

French Year 8 Course Overview – 2018

This overview was developed to cater to the majority cohort of learners: 7-10 sequence (Year 8 entry)

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

| Term 1 | Term 2 | Term 3 | Term 4 |
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| Module 1: IT'S ALL ABOUT ME | Module 2: DANS MON QUARTIER (IN MY NEIGHBOURHOOD) | Module 4: BON APPETIT! (ENJOY YOUR MEAL!) | Module 6: PARADISE ON EARTH |
| <p>KEY QUESTION: What do I share about myself? What do others know about me?</p> <p>KEY CONCEPTS: family, relationships, self, friends</p> <p>KEY PROCESSES: describing, responding, interacting, presenting, planning</p> | <p>KEY QUESTION: What do I do in my city?</p> <p>KEY CONCEPTS: places, leisure, urban landscape</p> <p>KEY PROCESSES: informing, creating</p> | <p>KEY QUESTION: What do we eat?</p> <p>KEY CONCEPTS: diet, health, appearance, perception, identity</p> <p>KEY PROCESSES: analysing, defining, explaining, noticing, interpreting, listing</p> | <p>KEY QUESTION: Where is my next destination?</p> <p>KEY CONCEPTS: culture, dialects, accents,</p> <p>KEY PROCESSES: comparing, distinguishing, noticing, applying</p> |
| CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS |
| <p style="text-align: center;">SOCIALISING</p> <p>Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p> <p>Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation</p> | <p style="text-align: center;">SOCIALISING</p> <p>Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission</p> <p style="text-align: center;">INFORMING</p> <p>Present information and ideas relating to social worlds and natural</p> | <p style="text-align: center;">SOCIALISING</p> <p>Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating</p> <p style="text-align: center;">REFLECTING</p> <p>Notice own and others' ways of expressing identity, and consider</p> | <p style="text-align: center;">REFLECTING</p> <p>Engage with French speakers and resources, noticing how interaction involves culture as well as language</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p> <p>Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and</p> |

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| <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that French language use varies according to context, situation and relationship</p> | <p>environments in spoken, written and digital forms</p> <p>CREATING</p> <p>Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences</p> <p>Module 3:</p> <p>WHO DO I WANT TO BECOME?</p> <p>KEY QUESTION:</p> <p>What is really important to me?</p> <p>KEY CONCEPTS:</p> <p>occupations, family, values, success</p> <p>KEY PROCESSES:</p> <p>informing, presenting</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING</p> <p>Locate factual information from a range of texts and resources and use the information in new ways</p> <p>TRANSLATING</p> <p>Translate short texts from French to</p> | <p>the relationship between language, culture and identity</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Explore the relationship between language and culture</p> <p>Module 5:</p> <p>MY HOUSE</p> <p>KEY QUESTION:</p> <p>Where do I want to live? Do I prefer living in the city or in the country?</p> <p>KEY CONCEPTS:</p> <p>home, standard, place</p> <p>KEY PROCESSES:</p> <p>researching, explaining, listening, drawing</p> <p>CONTENT DESCRIPTIONS</p> <p>CREATING</p> <p>Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects</p> <p>TRANSLATING</p> | <p>compound forms of regular and some irregular verbs</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Recognise that French is both a local and a global language</p> |
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| | <p>English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand the dynamic nature of French and other languages</p> | <p>Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated</p> <p>SYSTEMS OF LANGUAGE</p> <p>Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English.</p> | |
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Years 7 and 8 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 (for example, *c'est vrai ...; ah oui, en effet ...; pas possible!*). They respond to familiar questions and directions (such as *Qu'est-ce que c'est? Qui est-ce? Posez la question à ...*), and request help or clarification (for example, *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 (for example, *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 (such as *la maison, le quartier, l'école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, *grand, petit, belle, bizarre*), character (for example, *sympa, compliqué*) and quantity (for example, *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 provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes) as well as parts of speech (such as 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 provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance

of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities between French and English (for example, the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They identify French words used in English (such as 'menu', 'mousse'), English words used in French (such as *le weekend*, *le football*), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They know 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 (for example, 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 give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.

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

Updated 29/1/2018