

**French 3/ D'accord 2/ Unit 1 : La Nourriture**



**Unit Description:**

This is Unit 1 of 5 for the year. This unit will last 6 weeks. Students will learn terms for food and meals; the verb “venir” and similar verbs; the passé récent; how to use time expressions with “depuis, pendant, and il y a”; the verbs devoir, vouloir, and pouvoir; terms for specialty food shops; about French meals and eating habits; comparatives and superlatives of adjectives and adverbs; irregular comparative and superlative forms; double object pronouns.

**Essential Questions:**

How do people talk about food and the items they eat at each meal?  
 What language do people use during a meal? Where do French people turn for restaurant reviews?  
 What are the mealtimes like in France?

<b>Proficiency Target-Interpersonal</b>  <b>Intermediate Mid</b>	<b>Proficiency Target-Speaking</b>  <b>Intermediate Mid</b>	<b>Proficiency Target-Listening</b>  <b>Intermediate Mid</b>	<b>Proficiency Target-Reading</b>  <b>Intermediate Mid</b>	<b>Proficiency Target-Writing</b>  <b>Intermediate</b>
<p><b>I Can Statements</b></p> <p>I can exchange information with others about French gastronomy and the Guide Michelin.</p> <p>I can discuss some characteristics of French cheeses.</p> <p>I can express willingness to do something.</p> <p>I can offer speculation on what must have happened.</p> <p>I can exchange some information with others about meals and eating habits in France.</p> <p>I can discuss some details about the popularity of North African food in France.</p>	<p><b>I Can Statements</b></p> <p>I can talk about something that just happened.</p> <p>I can express willingness to do something.</p> <p>I can offer speculation on what must have happened.</p> <p>I can talk about the history of the “far breton”.</p> <p>I can explain the message of a TV clip prepared for French speakers.</p> <p>I can talk about eating in a restaurant.</p> <p>I can recognize a variety of words and describe a table setting.</p> <p>I can properly use stress and rhythm in French.</p> <p>I can name several tips for good dining manners in North Africa and France.</p> <p>I can make comparisons in French.</p> <p>I can use some irregular comparative forms.</p> <p>I can make sentences that use superlatives in French.</p> <p>I can use some irregular superlative forms.</p>	<p><b>I Can Statements</b></p> <p>I can recognize a variety of foods and classify them.</p> <p>I can recognize phrases used to talk about meeting friends.</p> <p>I can recognize a variety of words.</p> <p>I can recognize some expressions related to making comparisons and judgments.</p> <p>I can recognize some terms for methods of preparing food.</p> <p>I can jot down notes while listening to a conversation to capture the main idea.</p>	<p><b>I Can Statements</b></p> <p>I can identify the correct steps in a recipe.</p> <p>I can identify the main idea in a text.</p>	<p><b>I Can Statements</b></p> <p>I can make comparisons in French.</p> <p>I can use some irregular comparative forms.</p> <p>I can make sentences that use superlatives in French.</p> <p>I can use some irregular superlative forms.</p> <p>I can jot down notes while listening to a conversation to capture the main idea.</p> <p>I can write a restaurant review, expressing and supporting my opinion.</p>

**Assessments:**

<p><b>Diagnostic:</b></p> <ol style="list-style-type: none"> <li>Essential questions</li> <li>Pre-assessment</li> <li>Class participation</li> <li>Q&amp;A</li> <li>Digital components via online resources</li> </ol>	<p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>Vocabulary quizzes</li> <li>Oral dialogs</li> <li>Games</li> <li>Listening practice</li> </ol>	<p><b>Summative:</b></p> <ol style="list-style-type: none"> <li>Unit Test</li> <li>Performance-based assessment—</li> <li>Speaking or Writing</li> <li>Project</li> </ol>
<p><b>Standards to address in Unit:</b></p> <p><b>Communication—Interpersonal Mode (IP)</b>  <b>ML3.PS1.IP1:</b> Students exchange spoken and written information and ideas in the target language such as : expressing needs, desires; exchanging opinions; Giving detailed descriptions and asking questions and providing answers.  <b>ML3.PS2.IPs:</b> Students initiate, sustain, and close oral and written exchanges while reflecting in the past tense; exchanging information through conversations, notes; and beginning of self-correction.</p> <p><b>Communication—Interpretive Mode (INT)</b>  <b>ML3.PS3.INT1:</b> Students identify main ideas and supporting details as well as comprehend current events presented in a variety of media.</p> <p><b>Communication—Presentational Mode (P)</b>  <b>ML3.PS4.P1:</b> Students are able to summarize and communicate main ideas and supporting details from a variety of sources.</p> <p><b>Cultural Perspectives, Practices, and Products (CU)</b>  <b>ML3.PS5.CU1:</b> Students are able to participate in real or simulated events.</p> <p><b>Connections, Comparisons, and Communities (CCC)</b>  <b>ML3.PS6.CCC1:</b> Students will understand the role of major of contemporary and historical figures and events from the target culture(s) studied.  <b>ML3.PS7.CCC2:</b> Students compare aspects of cultures studied with student’s own culture.  <b>ML3.PS8.CCC3:</b> Students extend language skills and cultural knowledge through the use of media, entertainment, and technology.</p>		
<p><b>Know:</b></p> <p>Terms for food and meals  The verb “venir” and the recent past  Expressions of time (depuis, pendant, il y a)  The verbs devoir, pouvoir, and vouloir  Terms for eating in a restaurant  Terms for specialty food shops  Comparatives and superlatives  Adjectives and adverbs  Double Object Pronouns</p>	<p><b>Understand:</b></p> <p>The difference in the pronunciation of the letter “e” in English and the “e caduc” and the “e muet” in French  The difference in the importance of gastronomy in the French culture in comparison to American culture (Guide Michelin)  The difference in food shopping in France and the American culture (les petites commerces, le marché en plein air)  How to prepare a “far breton”  About stress and rhythm in spoken French  About French meals and eating habits  Cultural and historical information about Bourgogne and Franche-Comté</p>	<p><b>Do:</b></p> <p>Talk about what you can do, what you have to do, and what you must do  Compare and contrast French dining customs to those of America  Express and support opinions  Write a restaurant review</p>
<p><b>Major Concepts: (Consider all 4/5 Cs)</b></p>		

<b>Concept 1</b> Foods and Meals	<b>Concept 2</b> Eating in a restaurant and shopping for food	<b>Concept 3</b> Comparatives and superlatives of adjectives	<b>Concept 4</b> <b>Culture</b> Les repas en France	<b>Concept 5</b>
<b>Essential Vocabulary:</b> La cuisine Faire les courses La cantine Le supermarché L'aliment Le petit-déjeuner Le déjeuner Le goûter Le dîner La nourriture Le repas La salade Le bœuf La viande Les légumes Le fromage Le porc Le poulet Le steak Les pâtes Le thon Les fruits de mer Les (la) pommes de terre Les (un) œufs Les (un) fruits	<b>Essential Vocabulary:</b> être au régime Une boîte de conserve La moutarde une tranche de ... une entrée un hors-d'œuvre Le plat À table Compris Le plat principal Un dessert La carte Un menu Un couteau Une fourchette Une assiette Une serviette Une cuillère Une nappe Un beurre une boucherie, une boulangerie une pâtisserie une poissonnerie Le commerçant	<b>Essential Vocabulary:</b> plus moins aussi bon meilleur(e) (s) mauvais(e) (s) mieux	<b>Essential Vocabulary:</b> un amuse-gueule une soupe un vin un thé un café un chocolat chaud une confiture une tartine le couscous un pain	<b>Essential Vocabulary:</b>
<b>Essential Structure:</b> The verb <b>VENIR</b> (present tense)  <i>Je viens      Nous venons</i> <i>Tu viens      Vous venez</i> <i>Il/elle/on vient   ils/elles viennent</i>	<b>Essential Structure:</b> The verb <b>DEVOIR</b> (present tense)  <i>Je dois      Nous devons</i> <i>Tu dois      vous devez</i> <i>Il/elle/on doit   ils/elles doivent</i>	<b>Essential Structure:</b> Comparative of adjectives <b>plus + adjective + que</b> <b>moins + adjective + que</b> <b>aussi + adjective + que</b>	<b>Essential Structure:</b> Les compléments objets directs pp.78-79	<b>Essential Structure:</b>

<p><b>devenir, revenir, tenir, retenir, maintenir,</b> are conjugated like venir</p> <p>In passé composé :</p> <ul style="list-style-type: none"> <li>• Venir (venu), devenir, revenir use <b>être</b> (follow agreement rules)</li> <li>• Tenir, retenir, maintenir use <b>avoir</b></li> </ul> <p><b>Passé récent</b> (to express something has just happened)</p> <p>Use venir + infinitif</p> <p><b>Expressions of time</b> (depuis, pendant, il y a)</p>	<p>The verb <b>VOULOIR</b> (present tense)  <i>Je veux            Nous voulons</i>  <i>Tu veux            Vous voulez</i>  <i>Il/elle/on veut    ils/elles veulent</i></p> <p>The verb <b>POUVOIR</b> (present tense)  <i>Je peux            Nous pouvons</i>  <i>Tu peux            Vous pouvez</i>  <i>Il/elle/on peut    ils/elles peuvent</i></p> <p>In passé composé : devoir (dû), vouloir (voulu), pouvoir (pu) use <b>avoir</b></p>	<p><b>Irregular comparative of adjectives</b>  bon (meilleur)  mauvais (pire)</p> <p><b>Irregular comparative of adverb</b>  bien (mieux)</p> <p><b>superlatives</b>  noun + (le, la) + comparative</p>		
<p><b>Text/Digital Resources</b>  Cahier d'élève, pp.29-31  Supersite: Activities, eCahier  Teacher Resources : Answer Key;  Audio Script ; Audio Activity  MP3s/CD ; Testing program :  Grammar Quiz</p>	<p><b>Text/Digital Resources</b>  Cahier d'élève, pp.37-39  Supersite: Activities, eCahier,  Grammar Tutorials  Teacher Resources : Answer Key;  Audio Script ; Audio Activity  MP3s/CD ; Testing program :  Grammar Quiz</p>	<p><b>Text/Digital Resources</b>  Cahier d'élève, pp.40-42  Supersite: Activites, eCahier,  Grammar Tutorials  Teacher Resources : Answer Key;  Audio Script ; Audio Activity  MP3s/CD ; Testing program :  Grammar Quiz</p>	<p><b>Text/Digital Resources</b>  Cahier d'élève, pp.49-51  Supersite: Activities, eCahier,  Grammar Tutorials  Teacher Resources : Answer Key;  Audio Script ; Audio Activity  MP3s/CD ; Testing program :  Grammar Quiz</p>	<p><b>Text/Digital Resources</b></p>
<p><b>Artifact &amp; Evidence:</b>  Café skit</p> <p>Make a food pyramid</p> <p>Make a menu</p> <p>French (regions of France) or Francophone recipe project</p>	<p><b>Artifact &amp; Evidence:</b>  Supersite quizzes</p> <p>Write a paragraph (PBA) about your pastimes and how long you have practiced them</p> <p>Write a paragraph (PBA) about your mealtime or dietary habits and how long you have practiced them</p>	<p><b>Artifact &amp; Evidence:</b>  Supersite quizzes</p> <p>Write and perform a dialog in which you invite a friend to do something with you, but your friend must decline because of other obligations</p>	<p><b>Artifact &amp; Evidence:</b>  Supersite quizzes</p> <p>Write a paragraph or a dialog about meeting your soulmate who is better at everything than anyone else you have ever met</p>	<p><b>Artifact &amp; Evidence:</b>  Supersite quizzes  Write a dialog to discuss an invitation to a birthday party or a dialog to discuss an invitation to a wedding in France. Make sure to talk about how you will get there and return, what you will give the guest(s) of honor as a present, what you will do, with whom you will speak, what you will eat, and etc. while at the party.</p>