

A large, stylized tree graphic in shades of purple and grey, with a thick trunk and a canopy of branches, serving as a background for the title.

SAMPLE TEACHING AND LEARNING OUTLINE

FRENCH: SECOND LANGUAGE

YEAR 5

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

The sample teaching and learning outline provides 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

In Year 4 French: Second Language, students communicated in French, interacting and socialising with their teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contributed collaboratively to class experiences that involved asking for help, clarification and permission, solving problems and sharing decisions. Students located and processed factual information in a range of texts and gathered and conveyed factual information and short descriptions from familiar texts related to their personal and social worlds. They participated in and responded to a range of imaginative texts, discussed messages and made statements about characters or themes. Students created and performed short imaginative texts that allowed for exploration and enjoyment of language and cultural expression.

Students became familiar with the systems of the French language, experimenting with the pronunciation of vowel sounds and intonation patterns. They noticed and used context-related vocabulary and applied elements of grammar to generate language for a range of purposeful interactions.

The 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. In order to provide schools with choice, in some focus areas, the number of suggested learning activities is more than what can be expected to be undertaken in the time allocated.

French: Second Language Year 5 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–2	<p>C'est moi ! Students interact with others, sharing information about <i>la rentrée</i> and themselves.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> understand the significance of <i>la rentrée</i>, what happens at this time in France and compare it to Australian back-to-school routine say their nationality, their cultural heritage and where they live gather information in a text about a French artist to complete a <i>Carte nationale d'identité</i> design an identity card detailing their personal information 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu -é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, <i>-er, -ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i> <p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p>	<ol style="list-style-type: none"> Welcome students with the icebreaker activity Deux vérités et un mensonge. Select one student to tell two truths and a lie in any order. The rest of the class guesses which one is the lie, for example, <i>J'ai un chat (vérité); Je déteste le football (mensonge); J'ai dix ans (vérité)</i>. Play the audiovisual clip of the poem C'est la rentrée. Play the clip a second time and ask students to identify known words. List them on the whiteboard and ask students to select three Joker words, or words unknown to them, that will be translated. Through class discussion and attempts at guessing the unknown words, support students to deduce the meaning of the poem. Instruct students to translate the poem C'est la rentrée, referring to the generated list on the whiteboard and a bilingual dictionary. Ask them to reflect on expressions like <i>toilette de chat</i> and compare them to similar expressions in English. Instruct students to copy the poem into their <i>dossier</i>. Discuss the concept of <i>La rentrée</i> in France with the students. Ask them to offer responses to the questions: When does <i>la rentrée</i> take place in France? What is the equivalent in Australia? When does it occur? Why do the events occur at different times? Ask students to recite the poem C'est la rentrée, focusing on pronunciation and intonation. Draw students' attention to silent letters and the pronounced <i>é</i>. Instruct students to practise reading the poem aloud. Check for intonation, pronunciation, stress, pitch and rhythm. Ask students to memorise the poem C'est la rentrée. Once they are ready, record a recital of the poem by the students. Introduce a welcome routine for French lessons, such as greeting each student with a handshake. Play the song Bonjour to introduce different ways to ask how someone is, and identify the ways to say how you are feeling. Replay the song and invite students to join in. Introduce the class puppet(s) to revise classroom routines, rules and instructional language, for example, <i>Asseyez-vous sur le tapis ! Je fais l'appel</i>. Use the puppets to help students feel more confident when interacting in French. Model the construction of puppets by providing instructions in French, for example, <i>Tout le monde fait une marionnette ! Prenez le papier; Pliez le papier; Collez le papier; Dessinez les yeux (le nez, les cheveux, la bouche); Inventez un nom pour votre marionnette</i>. Arrange students in a circle and place a map of the world, some houses and a box of flags in the middle. Introduce the question <i>Tu viens d'où ?</i> and model the response <i>Je m'appelle Monsieur Dupont. Je suis australien, d'origine française</i>. Take a flag from the box and place it on the world map on France then add ... <i>mais j'habite à Perth</i>. Take a house from the box and place it on the map on Perth. Say similar phrases and invite students to pick the right flag/house and place them on the map. Ascertain student understanding of new language by asking students to motion up or down with their thumbs when indicating whether the statements made are correct or not, for example, <i>J'habite à Paris</i> (thumbs down); <i>J'habite à Perth</i> (thumbs up). Play the audiovisual clip Pays, Nationalités, Langues en français and read the countries and nationalities in the text with the students. Instruct students to write the list of countries and nationalities (masculine and feminine forms) in their <i>dossier</i>. Drill new vocabulary and sentence structures by asking students to volunteer information about their nationality and where they live by completing the sentences <i>Je m'appelle ...; Je suis ...; J'habite à ...</i> with their personal information. Invite students to 	<p>Activity Deux vérités et un mensonge</p> <p>Audiovisual clip of poem C'est la rentrée by Sylvie Poillevé https://www.youtube.com/watch?v=1u3hhv4h-ow</p> <p>Reference Bilingual dictionaries Workbook Dossier, to store student checklist, activities etc</p> <p>Device for recording the poem C'est la rentrée</p> <p>Song Bonjour https://www.youtube.com/watch?v=RkQrLXaEOTg</p> <p>Stationery for the construction of class puppets</p> <p>World map, flags, models or pictures of houses</p> <p>Audiovisual clip Pays, Nationalités, Langues en français from <i>French Avec nous</i> https://www.youtube.com/watch?v=zSLp5hs7sQ8</p> <p>Workbook Dossier World map, flags, models or pictures of houses</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>indicate this information by saying the sentences and placing a flag and a house on the world map.</p> <p>13. Drill new vocabulary and sentence structures by playing the Line game. Arrange students in lines facing each other in two teams of equal number. The first student in the line says to the first student in the opposite line <i>Bonjour, je m'appelle + name</i>, and shakes hands. The student in the opposite line does the same. Add <i>J'habite à + town/suburb</i> and <i>Je suis + nationality</i> to the greetings and have students practise the sentences with their partner.</p> <p>14. Write simple sentences on the whiteboard using the verbs <i>être</i> and <i>habiter</i> in the present tense. Indicate the silent <i>h</i> in <i>habiter</i>. Students practise the pronunciation of the verb conjugations before writing the sentences in their <i>dossier</i>.</p> <p>15. Show students several <i>Cartes nationales d'identité</i> of people from different francophone countries. Discuss the conventions (key words, format and features) of the identity cards and list them on the whiteboard. Ask students to write the lists in their <i>dossier</i>.</p> <p>16. Play a song from a French singer/songwriter, such as Maître Gims, and instruct students to gather basic information about the artist from the internet. Ask them to write an identity card for the singer, using information such as <i>Maître Gims, français, d'origine du Congo</i>.</p> <p>17. Instruct students to use the information listed in their <i>dossier</i> about keywords in an identity card to design their own. The identity card should list basic information about themselves, including where they live and their cultural heritage or <i>origine</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in interactions, seeking and sharing information about <i>la rentrée</i> use appropriate pronunciation when reciting the poem C'est la rentrée participate in interactions, seeking and sharing information about themselves exchange information about their nationality, cultural heritage and where they live gather information in a text to complete a <i>Carte nationale d'identité</i> provide personal information in an identity card. 	<p>Game Line game</p> <p>Workbook Dossier</p> <p>Pictures of identity cards of speakers of French language Workbook Dossier</p> <p>Song by, and information about, a French artist Access to the internet Template for <i>Carte nationale d'identité</i></p> <p>Workbook Dossier</p>
3–6	<p>J'habite ! Students interact with others, sharing information about some cities in Australia, where they live and why they like living there.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> construct simple sentences describing where they live, using expressions such as cardinal directions and locations give reasons why they like living where they do 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu –é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar 	<p>1. Display a map of Australia and introduce the compass points: <i>au nord/sud; à l'est/l'ouest</i>. Model sentences such as <i>Sydney est à l'est de l'Australie; Darwin est au nord</i>. Ask students to take turns to pick a town and make a statement about its location. Teach the use of <i>Est-ce que</i> to change statements into questions and instruct students to answer questions such as <i>Est-ce que Broome est à l'est de l'Australie ?</i></p> <p>2. Teach the rules to play the game Les quatre coins. In each corner of the classroom put a sign with either <i>nord, sud, est, or ouest</i>. Name a compass point and ask students to point, or run, to the nominated corner.</p> <p>3. Model the questions <i>Tu habites où ?/Où habites-tu ?</i> and responses, such as <i>J'habite à Carine. C'est au nord de Perth</i>. Ask students to draw pop sticks and respond to the questions with their information. Discuss how accuracy in location can be improved by combining two compass points, for example, <i>Broome est au nord-ouest de l'Australie, Cannes est au sud-est de la France</i>.</p> <p>4. Write sentences containing the new structures on paper and cut them into individual words. Mix the words and instruct students to rearrange the words into sentence order. Place the sentences on the board and ask students to copy it them into their <i>dossier</i>.</p> <p>5. Develop a text introducing a child from a town in France. Include information relating to the town, the child's house and some facts about the child, for example, <i>Marlene habite à Quimper. C'est à l'ouest de la France. Elle habite dans une maison avec sa famille et ses deux chats. Elle va à l'école en bus. Elle va à la crêperie le dimanche</i>. Read</p>	<p>Map of Australia</p> <p>Game Les quatre coins Flashcards of compass points and an image of a compass</p> <p>Pop sticks with student names on them</p> <p>Workbook Dossier Written text about a French child from a town/village in France. Alternatively, access an audiovisual text, such as one in BBC Active. Bourdais, D. and Finnie, S. (2008). <i>Primary French is Fun 1</i>. United Kingdom: Clearway Logistics Phase 2–3. Map of France</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> extract keywords from French texts to understand the gist improve the quality of their writing using the VCOP model 	<p>and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and French-speaking contexts and identify ways in which culture influences language use</p>	<p>actions and environments, <i>-er, -ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i></p> <ul style="list-style-type: none"> formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?; As-tu une piscine chez toi ?; Tu as une piscine chez toi ?</i> understanding the function of verb moods, recognising and knowing how to use imperatives, for example, <i>Commence !; Écoutez !; Allons-y !</i> <p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>the text to students, and ask them to locate the town on a map of France, and make statements about the location, for example, <i>C'est à l'ouest de la France</i>. Provide students with the text, and ask them to work with a partner to translate the text into English.</p> <ol style="list-style-type: none"> Design activities to engage students to use the text from Activity 5 to develop a new text for example: <ul style="list-style-type: none"> Place the text on the whiteboard or on a series of sticky notes and hide the verbs or nouns. Ask students to replace the verbs or nouns. block out words in the text and ask students to suggest other words to produce a new text. Direct students' attention to the VCOP chart, focusing on vocabulary and connectors, which they can access to extend and enrich their writing. Use sticky notes or the whiteboard to add vocabulary, conjunctions, openers and punctuation to the text, for example, <i>Voilà Marlene. Elle habite à Quimper, une petite ville à l'ouest de la France. Elle va à la crêperie le dimanche avec Jantelle.</i> Revise the pronouns <i>je, tu, il, elle, on, vous</i> + verbs <i>habiter</i> and <i>aller</i>. Provide activities to practise pronoun and verb forms, such as playing the <i>Jeu de dés</i> game where students roll a die and say the pronouns and verb forms according to the number they roll, where 1= <i>je</i> and 2= <i>tu</i>, etc. Provide an activity sheet for students to fill in the gaps in sentences with missing pronouns and/or verb forms. Ask students to construct short sentences, with pronoun flashcards or on the whiteboard, using the model pronoun + verb + place, for example, <i>Il/va/à/Paris.</i> Play the audiovisual clip of Wanjoo, a welcome song in the Noongar language, and focus students' attention on the slide with compass points. Ask students to reflect on how vocabulary is often influenced by where someone lives. In the Noongar language location is described using the compass points 'north', 'south', 'west' and 'east'; however, there are no words for 'left' and 'right'. Ask students to compare this to the way they describe where someone lives, and discover similarities for using compass points to describe locations in English, for example, north of the river, western suburbs, down south. Discuss other ways students can describe where they live, such as close to landmarks or in the country. Use the audiovisual clip J'habite ici ! to introduce vocabulary related to location, in the country/city/mountains/suburbs and near the sea. <i>Où habites-tu ? J'habite ici ! J'habite à la campagne/en ville/à la montagne/en banlieue/au bord de la mer.</i> Teach the constructions <i>J'adore y habiter/J'aime y habiter</i>. Prepare a worksheet with sentences used in the audiovisual clip, for example, <i>J'habite en banlieue/J'adore la plage/Il y a beaucoup d'espaces verts</i>, and provide this to students. Ask students to cut up sentences and ask them to make sentences in the order they appear in the clip. Point out that there are extra phrases, such as <i>parce que/qu'</i>, which help to create more complex sentences. Instruct students to practise in pairs saying where they live and why they like living there. Encourage the use of <i>parce que/qu'</i>. Revise vocabulary relating to places and write them on <i>le mur de mots</i>. Display the list for future reference, and add to it over the course of the term. Provide opportunities for students to review vocabulary by practising a range of interactive oral and written activities through Languages Online. Ask them to keep track of their learning by completing the tasks listed on a checklist. Play the audiovisual clip J'habite à Paris, where a student describes the French capital and what it has to offer newcomers. Challenge the students to recognise any words in the text. Revise the verb <i>habiter</i> with students, using structures from the text. Support students to produce a collage displaying different habitats. Provide instructions on how to fold an A3 sheet of paper in quarters and write a location in each of the 	<p>Text with information relating to the French student in Activity 5</p> <p>VCOP chart with examples of vocabulary, connectives, openers and punctuation relating to the focus <i>J'habite ici</i></p> <p>Sticky notes or the whiteboard</p> <p>Flashcards Pronoun</p> <p>Dice featuring subject pronouns, Activities/worksheets to practise pronoun + verb form of <i>-er</i> verbs and <i>aller</i></p> <p>Song Wanjoo by Gina Williams https://www.youtube.com/watch?v=-cSUJxNo-34</p> <p>Audiovisual clip J'habite ici ! https://www.youtube.com/watch?v=4GIH-0iT-Bk</p> <p><i>Où habites-tu ?</i> Worksheet in Goodman, S. and Lucas, J. (1991). <i>Fascinating Ideas for Flummoxed French Teachers</i>. United Kingdom: Collins Educational.</p> <p>Resource Le mur de mots (word wall)</p> <p>Language practice Languages Online, Section 9 Where do you live? https://www.education.vic.gov.au/languagesonline/french/sect09/index.htm</p> <p>Audiovisual clip J'habite à Paris https://www.youtube.com/watch?v=M0JgpGayQHg</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>squares, for example, A – à la campagne; B – en ville; C – au bord de la mer; D – à la montagne. Support students to obtain images from magazines and ask students to supplement them with their own drawings. Instruct students to provide captions and labels for their collage, for example, <i>C'est une vieille maison à la montagne.</i></p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in interactions, seeking and sharing information about <i>J'habite ici !</i> use vocabulary and sentence structures related to locations answer the question <i>Où habites-tu ?</i> using a pronoun + verb + place structure in their response use the verb <i>habiter</i> in its conjugated forms. Formal assessment using the following activity: <ul style="list-style-type: none"> matching images to words and phrases related to location. 	
7–10	<p>Chez moi Students exchange information about their home and the people who live there.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> say where family members live use the expressions <i>chez moi</i> and <i>il y a</i> recognise and use the textual conventions of a letter recognise that most French words do not sound the final consonant 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu –é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, <i>-er, -ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i> formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?; As-tu une piscine chez toi ?; Tu as une piscine chez toi ?</i> <p>Build a metalanguage in French to comment on vocabulary and</p>	<ol style="list-style-type: none"> Play the audiovisual clip <i>Rhapsodie pour un Pot-au-feu</i>. In this <i>court-métrage</i>, three generations of a family are engaged in pre-dinner activities. Provide a range of activities and learning opportunities to revise vocabulary related to family members; describe family members focusing on the verbs <i>avoir</i> and <i>être</i>, for example, <i>Le frère est fatigué/La petite sœur a une jupe violette</i>; and describe actions focusing on verb <i>faire</i>, for example, <i>faire la cuisine</i> and <i>faire de la musique</i>. Play the audiovisual clip again, and instruct students to make a list in French of the family members in their <i>dossier</i>. Provide students with a list of questions for them to match with the correct family member, for example, <i>Qui a une jupe violette ?; Qui met de l'eau dans la casserole ?; Qui fait un bisou au père ?</i> Play the audiovisual clip of the song <i>J'ai une maison pleine de fenêtres</i>. Instruct students to match the features of the house (<i>fenêtres, porte, escalier, ascenseur, habitants</i>) with the English words. Support students to comprehend other vocabulary in the song. Discuss with students features of their house, for example, <i>J'ai une maison avec un arbre/des arbres, une piscine, un escalier, un balcon, une terrasse, une cave. J'habite dans une maison à un étage/deux étages</i>. Ask students to write their descriptions on sticky notes and make a collection of the most and least common features. Provide students with images of French houses. Discuss similarities and differences between French houses and houses in their neighbourhood, for example, French houses may have <i>une cave</i> that is used to store wine or other items that need cool temperatures, or the greater number of apartment dwellers in France compared to Australia. Instruct students to draw and label their house with its features, such as trees and the garden, and the family members who live there. Ask them to write captions for family members and pets, for example, <i>J'habite avec deux sœurs et un chat</i>. Ask questions about their house using inversion, for example, <i>As-tu une piscine chez toi ?</i> Explain that starting a sentence with the verb then the subject pronoun is an alternative to using <i>Est-ce que ... ?</i> to form questions. Using the vocabulary from the houses in the previous activity, collectively rewrite the song <i>J'ai une maison pleine de fenêtres</i> to create a class version, for example, <i>J'ai une maison pleine de fenêtres. Et la piscine, ça bouge, oui ça bouge ! Et les grands arbres, pleins d'oiseaux ...</i> Support students to sing the song which could be performed for another audience. Teach the textual conventions of a letter, that is, how to write the date, appropriate salutations and endings, and paragraphing. Support students to write a letter to someone in a francophone country, stating where they live, describing their house and its location and saying who they live with. Scaffold this activity as necessary. 	<p>Audiovisual clip <i>Rhapsodie pour un Pot-au-feu</i> http://rhapsodiepourunpotaufeu.blogspot.com</p> <p>Workbook <i>Dossier</i></p> <p>Song <i>J'ai une maison pleine de fenêtres</i> by Anne Sylvestre https://www.youtube.com/watch?v=U00HrKRZP1o</p> <p>Sticky notes</p> <p>Images of French houses</p> <p>Flashcards with vocabulary of song <i>J'ai une maison pleine de fenêtres</i> Interactive Whiteboard/Microsoft® PowerPoint® application</p> <p>Flashcards of bedroom furniture items</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation	<p>grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p>	<p>9. Using flashcards or similar items, drill items of furniture that can be found in a bedroom, using the structure <i>Dans ma chambre il y a un/une/des ...</i></p> <p>10. Teach or revise the use of prepositions such as <i>sur, sous, dans, entre, devant</i> or <i>derrière</i> by describing positions of bedroom furniture on a floor plan, for example, <i>Mon lit est entre la porte et les fenêtres.</i></p> <p>11. Instruct students to draw furniture on a bedroom floor plan, following oral instructions.</p> <p>12. Play the audiovisual clip of the song <i>Dans ma chambre</i>. Inform students that sometimes the ‘<i>ne</i>’ is omitted in negative sentences, particularly in speech. Compare <i>Je ne comprends pas</i> to <i>C’est pas tout</i>.</p> <p>13. Cut up a copy of the lyrics of the song <i>Dans ma chambre</i> into phrases and distribute to pairs of students. Play the clip without the visuals several times and instruct students to order the phrases and glue them to another piece of paper. For those who need it, play the clip with the visuals so students can compare their attempts.</p> <p>14. Indicate words that end in consonants, for example, <i>rideaux, tapis, nuit, lit</i>, and inform students that for most French words the final consonant is not pronounced. Ask them if they can think of any exceptions to this rule, for example, they make think of <i>revoir</i> or <i>avec</i>.</p> <p>15. Instruct students to write a description of their bedroom, then form groups of four and read out their description in turns. Instruct the others in the group to draw the bedroom described in their <i>dossier</i> and then compare their floor plan to the original.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in interactions, seeking and sharing information about their house and/or bedroom Formal assessment using the following activity: <ul style="list-style-type: none"> listening to descriptions of houses and/or bedrooms and writing their features in English. 	<p>Floor plan of a bedroom</p> <p>Audiovisual clip <i>Dans ma chambre</i> by Alain le Lait https://www.youtube.com/watch?v=CUAsT_m15TY Song <i>Dans ma chambre</i> Glue and paper</p> <p>Workbook <i>Dossier</i></p>

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>Tu vas où ? Students exchange information about visiting family, directions and locations.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> say where family members live use the pronouns <i>il</i> and <i>elle</i> say who they are visiting, using <i>aller chez</i> say something is near or far conjugate the verb <i>aller</i> extend the script of a role play with vocabulary and connectors perform a role play with a peer use prepositions name places in a town use expressions to indicate location and direction use of <i>c'est</i> in place of a named object use adverb <i>puis</i> in context 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu –é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, <i>-er, -ir</i> and <i>-re</i> verbs and common irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i> formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?; As-tu une piscine chez toi ?; Tu as une piscine chez toi ?</i> using additional prepositions to indicate direction or location, for example, <i>à gauche, à droite, à côté de ...</i> <p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms</p>	<ol style="list-style-type: none"> Introduce students to the focus <i>Tu vas où ?</i> by presenting the members of a (fictional) family, using pictures. State the name of the family members and where they live. State that you are visiting the family member's house, for example, <i>Je vais chez ma sœur</i>. Distribute pictures of family members and ask <i>Tu vas chez qui ?</i> Prompt students to respond with, for example, <i>Je vais chez ma grand-mère</i>. Write a series of sentences on the whiteboard, leaving out the verb and ask students to fill in the gaps, for example, <i>Je _____ chez ma tante</i>. Provide opportunities to practise orally first and write their responses on the whiteboard or sticky notes. Provide opportunities to revise the verb <i>aller</i>, such as playing the Jeu de dés game (see Term 1, Activity 8). Explain to students that they use <i>aller à</i> (and its variations) when going to places, and <i>aller chez</i> when going to someone's house. Introduce <i>près</i> and <i>loin</i> by showing the storybook Where is the green sheep? to illustrate the near sheep and far sheep. Practise <i>près</i> and <i>loin</i> with a variety of games, for example, place students in locations around the classroom or in the playground. Throw a ball to a student and ask the question <i>C'est près ou c'est loin ?</i> Provide access to Languages Online to practise vocabulary and pronunciation individually or in pairs. Instruct students to set their own pace while discovering the Languages Online website and track their learning by noting completed tasks on a checklist. Model a conversation between two friends who ask one another where they are going and whether the place is near or far. Write the conversation on the whiteboard and ask students to copy it in their <i>dossier</i>. As extension, the conversation could include the question <i>Pourquoi ?</i> and suitable responses using <i>pour ...</i> Make hard copies of a conversation between two people discussing who they are visiting and cut the sentences into strips for pairs of students to arrange in order. Arrange students in pairs and provide them with a conversation to use as the basis for their own role play scripts. Scaffold this task as needed. Provide feedback on their scripts and a VCOP chart and have students focus on vocabulary and connectors to edit their work, extend the script and enrich their writing. Ask students to perform their role play for the class. Offer students the opportunity to use class puppets. Introduce the prepositions <i>devant</i> and <i>derrière</i> by playing the song Boogie Woogie, the French equivalent of the Hokey Pokey. Teach students the actions to the song, for example, <i>Je mets le doigt devant; Je mets le doigt derrière ...</i> Introduce or revise the prepositions to indicate location, such as, <i>sous, sur, dans</i> and <i>entre</i> followed by the definite article. Use a model of the Eiffel Tower and a puppet named Charlie to practise locations, for example, <i>Charlie est sur la Tour Eiffel</i>. Instruct students to repeat the sentences and pay attention to the difference between <i>sur</i> and <i>sous</i>. Teach students some hand gestures to assist with memorising the new vocabulary. Assign students to two groups and play the game Tapette à mouches. Draw the image of a table on the whiteboard and place crosses in relation to it, for example, under, on top of, to the left of or to the right of the table. Provide each group with a fly swat. Call out either <i>sur, sous, à côté de, loin de, à gauche/droite de</i> or <i>près de la table</i>. The students holding the fly swats must hit the cross corresponding with the preposition called out. Revise objects in the classroom and play a game of Hide-and-seek, where one student hides Charlie in the classroom while another has not seen this. Call on another student to find the puppet and tell the class where it is, for example, <i>Charlie est dans la boîte !</i> As a variation, the class guides the student looking for the object by chanting <i>Où est Charlie ?</i> loudly when the student is close to him and quietly when the student is far. 	<p>Pictures of family members</p> <p>Whiteboard or sticky notes</p> <p>Game Jeu de dés Dice</p> <p>Storybook Fox, M and Horacek, J. (2004). Where is the green sheep? United Kingdom: Houghton Mifflin Harcourt Publishing Company.</p> <p>Language practice through Languages Online, Section 13 Visiting family. Near and far. https://www.education.vic.gov.au/languagesonline/french/sect13/index.htm</p> <p>Workbook Dossier Whiteboard</p> <p>Conversation cut into strips</p> <p>VCOP chart Class puppets</p> <p>Song Boogie Woogie en français https://www.youtube.com/watch?v=ZMCYc1eaklo</p> <p>Model of the Eiffel Tower (and another object for teaching <i>entre</i>) and Charlie, the class puppet</p> <p>Game Tapette à mouches Whiteboard and two fly swats</p> <p>Game Hide-and-seek Charlie, the class puppet</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			depending on the context in which they are produced	<p>13. Read the book <i>Où est Charlie ?</i>, the French equivalent of <i>Where's Wally?</i>, to the class and make statements about Charlie's whereabouts using prepositions to indicate location.</p> <p>14. Teach names of places in a town, for example, <i>la bibliothèque, la librairie, l'école primaire, le cinéma</i>. Show the videoclip of <i>Places Around Town</i> to introduce some relevant vocabulary. If teaching both <i>la bibliothèque</i> and <i>la librairie</i>, explain the concept of <i>faux amis</i>.</p> <p>15. Instruct students on how to locate people by providing a large city map with places clearly indicated. Provide students with a cut-out figure (Sylvie), and ask them to indicate Sylvie's location on the map, for example, <i>Où est Sylvie ?</i> Instruct students to respond with a sentence that combines a preposition with a place, for example, <i>Sylvie est devant la poste/Sylvie est près de la gare</i>.</p> <p>16. Teach expressions such as <i>Tourne/Tournez à gauche/droite; Va/Allez tout droit</i> using a map of a town. Teach when to use the <i>tu</i> and <i>vous</i> forms, and have students reflect on informal and formal speech in English. When appropriate, add <i>puis</i> to sentences.</p> <p>17. Introduce <i>à gauche/droite de</i> using the city map. Revise the preposition <i>à</i> and remind students of the use of <i>à la, à l'</i> or <i>au</i>. Mark Sylvie's starting point on the map and ask students <i>Où est la gare ?</i> Call on one student to give the first part of directions, another student for the second part, and another, etc. until Sylvie reaches the destination. Repeat until students feel comfortable enough to give a whole set of directions on their own. Next, mark a beginning position on the map and give a set of directions. Ask students <i>Où est l'école ?</i> to see if they are able to follow directions. If necessary, review anything that seems difficult for the students, for example, <i>Où est l'école ? Tourne à gauche. L'école est près de la poste</i>.</p> <p>18. Display new vocabulary on <i>le mur de mots</i>. Instruct students to write vocabulary, sentences and translations for future reference in their <i>dossier</i>.</p> <p>19. Provide students with a smaller version of the city map and assign them to pairs to practise directions as follows:</p> <ul style="list-style-type: none"> • one student places a figure on a starting point and gives a set of directions • the other student follows the directions provided by moving the figure and tells the student the destination, for example, <i>A la poste !</i> <p>20. Place a set of cards with names of buildings, such as, <i>la poste, l'école, la banque, la pharmacie, le magasin, la bibliothèque</i> and/or <i>la boulangerie</i> around the classroom. Give instructions to a student to turn right/left, go straight ahead or stop (<i>Arrête !/Arrêtez !</i>) If done correctly the student arrives at a nominated location. Repeat several times and change the location of the buildings and the cards.</p> <p>21. Model a conversation to ask for directions. Write the conversation on the whiteboard and role play it with a student, for example:</p> <p>A: <i>Pardon, où est la piscine ?</i> B: <i>Tourne à gauche et puis à droite. La piscine est à côté du stade/C'est à côté du stade.</i> A: <i>Merci. Au revoir.</i> B: <i>Je t'en prie. Au revoir.</i></p> <p>Ask students to copy the conversation in their <i>dossier</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in interactions seeking and sharing information about going places ▪ use the pronouns <i>il</i> and <i>elle</i> and the preposition <i>chez</i> ▪ use parts of the verb <i>aller</i> ▪ extend the script of a role play ▪ participate in interactions, activities and games seeking and sharing information about directions and locations. 	<p>Book <i>Où est Charlie ?</i> Handford, M. (1998). <i>Où est Charlie ?</i> Paris: Gründ.</p> <p>Microsoft PowerPoint application presentation Audiovisual clip Places Around Town https://www.youtube.com/watch?v=lsWiPNwf0Eo</p> <p>Large city map featuring roads, shops, places of significance</p> <p>Cut-out figures of characters and smaller versions of a city map</p> <p><i>Le mur de mots</i> Workbook <i>Dossier</i></p> <p>Smaller versions of city map Scripts with role plays about how to ask for directions</p> <p>Posters to label walls and desks to transform the classroom into a city</p> <p>Whiteboard</p> <p>Workbook <i>Dossier</i></p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> Formal assessment using the following activities: <i>Je me présente</i> Part A – reading for information in written text from a French friend. Part B – composing an informative and descriptive letter to a French-speaking friend. 	Assessment Je me présente accessible on the School Curriculum and Standards Authority website
6–10	<p>En ville Students interact with others exchanging information about their neighbourhood.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recall and spell vocabulary relating to places in their neighbourhood, using the definite and indefinite articles ask for and respond to directions associate reasons with why they would go to places in their neighbourhood initiate interactions with peers about the places in their neighbourhood and what they might do there 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu –é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, -<i>er</i>, -<i>ir</i> and -<i>re</i> verbs and common irregular verbs such as <i>avoir</i>, <i>être</i>, <i>aller</i> and <i>faire</i> formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?; As-tu une piscine chez toi ?; Tu as une piscine chez toi ?</i> understanding the function of verb moods, recognising and knowing how to use imperatives, for example <i>Commence !; Écoutez !; Allons-y !</i> using additional prepositions to indicate direction or location, for example, <i>à gauche</i>, <i>à droite</i>, <i>à côté de ...</i> 	<ol style="list-style-type: none"> Introduce the focus <i>En ville</i> by presenting a series of flashcards with images of places in a town. Ask students to assist in sorting cards for <i>le cinéma; la mairie; la boulangerie; la pâtisserie; la banque; la bibliothèque; le grand magasin; le marché; le supermarché; le café; l'église; l'école; la poste; le stade; le zoo; le gratte-ciel; le théâtre; la plage; la piscine; l'hôpital; l'hôtel; la gare</i> and <i>l'aéroport</i> into three categories: <i>le, la</i> and <i>l'</i>. Emphasise pronunciation of words with silent <i>h</i> (<i>hôpital</i> and <i>hôtel</i>) and <i>é</i> (<i>café</i> and <i>musée</i>) using, firstly, the flashcards of the images, and then the words written on the whiteboard. Play the audiovisual clip of the song Quand je vais à l'école. Play the clip a second time and ask students to listen and write three locations, including the definite articles. Ask students to call out their words and write them on the whiteboard in the columns <i>le, la</i> and <i>l'</i>. Ask students to draw up a table with six columns in their <i>dossier</i> with the headings: <i>mot, le, la, l', m/f</i>, meaning in English. Teach students how to use a bilingual dictionary to find the gender of a noun. Instruct students how to find words in the French section of a dictionary and to use the references <i>f</i> (fem.) or <i>m</i> (masc.) to indicate gender. Prepare a Dictionary Detective Search sheet of a list of about 15 new nouns relating to places in their neighbourhood. Arrange students into groups and provide each group with the list. Advise students to use two different coloured pens to indicate the gender and corresponding indefinite article for each word. The indefinite articles are also used in the audiovisual clip Learn French – City Buildings Vocabulary. Introduce students to the construction <i>Je vais + à</i> and explain the contraction <i>au</i>. Provide students with examples of the structure on the whiteboard and ask them to copy them into their <i>dossier</i>. Provide students with poster-sized paper and instruct them to draw the places (or symbols of the places) mentioned in the song Quand je vais à l'école. Arrange the posters around the classroom in the order they are mentioned in the song. Assign students to groups and ask them to act out the lyrics as they walk towards the posters. Support groups of students to create their own version of the song Quand je vais à l'école to present to another audience. As extension, students could be asked to change the subject of the song from <i>je</i> to another person, for example, <i>elle va, il va, or on va</i>. Provide students with access to <i>Kahoot</i> to revise vocabulary and phrases related to the focus <i>En ville</i>. Place <i>En ville</i> posters around the classroom. Arrange students in pairs and ask each pair to take turns to ask for, and to provide directions to, one of the places, for example, <i>Où est la gare ? Allez tout droit, puis tournez à gauche. C'est à côté de la bibliothèque.</i> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in interactions, activities and games seeking and sharing information about their neighbourhood recall vocabulary relating to places in their neighbourhood spell the names of places in their neighbourhood recognise and use the indefinite article for places in their neighbourhood ask for directions and respond accordingly. 	<p>Flashcards with pictures of places in a city</p> <p>Microsoft PowerPoint application <i>En ville</i></p> <p>Student booklet <i>En ville</i></p> <p>Whiteboard</p> <p>Song Quand je vais à l'école https://www.youtube.com/watch?v=3zRAjXA8uJg</p> <p>Workbook Dossier</p> <p>Reference Bilingual dictionaries</p> <p>Activity sheet Dictionary Detective Search</p> <p>Two different coloured pens</p> <p>Audiovisual clip Learn French – City Buildings Vocabulary https://www.youtube.com/watch?v=OAh2LcGzQ1k&list=PLAE01D3F65441538F</p> <p>Whiteboard</p> <p>Poster-sized paper</p> <p>Song Quand je vais à l'école https://www.youtube.com/watch?v=3zRAjXA8uJg</p> <p>Electronic devices for <i>Kahoot</i> application</p> <p>Stationery to produce posters/props</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations</p>		

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–6	<p>Dans ma ville il y a ... Students design, illustrate and label their own town.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • match a phrase or symbol to a place • provide a reason why they go to a particular place • respond to the question <i>Pourquoi ?</i> • identify common French clichés in a song • use on in a variety of ways • identify and label places in French • use <i>il y a</i>, prepositions and adjectives to describe features of the town • create a poem about their town 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu -é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous</i> + present tense of verbs associated with familiar actions and environments, -<i>er</i>, -<i>ir</i> and -<i>re</i> verbs and common irregular verbs such as <i>avoir, être, aller</i> and <i>faire</i> • formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?; As-tu une piscine chez toi ?; Tu as une piscine chez toi ?</i> • understanding the function of verb moods, recognising and knowing how to use imperatives, for example <i>Commence !; Écoutez !; Allons-y !</i> • using additional prepositions to indicate direction or location, for example, <i>à gauche, à droite, à côté de ...</i> <p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns,</p>	<ol style="list-style-type: none"> 1. Prepare a set of cards with symbols representing the products associated with places in their neighbourhood, for example, <i>des livres/la bibliothèque, une baguette/la boulangerie, une peinture/le musée</i>. Provide a list of the symbols associated with each place and drill them with students. Ask students to copy the list of symbols and place names in their <i>dossier</i>. 2. Provide students with opportunities to practise associating the place in their neighbourhood with the corresponding symbol of a product by playing the Memory game. Arrange students in groups of three or four. Ask students to place cards face down on the desk and take turns to reveal two cards to find a matching pair, while naming the cards. Extend the opportunity to practise new vocabulary by adding some verb cards to the sets used in the Matching game and Memory game cards. Model sentence that can be constructed using the cards, for example, <i>Croissant - J'aime les croissants !; Train - Je prends le train; Football - J'adore le football !</i> Call on students to select cards and form new sentences. Write the sentences on the whiteboard and ask students to copy them in their <i>dossier</i>. 3. Show some slides of places in the local community and state why people might visit these places, for example, <i>Je vais à la boulangerie. J'ai faim !</i> 4. Explain the rules and play a modified game of Pictionary, that is, draw a symbol on the whiteboard and invite students to guess the French sentence that is represented by the symbol, for example, <i>J'aime les croissants !; J'aime les livres !; J'ai chaud; Je veux voir des peintures</i>. 5. Arrange the class into two groups. Give one group a card with a place or symbol of a place in the local community and the other group a card with a statement that expresses a reason for going to the place. Students interact with each other to find their matching card, for example, <i>Je vais à la piscine/J'ai chaud !</i> or <i>Je vais à la boulangerie/J'aime le pain au chocolat</i>. 6. Explain to students the words <i>Pourquoi ?</i> and <i>Parce que/qu' ...</i>, for example, <i>Pourquoi vas-tu à l'hôpital ? Parce que je suis malade</i>. Ask students to complete an activity by writing <i>Parce que/qu'</i> in the space provided and choosing a suitable reason from two choices, for example, <i>Pourquoi va Jean à la piscine ? Parce qu'il aime le pain au chocolat/Parce qu'il a chaud</i>. 7. Display the verbs <i>vouloir, pouvoir</i> and <i>aimer</i> on the whiteboard. Explain that <i>les verbes</i> need to be conjugated in order for them to be used in sentences. Write the conjugation of the regular -<i>er</i> verb <i>aimer</i>. Introduce the irregular verbs <i>vouloir</i> and <i>pouvoir</i> and conjugate the <i>je</i> and <i>on</i> forms in the present tense. Explain the use of <i>on</i> and its equivalent in English ('we', 'people', 'you' in general). Explain that <i>on</i> is used all the time in Quebec instead of <i>nous</i>, the other French word for 'we'. Write some examples of sentences using the verbs in relation to places in the neighbourhood, for example, <i>À la boulangerie je peux/on peut acheter du pain</i>. Invite students to form sentences and write them on the whiteboard. Practise pronunciation of the sentences with students reading them aloud. 8. Write on the whiteboard a conversation between two friends who ask one another where they are going and the reason why, and role play it with a student, for example: A: <i>Bonjour.</i> B: <i>Bonjour.</i> A: <i>Tu vas où ?</i> B: <i>Je vais à la boulangerie.</i> A: <i>Pourquoi ?</i> B: <i>Parce que je veux un croissant. Et toi ? Tu vas où ?</i> B: <i>Je vais à la piscine.</i> 	<p>Workbook Dossier</p> <p>Game Memory game, using a set of image and symbol cards</p> <p>Game Matching game, using a set of cards with symbols</p> <p>Whiteboard</p> <p>Workbook Dossier</p> <p>Sets of Memory cards of products/services, places and symbols</p> <p>Set of verb cards to compliment the products/services, places and symbols cards used in the Matching game and the Memory game</p> <p>Slides of places in the local community, using Microsoft PowerPoint application</p> <p>Game Pictionary</p> <p>Whiteboard</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and French-speaking contexts and identify ways in which culture influences language use</p>	<p>grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>A: <i>Pourquoi ?</i> B: <i>Parce qu'il fait chaud. Au revoir.</i> A: <i>Au revoir. (A plus tard.)</i></p> <p>9. Assign students a partner to develop a conversation similar to the one modelled. Explain to students that they are to write a role play between two people who discuss visiting certain places in their neighbourhood. Discuss the assessment rubric, display the VCOP poster and model ways students can extend their script with the use of filler words and imperatives such as <i>Commence! Écoutez !</i> and/or <i>On y va !</i> Once students have submitted their draft, provide feedback on how the script may be improved. Listen to students as they practise their role play with their partner and provide support with pronunciation. Ask them to record and edit the performance. Play the role play performances to the class. Ask students to evaluate the performance, using the assessment rubric. Provide this feedback to students and ask them to reflect on how they might improve on their performance next time.</p> <p>Assessment</p> <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> writing and performing the script of a role play. <p>10. Revise vocabulary and language structures related to buildings and places found in the city using a map, flashcards and/or an audiovisual text. Read the poem <i>Dans Paris il y a une rue ...</i> to students to revise the expression <i>il y a</i>. Provide a copy of the poem with some missing words and ask students to complete the blanks by listening to the poem again. Read the poem with students, focussing on pronunciation, pitch, rhythm and intonation.</p> <p>11. Cut up the stanzas of the poem <i>Dans Paris il y a une rue ...</i> Provide the stanzas and a set of corresponding images to groups of students, and ask them to match the stanzas with the pictures and place in order. Ask groups to walk around and compare their results. Play the poem for the students and ask them to check their order and adjust if required. Students could memorise and recite the poem.</p> <p>12. Introduce the task <i>Dans ma ville il y a ...</i> where students design their own town and label places and buildings in French.</p> <p>13. Instruct students on the conventions of the poem <i>Dans Paris il y a une rue ...</i> and support them in creating and reciting their own poem based on its style, but using the places in their town. Ask students to present their poems in groups to the class. Prompt students to ask questions about each other's towns, for example, <i>Est-ce qu'il y a une piscine ?; Où est la boulangerie ?</i></p> <p>14. Organise an exhibition to share the town designs and poems with a wider audience.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in interactions seeking and sharing information about why they would go to some city buildings and places use the expression <i>il y a</i> orally and in written work identify and label places on a town map and/or match a phrase or symbol to a place use prepositions and adjectives to describe features of a town use new vocabulary and models presented to create their own poem accurately pronounce new words, phrases and sentences. Formal assessment using the following activity: <i>Ma communauté</i> Part A – reading text and matching places with information about them Part B – reading names of places and drawing them 	<p>Assessment rubric</p> <p>VCOP Poster</p> <p>Device for recording role plays</p> <p>Poem <i>Dans Paris il y a une rue ...</i> by Paul Elouard https://poetrytreasures.wordpress.com/2016/11/27/dans-paris-il-y-a-une-rue/</p> <p>Audiovisual text of poem <i>Dans Paris il y a une rue ...</i> https://www.youtube.com/watch?v=oNieqs36c3A</p> <p>Cut up print-out of <i>Dans Paris il y a une rue ...</i> and images that represent <i>une maison, un escalier, une chambre, un tapis, une cage, un nid, un oeuf</i> and <i>un oiseau</i></p> <p>Activity <i>Dans ma ville il y a ...</i></p> <p>Resources and technology for building or designing a town, such as A3 paper for a poster with drawings; 3D model with boxes as buildings, building blocks, animation applications</p> <p>Reference Bilingual dictionaries</p> <p>Assessment task <i>Ma communauté</i>, accessible on the School Curriculum and Standards Authority website</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
7–10	<p>J'achète une maison en France ! Students interact with others to research and choose a property in a French town that meets a set of criteria.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • read and gather information from a real estate website • understand key vocabulary related to real estate properties • describe a real estate property and its situation 	<p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and French-speaking contexts and identify ways in which culture influences language use</p>	<p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?</i>; <i>As-tu une piscine chez toi ?</i>; <i>Tu as une piscine chez toi ?</i> <p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>Part C – writing a description for a design of a new town Part D – presenting the design orally to the class.</p> <ol style="list-style-type: none"> 1. Tell students that they are going to pretend to buy an imaginary house or apartment in a French town. To do this they will have to be familiar with French websites. Indicate that it is not necessary to understand every word on a webpage; the point is to get a flavour of the property and to make intelligent guesses of unknown vocabulary. Discuss how to navigate a French real estate website. 2. Indicate to students that prices are in euros. Ask students to research the exchange rate and prices of houses or apartments in Australia and compare them to French equivalents. 3. Indicate that French dwellings usually have <i>chauffage central</i> and other relevant facts that help students understand important aspects of the text. 4. Identify important words that will help them to choose their property, such as, <i>appartement</i>, <i>nombre de pièces</i> and <i>surface habitable</i>. Point out that Australians tend to choose their properties by the number of bedrooms and bathrooms and the number of cars the garage can accommodate, whereas French people refer to the number of rooms (not including the kitchen and the bathroom) and the size of the house or apartment in square metres (<i>mètres carrés</i>). 5. Instruct students to choose a house or apartment from a French website and respond to questions or complete a table. Questions could include: In which town is the property? In what part of France is the town? What does the area around the town look like? How big is the property? How many rooms does this property have? What are they? Does the property come with <i>un parking</i>? What other features does this property have? 6. Ask simple questions in French about their properties using intonation to formulate them, for example, <i>Il y a un garage ?</i> Point out that this is an alternative to using <i>Est-ce que ... ?</i> 7. Ask students to access French real estate websites, such as, <i>Bien'ici</i> or <i>Immogo !</i> to 'buy' a property. Ask them to choose a town or city to research their property. Discuss geographical features of some areas of France, for example, mountainous and coastal areas or where the weather suits their needs, such as a Mediterranean or cold climate. The class could concentrate on one area of France, for example, <i>des villes/villages au sud de la France</i>. 8. Divide the class into groups of four and provide students with a brief for the 'purchase' of a French property. Ask students to individually choose a property from a French website and complete a table in French about its features. Ask students to prepare a poster or PowerPoint presentation for their group with images of, and captions about, their chosen property. 9. Ask students to share their chosen property with the others in their group and, together, determine the most suitable. Encourage students to 'sell' their property to the others and use known expressions, for example, <i>La maison se trouve au nord de la France. Il y a deux étages.</i> 10. Instruct the group to modify/improve the description of the property and its amenities, perhaps by combining all features from individuals' work. Instruct the groups to develop a presentation with oral and visual information so the class can choose the overall best property that fits the brief. <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in interactions seeking information about real estate properties ▪ participate in interactions sharing information about real estate properties in written and/or oral forms. 	<p>French real estate websites https://www.bienici.com/recherche/achat/france https://www.immogo.com/</p> <p>Set of briefs, for example:</p> <ul style="list-style-type: none"> • a family of four who love the mountains • a couple who wish to live close to the sea • a single person wishing to renovate a property • a family with many children who need to be close to a city centre or schools <p>Access to internet and applications such as Microsoft PowerPoint</p>

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>On va au café ? Students buy food and drink items in a café.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> understand vocabulary relating to cafés, using indefinite articles, for example, <i>un café crème</i> make transactions in a café by ordering, and paying for items understand and use numbers to 100 understand cultural norms associated with shopping transactions 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu –é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?; As-tu une piscine chez toi ?; Tu as une piscine chez toi ?</i> understanding the function of verb moods, recognising and knowing how to use imperatives, for example <i>Commence !; Écoutez !; Allons-y !</i> <p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in French as it is used in different contexts by</p>	<ol style="list-style-type: none"> Display around the classroom the cards with images of buildings in the neighbourhood previously discussed and review them with students. Ask students to draw three columns and label the headings <i>Oui, Non</i> and <i>Peut-être</i> in their <i>dossier</i>. Ask students to write places in the appropriate column that answer the question <i>Est-ce qu'on peut y acheter quelque chose à manger ?</i> Display the statement <i>Tu veux une limonade</i>. Restate the sentence using <i>Est-ce que ... ?</i> and revise its function in turning statements into questions. Provide opportunities for students to practise the construction and to formulate questions. Include sentences starting with vowels so that students see and use <i>Est-ce qu'...</i> ? Provide opportunities to revise the numbers 1–100, engaging students in, for example, learning to sing a numbers song, such as, <i>French numbers 1–100</i>, or <i>On compte de 1 à 100</i>, or playing the game Plus haut/Plus bas. For this game, secretly write a number on a piece of paper. Tell the students the range of numbers that could be included, adjusting this according to the students' proficiency. Ask a student to guess the number. Answer with <i>Plus haut</i> if the number is higher, or <i>Plus bas</i> if lower. Ask other students to guess the number until someone guesses correctly. Teach the expressions <i>C'est combien ?/Ça fait combien ?</i> and the response <i>Ça fait ... euros, (s'il vous plaît)</i>. Provide some real or facsimile euros. Explain the system of notes and coins and the history of the old currency. Explain that Switzerland, which has a French-speaking area, uses Swiss francs. Teach vocabulary associated with purchasing café food and drink. Practise vocabulary by playing Kim's game. Display up to ten items on a table, name each in French and ask students to repeat the names. Ask students to close their eyes and while they do, remove one or more item(s) and hide those remaining under a cover. Invite students to open their eyes. Remove the cover, ask students <i>Qu'est-ce qui manque ?</i> and provide students with opportunities to take turns in naming the missing item(s). Teach expressions that are useful for ordering and receiving food and drink in a café, for example, <i>Vous désirez ?</i> Teach students that all transactions involving people they do not know must use the <i>vous</i> form of verbs, and that French-speakers consider it rude to use the <i>tu</i> form. Role play a conversation about ordering drinks and snacks in a café with students. Model statement and question intonation. Arrange students in pairs and provide them with scripts to read and memorise. Ask students to practise and act out their dialogues. Discuss cultural norms related to shopping in France and other countries. Explain that in France, for example, it is not common to make small talk or ask a shop assistant about their day. It is also considered inappropriate to ask for a discount on an item, or to bargain, even when shopping at a local market. Explain that this is not the case in other Francophone countries, such as Egypt or Morocco, where bargaining with a market stall owner is expected. Provide students with opportunities to complete activity sheets and multiple-choice quizzes to practise matching the verb form of <i>-er</i> verbs to their subject pronoun. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in interactions, activities and games seeking and sharing information about café culture use correct pronunciation and intonation for questions and statements use indefinite articles with vocabulary relating to café items 	<p>Student booklet for Term 3 with activities and wordlists</p> <p>Workbook Dossier</p> <p>PNI (positive, negative and interesting) chart template https://qdhr.wa.gov.au/learning/teaching-strategies/making-decisions/pni</p> <p>Game Plus haut/Plus bas</p> <p>Audiovisual text of song French numbers 1–100 by Alain Le Lait https://www.youtube.com/watch?v=DnrTrbJ6mYs</p> <p>Audiovisual text of song <i>On compte de 1 à 100</i> by Juli Powers https://www.youtube.com/watch?v=FSSESUz5PV0</p> <p>Real or facsimile euros</p> <p>Items for Kim's game</p> <p>Transcript of dialogues related to purchasing food and drink in a café</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and French-speaking contexts and identify ways in which culture influences language use</p>	<p>different people such as formal/informal register and regional variations</p> <p>Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<ul style="list-style-type: none"> ▪ role play a dialogue where a transaction in a café is made. • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ listening to texts of people ordering food and drink in a café and recording what is ordered. 	<p>Audio of people ordering food and drink and accompanying response sheet</p>
6–10	<p>Au marché !</p> <p>Students exchange information about the types of markets in France and the francophone world, and plan their own French Market Day.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • translate vocabulary related to food into English • buy food at the markets in French • use some expressions of quantity, for example, <i>beaucoup de, un kilo de</i> • organise a stall for the French market • make a product that can be sold at the market and explain the relevance to French-speaking communities • convey information relating to the French market on a poster in French 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or</p>	<p>Recognise and apply features of intonation and pronunciation such as using liaisons (<i>joyeux anniversaire</i>), silent letters (<i>h</i>), the <i>aigu – é</i> and conveying meaning with pitch, stress and rhythm</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on/vous + present tense of verbs associated with familiar actions and environments, -er, -ir and -re verbs and common irregular verbs such as avoir, être, aller and faire</i> • formulating questions using <i>Est-ce que ... ?</i> and recognising the inverted form of the verb, or changed intonation, for example, <i>Est-ce que tu as une piscine chez toi ?; As-tu une piscine chez toi ?; Tu as une piscine chez toi ?</i> 	<ol style="list-style-type: none"> 1. Introduce the focus <i>Au marché !</i> and the French market experience by showing the audiovisual clip A visit to a Paris market up to 2:22 minutes. Ask students to describe the similarities and differences in the way their family, and David Lebovitz in the audiovisual clip, shops. 2. Explain to students that class activities will support them in preparing for the French class market stall. Their participation and interaction in class activities will earn them class tokens that they can exchange for items at the stall. 3. Play the audiovisual text Immersive French market experience of Alex visiting a market in Paris. Instruct students to make a list in their <i>dossier</i> of the market products in the text, and colour-code the masculine and feminine words. 4. Provide students with an activity booklet containing vocabulary, expressions and a range of games and activities to practise basic vocabulary relating to shopping and markets. 5. Teach students the rules of the game Salade de fruits, the French version of the Fruit salad game. Use French words for different fruits. 6. Play the audiovisual clip of the song J'aime les fruits. Challenge students to memorise as many fruits as possible. Once they have viewed the text twice, ask them to write the list of fruits in their <i>dossier</i>. Ask students to call out their list and write the new vocabulary on the whiteboard. Ask students to correct the spelling of the fruit vocabulary in their <i>dossier</i> if required. 7. Provide opportunities to practise vocabulary associated with fruit by playing the Memory game or Kim's game. 8. Provide students with activity sheet La pyramide alimentaire and a bilingual dictionary. Instruct them to label the items in a food pyramid. 9. Introduce <i>beaucoup de</i> and <i>peu de</i> by discussing with students the food items in the food pyramid, for example, <i>Je mange beaucoup de fruits mais peu de chocolat</i>. Students draw and label foods in a template of a food pyramid, according to how much they consume of the items. Arrange students in pairs and ask them to share their information. Call on students to name some of the items in their pyramid and write them on the whiteboard. Support students to form sentences related to the class findings, for example, <i>Nous mangeons beaucoup de légumes et peu de bonbons</i>. 10. Teach expressions of quantity, such as, <i>un (demi) kilo de ...; 100 grammes de ...</i> 11. Review vocabulary and phrases related to food items through the Languages Online website and track their learning by noting completed tasks on a checklist. 	<p>Audiovisual clip A visit to a Paris market by chef David Lebovitz https://www.youtube.com/watch?v=wT8Xvow8bXA</p> <p>Tokens</p> <p>Audiovisual text Immersive French market experience ... Paris Flog #1 https://www.youtube.com/watch?v=Uc9uZyDNfts</p> <p>Workbook Dossier</p> <p>Student activity booklet <i>Au marché !</i></p> <p>Game Rules for Fruit salad/Salade de fruits available at https://www.kidspot.com.au/things-to-do/activity-articles/fruit-salad-game/news-story/0571e602980265ca682fcf2adef00706</p> <p>Song J'aime les fruits, Alain le lait https://www.youtube.com/watch?v=nJ03KjwiIVM</p> <p>Workbook Dossier</p> <p>Whiteboard</p> <p>Images or fruit for Kim's game</p> <p>Set of cards for Memory game. Each set has two cards of each fruit</p> <p>Reference Bilingual dictionaries</p> <p>Activity sheet La pyramide alimentaire available from https://www.education.vic.gov.au/languagesonline/french/sect34/pdfs/print01.pdf</p> <p>Food Pyramid template http://www.urlspark.com/post_free-printable-food-pyramid-template_491354/</p> <p>Whiteboard</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>adapted from events, characters or settings</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and French-speaking contexts and identify ways in which culture influences language use</p>	<ul style="list-style-type: none"> understanding the function of verb moods, recognising and knowing how to use imperatives, for example <i>Commence !; Écoutez !; Allons-y !</i> <p>Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>12. Revise phrases used to buy items in a café and support students to adapt them in order to buy fruit and vegetables at a market. Role play a dialogue involving a market stall holder and a shopper, for example: A: <i>Bonjour Madame.</i> B: <i>Bonjour Monsieur.</i> A: <i>Vous désirez ?</i> B: <i>Je voudrais un kilo de carottes, s'il vous plaît.</i> A: <i>Oui. Et avec ça ?</i> B: <i>Je voudrais cinq cent grammes de fraises aussi.</i> A: <i>Voilà !</i> B: <i>Merci. C'est tout. Ça fait combien ?</i> A: <i>Ça fait douze euros.</i> B: <i>Voilà !</i> A: <i>Merci. Au revoir.</i> B: <i>Au revoir. (Bonne journée.)</i></p> <p>13. Replay the audiovisual text A visit to a Paris market or Dialogue Français 'Au marché' and ask students to take notes on the different types of markets and useful words and phrases to use when shopping there. Ask students to call out what they have noted and write them on the whiteboard for students to copy in their <i>dossier</i>.</p> <p>14. Instruct students on how to play Jouer à la marchande. Model some simple scripts to use as they shop for fruits and vegetables at the market. Set up a market stall and call on students to take turns buying products.</p> <p>15. Plan the French market day logistics. Arrange students into groups responsible for acquiring products to sell; advertising the event in and outside the school; obtaining permission and/or enlisting parent help.</p> <p>16. Check students' understanding of print advertisement (poster) conventions, for example, informal tone; engaging title; practical information such as date, time and venue; images of advertised products; use of colour; setting out; and size of font. Provide examples of French advertisements to view and discuss the conventions. Revise how to write the time (24-hour clock), day and date in French, and provide some useful expressions.</p> <p>17. Play the audiovisual clip of Marché de Noël de Strasbourg, a Christmas market in Strasbourg. Point out the importance of lights for Christmas in the northern winter.</p> <p>18. Provide a copy of the lyrics of the song Au marché, with the words that rhyme blanked out, but at the bottom of the page. Ask students to predict the words to fill the blanks. Scaffold the exercise by having students say the words aloud and make matching pairs if necessary. Play the song and ask students to correct their predictions. Practise the song to perform for an audience on the French market day.</p> <p>19. Discuss which items may be suitable for the market. Ask students to choose the items to make or bring, for example, soaps or bath salts, flowers or seedlings in little pots, Christmas decorations, origami stars, the <i>sablés Breton</i>, greeting cards and wrapping paper. Make suitable products, using as much instructional language in French as possible.</p> <p>20. Ask students to stock the market stall with items and write labels and prices (number of tokens) for each item. Display a sign with the opening hours of the stand, for example, <i>Ouvert lundi de 12h30 à 13 heures</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in interactions seeking and sharing information about French markets, and buying and selling food, drink and/or market items use a bilingual dictionary 	<p>Reference Bilingual dictionaries</p> <p>Languages practice through Languages Online Section 34 https://www.education.vic.gov.au/languagesonline/french/sect34/index.htm</p> <p>Reference Bilingual dictionaries</p> <p>Audiovisual text A visit to a Paris market with chef David Lebovitz https://www.youtube.com/watch?v=wT8Xvow8bXA</p> <p>or</p> <p>Audiovisual text Dialogue Français 'Au marché' https://www.youtube.com/watch?v=CfNgrCdxrv5</p> <p>Whiteboard</p> <p>Workbook Dossier</p> <p>Game Jouer à la marchande, with objects such as a cash register, fruit, vegetables, scales</p> <p>Examples of French posters</p> <p>Audiovisual text Marché de Noël de Strasbourg https://europevideoproductions.com/france-belgium/strasbourg-christmas-market-alsace/</p> <p>Song Au marché by Henri Dès https://www.youtube.com/watch?v=3btm13Dm7m0</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> ▪ use new vocabulary and sentence structures to write a role play ▪ follow instructional language to make items for the market stall ▪ label items for the market stall. • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ designing a promotional poster/flyer for a French market day. 	