



## SAMPLE TEACHING AND LEARNING OUTLINE

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**FRENCH: SECOND LANGUAGE**

**YEAR 7 (PRE-PRIMARY – YEAR 10)**

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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 knowledge, understandings and skills students have learned during two hours per week of French: Second Language studies from Years 3 to 6. More information related to this curriculum can be found in the French: Second Language Pre-primary to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/french-p-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 to decide 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 (Pre-primary – Year 10 sequence) Sample Teaching and Learning Outline

Focus – Il/Elle est/était comment ?			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Ma sœur m'ennuie parce que ...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés.; Ce que je déteste/j'adore, c'est la musique /l'informatique/les maths.; S'il faut redoubler ... !</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Respond to a range of imaginative texts, by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and</p>	<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to express <i>C'est nul.; Ça suffit !; Quoi encore ?</i>; or sounds and facial expressions, for example, <i>Oh là là !; Aïe !; T'as fait quoi ?</i></p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> <li>using reflexive verbs in <i>le présent</i></li> <li>increasing control of the conjugation of regular verbs in <i>le présent</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i></li> <li>using <i>le passé composé</i> and becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois ...; C'était ...; Je suis allé au cinéma. C'était amusant.</i></li> <li>extending use of interrogative questions using <i>Est-ce que ... ?</i> and with inverted form of the verb or changed intonation, for example, <i>Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?</i></li> <li>extending knowledge of negative constructions, for example, <i>ne ...plus, ne ...rien, ne ...jamais, ne ...que ...</i></li> <li>using comparatives, such as <i>plus ...que, moins ...que, aussi ...que</i> + adjective, for example, <i>J'aime le français plus que les maths car c'est plus intéressant.</i></li> </ul> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or</p>	<p>Students exchange information, give opinions, share thoughts and feelings on their own and others' hobbies, collections and pastimes, occupations and places of work, personalities, when and where they were born (and died), pets and family relationships.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>hobbies and pastimes, for example, <i>Qu'est-ce que tu fais comme passe-temps ? Je joue aux jeux vidéos.; Je regarde la télé.; Je sais jouer aux échecs.</i></li> <li>what instruments and sports they play, for example, <i>Je joue de la flûte.; Je fais du judo.</i></li> <li>collections they have, for example, <i>J'ai une collection de musique.</i></li> <li>how often they participate in their hobbies, sports or pastimes, for example, <i>Quand est-ce que tu fais du jogging ? Je joue du piano tous les lundis après l'école.; Je fais de la natation deux fois par semaine – le mardi et le week-end.</i></li> <li>where they participate in their hobbies, sports or pastimes, for example, <i>Je vais à la plage.; Je reste chez moi.</i></li> <li>why they like their hobbies, sports and pastimes, for example, <i>Tu aimes la natation ?/Aimes-tu la natation ?; J'adore courir parce que j'aime être en plein air.</i></li> <li>what they used to play, or collections that they had when they were younger, for example, <i>Je n'ai pas de collection, mais j'avais une collection de poupées quand j'étais petite. Qu'est-ce que tu faisais quand tu avais dix ans ?/Que'est ce que tu faisais à l'âge de dix ans ?; A l'âge de dix ans je jouais au netball.</i></li> <li>(former) occupations and places of work, for example, <i>Est-ce que ton père est/était ouvrier ?; Mon père est expert-comptable et ma mère est professeur. Elle travaille dans une école primaire. Mon père travaille dans un bureau. Il était prof. Il travaillait dans un collège.</i></li> <li>family relationships and personalities, for example, <i>Il est comment, ton frère ? Mon demi-frère est extrêmement pénible. Je ne m'entends pas très bien avec lui.; Je n'ai qu'un frère.; Ma mère est plus intelligente que mon père.</i></li> <li>when and where someone was born (and died), for example, <i>Ma grand-mère est née en 1954 à Berlin en Allemagne. Elle est morte en 2010.</i></li> <li>how many and what type of pets they have and used to have, for example, <i>Tu as/avais un animal domestique ? J'ai trois chiens. J'avais 20 oiseaux.</i></li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>popular hobbies, sports and pastimes among young francophone people</li> <li>popular French pets.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: (auto) biography, chart, description, form, summary, survey.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>using key words, context, visual cues (including pictures and non-verbal signals) to guess meaning</li> <li>checking dictionary for meaning of words</li> <li>developing skills to work with others.</li> </ul>	<p><b>French search engines</b></p> <p><a href="https://xooloo.fr/">https://xooloo.fr/</a> French search engine designed for children.</p> <p><a href="https://www.orange.fr/portail">https://www.orange.fr/portail</a> Popular French search engine.</p> <p><b>Audiovisual texts</b></p> <p><a href="https://www.youtube.com/watch?v=ApOpvOmQU9U">https://www.youtube.com/watch?v=ApOpvOmQU9U</a> Jobs in French Part 1 (basic French vocabulary from Learn French with Alexa) and</p> <p><a href="https://www.youtube.com/watch?v=0ZuOKtT22Gs">https://www.youtube.com/watch?v=0ZuOKtT22Gs</a> Jobs in French Part 2 (basic French vocabulary from Learn French with Alexa). Two clips giving masculine and feminine words for occupations.</p> <p><a href="https://www.youtube.com/watch?v=ksAk-7q4F6E">https://www.youtube.com/watch?v=ksAk-7q4F6E</a> Learn French – Talk about job/work/profession/occupation – Parler de travail. How to ask someone what they do for a living, how long someone has been doing their job, how many hours a week they work, asking and saying whether someone likes their job or not and what job someone would like to do in the future, asking and talking about part-time jobs.</p> <p><a href="https://www.youtube.com/watch?v=MgPhLUFR8zY">https://www.youtube.com/watch?v=MgPhLUFR8zY</a> Learn French – How to talk about hobbies and interests in French (part 1). Part 1 of 2. Many expressions about hobbies and interests, for example, <i>Ma passion c'est ... ; Ce qui me passionne le plus c'est ...; Ce qui m'intéresse le plus c'est ...; Ça me permet de rester actif.; tous les mercredis; Mon passe-temps favori ...</i></p> <p><a href="https://www.youtube.com/watch?v=uaYOWPp955Y">https://www.youtube.com/watch?v=uaYOWPp955Y</a> Learn French – How to talk about hobbies and interests in French</p>

Focus – Il/Elle est/était comment ?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>communication</p>	<p>social interaction</p> <p>Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation</p> <p>Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>• match professions to places of work</li> <li>• discuss popular French hobbies and pastimes and sports and reflect on why they are popular</li> <li>• read texts describing people, summarise the information, propose ‘perfect matches’ and justify their choices</li> <li>• conduct a survey to find common hobbies and pastimes</li> <li>• describe a parent and/or grandparent orally or in writing</li> <li>• view images of people and predict aspects of their lives and personalities, then listen to texts to assess their predictions</li> <li>• listen to or read descriptions of people’s hobbies and pastimes and decide who they would or would not like as a friend and why</li> <li>• find a job or profession for each letter of the alphabet, list places of work and categorise which people would work there, for example, <i>Le fermier travaille dans une ferme.</i></li> <li>• write a biography of a parent, grandparent or sibling</li> <li>• research a famous (deceased) (French) person and write their autobiography</li> <li>• research a living French person and give a presentation about them</li> <li>• complete a passport application or identity card from a description of a person</li> <li>• write or give a speech as if they were their (imaginary) pet</li> <li>• using pictures of people displayed as <i>un arbre généalogique</i>, present the people, their year of birth, interests, physical characteristics and/or work and their relationships with each other. This could be a real or imaginary family and done as a spoken or written activity. Students can then question each other about the presentation. Students choose a person from the pictures in the presentation and describe, without naming them, and others guess who it is</li> <li>• prepare their life story so far and compare it to that of an older family member</li> <li>• reflect on their life story, including their family origins, and how these influence their world view and the way they communicate</li> <li>• view a video without the soundtrack and establish relationships between the people by noting non-verbal cues. Students discuss possible scenarios for what they are viewing, and techniques used to engage the audience. They then individually create the dialogue that the actors may be saying, compare their scripts with others, and record the one the group considers the best suited. Play the recordings for other audiences</li> <li>• read or listen to texts about people’s interests, beliefs and values, and summarise them</li> <li>• individually translate a text/texts describing a person and compare their work to someone else’s</li> <li>• respond to <i>Dans la ferme de Mathurin</i> by creating and performing more verses for a younger audience</li> <li>• reflect on how their language use, related to the focus of themselves and others, has evolved since primary school.</li> </ul>	<p>(part 2). Part 2 of 2. Similar to Part 1, with more relevant vocabulary.</p> <p><a href="https://www.youtube.com/watch?v=WjhQvv9kexk&amp;v=1=en">https://www.youtube.com/watch?v=WjhQvv9kexk&amp;v=1=en</a> Rhymes for children, at 1.00 is <i>Dans la ferme de Mathurin</i>, the equivalent of Old McDonald had a Farm.</p> <p><b>Websites</b></p> <p><a href="https://en.wikipedia.org/wiki/List_of_name_days_in_France">https://en.wikipedia.org/wiki/List_of_name_days_in_France</a> List of name days in France.</p>



## Focus – Je suis en année 7 maintenant !

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Ma sœur m'ennuie parce que ...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés.; Ce que je déteste/j'adore, c'est la musique /l'informatique/les maths.; S'il faut redoubler ... !</i></p> <p>Engage in tasks and activities that involve planning such as hosting a French class or visitor, an excursion to a French restaurant, the cinema, a music concert, or a <i>vide-grenier</i> or <i>marché aux puces</i>, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p>	<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to express <i>C'est nul.; Ça suffit !; Quoi encore ?;</i> or sounds and facial expressions, for example, <i>Oh là là !; Aïe !; T'as fait quoi ?</i></p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> <li>• using reflexive verbs in <i>le présent</i></li> <li>• increasing control of the conjugation of regular verbs in <i>le présent</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i></li> <li>• using <i>le passé composé</i> and becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois ...; C'était ...; Je suis allé au cinéma. C'était amusant.</i></li> <li>• extending use of interrogative questions using <i>Est-ce que ... ?</i> and with inverted form of the verb or changed intonation, for example, <i>Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?</i></li> <li>• extending knowledge of negative constructions, for example, <i>ne ...plus, ne ...rien, ne ...jamais, ne ...que ...</i></li> <li>• using comparatives, such as <i>plus ...que, moins ...que, aussi ...que</i> + adjective, for example, <i>J'aime le français plus que les maths car c'est plus intéressant.</i></li> </ul> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p>	<p>Students exchange information, give opinions, share thoughts and feelings on their school subjects, timetables, the school and its canteen, and before and after school activities. Students also plan for a member of the French-speaking community to talk about their school experiences and follow up the visit.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>• school subjects, times and timetables, for example, <i>Quand est-ce que tu as la biologie ? A neuf heures les cours commencent.; J'ai la géographie. J'aime la géo parce que le prof est si sympa.; Alain déteste la géo parce qu'il la trouve assez difficile.; Je préfère les sciences parce que c'est moins difficile que les maths.; Les classes finissent vers trois heures et demie. Je n'ai plus de temps libre.</i></li> <li>• before, during and after school activities, including daily routine, for example, <i>Qu'est-ce que tu fais après l'école ?; Je me réveille vers sept heures, puis je me douche.; Il y a trois classes avant la recreation, puis ...; Je ne mange rien au petit déjeuner.</i></li> <li>• schools, their locations and buildings and rules, for example, <i>Notre école est une école secondaire qui se trouve à Padbury.; Il y a une bibliothèque où on peut lire.; On doit porter un uniforme scolaire. On ne doit pas manger dans les salles de classe.</i></li> <li>• activities à <i>la cantine</i>, for example, <i>Qu'est ce-que tu vas prendre aujourd'hui ? Je prends la pizza. C'est toujours excellent.; Avez-vous du jus d'orange ?</i></li> <li>• past school experiences, for example, <i>J'allais à l'école primaire à Busselton. C'était une petite école avec six salles de classe. Mon prof en année cinq s'appelait Madame Machin.</i></li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>• French school subjects and how the names of some are shortened</li> <li>• hours spent at school</li> <li>• school <i>cantines</i></li> <li>• report cards</li> <li>• year levels and age groups</li> <li>• the school year and school holidays</li> <li>• stages of schooling and how the French school system has changed over time.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: comic strip, description, diagram, diary entry, email, flowchart, invitation, list, menu, mind map, note, plan, presentation, report, role play, script, story, summary, survey, (time) table.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>• expressing lack of comprehension and asking how to say something in a variety of ways in French</li> <li>• self-correction, both in spoken and written forms.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>• exchange information on which subjects they study and their opinions of them</li> <li>• research a famous French speaker and write his/her report card, reflecting their (imaginary) strengths and weaknesses</li> </ul>	<p><b>Audiovisual texts</b></p> <p><a href="https://www.youtube.com/watch?v=BHED_P2ZdUM">https://www.youtube.com/watch?v=BHED_P2ZdUM</a> Learn to talk about your daily routine/typical day in French. Presentation with sentences on screen, with a French speaker saying them aloud. Reflexive verbs are written in the infinitive then put in sentences in first person in the present tense. Covers the whole day.</p> <p><a href="https://www.youtube.com/watch?v=ED70j_2Ra5s">https://www.youtube.com/watch?v=ED70j_2Ra5s</a> French Listening Comprehension – Talking about school subjects in French. Dialogue discussing the three most popular school subjects for 10 and 15-year olds in France. There are four drawings of combinations of subjects from which students choose the one that answers the question 'What is the most popular subject for children aged 15?'</p> <p><a href="https://www.youtube.com/watch?v=eUcL-2zSTT4">https://www.youtube.com/watch?v=eUcL-2zSTT4</a> French School System I StreetFrench.org. Explanation of school system from pre-primary to middle school. Explained in English.</p> <p><a href="https://www.youtube.com/watch?v=kkRPoFNzQD0">https://www.youtube.com/watch?v=kkRPoFNzQD0</a> Explanation in French of primary school life by a 10-year old. Captions in English can be turned off/on.</p> <p><a href="https://www.youtube.com/watch?v=BqkxZVBxa2U">https://www.youtube.com/watch?v=BqkxZVBxa2U</a> Ask a French Teacher – The French School System: What is the Baccalauréat? The French school system and the <i>baccalauréat</i> explained in English.</p> <p><b>Online resources</b></p> <p><a href="https://www.education.vic.gov.au/languagesonline/french/french.htm">https://www.education.vic.gov.au/languagesonline/french/french.htm</a> Number</p>

Focus – Je suis en année 7 maintenant !

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact and engage with members of the French-speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<ul style="list-style-type: none"> <li>view several <i>emplois du temps</i> and discuss, for example, subjects taken, length of lessons and compare them with their own timetable, and discuss how cultural priorities are reflected in both systems</li> <li>design their ideal <i>emplois du temps</i></li> <li>listen to discussions of school days and complete timetables or answer questions</li> <li>describe their daily routine to a French speaker</li> <li>prepare a plan of the school and label facilities in French, then present it, providing information such as where facilities are located and/or people who work there</li> <li>read texts about school life and write a response to one, describing their own situation/experiences</li> <li>write a story for a Year 3–6 student based on ‘A day in the life of ...’</li> <li>perform a role play in which participants exchange opinions about aspects of school</li> <li>compare two similar timetables to see when students have a class/classes in common</li> <li>provide information to someone so they can complete a timetable</li> <li>view a clip about students at school without the soundtrack, then write a voice-over or an imaginary script of what the students are saying and present this to an audience</li> <li>prepare an invitation for a guest French speaker to talk to the class about their experiences in a French-speaking school. This could be an adult or an exchange student from a higher year level</li> <li>in groups, prepare a set of questions for the guest speaker about their school experiences and nominate who will ask which questions. Students take notes on the answers given by the guest speaker and compare their notes with others, then compile the details as a class using a think, pair, share activity. Students then compare the compiled information with their own school situation, personality and interests, and decide which system they prefer and justify their choice. They write a thank you note to the speaker, in which they comment on their insights into the two systems</li> <li>develop a presentation of school activities they do (in hourly timeslots) after school each day. Discuss when to meet their partner and invite and/or convince them to join in with the activities.</li> <li>compare lunchtime foods in schools in France and Australia and create a Venn diagram of the results</li> <li>imagine they are one of the last in line at the lunchtime canteen and most of their favourite foods have already been sold. Students act out the scene <i>à la cantine</i> for their classmates as they interact with the seller to purchase some items</li> <li>listen to texts related to school life and complete a table which summarises the activities</li> <li>survey classmates regarding time spent on aspects of daily routine and present information visually to enable discussion as a class</li> <li>write an email to a French speaker describing a typical school day in Australia</li> <li>read a text of someone’s schooling history and summarise it. Students represent their own schooling history graphically, such as in a flowchart or mind map, and then practise describing it orally in simple terms with a partner, for example, <i>Premièrement j’allais à une école maternelle à Adelaide. C’était facile et intéressant. Puis je suis allé à une école primaire à Nedlands.</i></li> <li>write a description of their schooling history for reading at a later stage, for example, in a subsequent year of French studies. Alternatively, the descriptions could be read aloud and have the class guess whose description it is</li> <li>make a list of rules for their ideal school, including dos and don’ts</li> <li>individually translate a text or texts describing someone’s school experience and compare their translation to a classmate’s</li> <li>read and create a comic strip based on a text related to the focus</li> </ul>	<p>29: Telling the time.</p> <p><a href="https://www.wgu.edu/heyteach/article/how-think-pair-share-activity-can-improve-your-classroom-discussions1704.html">https://www.wgu.edu/heyteach/article/how-think-pair-share-activity-can-improve-your-classroom-discussions1704.html</a> Explanation of think–pair–share activity.</p> <p><a href="http://www.physagreg.fr/appreciations_bulletins.php">http://www.physagreg.fr/appreciations_bulletins.php</a> Ideas for report comments in French.</p> <p><a href="https://www.edrawsoft.com/share-flowchart.php">https://www.edrawsoft.com/share-flowchart.php</a> Free downloadable flowchart templates.</p> <p><a href="https://www.edrawsoft.com/share-language-learning-mindmap.php">https://www.edrawsoft.com/share-language-learning-mindmap.php</a> Free downloadable mind map templates.</p> <p><a href="https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml">https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml</a> Venn diagram templates.</p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website</p> <ul style="list-style-type: none"> <li><i>Une journée abominable</i> – <ul style="list-style-type: none"> <li>Part A: Read an email and respond to questions in English.</li> <li>Part B: In groups of 2–3, prepare and present a role play of a section of Part A.</li> </ul> </li> <li><i>Youpie, la dernière cloche de la journée a sonné.</i> Students design a comic strip related to after-school activities.</li> </ul>

**Focus – Je suis en année 7 maintenant !**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"><li>• create a comic strip based on an aspect of the focus</li><li>• read a text based on an aspect of the focus and respond to it in English</li><li>• respond to a text related to an aspect of the focus by creating a role play based on (a section of) it.</li></ul>	



## Focus – On va faire la fête !

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Ma sœur m'ennuie parce que ...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés.; Ce que je déteste/j'adore, c'est la musique /l'informatique/les maths.; S'il faut redoubler ... !</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to express <i>C'est nul.; Ça suffit !; Quoi encore ?;</i> or sounds and facial expressions, for example, <i>Oh là là !; Aïe !; T'as fait quoi ?</i></p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> <li>increasing control of the conjugation of regular verbs in <i>le présent</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i></li> <li>extending use of <i>l'impératif</i> and <i>le futur proche</i></li> <li>using <i>le passé composé</i> and becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois ...; C'était ...; Je suis allé au cinéma. C'était amusant.</i></li> <li>extending use of interrogative questions using <i>Est-ce que ... ?</i> and with inverted form of the verb or changed intonation, for example, <i>Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?</i></li> <li>extending knowledge of negative constructions, for example, <i>ne ...plus, ne ...rien, ne ...jamais, ne ...que ...</i></li> <li>using comparatives, such as <i>plus ...que, moins ...que, aussi ...que</i> + adjective, for example, <i>J'aime le français plus que les maths car c'est plus intéressant.</i></li> </ul> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or</p>	<p>Students exchange information, give opinions, share thoughts and feelings on social events at home: celebrating a birthday or <i>fête</i>, Christmas or New Year, having a sleepover, themed party or barbecue. They plan events and send invitations, negotiate the purchase of gifts and learn aspects of table etiquette.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>answering the phone</li> <li>inviting someone to a sleepover, themed party, birthday or barbecue, for example, <i>Viens chez moi pour une soirée pyjama !; Tu veux venir chez moi samedi soir ?; Je ne peux pas.; Apporte des croissants, s'il te plaît !</i></li> <li>giving directions to a person's house, for example, <i>Pour aller chez toi ?/Qu'est-ce qu'on fait pour aller chez toi ? Prends la troisième rue à gauche !; Va tout droit !; Ne tournez pas à droite !; Ma maison est à gauche.</i></li> <li>discussing ideas for suitable Christmas/birthday/<i>fête</i> gifts, for example, <i>Qu'est-ce qu'on va acheter pour Julie ?; Tu as des idées pour un cadeau pour Julie ?; Je vais lui offrir ...; Un collier est plus pratique qu'un bracelet.</i></li> <li>discussing food and drink customs at social events, for example, <i>Les Français mangent des huîtres à Noël.; Nous aimons cette bûche de Noël.</i></li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>how to answer the phone and say phone numbers in French</li> <li>the significance of name days</li> <li>significance of and customs associated with French civil holidays, for example, <i>la fête nationale, le Jour de l'an, 1<sup>er</sup> mai, 11 novembre</i> and on religious holidays, for example, <i>Noël, Pâques, Toussaint</i></li> <li>customs associated with holidays in other parts of the French-speaking world, for example, <i>la fête réunionnaise de la liberté (abolition de l'esclavage)</i></li> <li>table etiquette</li> <li>stereotypes relating to eating habits, values and/or experiences during celebrations/commemorations in Australia and francophone countries.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: advertisement, card, diary entry, email, invitation, letter, message, poster, role play, script.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>cooperating and collaborating with others to solve a problem</li> <li>using graphic organisers, for example, PMI charts and diagrams, to prepare and organise spoken and/or written texts.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>write and present a role play of one friend phoning and inviting another to a celebration at home</li> <li>write an invitation/email to a friend and/or adult regarding a celebration at home, providing date and time, directions to get to their house, what to bring and wear and requesting a reply</li> <li>reply to an invitation to a celebration, stating whether they can come or not and providing additional details,</li> </ul>	<p><b>Audiovisual texts</b></p> <p><a href="https://www.youtube.com/watch?v=U0mBOvvZws">https://www.youtube.com/watch?v=U0mBOvvZws</a> French Lesson 77 – Inviting a friend to a birthday party – Dialogue Conversation + English subtitles.</p> <p><a href="https://www.youtube.com/watch?v=P8-00e1gxIk">https://www.youtube.com/watch?v=P8-00e1gxIk</a> How to Make Phone Calls in French: Phrases and Etiquette. At 2:28–5:33 there is an explanation of how to answer the phone and start a conversation. Different levels of formality are discussed.</p> <p><a href="https://www.youtube.com/watch?v=zwn5ZpllbGM">https://www.youtube.com/watch?v=zwn5ZpllbGM</a> <i>Masha et Michka – 3, 2, 1 Joyeux Noël (Épisode 3) Dessins animés en Français !</i> – A 7-minute video for young children in which a little girl gets into trouble, a bear helps her out and <i>le père Noël</i> offers presents to four animals.</p> <p><b>Online resources</b></p> <p><a href="https://www.education.vic.gov.au/languageonline/french/french.htm">https://www.education.vic.gov.au/languageonline/french/french.htm</a> Number 7 <i>Salut de ton correspondant</i> in Worksheets in Number 27 Saying the date.</p> <p><b>Websites</b></p> <p><a href="https://www.service-public.fr/">https://www.service-public.fr/</a> Names and dates of public holidays.</p> <p><a href="https://fr.wikipedia.org/wiki/F%C3%AAtes_et_jours_f%C3%A9ri%C3%A9s_en_France">https://fr.wikipedia.org/wiki/F%C3%AAtes_et_jours_f%C3%A9ri%C3%A9s_en_France</a> Public holidays and links to French-speaking countries' holidays.</p> <p><a href="https://www.frenchtoday.com/blog/french-culture/french-politeness-table-etiquette/">https://www.frenchtoday.com/blog/french-culture/french-politeness-table-etiquette/</a> 27 dos and don'ts at the French table.</p>

Focus – *On va faire la fête !*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>social interaction</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<p>such as a request for directions to a house or a reason for non-attendance</p> <ul style="list-style-type: none"> <li>• reflect on how history and beliefs are embedded in a culture’s civil and religious holidays and customs</li> <li>• read or listen to texts related to food and drink customs in francophone countries and Australia and present the information in a visual format</li> <li>• view an imaginative audiovisual text about Christmas, discuss aspects used to engage audiences, and order sentences in French to reflect the narrative in the story. In groups of two or three write a script for part of the video, imagining what the characters are saying. Perform the script for the class or a younger group</li> <li>• create an advertisement or poster for a themed school event</li> <li>• discuss experiences at Australian holiday times, such as New Year or Christmas. Students then reflect on how ‘typical’ their family celebrations are</li> <li>• write a letter to a French speaker, providing information about (birthday) celebrations, school or favourite holidays, or customs for civic or religious holidays in Australia</li> <li>• listen to a conversation, take notes and write the email or invitation that came before the conversation, for example, a conversation in a restaurant, cinema or museum with clues about participants’ names, dates and times and meeting place. Students make up any missing information</li> <li>• view a number of possible presents, the associated prices, and descriptions of people and their interests and decide which present/s would be most appreciated. Students propose other suitable presents and the class determines a ‘definitive’ list. Students might also be given a limited amount to spend, from which they have to provide every person with a gift</li> <li>• write a simple diary entry about a past celebration.</li> </ul>	

## Focus – Tu veux aller où ?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Ma sœur m'ennuie parce que ...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés.; Ce que je déteste/j'adore, c'est la musique /l'informatique/les maths.; S'il faut redoubler ... !</i></p> <p>Engage in tasks and activities that involve planning such as hosting a French class or visitor, an excursion to a French restaurant, the cinema, a music concert, or a <i>vide-grenier</i> or <i>marché aux puces</i>, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Respond to a range of imaginative texts, by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p>	<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they reinforce spoken language, for example, hand gestures to express <i>C'est nul.; Ça suffit !; Quoi encore ?</i>; or sounds and facial expressions, for example, <i>Oh là là !; Aïe !; T'as fait quoi ?</i></p> <p>GExtend knowledge of context-related vocabulary and applying elements of the French grammatical system, including:</p> <ul style="list-style-type: none"> <li>• increasing control of the conjugation of regular verbs in <i>le présent</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i></li> <li>• extending use of <i>l'impératif</i> and <i>le futur proche</i></li> <li>• using <i>le passé composé</i> and becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois ...; C'était ...; Je suis allé au cinéma. C'était amusant.</i></li> <li>• extending use of interrogative questions using <i>Est-ce que ... ?</i> and with inverted form of the verb or changed intonation, for example, <i>Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?</i></li> <li>• extending knowledge of negative constructions, for example, <i>ne ...plus, ne ...rien, ne ...jamais, ne ...que ...</i></li> <li>• using comparatives, such as <i>plus ...que, moins ...que, aussi ...que</i> + adjective, for example, <i>J'aime le français plus que les maths car c'est plus intéressant.</i></li> </ul> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or</p>	<p>Students exchange information, give opinions, share thoughts and feelings on social events outside the home: going to the cinema, a music concert or a French restaurant. They make arrangements about where and when to meet, how to get there, what to bring and wear, and discuss the weather. They negotiate what to see or do and participate in transactions at a café or restaurant and on public transport.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>• going to the cinema or a music concert, for example, <i>J'ai vu le dernier film avec .../de ...; Amélie est plus intéressant que Spy Kids.; Nous sommes allés au concert de ... samedi.; C'était une comédie romantique.</i></li> <li>• giving opinions about a film, music or food, for example, <i>C'est nul !; Les Rolling Stones ? J'en ai marre !; La cuisine indienne ? Miam, miam !</i></li> <li>• going to a restaurant, for example, <i>Qu'est-ce que vous prenez ?/Vous désirez ?; Et avec ça ?; Mon père prend toujours un hamburger.; Je ne sais pas quoi choisir.</i></li> <li>• having gone on an outing, such as to a restaurant or the cinema or on a picnic, for example, <i>Je suis allé au cinéma hier soir et j'ai vu ...; Je suis allé/Il est allé au restaurant samedi et j'ai/il a mangé un sandwich et j'ai/il a bu un thé.; Le monsieur/La serveuse/Elle a dit ...; J'ai pris de la nourriture et Fabien a pris les boissons.</i></li> <li>• taking public transport, for example, <i>Est-ce que tu veux prendre le bus ?; On va prendre le métro.; N'oublie pas les billets !</i></li> <li>• the weather, for example, <i>Quel temps fait-il aujourd'hui ?; Il fait/faisait du soleil.; Il pleut/pleuvait beaucoup.; Il ne fait plus beau.; Demain il va faire des nuages.; Il fait plus beau à Nice qu'à Lyon.</i></li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>• transportation systems in large cities and compare with those in Australia</li> <li>• eating habits at home and in cafés and restaurants in French-speaking countries and in Australia</li> <li>• weather and climate in France and/or francophone countries and the effects these have on, for example, lifestyle, clothing and buildings</li> <li>• francophone cinema and music stars.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: advertisement, blog post, card, diary entry, email, invitation, letter, map, menu, message, narrative, report, role play, script, story, summary.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>• explaining their understanding of a grammatical concept to someone else</li> <li>• skimming and scanning to locate key words.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>• from a selection of invitations or event advertisements, choose one they would like to attend and explain why</li> <li>• participate in transactions at a café set up in the classroom</li> <li>• read menu choices and advise someone with special dietary requirements on what they should and should not choose</li> </ul>	<p><b>Audiovisual texts</b></p> <p><a href="https://www.youtube.com/watch?v=5m1zCvXFF08">https://www.youtube.com/watch?v=5m1zCvXFF08</a> Travel France – Public Transportation (Tram and Bus) in France. Shows how to purchase tickets via machines, how to plan routes and validate tickets in trams. Description in English with captions and visuals in French.</p> <p><a href="https://www.youtube.com/watch?v=2XkM--3l7_Y">https://www.youtube.com/watch?v=2XkM--3l7_Y</a> Dialogue 43 – English French Anglais Français – Picnic Food vocabulary – <i>Repas pour le pique-nique</i>. Sentences on screen of a dialogue about going on a picnic in English and French with voice-over.</p> <p><b>Online resources</b></p> <p><a href="https://www.education.vic.gov.au/lang_uagesonline/french/french.htm">https://www.education.vic.gov.au/lang_uagesonline/french/french.htm</a></p> <p>Number 28 The weather.</p> <p>Number 32 Modes of transport.</p>

Focus – Tu veux aller où ?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p>	<p>social interaction</p> <p>Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation</p> <p>Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<ul style="list-style-type: none"> <li>• present a role play in which they phone a restaurant and make a reservation. Students compare the register of language with the role play in the last focus when students discussed an invitation to a friend</li> <li>• record a phone message for booking a restaurant visit, stating the number of people, time and date, and special dietary considerations</li> <li>• respond to weather reports by drawing symbols on a map or suggesting activities that would be suitable</li> <li>• prepare a weather report for a city and/or area in a francophone country, including information on the previous or following day's weather</li> <li>• role play a (phone) conversation in which participants discuss an outing and its suitability, according to a weather forecast. Students discuss where to meet and directions for getting there</li> <li>• individually translate a description(s) of a festival, film or celebration and compare their translation to someone else's</li> <li>• compare menus from similar sorts of restaurants or cafés in a francophone country or countries and Australia</li> <li>• view audiovisual excerpts showing facial and body language and discuss their apparent meaning. Students practise French body language to express their opinions on films, music and/or food</li> <li>• plan an excursion to a cinema or restaurant, by discussing expectations, times, modes of transport, meeting point, appropriate attire and/or parental permission</li> <li>• view and discuss advertisements for music concerts, or summarise them in a table, making inferences about unknown details</li> <li>• role play buying tickets on public transport or at a cinema, according to prompt cards or realia</li> <li>• read a script for a dialogue in a restaurant then write the story in narrative form in the <i>passé composé</i></li> <li>• write a blog post or diary entry after viewing restaurant menus or cinema posters</li> <li>• listen to a phone voice message and summarise it in English</li> <li>• listen to a message left for another person and leave a message for them in French</li> <li>• in pairs, follow prompts on cue cards related to Who? What? When? Where? and Why? to produce a script for a play or a storybook for a younger audience based on an outing</li> <li>• reflect on how their language use has evolved over time.</li> </ul>	