Stage 6 French Beginners (Year 11)

# Topic – friends, recreation and pastimes

This topic will be explored through the perspectives of the **personal world** and the **French-speaking communities** enabling students to develop knowledge and understanding of the French language, linked to cultural values, attitudes and practices**.** Students will learn how to describe character and appearance, as well as talk about their health and hobbies. They will also learn to make plans to go out.

# Duration

40 hours

# Assessment

Sample assessment activities designed to check student learning and inform future language learning are embedded throughout the unit and shown **in bold**. Sample assessment as learning activities are identified by (AaL) and sample assessment for learning activities are identified by (AfL).

# Objectives and outcomes

A student:

1.1 – establishes and maintains communication in French

1.2 – manipulates linguistic structures to express ideas effectively in French

1.3 – sequences ideas and information

1.4 – applies knowledge of the culture of French-speaking communities to interact appropriately

2.1 – understands and interprets information in texts using a range of strategies

2.2 – conveys the gist of and identifies specific information in text

2.3 – summarises the main points of a text

2.4 – draws conclusions from or justifies an opinion about a text

2.5 – identifies the purpose, context and audience of a text

2.6 – identifies and explains aspects of the culture of French-speaking communities in texts

3.1 – produces texts appropriate to audience, purpose and context

3.2 – structures and sequences ideas and information

3.3 – applies knowledge of diverse linguistic structures to convey information and express original ideas in French

3.4 – applies knowledge of the culture of French-speaking communities to the production of texts

[French Beginners syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/df9cab15-bfaa-48b6-a735-c03c7f752291/french-beginners-st6-syl-from2010.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

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| Objective | Students learn about: | Students learn to: | |
| 1 – interacting | the importance of listening for key words to assist understanding | listen for meaning | |
|  | the importance of reading for key words to assist understanding | read for meaning | |
|  | links in communication | use strategies to initiate, maintain and conclude an interaction | |
|  | the purpose and context of communication | select and incorporate particular vocabulary and structures to achieve specific communication goals | |
|  | register in language use | interact with reference to context, purpose and audience | |
|  | responding to factual and open-ended questions | maintain an interaction by responding to and asking questions and sharing information | |
|  | ways to support effective interaction | use appropriate language features to enhance communication | |
|  | the logical sequencing of ideas | structure information and ideas coherently | |
|  | formal and informal language, and when and where it is used | apply appropriate social conventions in formal and informal contexts, for example terms of address | |
|  | sociolinguistic conventions relating to everyday activities | use language and/or behaviour appropriate to social context, for example mealtimes, accepting/declining invitations | |
| 2 – understanding texts | ways in which texts are constructed for specific purposes | identify why, how or to whom a text is delivered or presented | |
|  | ways in which texts are formatted for particular purposes and effects | explore the way text content is presented and how ideas and information are sequenced | |
|  | ways of identifying relevant details in texts when listening or reading for specific information | make judgements about the relevance of detail in understanding text | |
|  | ways of inferring meaning from text | use contextual and other clues to infer meaning from text | |
|  | resources available to access, enhance or promote independent learning | access available resources to assist comprehension of a text, for example dictionaries, word lists, glossaries, charts | |
|  | the effect of syntax on meaning | analyse ways in which words, phrases and sentences are constructed, for example how words are modified for grammatical effect | |
| 3 – producing texts | the structure and format of particular texts | present and organise information in ways appropriate to audience, purpose and context | |
|  | the purpose and context of a text and their influence on the choice of structure, format and vocabulary | plan, draft and edit text | |
|  | the logical sequencing of ideas in extended text | sequence ideas and information in texts | |
|  | the application of known linguistic structures in new contexts | apply a range of vocabulary and linguistic structures across a range of contexts | |
|  | language choices and their effect on intended meaning | evaluate the accuracy and appropriateness of structures when constructing and editing text | |
|  | resources available to enhance and expand independent learning | extend and refine their use of language, for example by using dictionaries, word lists and grammar references, accessing authentic texts in print and online | |
|  | register in language use | use culturally appropriate language when creating and presenting texts |

# Unit plan

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| Sub-topic | Suggested teaching and learning activities | Text types | Suggested structures and vocabulary |
| Describing character and appearance | * Introduce a variety of character descriptions (*sympa, chouette, méchant*). Students revise and practise adjective agreement. * Discuss the qualities of an ideal friend. * Students read texts about an ideal friend. They choose who they would pair up as friends, giving reasons based on the texts. * **Students reflect on what makes a good friend and write a short diary entry describing an ideal friend (AfL).** * Introduce physical descriptions (height, size, hair, eyes). **Practise and drill vocabulary through a series of listening, reading, speaking, writing and online activities (AaL).** * Play [*Qui-est-ce*](https://sites.google.com/a/waimairi.school.nz/french/topics/guess-who-game) *?* to practise describing people. Play it as a whole class initially, then allow students to break into pairs to continue playing. * Avatar pair work – students go to [Voki](http://www.voki.com/) on their laptops. One student describes an avatar, the other student must create the avatar listening to the description – no peeking! Students compare the avatars at the end, then swap roles. * Celebrity line-up – students bring in a picture of a chosen celebrity. On a separate piece of paper, they write a description of the celebrity. Line up all the celebrity photos on the board and number them. Distribute the descriptions to different students. Each student reads out a description, and all students write the number of the celebrity it describes. | * short description * diary entry | Adjectives – masculine and feminine  Describing characteristics of yourself and others, for example:   * *Il est gentil/sympa/intelligent* * *Je suis paresseux/paresseuse, honnête* * *Elle est branchée/charmante/bavarde/calme* * *Il est artistique/ fidèle/compréhensif/travailleur*   Describing eye and hair colour, for example:   * *Je suis blond/e* * *Elle est rousse* * *Il est brun/chauve* * *J’ai les yeux verts* * *Il a les cheveux raides*   Negation *ne…pas*  Possessive adjectives *ma, mon, mes*  Questions, for example:   * *Comment est ton ami/amie ? Grand(e)/petit(e) ?* * *Est-ce qu’il/elle a des cheveux noirs ?* |
| Maintaining health, fitness and lifestyle | * Discuss and brainstorm ways to keep fit and healthy. * Rank health strategies elicited in the class brainstorm in order of importance. * Discuss how we give advice in English. Introduce and explain formation and use of imperative mood. Give pattern for regular verbs (-*er, -ir, -re*) and common irregular verbs (*être, avoir, savoir, aller*). * **Students complete** [**Healthy living – reading exercises**](https://www.bbc.co.uk/bitesize/guides/zpqdwmn/revision/1) **as well as teacher-created exercises to practise giving advice (AaL).** * Revise and introduce the impersonal structure *il (ne) faut (pas)* + infinitive of the verb to express necessity and obligation. For example, *il faut mettre de la crème solaire. Il ne faut pas manger beaucoup de sucre.* * Students design an infographic – *10 conseils pour une vie plus saine* and offer advice on how to live a healthy lifestyle. * Revise and/or introduce body parts. Play “*Jacques a dit*” (Simon says) to consolidate. * Students listen to a children’s [song](https://safeshare.tv/x/ss564f27a75e5ad) to introduce *avoir mal à* + contracted article + body part. Students deduce the pattern for saying what hurts in French. They complete exercises to consolidate understanding. * Students read and listen to dialogues at the doctor’s and pharmacy for further vocabulary relating to health. Students answer comprehension questions based on the dialogues. * **Students write and record role-plays for a situation at the doctor’s and at the pharmacy (AfL).** Students hand in the dialogue scripts for marking and feedback. During the role-play, the audience complete a table when watching and listening – filling in the name of the patient, the symptoms and the advice given. | * infographic * song * dialogue script | Describing how you feel, for example   * *J’ai faim* * *J’ai soif* * *J’ai froid* * *J’ai chaud*   Describing illness and saying you need to see a doctor/dentist, for example:   * *J’ai mal à…* * *Je suis malade* * *J’ai besoin d’un dentiste*   Imperatives, for example:   * *Mangez cinq portions de fruits par jour* * *Faites de l’exercice tous les jours* * *Dormez entre huit et neuf heures par nuit* * *Arrêtez de manger du sucre* * *Buvez dix verres d’eau par jour*   Questions, for example:   * *Quand tu cours beaucoup, où est-ce que tu as mal ?* * *Quand tu as la grippe, où est-ce que tu as mal ?*   Illness-related vocabulary, for example:   * *La fièvre* * *Une toux* * *L’enrouement* * *Le rhume* * *La grippe* * *Être blessé(e)* * *Le manque d’appétit* * *Les heures de consultation* * *Une pharmacie de garde* * *Les médicaments* |
| Going out and making plans | * Brainstorm places students like to go in their free time and what they enjoy doing for leisure and entertainment. * **Practise and drill vocabulary through a series of listening, reading, speaking, writing and online activities (AaL).** * Provide students with sample menus and dialogues that match the menus. Students deduce the structures for ordering food/drink and payment from the dialogues *(je voudrais, donnez-moi, pour moi, ce sera, l’addition SVP, c’est combien ?)*. Students create vocabulary lists of entrées, main meals, drinks and desserts. Using the sample menus, students write their own restaurant and café-based dialogues. Students listen and note what the people order and how much it costs. * Provide students with a range of invitations, for example a formal written party invitation and a text from a friend. Discuss the use of the formal and informal register. Students learn context and audience-appropriate ways of accepting or declining an invitation and providing an excuse where necessary. Revise the negative and introduce *je ne veux pas/je ne peux pas parce que…* * Students revise the places/activities that could be proposed to them as an invitation and respond with *j’aime/je n’aime pas*. Revise word order, negative and conjugated verb + infinitive rules. Brainstorm new names of places/verbal phrases that could feature in invitations. *(Tu veux aller à la patinoire samedi soir ?/Tu veux venir patiner samedi soir ?)* * **Students listen to a range of conversations about making plans and answer questions about the venue, time and response (AfL).** * Students compose *un texto* to a friend to plan a weekend outing with a francophone friend and negotiate plans. * Explicitly teach the features of the email text type. Provide students with models of emails about the weekend that include examples of the imperfect (*j’étais, je faisais, je jouais*) to introduce the imperfect tense to students. Students then compose an email in which they describe a weekend outing using the *imparfait.* * Restaurant excursion/incursion. Arrange an excursion to a French restaurant or students complete a regional food research task with digital presentation. Students prepare a typical French regional dish to share. They also do background research on the region and do a short presentation on the day including where the region is and at least 5 interesting facts that they learnt about the region. Students only speak in French throughout the restaurant excursion/incursion. * Introduce *passé composé* of verbs that take *avoir*. Explain the use and formation of the tense. Provide students with supplementary grammar exercises covering regular and irregular verbs to consolidate. Following the restaurant excursion/incursion, students use the *passé* *composé* to say what they ate. * Introduce verbs that take *être* in the *passé* *composé*. Highlight and discuss the reason why the auxiliary verb is different. Provide students with ways of remembering the verbs that take *être*. * In groups, students collaboratively write an article of the restaurant excursion/incursion in French using the *passé composé*. Publish (with a corresponding English version) in the school newsletter. | * menu * dialogue * article * email * SMS | * *On se retrouve…* * *Je ne peux pas.* * *Je ne veux pas.* * *Désolé(e), j'ai des devoirs à faire* * *Je voudrais…* * *Je vais prendre…* * *On pourrait aller chez moi* * *Le weekend je danse souvent* * *Le weekend dernier j’ai dansé à une boum*   Questions, for example:   * *Qu’est-ce que tu fais le week-end ?* * *Qu’est-ce que tu as fait pendant le week-end dernier ?* * *Tu sors beaucoup avec tes amis ?* * *Tu veux sortir ?* * *On va au café ?* * *À quelle heure est-ce qu’on se retrouve ?* * *Tu es libre lundi matin ?* * *Qu’est-ce que tu aimes manger ?* * *Tu aimes aller au restaurant/au café ?* * *Qu’est-ce que tu aimes manger en général ?* * *Qu’est-ce que tu aimes boire en général ?*   Past tenses *(imparfait* and *passé composé)* |
| Describing sports, hobbies and musical interests | * Brainstorm sports/hobbies and teach new vocabulary according to student interest. Students rank the activities in order of preference and compare their order with a partner. * Brainstorm the names of any French films they have seen, actors they know, and singers and/or songs that they know. Students view a French film in their own time. Students create a poster for the film with a short review written underneath it. Display the posters on the classroom wall. * Provide students with expressions to describe their likes, dislikes and preferences in film/music genres *(j’aime bien, j’adore, je suis passionné(e) de, je n’aime pas du tout)* Students practise expressing their likes and dislikes in the context of film/music genres using the posters as stimulus. Complete a class survey of film/music genre preferences. * Complete listening, reading, speaking and writing activities that focus on talking about what sports the students play using the structure *je fais de [sport].* Students also give an opinion about different sports using *j’aime bien, j’adore, je n’aime pas, je déteste*. * Introduce hobbies and musical instruments in French using pictures and gestures. Students complete a series of activities that focus on the key question *Qu’est-ce que tu aimes faire ?* * Revise and familiarise students with different forms of questions and question words: *Est-ce q ue… ?, Qu’est-ce que… ? Tu as… ?* (intontation), *As-tu… ?* (inversion)*, Qui ?, Comment ?, Que ?, Quand ? Où ? Quel ?* * Students conduct a survey asking 10 different people what their hobbies are. Encourage the students to elaborate on their responses. * Students complete a range of activities to consolidate new learning, for example the Department of Education’s [French Beginners Google Site](https://sites.google.com/education.nsw.gov.au/frenchbeginnersactivities/topics/friends-recreation-and-pastimes?authuser=0). * Students write an introductory email or a letter to a French student which includes a self-description of their appearance, interests, sports and hobbies. To get better acquainted, they should also include a description on what they value in a friend. They should ask questions to find out the French student’s interests to establish common interests and likes. (Note – this could be used as a formal assessment task.) | * survey * poster * email | Talking about hobbies, for example:   * *Je fais de [sport]* * *Je joue de la/du [musical instrument]*   Likes and dislikes, for example:   * *J’aime bien* * *J’adore* * *Je n’aime pas* * *Je déteste*   Questions, for example:   * *Tu aimes la musique ?* * *Quel genre de musique/film préfères-tu ?* * *Pourquoi aimes-tu cette musique/ce genre de musique ?* * *Tu joues d’un instrument de musique/musicale ?* * *Est-ce que tu joues de la guitare ?* * *Pourquoi as-tu choisi cet instrument ?* * *Quel genre de film est-ce que tu aimes regarder ?* * *Quel est le dernier film que tu as vu ?* * *Tu fais du sport ? Quel sport ? Combien de fois par semaine ?* * *Pourquoi aimes-tu ce sport ?* |

# Register

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| To be completed by teacher |  |
| Completion date |  |
| Teacher name |  |
| Teacher signature |  |
| Variations and adjustments |  |
| Reflection and evaluation |  |