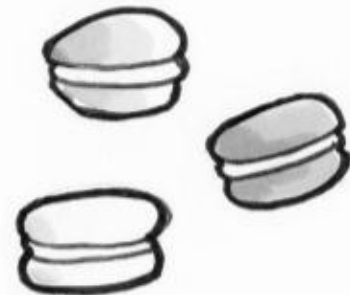
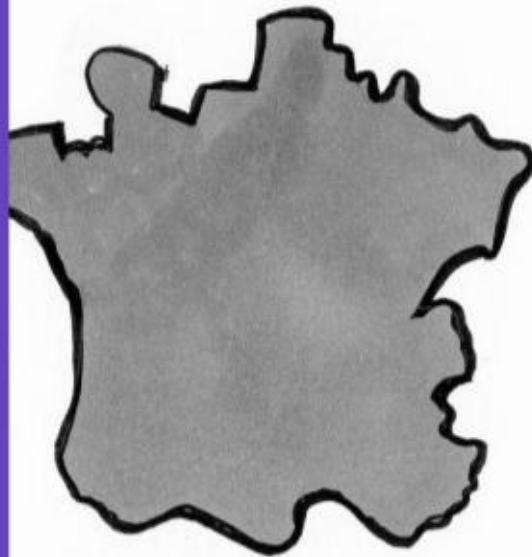
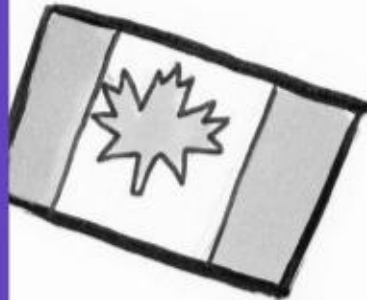


# FRENCH!

YEAR 7 Independent Learning Booklet 2021-2022



NAME:

FORM:



## Independent Learning Booklets (ILBs)

In Year 7, you are expected to spend a minimum of 30 minutes per week on independent study for each subject (45 minutes for Maths and English).

There are 3 unifying concepts which should be evident in the effective independent study of every subject. These are:

- Content
- Skills
- Feedback

Your ILB will provide you with opportunities to use a variety of **Content, Skills, and Feedback** techniques.

Your teacher will monitor your completion of this ILB and regularly test you on the content and skills included. You must bring your ILB to lessons.

### How to use this ILB

**Vocabulary lists** are a useful source of information and a good way of checking your work. However, **vocabulary lists** on their own are not the best tool for learning new words and phrases. You need to actively study content, just like you would when practising your skills. Try using the **Quizlet** links to test yourself on your content knowledge using the range of modes.

You will also find **sentence builders** in this ILB. Use the first blank version to translate the phrases into English. The next two can be used for retrieval practice; try to remember and fill in as much French as you can from memory (no notes!). When you really can't remember any more, spend 5 minutes reviewing the original version, then grab your green pen and have another go. For the remaining tricky phrases you still can't remember, make physical flashcards to test yourself more frequently.

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## Vocabulary Lists

Topic	Français	English
<a href="#">Langue de classe</a> <a href="#">Classroom language</a>	Comment dit-on...? en français? en anglais? Est-ce que je peux... aller au déjeuner? parler en anglais? faire les points? boire de l'eau? être volontaire? enlever mon pull? enlever ma veste?	How do you say...? in French? in English? Can I... go to lunch? speak in English? do the points? drink some water? be the volunteer? take off my jumper? take off my blazer?

<a href="#">Les salutations</a> <a href="#">Greetings</a>	Et toi? Bonjour Salut Au revoir Bienvenue Enchanté Comment ça va? / Ça va? Ça va très bien Ça va bien Ça va/comme-ci comme-ça Merci Comment t'appelles-tu? Je m'appelle Quel âge as-tu? J'ai ... ans Où habites-tu? J'habite à	And you? Hello Hi Bye Welcome Nice to meet you How are you? I am very good I am good I am ok Thank you What is your name? My name is How old are you? I am ... years old Where do you live? I live in
--	--	---

Topic	Français	English
<a href="#">Les instructions</a> <a href="#">Instructions</a>	Il faut s'asseoir Il faut copier Il faut écouter Il faut lire Il faut ouvrir le cahier Il faut fermer le cahier Il faut écrire Il faut parler Il faut lever la main Il faut être en silence	You must sit down You must copy You must listen You must read You must open the book You must close the book You must write You must speak You must raise your hand You must be in silence

<a href="#">Tu-es comment?</a> <a href="#">What are you like?</a>	Je suis... Il/Elle est... barbant(e) méchant(e) sage amusant(e) généreux/généreuse bavard(e) intelligent(e) paresseux/paresseuse sympa talentueux/talentueuse têtu(e) timide stupide travailleur/travailleuse	I am... He/She is... boring mean good/well behaved fun generous talkative intelligent lazy nice/friendly talented stubborn shy silly/stupid hardworking
--	--	--

<a href="#">Tu-es comment?</a> <a href="#">What are you like?</a>	Je suis... Il/Elle est... grand(e) petit(e) mince gros(se) fort(e) moche beau/belle musclé(e)	I am... He/She is... tall short slim fat strong ugly handsome/pretty muscular
--	--	--

Topic	Français	English
<a href="#">Les cheveux</a> <a href="#">Hair</a>	<p>J'ai...  Je n'ai pas...  Il/Elle a...  les cheveux blonds  les cheveux bruns  les cheveux noirs  les cheveux gris  les cheveux roux  les cheveux courts  les cheveux longs  les cheveux mi-longs  les cheveux raides  les cheveux frisés</p> <p>Je suis...  Il/Elle est...  chauve</p> <p>J'ai...  Il/Elle a...  une moustache  une barbe</p>	<p>I have...  I don't have...  He/she has...  blonde hair  brown hair  black hair  grey hair  red hair  short hair  long hair  medium length hair  straight hair  curly hair</p> <p>I am...  He/she is...  bald</p> <p>I have...  He/She has...  a moustache  a beard</p>

<a href="#">Les yeux</a> <a href="#">Eyes</a>	<p>J'ai...  Je n'ai pas...  Il/Elle a...  les yeux bleus  les yeux marrons  les yeux verts  les yeux gris  les yeux noirs</p> <p>Je porte...  Il/Elle porte...  des lunettes  des lentilles</p>	<p>I have...  I don't have...  He/she has...  blue eyes  brown eyes  green eyes  grey eyes  black eyes</p> <p>I wear...  He/She wears...  glasses  contacts</p>
--	---	---

<a href="#">La famille</a> <a href="#">Family</a>	<p>Qui est dans ta famille?  Il y a...  ma mère  mon père  ma belle-mère</p>	<p>Who is there in your family?  There is...  my mum  my dad  my step-mum</p>
--	--	---

<i>Continued -&gt;</i>	<p>mon beau-père  ma soeur (cadette)  mon frère (ainé)  ma demi-soeur  mon demi-frère  Je n'ai pas de frères et soeurs  Je suis enfant unique  Nous sommes jumeaux  Comment s'appelle-t-il?  Comment s'appelle-t-elle?  Il s'appelle  Elle s'appelle  Comment s'appellent-ils?  Ils s'appellent  Elles s'appellent</p>	<p>my step-dad  my (younger) sister  my (older) brother  my step-sister  my step-brother  I don't have siblings  I am an only child  We are twins  What is his name?  What is her name?  His name is  Her name is  What are they called?  They are called  They are called (f)</p>
------------------------	--	--

Topic	Français	English
<a href="#">Les jours de la semaine</a> <a href="#">The days of the week</a>	<p>lundi  mardi  mercredi  jeudi  vendredi  samedi  dimanche</p>	<p>Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday</p>

<a href="#">C'est quand ton anniversaire?</a> <a href="#">When is your birthday?</a>	<p>Mon anniversaire c'est le ...  janvier  février  mars  avril  mai  juin  juillet  août  septembre  octobre  novembre  décembre</p>	<p>My birthday is the [XX] of ...  January  February  March  April  May  June  July  August  September  October  November  December</p>
---	---	---

## Les numéros

### Numbers

<b>0</b>	<b>zéro</b>	<b>20</b>	<b>vingt</b>	<b>100</b>	<b>cent</b>
1	un	21	vingt-et-un	101	cent un
2	deux	22	vingt-deux	150	cent cinquante
3	trois	23	vingt-trois	200	deux cent
4	quatre	24	vingt-quatre	300	trois cent
5	cinq	25	vingt-cinq	400	quatre cent
6	six	26	vingt-six	500	cinq cent
7	sept	27	vingt-sept	600	six cent
8	huit	28	vingt-huit	700	sept cent
9	neuf	29	vingt-neuf	800	huit cent
<b>10</b>	<b>dix</b>	<b>30</b>	<b>trente</b>	900	neuf cent
11	onze	31	trente-et-un	<b>1000</b>	<b>mille</b>
12	douze	32	trente deux	1458	mille quatre cent cinquante
13	treize		<i>etc...</i>	huit	
14	quatorze	<b>40</b>	<b>quarante</b>	<b>1,000,000</b>	<b>un million</b>
15	quinze	<b>50</b>	<b>cinquante</b>	<b>2,000,000</b>	<b>deux millions</b>
16	seize	<b>60</b>	<b>soixante</b>		
17	dix-sept	<b>70</b>	<b>soixante-dix</b>		
18	dix-huit	<b>80</b>	<b>quatre-vingt</b>		
19	dix-neuf	<b>90</b>	<b>quatre-vingt-dix</b>		

<u>Être</u> <u>To be</u>	<p>être</p> <p>je suis</p> <p>tu es</p> <p>il/elle est</p> <p>on est/nous sommes</p> <p>ils/elles sont</p>	<p>to be</p> <p>I am</p> <p>you are</p> <p>he/she is</p> <p>we are</p> <p>they are</p>
-----------------------------	--	--

<u>Avoir</u> <u>To have</u>	<p>avoir</p> <p>j'ai</p> <p>tu as</p> <p>il/elle a</p> <p>on a/nous avons</p> <p>ils/elles ont</p>	<p>to have</p> <p>I have</p> <p>you have</p> <p>he/she has</p> <p>we have</p> <p>they have</p>
--------------------------------	--	--



## Using Quizlet


Click on the links in the Vocabulary Lists section in order to access the sets you'll need to learn. Use a variety of the different modes for a strong and varied revision diet!


- Use *Flashcards* mode to review your terms and definitions to work toward gaining mastery.
- *Learn* mode creates a personalised study plan based on your familiarity with a set. As you answer more questions correctly, you advance from easier, multiple choice questions to harder, written ones.
- In *Write* mode you'll need to accurately type out the phrase in French. You'll need to answer each question correctly twice.
- *Spell* mode helps you practise spelling terms by prompting you to type what you hear.
- *Test* mode gives you the chance to see how you'll perform on an exam.
- In *Match* you race against the clock to match terms and definitions, and compete against others to get the top score!
- *Gravity* is a fast-paced study game where correct answers prevent asteroids from hitting your planet! Each correct answer gets you one step closer to the next level.

### STUDY


 Flashcards


 Learn

 Write

 Spell

 Test

 Match

 Gravity

# Sentence Builders

## Name and Age

Je m'appelle		Antione Amélie Basile Chloé Elise Léo Lilou Mathéo Maxime Théa Valentin	et	j'ai	un deux trois quatre cinq six sept huit neuf dix onze douze treize quatorze quinze	an ans
Ma soeur			elle a			

Use this grid to translate the sentence builder into English:


Use these grids to recreate the sentence builder in French from memory:



## Hair and Eyes

J'ai les cheveux	blonds bruns	et	courts longs	
Il a les cheveux	noirs gris		mi-longs raides	
Elle a les cheveux	roux		frisés	
J'ai les yeux	bleus marrons	et	j'ai je n'ai pas	de(s) lunettes
Il a les yeux	verts gris		il/elle a	de(s) lentilles une/de barbe
Elle a les yeux	noirs		il/elle n'a pas	une/de moustache

Use this grid to translate the sentence builder into English:


Use these grids to recreate the sentence builder in French from memory:



## Appearance and Character

Je suis		grand(e) petit(e) mince gros(se) fort(e)	<i>et</i>	barbant(e) méchant(e) sage amusant(e) généreux/généreuse
Ma mère	est	moche		bavard(e) intelligent(e) paresseux/paresseuse sympa talentueux/talentueuse têtu(e) timide stupide travailleur/travailleuse
Mon père		beau/belle musclé(e)		
Mon frère				
Ma soeur				

Use this grid to translate the sentence builder into English:


Use these grids to recreate the sentence builder in French from memory:



# Sentence Translations

## Name and age

1. Je m'appelle Sophie et j'ai onze ans.  
1.
2. Mon frère s'appelle Maxime et il a quinze ans.  
2.
3. Je m'appelle Amélie et j'ai neuf ans.  
3.
4. Je m'appelle Jacques et j'ai six ans.  
4.
5. My brother is called Antione and he is thirteen years old.  
5.
6. My sister is called Isobelle and she is twelve years old.  
6.

## Hair and Eyes

1. J'ai les cheveux bruns et courts.  
1.
2. Il a les cheveux roux et raides.  
2.
3. J'ai les yeux bleus et je ne porte pas de lunettes.  
3.
4. Elle a les yeux gris et elle porte des lentilles.  
4.



5. I have black medium length hair.

5.

6. She has grey long hair.

6.

7. I have green eyes and I have a moustache.

7.

8. He has blue eyes and he does not have a beard.

8.

## Appearance and Character

1. Je suis grand et généreux.

1.

2. Ma mère est mince et intelligente.

2.

3. Mon frère est gros et têtu.

3.

4. I am ugly and hardworking.

4.

5. My dad is short and fun.

5.

6. My younger sister is muscular and mean.

6.

# Grammar Guidance

## Nouns

### Gender: Masculine OR Feminine

In French, nouns have gender; they are either **masculine** OR **feminine**.

For example, *livre* is a **masculine** noun and *table* is a **feminine** noun (these are *grammatical* categories only – obviously, books are not male and tables are not female!).

It is not always easy to know which nouns are **masculine** and which nouns are **feminine**. When you learn new vocabulary, you must learn the gender.

#### There are some helpful general rules:

- Often **masculine** nouns end in
  - eau e.g. le château - castle
  - isme e.g. le racisme - racism
  - ment e.g. le médicament - medicine
- Often **feminine** nouns end in
  - ade e.g. la promenade - walk
  - ode e.g. la mode - fashion
  - ude e.g. l'habitude - habit
  - ance e.g. la confiance - confidence
  - ence e.g. la licence - degree
  - ette e.g. la vedette - film star
  - sion e.g. la télévision - television
  - tion e.g. la natation - swimming
  - ure e.g. la nourriture - food

### Singular or plural

- 'Book' is a singular word. > It refers to one book.
- 'Books' is a plural word. > It refers to more than one book.

To make a word plural in French, you normally add **s**.

livre (*book*) > livres (*books*)  
fenêtre (*window*) > fenêtres (*windows*)

BUT some nouns have different endings when they become plural.

-al → -aux, eg un journal, deux journaux – a newspaper, two newspapers.

-eau → -eaux, eg un château, deux châteaux – a castle, two castles.

-eu → -eux, eg un jeu, deux jeux – a game, two games.

-ou → -oux, eg un bijou, deux bijoux – a jewel, two jewels.

## Articles

### 'The' (The definite article)

In French, there are four words for 'the'.

- **le** – for a singular **masculine** word, e.g. le livre (*the book*)
- **la** – for a singular **feminine** word, e.g. la table (*the schoolbag*)
- **les** – for a plural **masculine** or **feminine** word, e.g. les livres (*the books*)
- **l'** – for a word starting with a vowel or a h, e.g. l'arbre/l'hôtel (*the tree/the hotel*)

### 'A' (The indefinite article)

In French, there are two words for 'a' (or 'an'):

- **un** – for a singular **masculine** word, e.g. un appartement (*a flat*)
- **une** – for a singular **feminine** word, e.g. une cuisine (*a kitchen*)

# Adjectives

## Adjectival agreement

In French, adjectives normally go *after* the noun,

e.g. J'ai un chat noir = I have a **black** cat

However, most of the **BAGS** adjectives go before the noun. **BAGS** stands for:

Beauty: beau/belle (beautiful)

Age: vieux/vieille (old)

Goodness: bon/bonne (good)

Size: grand/grande (big)

Also, adjectives have to 'agree' with the nouns they describe.

For example, if a noun is **feminine** and **singular**, the adjective must be **feminine** and **singular**. We usually do this by adding an 'e' onto the adjective.

e.g. une grandee maison = a big house

Making an adjective **plural** is just like making a noun **plural** (add s or es).

For example, here are the different forms of the adjectives 'red' 'green' and 'blue' in Spanish:

<b>RED</b>	Masculine	Feminine
<i>Singular</i>	rouge	rouge
<i>Plural</i>	rouge <u>s</u>	rouge <u>s</u>

<b>GREEN</b>	Masculine	Feminine
<i>Singular</i>	vert	verte <u>e</u>
<i>Plural</i>	vert <u>s</u>	verte <u>s</u>

<b>BLUE</b>	Masculine	Feminine
<i>Singular</i>	bleu	bleu <u>e</u>
<i>Plural</i>	bleu <u>s</u>	bleu <u>es</u>

# Grammar Activities

1) Write M (masculine) or F (feminine) for each of these nouns:

- a) bâtiment \_\_\_\_\_ e) finance \_\_\_\_\_  
b) circulation \_\_\_\_\_ f) frère \_\_\_\_\_  
c) bateau \_\_\_\_\_ g) mère \_\_\_\_\_  
d) tourisme \_\_\_\_\_ h) soeur \_\_\_\_\_

2) Make the nouns plural:

- a) frère \_\_\_\_\_ d) chapeau \_\_\_\_\_  
b) tableau \_\_\_\_\_ e) genou \_\_\_\_\_  
c) voiture \_\_\_\_\_ f) animal \_\_\_\_\_

3) Fill in the table with the four words for 'the'

	Masculine	Feminine
<i>Singular</i>		
<i>Plural</i>		

4) le or la?

- a) \_\_\_\_\_ chocolat d) \_\_\_\_\_ télévision  
b) \_\_\_\_\_ fille e) \_\_\_\_\_ gâteau  
c) \_\_\_\_\_ théâtre f) \_\_\_\_\_ ordinateur

5) le or les?

- a) \_\_\_\_\_ fenêtres d) \_\_\_\_\_ armoire  
b) \_\_\_\_\_ hamburger e) \_\_\_\_\_ père  
c) \_\_\_\_\_ posters f) \_\_\_\_\_ chats

6) Write the correct form of the adjective

- |                        |                                 |
|------------------------|---------------------------------|
| a) une table _____     | (a <b>red</b> table)            |
| b) des troussees _____ | (some <b>blue</b> pencil cases) |
| c) la gomme _____      | (the <b>red</b> rubber)         |
| d) un stylo _____      | (a <b>green</b> pen)            |
| e) un poisson _____    | (a <b>black</b> fish)           |
| f) les yeux _____      | ([the] <b>green</b> eyes)       |
| g) des régles _____    | (some <b>red</b> rulers)        |
| h) des vestes _____    | (some <b>blue</b> blazers)      |

7) Translate the adjectives

gris	g_____	facile	e_____	paresseux	l_____
barbant	b_____	difficile	d_____	noir	b_____
amusant	f_____	intéressant	i_____	marron	b_____
méchant	m_____	intelligent	i_____	rose	p_____
sympa	n_____	têtu	s_____	jaune	y_____

# Exam Practice

## Listening

### Question 1

Listen and put an X in the correct box.

a. Anthony is from:

<input type="checkbox"/>	A - Cambodia
<input type="checkbox"/>	B - France
<input type="checkbox"/>	C - Canada
<input type="checkbox"/>	D - Quebec

c. Anthony is:

<input type="checkbox"/>	A - an only child
<input type="checkbox"/>	B - the middle child
<input type="checkbox"/>	C - the oldest child
<input type="checkbox"/>	D - the youngest child

b. Anthony has: (not including himself)

<input type="checkbox"/>	A - 6 family members
<input type="checkbox"/>	B - 4 family members
<input type="checkbox"/>	C - 5 family members
<input type="checkbox"/>	D - 3 family members

d. Anthony asks:

<input type="checkbox"/>	A - where you are from
<input type="checkbox"/>	B - when your birthday is
<input type="checkbox"/>	C - how old you are
<input type="checkbox"/>	D - how many siblings you have

### Question 2

Listen and fill in the grid in English.

	Hair	Eyes	Glasses ✓ / ✗
Joël			
Paul			
Nina			
Dylan			
Michel			
Marie			

## Reading

### Multiple Choice

Bonjour, je m'appelle Isabelle. Je suis née à Paris en France. J'ai dix ans et mon anniversaire c'est le dix-sept mars. J'ai les yeux marrons et les cheveux bruns, longs et raides. Aussi je suis assez petite et mince. Je pense que je suis très sympa. J'habite avec ma famille; ma mère s'appelle Agathe, mon père s'appelle Pierre, mes deux frères s'appellent Georges et Maxime, et ma sœur s'appelle Sophie. J'aime beaucoup mes frères parce qu'ils sont amusants mais un peu têtus. J'adore ma sœur car elle est travailleuse et intelligente.

Put an X in the correct box:

a. Isabelle was born on:

<input type="checkbox"/>	A - 31/06
<input type="checkbox"/>	B - 17/03
<input type="checkbox"/>	C - 25/12
<input type="checkbox"/>	D - 31/10

d. Isabelle lives with:

<input type="checkbox"/>	A - her 2 brothers
<input type="checkbox"/>	B - her 2 sisters
<input type="checkbox"/>	C - her 3 sisters
<input type="checkbox"/>	D - her grandparents

b. Isabelle has:

<input type="checkbox"/>	A - short black hair
<input type="checkbox"/>	B - straight hair
<input type="checkbox"/>	C - long blonde hair
<input type="checkbox"/>	D - long brown hair

e. She thinks her brothers are:

<input type="checkbox"/>	A - stubborn
<input type="checkbox"/>	B - hardworking
<input type="checkbox"/>	C - boring
<input type="checkbox"/>	D - nice

c. Isabelle is:

<input type="checkbox"/>	A - short and fat
<input type="checkbox"/>	B - tall and slim
<input type="checkbox"/>	C - short and slim
<input type="checkbox"/>	D - tall and fat

f. Her sister is:

<input type="checkbox"/>	A - thoughtful
<input type="checkbox"/>	B - hardworking
<input type="checkbox"/>	C - trusting
<input type="checkbox"/>	D - tolerant



Je m'appelle Aicha. J'ai une famille très grande. Au total nous sommes huit personnes. J'ai cinq frères et sœurs! Mes trois sœurs s'appellent Esme, Adrienne et Camille. Elles sont grandes et amusantes et elles ont les yeux bleus, mais elles ont des cheveux différents. Mes deux frères sont plus grands que moi et ils sont très barbants parce qu'ils jouent au foot. Je déteste le foot! Je m'entends bien avec ma sœur cadette parce qu'on a les mêmes intérêts.

Answer the questions in English:

1. With Aicha, how many people are there in the family? [1]

---

2. How many brothers does Aicha have? [1]

---

3. How are Aicha's sisters similar to each other? [3]

---

---

4. Why does Aicha think her brothers are boring? [1]

---

5. Why does Aicha get on well with her little sister? [1]

---

[7]

## Paragraph Translation

Je m'appelle Jean et j'ai seize ans. Mon anniversaire c'est le dix-huit octobre. Je suis très travailleur mais quelquefois je suis paresseux. Je suis assez grand et fort. J'ai les yeux bleus et les cheveux bruns et frisés. Aussi je porte des lunettes noires. J'habite avec ma famille. Ma sœur aînée s'appelle Lucie et elle a trente ans. Elle est généreuse et responsable. Elle est belle et a les cheveux roux. Mon frère cadet s'appelle David et il a cinq ans. Son anniversaire c'est le vingt-trois janvier. Il est petit et moche. Aussi il est stupide et extrêmement têtu.

Translate the text into English:

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## Writing

Your French exchange student Agathe would like to get to know you and your family before she comes to visit London. Write to her *in French*.

You should include the following:

- Your personal information
  - (name, age, birthday etc.)
- What you are like
  - (refer to character and physical appearance)
- Who is in your family
- What your family members are like
  - (refer to character and physical appearance)

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# Writing Mark Scheme

	Communication and Content (CC)		Linguistic Knowledge and Accuracy (LKA)
1-2	<p>Communicates brief information relevant to the task with <b>very little</b> development.</p> <p>Uses a <b>limited</b> range of vocabulary.</p>	1-2	Some <b>short</b> sentences using key structures learnt with <b>some</b> inconsistencies.
3-4	<p>Communicates <b>brief</b> information relevant to the task with development of the occasional key point.</p> <p><b>Some</b> examples of common language and vocabulary with <b>repetition</b> to express straightforward thoughts and ideas.</p>	3-4	Uses key structures learnt. <b>Occasional</b> use of connectives, expressions of likes and dislikes, adjectives and time expressions.
5-6	<p>Communicates information relevant to the task with development of <b>most</b> key points and ideas.</p> <p>Expresses mainly <b>straightforward</b> thoughts and ideas with a variety of common language.</p>	5-6	<b>Good</b> use of key structures learnt. <b>Effective</b> use of simple negatives, opinions with reasons, connectives, time expressions and can <b>accurately</b> use adjectives (position and agreement).
7-8	<p>Communicates information relevant to the task with development of <b>all</b> key points and ideas.</p> <p>Expresses thoughts and ideas with a <b>range</b> of vocabulary and includes <b>some</b> examples of creative language and <b>different</b> examples of common language.</p>	7-8	<b>Consistent</b> use of key structures learnt and can use 1st person present tense verbs accurately. <b>Effective</b> use of simple negatives, opinions with reasons (positives and negatives), connectives and time expressions- a <b>confident paragraph</b> .
9-10	<p>Communicates information relevant to the task with expansion of <b>all</b> key points. Uses effective language to engage and interest.</p> <p>Expresses thoughts and ideas with a <b>wide range</b> of vocabulary and includes <b>frequent</b> examples of creative language and uncommon language.</p>	9-10	<b>Consistent</b> use of key structures and present tense in 1st and 3rd person. Can also make reference to the future, conditional or past tense. <b>Effective</b> use of a range of negatives, opinions with reasons, connectives and time expressions - a <b>confident piece of writing</b> .

## Model Writing Answer

Bonjour Agathe,

Je m'appelle David. Ça va très bien aujourd'hui. Et toi?  
Comment ça va?

Je vais écrire sur moi. J'ai treize ans et je suis élève à The Norwood School. Mon anniversaire c'est le sept novembre. Je suis anglais mais je suis né en France. Je n'ai pas de frères ou de sœurs donc je suis enfant unique. Je suis grand et talentueux. J'ai une petite famille. Mes parents sont français. Mon père a une moustache et il est chauve. Il est très amusant. Ma mère est très intelligente et elle a les yeux marrons comme moi.

Et toi? Tu es comment? Et comment est ta famille?

Au revoir,  
David

WWW	EBI

## Retrospective Revision Timetable

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
I can ask classroom questions						
I can use basic greetings and introduce myself						
I can give instructions using <i>il faut</i>						
I can describe personal characteristics using the verb <i>être</i>						
I can describe physical appearance using the verb <i>être</i>						
I can describe hair and eyes using the verb <i>avoir</i>						
I can describe who is in my family and what they are like						
I can describe ages and birthdays						
I can say the numbers from 1-31						

## Contacts

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## Curiosity



The Language Gym website was created in the belief that language learning is very much like building strength, flexibility, endurance, muscles and speed in gym sports such as, for example boxing, gymnastics and cross-fit. In this sense, the ultimate aim of the website is to get you "Language Fit".



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