


French 1B Unit 4 : Au Café					
Unit Description: This is Unit 2 of 2– for the year. This is an 18-week unit. Students will learn about describing their hometown, ordering food from a menu, and asking various questions in interactions around town and in restaurants					
Essential Questions: How do people talk about pastimes and weekend activities? How do people order food in a café and discuss eating habits? What role does the café play in the Francophone world?					
Proficiency Target-Interpersonal Novice-High	Proficiency Target-Speaking Novice-High	Proficiency Target-Listening Novice-High	Proficiency Target-Reading Intermediate-Low	Proficiency Target-Writing Novice-High	
I Can Statements I can say where people are going in the neighborhood I can ask questions to seek information I can exchange some information with others about the role of the café in French life I can order at a café I can give a negative response to a question	I Can Statements I can name some pastimes I can talk about pastimes I can express future events I can talk about the Swiss International Airlines I can talk about eating at a café or restaurant I can talk about food I can talk about activities I do	I Can Statements I can explain the message of a commercial prepared for French speakers I can recognize a variety of foods and beverages and classify them I can recognize some terms French speakers use to talk about how people eat and drink I can identify activities in a short audio recording	I Can Statements I can identify places in a city I can recognize phrases related to making plans I can identify and discuss some details about <i>les cafés nord-africains</i> I can talk about the geography and some cultural highlights of Normandy and Brittany I can scan a text for specific information	I Can Statements I can describe several typical dishes from North Africa, the Ivory Coast, France, Martinique, Quebec, and Senegal I can identify activities in a short audio recording I can write an informative note in French, using chapter vocabulary and grammar	
Assessments:					
Diagnostic: <ol style="list-style-type: none"> Essential questions Pre-assessment Class participation Q&A Digital Components 	Formative: <ol style="list-style-type: none"> Vocabulary quizzes Oral dialogs Games and songs Labeled drawings Listening practice 		Summative: <ol style="list-style-type: none"> Unit tests Performance-based assessment – Speaking or Writing Projects Exams 		
Standards to address in Unit: Communication – Interpersonal Mode (IP) <u>MLL.PS1.IP1:</u> Students are able to express, in spoken and written language, basic greetings, farewells, courtesy, likes and dislikes, emotions and agreements/disagreements. <u>ML1.PS2.IP2:</u> Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange. Communication – Interpretive Mode (INT) <u>ML1.PS3.INT1:</u> Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.					
Communication - Presentational Mode (P)					

MLL.PS4.P1: Students will be able to give basic information about self and others.

Cultural Perspectives, Practices, and Products (CU)

MLL.PS5.CU1: Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons and Communities (CCC)

ML1.PS6.CCC1: Students are able to identify geographical locations such as countries, cities and features.

ML1.PS7.CCC2: Students compare and identify patterns and behavior of target culture as well as their own.

Know:	Understand:	Do:
Vocabulary for places around town Conjugations of the verbs aller, prendre, boire, and –ir verbs Interrogative expressions Vocabulary for food and beverages in a café Vocabulary for ordering food and drinks and asking how much things cost The partitive Historical and cultural information about Normandy and Brittany	That French and English verbs have patterns. The sound system in French—specifically nasal and oral vowels The influence of North African culture on French culture The significance of cultural contributions of Normandy and Brittany The knowledge of avoir to express thirst and hunger (instead of être)	Name places and activities around town Compare pastimes between young French and young Americans Conjugate aller, prendre, boire and –ir verbs in the present tense Ask for and give directions around town Ask and answer questions about food and drink in a café Write a short letter to an imaginary host family, giving details about the day’s plans

Major Concepts: (Consider all 4/5 Cs)

Concept 1 Places around town	Concept 2 Food and beverages	Concept 3 Ordering in a café	Concept 4 Historical and cultural information about Normandy and Brittany CULTURE	Concept 5 The verbs aller, prendre, boire and regular –ir verbs
Essential Vocabulary Danser Explorer Fréquenter Inviter Nager Patiner Une banlieue Un centre-ville Un endroit Un lieu Une montagne Une ville Une boîte (de nuit) Un bureau Un café Un centre commercial Un cinéma Un grand magasin Un gymnase	Essential Vocabulary Apporter Coûter Déjeuner Dîner Dépenser de l’argent Le petit-déjeuner le déjeuner le dîner Une baguette Un croissant Le beurre Un éclair Des frites (f.) Un fromage Le jambon Un sandwich Le pain	Essential Vocabulary L’addition (f.) Boire Laisser un pourboire Manger Prendre Un serveur/une serveuse Une terrasse de café Assez de beaucoup de/d’ d’autres une bouteille de un morceau de un peu (plus/moins) de Plusieurs quelques quelque chose une tasse de tout (le)/toute (la)/tous (les)/toutes (les) trop de	Essential Vocabulary Des crêpes salées Une crêperie Le camembert Vendu Une boîte en bois ronde les jardins ancien/ne les peintures (f.) depuis la fin dix-neuvième siècle les pierres (f.) le soleil les plus anciens comme la vie la mort une station balnéaire une course hippique La gastronomie la plage un palace	Essential Vocabulary Aller apprendre, boire comprendre prendre choisir finir grandir grossir maigrir obéir réagir réfléchir réussir rougir, vieillir

<p>Un hôpital Un magasin Un marché Un musée, Un parc Une piscine Un restaurant</p>	<p>Une boisson – (gazeuse) Un chocolat (chaud) Une eau (minérale) Un jus (d'orange, de pomme) Le lait Une limonade Un thé (glacé) Un café</p>	<p>un verre de</p>	<p>le début vingtième</p>	
<p>Essential Structure: Gender of vocabulary words—using definite and indefinite articles</p>	<p>Essential Structure: Gender of vocabulary words—using definite and indefinite articles</p>	<p>Essential Structure: <i>De + definite article (partitive)</i> <i>Du, de la, des, d'</i></p> <p>Different ways to formulate information questions</p> <p>à quelle heure qui à qui avec qui Pour qui combien de combien comment où parce que/parce qu' pourquoi quand Quel (s) Quelle (s) Que/qu' Quoi De quoi</p>	<p>Essential Structure: None</p>	<p>Essential Structure: Conjugation of aller and the near future – <i>aller + infinitive</i></p> <p>Verb “aller” <i>Je vais Nous allons</i> <i>Tu vas Vous allez</i> <i>Il/elle va Ils/elles vont</i></p> <p>Regular –ir verbs <i>Je -is</i> <i>Tu -is</i> <i>Il/elle -it</i> <i>Nous -issons</i> <i>Vous -issez</i> <i>Ils/elles -issent</i></p> <p><i>Boire</i> <i>Je bois nous buvons</i> <i>Tu bois vous buvez</i> <i>Il/elle boit ils/elles boivent</i></p> <p><i>Prendre</i> <i>Je prends nous prenons</i> <i>Tu prends vous prenez</i> <i>Il/elle prend ils/elles prennent</i></p>
<p>Artifact & Evidence: Students’ summative and formative assessments, PBAs, project, and communication: Ma ville & où passer un long week-end – leçon 5A</p>	<p>Artifact & Evidence: Students’ summative and formative assessments, PBAs, and project</p>	<p>Artifact & Evidence: Students’ summative and formative assessments, PBAs, project, and communication: ils aiment apprendre – leçon 5b</p>	<p>Artifact & Evidence: Students’ summative and formative assessments, PBAs, and project</p>	<p>Artifact & Evidence: Students’ summative and formative assessments, PBAs, project, and communication: elle prend leçon 5B</p>