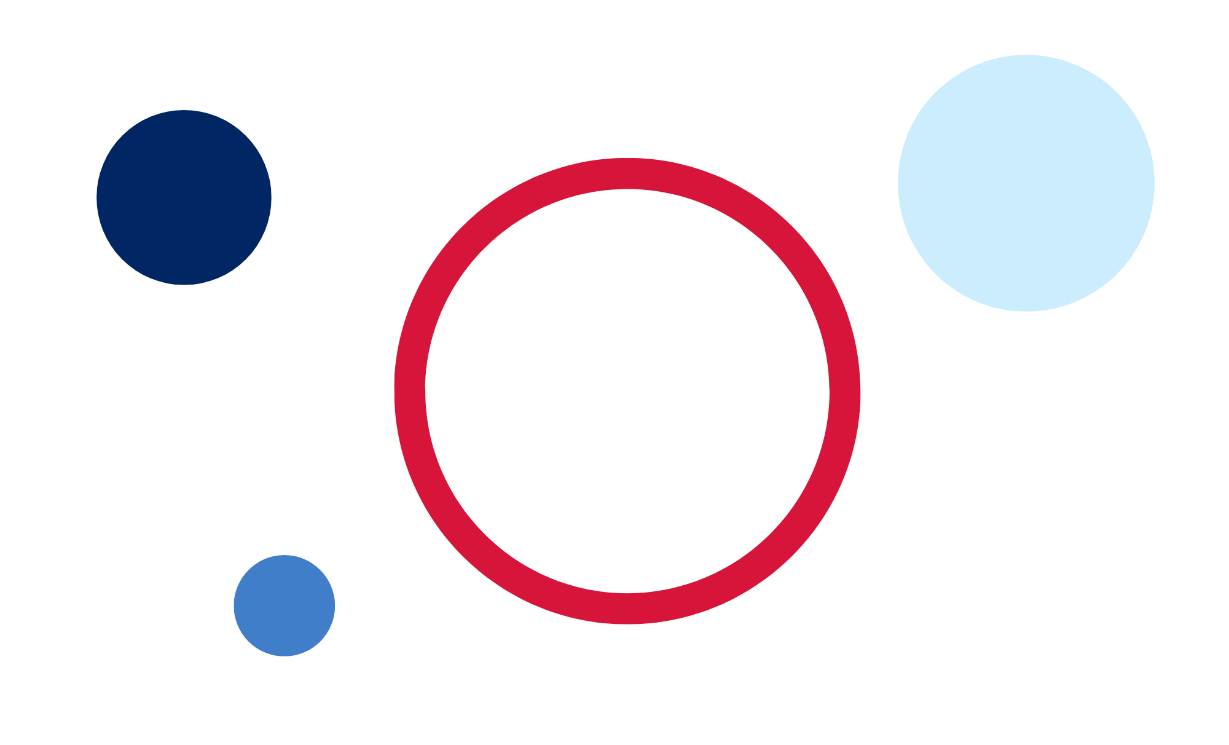
# French – Stage 4 – sample unit of work

## Let’s go to town – *On va en ville*



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## Unit description and duration

This 10-week (25-hour) unit introduces students to ways of describing their home and local area. Where we live and the area around us connects us to community. Students will develop language skills and intercultural capability related to describing where they live, where places are located and how to get there. Students will learn about language choices that demonstrate an understanding of French culture and etiquette, and explore the historical and cultural significance of some buildings in a typical French town or village and how they differ to those in Australia.

In this unit, students are provided with opportunities to:

* describe their home and its location
* understand the differences between homes and local areas in France and Australia
* identify places in the local area
* ask for and give directions.

## Student prior learning

Before engaging in this unit, students would benefit from prior experience with:

* greeting people
* expressing likes and dislikes
* saying where they live, *j’habite à*
* numbers and ordinal numbers, for example *premier/première*.

## Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using 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_1)**.**

**Outcomes:**

* **ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding**
* **ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language**

**Part A: Understanding texts (ML4-UND-01)**

**You have received a number of emails from prospective host families for your upcoming exchange in which they describe where they live and the local area.**

**Use the positive/negative/interesting (PMI) table to identify the most appropriate family for you. Complete the table in English, justifying your decision with references to the text.**

**Part B: Creating texts (ML4-CRT-01)**

**In French, write an email in response to your chosen family, including:**

* a brief introduction about yourself and your family – this can be real or imagined
* at least 3 reasons for choosing this family – for example, they have siblings your age, they share your interests, they live near the beach
* a description of where you live and your neighbourhood
* a description of your favourite local place, its location and what you like to do 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 location (for example, *à la montagne, près de la mer*), compass points (for example *le nord-est*), adjectives (to describe the home), rooms of the house, prepositions of place (for example, *à côté de, derrière, entre, à gauche*), places/facilities around town and directions. These can be colour coded and annotated for easy reference.

**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.

**Mini whiteboards** – this unit includes activities with mini whiteboards. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.

### Weeks 1–3 – where I live

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:   * there is a variety of ways to describe where you live * there are common features of French homes that may be less common in Australia (for example, French doors, shutters, basements) * all words in French have a gender * adjectives change according to the gender of words. | Students can:   * describe precisely the location of their home * identify culturally-specific features of housing in France * describe their home and say what rooms and features it has. |

**Suggested vocabulary and grammatical structures:**

**Giving details about where you live:** *j’habite, ma maison se trouve, dans l’ouest/l’est/le nord/le nord-est/le nord-ouest/le sud/le sud-est/le sud-ouest de l’Australie/de la France, à la campagne, au centre-ville, en banlieue, à la montagne, près de la mer, dans un village, près de la plage, dans une ferme, sur la côte, à [*name of city or town*]*

**Features of the home:** *une/la porte, une/la fenêtre, une/la porte-fenêtre, une/la terrasse, un/le balcon, un/le garage, des/les volets, un/le salon, une/la salle de bains, une/la salle à manger, une/la cuisine, une/la buanderie, une/la salle de jeux, un/le bureau, un/le grenier, un/le sous-sol, un/le jardin, une/la piscine, l’escalier, des/les toilettes, deux chambres, à deux étages*

**Asking about and identifying features,** for example: *Qu’est-ce que c’est ?, C’est la cuisine; Il y a…chez toi ?, Oui, il y en a chez moi, Non, il n’y en a pas chez moi*

**Definite and indefinite articles,** for example: *un/le balcon, une/la terrasse*

**Masculine and feminine and plural adjectives,** for example: *le balcon est petit,* *la porte est grise, les volets sont verts*

#### Describing where I live

* Introduce the final summative assessment task which students will do at the end of the unit. Explain that all activities completed in this unit of work will build the students’ skills to help them complete the task.
* Ask students to suggest relevant vocabulary and language structures in French, from prior learning, which may relate to saying and describing where you live. These may include numbers and *j’habite à*. Then ask students to identify vocabulary and structures in English they may need to discuss their homes, details about where they live and the local area in more detail, for example, apartment, house, the countryside, the coast, adjectives to describe homes, rooms of the house, local facilities and so on. Use known language and discussion in English to form the basis of a class anchor chart, which will be added to as the unit progresses.
* Revise how to ask and answer where someone lives. Ask students to consider what information could be added to the response to make it more specific and relevant to an overseas visitor. Demonstrate how answering with the name of a town or suburb may not be relevant to most people. Show students the [compass points](https://www.semconstellation.fr/a-quoi-sert-la-rose-des-vents/) (*un rose de vents*), demonstrating how compass points can be combined, as in English, for example, *sud-est, nord-ouest*. Introduce saying where places are located within a country, using Australian cities and towns. Write the structures *Où se trouve Sydney ?* and *Sydney se trouve dans l’est de l’Australie* on the board, then practise orally using a [map of Australia](https://www.whereig.com/australia/states-and-capitals.html). Add structures and compass points to the anchor chart while students record in books or devices. Students choose 4 cities from the map and describe their locations using the structure given – for example, *Melbourne se trouve dans le sud-est de l’Australie*. **Use features of the sound system in spoken interactions (ML4-INT-01); Use sound–symbol correspondence to create written texts (ML4-CRT-01)**
* Show students a [map of France](https://www.kids-world-travel-guide.com/france-facts.html) with a number of French towns marked on it. Describe the location of a range of towns, for example, *Cette ville se trouve dans l’ouest de la France*. Students identify which town is described each time. Students then create 2 sentences in French, to describe the location of a town or city. The sentences can be true or false. Students take turns to say their sentences out loud, and other students say whether it is *vrai* or *faux*, for example *Calais se trouve dans le sud de la France (faux)*. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01);** **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01); Use features of the sound system in spoken interactions (ML4-INT-01)**
* Students complete the [‘*Ma ville* – listening activity*’* resource [DOCX 802KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-ma-ville-listening-activity.docx) to consolidate learning, identifying where towns are located in France. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Students complete the [‘*Où se trouve… ?* – interacting gap activity’ resource [DOCX 879KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-ou-se-trouve-interacting-gap-activity.docx), interacting in pairs to identify where and in which type of home each person lives in France or Australia. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Using the [‘*Tu habites où ?’* resource [PPTX 5.9MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-03-tu-habites-ou.pptx), introduce adding more details about where homes are located – for example, in a village (*dans un village*), in the country (*à la campagne*), in town (*au centre-ville*), and so on. Provide students with a copy of slide 2 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx) and unpack the new vocabulary as a class. Add new vocabulary to anchor chart and students record in books or devices. Practise making sentences orally with students. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Display a [Google Map of Australia](https://www.google.com/maps/place/Australia/@-24.5699161,111.9802117,4z/data=!4m6!3m5!1s0x2b2bfd076787c5df:0x538267a1955b1352!8m2!3d-25.274398!4d133.775136!16zL20vMGNoZ2h5?entry=ttu), then ask *Tu habites où ?* Students reply with the name of a city or town from the map, using the structure *J’habite à [*name of city or town*]*. Then zoom in on Google Maps and ask *Tu habites où exactement ?.* Students use slide 2 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx) to answer with more detail, for example, *J’habite à Coffs Harbour, près de la plage. Coffs se trouve dans l’est de l’Australie* or *J’habite en banlieue dans le sud de Wollongong* or *J’habite à Wollongong, en banlieue, près de la plage. Wollongong se trouve dans le sud-est de l’Australie*. Following these examples, students write a detailed description of where they live in books or devices. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Students complete the [‘Describing where you live’ resource [DOCX 4.1MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-describing-where-you-live.docx) to consolidate new vocabulary, writing sentences to match each image and then playing a game of snap. **Use structures and features of the grammatical system to create texts (ML4-CRT-01); Socialise with peers (ML4-INT-01)**
* **Exit ticket** – students create the longest sentence they can about their own home and its location. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Using the [‘Where I live – listening activity’ resource [DOCX 1MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-where-i-live-listening-activity.docx), students identify details about where people live, including the city or town and the precise location (by the sea, in the mountains, and so on). **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Play a range of Conti[[1]](#footnote-2)-style activities using the [‘*J’habite*…’ resource [DOCX 104KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-j-habite.docx) to practise vocabulary and structures. First, students complete a partial dictation and a ‘faulty echo’ game, identifying missing and/or incorrect words. Next, students complete a communicative drill with the sentence builder, then play a game of ‘Find someone who…?’. **Use knowledge of sound–symbol correspondences to understand and respond to texts;** **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01);** **Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**

#### Describing the home

* As a class, explore the [‘*En France*’ resource [PPTX 2.7MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-08-en-france.pptx) with different types of homes in France. Encourage students to identify and discuss how homes differ between France and Australia or their home countries, including some aspects of housing that may not be common in Australia – for example, shutters (*les volets*), gated properties, letterboxes built into the front wall of the house, the amount of terrace housing and apartments, the uniformity of housing in each village, and so on. Using slides 2–3 of the [‘*Dans ma maison il y a*’ resource [PPTX 12MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-09-dans-ma-maison-il-y-a.pptx), introduce and practise common features of a home, using the *Qu’est-ce que c’est ? C’est la porte* structure, pointing to different features on the image. Add new vocabulary to anchor chart while students record in books or devices. **Use features of the sound system in spoken interactions (ML4-INT-01)**
* Students complete the [‘Describing homes’ resource [DOCX 6.7MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-describing-homes.docx), describing features of various houses and revising likes and dislikes, with *parce que*. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Discuss with the class what a blog is, including possible language features (such as register, emojis) and structure. Students complete the [*‘Là où j’habite’* resource [DOCX 4.8MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-la-ou-j-habite.docx), in which they use a range of comprehension strategies to explore a blog post about where Sophie lives in Canada. Ask students to identify key structures that they already know – for example, *Ma maison se trouve…* Discuss with students what other information might be included in the text, such as describing the location of the house, the size of the house and the rooms of the house, using prior and general knowledge and cognates. Bring attention to the structures associated with describing the house, specifically adjectives, and the structure *il y a* to list the rooms. Give students a list of rooms in English on the board and see if they can identify the French equivalent in the passage. Allow students time to access the text and questions independently, then discuss responses as a class. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Develop and use comprehension strategies to interpret information, opinions and ideas in texts; Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01)**
* Using the blog text as a stimulus, ask students to add the French words next to the list of English rooms written on the board in the previous activity. Using slides 4–19 of the [‘*Dans ma maison il y a*’ resource [PPTX 12MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-09-dans-ma-maison-il-y-a.pptx), introduce and practise naming rooms and features of the home. For example, ask *Qu’est-ce que c’est ?* and students responding with *C’est la cuisine*. Students can also ask the question. Add new vocabulary to anchor chart while students record in books or devices. **Use features of the sound system in spoken interactions (ML4-INT-01)**
* Play ‘Beat the teacher’[[2]](#footnote-3) to practise and review vocabulary. Using the images on slides 3–19 of the [‘*Dans ma maison il y a*’ resource [PPTX 12MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-09-dans-ma-maison-il-y-a.pptx), show students different pictures of rooms or features of the home. Say a word aloud as you point to the room or feature. The students must repeat after you if you have used the word that identifies the room or feature correctly. If the word is different from the room or feature in the picture, 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. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Show students the [‘Floor plans’ resource [PPTX 1.9MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-12-floor-plans.pptx). Ask students *Il y a… ?* for them to answer *Oui, il y en a* or *Non, il n’y en a pas*. On the board, model a description of one of the pictures so that students can follow using the same structures – for example, *Il y a une cuisine, deux chambres, un jardin*. Ask students to give details about each of the floorplans to practise structuring sentences. Students then choose one floor plan, and write a description in their books or devices. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Use the phrase *il y a* to ask students about their own home – for example, *Il y a un salon chez toi ?* Model phrases for a simple affirmative/negative reply – *Oui, il y en a chez moi* or *Non, il n’y en a pas chez moi*. Students then practise the new structures in pairs, taking turns to ask the question first. **Use features of the sound system in spoken interactions (ML4-INT-01)**
* **Exit ticket** – students create the longest sentence they can about the rooms and features of their homes. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* As a class, view the [*residences immobilier*](https://www.residences-immobilier.com/fr) website, exploring 1–2 homes on the landing page. To practise the rooms of the house and adjectives, ask students a range of questions, for example:
* *Qu’est-ce que c’est ?* Students respond with the correct noun, for example *une piscine.* Students can also reply using the structure *c’est* – for example, *C’est la salle de bains.* Encourage students to extend their responses by using appropriate adjectives to describe individual rooms or features, reflecting on the gender of the room/feature and choosing the correct form of the adjective. **Use structures and features of the grammatical system to interact (ML4-INT-01)**

### Mini task – progress checkpoint

Table – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – real estate agent – interaction |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students participate in an interaction to ‘sell’ a home to a French family moving to the local area. Using a real estate website, find 4–5 homes for sale in your local area. For each home, print a picture of the house and the floor plan, and display around the room on A3 pieces of paper. In French, students play the role of a real estate agent and interact with you (as the buyer) to encourage you to purchase one of the homes. Allow students time to view and engage with the images first, choosing the home they’d like to ‘sell’. Students may also use a palm card with dot points (not full sentences) to support their interaction.  Students need to:   * greet you (as the ‘buyer’) * ask how you are * describe where the home is located, for example La maison se trouve dans le nord de Dubbo * list the rooms in the home, using Il y a… * indicate that they like the home and provide a reason why, for example J’aime la maison parce que le garage est grande * farewell the ‘buyer’.   **Use relevant and familiar vocabulary from a range of themes to interact; Use a range of communication strategies to facilitate interactions in familiar contexts (ML4-INT-01)**  Students should consult the marking guidelines for the final summative assessment 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 writing their palm cards, 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 can add greater detail to their description of the home and/or interact spontaneously, without palm cards.

**Students requiring additional support** – provide students with a scaffolded palm card to complete and use.

 **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. What elements of this task can be included in the final summative assessment task?
2. How can I build my confidence in interacting without any support (for example palm cards)?
3. Do I need to revise any vocabulary or structures from previous units? If yes, what should I focus on?

 **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 4–6 – details about my home and its layout

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:   * there are different ways to describe homes in detail. | Students can:   * provide more details about their home and its layout. |

**Suggested vocabulary and grammatical structures:**

**Adjectives to describe the home,** for example *ma maison est…, mon appartement est…, moderne, petit(e), grand(e), joli(e), beau/belle, vieux/vielle, historique, confortable, agréable*

**Adjectival agreement and placement of adjectives:** *une maison moderne rouge, une petite maison, un petit appartement confortable*

**Conjunctions:** *et, mais pas*

**Adverbs:** *très, trop, assez*

**Types of homes:** *une maison, une maison à deux étages, une villa, une maison jumelée, un appartement*

**Describing the interior of the home, including prepositions,** for example *au premier étage, en haut, en bas, le salon est à côté de la cuisine, la buanderie est derrière la cuisine, la salle à manger est entre la cuisine et le salon, il y a une salle de bains à gauche de la chambre de mes parents*

#### Describing my home in detail

* Explore slide 3 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx), ensuring students understand all new vocabulary. Ask students *Elle est comment ta maison ?* to which students respond verbally by selecting the most appropriate language to create a sentence. Use the [‘*Elle est comment cette maison ?*’ resource [PPTX 5.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-13-elle-est-comment-cette-maison.pptx) to interact with students, practising the new vocabulary by asking them to provide a description of each home. Add new vocabulary and structures to the anchor chart. Students create a sentence to describe their own home and add this to books or devices. **Use features of the sound system in spoken interactions (ML4-INT-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* In pairs, students play ‘oral ping pong’. Each student is provided with a set of sentences, with sentences increasing in length and complexity. Students take turns to read a sentence aloud to their partner, and their partner must repeat the sentence, with accuracy. (This activity is located in the [‘Oral ping pong’ resource [DOCX 93KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-oral-ping-pong.docx)). **Use features of the sound system in spoken interactions (ML4-INT-01)**
* Students complete the [‘*Elle est comment ta maison ?*’ resource [DOCX 911KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-elle-est-comment-ta-maison.docx), practising creating texts to describe a range of homes and to list the rooms in each home. They then write which home they prefer, create a text about their own home (real or imagined) and interact with classmates to share information. **Create informative texts to describe and share information about themselves and their personal world; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Refer back to the [*‘Là où j’habite’* resource [DOCX 4.8MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-la-ou-j-habite.docx), focusing on adjectives that describe the house. Ask students if they can identify 5 adjectives in the text (for extra challenge, they can identify 5 different adjectives). Remind the students of the need to ‘agree’ adjectives to nouns if the nouns are feminine or plural as they did when they described things and people in earlier units. Ask students to notice the position of the adjectives, in relation to the nouns they are describing. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* Teach students position of adjectives using the ‘BAGS’ mnemonic, where adjectives of beauty, age, goodness and size precede the noun. Students complete the activities in the [‘Placement of adjectives’ resource [DOCX 6.2MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-placement-of-adjectives.docx), practising placement of adjectives in a range of structures and describing their own home. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Play ‘Sentence bingo’[[3]](#footnote-4). Using a collaborative sticky note platform, for example [Google Jamboard](https://jamboard.google.com/), students construct sentences using slide 3 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx). When students have finished, number the students then ask them to add their number to their sticky note. As a class, review the sentences to ensure they are correct. Students then choose 6 sentences and copy them in their books, including the number. Read out the sentences in random order, making note of the number of each sentence as you read it, to avoid repetition. The winner is the first student to have all of their sentences read out. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01); Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**

#### Where is each room?

* Introduce the phrases *en haut* (upstairs) and *en bas* (downstairs), with [the picture of a house](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_pi%C3%A8ces_de_la_maison/Les_pi%C3%A8ces_de_la_maison_yk2246261gd), naming the rooms in the picture aloud in French for the students to identify and decide whether they are located upstairs or downstairs, for example, *la salle de bains,c’est en bas ou en haut ?* Students call out their answers in French. Using slide 6 from the ['Floor plans’ resource [PPTX 1.9MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-12-floor-plans.pptx), work with the students to create sentences to describe where the rooms are located in the 2-storey house using the structures *en bas il y a* *un salon* and *en haut il y a trois chambres*. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Play a game of Intruder[[4]](#footnote-5). Say a whole sentence in French using vocabulary and structures learnt in this unit with one word in English – for example*, ma maison se trouve* in *le sud-est de Sydney,* my *appartement est petit, j’habite dans une maison à deux* storeys, *la salle de bains est* downstairs. The students must listen to the sentence, identify the English word, and write the French equivalent on their mini whiteboards (or A4 pieces of paper in plastic sleeves). **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Using the images of each room from the [‘*Dans ma maison il y a*’ resource [PPTX 12MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-09-dans-ma-maison-il-y-a.pptx), together with slides 2 and 3 from the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx), students create a role-play, in pairs or groups of 3, about their homes (real or imagined). Provide students with the [‘Role-play challenge’ resource [DOCX 90KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-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. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Using the [‘Floor plans’ resource [PPTX 1.9MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-12-floor-plans.pptx), introduce more prepositions of place – *à côté de, entre, en face de, devant,* *derrière*. Write a number of statements on the board that describe the position of various rooms in the house – for example (slide 4), *la chambre des parents est à côté de la salle de bains, la cuisine est en face du salon,* or *la salle de bains est entre le salon et la chambre des parents*. Identify the preposition in each sentence and write them on the board. Explain the use of *de* + article in the first and second examples and why they are different depending on whether they are preceding masculine (*du*) and feminine (*de la*) nouns. Students then choose 3 rooms in their own home, and write a sentence about their location in relation to another room. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using slide 3 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx) and the [‘Describing a home – card game’ resource [DOCX 369KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-describing-a-home-card-game.docx), students interact to describe a range of homes. Students ask each other a series of questions and give answers using the prompts provided on the cards, including the type of home, a description, the number of bedrooms and the number of bathrooms. **Socialise with peers; Use a range of communication strategies to facilitate interactions in familiar contexts (ML4-INT-01)**
* Students read the [‘Blog posts – living in the francophone world’ resource [DOCX 8.2MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-blog-posts-living-in-the-francophone-world.docx) with blogs from teenagers from various countries in the francophone world. Students complete the table outlining in detail the similarities and differences between the houses in each post. **Demonstrate understanding of the context, purpose and audience in predictable texts; Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**

### Mini task – progress checkpoint

Table – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – describing where you live – audio-visual presentation |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, in French, students create an audio-visual or PowerPoint presentation (with embedded audio recording) of their home, or a house of their choosing, for a prospective exchange student. Students include at least 4 slides, with a minimum of one image per slide. Students include the following details:   * the type of home they live in, for example *J’habite dans une villa/une maison jumelée/un appartement* * a description of their house, using at least 2 adjectives, for example *Ma maison est grande mais pas moderne* * where precisely their house is located, for example *Ma maison se trouve en banlieue à Liverpool dans le sud-oust de Sydney* * the rooms in the house, including the number of bedrooms and bathrooms, for example *Chez moi il y a…* * the location of one room, in relation to another room, for example ‘the kitchen is next to the dining room’.   **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**  Students should consult the marking guidelines for the final summative assessment 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** – students swap their presentation with another student for peer feedback on language used. Students may wish to use the 4-square criterion from the [‘Role-play challenge’ resource [DOCX 90KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-role-play-challenge.docx) to scaffold their feedback. Students then edit their presentation, based on the feedback given. |

 **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.

**High potential and gifted students and advanced proficiency** – students can add greater detail to their description of their house or make comparisons with houses that they might see in a francophone country.

**Students requiring additional support** – provide students with scaffolds and/or templates with sentence starters.

 **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 when you need it by.

 **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 7–9 – the local area

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 7–9

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * francophone countries have culturally-specific shops * there is a range of ways to ask how to find and provide detail about where places are located * it is important to use the correct register when addressing someone you do not know. | Students can:   * identify and describe places in French and Australian suburbs and towns, and in their local area * ask for and give directions around town * interact with a passer-by using appropriate register. |

**Suggested vocabulary and grammatical structures:**

**Places in town,** for example: *la fromagerie, la boulangerie, la patisserie,* *la chocolaterie, la confiserie, la boucherie, la pharmacie, la charcuterie, le supermarché), le bureau de poste/la poste, la gare, l’arrêt de bus, l’église, l’hôpital, le terrain de sport, le cinéma, le parc*

**Asking for and giving directions:** *Pour aller à… ? à droite, à gauche, tout droit, allez, continuez, tournez, prenez la première/deuxième/troisième à gauche, excusez-moi, je vous en prie, merci*

**Discussing what’s nearby:** *Il y a un supermarché près de chez toi ?; Oui, il y en a…; Non, il n’y en a pas…; près de chez moi il y a…*

#### Around town

* As an introduction to the new vocabulary show students pictures of facilities using the [‘*En ville*’ resource [PPTX 8.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-20-en-ville.pptx). As a class, discuss culturally-specific and significant shops and businesses – for example, *la boucherie chevaline* – the horse butcher, *la fromagerie* – the cheese shop, *la charcuterie* – the delicatessen, *la confiserie* – the sweets shop, *la boulangerie-patisserie* – bakery and pastry shop. Ask students to identify differences between Australian shops or shops from their home countries and those found in typical French towns and villages – for example, the postal service in France uses yellow and blue to identify itself, the chemist uses a green cross to identify itself. Revise the concept of a cognate and ask them to identify the cognates in the list. Add new vocabulary to anchor chart and students add to books or devices. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01); Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Practise pronunciation by playing a game of ‘Beat the teacher’. Point to each picture in the [‘*En ville*’ resource [PPTX 8.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-20-en-ville.pptx) and say a word in French. If the word you use is correct the students repeat it. If it is incorrect, they remain silent. If one student makes an error and breaks the silence, you win the point. If they remain silent, the class wins the point. First to 7 points is the winner. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* Ask students in French, using the images as visual cues, if they have these facilities in their neighbourhood using the structure *Il y a un/une [*place*] près de chez toi ?* Model the responses they are already familiar with that they can use to reply: *Oui, il y en a près de chez moi,* and *Non, il n’y en a pas près de chez moi.* Then play a memory chain game. Start by asking one student the question *Qu’est-ce qu’il y a près de chez toi ?* The student must answer by naming one facility, real or imagined: *Près de chez moi il y a une piscine*, and then ask another student the same question. That student must restate the previous student’s answer and add their own: *Près de chez moi il y a une piscine et un terrain de sport* and so on until they can’t remember all the facilities and you have to restart. Points can be awarded, with the student who remembers the most items being the winner. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Write on the board ‘*Dans ma ville idéale il y a…’* Ask students what they would like to have in their ideal town. Give an example on the board by listing some facilities. Students copy down and complete the sentence to identify 5–10 facilities or shops they would like to have in their neighbourhood. Students add their 6 most important places into the [‘*Un sondage – dans ma ville idéale*’ resource [DOCX 147KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-un-sondage-dans-ma-ville-ideale.docx), then interact with 3 classmates to compare what others would like in their ideal neighbourhood. **Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**

#### Finding the way

* Introduce directions using slides 2–4 in the [‘Giving directions’ resource [PPTX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-22-giving-directions.pptx) – *tournez* *à gauche, tournez à droite, allez tout droit.* Students repeat the instructions to practise pronunciation and intonation. Add the directions to the anchor chart and students record in books or devices.Introduce the question *Pour aller à [*place*]* *?* for asking directions using slide 5–7 of the [‘Giving directions’ resource [PPTX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-22-giving-directions.pptx). Ask the students to explain what they think the question is about, using the visual cues on the slide. Provide the answer verbally in French, or ask the students if they can give the correct direction, referring to the visual cue on the slide. Write the question and directions for all 3 slides on the board and add them to the anchor chart while students record them in books or devices. Discuss the difference between *pour aller à* *+ la* (feminine article) and *pour aller à* *+ le* (masculine article), *pour aller à + l’* (noun starting with vowel/h). Demonstrate this difference by reviewing slide 4 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx) – *à la* is used for feminine places, *au* is for masculine and *à l’* is used for places that begin with a vowel. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Show students basic street maps on slides 8 and 9 of the [‘Giving directions’ resource [PPTX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-22-giving-directions.pptx). Ask students to formulate the question they would need to ask to get to the destinations on the map – for example, *Pour aller à la piscine ?* Students respond with the correct directions. Write the first 3 on the board as modelled examples for the students to follow for the destinations on the next slide. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students complete Activity 1 and Activity 2 of the [‘Directions’ resource [DOCX 805KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-directions.docx), practising prepositions and asking simple directions. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Play a game of sentence bingo with the names of the places and the directions to consolidate vocabulary. Students then complete the [interactive activity](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Directions/Les_directions_es3048222cn) with place names and basic directions. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Using the [‘Team card game’ resource [DOCX 668KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-team-card-game.docx), students play a game to practise asking how to get to places in town. Using 2 sets of cards – destinations and directions, students form 2 teams, ‘direction seekers’ and ‘direction givers’. A student from each team takes turns to interact with a student from the other team, asking how to get to the place indicated on the card. Note: You can use the [‘*En ville*’ resource [PPTX 8.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-20-en-ville.pptx) and a random online spinner (for example [Picker Wheel](https://pickerwheel.com/)), displayed side-by-side, instead of the cards. **Ask questions and describe actions (ML4-INT-01)**
* Using Activity 3 of the [‘Directions’ resource [DOCX 805KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-directions.docx), students view [dialogues (1:49)](https://www.youtube.com/watch?v=INoRYq_bbjw) with French speakers asking for directions, without any prompts or context. Explain to students they are using cues such as gesture, known language and context to engage with more complex French, to see how much they can understand. Allow students to view the dialogues 2–3 times in order to complete the activity. Consider discussing aspects such as register (when addressing a stranger), communication strategies, known vocabulary, intonation, and so on. **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01)**
* Students complete a range of Conti[[5]](#footnote-6)-style activities from the [‘*Pour aller*…’ resource [DOCX 94KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-pour-aller.docx). Students listen for English ‘intruder’ words in French sentences, recognise the ‘odd one out’ in sets of 3 phrases/sentences, and play ‘twist and shout’ where they translate a range of sentences in pairs. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Place images of destinations (printed from the [‘*En ville*’ resource [PPTX 8.4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-20-en-ville.pptx)) around the room, for example on students’ desks, walls and cupboards. Students, in pairs, take the roles of traveller and guide. The guide, using simple instructions and correct phrases for greeting and thanking someone, directs the traveller to the right destination around the room. Students take turns navigating around the classroom. **Ask questions and describe actions (ML4-INT-01)**

#### Where exactly?

* Provide students with the [‘Map of a town’ resource [DOCX 572KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-map-of-a-town.docx) and ask them to look at the map on page 2. Ask the students for directions to destinations close to the red cross on the map, in order to revise simple questions and responses, for example *Pour aller à [*place*] ?*, *Tournez à droite*, *Allez tout droit*. Demonstrate how those instructions are not always explicit enough to give clear directions to some of the destinations as there are too many streets or destinations on both sides of the road. Ask students for phrases in English that would help distinguish between destinations – for example, take the second on the right, first on the left, it’s on the left/right, it’s beside the supermarket, it’s opposite the cinema. Ask them to think about what other verbs they might need when giving directions – *prenez* (take), *continuez* (continue), *allez* (go*), tournez* (turn*).* Write these verbs on the board and on the anchor chart while students add to books or devices. Show students slides 10–12 of the [‘Giving directions’ resource [PPTX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-22-giving-directions.pptx) and ask them what information they would require to give these explicit directions. Revisit the formation of ordinal numbers in French, by adding the suffix *-ième* to the number, with the exception of 1st – *première*, which they already know from writing the date. Using slide 4 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx), model the correct sentence structure to incorporate ordinal numbers into the directions – for example, *Prenez la deuxième à gauche*. Students then complete the [‘Map of a town’ resource [DOCX 572KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-map-of-a-town.docx), practising directions and locations. **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Students participate in a mini whiteboard pair activity. Model a simple street map with a number of cross streets on the board so that students can copy it on their mini whiteboard (or A4 sheets in plastic sleeves, with whiteboard markers and paper towels to erase). Write an instruction in English or mark an arrow on the map on the board. Students seated facing the front of the room will give the instruction to their partner in French. The student facing the back of the room must draw an interpretation of that instruction on the mini map – for example, *Prenez la première à gauche*. Students draw a depiction of taking the first left, with basic arrows. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* From the [dialogues (1:49)](https://www.youtube.com/watch?v=INoRYq_bbjw) clip viewed earlier, ask students to recall phrases that French speakers would specifically use to stop a passer-by, ask them for directions, thank them and say goodbye. Using the cards from the ‘[Asking for directions’ resource [DOCX 207KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-asking-for-directions.docx), students create short dialogue in pairs or groups of 3. Cards contain information on:

1. gender of passers-by
2. a destination
3. directions on how to get to the destination as a mini map.

* Students take turns to draw cards from the 3 categories to help them construct a dialogue asking for and giving directions. **Ask questions and describe actions; Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**
* Revisit phrases the students have already practised when they were describing houses to describe an exact location using prepositions of place – for example, *devant la cuisine, à côté du salon, derrière la buanderie*. Revise prepositions of place using slides 13–16 of the [‘Giving directions’ resource [PPTX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-22-giving-directions.pptx). Ask the students if they can give the correct preposition to describe where the buildings are in relation to each other. Remind students of the difference between joining masculine and feminine nouns with prepositions and demonstrate using examples from slides 13–16 on the board. Students then use the map on slide 17 to create 5 sentences of their own, using slide 4 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx) to guide them. Spend time asking individual students to read their sentences to you, monitoring pronunciation and intonation. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using slide 4 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx), play a game of ‘mind reader’. Write down a phrase asking for or giving directions to a destination that the students cannot see. The students then must call out phrases from the sentence builder to try to work out what your sentence is. Write the elements of the sentence that they have guessed correctly on the board as the students say them – for example, *Excusez-moi, pour aller à la poste s’il vous plait ?* **Use language that is appropriate to cultural practices and values to create texts (ML4-CRT-01)**
* Play a game of ‘sentence stealer’ using slide 4 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 821KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-04-sentence-builders-conversation-scaffolds.pptx). Students write 3 sentences on 3 pieces of paper, using the sentence builder – a question sentence (for example, *Pour aller au supermarché ?*), a direction sentence (for example, *Allez tout droit*) and a location sentence (for example, *C’est entre la gare et la poste*). When directed, students are given 5–10 seconds to walk around the room and find a partner to talk to. When you direct students to stop, tell them which student will read their sentences first, for example the students closest to the back of the room, or the students wearing long pants. Students then say each of their 3 sentences to the other student. If a sentence matches another student’s, they can steal it. Then direct students to walk again, finding another pair, and so on. The student who has accumulated the most sentences when the game is over wins. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using [Google Maps](https://www.google.com/maps/@-34.4385254,150.8493063,15z?entry=ttu) of the local area, students work in pairs to direct each other from the school to a place in the local area, for example a park, a church, a shop (students can use the name of the shop, for example ‘Chico’s Chicken’). Students use the structures they have learnt throughout the unit to interact appropriately to ask and give specific directions and locations. **Ask questions and describe actions (ML4-INT-01)**

### Mini task – progress checkpoint

Table – mini task – progress checkpoint 3

|  |
| --- |
| Mini task – finding the way – interaction |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students interact to find their way around the French town they will be living in while on exchange. Note: Use the [‘Map task’ resource [DOCX 695KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-map-task.docx) for this mini task.  Students work in groups of 2–3. Each pair has one local person and one visitor to the area (or 2 visitors, for groups of 3). The visitor must ask where 4 places are on the map – the park, the supermarket, and 2 more of their choosing. For groups with 2 visitors, each visitor asks 2 destinations each.  The local person provides clear directions to the destination, including its location in relation to another local place, for example ‘It is next to …’. The instructions are then repeated by the visitor.  The interaction includes the following:   * the visitor(s) politely stopping the local person * exchanging appropriate greetings * the visitor(s) asking for 4 local facilities – the park, the supermarket, and 2 more of own choosing * the local person providing directions to each destination and its location in relation to another local facility * the visitor(s) repeating the instructions * the visitor(s) thanking the local person and everyone saying goodbye.   **Ask questions and describe actions (ML4-INT-01)**  Students should consult the marking guidelines for the final summative assessment 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** – allow students 10–15 minutes to prepare for the task. 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.

**Students requiring additional support** – students work in pairs, to minimise distractions. Provide scaffolds with sentence gaps, sample questions and suggested vocabulary and structures. Some students may prefer to record the interaction instead of performing in front of the class.

 **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.*

### Week 10 – summative assessment task

Table – learning intentions and success criteria Week 10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * all learning during the unit of work can be applied to the final summative task. | Students can:   * interpret information, opinions and ideas in texts and make justifications * create an email describing themselves, where they live, their home and their neighbourhood. |

* As a whole class, review the anchor chart. Students consult the final summative assessment task marking guidelines to check for understanding of language and structures needed and how they may be applied to the task. Discuss any areas students feel they still need support with and identify ways to provide this support. Practise with students how to manipulate and extend their learning to complete the ‘creating texts’ section of the summative assessment task. Encourage students to write drafts and seek feedback from the teacher.
* Students complete the summative assessment task. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01); Creates informative (or imaginative) texts to describe and share information about themselves and their personal world; Use familiar text features; Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**

## Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments 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

**ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding**

* Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes
* Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas

**ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language**

* Creates informative (or imaginative) texts to describe and share information about themselves and their personal world
* Use familiar text features
* Uses relevant and familiar vocabulary from a range of themes to create texts
* Uses structures and features of the grammatical system to create texts

#### Task

**Part A: Understanding texts (ML4-UND-01)**

**You have received a number of emails from prospective host families for your upcoming exchange in which they have described where they live and the local area.**

**With reference to each text, using the plus/minus/interesting (PMI) table, justify in English why you would or wouldn’t stay with each of the families.**

**Part B: Creating texts (ML4-CRT-01)**

**Write an email responding to your chosen family, including:**

* a brief introduction about yourself and your family – this can be real or imagined
* at least 3 reasons for choosing this family – for example, they have siblings your age, they share your interests, they live near the beach, they live 10 minutes from the school
* a description of where you live and your neighbourhood
* a description of your favourite place, where exactly it is located, and what you like to do there.

##### Stimulus text 1

*Salut correspondant/e*

*Nous sommes cinq dans ma famille: ma mère, mon père et mes deux sœurs. J’ai quatorze ans et mes sœurs ont douze ans. Notre maison se trouve dans une grande ville, dans le sud-ouest de la France. C’est une grande maison à deux étages en banlieue. En bas il y a une grande cuisine moderne, deux séjours et une salle de bains, et cinq chambres et deux salles de bains en haut. Il y a aussi un grand jardin avec une terrasse derrière la maison et beaucoup de place pour les chiens Philippe et Zara.*

*Près de chez nous, il y a un supermarché, un bureau de poste, et des terrains de sport. Nous sommes très sportifs. Mes parents jouent au foot le weekend près de la maison. Le terrain de sport est à dix minutes de la maison, on tourne à gauche et continue tout droit, c’est à côté du parc. Mes deux sœurs préfèrent le hockey mais moi, j’adore faire du surf. L’océan Atlantique est à 10 kilomètres de la maison. Quelle chance !*

*Au centre-ville il y a un cinéma et il y a aussi une grande église située au vieux quartier. Tu aimes le cinéma ? Moi, j’adore !*

*À bientôt*

*Jean-Baptiste*

##### Stimulus text 2

*Cher/chère correspondante/e*

*Je m’appelle Lucie et j’habite dans un appartement avec ma mère dans le sud de la France. J’ai un grand frère mais il étudie à l’université à Paris. Je n’ai pas de sœurs. Nous n’avons pas d’animal parce que ma mère est allergique. J’ai treize ans.*

*L’appartement se trouve au centre-ville, près de l’arrêt de bus et de mon école. Pour aller à l’arrêt de chez moi, tournez à gauche et prenez la deuxième à droite, c’est pratique ! L’appartement est assez petit, avec deux chambres et une salle de bains. La cuisine est bien équipée et très moderne. Ma mère et moi, on adore faire la cuisine. Il y a aussi un petit bureau avec un sofa convertible pour toi ! De ma chambre j’ai un petit balcon.*

*Dans le quartier il y a beaucoup de cafés et restaurants. Il y a aussi un théâtre et un cinéma. Le weekend j’aime aller au café avec mes amis ou dîner au restaurant avec ma mère. Je ne suis pas du tout sportive. Je préfère le dessin et j’aime beaucoup écouter de la musique. Ma chanteuse préférée est Melanie Martinez et en décembre je vais au concert d’Izia. Et toi, quelle est ta musique préférée ?*

*À+*

*Lucie*

##### Stimulus text 3

*Bonjour correspondant/e*

*J’habite dans une maison à la campagne dans le nord de la France avec mes parents, mon grand frère et ma petite sœur. Nous avons aussi beaucoup d’animaux: deux chats, un chien, deux lapins et un perroquet. J’adore les animaux ! La maison est très grande mais ancienne. Il y a quatre chambres, deux petites salles de bains et un séjour confortable. Au grenier il y a une salle de jeux avec un console PlayStation. Moi et mon frère on aime beaucoup les jeux-vidéo. Dans le garage il y a des motos et des bicyclettes.*

*Nous habitons près d’un village où il y a un petit supermarché, un café et une boulangerie. Mon école est à vingt minutes de chez moi. Je vais à l’école en train. La gare est en face de ma maison, à droite. Je vais à l’école en bus. Le weekend je joue aux jeux vidéo avec mes amis et on joue au babyfoot au café du village. C’est géniale !* 😁

*À bientôt*

*Olivier*

Table 8 – PMI table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Family | P – Plus  Identify 2 or more points about what could be positive about staying with this family | M – Minus  Identify 2 or more points about what could be negative about staying with this family | I – Interesting  Identify 2 or more points about what could be interesting about staying with this family | Decision  Would you like to stay with this family? Justify your decision with detailed and accurate references to the text |
| **Jean-Baptiste’s family** |  |  |  |  |
| **Lucie’s family** |  |  |  |  |
| **Olivier’s family** |  |  |  |  |

#### Marking guidelines

##### Part A

Table – marking guidelines for Part A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-UND-01   * Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes * Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas | Responds in English to the text, **identifying** detailed information relating to:   * positive points * negative points * interesting points   for each family.  Provides extensive **justification**, with detailed reference to the text, for staying/not staying with each family. | Responds in English to the text, **identifying** a range of information relating to:   * positive points * negative points * interesting points   for each family.  Provides thorough **justification**, with clear reference to the text, for staying/not staying with each family. | Responds in English to the text, **identifying** relevant information relating to:   * positive point(s) * negative point(s) * interesting point(s)   for each family.  Provides sound **justification**, with reference to the text, for staying/not staying with each family. | Responds in English to the text, **identifying** some information relating to:   * positive point(s) * negative point(s) * interesting point(s)   for some or all families.  Provides some relevant **justification** for staying/not staying with some or all families. | Responds in English, **identifying** some detail(s) about the text.  Attempts to **justify** their reasons for staying/not staying with at least one family. |

##### Part B

Table – marking guidelines for Part B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-CRT-01   * Create informative (or imaginative) text to describe and share information about themselves and their personal world * Use relevant and familiar vocabulary from a range of themes to create texts | Creates a detailed text with a high level of accuracy that includes:   * a brief introduction to self and family * at least 3 reasons for choosing this family * a description of where they live and their neighbourhood * a description of their favourite place, where it is, and what they like to do there * a range of relevant vocabulary. | Creates a detailed text with minor errors that includes:   * a brief introduction to self and family * at least 3 reasons for choosing this family * a description of where they live and their neighbourhood * a description of their favourite place, where it is, and what they like to do there * a range of relevant vocabulary. | Creates an informative text with some detail with errors that do not affect meaning, that includes most of the following:   * a brief introduction to self and family * 2–3 reasons for choosing this family * a description of where they live and their neighbourhood * a description of their favourite place, where it is, and what they like to do there * a range of relevant vocabulary. | Creates a text, with errors that may affect meaning, and includes some of the following:   * a brief introduction to self and family * reason/s for choosing this family * a description of where they live and their neighbourhood * a description of their favourite place, where it is, and what they like to do there * a range of relevant vocabulary. | Creates a text with single words and/or simple phrases. |
| * Use familiar text features * Use structures and features of the grammatical system to create texts | Uses a variety of structures and features of the grammatical system, with a high level of accuracy, including:   * appropriate email greeting and sign off * definite and indefinite articles * adjective placement and agreement * verbs in the present tense * compound sentences. | Uses a variety of structures and features of the grammatical system, with minor errors, including:   * appropriate email greeting and sign off * definite and indefinite articles * adjective placement and agreement * verbs in the present tense * compound sentences. | Uses a variety of structures and features of the grammatical system, with some errors, including:   * appropriate email greeting and sign off * definite and indefinite articles * adjective placement and agreement * verbs in the present tense * compound sentences. | Uses some structures and features of the grammatical system, with errors that may hinder comprehension, including some of the following:   * greeting and sign off * definite and indefinite articles * adjective placement and agreement * verbs in the present tense * compound sentences. | Uses single words and/or phrases, with errors that hinder comprehension. |

#### Sample student response

This sample is provided as a guide to demonstrate the intentions of the task aligned to the unit and the marking guidelines. Responses will vary and the task and marking guidelines may be adjusted to suit your context.

This is an example of a Grade A response.

##### Part A

Table – student response to Table 8

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Family | P – Plus  Identify 2 or more points about what could be positive about staying with this family | M – Minus  Identify 2 or more points about what could be negative about staying with this family | I – Interesting  Identify 2 or more points about what could be interesting about staying with this family | Decision  Would you like to stay with this family? Justify your decision with detailed and accurate references to the text |
| **Jean-Baptiste’s family** | **He has 2 dogs.**  **They are a sporty family.**  **There is a stadium near their house.** | **He has 2 sisters.**  **They live in a big city.** | **They live 10 km from the Atlantic.**  **They have a big 2-storey house.**  **J-B likes surfing.**  **He likes going to the movies.** | **I would stay with this family because I love dogs. I am really sporty and my favourite sport is soccer and his parents both play and the sports field is 10 minutes away. I have always wanted to live by the coast and maybe learn to surf and J-B surfs so maybe he can teach me. My house is only small because I live with my mum and my sisters so a big house will be fun to stay in. It would have been nice to have a break from my older sisters but it would be cool to have a ‘brother’ for a change.** |
| **Lucie’s family** | **They have a big, modern kitchen.**  **There are lots of cafés and restaurants in their neighbourhood.**  **Lucie loves listening to music.** | **They live in an apartment.**  **I would have to sleep on a sofa bed.**  **Lucie isn’t sporty.** | **They don’t have any pets.**  **Their apartment is close to the metro station and the school.** | **I wouldn’t like to stay with Lucie’s family because it seems a bit small. I don’t like the idea of sleeping in a study on a sofa bed. Lucie doesn’t have any pets and I love my animals so I would probably miss them. I like the idea of being so central with a bus stop around the corner and school nearby. Getting around the city would be fun but a bit scary. I love listening to music too, but I am also pretty sporty and I would miss playing sport. I don’t really like cooking and it sounds like Lucie and her mum spent a lot of time in the kitchen.** |
| **Olivier’s family** | **They have a lot of pets.**  **It’s a big house.**  **They have a PlayStation.** | **It’s an old house.**  **They live near a small village.**  **He has a little sister.** | **They like playing foosball at the local café.**  **There is a supermarket, a café, a library, a bakery and a school in his village.**  **He has a big brother and a little sister.**  **They have motorbikes and pushbikes.** | **I wouldn’t like to stay with Olivier’s family because I already live in the country in Australia. The town is really small with not much to do and no shops. It’s great that the train station is across the road but it’s still 20 minutes by train to school.**  **I love animals but I already have a lot of pets at home. I like playing PlayStation but I would like to spend my time doing something else when I’m in another country.** |

##### Part B

***Salut,***

***Je m’appelle Shaun. J’ai treize ans. J’habite à la campagne, dans le sud-est de l’Australie. J’ai deux sœurs. Je n’ai pas de frères. J’habite avec ma mère et mes sœurs dans une petite maison dans un village près de Bathurst. Ma maison est vieille mais confortable. Il y a un salon, une salle de bains, une petite cuisine et trois chambres. Il y a aussi un très grand jardin derrière la maison. J’aime beaucoup les animaux. J’ai un chien, deux chats, six poules et un canard.***

***Mon village est calme et joli. Près de chez moi il y a un petit supermarché, une poste, une pharmacie et un grand parc avec des terrains de sport. Je suis très sportif. J’adore le foot.***

***Près de chez moi il y a aussi une belle piscine, à côté de la gare et en face du parc. J’aime beaucoup la piscine parce que c’est beau et j’adore nager avec mes copains.***

***Je préfère la famille de Jean-Baptiste parce que la famille est sportive et il y a des terrains de sport près de la maison. Il y a deux chiens et j’adore les chiens. Il y a cinéma près de chez J-B. Dans mon village il n’y en a pas. La maison est près de la mer aussi, c’est géniale !***

*A+*

*Shaun*

**English translation**

Hi,

My name is Shaun. I’m 13 years old. I live in the country, in the south-east of Australia. I have two sisters. I don’t have any brothers. I live with my mother and my sisters in a small house in a town near Bathurst. My house is old but comfortable. There is a lounge room, a bathroom, a small kitchen and three bedrooms. There is also a very big garden behind the house. I really like animals. I have a dog, two cats, six chickens and a duck.

My town is quiet and pretty. Near my house there is a little supermarket, a post office, a chemist and a big park with sporting fields. I am very sporty. I love soccer.

Near my house there is also a beautiful pool, near the train station and opposite the park. I really like the pool because it’s very beautiful and I love swimming with my friends.

I prefer Jean-Baptiste’s family because the family is sporty and there are sporting fields near the house. There are two dogs and I love dogs. There is a cinema near Jean-Baptiste’s house. In my town, there isn’t one. The house is near the sea too. That’s great.

See you!

Shaun

## Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 4 French – ‘Let’s go to town’ infographic [PDF 1MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-student-facing-scope-and-sequence.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 4 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 4 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.

### 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/DEducation

## References

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[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.

CESE (Centre for Education Statistics and Evaluation) (2020) ‘[What works best: 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update)’, NSW Department of Education, accessed 7 March 2023.

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1. [Gianfranco Conti – The Language Gym](https://gianfrancoconti.com/) [↑](#footnote-ref-2)
2. [Gianfranco Conti – The Language Gym](https://gianfrancoconti.com/) [↑](#footnote-ref-3)
3. [Gianfranco Conti – The Language Gym](https://gianfrancoconti.com/) [↑](#footnote-ref-4)
4. [Gianfranco Conti – The Language Gym](https://gianfrancoconti.com/) [↑](#footnote-ref-5)
5. [Gianfranco Conti – The Language Gym](https://gianfrancoconti.com/) [↑](#footnote-ref-6)