# PE03213_

# By the end of this unit, I will be able to…

* **Recognise and understand cognates**
* **Express my likes and dislikes**
* **Talk about the items I have in my survival kit**
* **Ask about other people’s survival kits**
* **Describe myself**
* **Describe other people**
* **Describe my favourite celebrity**

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

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

# traffic lights.gif

Have I achieved the learning intentions? Colour in the boxes below to show how you feel about your progress in each area.

Red – I haven’t got this yet

Orange – I just need a little more practice

Green – I have nailed this!

# I can…

|  |  |  |
| --- | --- | --- |
| **1** | Use my knowledge of English to understand French words (cognates) |  |
|  |  |  |
| **2** | Use regular **–er** verbs (i.e. ***aimer***, ***danser, chanter*)** |  |
|  |  |  |
| **3** | Use ***ne...pas*** to make negative statements |  |
|  |  |  |
| **4** | Talk about what I have in my survival kit using the verb ***avoir*** |  |
|  |  |  |
| **5** | Ask questions using the phrase ***Qu’est-ce que***… ?  |  |
|  |  |  |
| **6** | Describe myself and others using ***je/tu/il/elle*** forms of the verbs ***être*** and ***avoir.*** |  |
|  |  |  |
| **7** | Use adjectives in singular and plural form (***Elle est* *intelligente*.** ***Elle a les cheveux* *courts.***) |  |
|  |  |  |
| **8** | Use connectives (***et, mais, aussi***) and intensifiers (***très*** /***assez***) to extend my sentences  |  |
|  |  |  |
| **9** | Use possessive adjectives : (**mon/ma/mes/ton/ta/tes/son/sa/ses**) |  |
|  |  |  |
| **10** | Describe my favourite celebrity |  |

**Le francais, French is easy!**

**c’est facile!**

le cinéma cinema

le foot football

le racisme racism

le rap rap (music)

le reggae reggae (music)

le roller roller-skating

le rugby rugby

le skate skateboarding

le sport sport

le tennis tennis

le theatre theatre/drama

la danse dancing

la musique music

la poésie poetry

la télé TV

la violence violence

l’injustice injustice

les animaux animals

les araignées spiders

les chats cats

les chiens dogs

les consoles

de jeux games consoles

les gâteaux cakes

les insectes insects

les jeux

video video games

les livres books

les maths maths

les pizzas pizzas

les reptiles reptiles

les voyages journeys

**Ce que je pense What I think**

j’aime I like

je n’aime pas I don’t like

Tu aimes…? Do you like…?

il/elle aime he/she likes

Oui, j’aime ça. Yes, I like

 that.

Non, je n’aime No, I don’t

pas ça. like that.

Tu es d’accord? Do you agree?

Je suis d’accord. I agree.

Je ne suis pas

d’accord. I don’t agree

C’est… It’s…

genial great

cool cool

bien good

ennuyeux boring

nul rubbish

essentiel essential

important important

Ce n’est pas bien. It’s not good.

**vocabulaire**

des chips crisps

des clés keys

des kleenex tissues

des lunettes de soleil sunglasses

des surligneurs fluo highlighter pens

un miroir a mirror

un portable a mobile phone

un portemonnaie a purse

un paquet de mouchoirs a packet of tissues

un sac a bag

une clé USB a memory stick

une gourde a water bottle

une trousse a pencil case

**Qu’est-ce que What do**

**tu as dans ton you have in your**

**kit de survie? survival kit?**

Dans mon kit In my survival kit…

de survie…

j’ai I have

je n’ai pas de I don’t have

tu as you have

il/elle a he/she has

un appareil photo a camera

un baton de colle a glue stick

un magazine a magazine

**High frequency words**

et and

aussi also

mais but

très very

assez quite

toujours always

Qu’est-ce que…? What…?

Qui…? Who..?

Vocabulaire supplémentaire

**Les musiciens Musicians**

Il/elle joue… He/she plays…

de la batterie the drums

de la guitare the guitar

Il/Elle chante. He/She sings.

Il/Elle a beaucoup de talent. He/She has a lot of talent.

**Les yeux et Hair and eyes**

**les cheveux**

j’ai… I have…

tu as… you have…

il/elle a… he/she has…

mon ami(e) a… my friend has…

les yeux bleus blue eyes

les yeux verts green eyes

les yeux gris grey eyes

les yeux marron brown eyes

les cheveux longs long hair

les cheveux courts short hair

les cheveux mi-longs medium-length hair

frisés/raides curly/straight

blonds/bruns blond/brown

noirs/roux black red

**Moi et les autres – Me and other**

 **people**

je suis I am

je ne suis pas I am not

tu es you are

il/elle s’appelle he/she is called

il/elle est he/she is

bavard(e) chatty

beau/belle good-looking

branché(e) trendy

charmant(e) charming

cool cool

curieux/curieuse curious

de taille moyenne (of) average height

drôle funny

généreux/généreuse generous

gentil(le) nice

grand(e) tall

impatient(e) impatient

intelligent(e) intelligent

modeste modest

petit(e) small

poli(e) polite

Grammaire(1)

See also: Studio 1, page 22 for more information.

Most French verbs end in **–er** in the dictionary, e.g. aim**er** (to like). This is called the **infinitive**. To form the present tense, you take off the **–er** and add the correct ending like this:

j’aim**e** Ilike nous aim**ons** we like

tu aim**es** you like vous aim**ez** you like (plural/polite)

il/elle aim**e** he/she likes ils/elles aim**ent** they like (masc./fem.)

To make a verb negative, you put **ne/n’**…**pas** around the verb.

je **n’**aime **pas** I don’t like il **n’**aime **pas** he doesn’t like

**1. Complete these sentences with the correct part of aimer.**

1. J’\_\_\_\_\_\_\_ le cinéma. 2. Elle \_\_\_\_\_\_\_\_\_\_\_ les animaux.

3. Tu \_\_\_\_\_\_\_ le foot? 4. Il n’\_\_\_\_\_\_\_\_\_pas la violence.

**2. Using the vocabulary section (pp.3-4) to help you, translate these sentences into English.**

**E.g.** J’aime la danse. **I like dancing.**

1. Il aime les gateaux. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Tu aimes les reptiles? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Elle aime les chats et les chiens. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Je n’aime pas le foot mais j’aime le rugby.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two irregular **(but extremely important)** verbs are **avoir** and **être** . These verbs do not follow a regular pattern. You just have to learn them!

**être – to be**

je **suis** I am nous **sommes** we are

tu **es** you are vous **êtes** you are

il/elle **est** he/she is ils/elles **sont** they are

**avoir – to have**

j’**ai** I have nous **avons** we have

tu **as** you have vous **avez** you have

il/elle **a** he/she has ils/elles **ont** they have

**3. Fill in the gaps in these sentences by choosing the correct form of avoir or être and translate into English. E.g.** Il est généreux. He is generous.

1. Dans mon kit de survie, j’\_\_\_ des chips. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Elle \_\_\_ un crayon rouge. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Il \_\_\_\_\_ intelligent. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Tu \_\_\_ sportive. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Je ne \_\_\_\_\_\_\_ pas très branché. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grammaire(2)****

Adjectives are words that describe nouns. In French, their endings often change to agree in gender and number with the noun they are describing.

Regular adjectives add **–e** in the feminine form and **–s** or **–es** in the plural form:

|  |  |  |  |
| --- | --- | --- | --- |
| masc. (s) | fem. (s) | masc. (pl) | fem. (pl) |
| petit | petit**e** | petit**s** | petit**es** |
| intelligent | intelligent**e** | intelligent**s** | intelligent**es** |

Other adjectives change in a different way:

|  |  |  |  |
| --- | --- | --- | --- |
| masc. (s) | fem. (s) | masc. (pl) | fem. (pl) |
| curieux | curieuse | curieux | curieuses |
| essentiel | essentiel**le** | essentiel**s** | essentiel**les** |

There are also a few adjectives which are completely irregular:

|  |  |  |  |
| --- | --- | --- | --- |
| masc. (s) | fem. (s) | masc. (pl) | fem. (pl) |
| beau | belle | beaux | belles |

**Circle the correct form of the adjective to agree in gender and number with the person/thing (noun) it is describing. (f = feminine, m = masculine)**

1. il est … intelligente / intelligentes / intelligent/ intelligents
2. elle est… bavard / bavardes/ bavards/ bavarde
3. j’ai les cheveux (m)… courte / court / courts / courtes
4. tu as les yeux (m)… bleus / bleu / bleues / bleue
5. je suis (f)… impatient / impatients / impatiente / impatientes
6. je suis (m)… charmantes / charmant / charmante / charmants

**Possessive adjectives**

The words for **my**/**your**/**his** and **her** are different depending upon the gender and number of the noun.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **masculine** | **feminine** | **plural** |
| **my** | **mon** frère ( brother) | **ma** sœur (sister) | **mes** parents (parents) |
| **your** | **ton** frère (brother) | **ta** sœur (sister) | **tes** parents (parents) |
| **his/her** | **son** frère (brother) | **sa** sœur (sister) | **ses** parents (parents) |

Translate the following sentences

1. Mon frère a neuf ans. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Ta soeur est très bavarde. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Son frère a les cheveux courts . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Sa soeur a les yeux bleus. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Exercices

**1. Cognates**

Marc et Hélène sont au restaurant. Marc désire un hamburger et Hélène désire une salade et un steak pour le dîner. Marc est le cousin d’Hélène. Ils ont la même grand-mère. Leur grand-mère est très riche. Elle est docteur. Marc est professeur et Hélène est actrice. Apres le dîner, Marc et Hélène vont au cinéma pour voir un nouveau film.

1. **Read through the passage above out loud. Then read it through again in your head.**
2. **Underline all the words that sound or look like English words. There are several cognates in this paragraph (words which look/sound the same or similar in English as in French and mean the same thing).**
3. **Using the words that you have underlined, try to work out what the paragraph is about. Jot down your ideas in the box below.**
4. **Discuss your ideas with your partner and see if you have come to the same conclusions.**
5. **Have a look through the vocab section of this booklet (pp.3-4) and make a list of the cognates you find in the box below.**

To get better at this, I need to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Regular –er verbs.**

Complete activities 1 + 2 in the grammar section (p.5) before attempting the activities below.

Having already learned how to form the present tense of the verb **aimer** (see grammar section on p.5), you will now be able to use lots of other regular **–er** verbs which follow the same pattern.

je chant**e** I sing

tu chant**es** You sing

il/elle chant**e** he/she sings

For example : **chanter** – to sing

**Following the same pattern, complete the gaps in the table below:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **danser – to dance** | **habiter – to live** | **jouer – to play** | **parler – to speak** |
| **je/j’** | dans**e** |  |  |  |
| **tu** |  | habit**es** |  |  |
| **il/elle** |  |  |  | parl**e** |

**Now rewrite the sentences below with the correct part of the verb in brackets**

**E.g.** Je (jouer) sur ma PlayStation 3. Je joue sur ma Playstation 3.

1. Tu (habiter) à Aberdeen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Il (jouer) de la guitare. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Elle (parler) français. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Je (aimer) les araignées \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Tu (danser) bien? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\*Bonus** – Can you translate the sentences into English?

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. What do you have in your survival kit ?**

 Qu’est-ce que tu as dans ton kit de survie ?

To get better at this, I need to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Mon kit de survie**

**Write the correct word in the box underneath the picture. All of the words are in the box below.**

|  |  |  |
| --- | --- | --- |
| **keys.jpg** | **pencil case.jpg** | **sunglasses.png** |
| **1.** | **2.** | **3.** |
| **water bottle.jpg** | **camera.jpg** | **purse.jpg** |
| **4.** | **5.** | **6.** |

**un portemonnaie une gourde des lunettes de soleil**

**une trousse des clés un appareil photo**

**4. Qu’est-ce que tu as dans ton kit de survie ?**

**Make sure you have completed activity 3 in the grammar section (p.5) before doing this.**

**Complète les dialogues. Use the vocab on p.4 to help you.**

(a) Q\_’e\_t-ce q\_e t\_ a\_ dans ton kit de survie?

 Dans mon kit de survie, j’ai des sur\_i\_neurs f\_uo et un\_ go\_rd\_.

(b) Qu’es\_-ce \_ue \_u \_s d\_ns ton kit d\_ sur\_ie?

 Dan\_ mo\_ ki \_ de su\_vi\_, \_’ai un a\_pare\_l photo et u\_ p\_rt\_bl\_.

(c) Qu’\_s\_ \_ue \_u \_s d\_ns t\_n k\_ \_ \_e s\_r\_v\_e?

 Da\_ \_ mon k\_ \_ d\_ \_urv\_ \_, j’\_ \_ d\_s c\_ip\_ et u\_ m\_r\_i\_.

To get better at this, I need to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Making negative statements.**

Using **ne/n’…pas,** changethe statements below from positive (+) to negative (-)**.**

**E.g. (+) Il aime les spaghettis (-) Il n’aime pas les spaghettis**

 **(+) He likes spaghetti (-) He doesn’t like spaghetti**

1. (+) Je joue au tennis. (-)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. (+) Elle chante tous les jours. (-)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. (+) Il aime les consoles de jeux. (-)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. (+) Tu habites à Glasgow ? (-)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. (+) Je parle anglais. (-)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. (+) J’aime danser. (-)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To get better at this, I need to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **6.Describing personality****(a) Match up the French and English adjectives by writing the corresponding letter in the box next to the number. The first one has been done for you.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **f** | **généreux/généreuse** | **a** | **nice** |
| **2** |  | **intelligent(e)** | **b** | **funny** |
| **3** |  | **gentil(le)** | **c** | **modest** |
| **4** |  | **charmant(e)** | **d** | **lazy** |
| **5** |  | **poli(e)** | **e** | **chatty** |
| **6** |  | **impatient(e)** | **f** | **generous** |
| **7** |  | **bavard(e)** | **g** | **impatient** |
| **8** |  | **modeste** | **h** | **trendy** |
| **9** |  | **curieux/curieuse** | **i** | **polite** |
| **10** |  | **branché(e)** | **j** | **intelligent** |
| **11** |  | **drôle** | **k** | **charming** |
| **12** |  | **paresseux/paresseuse** | **l** | **curious** |

**(b) Now write 5 sentences in French to describe your personality.****e.g. Je suis drôle.** **1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****7. Using connectives + intensifiers**Below is Nicolas’ description of himself. Fill in the blanks with one of the words from the box. (There may be more than one correct answer !)et (and) aussi (also) mais (but)très (very) assez (quite) |  |  |  |
| **Now translate his completed personal description into English :** |  | **Bonjour ! Je m’appelle Nicolas \_\_\_\_ j’ai douze ans. Je suis \_\_\_\_\_ bavard \_\_\_\_ \_\_\_\_\_ un peu timide. J’ai les yeux bleus \_\_\_ les cheveux blonds \_\_\_\_ courts. Je suis \_\_\_\_\_\_\_ grand. Je suis \_\_\_\_\_\_\_ intelligent \_\_\_\_\_\_\_\_ je ne suis pas \_\_\_\_\_\_\_ branché. Je suis \_\_\_\_\_\_\_ gentil \_\_\_\_\_ \_\_\_\_\_ généreux.****.** |  |  |  |

To get better at this, I need to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(b) Separate the words and write out the sentences on the lines below.**

**Then write an M or an F in the box to show whether the person is male or female. E.g. Jesuisassezintelligent. = Je suis assez intelligent.**

M

**1. Tuestrèsbranchée = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. Ilestassezmodeste = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. Jesuistrèsbavarde = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. Elleestassezdrôle = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. Tun’espastrèspoli = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

To get better at this, I need to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. Ma vedette préférée. My favourite celebrity.**

**Design a poster describing your favourite celebrity.**

On A4 paper, either draw or print out a picture of them and write a description underneath.

Include the following information :

**What they are called**

**Their nationality**

**Where they live**

**What age they are and when their birthday is.**

**What they look like (Eyes/Hair/Height)**

**Their personality (At least 2 things)**

**What do they do ? (sing/play guitar etc)**

**At least 2 things they like and 1 thing they don’t like**

**At least 2 things they have in their survival kit and 1 thing they don’t have.**

 **Here is my example :**

Success Criteria

* I have included all information.
* I have used the correct verb forms
* My adjectives agree with the nouns in gender and number
* My spelling is correct.
* I have used intensifiers
* I have used connectives

Il s’appelle Sergei et il est russe. Il habite à Londres en Angleterre. Son anniversaire, c’est le vingt-trois septembre et il a vingt-neuf ans. Il a les yeux marron et les cheveux blancs. Il est très petit mais il a les grandes oreilles. Il est assez intelligent et très curieux mais il est un peu bavard. Il a beaucoup de talent parce qu’il joue de la batterie. Dans son kit de survie il a des fourmis et des lunettes de soleil mais il n’a pas de portemonnaie. Il aime les pizzas et les chips mais il n’aime pas les hamburgers.

**Londres – London parce que – because**

**les oreilles – ears la batterie – the drums**

**un peu – a bit des fourmis – ants**





Ma vedette préférée