

Year 7 MFL (French and Spanish)

Term 3 En famille/Mi familia (Family)



Students are practising the four skills (speaking, writing, listening and reading) within the topic of themselves and their family, including descriptions of hair, eyes and giving opinions on family members.

Previous topic:

Personal information including talking about dates and ages

Next topic:

Animals

Core knowledge/skills/concepts

Grammar:

To have and to be (incl 3rd person plural)

Negatives

Adjectival agreement

*Word order (noun then adjective) - is not the same as in English

Vocabulary:

Hair colours and styles, eye colour

Family members

Phonics:

Alphabet and phonetical principles

Giving opinions:

Expressing simple opinions with reasons

Skills:

Reading

Writing

Listening

Speaking

Il est (he is) Il n'est pas (he isn't)		amusant (funny) beau (good-looking) grand (tall) horrible (horrible) intelligent (intelligent)
Elle est (she is) Elle n'est pas (she isn't)	trop (too)	amusante (funny) belle (good-looking) grande (tall) horrible (horrible) intelligente (intelligent)
Ils sont (they are – boys, or mixed group) Ils ne sont pas (they aren't – boys, or mixed group)	très (very)	amusants (funny) beaux (good-looking) grands (tall) horribles (horrible) intelligents (intelligent)
Elles sont (they are – girls) Elles ne sont pas (they aren't – girls)	assez (quite)	
	un peu (a bit)	amusantes (funny) belles (good-looking) grandes (tall) horribles (horrible) intelligentes (intelligent)
Ils/elles sont comment?		

Verb	What?	Colour	Type
J'ai (I have)	les cheveux (hair)	blancs (white) blonds (blond) bruns (brown) châtains (light brown) gris (grey) noirs (black) roux (ginger)	et courts (short) et longs (long) et raides (straight) et ondulés (wavy) et bouclés (curly)
Je n'ai pas (I don't have)			
Tu as (you have)			
Tu n'as pas (you don't have)			
Il a (he has)			
Il n'a pas (he doesn't have)	les yeux (eyes)	bleus (blue) verts (green) gris (grey) marron (brown) noisette (hazel)	<ul style="list-style-type: none"> • Tu as les cheveux de quelle couleur? • Tu as les yeux de quelle couleur?
Elle a (she has)			
Elle n'a pas (she doesn't have)			

Opinion	Person	Why	Adjective
J'adore (I love)	mon grand-père (my grandpa) mon frère (my brother) mon père (my dad) mon cousin (my cousin) mon oncle (my uncle)	car je pense qu'il est... (because I think he is...)	amusant (funny) beau (good-looking) cool (cool) grand (tall) gros (fat) horrible (horrible) intelligent (intelligent) méchant (mean) petit (short) sympa (nice)
J'aime beaucoup (I really like)			
J'aime (I like)			
Je n'aime pas (I don't like)			
Je n'aime pas du tout (I really don't like)	ma grand-mère (my grandma) ma soeur (my sister) ma mère (my mum) ma cousine (my cousin) ma tante (my aunt)	car je pense qu'elle est... (because I think she is...)	amusante (funny) belle (good-looking) cool (cool) grande (tall) grosse (fat) horrible (horrible) intelligente (intelligent) méchante (mean) petite (short) sympa (nice)
Je déteste (I hate)			
Je préfère (I prefer)			
Qu'est-ce que tu penses de...?			

Él es (he is) Él no es (he isn't)		alto (tall) divertido (funny) guapo (good-looking) horrible (horrible) inteligente (intelligent)
Ella es (she is) Ella no es (she isn't)	demasiado (too) muy (very)	alta (tall) divertida (funny) guapa (good-looking) horrible (horrible) inteligente (intelligent)
Ellos son (they are – boys, or mixed group) Ellos no son (they aren't – boys, or mixed group)	bastante (quite) un poco (a bit)	altos (tall) divertidos (funny) guapos (good-looking) horribles (horrible) inteligentes (intelligent)
Ellas son (they are – girls) Ellas no son (they aren't – girls)	¿Cómo es / son?	altas (tall) divertidas (funny) guapas (good-looking) horribles (horrible) inteligentes (intelligent)

Verb	What	Colour	Type
Tengo (I have)	el pelo (hair)	blanco (white) gris (grey) castaño (brown) negro (black) pelirrojo (ginger) rubio (blond)	y corto (short)
No tengo (I don't have)			y largo (long)
Tienes (you have)			y liso (straight)
No tienes (you don't have)			y ondulado (wavy)
Él tiene (he has)			y rizado (curly)
Él no tiene (he doesn't have)	los ojos (eyes)	azules (blue) marrones (brown) verdes (green) grises (grey) avellana (hazel)	<ul style="list-style-type: none"> • ¿Tienes el pelo de qué color? • ¿Tienes los ojos de qué color?
Ella tiene (she has)			
Ella no tiene (she doesn't have)			

Opinion	Person	Why	Adjective
Me encanta (I love)	mi abuelo (my grandpa) mi hermano (my brother) mi padre (my dad) mi primo (my cousin - boy) mi tío (my uncle)	porque pienso que él es... (because I think he is...) porque creo que él es... (because I believe he is)	alto (tall)
Me gusta mucho (I really like)			bajo (short)
Me gusta (I like)			divertido (funny)
No me gusta (I don't like)			gordo (fat)
No me gusta nada (I really don't like)			guapo (good-looking)
Odio (I hate)	mi abuela (my grandma) mi hermana (my sister) mi madre (my mum) mi prima (my cousin - girl) mi tía (my aunt)	porque pienso que ella es... (because I think she is...) porque creo que ella es... (because I believe she is)	guay (cool)
Prefiero (I prefer)			horrible (horrible)
¿Qué piensas / opinas de...?			inteligente (intelligent)
			malo (mean)
			simpático (nice)
			alta (tall)
			baja (short)
			divertida (funny)
			gorda (fat)
			guapa (good-looking)
			guay (cool)
			horrible (horrible)
			inteligente (intelligent)
			mala (mean)
			simpática (nice)

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



Essential vocabulary

See sentence builders 1-3 for T3

Threshold concepts

When to use the verb to be and to have
Adjectival agreement and positioning
Negations of verbs

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 answer 6 sentences about themselves and their family.

Links to other topics/subjects

Curriculum 'Glossary' and guidance



Students are learning about..... at this point in Year 7 because...

The 'why this and why now?' question

Previous topic: To support understanding of how the curriculum is sequenced

Next topic:

Core knowledge/skills/concepts

Aspects that must be known without compromise and retained in the long-term memory (think of it as a checklist for teachers and students to work towards securing)

Essential vocabulary

Tier 2 as well as Tier 3

Tier 2= valuable academic words that appear across the school curriculum e.g evaluate, authority, indicate (our 'word of the week' comes for Tier 2 vocabulary lists)

Tier 3= subject specific vocabulary

Threshold concepts

'Gateway' concepts that are essential for students to be able to progress onto more complex ideas. In other words, they require mastery before moving onto other concepts.

Opportunities for reading

How and when will the core learning be assessed?

Formative assessment to inform responsive teaching and TRIO opportunities as well as summative assessment.

Links to other topics/subjects

(we will create time to come together to really explore these)