

## Le Projet D'été

**This Project is due the first day of school.**

Requirements:

- Write about your summer or the summer you wish you would have had.
- This will be **typed** (double-spaced, Times New Roman font 12) saved as a PDF.
- The heading of the paper should include the following information: your first and last name, French 4H, Le projet d'été and a creative title :

Français 4H	Karla Maynard
Le Projet d'été « Mes Corona-cances »	

- The paper will include 200 words (the following are not considered words: je, tu, il, elle, on, nous, vous, ils, elles, mon, ton, son, ma, ta, sa, me, te, se, le, la, les, une, un, des)
- Grammar and spelling will be taken into account. (most of the paper should be written in the past tense, I encourage you touse conditional with « si » clauses)
- Underline words/short phrases you look up in [www.wordreference.com](http://www.wordreference.com)
- -2 points for everyday that the project is late.
- -5 if evidence of translators being used.
- You will have an oral exam related to your paper.
  - Answer the questions in complete sentences. Do not submit the answers to the questions.
  - Study them, practice them at home in front of the mirror. If you can call a friend to practice.

**Example of some of the questions for the oral exam.**

1. Est-ce que vous avez voyagé?
2. Où est-ce que vous avez voyagé? Combien de temps est-ce que vous avez passé là ?
3. Qu'est-ce que vous avez vu?
4. Avec qui est-ce que vous avez voyagé?
5. Si vous n'avez pas voyage, Qu'est ce que vous avez fait pendant l'été?
6. Parle-moi de ta routine. (use reflexive verbs and mention at least **5 things** you did everyday)
7. Quel moment est-ce que vous avez aimé le plus de l'été?
8. Qu'est-ce que vous n'avez pas aimé ?

	7-6	5-4	3-2	1-0	Total
<b>Grammar / Spelling</b>	Strong control of present and simple past tenses; minimal errors	Good control of present and past tenses; a few errors	Minimal control of tenses used; errors interfere with communication	Little to no control of structures or verbs used; difficult to understand	
<b>Vocabulary</b>	Rich variety of vocab/ idioms; minimal repeats	Some variety of vocab/ idioms; few repeats	Limited vocab; reliance on many cognates, very repetitive; English used	Little to no evidence of use of vocab; English used	
<b>Fluency</b>	No hesitation; very well prepared	Minimal hesitation; prepared	Frequent hesitation; choppy; evidently unprepared – however does answers questions	Long pauses; unprepared; cannot answer questions	
<b>Pronunciation/ Intonation</b>	Pronunciation and intonation seem natural; all / most pronunciation rules are followed	Few problems with pronunciation; rarely interferes with communication	Struggles with pronunciation; interferes with communication	Incomprehensible	
<b>Comprehension</b>	Speaker understands all of what is said to him or her	Speaker understands most of what is said to him or her (1 repeat)	Speaker understands some/ little of what is said to him or her (needs more than 1 repeat)	Speaker does not understand what is said to him or her (everything must be repeated / questions are unanswered or answered incorrectly)	
<b>Completion of task</b>	Excellent completion of questions; lengthy dialogue; does not use English at all	Questions are answered correctly; answers are short and to the point; does not use English.	Partial completion of questions; uses English	Little to no completion of questions; uses English	
<b>Paper requirements</b>	Paper is 200 words or more. Includes all of the heading requirements. Is interesting and creative.	Paper is between 170-200 words. Is missing 1 or more requirements for the heading. Lacks creativity.	Paper is 150-169 words. Is missing a heading. Is not creative.	Paper is 149 words or less. Is missing a heading. Is carelessly written / does not follow the parameters given.	