Fr1B- Unit 4 Oh the Places You’ll Go Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Minor Assessment #5**- CA Practice Heure: \_\_\_\_\_\_\_\_\_

1. What do the following phrases mean? Write the English.

-on se retrouve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -rendez-vous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-devant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -demain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-matin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -ce soir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-prochain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -il y a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-il veut \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ecoute: Listen to what I am going to do and where. Answer the following questions about my plans. In the box draw a picture of what I am going to do.





Où?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quand / À quelle heure?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Avec qui?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Qu'est-ce qu'on va faire?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Où?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Quand / À quelle heure?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Avec qui?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Qu'est-ce qu'on va faire?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the following letter and answer the questions that follow in French.

*Bonjour Angeline!*

*Comment ça va? Moi, ça va super bien! Je vais avoir une fête chez moi samedi soir. Pourquoi? C'est l'anniversaire de ma mère! Elle va avoir quarante ans. La fête est à dix-neuf heures. Mais c'est une surprise, alors on se retrouve derrière la maison à dix-huit heures et demie. Qu'est-ce qu'on va faire? Nous allons manger quelque chose, danser et écouter de la musique, nager à la piscine, et jouer aux cartes. Dis-moi si tu viens!*

*À bientôt,*

*Sandrine*

La fête est pour **qui**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C'est **quand**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**À quelle heure** est-ce qu'on se retrouve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Où** est-ce qu'on se retrouve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Qu'est-ce qu'**on va faire? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D. Now discuss your plans for this week and next week in French by answering the following questions. You MUST use the words from the word bank and the Futur Proche tense in your answer. Be as detailed as possible in your answer.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Ce soir | Demain | Week-end | Sem. Pr. |
| Faire? |  |  |  |  |
| Où? |  |  |  |  |
| Avec qui? |  |  |  |  |
| À ql heure ? |  |  |  |  |

* Qu’est-ce que tu vas faire?
* Où?
* Avec qui?
* À quelle heure?

Ce soir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Demain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ce week-end \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

La semaine prochaine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Listening & Writing Grading Rubric** | 10 | 8 | 6 | 4 | 0 |
| Provide Information as appropriate to the task | Information given by student **almost always** follows information given in listening | The **majority** of the time the information given by student follows information given in listening | **Some** information given by student follows information given in listening | **Limited** information given by student follows information given in listening | The student does not reach a standard described by any of the other descriptors. |
| Understand & Respond to Statements  (bigger picture) | Student is able to respond **almost always** with relevant & detailed answers based on what was heard in listening | The **majority** of the time, the student is able to respond with **mostly** relevant & detailed answers based on what was heard in listening | Student is able to respond with **some** relevant & detailed answers based on what was heard in listening | Student is able to respond with **limited** relevant & detailed answers based on what was heard in listening | The student does not reach a standard described by any of the other descriptors. |
| Recognition & giving details where appropriate  (important details) | The student’s responses show recognition of statements given and details are **almost always** appropriate. | The student’s responses show understanding of **most** statements the majority of the time and are mostly appropriate. | The student’s responses show difficulty in understanding **some** of the statements; there is **some** detail. | The student’s responses show a **limited** understanding of the statements; there is **limited** detail | The student does not reach a standard described by any of the other descriptors. |
| Correctly use a range of vocabulary | The student makes excellent use of a basic range of vocabulary. Vocabulary is accurate. | The student makes good use of a basic range of vocabulary. Vocabulary is generally accurate. | The student uses a basic range of vocabulary. There are some errors that interfere with communication. | The student uses a limited range of vocabulary. There are frequent errors that interfere with communication. | The student does not reach a standard described by any of the descriptors given below. |
| Correctly use a range of grammatical structures | The student makes excellent use of a basic range of grammatical structures and uses some more-complex structures. Grammar is accurate. | The student makes good use of a basic range of grammatical structures. Grammar is generally accurate and there are some attempts at more-complex structures. | The student uses a basic range of grammatical structures and there are some errors that interfere with communication. | The student uses a limited range of grammatical structures and there are frequent errors that interfere with communication. | The student does not reach a standard described by any of the descriptors given below. |
| Show accuracy in spelling or writing of characters | There may be occasional errors in spelling/writing, but these do not interfere with communication. | There are some errors in spelling/writing, but these do not interfere with communication. | There are some errors in spelling/writing that sometimes interfere with communication. | Spelling/writing often impede communication. | The student does not reach a standard described by any of the descriptors given below. |
| Completion of Requirements | Completed all of the  listening / writing  requirements. | Completed the majority of the listening / writing requirements. | Completed some of the listening / writing requirements. | Completed minimal  listening / writing  requirements. | Did not attempt to meet the criteria. |



TOTAL POINTS: \_\_\_\_\_ /70

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