**Year 6 Task: Mes passe-temps** Nom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prepare a video to introduce you and your friends to a Year 6 class in Switzerland.**

Introduce yourself and tell the students how you spend your free time with family and friends.

Qu’est-ce que tu aimes faire?

**Resources:**

French file and notes

****Dictionary

Videos <https://www.youtube.com/watch?v=5MbZkba2IsY>



<https://www.youtube.com/watch?v=jBG6p0p12Q8>

<https://www.youtube.com/watch?v=pc7fnFdWNkk> verb –er parler

**Groups:** Work on your own, with a partner or in a group of three (maximum!). If you work in a group, EACH member of the group needs to introduce themselves and talk about their hobbies

**Evaluation:** Your video will be assessed on variety of vocabulary, accuracy of grammar/ sentence structure and pronunciation, each student will be assessed individually on their part of the video. Students will write a reflection about their work

**Time**: 2 lessons (2x30 minutes) to write and edit your script.

2 lessons (2x30 minutes) to film

2 lesson (30 minutes) to edit upload your video

**Objectives**: (**bold** are minimum requirements)

* **Use correct pronunciation**, using the speaker application for practice
* **Introduce yourself** and friends using the **present tense** and pronouns **je**, tu, il/elle/nous
* **Talk about your favourite past times (what,** with whom, when, where, why) and about shared interests with friends, **using the verb “aimer” “Jouer”** and **“faire”** ( j’aime le basket, elle aime jouer du piano, le samedi, je joue au foot avec mon ami Frédéric.
* **Talk about hobbies/activities you dislike** using ***(ne….pas)*** (je n’aime pas travailler)
* Give an opinion about an activity (A mon avis, le foot est mieux que le basket)
* Use conjunctions to vary your sentence structure *(avec, et, aussi, mais , eg Lundi, je vais au cinema avec mon ami et mardi on joue au tennis)*
* Use an extended range of verbs and nouns (eg verb “aller” to talk about places you go to *(je vais au cinema)*
* **Say goodbye** and a “see you later”

**IMPORTANT DATES**

Script due:

Filming due:

Finished product uploaded:

BONNE CHANCE ET AMUSE-TOI BIEN!

**Assessment Rubric Year 6 “Mes Passe-temps”**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A | B | C | D |
| SYSTEM OF LANGUAGE  Intonation, Pronunciation  Vocabulary | Explains and applies features of intonation, pronunciation with a very high level of accuracy.  Uses a wide range of vocabulary and expressions related to exchanging information and recounting experiences about free time, with a very high level of accuracy. | Explains and applies features of intonation, pronunciation with a high level of accuracy.  Uses a range of vocabulary and expressions related to exchanging information and recounting experiences about free time, with a high level of accuracy. | Explains and applies features of intonation, pronunciation with a satisfactory level of accuracy.  Uses a range of vocabulary and expressions related to exchanging information and recounting experiences about free time, with a satisfactory level of accuracy. | Explains and applies features of intonation, pronunciation with a limited level of accuracy.  Uses a range of familiar vocabulary and expressions related to exchanging information and recounting experiences about free time, with a limited level of accuracy. |
| Grammar | Develops and applies knowledge of grammatical elements, in simple spoken texts, with a very high level of accuracy. | Develops and applies knowledge of grammatical elements, in simple spoken and written texts, with a high level of accuracy. | Develops and applies knowledge of grammatical elements, in simple spoken and written texts, with a satisfactory level of accuracy. | Develops and applies knowledge of grammatical elements, in simple spoken and written texts, with a limited level of accuracy. |
| Socialising | Initiates interactions to exchange comprehensive information and recount, in detail, experiences about free time, using descriptive and expressive language.  Participates actively and purposefully in routine exchanges to express feelings, opinions and personal preferences. | Initiates interactions to exchange detailed information and recount experiences about free time, using descriptive and expressive language.  Participates actively in routine exchanges to express feelings, opinions and personal preferences. | Initiates interactions, with guidance, to exchange information and recount experiences about free time, using mostly descriptive and expressive language.  Participates with occasional guidance in routine exchanges to express feelings, opinions and personal preferences. | Participates in interactions, with guidance, using mostly simple descriptive and expressive language to exchange limited information and recount some experiences about free time.  Participates occasionally in routine exchanges to express feelings and provides opinions and personal preferences using simple well-rehearsed language. |
| Informing | Conveys a wide range of information, ideas and opinions related to their personal and social worlds, selecting appropriate texts to suit specific audiences and contexts. | Conveys a range of information, ideas and opinions related to their personal and social worlds, selecting appropriate texts to suit specific audiences and contexts. | Conveys simple information, ideas and opinions related to their personal and social worlds, selecting appropriate texts to suit specific audiences and contexts. | Conveys some simple information, few ideas and opinions related to their personal and social worlds, selecting, with guidance, appropriate texts to suit specific audiences and contexts. |

Student Reflection:

Teacher Feedback: