 Stage 4 French – mandatory 100 hours

This unit starter 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. The learning, teaching and assessment strategies and assessment task are suggestions only.

Who’s important in my life?

Family is an important part of a person’s life and shapes their identity. There are many different types of families, and the cultural expectations of these structures may be different in francophone countries and in Australia. In this unit, students learn to describe important people in their lives, including family members and friends.

Duration

25 hours

Key inquiry questions (or focus areas)

* Who are the people and pets in our families?
* How do we describe them?
* How do family structures vary?
* What are typical pets in francophone countries?

Learning across the curriculum

* Cross-curriculum priorities
  + Asia and Australia’s engagement with Asia
* General capabilities
  + information and communication technology capability; intercultural understanding; literacy

Structures

Demonstrating possession

* Demonstrating possession using *de*
* Possessive adjectives: *mon, ma, mes, ton, ta, tes*

Present tense

* *Avoir: j’ai, tu as, il a, elle a*
* *Être: je suis, tu es, il est, elle est*

Adjectives

* Adjectival agreement in masculine, feminine, singular and/or plural forms (colour, size, appearance, character)

Conjunctions

* *et*
* *mais*

Suggested vocabulary

* Introducing people: *Dans ma famille il y a… personnes; Voici…*
* Stating if you do not have certain family members or pets: *Je n’ai pas de…*
* Family members: *père, mère, frère, sœur, tante, oncle, grand-mère, grand-père, cousin, cousine, femme, mari, fils, fille, maman, papa, mamie, papie*
* Friends: *ami, amie, petit(e) ami(e), copain, copine*
* Animals: *chien, chat, oiseau, lapin, cochon d’Inde, cobaye, poisson, souris, serpent, tortue, perruche, perroquet*
* Adjectives of size: *petit(e), grand(e)*
* Adjectives of appearance: *beau/belle, mignon(ne), adorable*
* Adjectives of character: *méchant(e), sympa, gentil(le), chouette, marrant(e), rasant(e), horrible, pénible, cool, super, intelligent(e), formidable, actif, active sportif, sportive féroce, intéressant(e), timide*
* Adjectives of colour: *noir, blanc, jaune, orange, rouge, rose, violet, brun, marron, vert, bleu, gris*

Suggested assessment of learning task

Note: This assessment task, with marking guidelines, is available on the [French Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/french) of our website.

You have been selected as an exchange student to a francophone country. Create a photobook to take with you on the exchange program, introducing 4 important people and/or animals in your life (for example family members, friends and/or pets) – these may be real, or imagined. For each photo, include captions with name, age, appearance and personality in French.

In your captions:

* use possessive adjectives correctly
* describe each person and/or animal’s appearance and personality, using correct adjectives and verb conjugations
* use adjectives that agree with their nouns and are placed correctly
* include conjunctions and correct word order.

Outcomes

* LFR4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans
* LFR4-2C identifies main ideas in, and obtains information from texts
* LFR4-3C organises and responds to information and ideas in texts for different audiences
* LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences
* LFR4-5U applies French pronunciation and intonation patterns
* LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas
* LFR4-7U identifies variations in linguistic and structural features of texts
* LFR4-8U identifies that language use reflects cultural ideas, values and beliefs

All outcomes referred to in this unit come from [French K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

| Outcomes | Teaching and learning strategies | Evidence of learning | Evaluation and variation |
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| LFR4-8U   * Explore connections between language and culture in particular words, expressions and communicative behaviours | As stimulus, students watch a short clip on family interactions (for example [The Middle Mike Heck singing in car](https://www.youtube.com/watch?v=SM1JQh9nE5Y)) and a clip on family introductions (for example [présenter la famille](https://www.youtube.com/watch?v=XJjYJqG34iw)). Students discuss family dynamics and identify known structures and vocabulary. (Note: If hyperlinks do not work, right-click and copy the link, then open in Chrome.) | * Students participate in class discussion about family and family dynamics in English * Students identify known structures and vocabulary in French |  |
| LFR4-8U   * Recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity | Students discuss variations in family structures in Australia and in francophone countries around the world.  Students with a background in French  Students interview an older French-speaking family member about family structures in the past compared to now and present it to the class. | * Students record a summary of the class discussion   Students with a background in French   * Students present interview and findings of interview in class |  |

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| LFR4-2C   * locate information and identify gist in a range of spoken, written and digital texts   LFR4-3C   * respond in English or French to information and ideas on a range of topics using different modes of presentation for particular audience | Students view a family tree, presented by the teacher. From this family tree, students collaboratively compile the vocabulary required to describe their families.  Students with prior learning and or experience  Students read information about a French family and construct the family tree.  Students with a background in French  Students research their own family tree or that of an important French figure. | * Students identify relevant terms to name family members * Students accurately record family member vocabulary for future reference   Students with prior learning and or experience   * Students produce family tree   Students with a background in French   * Students produce own or important French figure family tree |  |
| LFR4-5U   * recognise and use features of the French sound system, including pitch, accent, rhythm and intonation * understand and use elements of French grammar and sentence structure to express ideas * apply knowledge of French grammar to organise and elaborate on ideas and opinions   LFR4-1C   * interact with peers and know adults on a range of topics and experiences | Students practise vocabulary through a [“Find your family”](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/french/st4-french-family-game.docx) game. Each student is given a card with a family member, including name and information on several of their family members.  Each student finds their ‘families’ by calling out their information to identify their matching family members in the classroom. Alternatively, students could walk around the classroom, asking each other questions. Once each ‘family’ is identified, they then construct their family tree, labelling family members on a poster. Students transfer this vocabulary to their notebooks or online file.  This activity introduces the structure of showing possession or ownership using *de*, for example Je suis le frère de Sophie.  Students with prior learning and or experience  Students take the lead in the activity and ask full questions in French, rather than just giving information.  Students with a background in French  Students invent personal histories for the family members. | * Students ask questions to each other, so as to find matching family members * Students identify the relationships between family members, using de * Students move into family groups and construct family trees as a poster   Students with prior learning and or experience   * Students interact in French and lead activity in class   Students with a background in French   * Students role-play the relations in their invented personal histories |  |
| LFR4-2C   * locate information and identify gist in a range of spoken, written and digital texts * obtain and process information from a range of spoken, written and digital texts   LFR4-5U   * recognise and use features of the French sound system, including pitch, accent, rhythm and intonation | Students consolidate family member vocabulary through practice on interactive websites such as [Languages online](https://languagesonline.org.uk/French/ET1/NewET1U3/Index.htm) UK, [Kahoot](https://kahoot.com/) or [Quizlet](https://quizlet.com/en-gb).  Students practise pronunciation of the vocabulary.  Teacher asks students simple questions about the members of their families.  Students with prior learning and or experience  Students can research more family vocabulary such as stepsister and mother-in-law.  Students with a background in French  Create a new Kahoot game with new vocabulary to play with the whole class. | * Students complete interactive activities online * Students apply correct pronunciation and intonation patterns when using family member vocabulary * Students can respond orally to questions in French about their family   Students with prior learning and or experience   * Students present new vocabulary in an activity the class can complete   Students with a background in French   * Students accurately create Kahoot game that the whole class can play |  |
| LFR4-6U   * understand elements of French grammar, including the systematic nature of verb conjugation | Students discover the correct usage of possessive adjectives with family member vocabulary through participating in a sorting game. Students record the various forms of possessive adjectives. | * Students sort masculine, feminine and plural family members into piles, according to their possessive adjectives * Students accurately record forms of possessive adjectives |  |
| LFR4-2C   * locate information and identify gist in a range of spoken, written and digital texts   LFR4-3C   * respond in English or French to information and ideas in a variety of spoken, written and digital forms for specific contexts   LFR4-7U   * recognise that French is both a local and global language | Students listen to recordings of people introducing a wide range of families to learn how to introduce families in French, for example [French Listening: Describe your Family pt.1](https://www.youtube.com/watch?v=pB_3FLbZisg) or [*La famille de Georges*: Listening and talking about a family](https://french-resources.org/level/intermediate/skill/listening/publisher/schoolshape-68/channel/schoolshape_french_materials-1/worksheet/3298). (Note: Students are not expected to understand all the language contained in these clips.)  Teacher guides the students to discover the language required to start sentences of introduction and list masculine and feminine family members with their correct possessive adjectives. *Je présente ma famille…*  Students with prior learning and or experience  Students listen or watch a variety of interviews in French and create a summary of the different ways people introduce themselves and others.  Students with a background in French  Students listen or watch a variety of interviews in French and develop a set of questions to interview a native French speaker. | * Students identify language required to introduce one’s family then complete profiles of the families that were introduced, noting sentence starters and the verbs used * Students notice that families exist in a variety of structures   Students with prior learning and or experience   * Students identify and select language required for formal and informal interviews and introductions   Students with a background in French   * Students select and develop set of questions that could be used to interview a native French speaker |  |

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| LFR4-4C   * compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language | Students compose a text in response to the recordings that they have heard, to introduce their own family members. Note that the composition of this text digitally will allow students to add extra information such as descriptions of family members and pets as the unit of work progresses.  Students with prior learning and or experience  Students create a digital story book with short biographies of the members of their family.  Students with a background in French  Students create a digital story book with detailed biographies of the members of their family. | * Students compose a digital text, Ma famille, to introduce their family and save their work in an accessible location for future amendments   Students with prior learning and or experience   * Digital story book with short biographies of the members of their family   Students with a background in French   * Digital story book with detailed biographies of the members of their family |  |
| LFR4-2C   * Locate information and identify gist in a range of spoken, written and digital texts   LFR4-6U   * understand elements of French grammar, including the systematic nature of verb conjugation | Students read texts in which students describe their male and female family members with adjectives of size, appearance and character in their singular and plural forms.  Students take notes of relevant vocabulary.  Students with prior learning and or experience  Students read about fairytale characters or celebrities in French magazines and make notes of adjectives describing their appearance.  Students with a background in French  Students read about celebrities in French magazines and compare the types of adjectives used to describe them. | * Students identify masculine, feminine, singular and plural forms of adjectives in the text * Students accurately record forms of adjectives of size, appearance and character   Students with prior learning and or experience   * Students group adjectives as comparatives and superlatives   Students with a background in French   * Students group adjectives as descriptive and quantitative |  |
| LFR4-2C   * locate information and identify gist in a range of spoken, written and digital texts   LFR4-6U   * understand elements of French grammar, including the systematic nature of verb conjugation | Students consolidate adjectives vocabulary through practice on interactive websites such as [Quizlet](https://quizlet.com/en-gb), [Kahoot](https://kahoot.com/) or platforms such as Language Perfect.  Students insert additional information to describe their family members into their saved Ma famille text.  Students with prior learning and or experience  Students insert additional information to describe their family members to their digital story books using compound sentences.  Students with a background in French  Students insert additional information to describe their family members to their digital story books using complex structures. | * Students complete interactive activities online * Students add adjectives to their Ma famille text.   Students with prior learning and or experience   * Students complete interactive activities online * Students add comparative and superlative adjectives to their story books   Students with a background in French   * Students complete interactive activities online * Students add descriptive and quantitative adjectives to their digital story books |  |
| LFR4-1C   * interact with peers and known adults on topics of interest   LFR4-5U   * recognise and use features of the French sound system, including pitch, accent, rhythm and intonation | Students bring in a photo of their family, or several photos of different family members. In pairs or small groups, they introduce their family to another student.  Students with prior learning and or experience  Students present their family members by using expressive language.  Students with a background in French  Students present their family members, describing why they are important to them. | * Students verbally introduce the family members in their photo * Students apply correct pronunciation and intonation patterns when using family member vocabulary   Students with prior learning and or experience   * Students present their family members by using expressive language and correct pronunciation and intonation patterns, e.g. *Ma sœur m’ ennuie parce que…*   Students with a background in French   * Students present their family members, using correct pronunciation and speech patterns |  |
| LFR4-1C   * interact with peers and known adults on topics of interest   LFR4-5U   * recognise and use features of the French sound system, including pitch, accent, rhythm and intonation | Students consolidate animal vocabulary independently through practice on interactive websites such as [Languages Online UK](https://languagesonline.org.uk/French/Primary/Animaux/index.htm), [Languages Online Victoria](https://www.education.vic.gov.au/languagesonline/french/sect17/index.htm), or platforms such as Language Perfect.  Students practise pronunciation of the vocabulary.  Teacher asks students simple questions about pets that they have in their families.  Students with prior learning and or experience  Students, in pairs, compare their pets.  Students with a background in French  Students compare how pets are treated in French households in comparison to Australian homes. | * Students complete interactive activities online * Students apply correct pronunciation and intonation patterns when using animals vocabulary * Students can respond orally to basic questions in French about their own pets   Students with prior learning and or experience   * Students compare their pets using correct pronunciation and intonation patterns   Students with a background in French   * Students interact using correct pronunciation and speech patterns |  |
| LFR4-4C   * compose informative and imaginative texts in a variety of formats for different purposes and audiences   LFR4-6U   * understand elements of French grammar, including the systematic nature of verb conjugation | Students are presented with [lost and found animals](http://www.alerte-animaux-perdus.fr/) with images.  Students are required to identify colours in descriptions, highlight them and discuss placement and agreement of adjectives of colour.  Students consolidate their understanding by analysing the form and placement of adjectives of colour in texts prepared by the teacher.  Students with prior learning and or experience  Students compose a simple brochure for RSPCA for pets for adoption.  Students with a background in French  Students create a blog for RSPCA describing various pets for adoption. | * Students identify colours and their placement in a website and a written text * Students accurately record forms of adjectives of colour, and their correct placement   Students with prior learning and or experience   * Brochure for RSPCA for pets for adoption   Students with a background in French   * Blog for RSPCA for pets for adoption |  |
| LFR4-6U   * understand elements of French grammar, including the systematic nature of verb conjugation | Students insert additional information to describe their pets into their saved Ma famille text.  Students self-edit and peer-edit their written text, prior to creating their scrapbooks.  Students with prior learning and or experience  Students add information about their own pets in their story books and peer-edit.  Students with a background in French  Students add information about their own pets in their digital story books and peer-edit. | * Students add pets and their descriptions to their Ma famille text * Students edit their draft text   Students with prior learning and or experience   * Students’ completed story books   Students with a background in French   * Students’ competed digital story books |  |
| LFR4-4C   * applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences   LFR4-6U   * applies features of French grammatical structures and sentence patterns to convey information and ideas | Assessment: Students create a photobook of their family, friends and pets to take with them on an exchange program to a francophone country, to show their classmates and host family. Captions must include name, age appearance and personality in French.  Students with prior learning and or experience  Assessment: Students create story books about their pets and family to take with them on an exchange program to a francophone country, to show their classmates and host family. Detailed descriptions are in French.  Students with a background in French  Assessment: Students create story books about their pets and family to take with them on an exchange program to a francophone country, to show their classmates and host family with detailed descriptions and feelings towards each member in French. | * Completed photobooks are presented and discussed in small groups or held in a class library   Students with prior learning and or experience   * Completed story books are presented in small groups and held in a class library   Students with a background in French   * Completed digital books are presented in small groups and to the whole class |  |