



SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE

YEAR 8 (YEARS 7–10 SEQUENCE)

Acknowledgement of Country

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

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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 resource may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred to for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

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

Focus – <i>J'adore les BDs</i> (I love comic strips)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Fais-tu des tâches ménagères ? Je donne à manger au chat tous les jours et chaque soir je sors la poubelle. ; Je range ma chambre deux fois par semaine. ; Je me lève à sept heures. ; Tu es en quelle classe ? Je suis en année 8. ; Ce que je déteste/j'adore, c'est la musique. ; J'aime beaucoup regarder des vidéos sur YouTube. ; Tu aimes lire ? ; Lundi après-midi, je fais de la natation et le week-end je joue au tennis avec mes amis. ; L'été, on va souvent à la plage.</i></p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>C'est mon frère – il est sympa ! Excuse-moi Sophie, mais ... ; À mon avis ... ; Je pense que ... ; Bien sûr ... ; Je ne suis pas d'accord. ; C'est génial ! ; C'est une bonne idée. ; Pouvez-vous le répéter plus lentement, s'il vous plaît ? ; Qu'est-ce que ça veut dire ? ; Je peux recommencer ?</i></p> <p>Identify key information and supporting details 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 that take account of context and audience</p>	<p>Use features of the French sound system, including pronunciation, pitch, rhythm, stress and intonation to express a variety of feelings, such as <i>C'est nul ! ; Ça suffit ! ; Quoi encore ? ; Oh là là ! ; Aïe !</i>, and increasing control of liaison in unfamiliar contexts, including no liaison with <i>et</i>, and common fillers, interjections and responses, such as <i>Hein ? ; Bon ben ... ; N'est-ce pas ? ; Youpi ! ; Ça alors !</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> forming and using adverbs, for example, <i>Il parle lentement. ; Je cours vite.</i> identifying the forms and functions of reflexive verbs, for example, <i>Il se lève très tard le week-end. ; Nous nous promenons chaque soir. ; Je veux m'asseoir à côté de toi.</i> using <i>le futur proche</i> to describe immediate future events, for example, <i>Il va regarder la télé.</i> becoming familiar with using emphatic pronouns <i>moi, toi, lui, elle, soi, nous, vous, eux, elles</i> using the negative <i>ne ... pas</i> in simple statements, questions and commands, for example, <i>Je n'aime pas l'histoire. ; Tu ne viens pas au cinéma? ; Ne mange pas les bananes!</i>, including the use of <i>de</i> after a negative verb form, for example, <i>Je n'ai pas de photos.</i> using the subject pronoun <i>on</i> with the third person singular of the verb using <i>l'impératif</i>, for example, <i>Rangez vos affaires! ; Allons-y! ; Dites-le en français!</i> 	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare routines either at school, at the weekend or on holiday.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the French: Second Language Year 7 (Years 7–10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> discussing aspects of home life; for example, chores, rooms in a house talking about and comparing daily routines (including using reflexive verbs); for example, <i>Qu'est-ce que tu fais avant l'école ? ; Le matin je me lève à sept heures. ; Il se brosse les dents dans la salle de bains. ; En général ma mère fait la cuisine.</i> talking about and comparing weekend and before- and after-school activities; for example, <i>Quand est-ce que tu regardes le tennis ? ; Le week-end je fais la cuisine. ; Après l'école je fais de la danse.</i> telling others to do something (<i>l'impératif</i>) using reflexive verbs; for example, <i>Lève-toi ! ; Dépêche-toi ! ; Amusez-vous bien !</i> using the 24-hour clock explaining how something is done (formation and use of adverbs); for example, <i>Elle écrit lentement. ; Il écoute poliment. ; Nous mangeons vite. ; Ils chantent heureusement.</i> using <i>le futur proche</i> to describe immediate future events; for example, <i>Il va se coucher à huit heures. ; Je vais faire le ménage.</i> assigning roles to people using emphatic pronouns; for example, <i>Toi, Thierry, tu fais la vaisselle et moi, je passe l'aspirateur. ; Luc, lui, commence et nous, nous continuons.</i> using <i>devoir</i> in <i>le présent</i>; for example, <i>Qu'est-ce qu'il doit faire après le dîner ? ; Je dois parler doucement. ; Vous devez vous coucher avant huit heures.</i> using <i>on</i>; for example, <i>Quand est-ce qu'on commence les cours ? ; On doit manger dans la cantine à l'école. ; On doit se brosser les dents tous les jours.</i> using <i>parce que</i> in compound sentences increasing control of regular <i>-er, -re</i> and <i>-ir</i> verbs, <i>être, avoir, aller, faire, vouloir, savoir</i> in <i>le présent</i> using time phrases; for example, <i>tous les jours, en été, trois fois par semaine, après l'école</i> and those associated with the 24-hour clock using <i>l'impératif</i> with non-reflexive verbs; for example, <i>Fais tes devoirs ! ; Mangez vos légumes ! ; Allons au cinéma ! ; Sois sage !</i> using the negative <i>ne ... pas</i> in simple commands; for example, <i>Ne mange pas les bananes ! ; Ne regardez pas la télé !</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> the role of <i>les bandes dessinées (BDs)</i> in French culture the practice of parents sending their children to <i>colonies de vacances</i> in Summer 	<p>Audiovisual texts</p> <p>FRANCE 24 English – Comic culture: exploring France's "BD" obsession https://www.youtube.com/watch?v=8rlu8H9feVQ</p> <p>euronews – 30 years on Belgian Comic Strip museum proves comics are timeless https://www.youtube.com/watch?v=cYeHET8GTTk</p> <p>lpmColo – <i>Présentation des colos ados</i> LPM https://www.youtube.com/watch?v=BZzCRaPZBKU</p> <p>Note: advertising video clip in French for <i>Loisirs Provence Méditerranée</i> (LPM)</p> <p>lpmColo – <i>Présentation des colos enfants</i> LPM https://www.youtube.com/watch?v=OdsYpLxI9Bc</p> <p>Note: advertising video clip in French for <i>Loisirs Provence Méditerranée</i> (LPM)</p> <p>Websites</p> <p>The following websites are good for practising vocabulary and grammar</p> <p>Blooket https://www.blooket.com/</p> <p>Kahoot https://kahoot.com/</p> <p>Quizlet https://quizlet.com/</p> <p>Wordwall https://wordwall.net/</p> <p>Education Perfect https://www.educationperfect.com/</p>

Focus – *J'adore les BDs* (I love comic strips)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences</p>	<ul style="list-style-type: none"> using time phrases, for example, <i>Les cours commencent à 9 heures moins le quart.</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p> <p>Explore the relationship between language and significant cultural values or practices in French, English and other languages</p>	<ul style="list-style-type: none"> the different types of <i>colonies de vacances</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: comic strip, discussion, list, presentation, tally, short story.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features in texts paraphrasing and simplifying linguistic elements to create new text. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> identify from a list of French verbs those that are reflexive, those that are not and those that could be either practise and consolidate structures by completing a range of activities, such as matching activities or verb tombola, using applications such as Quizlet, Blooket or Education Perfect complete activities and games related to telling the time in applications such as Kahoot, Quizlet, Wordwall, Blooket or Education Perfect write a list from a parent to a child of things to do around the house (commands) discuss with others what they are going to do at a future time, such as the next day, and produce a tally of the results read simple comic strips, identify their key features/textual conventions and respond to them research some French or Belgian <i>bandes dessinées</i> and consider why <i>BDs</i> are sometimes referred to as <i>le neuvième art</i>. Some that could be researched are <i>Astérix</i>, <i>Gaston Lagaffe</i>, <i>Les Aventures de Tintin</i> and <i>Lucky Luke</i> translate simple comic strips, using a page from one of the comic strips mentioned above create simple comic strips on a given theme Complete formal summative assessment using the following assessment tasks <ul style="list-style-type: none"> <i>La routine et les temps-libres</i> (The routine and free-time) <ul style="list-style-type: none"> Part A – Students are required to comprehend a two-part conversation between a French student and an Australian student about their respective school timetables. Part B – Students write an email to the Australian student to give details about their routine. <i>Parlons de l'école</i> (Let's talk about school) <ul style="list-style-type: none"> Part A – Students read the short story <i>La colonie de vacances</i> and answer questions in English. Part B – Students create a comic strip about a typical weekend of an Australian teenager. 	<p>Languages Online UK – French https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html</p> <p>The following websites provide information about <i>colonies de vacances</i></p> <p>FrenchEntree – <i>Les Colonies De Vacances: Holiday or Summer Camps for Children in France</i> by Sylvia Edwards Davis https://www.frenchentree.com/living-in-france/education/les-colonies-de-vacances/</p> <p>UCPA https://www.ucpa.com/colos</p> <p>SalutLesKids http://www.salutleskids.com/</p> <p>Telligo https://www.telligo.fr/</p> <p>action-sejours – <i>Colonies de vacances</i> https://www.action-sejours.com/colonie-de-vacances/</p> <p>LPM https://www.lpm.asso.fr/</p> <p>The following website provides information about <i>bandes dessinées</i></p> <p>CultureTrip – The Story of <i>Bandes Dessinées</i> https://theculturetrip.com/europe/france/articles/the-story-of-bandes-dessinees/</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>La routine et les temps-libres</i> (The routine and free-time)</p>

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			<i>Parlons de l'école</i> (Let's talk about school)