

Year 7 MFL (French and Spanish)

Term 1 C'est parti/Vamos (Let's go)



Students are learning how to greet people, introduce themselves, say how they are feeling and describe people (1st, 2nd, 3rd person singular using the verb to be) as well as start to learn some phonetical basics. This introduction to the foreign language allows students to start speaking about themselves from the outset, as well as acquiring vocabulary and starting to build a grammatical foundation and linguistic confidence. Students start to explore different cultures and perspectives.

Previous topic:

Some students have some vocabulary item knowledge from KS2.

Next topic:

Personal information and describing with the verb to have

Core knowledge/skills/concepts

Grammar:

Verb to be

Negatives

Adjective agreement

Vocabulary:

Adjectives to describe feelings and physical appearance + quantifiers

Phonics:

Alphabet and phonetical principles

Giving opinions:

Expressing simple opinions

Skills:

Reading

Writing

Listening

Speaking

Ça va?

How you're doing	Why
Ça va très bien I am really well	car je suis content(e) because I'm happy
Ça va bien I'm well	car je suis détendu(e) because I'm relaxed
Bof Alright	car je suis enthousiaste because I'm excited
Ça ne va pas It's not going well	car je suis triste Because I'm sad
Ça va mal It's going badly	car je suis fatigué(e) Because I'm tired
	car je m'ennuie because I'm bored

Opinion	Verb	Quantifier	Adjective (masculine / feminine)
Je pense que (I think that) Je crois que (I believe that) <div>(que changes to qu' before il/elle)</div>	je suis (I am)	trop (too)	grand / grande (tall) petit / petite (short)
	je ne suis pas (I am not)	très (very)	gros / grosse (fat) beau / belle (good-looking)
	il est (he is)	assez (quite)	moche (ugly) mince (thin)
	il n'est pas (he isn't...)	un peu (a bit)	intelligent / intelligente (intelligent) méchant / méchante (mean)
	elle est (she is...)		amusant / amusante (funny) sportif / sportive (sporty)
	elle n'est pas (she isn't...)		sympa (nice) horrible (horrible) cool (cool)
		Qu'est-ce que tu penses de...?	

¿Qué tal?/¿Cómo estás? = How are you?

How you're doing	Why
Estoy fenomenal I am doing great	porque estoy contento / contenta because I'm happy
Estoy muy bien I'm really well	porque estoy relajado / relajada because I'm relaxed
Estoy bien I'm well	porque estoy entusiasmado / entusiasmada because I'm excited
No estoy bien I'm not doing well	porque estoy triste Because I'm sad
Estoy mal I'm doing badly	porque estoy cansado / cansada Because I'm tired
Estoy fatal I'm terrible	porque estoy aburrido / aburrida because I'm bored

Opinion	Verb	Quantifier	Adjective (masculine / feminine)
Pienso que (I think that)	soy (I am)	demasiado (too)	alto / alta (tall) bajo / baja (short) delgado / delgada (thin)
Creo que (I believe that)	no soy (I am not)	muy (very)	gordo / gorda (fat) guapo / guapa (good-looking) feo / fea (ugly)
	él es (he is)	bastante (quite)	simpático / simpática (nice)
	él no es (he isn't)		malo / mala (mean)
	ella es (I believe she is)	un poco (a bit)	divertido / divertida (funny)
	ella no es (she isn't)		guay (cool) horrible (horrible) inteligente (intelligent)
¿Qué piensas de...?			

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Essential vocabulary

See sentence builders 1-3 for T1

Threshold concepts

What a verb is
Masculine and feminine
Phonetical differences between English and foreign language

Opportunities for reading

Reading texts written for subject topic - 95% comprehensibility to boost confidence in reading in the TL
Opportunities for students to read aloud on a regular basis to enable phonics application and for misconceptions to be addressed.

How and when will the core learning be assessed?

Students will undertake 2-3 vocabulary tests over the course of the term to check acquisition of key vocabulary.
Students complete a diagnostic translation task to check for understanding of key grammatical concepts.
At the end of term, students do a reading comprehension test to check understanding of key structures, grammar and vocabulary.

Links to other topics/subjects