**Course:**French 1 **Dates of unit:** 3rd Quarter - 2 week unit

**Text/Resource:** Bon Voyage Level 1/ T’es Branche **Unit/Theme:** Grocery-Shopping in a Francophone Country   **Stage:** Year 1

**Unit question:**What do I need to know to shop for food in a francophone country?

**Assessment:** You are throwing a dinner party at your apartment in Paris and inviting some of your new friends.  You will create a shopping list of the ingredients needed to complete the menus, the places you will go to get the items needed, the quantities of items needed, and the prices of the items needed.  At the market, you will find out the prices of items and pay for your purchases in Euros.

**Authentic target-culture resources the students will experience as part of the unit:**  Authentic euro replicas, units of measure in the metric system, newspaper circulars/advertisements, food realia, video/TV clips, and music

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| **Components of Unit** | **Elements to address and learn:**  New (N), Review (R),  Comprehensible Input (CI) | **Communication functions**:  **Receptive** (listening, reading, viewing), and **productive** (speaking, writing, graphic) | **Mid-way proficiency tasks**:  **Communication** **modes** (interpersonal, interpretive, presentational) and **setting** (real-world purpose) |
| **Content**  Topic, vocabulary that students address and learn in this unit | **Review:** Numbers 1-1000  **Comprehensible Input:** Comprehensible Input script with fruits and vegetables and related grocery-shopping vocabulary  **New:**   * Students will be able to identify fruits, vegetables, and other market items.   Necessary vocabulary   * Food items: fruits and vegetables, meats * Markets and shops * Quantities (un pot de, un kilo de, 250 grammes de and the partitif) * Polite expressions * Verbs: faire, vouloir, pouvoir, prendre * Shopping expressions * The negation (ne...pas) | **Receptive:**  Students will be able to recognize food items in written and auditory context.  **Productive:**  Students will be able to produce food items in speaking and written context and ask for specific quantities of food in a market.   * Students will be able to identify food items and the shops where they are sold * Students will be able to shop for food and ask how much something costs * Students will be able to ask for information politely * Students will be able to describe what they want to do and can do * Students will be able to express what they do and will do on weekends and in the summer | ***Interpersonal:***Students will interview each other about their eating habits and likes and dislikes in food items and share out results  ***Interpretive:***  Students will  read a newspaper circular to find prices for food/drink items at market and record information  Students will watch a film clip at a market and answer text - questions about it.  ***Presentational:***Students will present dioramas/posters of a specific place where food is purchased (la boulangerie, la boucherie, etc.) describe what is sold there, how much items cost and explain the cultural importance of the shops. |

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| **Culture**  Practices, products, perspectives that support the content | **New:** Students will be able to comprehend and identify names of locations where food is purchased.  **New:** Students will compare the cultural shopping habits between markets in francophone countries and the United States.  **Review:**  Students will be able to convert prices in Euros to dollars. (cross-curricular with math - deconstructing a complex text of conversions)  **New:**  Students will be able to convert English measurements to Metric System measurements. | **Receptive:**  Students will be able to recognize quantities and units of measure for common food items.  **Productive:**  Students will be able to ask for a specific quantity or units of measurement of a specific food item. | ***Interpersonal:***Students in groups of four  will create a role play at the market as they shop for the food items for their party and present it to the class.  (interpersonal and presentational)  ***Interpretive:***Students will plan a budget for items needed for their party using a price circular  ***Presentational:*** Students will create a dinner menu and shopping list and explain to classmates what’s on the menu and where they go to get certain ingredients/menu items for their dinner parties (ex. boulangerie, boucherie, l’epicerie, etc. |
| **Linguistic structures**  Grammar, syntax, pronunciation, etc. that students need to communicate | **New:**  Students will be able to use the following expressions about asking the cost of something:  “ça fait combien?” “C’est combien?”  “ça fait \_ euros.” “ça coute \_ euros.”  **New:**  Students will be able to conjugate and use the following irregular verbs: vouloir (to want), pouvoir (to be able to), and faire (to make/do)  **New:**  Students will be able to communicate quantities (some/all - the partitive) | **Receptive:** Students will be able to comprehend expressions that are used to purchase food at the market, especially ones that deal with quantity and price.  **Productive:** Students will be able to produce these expressions accurately in an appropriate setting. | ***Interpersonal:***  Students will survey each other about what they and other students do, what they are able to do, and what they want to do on the weekend and over the summer.  ***Interpretive:***  Students will read emails and authentic texts and view video clips about French teenagers and what they do on weekends and on vacation. They will then record responses to questions in written and oral form  ***Presentational:*** Students will write an email/letter to a class mate or pen pal describing what they want to do and don’t want to do on the weekend and during the school week. |