



## SAMPLE TEACHING AND LEARNING OUTLINE

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**FRENCH: SECOND LANGUAGE**  
**YEAR 4**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.



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.**

## Sequence of teaching and learning

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–2	<p><b>Bienvenue !</b> Students engage in classroom routines, following instructions and classroom rules to establish and build a positive learning environment in the French classroom.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• greet peers and teacher in French using an appropriate greeting and handshake</li> <li>• ask someone how they feel</li> <li>• pronounce nouns and adjectives ending in <i>-ent</i> correctly such as <i>content, intelligent</i></li> <li>• answer questions with words and gestures to express feelings and emotions</li> <li>• use simple French sentences to ask for permission from someone in order to borrow an item</li> <li>• begin to use the words for classroom objects in French</li> <li>• state that French nouns are sorted into two categories: masculine and feminine</li> </ul>	<p>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, <i>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 !</i></p> <p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar</i>; <i>La vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>• observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>• expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i></li> <li>• using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>• using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p> <p>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</p>	<ol style="list-style-type: none"> <li>1. Introduce a <b>welcome routine</b> for the French lesson such as greeting each student with a handshake, a song, or calling <b>L'appel !</b> of student names, eliciting the response <i> Ici !; Présent !; Présente !; Je suis ici !</i></li> <li>2. Provide students with the lyrics of the song <b>Bonjour, comment ça va ?</b> and challenge students to identify and highlight on the lyrics sheet known words such as family members and adjectives. Play the audiovisual clip of the song several times and clarify the meaning of song for students. Encourage students to sing along to the song.</li> <li>3. Revise questions and phrases from the Year 3 French: Second Language syllabus related to <b>asking how someone is feeling</b> such as <i>Ça va ?; Comment ça va ?; Tu vas bien ?</i> Collect different answers and model correct use and pronunciation. Use gestures and body language to support understanding. Revise responses, using expressions, for example, <i>je suis fatigué/malade/frustré/content, j'ai faim, j'ai soif</i> etc. Emphasise the sound of the masculine <i>content</i> and the feminine <i>contente</i>. Ask students a range of questions, to ensure their understanding of vocabulary and grammatical items.</li> <li>4. Practise the exchange of greetings and asking how someone is feeling with students. Place the students in a circle to play the game <b>Comment ça va ?</b> Ask the first student the question <i>Bonjour + name. Tu vas bien ?</i> and throw a ball to the student. The student responds, for example, <i>Bonjour Madame, je suis fatigué</i>, and throws the ball to the next student, asking the question <i>Bonjour + name. Tu vas bien ?</i> until each student has had a turn.</li> <li>5. Instruct students, in the French language, on how to make <b>paper puppets</b>. Use the puppets throughout the term to help students feel more confident when interacting in French. Model for students each step by providing instructions in French while carrying out the step, for example, <i>Tout le monde fait une marionette ! Prenez le papier; Pliez le papier; Collez le papier; Dessinez les yeux (le nez, les cheveux, la bouche); Inventez un nom pour votre marionette.</i></li> <li>6. Invite students to use the class puppet to role play the phrases, <b>Je comprends</b> and <b>Je ne comprends pas</b>. 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 <i>je comprends</i>. If the instruction is not understood, the student holds up the red card and says the phrase <i>Je ne comprends pas</i>.</li> <li>7. Introduce and/or revise the <b>English language bubble</b> 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, <i>poisson !</i> and students respond by making bubble-noises.</li> <li>8. Have the students enter the <b>English language bubble</b> 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 <i>-ent</i> such as <i>content, patient, intelligent</i> etc., and nouns ending in <i>-ent</i> such as <i>monument</i> and <i>gouvernement</i>. Ask the students to leave the <b>English language bubble</b> and return to using the French language.</li> <li>9. Model the correct pronunciation of the <b>new words ending in -ent</b> and provide opportunities for students to practise their pronunciation.</li> <li>10. Call upon students to suggest words that are similar or the same in French and English and collect these words on <b>Le mur de mots</b>, a classroom word wall. Introduce the French words <b>adjectif</b> and <b>nom</b> and start sorting the words on the</li> </ol>	<p>Song <b>Bonjour, comment ça va ?</b> audiovisual clip and song lyrics, by Alain le Lait <a href="https://www.youtube.com/watch?v=atNkI6QFZ50">https://www.youtube.com/watch?v=atNkI6QFZ50</a></p> <p>Game <b>Comment ça va ?</b>, using a soft ball to practise language drills</p> <p>Craft activity <b>Tout le monde fait une marionette !</b> using paper</p> <p>Activity <b>Je comprends</b> and <b>Je ne comprends pas</b>, using a green and a red card</p> <p>Classroom procedure <b>English language bubble</b></p> <p>Activity Collect new vocabulary and display on <b>Le mur de mots</b></p>

				<p>word wall into adjectives, nouns and others, <i>autres</i>. Students then collaborate as a class to add new words to the display during the term. Direct students to write these new items in their <b>dossier</b>.</p> <ol style="list-style-type: none"> <li>11. Introduce a routine procedure for when the lesson finishes and students exit the class. At the start of each lesson reveal the <b>exit code</b>, 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.</li> <li>12. Discuss the <b>classroom behaviour expectations</b>, courtesies and what students need to bring to French class. Introduce, and display on <b>Le mur de mots</b>, sentences and words students will need to use in French to ask a question or to ask permission, for example, <i>Excusez-moi Madame. Je n'ai pas de stylo. Est-ce que je peux avoir un stylo, s.v.p ?</i> 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.</li> <li>13. Revise and practise vocabulary for stationery items with activities and games. Teach students the rules for <b>Kim's Game</b>. 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.</li> <li>14. Show the audiovisual clip of the song <b>Dans ma salle de classe</b>. 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, <i>le stylo; la gomme</i>. Arrange students into pairs. Write the sentence <i>Dans ma salle de classe il y a ...</i> on the board. Play the song again and direct each pair to list in their <b>dossier</b> 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.</li> <li>15. Assist students to practise nouns related to <b>stationery items</b> using the game <b>Pictionary</b>. 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, <i>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 !</i></li> <li>16. Review the <b>stationery items</b> with students by teaching them the rules to play the game of <b>Bonne Pioche !</b> 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, <i>Tu as une gomme ?</i> If the player has the card, they hand it over and say <i>Pioche !</i>, and if they don't have the card, the second player takes a turn to ask the question.</li> <li>17. Direct students to write the new stationery items vocabulary, questions and responses in their <b>dossier</b>. The word list can be extended at a later stage.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ use appropriate greetings</li> </ul> </li> </ul>	<p>Resource <b>Le mur de mots</b>, classroom word wall</p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Classroom procedure <b>exit code</b>, using a word, phrase or sentence learnt during the day's lesson</p> <p>Game <b>Kim's game</b> 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.</p> <p>Audiovisual clip <b>Dans ma salle de classe</b>, by Matt Maxwell  <a href="https://www.youtube.com/watch?v=P_8i1L_Tukk">https://www.youtube.com/watch?v=P_8i1L_Tukk</a></p> <p>Resource <b>Mini whiteboards</b></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Game <b>Pictionary</b> 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.</p> <p>Game <b>Bonne Pioche !</b> a variation of <i>Go fish</i>. The game can be adapted to the vocabulary taught in class and there are many different versions of the game.</p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p>
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3–8	<p><b>Story <i>La chenille qui a fait des trous</i></b> Students read the French version of Eric Carle’s <i>The Very Hungry Caterpillar</i> and rewrite the famous story to share with a younger audience.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>understand the days of the week, place them in the in the correct order and spell the words correctly</li> <li>respond to the question <i>Quelle est la date aujourd’hui ?</i></li> <li>communicate what they eat using <i>Je mange</i>, as in <i>Je mange une pomme</i></li> <li>identify the correct subject pronouns <i>je, tu, il</i> and <i>elle</i></li> <li>say what they eat, like and dislike eating, using the verbs <i>aimer</i> and <i>manger</i></li> <li>understand the metalanguage terms ‘verb’ and ‘subject pronoun’</li> </ul>	<p>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, <i>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 !</i></p> <p>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</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>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</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar</i>; <i>La vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how</p>	<ol style="list-style-type: none"> <li>Display a class calendar, <b><i>Le calendrier</i></b>, in class. Revise the words related to periods of time such as <i>mois, jour, date, année, aujourd’hui, demain, hier</i> with students. Support students through <b>language practice</b> to review the key words using cloze activities, word searches, and guessing the correct word games etc. Instruct students to write the day of the week in their <b>dossier</b>.</li> <li>Introduce the question <b><i>Quelle est la date aujourd’hui ?</i></b> 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.</li> <li>Practise the pronunciation of the days of the week with students by playing the song <b><i>Chanson des jours de la semaine</i></b> and teaching students the lyrics and melody to the song.</li> <li>Assign students to groups for <b>Language Practice – Group Rotations</b> to practise <b><i>Les jours de la semaine</i></b>: Group A works individually with the teacher who assesses, through the assessment activity, the student on their knowledge of <b>periods of time and days of the week</b>. Group B splits into pairs and plays <b><i>Trouvez l’intrus</i></b>, 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 <b>re-order a set of cards</b> that shows the periods of time and days of the week. Group D develops a <b>crossword puzzle</b> with clues related to periods of time and days of the week.</li> <li>Provide students with the resources to make a <b>date wheel</b> or <b>calendar</b> with the numbers, days and months for students to practise answering the question <b><i>Quelle est la date aujourd’hui ?</i></b> and to use as a reference to talk about their daily routine. Give instructions for completion of the activity in French such as <b><i>Découpez !, Coller !, Écrivez !</i></b></li> <li>Play the audiovisual clip of the song <b><i>J’aime les fruits</i></b> to introduce the <b>subject pronouns</b> <i>je (j’), tu, il, elle</i>. After playing the clip twice, show students a series of fruit pieces and say to the students <i>J’aime les pommes !</i> Then, ask a student the question <i>Tu aimes les pommes ? Oui ou non ?</i> Once the student responds in the affirmative, say <i>Ah ! Il aime les pommes !</i> or <i>Ah, elle aime les pommes !</i> to another chosen student and ask that they repeat the sentence aloud, <b><i>Répétez !</i></b> Repeat the procedure with other students, until all students start to join in.</li> <li>Practise the <b>subject pronoun <i>tu</i></b> and vocabulary related to fruit with students by using the questions <i>Qu’est ce que tu aimes ?</i> and <i>Tu aimes les fraises ?</i> 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.</li> <li>Engage students in a class survey <b><i>Qu’est ce que tu aimes ?</i></b> 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 <b>dossier</b>, the top five fruits identified.</li> </ol>	<p>Template <b><i>Le calendrier</i></b> <a href="http://resources.sparkleplus.co.uk/sb88french.pdf">http://resources.sparkleplus.co.uk/sb88french.pdf</a></p> <p>Language practise activities, including <b>cloze activities, word searches, word games</b> etc.</p> <p>Workbook <b><i>Dossier</i></b>, to store student checklists, activities etc.</p> <p>Song <b><i>Chanson des jours de la semaine</i></b> <a href="https://www.youtube.com/watch?v=QF9IUh5XPxo">https://www.youtube.com/watch?v=QF9IUh5XPxo</a></p> <p>Assessment <b>Days of the week and periods of time</b></p> <p>Language Practice activities, for example, <b><i>Mots cachés, Trouvez l’intrus</i></b>, set of cards for days of the week</p> <p>Activity <b>Date wheel or calendar</b></p> <p>Song <b><i>J’aime les fruits</i></b>, by Alain le Lait <a href="https://www.youtube.com/watch?v=nJ03KjwiIVM">https://www.youtube.com/watch?v=nJ03KjwiIVM</a></p> <p>Activity Survey and chart <b><i>Qu’est ce que tu aimes ?</i></b></p>

	<ul style="list-style-type: none"> <li>• use modelled language to create their own version of an imaginative story</li> <li>• develop basic dictionary skills to look up words in order to find their French or English equivalent</li> </ul>	<p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>particular features of such texts help to achieve their purpose</p>	<ol style="list-style-type: none"> <li>9. Have students enter the <b>English language bubble</b> and draw for them a chart to explain the meaning of the <b>subject pronouns</b> <i>je (j')</i>, <i>tu</i>, <i>il</i>, <i>elle</i> and the English translation for the subject pronouns 'I', 'you', 'he' and 'she'. Ask students to think of a way to memorise <i>il</i> and <i>elle</i>, for example, the female name <i>Ella</i>, <i>Isabelle</i>, etc. can help to remember that <i>elle</i> is French for the English word <i>she</i>. Use flashcards of the subject pronouns and people to drill the pronouns. Direct students to copy the chart in their <b>dossier</b>.</li> <li>10. Practise the <b>use of subject pronouns</b> with students with a game of <b>Têtes ou queues: main sur la tête/sur le dos</b>. 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 <i>il</i> or <i>elle</i>.</li> <li>11. Play the audiovisual clip of the song <i>J'aime les fruits</i> again and ask the students to listen carefully. Stop the recording and ask students to change the lyrics from <i>je</i> to <i>tu</i>, and then <i>il</i> or <i>elle</i>. Sing a few lines of the class version together.</li> <li>12. Review the <b>subject pronouns</b> 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, <i>Il aime les bananes</i>. 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.</li> <li>13. Introduce the <b>Jeu de dés</b> game with the subject pronouns <i>je (j')</i>, <i>tu</i>, <i>il</i>, <i>elle</i>. 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 <i>Jean</i> and <i>Madame</i> on the remaining two sides. Roll the die, or have a student roll the die, and students call out the correct subject pronoun.</li> <li>14. Read the story <i>La chenille qui fait des trous</i> with students and ask them to retell the story in French using visual cues. Focus students on what the <i>chenille</i> eats and drinks each day.</li> <li>15. Direct students to draw a table with seven columns in their <b>dossier</b>, each one with a <b>day of the week</b>, written in French as its heading. Explain to students that they are to draw, in the columns, the items that the <i>chenille</i> 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, <i>Le lundi elle mange une pomme</i>.</li> <li>16. Set students a task of tracking the fruits and vegetables they consume over one week during <b>Fruit break</b>. Once they have gathered this information, ask them to draw pictures of these on a calendar. Provide students with <b>flashcards</b> or access to a <b>classroom poster</b> in order for them to label the pictures in French.</li> <li>17. Have students enter the <b>English language bubble</b> and provide them with a <b>French/English dictionary</b>. Explain the abbreviations for 'noun' and 'verb'. Practise the use with a <b>dictionary challenge</b>. Split the class in pairs and provide the pairs with a list of French words to look up and translate.</li> <li>18. Provide each team with a page of the story <i>La chenille qui fait des trous</i>, and the use of the <b>French/English dictionary</b>, 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 sentences structures.</li> <li>19. Work with students to identify the differences between the French version and the English version of <i>The Very Hungry Caterpillar</i>. Discuss the title, the word <i>craquer</i> and point out the synonyms <i>manger</i> and <i>avaler</i>.</li> <li>20. Prepare students for the assessment task by first providing them with a simplified version of the <i>La chenille qui fait des trous</i> story in French and a <b>storyboard template</b>. Discuss the conventions of storyboards, building on student knowledge from other subjects. Explain to students that they will be</li> </ol>	<p>Classroom procedure <b>English language bubble</b></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Resource <b>Flashcards</b> with the subject pronouns <i>je (j')</i>, <i>tu</i>, <i>il</i>, <i>elle</i> and images of people</p> <p>Game <b>Têtes ou queues</b>, a variation of the game <i>Heads or tails</i></p> <p>Song <i>J'aime les fruits</i>, by Alain le Lait  <a href="https://www.youtube.com/watch?v=nJ03KjwiIVM">https://www.youtube.com/watch?v=nJ03KjwiIVM</a></p> <p>Resource <b>Mini whiteboards</b></p> <p>Game <b>Jeu de dés</b>, a game using a dice designed by students including the subject pronouns <i>je (j')</i>, <i>tu</i>, <i>il</i>, <i>elle</i></p> <p>Resource <b>Dice or Talking Dice Roller 3D</b> application</p> <p>Story book Carle, E. (1999). <i>La chenille qui fait des trous Eric Carle; texte français de Laurence Bourguignon</i>. Belgium: Mijade.  Or the digital version  <a href="https://www.youtube.com/watch?v=xBpHkMgWld8">https://www.youtube.com/watch?v=xBpHkMgWld8</a>, read by students and the English version, Carle, E. (1994). <i>The Very Hungry Caterpillar</i>. GB: Penguin Books Limited.</p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Activity worksheet <b>Fruit break</b></p> <p>Classroom procedure <b>English language bubble</b></p> <p>Resource Classroom <b>Fruit and Vegetable posters or flashcards</b></p> <p>Resource <b>French/English dictionary</b> for the dictionary challenge</p>
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				<p>creating their own version of the <b>La chenille qui fait des trous</b> story. Ask that they choose a different animal for their main character and advise them to look at the pronouns and adjectives as they may change, from the ones used in the original story, according to the gender of the new character, for example, <i>Le papillon blanc. Il mange ...</i> and <i>La tortue blanche. Elle mange ...</i> Differentiate the task by providing more or less scaffolding for students of different abilities. Explain that the pronoun changes to <i>il</i> if the subject they choose is masculine such as <i>le tigre. Il a faim</i>. Extend students further by adding speech bubbles to the storyboard, changing the subject pronoun from <i>Elle/La chenille</i> to <i>Lundi, je mange une fraise</i>. Ask a range of questions, to ensure student understanding of new vocabulary, sentences structures and grammatical items.</p> <p><b>21.</b> Seek a lower year level for students to, in pairs, read their completed stories to a younger buddy and perform it together.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>write the French for the fruits and vegetables they eat for Fruit break every day</li> <li>write their own account of what they eat in full sentences, for example, <i>Lundi, je mange une pomme</i></li> <li>respond to the question <i>Quelle est la date aujourd'hui ?</i></li> <li>correctly identify the subject pronouns <i>je, j', tu, il</i> and <i>elle</i> in a series of activities</li> <li>accurately complete the spelling and translating activity <i>Les jours de la semaine</i></li> <li>write the draft and final copy for their own story independently or with support</li> <li>present their adaptation of <b>La chenille qui fait des trous</b> for a lower year group.</li> </ul> </li> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li><i>La chenille qui fait des trous</i> Adapting the story for a young audience.</li> </ul> </li> </ul>	<p>Resource <b>Storyboard</b> template and other supporting handouts, for example, list of adjectives, examples of sentences</p> <p>Assessment Students write their own version of the story <b>La chenille qui fait des trous</b></p> <p>Assessment Adaptation of <b>La chenille qui fait des trous</b></p>
9–10	<p><b>Je n'aime pas !</b> Students interact with others to express what they don't like doing.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>begin to express activities they don't like doing</li> <li>substitute <i>je</i> with a different pronoun and explain how this changes the meaning of the text</li> <li>ask and respond to questions asking them</li> </ul>	<p>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, <i>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 !</i></p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar; La</i></p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> </ul>	<ol style="list-style-type: none"> <li>Have students enter the <b>English language bubble</b> and introduce to them the concept that the expression <i>j'aime</i> and its negation <i>je n'aime pas</i> can also be used with verbs, for example, <i>Je n'aime pas manger !</i></li> <li>Play a game of <b>Follow the leader</b> and give the class commands, for example, <i>mangez !</i> Students reply <i>Je n'aime pas manger !</i> Vary the game and give students the option to say <i>J'aime manger !</i></li> <li>Provide students with the opportunity to practise the construct <b>ne</b> and <b>ne pas</b> by listening to <b>The sleeping song</b>, a song about things we like and don't like to do. Review/introduce students to the verbs <i>manger, lire, chanter, dormir, écouter</i> and <i>voyager</i>, as they occur in the song. Repeat the song a few times, with students singing along, until the <b>ne</b> and <b>ne pas</b> is well rehearsed.</li> <li>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 says the sentence written on it, for example, <i>Je n'aime pas</i> + the word on the card. Have the students take turns until all have had a go. As a variation, ask the student to sing the sentence to the tune of <b>The sleeping song</b>.</li> <li>Play <b>The sleeping song</b> again and replace the subject pronoun <i>je</i> with <i>tu</i>. Ask students how changing the pronoun changes the meaning of the song. Ask students to select a student in the class about whom they would like to sing the</li> </ol>	<p>Classroom procedure <b>English language bubble</b></p> <p>Game <b>Follow the leader</b></p> <p>Song <b>The sleeping song (J'aime–Je n'aime pas)</b>, Track 11, Bruzzone, C. (2005). <i>French on the move for Kids</i>. Europe: McGraw-Hill Education.</p> <p>Activity <b>Cards</b> with drawings of actions related to <b>daily routine</b></p>



	<p>what they like to do, watch etc.</p>	<p><i>vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p>	<ul style="list-style-type: none"> <li>• expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i></li> <li>• using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grasse, petit/petite, grand/grande</i></li> <li>• using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>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</p>	<p>song and change the pronoun accordingly, for example, if it is a male student they will use <i>il</i>, or <i>elle</i> if it is a female student. Should they choose the whole class, advise students that the pronoun they will need to use is <i>on</i>.</p> <p>6. Ask students to ask one another what they like, using the verbs in the song as well as <i>boire</i> and <i>regarder</i>, for example, <i>Tu aimes boire le lait? Non, je n'aime pas boire le lait. J'aime boire l'eau.</i></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ begin to express activities they don't like doing</li> <li>▪ substitute <i>je</i> with a different pronoun and explain how this changes the meaning of the text</li> <li>▪ ask and respond to questions asking them what they like to do, watch etc.</li> </ul> </li> </ul>	
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## Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p><b>Qu'est-ce que tu aimes faire ?</b> Students interact with others to express what activities they like, and don't like, to do.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>respond to the question <i>Qu'est-ce que tu aimes faire ?</i> stating their hobbies</li> <li>say what they like to do as a hobby, during their free time</li> <li>write their own lyrics to a song</li> <li>recognise the phrases <i>Je veux ! Je peux !</i> and <i>Je sais !</i> and know when to use them</li> <li>recognise that the subject of the sentences can be changed by replacing <i>je/j'</i> with the pronouns <i>tu/il/elle</i> or a name</li> </ul>	<p>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, <i>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 !</i></p> <p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>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</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i></p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p> <p>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</p>	<ol style="list-style-type: none"> <li>Play the audiovisual clip of the story <i>Le petit pianiste</i>. Ask students <i>Qu'est-ce qu'il aime faire ?</i> and invite them to answer with <i>Il aime jouer du piano</i>. 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 <i>Il était une fois</i> is often how imaginative texts and fairy tales begin.</li> <li>Ask students about their <b>hobbies</b> using the question <i>Qu'est-ce que tu aimes faire ?</i> Collect their responses orally and in written form and display these on the whiteboard or on <i>Le mur de mots</i>. Provide students with a variety of activities in order for them to practise vocabulary and phrases related to hobbies.</li> <li>Introduce students to the topic <i>Qu'est-ce qu'il aime faire ? Tu aimes ... ?</i> through giving them access to <b>Languages Online Chapter 21</b>. 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.</li> <li>Ask students to write down key words on a <b>PMI Chart</b> 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 <i>Tu aimes ... ?</i> chart in their <i>dossier</i>. Arrange students into groups of three and ask that they share their chart with the other group members.</li> <li>Play the audiovisual clip of the song <i>La danse du J'aime J'aime pas</i> for students and teach them the gestures in French Sign Language for <i>J'aime</i> and <i>Je n'aime pas</i>. Analyse the phrase <i>J'aime pas</i> with the class and conclude that written and spoken language can differ. Emphasise that the correct written form requires the <i>ne/n'</i>, for example, <i>Je n'aime pas</i>, 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 'dunno'.</li> <li>Play students the audiovisual clip of the song <i>Bonhomme bonhomme</i> and invite them to perform the song. Introduce <i>bonhomme carnaval</i>, the Québec carnival snowman mascot figure and revise with students the vocabulary for hobbies and instruments.</li> <li>Advise students that they are to create their own version of the song, <i>Bonhomme bonhomme</i>, exchanging <i>je sais</i> with <i>j'aime</i>, 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.</li> <li>Translate with students the expressions <i>Je veux !, Je peux !, Je sais !</i> and <i>j'aime ...</i> Create a <b>Venn diagram</b> titled <i>J'aime !</i> and include three intersecting circles. Label the three circles <i>Je veux ! Je peux !</i> and <i>Je sais !</i> 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 <i>Je peux ! Je sais !</i> 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 <i>Je veux !</i></li> </ol>	<p>Audiovisual clip of the story <i>Le petit pianiste</i> <a href="https://www.youtube.com/watch?v=IVJKHYUZ0yI">https://www.youtube.com/watch?v=IVJKHYUZ0yI</a></p> <p>Resource <i>Le mur de mots</i>, classroom word wall</p> <p>Activities based on the question <i>Qu'est-ce que tu aimes faire ?</i></p> <p>Language Practice <b>Languages Online Chapter 21</b> <a href="https://www.education.vic.gov.au/languagesonline/french/sect21/index.htm">https://www.education.vic.gov.au/languagesonline/french/sect21/index.htm</a></p> <p>Resource <b>PMI Chart</b> <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></p> <p>Workbook <i>Dossier</i>, to store student checklists, activities etc.</p> <p>Song <i>La danse du J'aime J'aime pas</i>, by Team Sign Events <a href="https://www.youtube.com/watch?v=L8MvkDo8Jlg">https://www.youtube.com/watch?v=L8MvkDo8Jlg</a></p> <p>Song <i>Bonhomme bonhomme</i>, by The Kiboomers <a href="https://www.youtube.com/watch?v=MaJMNxYaes">https://www.youtube.com/watch?v=MaJMNxYaes</a></p> <p>Resource <b>Venn diagram</b> 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></p>

		<p>and <i>The Very Hungry Caterpillar</i>; <i>La vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>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</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>9. Assign students to groups for <b>Language Practice – Group Rotations</b>, 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 <b>Memory game</b>, 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 <b>survey</b> sheet drawn in their <b>dossier</b>. Group C works in pairs to interview one another on their <b>favourite hobbies</b>, using <b>Section 23</b> activity sheet with sample sentences. Group D works as a group to play the game <b>Charades</b> with one student acting out an activity and the others guessing what the action is.</p> <p>10. Introduce students to <b>how the subject of the sentences can be changed</b> by replacing the subject pronoun <i>je/j'</i> with <i>tu/il/elle</i> or a name. Provide examples such as <i>Elle aime le basket. Jean n'aime pas jouer aux échecs</i>, to demonstrate how the pronoun can be used. Revise the verbs <i>manger, jouer, aimer</i> and <i>danser</i> and display a poster in the classroom with the conjugations of these verbs. Point out that with <i>tu</i>, the <i>s</i> added to the verb does not affect the pronunciation; for example, <i>je joue</i> and <i>tu joues</i> are pronounced the same way.</p> <p>11. Expose students to the textual conventions of a <b>rap song</b> and provide opportunities to practise them. Play students the audiovisual clip of the rap song <b><i>Qu'est-ce que tu aimes faire ?</i></b> 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 <b><i>Le mur de mots</i></b> and clarify questions and unknown words for students.</p> <p>12. Introduce the pronoun <i>on</i> and explain its use to make general statements. Work with the class to complete the interactive task number 1 <b><i>Qu'est-ce qu'on fait ?</i></b> 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.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ respond to the question <i>Qu'est-ce que tu aimes faire ?</i> with a list of their hobbies</li> <li>▪ say what they like to do as a hobby, in their free time</li> <li>▪ write their own lyrics to a song</li> <li>▪ recognise the phrases <i>Je veux !, Je peux !</i> and <i>Je sais !</i> and know when to use them</li> <li>▪ recognise that the subject of the sentences can be changed by replacing <i>je/j'</i> with the pronouns <i>tu/il/elle</i> or a name.</li> </ul> </li> </ul>	<p>Games <b>Memory</b> and <b>Charades</b></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Language Practice <b>Languages Online</b> Section 23  <a href="https://www.education.vic.gov.au/languagesonline/french/sect23/index.htm">https://www.education.vic.gov.au/languagesonline/french/sect23/index.htm</a></p> <p>Resource Poster with the <b>French verbs</b> <i>manger, aimer, jouer</i> and <i>danser</i></p> <p>Song Rap <b><i>Qu'est-ce que tu aimes faire ?</i></b>, by John DeMardo  <a href="https://www.youtube.com/watch?v=gqUNNAkjHTU">https://www.youtube.com/watch?v=gqUNNAkjHTU</a></p> <p>Resource <b><i>Le mur de mots</i></b>, classroom word wall</p> <p>Language Practice <b>Languages Online</b> Section 23, Interactive task 1  <a href="https://www.education.vic.gov.au/languagesonline/french/sect23/no_1/no_1.htm">https://www.education.vic.gov.au/languagesonline/french/sect23/no_1/no_1.htm</a></p> <p>Language Practice <b>Languages Online</b> Section 23, Interactive tasks 2, 3, and 4  <a href="https://www.education.vic.gov.au/languagesonline/french/sect23/index.htm">https://www.education.vic.gov.au/languagesonline/french/sect23/index.htm</a></p>
5–10	<p><b>Le Carnaval</b>  Students learn about Carnival and how this festival is celebrated around the French-speaking world. They interact with others to make some general</p>	<p>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, <i>J'arrive à l'école à 8h30; Le samedi, je fais du cheval et le dimanche je joue au</i></p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>Write high-frequency words and expressions in familiar contexts</p>	<p>1. Revise vocabulary related to <b>months of the year</b> through <b>language practice</b> activities, including saying the month of the year and placing them in the correct order. Play the audiovisual clip of the song <b><i>Les mois de l'année</i></b> 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?</p> <p>2. Play the audiovisual clip of the song <b><i>Les mois de l'année</i></b> for the students again. Challenge each student to identify from the clip what is happening in their</p>	<p>Song <b><i>Les mois de l'année</i></b>, by Juli Powers  <a href="https://www.youtube.com/watch?v=PLSqLftQJ_s">https://www.youtube.com/watch?v=PLSqLftQJ_s</a></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p>

<p>statements about the event.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>say the months of the year and place them in the correct order</li> <li>name at least three events in French that happen throughout the year</li> <li>translate the French words for family members into English and vice versa</li> <li>name some famous carnivals and explain the meaning of <i>Mardi Gras</i></li> <li>talk about the <i>Carnaval de neige</i> in Québec</li> <li>write an invitation for a Carnival celebration at school</li> <li>sing the song relating to the carnival in Québec and perform it with actions</li> <li>describe an outfit using a range of adjectives, recognising that some adjectives change depending of the gender of the subject</li> <li>write captions for Carnival photographs,</li> </ul>	<p><i>netball; J'aime les sports et les voyages — mais mon ami adore la musique !</i></p> <p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>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</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar</i>; <i>La vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p> <p>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</p> <p>Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>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</p> <p>Make connections between language and culture use by identifying</p>	<p>birthday month and to write it in their <b>dossier</b>. Students then report the events they have gathered from the text back to the class.</p> <ol style="list-style-type: none"> <li>Ask students to collaborate on providing information on <b>Le calendrier</b>. Provide each student with a sticky note and ask them to write <i>L'anniversaire de</i> 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 <i>Noël, Fête des mères</i> and <i>Pâques</i> and use a <b>French/English dictionary</b> 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 <b>Les mois de l'année</b>, on the class <b>calendrier</b>.</li> <li>Introduce students to the event <b>Mardi Gras</b> by first playing for them the audiovisual clip of the song <b>Mardi Gras</b>. Have students watch the clip without providing the text and ask 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 the students why the clip shows children in dress-ups, for example, <i>Pourquoi est-ce que les enfants portent des déguises ?</i> Explain that <b>Mardi Gras</b> 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 <b>Carnavals dans le monde francophone</b>.</li> <li>Read the story book <b>Joyeux carnaval</b> with the students. Ask students to make a list in French of the different costumes from the story. Revise <b>family members</b> 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 statements/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, <i>Grand-mère mange des crêpes. Le frère est un clown. Maman transforme le tissu. La tante rit. Le père danse</i> etc. Once they have completed five sentences, invite them to read the sentences to the class. Call on other students to tell the class what the students have read out to them.</li> <li>Show students the audiovisual clip <b>Le Carnaval - Que fait-on à l'école ?</b> and revise the use of the <b>pronoun on</b> to make general statements with them. Practise the use of the pronoun <i>on</i> with a range of activities; for example, making statements about events, cloze worksheets and <b>Kahoot!</b> games.</li> <li>Supply a text with information about <b>Le Carnaval</b>. 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.</li> <li>Introduce students to <b>Carnival celebrations around the francophone world</b>. Show pictures and audiovisual clips of celebrations from famous carnivals in France, for example, Nice and Dunquerque, 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.</li> <li>Provide a set of various sources for students with information and images related to the <b>Carnaval de neige</b> in Québec. Introduce key vocabulary such as <i>le palais de glace, le defile, la cabane de sucre</i> and <i>le hockey sur glace</i>. Display alternative words for houses such as <i>la cabane, l'igloo, le chalet, la maison, le palais</i> for students. Ask students to sort the houses into two categories <i>grand</i> and <i>petit</i> such as <i>le grand palais, la grande maison, le petit chalet</i> and <i>la petite</i></li> </ol>	<p>Resources <b>Le calendrier</b> and sticky notes</p> <p>Resource <b>French/English dictionary</b></p> <p>Song <b>Mardi Gras</b>  <a href="https://www.youtube.com/watch?v=rrE6gaeNhX8&amp;index=5&amp;list=PLUaf_G6GrDcYnJ5SdokMkOVmV7n7hOi2l">https://www.youtube.com/watch?v=rrE6gaeNhX8&amp;index=5&amp;list=PLUaf_G6GrDcYnJ5SdokMkOVmV7n7hOi2l</a></p> <p>Rhyme <b>Mardi Gras</b>  <a href="http://www.comptines.net/bibliotheque/pdf/mardi_gras.pdf">http://www.comptines.net/bibliotheque/pdf/mardi_gras.pdf</a></p> <p>Audiovisual clip <b>Carnavals dans le monde francophone</b>  <a href="http://fandefle.com/2017/02/06/carnavals-monde-francophone/">http://fandefle.com/2017/02/06/carnavals-monde-francophone/</a></p> <p>Story book Parramon, J. and Rius, M. (1990). <b>Joyeux Carnaval</b>. Denver: Continental Book Co Inc.</p> <p>Audiovisual text <b>Joyeux Carnaval</b>  <a href="https://www.youtube.com/watch?v=K8RZMJ-EUYI">https://www.youtube.com/watch?v=K8RZMJ-EUYI</a></p> <p>Resource <b>Le Carnaval - Que fait-on à l'école ?</b>  <a href="https://agreenmouse.com/carnival-in-france-le-carnaval/">https://agreenmouse.com/carnival-in-france-le-carnaval/</a></p> <p>Language Practice with cloze exercises, and <b>Kahoot!</b> online program at Kahoot.com</p> <p>Resource <b>Le Carnaval</b> reading text</p> <p>Activity Research and create a classroom display of <b>Carnival celebrations around the francophone world</b></p> <p>Resource <b>Carnaval de neige</b>  <a href="https://carnaval.qc.ca/home">https://carnaval.qc.ca/home</a></p> <p>Resource <b>Carnaval de Québec</b> (2000).  <a href="https://www.teteamodeler.com/culture/fetes/carnaval-quebec.asp">https://www.teteamodeler.com/culture/fetes/carnaval-quebec.asp</a></p>
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	<p>including a title and using speech bubbles with expressions</p> <ul style="list-style-type: none"> <li>• write a rap song about their likes and dislikes in response to a song they hear</li> <li>• participate in a short interview about their favourite holiday activities</li> </ul>		<p>vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p><i>cabane</i>. Ask a range of questions to ensure student understanding of new vocabulary and sentence structures.</p> <ol style="list-style-type: none"> <li>10. Introduce the card game <b>Le pouilleux</b> 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 <i>Carnaval de neige</i> such as <i>je fais du ski, je mange des crêpes, il fait froid</i>, 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 <i>pouilleux</i>, and the game can begin again.</li> <li>11. Direct students to write a list of new phrases and sentences related to winter activities in their <b>dossier</b>.</li> <li>12. Play students the audiovisual clip of <b>La chanson du Carnaval - Mardi gras - Comptine pour enfants</b>. Pause the audiovisual clip and ask students to <b>use adjectives to describe the déguises</b> the children are wearing. Ask a range of questions, to ensure student understanding of new grammatical items and sentence structures.</li> <li>13. Support students to <b>plan a déguise</b> to wear to the class <i>Carnaval</i> 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 <b>French/English dictionary</b> 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, <i>Le bonhomme de neige est grand, blanc et joli; La princesse est petite, belle et jolie; Le pirate est grand, marrant et très méchant</i>. Revise adjectives and gender of adjectives with students, for example, <i>joli/e, vert/e, marrant/e, grand/e</i>. Students should also give their description a title. Display the drawings and descriptions of the outfits in the classroom.</li> <li>14. Arrange students in groups to collaborate and organise a class <b>Carnaval celebration</b>. 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.</li> <li>15. Provide students with a template for them to write an <b>invitation for the Carnaval</b>, stating the date, time, place and dress code.</li> <li>16. During the <b>Carnaval celebration</b> 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 <i>Attention !, C'est délicieux !, Regarde !, Comme c'est drôle !</i> and <i>C'est fantastique !</i> Display photographs in the classroom with the student-generated captions.</li> <li>17. Prepare students for the assessment task <b>Qu'est-ce que tu aimes faire ?</b>.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ say the months of the year and place them in the correct order</li> <li>▪ name at least three events in French that happen throughout the year</li> <li>▪ name some famous carnivals and explain the meaning of <i>Mardi Gras</i></li> <li>▪ talk about the <i>Carnaval de neige</i> in Québec</li> </ul> </li> </ul>	<p>Game <b>Le pouilleux</b>, the French version of <i>Old Maid</i>, in Bourdais, D. and Finnie, S. (2016). <i>Games for Teaching Primary French</i>. U.K.: Crown House Publishing Limited.</p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Song <b>La chanson du Carnaval - Mardi gras - Comptine pour enfants</b>  <a href="https://www.youtube.com/watch?v=HPkXaykgbqM&amp;list=PLUaf_G6GrDcYnJ5SdokMkOVmV7n7hOi2l&amp;index=3">https://www.youtube.com/watch?v=HPkXaykgbqM&amp;list=PLUaf_G6GrDcYnJ5SdokMkOVmV7n7hOi2l&amp;index=3</a></p> <p>Activity Design and describe an <b>outfit for a Carnival character</b></p> <p>Resource <b>French/English dictionary</b></p> <p>Activity Design <b>Carnaval masks</b>  <a href="https://www.cabaneaidees.com/tag/masque/">https://www.cabaneaidees.com/tag/masque/</a></p> <p>Activity <b>Carnaval</b> invitation template</p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Resource <b>Pic Collage</b>, photo editor application  <a href="https://blog.piccollage.com/download-the-app/">https://blog.piccollage.com/download-the-app/</a></p>
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				<ul style="list-style-type: none"> <li>▪ describe an outfit for <i>Carnaval</i></li> <li>▪ write an invitation for a <i>Carnaval</i> celebration at school</li> <li>▪ sing a song relating to the carnival in Québec and perform it with actions</li> <li>▪ describe an outfit using a range of adjectives, recognising that some adjectives change depending of the gender of the subject</li> <li>▪ write captions for <i>Carnaval</i> photographs, writing a title and using speech bubbles with expressions.</li> </ul> <ul style="list-style-type: none"> <li>• Formal assessment using the following activity: <ul style="list-style-type: none"> <li>▪ <i>Qu'est-ce que tu aimes faire ?</i> Part A – reading for information from a written text Part B – writing a rap song Part C – participating in a short interview.</li> </ul> </li> </ul>	<p>Assessment <i>Qu'est-ce que tu aimes faire ?</i> accessible on the School Curriculum and Standards Authority website</p>
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## Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–6	<p><b>Ma routine</b> Students discuss with others their daily routine at home and at school.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• understand French words and phrases for daily routine and act them out</li> <li>• read French action verbs for <i>Ma routine</i> and match them with a corresponding picture</li> <li>• tell the time on the hour, and in five-minute increments</li> <li>• read the time from an analogue clock</li> <li>• recognise words and phrases related to their daily routine and act them out</li> <li>• retell the story in the <i>Ma routine</i> song and place the sequence of events on a timeline</li> <li>• unjumble a set of words and form them into sentences related to <i>Ma routine</i></li> <li>• become aware that some verbs are reflexive and</li> </ul>	<p>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, <i>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 !</i></p> <p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>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</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar; La</i></p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>• observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>• expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i></li> <li>• using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>• using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p> <p>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</p>	<ol style="list-style-type: none"> <li>1. Introduce students to some basic vocabulary related to the topic <b>Ma routine</b> by playing the audiovisual clip of the song <b>Ma routine</b>. Teach students actions for the verbs in the song, <i>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</i> and <i>Je me couche</i>.</li> <li>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.</li> <li>3. Ask students to reflect on the song <b>Ma routine</b> 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 <b>dossier</b>.</li> <li>4. Revise vocabulary related to <b>Ma routine</b> vocabulary through <b>Language Practice – Group Rotations</b> activities and games, including:             <ul style="list-style-type: none"> <li>Group A splits into groups of four and plays <b>Jacques à dit !</b> led by a student.</li> <li>Group B splits into pairs and plays <b>Loto des routines</b>.</li> <li>Group C students works individually to complete a <b>Mots cachés</b> with vocabulary related to routines.</li> <li>Group D split into pairs and plays a game of <b>Charades</b> where one performs an activity and the other guesses what it is, before swapping roles.</li> <li>Group E splits into groups of four and sings along to the <b>Ma routine</b> song, sings the song to a famous different tune, or makes it into a <b>rap rhythm</b>.</li> </ul> </li> <li>5. Revise, or introduce students to, the question word <b>Quand ?</b> Start a collection of words that answer the question <i>quand?</i> such as <i>le matin, l'après-midi, le soir, à huit heures, à midi, à cinq heures dix</i>. Display the words on <b>Le mur de mots</b>.</li> <li>6. Revise <b>time phrases</b> with students by playing the song <b>Les squelettes</b>. 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, <i>une heure, deux heures, trois heures</i> etc. Ask questions of students to ascertain their understanding of grammatical items in the song.</li> <li>7. Provide activities for students to learn and practise the vocabulary required to <b>saying the time</b> in five-minute increments, once they have mastered learning time on the hour, for example, <i>trois heures, trois heures cinq, trois heures dix, etc.</i></li> <li>8. Assign students to groups for <b>Language Practice – Group Rotations</b> activities and games to revise vocabulary related to <b>Quand ?</b> including:             <ul style="list-style-type: none"> <li>Group A splits into groups of eight and plays <b>Quel heures est-il Monsieur le loup ?</b>, led by a student.</li> <li>Group B splits into pairs and while one student <b>draws the time</b> on a mini whiteboard, the other student guesses what the time is.</li> <li>Group C splits into groups of eight and plays <b>Loto des heures</b>.</li> </ul> </li> <li>9. Provide students with resources to <b>make their own clock</b>. Instruct them in French to cut the clock template and add a split pin through the middle, for example, <i>Découpez !, Assemblez les circles !, Mettez une attache Parisienne !</i> Use the clocks, over the term, to support students to practise telling the time.</li> <li>10. Revise time phrases with students by playing the game <b>Telephone arabe</b>. In this variation of Chinese whispers the teacher selects one student to choose a <b>time</b></li> </ol>	<p>Song <b>Ma routine</b>, to the tune of <i>La Marseillaise</i> <a href="https://www.youtube.com/watch?v=N0uRIOCCyvw">https://www.youtube.com/watch?v=N0uRIOCCyvw</a></p> <p>Activity <b>Daily routine</b> matching exercise</p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Game <b>Jacques à dit !</b> is the French version of <i>Simon says!</i></p> <p>Game <b>Loto des routines</b>, an example can be found in <i>Alex et Zoe 1</i>, published by CLE</p> <p>Activity worksheet <b>Mots cachés</b></p> <p>Game <b>Charades</b></p> <p>Resource <b>Le mur de mots</b>, classroom word wall</p> <p>Song <b>Les squelettes</b>, by Babelzone <a href="https://www.youtube.com/watch?v=OCKMaRwicSg">https://www.youtube.com/watch?v=OCKMaRwicSg</a></p> <p>Activity <b>Cloze exercise</b> based on the lyrics to <b>Les squelettes</b></p> <p>Activities Mastering <b>time phrases</b>, hours and minutes</p> <p>Game <b>Quel heures est-il Monsieur le loup ?</b>, a French version of <i>What's the time Mr Wolf?</i></p> <p>Resource <b>Mini whiteboards</b></p> <p>Game <b>Loto des heures</b></p> <p>Activity <b>Make a clock</b>, using a clock template and a split pin</p>

	<p>they are preceded by the reflexive pronoun <i>me</i> (<i>te, se</i>)</p> <ul style="list-style-type: none"> <li>recognise what the time is and write it in numbers</li> </ul>	<p><i>vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>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</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p><b>phrase</b> 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, <i>Il est huit heures trente-cinq !</i></p> <p><b>11.</b> Support students in <b>language practice</b> by making available to them access to <b>Languages Online Chapter 29</b>. 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. The games in the chapter can be played as a class, in pairs or individually.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>show understanding of French words and phrases related to daily routine and act them out</li> <li>perform the lyrics of song and participate in classroom games and activities using the new vocabulary and structures learnt in class</li> <li>tell the time on the hour, and in five-minute increments</li> <li>read the time from an analogue clock.</li> </ul> </li> </ul> <p><b>12.</b> Introduce the topic <b>La routine</b> by playing the audiovisual clip <b>La routine</b> 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.</p> <p><b>13.</b> Revisit the song <b>Ma routine</b> 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 <b>Le mur de mots</b>.</p> <p><b>14.</b> Support students to <b>retell the story</b> from the song and place the sequence of events over the day on a large <b>timeline</b>. Add the question <b>Quand ?</b> to the timeline and introduce students to the words <i>le matin, le midi, le soir</i>. Arrange for the students to sit in a circle around the timeline and place the adverbs of time onto the timeline.</p> <p><b>15.</b> Extend the information on the <b>timeline</b> by inviting students to add the time that the events take place, for example, <i>à huit heures, à trois heures vingt</i>, and have students practise saying the time phrases through repetition.</p> <p><b>16.</b> Arrange for students to play games that reinforce the vocabulary and sentence structures they have been learning, for example, <b>Le chef d'orchestre</b>. 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.</p> <p><b>17.</b> Support students to review vocabulary and sentence structure by playing the <b>Matching game</b> 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, <i>À cinq heures, je me réveille !</i></p>	<p>Game <b>Téléphone arabe</b> a variation of <i>Chinese whispers</i></p> <p>Language Practice <b>Languages Online</b> Chapter 29  <a href="https://www.education.vic.gov.au/languagesonline/french/sect29/index.htm">https://www.education.vic.gov.au/languagesonline/french/sect29/index.htm</a></p> <p>Resources Flashcards, images or presentation related to <b>daily routine</b></p> <p>Audiovisual clip <b>La routine</b>  <a href="https://www.youtube.com/watch?v=mJoKy5BasLY">https://www.youtube.com/watch?v=mJoKy5BasLY</a></p> <p>Song <b>Ma routine</b> and lyrics  <a href="https://www.youtube.com/watch?v=N0uRIOCCyvw">https://www.youtube.com/watch?v=N0uRIOCCyvw</a></p> <p>Resource <b>Sticky notes</b></p> <p>Activity <b>Cloze exercise</b> based on lyrics of <b>Ma routine</b></p> <p>Resource <b>Le mur de mots</b>, classroom word wall</p> <p>Activity <b>Timeline</b> to sequence events over the day</p> <p>Activity <b>Cloze exercise</b> using the lyrics of <b>La routine</b></p> <p>Game <b>Le chef d'orchestre</b>, also known as <i>The conductor</i> aims to repeat words or phrases in a fun and engaging way, in Bourdais, D. and Finnie, S. (2016). <i>Games for Teaching Primary French</i>. U.K.: Crown House Publishing Limited.</p> <p>Game <b>Matching game</b> with cards</p> <p>Activity <b>Jumbled sentences</b></p>
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				<p><b>18.</b> Provide groups of students with a <b>Jumbled sentences</b> 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.</p> <p><b>19.</b> Explain to students how they transfer the well-rehearsed expression of <b>Je m'habille</b> to the third person, <b>Il/Elle s'habille</b>. Show a story book or play a short audiovisual clip which features a character carrying out the learned vocabulary. Teach students the question <i>Qu'est-ce qui se passe ?</i> and model a few responses for them, such as <i>Le petit souris s'habille - Il s'habille</i>. Explain that if the person changes, the subject pronoun <i>me</i> also changes, and relate this back to the familiar expression <i>Je m'appelle, Il s'appelle</i>. 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 <i>Les verbes pronominaux</i> with a list of reflexive verbs and an example of the conjugation for students to refer to.</p> <p><b>20.</b> Assign students to groups for <b>Language Practice – Group Rotations</b>, in order to practise the vocabulary related to <b>La routine</b>. 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:</p> <p>Group A splits into pairs and plays <b>Les Dominoes</b>, matching pictures of the hobby with the French phrase, led by a student.</p> <p>Group B splits into pairs to <b>retell a story</b> by placing pictures in the correct sequence.</p> <p>Group C students work together to play <b>Loto des heures</b> with phrases related to time.</p> <p>Group D students fold a <b>cocotte</b> chatterbox and play with a partner.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recognise words and phrases related to daily routine and act them out</li> <li>retell the story in the <i>Ma routine</i> song and place the sequence of events on a timeline</li> <li>unjumble a set of words related to <i>Ma routine</i> and form them into sentences</li> <li>become aware that some verbs are reflexive and they are preceded by the word <i>me (te, se)</i></li> <li>recognise what the time is and write it in numbers.</li> </ul> </li> </ul>	<p>Resource <b>Story book</b> or audiovisual clip featuring a character carrying out daily routine activities</p> <p>Activity <b>Cloze exercise on reflexive pronouns</b></p> <p>Resource Chart <b>Les verbes pronominaux</b></p> <p>Game <b>Les Dominoes de la journée</b></p> <p>Resource <b>Story cards</b> for retelling a story</p> <p>Game <b>Loto des heures</b></p> <p>Resource <b>La cocotte</b>, from Fortune Teller Cocotte on Papier – Twinkl <a href="https://www.twinkl.com.au/resource/t-mfl-82-my-daily-routine-fortune-teller-template-french">https://www.twinkl.com.au/resource/t-mfl-82-my-daily-routine-fortune-teller-template-french</a></p>
7–10	<p><b>Un jour dans ma vie</b> Students write and present a short story about a day in their life.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>read for understanding a diary entry describing the daily routine of a young person and gather</li> </ul>	<p>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, <i>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 !</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help,</p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings,</li> </ul>	<ol style="list-style-type: none"> <li>Provide students with a <b>diary entry</b> 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 <b>dossier</b>; 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.</li> <li>Introduce students to the assessment task <b>Un jour dans ma vie</b> where students will write the story of a day in their life. Scaffold the task for the students using a range of activities.</li> <li>Provide for students the assessment task, <b>Ma Routine</b>, Part A: <b>Que fait Pierre le matin ?</b> 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</li> </ol>	<p>Resource <b>Ma routine</b> diary entry of a young French person</p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Activities To support students review vocabulary and grammatical items related to <b>Un jour dans ma vie</b></p> <p>Assessment <b>Un jour dans ma vie</b> and assessment rubric, from task <b>Ma routine</b>, Part A, accessible on the</p>

	<p>information in a table</p> <ul style="list-style-type: none"> <li>sequence daily events in the life of a character in a text they read</li> <li>write the story of a day in their life</li> <li>use French nouns, adjectives and adverbs ending in <i>-ent</i> in their writing</li> <li>improve the quality of their writing using the VCOP model</li> <li>present their story orally to an audience</li> </ul>	<p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar</i>; <i>La vieille dame qui avala une mouche</i> and <i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>Il se lève à sept heures</i>; <i>Je vais à l'école à huit heures</i>; <i>Tu aimes le français</i>; <i>Elle est en classe</i>; <i>On commence à 8h30</i></p> <ul style="list-style-type: none"> <li>expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas</i>; <i>Elle ne mange pas</i>; <i>Tu ne viens pas ?</i>; <i>Pas du tout !</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement</i>; <i>Je chante doucement</i>; <i>Il parle très vite</i></li> </ul> <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p> <p>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</p> <p>Understand that different ways of using French language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>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.</p> <ol style="list-style-type: none"> <li>Review the conventions of the text type <b>storyboard</b> 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, <i>A sept heures, je me lève</i>. Encourage students to use full sentences, and include the activities they like and don't like to do. Support students by <b>revising vocabulary</b> in small groups and scaffold the task as needed. Ask a range of questions to ensure student understanding of grammatical items and sentences structures.</li> <li>Extend students' vocabulary related to daily routine and introduce <b>simple adverbs</b>, for example, <i>Je me lève comment ? Je me lève lentement !</i>; <i>Je mange rapidement !</i></li> <li>Revise all <b>-ent words</b> learned in Semester 1 with students and practise the pronunciation of words ending in <i>-ent</i>.</li> <li>Introduce students to the game <b>Qui a le meilleur accent ?</b> Write, on the whiteboard, a list of French nouns, adjectives and adverbs ending in <i>-ent</i> for example, <i>monument, gouvernement, lentement, rapidement, tellement, vraiment, finalement</i>. Award students one point for each word correctly pronounced. Direct students to write these words in their <b>dossier</b>.</li> <li>Ask students to use their storyboard to <b>write a script</b> for the class performance. Model opening sentences such as <i>Action ! Je vous présent Marc</i> for students. Direct students to the <b>VCOP chart</b>, focusing on Vocabulary and Connectors, which they can access to edit their work and enrich their writing.</li> <li>Give students access to <b>Languages Online Chapter 29</b>. 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.</li> <li>Assign time for students to complete their storyboards, providing oral and written feedback and setting goals for students to work towards. Provide <b>feedback on scripts</b> written by the students, correcting and discussing the mistakes made.</li> <li>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.</li> <li>Introduce students to the <b>-tion words</b> <i>Action !</i> and <i>Attention !</i> 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.</li> <li>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.</li> <li>Invite students to <b>share the productions with an audience</b> at the school assembly, parent day, grand-parent day etc.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>read a diary entry and gather information in a table</li> <li>sequence daily events in the life of a character in a text they read</li> <li>write the story of a day in their life</li> <li>use French nouns, adjectives and adverbs ending in <i>-ent</i> in their writing</li> <li>improve the quality of their writing using the VCOP model</li> <li>pronounce words accurately when performing their script.</li> </ul> </li> </ul>	<p>School Curriculum and Standards Authority website</p> <p>Resource Template <b>Storyboard</b></p> <p>Game <b>Qui a le meilleur accent ?</b></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Resource Chart <b>Vocabulary, Connectives, Openers and Punctuation (VCOP)</b> with examples relating to <b>Un jour dans ma vie</b></p> <p>Languages Practice <b>Languages Online</b> Chapter 29, Worksheet 4 <i>Ma journée typique</i>  <a href="https://www.education.vic.gov.au/languagesonline/french/sect29/index.htm">https://www.education.vic.gov.au/languagesonline/french/sect29/index.htm</a></p> <p>Resources <b>Digital storytelling applications</b></p>
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				<ul style="list-style-type: none"><li>• Formal assessment using the following activity:<ul style="list-style-type: none"><li>▪ <i>Ma routine</i><ul style="list-style-type: none"><li>Part A – reading for information from a written text</li><li>Part B – creating a storyboard <i>Un jour dans ma vie</i>.</li></ul></li></ul></li></ul>	Assessment <b><i>Ma routine</i></b> accessible on the School Curriculum and Standards Authority website
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Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–7	<p><b>Le petit déjeuner français</b> Students are introduced to the typical French breakfast, and learn about the stereotypes around this mealtime.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>recognise the words for French breakfast items</li> <li>pronounce and spell correctly the words <i>baguette, pain, croissant, café, lait, céréales, yaourt, fruit</i> and <i>jus d'orange</i></li> <li>understand a range of words related to breakfast and match the words with pictures</li> <li>understand the phrases <i>je mange</i> and <i>je bois</i> and use them accurately</li> <li>use the pronouns <i>il</i> and <i>elle</i> correctly</li> <li>use the dictionary effectively to look up nouns and other words as required</li> <li>say what they, their family members and others eat for breakfast</li> </ul>	<p>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, <i>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 !</i></p> <p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>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</p> <p>Translate words, phrases and expressions in simple texts, for example, <i>La chenille qui fait des trous</i> and <i>The Very Hungry Caterpillar</i>; <i>La vieille dame qui avala une mouche</i> and</p>	<p>Experiment with the pronunciation of vowel sounds, word endings shared with English such as <i>-tion</i> and <i>-ent</i> and intonation patterns</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ?; Pas du tout !</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>Begin to develop a metalanguage in French for talking about language, using terms similar to those used in English</p> <p>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</p> <p>Understand that different ways of using French language reflect different</p>	<ol style="list-style-type: none"> <li>Display images, without labels, of the stereotypical <b>French breakfast items</b> <i>baguettes, croissants, café, pain au chocolat</i> 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.</li> <li>Label each picture with the <b>French noun</b>, <i>le baguette, le croissant</i>, etc. Practise the <b>French pronunciation</b> of the words with students. Point out the pronunciation of <i>céréales</i> and how it is pronounced differently in French.</li> <li>Ask students to look out for <b>French breakfast items</b> 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.</li> <li>Play the audiovisual clip of the song <b>Au petit déjeuner</b> for students and ask them to identify the <b>breakfast items</b> they hear and see. Revise the <b>days of the week</b> with students and ask them to identify, from the song, when <i>croissants</i> 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 <i>le dimanche !</i> 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.</li> <li>Assist students to practise nouns related to the new <b>breakfast item</b> vocabulary by playing a game of <b>Pictionary</b>. 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.</li> <li>Provide opportunities for students to practise <b>breakfast items</b> vocabulary, including the phrases <b>je bois</b> and <b>je mange</b>, 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, <b>Pictionary</b> and <b>Kim's game</b>.</li> <li>Display charts such as <b>Mon petit déjeuner</b> and <b>Le petit déjeuner en France !</b> 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 <b>Memory, Loto, Qu'est-ce qu c'est ?</b>, 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.</li> <li>Review the questions <b>Qu'est ce que tu manges ?</b> and <b>Qu'est-ce que tu bois ?</b> and their responses with students by introducing/revisiting the game <b>Où est Hatchi Patchi ?</b> 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, <b>Qu'est ce que tu manges ?</b> or <b>Qu'est-ce que tu bois ?</b> Students respond with an item they eat or drink, except for Hatchi, who responds, <i>Je m'appelle Hatchi Patchi !</i> If after three guesses Hatch Patchi is not identified, the student who is attempting to identify Hatch Patchi covers their ears and the student who is Hatchi Patchi calls out <i>Je m'appelle Hatchi Patchi !</i></li> </ol>	<p>Resource Cards illustrating <b>French breakfast items</b></p> <p>Activity Looking out for <b>French breakfast items</b> when shopping or viewing supermarket catalogues</p> <p>Song <b>Au petit déjeuner</b>, by Alain le Lait <a href="https://www.youtube.com/watch?v=d5U4kDDBCVA">https://www.youtube.com/watch?v=d5U4kDDBCVA</a></p> <p>Game <b>Pictionary</b> 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.</p> <p>Charts <b>Mon petit déjeuner</b> and <b>Le petit déjeuner en France !</b> showing typical breakfast items</p> <p>Games <b>Loto, Pictionary</b> and <b>Memory game</b></p> <p>Game <b>Kim's game</b> 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.</p> <p>Game <b>Qu'est-ce qu c'est ?</b>, one student covers over up part of the picture on the card and another guesses the word</p>

	<ul style="list-style-type: none"> <li>express what foods and drinks they like and dislike</li> <li>recognise French breakfast items and table etiquette</li> <li>name three rules that apply when sitting at a French table</li> </ul>	<p><i>The Old Woman Who Swallowed a Fly</i>, to compare meanings and share understandings about aspects of French language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>regions and countries, different relationships and different ways of making meaning</p> <p>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</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> <li>Introduce the game <b>Faire passer le sac</b> to students. Before the game begins, place the following items in a bag: <i>fruit, pain, croissant</i> and <i>boisson</i>. Arrange for students to sit in a circle. Ask the students <i>Qu'est-ce qu'il y a dans le sac ?</i>, 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, <i>C'est un croissant !</i> Play the game until all the items have been retrieved from the bag.</li> <li>Vary the game <b>Faire passer le sac</b> 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 <i>Qu'est-ce qu'il y a dans le sac ?</i> 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 <i>Passe-moi le pain, s'il te plait</i>. The student holding the item says <i>Voilà</i>, with the first student replying <i>Merci</i>. Play the game until all the images have been drawn from the bag and matched with the items.</li> <li>Play the audiovisual clip <b>Le petit-déjeuner à la française</b> 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.</li> <li>Give instructions to students on how to <b>survey</b> two people, for example, their grand-parents, teacher etc. on what they eat for breakfast. Direct them to write this information in their <b>dossier</b>. 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 <b>Le petit-déjeuner</b> for students and have them identify the breakfast items in the song and then compare these to their class survey results.</li> <li>Make general statements about what people eat for <b>breakfast in different countries</b> using the pronoun <i>on</i>, for example, <i>En France, on mange ...</i> and challenge students to guess their meaning.</li> <li>Provide students with a <b>Mon petit déjeuner</b> 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: <i>Mon petit déjeuner</i>; <i>Le petit déjeuner de mon ami</i>; <i>Le petit déjeuner de</i> (family member's name); <i>Le petit déjeuner en France</i>. The students then draw the breakfast items for each person/family and add captions using the subject pronouns <i>je, tu, il, elle</i> or <i>on</i>.</li> <li>Support students in their preparation for the assessment task <b>Mon petit déjeuner</b>. Students write in their <b>dossier</b> 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.</li> <li>Revise the expression <b>Je veux !</b> with students. Write on the whiteboard sample sentences with <i>Je veux !</i> and use a text/song to practise the structure. Discuss when it would be appropriate to say <i>Je veux !</i> with students, such as between friends, and in a familiar context, and then teach students the polite version <b>Je voudrais</b>. Explain to the class that table manners are very important in French families and show the audiovisual clip <b>Les bonnes manières</b>. Make a connection</li> </ol>	<p>Game <b>Où est Hatchi Patchi ?</b> Game <b>Faire passer le sac</b>, including a timer, a bag and a set of items</p> <p>Audiovisual clip Leçon du Goût n°3: <b>Le petit-déjeuner à la française</b> <a href="https://www.youtube.com/watch?v=DiWI41IHgpE">https://www.youtube.com/watch?v=DiWI41IHgpE</a></p> <p>Song <b>Le petit-déjeuner</b>, <i>Sing your way to French</i>, CD, 2010, published by Assimil</p> <p>Song <b>Le petit-déjeuner</b>, by Les Papas Rigolos <a href="https://www.youtube.com/watch?v=BFQKwMI8QOQ">https://www.youtube.com/watch?v=BFQKwMI8QOQ</a></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Activity <b>Survey</b></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Activity sheet <b>Mon petit déjeuner</b></p> <p>Workbook <b>Dossier</b>, to store student checklists, activities etc.</p> <p>Audiovisual clip <b>Les bonnes manières</b>, on <i>Comme une Française</i> <a href="https://www.youtube.com/watch?v=yj2TTa0xzMY">https://www.youtube.com/watch?v=yj2TTa0xzMY</a></p>
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				<p>between table manners in the student's home and discuss similarities and differences.</p> <p><b>17.</b> Practise with students <b>how to politely ask for food</b> and role play table manners, for example, <i>Chez un famille française. Pardon, je voudrais un croissant, s'il te plaît.</i></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recognise the French words for breakfast items and pronounce and write them correctly; <i>baguette, pain, croissant, café, lait, céréales, yaourt, fruit, jus d'orange</i></li> <li>understand a range of words related to breakfast and match the word with a picture</li> <li>understand the phrases <i>je mange</i> and <i>je bois</i> and use them accurately</li> <li>use the pronouns <i>il</i> and <i>elle</i> correctly</li> <li>use the dictionary effectively to look up nouns and other words required</li> <li>role play table manners using phrases in French.</li> </ul> </li> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li><i>Mon petit déjeuner</i> Part A – writing French breakfast vocabulary foods and drinks that are liked and disliked Part B – presenting, orally, a description of what they, their family, friends and French people eat for breakfast.</li> </ul> </li> </ul>	<p>Assessment <i>Mon petit déjeuner</i></p>
<p>8–9</p>	<p><b>Petit déjeuner en classe</b> Students participate in organising and partaking in a French, breakfast event.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>write a breakfast menu in French, based on a model</li> <li>complete a <i>liste des courses</i> for the class breakfast event</li> <li>follow instructions in order to make butter</li> <li>follow instructions in order to set a table for breakfast</li> <li>recognise French breakfast items</li> </ul>	<p>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, <i>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 !</i></p> <p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate</p>	<p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> </ul> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> <li>Introduce to students the class project <b><i>Petit déjeuner en classe</i></b> and explain the activities in which students will participate and collaborate. Negotiate, as a class, what items to include and discuss alternatives for students who may have special dietary requirements, for example, <i>les fruits</i> instead of <i>le pain</i>, and ask students as a class to write a <b>menu</b> for the breakfast.</li> <li>Assign students to small groups and provide them with a shopping list template for them to write a <b>liste de courses</b> for the class breakfast.</li> <li>Organise students into groups to collaborate and make decorations for the room, <i>guirlandes</i> and to arrange a table vase of <i>fleurs</i>.</li> <li>Advise students that they will be <b>making butter and buttermilk</b> for the class breakfast. Inform students that they will be required to bring in a glass jar with a lid. Ensure there are a few extra jars to collect the residual buttermilk.</li> <li>Take students through the steps for making butter <b><i>Comment faire du beurre maison</i></b>. Before the lesson, clean and sterilise the glass jars. Provide each student with a glass jar containing ½ cup of cream. Instruct the students on the steps to follow in French.</li> <li>Revise table etiquette and vocabulary for table conversation with the students. Also, model for students how to <b>set the table</b>, providing instructions in French, using, for example, the following vocabulary, <i>mettez la table, la nappe, l'assiette, la serviette, le verre, le couteau, la fourchette, à droite de, à gauche de, au-dessus de</i>. Divide the class into groups and direct each group to arrange their own breakfast table. Once all tables are set, ask that students wish one another <i>bon appétit</i> and then sit down and enjoy eating breakfast together.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>write a breakfast menu in French based on a model</li> </ul> </li> </ul>	<p>Activity <b><i>Petit déjeuner en classe</i></b> Shopping list template Breakfast items: bread, jam, honey, hot chocolate, fruit, cereal, milk Table ware: tablecloth, cups, cutlery and plates Decorations: flowers, vases</p> <p>Template <b>Breakfast menu</b></p> <p>Resource <b>French/English dictionary</b></p> <p>Resources for <b><i>Comment faire du beurre</i></b> including, glass jars, whipping cream, mesh strainer</p> <p>Activity <b><i>Comment faire du beurre maison</i></b> <a href="https://www.youtube.com/watch?v=Gcqdjg3yIk">https://www.youtube.com/watch?v=Gcqdjg3yIk</a></p> <p>Resource Play <b>French music</b> for breakfast event (optional)</p>

	<p>and table etiquette</p> <ul style="list-style-type: none"> <li>ask someone what they would like to eat and to express what they would like to eat</li> </ul>	<p>simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>		<ul style="list-style-type: none"> <li>complete a <i>liste des courses</i> for the class breakfast event</li> <li>follow instructions in order to make butter</li> <li>follow instructions in order to set a table for breakfast</li> <li>recognise French breakfast items and table etiquette</li> <li>ask someone what they would like to eat, and express what they would like to eat</li> <li>pronounce the French words for breakfast items correctly when asking for them; <i>baguette, pain, croissant, café, lait, céréales, yaourt, fruit, jus d'orange</i></li> <li>collaborate and participate in the <i>Petit déjeuner en classe</i> activity.</li> </ul>	
10	<p><b>Un cadeau pour noel</b> Students interact with others to make a Christmas gift for a family member.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>design a label with a French caption for a jar of butter</li> <li>write instructions in French and English</li> <li>write a gift/Christmas card to accompany the gift</li> </ul>	<p>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, <i>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 !</i></p> <p>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</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Write high-frequency words and expressions in familiar contexts</p> <p>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:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>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</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> </ul> <p>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</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> <li>Introduce students to the Christmas gift-making activity <b>Pot à beurre</b>. Ask students to bring, from home, a jar with a lid, or recycle the jars that were used to make butter for the <b>Petit déjeuner en classe</b>. Advise students that they will be designing a butter jar and providing the instructions for the recipient of the gift.</li> <li>Revise with students the ingredients and steps needed to make butter. Discuss the text conventions of a <b>recipe</b> they will be writing. Provide students with a cloze activity for the recipe, including ingredients and the instructions.</li> <li>Instruct students to write the English translation of the ingredients and the instructions, recalling from the activity how they made the butter. Provide <b>French/English dictionaries</b> for students to access. Support students to write the instructions.</li> <li>Challenge students to design a class <b>label</b> for the <i>pot à beurre</i>, and select the winning design to use on all the jars.</li> <li>Provide wrapping paper or challenge students to design their own wrapping out of butcher's paper. Model how to wrap the <i>pot à beurre</i> as a present for a friend or family member.</li> <li>Provide students with card and model phrases to write a <b>Joyeux Noël</b> Christmas card to the person receiving the gift, for example, <i>Chère Granny. Joyeux Noël ! Bisous de ...</i></li> <li>Play <b>French Christmas carols</b> for students while they are making their gifts.</li> </ol>	<p>Craft activity <b>Pot à beurre</b></p> <p>Resources <b>Instructions</b> on how to make butter, glass jars with lid, labels and paper for instruction, wrapping paper, Christmas card</p> <p>Cloze activity <b>Comment faire du beurre maison</b></p> <p>Resource <b>French/English dictionary</b></p> <p>Resource <b>Wrapping paper</b></p> <p>Activity Designing a <b>gift/Christmas card</b></p> <p>Songs <b>French Christmas carols</b></p>