# French Year 9

Back to school *“La rentrée”* (12 to 15 hours)

## Key concepts

The key concept I want students to learn is that:

* school life for students in France and other francophone countries is different to school life in Australia.

The learning matters because:

* understanding school life in French speaking countries broadens students’ perspectives about learning and supports their ability to communicate about this topic with French speaking students.

## Cross-curriculum content

### Key competencies

Collecting, analysing and organising information, communicating ideas and information, solving problems

### Literacy

Composing an email, interview

### Numeracy

Tables, budgeting, cost analysis

### ICT

Internet research, email, informative video creation, cartoon creation

### Socio-cultural content

Comparing the similarities and differences of high school in French speaking countries with students’ experience of high school in Australia, exploring:

* school system
* school facilities
* timetables, including subjects and sports.

## Structures

Quand commence l'année scolaire en … ? (countries) L'année scolaire va de février à décembre (months)

Décris ton collège. Mon collège s’appelle… Il est situé à… Nous commençons à … (times) Les cours durent … heures. Nous finissons la journée à … (times)

Nous prenons une pause à… (times) Dans mon collège il y a des laboratoires de sciences (school facilities)

Où est la cantine? La cantine est à côté du gymnase (prepositions)

Combien d’élèves y a-t-il dans ton collège? Il y a … élèves dans mon collège.

Tu es en quelle classe? Je suis en quatrième (school years)

Quelles matières est-ce que tu étudies? J’étudie le français (school subjects)

Quelle est ta matière préférée? Ma matière préférée c’est l’anglais.

Pourquoi? Parce que j’aime le dessin/je suis fort(e) en musique/c’est intéressant/etc. (adjectives)

## Suggested assessment

* Interview a French speaker about school life (speaking skills)
* Read an email from your French penfriend about school and write an email, responding to the comments and questions (reading and writing skills)
* Write an email to your French penfriend, explaining school life in Australia and asking about their school (writing skills)
* Create a video about your school in French to share with your sister school in France, including narration and subtitles (speaking and writing skills)

## Building the field

Use photos or clips from the news or films as a focus for discussion about the similarities and differences of school life in French speaking countries and in Australia, for example

* the French news around September features *la rentrée*(the start of a new school year)and in June *le baccalauréat*(high school diploma)
* search YouTube for video from *le collège* (junior high school) e.g. [*L'âge de classe : la journée d'un collégien*](https://youtu.be/jqwKZdnOBjo) is an interesting example as the school is in Selz and shows bilingual classes (Note: It is not expected that students understand the language in the video)
* [*Entre les murs*](https://youtu.be/t8HWJqgMAhU)*/*The Class (2008) is a film about a teacher and his experiences in a Paris suburb
* TV5 has regular films or programs about school life in France.

## Outcomes

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| 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.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,e.g. 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.MBC.1 | the contributions of diverse cultures to the local and global community | reflect on attitudes and practices that differ from their own |
| 5.MLC.1 | etiquette and ethical behaviour associated with cross-cultural communication | recognise appropriate intercultural behaviour in diverse settings |
| 5.MBC.2 | cultural attitudes that add meaning to texts | identify and discuss cultural influences in specific texts |

## Suggested teaching, learning and assessment activities

### 1. Compare and contrast school systems

Students compare the way grades or years are numbered in the Australian school system to the French school system. The final (and seventh) year of high school in France is *la terminale*. Ask students to discuss the choice of word. Students create a table in English and French, showing the school year in Australia, and the equivalent year in France. Students write which they year they would be in the French system.

### 2. Carte d’identité

Students imagine they are starting school in France. Show students the *carte d’identité scolaire*. Discuss its features, the information it contains and why it is necessary. What can we learn about features of French school system by reading the elements of the identity cards?

Highlight the following features of the *carte d’identité*:

* *Année 20…~ 20…*
Two years must be written in the blank spaces e.g. 2015~2016, as the school year starts in September of one year and finishes in June the following year.
* *Adresse*
Ask students to note the differences in the way French addresses are written, e.g. the postcode is longer and placed before the name of the town.

Students fill out their own *carte d’identité* in French.

[Examples of *carte d’identité*](http://orgaco.net/36-cartes-scolaires)

### 3. Classroom language

Students brainstorm all the language they already use to function in the classroom. What other phrases would be useful? Create a list of phrases and use them in class from now on. *Je peux aller aux toilettes*? *S’il vous plait.* *Pardon, madame/monsieur, Je ne comprends pas*, etc.

### 4. School subject equipment requirements

Place students in small groups and assign each group one of the subjects they will be studying in Semester 1. Groups create a poster of the materials needed for that subject.

Students practise reading out their list to each other in pairs using *Il y a* before the name of each item e.g. *Sur la liste, il y a un cahier*. Students respond whether they have or will buy the item.

[Online classroom items](http://www.ma-rentree-scolaire.fr/)

### 5. Which advertisement offers the best deal?

In small groups, students design an advertisement for a school bag with classroom items essential for *la rentrée*.Students research school items and current prices on French supermarket websites such as *Carrefour* or *Monoprix*. Students draft, edit and produce an advertisement using publication tools such Adobe Contribute etc.

Give students a list of subjects they need to buy equipment for. Students compare how much it would cost to buy their items from each advertisement.

Students decide on the best deal and explain their reason in either French or in English.

[*Carrefour* website](http://www.carrefour.fr/evenements/rentree-des-classes)

[*Monoprix* website](https://www.monoprix.fr/search/rentree)

### 6. Ma matière préférée

Students brainstorm all the reasons they like different school subjects, using French where they can and English if they do not know how to say it in French. Teach the French for the unknown items. Students watch a video about which subjects students like, and make notes about why they like them. Add any new phrases they would like to use to their list. Students then interview five others in their class about which subjects they like and why.

[*Ma matière préférée*](http://voyagesenfrancais.fr/spip.php?article2679&lang=fr)

### 7. Map of my school

Students take a copy of the map of their school buildings and label each in French. Students could also create French signs for each room and label the actual doors around the school. They imagine they need to escort a new French exchange student around the school. Students write the script of what they would say, explaining what each of the rooms are and where they are located.

### 8. Email

Students write an email to a French penfriend, describing what their school is like, and asking questions about the French school. Alternatively, teachers could write an email about school in France, from the perspective of a French student. Students read the email and write a reply, answering any questions asked.

[Sample email about school](http://www.bbc.co.uk/education/guides/zwqwjxs/revision)

### 9. Welcome to our school

In groups, students create a video about their school in French to share with their sister school in France, including narration and subtitles. Students should include information about the names of school years, subjects they study, equipment required and school facilities.

### 10. Interview about school

Students will interview a French speaker (recently arrived), or a teacher role-playing as a visiting *collège* student, to find out about French school life. Students will prepare a list of questions about school, using a variety of phrases learnt so far. Students must also be prepared to answer any questions the interviewee might have about Australian schools.

[French school life](http://www.frenchtoday.com/blog/the-french-school-system-explained)

### 11. Getting ready to go to school in France

Working in pairs, students design a cartoon to help an Australian student going to school for the first time in France. Students should include information about the names of school years in France, subjects they will study, equipment required and school facilities. A variation of this activity is students can create a PowerPoint presentation on the same topic.

[Cartoon maker](http://www.toondoo.com/)