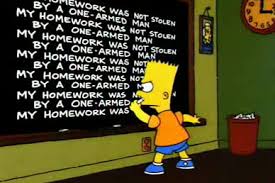
Year 8

Summer term

Homework booklet



***Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Form: \_\_\_\_\_***

***Teacher: \_\_\_\_\_\_\_\_\_\_***

*Your teacher will tell you each week what you have to do and the due date. All pages are labelled. All instructions are in French and English.*

*You will be expected to complete the homework tracker at the back yourself once each piece has been marked.*

[](http://www.google.co.uk/imgres?q=thinking,+cartoon&um=1&safe=active&sa=N&hl=en&biw=1280&bih=929&tbm=isch&tbnid=6Zllbk_o1DgWJM:&imgrefurl=http://yaymicro.com/vector/thinking-creativity-cartoon-face-emoticon/3107673&docid=p-b_oSk2afwZjM&imgurl=http://image.yaymicro.com/rz_1210x1210/1/f66/thinking-creativity-cartoon-face-emoticon-1f66430.jpg&w=1136&h=1210&ei=E-GRUbaSEM6XhQeppYHwBQ&zoom=1&ved=1t:3588,r:0,s:0,i:81&iact=rc&dur=582&page=1&tbnh=183&tbnw=172&start=0&ndsp=26&tx=90&ty=102)**Revision Strategies for your exam:**

**1) Complete the second column of the grid below. Decide how well you know each topic (1 = very well, 5 = not very well).**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Reflection of knowledge (1-5)** | **Revised vocab** | **Completed follow up practice exercises** |
| **Personal info** |  |  |  |
| **Areas** |  |  |  |
| **Rooms** |  |  |  |
| **Furniture** |  |  |  |
| **Prepositions** |  |  |  |
| **Numbers and time** |  |  |  |
| **Daily routine** |  |  |  |
| **Adjectives** |  |  |  |
| **Places in a town** |  |  |  |
| **Weather** |  |  |  |
| **Activities** |  |  |  |
| **Time expressions (e.g. today, tomorrow etc)** |  |  |  |
| **Perfect tense** |  |  |  |
| **Connectives** |  |  |  |
| **Hobbies** |  |  |  |
| **Negatives** |  |  |  |
| **Family members** |  |  |  |
| **Characteristics** |  |  |  |

**2) Spend time learning the vocabulary for each topic (start with the topics that you know least). Think about which strategy works best for you from the list below. Once you have revised the topic tick it in the grid above (column three).**

|  |  |
| --- | --- |
| * Look, cover, write, check * Use pictures (as syllables) * Record and listen * Music – make a tune   mnemonics | * Pictures * Colour coding * Cue cards * Mind maps * Make a quiz for a friend and test each other |

**3) Practise that vocab by doing short tasks (listening, reading and writing)**

**www.lingascope.com**

**www.languagesonline.org.uk**

**tasks not done in previous homework booklets**

Once done, tick that topic in the last column in the grid above.

**Ma famille**

|  |  |
| --- | --- |
| 1. Mon père 2. Ma mère 3. Ma grandmère 4. Mon grandpère 5. Ma tante 6. Mon oncle 7. Ma cousine 8. Mon cousin 9. Ma soeur 10. Mon frère 11. Ma fille 12. Mon fils 13. Mes enfants 14. Ma femme 15. Mon mari 16. Ma belle-mere 17. Mon demi-frère 18. Moi | 1. my dad 2. my mum 3. my gran 4. my grandad 5. my aunt 6. my uncle 7. my cousin (f) 8. my cousin (m) 9. my sister 10. my brother 11. my daughter 12. my son 13. my children 14. my wife 15. my husband 16. my step-mother 17. my half brother 18. me |

|  |  |  |  |
| --- | --- | --- | --- |
| **Possessive adjectives:** | **masculin** | **féminin** | **pluriel** |
| my | mon | ma | mes |
| your | ton | ta | tes |
| his/her | son | sa | ses |
| our | notre | notre | nos |
| your | votre | votre | vos |
| their | leur | leur | leurs |

**Characteristics**

|  |  |  |
| --- | --- | --- |
| **Masculine** | **Feminine** | **English** |
| casse-pieds | casse-pieds | pain in the neck/annoying |
| compréhensif | compréhensive | understanding |
| mignon | mignonne | sweet /cute |
| jaloux | jalouse | jealous |
| triste | triste | sad |
| seul | seule | lonely |
| gentil | gentille | kind |
| sympa | sympa | nice |
| timide | timide | shy |
| aîné | aînée | elder |
| paresseux | paresseuse | lazy |
| drôle | drôle | funny |
| bavard | bavarde | chatty |
| sportif | sportive | sporty |
| marrant | marrante | funny |

**Direct object pronouns**

Direct object pronouns stand in place of a noun which is the object of the sentence.

**e.g.** I like *Peter*. > I like him.

Can you see *the plane*. > Can you see it.

Do you like *chocolate*? > Yes, I like it.

|  |  |
| --- | --- |
| me | me |
| te | you |
| le (l’) | him/it |
| la (l’) | her/it |
| les | them |
| nous | us |
| vous | you |
| les | them |

The direct object pronoun comes before all parts of the verb.

**e.g.** Tu aimes le foot? > Oui, je l’aime. / Non, je le déteste.

Tu aimes la natation? > Oui, je l’aime. / Non, je la déteste.

Tu aimes les chiens? > Oui, je les aime. / Non, je les déteste.

As-tu bu le café? > Oui, je l’ai bu / Non, je ne l’ai pas bu.

**Verbs:**

**Reflexive verbs**

|  |  |  |
| --- | --- | --- |
| **Les verbes réflexifs** | | **Example:** |
| s’appeler | To be called | je m’appelle  tu t’appelles  il s’appelle  elle s’appelle  nous nous appellons  vous vous appellez  ils s’appellent  elles s’appellent |
| s’entendre bien | To get on well |
| se marier | To get married |
| se disputer | To argue |
| s’amuser | To have fun |
| s’intéresser | To be interested in |
| se confier | To confide in |
| se mettre en colère | To get angry |

**The conditional**

Two main verbs + the infinitive:

***je voudrais* = I would like *on pourrait* = we could**

**E.g. je voudrais aller – I would like to go……**

**on pourrait faire – we could do ……**

**The Imperfect Tense:**

**The Imperfect tense is used in the following cases:**

      Description in the past: La maison était énorme et avait trois fenêtres.

(The house was enormous and had three windows).

     Describing the weather at a time in the past: Il faisait très beau.

(It was very nice).

     Giving an opinion in the past, c'était + adjective: C'était magnifique.

(It was great).

     Talking about something that used to happen regularly in the past:

To form the Imperfect we take the **NOUS** form of the **PRESENT TENSE**, and take off the **–ONS** to get the **Imperfect stem**.

 To this stem we add the endings as follows:

je ....................... ais

tu ....................... ais

il ....................... ait

nous ....................... ions

vous ....................... iez

ils ....................... aient

**For** **example** :

Jouer (to play) > nous jouons > nous jou > je jouais (I played)

Jouer (to play) > nous jouons > nous jou > il jouait ( he played)

Jouer (to play) > nous jouons > nous jou > nous jouions (we played)

**EXCEPTION:** There are very few exceptions to this rule:

1) **ETRE** - stem is **ét. E.g j’étais – I was**

**2) il y a > il y avait**

**The Perfect Tense:**

**i) auxiliary verbs**

|  |  |  |
| --- | --- | --- |
|  | **avoir** | **être** |
| I | j’ai | je suis |
| you (sing.) | tu as | tu es |
| he / she / one | il / elle / on a | il / elle est |
| we | nous avons | nous sommes |
| you (pl. / polite) | vous avez | vous êtes |
| they | ils / elles ont | ils / elles sont |

**Remember:**

When using être as an auxialiary you need to think about the ending of the past parcticiple:

add an ‘e’ if female

add an ‘s’ if plural

add an ‘es’ if female and plural

**ii) past participles with AVOIR**

Remember the regular endings:

-er > -é (e.g. jouer > joué)

-ir > -i (e.g. finir > fini)

-re > u (e.g. attendre > attendu)

|  |  |  |
| --- | --- | --- |
| **English** | **French** | **Past participle** |
| to do | faire | fait |
| to take | prendre | pris |
| to want | vouloir | voulu |
| to be able to | pouvoir | pu |
| to have to | devoir | dû |
| to read | lire | lu |
| to see | voir | vu |
| to drink | boire | bu |

**iii) Past participles with ETRE (see year 8 spring for a complete list)**

|  |  |  |
| --- | --- | --- |
| **English** | **French** | **Past participle** |
| to go up | monter | monté |
| to go out | sortir | sorti |
| to arrive | arriver | arrivé |
| to stay | rester | resté |
| to go | aller | allé |

**iv) Past participles for reflexive verbs (with ETRE)**

**e.g**

|  |  |  |
| --- | --- | --- |
| **English** | **French** | **Past participle** |
| to wake up | se réveiller | se réveillé |
| to get up | se lever | se levé |
| to get on with | s’entendre | s’entendu |

**Exercises:**

**Reflexive verbs:**

**A) Trouve les paires:** (Find the pairs)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **je** 2. **tu** 3. **il** 4. **elle** 5. **on** 6. **nous** 7. **vous** 8. **ils** 9. **elles** | 1. **nous** 2. **vous** 3. **se** 4. **se** 5. **me** 6. **te** 7. **se** 8. **se** 9. **se** |  | **1 = \_\_\_\_**  **2 = \_\_\_\_**  **3 = \_\_\_\_**  **4 = \_\_\_\_**  **5 = \_\_\_\_**  **6 = \_\_\_\_**  **7 = \_\_\_\_**  **8 = \_\_\_\_**  **9 = \_\_\_\_** |

**B) Remplis chaque trou avec le pronom correct – me, te, se, nous, vous, se** (Complete each blank with the correct pronoun - me, te, se, nous, vous, se)

Top of Form

1. Lundi matin je **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** lève à 6h.30.   
2. Mon frère est plus paresseux. Il **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** lève à 7h10.  
3. Mes parents **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** dépêchent toujours parce qu'ils doivent aller au travail.  
4. Mon père **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  rase dans la salle de bains.   
5. Moi, je **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** lave sous la douche.   
6. Mon frère et moi, nous **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** habillons en uniforme scolaire.   
7. Lundi matin, je **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** sens normalement un peu fatigué!   
8. Je **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** dépêche pour ne pas manquer le bus!

Bottom of Form

**The imperfect:**

**A) Remplis les trous avec le verbe donné à la forme correcte de l’imparfait.** (Complete the gaps with the correct form of the verb in brackets. Use the imperfect tense)

1. J' **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** à l'école primaire. (aller)  
2. Nous  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** dans une petite maison à la campagne. (habiter)  
3. Mon père  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**dans une banque. (travailler)  
4. Je  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** tous les jours "Playschool" à la télé. (regarder)  
5. Ma sœur  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** de la guitare dans un groupe. (jouer)  
6. Mon frère  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** tous les vendredis avec ses amis. (sortir)  
7. Nous  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  les vacances au bord de la mer. (passer)  
8. Mes grands-parents  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** un verre de limonade tous les jours. (boire)  
9. Je  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  du vélo le weekend avec mon frère. (faire)  
10. Mon père et mon grand-père  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** de temps en temps à la pêche. (aller)

**B) Comment dit-on les phrases en anglais?** (Translate the above sentences into English):

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
9. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
10. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**C) Remplis les trous avec le verbe donné à la forme correcte de l’imparfait.** (Complete the gaps with the correct form of the verb in brackets. Use the imperfect tense)

1. Nous  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** dans une grande maison. (habiter)  
2. Mon frère  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** au rugby dans une bonne équipe. (jouer)  
3. J' **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** des bonbons avec mon argent de poche. (acheter)  
4. Mes parents  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** une fois par semaine. (danser)  
5. Mon père  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** une petite voiture bleue. (avoir)  
6. J' **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** à une école près de ma maison. (aller)  
7. Ma mère  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** les courses au marché tous les samedis. (faire)  
8. Ma sœur  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** tous les vendredis avec ses amis. (sortir)  
9. J' **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** des trains de ma chambre. (entendre)  
10. Mes amis  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  chez nous de temps en temps. (venir)

**D) Remplis les trous à la forme correcte de l’imparfait.** (Complete the gaps with the correct form of a verb in the imperfect tense. Think carefully about which verb you will need).

1. Ils **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**en disco tous les samedis.   
2. Ils **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** régulièrement au restaurant.   
3. Ils  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  des promenades au parc.   
4. Ils  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** de temps en temps à la patinoire.  
5. Ils  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  parfois une pièce au théâtre.  
6. Mon père  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** une voiture de sport.  
7. Ma mere  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** aller à la mer dans la voiture.  
8. Ils  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** quelquefois du chocolat.

**La famille**

**A) Remplis les trous avec les mots corrects**

(Complete the sentences with the correct

form of the possessive adjective. There is a

hint each time in brackets)

E.g: \_\_\_\_\_ père s’appelle Homer. (my)

> Mon père s’appelle Homer. (Because ‘dad’ is masculine)

1. \_\_\_\_ soeur s’appelle Maggie. (my)
2. \_\_\_\_ soeur joue au saxophone. (her)
3. \_\_\_\_ mère a les cheveux bleus (my)
4. \_\_\_\_ mari est très parasseux. (her)
5. \_\_\_\_ chat s’appelle Snowball. (our)

**B) Comment dit-on les phrases en anglais?** (Translate the above sentences into English):

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**C) Choisis les mots corrects.** (Choose the correct adjective each time. Think about the gender and the number – singular or plural).

1. Homer Simpson est parasseux / parasseuses.
2. Les enfants sont drôle / drôles.
3. Maggie porte une robe rouge / rouges.
4. Bart a un skate vert / verte/ verts.
5. Lisa est sportif / sportive.

**D) Complète les phrases** (complete the sentences with an appropriate **adjective** for you).

1. Je suis très \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ et assez \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Mon meilleur ami est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Mon prof d’anglais est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Comparisons**

**plus\_\_\_\_\_ que – more \_\_\_\_\_ than**

**moins \_\_\_\_\_ que –less \_\_\_\_\_ than**

**assez \_\_\_\_\_ que – as \_\_\_\_\_ as**

**E.g. Homer est plus grand que Bart – Homer is taller (more tall) than Bart.**

**Marge est plus gentille que Homer – Marge is kinder (more kind) than Homer.**

**Use the feminine form of the adjective because**

**Marge is female.**

**A) Ecris en français (Translate the following into French).**

1. **Bart is more sporty than Lisa.**
2. **Homer is more lazy than Marge.**
3. **Marge is less intelligent than Maggie.**
4. **Snowball is as cute as Santa’s Little Helper.**
5. **Maggie is shorter than Homer.**
6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
9. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
10. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A) Ecris cinq phrases (Write five sentences comparing people in your family)**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Direct Object Pronouns**

**Ecris en français** (Translate these sentences into French – you will need a direct object pronoun for the underlined part).

E.g. I like football. I play it with my friends.

> J’aime le foot. Je le joue avec mes copains.

1. I like rugby. I play it with my brother.
2. I do my homework. I do it every day.
3. I listen to the radio. I listen to it in my bedroom.
4. I hate geography. I hate it because I think that it is boring.
5. Last weekend I watched TV. I watched it because it was windy.
6. Last month I saw a film which is called Toy Story. I watched it but it was boring.
7. Tomorrow I would like to play football. I would like to play it at school.
8. At the weekend I am going to visit a museum. I am going to visit it with my family.
9. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Les Choristes - Background information**

Research the film and answer the following questions in English:

1. When was ‘Les Choristes’ released in France? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How much did it cost to make (in Euros)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. How many people went to the cinema in France to see it? \_\_\_\_\_\_\_\_\_\_\_\_
4. Who directed the film? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Name three actors in the film and say which part they played.

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1. Name three awards for which the film was nominated.

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1. Name one award which the film won.

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1. Summarise the plot of the film in English in no more than thirty words.

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**Les mots-clés. Trouve les paires.** *(Find the correct definitions of the following words and prhases. Match up in the grid below).*

|  |  |
| --- | --- |
| choristes 1**En français** | **En anglais** |
| 1. le film | 1. dialogue |
| 1. le genre | 1. atmosphere |
| 1. le réalisateur | 1. dramatic |
| 1. le dialogue | 1. main theme |
| 1. la musique | 1. scenery |
| 1. l’affiche (f) | 1. story |
| 1. les costumes | 1. the film is about |
| 1. l’ambience | 1. intriguing |
| 1. l’’intrigue | 1. scene |
| 1. l’histoire | 1. serious |
| 1. le personnage | 1. poster |
| 1. les personnages principaux | 1. film |
| 1. la scène | 1. simple |
| 1. les paysages | 1. sad |
| 1. l’acteur | 1. violent |
| 1. l’actrice | 1. genre |
| 1. le film s’agit de | 1. determined |
| 1. la theme principal | 1. plot |
| 1. se dérouler | 1. funny |
| 1. triste | 1. romantic |
| 1. grave | 1. music |
| 1. comique | 1. actor |
| 1. intrigant | 1. director |
| 1. dramatique | 1. main characters |
| 1. drôle | 1. to take place |
| 1. violent | 1. costumes |
| 1. simple | 1. funny |
| 1. romantique | 1. character |
| 1. déterminé | 1. sinister |
| 1. sinistre | 1. actress |

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**Les personnages**

**A) Complète les phrases avec les mots.** *(Read the descriptions of some of the characters from the film and complete the sentences using the words in the box underneath).*

|  |  |
| --- | --- |
| **Clément Mathieu** | Il est le nouveau \_\_\_\_\_\_\_\_\_\_\_\_ de musique |
| **Monsieur Rachin** | Il est le \_\_\_\_\_\_\_\_\_\_\_\_\_ de l‘école et il \_\_\_\_\_\_\_\_ strict et cruel. |
| **Pépinot** | Il est le \_\_\_\_\_\_\_\_\_\_\_\_ jeune élève. Il n’a pas de ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Boniface** | Il porte des \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Il est un \_\_\_\_\_ élève. |
| **Pierre Morhange** | Il est un bon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Il est de \_\_\_\_\_\_\_\_\_ moyen et a les cheveux \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

blonds bon chanteur parents professeur lunettes taille est directeur plus

**B) Décris un personnage***. (Choose one of the characters in the film and describe them fully. Include: looks, personality, approximate age, your opinion of them, a comparison to another character, what you think will happen to them or what you think they are going to do in the film (il va + infinitive – he is going to……)*

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

**Design your own poster to advertise the film ‘Les Choristes’**

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**EXTENDED WRITING & SPEAKING**

**Task : You need to make a powerpoint presentation in French on Les Choristes which you will give to the class.**

**Include:**

|  |  |
| --- | --- |
| **Basic content** | **Grammar** |
| * name, type, length of the film, who is it for (adults, children, everyone) * information about the characters * where is the film set and what happens in the film * your opinion of the film * would you recommend the film * how is Fond de l’Etang different from William Ellis ? * any other information you find | Different tenses – present, perfect and imperfect, conditional  A range of personal pronouns  Adjectives and adverbs  A range of connectives  A range of opinion phrases  Comparisons and superlatives  Direct object Pronouns |

**Remember to think about how it looks: slide background, pictures, font (colour and size), amount of writing per slide, animations.**

Before you start preparing, look carefully through the peer assessment sheet on the page 9. Use the vocabulary on this page and page 8 (as well as early in the booklet and in your book) to help.

**Characters**

Monsieur Rachin – the headteacher.

Clément Mathieu – new teacher who starts a choir.

Père Maxence – the old man, he gets hurt at start.

Monsieur Chabert – the P.E. teacher.

Monsieur Langlois – maths teacher & plays piano.

Violette Morhange – Pierre Morhange’s mum.

Pierre Morhange – the boy who is a good singer

Pepinot – the little cute one.

Corbin – the one who can’t sing. Stole the money.

Mondain – the ginger boy. Set fire to the school.

Le Querrec – set the booby trap to hurt Père Maxence, and had to nurse him instead of being punished.

**Helpful vocab / phrases**

genre – type

toute la famille – all the family

durer – to last

un film connu – a well known film

l’action du film se déroule ...

– the action of the film (plot) takes place...

recommander – to recommend

(e.g. je recommanderais – I would recommend)

**Verbs**

punir – to punish

chanter – to sing

fumer – to smoke

étrangler – to strangle

battre – to beat

maltraiter – to abuse

partir – to leave *(takes être)*

mettre à la porte – to be fired

**Les choristes – support sheet**

**Adverbs**

forte**ment** – strongly

admirable**ment** – beautifully

lente**ment** – slowly

[élégam**ment**](javascript:%20void%20CreateWindow('/freng.exe?p1=819267&p2=2&p3=69688&p4=44',%20'engfrentry')) - elegantly

solitaire- lonely

soudaine**ment** – suddenly

effective**ment** - effectively

**Nouns**

‘action-reaction’

la characteristique – characteristic

la voix – voice

les cigarettes – cigarettes

la bourse – scholarship

la brute – bully

le surveillant – supervisor

la musique – music

le chef d’orchestre – conductor

la chorale – choir

l’abus – abuse

la violence - violence

un avion en papier – paper plane

la justice – justice

l’opéra – opera

une prison – prison

la punition (de) – punishment (for)

le désastre – disaster

le collège – school

l’orphelin - orphan

**Adjectives**

violent – violent

cruel – cruel

petit – small

triste – sad

enchanté – delighted

effrayant – scary

malheureux – unhappy

beau / belle – beautiful

méchant – naughty

terrible - terrible

injuste – unfair

étonnant – surprising

musical – musical

injurieux – abusive

agaçant - annoying

**Peer Assessment – Les Choristes**

Listen carefully to the work being presented and complete the following two grids for each person. At the end you will be expected to write at least one strength for each person as well as one area in which they can improve. To do this properly, you need to listen very carefully to what is being said.

**A) Content**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Give a mark 1-3:**  **1 = thoroughly done**  **3 = few details given** | | | | |
|  | **Basic info** | **Characters** | **Plot** | **Opinion** | **Comparison**  **to WES** |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
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| **6** |  |  |  |  |  |
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| **8** |  |  |  |  |  |

**B) Grammar**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **✓ / x** | | | | | | | | | | **minimum of 4 .....** | |
|  | **Impf** | **Pf** | **Pr.** | **Cond** | **Comp.** | **Super-**  **latives** | **Diff. pers. pron.** | **adj.** | **adverbs** | **D.O.P** | **opinion phrases** | **connectives** |
| **1** |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Strength(s)** | **Area(s) for improvement** |
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**Homework tracker**

**i) vocab tests**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **20** |  |  |  |  |  |  |  |
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|  | **test 1** | **test 2** | **test 3** | **test 4** | **test 5** | **test 6** | **test 7** |
| *topic:* |  |  |  |  |  |  |  |

**ii) other tasks**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **very good** |  |  |  |  |  |  |  |
| **good** |  |  |  |  |  |  |  |
| **satisfactory** |  |  |  |  |  |  |  |
| **unsatisfactory** |  |  |  |  |  |  |  |
| **not done on time** |  |  |  |  |  |  |  |
|  | **task 1** | **task 2** | **task 3** | **task 4** | **task 5** | **task 6** | **task 7** |
| *page no.* |  |  |  |  |  |  |  |