

FRENCH 3-4 Course Overview – Year C

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

Term 1	Term 2	Term 3	Term 4
Module 1: ON VA À L'ÉCOLE	Module 2: LA MODE	Module 3: LET THE ROOSTER CROW	Module 4: LET'S CELEBRATE
<p>KEY QUESTIONS: What is my school day like?</p> <p>KEY CONCEPTS: school, routine, relationships</p> <p>KEY PROCESSES: Interacting, comparing, participating, describing</p>	<p>KEY QUESTIONS: What should I wear today?</p> <p>KEY CONCEPTS: identity, imagination</p> <p>KEY PROCESSES: Informing, performing, buying, selecting</p>	<p>KEY QUESTIONS: How do we look after our animals?</p> <p>KEY CONCEPTS: friendship, imagination, environment</p> <p>KEY PROCESSES: Describing, questioning, responding, playing</p>	<p>KEY QUESTION: How are special days celebrated in the Francophone world and Australia?</p> <p>KEY CONCEPTS: culture, celebration, memory, sharing</p> <p>KEY PROCESSES: Informing, participating, creating</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING: 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>INFORMING: Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts</p> <p>TRANSLATING: 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>SOCIALISING: Follow the teacher's instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention</p> <p>INFORMING: Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts</p> <p>CREATING: Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes</p>	<p>SOCIALISING: 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>INFORMING Locate specific points of information in different types of texts relating to social and natural worlds</p> <p>CREATING Create short imaginative texts that allow for exploration and enjoyment of language</p>	<p>SOCIALISING: Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items</p> <p>CREATING: Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes</p> <p>TRANSLATING: Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in</p>

<p>SYSTEMS OF LANGUAGE</p> <p>Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts</p> <p>LANGUAGE VARIATION AND CHANGE:</p> <p>Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages</p>	<p>REFLECTING:</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> <p>LANGUAGE VARIATION AND CHANGE:</p> <p>Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages</p>	<p>TRANSLATING:</p> <p>Create bilingual versions of texts such as picture dictionaries, action games or captions for images</p> <p>SYSTEMS OF LANGUAGE:</p> <p>Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English</p> <p>ROLE OF LANGUAGE AND CULTURE:</p> <p>Notice differences between French, Australian and other cultures' practices and how these are reflected in language</p>	<p>a story, noticing which ones are difficult to interpret</p> <p>SYSTEMS OF LANGUAGE:</p> <p>Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts</p> <p>ROLE OF LANGUAGE AND CULTURE:</p> <p>Notice differences between French, Australian and other cultures' practices and how these are reflected in language</p>
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Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

French Years 3-4 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.