

**French 2B**  
**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 B. Refer to these materials as you complete each section.**

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>1. School Life</b> <i>La vie scolaire</i>	1.1 Exchange information about past and present school classes and school related activities. 1.2 Interpret course schedules and extracurricular activities. 1.3 Present information comparing American school life to that of a student in a francophone country.	2.1 Describe the academic calendar in a francophone country. 2.2 Describe how the course offerings in a francophone country reflect the goals of its educational system. 2.2 Describe <i>le baccalauréat</i> .	Present tense of verbs: <i>prendre, apprendre, comprendre</i>  <i>L'imparfait</i> Comparative and superlative constructions

Complete the following chart using the words or expressions that are associated with each category. Use at least five per category.

<b>Où étudie-t-on?</b> Exemple : <i>à l'école publique</i>	<b>Quelles sont les matières?</b> Exemple : <i>la photographie</i>
<b>Qu'est-ce qu'on peut faire en classe?</b> Exemple : <i>écrire un essai</i>	<b>Faites des comparaisons.</b> Exemple : <i>Le français est plus facile que les maths.</i>

Now use the information you just listed above to write in **French** an organized essay about this past school year. Which were your favorite classes and why? What did you do in your classes? Be sure to compare classes. Be sure to use the *imparfait*. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

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Culture – *La vie quotidienne/La vie scolaire* – Select one of the topics under **Cultures Goal 2** on page 1. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write.

*Product/Practice:* \_\_\_\_\_

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*Perspective:* \_\_\_\_\_

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TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>2. At Home</b> <i>À la maison</i>	1.1 1.2 and 1.3 Exchange, interpret, and present information about homes, rooms, and furnishings. 1.1 Exchange information about personal routines and household chores in the present. 1.1, 1.2 Give and respond to oral instructions regarding household chores and daily routines.	2.1 Describe family routines, including household chores, and explain what they indicate about the francophone culture. 2.2 Exchange information about styles of housing and furnishings in a francophone country and what has influenced these styles.	Familiar commands Reflexive construction recognition in the present and <i>le passé composé</i> Use of definite articles with body parts <i>Mettre, nettoyer, sortir, partir, dormir</i> Review: - <i>faire</i> and <i>devoir</i> - prepositions of location - disjunctive (stress) pronouns with <i>chez</i> .

List, in **French**, five furnishings and/or appliances that are associated with the rooms below. Be sure to include the word for “a”.

**un salon**

**une chambre**

**une cuisine**

Exemples: *un sofa*

*un bureau*

*un lave-vaisselle*


Complete the chart below by indicating the location of the rooms and three activities that one can do in each of the rooms.

<b>Quelle pièce?</b>	<b>Où dans la maison?</b>	<b>Quelles activités ?</b>
La chambre à coucher	Exemple : <i>La chambre à coucher est au premier étage.</i>	Exemple : <i>J'étudie, je me couche et je dors dans la chambre.</i>
La chambre à coucher		
Le salon		
La salle de bains		
La cuisine		
La salle à manger		

Answer the following questions in complete sentences. IF your teacher tells you, engage in a conversation with a partner asking him/her the same questions and record his/her answers. You may use an imaginary house.

Où habites-tu?	
Combien de pièces y a-t-il chez toi?	
Où est la cuisine ?	
Où est ta chambre ?	
Qu'est-ce qu'on fait avant le dîner ?	
Qu'est-ce qu'on fait après le dîner ?	

Write an organized essay in **French** to describe what you usually do around the house from the time you wake up until you go to bed **on Saturdays**. Write about at least **eight** activities. Remember to use reflexive verbs, *mettre*, *nettoyer*, *sortir*, *partir*, and *dormir* where appropriate. Refer to the **Rubric for Extended Presentational Written Communication** as you write.

**Exemple:** *Samedi, je me réveille à 10 heures du matin.*

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Culture – *La vie quotidienne/A la maison* – Select one of the topics under **Cultures Goal 2** on page 2. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **English**. Refer to the **Rubric for Scoring Culture** as you write. **Use a separate sheet of paper for your answers.**

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>1. Shopping</b> <i>Faire des achats</i>	1.1 Request sales assistance and state preferences for purchases. 1.1, 1.3 Exchange and present personal preferences for style and design of clothing for specific occasions. 1.1 Identify types of stores and their products. 1.2 Interpret information about size, price, and style of clothing items from authentic sources. 1.3 Present a description of an experience in a <i>marché</i> . 1.3 Describe a past shopping experience.	2.1 Describe the shopping practices in francophone countries including specialty stores, food stores, and markets. 2.2 Describe the types of stores and products available in a francophone country. 2.2 Identify and describe products typical of francophone countries.	Demonstrative and interrogative adjectives Indirect object pronouns Adverbs with <i>-ment</i>  Review: - comparative/superlative - adjective agreement - numbers 0-1,000,000 - <i>en</i> with adverbs of quantity - <i>mettre</i>

Write in **French** at least six words that are associated with each category.

<p><b>Les vêtements/Où on fait les courses.</b> Exemple: <i>un polo/à la boutique</i></p>	<p><b>Les accessoires/ Où on fait les courses.</b> Exemple: <i>une bague/à la bijouterie</i></p>
<p><b>Les couleurs/la matière</b> Exemple: <i>bleu clair/en or</i></p>	<p><b>Les produits/ Où on fait les courses.</b> Exemple: <i>une carte d'anniversaire/à la papeterie</i></p>

Answer the following questions in complete sentences. IF your teacher tells you, engage in a conversation with a partner asking him/her the same questions and record his/her answers.

Exemple : <i>Où est-ce que tu fais les courses ?</i>	<i>Je fais les courses au supermarché.</i>
Où est-ce que tu fais les courses?	
Où est-ce que tu achètes tes vêtements?	
Quelle est ta taille ?	
Quelle est ta pointure ?	
Qu'est-ce que tu portes comme accessoires ?	
Comment est-ce que tu paies ?	

Write an organized essay in **French** to describe a past shopping experience. Remember to include four items of clothing and/or accessories, their colors or type of fabric, their price and how you paid for them. Refer to the **Rubric for Extended Presentational Written Communication** as you write. Use a separate sheet of paper for your answers.

Exemple: *Samedi dernier, j'ai acheté un gilet en coton au grand magasin. Le gilet a coûté 90 euros. Mon père a payé avec sa carte de crédit.*

Culture – *Allons-y/Faire des achats* – Select one of the topics under **Cultures Goal 2** on page 4.. Write a paragraph about a product or practice and corresponding perspective 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
<b>2.Going on Vacation</b> <i>Partir en vacances</i>	1.1 Ask for or give simple directions to specified locations. 1.2 Follow oral and written directions to a specified location. 1.1 Exchange information on past and future travel. 1.2 Interpret travel-related documents. 1.3 Present a detailed description of past travel. 1.3 Provide directions to a specified location.	2.1. Investigate and present travel-related information of one non-European francophone culture. 2.1 Describe and explain the cultural impact of <i>les grandes vacances</i> .	Prepositions with geographical place names Pronoun <i>y</i> Formal commands <i>Il y a</i> with time expressions Review: - interrogative formation - contractions with prepositional phrases - prepositions of location - near future ( <i>aller + infinitive</i> ) - <i>le passé composé</i> w/ <i>avoir</i> and <i>être</i> , - <i>l'imparfait</i>

List all possible answers that are associated with each category. Be sure to use the **past tense**.

<b>Où es-tu allé/e en vacances ?</b> Exemple : <i>Je suis allé/e au Maroc.</i>	<b>Comment as-tu voyagé ?</b> Exemple : <i>J'ai voyagé en...</i>
<b>Qu'est-ce que tu as fait là-bas ?</b> Exemple : <i>J'y ai fait du tourisme.</i>	<b>Où es-tu resté/e ?</b> Exemple: <i>Je suis resté/e dans...</i>



## Command of Language

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

### le 17 octobre

*Ici, la prof de géométrie nous dit souvent, « \_\_\_\_\_ les calculs, tout de suite ! » Elle est sévère, mais sa classe est la classe \_\_\_\_\_ plus facile. Tous les élèves \_\_\_\_\_ les maths. L'année dernière dans mon école américaine, je \_\_\_\_\_ toujours les examens le vendredi.*

1. La prof de géométrie nous dit souvent, « \_\_\_\_\_ les calculs, tout de suite ! »,  
A. fini                      B. finissent                      C. finit                      D. finissez
2. Elle est sévère, mais sa classe est la classe \_\_\_\_\_ plus facile.  
A. la                      B. que                      C. les                      D. le
3. Tous les élèves \_\_\_\_\_ les maths.  
A. compris                      B. comprends                      C. comprennent                      D. comprenait
4. L'année dernière dans mon école américaine, je \_\_\_\_\_ toujours les examens le vendredi.  
A. passé                      B. passes                      C. passer                      D. passais

### le 26 octobre

*Le weekend, je \_\_\_\_\_ lève très tard le matin. Mes amis \_\_\_\_\_ réveillent tard aussi.*

5. Le weekend, je \_\_\_\_\_ lève très tard le matin.  
A. se                      B. le                      C. me                      D. moi
6. Mes amis \_\_\_\_\_ réveillent tard aussi.  
A. ses                      B. son                      C. me                      D. se

### le 27 octobre

*Hier, mon ami et moi, nous \_\_\_\_\_ allés au centre commercial. Les grands magasins en Belgique sont plus petits \_\_\_\_\_ les grands magasins aux Etats-Unis. Mon ami a \_\_\_\_\_ un beau gilet en coton. Il \_\_\_\_\_ toujours des vêtements élégants.*

7. Hier, mon ami et moi, nous \_\_\_\_\_ allés au centre commercial.  
A. avons                      B. sommes                      C. allons                      D. sont
8. Les grands magasins en Belgique sont plus petits \_\_\_\_\_ les grands magasins aux Etats-Unis.  
A. les                      B. de                      C. que                      D. aux
9. Mon ami a \_\_\_\_\_ un beau gilet en coton.  
A. choisit                      B. choisi                      C. choix                      D. choisissaient
10. Il \_\_\_\_\_ toujours des vêtements élégants.  
A. mis                      B. mette                      C. met                      D. mets