



# 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. Y groups have 1 hour of French and 2 hours of German per week and X groups have 2 hours of French and 1 hour per week of German. In year 8, it is the opposite.

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 30 - 40 minutes on each task. The details of homework task will be posted on *Show My Homework*.

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 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

Topic	Core content
Moi et ma famille	<ul style="list-style-type: none"> <li>• Classroom Language</li> <li>• Introducing yourself in French</li> <li>• Numbers, months, ages &amp; birthdays</li> <li>• Alphabet &amp; phonics</li> <li>• School bag items</li> <li>• Colours</li> <li>• Animals</li> <li>• Family</li> <li>• Descriptions</li> <li>• Verb avoir in the present tense</li> <li>• Verb être in the present tense</li> </ul>
Mon collègue	<ul style="list-style-type: none"> <li>• School subjects &amp; opinions</li> <li>• Asking questions</li> <li>• Giving reasons for opinions</li> <li>• Intensifiers and connectives</li> <li>• Use accents and cedillas correctly</li> <li>• Telling the time in French</li> <li>• Talking about the school day</li> <li>• Understand information about French schools</li> <li>• Food you eat in the canteen</li> </ul>
Mes Passe-temps	<ul style="list-style-type: none"> <li>• Computer and phone usage</li> <li>• Use regular –er verbs in the present tense</li> <li>• Sports</li> <li>• Verbs Jouer &amp; Faire in the present tense</li> <li>• Opinions about sports</li> <li>• Sequencing words</li> <li>• Say what you like/dislike doing</li> </ul>
Ma zone	<ul style="list-style-type: none"> <li>• Where you live</li> <li>• adjectives to describe towns</li> <li>• Home/rooms/furniture</li> <li>• Prepositions</li> <li>• Opinions about where you live</li> <li>• places in town</li> <li>• Directions</li> <li>• Verb aller in present tense</li> <li>• What you can do in a town</li> <li>• What you want to do</li> </ul>
Les Vacances	<ul style="list-style-type: none"> <li>• Countries</li> <li>• Where you normally go on holiday</li> <li>• What you do on holiday</li> <li>• Opinions about holidays</li> <li>• Weather</li> <li>• Near future tense</li> <li>• Time expressions</li> <li>• What you would like to do on holiday</li> </ul>

## Year 7 German Scheme of Work Overview

<b>Cycle (1 cycle per term)</b>	<b>Core knowledge</b>
Cycle 1 – Meine Welt und ich	<ul style="list-style-type: none"> <li>• Understanding classroom target language</li> <li>• Using classroom target language</li> <li>• Introducing yourself</li> <li>• Learning how to pronounce German words</li> <li>• Counting to 19</li> <li>• Giving ages</li> <li>• Using the alphabet</li> <li>• Saying where you live</li> <li>• Describing your character and where you live</li> </ul>
	<ul style="list-style-type: none"> <li>• Asking and answering questions about belongings</li> <li>• Describing yourself</li> <li>• Describing pets</li> <li>• Talking about 'super pets'</li> <li>• Talking about family members and age</li> <li>• Describing family members</li> <li>• Assessment (2 weeks): Meine Welt und ich</li> <li>• Assessment feedback &amp; targets</li> <li>• Seasonal events in German speaking countries</li> </ul>
Cycle 2 - Freizeit	<ul style="list-style-type: none"> <li>• Talking about the sports you play</li> <li>• Describing leisure activities</li> <li>• Giving your opinion</li> <li>• Talking about how often you do activities (word order)</li> <li>• Introduction to future tense</li> </ul>
	<ul style="list-style-type: none"> <li>• Talking about where you live – what there is/isn't in your town</li> <li>• Buying snacks and drinks</li> <li>• Euros and cents (numbers)</li> <li>• Assessment (2 weeks): Freizeit</li> <li>• Feedback and targets</li> </ul>
Cycle 3 – Consolidation and Film project	<ul style="list-style-type: none"> <li>• Consolidation of grammar and topic vocabulary</li> <li>• Understanding information about others</li> <li>• Writing to a penfriend</li> <li>• End of year assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Feedback from end of year assessment</li> <li>• Understanding a short film in German</li> <li>• Writing a film review in German</li> </ul>

## YEAR 7 French Language progression - AVOCADO

	Y7 Cycle 1	Y7 Cycle 2	Y7 Cycle 3
Adjectives	<p><b>1. describe people's appearance &amp; personality :</b> <i>Il est très grand</i> <i>Je suis assez bavard(e)</i></p> <p><b>2. know that colours go after the noun:</b> <i>J'ai un stylo vert</i></p> <p><b>3. make the adjective agree with the noun:</b> <i>J'ai une trousse verte</i></p> <p><b>4. use intensifiers :</b> <i>assez/ très/ trop</i></p> <p><b>5. use possessive adjectives</b> <i>mon stylo/ma trousse/mes copains</i></p>	<p><b>1. Describe school subjects using adjectives:</b> <i>facile, difficile, amusant, ennuyeux</i></p> <p><b>2. Describe teachers using adjectives:</b> <i>sévère, sympa, amusant</i></p> <p><b>3. Use intensifiers with adjectives:</b> <i>assez, très trop, un peu, vraiment</i></p>	<p><b>Know that the adjectives grand &amp; petit go in front of and agree with the noun they describe:</b> <i>J'ai une grande maison</i></p>
Verbs	<p><b>1. use the verb AVOIR in the je/tu/il &amp; elle forms:</b> <i>J'ai /tu as/ il a /elle a</i></p> <p><b>2. use the verb AVOIR in the je/tu/il &amp; elle forms:</b> <i>Je suis/tu es/il est/elle est</i></p> <p><b>3. say what there is and isn't in your bag:</b> <i>il y a un portable</i> <i>il n'y a pas de trousse</i></p>	<p><b>1. Use verbs in the I form to express opinions:</b> <i>J'aime, j'adore, Je n'aime pas, je déteste, je préfère</i></p> <p><b>2. Say/write 'It is':</b> <i>c'est, il est,</i></p> <p><b>3. use the following verbs in the Je &amp; on form:</b> avoir, commencer, finir, étudier, manger:</p> <p><b>4. Use regular 'er verbs in the singular: je, tu, il/elle</b></p> <p><b>5. Say what sports you play:</b> <i>Je joue au foot</i></p> <p><b>6. Say what activities you do:</b> <i>Je fais du ski</i></p> <p><b>7. Say what you like/dislike doing using J'aime/Je n'aime pas + infinitive verb :</b> <i>J'aime jouer au foot</i></p>	<p><b>1. Use er verbs in the singular form :</b> <i>J'habite</i></p> <p><b>2. Say what there is and isn't in a town :</b> <i>Il y a un parc /Il n'y a pas de cinéma</i></p> <p><b>3. Ask where things are :</b> <i>Où est le parc ? /Où sont les toilettes ?</i></p> <p><b>4. Use the modal verb pouvoir to say what you can do in a town :</b> <i>je peux/on peut + infinitive</i></p> <p><b>5. Use the verb aller in the Je and nous form :</b> <i>Je vais /nous allons</i></p> <p><b>6. Nous form of aller, faire, visiter</b></p> <p><b>7. Say what you would like to do</b> <i>je voudrais + infinitive</i></p> <p><b>8. Use the near future tense to say what you are going to do</b> <i>Je vais aller au parc</i></p>
Opinions	<p><b>1. Give colour preferences:</b> <i>Ma couleur préférée est le vert</i></p> <p><b>2. Give simple opinions:</b> <i>Je préfère/J'aime/Je n'aime pas/j'adore/Je déteste + noun</i></p>	<p><b>1. Ask for and give opinions about subjects and sports</b> <i>Tu aimes/est-ce que tu aimes?</i></p> <p><b>2. Say what your favourite subject and sport is :</b> <i>ma matière préférée/ mon sport préféré</i></p> <p><b>3. Justify your opinions :</b> <i>c'est + adjective</i></p>	<p><b>Introduce opinions using :</b> <i>je pense que = I think that</i> <i>à mon avis = in my opinion</i></p>

Connectives	<b>Link sentences together using:</b> <i>et = and</i> <i>mais = but</i>	<b>Link sentences together using:</b> <i>parce que &amp; car = because/quand = when/si = if/mais = but / et = and</i>	<b>Link sentences together using a range of connectives</b>
Accessories	<b>1. Intensifiers :</b> assez/très <b>2. Awareness of articles :</b> -un, une, des, le, la, les <b>3. Use core vocabulary from the 'moi et ma famille' topic</b>	<b>1. Say what time you do things at:</b> <i>A midi je mange</i> <b>2. Say what you do in different weathers:</b> <i>Quand il pleut, je regarde la télé</i> <b>3. Say how often you do something:</b> <i>Je joue au foot tous les jours</i> <b>4. Intensifiers :</b> assez/très/trop/un peu/vraiment/incroyablement <b>5. Use key vocab from 'mon collègue' and 'mes passetemps' topics</b>	<b>1. Say how often you do something using frequency phrases such as:</b> <i>quelquefois</i> <i>de temps en temps</i> <i>normalement</i> <b>2. say where things are using prepositions:</b> <i>le château est dans le parc</i> <b>3. Use key vocab from 'ma zone' and 'mes vacances'</b>
Do not	<b>Use negatives:</b> <i>Je n'ai pas de chien</i> <i>Il n'y a pas de...</i> <i>Je ne suis pas...</i>	<b>Use negatives:</b> <i>Je n'aime pas l'histoire</i> <i>Je ne fais pas de sport</i>	<b>Use negatives:</b> <i>Il n'y a pas de...</i> <i>Je ne vais pas...</i> <i>On ne peut pas...</i>
Other people	<b>1. Say who is in your family :</b> <i>Dans ma famille, il y a....</i> <b>2. Describe other people</b> <i>J'ai une sœur qui s'appelle Susie. Elle a 9 ans. Elle est petite.</i>	<b>1. Give your friend's opinion about school subjects :</b> <i>Peter n'aime pas le sport</i> <b>2. Talk about a teacher :</b> <i>Mon prof est trop sévère</i> <b>3. Say who you do activities with :</b> <i>Je joue au foot avec mon père</i>	<b>1. Say where other people live :</b> <i>Mon oncle habite à Birmingham</i> <b>2. Say where you go with other people</b> <i>Je vais au cinéma avec mon copain</i> <i>On va le week-end/nous allons tous les jours</i>

## YEAR 7 German Language progression - AVOCADO

	Y7 Cycle 1	Y7 Cycle 2	Y7 Cycle 3
Adjectives	<b>1. Simple adjectives to describe mood:</b> <i>gut, nicht schlecht</i>	<b>4. Use intensifiers with adjectives:</b> <i>sehr, ziemlich, ganz</i>	<b>Wider range of adjectives:</b> <i>interessant, langweilig, toll,</i>
Verbs	<b>1. Use the verb HEIßEN in the ich/er &amp; sie forms:</b> <i>Ich heiße, er heißt, sie heißt</i> <b>2. Use the verb WOHNEN in the ich/er &amp; sie forms:</b> <i>Ich wohne, er wohnt, sie wohnt</i> <b>3. Use the verb HABEN in the ich/er &amp; sie forms:</b> <i>Ich habe, er hat, sie hat</i>	<b>1. Say what sports you play:</b> <i>Ich spiele ...</i> <b>2. Say what activities you do:</b> <i>Ich mache ...</i> <b>3. Use other verbs : fahren/lesen/sehen</b>	<b>1. Use the near future tense to say what you are going to do</b> <i>Ich werde Tennis spielen</i>
Opinions	<b>1. Give simple opinions:</b> <i>Sie ist sportlich, er ist kreativ</i>	<b>3. Ask for and give opinions about subjects and sports</b> <i>Spielst du gern Tennis?</i> <b>2. Say what you like/dislike doing using 'gern' :</b> <i>Ich spiele gern/nicht gern Tennis</i> <b>3. Say what your favourite sport is :</b> <i>Mein Lieblingssport ist</i> <b>4. Justify your opinions :</b> <i>Es ist + adjective</i>	<b>1. Introduce opinions using :</b> <i>Das finde ich _____ = I find that _____</i> <i>Ich mag ... = I like ...</i> <b>2. Awareness of 'weil' to justify opinions :</b> <i>Ich spiele Tennis, weil es toll ist.</i>
Connective	<b>Link sentences together using:</b> <i>und = and</i> <i>aber = but</i>	<b>Link sentences together using:</b> <i>denn = because</i>	<b>Link sentences together using a range of connectives</b>








Accessories	<p><b>1. Awareness of indefinite article :</b> <i>Ich habe einen/eine/ein</i></p> <p><b>2. Use core vocabulary from the 'Meine Welt' topic</b></p>	<p><b>3. Say what time you do things at:</b> <i>Am Wochenende, Am Montag</i></p> <p><b>2. Use key vocab from 'Freizeit' topic</b></p>	<p><b>1. Say how often you do something using frequency phrases such as:</b> <i>oft, jeden Tag, normalerweise</i></p> <p><b>3. Use key vocab from all topics met this year.</b></p>
Do not	<p><b>Use negatives:</b> <i>nicht</i></p>	<p><b>Use negatives:</b> <i>nicht</i></p>	<p><b>Use negatives:</b> <i>nicht, nicht gern</i></p>
Other people	<p><b>3. Say who is in your family :</b> <i>Schwester, Bruder etc ...</i></p> <p><b>2. Describe other people</b> <i>Ich habe eine Schwester. Sie heißt Maria und sie ist 7 Jahre alt.</i></p>	<p><b>1. Give your friend's opinion about sports :</b> <i>Maria spielt gern Hockey.</i></p> <p><b>2. Say who you do activities with :</b> <i>mit Peter/mit Freunden</i></p>	<p><b>1. Talk/write about other people:</b> <i>Meine Schwester spielt Tennis.</i></p> <p><b>2. Say what you do with other people</b> <i>Ich spiele mit Freunden Tennis.</i></p>

# THE AVOCADO SYSTEM!

<b>A</b> Adjectives	describing words e.g. <i>big, funny, colourful.</i>
<b>V</b> Verbs	Tenses, modal verbs, verbs to express likes/dislikes/imperatives
<b>O</b> Opinions	Giving and explaining your opinions
<b>C</b> Connectives	words like <i>and, or, because, but.</i>
<b>A</b> Accessories	Adverbs, time expressions, sequencing words, intensifiers, variety of vocabulary and interesting details.
<b>D</b> Do not	Using negatives
<b>O</b> Other people	Refer to other people, what they do and their opinions

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'

## French Pronunciation

Key sounds and spelling	Sounds like	Examples
Final consonants	silent	Un chat
h	silent	historique
a	ah	On ne peut pas
o/eau/au	oh	beaucoup
ou	oo	beaucoup
u	ewe	J'ai vu
oi	wa	trois parcs
eu	euh	on peut
ai/é/er/et/est	ay	<b>Mais c'est animé!</b>
è	air	Je préfère
in/im/un/ein/ain	Nasal sound Don not pronounce the n/m	plein de pain
en/em/an/am	Nasal sound Do not pronounce the n/m	Plaisant  But don't pronounce ent at the end of a verb!!!
on/om	Nasal sound Do not pronounce the n/m	un bon café
qu	k	touristique
gn	Nasal n sound	agneau

## Extension Tasks

### **Here are a few ideas for extending your 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?
13. Listen to some French or German music
14. Watch a DVD with the French/German subtitles on (or in French/German with the English subtitles on)