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| 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 dictionary  Research 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. | |