Noms : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Projet de maison de rêve**

**Vue d’ensemble :** In chapter 3, we focused a lot on vocabulary related to housing. For this project, you and your partner(s) will pretend you are roommates and must come to a consensus on the development/creation of your dream house while incorporating grammatical concepts and content from chapters 2 and 3. There will be **3** parts to this project as seen below:

**Partie 1 – fond for blueprint/3D model ( /10) :**

For the first part of your project, using a piece of blank white paper or poster paper **(you may use more than one if you need additional space)**, you will have to create either a poster blueprint **OR** a 3D model of your dream house where you must include **at least 5 different rooms and at least 2 floors**. Please label these rooms and floors with their correct French equivalents. Do NOT forget articles **(le, la, les, l’)** or **(un, une, des)** with ALL French nouns. You may choose to design your blueprint by way of a drawing, the creation of a collage using photos from magazines, the Internet, etc. If you choose to do a 3D model, you may choose to create it using paper, cardboard, toothpicks, etc. Regardless of which approach you use, please remember that creativity and neatness will be taken into consideration in the grading of the visual portion of your project.

If you require an example of a blueprint, and what rooms and floors to include, please consult page 119, exercise D, in your handout from chapitre 3, competence 2. However, please remember that your blueprint (or 3D model) must be larger, more creative, and in more detail/depth – with respect to photos, collages, drawings, or other art forms you may choose – than the above example.

**Partie 2 – forme for written portion ( /10) :**

For the second part of your project, you will have to provide a written portion, between 250-400 words double-spaced, to better describe the blueprint/3D model of the dream house you have outlined for me in part 1 above. Please include the size and the price of your house within this description, written out in full. Moreover, please include descriptions of actions you do within these rooms – ex: *Dans le salon, nous mangeons le dîner avec notre famille.*

**Partie 3 – audio recording: oral pronunciation component ( /10) :**

For the third and final part of your project, you and your partner(s) will have to send me an audio recording of your above written portion to the following email address: jcyr@deltasd.bc.ca. For your audio recording, I recommend you and your partner(s) use one of your cellphones’ recording applications to record your written component. Each group member is to evenly divide its group’s text while reading – not doing so will affect the grade of the individual who read less than his/her other group member(s). For this portion of your project, each student will be **individually** graded on his/her pronunciation. In other words, each student will receive his/her own grade for this portion (not a group mark). Please note that I will require your written component in order to grade this section. As a result, ALL sections of your project must be completed and handed in at the same time.

**N.B. :** Groups will be chosen at random with Popsicle sticks. As our classes are composed of an uneven number of students, there will be one group of 3. This group of 3 will be comprised of the last 3 students remaining to be chosen.

**Critères, évaluation et horaire :**

Within the written portion of your project, you must include and underline the following grammatical elements from chapters 2 and 3.

**A minimum of:**

1) 5 present tense -er verbs; **N.B.:** additional -er and non-er verbs will have to be included, however, they do NOT have to be underlined.

2) 2 numbers over 100, written out in full

3) 3 colors

4) 3 possessive adjectives **(mon/ma/mes, ton/ta/tes, son/sa/ses, notre/nos, votre/vos, leur/leurs)**

5) 3 demonstrative adjectives **(ce, cet, cette, ces)**

6) 3 new vocabulary words not included in our textbook vocabulary so far in addition to their English translations – **that are not from chapitres préliminaire, 1, 2, ou 3.** Please include the English translations of these words on the back of your written portion, that is part 2. Remember to include **articles (le, la, les, l’) or (un, une, des)** with **ALL** French nouns.

**Horaire :** You will receive **1 full class** and, time permitting, parts of other classes to work on this project. The rest of this project is to be completed outside of class time. This project will be due in approximately **2 weeks**. You may wish to divide the tasks of the project with your partner(s) so as to better manage your time and work more efficiently. If we have additional free time, or you finish assignments on which we are currently working in class, you may continue to work on your project during class time. As a result, please bring all required materials (pens, pencils, coloring utensils, photos, glue, scissors, etc.) to class just in case.

**Date butoir :** le mercredi 19 février 2020

On the following two pages, you will find a copy of the grading rubrics to be used for this project.

**Grille d’évaluation pour les parties 1 et 2 (visuelle et écrite – note de groupe)**

Noms : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date + Bloc : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **CRITERIA** | **Not Yet Meeting** | **Approaching** | **Meeting** | **Exemplary** |
| **VISUAL PRESENTATION for visual component – part 1 – fond – ( /10)** | 1-3The visual presentation of your blueprint/model is not very colorful, neat nor visually appealing. Your written description does not match your visual representation. 0-1 room and 1 floor are correctly labelled, rarely with French equivalents and correct articles. | 4-6The visual presentation of your blueprint/model is somewhat colorful, neat and visually appealing. Your written description is similar to your visual representation. 2-3 rooms and 1-2 floors are correctly labelled, sometimes with French equivalents and correct articles. | 7-8The visual presentation of your model is colorful, neat and visually appealing. Your written description is very similar to your visual representation. 4 rooms and 2 floors are mostly correctly labelled with French equivalents and correct articles.  | 9-10The visual presentation of your model is colorful, neat and very visually appealing. Your written description is identical to your visual representation. At least 5 rooms and 2 floors are correctly labelled with French equivalents and correct articles. |
| **REQUIRED ELEMENTS – inclusion of #s 1-6 on previous page for written portion – part 2 – fond/ forme – ( /10)** | 1-3You have missed three or more of the required criteria for this project, that is #s 1-6 on the previous page. | 4-6You have included most of the required criteria for this project, but may have missed one or two from #s 1-6 on the previous page. | 7-8You have included all required criteria for this project, that is all components within #s 1-6 on the previous page. | 9-10You have included all required criteria for this project, that is all components within #s 1-6 on the previous page. You have added additional details to enhance your writing. |
| **COMPLEXITY OF EXPRESSION for written portion – part 2 – forme – ( /5)** | 0-1Your sentences are very short, simple and do not include a variety of vocabulary related to housing. You use many of the same adjectives and verbs in your descriptions. There is a lot of repetition. | 2-3Your sentences are not very interesting and somewhat short and simple. You include some vocabulary related to housing. You use some variety with your adjectives and verbs to describe your blueprint/model. There is some repetition. | 3-4Your sentences are fairly interesting, somewhat complex, and include some interesting vocabulary related to housing. You use a variety of adjectives and verbs to describe your blueprint/model. There is little repetition. | 4-5Your sentences are interesting, complex and include varied vocabulary related to housing. You use a large variety of adjectives to describe your blueprint/model. There is no repetition. |
| **GRAMMATICAL STRUCTURES for written portion – part 2 – forme – ( /5)** | 0-1You do not use many of your articles (definite – le, la, les, l’ – indefinite – un, une, des) correctly. Most of your adjectives do not agree with their corresponding nouns when describing your house. Many of your adjectives are incorrectly placed. Many of your verbs are incorrectly conjugated. | 2-3You use articles (definite, indefinite) correctly in some parts. Some of your adjectives agree with their corresponding nouns when describing your house. Some of your adjectives are correctly placed. Some of your verbs are correctly conjugated. | 3-4You use articles (definite, indefinite) correctly in most parts. Most of your adjectives agree with their corresponding nouns when describing your house. Most of your adjectives are correctly placed. Most of your verbs are correctly conjugated. | 4-5You use articles (definite, indefinite) correctly in all parts. All of your adjectives agree with their corresponding nouns when describing your house. All of your adjectives are correctly placed. All of your verbs are correctly conjugated. |

**Grille d’évaluation pour la partie 3 (prononciation orale – note individuelle)**

Nom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date + Bloc : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| **Prononciation ( /10)** |
| 5 L’élève n’hésite jamais. Il/Elle ne cherche pas ses mots et a un très bon débit **(flow)**. Il/Elle prononce parfaitement tous les mots du passage lu. |
| 4 L’ élève hésite très peu. Il/Elle cherche très peu ses mots et a un bon débit **(flow)**. Il/Elle prononce parfaitement presque tous les mots du passage lu. |
| 3 L’élève hésite très peu. Il/Elle cherche à l’occasion ses mots et son débit **(flow)** est moyen. Il/Elle prononce bien la plupart des mots du passage. |
| 2 L’élève hésite souvent. Il/Elle cherche souvent ses mots et son débit **(flow)** est lent. Il/Elle prononce bien la moitié des mots du passage, mais on voit qu’il/elle a des problèmes de prononciation vis-à-vis de l’autre moitié. |
| 1 L’élève hésite beaucoup. Il/Elle cherche continuellement ses mots et son débit **(flow)** est extrêmement lent. Il/Elle prononce bien très peu des mots du passage lu et a, en général, de la difficulté à lire le passage. |

**Total : \_\_\_\_\_\_\_\_\_\_**

 **40**