



Year 7 MFL

Parent Guide



Year 7 French & German

In Year 7, students are introduced to France & Germany and the wider French and German speaking world. We build upon any prior learning and our focus in lessons is the use of language for real purposes of communication with students being encouraged to express themselves in the target language.

Through a range of topic areas, students have the opportunity to develop all four key skills of listening, reading, speaking and writing using a mixture of classroom language and authentic materials designed to prepare students to communicate in France or any French-speaking country.

In year 7, students are taught the language necessary for giving and requesting information and they start to learn how to give their own opinions. They are introduced to the basic language patterns and grammatical features which give them an understanding of how the language works.

We aim to make French and German learning fun, engaging and use a variety of resources and activities to support and encourage all students.

In year 7, French & German are taught sets with 4 groups in the Y half of the year and 3 in the X half. Each group has 2 x 1 hour lessons per week of French and 1 hour per week of German.

Pupils will generally be set one homework task per week per language. These will generally be either written tasks or a vocabulary learning homework, which will be followed up by a vocabulary test. Students should spend approximate 40 minutes on each task. The details of homework task will be posted on *Show My Homework* and should also be noted in planners.

We would like to wish your child every success as they begin their language learning experience at Roundwood Park School.

How to help your son/daughter with French & German

- 1) Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
- 2) Talk to your child about what they are learning in French and German. Show an interest in what they are learning; encourage them to teach you a few words or phrases on a regular basis— have fun with it.
- 3) Encourage your son or daughter to be an active participant during class time. If they take part in lessons, they will feel more motivated and make more progress.
- 4) Check that your child is fully equipped for French & German lessons. They should always remember their exercise book, course booklet and pen and always complete and hand homework in on time.
- 5) Support your child with their French and German homework. Even if you have not learnt French or German yourself, you can still help them with written and learning homework.
- 6) Check Show my Homework and your child's planner for details of homework and encourage your child not to leave work to the last minute.
- 7) Encourage your child to use '**LOOK, SAY, COVER, WRITE, CHECK**' when learning vocabulary.
- 8) Invest in a French/English and German/English bilingual dictionary for home use. We would recommend the Collins Easy Learner dictionary which is clear and easy to use.
- 9) Download or buy French or German language films or watch a favourite DVD with the French or German subtitles turned on.
- 10) Encourage your child to make the most of any language learning opportunities you might have. You might have a French or German speaking neighbour, a family friend or a relative who speaks French or German.

Year 7 French Scheme of Work Overview

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 7 Half Term 1	Moi et ma vie	<ol style="list-style-type: none"> 1. Target language 2. Like and dislikes – using opinion phrases with nouns 3. Describing yourself and others 4. Talking about activities you play 5. Talking about activities you do 6. Talking about what you like to do 	Speaking Vocab and Grammar Vocab and Grammar/Speaking Reading/Vocab and Grammar Listening/ Vocab and Grammar Vocab and Grammar/Writing
YEAR 7 Half Term 2	Mon collègue	<ol style="list-style-type: none"> 1. Assessment 2. School subjects 3. Opinions on subjects 4. Describing school day – time 5. Using on to describe school day 6. Break time at school – food 7. Assessment 	Speaking + mixed skills* Speaking/Vocab and Grammar Reading Listening/Vocab and Grammar Writing/Vocab and Grammar Listening Writing + mixed skills*
YEAR 7 Half Term 3	Ma Ville	<ol style="list-style-type: none"> 1. Places in town 2. Giving opinions on places in town 3. Giving directions around town 4. What you do in town and where you go 5. Saying what you want to do in town 6. Saying what you can do in town 	Speaking/Vocab and Grammar Listening/Reading Speaking Writing/Speaking Vocab and Grammar/Speaking Vocab and Grammar/Writing
YEAR 7 Half Term 4	Les vacances	<ol style="list-style-type: none"> 1. Assessment 2. Describing a holiday using ‘nous’ 3. Describing getting ready to go out/daily routine 4. At a café and doing higher numbers 5. Future holiday plans 6. Future holiday plans 	Speaking + mixed skills* Listening Vocab and Grammar Speaking/Vocab and Grammar Vocab and Grammar Writing
YEAR 7 Half Term 5	Topic focused revision with vocab but building all skills throughout.	<ol style="list-style-type: none"> 1. Dream holiday plans 2. Assessment 3. Revision of Module 1 4. Revision of Module 2 5. Revision of Module 3 6. Revision of Module 4 	Vocab and Grammar Speaking + mixed skills* 4 skills (no speaking) 4 skills (no speaking) 4 skills (no speaking) 4 skills (no speaking)
YEAR 7 Half Term 6	Skills focused revision to prepare exam technique & end of year exams and film project.	<ol style="list-style-type: none"> 1. Grammar revision in preparation for written exam 2. Reading and listening skills focus 3. End of Year Exams 4. End of year film project begins 5. ACTIVITIES WEEK 6. End of year film project concludes 	Writing/Vocab & grammar Reading/Listening 4 skills (no speaking) Listening/Speaking N/A Speaking

Year 7 German Scheme of Work Overview

Year / term	Unit of work	Core knowledge	Key concepts / skills
YEAR 7 TERM 1	Kapitel 1 – Meine Welt und ich	Understanding classroom target language	Listening
		Using classroom target language	Speaking
		Introducing yourself	Speaking
		Learning how to pronounce German words	Speaking, Vocab & Grammar
		Counting to 19	Speaking
		Giving ages	Writing & Listening
		Using the alphabet	Speaking
		Saying where you live	Reading & Listening
		Describing your character and where you live	Writing, Vocab & Grammar
		Asking and answering questions about belongings	Speaking & Listening
		Describing yourself	Writing
		Assessment (2 weeks): Meine Welt und ich	Writing & Listening
		Assessment feedback & targets	
		Seasonal events in German speaking countries	Vocab & Grammar
YEAR 7 TERM 2	Kapitel 2 – Familie und Tiere	Describing pets	Reading
		Talking about 'super pets'	Speaking & Listening
		Talking about family members and age	Writing & Listening
		Describing family members	Vocab & Grammar
		Talking about birthdays	Reading & Listening
		Describing a 'super family'	Speaking
		Assessment (2 weeks): Familie und Tiere	Speaking & Reading
		Feedback and targets	
YEAR 7 TERM 3	Kapitel 3 – Freizeit – juhu!	Talking about the sports you play	Speaking, Vocab & Grammar
		Describing leisure activities	Writing & Reading
		Giving your opinion	Speaking & Listening
		Talking about how often you do activities (word order)	Vocab & Grammar
		Discussing mobiles and computers	Reading
		Understanding information about others	Reading & Listening
		Writing to a penfriend	Writing, Vocab & Grammar
		End of year assessment	All skills
		Understanding a short film in German	Listening

Y7 achievement descriptors in MFL






	Core concepts and understanding
Mastering +	Achieving above Mastering stage.
Mastering	<p>Listening: Students understand passages spoken at near normal speed without interference. Passages contain predictable information drawn from several topics, including a range of structures and perhaps including different time frames.</p> <p>Speaking: Students can interact spontaneously within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.</p> <p>Reading: Students understand written passages containing predictable information drawn from several topics, including a range of structures, and can infer meaning of some authentic and/or adapted texts. Students can translate short phrases into English.</p> <p>Writing: Students write from memory at greater length (in paragraphs) on one topic, using more than one time frame and a logical sequence, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.</p> <p>Vocabulary & Grammar: Students can recall and use 30 verbs in the present tense and the future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.</p>
Securing	<p>Listening: Students understand passages, spoken slowly and clearly, containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.</p> <p>Speaking: Students can interact on some familiar topics, including expressing opinions confidently and responding to those of others. Some prompting may be necessary. They can use a wide repertoire of classroom language spontaneously with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.</p> <p>Reading: Students understand written passages containing predictable information drawn from four-five topics, and can infer meaning of some unfamiliar language.</p> <p>Writing: Students write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new researched language with some success, as well as translate short sentences from English across two-three topics.</p> <p>Vocabulary & Grammar: Students can recall and use 20 verbs in the present tense and the simple future, use question words with more confidence to frame spontaneous questions, and use the relative pronoun 'which' in a variety of contexts to extend sentences, and use 80 cognate and 50 non-cognate words.</p>

Developing	<p>Listening: Students understand the details in a short spoken passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. They respond to a clear model of standard language, but may need items to be repeated.</p> <p>Speaking: Students can ask and answer simple questions on two or three familiar topics, including expressing opinions confidently and responding to those of others. They can use a wide repertoire of classroom language with teacher and peers. Students can use simple phrases to describe people, places, things and actions, with good pronunciation.</p> <p>Reading: Students understand the details in a written passage on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Students can pick out and translate from written text individual words into English.</p> <p>Writing: Students can write sentences and sometimes use connectives to write a paragraph from memory using taught language on a few topics, (which may have some mistakes). Students can translate short phrases from English containing all familiar language from the most recent topic.</p> <p>Vocabulary & Grammar: Students use nouns and adjectives, subject pronouns and present tense verbs (regular and key irregular) to generate positive and simple negative sentences independently, recalling at least 10 verbs, and use 50 cognate and 30 non-cognate words</p>
Acquiring	<p>Listening: Students are capable of understanding the main points of a short spoken passage made up of a few familiar words and phrases, They understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference.</p> <p>Speaking: Students are capable of asking and answering simple questions on the current topic. They adapt models successfully to give own information, including simple opinions, substituting individual words. Students use several short phrases and questions in the target language to communicate in the classroom environment.</p> <p>Reading: Students are capable of understanding the main points of a short written passage made up of a few familiar words and phrases. Given a choice of two/three options, students can pick out the correct meaning of high frequency words.</p> <p>Writing: Students can write words, phrases and sometimes sentences from memory with understandable spelling. Students may be able to adapt a model by changing one element.</p> <p>Vocabulary & Grammar: Students use definite and indefinite articles, agree adjectives for number and gender, use the most common pronouns of several regular verbs in the present tense (with a writing frame) and use approx. 20 nouns in simple sentence formation.</p>

THE AVOCADO SYSTEM!

A djectives	describing words e.g. <i>big, funny, colourful.</i>
V ariety of tenses	past, present and future tenses (plus conditional and imperfect if you can!)
O pinions	try to give opinions in different ways
C onnectives	words like <i>and, or, because, but.</i>
A dverbs	words which add detail to a verb or adjective e.g. <i>quickly, patiently, more</i> (they often end in -ly in English)
D escription	try to make your work as descriptive as possible e.g. instead of <i>I have a brother</i> say <i>I have an older brother, who is...</i>
O riginality	try to make your work interesting and creative. Say something unusual or funny!

We use the AVOCADO system in the following ways:

-  your teachers will use it when marking as a checklist
-  your teachers will ask you to assess each other and yourself using it
-  you should use it as a checklist so you know what you should include when writing or preparing for speaking
-  your teachers will give you vocabulary sheets for different topics with phrases for each section
-  you may assess texts as a reading activity using 'AVOCADO'.

Typing Accented Characters

To type a character hold down the 'Alt' key while typing the number; on releasing the 'Alt' key, the character appears on the screen.

128 = Ç	129 = ü	130 = é	131 = â	132 = ä	133 = à	212 = È
136 = ê	137 = ë	138 = è	139 = ï	140 = î	142 = Ä	226 = Ô
144 = É	145 = æ	146 = Æ	147 = ô	148 = ö	150 = û	234 = Û
235 = Ù	183 = À	154 = Ü	210 = Ê	151 = ù	135 = ç	

To get the Euro sign (€), hold down the 'AltGr' key and press '4'

Extension Tasks

Here are a few ideas for extending your child's language learning

1. Make a 'mind-map' of the topic you are studying in French/German.
2. Write 5 excuses in French or German to explain why someone hasn't done their homework.
3. Write about your ideal school and include a poster showing the rooms and features in your dream school. You could use your vocabulary booklet to help you.
4. Draw and label an alternative school uniform. Write 5 sentences to describe it using adjectives.
5. Write about your ideal teachers: use celebrity & cartoon pictures from the Internet to show who teaches what in your ideal school: e.g. *le prof de maths s'appelle Albert Einstein, le prof de théâtre s'appelle Brad Pitt; la prof de danse = Madonna.*
6. Find out 10 facts about a French or German speaking country and make a quiz for your teacher/friends to try.
7. Can you think of some French or German words which we use in English?
8. Write 6 questions in French or German and interview your brother, sister, mum, cat, dog or goldfish, dad or neighbour. Type up the interview.
9. Write a poem in French or German – think about words which rhyme and sound good together.
10. Make a board game to practise the topic you have been studying.
11. Write a cartoon strip about famous people/teachers/your family, using phrases and words you have learnt.
12. Teach your Dad, mum, granny, neighbour etc some of the phrases and words you have learnt – did they find it easy? What's it like to be a teacher?