



Subject: French	Year Group: 7	Unit 11: À table!
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Unit objectives:

Students will learn how to say what they eat and drink for breakfast and lunch.

Context for study:

At Key Stage 2, pupils might have learnt simple opinion phrases and some adjectives in order to express their likes and dislikes. They might have also learned simple food and drink vocabulary.

The preparation for this unit at **Key Stage 3** is the study of **indefinite articles (gender: un/une)** and of the **partitive article “des”** in units 4, 8 and 10. There is the opportunity to revisit and to consolidate vocabulary about family members in unit 9 to say what their relatives eat and drink.

In this unit pupils learn some vocabulary about food and drink using the first person singular form of the verbs to talk about themselves, understanding and using the second person singular form of the verbs in questions. They extend their knowledge by using the third person singular form of the verbs to say what other people eat/drink.

This will be essential knowledge at **Key Stage 4** for the topic of eating out and the topic of Healthy living. Pupils will also understand and use questions, an important part of the **GCSE** exam in the photo card, role play and in the General Conversation.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- **Retrieval practise on indefinite articles (gender: un/une) and partitive article “des”**
- Know how to say **“I eat/I drink”**.
- Know vocabulary about food and drink
- Know **how to ask questions**: Know how to say **“you eat/you drink”** to use and understand questions
- Know how to say **“he/she eats/drinks”**.

Key language:

- Qu’est-ce que tu manges/ bois pour le petit déjeuner/ déjeuner?
- Pour le petit déjeuner, ...
- je mange un croissant/un pain au chocolat/une tartine/des fruits
- je bois un jus d’orange/un thé/un chocolat chaud
- Pour le déjeuner, ...
- je mange un sandwich au fromage/un sandwich au jambon/une glace/une pizza
- je bois un café/un coca/une limonade
- il/elle/mange/boit

The Warriner School – Year 7 French Curriculum Map - Unit 11: À table! (Accès Studio)

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Common misconceptions:</p> <ul style="list-style-type: none">● j'ai mange – confusing j'ai & je● je bois – spelling● forgetting accents on words like thé or café● forgetting au when combining two foods● pronunciation of cognates in a heavily anglicised way	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons.</p> <p>Use of text.</p> <p>Regular knowledge and metacognitive checks through questioning and low stake testing.</p> <p>Structures in questions to support independent authentic writing and discussion as the unit progresses.</p> <p>Writing modelling using paragraph structure.</p> <p>Expanded success criteria used to support final assessment.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Listening assessment:</p> <p>There will be a listening assessment where students have to be able to correctly identify food and drinks ordered in a café.</p>	