

## French 3-4 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>A LAND FAR, FAR, AWAY</b>	<b>BON APPETIT!</b>	<b>WHO LIVES IN MY STREET</b>	<b>LET'S GET MOVING!</b>
<p><b>KEY QUESTION:</b> What do I know about France?</p> <p><b>KEY CONCEPTS:</b> language, culture, communication</p> <p><b>KEY PROCESSES:</b> interacting, noticing, explaining, describing</p>	<p><b>KEY QUESTION:</b> What's for dinner? Is it the main meal?</p> <p><b>KEY CONCEPTS:</b> collaboration, family, diversity</p> <p><b>KEY PROCESSES:</b> organising, selecting, interpreting, classifying</p>	<p><b>KEY QUESTION:</b> What does my street look like?</p> <p><b>KEY CONCEPTS:</b> Culture, task, researching</p> <p><b>KEY PROCESSES:</b> interacting, reflecting, describing, comparing and socialising</p>	<p><b>KEY QUESTION:</b> Suis-je en forme? Am I in good shape?</p> <p><b>KEY CONCEPTS:</b> health, self, routine, rhythm</p> <p><b>KEY PROCESSES:</b> interacting, collaboration, describing, comparing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice differences between French, Australian and other cultures' practices and how these are reflected in language</p> <p><b>INFORMING</b> Locate specific points of information in different types of texts</p>	<p><b>SOCIALISING</b> Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items</p> <p><b>REFLECTING</b> Compare ways of communicating in Australian and French-speaking contexts and identify ways that culture influences language use</p>	<p><b>SOCIALISING</b> Socialising through role-play and dialogues by means of creating scenarios of where language use would be at the forefront</p> <p><b>REFLECTING</b> Provoke reflection of how French feels and sounds in comparison to English</p>	<p><b>SOCIALISING</b> Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds</p> <p><b>CREATING</b> Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes</p>

<p><b>LANGUAGE VARIATIONS AND CHANGE</b></p> <p>Understand that languages change over time and influence each other, and that French has influenced many languages, including English</p> <p><b>REFLECTING</b></p> <p>Notice what looks or feels similar or different to own language and culture when interacting in French</p>	<p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning</p> <p><b>ROLE OF LANGAUGE AND CULTURE</b></p> <p>Reflect on how ways of using language are shaped by communities ways of thinking and behaving and may be differently interpreted by others</p>	<p><b>LANGUAGE VARIATIONS AND CHANGE</b></p> <p>Enveloping language learning by addressing the difference in language variations when “dans mon quartier”. Further demanding a reflection on the comparative similarities between Australia and France and looking at the role of language and culture in each country</p> <p><b>ROLE OF LANGUAE AND CULTURE</b></p> <p>Understand that different ways of using French reflects different regions and countries, different relationships and different ways</p>	<p><b>TRANSLATING</b></p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p><b>REFLECTING</b></p> <p>Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people</p>
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Across the year 

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

### Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as *Qu'est-ce que c'est?* and *Qu'est-ce que tu fais?* They share simple ideas and information, express positive and negative feelings (for example, *Je suis très contente; Je n'aime pas la pluie*) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (for example, *Je suis australien et italien; J'habite à Brisbane; Je vais partir demain*). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as *et* and *mais*, and prepositions such as *sous*, *sur* and *devant*. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, *une petite maison, les grands chiens*).

Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as *r* and *u* and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as *menu, mousse*) and English words used in French (such as *le weekend, stop!*). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.

**Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.**

Updated 18/12/2017