## Scope and Sequence Chart

**Subject Area: Languages**

**Year Level: 8**

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Unité 1, 2, 3)</td>
<td>(Unité 4, 5, 6, 7)</td>
<td>(Unité 8, 9, 10)</td>
<td>(Unité 11, 12, 13)</td>
</tr>
<tr>
<td><strong>Review:</strong> The foundations of the French language and culture</td>
<td><strong>Visiting the supermarket</strong></td>
<td><strong>Un rendez-vous amoureux</strong></td>
<td><strong>Le rêve</strong></td>
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<tr>
<td><strong>Pre-testing:</strong> language communication and inter-cultural level of understanding</td>
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<tr>
<td>-Greetings, Introductions, and number glossary building and review including simple sentence stems like ‘c’est, voici, voilà’</td>
<td>• Explicit teaching of key glossary expressions to enable students to use colours to describe an object, shopping for items in a mini supermarket, and making appropriate use of numbers (1-100).</td>
<td>• Explicit teaching of the key glossary expressions to enable students to discuss likes and dislikes, expressions of hunger and thirst, ordering drinks and snacks, using numbers 60-100</td>
<td>• Explicit teaching of the key glossary expressions to identify fruit, vegetables and other food. Students will learn now to shop for food using numbers from 100-1000 and making an apology to somebody else.</td>
</tr>
<tr>
<td></td>
<td>-Foundation grammar rules: noun, verb, gender, adjective, definite and indefinite article</td>
<td>-Foundation grammar rules: The negative ‘ne…pas’ and the imperative (continued from Unité 6)</td>
<td>-Foundation grammar rules: ‘learning the verbs préférer and acheter. Students will use ‘chez’ in the correct linguistic context.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-Pronunciation: the letters ‘qu’</td>
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<tr>
<td></td>
<td>-Explicit teaching of the verb être (to be)</td>
<td></td>
<td>-Pronunciation: the letters ‘ch’ and ‘y’ as well as elision</td>
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<td></td>
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<td></td>
<td>-Inter-cultural awareness: Meals in France</td>
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<td></td>
<td>-Listening, reading and responding – recognising and responding to simple introductory questions in French when meeting others following the correct language conventions.</td>
<td></td>
<td>-Presse Jeunesse 4: French chateaux across the centuries…</td>
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<tr>
<td></td>
<td>-Language pronunciation: cognates, French alphabet, French names, the letters s, h and th, accents and signs, ie, les, liaison, the letters ‘a’, ‘an’, ‘en’, ‘ien’, ‘ienne’</td>
<td>-Les voisins</td>
<td>-2 weeks</td>
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<td></td>
<td>-Writing – Write and perform a ‘Bandes Dessinée’ storyboard dialogue/script based on an introductory conversation between two people in French.</td>
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<td>• Students learn about the geographical location of France and the cultural history of its various regions, including French cities and icons as well as the Francophone world</td>
<td>-Explaining teaching of key glossary expressions to enable students to discuss family members, describing a person’s age</td>
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<td>• Presse jeunesse 1: Interview with the Eiffel Tower</td>
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<td>-Foundation grammar: Possession with ‘de’, the negative and ‘de’</td>
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<td>-Pronunciation: The letter é (acute) and the letter è (grave)</td>
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<td>-Inter-cultural awareness: Le Château Fontainebleau</td>
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<td>-Presse Jeunesse 3: French bread</td>
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<td>-3 Weeks</td>
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<td><strong>Une balade en VTT (Vélo Tout Terrain)</strong></td>
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<td>-Explicit teaching of the key glossary expressions to enable students to discuss places in a French town, saying where things are, asking for and giving directions</td>
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<td>-Foundation grammar rules: prepositions of ‘place’, the preposition a, the preposition a + the definite article (ie, la, l’, and les), the verb aller (to go)</td>
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<td>-Pronunciation: the letters ‘qu’</td>
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<td>-Inter-cultural awareness: Futuroscope</td>
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<td>2 weeks</td>
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<td><strong>Ça roule!</strong></td>
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<td>2 Weeks</td>
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</tbody>
</table>

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**TERM 1**

- Review: The foundations of the French language and culture
- Pre-testing: language communication and inter-cultural level of understanding
- Professional testing: language

**TERM 2**

- Visiting the supermarket
- Specific areas of focus:
  - Explicit teaching of key glossary expressions to enable students to use colours to describe an object, shopping for items in a mini supermarket, and making appropriate use of numbers (1-100).
  - Numeracy literacy: Conversion of Australian dollars into the Euro currency as part of the development of inter-cultural understanding.
  - Foundation grammar rules: asking questions, the indefinite article (a/an, some), agreement and position of adjectives.
  - Explicit teaching of the verb ‘avoir’ (to have)

**TERM 3**

- Un rendez-vous amoureux
- Specific areas of focus:
  - Explicit teaching of the key glossary expressions to enable students to discuss likes and dislikes, expressions of hunger and thirst, ordering drinks and snacks, using numbers 60-100.

**TERM 4**

- Le rêve
- Specific areas of focus:
  - Explicit teaching of the key glossary expressions to identify fruit, vegetables and other food. Students will learn now to shop for food using numbers from 100-1000 and making an apology to somebody else.
  - Foundation grammar rules: ‘learning the verbs préférer and acheter. Students will use ‘chez’ in the correct linguistic context.
  - Pronunciation: the letters ‘qu’
  - Inter-cultural awareness: Futuroscope
### Semester One Creative Writing Portfolio Immersion Enrichment Task (Blooms Taxonomy and Multiple Intelligences):

Teacher-led immersion, multi-modal viewing, reading and listening to unfamiliar language texts, build upon Terms One and Two vocabulary range to embed new expressions throughout the semester in an authentic in-depth script (examine/breakdown language expression patterns and combine/construct/perform a new script according to the listening/writing/speaking assessment criteria rubric – self, peer and teacher evaluation)

<table>
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<th>Month</th>
<th>Activity</th>
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| 3 weeks | **La rentrée**  
- Explicit teaching of key glossary expressions to enable students to describe classroom objects, discussion of school subjects, understanding some classroom instructions and using a French timetable, days of the week, telling the time and understanding the 24 hour clock  
- Foundation grammar rules: Understanding the imperative, Pronunciation: the letter ‘i’  
- Inter-cultural awareness: understanding school life in France  
- Press Jeunesse 2: Pets in Paris |
| 3 weeks | **À La Cantine**  
- Explicit teaching of key glossary descriptions to enable students to discuss meals available from the school canteen.  
- Foundation grammar rules: the conversion of nouns from the singular to the plural form.  
- Pronunciation of the letter ‘u’ and ‘ou’ together  
- Inter-cultural awareness: French school supervisors. |
| 4 weeks | **Joyeux anniversaire, Théo!**  
- Explicit teaching of the key glossary expressions to enable students to invite someone to a party, how to discuss a birthday event and birthday presents as well as asking and giving the date  
- Foundation grammar rules: saying the date, the pronoun ‘on’, the adjective ‘gros’  
- Pronunciation: the letters ‘eu’ and ‘oeu’  
- Inter-cultural awareness: The role of name-days in French culture |
| 3 weeks | **Loisirs**  
- Explicit teaching of the key glossary expressions to enable students to describe sports, different types of weather, seasons and leisure activities  
- Foundation grammar rules: The verb ‘faire’ and possessive pronouns ‘our’, ‘your’ and ‘their’  
- Pronunciation: the letters ‘o’ and ‘au’  
- Inter-cultural awareness: The French climate and leisure activities in France. |
| 4 weeks | Bonnes vacances!  
- Revision: Students will revise all of the foundation glossary expressions to complete a range of revision tasks that require them to incorporate the foundation rules of grammar that they have learnt throughout the year. |

### Semester Two Creative Writing Portfolio Immersion Enrichment Task (Blooms Taxonomy and Multiple Intelligences):

Teacher-led immersion, multi-modal viewing, reading and listening to unfamiliar language texts, build upon Terms Three and Four vocabulary range to embed new expressions throughout the semester in an authentic in-depth script (examine/breakdown language expression patterns and combine/construct/perform a new script according to the listening/writing/speaking assessment criteria rubric – self, peer and teacher evaluation)

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<th>Month</th>
<th>Activity</th>
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</table>
| 3 Weeks | **À La Cantine** (10 weeks)  
- Explicit teaching of key glossary descriptions to enable students to discuss meals available from the school canteen.  
- Foundation grammar rules: the conversion of nouns from the singular to the plural form.  
- Pronunciation of the letter ‘u’ and ‘ou’ together  
- Inter-cultural awareness: French school supervisors. |
| 1 week | **Bonnes vacances!**  
- Revision: Students will revise all of the foundation glossary expressions to complete a range of revision tasks that require them to incorporate the foundation rules of grammar that they have learnt throughout the year. |
| (8 weeks) |