 French Year 10 – entertainment (8 hours)

Key concepts

The key concepts I want students to learn are that:

* basic structures may be used in various contexts, for example, making plans
* there are some important differences between living in the country and in the city, and in the northern and southern hemispheres
* students in France and other francophone countries take part in similar free-time activities to students in Australia.

The learning matters because:

* using French in real situations enhances students’ proficiency
* being able to manipulate language to communicate fosters confidence
* students learn to access various sources of information for a particular purpose.

ICT content

* Internet research
* Email
* Excel
* Photo Story
* PowerPoint

Socio-cultural content

What do we do in our free time at home, with our family or with our friends?

What teenagers in France, Canada, Tahiti and Morocco or Burkina Faso do in their free time, for example:

* shopping
* holidays
* sports
* food
* music
* concerts
* keeping in touch with friends
* blogs
* online games.

Structures

Use of present tense

Je vais / fais / visite / rencontre …

Qu’est-ce que tu fais le dimanche?

Tu vas au cinéma de temps en temps?

Nous allons chez Macdo à … Vous venez avec nous?

Use of *futur proche*

Il va rentrer …

Nous allons partir …

Use of future tense

avoir, être, manger, aller, pouvoir, falloir

Use of past tense

Vous avez mangé à la cantine?

Ils sont partis le 15 juin …

Use of imperfect tense (*imparfait*)

Quand j’étais plus jeune …

Il faisait chaud …

Il y avait beaucoup de monde?

Fallait-il attendre longtemps?

Use of conditional tense

Je voudrais …

Nous voudrions ...

Use of time words/markers

demain, hier, aujourd’hui, cet après-midi, la semaine dernière, jamais, l’année passée, le samedi, de temps en temps, quelquefois, ce soir

Suggested assessment

* Email about leisure activities (writing skills)
* Collaborative presentation (speaking and writing skills)

Outcomes

All outcomes referred to in this unit come from [French K-10 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/french_k10_syllabus.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

| Outcome | Students learn about | Students learn to |
| --- | --- | --- |
| 5.UL.1 | ways in which texts are constructed for specific purposes | identify purpose |
| 5.UL.1 | ways of identifying relevant details when listening for specific information | make judgements about the relevance of detail in understanding text |
| 5.UL.2 | the use of multimedia for communicative purposes | participate in discussions with speakers of French |
| 5.UL.2 | ways of identifying relevant details when reading for specific information | make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text |
| 5.UL.3 | responding to factual and open-ended questions | maintain an interaction by responding to and asking questions and sharing information |
| 5.UL.3 | collaborative and inclusive ways to achieve communication goals | interact with reference to purpose, audience or participants, eg asking for information |
| 5.UL.4 | application of known linguistic structures in new contexts | reconstruct information from a range of sources |
| 5.UL.4 | resources available to enhance or promote independent learning | develop skills in accessing appropriate additional information to expand and enhance communication |
| 5.UL.4 | the use of technology to express ideas and create own text | access websites to transfer and manipulate data to produce a specific text |
| 5.UL.4 | the manipulation of structure, format and choice of vocabulary to achieve specific purposes | select and incorporate particular structures to achieve specific purposes |
| 5.MLC.1 | ways to support and sustain communication in extended text | describe features of text structure |
| 5.MLC.1 | the need for consistent application of grammatical rules and conventions to achieve effective communication | use metalanguage to explain linguistic structures and textual features encountered in text |
| 5.MLC.2 | the effect of linguistic choices on intended meaning | make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures |
| 5.MLC.1 | the importance of being aware of the choices that are made to convey precise meaning | evaluate the accuracy and appropriateness of structures when constructing and editing text |
| 5.MLC.2 | the effect of linguistic choices on intended meaning | make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures |
| 5.MBC.1 | the contributions of diverse cultures to the local and global community | reflect on attitudes and practices that differ from their own |
| 5.MBC.1 | the value of developing respect for and appreciation of other cultures | discuss and compare the values and beliefs of diverse cultures |
| 5.MBC.2 | cultural attitudes that add meaning to texts | identify and discuss cultural influences in specific texts |

Suggested activities

| Outcomes | Suggested teaching, learning and assessment activities | Evaluation and variation |
| --- | --- | --- |
| 5.UL.3, 5.MLC.2, 5.MBC.1 | Students brainstorm different forms of entertainment and recreations that they participate in with, for example, their family, friends, boy/girlfriend, religious groups (students can draw on previous units of work on television programs, shopping, music, going out, eating out, working, holidays and travel). Ask students to specify why each activity is different (for example, according to the group, the time). | (How did you assess and provide feedback on student learning? How did you differentiate the activity?) |
| 5.UL.1, 5.MBC.1 | Watch the video [*Qu’est-ce que tu fais le weekend?*](https://youtu.be/DkrLu_C5u6c) Students answer multiple-choice questions about what they have seen. Teachers can make the video interactive by using [EDpuzzle](https://edpuzzle.com/welcome) to create multiple-choice and short answer questions. |  |
| 5.UL.1, 5.UL.3, 5.MLC.2, | Students to go to [GCSE Bitesize French Interview: Leisure activities](http://www.bbc.co.uk/schools/gcsebitesize/french/speakingf/f05_interview_leisure_rev1.shtml) and complete the exercises. As students work through repeating the phrases about pastimes and answering the questions, they write any new vocabulary and phrases in their books. As a follow-up, students create an interactive quiz using [Kahoot!](https://kahoot.com/what-is-kahoot/) to review vocabulary and sentence patterns. |  |
| 5.UL.3 | Students create a survey and ask each other questions about various daily or weekend activities focusing on frequency, time and place. As a variation, the teacher could set up a connected classroom lesson with a Year 10 French class in another school, providing students with an opportunity to establish a wider context for the survey and to use French for real-life communication. Students present the results of their survey as a bar or pie graph using Microsoft Excel or another software. |  |
| 5.UL.2, 5.MBC.1, 5.MBC.2 | Students read a [television guide](http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/televisionrev1.shtml) and respond to the questions in French. Discuss the cultural influences apparent in the television programs. |  |
| 5.UL.1 | Touché 2, Voilà 2 and Tapis Volant 1 are textbooks, which have texts of young people in other countries talking about different forms of entertainment and leisure activities. Students listen to the texts and complete matching exercises. |  |
| 5.MBC.1 | Students research online or in the library about teenagers’ leisure activities in other francophone countries. Ask students to draw conclusions about what influences leisure activities, such as weather, season, socioeconomic standards, social norms. |  |
| 5.UL.1, 5.MLC.2, 5.MBC.1 | Students complete [*La dictée*](http://dictee.tv5monde.com/dictee/la-grande-boucle-de-la-petite-reine/demarrer) exercise on their personal device to learn more about *Le Tour de France*. |  |
| 5.UL.4, 5.MLC.2, 5.MBC.1 | Students write an email to a real or imagined friend who lives in a francophone country and ask questions to find out what the person does in their free time. |  |
| 5.UL.3, 5.UL.4, 5.MLC.1, 5.MLC.2, 5.MBC.1 | Students make a collaborative presentation about the forms of entertainment available to teenagers in Australia. The presentation will include a photo or video footage of the activity, text and voice recording including:   * the name of the activity * who typically enjoys the activity * the seasons, days and times of the activity * a description of the activity, including adjectives/adverbs. |  |