**FRANÇAIS I: GUIDE EXAMEN FINAL (SEMESTRE 2)**

**L’HEURE (Chap. 4.1, p. 113)** Write out the French equivalents of the times below, including special expressions (i.e. noon and midnight). Include the time of day as well if applicable, i.e. It’s five o’clock in the morning, etc. \*Indicates two options.

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| --- |
| 1. It’s 7:00 a.m. |
| 2. It’s 8:10 a.m. |
| 3. It’s 7:15 p.m. |
| 4. It’s 3:30 p.m. |
| 5. \*It’s 2:40 p.m. |
| 6. It’s noon |
| 7. It’s midnight |

**POUR DONNER L’HEURE:** How do express the following in French?

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| What time is it? |
| At what time do you have French class? |
| What time is French class? |
| My French class is at … |

**LES EXPRESSIONS AVEC “AVOIR” (Chap. 5.2, p. 170 + Powerpoint):** How do you express the following *en français* using an “avoir” expression you learned.

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| --- | --- |
| I’m hot. | Are you (*vous*) afraid? |
| Are you (*tu*) cold? | I’m thirsty |
| We feel like/want to go the movies | You (*tu*) are wrong! |
| They are hungry. | Madame is right ☺ |
| Paul needs to do his homework. | We are sleepy. |
| Are you (*vous*) embarrassed? | They trust their friends. |
| My head (*la tête*) hurts. | I’m in a hurry! |
| He is lucky! | You (*tu*) look tired. |

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| What is the meaning of **AVOIR** when it is not being used in the expressions above? Give an example. |
| Why is it important that we remember that these expressions take **AVOIR**? |

**LES VERBES -CER ET –GER : (Chap 4.1, p. 116)**

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| What spelling changes do the following verbs undergo that makes them a bit different than regular –ER verbs? |

Conjugate each verb, making sure you understand what it means :

|  |  |  |  |
| --- | --- | --- | --- |
| Je/commencer | Vous/corriger | Tu/manger | Nous/placer |
| Nous/voyager | Elles/déranger | Vous/avancer | Il/échange |
| Tu/remplacer | Elle/lancer | Je/encourager | Elles/prononcer |

**LES VERBES  -RE : (Chap 4.1, p. 116)**  Choisissez le verbe (-RE) correcte pour chaque contexte et conjuguez-le selon le sujet donné : **attendre, descendre, entendre, rendre, perdre, répondre, vendre**

1. Nous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ le train à la Station Rouge de la Rue Clark.

2. Est-ce que tu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la cloche (*bell*) pour la classe?

3. Je \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mes livrès à la bibliothèque après le week-end.

4. Chez le magasin Apple, ils \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ des I-phones et des ordinateurs.

5. Vous \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ en français à votre prof?

6. Notre équipe (*team*) n’est pas très bon. Il \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ le match du championnat (*championship*) chaque année (*every year*).

7. Mon cousin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ visite à notre grand-mère en France en été.

**LES QUESTIONS: (Chap 5.1, p. 156)**

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| Explain in your own words how you form a simple “oui” ou “non” question in French? (3 ways) |
| Ask each of the following questions 3 ways: |
| Do you like French? |
| Are you going to the movies on Saturday? |
| What do you notice we leave out from English when we ask questions in French? |

**QUESTION WORDS:** List the French equivalents of question words.

|  |  |
| --- | --- |
| Who? | When? |
| What? | How? |
| Where? | Why? |

Formulate questions in French using question words and the same 3 structures above.

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| --- |
| When do you leave vacation (en vacances)? |
| Where are you going? |

**PLEASE NOTE:**

**>Qui** is not used with “*est-ce que*” if the answer is the subject of the verb:

i.e. **Qui** voyage en France cet été? **Mark** voyage… = **Qui** + verbe

**>Qui** can used with *est-ce que* or inversion if there is a different subject and the “**qui**” person is the object of the verb:

ie. **Qui** est-ce que **tu** invites à ta fête? **Qui** invites-tu à la fête? **J’**invite **Mark**.

How would you express:

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| --- |
| Who is going to movies with us? |
| Who are your favorite teachers? |
| Who are you looking at? |

“Est-ce que” is also **not** necessary with the verb “**être**”: eg. Où **est** la bibliothèque?

Therefore, how would you express the following?

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| When is the exam? |
| How is the French teacher? |

Create questions that would result in the under-lined responses.

|  |  |
| --- | --- |
|  | Je mange une pizza. |
|  | Nous allons à Paris cet été. |
|  | Pauline est à la bibliothèque. |
|  | Philippe vient avec nous. |
|  | Charles ne parle pas parce qu'il est timide. |
|  | Claire chante très bien. |
|  | Nous avons 5 classes. |
|  | Nous allons en bus au musée. |

**AU PETIT DÉJEUNER (Chap. 6.1, pp. 184-85)** Draw a place setting and label the dishes, utensils and linens using the vocabulary below:

une assiette

une cuillère

un couteau

une nappe

une fourchette

une serviette

un bol

une tasse

un verre

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**LES CATÉGORIES:** Fill in the following categories with the *le petit déjeuner* vocabulary from Chap. 6.1 (pp. 184-185)

|  |  |
| --- | --- |
| **le pain** | **les fruits** |
| **les boissons** | **les condiments** |

**LES VERBES EN -IR (p. 190)** Conjugate the verbe **FINIR** below for the subject given.

|  |  |
| --- | --- |
| Je | Nous |
| Tu | Vous |
| Il | Ils |

**LES AUTRES VERBES EN –IR.** Do you remember the meaning of the following –IR verbs?

|  |  |
| --- | --- |
| choisir | réussir (à) |
| grossir | grandir |
| maigrir |  |

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| How are **–IR** verbs conjugated differently than **–ER** verbs? How are they similar? |

**VOULOIR (p. 192)**

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| What is the meaning of the verb “vouloir”? |

Can you conjugate **VOULOIR** properly without looking at your book?

|  |  |
| --- | --- |
| Je | Nous |
| Tu | Vous |
| Il | Ils |

Give 2 sentences or questions using “vouloir”: 1 followed by a noun and 1 followed by a verb.

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**LE DÉJEUNER/LE DÎNER:** Fill in the following categories with food vocabulary from Chap. 6.2 (pp. 196-197)

|  |  |
| --- | --- |
| **les viandes** | **les garnitures** (side dishes) |
| **les boissons** | **les sandwiches** |

**AU CAFÉ (pp. 196-98)** How many different ways (using different verbs or expressions) could you order something in a French café?

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**BOIRE (p. 204):** Do you remember what the verb “boire” means and it’s conjugation?

|  |  |
| --- | --- |
| Je | Nous |
| Tu | Vous |
| Il | Elles |

**PRENDRE (p. 200)** Give 3 different meanings for the verb “prendre” and create a sentence or question as examples:

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Go ahead and try to conjugate **PRENDRE** without looking at your book. Remember it is conjugated slightly differently than regular –RE verbs.

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| --- | --- |
| Je | Nous |
| Tu | Vous |
| Il/Elle | Elles |
| What other verbs are conjugated like **prendre** and what do they mean? | |

**COMMANDS (p. 202)**

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| Can you explain what a command form is? How is it different from a regular sentence or question? How is it formed? |

**L’IMPÉRATIF (p. 202):** How would you turn these polite questions into commands?

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| 1. Sabine, est-ce que tu peux mettre la table s’il te plaît? |
| 2. Thomas et Philippe, est-ce que nous allons au cinéma ce week-end? |
| 3. Claire et Monique, pouvez-vous ranger vos chambres? |
| 4. Paul et André, vous devez faire vos devoirs. |
| 5. Stéphanie, est-ce que tu peux promener le chien, s’il te plaît? |
| 6. Est-ce que nous pouvons étudier ensemble? |

**LES VÊTEMENTS  (pp. 222-223):** Do you recognize the following items of clothing. Take a guess first, and then confirm the meaning

|  |  |  |
| --- | --- | --- |
| un anorak | une chemise | une jupe |
| un blouson | un chemisier | un manteau |
| une casquette | un costume | un pull |
| un chapeau | une cravate | une robe |
| des chaussettes | une écharpe | un tailleur |
| des chaussures | un imperméable | une veste |

CE, CETTE, etc. (p. 226) How is the demonstrative article *ce* (*ce* *manteau)* used differently than, for example, *le* or *un*?

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Select the correct demonstrative article (**ce, cet, cette** or **ces**)to complete each sentence below. You may determine the gender of the item by its adjective.

1. Qu’est-ce que tu penses de \_\_\_\_\_\_\_\_\_\_ imperméable gris, Lucie?

2. Monsieur, vous avez \_\_\_\_\_\_\_\_\_\_ chemisier bleu en lin?

3. Elle est très élégante, \_\_\_\_\_\_\_\_\_\_ robe!

4. Elles me vont bien \_\_\_\_\_\_\_\_\_\_ bottes vertes?

5. Je cherche une cravate pour aller avec \_\_\_\_\_\_\_\_\_\_ costume noir.

Explain in your own words the difference between: **ce pull-ci v. ce pull-là.**

When and why do we add “**-ci** and **-la**” to a word?

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QUEL v. QU’EST-CE QUE (p. 228 + Powerpoint) Do you remember when to use a form of

quel versus que (qu’est-ce que) to formulate a question? Explain the 3 contexts in which

quel is used (rather than “que”) and give an example of each.

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LE CHOIX DE VÊTEMENTS: Complete the following questions that a group of friends is

asking each other as they prepare to go to the school dance. Use **qu’est-ce que** or the

appropriate form of **quel (quel, quels, quelle, quelles). \*Feminine nouns.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vous allez porter?

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pantalon me va mieux?

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ chaussures\* est-ce que vous préférez?

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Robert et Charles portent?

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_chemise\* te plaît, la blanche ou la bleue?

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tu veux faire après le bal?

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ est le tissu (*the material*) de cette robe?

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ garçons vont accompagner Marie et Christine?

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sont tes couleurs\* préférées?

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ belle robe à fleurs!

METTRE (p. 230): What are 3 different meanings of “mettre”?

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How is it conjugated ? Is it similar to –re verbs? What are some other verbs with “mettre” in them that have the same conjugation?

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| --- |
|  |

Conjugate “mettre”

|  |  |
| --- | --- |
| Je | Nous |
| Tu | Vous |
| Il/Elle | Elles |

**FAIRE LE MENAGE (pp. 256-57).** Comment dit-on en français? Check to see if you remember how to express the following household chores:

|  |  |
| --- | --- |
| to sweep | to walk the dog |
| to do laundry | to vacuum |
| to make the bed | to tidy |
| to do dishes | to fill the dishwasher |
| to clean | to empty |
| to water the plants | to take out the garbage |
| to clear off the table | to mow the lawn |
| to set the table | to wash |

**LES VERBES EN –YER (p. 276):** Give the meaning in English of each verb in the first column and conjugate it in the second.

|  |  |
| --- | --- |
| balayer | Je |
| envoyer | Tu |
| essayer | Elle |
| nettoyer | Nous |
| payer | Vous |
| tutoyer = to speak to someone in the “tu” | Ils |

**LES VERBES DEVOIR ET POUVOIR (p. 260):**

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| What does the verb “**DEVOIR** ” express? |

Give 2 sentences as examples of how to use **devoir**:

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Can you conjugate it without looking at your book?

|  |  |
| --- | --- |
| Je | Nous |
| Tu | Vous |
| Il | Ils |

|  |
| --- |
| What is the verb «**POUVOIR**» used for? |

Give 2 sentences as examples of how to use **devoir**:

|  |
| --- |
|  |
|  |

Can you conjugate it without looking at your book?

|  |  |
| --- | --- |
| Je | Nous |
| Tu | Vous |
| Elle | Elles |

**LES PREPOSITIONS DE LIEU (p. 271, 295) :** Give the French equivalents for each preposition:

|  |  |
| --- | --- |
| downstairs/below | to the left |
| between | across from |
| under | on top |
| at the end | in/inside |
| behind | in front |
| upstairs/above | in the middle |
| next to | near |
| to the right | far |

**LES MEUBLES (pp. 268-69) :** Give the French equivalent for the furniture below:

|  |  |
| --- | --- |
| bedside table/nightstand | bed |
| dresser | sofa |
| bookshelf/shelves | closet |
| rug | coffee table |
| painting | an armchair |
| room | bathroom |
| bedroom | dining room |
| garden | living rom |
| kitchen | ground floor |
| building | stairwell |

**DORMIR, PARTIR AND SORTIR (p. 272) :** Conjugate these important verbs.

|  |  |
| --- | --- |
| Je/dormir | Nous/dormir |
| Tu/partir | Vous/partir |
| Elle/sortir | Elles/sortir |

How are these verbs different from –IR verbs? What do they have in common with –RE verbs?

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**QUESTIONS POUR MADAME GONZÁLEZ:**

Je ne comprends pas encore… Comment est-ce que je dois étudier…

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