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

Bienvenue à la classe de français

In unit 1, you learned and applied:
• the alphabet
• accent marks
• numbers from 0–30
• subjects and verbs
• subject pronouns
• indefinite articles and plural of nouns
• present tense of avoir
• negation (ne...pas)

Can you ...

- exchange greetings in a culturally appropriate manner?
- make introductions?
- ask how old someone is?
- ask about things in the classroom?
- ask the teacher questions?
- understand classroom commands?
- ask how to spell words?
- ask for e-mail addresses?
- identify use of tu and vous?
- identify some Francophone countries?
- identify some famous Francophone people?
- compare ways of greeting people in Francophone countries and in the U.S?

1. Share the following information with your partner. Spell each name to your partner. Change roles.

<table>
<thead>
<tr>
<th>Words I will spell to my partner</th>
<th>Words that my partner spelled to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>One object in the classroom: ________________</td>
<td>_______________________________</td>
</tr>
<tr>
<td>One activity you like: ________________</td>
<td>_______________________________</td>
</tr>
<tr>
<td>One character trait: ________________</td>
<td>_______________________________</td>
</tr>
<tr>
<td>One family member: ________________</td>
<td>_______________________________</td>
</tr>
</tbody>
</table>

   ✨✨ Challenge: One word from the “vocabulaire supplémentaire” section of Bien dit! ____________

2. Practice saying the following numbers with a partner.

   📞  02 513 00 41   📞  042 22 21 13   📞  08 92 35 04 05
   📞  010 48 71 11   📞  08 25 02 00 20   📞  03 52 33 25 15

3. Write the correct missing indefinite article(s) in front of each word.

   Il y a _____ bureau et _____ ordinateurs près d’_____ fenêtre. _____ garçon travaille avec _____ fille. Il y a _____ grand tableau. Il y a _____ carte de la Francophonie. _____ élève aime écrire au tableau. Il n’y a pas _____ télévision.
4. You are meeting the following people at school. Greet each person appropriately and ask how each one is doing.

* Maëlle [14 ans]
* M. Léon, professeur d’histoire
* M. et Mme Duparc

5. Look at the picture below and describe it as accurately as possible.

6. Use and apply what you have learned in this unit to write a note to a friend telling about things in a classroom and asking two questions. Write in French. Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

7. Read the last four bullets of the “Can you…” questions of Unit 1. Then complete the graphic organizer below with as many details as possible. Write in English. Remember to review the Rubric for Scoring Culture. Write your answer on a separate piece of paper.

| Products or Practices: __________________________ | In French-speaking Countries | In the U.S. |

After checking the “Can you…” questions for unit 1, what do you need to review before the final exam?
Qu’est-ce que tu aimes ?

In unit 2, you learned and applied:

- definite articles
- present tense of -er verbs
- infinitive construction (e.g. J’aime téléphoner à des amis)
- contractions with à
- adverbs of frequency (souvent, de temps en temps)
- conjunctions (et, mais, ou, …)
- question formation with Est-ce que

Can you …

- communicate about your preferences?
- express agreement or disagreement?
- communicate about the frequency of activities?
- give simple descriptions of your favorite activities?
- identify some Francophone countries?
- identify some famous Francophone people?
- identify leisure activities in Francophone countries?
- compare leisure activities in Francophone countries and in the U.S.?

8. Complete with the appropriate definite article and contractions with à (au, à l’, à la, aux).
   ex : le / au tableau
   _____ ordinateurs
   _____ à l’école
   ______ ordinateurs
   ______ parc
   ______ stade
   ______ lycée

9. Create complex sentences using the pictures and sentence starters below.

Example: (Je / rarement) ➔ ➔ Je nage rarement à la piscine avec mes amis.

a. (je / souvent) ➔ ➔ ________________________________

b. (nous / rarement) ➔ ➔ ________________________________

c. (Il / régulièrement) ➔ ➔ ________________________________

d. (tu / assez bien) ➔ ➔ ________________________________

e. (vous / très mal) ➔ ➔ ________________________________

f. (elle / aimer) ➔ ➔ ________________________________

g. (ils / détester) ➔ ➔ ________________________________

h. (elles / aimer mieux) ➔ ➔ ________________________________
10. Use and apply what you have learned in this unit to write a note to a friend telling about likes and dislikes and asking two questions. Write in French. Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

11. Read the last four bullets of the “Can you…” questions of Unit 2. Then complete the graphic organizer below with as many details as possible. Write in English. Remember to review the Rubric for Scoring Culture. Write your answer on a separate piece of paper.

<table>
<thead>
<tr>
<th>Products or Practices :</th>
<th>In French-speaking Countries</th>
<th>In the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

After checking the “Can you…” statements for unit 2, what do you need to review before the final exam?

La famille

In unit 3, you learned and applied:

- present tense of être
- adjective agreement
- possessive adjectives
- contractions with de

Can you …

- ask and answer simple questions about people?
- exchange basic information about someone’s family?
- give simple descriptions of people?
- identify some Francophone countries?
- identify some famous Francophone people?
- identify family traditions in Francophone countries?
- compare family traditions in Francophone countries and in the U.S.?

12. Exchange basic information about yourself and your family with your partner.

<table>
<thead>
<tr>
<th>Questions for your partner</th>
<th>Your partner’s answers to your questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
</tbody>
</table>
13. Write a short paragraph about your partner using his/her responses to your questions.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

14. Write a complete description of two characters from the picture below [one male/one female.] Make sure to indicate the relationship of each character to Bart Simpson.

La famille Simpson

http://www.englishexercises.org/makeagame/viewgame.asp?id=453

15. Use and apply what you have learned in this unit to write a note to a friend telling about family and asking two questions. Write in French. Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

16. Read the last four bullets of the “Can you...” statements of Unit 3. Then complete the graphic organizer below with as many details as possible. Write in English. Remember to review the Rubric for Scoring Culture. Write your answer on a separate piece of paper.

Products or Practices: ______________________

In French-speaking Countries | In the U.S.

Reminder! After checking the “Can you...” questions for unit 3, what do you need to review before the final exam?
A l’école

In unit 4, you learned and applied:

• present tense of -re verbs
• present tense of -ger and -cer verbs
• present tense of préférer and acheter
• adjectives as nouns
• days of the week
• numbers from 30 – 100 (orally)
• colors

Can you ...

• communicate about school schedules and course preferences?
• describe their school day?
• communicate about items they need for school?
• tell time and use the 24 hour clock?
• ask questions about and purchase school supplies?
• identify courses students take in Francophone countries and compare them to courses taken in the U.S.?
• identify differences in school schedules in Francophone countries and in the U.S.?
• identify differences in calendars in Francophone countries and in the U.S.?

17. Use the words/expression in the word bank below to create complex sentences. Write your answers on a separate piece of paper.

• De quoi as-tu besoin pour... ?
• Il me faut...
• Je cherche...

* Tu as ... à me prêter ?
* J’ai besoin de ...
* ..., c’est combien ? C’est ...

Example: Excusez-moi, Madame. J’ai besoin d’un dictionnaire pour la classe de français.

18. Draw the time on the clocks below “your time”. Next, ask your partner what time it is and draw his/her time on the clocks under “your partner’s time”. Check each other’s answers.

Your time

Your partner’s time
19. List the classes you take in school. Tell at what time each class begins, what supplies you need for it, and your opinion of each.

<table>
<thead>
<tr>
<th>Les cours</th>
<th>A quelle heure as-tu?</th>
<th>De quoi as-tu besoin?</th>
<th>Comment est le cours?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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</tbody>
</table>

20. Use and apply what you have learned in this unit to write a note to a friend telling about your school schedule and course preferences and asking two questions. Write in French. Refer to the Rubric for Written Communication as you write. Write your answer on a separate piece of paper.

21. Read the last four bullets of the “Can you...” questions of Unit 4. Then complete the graphic organizer below with as many details as possible. Write in English. Remember to review the Rubric for Scoring Culture. Write your answer on a separate piece of paper.

   Products or Practices: __________________________

<table>
<thead>
<tr>
<th>In French-speaking Countries</th>
<th>In Your Own Country</th>
</tr>
</thead>
</table>

After checking the “Can you...” questions for unit 4, what do I need to review before the final exam?

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Grammar

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

Bonjour! Je m’**1** Sophie et voici mon frère. Mon frère s’appelle Lucas.

1. A. appelons   C. appelle
   B. appelles   D. appelez

2. A. a   C. as
   B. ai   D. ont

3. A. a   C. as
   B. ai   D. ont
Et toi, quel âge _4_-tu ?

Je _5_ petite et marrante. A l’école, je suis _6_ et _7_. Je _8_ regarder la télévision _9_ maison. Je surfe aussi régulièrement sur Internet.

_10_ amies et moi, _11_ aimons beaucoup faire les magasins. Nous _12_ souvent _13_ centre commercial.

Et toi, quelles _14_ tes activités préférées ?

Est-ce que tu _15_ faire du sport ?

Nous sommes quatre personnes dans _16_ famille : mon père, ma mère, Lucas et moi.

Nous _17_ aussi un animal domestique: notre chien Médor.

4. A. a
   B. ai

5. A. suis
   B. est

6. A. créatif
   B. créatifs

7. A. gentil
   B. gentille

8. A. préfères
   B. préfère

9. A. à l’
   B. aux

10. A. mon
    B. mes

11. A. vous
    B. ils

12. A. achètent
    B. achetez

13. A. à la
    B. à l’

14. A. êtes
    B. sont

15. A. aimes
    B. aimer

16. A. mon
    B. ton

17. A. a
    B. avons