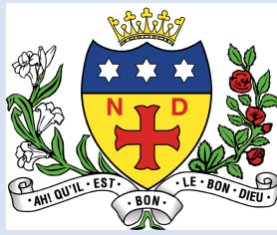
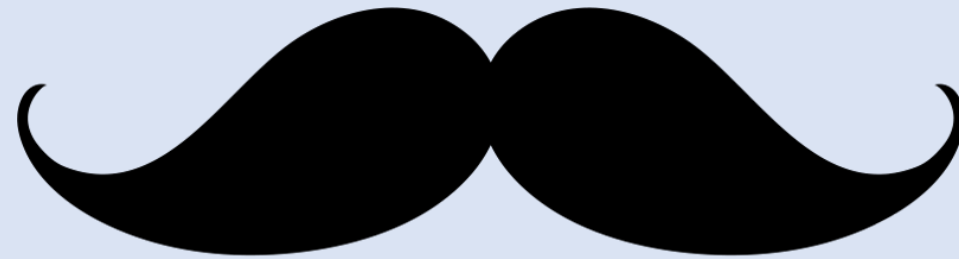


# KEY STAGE 3 PARENTAL INFORMATION



## Modern Foreign Languages



BONJOUR



# GROUPINGS + PATHWAYS



MFL is studied by all pupils up to Year 11 when they take the GCSE.

Y7 and 8 are taught in forms.

Setting takes place at the end of Y8 ready for GCSE.

# S C H E M E   O F   W O R K



French

Spanish

Y7

Dynamo 1

Viva 1

Y8

Studio 2

Viva 2



## ¿Qué tipo de persona eres?

- Talking about your personality
- Using adjectives that end in -o/-a



**Escucha. ¿Quién habla? (1-9)**  
Listen. Who is talking?

Ejemplo: **1** Antonio

<b>Daniel</b>  Soy sincero.	<b>Antonio</b>  Soy tímido.	<b>Pablo</b>  Soy tranquilo.
<b>Miguel</b>  Soy divertido.	<b>Gabriel</b>  Soy serio.	<b>Claudia</b>  Soy simpática.
<b>Laura</b>  Soy tonta.	<b>Carmen</b>  Soy lista.	<b>Andrea</b>  Soy generosa.

¿Qué tipo de persona eres?

**Gramática**

Adjectives have masculine and feminine forms. Many adjectives end in -o or -a in the singular.

masculine	feminine
sincero	sincera
tímido	tímida
generoso	generosa
serio	seria
listo	lista
tonto	tonta
simpático	simpática
tranquilo	tranquila
divertido	divertida



**Escribe estas frases correctamente. Traduce las frases al inglés.**  
Write out these sentences correctly. Translate the sentences into English.

- |   |   |
|---|---|
| 1 Soy <i>diviñdear</i> y <i>óptimicos</i> . | 4 Soy <i>isacry</i> y <i>iamscpid</i> . |
| 2 Soy <i>silia</i> y <i>ltraínua</i> .      | 5 No soy <i>ttacn</i> .                 |
| 3 Soy <i>cselmo</i> y <i>emcesga</i> .      | 6 No soy <i>liadm</i> .                 |

y and



**Escucha. Elige los adjetivos que entiendes y anota si es verdadero (V) o falso (F). (1-5)**  
Listen. Choose the adjectives you hear and note if it is true (V) or false (F).

Ejemplo: **1** b, c, V

- |              |             |             |
|--------------|-------------|-------------|
| 1 a sincero  | b simpático | c generoso  |
| 2 a lista    | b tímida    | c divertida |
| 3 a generoso | b serio     | c listo     |
| 4 a sincera  | b tranquila | c tonta     |
| 5 a tímido   | b tonto     | c tranquilo |



**¿Qué tipo de persona eres? Trabaja en un grupo de cuatro personas, haz cuatro diálogos.**  
What are you like? Work in a group of four, create four dialogues.

Ejemplo:

- ¿Qué tipo de persona eres?
- Soy sincero/a.
- Si, es verdad.
- ¡No, no es verdad!

**Gramática**

Ser (to be) is an important irregular verb.

soy	I am
eres	you are
es	he/she is

To make a sentence negative, put **no** before the verb.

No soy tímido.	I am not shy.
No es verdad.	It is not true.



**Lee los textos. Copia y completa la tabla.**  
Read the texts. Copy and complete the grid.

name	personality	passion	hero

- ¡Es guay! He/she is cool
- ¡Es genial! He/she is great.
- ¡Es estupendo! He/she is brilliant

**SKILLS**

**Using connectives**  
You can make your sentences more interesting by using connectives:

- y and
- también also, too
- pero but

Look at the texts in exercise 5 and see how connectives are used.

Me llamo Ana. Vivo en Madrid. Soy seria y también sincera. Mi pasión es la música. Mi héroe es Shakira. ¡Es genial! Adiós.

¡Hola! Me llamo Sergio y vivo en Burgos. Soy tímido, pero no soy tonto. Mi pasión es el fútbol y mi héroe es Cesc Fàbregas. ¡Es estupendo! ¡Hasta luego!

¡Hola! ¿Qué tal? Me llamo Iker. Vivo en Torremolinos. Soy tranquilo y también generoso. Mi pasión es el tenis. Mi héroe es Rafael Nadal. ¡Es guay!

¡Hola! ¿Qué tal? Me llamo Pablo. Vivo en Barcelona. Soy simpático y también soy divertido. Mi pasión es el deporte y mi héroe es Marc Gasol. ¡Es fenomenal!



**Escucha. Copia y completa la ficha de identidad.**  
Listen. Copy and complete the ID card.

**Nombre:** \_\_\_\_\_

**Carácter:** \_\_\_\_\_

**Pasión:** \_\_\_\_\_

**Héroe:** \_\_\_\_\_

**Pronunciación**

In Spanish the stress in a word normally falls on the next to last syllable: *persona*, *divertido*, *tonto*.

If the stress in a word falls somewhere else, there is an accent to show you which letter to stress.

carácter	ca-rac-tar
fútbol	fut-bol
héroe	he-ro-e



**¿Qué tipo de persona eres? Haz un póster.**  
What sort of person are you? Make a poster.

Include:

- your name
- what you are like
- your passion and your hero.



# TOPICS



## French Y7

My Life

My School

My Hobbies

Family and Family Life

## Spanish Y7

My Life

My Free Time

My School

My Family and Friends

## French Y8

Leisure Time

A trip to Paris (past tense)

My Identity

My Home

## Spanish Y8

Holidays (past tense)

Leisure Time

Food and Drink

Going Out



# ASSESSMENT

- Three set vocab tests per module (see next slide)
- Mid-module assessment (15 minute task)
- End of Module assessment

A range of skills to be covered over the year –  
Listening, Speaking, Reading, Writing and  
Translation.

Assessed using Bronze, Silver, Gold (with descriptors  
similar to / adapted from the GCSE grades 1 to 4).





## Notre Dame

### Essential Vocabulary Dynamo 1 Module 1




Below is the key vocabulary that you will be tested on in this module.

You should prepare for each vocab test by writing the vocabulary out from memory and then checking and rewriting.  
Keep practising – little and often is best.

The test will have ten questions. For each question you will be given the English word and you will write the French.  
Spelling is important.

All of the bronze vocabulary will be included in the test, three items from silver and two from gold. Therefore, if you find some of the words hard, prioritise the Bronze list.



	Test 1		Test 2		Test 3	
	un	1	j'aime	<i>I like</i>	je suis	<i>I am</i>
	deux	2	je n'aime pas	<i>I don't like</i>	il est	<i>he is</i>
	trois	3	j'adore	<i>I love</i>	elle est	<i>she is</i>
	quatre	4	je déteste	<i>I hate</i>	grand(e)	<i>tall</i>
	cinq	5	je préfère	<i>I prefer</i>	petit(e)	<i>small</i>
	six	6	parce que	<i>because</i>	intelligent(e)	<i>intelligent</i>
	sept	7	car	<i>because</i>	amusant(e)	<i>funny</i>
	huit	8	c'est	<i>it is</i>	arrogant(e)	<i>arrogant</i>
	neuf	9	génial	<i>great</i>	timide	<i>shy</i>
	dix	10	nul	<i>rubbish</i>	patient(e)	<i>patient</i>
	onze	11				
	douze	12				
	treize	13	Le vélo	<i>cycling</i>	Je ne suis pas	<i>I am not</i>
	quatorze	14	Le collège	<i>school</i>	bavard(e)	<i>chatty</i>
	quinze	15	La musique	<i>music</i>	fort(e)	<i>strong</i>
	seize	16	Le foot	<i>football</i>	méchant(e)	<i>mean / nasty / bad</i>
			Les vacances	<i>holidays</i>	sympa	<i>nice</i>
	dix-sept	17				
	dix-huit	18				
	dix-neuf	19				
	vingt	20				

## Module 1

### Phonics -

### Key Sounds



Can be downloaded from the MFL pages of the school website along with timelines

# H O M E W O R K



Set via SMHW – approximately 30 minutes.

- Vocab learning
- Research
- Test preparation and revision
- Online learning (eg. Quizlet.com)
- Translation
- Grammar exercises
- Written paragraph based on previous class work
- Poster / display work





# HOW TO SUPPORT YOUR CHILD

Encourage them to learn vocabulary on a regular basis.

Offer to test them on their vocabulary. Even if you do not know the language, they can spell out the words to you.

Ensure that they are aware of deadlines for assessments/coursework / module tests. Keep a note of these important dates and remind them.

If you have internet access encourage them to log onto language websites including [quizlet.com](http://quizlet.com), [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and a variety of other websites... see list attached

If your son / daughter is absent, impress on them the need to copy up any work missed - especially new vocabulary and grammar structures.

# HOW TO SUPPORT YOUR CHILD



Encourage them to look at corrections to written work so that they learn from them and avoid making the same mistakes again.

Encourage them to listen to any French / Spanish available on the radio / television.

If you are going to a French / Spanish speaking country do encourage them to use their language.

Talk to them about the reasons they are learning a language; cultural awareness, improved knowledge / understanding of their own language, improved job prospects, development of valuable skills, ability to communicate, opening up of more possibilities.

Stay positive!

# ONLINE RESOURCES



**[www.linguascope.com](http://www.linguascope.com)**

**[www.languagesonline.org.uk](http://www.languagesonline.org.uk)**

**[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)**

**[www.zut.org.uk](http://www.zut.org.uk)**

**[www.oye.languageskills.co.uk](http://www.oye.languageskills.co.uk)**

**[www.alienlanguage.co.uk](http://www.alienlanguage.co.uk)**

**[www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)**

**[www.bbc.com/bitesize](http://www.bbc.com/bitesize)**

**[www.quizlet.com](http://www.quizlet.com)**

**[www.duolingo.com](http://www.duolingo.com)**

**[www.senecalearning.com](http://www.senecalearning.com)**

**[www.wordreference.com](http://www.wordreference.com)**

# CONTACT



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