ask students to listen to the song and fill in the missing words, for example, une heure, deux heures, trois heures etc. Ask questions of students to ascertain their understanding of grammatical items in the song.
7. Provide activities for students to learn and practise the vocabulary required to saying the time in five-minute increments, once they have mastered learning time on the hour, for example, trois heures, trois heures cinq, trois heures dix, etc.
8. Assign students to groups for Language Practice – Group Rotations activities and games to revise vocabulary related to Quand ? including:
   - Group A splits into groups of eight and plays Quel heures est-il Monsieur le loup ?, led by a student.
   - Group B splits into pairs and while one student draws the time on a mini whiteboard, the other student guesses what the time is.
   - Group C splits into groups of eight and plays Loto des heures.
9. Provide students with resources to make their own clock. Instruct them in French to cut the clock template and add a split pin through the middle, for example, Découpez !, Assemblez les cibles !, Mettez une grille Parisienne ! Use the clocks, over the term, to support students to practise telling the time.
10. Revise time phrases with students by playing the game Telephone arabe. In this variation of Chinese whispers the teacher selects one student to choose a time.
they are preceded by the reflexive pronoun me (te, se) • recognise what the time is and write it in numbers

vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of French language and culture that are different from English

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Notice and describe how language reflects cultural practices and norms

Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning

Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages

Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

Understand that different ways of making meaning reflect different cultural values, traditions or practices

Notice and describe how language reflects cultural practices and norms

phrase and whisper it to the next student, who then whispers it to the next, and so on. The last student in the circle reveals the word, for example, Il est huit heures trente-cinq !

11. Support students in language practice by making available to them access to Languages Online Chapter 29. Students can set their own pace while discovering the tasks completed on a checklist. The games in the chapter can be played as a class, in pairs or individually.

Assessment

• Anecdotal assessment using checklists and notes, indicating how students:
  • show understanding of French words and phrases related to daily routine and act them out
  • perform the lyrics of song and participate in classroom games and activities using the new vocabulary and structures learnt in class
  • tell the time on the hour, and in five-minute increments
  • read the time from an analogue clock.

12. Introduce the topic La routine by playing the audiovisual clip La routine for students. Use repetition and gestures to teach daily routine phrases, as well as visual clues, written sentences and images. Challenge students to retell what the character is doing in each of the activities, the time the activity takes place, and the verb that is used to describe the action. Ask students questions to ascertain their understanding of grammatical items reviewed.

13. Revisit the song Ma routine with students by providing them with the lyrics of the song in a cloze activity. Play the song twice and ask students to insert the missing lyrics on the worksheet. Then, ask students to underline all the verbs in the text and write each one on a sticky note. Collect the cloze activity sticky notes and correct spelling errors for the students. Place verbs on Le mur de mots.

14. Support students to retell the story from the song and place the sequence of events over the day on a large timeline. Add the question Quand ? to the timeline and introduce students to the words le matin, le midi, le soir. Arrange for the students to sit in a circle around the timeline and place the adverbs of time onto the timeline.

15. Extend the information on the timeline by inviting students to add the time that the events take place, for example, à huit heures, à trois heures vingt, and have students practise saying the time phrases through repetition.

16. Arrange for students to play games that reinforce the vocabulary and sentence structures they have been learning, for example, Le chef d’orchestre. In this game students audition to join the orchestra by repeating the phrase in a style requested by the conductor such as in a robot voice, whispering, low tone, singing etc. If the students pronounce the phrase correctly, in the style requested, the student steps forward and joins the orchestra.

17. Support students to review vocabulary and sentence structure by playing the Matching game with them. Place students in two groups. Ask that they stand in a line, facing each other. Provide each student in one line with an action card and the students in the other line with a time card. One student from each line steps forward and reads their card. The whole class repeats the sentence, for example, À cinque heures, je me reveille !

Game Téléphone arabe a variation of Chinese whispers

Language Practice Languages Online Chapter 29

Resources Flashcards, images or presentation related to daily routine

Audiovisual clip La routine
https://www.youtube.com/watch?v=mlOkY5lBaLY

Song Ma routine and lyrics
https://www.youtube.com/watch?v=NoUROCCyvw

Resource Sticky notes

Activity Cloze exercise based on lyrics of Ma routine

Resource Le mur de mots, classroom word wall

Activity Timeline to sequence events over the day

Activity Cloze exercise using the lyrics of La routine

Game Le chef d’orchestre, also known as The conductor aims to repeat words or phrases in a fun and engaging way, in Bourdais, D. and Finnie, S. (2016). Games for Teaching Primary French. U.K.: Crown House Publishing Limited.

Game Matching game with cards

Activity Jumbled sentences

Learning objectives:

- Students write and present a short story about a day in their life.
- Read for understanding a diary entry describing the daily routine of a young person and gather

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, L'arrive à l'école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au netball; J'aime les sports et les voyages — mais mon ami adore la musique !

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, Experiment with the pronunciation of vowel sounds, word endings shared with English such as –tion and –ent and intonation patterns

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,
- learning about a day in their present a short story Un jour dans ma vie and gather describing the diary entry understanding a read for that involve asking for help, — mais mon ami adore la musique !

- contribute collaboratively to class

- invent sentences to generate language for a range of purposes, including:

- J'aime les sports et les voyages;

- Le samedi, je fais du netball;

- J'arrive à

- netball

- cheval et le dimanche je joue au

- J'aime les sports et les voyages;

- Le samedi, je fais du

- netball

- checklists and notes, indicating how students:

- recognise words and phrases related to daily routine and act them out

- retell the story in the Ma routine song and place the sequence of events on a timeline

- unjumble a set of words related to Ma routine and form them into sentences

- become aware that some verbs are reflexive and they are preceded by the word me (te, se)

- recognise what the time is and write it in numbers.

1. Provide students with a diary entry in which a young French person describes their daily routine. Read the text with the students, directing them to highlight the activities in one colour, and the times in another. Ask students to draw two columns in their dossier; one for time and the other for activities. Challenge students to use the information they gathered from the text to complete the table. Assign students to pairs and ask students to summarise for one another the young French person’s day. Ask students questions to ascertain their understanding of the text.

2. Introduce students to the assessment task Un jour dans ma vie where students will write the story of a day in their life. Scaffold the task for the students using a range of activities.

3. Provide for students the assessment task, Ma Routine, Part A: Que fait Pierre le matin ? Direct students to sort the jumbled sentences to reveal what Pierre Bossu does each morning as part of his daily routine. Provide students with the task sheet, a pair of scissors, a glue stick and a blank piece of paper on which to place their completed sentences. Check the groups’ work for understanding of sentence structures.

18. Provide groups of students with a jumbled sentences activity set comprising an envelope containing a set of sentences which have been cut up into words and jumbled. Ask students to work together to put the words in sentence order. Check the groups’ work for understanding of sentence structures.

19. Explain to students how they transfer the well-rehearsed expression of Je m’habille to the third person. Il/Elle s’habille. Show a story book or play a short audiovisual clip which features a character carrying out the learned vocabulary. Teach students the question Qu’est-ce qui se passe ? and model a few responses for them, such as Le petit souris s’habille - Il s’habille. Explain that if the person changes, the subject pronoun me also changes, and relate this back to the familiar expression Je m’appelle, Il s’appelle. Provide students with a cloze exercise to complete and use for future reference. Ask a range of questions, to ensure student understanding of new grammatical items and sentence structures. Display a chart titled Les verbes pronominaux with a list of reflexive verbs and an example of the conjugation for students to refer to.

20. Assign students to groups for Language Practice – Group Rotations, in order to practise the vocabulary related to La routine. Introduce each activity to the whole class before splitting the class into groups. Observe students as they work and provide feedback on correct use of language and pronunciation:

Group A splits into pairs and plays Les Dominos, matching pictures of the hobby with the French phrase, led by a student.

Group B splits into pairs to retell a story by placing pictures in the correct sequence.

Group C students work together to play Loto des heures with phrases related to time.

Group D students fold a cocotte chatterbox and play with a partner.

Assessment

- Anecdotal assessment using checklists and notes, indicating how students:

- recognise words and phrases related to daily routine and act them out

- retell the story in the Ma routine song and place the sequence of events on a timeline

- unjumble a set of words related to Ma routine and form them into sentences

- become aware that some verbs are reflexive and they are preceded by the word me (te, se)

- recognise what the time is and write it in numbers.

- Anecdotal assessment using checklists and notes, indicating how students: provide feedback on correct use of language and pronunciation:

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Group A splits into pairs and plays Les Dominos, matching pictures of the hobby with the French phrase, led by a student.

Group B splits into pairs to retell a story by placing pictures in the correct sequence.

Group C students work together to play Loto des heures with phrases related to time.

Group D students fold a cocotte chatterbox and play with a partner.

- Resource Story book or audiovisual clip featuring a character carrying out daily routine activities

- Activity Cloze exercise on reflexive pronouns

- Resource Chart Les verbes pronominaux

- Game Les Dominos de la journée

- Resource Story cards for retelling a story

- Game Loto des heures

- Resource La cocotte, from Fortune Teller Cocotte on Papier – Twinkl


- Resource Ma routine diary entry of a young French person

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

- Activities To support students review vocabulary and grammatical items related to Un jour dans ma vie

- Assessment Un jour dans ma vie and assessment rubric, from task Ma routine, Part A, accessible on the
• sequence daily events in the life of a character in a text they read
• write the story of a day in their life
• use French nouns, adjectives and adverbs ending in ‘-ent’ in their writing
• improve the quality of their writing using the VCOP model
• present their story orally to an audience

Clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities

Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Translate words, phrases and expressions in simple texts, for example, La chenille qui fait des trous and The Very Hungry Caterpillar; La vieille dame qui avala une mouche and The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of French language and culture that are different from English

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Notice and describe how language reflects cultural practices and norms

Using je/tu/il/elle/on + present tense of verbs associated with familiar actions and environments, for example, Je vais à l’école à huit heures; Tu asimes le français; Elle est en classe; On commence à 8h30

• expressing negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas? Pas du tout!

• using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande

• using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite

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

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning

Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

Place the sorted sentences. Read the instructions to them. On completion, either ask students to check their results with a partner or with the teacher, reading Pierre’s morning routine aloud.

4. Review the conventions of the text type storyboard with students. Complete the first square on the storyboard, including the time on the clock, a picture of the action and a caption, for example, A sept heures, je me lève. Encourage students to use full sentences, and include the activities they like and don’t like to do. Support students by revising vocabulary in small groups and scaffold the task as needed. Ask a range of questions to ensure student understanding of grammatical items and sentences structures.

5. Extend students’ vocabulary related to daily routine and introduce simple adverbs, for example, Je me lève lentement!; Je mange rapidement!

6. Revise all –‘ent words’ learned in Semester 1 with students and practise the pronunciation of words ending in ‘-ent’.

7. Introduce students to the game Qui a le meilleur accent? Write, on the whiteboard, a list of French nouns, adjectives and adverbs ending in ‘-ent’ for example, monument, gouvernement, lentement, rapidement, tellement, vraiment, finalement. Award students one point for each word correctly pronounced. Direct students to write these words in their dossier.

8. Ask students to use their storyboard to write a script for the class performance. Model opening sentences such as Action! Je vous présente Marc for students. Direct students to the VCOP chart, focusing on Vocabulary and Connectors, which they can access to edit their work and enrich their writing.

9. Give students access to Languages Online Chapter 29. Students can set their own pace while discovering the Languages Online website. They keep track of their learning by checking the tasks completed on a checklist.

10. Assign time for students to complete their storyboards, providing oral and written feedback and setting goals for students to work towards. Provide feedback on scripts written by the students, correcting and discussing the mistakes made.

11. Introduce the students to the digital storytelling application that they will be using and/or demonstrate how the application works. Students will be using the application to record their script.

12. Introduce students to the –’on words’ Action! and Attention! as starters for them to use in their recording. Teach students the French pronunciation of these familiar words and support them to reflect on how English and French share many words.

13. Provide students with time to practise their performance several times before they start their recording. Divide students into pairs or small groups to record the performance.

14. Invite students to share the productions with an audience at the school assembly, parent day, grand-parent day etc.

Assessment

• Anecdotal assessment using checklists and notes, indicating how students:
  • read a diary entry and gather information in a table
  • sequence daily events in the life of a character in a text they read
  • write the story of a day in their life
  • use French nouns, adjectives and adverbs ending in ‘-ent’ in their writing
  • improve the quality of their writing using the VCOP model
  • pronounce words accurately when performing their script.

School Curriculum and Standards Authority website

Resource Template Storyboard

Game Qui a le meilleur accent?

Workbook Dossier, to store student checklists, activities etc.

Resource Chart Vocabulary, Connectives, Openers and Punctuation (VCOP) with examples relating to Un jour dans ma vie

Languages Practice Languages Online Chapter 29, Worksheet 4 Ma journée typique


Resources Digital storytelling applications
Formal assessment using the following activity:

- **Ma routine**
  - Part A – reading for information from a written text
  - Part B – creating a storyboard *Un jour dans ma vie.*

Assessment *Ma routine* accessible on the School Curriculum and Standards Authority website.
### Sequence of teaching and learning

<table>
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<tr>
<th>Term 4 Week</th>
<th>Focus</th>
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<tr>
<td>1-7</td>
<td>Le petit déjeuner français</td>
<td>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J’arrive à l’école à 8h30; Le samedi, je fais du football; J’aime les sports et les voyages. — mais mon ami adore la musique !</td>
<td>Experiment with the pronunciation of vowel sounds, word endings shared with English such as –ion and –ent and intonation patterns</td>
<td>Display images, without labels, of the stereotypical French breakfast items baguettes, croissants, café, pain au chocolat etc. and ask students to name the items. Point out to students that there are already many of these French items that we have in Australia too.</td>
<td>Resource Cards illustrating French breakfast items</td>
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<td></td>
<td>Students are introduced to the typical French breakfast, and learn about the stereotypes around this mealtime.</td>
<td>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities.</td>
<td>Write high-frequency words and expressions in familiar contexts.</td>
<td>Label each picture with the French noun, le baguette, le croissant, etc. Practise the French pronunciation of the words with students. Point out the pronunciation of céréales and how it is pronounced differently in French.</td>
<td>Activity Looking out for French breakfast items when shopping or viewing supermarket catalogues.</td>
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<tr>
<td></td>
<td>Learning objectives:</td>
<td>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds.</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>Ask students to look out for French breakfast items while shopping or when viewing newspaper/magazine advertisements or supermarket catalogues and ask that they bring their findings to share with others in the class. Display, in the classroom, the items/images that students have brought into class.</td>
<td>Song Au petit déjeuner, by Alain le Lait <a href="https://www.youtube.com/watch?v=d5U4kKO8CVA">https://www.youtube.com/watch?v=d5U4kKO8CVA</a></td>
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<td></td>
<td>• recognise the words for French breakfast items</td>
<td>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds.</td>
<td>• observing the relationship between subject pronouns and verb endings, using je/ tu/il/elle/on + present tense of verbs associated with familiar actions and environments, for example, Il se lève à sept heures; Tu bois de l’eau à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30</td>
<td>Play the audiovisual clip of the song Au petit déjeuner for students and ask them to identify the breakfast items they hear and see. Revise the days of the week with students and ask them to identify, from the song, when croissants are typically eaten by French people. Teach the students that it is a stereotype that French always eat croissants for breakfast, when they actually eat them le dimanche ! Assign students to groups and allocate a breakfast item to each group. Play the audiovisual clip again, asking students to stand every time the breakfast item is mentioned in the song.</td>
<td>Game Pictionary Provide cards from which students select one (cards contain words/phrases related to the vocabulary currently being taught). They then draw the image, while their team members attempt to guess the answer, responding in French.</td>
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<td></td>
<td>• pronounce and spell correctly the words baguette, pain, croissant, café, lait, céréales, yaourt, fruit and jus d’orange</td>
<td>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes.</td>
<td>• expressing negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas ? Pas du tout !</td>
<td>Assist students to practise nouns related to the new breakfast item vocabulary by playing a game of Pictionary. Model the activity first with the whole class and then divide the class into two groups and play the drawing and guessing game in those groups. Select a student from each group and give them a breakfast item card to draw. The rest of the class attempts to guess the French name for the breakfast item.</td>
<td>Charts Mon petit déjeuner and Le petit déjeuner en France ! showing typical breakfast items</td>
</tr>
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<td></td>
<td>• understand a range of words related to breakfast and match the words with pictures</td>
<td>Create and perform short imaginative texts that allow for exploration and expressions in familiar contexts.</td>
<td>• using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande</td>
<td>Provide opportunities for students to practise breakfast items vocabulary, including the phrases je bois and je mange, with a range of activities, experiences and games and charts in the classroom. Assign time to practise pronunciation with students through circle games, barrier games, Pictionary and Kim’s game.</td>
<td>Games Loto, Pictionary and Memory game</td>
</tr>
<tr>
<td></td>
<td>• understand the phrases je mange and je bois and use them accurately</td>
<td>Use some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite.</td>
<td>• using some adverbs to elaborate on simple verb statements, for example, Elle mange lentement; Je chante doucement; Il parle très vite.</td>
<td>Display charts such as Mon petit déjeuner and Le petit déjeuner en France ! in the classroom with all vocabulary items and sentences students need to learn. Support students to practise word and picture recognition with games such as Memory, Loto, Qu’est-ce qu’est c’est ?, puzzles, word search games. Provide students with opportunities to practise spelling with solving or designing a crossword puzzle, cloze activity, writing labels for pictures and realia.</td>
<td>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.</td>
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<tr>
<td></td>
<td>• use the pronouns il and elle correctly</td>
<td>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English.</td>
<td>• expressing negation in simple sentence structures and colloquial expressions, for example, Je ne sais pas; Elle ne mange pas; Tu ne viens pas ? Pas du tout !</td>
<td>Review the questions Qu’est ce que tu manges ? and Qu’est-ce que tu bois ? and their responses with students by introducing/revisiting 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, Qu’est ce que tu manges ? or Qu’est-ce que tu bois ? Students respond with an item they eat or drink, except for Hatchi, who responds, Je m’appelle Hatchi Patchi ! If after three guesses Hatchi Patchi is not identified, the student who is attempting to identify Hatchi Patchi covers their ears and the student who is Hatchi Patchi calls out Je m’appelle Hatchi Patchi !</td>
<td>Game Qu’est ce qu’est c’est ?, one student covers over up part of the picture on the card and another guesses the word</td>
</tr>
</tbody>
</table>
• express what foods and drinks they like and dislike
• recognise French breakfast items and table etiquette
• name three rules that apply when sitting at a French table

The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of French language and culture that are different from English
Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions
Notice and describe how language reflects cultural practices and norms

regions and countries, different relationships and different ways of making meaning
Understand that French is an important global language used by communities in many countries around the world and that it has connections with several other languages
Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

9. Introduce the game *Faire passer le sac* to students. Before the game begins, place the following items in a bag: fruit, pain, croissant and boisson. Arrange for students to sit in a circle. Ask the students *Qu’est-ce qu’il y a dans le sac ?* and pass the bag around. Put on a timer or sound a buzzer at an interval of 45 seconds. When the timer or buzzer sounds the student holding the bag takes an item out and says its name, for example, *C’est un croissant !* Play the game until all the items have been retrieved from the bag.
10. Vary the game *Faire passer le sac* with students. After the first round of the game, ask students to retain the items in the bag and fill the bag once again, this time with pictures of breakfast items. Ask the question *Qu’est-ce qu’il y a dans le sac ?* and pass the bag around. Set a timer or sound a buzzer with an interval of 45 seconds. When the timer or buzzer sounds the student holding the bag draws out a card and says *Passe-moi le pain, s’il te plait.* The student holding the item says *Voilà,* with the first student replying *Merci.* Play the game until all the images have been drawn from the bag and matched with the items.
11. Play the audiovisual clip *Le petit-déjeuner à la française* and ask students to locate information from the text using a chart. Teach the students, through questioning, to grasp the gist of the clip first and in a second viewing to process more details. Gather the information in the clip from the students and add to a chart. Discuss the information in the table with students and select food items that are part of a balanced diet with them.
12. Give instructions to students on how to survey two people, for example, their grand-parents, teacher etc. on what they eat for breakfast. Direct them to write this information in their dossier. Share with students what you (and your family) eat for breakfast, and ask students to share their breakfast routines, and those of the people they surveyed, with the class and compare breakfast in different families/generations/cultures. Play the song *Le petit-déjeuner* for students and have them identify the breakfast items in the song and then compare these to their class survey results.
13. Make general statements about what people eat for breakfast in different countries using the pronoun on, for example, *En France, on mange ...* and challenge students to guess their meaning.
14. Provide students with a *Mon petit déjeuner* activity sheet on which they will draw a series of different breakfast meals. Provide students with instructions on how to fold the activity sheet in four equal sections. Ask students to add a title in each of the four sections: *Mon petit déjeuner; Le petit déjeuner de mon ami; Le petit déjeuner de (family member’s name); Le petit déjeuner en France.* The students then draw the breakfast items for each person/family and add captions using the subject pronouns *je, tu, il, elle or on.*
15. Support students in their preparation for the assessment task *Mon petit déjeuner.* Students write in their dossier what they and their family members or friends eat for breakfast. Once they have practised the presentation with their partner, listen to their presentation and provide feedback. Arrange students into groups to film the presentation.
16. Revise the expression *Je veux !* with students. Write on the whiteboard sample sentences with *Je veux !* and use a text/song to practise the structure. Discuss when it would be appropriate to say *Je veux !* with students, such as between friends, and in a familiar context, and then teach students the polite version *Je voudrais.* Explain to the class that table manners are very important in French families and show the audiovisual clip *Les bonnes manières.* Make a connection.

Game *Où est Hatchi Patchi ?* Game *Faire passer le sac,* including a timer, a bag and a set of items

Audiovisual clip *Leçon du Goût n°3: Le petit-déjeuner à la française*
https://www.youtube.com/watch?v=DiWl41IHgpE

Song *Le petit-déjeuner,* by Les Papas Rigolos
https://www.youtube.com/watch?v=BFQKwMI88Qg

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

Activity *Survey*

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

Activity sheet *Mon petit déjeuner*

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

Audiovisual clip *Les bonnes manières,* on Comme une Française
https://www.youtube.com/watch?v=y2TT1aoxM7Y
**Learning objectives:**

- write a breakfast menu in French, based on a model
- complete a liste des courses for the class breakfast event
- follow instructions in order to make butter
- follow instructions in order to set a table for breakfast
- recognise French breakfast items

**Assessment Mon petit déjeuner**

**Activity Petit déjeuner en classe**

**Shopping list template**

**Breakfast items:** bread, jam, honey, hot chocolate, fruit, cereal, milk

**Table ware:** tablecloth, cups, cutlery and plates

**Decorations:** flowers, vases

**Resource French/English dictionary**

**Resources for Comment faire du beurre maison**

**Including:** glass jars, whipping cream, mesh strainer

**Activity Comment faire du beurre maison**

https://www.youtube.com/watch?v=Gcndjg3yIk

**Resource Play French music for breakfast event (optional)**
Learning objectives:
- design a label with a French caption for a jar of butter
- write instructions in French and English
- write a gift/Christmas card to accompany the gift

Un cadeau pour Noël
Students interact with others to make a Christmas gift for a family member.

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, J'arrive à l'école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au netball; J'aime les sports et les voyages — mais mon ami adore la musique !

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities

Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

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/on + present tense of verbs associated with familiar actions and environments, for example, Il se lève à sept heures; Tu aimes le français; Elle est en classe; On commence à 8h30
- using an increasing range of adjectives including additional gender forms, for example, blanc/blanche, gros/grosse, petit/petite, grand/grande

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

1. Introduce students to the Christmas gift-making activity Pot à beurre. Ask students to bring, from home, a jar with a lid, or recycle the jars that were used to make butter for the Petit déjeuner en classe. Advise students that they will be designing a butter jar and providing the instructions for the recipient of the gift.
2. Revise with students the ingredients and steps needed to make butter. Discuss the text conventions of a recipe they will be writing. Provide students with a cloze activity for the recipe, including ingredients and the instructions.
3. Instruct students to write the English translation of the ingredients and the instructions, recalling from the activity how they made the butter. Provide French/English dictionaries for students to access. Support students to write the instructions.
4. Challenge students to design a class label for the pot à beurre, and select the winning design to use on all the jars.
5. Provide wrapping paper or challenge students to design their own wrapping out of butcher's paper. Model how to wrap the pot à beurre as a present for a friend or family member.
6. Provide students with card and model phrases to write a Joyeux Noël Christmas card to the person receiving the gift, for example, Chère Granny. Joyeux Noël ! Bisous de ...
7. Play French Christmas carols for students while they are making their gifts.

Craft activity Pot à beurre
Resources Instructions on how to make butter, glass jars with lid, labels and paper for instruction, wrapping paper, Christmas card

Cloze activity Comment faire du beurre maison
Resource French/English dictionary

Resource Wrapping paper

Activity Designing a gift/Christmas card
Songs French Christmas carols