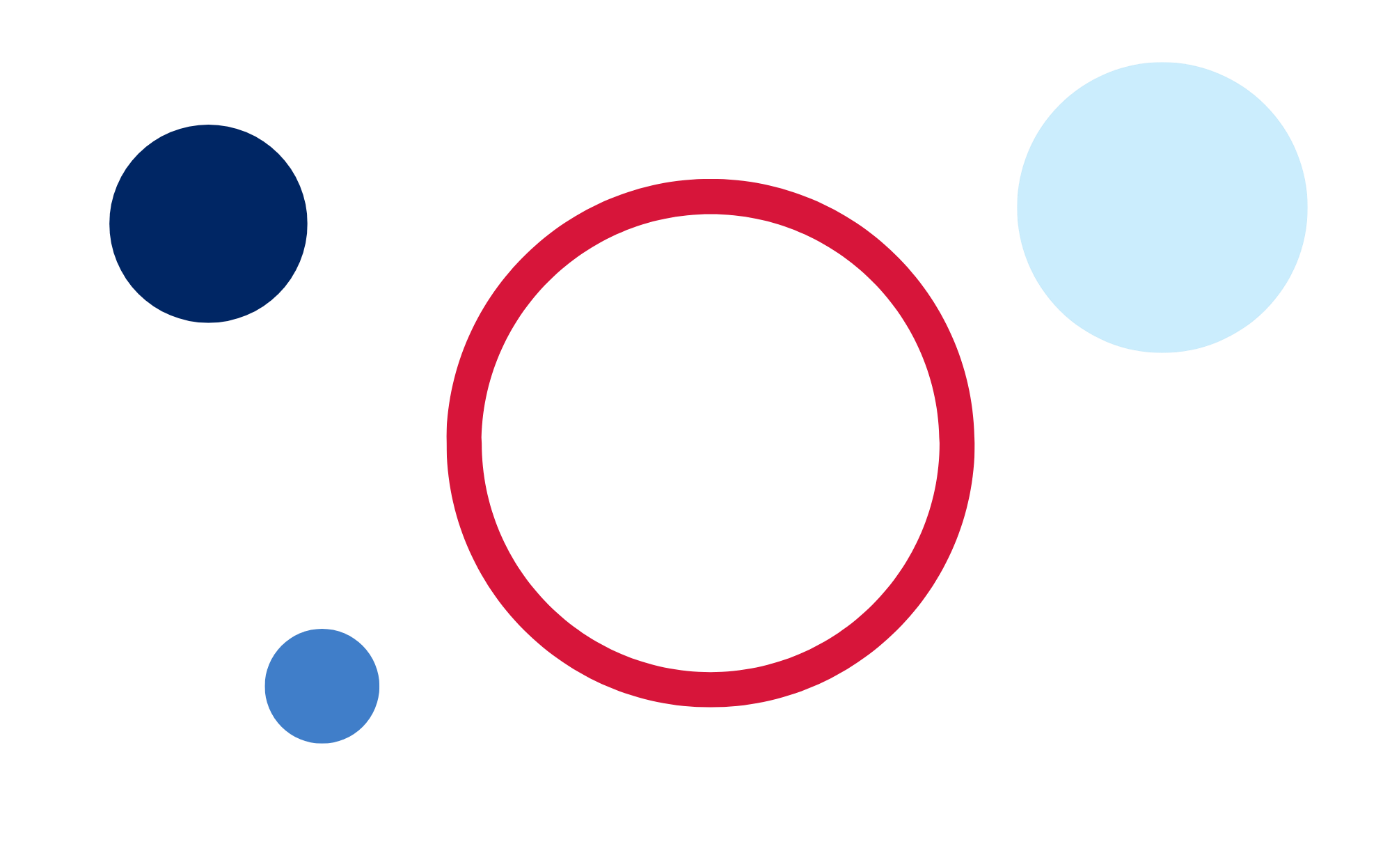
# French – Stage 5 – sample unit of work

## In my free time – *Dans mon temps libre*



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## Unit description and duration

This 10-week (25-hour) unit explores popular culture, sport and hobby choices of young people around the world. Young people love to express themselves in various ways, particularly through hobbies and interests. Students will learn to exchange information about their leisure activities using the past and present tense, including the frequency of the activity. Students will develop the language skills to express preferences and justify their opinions about activities, popular culture and lifestyle choices. Students will learn about language choices and develop intercultural capability to make plans and compare seasonal hobbies and recreational activities in francophone countries.

In this unit, students are provided with opportunities to:

* express their opinions about sports and hobbies
* compare hobbies and activities with their peers
* discuss activities that they usually do and compare them to past and future events
* explore popular culture at various times of the year
* make arrangements to attend an event
* express ideas in the past
* express how long they have been engaged in a particular activity.

## Student prior learning

Before engaging in these teaching and learning activities, students would benefit from prior experience with:

* identifying and naming activities, for example *la natation, l’équitation*
* using expressions of time and frequency, for example *à dix heures, d’habitude, le samedi, le vendredi soir*
* -*er* verb conjugations in the present tense, for example *je regarde, tu regardes, il regarde, elle regarde, nous regardons, vous regardez, ils regardent, elles regardent*
* identifying and using the irregular verbs *aller* and *faire*
* using the negative form of verbs in the present tense, for example *je ne fais pas de, je ne joue pas*
* daily routine, for example *je me lève, je me couche*
* expressing preferences, for example *j’aime le sport mais je préfère la musique, j’adore la fête de la musique, je voudrais/j’aimerais*
* the pronoun *y*, for example *j’y joue, j’y vais*
* the pronoun *en*, for example *j’en fais, je n’en fais pas*
* modes of transport, for example *en train/voiture/bus/car, à vélo/pied/moto*
* communication strategies to negotiate meaning, take turns, seek clarification and play games.

## Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
* **ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
* **ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

The relevant syllabus content is embedded throughout the unit, aligned with teaching and learning activities. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## Summative assessment task – end of unit

**This is an overview only. Further details, including related content dot points and marking guidelines, can be found at** [Appendix A](#_Appendix_A)**.**

**Outcome: ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language**

Your class is planning to publish an online magazine for French teenagers to learn about Australian culture. Choose 3 sport and/or leisure activities you have recently participated in and create a short text about each one to contribute to the magazine. Choose at least one activity outside your home.

In each text[[1]](#footnote-2), include:

* **a title**
* **information about how often you do each activity**
* **your opinion about the activity, with justification**
* **information about the activities of one other person in your household/friend group/extended family**
* **when you last did the activity, using the past tense, for example *I went bike riding with my friends last week*.**

For the activity outside of your home, include where it occurs and how you get there.

## Learning sequence

The information below outlines sample learning sequences for this unit of work. Timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities should be adjusted to suit your context, including the specific strengths and needs of students.

**Anchor chart** – this unit of work includes a [class anchor chart](https://www.weareteachers.com/anchor-charts-101/), which is a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can be set out with various categories, such as sports, activities, verbs, likes/dislikes, expressions of frequency, and so on.

**Online flashcards** – throughout the unit, provide students with opportunities to create vocabulary and play games to practise new vocabulary and structures. Use a platform such as [Quizlet](https://quizlet.com/en-gb), [Kahoot!](https://kahoot.com/), [Gimkit](https://www.gimkit.com/) or similar.

### Weeks 1–3 – what I do in my free time

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table – learning intentions and success criteria for Weeks 1–3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * words for activities, sports and instruments have different genders which must be considered when structuring sentences in French * there is a range of ways to express frequency * likes and dislikes can be expressed in a range of ways in French * common sports played by teenagers in Australia may differ from those in francophone countries. | Students can:   * distinguish between doing and playing, with activities, sports and instruments * say how often and when they participate in activities * express and justify their preferences about activities * say how long they have been doing something. |

**Suggested vocabulary and grammatical structures:**

**Discussing activities you do or do not do,** for example: *jouer de la/du* (with musical instruments)*, jouer à/au/aux* (with team/ball sports)*, je joue/tu joues/il joue/elle joue, je fais/tu fais/il fait/elle fait du sport/shopping, faire les courses, j’y joue/je n’y joue pas, j’en fais/je n’en fais pas, depuis l’âge de [*number*] ans, c’est fatigant/passionnant/rasant/intéressant, c’est ma passion, mon équipe/joueur préféré(e) est…, je joue pour l’équipe de…*

**Talking about time and frequency,** for example: *le weekend, le lundi/mardi/mercredi/jeudi, le samedi matin/après-midi/soir, une/deux fois par semaine, tous les jours, toujours, quelquefois, souvent*

#### Hobbies and activities

* Introduce the final summative assessment task that students will do at the end of the unit. Explain that all activities completed this term will add to the students’ skills to help them complete the final task.
* Ask students to suggest vocabulary and language structures they already know and then to identify some of the things they will need to learn. Use known language to form the basis of the class anchor chart to be displayed in the classroom and added to as the unit progresses.
* To introduce the new vocabulary, present students with a series of images of people participating in different activities using the [‘*Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx). When students have developed some confidence of the new structures, play ‘Beat the teacher’[[2]](#footnote-3) to practise and review vocabulary. Using the resource, say an expression aloud as you point to each image. The students must repeat after you if you have used the matching expression. If you have used a different expression to the image shown, they must remain silent to win a point. If the word doesn’t match the picture and anyone in the class makes a sound, you take the point. The first to 7 points is the winner. Add new vocabulary to anchor chart while students add to books or devices. Students then create 5 sentences to describe their hobbies, using a dictionary and with teacher support, where required. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01); Use a wide range of sound–symbol correspondences to create written texts (ML5-CRT-01)**
* Using the [‘*Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx), focus on *jouer* and *faire* and emphasise how they are both followed by different prepositions – *jouer de* (for playing a musical instrument), *jouer à* (for playing a sport, usually against an opponent) and *faire de* (for a sport usually done on your own)*.* Revise joining prepositions with definite articles – *je joue de la/du; je joue à la/au/aux; je fais de la/du*. Identify the relevant phrases in the [‘*Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx), and categorise them on the board under the 3 headings *jouer de*, *jouer à* and *faire de*. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Write the following question and answer structures on the board:
* *Tu joues de la clarinette ?* *Oui, j’en joue/Non, je n’en joue pas.*
* *Tu joues au tennis ? Oui, j’y joue/Non, je n’y joue pas.*
* *Tu fais du shopping ? Oui, j’en fais*/*Non, je n’en fais pas.*
* Revise or explain to students that *y* replaces *à* + noun and *en* replaces *de* + noun. Using the [‘*Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx), practise the structures until students develop confidence. Using slide 2 of the ‘[Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), students practise asking and answering the questions in pairs. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Students complete Activities 1–5 of the [‘*Mes passe-temps*’ resource [DOCX 3.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mes-passe-temps.docx) to consolidate new structures. **Use a range of structures and features of the target language writing system to create written texts (ML5-CRT-01)**
* Identify the verb *jouer* as an *-er* verb and revise its conjugations with the class. Ask students to identify other *-er* verbs in the list of activities that were presented in the [*‘Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx) that follow the same pattern, specifically *j’écoute* *je* *regarde, je danse, je traîne*. Remind them that *-er* verbs are the most common type of verbs in French. Students complete Activities 6–7 of the [‘*Mes passe-temps*’ resource [DOCX 3.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mes-passe-temps.docx). **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01); Use a range of structures and features of the target language writing system to create written texts (ML5-CRT-01)**
* Using slides 16–19 of the[*‘Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx), practise asking and responding to questions with -*er* verbs. Write the following structure on the board: *Tu regardes la télé ? Oui, je regarde la télé/Non, je ne regarde pas la télé.* Practise the structures until students develop confidence. Using slide 3 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), students practise asking and answering the questions in pairs. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Complete Activities 6–7 of the [‘*Mes passe-temps*’ resource [DOCX 3.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mes-passe-temps.docx). Participate in other consolidation activities to review *-er* conjugations such as a [Liveworksheet](https://www.liveworksheets.com/bb1435780md) or teacher-led activities. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the above activities for a range of learners. Adapt or design alternatives, to meet the needs of students in your class. Use these ideas as a model for how to differentiate other activities.

**High potential and gifted students** – students complete the [Liveworksheet](https://www.liveworksheets.com/bb1435780md) activities – [*Les verbes du premier groupe au présent*](https://www.liveworksheets.com/bb1435780md) and [*Faire et Jouer*](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Faire_et_Jouer/Faire_et_Jouer_nb7939au). These may be completed in place of, or in addition to, Activities 6–7 of the [‘*Mes passe-temps*’ resource [DOCX 3.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mes-passe-temps.docx).

**Students requiring additional support** – work with students in small groups, and read aloud the correct version of the sentences in Activity 6 of the [‘*Mes passe-temps*’ resource [DOCX 3.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mes-passe-temps.docx), to support students to identify the correct verb. For Activity 7, provide students with the answers on small sticky notes. Students stick the notes in the correct place in each table.

**Advanced proficiency** – students create 5 sentences in French about their own free time and that of their family members. This may be completed in place of, or in addition to, Activities 6–7 of the [‘*Mes passe-temps*’ resource [DOCX 3.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mes-passe-temps.docx).

* Print the slides from the [‘*Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx) in ‘handout’ format (6 slides per page). Divide students into groups of 4–5, providing each group with a set of cards to interact with through a range of activities. (NOTE: Keep these cards for later in the unit.) For example, students take turns to draw a card and ask the student to their left if they do that activity, and the student on the left answers appropriately. You could also provide each group with 2 sets of cards, for a game of snap (*Gagné !*), with students having to say the activity in French when they ‘snap’ in order to win the cards. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Students complete the activities in the [*‘Nos passe-temps*’ resource [DOCX 91KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-nos-passe-temps.docx) to consolidate their recognition and understanding of the correct prepositions and question-answer structures. First, students complete a ‘Faulty echo’ activity, identifying the incorrect word in each sentence. Then, using slides 2–3 of the ‘[Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), students create 6 sentences about activities they commonly do and then participate in a ‘Find someone who …’ activity, interacting with classmates to find out what activities others do. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01);** **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**

#### Talking about frequency

* Provide students with the [‘Expressions of frequency’ resource [DOCX 280KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-expressions-of-frequency.docx), in which students listen to a number of sentences about different activities. Ask students to identify the activities and expressions of frequency to complete the table. Allow them to use dictionaries, and/or show them the transcript if necessary. Write a list of the expressions of frequency on the board in French to assist with spelling and match them with their English translations for the students to complete the table. Discuss the position of the expressions in each sentence, notably that most adverbs are placed after the verb in French. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01)**
* Explore the structures on slide 4 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), checking for understanding. Emphasise that the words *quelquefois*, *souvent* and *toujours* come straight after the verb. Ask the students how frequently they participate in a range of activities, for example *Tu fais du sport ? Tu joues au foot ?* Students create a response, using slide 4, that includes an expression of frequency – for example, *Oui, je fais toujours du sport* or *Oui, je joue au basket tous les weekends.* Write an activity and an expression of frequency on the board in English or in French – for example, soccer/once a week (*le foot/une fois par semaine*). In pairs, students ask their partner a question about the sport/activity shown – for example, *Tu joues au foot ?* Their partner responds with how frequently they participate in the activity, using the prompt provided, *Oui, j’y joue une fois par semaine* or *Oui, je joue au foot une fois par semaine.* They then switch roles. Remind them of the negative structures they have previously practised (*je n’y joue pas/je n’en fais pas*) that they can also use in their responses. Add new vocabulary to anchor chart while students add to books or devices. **Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01)**
* Students complete the [‘How often? – interacting activities’ resource [DOCX 2.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-how-often-interacting-activities.docx), playing a game of oral ping pong to demonstrate understanding of texts and then completing an information gap activity. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01); Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Students write a description of the sports they play or activities they do in books or devices, incorporating expressions of frequency and starting with the phrase *Dans mon temps libre…* **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Using the [‘Listening activity’ resource [DOCX 90KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-listening-activity.docx), students view [*Les loisirs et les passe temps* (2:15)](https://www.youtube.com/watch?v=clNvb3Xi9Io) which shows young people talking about their hobbies and pastimes. Students complete the table with the missing information about the activities and how frequently the young people participate in them. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01)**
* Students practise frequency in groups of 4–5, using 2 sets of cards. Print the [‘Frequency cards’ resource [DOCX 88KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-frequency-cards.docx), providing enough copies for one set of cards per group. Using these cards, and the cards from the [‘*Quels sont tes passe-temps ?’* resource [PPTX 2.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quels-sont-tes-passe-temps.pptx), provide both sets of cards to each group of students, face down. One student turns over the top activity card. Each student then draws a frequency card. Students take turns to say in French how often they do the activity shown, based on the frequency card they selected. The game continues, with the next student turning over an activity card and each student drawing another frequency card, and so on. The students will need to regularly put the frequency cards back in the pile and shuffle them. Continue playing until all activity cards have been used. When students are confident, vary the game, so each student selects 2 cards – one activity card and one frequency card – and creates a sentence in French. **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**
* Students play a game of ‘One pen, one dice’ in pairs. Provide each pair with one dice and one pen, and each student with their own copy of the [‘One pen, one dice’ resource [DOCX 89KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-one-pen-one-dice.docx). The student who rolls the highest number goes first. This student then takes the pen and starts translating their sentences, while the other student keeps rolling the dice until they get a 6. When they roll a 6, the first student must stop translating and give them the pen. The second student picks up the pen and starts translating their sentences, while the first student starts rolling the dice. Each time a student rolls a 6, they take the pen and can translate, swapping each time the other student rolls a 6. Whoever finishes their set of sentences first is the winner. Dictionaries may be used. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**

#### Talking about preferences

* Students read the [‘Blog posts’ resource [DOCX 4.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-blog-posts.docx) about young people around the French-speaking world, with a range of phrases in English to identify from the passage. Once they have completed the table in the resource, focus on the adjectives used in the blogs to describe their sports – for example, *c’est super et passionnant*. Ask students to create a list of adjectives they could use to describe their activities, using a dictionary where necessary. Add to anchor chart while students create a sentence to describe their own activities using the adjectives they have chosen. As an extension, they can also add details to their description, such as whether they play for a particular team, who their favourite player is, how frequently they train and so on, using the phrases modelled in the blog. **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Using the [‘Blog posts’ resource [DOCX 4.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-blog-posts.docx), work with students to identify references to likes and/or dislikes. Discuss the structure of sentences when expressing preferences by adding the infinitive of the verb – for example, *Je n’aime pas jouer au foot, Je déteste faire du sport*. Draw students’ attention to the negative phrases in the text. Use slide 5 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx) to model the interaction – write the question *Tu aimes [*verb + activity*] ?* and number up to 6 possible responses on the board – for example, 1. *Oui, j’aime [*verb + activity*]*. 2*. Non, je n’aime pas [*verb + activity*]*.3*. J’aime un peu [*verb + activity*]*.4*. Je déteste [*verb + activity*]* and so on. Distribute a number of dice around the classroom. Students take turns to roll the dice and respond to the question you ask each time, *Tu aimes [*verb + activity*] ?*. They must respond with the corresponding numbered statement on the board, based on their dice, incorporating the activity in their answer. Vary the verb required for each question, for example *Tu aimes* *jouer au foot/faire du surf/aller au cinéma/regarder la télé/écouter de la musique* and so on. When students develop confidence, ask them to justify the opinion they are giving with an adjective – for example, *Tu aimes jouer au rugby ? J’aime jouer au rugby, c’est passionnant.* In pairs, students interact using the dice, the prompts on the board and the modelled examples in the sentence builder. Students ask and answer questions about different sports and activities, including adjectives when giving opinions. **Express and compare emotions and personal preferences (ML5-INT-01)**
* As a class, discuss sports played in French and Australian schools, or schools in their country of origin. Brainstorm ideas and write them on the board. Discuss ‘typical’ Australian sports – NRL, cricket, netball, and ‘typical’ French sports – handball, pétanque, as well as the sports that both countries have in common. Show a clip of [European handball (4:31)](https://www.youtube.com/watch?v=4gWqQ9WS4P8), *pétanque* or the *Tour de France* for discussion. Ask students, in French, about the sporting activities discussed, encouraging responses that includes a preference – like or dislike – and a justification of their opinion, as per the previous activity. In addition, provide the phrases *Je n’y ai jamais joué* and *je n’en ai jamais fait* for those activities they have never tried. Interact with the students to practise their responses in French, with or without the sentence builder to assist them. Draw the students’ attention to the phrase *Je joue au hockey depuis l’âge de six ans* – ‘I’ve played hockey since I was 6’ in the [‘Blog posts’ resource [DOCX 4.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-blog-posts.docx). Point out that this structure requires the present tense in French, even though the activity had begun in the past. Consolidate learning of this concept by completing the [‘*Depuis quand*’ resource [DOCX 665KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-depuis-quand.docx) to practise saying how long they have been participating in the activities given. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* **Exit ticket – students prepare 2 statements about an activity of their choice, relating to preferences and frequency. Students share their sentences with the teacher as they leave the class. Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Play a team drawing game. First, provide each student in the class with an A4 piece of paper and ask them to draw an activity and write a frequency, for example a picture of a tennis racquet and the words ‘2 years’ or ‘3 months’. Next, organise the class into 3 teams – Team A, Team B and Team C. The first student in Team A holds up their piece of paper. The first students in Team B and Team C go to the board and write the sentence out in French, based on the drawing, for example, *Je joue au tennis depuis deux ans/trois mois*. Each member of Team A is responsible for checking the other teams’ answers for accuracy and awarding points for correct answers. Repeat the activity until all students in Team A have held up their drawings. Then it is Team B’s turn, with Teams A and C writing. Continue the game until all students’ drawings have been written up by the other teams. The team with the most correct responses wins. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* **Use slides 4–5 of the** [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx) **to consolidate how to ask and answer questions about** how frequently people participate in activities, their opinion of them and a justification of their opinion. With students, co-create a number of interactions using the sentence builders. Using the [‘*Un sondage – les passe-temps*’ resource [DOCX 86KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-un-sondage-les-passe-temps.docx), students create 5 questions relating to different sports/activities of their choosing, using *Tu aimes [*verb + activity*] ?*. **Students then** use their questions to interact with another student in French, taking note of whether the student likes or dislikes the activity and why. Students then report their findings, in small groups, using the third person conjugation of the verbs. Students then co-create 4 summary sentences for their group and choose one speaker to share their findings with the class. **Express and compare emotions and personal preferences (ML5-INT-01); Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

#### Mini task – progress checkpoint

Table – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – sports and activities – magazine interview |
| As a formative assessment task, to ensure they are on track to succeed in the final summative task, students create a magazine interview for French-speaking students, entitled *Les passe-temps des ados en Australie*. In the interview, students must include the questions asked by the interviewer (*l’interviewer*) as well as their responses.  Students include:   * what activities they do at home or school * how often they participate in the activities * how long they have been participating in the activity * their preferences for certain sports or activities and why.   Create informative texts to describe experiences and share information about their own and others' personal worlds; Plan, construct and edit texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)  Students should consult the marking guidelines for the final summative task, to check for understanding of language and expectations and apply these to the mini task, as well as set future learning goals.  Teacher feedback – while students are drafting their interview, engage in group and individual discussions to support language and ideas which could be included and give advice to students needing support. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Advanced proficiency and high potential and gifted students** – students include information about one or more friends in their responses, to embed verb conjugations with *il/elle* and *ils/elles*. Students may also include information about activities they do not enjoy, and why not.

**Students requiring additional support** – provide students with an interview scaffold, to support them to create their text.

**Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in French that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through* [*exit tickets*](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543?clearCache=144ad125-3df6-865f-63f9-7530e97d97c6)*. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

### Weeks 4–6 – the weekend

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table – learning intentions and success criteria for Weeks 4–6

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * discussing and making plans for the weekend is an important part of a teenager’s life in Australia and in francophone countries * some verbs that talk about personal routine use a reflexive pronoun * there are different time zones around the world. | Students can:   * say what time they participate in activities * identify what tense a text is written in * provide more detail when giving and justifying their opinions. |

**Suggested vocabulary and grammatical structures:**

**Give details about when an activity takes place:** *À quelle heures… ? Je me lève/je me couche à [*number*] heures, je vais à [*place*], je joue de [*instrumen*t]/je joue à [*sport*]/je fais de [*activity*] à [*number*] heures*

**Say what you prefer:** *j’aime/je préfère/je voudrais +* infinitive*, mon group/chanteur préféré est…*

**Justify an opinion:** *c’est super, génial, intéressant, difficile, effrayant, fatigant, exaltant, stimulant*

**Use present, past and future tenses to talk about activities:** *D’habitude je vais…, l’année dernière je suis allé(e)…, l’année prochaine je vais aller…*

#### What happens on the weekend?

* If necessary, review times with a revision activity*.* Use an [interactive clockface](https://www.visnos.com/demos/clock) to practise the structures in analogue and digital form. Read the times aloud as you review them – on, past and to the hour. Discuss the use of 24-hour time instead of am/pm in French. Introduce/revise the phrases *du matin, de l’après-midi, du soir.* Consolidate learning with a range of [interactive time activities](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/L'heure). For further consolidation, students access the [Time Zone Map](https://www.timeanddate.com/time/map/) and work in pairs to discuss the time differences between cities. Model a conversation for them – for example, *Il est 10 heures à Beijing, quelle heure est-il à New York ?* Encourage the use of 24-hour time, or the phrases *du matin, de l’après-midi, du soir* for clarity. **Use knowledge of and manipulate a range of structures and features of the grammatical system to understand and respond to texts (ML5-UND-01)**
* Revisit reflexive verbswith times in the context of how routines are different on the weekend compared to the school day. Write 2 sentences on the board, one about the school day routine beginning with *Pendant la semaine…,* and the second beginning with *Le weekend…* including a reflexive verb and a time – for example, *Pendant la semaine je me lève à six heures. Le weekend je me lève à dix heures.* Using the [‘Daily routine’ resource [DOCX 301KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-daily-routine.docx), students read a text that compares the daily routines of 2 teenagers. Students complete the table then identify what day each teenager is describing, with reference to the text. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01)**
* Explore slide 6 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), checking for understanding. Point out that other sample sentence components are possible, for example *Je fais du surf, Je joue au tennis*. Ask students about when they get up and go to bed during the week versus the weekend, for example *A quelle heures tu te lèves pendant le semaine ? A quelle heures tu te couches le weekend ?* Students reply using the sentence builder. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Students engage in their own interaction with a partner, ensuring they take notes in French on their partner’s activities, time, and frequency. Students work with a different partner and use their notes as a prompt to ask about and report on the information they have gathered, using the third person conjugation – for example, *Elle se lève à quelle heure le weekend ? Elle se lève à dix heures le weekend*. **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**
* Students create a text about their own activities on the weekend, incorporating a time for each, beginning with *Le weekend…* Remind students to include an expression of frequency if it is relevant – for example, *Le weekend je me lève toujours tard.* Discuss activities that the students do not do, as an opportunity to revise the negative constructions *ne … pas* and *ne … jamais –* for example, *Le weekend je ne me lève pas tôt, Je ne me couche jamais à 8 heures le weekend*. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Students play ‘Find someone who…? Using the [‘Find someone who …?’ resource [DOCX 93KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-find-someone-who.docx). **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**

#### My music

* Begin the lesson by writing questions on the board about taste in music – for example, *Tu aimes le rock, le pop ? Quel genre de musique tu préfères ? Tu aimes [*artist*] ? Quel(le) est ton/ta chanteur/chanteuse préféré(e) ? Tu connais cette chanson ? Elle te plaît ?* Introduce students to [current music in France](https://acharts.co/france_singles_top_100). Discuss the artists they recognise, the different types of music and when English may be used in French. Listen to some of the songs – prepare for this activity prior to the lesson so that there is a variety of music genres to listen to – for example, David Guetta, Nikki Minaj, Damso. Name the different types of music in French as the students hear them so they can copy them into their books with the correct English translation. Play students the songs you have prepared, revising simple likes and dislikes by discussing the music and the artists, referring to the questions that are written on the board. Tell students to ask their partner one of these questions about the music they hear and encourage their partner to justify their opinion. Direct students to ask a second, follow-up question about their music taste or favourite artists/songs in general. Ask students in English about the information provided by their partner with a show of hands – for example, whose partner liked or didn’t like this song? Why or why not? Play another song and reverse roles. **Discuss and justify opinions, ideas and perspectives (ML5-INT-01)**
* Students complete the [*‘Quel genre de musique tu préfères ?* resource [DOCX 322KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-quel-genre-de-musique-tu-preferes.docx), where people are talking about their music preferences. Students complete the table with the information requested. Focus on adjectives and qualifiers used by the speakers to justify their opinions. Students record any new adjectives in books or devices. Students write their own description of what kind of music they like, on a piece of paper, using the phrases and vocabulary in the modelled examples to help them create their own text. Collect the responses, then ask students to close their eyes while you stick the texts around the classroom, numbering each one. When you are ready, allow time for students to walk around the room and read each text, writing down who they think each text matches (using the numbers), for example Text 1 = Prisha, Text 2 = Kirra and so on. When students have finished, read the profiles aloud and the student who wrote the profile raises their hand so the others can see if they were correct. **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* On a piece of paper, ask students to write down, in French, 5 sentences that describe their activities, routines and/or music tastes, based on language they have explored so far in this unit and previous units. They should aim to make them as unique as possible, in order to create a guessing game of *Qui est-ce ?* (Who is it?) on [Kahoot!](https://kahoot.com/), to play as a class. For example:
* *Je joue de la guitare électrique.*
* *J'adore les animaux.*
* *Je me lève tôt le samedi parce que je joue au foot pour Gosford.*
* *Je déteste danser.*
* *Mon groupe préféré est Queen.*

Students then move around the room, interacting with each other. They choose one of their statements to share with a classmate, and then ask them if they do the same. For example: *Je joue de la guitare électrique. Tu joues de la guitare électrique ?* The classmate then answers appropriately, for example *Oui, j’en joue/je joue de la guitare électrique* or *Non, je n’en joue pas/je ne joue pas de la guitare électrique.* Review strategies to maintain communication to encourage negotiation of meaning and promote sustained communication and fluency with gestures, interjections and conversation fillers. Depending on ability, students may ask with gesture, and answer with *oui/non* – the aim of the activity is for students to find as much out about each other as possible.After a set period of time, collect the response, so you can design the Kahoot! to play in a follow-up lesson. Note – to allow you time to create the Kahoot!, it will be played in the next lesson sequence. **Express and compare emotions and personal preferences; Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts (ML5-INT-01)**

#### Attending festivals around the world

* As a hook, show students a video clip about the [Fête du cinéma (1:22)](https://www.youtube.com/watch?v=InNG2k3rHhw)*.* Ask them questions about the clip in English: What is the ad for? What words can they understand? Can they get the gist of the ad without understanding all the words? Write the question *Quel genre de film tu préfères ?* on the board. Students complete the [*‘Les* *genres de film’* resource [DOCX 186KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-genres-de-film.docx), matching images to film categories, identifying a range of films and categorising them, writing their opinions and then interacting to find classmates who share their opinions. They then answer questions about their favourite actor and movie*.* **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01); Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01); Express and compare emotions and personal preferences (ML5-INT-01)**
* Play the *Qui est-ce ?* (Who is it?) game on Kahoot!. Students have to guess the student from a selection of names presented on the Kahoot! slide – for example: *Son groupe préféré est 5SOS; Il joue du piano; Elle fait toujours du surf*. The whole class then plays the quiz to guess who the class member is that matches the information listed. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Discuss the annual music festival (created in 1982 by the French minister for culture) with students, giving them simple information to locate on the [La Fête de la Musique](https://www.sortiraparis.com/actualites/fete-de-la-musique/guides/53382-la-fete-de-la-musique-2023-a-paris-et-en-ile-de-france) website. Provide students with the [*‘La* *fête de la musique’* resource [DOCX 252KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-la-fete-de-la-musique.docx), with a poster for an event and audio or transcript of 2 teenagers making plans to attend. Ask students key comprehension questions in French prior to the listening activity – for example, *À quelle heure le festival commence ? C’est quel jour/quelle date ?* Students listen to the dialogue and answer comprehension questions in English. Provide students with the transcript of the dialogue and ask them to complete the table with phrases associated with arranging to meet. Ask students to brainstorm possible replies to an invitation – for example, *j’ai pas envie, desolé(e), je ne peux pas, je veux bien, oui bien sûr* and so on. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* Explore slide 7 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), ensuring students understand new vocabulary and structures. Practise a simple interaction of giving and accepting/refusing an invitation using slide 7 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx) if scaffolding is required. Begin by asking one student, who will respond with an acceptance or refusal and then ask the next student. Continue around the class until everyone has asked and answered. **Ask questions, make requests and explain actions (ML5-INT-01)**
* Using the [‘Arranging to meet’ resource [DOCX 475KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-arranging-to-meet.docx) and slide 7 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), students take turns drawing a card from each pile to construct a phone dialogue. Demonstrate the interaction by choosing a card and modelling the dialogue with the whole class as the other partner. Write the interaction on the board. Remind students to begin their conversation with an appropriate telephone greeting, for example *Allo, oui* *?*. After a number of dialogues have been co-created in this manner, students can engage with each other using the cards as prompts, interacting with or without the visual cues to make arrangements to meet for an event. **Make arrangements with peers (ML5-INT-01)**
* **Exit ticket** – students must invite a classmate to an imaginary event including a time and day. Their nominated partner must accept or decline the invitation, providing a reason for their response. **Socialise with peers to build and maintain relationships (ML5-INT-01)**
* Discuss the concept of national celebrations and festivals around the world, identifying those that the students know and how they are celebrated. Ask them what they know about France’s *Fête nationale*, (Bastille Day). Provide the students with [*‘La fête nationale’* resource [DOCX 547KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-la-fete-nationale.docx). Explore Part A, in which 2 teenagers each describe the national day of celebration in their country and how they celebrate. Check understanding through comprehension questions. Focus on the phrases *d’habitude, l’année dernière* and *l’année prochaine* and the verbs that follow*.* Discuss the meaning of each phrase based on the tenses that are used with them *– d’habitude* means usually – present tense*; l’année dernière* means last year – past tense*; l’année prochaine* means next year – future tense. Ask students to identify the verbs in the text and create a table in their books to categorise them into past, present and future tenses. A more detailed explanation of the *passé composé* will follow in the next sequence of learning activities. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Students use the table of verbs they have created in the above activity, as well as prior knowledge, to describe an event that they attend every year, real or imagined, and what they do usually, what they did last year and what they plan to do next year. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Students use the [*‘La fête nationale’* resource [DOCX 547KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-la-fete-nationale.docx) to complete the Part B listening activity to demonstrate their understanding of the text. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate some of the teaching and learning activities in this lesson sequence for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Advanced proficiency** and **high potential and gifted students** *–* as an alternative to, or in addition to, completing the listening activity in the [*‘La fête nationale’* resource [DOCX 547KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-la-fete-nationale.docx),students research a national celebration in another francophone country and create a dialogue or text detailing how, when and what they celebrate.

**Students requiring additional support** – consider providing students with the transcript of the dialogue. Students may also be provided with small sticky notes with the answers, in English, to the comprehension activity to place into the correct space on the worksheet as they listen or read.

#### Mini task– progress checkpoint

Table – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – *On va au concert !* – script of a conversation |
| Your favourite band is coming to Australia to perform in concert and you really want to go and see them. You know the French exchange student at your school really likes the band too, so you want to invite them. Create a message to send the student, including:   * who your favourite band is * when the band is coming to Australia * an invitation to the concert * details about how you will be travelling to and from the venue * a time and place to meet.   Create imaginative texts; Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)  Students should consult the marking guidelines for the final assessment of learning task, to check for understanding of language and expectations and apply these to the mini task, as well as set future learning goals.  Peer feedback – when you have finished, work in small groups of 3–4 to view and discuss your texts. Students use the [‘TAG feedback’ tool](https://schoolsnsw.sharepoint.com/:p:/s/DLS/EVQGbTuQjJVPn34_eBthJ0kB_TGDAg0FheGb3DdU_LAhDw?e=rOmbtQ&clearCache=646bc63a-9800-1916-cbb-29335f55712d) to improve each other’s work before sharing with the teacher. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in French that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

### Weeks 7–10 – sports around the world and summative assessment task

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table – learning intentions and success criteria for Weeks 7–10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * different vocabulary and expressions are required when discussing winter and summer sports * some verbs require a different auxiliary verb when using the *passé composé* * gender and number are a consideration when structuring phrases in the past tense of certain verbs. | Students can:   * use *je voudrais* to talk about what they would like to do * use the perfect tense of *être* and *avoir* verbs to talk about what they have done * describe an event in the past * use expressions of time to describe when events took place. |

**Suggested vocabulary and grammatical structures:**

**Discussing activities you like to do in summer and winter,** for example: *En hiver je fais/j’aime/je préfère faire du patin à glace/du ski; En été je fais/j’aime/je préfère faire du canyoning/du canoë/de la plongée*

**Stating what you would like to do:** *je voudrais + [*infinitive + activity*], for example, je voudrais faire du patin à glace*

**Stating what you did*:*** *je suis allé(e), j’ai joué/j’ai fait, j’ai regardé, j’ai écouté*

**Describing events in the past using the imperfect,** for example: *c’était super, génial, effrayant, difficile, fatigant, exaltant, stimulant, intéressant*

**Using expressions of time in the past:** *l’année dernière, la semaine dernière, hier, l’été/l’hiver dernier*

#### Summer and winter sports

* To broaden students’ vocabulary, write a range of sports categories as headings on the board, for example, sports played with a ball, water sports, winter sports, team sports, individual or extreme sports. Some sports will belong to more than one category. Set a time limit (for example 5–10 minutes) for students to work in pairs with a dictionary to brainstorm sports in French to add to each category. When the allocated time has elapsed, each pair goes to the board with their vocabulary list and adds the sports they have identified in French to the correct category. If the sport is not already on the board, the pair is awarded a point. To determine who gets to add their words to the vocabulary list first, ask the students revision questions from the previous activities. The pair with the fastest accurate response goes to the board.
* **Exit ticket** – students choose one sport and identify 2–3 associated clue words in French (they may need a dictionary) for classmates to guess in a follow-up lesson. For example, *la piscine, le maillot de bains – c’est la natation; la montagne, la neige – c’est le ski,* and so on. Students write their sport and clues on a card and hand it in on their way out. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Using the cards collected in the exit ticket activity above, distribute the cards to students. Students take turns to read their card out to the class, asking *C’est quel sport ?* and the clues. The other members of the class must name the sport or activity in French and then identify it as a summer or winter activity by responding to the question. *C’est un sport d’hiver ou un sport d’été ?* Students may respond by categorising them as a winter sport – *un sport d’hiver*, a summer sport – *un sport d’été,* or both – *les deux*. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Using Parts A and B of the [‘*Les sports d’hiver et d’été’* resource [DOCX 921KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-sports-d-hiver-et-d-ete.docx), students listen to and/or read texts where people are sharing information about their sport preferences. Students complete the tables, based on the information provided. Discuss the use of the phrases *je voudrais/j’aimerais*, using the conditional tense to express what you would like to do. Students then interact in a guided conversation card game, discussing summer and winter sports. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* Using slide 5 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), ask students *Tu préfères les sports d’hiver ou les sports d’été ?* Students structure their responses, drawing on the structures on the slide and prior knowledge of adjectives, to say which one sport they prefer and why – for example, *J’adore faire du ski, c’est passionnant* and/or expressions of frequency, *Je fais souvent du snowboard en hiver, c’est super !* Using Part C of the [‘*Les sports d’hiver et d’été’* resource [DOCX 921KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-sports-d-hiver-et-d-ete.docx), students interact in a guided conversation card game, discussing summer and winter sports. **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**
* Provide students with the [‘Role-play challenge’ resource [DOCX 87KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-role-play-challenge.docx) and check for understanding of the requirements of the activity and the 4-square criterion for peer feedback. Encourage students to write as much as they can within a set time, for example between 120–150 words in 40 minutes. This will depend on student ability and your context. When they have finished, each pair shares their role-play with another pair, for peer feedback. **Plan, construct and edit texts (ML5-CRT-01)**
* To introduce revision of the past tense, write a text in the present tense on the board starting with *Normalement*… and a second parallel text beginning with *L’année dernière…*, for example, *Normalement je vais à la montagne et je fais du snowboard en hiver et je joue au tennis en été mais l’année dernière j’ai joué au foot en hiver et en été je suis allé(e) à la mer et j’ai fait de la plongée.* Identify the different forms of the verbs in the sentences and ask students to account for the differences in the verbs – past instead of present tense. Ask them to explore which verbs in the sentence use the auxiliary verbs *avoir* (*j’ai fait*) and *être* (*je suis allé(e)).* Remind them that some verbs use the verb *être* as an auxiliary instead of *avoir* and introduce them to the [house of *être* (2:18)](https://www.youtube.com/watch?v=uOkWR2i8Nvk) or the [Dr & Mrs Vandertramp mnemonic](http://madamebaran.weebly.com/dr-et-mrs-vandertramp.html) as an explanation for when to use *être* instead of *avoir* as the auxiliary verb. Discuss and demonstrate the agreement of the past participle for number and gender with *être* verbs – for example, *je suis allé, elle est allée, ils sont allés*. Complete consolidation activities with [interactive worksheets](https://www.liveworksheets.com/oo1847199ls) to review and identify *être* verbs and to practise conjugation of [être verbs in the passé composé](https://www.liveworksheets.com/jd3078663ui). **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Discuss the formation of the *passé composé* with *avoir* verbs, demonstrating the formation of the past participle of regular verbs – for example, *manger* becomes *mangé, finir* becomes *fini*, *attendre* becomes *attendu*. Complete the [interactive worksheet](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Pass%C3%A9_compos%C3%A9/Le_pass%C3%A9_compos%C3%A9_avec_AVOIR_nx358728vg) to consolidate learning. Point out the existence of irregular past participles and provide them with a list on the board of the most common ones, for example *faire* (to do) – *fait*, *prendre* (to take) – *pris*, *voir* (to see) – *vu*, *mettre* (to put) – *mis*, *apprendre* (to learn) – *appris*, *avoir* (to have) – *eu*, *être* (to be) – *été*, *lire* (to read) – *lu*, *vouloir* (to want) – *voulu*, *dire* (to say) – *dit*. Give students the following checklist for conjugating verbs in the past tense:

1. Is it an *être* or *avoir* verb? (refer to [house of *être* (2:18)](https://www.youtube.com/watch?v=uOkWR2i8Nvk) or [Dr & Mrs Vandertramp mnemonic](http://madamebaran.weebly.com/dr-et-mrs-vandertramp.html))
2. Does it have a regular or irregular past participle? (check the list)
3. If it is an *être* verb, is the agreement correct? (Does it have an extra ‘e’ for feminine pronouns or ‘s’ for plurals?)

Students complete the activities in the [‘*Passé composé* activities*’* resource [DOCX 90KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-passe-compose-activities.docx) to practise identifying *être* and *avoir* verbs, conjugating verbs in the *passé composé* and adding agreement to the past participle of *être* verbs where appropriate. Students complete other [consolidation activities](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Pass%C3%A9_compos%C3%A9/Pass%C3%A9_compos%C3%A9_en_er_avec_avoir_tq1764555fe) to practise the correct conjugations in the *passé composé*. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**

* To consolidate their understanding of the *passé composé*, distribute sets of the [‘*Passé composé* cards’ resource [DOCX 89KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-passe-compose-cards.docx) to students, which include subject pronouns, conjugations of the auxiliary verbs *être* and *avoir*, and past participles of a range of verbs, including those with masculine, feminine and plural agreement. Students can play a number of activities with the cards, including:
* a memory game to match pronouns with the correct form of the auxiliary verb
* a race to construct the most accurate sentences using all of the cards
* a game like ‘Go fish’ where they have to ask for specific cards to make complete sets to form accurate sentences.

Review strategies used to interact and negotiate meaning in French, using turn taking phrases, gestures and phrases to seek clarification and/or repetition. **Socialise with peers** **to build and maintain relationships;** **Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts (ML5-INT-01)**

* Present students with time expressions for creating texts in the past tense such as *l’année dernière, la semaine dernière, l’été dernier* and so on. Students record expressions into books or devices in French and English. Students create 3 paragraphs, each beginning with *Normalement*… to express 3 things that they usually do. In each paragraph, students draw on structures from previous activities in the unit, including details about frequency, where or with whom they do them and whether they like them or not and why. When they have finished, they pass their paragraphs to another student who then recreates the 3 paragraphs in the *passé composé*, beginning with an expression of time in the past. **Create informative texts to describe experiences and share information about their own and others’ personal worlds; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Students complete the [‘Listening slalom’ resource [DOCX 88KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-listening-slalom.docx). Read out sentences in French. Students must identify the English equivalent of each sentence’s components, using a grid. Students must then recreate the sentences in French to the best of their ability using the phrases in English as cues. Provide sentence builders if necessary to support students. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01); Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* **Exit ticket** – students create 3 statements regarding any of the sports mentioned in the reading comprehension, for example if they like the sport (or not), how often they do the sport and when they have done the sport in the past. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML6-CRT-01)**

#### Holiday activities

* Provide students with the [*‘Les vacances actives’* resource [DOCX 2MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-vacances-actives.docx) which has a sample brochure of a holiday club. Discuss the concept of a *centre aéré* as a non-residential activity centre or holiday club/camp for young people to attend during school holidays and outside of school. Students complete Activities 1 and 2 (the reading and listening activities) in the resource. Encourage students to use reading strategies to work out meanings and to use a dictionary to only look up words they cannot work out from the context. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* Discuss what questions they could ask each other if they wanted information about the activities at the activity centre. Write the questions *C’est quel jour [*activity*] ?* and *C’est à quelle heure [*activity*] ?* on the board*.* Working in pairs and referring to the brochure, students ask and answer questions about the different activities and when they take place – for example, *C’est quel jour la Zumba ? C’est le lundi à dix heures.* Using the [*‘Les vacances actives’* resource [DOCX 2MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-vacances-actives.docx) provided to students earlier, students complete Activities 3 and 4. Firstly, using structures similar to those explored on slide 7 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 744KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-sentence-builders-and-conversation-scaffolds.pptx), students interact with a partner to organise to do an activity together at the *centre aéré*. Students may use visual prompts and/or scaffolding, if required. Then, students create a message in the past tense, describing what they did at the *centre aéré*. **Make arrangements with peers (ML5-INT-01); Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Students complete the [‘Information gap activity’ resource [DOCX 310KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-information-gap-activity.docx), interacting to complete a timetable with missing information. **Ask questions, make requests and explain actions (ML5-INT-01)**
* Discuss the concept of *colonies de vacances* or *colos*. Explain that in addition to the *centres aérés,* these are residential activity centres for young people to attend during school holidays, similar to summer camps, and very popular in France. Some *colonies* specialise in specific sports or activities and others offer a range. Not all of them are sports orientated – for example, some focus on art, crafts, drama, dance or more academic subjects. Allow students time, individually or in groups, to explore the [*action-sejours – colonies de vacances*](https://www.action-sejours.com/colonie-de-vacances/)website*.* Revising the *je voudrais* conditional structure, discuss what they have discovered, for example, *Où est-ce que tu voudrais passer tes vacances ?* (Where would you like to spend your holidays*?) Tu voudrais aller en colonie de danse/théâtre, pourquoi ?* (Would you like to go to a dance/drama camp ?) and so on. **Express and compare emotions and personal preferences (ML5-INT-01)**
* Students create a text about their holiday activities (real or imagined) using the present tense to describe what they usually do – *d’habitude,* the past tense to describe what they did in the holidays last year – *l’année dernièr,* and the conditional tense to describe what they would like to do next year *– l’année prochaine je voudrais…* **Plan, construct and edit texts (ML5-CRT-01)**

#### Mini task – progress checkpoint

Table – mini task – progress checkpoint 3

|  |
| --- |
| Mini task – *un concours* – a competition entry |
| You are researching holiday activities and discover a website for a French company that runs *colonies de vacances* in Australia. On their website is a forum where young people describe their experiences. The website includes a competition announcing a free holiday camp for the winning entry. To enter, create a submission of 25–50 words to describe which camp you would like to attend and why. Read the posts on the forum and create a submission that outlines:   * your interests (summer and/or winter) and how frequently you participate in the activities * a description of what you did last holidays * which camp you would like to attend and why, using *je voudrais…*   Create imaginative texts; Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)  Students should consult the marking guidelines for the final assessment of learning task, to check for understanding of language and expectations and apply these to the mini task, as well as set future learning goals. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in French that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

#### Famous sports people

* Show students a selection of different sporting personalities (source images from the internet according to current sporting stars), to see if they can name the sport they are affiliated with in French. Give them hints in French if necessary. Ask them about various sports and their players – for example, *Tu aimes le foot ? Qui est ton/ta joueur/joueuse préféré/e ?* Students complete the [*‘Les stars du sport’* resource [DOCX 190KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-stars-du-sport.docx) about 3 different sporting personalities. Students complete comprehension questions in English. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Students complete [‘*Mon star préféré/Ma star préférée*’ resource [DOCX 86KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mon-star-prefere-ma-star-preferee.docx), researching their favourite star. (Note – at the end of the lesson, ask students to put their name on their resource and hand it in. Create a list of all the famous peoples’ names, for use in a follow-up activity.) **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the above teaching and learning activity for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Advanced proficiency and high potential and gifted students** *–* in addition to creating the text for this activity, students can provide extra details of the person they have researched, particularly in relation to their early life to further explore the use of the *passé composé*.

**Students requiring additional support** – provide students with a cloze passage of a famous person, with a word bank, to complete. Students may also work in groups, instead of individually.

* Take the role of a famous person for students to interview, without telling students who you are. Students work as a group to compose a series of questions to ask the ‘famous person’, including when and where they were born, their family and career, what prizes or awards they have won, how long they have been competing or performing, and so on, using question words they are already familiar with like *Quand ? Est-ce que… ? Qu’est-ce que… ? Depuis quand… ?*. Write the questions on the board for the students to refer to. Students conduct an interview as a panel with you, as the famous person, to practise asking and answering questions. Provide responses in French about the person to model language structures, seeing who can guess your identity first. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Distribute the list of famous peoples’ names you created when you collected the [‘*Mon star préféré/Ma star préférée*’ resource [DOCX 86KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-mon-star-prefere-ma-star-preferee.docx), and hand each biography back to the student who created it. Students then use their biographies to conduct one-on-one interviews, guessing each other’s famous person. Students move around the room conducting one-to-one interviews with their peers, taking turns asking and answering the questions modelled on the ‘famous person’ interview. Using the information they have gathered, students guess who the biography is about from the list of famous peoples’ names. They write the name of the student who they think wrote the biography next to the famous person on the list. Encourage students to negotiate meaning in French, using interjections and fillers to promote sustained communication and fluency. At the conclusion of the activity, reveal the list of famous people to see who has most of the correct answers. **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**
* Students complete Part A of the [‘*Les sportifs au monde francophone’* resource [DOCX 2MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-sportifs-au-monde-francophone.docx) about sports in the francophone world. Students complete the comprehension activities in English. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01)**
* Using Part B of the [*‘Les sportifs au monde francophone’* resource [DOCX 2MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-les-sportifs-au-monde-francophone.docx) as a stimulus, students choose which destination they would prefer to visit, justifying their opinion with reference to the text. Students then write a blog post expressing their preference for the chosen destination in French, explaining their choice with reference to the text and including their own personal preferences. Alternatively, students can use similar content to create a dialogue with a French-speaking friend in an online chat. **Plan construct and edit texts (ML5-CRT-01)**

## Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning. For example, adjustments for students with special education needs. The evaluation can include feedback from students.*

## Registration

Teacher name:

Teacher signature:

Date:

## Appendix A

### Sample summative assessment task

#### Outcomes and content

**ML5-CRT-01 Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language**

* Create informative texts to describe and share information about your own and others’ personal worlds
* Plan, construct and edit texts
* Adjust and adapt vocabulary from a wide range of themes to create texts
* Control and manipulate a range of structures and features of the grammatical system to create texts

##### Task

Your class is planning to publish an online magazine for French teenagers to learn about Australian culture. Choose 3 sport and/or leisure activities you have recently participated in and create a short text about each one to contribute to the magazine. Choose at least one activity outside your home.

In your text[[3]](#footnote-4), include:

* **a catchy title**
* **an engaging image, with a caption**
* **a description of yourself – your personality and your hobbies/interests**
* **information about how often you do each activity**
* **your opinion about each activity, with justification**
* **when you last did each activity, using the past tense, for example *I went bike riding with my friends last week.***

**For the activity outside of your home, include where it occurs and how you get there.**

#### Marking guidelines

Table – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML5-CRT-01   * Create informative texts to describe and share information about your own and others’ personal worlds * Plan, construct and edit texts | Creates a detailed text, with a high level of accuracy, that includes:   * magazine article format, including catchy title and engaging image * a description of their personality * information about 3 activities and, for each activity, frequency, opinion (with justification) and when they last did the activity * information about one activity outside of the home, including where it is and how they get there. | Creates a detailed text, with minor errors, that includes:   * magazine article format, including catchy title and engaging image * a description of their personality * information about 3 activities and, for each activity, frequency, opinion (with justification) and when they last did the activity * information about one activity outside of the home, including where it is and how they get there. | Creates a text, with errors that do not hinder comprehension, that includes most of the following:   * magazine article format, including catchy title and engaging image * a description of their personality * information about 3 activities and, for each activity, frequency, opinion (with justification) and when they last did the activity * information about one activity outside of the home, including where it is and how they get there. | Creates a text that contains errors that may hinder comprehension and includes some of the following:   * magazine article format, including catchy title and engaging image * a description of their personality * information about one or more activities, with some supporting detail. | Creates a text with some relevant information, with errors that hinder comprehension. |
| * Control and manipulate a range of structures and features of the grammatical system to create texts * Adjust and adapt vocabulary from a wide range of themes to create texts | Controls and manipulates an extensive range of vocabulary, structures and features of the grammatical system, with a high level of accuracy, including:   * adjectives with agreement * verb conjugations in present and past tense * use and placement of expressions of frequency. | Controls and manipulates a broad range of vocabulary, structures and features of the grammatical system, with minor errors, including:   * adjectives with agreement * verb conjugations in present and past tense * use and placement of expressions of frequency. | Controls and manipulates a range of vocabulary, structures and features of the grammatical system, with some errors, including:   * adjectives with agreement * verb conjugations in present and past tense * use and placement of expressions of frequency. | Uses some learned vocabulary, structures and features of the grammatical system, with errors that may hinder comprehension, including some of the following:   * adjectives * verb conjugations in present and/or past tense * expressions of frequency. | Attempts to use some relevant vocabulary, structures and/or phrases, with errors that hinder comprehension. |

#### Sample student response

This is an example of a Grade A response.

***Ma vie de sport !***

*Salut, je suis Laura. J’ai seize ans et j’habite à Canberra en Australie. Je suis grande, athlétique et très active. J’adore faire du sport, surtout les sports d’hiver. Le weekend, je fais du ski avec ma famille, c’est génial ! Je joue aussi au volley au centre aéré. J’y vais avec mes parents en voiture. C’est facile et vite. Je joue dans une équipe avec mes amis le jeudi. C’est mon sport préféré.*

**

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*Je fais souvent du surf et de la plongée avec ma sœur en été pendant les vacances. Elle n’aime pas faire du sport. Elle est très timide et elle n’aime pas les sports d’équipe parce qu’ils sont fatigants et trop compétitifs.*

*J’aime aussi écouter de la musique. Mon groupe préféré c’est 5SOS. Ils sont les meilleurs ! J’écoute toujours de la musique quand je fais du ski. Je ne reste jamais chez moi. C’est rasant !*

*Le weekend dernier j’ai fait du snowboard avec mes amis. C’était super bien. Un jour je voudrais faire du cheval parce que j’adore les chevaux.*

*À vous voir sur la montagne !!*

**My sporting life!**

Hi, my name is Laura. I am 16 years old and I live in Canberra in Australia. I am tall, athletic and very active. I love to play sport, especially winter sports. On the weekend I ski with my family, it’s great! I also play volleyball at the activity centre. I go there with my parents in the car. It’s easy and quick. I play in a team with my friends on Thursdays. It’s my favourite sport.

I often go surfing and diving with my sister in summer in the holidays. She doesn’t like playing sport. She is very quiet and doesn’t like team sports because they are tiring and too competitive.

I like listening to music too. My favourite band is 5SOS. They are the best! I always listen to music when I am skiing. I never stay at home. That’s boring!

Last weekend I went snowboarding with my friends. It was amazing. One day I would like to go horse riding because I love horses.

See you on the mountain!!

## Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 5 French – ‘In my free time’ infographic [PDF 1.5MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-french-in-my-free-time-infographic.pdf) gives students a visual guide of the unit’s learning pathway. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping/visualising processes.



## About this resource

The target audience for this resource is teachers of Stage 5 French.

* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 5 French’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: July 2023

Please complete the [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

### How to use this resource

This 10-week (25-hour) unit can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student need. The learning, teaching and assessment strategies and assessment task are suggestions only.

[Sentence builders](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sentencebuilders.com%2Fabout&data=05%7C01%7CMaureen.OKeefe5%40det.nsw.edu.au%7Cc04b2ccbf3134d954ccf08db8d81de9d%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638259361147834986%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=YO48HLfmLNI%2F1c3spbXb9LaLp8YiZ5s168WtEaZ3gr0%3D&reserved=0) (accessed 26 July 2023) are a pedagogical tool central to the Extensive Processing Instruction (EPI) approach developed by Dr Gianfranco Conti. Sentence builder tables contain words and chunks which combine to form sentences, supporting students to generate a large range of different sentences. In order to provide editable tables for teachers, as part of the support for Modern Languages K-10 Syllabus, the tables included in this resource contain merged cells. Students who need to access content using a screen reader may need to be provided with an alternative format. Please contact [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) if you require an accessible version of this resource.

### Supporting students with disability

When using this unit of work, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet, such as large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech to text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

### Evidence base

This unit of work supports the following themes from [‘What works best’: 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1) (CESE 2020):

* high expectations
* explicit teaching
* effective feedback
* use data to inform practice
* assessment.

### Further information

* Aligned to system priorities and/or needs: [NSW Department of Education 2018-2023 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – *academic achievement*
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): *Learning domains – curriculum; assessment; Teaching domain – effective classroom practice*
* Consultation: EAL/D Education

## References

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1. A scaffold or template may be provided to students. [↑](#footnote-ref-2)
2. [Gianfranco Conti – The Language Gym](https://gianfrancoconti.com/) [↑](#footnote-ref-3)
3. A scaffold or template may be provided to students. [↑](#footnote-ref-4)