

## Unité 1 : Au Restaurant

In groups of ~3, you will create a skit about a waiter/waitress and two customers at an original restaurant. The customers should enter the restaurant, ask for a table, order from the menu, and then ask for the check at the end of the meal. The waiter/waitress should respond appropriately and write down the customers' orders on a piece of paper. At some point in the meal, there needs to be an issue. Some examples may include: a customer would like to know what exactly is in one of the dishes on the menu; the meal arrives with an issue (wrong order, hair in the food...); there is a problem with the bill...it is up to you. This can be a live performance, or prerecorded.

### Éléments requis:

- Nom du restaurant
- Beaucoup de vocabulaire d'unité 1 (la nourriture)
- Les verbes *vouloir & pouvoir*
- Comparaisons (minimum 2)
- Superlatifs (minimum 2)
- Pronoms d'objets directs (minimum 4)
- Pronoms d'objets indirects (minimum 2)
- Depuis, pendant, il y a (minimum 2)

### Évaluation :

	<b>Mastery</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginner</b>
<b>Required Elements</b>	Excellence in all elements; creativity	All required elements are used well	Some required elements are used well	Few required elements are used well
<b>Vocabulary</b>	Rich; uses a variety of expressions from the unit; minor errors do not impede meaning	Effectively uses unit vocab; minor errors minimally interrupt meaning	Simplistic vocab; repetitive; errors occasionally impede meaning	Minimal; used Anglicisms; errors regularly impede meaning
<b>Grammar</b>	Attempts sophistication; minor errors do not impede comprehension	Appropriate; minor errors may interrupt comprehension	Basic tense and structures; errors occasionally impede comprehension	Very basic; errors regularly impede comprehension; incorrect tense(s) used
<b>Pronunciation *</b>	Excellent; has few errors which do not impede comprehension	Strong; has errors which do not impede comprehension	Fair; has errors which may impede comprehension	Errors impede comprehension
<b>Performance skills *</b>	Engaging; dynamic speech	Somewhat engaging and dynamic	Some expressiveness	Read presentation; minimal expressiveness
<b>Flow of language *</b>	Fluid; uses pauses effectively	Mostly fluid with some hesitation	Hesitant; pauses can be distracting	Hesitant; significant pauses are disruptive

\*Each student will be marked individually