|  |  |
| --- | --- |
| Year 7 | **Subject: French****Topic: “Ma ville de famille”****Period: Spring 2** |
| **Overview of topic:**Pupils will complete their learning of the free time topic and they will then progress to learning how to talk about family lifestyles and life at home. |
| **Key** **knowledge:**Study, learn and apply language related to the following topics: * Weather and seasons
* Sports
* Leisure activities
* Sports in French-speaking countries
* Talking about what you like doing
* Animals
* Family
* Where you live
* Mealtimes
* French festivals (Bastille Day)
* Higher numbers
* Interview techniques – asking and answering questions
* Developing justified opinions
* Developing dictionary skills

**Key vocabulary based on the topics detailed above:**

|  |  |
| --- | --- |
| **Tier 2 vocabulary :****high-frequency** | **Tier 3 vocabulary:****subject-specific**  |
| *Qu’est-ce que tu penses de … ?**aimer* *détester* *adorer* *Tu aimes …?* *j’adore …* *j’aime …* *j’aime assez …* *je n’aime pas …*  *je déteste**C’est …*  Comment ….?À quelle heure …?*d’abord* *ensuite* *puis**après**quel est ….. préféré ?**il y a / il n’y a pas …**Tu es d’accord?*  *Je (ne) suis (pas) d’accord!* *Qu’est-ce que tu fais à …?* *Qu’est-ce que tu aimes faire?**Qu’est-ce que tu n’aimes pas faire?* | ***Ma ville de famille topic****As-tu un animal?**J’ai …**un chat**un chien**un cochon d’Inde**un hamster**un lapin**un lézard**un oiseau**un poisson (rouge)**un serpent**Je n’ai pas d’animal.**violet / rose / blanc / jaune / marron / noir / rouge / bleu / orange / gris / vert**vingt**trente**quarante**cinquante**soixante**soixante-dix / soixante-et-onze / soixante-douze / …* *quatre-vingts / quatre-vingt-un / quatre-vingt-deux / …**quatre-vingt-dix / quatre-vingt-onze / quatre-vingt-douze / …**cent**la famille**la famille d’accueil**le (beau-)père**le grand-père**le (demi-)frère**le fils**la (belle-)mère**la grand-mère**la (demi-)sœur**la fille**les parents**Il/Elle est …**petit(e)**grand(e)**de taille moyenne**Il/Elle a les yeux …**bleus / verts / marron**Il/Elle a les cheveux …**noirs / blonds / roux / gris / bruns**courts / longs / mi-longs / bouclés / raides**une barbe**des taches de rousseur**des tatouages**Il/Elle porte des lunettes.**Où habites-tu?**J’habite … / Nous habitons ...**en Écosse / en Angleterre / en Irlande du Nord / au pays de Galles**dans …**un (grand / petit) appartement**une (grande / petite) maison (traditionnelle)**J’aime habiter ici.**Je n’aime pas habiter ici.**parce que …**c’est ...**tranquille**grand**confortable**trop petit**Il n’y a pas de place.**Il y a (six) pièces …**le salon**la cuisine**la chambre**la salle de bains**la salle à manger**le jardin**Qu’est-ce que tu manges au petit déjeuner?**Je mange …**un croissant**un fruit**un pain au chocolat**du pain (grillé)**du beurre**du bacon**du yaourt**une tartine**de la confiture**des céréales**des œufs**Je bois …**du jus de fruits**du chocolat chaud**du lait**de l’eau**Je ne mange rien.**un petit déjeuner équilibré / traditionnel**le 14 juillet**la fête nationale**un jour de congé**un défilé (militaire)**un bal**regarder un feu d’artifice**faire un pique-nique**faire la fête**grincheux(–euse)**studieux(–ieuse)**marrant(e)**sévère**maigre**furieux(–ieuse)**joli(e)**il habite**elle habite**ils habitent* |

 | **Key skills:** Develop the key language skills of listening, speaking, reading and writing, working towards independent understanding and application of the language learned. ***Know how to…***Apply the topic vocabulary and structures learned in this module, underpinned by knowledge and understanding of aspects of French grammar, including:* Using possessive adjectives
* Learning a range of pronouns
* Learning plural verb forms
* Learning partitive articles
* Cognates
* Connectives
* Negatives
* Learning a range of verbs to talk about different topics
* further work on adjectival agreement and adjectival positioning
* the present tense and verb conjugation with singular and plural pronouns
* the use of the interrogative to ask questions
* developing the use targeted lift techniques to unlock reading and listening material.
 |
| **Co-curricular opportunities:** **Careers: Classroom discussions on reasons for learning languages and which careers require foreign language skills.****Cultural/historical/geographical: classroom discussions and independent research about French foods, French festivals eg the historical background to “la fête nationale” and children’s literature (cartoons)****Social/moral/cultural development: Pupils will learn about:*** **similarities and differences between French and UK lifestyles**
* **similarities and differences between French and UK foods**
* **popular French children’s fiction, eg Astérix**
* **developing social skills by practising language skills with others.**
 | **Key reading skills taught:*** **Clarify – Check understanding and offering paraphrase / explanation to demonstrate understanding of French texts.**
* **Question – Ask questions about key points and details of French texts. Debating reasons behind different vocabulary/structure choices.**
* **Summarise – Read and summarise different French texts, to demonstrate understanding.**
* **Predict – Read French narratives and predict follow-up events and next stages.**
* **Develop dictionary skills to confidently use a bilingual dictionary: hard copy and online versions.**
* **Develop understanding and application of the use of high-frequency words in different contexts.**
* **Search for familiar and unfamiliar language and identify cognates**
* **Skimming, scanning, reading for gist**
* **Develop translation skills (French to English)**

**Key texts:*** **Cartoon scripts, eg Astérix**

**Wider Reading Opportunities/Links:**Duolingo app – free with ads or subscription[www.linguascope.com](http://www.linguascope.com) – school subscription – your child will have been given the school’s username and password[www.wordreference.com](http://www.wordreference.com) – online multilingual dictionaryResearch into French festivals, eg Bastille Day – finding out about this significant event in French history. Reading opportunities: “Le Petit Nicolas” and “Astérix” |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning.
* Support your child in carrying out independent research around the topic eg French foods, French cultural festivals, eg Bastille Day.
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic and to access bilingual French-English dictionaries.
* Promote books/other texts that explore this topic (see reading section). “Le Petit Nicolas” is a popular children’s book. It is available in translation form and it is also available as a film with English subtitles. UK rated PG. It will give your child a useful recent historical insight into French culture from a childhood perspective.
* Pupils could also research the popular Astérix cartoons
* Help your child to learn the key vocabulary.
* Test your child on his/her/their learning. You could read the English vocabulary and ask him/her/them to tell you the French equivalents from memory.
* Ask your child to explain to you and show you how to use an online dictionary. This will show you that he/she/they can find vocabulary they have been told to find and that they can also search independently for vocabulary they are interested in.
 |