



Year 7 French

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| <p>Term 1 topics: <i>Initial Carousel (4 weeks French taster)</i></p> <p>Module 2 'Famille et Copains'</p> <table border="1"> <tr> <td> <p><u>Grammar: use and manipulate a variety of key grammatical structures and patterns:</u></p> <ul style="list-style-type: none"> • <i>Avoir</i> : all 6 parts of the verb and <i>Je n'ai pas de...</i> • <i>...qui s'appelle(nt)...</i> • Possessive adjectives <i>mon/ma/mes, ton/ta/tes</i> • Plurals (regular and some irregular e.g. <i>animaux, oiseaux</i>) • Some irregular adjective agreements (<i> paresseux / paresseuse</i>) • Qualifying adjectives using <i>très, assez</i> • <i>Etre</i> : all 6 parts of the verb and <i>je ne suis pas...</i> </td> <td> <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> • Brothers and sisters (including opinions) • Family • Pets • Hair and eyes • Describing yourself and others (including opinions) </td> </tr> </table> | | <p><u>Grammar: use and manipulate a variety of key grammatical structures and patterns:</u></p> <ul style="list-style-type: none"> • <i>Avoir</i> : all 6 parts of the verb and <i>Je n'ai pas de...</i> • <i>...qui s'appelle(nt)...</i> • Possessive adjectives <i>mon/ma/mes, ton/ta/tes</i> • Plurals (regular and some irregular e.g. <i>animaux, oiseaux</i>) • Some irregular adjective agreements (<i> paresseux / paresseuse</i>) • Qualifying adjectives using <i>très, assez</i> • <i>Etre</i> : all 6 parts of the verb and <i>je ne suis pas...</i> | <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> • Brothers and sisters (including opinions) • Family • Pets • Hair and eyes • Describing yourself and others (including opinions) | <p>Expo 2020 'Challenge' Activity – 'Connecting Minds, Creating the future' Opportunity, Mobility, Sustainability</p> |
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| <p>Term 2 topics: Module 3 / 4 'Chez moi / Ma journée'</p> <table border="1"> <tr> <td> <p><u>Grammar: use and manipulate a variety of key grammatical structures and patterns; identify and use tenses or other structures which convey the present; give and justify opinions</u></p> <ul style="list-style-type: none"> • Prepositions: <i>dans, derrière, devant, sur etc.</i> and Connectives: <i>puis, après, normalement</i> • Regular <i>-er</i> verbs and reflexive 'er' verbs • Negative: <i>ne...pas</i> • Opinions: <i>j'aime / j'adore / je n'aime pas / je déteste / je préfère / j'adore ça etc</i> • Justifications & Intensifiers: <i>parce que / car c'est trop / un peu + adjective</i> </td> <td> <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> • Types and location of home • Description of home and bedroom • Telling the time • Activities at home (morning and afternoon) </td> </tr> </table> | | <p><u>Grammar: use and manipulate a variety of key grammatical structures and patterns; identify and use tenses or other structures which convey the present; give and justify opinions</u></p> <ul style="list-style-type: none"> • Prepositions: <i>dans, derrière, devant, sur etc.</i> and Connectives: <i>puis, après, normalement</i> • Regular <i>-er</i> verbs and reflexive 'er' verbs • Negative: <i>ne...pas</i> • Opinions: <i>j'aime / j'adore / je n'aime pas / je déteste / je préfère / j'adore ça etc</i> • Justifications & Intensifiers: <i>parce que / car c'est trop / un peu + adjective</i> | <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> • Types and location of home • Description of home and bedroom • Telling the time • Activities at home (morning and afternoon) | <p>Cross Curricular Links/Projects</p> |
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| <p>Term 3 topics: Modules 5 / 6 'Ma journée / On s'amuse'</p> <table border="1"> <tr> <td> <p><u>Grammar: use and manipulate a variety of key grammatical structures and patterns; identify and use tenses or other structures which convey the present; give and justify opinions</u></p> <ul style="list-style-type: none"> • <i>Le / la</i> before the noun when giving likes and dislikes • Irregular verbs: <i>aller, faire</i> and associated activities </td> <td> <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> • School subjects and opinions • Description of school day • Sports and leisure activities </td> </tr> </table> | | <p><u>Grammar: use and manipulate a variety of key grammatical structures and patterns; identify and use tenses or other structures which convey the present; give and justify opinions</u></p> <ul style="list-style-type: none"> • <i>Le / la</i> before the noun when giving likes and dislikes • Irregular verbs: <i>aller, faire</i> and associated activities | <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> • School subjects and opinions • Description of school day • Sports and leisure activities | <p>Assessment Format: 5 Assessments: Listening & Reading (multiple choice, matching, comprehension questions), Grammar (gap fill, verb tables, error spotting), Speaking (2-3 minute conversation based on prepared questions and answers), Writing (short essay with a word count focused around 2-5 set bullet points in French).</p> <p>Key Subject Specific Skills: In Listening and Reading pupils show evidence of being able to accurately: - identify and note the main points; extract specific details; understand unfamiliar language; recognize a range of opinions.</p> <p>In Speaking and Writing pupils show evidence of being able to accurately: communicate information; add extra details to answers; speak clearly and without hesitating; use new vocabulary and structures; demonstrate correct verb formation, gender and agreement; pronounce and spell key words.</p> <p>When using Grammar, pupils recognise & use: common verbs; adjectives (place & agreements); genders of nouns; punctuation & accents</p> |
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| <p>Assessment Objective Overview Linguistic Competence: skills to be developed:</p> <ul style="list-style-type: none"> • listen to a variety of forms of spoken language to obtain information • transcribe words and short sentences • initiate and develop conversations • speak coherently and confidently, with increasingly accurate pronunciation and intonation • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions | | <p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com www.languagesonline.org.uk</p> | | |