

French 1A
Final Examination Study Guide
 Montgomery County Public Schools

Name: _____

Before you begin working in the study guide, organize your notes and vocabulary lists from semester A. Refer to these materials as you complete each section.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
1. Nice to Meet You <i>Bonjour les élèves</i>	1.1 Exchange names. 1.3 Present basic introductions. 1.1 and 1.2 Engage in and interpret introductory conversations. 1.1 and 1.2 Recognize and use the French alphabet and accent marks to spell French words aloud. 1.2 Interpret useful classroom expressions. 1.2 Interpret spoken and written numbers 0-100. 1.3 Use numbers to exchange telephone numbers.	2.1 Recognize appropriate cultural salutations (formal vs. informal) and gestures. 2.1 Describe the way telephone numbers are written.	Accent marks Alphabet Numbers 0-100

Write **four** French names. Use at least **two names** that include different accent marks. Then, taking turns with a partner, spell the names on your list to your partner. Be sure to write out your partner’s names as you hear them.

Names that I will spell to my partner:	Names that my partner will spell to me:

Practice saying and writing numbers in sequence. Use numbers in the context of telephone numbers. First, write out telephone numbers of **four** friends.

1. _____
2. _____
3. _____
4. _____

Now, read the telephone numbers in French to a partner who will write them out using numerals. Then write with numerals the telephone numbers your friend read to you.

1. _____
2. _____
3. _____
4. _____

Culture – *Bienvenue à la classe de français – Bonjour les élèves!* – Select one of the topics under **Cultures**. Write an organized essay, keeping in mind the *products, practices, and corresponding perspectives* for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practice: _____

Perspective: _____

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
2. In the Classroom <i>Dans la salle de classe</i>	1.1, 1.2, and 1.3 Exchange, interpret, and present information related to items in a classroom including color. 1.2 Recognize and use basic classroom expressions.		Definite/indefinite articles (number/gender) Singular/plural of nouns Adjective agreement with colors <i>Est</i> and <i>sont</i> as vocabulary <i>C'est</i> <i>Il y a</i> Negation: <i>Ce n'est pas/Il n'y a pas</i>

Think of at least **five** objects used in the classroom. Estimate the price of each and write, in French, the name of the object, the color, and its price using the first column. Practice with a partner, saying each item, its price, and its color. Use the second column to write out the item, the price and the color that your partner says to you.

Objet	Couleur	Prix	Objet	Couleur	Prix
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Write the names of eight colors in French. Then color in the square with the appropriate color.

_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>

Write a well organized paragraph telling about your French class. Use definite and indefinite articles, nouns, adjective agreement with colors, and negation. Write in **French**. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
1. Activities <i>Les activités</i>	1.2 Interpret basic spoken/written weather reports and information about leisure activities. 1.1 Engage in conversations about leisure time activities in the context of dates, weather and seasons. 1.3 Present basic information about preferred activities and weather.	2.1 Identify and describe typical leisure time activities in francophone countries. 2.2 Identify famous sports or entertainment personalities from the francophone cultures, including their country of origin and significant contributions.	Date format Infinitive construction <i>(j'aime jouer à..)</i> Subject pronouns - er verb conjugation Conjugation of <i>faire</i> Negation <i>ne.....pas</i> Contractions with <i>à</i> Question formation <i>Faire</i>

Look at a map to determine the location of the following cities in the Francophone world. Review weather expressions. Identify activities that one would do in each geographic area under certain weather conditions. For each city, write a different weather condition and list at least **three** activities you would do.

1. *Rabat*: _____

2. *Strasbourg*: _____

3. *Chamonix*: _____

4. *Dakar*: _____

List six activities and where and when (weather conditions) you would most likely do them. Write in **French**.

Activité: Qu'est-ce que tu aimes faire?	Où : Quels sont les endroits pour faire... ?	Quand: Quand il fait...

In the first column of the following diagram, list the seasons with *en* or *au*. In the second column, write about two activities you do in each season. Then, write a question that you would like to ask a classmate about season-related activities. Practice with a partner, taking turns, to ask about each other's activities. Use the third column to write out your partner's answers.

Saison	Ce que j'aime faire...	Ce que mon ami/amie aime faire ...
	1. 2. Question:	
	1. 2. Question:	
	1. 2. Question:	
	1. 2. Question:	

Now using the information on the previous page, write about your favorite leisure activities in each season and explain why you like them. Be sure to use *jouer à, faire de, avoir* expressions, infinitive constructions, contractions with *à*, and negation as you write. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

Culture – **Les activités** – Select one of the topics under **Cultures Goal 2**. Write an organized essay, keeping in mind the *products, practices, and corresponding perspectives* for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practice: _____

Perspective: _____

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
2. My Friends and Me <i>Mes amis et moi</i>	1.1 Provide and obtain information about self and others. 1.1 Identify basic body parts. 1.2 Identify, describe, and interpret personal data on forms and physical descriptions. 1.3 Present a biographical sketch including physical description and personality attributes.	2.1 Describe the importance of friendship and “ <i>La bande de copains</i> ” in francophone countries.	Adjective agreement Conjugation of <i>être</i> Conjugation of <i>avoir</i> Negation review: <i>ne...pas</i> Age and birthdays

Practice using numbers in the context of dates. Write out, in the French manner, the birthdays of four people you know.

1. _____
2. _____
3. _____
4. _____

Now read your birth dates to a partner who will write them down using numerals. Then write with numerals the birth dates that your partner reads to you.

1. _____
2. _____
3. _____
4. _____

List in French at least **six** words and/or expressions that are used to give personal information on forms (first name, last name, address, nationality, physical description, etc.)

Use the following chart to describe five physical characteristics and five personality traits. Remember adjective agreement.

La description physique: Comment est...?	Les traits de caractère: Comment est... ?
Paul	
Chantal	
Pierre	
André	
Gabrielle	

Now, write **two** paragraphs – **one** describing yourself and **one** describing a friend. Use **descriptive adjectives** and the correct form of *être* and *avoir* to describe yourself and your friend. Remember adjective agreement in your description. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

Moi: _____

Mon ami/amie: _____

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
3. At School / <i>À l'école</i>	1.1 1.2 1.3 Exchange, interpret, and present information related to classes and class schedules including time and period, places in the school, class preferences, and school related activities. 1.3 Recognize and use ordinal numbers in context.	2.1 Describe a typical school day in a francophone country. 2.2 Explain a typical francophone school schedule and the reasons for how it is structured.	Telling time Ordinal numbers Conjugation of <i>pouvoir</i> Review: - <i>er</i> verbs - adjective agreement & placement - <i>avoir, être</i> - negation

Use the following diagram to write your daily schedule at school, including time, and where each course/activity takes place. Remember to use ordinal numbers as you indicate each course/activity.

Période	Cours/Activité	Heure	Où

Now, you and your partner will tell each other about three of your classes. Record your partner's information below.

Période	Cours/Activité	Heure	Où

Write a well organized paragraph about your three of your favorite classes. Be sure to use *être* with time expressions, *il y a*, *-er* verbs, and *ne...pas*. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

Culture – *A l'école* – Select one of the topics under **Cultures Goal 2**. Write an organized essay, keeping in mind the *products, practices, and corresponding perspectives* for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

Product/Practice: _____

Perspective: _____

Command of Language

Read the following paragraph. Then choose the word that best completes each sentence, according to the context.

J' _____ l'été. Mon ami Marc et moi _____ au volley à la plage. Il est très _____. Moi, j'aime _____ de la natation. Nous _____ beaucoup.

1. J' _____ l'été.
A. adores B. adore C. adorent D. adorez
2. Mon ami Marc et moi _____ au volley à la plage.
A. jouer B. jouez C. jouons D. joue
3. Il est très _____.
A. sportif B. sportive C. sportifs D. sportives
4. Moi, j'aime _____ de la natation.
A. faire B. fait C. faites D. font
5. Nous _____ beaucoup.
A. ne nage pas B. ne pas nager C. ne nagent pas D. ne nageons pas

Le weekend, Marc et moi _____ des films avec Lise. Lise _____ une amie aussi. Elle _____ les cheveux noirs et _____. Elle est très _____.

6. Le weekend, Marc et moi _____ des films avec Lise.
A. regarder B. regardez C. regardons D. regardes
7. Lise _____ une amie aussi.
A. est B. suis C. sommes D. sont
8. Elle _____ les cheveux...
A. avons B. avez C. ont D. a
9. noirs et _____.
A. court B. courts C. courtes D. courte
10. Elle est très _____.
A. gentille B. gentil C. gentilles D. gentils