

KS3 MFL: Parisian Café
Summer term 2022

In learning a modern foreign language students will develop their knowledge and understanding of another language and culture. Students will develop an interest in learning other language. Students will develop their awareness of cultural differences in other countries and a greater understanding of cultural practices in this country. Students will develop their speaking and listening skills and gain a better understanding of the French language and its grammar system.

This half term, pupils will be developing these skills through the topic 'Parisian Café'. They will engage in tasting and naming French food items and role play ordering food in a French Café using the French language.

Students will know and understand how to:

- ask and answer basic questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand some basic grammar;
- work in pairs and groups, and communicate in the other language;
- look at life in another culture.

Key words:

un pain, un pain complet, un pain grillé, un croque monsieur, un croque madame, un sandwich, une salade, une soupe, une pizza, des frites (f)
un croissant, un pain au chocolat, un pain aux raisins, une crêpe, un beignet, une tarte aux pommes, un gateau, un gateau à la crème, une salade de fruits
une boisson, une eau, un café, un café au lait, un café décaféiné, un thé, une tisane, un chocolat chaud, un lait, un coca, un orangina, une limonade
un jus de pomme, un jus d'orange, un jus de pamplemousse, un jus de citron, un jus de tomate
s'il vous plaît, merci, merci bien, merci beaucoup, de rien, bienvenue, je voudrais, l'addition, j'aime, une table pour...

À Â Ç È É Ê Ô Ò Ù Û, à â ç è ê ê ô ù û (Accents not usually used on capital letters except À)

RRS Articles: This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

	B2 Progression Step 4-6	B2 Progression Step 7-8	B2 Step 1	B2 Step 2	B2 Step 3	B2 Step 4
Key Learning Strand: Listening and responding						
<p><u>Subject specific knowledge</u></p> <p>Listening and responding</p> <p><u>What do pupils need to know?</u></p>	<p>Students <u>know</u> some of the key sounds used in the French language.</p> <p>Students <u>know</u> some rhymes and songs in the French language.</p> <p>Students <u>know</u> and are familiar with the look and taste of French food e.g. un croissant, un pain au chocolat, Brie</p>	<p>Students <u>begin to know</u> or are familiar with some key words (food and drink) and phrases in the target language:</p> <ul style="list-style-type: none"> -un sandwich -un jus d'orange -un thé 	<p>Students <u>know</u> a few familiar spoken words (food and drink) and phrases in French</p> <ul style="list-style-type: none"> - un sandwich - un café - un thé - un chocolat chaud - un jus d'orange 	<p>Students <u>know</u> a range of familiar spoken words (food and drink) and phrases in French</p> <ul style="list-style-type: none"> - un pain au chocolat - un chocolat chaud - un jus d'orange - une eau - un thé - un café - un sandwich 	<p>Students <u>know</u> some short phrases:</p> <ul style="list-style-type: none"> -De rien -Merci beaucoup -Bonjour, bienvenue - Un thé, s'il vous plait (this to be adapted for a range of food/drink items being ordered) 	<p>Students <u>know</u> most of the familiar language used in short spoken passages, repeated if necessary e.g. Je voudrais un chocolat chaud s'il vous <i>plâît</i></p>
<p><u>Subject specific skills</u></p> <p>Listening and responding</p> <p><u>What do pupils need to be able to do?</u></p>	<p>Students <u>begin</u> to repeat, copy or imitate some sounds heard in the target language.</p> <p>Students <u>are able to</u> perform familiar or simple actions on request using repetition, sign or gesture as prompts.</p> <p>Students <u>are able to</u> listen and may respond to familiar rhymes and songs in a foreign language.</p>	<p>Students <u>are able to</u> introduce themselves by name in response to a question in the French language.</p> <p>Students <u>are able to</u> listen, attend to and follow familiar interactions in the French language.</p> <p>Students <u>are able to</u> understand the English meaning of a few words presented in a familiar context with visual clues spoken in French.</p>	<p>Students <u>are able to</u> recognise and understand speech spoken clearly, face to face or from a good-quality recording.</p> <p>With support such as gesture and repetition, students <u>are able to</u> respond to familiar words or short phrases.</p>	<p>Students <u>are able to</u> translate a range of familiar phrases spoken clearly and repeated if needed.</p>	<p>Students <u>are able to</u> translate the main points from short, spoken passages that use familiar language.</p> <p>Students <u>are able to</u> identify and note personal responses to short spoken passages.</p>	<p>Students <u>understand and translate</u> some detail from spoken passages that use familiar language in short simple sentences.</p>

Key Learning Strand Speaking							
	<u>Progression step 3-4</u>	<u>Progression step 5-6</u>	<u>Progression step 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>	<u>B2 Step 4</u>
<p><u>Subject specific knowledge</u></p> <p><u>Speaking</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>Students know</u> when they are expected to respond to a familiar person, activity, object or word.</p> <p><u>Students know</u> learned responses over more extended periods.</p>	<p><u>Students know</u> some simple one or two word questions in French</p>	<p><u>Students know</u> one or two simple classroom commands.</p> <p><u>Students know</u> that some French words sounds similar to English</p>	<p><u>Students know</u> the single words and short simple phrases to use in response to what they see and hear</p>	<p><u>Students know</u> how to answer simple questions and provide basic information. They know how to respond to what they see and hear, and know some set phrases.</p> <p><u>Students know</u> the sound patterns of the French language</p>	<p><u>Students know</u> the vocabulary and structure used to form simple questions in French.</p> <p><u>Students know</u> some key questions in French with the support of visual cues.</p>	<p><u>Students have a growing knowledge</u> of the grammar of the French language.</p> <p><u>Students know</u> which words they can substitute in a phrase or sentence.</p>
<p><u>Subject specific skills</u></p> <p><u>Speaking</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Students begin to</u> communicate intentionally in MFL sessions, seeking attention through eye contact, gesture or action.</p> <p><u>Students are able to</u> request events or activities, by using gesture or by pointing at objects and people familiar to them in MFL sessions.</p> <p><u>Students are able to</u> follow the sequence of a familiar routine in MFL sessions and respond accordingly.</p>	<p><u>Students are able to</u> attempt one or two words in the French language in response to cues in a song or familiar phrase.</p> <p><u>Students are able to</u> respond to simple questions, requests or instructions about familiar events or experiences possibly responding through vocalisation, sign or gesture.</p> <p><u>Pupils are able to</u> respond to others in a group using repetition, gesture, facial expression and/or intonation to enhance meaning.</p> <p>Pupils are able to communicate positives and</p>	<p>Students respond briefly to one or two simple classroom commands using single words, signs or symbols.</p> <p>With some support, <u>students are able to use a</u> 1-3 word string for a purpose,</p> <p><u>Students begin to</u> order a food item or drink using a single French word</p>	<p>With visual clues and other support, <u>students are able to</u> say single words and short simple phrases in response to what they see and hear.</p> <p>Students attempt to pronounce words correctly.</p> <p><u>Student are beginning to</u> ask for food or drink in French using a familiar phrase</p>	<p><u>Students are able to</u> answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of the sound patterns of the French language and their meaning is clear.</p> <p><u>Student are able to</u> ask for food or drink in French using a familiar phrase</p>	<p><u>Students are able to</u> ask and answer simple questions and talk about their interests.</p> <p><u>Students are able to</u> participate in brief prepared tasks, using visual or other clues to help them initiate and respond.</p> <p><u>Students are able to</u> use short learned phrases to express personal responses.</p> <p>Students occasionally substitute items of vocabulary to vary questions or statements.</p> <p><u>Students are able to</u> use and apply other French vocabulary they know when</p>	<p><u>Students are able to</u> take part in simple conversations, supported by visual or other cues, and express their opinions.</p> <p><u>Students begin to</u> use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p>Students generally pronounce words accurately and they show some consistency in their intonation.</p>

		negatives in response to simple questions.				ordering foo in French e.g. number, greetings, manners	
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Key Learning Strand: Reading and responding

<p><u>Subject specific knowledge</u></p> <p>Reading and responding</p> <p><u>What do pupils need to know?</u></p>		<p><u>Students know</u> a few familiar words, actions or objects presented in the French language.</p>	<p><u>Students know</u> a number of key words in French.</p>	<p><u>Students know</u> a few familiar words and phrases presented in clear script in a familiar context.</p>	<p><u>Students know</u> some written phrases that are familiar to them</p> <p><u>Students know</u> that they can use books, glossaries or dictionaries to find out the meanings of new words.</p>	<p><u>Students know</u> what are the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p><u>Students know</u> how to use a bilingual dictionary or glossary to look up new words.</p>	<p><u>Students know</u> some of the detail in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p><u>Students know</u> they can use context to work out the meaning of unfamiliar words</p>
<p><u>Subject specific skills</u></p> <p>Reading and responding</p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Students begin to</u> respond to options and choices with actions or gestures,</p> <p><u>Students are able to</u> show or give an object in response to a request written in the target language.</p>	<p><u>Students are able to</u> match and select symbols for familiar words, actions or objects presented in the French language.</p>	<p>With the support of visual cues if needed, <u>students are able to</u> read out a few familiar words presented in clear script in a familiar context.</p>	<p>With the support of visual cues if needed, <u>students are able to</u> read out a few familiar words and phrases presented in clear script in a familiar context.</p>	<p><u>Students are able to</u> read and understand familiar written phrases.</p> <p><u>Students are able to</u> match sound to print by reading aloud familiar words and phrases.</p> <p><u>Students are able to</u> use books, glossaries or dictionaries to find out the meanings of new words.</p>	<p><u>Students are able to</u> show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</p> <p><u>Students are beginning to</u> read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words</p>	<p><u>Students are able to</u> show that they understand the main points and some of the detail in short written texts from familiar contexts.</p> <p>When reading on their own, as well as using a bilingual dictionary or glossary, <u>students begin to</u> use context to work out the meaning of unfamiliar words</p>

Key Learning Theme: Writing

<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>Students know</u> one or two familiar words, symbols or objects presented in the French language.</p>	<p><u>Students know</u> some familiar words, symbols, actions or objects presented in the French language.</p>	<p><u>Students know</u> how to write a number of key words.</p>	<p><u>Students know</u> how to form letters used in the French alphabet.</p>	<p><u>Students know</u> how to form a simple sentence in the French language.</p>	<p>Students have a repertoire of a few key French phrases.</p>	<p><u>Students know</u> an increasingly wide range of vocabulary in French.</p> <p><u>Students have a growing knowledge</u></p>
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<p><u>Writing</u></p>							<p>of the grammar of the French language.</p> <p><u>Students know</u> how to use dictionaries or glossaries to check words they have learnt</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p> <p><u>Writing</u></p>	<p><u>Students begin to</u> select a familiar word or symbol to answer questions or complete a statement target language.</p>	<p><u>Students are able to</u> match and select symbols for familiar words, actions or objects presented in the French language.</p>	<p>With some support, <u>students are able to</u> use a 1-3 word string for a purpose,</p>	<p><u>Students are able to</u> write or copy simple words or symbols correctly.</p> <p><u>Students are able to</u> label items and select appropriate words to complete short phrases or sentences.</p>	<p><u>Students are able to</u> write one or two short sentences, following a model, and fill in the words on a simple form with spelling approximate to the correct form.</p> <p><u>Students are able to</u> label items and write familiar short phrases correctly.</p>	<p><u>Students are able to</u> write a few short sentences, with support, using expressions that they have already learnt.</p> <p><u>Students are able to</u> write personal responses to questions.</p> <p>Students write short phrases from memory and their spell words in a manner that is understandable.</p>	<p><u>Students are able to</u> write short texts on familiar topics, adapting language that they have already learnt.</p> <p><u>Students are able to</u> draw largely on memorised language.</p> <p><u>Students begin to</u> use their knowledge of grammar to adapt and substitute single words and phrases.</p> <p><u>Students begin to</u> use dictionaries or glossaries to check words they have learnt.</p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<ul style="list-style-type: none"> • Watch & listen to rhymes and songs • Paired interviews / hot seating • Role play situations • Use ICT, sound buttons etc • Use French texts eg Grand Monstre Vert, Couleurs etc 						
<p><u>Resources</u></p> <p>Espresso -</p> <p>Take 10 French Phonics</p> <p>Take 10 French activities</p> <p>Interactive Velcro family tree</p> <p>Family members puppets</p> <p>Interactive Velcro body and faces</p>							

Interactive dice & various themed inserts

Beret

Boules

French Games & activities

Role play café resources with red & white check tablecloth, till and Euros

Evidencing Work

Photographic & video evidence

Differentiated worksheets