Nos noms: \_\_\_\_\_\_\_\_\_\_\_\_\_ et \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nos choses à faire**

|  |  |
| --- | --- |
| Stamp | Activité |
|  | **Parler:** Aux partenaires, create a non-scripted conversation that includes…* asking what do you **need** for a class
* responding with at least two things you need
* asking if you can **borrow** one of the two items
* responding
 |
|  | **Écrire:** Complete the front side of the “Agreement of Adjectives” handout |
|  | **Colorier:**read the directionscolor the 10 crayonsdraw the lignes to the matching objectcolor the 10 objets aussi |
|  | **Étudier:**Use the study guide to begin preparing for Friday’s quiz. |



Une fiche de révision

RE verbs :

|  |
| --- |
|  défendre = |
| Je | Nous |
| Tu | Vous |
| Il/Elle/On | Ils/Elles |

Be able to conjugate an RE verb.

Which four boxes have the same sound when pronounced?

to defend

to visit someone

to mow

to lose

to go down

|  |
| --- |
|  parler = |
| Je | Nous |
| Tu | Vous |
| Il/Elle/On | Ils/Elles |

Be able to conjugate an ER verb.

Which four boxes have the same sound when pronounced?

to hear

to wait for

to sell

to answer

to return

**Part 1 – Inserting RE Verbs**

|  |
| --- |
|  être = |
| Je | Nous |
| Tu | Vous |
| Il/Elle/On | Ils/Elles |

|  |
| --- |
|  avoir = |
| Je | Nous |
| Tu | Vous |
| Il/Elle/On | Ils/Elles |

Given RE verbs, be able to insert the verb in the correct sentence with its correct form.

ex: Les élèves \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ le professeur d’EPS. (attendre)

**Part 2 – Answering Questions with RE Verbs**

Est-ce que tu perds souvent tes devoirs ?

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

**Part 3 – Inserting avoir, être, ER, GER, CER verbs into sentences**

**Nous forms of GER verbs add an \_\_\_\_\_; nous forms of CER verbs change the c to \_\_\_.**

|  |  |
| --- | --- |
| Je \_\_\_\_\_\_\_\_\_\_\_\_\_ maths à midi. | (avoir) |
| On \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ français en France. | (parler) |
| Les cousines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gentilles. | (être) |
| Nous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ le déjeuner. | (manger) |
| Ma famille et moi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nos vacances le samedi. | (commencer) |
| **Part 4 – What is the difference in meaning?**Il a un match de base-ball lundi.Il a un match de base-ball le lundi. |  |
|  |  |

**Part 5 – Converting conversational time to l’heure officielle**

7:40 am Il est huit heures moins vingt.

l’heure officielle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3:55 pm Il est quatres heures moins cinq.

l’heure officielle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 6 – School Supplies**

1. Be able to create a list of les fournitures scolaires that tu as in ton locker.

2. Be able to include un, une or des to indicate gender or quantity.

3. Color vocabulary is not needed for this quiz.



