

YEAR 7 FRENCH: Ma Vie Quotidienne (Daily Life)

Achievement Standard:

By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (*c'est vrai...; ah oui, en effet...; pas possible!*). They respond to familiar questions and directions (*Qu'est-ce que c'est? Qui est-ce? Posez la question à...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu répéter?*). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r*, *-u* and *-ille*. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?*). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (*la maison, le quartier, l'école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (*grand, petit, belle, bizarre*), character (*sympa, compliqué*) and quantity (*les numéros, beaucoup de...*). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous, sur, devant, après* and *avant*) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of *tu* or *vous*, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students understand the dynamic nature of contact between languages and cultures in the contemporary world. They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They recognise French words used in English ('menu', 'mousse'), English words used in French (*le weekend, le football*), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language.

Unit Specific Information

During the course of this unit, students will focus on further developing their initial language abilities, within the context of daily routines and daily life.

Students will exchange information about, not only their daily routine and life, but also that of their friends' and families'. Students will shift their language learning focus from the highly formulaic question and answer structure that they engaged with in Unit 01 and examine how to construct authentic language in a variety of contexts.

Students will consider how their daily routine and life differs from that of their peers in Francophone communities.

Assessment Details:
Week 05 – Grammar Exam

Week 07 - Combination
Response Exam

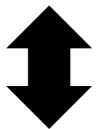
Week 10 – Extended Response
Assignment

READING / VIEWING / LISTENING:
Core Text 1: Daily Routines of the Assistants

COMPREHENSION SKILL FOCUS:
Determining Importance



THINKING:
Understand, explain, construct



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Multi-modal text (Daily Routines of the Assistants)
HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Compound and complex sentence structures

Priority Standards

	Use French to Exchange Information	French Grammatical Systems and Structures	Identify Relevant Information from Authentic Stimuli
4	In addition to Score 03, I can independently construct and exchange language in non-formulaic settings	In addition to Score 03, I can manipulate French grammatical systems to create non-formulaic sentence structures	In addition to Score 03, I can manipulate information from authentic French stimuli to create my own language
3	I can use a range of seen and unseen French sentence structures to exchange information through spoken and written means of communication	I can use a range of French grammatical systems and structures with accuracy in a variety of settings	I can identify relevant information from authentic spoken and written French stimuli
2	Perform basic processes including: <ul style="list-style-type: none"> - using present tense high-frequency verbs such as <i>être, avoir</i> and <i>aimer</i> with adjectives, adverbs and simple formulaic expressions to talk daily routines - comparing routines, interests and leisure activities, using language associated with time, frequency and location - stating likes, dislikes and preferences 	Perform basic processes including: <ul style="list-style-type: none"> - using and understanding nouns - marking plural forms - understanding the form and function of subject pronouns <i>je, tu, il, elle, and vous</i> - using the negative <i>ne...pas</i> in simple statements, questions and commands - gaining awareness of simple and compound tenses - building metalanguage to talk about grammar and vocabulary 	Perform basic processes including: <ul style="list-style-type: none"> - collecting vocabulary and expressions from a range of informative texts - listening for key points of information in short, spoken/recorded texts - explaining and sequencing actions or events from texts

Assessment Overview:			
<p>Task: Extended Response</p> <p>Macros:</p> <ul style="list-style-type: none"> - Reading - Listening - Viewing - Writing - Speaking <p>Cognitive Verb/s:</p> <ul style="list-style-type: none"> - Understand - Identify - Analyse - Use - Construct - Explain - Justify <p>Skills:</p> <ul style="list-style-type: none"> - Communicating - Understanding 	<p>Task: Short Response</p> <p>Macros:</p> <ul style="list-style-type: none"> - Reading - Listening - Writing <p>Cognitive Verb/s:</p> <ul style="list-style-type: none"> - Understand - Use - Explain - Construct <p>Skills:</p> <ul style="list-style-type: none"> - Communicating - Understanding 	<p>Task: Combination Response</p> <p>Macros:</p> <ul style="list-style-type: none"> - Reading - Listening - Viewing - Writing - Speaking <p>Cognitive Verb/s:</p> <ul style="list-style-type: none"> - Understand - Use - Explain - Construct <p>Skills:</p> <ul style="list-style-type: none"> - Communicating - Understanding 	
Guaranteed Vocabulary:	Design Question Three/ Four Strategy	Design Question Five	21 st Century Skill:
<ul style="list-style-type: none"> - Time of the day - Daily Routines - Rooms - Furniture - Days of the Week - Connectives/Conjunctions 	<p>DQ3 – AS 14 Reviewing Content DQ3 – AS 15 Organising Students to Practice and Deepen their Knowledge DQ3 – AS 16 Using Homework DQ3 – AS 19 Practicing Skills, Strategies and Processes DQ 3 – AS 20 Revising Knowledge</p> <p>Students will engage with all three units simultaneously throughout the unit to solidify their knowledge and skills in French</p> <p>DQ 4 – AS 21 Organising Students for Cognitively Complex Tasks DQ 4 – AS 22 Engaging Students with Cognitively Complex Tasks</p>	<p>Element 13: Providing Resources and Guidance</p> <p>Teachers will collect evidence of student learning in every lesson throughout the unit to provide structured feedback. Teachers are to provide multiple opportunities for students to practice and develop their short response answers. Teachers will then utilise this feedback to provide guidance to students as individuals, large and small groups as needed by their class.</p>	<p>Collaboration:</p> <ul style="list-style-type: none"> - Relating to others (interacting with others) - Recognising and using diverse perspectives - Participating and contributing <p>Creative Thinking:</p> <ul style="list-style-type: none"> - Curiosity and imagination - Creativity - Generating and applying new ideas - Identifying alternatives - Seeing or making new links <p>Communication:</p> <ul style="list-style-type: none"> - Effective oral and written communication - Using language, symbols and texts - Communicating ideas effectively with diverse audiences

	<p>DQ 4 – AS 22 Providing Resources and Guidance</p> <p>Students will engage with cognitively complex task that will involve them using their language skills to form hypotheses and work collaboratively to problem solve.</p>		<p>Personal and Social Skills:</p> <ul style="list-style-type: none"> - Citizenship - Cultural awareness
<p>Guaranteed Skills/Language Features:</p>	<p>Reading Comprehension Skill and Strategy</p>	<p>Cognitive Verbs</p>	<p>ICT to Enhance Learning:</p>
<ul style="list-style-type: none"> - Compound Sentences - Conjunctions (indicative) - Comparative Adjectives - Adverbial Phrases (Time) - Common Prepositions - Partitive Articles - Nouns (Nominal Phrases) - Reflexive Verbs - Irregular Verbs (Avoir/Etre) - Adverbs (Types – Time) 	<p>Making inferences Students develop the ability to fill in the gaps when reading a text to flesh out the beliefs, attitudes and perspectives of the source through the use of mind mapping.</p> <p>Synthesising Students engage in summarising practices to develop personal interpretations of an author's meaning and purpose using 3 level guides.</p> <p>Suggested Strategies: Mind mapping p.148 3 level guides p.214 Structured note taking p.200</p> <p><i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i></p>	<ul style="list-style-type: none"> - Understand - Identify - Analyse - Use - Construct - Explain - Justify - Use 	<p>Students will engage with the following forms of ICT to support and enhance learning:</p> <ul style="list-style-type: none"> - Computers - iPads - Apps (including but not limited to) - Duolingo - Memrise - Explain Everything - Splice Movie Maker - EPals - Boom Cards

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	School Specific Learning Goals
Communicating	Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes	<ul style="list-style-type: none"> • Students can exchange greetings, wishes and thanks • Students can adjust language to suit the situation • Students can introduce and describe self and others • Students can use present tense high-frequency verbs, adjectives, adverbs and simple formulaic expressions to talk about self and others • Students can compare routines, interests and leisure activities, • Students can use language associated with time, frequency and location • Students can state likes, dislikes and preferences
	Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating	<ul style="list-style-type: none"> • Students can create displays, presentations or performances for family, friends or school community to showcase French learning • Students can organise social or sports events, and planning location, date and time
	Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission	<ul style="list-style-type: none"> • Students can ask and answering questions • Students can request information, explanation or help • Students can respond to directions or requests • Students can discuss aspects of school and social life • Students can respond to each other's contributions • Students can use active-listening and turn-taking strategies
	Locate factual information from a range of texts and resources and use the information in new ways	<ul style="list-style-type: none"> • Students can collect vocabulary and expressions from a range of informative texts • Students can listen for key points of information in short, spoken/recorded texts, and represent the information in note form to communicate to others • Students can gather information about places, people or events • Students can explaining and sequencing actions or events from texts • Students can using conjunctions and adverbs related to time
	Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms	<ul style="list-style-type: none"> • Students can create texts to share with a French-speaking audience • Students can describe aspects of their own lifestyle that may interest young learners of their own age in French-speaking environments
	Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences	<ul style="list-style-type: none"> • Students can create and perform interactions between characters in scaffolded scenarios that allow for some unscripted language production and expression of emotion
	Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not	<ul style="list-style-type: none"> • Students can use bilingual dictionaries and electronic translation tools, and take into account issues such as alternative or multiple meanings of words and the importance of context when making meaning

	Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated	<ul style="list-style-type: none"> • Students can creating bilingual resources such as glossaries, word banks or personal French–English dictionaries • Students can use dictionaries and electronic translation tools to create bilingual texts
	Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity	<ul style="list-style-type: none"> • Students can prepare a class profile to exchange with French-speaking students • Students can show cultural backgrounds, languages used in the home, interests and values
	Engage with French speakers and resources, noticing how interaction involves culture as well as language	<ul style="list-style-type: none"> • Students can reflect on choices made when using French to interact with others • Students can consider the relationship between language, culture and behaviour
	Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity	<ul style="list-style-type: none"> • Students can talk about own identities in terms of cultural background and personal and social experience, using declarative and descriptive statements
Understanding	Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation	<ul style="list-style-type: none"> • Students can develop an awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents • Students can become familiar with the vowel system in French, including nasalised vowels • Students can recognise differences in intonation and rhythm between statements, questions and commands • Students can use appropriate intonation for common fillers, interjections and responses
	Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs	<ul style="list-style-type: none"> • Students can use and understand nouns as core elements of sentence structure • Students can use definite and indefinite articles • Students can mark plural forms • Students can understand and use the three main conjugations for present tense regular verbs • Students understand that while some adjectives in French follow the noun, some precede the noun • Students can understand that adjectives agree in number and gender with the noun • Students can understand the form and function of subject pronouns • Students can use the negative <i>ne ... pas</i> • Students can gain awareness of simple and compound sentence • Students can express ownership through the use of singular and plural possessive adjectives • Students can build metalanguage to talk about grammar and vocabulary
	Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English	<ul style="list-style-type: none"> • Students can listen, view and read for gist, context and purpose

		<ul style="list-style-type: none"> • Students can draw on knowledge of types of text, context and language features to predict and confirm meaning • Students can build an understanding of text features • Students can understand how to create textual cohesions such as conjunctions or causal phrases to sequence and link ideas and maintain the flow of expression
	Recognise that French language use varies according to context, situation and relationship	<ul style="list-style-type: none"> • Students can notice that French is used differently in different situations and for different relationships
	Understand the dynamic nature of French and other languages	<ul style="list-style-type: none"> • Students can recognise that many French words are used in English and in other languages • Students can noticing the different vocabulary areas that these words tend to belong to and considering possible reasons for this

Possible Habit of Mind: Communicating with Clarity and Precision

<p>Exploring Meaning of the HOM</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the diverse practices of Ancient Egypt. • Be able to share this new knowledge with others. 	<p>Exploring Meaning of the HOM</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the diverse practices of Ancient Egypt. • Be able to share this new knowledge with others. 	<p>Exploring Meaning of the HOM</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the diverse practices of Ancient Egypt. • Be able to share this new knowledge with others. 	<p>Exploring Meaning of the HOM</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the diverse practices of Ancient Egypt. • Be able to share this new knowledge with others. 	<p>Exploring Meaning of the HOM</p> <p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the diverse practices of Ancient Egypt. • Be able to share this new knowledge with others.
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> √ Comprehending texts through listening, reading and viewing √ Composing texts through speaking, writing and creating √ Text knowledge √ Grammar knowledge √ Word knowledge <ul style="list-style-type: none"> □ Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> □ Estimating and calculating with whole numbers √ Recognising and using patterns and relationships <ul style="list-style-type: none"> □ Using fractions, decimals, percentages, ratios and rates □ Using spatial reasoning □ Interpreting statistical information □ Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> □ Applying social and ethical protocols and practices when using ICT □ Investigating with ICT √ Creating with ICT √ Communicating with ICT <ul style="list-style-type: none"> □ Managing and operating ICT □ Critical and creative thinking □ Inquiring - identifying, exploring and organising information and ideas □ Generating ideas, possibilities and actions □ Reflecting on thinking and processes □ Analysing, synthesising and evaluating reasoning and procedures 	<p>Personal and social capability</p> <ul style="list-style-type: none"> □ Self-awareness □ Self-management □ Social awareness √ Social management <ul style="list-style-type: none"> □ Ethical understanding □ Understanding ethical concepts and issues □ Reasoning in decision making and actions □ Exploring values, rights and responsibilities □ Intercultural understanding □ Recognising culture and developing respect □ Interacting and empathising with others □ Reflecting on intercultural experiences and taking responsibility
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