

YEAR 7 FRENCH

Rationale: The aim in year 7 is to introduce students to (or further develop, where KS2 MFL experience allows) a knowledge of basic vocabulary and grammatical structures that underpin language learning skills.

The early part of the year 7 curriculum is predominantly concerned with the acquisition of basic skills: learning to recognise and pronounce: sounds/ phonics, starting to understand how French language works and how is similar and different to English. Students will reflect on how they learned their mother tongue, so they can then transfer those skills and be able to concentrate more effectively on pronunciation at a stage which can then allow better and more confident conversational skills at this and future levels.

A learner in year 7 will learn to:

Grammar: form and use regular verbs in present, irregular verbs in present, the near future, use adjectives in mas/ fem/ sing/ plural, give and justify opinions, use time expressions and intensifiers to give more detail, use possessives and basic question words.

Topics: introduce himself/ herself and give details about: name, age, birthday and family, and understand when somebody else introduce themselves. Describe their school: size, basic info (modern/ old/ big/ small) and facilities. Discuss which subjects they study and when; express and justify opinions on school subjects and teachers. Free time activities: what they do and express opinions. Discuss the weather.

Skills: use and recognise the previous topics in the 4 skills: listening, reading, speaking and writing.

	<u>End points</u>	<u>Knowledge</u>	<u>Assessment</u>	<u>Homework</u>
Autumn Term	<ul style="list-style-type: none"> Talking about likes and dislikes. Talking about your survival kit. Describing yourself. Talking about other people. Introduce yourself. 	<ul style="list-style-type: none"> The definite article (<i>le, la, l', les</i>) Using present regular verbs: -er verbs (only <i>je, tu, il/elle</i>) Verb <i>avoir</i> (present singular) Ask questions : using <i>qu'est-ce que ...?</i> Adjective agreement (singular) Verb <i>être</i> (present singular) Adjective agreement (plural) Use of possessive adjectives (<i>mon/ma/mes, ton/ta/tes</i>) The present tense of verbs : <i>aimer, s'appeler, être, avoir</i> (only <i>je, tu, il/elle</i>). All the vocabulary related to the topics studied 	End of term PIT STOP	<p>Homework: to be set by individual teachers every 2 lessons.</p> <p>Vocabulary learning for vocabulary tests.</p> <p>Worksheets to practise structures and vocabulary learnt in class.</p> <p>Any worksheet the teacher thinks pertinent to practise something learnt in the lesson.</p>
My life: Introducing myself	Cultural knowledge	<ul style="list-style-type: none"> Talking about main facts about France. Short introduction to Christmas traditions in French speaking countries. 		
Spring term	<ul style="list-style-type: none"> Talking about school subjects. Asking questions. expressing opinions on school subjects and saying why you like or dislike it. Describing your timetable. Understand and say the time: what time is it? It is... 	<ul style="list-style-type: none"> Ask questions using « <i>Qu'est-ce que ...?</i> » and « <i>Est-ce que ...?</i> » (intonation) Using verbs of opinion : <i>j'aime</i> (<i>assez/ beaucoup</i>)/ <i>j'adore/ je n'aime pas/ je déteste</i>. Using connectives to create longer sentences : <i>et/ aussi/ mais/ parce que</i>. using intensifiers : <i>très/ trop/assez/ un peu</i>. Use <i>C'est+</i> adjective to express opinions. 	End of term assessment	<p>Homework: to be set by individual teachers every 2 lessons.</p> <ul style="list-style-type: none"> Vocabulary learning for vocabulary tests. Worksheets to practise structures and vocabulary learnt in class. <p>Any worksheet the teacher thinks suitable to practise</p>
My school				

	<ul style="list-style-type: none"> Describing your school day. 	<ul style="list-style-type: none"> - the time in French. - Using verbs : « avoir », « être » and « -er verbs » - Using "on" form to say "we" (-er verbs, avoir and être) - The use of the partitive article (du, de la, de l', des) - All the vocabulary related to the topics studied 		soemthing learnt in the lesson.
	<u>Cultural knowledge</u>	<ul style="list-style-type: none"> Discuss differences between French- English schools. Short introduction to Easter traditions. 		
Summer Term My hobbies	<ul style="list-style-type: none"> Talking about computers and mobiles Talking about which sports you play/ do. Talking about activities Saying what you like doing Describing what other people do. 	<ul style="list-style-type: none"> - Present of regular verbs: regular – er verbs (singular) - Using the verb : <i>jouer à</i> + sport - Using the verb : <i>faire de la</i> + feminine sport/activity or <i>faire du</i> + masculine sport/ activity. - Practise use of verbs of opinion : <i>aimer/adorer/détester</i> + infinitive - use of the forms <i>ils/elles</i> + <i>être, faire</i> - All the vocabulary related to the topics studied in this module 	. End of year PIT STOP	<u>Homework:</u> to be set by individual teachers every 2 lessons. <ul style="list-style-type: none"> Vocabulary learning for vocabulary tests. Worksheets to practise structures and vocabulary learnt in class. Any worksheet the teacher thinks suitable to practise something learnt in the lesson.
	<u>Cultural knowledge</u>	<ul style="list-style-type: none"> Introduction to sports in France, talk about « Le tour » 		