



SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE

YEAR 7 (YEAR 7 – YEAR 10 SEQUENCE)

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

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Disclaimer

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.

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that students begin their study of French in secondary school with little to no prior experience of the French language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning French. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. More information related to this curriculum can be found in the French: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/french-7-10>.

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

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

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

French: Second Language Year 7 (Year 7 – Year 10 sequence) Sample Teaching and Learning Outline

Focus – <i>Comment ça va ?</i>			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Bonjour la classe. Je m'appelle Marc, et toi ?; J'ai quatorze ans. Quel âge as-tu ?; J'ai les yeux bleus et les cheveux bruns. Je suis de taille moyenne.; Je te présente mon copain, Henri. Il est intelligent et marrant !; Nous voici — la famille Mercier !; J'ai deux sœurs et un frère.; J'aime nager et le foot.</i></p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Écoutez !; Monsieur, s'il vous plaît ?; Je ne comprends pas.; Cliquez sur l'image du château !; Répondez aux questions !; J'ai une question. Comment dit-on ... en français ?; Comment ça s'écrit ?; Qu'est-ce que c'est ?; C'est ...; Ce sont ...; Salut, Natalie, ça va ? Pas mal, et toi ?; Bonsoir, Madame Legrand, comment allez-vous ?; À demain, Mademoiselle.; À bientôt !; Bon courage !; Bonne fête, Solange !</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Reflect on own and others' responses to interactions and intercultural experiences,</p>	<p>Use features of the French sound system, including pronunciation of nasal sounds, and convey meaning with pitch, stress, intonation, rhythm, using liaison in familiar contexts, and recognising the difference between statements, questions and commands, such as <i>Vous écoutez la chanson.; Vous écoutez la chanson ?; Écoutez la chanson !</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> • using regular <i>-er</i> verbs, and irregular conjugations of high-frequency verbs <i>être, avoir, aller</i> and <i>faire</i> in <i>le présent</i> • recognising the function of irregular verbs, such as <i>avoir, être</i> and <i>faire</i> in expressions, such as <i>avoir faim, avoir 13 ans</i> and <i>faire beau</i> • becoming familiar with <i>l'impératif</i>, for example, <i>Asseyez-vous !; Dis-moi !</i> • recognising how grammatical choices shade meaning and establish register, for example, use of <i>tu</i> or <i>vous</i> to distinguish relationship; use of <i>nous</i> to suggest inclusivity or shared identity; use of <i>on</i> to suggest distance or to replace <i>nous</i> • using exclamations, for example, <i>Zut !; Bien fait !</i> • using prepositions <i>à, en</i> and <i>dans</i> when describing where people live, for example, <i>Jean-François habite à Montréal au Canada.; Ma copine habite en Australie.; La famille Maréchal habite dans une ferme.</i> • becoming aware of three ways of forming a question, including a simple 	<p>Students exchange information about self – their name, age, where they live, their birthdate, nationality, family origin, what language(s) they speak, personality and physical appearance. They engage in introductory interactions by exchanging greetings and asking how others are. They follow frequently used classroom instructions.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • greetings and taking leave, for example, <i>Salut !; À demain !; Bonne soirée !</i> • introducing oneself, for example, <i>Je me présente.</i> • asking about and giving personal information, for example, <i>Comment t'appelles-tu ? Je m'appelle David.; Quel âge as-tu ?/Tu as quel âge ? J'ai 12 ans.; Où habites-tu ?/Tu habites où ? J'habite à South Perth en Australie Occidentale.; Quelle est la date de ton/votre anniversaire ?; Mon anniversaire est le 14 juillet. Tu es/Vous êtes française ? Non, je suis australienne.; Tu parles quelle langue ? Je parle anglais.</i> • describing one's own personality and appearance, for example, <i>Je suis bavarde.; J'ai les yeux verts et les cheveux roux.</i> • asking how others are feeling, for example, <i>(Comment) ça va ?</i> • saying what something is, for example, <i>C'est un ordinateur.</i> • offering wishes, for example, <i>Joyeuses Pâques !; Bon anniversaire !; Bonne fête !</i> • counting to 31 and saying the date, the days of the week and months of the year • excusing yourself, apologising, thanking someone and their response, for example, <i>Pardon.; Excuse-moi !/Excusez-moi !.; Merci beaucoup.; De rien.</i> • saying you don't understand or don't know, for example, <i>Je ne comprends pas.; Je ne sais pas.; Aucune idée.</i> <p>Teach physical responses to classroom routines, for example, <i>Entrez !; Fermez vos ordinateurs !; Répondez aux questions 3 et 4 !; Asseyez-vous !/Assieds-toi !; Décris la photo, s'il te plaît !</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> • common French customs • popular French first names • the significance of name days • situations where formal and informal forms of address in languages are typically used • the more frequent use of a person's title in French than in English • the use of <i>Madame</i> for adult women who may or may not be married, and the practice of addressing an adult man as <i>Monsieur</i> – something that may be seen as old-fashioned by English speakers • the customs of <i>faire la bise</i> and hand-shaking when greeting and saying goodbye to others in different social contexts • French symbols – their provenance and significance, and compare them to Australian equivalents. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: cue card, description, dialogue, form, interview, introduction, table.</p>	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=g m1SfpsltwQ&ab_channel=FRANCE24English French kissing culture: The ins and outs of 'la bise'. Video gives explanation in English of circumstances when, why and how often <i>la bise</i> is performed and makes the point that <i>la bise</i> can be confusing for French speakers too.</p> <p>https://www.youtube.com/watch?v=d4VOaD2PF14 <i>La bise</i>: dos & don'ts. <i>La bise</i> explained in English. Video is an excerpt of preceding video.</p> <p>https://www.youtube.com/watch?v=2mKzIWSEeiI BBC Talk French 01. Formal and informal introductions in French.</p> <p>https://www.youtube.com/watch?v=iOU7QE Pomhg What does it mean to be French? At 5:50 there is a discussion about French symbols – the flag, Marianne, <i>la Marseillaise</i>, the rooster.</p> <p>Websites</p> <p>https://en.wikipedia.org/wiki/List_of_name_days_in_France List of name days in France.</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/LanguagesOnline/french/french.htm. Interactive tasks and printable worksheets on a variety of topics. Some suitable for this Sample Teaching and Learning Outline include:</p> <p># 19 Colours. Describing hair, eyes # 26 Days and months # 27 Saying the date.</p>

Focus – Comment ça va ?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<p>sentence with rising intonation, for example, <i>Tu as un animal chez toi ?</i>; inverting the verb and subject, for example, <i>As-tu un animal chez toi ?</i>; and using <i>Est-ce que ... ?</i>, for example, <i>Est-ce que tu as un animal chez toi ?</i></p> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that French, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Explore the relationship between language and culture</p>	<p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> • using key words, context, visual cues, (including pictures and non-verbal signals) to guess meaning • developing skills to work with people they do not know • how to interpret abbreviations in a bilingual dictionary to find the gender of a noun. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • write and/or perform or record introductory dialogues • prepare a set of questions and interview a class member to find out (five) things about them • introduce themselves and provide aspects of personal information, orally and/or in writing • listen to/read descriptions of people and respond by, for example, drawing, filling in a table or form • use cue cards as prompts to speak and/or write as if they were another person • prepare a written description of themselves so that when the descriptions are read (aloud) other students can attempt to guess their identity • respond to classroom instructions. Students should be continually exposed to both <i>tu</i> and <i>vous</i> commands and have indicated to them when each is appropriate, as well as the politeness implicit in the <i>vous</i> form for adults. Students reflect on this compared to other languages, and situations where the use of inappropriate language could cause offence • play games involving classroom vocabulary, numbers and/or instructions, for example, <i>Qu'est-ce qu'il y a dans la boîte ?</i>; <i>Pamplemousse</i>; <i>Jacques a dit</i> • record their thoughts on what it means to be French-speaking and compare them to their own situation, so that in the future they can reflect on them • reflect on different social contexts/interactions in their life and what customs they, their friends and family or strangers practise when meeting people, and compare them to what French speakers often do. 	

Focus – Ma famille et mes amis

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Bonjour la classe. Je m'appelle Marc, et toi ?; J'ai quatorze ans. Quel âge as-tu ?; J'ai les yeux bleus et les cheveux bruns. Je suis de taille moyenne.; Je te présente mon copain, Henri. Il est intelligent et marrant !; Nous voici — la famille Mercier !; J'ai deux sœurs et un frère.; J'aime nager et le foot.</i></p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Écoutez !; Monsieur, s'il vous plaît ?; Je ne comprends pas.; Cliquez sur l'image du château !; Répondez aux questions !; J'ai une question. Comment dit-on ... en français ?; Comment ça s'écrit ?; Qu'est-ce que c'est ?; C'est ...; Ce sont ...; Salut, Natalie, ça va ? Pas mal, et toi ?; Bonsoir, Madame Legrand, comment allez-vous ?; À demain, Mademoiselle.; À bientôt !; Bon courage !; Bonne fête, Solange !</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p>	<p>Use features of the French sound system, including pronunciation of nasal sounds, and convey meaning with pitch, stress, intonation, rhythm, using liaison in familiar contexts, and recognising the difference between statements, questions and commands, such as <i>Vous écoutez la chanson.; Vous écoutez la chanson ?; Écoutez la chanson !</i></p> <p>Use the French alphabet for spelling words aloud, recognising similarities to and differences from English and using correct terminology for accents</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> • using definite and indefinite articles <i>le, la, les; un, une</i> and <i>des</i> • recognising substitution of the indefinite article with <i>de</i> in negative sentences, for example, <i>Non, je n'ai pas de frère. J'ai une sœur.</i> • using singular and plural forms of nouns, for example, <i>le chien/les chiens, une femme/des femmes</i>, including some irregular plural forms, such as <i>l'œil/les yeux, le nez/les nez, l'animal/les animaux</i> • beginning to recognise that adjectives agree in number and gender with the noun, for example, <i>des élèves intelligents, de bonnes étudiantes</i>, and that <i>des</i> changes to <i>de</i> if the adjective precedes the noun • understanding that most adjectives in French follow the noun, for example, <i>un élève intelligent</i>, and that common adjectives precede the 	<p>Students exchange information about family and friends – relationships, others' appearance and personalities, occupations, places of work and pets. They learn expressions to request assistance or permission.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • introducing other people, for example, <i>Je te/vous présente mon amie Anne/la famille Durant.; Voici ...</i> • family relationships, for example, <i>Tu as des frères ou sœurs ?; J'ai un demi-frère et deux sœurs.; Je suis fille/fils unique.; Je n'ai pas de sœurs.; Le frère de ma mère est mon oncle. Il s'appelle Bruce.; Nous sommes quatre. Il y a mes deux frères, ma mère et moi.</i> • asking and giving information about family members and friends, for example, <i>Qui est-ce ?/C'est qui ? C'est ma petite sœur.; Comment s'appelle ton meilleur ami/ta mère ?; Il/Mon oncle s'appelle ...; Ils s'appellent ...et ...; Il est comment, ton cousin ? Il est marrant et il a le sens de l'humour.; Ils ont les cheveux noirs et les yeux bleus.; Où habite ta grand-mère ? Elle habite dans une grande maison/un grand appartement.; Mes cousins habitent à Sydney/au Canada/en Angleterre.</i> • discussing how people get along, for example, <i>Tu aimes ta sœur ? Non, je ne m'entends pas avec elle./Oui, elle est géniale.; Mes amis s'appellent Claude et Robert. Nous sommes de bons/vieux amis.</i> • information about what someone does in life, for example, <i>Que fait ton frère ? Il est élève en année 6.; Mon cousin travaille dans un bureau, mais il n'aime pas son travail.</i> • occupations and places of work, for example, <i>Est-ce que ton père est ouvrier ?; Mon père est expert-comptable. Il travaille dans un bureau.</i> • how many and what type of pets they have, for example, <i>Tu as un animal domestique? Oui, j'ai quatre chats./Non, je n'ai pas d'animal domestique.</i> • counting to 100 • requesting permission or assistance, for example, <i>Est-ce que je peux aller aux toilettes ?; Vous pouvez m'aider, s'il vous plaît ?</i> • requesting people to repeat what is said (more slowly), for example, <i>Répétez (plus lentement), s'il vous plaît !</i> • asking how to spell something or what a word is in French, for example, <i>Comment ça s'écrit ? Ça s'écrit M-A-I-S.; Quel est le mot pour ...en français ?</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> • common French gestures, their meanings and English equivalents • how French speakers spell out double letters, for example, 'elle' is spelled <i>e-deux ls-e</i>. • how French omits the 'a' before jobs and professions, for example, 'I am a policeman.' is expressed <i>Je suis agent de police</i>. • idioms, such as <i>Nous sommes quatre</i>. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: description, email, family tree, identity card, passport application, phone number, picture book, presentation, <i>Recherché</i> poster, speech.</p>	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=qC-OVm2jkE8 Introduce yourself in French I Super Easy French 62. Introductory exchanges using informal and formal forms.</p> <p>https://www.youtube.com/watch?v=ApOpvOmQU9U Jobs in French Part 1 (basic French vocabulary from Learn French with Alexa), and</p> <p>https://www.youtube.com/watch?v=OZuOKtT2Gs Jobs in French Part 2 (basic French vocabulary from Learn French with Alexa). Two clips giving masculine and feminine words for occupations.</p> <p>https://www.youtube.com/watch?v=qknSOsPesi0 Practise your French alphabet.</p> <p>https://www.youtube.com/watch?v=RzcM0Yn1n4Q French spelling exercise.</p> <p>Words spelled are:</p> <ol style="list-style-type: none"> 1. <i>salut</i> 2. <i>comment</i> 3. <i>bien</i> 4. <i>toi</i> 5. <i>quatorze</i> 6. <i>âge</i> 7. <i>ans</i> 8. <i>merci</i> 9. <i>rien</i> 10. <i>bonjour</i> <p>https://www.youtube.com/watch?v=xvXxECeq8Wc French oral comprehension exercise. The phone numbers called out are:</p> <ol style="list-style-type: none"> 1. 01 46 21 42 17 2. 01 48 39 05 27 3. 06 84 13 34 39 4. 09 84 18 16 97 5. 02 08 18 26 92 6. 01 62 19 31 88

Focus – *Ma famille et mes amis*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate and interpret phrases and short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not</p>	<p>noun, for example, <i>une bonne étudiante</i></p> <ul style="list-style-type: none"> understanding that subject pronouns <i>je, tu, il, elle, on, nous, vous, ils</i> and <i>elles</i> determine verb conjugations and substitute for noun subjects, for example, <i>Voilà le frère de Michel. Il est beau, n'est-ce pas ?</i> using regular <i>-er</i> verbs, and irregular conjugations of high-frequency verbs <i>être, avoir, aller</i> and <i>faire</i> in <i>le présent</i> becoming familiar with regular <i>-ir</i> and <i>-re</i> verbs in <i>le présent</i> recognising how grammatical choices shade meaning and establish register, for example, use of <i>tu</i> or <i>vous</i> to distinguish relationship; use of <i>nous</i> to suggest inclusivity or shared identity; use of <i>on</i> to suggest distance or to replace <i>nous</i> using singular and plural possessive adjectives, for example, <i>ses cheveux, leur mère, mes copains</i> forming and using cardinal numbers to 100 using prepositions <i>à, en</i> and <i>dans</i> when describing where people live, for example, <i>Jean-François habite à Montréal au Canada.; Ma copine habite en Australie.; La famille Maréchal habite dans une ferme.</i> using the negative <i>ne ... pas</i> in simple statements, questions and commands, for example, <i>Je n'aime pas l'histoire.; Tu n'aimes pas le bifteck ?; Ne recommence pas !</i> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p>	<p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> self-correction in spoken and written forms analysing when the informal or formal form of address is required becoming aware of frequently encountered situations where word-for-word translations are to be avoided. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> spell their names aloud, record other people's names as they are said match descriptions, for example, images to descriptions of people, or professions to places of work draw (fictitious) family trees based on descriptions of relationships describe a family based on a (fictitious) family tree present (orally) aspects of people, using images displayed as a family tree. Students then question each other about the presentations and/or choose a person from the images and without indicating who it is, describe them and others guess the identity prepare their family tree and use it as the basis of writing an introductory email to possibly send to members of another French class describe imagined aspects of people based on images. Discuss how appearances may lead to (incorrect) assumptions about cultures, people and/or languages read <i>Recherché</i> posters and identify key information. Students identify text structures and language features of <i>Recherché</i> posters and compare them to English wanted posters. The example posters could be 'manipulated' to include the use of <i>on</i>, and lead to a discussion of how to translate it into English, for example, <i>On dit qu'il est dangereux</i> could be expressed in English using 'people', 'they' or the passive, 'It is said ...' use images of 'suspects' to design their own <i>Recherché</i> poster for one, providing additional information as required. Alternatively, students could design a <i>Recherché</i> poster for a member of their family listen to words spelled in French and write them or complete missing words in a text. As students become more proficient, they could spell words to each other, write spelled words while not viewing the speaker, or view a muted audiovisual text where words are spelled and attempt to write the words by focusing on the shape of the mouth prepare an oral presentation for the class describing a family other than their own. Students could present their work with images displayed in an electronic slideshow participate in a cute baby photo competition. Students provide a photo of themselves and a written description of it. Only the photos are numbered and displayed, then the descriptions are read out and the class guess the identities of the babies in the photos play games involving numbers to 100, for example, <i>Casser le Code</i> listen to phone numbers read aloud and write them complete an identity card or passport application for themselves or from a description of someone else write and/or give a speech as if they were an imaginary pet. Alternatively, students could design a poster about their imaginary pet, providing information using the first or third person translate expressions, such as <i>J'ai cinq ans.</i> and <i>Nous sommes cinq.</i> into English and vice versa and notice that word-for-word translations frequently result in incorrect language. Alternatively, view some French gestures, their literal meanings and compare them to the English equivalents 	<p>7. 05 64 11 29 78 8. 06 78 12 15 49 9. 03 22 51 39 16 10. 05 95 68 72 99</p> <p>https://www.youtube.com/watch?v=tn2kew1FiWw. 12 Common French Gestures.</p> <p>https://www.youtube.com/watch?v=4CnBszH_no <i>Ours brun, dis-moi.</i></p> <p>Online resources</p> <p>https://www.fluentu.com/blog/educator-french/french-number-games/ Five number games to play in French, that is, Countdown, Standing Bingo, <i>Onze, Casser le Code</i>, Running Chinese Whispers.</p> <p>https://www.education.vic.gov.au/LanguagesOnline/french/french.htm. Interactive tasks and printable worksheets on a variety of topics. Some suitable for this Sample Teaching and Learning Outline include: # 7 How old are you? Family members # 14 Best friends # 15 Do you have a pet? # 18 Writing letters # 25 Numbers 20–100.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Les Calligrammes</i></p>

Focus – *Ma famille et mes amis*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Explore the relationship between language and culture</p>	<ul style="list-style-type: none"> read the picture book <i>Ours brun, dis-moi ...</i> or view an audiovisual clip of it being read, and focus on the agreement and placement of the adjectives in relation to the nouns. Students follow the model to create some new text that could be included in the picture book. 	

Focus – Mes passe-temps préférés

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Bonjour la classe. Je m'appelle Marc, et toi ?; J'ai quatorze ans. Quel âge as-tu ?; J'ai les yeux bleus et les cheveux bruns. Je suis de taille moyenne.; Je te présente mon copain, Henri. Il est intelligent et marrant !; Nous voici — la famille Mercier !; J'ai deux sœurs et un frère.; J'aime nager et le foot.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Écoutez !; Monsieur, s'il vous plaît ?; Je ne comprends pas.; Cliquez sur l'image du château !; Répondez aux questions !; J'ai une question. Comment dit-on ... en français ?; Comment ça s'écrit ?; Qu'est-ce que c'est ?; C'est ...; Ce sont ...; Salut, Natalie, ça va ? Pas mal, et toi ?; Bonsoir, Madame Legrand, comment allez-vous ?; À demain, Mademoiselle.; À bientôt !; Bon courage !; Bonne fête, Solange !</i></p> <p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar</p>	<p>Use features of the French sound system, including pronunciation of nasal sounds, and convey meaning with pitch, stress, intonation, rhythm, using liaison in familiar contexts, and recognising the difference between statements, questions and commands, such as <i>Vous écoutez la chanson.; Vous écoutez la chanson ?; Écoutez la chanson !</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> • using regular <i>-er</i> verbs, and irregular conjugations of high-frequency verbs <i>être, avoir, aller</i> and <i>faire</i> in <i>le présent</i> • becoming familiar with regular <i>-ir</i> and <i>-re</i> verbs in <i>le présent</i> • recognising how grammatical choices shade meaning and establish register, for example, use of <i>tu</i> or <i>vous</i> to distinguish relationship; use of <i>nous</i> to suggest inclusivity or shared identity; use of <i>on</i> to suggest distance or to replace <i>nous</i> • becoming aware of three ways of forming a question, including a simple sentence with rising intonation, for example, <i>Tu as un animal chez toi ?</i>; inverting the verb and subject, for example, <i>As-tu un animal chez toi ?</i>; and using <i>Est-ce que ... ?</i>, for example, <i>Est-ce que tu as un animal chez toi ?</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p>	<p>Students exchange information about interests, hobbies, sports and pastimes. They also research and exchange information about a francophone country and respond to more teacher talk associated with electronic learning.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • interests, for example, <i>Qu'est-ce que tu fais pendant ton temps libre ?; (Est-ce que) tu as des passe-temps ?; Qu'est-ce que tu aimes comme passe-temps ?; Je joue sur l'ordinateur. Je sors avec mes amis. J'aime rester chez moi.; Mon passe-temps préféré est ...</i> • what instruments and sports they play, for example, <i>Tu joues d'un instrument ? Je joue de la guitare.; Qu'est-ce que tu fais comme sport ?/Tu pratiques un sport ?; Je fais du ski nautique/du parcours.</i> • when they participate in their interests, for example, <i>Quand est-ce que tu fais de la gymnastique ?; Je joue au tennis le week-end/tous les week-ends/après l'école/avant le petit déjeuner/pendant la récréation.</i> • how often they participate in their interests, for example, <i>Tu joues souvent de la clarinette ? Deux fois par semaine.</i> • where they participate in their interests, for example, <i>Où vas-tu pour faire de l'athlétisme ? Je vais au stade municipal.</i> • why they (do not) like various hobbies, sports or pastimes, for example, <i>Pourquoi aimes-tu jouer aux échecs ? Parce que c'est fascinant.; Ta mère n'aime pas la cuisine. Pourquoi pas ? Elle déteste la cuisine parce que c'est ennuyeux.</i> • where and when people in general participate in hobbies, sports or pastimes, for example, <i>Où est-ce qu'on fait du patinage sur glace ? Au Canada.; Quand est-ce qu'on joue au football en Australie ? En hiver.</i> <p>Teach physical responses to instructions associated with electronic learning, for example, <i>Cliquez sur ce lien!; Ouvrez un nouveau document !; Sauvegardez votre travail avant de fermer la fenêtre !</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> • popular hobbies, sports and pastimes among young francophone people • how cultural backgrounds may reflect their own and others' interests, habits and/or family traditions • some differences between language that is sanctioned by the <i>Académie Française</i> and language that is in common usage, for example, <i>la fin de la semaine</i> is frequently replaced by <i>le week-end</i> in everyday language • <i>la Journée Internationale de la Francophonie</i> which is celebrated on 20 March • countries that are French-speaking or which have a history of French influence and how this impacts their culture. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog post, email, film, graph, message, picture book, pie chart, plan, postcard, poster, (slideshow) presentation, speech summary, survey, table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> • manipulating known elements in a new context • considering possible strategies to complete a task and selecting the most appropriate 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=8dXo2NOpf24 Talking about yourself in French 7 sentences to talk about your tastes. The sentences are <i>Je suis passionnée de, J'adore + verb, Je veux (I want to ...), Je viens de ..., Mon film préféré, c'est ..., Je suis fan de ...</i></p> <p>https://www.bing.com/videos/search?q=Tu+aimes+faire+quoi+%3f+John+De+Mad+o&&view=detail&mid=E45B123EC2397A731FBAE45B123EC2397A731FBA&&FOR=M=VDRVRV <i>Tu aimes faire quoi ?</i> by John DeMado – Learn French. Song <i>Qu'est-ce que tu aimes faire ?</i> with lyrics on screen.</p> <p>https://www.youtube.com/watch?v=pzVFWXbSTL0 <i>Qu'est-ce que tu aimes faire ?</i> Song without lyrics on screen.</p> <p>https://www.youtube.com/watch?v=ve4oD2SY2EY French speaking countries I Where is French spoken in the world? Video in English about some of the places where French is spoken. More places are mentioned in the comments below the video.</p> <p>https://www.youtube.com/watch?v=YOU4TAvcb9M Is the French language in danger from an English invasion? The video mentions where French is spoken, why it is a useful language to learn now and in the future.</p> <p>https://www.youtube.com/watch?v=w6kOZ7Fdi_M <i>Parlez-vous français ?</i> The ins and outs of the French language. 0:0–2:20 The influence of French 2:50–5:55 Pronunciation of the accents and non-French speakers attempting to pronounce French words.</p>

Focus – *Mes passe-temps préférés*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>texts and/or using modelled structures and language</p> <p>Translate and interpret phrases and short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p>	<p>Understand that French, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that French is a global language, spoken with a variety of accents and dialects in many regions of the world, as well as in France</p> <p>Explore the relationship between language and culture</p>	<ul style="list-style-type: none"> • how to use a bilingual dictionary, including reading beyond the first information given in an entry to find the most suitable expression for a given context. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • listen to and/or read texts about other people, summarise the information and write an email to one, comparing their interests • write an introductory email to a prospective exchange student, providing details about their family and interests • listen to and/or read texts about other people and complete a plan of what they do on different days of the week • listen to and/or read texts describing people and their interests, summarise the information in a table and propose 'perfect matches' or decide who they would like as a friend. They justify their choices by referring to information in the texts • produce an introductory speech as an audiovisual clip or slideshow presentation to show to another French class • write a post for a young French speakers' blog about their interests • plan questions for, then conduct, a survey among their classmates to ascertain information about interests. Summarise their findings visually, for example, in a graph or pie chart, and use this as an aid to accompany a presentation to the class • compose a message of less than 280 characters about aspects of their after-school activities • view images of people, and guess aspects of their personality and interests, then listen to texts about the people to assess the guesses • choose a French-speaking country and research why its inhabitants speak French and how its past influences modern-day culture. Students write a postcard from, or design a poster about, an imagined person from the country in which they provide basic information about the culture/lifestyle. They show evidence of their research by providing information in French. Students reflect the culture of the country with images and/or comparison with Australia. They display their work to showcase their language learning to the school community and reflect on their own culture(s), what they have learned and how they might interact with people from the country, for example, topics to avoid or talk about • translate short written French texts related to the focus into English and note the similarities and differences. Students could be encouraged to note how the present tense in French is one verb, but in English equates to several expressions, for example <i>il joue</i> = he plays, he does play, he is playing • research a famous French speaker and give a presentation about him/her. Students invent details to add interest • view the short film <i>The Present</i> without the soundtrack or subtitles, discuss aspects of the film, for example, the action, characters, setting and point of the story in French and English. Students research additional vocabulary related to the film. They adapt the film to create a picture book suitable for young children. Students read their story to another year level and/or their family to showcase their language learning. 	<p>https://www.youtube.com/watch?v=WjqIU5FgsYc The Present – OFFICIAL.</p> <p>Websites</p> <p>https://en.wikipedia.org/wiki/List_of_territorial_entities_where_French_is_an_official_language List of 29 countries where French is an official language.</p> <p>https://culturalatlas.sbs.com.au/ Information on the cultural background of Australia's migrant population. French-speaking countries in the atlas are Canada, France and Mauritius.</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/LanguagesOnline/french/french.htm Interactive tasks and printable worksheets on a variety of topics. Some suitable for this Sample Teaching and Learning Outline include: # 23 Favourite pastimes and pets.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Je me présente</i></p>