

Languages Unit of Work

Language: French Year Level: 7 Duration: 5 x 50 min lessons

Curriculum Pathway & Level: 7-10 sequence Levels 7 & 8

Curriculum Design Focus Question:

How might we support Year 7 students to confidently use French to make requests and interact in the classroom?

Overview

<i>Description of teaching and learning unit</i>	<i>Cohort considerations</i>
In this unit, students will be supported to confidently use French to: - ask and answer questions about how we are feeling - make requests - interact with peers and teacher in the classroom - create script and film a conversation between a teacher and a student	2 x 50-minute lessons weekly Yr 7 - Majority of students beginning with French learning, some students with prior learning experience - Focus is on building confidence in oral language skills

Key Language

Key words/phrases/structures to be used in this unit, retrieval, and new language

Retrieval				Introduced in this unit			
How are you?	I'm [feeling]	good. ok. bad.	Yes No Not yet Thank you	Can I go	to the toilet? to the library? to the office? outside? for a drink of water? here? there?	With whom [who]?	With the teacher. With a friend. With a group. With [name]. By yourself/ By myself [f] [m]
	I am [I have]	hot. cold. hungry. thirsty.					
	I am	tired.					

Curriculum links: Victorian Curriculum 2.0: Languages – [French \(7-10\)](#)

<i>Strand</i>	<i>Sub-strand</i>	<i>Content Descriptions</i>	<i>Achievement Standard</i>
Communicate Meaning in French	<i>Interacting in French</i>	Students learn to: -interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LF8CM01	By the end of Level 8, students use French to interact and collaborate with others.
		Students learn to: -develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LF8CM02	They recognise and respond to familiar gestures, questions and instructions when interacting with others.
		Students learn to: - engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LF8CM03	They use French to share information and plan activities in familiar contexts.
	<i>Mediating meaning in and between languages</i>	Students learn to: - locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LF8CM04	They locate and respond to information in texts and use visual and contextual cues to help make meaning.
		Students learn to: - develop and apply strategies to interpret and respond to French texts, and to convey meaning and intercultural understanding in French in familiar contexts VC2LF8CM05	They respond in French or English, and demonstrate their understanding of context, purpose and audience in texts.
	<i>Creating text in French</i>	Students learn to: -create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions VC2LF8CM06	They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.
Understanding Language and Culture	<i>Understanding systems of language</i>	Students learn to: - recognise and apply the sounds and conventions of spoken French to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts VC2LF8UL01	Students begin to use pronunciation, intonation and rhythm in spoken French to develop fluency.
		Students learn to: - apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LF8UL02	They demonstrate understanding that French has conventions for non-verbal, spoken and written communication.
		Students learn to: - compare the structures and features of French with English and/or other languages using some metalanguage VC2LF8UL03	They comment on aspects of French and English language structures and features, using some metalanguage.
	<i>Understanding the interrelationship of language and culture</i>	Students learn to: recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values VC2LF8UL04	They understand how aspects of language and culture contribute to their own and others' identity.

Learning Sequence

Lesson 1

Learning Objectives

We will review:

- how to ask someone how they are feeling
- 8 expressions to describe how we are feeling

Success Criteria

I can:

- ask someone how they are feeling
- use 8 expressions to say how I am feeling

Review language

How are you feeling? I am good/ok/bad/hot/cold/hungry/ thirsty/ tired.

New language

No new language in this lesson.

Lesson Elements

Stage 1 (5 minutes)

Activate Prior Knowledge

Display the Sentence Builder with the words/phrases below written in English and French, it may include visuals.

Remind students that this is language they have learnt before but we need to revisit it so we can use it confidently and build on it further in this unit.

Ask students to choral 3 times each of the phrases (e.g. 'I am hot') as you point to them and do a gesture to convey the meaning.

How are you?	I'm [feeling]	good/ ok/ bad.
	I'm [I have]	hot / cold/ hungry/ thirsty.
	I'm	tired.

Introduce Learning Objectives

Read the learning objectives and ask students to read aloud the success criteria for this lesson.

Say the goals of this mini unit are to be able to confidently use French to:

- ask and answer questions about how we are feeling
- make requests
- interact with peers and teacher in the classroom
- create script and film a conversation between a teacher and a student to be posted in the school's learning platform and shared with peers

Stage 2 (40 minutes)

Modelling & Demonstration (10 minutes)

Play the **Group Hot Potato** game.

Keep the Sentence Builder on display.

Have students sit in a circle.

Explain that the goal of the game is for a person to throw the ball and everyone to ask the question 'How are you?', and for the person who catches the ball to answer with one of the expressions of feelings, checking the sentence builder for support, if needed.

Start the circle by throwing the ball to a student, while everyone asks in French 'How are you?', the student who receives the ball answers and throws the ball, everyone asks in French 'How are you?' and so on.

If students are responding confidently, encourage them to try using a different adjective from the last one used.

Guided Practice (15 minutes)

Play the Find my Match game (8 minutes)

Keep the Sentence Builder on display.

Ask students to write one sentence from the Sentence Builder on their mini whiteboard.

Explain that the goal of the game is to find three people who have chosen the same sentences as them.

To do this they need to all move around the room and go up to a person and play Paper, Scissors, Rock.

The winner gets to ask the question: How are you feeling?

If they find their match, students write their name under their sentence.

They hide their whiteboard so their partner can't see names they have collected already.

Students move to the next person.

Play the game Mini whiteboard dictation (7 minutes)

Keep the Sentence Builder on display.

Explain the aim of the game is for students to correctly write the expressions of feelings they hear in French, for this they need to pay attention to the spelling of words.

Say one of the sentences from the sentence builder (e.g. 'I am cold'), students write it in French on their mini whiteboard, give 30 seconds every time.

Asks student to compare with a classmate for spelling accuracy before you ask the whole class to hold up their mini whiteboard.

Model the game three times.

Ask students to play in pairs, one student says a phrase, and both write the sentence, hiding the whiteboard to ensure the other player doesn't see it.

First they check their spelling with each other, then with the sentence builder.

Ask students to share if there were any common spelling errors, they need to pay attention to for accuracy (e.g. the letter 'ç')

Independent Application (15 minutes)

Do a Conversation Script Writing Activity (Part 1) (10 minutes)

Show an example of a conversation between a teacher and a student which you have created to model what the students will work on in this mini unit. Ideally this will include the written script and a film, if film is not available, create the audio for the conversation to model spoken language.

Example:

Teacher. How are you feeling? Student. I'm thirsty. Can I go... for a drink of water?

Teacher. With whom? Student. With a friend.

Teacher. Not yet. Student. Thank you.

Explain that today they will write and practise the first lines of the conversation (Part 1)

Ask students to get in pairs and write the first lines of their conversation (question and response about how they are feeling). They will have 5 minutes.

Ask students to take turns to practise their lines.

Circle around the class to check progress and provide feedback on pronunciation and spelling, make sure students have an opportunity to repeat the phrases/words correctly.

Play the Walk and Talk game (5 minutes)

Ask students to walk around the room, on cue (one clap), they will stop and find a classmate to practise the start of their conversation in pairs, as written in their scripts.

When you clap once students stop walking and get in pairs. Student A asks 'How are you feeling?', Student B answers with the option from their script. Then they swap, Student B then starts the conversation with 'How are you?'. Give students around 1 minute maximum to have their mini conversation.

Clap twice to get students to move around again to find a new partner. Clap once to get them to stop and have their mini conversation with a different classmate. Repeat three/four times.

Stage 3 (5 minutes)

Review & Reflect

Invite some volunteers to share the lines they have written for their conversation.

Return to the learning intention and success criteria.

Ask students to **pair-share** to see how many expressions they can use to say how they are feeling.

Ask students to hold their hand in front of their chest and use their fingers to indicate how many they can use.

Remind students that we will continue practising these phrases in the next lesson to help us remember them and to be able to use them confidently and readily.

Lesson 2

Learning Objectives

We will learn and review:

- how to make polite requests to go to 7 different places/activities
- 3 ways to respond to a request

Success Criteria

I can:

- make polite requests to go to 7 different places/activities
- use 3 ways to respond to a request

Review language

How are you feeling? I am good/ok/bad/hot/cold/hungry/ thirsty/ tired.
Yes/ No/ Not yet

New language

Can I go.... to the toilet/ to the library/ to the office/
for a drink of water/ outside/ here/ there?

Lesson Elements

Stage 1 (5 minutes)

Activate Prior Knowledge

Display the Sentence Builder with the words/phrases below written in English and French, it may include visuals.

Ask students to choral 3 times each of the review phrases (shaded in grey) as you point to them and do a gesture to convey the meaning

How are you?	I'm [feeling]	good/ ok/ bad	Can I go	to the toilet? to the library? to the office? outside? for a drink of water?	Yes. No. Not yet.
	I am [I have]	hot / cold/ hungry/ thirsty			
	I am	tired			

				here? there?	
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Play a game of **On the Spot Translators** for further practice of the review words.

Say one by one, and not in the order of the Sentence Builder, the review expressions in English, e.g. 'I am thirsty'

Ask students to say altogether the translation of the phrase in French. Continue playing until you have covered all review expressions:

'How

are you?', 'I am + [feeling]', 'yes', 'no', 'not yet'.

Introduce Learning Objectives

Read the learning objectives and ask students to read aloud the success criteria.

Stage 2 (40 minutes)

Modelling & Demonstration (10 minutes)

Say the first of the new (Can I...?) phrases clearly and slowly so students can listen.

Ask students to choral 3 times each of the new phrases (e.g., 'Can I go to the library?') as you point to them for English language/visual support

Play the **Finish my Sentence game** with flashcards

Have ready a set of flashcards with images of the seven locations and activities.

Ask the question 'Can I go...' and show a flashcard.

Students complete the sentence with the expression which corresponds to the image (e.g., '...to the library?').

Go through the flashcards twice. Speed up as students get more confident.

Provide corrective feedback on pronunciation as required.

Guided Practice (20 minutes)

Play the Listening Slalom game (10 minutes)

Have ready a handout with sentences separated into three columns. (See example below)

Explain to students that they will hear sentences you will read, they need to organise the 'chunks' of language in each column to recreate the sentences that they hear.

Read in French: 1. 'Can I go outside?', 2. 'I am tired', 3. 'I am hungry', 4. Can I go to the library?

Say each sentence twice, students need to circle the language they hear in the correct order and write the full sentence.

Allow 30 seconds after each sentence for students to write the full sentence.

Once you have read all the sentences, ask for volunteers to share what they wrote for each sentence to confirm answers.

Listening Slalom game handout example			
For each number (1-4) circle the language that you hear			Write the full sentence in French
1. Can I	go to	tired.	1. Can I go outside?
2. Can I	am	hungry.	
3. I	am	outside?	
4. I	go	the library?	

Play the Guess my phrase (10 minutes)

Keep the Sentence Builder on display.

Write on a mini whiteboard a phrase from the sentence builder.

Ask students, in turns, to guess what is written on your mini white board.

Once you have practised most language in the Sentence Builder it is the students' turn to play as a student-led activity.

Hand out mini whiteboards and explain that they will work in pairs.

In pairs, one student writes a phrase. The other student has three chances to guess it. Each correct guess is one point. Students take turns to write and guess. The student with the most correct guesses (and more points) wins.

Independent Application (10 minutes)

Play the Sentence Stealer game. The goal is to collect as many sticky notes as they can.

Give students 3 sticky notes each (or squares of paper). They need to write a different request on each one.

When all students are standing, ring a bell and they each go up to a person and play Paper, Scissors, Rock.

The winner gets to try to guess one of the requests their partner has on their sticky note.

If the person has that request, they must hand over that sticky note.

If not, they move on to a new partner and continue until time is up.

Have some spare sticky notes that students can collect from you if they run out quickly.

When time is up, ask students to sit down if they have 1 sticky note, then those with 2, 3, 4, etc. until the person with the most sticky notes is left standing.

Stage 3 (5 min)

Review & Reflect

Return to the learning intention and success criteria.

Ask students to **pair-share** to see how many phrases they can use to make a request and how many ways they can respond.

Ask students to hold their hand in front of their chest and use their fingers to indicate how many phrases and how many responses they can use.

Remind students that we will continue practising these phrases in the next lesson to help us remember them and to be able to use them confidently.

Ask some volunteers to share one request they can remember well.

Lesson 3

Learning Objectives

We will learn and review:

- How to make polite requests to go to 7 different places/do activities
- How to ask 'With whom?'
- How to provide 4 answers to the question 'With whom?'

Success Criteria

I can:

- make polite requests to go to 7 different places/do activities
- ask 'With whom?'
- provide 4 answers to the question 'With whom?'

Review language

How are you feeling? I am good/ok/bad/hot/cold/hungry/ thirsty/ tired.

Can I go.... to the toilet/ to the library/ to the office/
for a drink of water/ outside/ here/ there?

Yes/ No/ Not yet.

Thank you.

New language

With whom?

With the teacher./ With a friend./ With a group./ By myself [f] [m]

Lesson Elements

Stage 1 (5 min)

Activate Prior Knowledge

Display the Sentence Builder with the words/phrases below written in English and French, it may include visuals.

Explain to students the importance of retrieval practice reminding them that we need to revisit new things we learn regularly to ensure they go into our long-term memory.

Ask one student to volunteer to say the review sentences one at a time. All students choral 3 times each of the review phrases (shaded in grey).

Provide corrective pronunciation feedback if required.

How are you?	I'm [feeling]	good. ok. bad.	Can I go	to the toilet? to the library? to the office? outside? for a drink of water? here? there?	With whom [who]?	With the teacher. With a friend. With a group. With [name] By yourself/ By myself [f] [m]	Yes. No. Not yet.	Thank you.
	I am [I have]	hot. cold. hungry. thirsty.						
	I am	tired.						

Introduce Learning Objectives

Read the learning objectives and ask students to read aloud the success criteria.

Stage 2 (40 min)

Modelling & Demonstration (7 min)

Say the new (With whom..?) question and answers clearly and slowly so students can listen.

Ask students to choral 3 times each of the new phrases (e.g. 'With whom?' 'With a teacher.') as you point to them for English language/visual support.

Play the Faulty Echo game

Say one of the questions. Then repeat it. If the echo was the same as the first time you said the sentence, students give a thumbs up. If the echo was different (e.g. extra word added, said out of order, incorrect pronunciation, incorrect gender ending), they do thumbs down. Play a number of times, sometimes with the echo being the same and sometimes different.

Guided Practice (15 minutes)

Do a dictation task using mini whiteboards. (7 minutes)

Hand out mini whiteboards.

Keep the Sentence Builder on display and say a question and an answer for students to write on their whiteboards.

Ask them to hold their mini whiteboards up and say the question and answer aloud so you can check quickly and then they can erase.

Repeat a number of times with the different questions and answers on the Sentence Builder.

Play the **Listen and Rearrange game** (8 minutes)

Display on your screen (or write on the whiteboard) a series of 'chunks' of language belonging to a conversation, not in order.

E.g. *tired-I am feeling-Can I go- please-not yet-outside*

Read the phrases/conversation in the write order. Alternatively, you can pre-record the audio and play it.

Students listen and reorder each group of 'chunks' by writing the correct phrases on their mini whiteboards.

E.g. *-I am feeling tired. Can I go outside please? -Not yet.*

Students hold their mini whiteboard up, provide individual feedback if required. Students have the possibility to erase mistakes and self-correct.

Provide corrective group feedback for common errors (e.g. spelling, phonological awareness of certain sounds).

Independent Application (18 minutes)

Show an example of a conversation between a teacher and a student which you have created to model what the students will work on in this mini unit (same as in lesson 1).

Teacher: How are you feeling?

Student: I'm thirsty. Can I go... for a drink of water?

Teacher: With whom?

Student: With a friend.

Teacher: Not yet.

Student: Thank you.

Explain that today students will write the script for the rest of the conversation.

Remind students the final task for this mini unit will be to create a filmed conversation of this script, they will work in pairs for this. In the next lesson they will have time to rehearse and film the script.

Students requiring extension can add additional interactions to their conversation.

Ask students to write the script. Ask students to use a check list to review their work, see example below.

Permission conversation script check list	
I have included all required information: • A question about feelings • An answer about feelings • A question asking permission to go to a place/do something • The question 'With whom?' • An answer to the question 'With whom?' • One of three ways respond about giving permission (yes/no/not yet) • A closing 'Thank you'	Tick
I have checked my work for grammar accuracy (fem/mas, correct verb form to express feeling: e.g. I am/ I have/ I feel).	
I have checked my work for spelling accuracy (including accents)	
I have checked for punctuation accuracy	

Stage 3 (5 min)

Review & Reflect

Return to the learning intention and success criteria.

Ask students to **pair-share** to see how many phrases they can use to make a request and how many answers to 'With whom?' they can provide.

Ask students to hold their hand in front of their chest and use their fingers to indicate phrases they can use to make a request and how many answers to 'With whom?' they can provide.

Ask students to **pair-share** one strategy they find useful for helping them to remember new words/phrases.

Ask students to say one request phrase as they leave the classroom. Ask them 'With whom?' and they will have to offer a response.

Lesson 4

Learning Objectives

We will review:

- How to have a conversation to ask about and express feelings, make polite requests to go places/ to do activities and reply, including who we are going with.

Success Criteria

I can:

- Have a conversation to ask and respond about feelings, make polite requests to go places/ do activities and ask and answer who we are going with.

Review language

-How are you feeling? -I am good/ok/bad/hot/cold/hungry/ thirsty/ tired.
-Can I go.... to the toilet/ to the library/ to the office/ for a drink of water/
outside/ here/ there?
-With whom? -With the teacher/ With a friend/ With a group/
With [name]/ By myself [f] [m]
-Yes/ No/ Not yet. -Thank you.

New language

No new language

Lesson Elements

Stage 1 (5 min)

Activate Prior Knowledge

Display the Sentence Builder with the words/phrases below written in English and French, it may include visuals.

Explain to students the importance of retrieval practice reminding them that we need to revisit new things we learn regularly to ensure they go into our long-term memory.

Remind students that today they will film the conversation from their script, including all this language.

How are you?	I'm [feeling]	good. ok. bad.	Can I go	to the toilet? to the library? to the office? outside? for a drink of water? here? there?	With whom [who]?	With the teacher. With a friend. With a group. With [name] By yourself/ By myself [f] [m]	Yes. No. Not yet.	Thank you.
	I am [I have]	hot. cold. hungry. thirsty.						
	I am	tired.						

Play a game of **Yes/No/Maybe**

Keep Sentence Builder on display

Invite a student to ask you the question 'How are you feeling'.

Respond with a feeling and a request. E.g. 'I'm thirsty. Can I go outside?'

All students need to indicate if your request makes sense by doing a thumbs up, thumbs down or a 'maybe' gesture.

In this example they could say 'maybe' and explain that maybe you want to go outside and get a drink of water, although the request 'Can I go for a drink of water' would make more sense.

Play a game of **Read my Mind (teacher-led)**

Keep Sentence Builder on display

Invite a student to ask you the question 'With whom?'

Students need to guess which answer you are thinking and say it all together. E.g. 'With a friend'. They have three chances to get the correct answer.

Repeat with all possible phrases.

Introduce Learning Objectives

Read the learning objectives and ask students to read aloud the success criteria.

Stage 2 (40 min)

Modelling & Demonstration (7 minutes)

Model how to play the game **Oral Ping Pong**

Print out the following handout (one per student).

Oral ping pong

Student A: How are you feeling?

Student B: I'm good/ok/bad/hot/cold/hungry/thirsty/tired.

Can I go... to the toilet/ to the library/ to the office/ outside/ for a drink of water/ here/ there?

Student A: With whom?

Student B: With the teacher/ With a friend / With a group/ With [name]/ By myself [f] [m].

Student A: Yes/no/not yet.

Student B: Thank you.

Students sit back-to-back, Student A's goal is to circle the correct answers they hear from Student B, who is holding their script.

Student A starts by asking in French 'How are you feeling?'.

Student B answers with the answer in their script.

Student A circles the correct answer from the options.

Student A asks 'With whom?'

Student B answers with the answer in their script.

Student A circles the correct answer, and gives a response (yes, no, not yet).

Student B says 'Thank you'.

Guided Practice (10 min)

Instruct students to play the **Oral Ping Pong** game, with the classmate they will be recording their film, using their own scripts.

Students take turns to be Student A and Student B.

Independent Application (23 minutes)

Demonstrate how students should **record** the filmed conversation they have written in their scripts, take a photo and **upload** both their video and scripts to the school's learning platform.

Remind them that they may need to film it a number of times to get it clear and correct. Ensure students save and label the final video clearly. They may use their computer/tablet.

Give students time to rehearse and film their scripts and upload them to the learning platform to be shared with their peers.

Instruct them to take a photo of their script to also upload to the learning platform.

Stage 3 (5 minutes)

Review & Reflect

Return to the learning intention and success criteria.

Ask students to do a **thumbs up/down/to the side** to indicate how confident they are with each of the success criteria.

Invite students to share which strategies they are finding most useful in helping them to remember and become more confident with the language we are learning.

Ask students to say the request phrase on their script, as they leave the classroom. Ask them 'With whom?' and they will have to offer the response in their script.

Lesson 5

Learning Objectives

We will review and learn:

- how to have a conversation to ask and respond about feelings, make polite requests to go places/ do activities and ask and answer who we are going with.

Success Criteria

I can

- Have a conversation to ask and respond about feelings, make polite requests to go places/ do activities and ask and answer who we are going with.
- Understand conversations about polite requests.

Review language

-How are you feeling? -I am good/ok/bad/hot/cold/hungry/ thirsty/ tired.
-Can I go.... to the toilet/ to the library/ to the office/ for a drink of water/
outside/ here/ there?
-With whom? -With the teacher/ With a friend/ With a group/
With [name]/ By myself [f] [m]
-Yes/ No/ Not yet -Thank you

New language

No new language

Lesson Elements

Stage 1 (5 minutes)

Activate Prior Knowledge

Say in this lesson students will have an opportunity to watch each other's films and summarise what their peers' conversations are about.

Introduce Learning Objectives

Read the learning objectives and ask students to read aloud the success criteria.

Stage 2 (40 minutes)

Modelling & Demonstration (5 minutes)

Show the handout students will have to complete as they walk around the room to watch different classmates' films. (See below)

Explain they will have to watch and listen to the films and complete the table with the information that they hear, in English.

Play the film you have prepared earlier (same as lesson 1) and complete the table together as an example. If you don't have a film, play the audio, explain that this example is an audio, but their classmates have produced a film.

Example:

Teacher: How are you feeling?

Student: I'm thirsty. Can I go... for a drink of water?

Teacher: With whom?

Student: With a friend.

Teacher: Not yet.

Student: Thank you.

Watch the film and complete in English.				Student name:
Name	How is she/he feeling	Where does she/he want to go?/ want to do?	With whom?	Are they given permission?
<i>Example</i>	<i>Thirsty.</i>	<i>For a drink of water.</i>	<i>With a friend.</i>	<i>Not yet.</i>
1.				
2.				
3.				
4.				
5.				

Guided Practice (15 minutes)

Instruct students that they are now going to watch each other's films. **Divide** the class in halves.

Ask students to have their devices on their desk, ready to play their film.

Ask half the class to stay at their desk and play their film to each student that comes to their desk.

Ask the second half to walk around, watch the films and fill out the handout, after 6 minutes, the two groups swap.

Check for understanding and **review** language

Ask students to go back to their seats.

Call out each of the feelings. Students need to tell you who is feeling that way. E.g. Teacher says: 'I am feeling tired', Students call out names: 'John!', teacher confirms with John, 'Yes?', John responds with thumbs up or thumbs down.

Call out requests, e.g. Teacher says: 'I want to go to the library', Students call out names: 'Antonella!', teacher confirms with Antonella, 'Yes?', Antonella responds with thumbs up or thumbs down.

Do this a few times, varying the vocabulary.

Independent Application (15 minutes)

Give each student a copy of the rubric and ask them to self-assess which 'I can' statement reflects how well they were able to do each of the actions.

Collect these from students and use the same rubric to assess the filmed conversation.

Stage 3 (5 minutes)

Review & Reflect

Return to the learning intention and success criteria.

Ask students to rate themselves by showing their fingers (from 1-5, 1 being the lowest and 5 the highest) to indicate how confident they are with each of the success criteria.

Congratulate students on how much progress they have made in learning the focus language of this unit and ask them to share what helped them to be successful.

Encourage them to support and encourage others to use the language in their film regularly, to grow fluency in their interactions.

Curriculum links: Victorian Curriculum 2.0: Languages – [French \(7-10\)](#)

<i>Content Descriptions</i>	<i>Achievement Standards</i>
<i>Communicate Meaning in French</i> <i>Interacting in French</i> Students learn to: -interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LF8CM01 -develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LF8CM02 - engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LF8CM03 <i>Mediating meaning in and between languages</i> Students learn to: - locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LF8CM04 - develop and apply strategies to interpret and respond to French texts, and to convey meaning and intercultural understanding in French in familiar contexts VC2LF8CM05 <i>Creating text in French</i> Students learn to: -create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions VC2LF8CM06 <i>Understanding Language and Culture</i> <i>Understanding systems of language</i> Students learn to: - recognise and apply the sounds and conventions of spoken French to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts VC2LF8UL01 - apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LF8UL02 - compare the structures and features of French with English and/or other languages using some metalanguage VC2LF8UL03 <i>Understanding the interrelationship of language and culture</i> Students learn to: - recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values VC2LF8UL04	By the end of Level 8, students use French to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in French or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience. Students begin to use pronunciation, intonation and rhythm in spoken French to develop fluency. They demonstrate understanding that French has conventions for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others' identity.

Assessment Notes:

Use the film and script as evidence of student achievement.

Other formative assessment tasks can also inform your judgement (e.g. Oral Ping Pong game in Lesson 4, Exit ticket activities, etc.)

Refer to the Elaborations for the relevant Content Description for examples of language that may be expected at this level, these are linked through the Content Descriptor codes above (p. 2).

Use a rubric with a 5-point scale to identify the quality of student Achievement against each of the relevant elements of the Achievement Standard for this unit:

Student rubric

Action	Working towards	Developing	Proficient	Advanced	Sophisticated
<i>They interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds (expressing feelings) VC2LF8CM01</i>	I can begin to formulate questions and answers about how I am feeling, with support.	I can ask and answer questions about how I am feeling, sometimes needing support.	I can ask and answer questions about how I am feeling.	I can confidently ask and answer questions about how I am feeling.	I can readily and confidently ask a question about feelings and answer in a variety of ways.
<i>They develop language to interact in exchanges, routines and tasks related to their classroom (making requests). VC2LF8CM02</i>	I can begin to make and respond to a request to go somewhere/do something, with support.	I can make and respond to a request to go somewhere/do something with someone else, sometimes needing support.	I can make and respond to a request to go somewhere/ do something with someone else.	I can confidently make and respond to a request to go somewhere/do something with someone else.	I can readily and confidently make and respond to a request to go somewhere/do something with someone else.
<i>They create <u>spoken</u> and <u>written</u> texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions. VC2LF8CM06</i>	I can write some words and sentences, with support.	I can create a script and short conversation using known words and sentences, and some of the required grammar, sometimes needing support.	I can create a script and short conversation using known words and sentences and basic appropriate grammar.	I can create a written script and short conversation using a variety of known words and sentences, mostly using appropriate grammar.	I can create a script and short conversation using a wide range of known words and sentences, always using appropriate grammar
<i>They recognise and apply the sounds and conventions of spoken French to develop fluency, and to respond to and create simple texts in familiar contexts (describing feelings and making requests)</i>	I can start to apply French pronunciation in a short conversation, with support.	I can use some correct French pronunciation in a short conversation, sometimes needing support. Some pauses and hesitation may be	I can mostly use correct French pronunciation and speak without long pauses or hesitation in a short conversation.	I can usually use correct French pronunciation and speak with some fluency in a short conversation.	I can always use correct French pronunciation and speak fluently in a short conversation.

<u>VC2LF8UL01</u>		present in my interactions.			
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Unit Reflection (SWOT Analysis)

Strengths	Weaknesses
Opportunities	Threats

Appendix-Sentence builder example

Comment ça va? (How are you?)	Ça va (I'm [feeling])	bien. (good) comme ci comme ça. (ok) mal. (bad)	Est-ce que je peux aller... (Can I go...)	aux toilettes? (to the toilet?) à la bibliothèque? (to the library?) au bureau? (to the office?) dehors? (outside?) boire de l'eau? (for a drink of water?) ici? (here?) là-bas? (there?)	Avec qui? (With whom [who]?)	Avec le professeur. [m] Avec la professeure. [f] (With the teacher.) Avec un ami. [m] Avec une amie. [f] (With a friend) Avec le groupe. (With a group) Avec + [nom]. (With [name]) Tout seul. [m] Toute seule. [f] (By yourself/ By myself)	Oui (Yes) Non. (No) Pas encore. (Not yet)	Merci. (Thank you)
	J'ai (I am [I have])	chaud. (hot) froid. (cold) faim. (hungry) soif (thirsty)						
	Je suis (I'm)	fatigué [m] fatiguée [f] (tired)						