

Planning: Year 8 - Cycle 3

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: FOOD AND DRINK	<p>In this cycle, students will learn to:</p> <ul style="list-style-type: none"> - ask for food and drink, including different flavours (ice-cream) and quantities; -ask for the price; -asking questions (remembering to sue vous in formal situations, e.g. s'il vous plaît); -find more about meals in the target language country (what the differences and similarities are); -describe what they eat and drink for each meal; -use partitive articles (some: du, de la, des, de l' & any : de/d') ; -express likes, dislikes and preferences using the correct articles and expressions such as: je pense que, selon moi, à mon avis ; -give reasons using topic specific vocabulary; -use of modifiers (très, trop, pas assez). - describe what people eat and drink in different countries, using the pronoun "on" to refer to people; -use the perfect tense & the future tense. -include si, quand, tandis que/alors que, or même si into their answers to make more complex sentences. 	<p>Over the course of Year 7 and 8, students have learnt:</p> <ul style="list-style-type: none"> -numbers to 31 and beyond; -to use articles (definite and indefinite) correctly; -numbers; -to use a range of verbs in the present tense (including manger & boire); -to make negative statements with ne ... pas and ne ... jamais; -to use and position adverbs of frequency (toujours, souvent, parfois, jamais) correctly; -to give and justify their opinions using an increasing range of vocabulary; -to form the perfect tense of common avoir verbs with je, tu, il, elle and on, including the following irregular verbs: boire, faire, dormir, lire; -to form the future with je (will); <p>They have built up a bank of connectives to make more complex sentences.</p>	<p>This cycle covers a range of key linguistic knowledge, which they will revisit in their future learning:</p> <ul style="list-style-type: none"> -food and drink; -asking for something (useful in role-play situations); -partitive articles; -expressing and justifying opinions using a wider range of vocabulary; -understanding that "trop" has a negative connotation; -the use of the pronoun "on"; -the use of 3 tenses (past, present and future); -using an increasing range of connectives to make more complex sentences. <p>This cycle also aims to prepare students for real life situations.</p> <p>Links to AQA GCSE: THEME 1 - Unit 1.3 - Free time (food & eating out) & THEME 2 - Unit 2.3 - Healthy and unhealthy living.</p>	<ul style="list-style-type: none"> -using the correct articles : partitive (du, de la, des de l' or de) or definite (le, la, les or l') ? -Distinguishing between tu and vous. -Expresssion with have as opposed to be: j'ai faim, j'ai soif - Le goûter is not any snack, only a snack after school. -Je prends = I have + food / drink not I have (in the sense of owning which is j'ai). -Common error! Forgetting the verb when giving a reason, e.g. j'adore les frites car <u>c'est</u> délicieux. -Game changers! Watch out for: pas, peu and trop, which often 	<ul style="list-style-type: none"> -using grid as visual aid during mini whiteboard activity ; -Give lots of examples/situations and ask students what form of address they would use (tu or vous?) -Link with other expressions: j'ai chaud, froid and j'ai ... ans. Use literal translations to make it salient. -Discussion (meals in France). A snack: une collation or referred to un casse-croûte in exam papers. -Graphic representation: <div data-bbox="1717 1052 1915 1172" data-label="Diagram"> </div> -Translate your writing back to English to check its accuracy (any words missing ?) -Give students to find the evidence for the answers

				convey a negative statement. - Past and future.	given to questions (P, N & P/N). -Design a spider-diagram.
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Definitions:

Main idea/concept/knowledge – This is the knowledge you want the students to learn.

Prior knowledge – This is the prior knowledge students need to know to make sense of the main idea. This information should make up part of the recap questions.

Future knowledge – This is what the main idea is going to lead to in the future (this can be months and years rather than next lesson).

Misconceptions – What wrong ideas might the students have?

Representation: image, model, metaphor – These are the variety of representations we can use to explain an idea: the images, the stories, the examples and metaphors which will help clarify complicated concepts for students.