

French Term 2 – Steve Mallee’s class

We will investigate eating habits in France, New Caledonia and Australia.

Then we will learn some appropriate vocabulary and grammatical structures that we need to order meals using the French language.

Miss Yvette will show us photos of menus and food from her visit to New Caledonia. The cuisine of New Caledonia, a French territory, is a diverse mix of local produce, indigenous Kanak traditions, Melanesian flavours and European inspirations. Boulangeries open early each day to sell fresh baguettes to locals. Extensive French cheese selections feature on every restaurant menu. Local supermarkets stock pate, fresh tuna tartare, foie gras and terrines as a normal part of the culinary fabric.

We will also write a Mother’s Day card.

Key questions to investigate

- How does the language I use change when interacting with people in my world? For example, when ordering food at a café.
- How do our manners change in different situations?
- How can I make my performance entertaining?

Cultures of Thinking protocols

Students will:

- **use** ‘Headlines’ to capture the most important aspect of a role-play. For example, ‘Wild cats enter Café La Plage and eat the prawns!’
- **discuss** ‘How is this language like English?’ and ‘How is this language different to English?’ whilst creating texts.

Year 2 students will:

- **use** cues to **respond** to questions and instructions, and use simple formulaic language
- **locate** and **convey** key items of information in texts using non-verbal, visual and contextual cues to help make meaning
- **use** familiar words and modelled language to create texts
- **imitate** the sounds and rhythms of French and **demonstrate** understanding that French has conventions and rules for non-verbal communication, pronunciation and writing
- **give** examples of similarities and differences between some features of French and English
- **understand** that language is connected with culture and notice how this is reflected in their own language(s) and culture(s).

Year 3 students will:

- **interact** through action-related talk and play
- **exchange** greetings and wishes
- **approximate** the sounds, rhythms, and pitch of spoken French
- **use** modelled sentence structures to **compose** short original texts such as captions using conjunctions
- **demonstrate** understanding of the fact that language may need to be adjusted to suit different situations and relationships
- **identify** ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.

