



## SAMPLE TEACHING AND LEARNING OUTLINE

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**FRENCH: SECOND LANGUAGE**  
**YEAR 9 (PRE-PRIMARY – YEAR 10 SEQUENCE)**

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## **Acknowledgement of Country**

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

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

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

#### **Time allocation on which the outline is based**

Two hours of teaching per week, over one year

#### **Prior knowledge**

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in French, focusing on extending their oral and written communication skills and their understandings of French language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the French: Second Language Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/french-p-10>

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

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

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

## French: Second Language Year 9 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – <i>L'adolescence</i> (Adolescence)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, <i>Quand j'avais dix ans...</i>; <i>Maintenant...</i>; <i>À l'avenir...</i>; <i>C'est bien/dûr d'être ado car...</i>; <i>À mon avis...</i>; <i>À ton avis ?; Si tu me demandes...</i>; <i>Je ne suis pas d'accord du tout</i></p> <p>Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers</p> <p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p>Discuss how imaginative texts reflect French cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience</p> <p>Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, <i>les chants d'amours, les virelangues, les récits de guerre, le rap, le rock</i></p>	<p>Increase control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents</p> <p>Increase control of context-related vocabulary and extend knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> <li>understanding the function of verb tenses to situate events in time, for example, <i>Ils vont partir demain matin; Je suis allée en France quand j'avais six ans</i> and to express intention or desire, for example, <i>Je voudrais bien aller à Tunis avec toi l'année prochaine !</i></li> <li>recognising variations in conjugation for verbs such as <i>nettoyer, envoyer, essayer, appeler, acheter, manger</i>, for example, <i>nous mangeons, j'essaie</i></li> <li>consolidating the use of <i>le passé composé</i>, using verbs conjugated with <i>être</i> as the auxiliary that involve agreement between subject and past participle, for example, <i>Elles sont parties hier matin</i></li> <li>using <i>l'imparfait</i> to distinguish between a completed and a continuing action in the past, for example, <i>Nous étions déjà au lit quand Papa a téléphoné</i></li> </ul> <p>Examine the interrelationship between different text types, language choices, audience, context and purpose</p> <p>Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation</p>	<p>Students maintain interactions orally and in writing to share and compare personal opinions about aspects of teenage life and relationships. They also access and exchange information about teenage life in Australia and France.</p> <p><b>Assumed prior learning</b></p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the French: Second Language Year 8 (Pre-primary – Year 10 sequence) syllabus.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>consolidating linguistic elements related to sharing feelings, views, opinions and experiences covered in the Year 7 and Year 8 syllabus; for example, <i>Hier soir, je suis allé au cinéma avec mes amis.; Nous nous sommes bien amusés.; Ce que je déteste/j'adore, c'est... parce que c'est...</i></li> <li>comparing life at primary school and life at secondary school; for example, <i>La vie était plus simple.; Il y avait moins de devoirs.; Nous jouions beaucoup plus.</i></li> <li>expressing recommendations; for example, <i>Prends le temps de grandir !; Ne sois pas si pressé !; Ralenti !; Profite de ton temps en primaire !; Ne crois pas tout ce qu'on te raconte !</i></li> <li>relating facts about life as a teenager; for example, <i>Je n'ai pas beaucoup de temps pour moi.; Les journées sont longues.</i></li> <li>discussing life at primary school, using the perfect tense; for example, <i>À l'école primaire, j'ai beaucoup joué au foot pendant la récréation.</i></li> <li>relating to habits or facts in the past, using the imperfect tense; for example, <i>Quand j'étais à l'école primaire/petit(e)/Quand j'avais ton âge, c'était très amusant.</i></li> <li>asking and giving information about themselves and their friends such as name, age, personality, family, origins; for example, <i>Je m'appelle Sebastien et j'ai 14 ans, je suis intelligent et ma famille est originaire du sud de la France, donc mes parents ont un accent du sud assez prononcé.</i></li> <li>describing their interests and the groups they belong to; for example, <i>Je fais partie d'un groupe de théâtre/d'une équipe de football.; Je m'intéresse à...; Ce que je préfère faire est...; Ma passion est...</i></li> <li>discussing aspects of teenage life and making comparisons; for example, <i>Quand j'étais à l'école primaire, je n'avais pas besoin de réveil car ma maman venait me réveiller. Maintenant, à l'adolescence, mes parents me donnent plus de responsabilités et je dois me lever tout(e) seul(e).</i></li> <li>sharing experiences and opinions about relationships with friends and family; for example, <i>Ma relation avec mes parents est assez difficile car nous avons des avis très différents à propos de mes choix vestimentaires et de mes amis.; Mon meilleur ami et moi, nous entendons très bien car nous nous connaissons depuis la maternelle et partageons les mêmes intérêts.</i></li> <li>talking about past, present and future events related to growing up; for example, <i>À l'école primaire, nous avions beaucoup moins de devoirs.; Cette année, au collège, il faut être bien organisé car il y a beaucoup plus d'activités que l'année dernière.; Pendant les vacances, nous irons rendre visite à mes grands-parents.</i></li> <li>expressing feelings and opinions about teenage life; for example, <i>Mes parents ne me comprennent pas.; C'est injuste.; On me traite toujours comme un bébé !; Lache-moi les baskets !</i></li> </ul>	<p><b>Audiovisual texts</b></p> <p>Loescher Editore video – Français - Journal des ados: L'école (avec sous-titres)  <a href="https://www.youtube.com/watch?v=s3BUKsZldj4&amp;t=3s">https://www.youtube.com/watch?v=s3BUKsZldj4&amp;t=3s</a></p> <p>Jen Bultman – A Day in the life of French teenagers  <a href="https://www.youtube.com/watch?v=YeQJlf_UTY">https://www.youtube.com/watch?v=YeQJlf_UTY</a></p> <p>i-D – What's It Like to Be A 16-Year-Old In Paris Today   i-D  <a href="https://www.youtube.com/watch?v=ADrIrx2vFts">https://www.youtube.com/watch?v=ADrIrx2vFts</a></p> <p>Easy French – When to use “Tu” and “Vous” in French   Super Easy French 87  <a href="https://www.youtube.com/watch?v=BSkPkALZxjw">https://www.youtube.com/watch?v=BSkPkALZxjw</a></p> <p>Learn French with Pascal – French Imperative Mood  <a href="https://www.youtube.com/watch?v=V8PJE8iHJs">https://www.youtube.com/watch?v=V8PJE8iHJs</a></p> <p>Campus Langues – Les salutations en français  <a href="https://www.youtube.com/watch?v=DJSMzUXkAQg">https://www.youtube.com/watch?v=DJSMzUXkAQg</a></p> <p>French Learning Hub – Le Présent de l'indicatif  <a href="https://www.youtube.com/watch?v=h1eZ3T_yFzw">https://www.youtube.com/watch?v=h1eZ3T_yFzw</a></p> <p>MaisondesLangues – Méthode FLE adolescents - Pourquoi pas ! - À chacun son style  <a href="https://www.youtube.com/watch?v=yWlnouB2X_Y">https://www.youtube.com/watch?v=yWlnouB2X_Y</a></p>

**Focus – L'adolescence (Adolescence)**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<p>Discuss with students:</p> <ul style="list-style-type: none"> <li>the similarities and differences between the lifestyles of Australian and French-speaking teenagers</li> <li>the importance of using the appropriate terms of address between teenagers and adults</li> <li>the use of formal and informal language, and why it is important to use the correct register</li> <li>that French teenagers typically use <i>Salut</i> in their daily interactions with each other</li> <li>the concept of <i>La bise</i> in French culture and especially among teenagers</li> <li>the different expressions that teenagers may use among themselves</li> <li>the similarities and differences with regards to relationships with parents, friends, teachers between Australia and France</li> <li>the differences between school life in primary and secondary schools in France</li> <li>the types of pressure a teenager can experience, such as schoolwork, friendships and lack of free time</li> <li>how responsibilities change as young people grow older.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: conversation, diary entry, interview, list, poem, presentation, song.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>listening for gist</li> <li>paraphrasing and simplifying linguistic elements to create new text</li> <li>adapting and creating songs and poems</li> <li>reinforcing dictionary skills.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>practise and consolidate vocabulary, sentence and grammatical structures related to teenage life and relationships by completing a range of activities; for example, matching activities and translating games, using applications such as Quizlet, Kahoot and Education Perfect and online resources</li> <li>use the <i>fiches pédagogiques</i> from Adomania and make a list of words and phrases related to teenage life (<i>Une journée</i> and <i>Projets</i>) and relationships (<i>L'amitié, qu'est-ce que c'est ?</i>). Have students compare their lists and add words and phrases not on their list. Invite students to write three sentences on each topic <i>Une journée</i>, <i>Projets</i> and <i>L'amitié, qu'est-ce que c'est ?</i>, using words and phrases from their list and share with the class</li> <li>adapt phrases from the previous activity to describe life in primary school. Write a diary entry in which they compare life in primary school with life in high school and state which they prefer and why</li> <li>engage with the activities from Liveworksheets.com to plan questions, such as <i>Comment t'entends-tu avec tes parents ?</i>; <i>Pour quelles raisons te disputes-tu avec tes parents ?</i>; <i>Comment resolves-tu un problème avec tes parents/amis ?</i>; <i>Pour toi, qu'est-ce que c'est un meilleur ami ?</i>; <i>Quels sont les points positifs/négatifs de la vie d'ados ?</i> and conduct an interview with a partner based on teenage life and relationships with parents. Give a presentation in French about teenage life and relationships with parents, based on the responses from the person they interviewed, to have an overview of the class members' relationship with their family and friends</li> </ul>	<p><i>MaisondesLangues – Tutoriel de grammaire : l'alternance passé composé / imparfait</i>  <a href="https://www.youtube.com/watch?v=zgi7pVlJX6A">https://www.youtube.com/watch?v=zgi7pVlJX6A</a></p> <p><i>Français A la Carte – Comment choisir ETRE ou AVOIR ?</i>  <a href="https://www.youtube.com/watch?v=Rs9Dlswfzto">https://www.youtube.com/watch?v=Rs9Dlswfzto</a></p> <p><i>Français A la Carte – Comment conjuguer à l'IMPARFAIT et au PASSE COMPOSE ? (1/2)</i>  <a href="https://www.youtube.com/watch?v=PkLSztomeCU">https://www.youtube.com/watch?v=PkLSztomeCU</a></p> <p><i>Français A la Carte – Comment DIFFÉRENCIER l'imparfait et le passé composé ? (2/2)</i>  <a href="https://www.youtube.com/watch?v=Q64lI9aQGkE">https://www.youtube.com/watch?v=Q64lI9aQGkE</a></p> <p><b>Websites</b></p> <p><i>Enseigner le Français – Une journée (5/16)</i>  <a href="https://enseigner.tv5monde.com/fiches-pedagogiques-fle/une-journee-516">https://enseigner.tv5monde.com/fiches-pedagogiques-fle/une-journee-516</a>  <i>Note: documentary series Adomania, vie des collégiens</i></p> <p><i>Enseigner le Français – L'amitié, qu'est-ce que c'est ? (11/16)</i>  <a href="https://enseigner.tv5monde.com/fiches-pedagogiques-fle/lamitie-quest-ce-que-cest-1116">https://enseigner.tv5monde.com/fiches-pedagogiques-fle/lamitie-quest-ce-que-cest-1116</a>  <i>Note: documentary series Adomania, vie des collégiens</i></p> <p><i>Enseigner le Français – Projets (16/16)</i>  <a href="https://enseigner.tv5monde.com/fiches-pedagogiques-fle/projets-1616">https://enseigner.tv5monde.com/fiches-pedagogiques-fle/projets-1616</a>  <i>Note: documentary series Adomania, vie des collégiens</i></p>



Focus – *L'adolescence* (Adolescence)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> <li>• reflect in imaginative texts such as the following songs: <i>Nos plus belles années</i>, <i>A mon âge</i> and <i>Qui pourrait?</i> and discuss how French cultural values are expressed through their structure, language and mood, to build action, develop characters and position the audience</li> <li>• go through the activities in the <i>fiches pédagogiques</i> from the songs <i>Nos plus belles années</i>, <i>À mon âge</i> and <i>Qui Pourrait ?</i> to allow for <ul style="list-style-type: none"> <li>▪ discussing the message expressed in the song/s</li> <li>▪ understanding the language used to address a point</li> <li>▪ studying the grammatical point/s used in the song/s</li> <li>▪ talking about how the song/s reflect/s French cultural values</li> <li>▪ demonstrating the different ways to express feelings/desires</li> <li>▪ discussing the style of writing used for the lyrics</li> </ul> </li> <li>• adapt the vocabulary/phrases on daily routine and relationships from Liveworksheets.com to write a song/poem about teenage life and how mood and effect can be conveyed</li> <li>• complete formal summative assessment using the following task/s <ul style="list-style-type: none"> <li>▪ <i>Les rapports avec les autres</i> (Relationships with others) <ul style="list-style-type: none"> <li>○ Students demonstrate their skills in comprehending four posts on the blog <i>les ados</i> and provide responses to questions in English.</li> </ul> </li> <li>▪ <i>Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !</i> (Don't be so eager to grow up!) <ul style="list-style-type: none"> <li>○ Students demonstrate their skills in French by writing a poem or a song comparing their childhood to their teenage life now, explaining why their sibling should slow down and enjoy life as a primary school student.</li> </ul> </li> </ul> </li> </ul>	<p><i>Enseigner le Français – Nos plus belles années - Grand Corps Malade et Kimberose</i>  <a href="https://enseigner.tv5monde.com/fiches-pedagogiques-file/nos-plus-belles-annees">https://enseigner.tv5monde.com/fiches-pedagogiques-file/nos-plus-belles-annees</a></p> <p><i>Enseigner le Français – À mon âge - Lou</i>  <a href="https://enseigner.tv5monde.com/fiches-pedagogiques-file/mon-age">https://enseigner.tv5monde.com/fiches-pedagogiques-file/mon-age</a></p> <p><i>Enseigner le Français – Qui pourrait ? - Lou</i>  <a href="https://enseigner.tv5monde.com/fiches-pedagogiques-file/qui-pourrait">https://enseigner.tv5monde.com/fiches-pedagogiques-file/qui-pourrait</a></p> <p><b>Online resources</b></p> <p>To reinforce vocabulary and phrases, access the following sites</p> <p>Education Perfect  <a href="https://www.educationperfect.com/">https://www.educationperfect.com/</a></p> <p>Quizlet  <a href="https://quizlet.com/">https://quizlet.com/</a></p> <p>Kahoot  <a href="https://kahoot.com/schools-u/">https://kahoot.com/schools-u/</a></p> <p>Languages Online UK  <a href="https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html">https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html</a></p> <p>Liveworksheets – <i>Ma routine quotidienne</i>  <a href="https://www.liveworksheets.com/worksheets/fr/Fran%3%A7ais+Langue+%3%89trang%3%A8re+(FLE)/La+routine/Ma+routine+quotidienne+sd1781913kq">https://www.liveworksheets.com/worksheets/fr/Fran%3%A7ais+Langue+%3%89trang%3%A8re+(FLE)/La+routine/Ma+routine+quotidienne+sd1781913kq</a></p> <p>Liveworksheets – <i>La routine quotidienne ; Raconter sa journée</i>  <a href="https://www.liveworksheets.com/worksheets/fr/Fran%3%A7ais+Langue+%3%89trang%3%A8re+(FLE)/Les+verbes+pronominaux/La+routine+quotidienne+rh3010197cd">https://www.liveworksheets.com/worksheets/fr/Fran%3%A7ais+Langue+%3%89trang%3%A8re+(FLE)/Les+verbes+pronominaux/La+routine+quotidienne+rh3010197cd</a></p> <p>Liveworksheets – <i>Ma vie d'ado - Compréhension de lecture ; Compréhension écrite ; Unité - Ma vie d'ado</i></p>

Focus – *L'adolescence* (Adolescence)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
			<p><a href="https://www.liveworksheets.com/worksheets/fr/Fran%3%A7ais_Langue_%3%89trang%3%A8re_%28FLE%29/Les_t%3%A2ches_m%3%A9nag%3%A8res/Ma_vie_d%27ado_-_Compr%3%A9hension_de_lecture_il1547840hp">https://www.liveworksheets.com/worksheets/fr/Fran%3%A7ais_Langue_%3%89trang%3%A8re_%28FLE%29/Les_t%3%A2ches_m%3%A9nag%3%A8res/Ma_vie_d%27ado_-_Compr%3%A9hension_de_lecture_il1547840hp</a></p> <p>Liveworksheets – <i>Les reporters 4. Mon Monde</i>  <a href="https://www.liveworksheets.com/co3266443uo">https://www.liveworksheets.com/co3266443uo</a></p> <p>Liveworksheets – <i>Adosphere 4 (Unite 2) – Questions sur les relations interpersonnelles</i>  <a href="https://www.liveworksheets.com/af106153rh">https://www.liveworksheets.com/af106153rh</a></p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Les rapports avec les autres</i> (Relationship with others)</p> <p><i>Prends le temps d'être un enfant car ce n'est pas marrant d'être grand !</i> (Don't be so eager to grow up!)</p>