



SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE

YEAR 8 (PRE-PRIMARY–YEAR 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 Pre-primary to Year 10 syllabuses <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 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 (Pre-primary–Year 10 sequence) Sample teaching and learning outline

Focus – Une année de fêtes (A year of festivities)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel; for example, <i>Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitent à Paris; Etes-vous parti(e) en voyage cet été ? Je suis allé(e) à Margaret River, puis je suis parti(e) pour Albany; Que faites-vous pour célébrer le réveillon du Jour de l'An ? Eh bien, nous nous réunissons avec nos amis et la famille pour le dîner. Cette année, nous avons joué des jeux de cartes jusqu'à minuit avant de sortir sur le balcon pour regarder les feux d'artifice</i></p> <p>Engage in tasks that involve planning experiences and activities, such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services</p> <p>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Translate and/or interpret texts, including those that use language with colloquial or cultural associations, and consider why there might be differences in interpretation and how language reflects elements of culture</p> <p>Consider how their own biography 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 combine to make or to change meaning Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> increasing control of the conjugation of regular verbs in <i>le présent, le passé composé, l'imparfait</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i>, for example, <i>Je suis allée en France pour rendre visite à ma famille française</i> using <i>le passé composé</i>, recognising verbs conjugated with <i>être</i> as the auxiliary that involve agreement between subject and past participle, for example, <i>Elles sont parties hier matin</i> recognising and using idiomatic expressions, such as those using <i>avoir</i>, for example, <i>avoir soif, avoir sommeil, avoir peur</i> extending use of <i>l'impératif</i> and <i>le futur proche</i> extending knowledge of negative constructions such as <i>ne...plus, ne...rien, ne...jamais, ne...que</i> understanding how to use modal verb forms to express possibility, obligation and ability, for example, <i>Je peux m'imaginer...; Il doit partir demain...</i> and impersonal expressions such as <i>il faut...</i> and <i>on...</i> <p>Continue to build a metalanguage to describe grammatical concepts and to</p>	<p>The focus of 'special holidays and travel' can be interpreted a number of ways. 'Special holidays' could mean religious and secular festivals/experiences/events, holidays that people go on to relax, things that people do during a specific holiday or during (school) holiday times. 'Travel' could be interpreted as travelling within or to a country or travelling on transportation. In this outline, students discuss and share ideas, views, opinions and experiences of 'special holidays' as they relate to cultural events and festivals.</p> <p>Assumed prior learning Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the French: Second Language Year 7 (Pre-Primary – Year 10 sequence) syllabus.</p> <p>Teaching Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> purchasing items, including food and drink – considering options, expressing likes and dislikes, choosing and paying for items wearing clothing – descriptions of clothing, when and where clothing is usually worn discussing options about when to go to a (cultural) event; for example, <i>Quand peut-on aller à Disneyland Paris ? On y va en automne ou au printemps ?</i> discussing options about what someone is going to/must wear; for example, <i>Qu'est-ce qu'on va/doit porter ?</i> discussing options about what to see, do, eat and/or drink at an experience; for example, <i>Tu veux voir un concert ou un spectacle ?; Tu veux manger quelque chose ?; On doit payer x euros pour adultes et x euros pour enfants.</i> discussing options about taking different modes of transport; for example, <i>On prend le bus/train ?; Il faut prendre le bus (à 15 heures/à huit heures du matin).</i> purchasing tickets on transportation and for entry into an event; for example, <i>Je voudrais deux billets pour Aix, s'il vous plaît. Ça coûte combien ?; Ça coûte...euros pour...</i> expressing regret and that something is not/no longer/only available; for example, <i>(Je suis désolé,) mais il n'y a plus de...; Il n'y a que des glaces au chocolat.</i> discussing plans for a day's excursion; for example, where and when to meet, arrival and departure times, what to see, do and bring, opening times; for example, <i>Où est-ce qu'on se rencontre ? Le bus arrive/part à 16 heures.</i> asking about and expressing feelings, such as hunger, thirst, fear and sleepiness; for example, <i>Tu as soif/sommeil ?; J'ai peur !</i> describing feelings someone had; for example, <i>J'avais faim.</i> telling others to do things at an event; for example, <i>Venez... ! Allez... ! Voyez... ! Achetez... !</i> saying someone is going to do something in the near future; for example, <i>On va fêter le Saint Sylvestre demain soir.; Nous allons acheter un casse-croûte au snack-bar.</i> saying what you are obliged to, have permission to, want to or can do; for example, <i>On doit payer... ; On peut prendre le train d'onze heures.; Je veux prendre un bain de soleil.; Je sais nager.</i> asking and telling others whether someone has been to an event; for example, <i>Tu es déjà allé à un concert (de...) ?; Je ne suis jamais allé à un concert.</i> giving information about what happened (at an event; for example, <i>J'ai perdu mon ticket.; J'ai acheté des sandwiches.; Il a bu du thé au lait.; J'ai vu un concert à...; J'ai pris...; J'ai dit...; Je suis allé(e) à...; Nous sommes</i> 	<p>Audiovisual texts Note: these audiovisual texts are in English with some French</p> <p>French Today – <i>Les farces du premier avril en France</i> – April Fool's pranks in France French today https://www.youtube.com/watch?v=wJlIFRk9zxU</p> <p>Learn French with FrenchPod101.com – 5 Biggest Festivals in France. The five festivals are <i>le 14 juillet, le Festival de Cannes, le Carnaval de Nice, la Fête de la Musique, le Tour de France</i>. The video clip is a good introduction to the focus https://www.youtube.com/watch?v=QkW6wSks1Ps</p> <p>Learn French with FrenchPod101.com – How to celebrate New Year in France? The video clip explains the significance of kissing under mistletoe https://www.youtube.com/watch?v=S9gRhYoYIX4</p> <p>FRANCE 24 English – France's Mardi Gras carnivals, from Dunkirk to Granville. The video clip explains how and why the two cities celebrate Mardi Gras https://www.youtube.com/watch?v=eQot3-KmiHk</p> <p>FRANCE 24 English – Flying Bells! How France celebrates Easter. The video clip includes the foods that are typically eaten at Easter and why eggs are delivered by church bells https://www.youtube.com/watch?v=IVTx0yuq4BQ</p> <p>Samuel and Audrey – Travel and Food Videos – Celebrating Bastille Day in Paris, France (<i>La Fête nationale - Le quatorze juillet</i>). The video clip could be watched without the sound track up to 2.10 minutes https://www.youtube.com/watch?v=7Jal4YjMf8Y</p> <p>Easy French – How do French celebrate their national day? – Easy French 87. The video covers some facts about what is celebrated on 14 July and some historical facts https://www.youtube.com/watch?v=JlcZMBs8beg</p> <p>Learn French with FrenchPod101.com – How do French People Celebrate Christmas? The video clip</p>

Focus – Une année de fêtes (A year of festivities)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>communication and shapes their own intercultural experiences</p>	<p>organise learning resources</p> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres</p> <p>Reflect on different aspects of the cultural dimension of learning and using French and consider how this might be interpreted and responded to by members of the community</p>	<p><i>parti(e)s à 9 heures.; Mon frère est arrivé en retard.</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> secular and religious festivals or events in francophone communities the seasons in the Northern Hemisphere and how they affect festivals and their associated activities the types of festivals held in France; for example, (classical) music, dance, historic, food, sporting, entertainment, artistic, film, <i>son et lumière</i> the 24-hour clock and its use in timetables and opening and closing times. <p>Text types: For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog and vlog posts, calendar, description, diary entry, interview, list, play, poster, role-play, script, short story, speech, summary, table.</p> <p>Language learning and communication strategies Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> note-taking manipulating known elements in a new context. <p>Learning activities and/or assessments In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> prepare a class calendar of festivals and significant events in francophone communities and reflect on the similarities and differences of an Australian equivalent reflect on ways people celebrate secular and religious festivals or events in francophone communities and how they are, or are not, celebrated in Australia or in their community. They consider what is important in Australia and its communities and the reasons why categorise expressions related to special holidays and the festivals with which they are generally associated use an online translator to translate idioms associated with holidays from French to English and vice versa, and analyse the results complete a table summarising special holidays, including the name of the event in French and English, whether it is a secular or religious holiday, where and when it takes place, what people generally do and eat to celebrate the occasion. The names of the events can be arranged in chronological order for display and future reference research a festival or event in a francophone community and write a short description that summarises what happens (and why). The descriptions could be presented to others interview someone about their desire to go to a (cultural) event, considering such things as cost, transportation options, weather and what to wear deliver a speech to convince classmates to come to an event select a festival/celebration to research and summarise significant details such as opening times, location, costs, how to get there, what to do and see. Use this information to design a poster in French to advertise the festival/celebration write a blog/vlog post or diary entry about time spent at an event, describing such things as where they went, when they arrived and left, what they saw/did/ate/bought write a script and perform a play that takes place after (a meal at) an event, discussing what it was like and how they felt role-play a situation at a restaurant in which a number of the menu items are no longer available (and give 	<p>explains the 13th dessert custom in Provence https://www.youtube.com/watch?v=acCEdvmXss8</p> <p>FRANCE 24 English – How do the French celebrate the holiday season? With delicious food! The video clip explains traditional food and customs associated with the time between December 24 and January 6 https://www.youtube.com/watch?v=h6ZcyIFbXsQ</p> <p>Websites</p> <p>Alliance Française French Film Festival https://www.affrenchfilmfestival.org</p> <p>Evènements de l'Alliance Française de Perth https://www.afperth.com.au/cultural-events</p> <p>Poisson d'Avril https://fr.wikipedia.org/wiki/Poisson_d%27avril</p> <p>April Fool's Day in France (<i>Poisson d'Avril</i> History and Explanation) by Sophie Nadeau https://www.solosophie.com/april-fools-day-in-france-poisson-davril</p> <p>April Fools' Day in France and French Laughter Vocabulary by Camille Chevalier-Karfis https://www.frenchtoday.com/blog/french-culture/poisson-davril-aprils-fool-in-france</p> <p>French Waterways – Along The Waterways, 20 best festivals and events in France https://www.french-waterways.com/best-festivals-events-france</p> <p>France-Voyage.com – Events in France https://www.france-voyage.com/events</p> <p>Expatica – Top 10 French festivals you don't want to miss in 2023 by Sophie Pettit https://www.expatica.com/fr/lifestyle/holidays/top-french-festivals-444873</p> <p>Official <i>Festival de Cannes</i> website https://www.festival-cannes.com/fr</p> <p>FluentU – 100+ French Transport Vocabulary Words for Stress-free Travel by Camille Turner https://www.fluentu.com/blog/french/french-transport-vocabulary</p>

Focus – *Une année de fêtes* (A year of festivities)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<p>reasons why)</p> <ul style="list-style-type: none"> • read, listen to or view a text related to special holidays and travel and rewrite a randomly organised list of important aspects in order • read, listen to or view a text related to special holidays and travel and retell (part of) it from a different point of view • read, listen to or view a dialogue related to the special holidays and travel and create (part of) a short story based on it • complete formative and summative assessments using the following assessment tasks: <ul style="list-style-type: none"> ▪ <i>Venez fêter chez nous !</i> (Come celebrate with us!) <ul style="list-style-type: none"> ○ Students participate in an interview and present information on a radio show segment to promote a French cultural event happening in Australia ▪ <i>Le poisson d'avril</i> (April Fool's Day) <ul style="list-style-type: none"> ○ Part A - Students listen to an interview about a French person celebrating April Fool's Day ○ Part B - Students are to write an email to their French class in Australia to inform them of their experience of April Fool's Day in France compared with Australia. 	<p><i>Montréal en Lumière</i> https://www.montrealenlumiere.com</p> <p><i>Carnaval de Québec</i> https://carnaval.qc.ca/le-carnaval/a-propos-du-carnaval</p> <p><i>International de Montgolfières, Saint-Jean-sur-Richelieu</i> https://www.montgolfieres.com</p> <p>Assessments Accessible on the School Curriculum and Standards Authority website: Venez fêter chez nous ! (Come celebrate with us!) Le poisson d'avril (April Fool's Day)</p>