

Revision: The Past Tenses 100% Pass Guarantee

100% Pass Guarantee

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REVISION: THE PAST TENSES 100% Pass Guarantee

The past tense is used to describe actions and events that happened in the past. It is used to tell us what happened, when it happened, and how long it lasted.

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Grammar Posters

For GCSE French:

Foundation and Higher

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for all
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Contents

Thank You for Choosing ZigZag Education.....	
Teacher Feedback Opportunity.....	
Terms and Conditions of Use	
Teacher's Introduction.....	
Grammar Posters (A4)	
1. The Past Tenses	
2. Agreement in French	
3. Sentence Structures	
4. Adverbs	
5. Conjunctions	
6. Pronouns	
7. The Present Tense	
8. Prepositions	
9. The Future Tenses	
10. The Imperfect and Pluperfect.....	
11. The Imperative	
12. The Passive Voice	
13. The Future Tenses	
14. The Subjunctive	
Teacher's Pack	
Grammar Revision Posters (A3)	

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Teacher's Introduction

This pack of grammar posters has been designed to help GCSE students revise key grammar points and practise them through fun activities. Each set of two posters focuses on a specific grammar point, with easy-to-follow explanations in English.

The pack will focus on the main grammar points covered in the foundation and higher level specifications. Regarding to differentiation, the first nine sets cover the foundation grammar points for all students. These are indicated by the following symbol in the top left-hand corner. The next seven sets have been created for higher-level students. These are indicated by the following symbol.

All students: □

1. The past tenses (perfect and introduction to the imperfect)
2. Agreement in French
3. Sentence structures
4. Adverbs
5. Conjunctions
6. Pronouns
7. The present tenses (present and present participle)
8. Prepositions
9. The future tenses (immediate future and introduction to the conditional)

Higher level: ◆

10. The imperfect
11. The imperative
12. The passive
13. The future
14. The subjunctive

Each 'set' of posters will have two students' sheets, each one made to fit a single student. Students should be able to write their answers directly on the worksheets.

1. **Revision page** – This page contains explanations for the specific grammar point, grammar rules, when to use specific tenses or words, exceptions and irregular verbs, as well as numerous examples and tricks to remember the information. This page contains all the necessary information to understand the grammar point, and could be used as a revision guide. It can also be used as a grammar poster.
2. **Activities page** – The second page is for the students to practise and reinforce their understanding of the grammar point. This section contains three to four engaging activities, to do as a group. Some examples of activities include board games, battleships, etc. Where activity posters are labelled A and B (e.g. sentence structures), these posters should be given to different students when in pairs – they are not symmetrical. All activities are suitable for all students.
3. **Teacher's pack** – The teacher's pack contains the answer key for all the activities.

How to use:

The grammar posters can be used in class, as a complement to grammar lessons. Teachers can use the sets in different ways to match their own class structure in the best way possible, using the activities sheets in class, after a lesson on the specific grammar points. Students can use their knowledge with the activities, and then keep the revision page to use as help when revising. This resource also offers potential for extension activities. Students can use the grammar and vocabulary provided in the revision posters to ask students to write sentences, paragraphs or stories.

Free Updates!

Register your email address to receive any future free updates made to this resource or other French resources you have purchased, and details of any promotions for you.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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REVISION: THE PAST

L'imparfait

The imperfect tense expresses what something was like or describes events that happened regularly in the past.

The regular imperfect tense can be made by dropping the *-ons* ending of the first person plural (nous) of the present tense verb, and adding the correct imperfect ending:

The only irregular verb in the imperfect tense is *être*:

-ais
-ais
-ait
-ions
-iez
-aient

Avoir (to have)

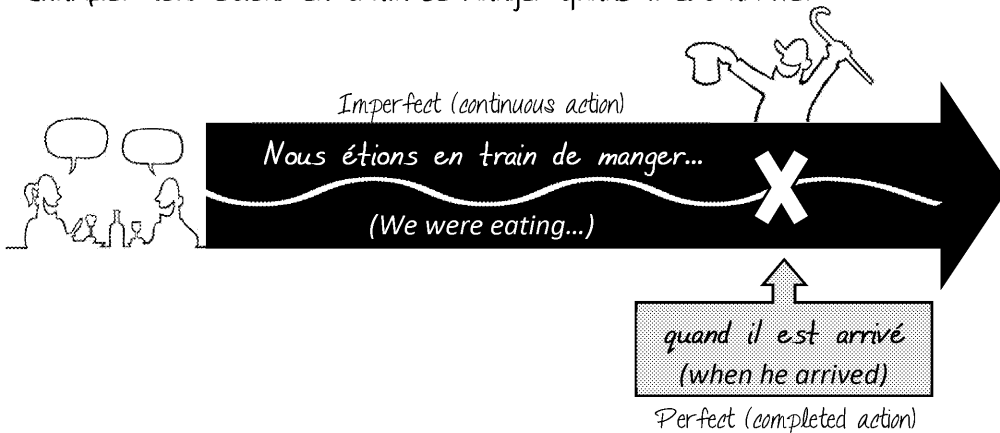
j'avais
tu avais
il avait
nous avions
vous aviez
ils avaient

Être (to be)

j'étais
tu étais
il était
nous étions
vous étiez
ils étaient

The imperfect and perfect tense are often used together. When this is the case, the imperfect tense describes what was in the process of happening and the perfect tense is used to talk about a new action interrupting the ongoing action.

Example: Nous étions en train de manger quand il est arrivé.



Le passé

The perfect tense is used to talk about specific actions that are completed. It is created as follows:

present tense

Most forms of the auxiliary *être* are used. Here are some examples:

- ◆ aller (to go)
- ◆ descendre (to go down)
- ◆ arriver (to arrive)
- ◆ venir (to come)
- ◆ entrer (to enter)

The past participle is used with the auxiliary verb.

Some irregular verbs:

- ◆ apprendre → appris
- ◆ avoir → eu
- ◆ boire → bu
- ◆ connaître → connu

Agreement

With **avoir** as auxiliary verb, the past participle agrees with the direct object.

Example: J'ai mangé les pommes.

With **être** as auxiliary verb, the past participle agrees with the subject.

Example: Elles sont allées au cinéma.

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ACTIVITIES: THE PAST TENSE

Bataille navale

Prepare your four ships by colouring two, three or four squares in a row for each ship on the board (a size three ship would be three squares). Don't let the other player see where your ships are! Then, take turns trying to hit each other's ship, but instead of calling out positions, you have to pick a subject and a verb to conjugate in the passé composé. If you conjugate correctly, your partner will say whether a part of the ship was on that square or not. If you can't conjugate the verb, you forfeit your turn. Your goal is to hit all of your partner's squares that have a ship on them.

Example: instead of calling B-5, you could say « Elle a bu un verre d'eau. »

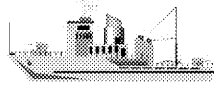
« Touché-coulé » – Hit and sunk

« Touché » – Hit

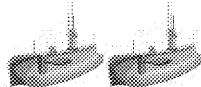
« Raté » – Missed



4 squares



3 squares



2 squares x 2

	AVOIR	PARTIR	DEVOIR	ÊTRE	BOIRE	AIMER	ALLER
TU							
ELLE							
IL							
NOUS							
JE/J'							
ILS							
VOUS							



Virelangue

Tongue sticking out
of practice
See how

Vrai ou Faux

Using the past tense
(either true or false)
statement or question
determine whether

1.
2.

Conte de

Fill in the blanks
Can you guess

En passant de
(avoir)
quelques biscuits

La pauvre enfant
un loup, lui (donner)
une galette

« Demeure-t-elle ? »
« Oh ! oui »

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Le genre des noms



French nouns are either masculine or feminine. There is no real rule to determine the gender of a noun, but some endings are more commonly associated with certain genders. For instance, most nouns that end in a consonant are masculine.

In regular cases, to change a masculine noun into a feminine one, all you need to do is add an **-e** to the end of the word. But in some cases, the ending needs to be altered before adding the **-e**:

-er → -ère	-ier → -ière	-et → -ette
-eur → -euse	-ien → -ienne	-f → -ve
-on → -onne	-oux → -ouse	-teur → -teuse / -trice

Don't forget the following exceptions:

- Some nouns' feminine form is completely different.
Example: un oncle / une tante, un mari / une femme
- Some nouns' meaning will change depending on gender.
Example: le mémoire - the dissertation / la mémoire - the memory
- Some masculine nouns are used for both genders.
Example: un bébé, un ange, un témoin, etc.
- Some feminine nouns are used for both genders.
Example: une brute, une victime, une personne, etc.

Remember!

Knowing the correct articles and pronouns, etc.

Le nombre

In regular cases, to change a masculine noun into a feminine one, all you need to do is add an **-e** to the end of the word. But in some cases, the ending needs to be altered before adding the **-e**:

-s, -x or -z do not change.
-au → -aux
-eu → -eux
-eau → -eaux
-al → -aux

(except certain nouns like bal, carnaval, etc.)

Don't forget the following exceptions:

- Some nouns' feminine form is completely different.
Example: un oncle / une tante, un mari / une femme
- Some nouns' meaning will change depending on gender.
Example: le mémoire - the dissertation / la mémoire - the memory

L'accord des adjectifs

Adjectives will always agree in gender and number with the noun they modify. Here are the most common ones:

	Regular	-n	-l	-en / -el	-et / -er	-eux / -es
Masculine singular	grand	bon	cruel	ancien	complet	heureux
Feminine singular	grande	bonne	cruelle	ancienne	complète	heureuse
Masculine plural	grands	bons	cruels	anciens	complets	heureux
Feminine plural	grandes	bonnes	cruelles	anciennes	complètes	heureuses

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ACTIVITIES: AGREEMENT IN F

Cadavre exquis (in groups of three) In this game, you will be writing three stories at the same time, as each paper goes round the group in a circle.

- Each student picks a sentence opener from the four options below, writes it on a separate piece of paper, and then folds the paper to hide the sentence.
- Lundi dernier, Le mois prochain, Chaque année, Demain matin,
- Everyone then passes their paper to the person to their right, **who adds a subject** (a noun and adjective) and folds the paper again to pass it to their right.
- The person who receives the paper then has to **add a conjugated verb**.
- The process is repeated; the paper is folded and passed to the person to their right, until the students have also **added an object** (which must include an adjective), and a complement of time to each of the three stories.
- Continue this until you have enough sentences to make a short, very silly or strange story. When you read the final result, make sure you correct the adjective and object agreements, as well as the verb endings, if you see any mistakes.

Did you know? The Exquisite Corpse game (from the French « Cadavre exquis ») was invented by surrealist artists in the 1920s. The first sentence created by this game translates as 'The exquisite corpse will drink the new wine'.

Example:
Chaque année,
la jolie femme
mange une baguette
fraîche
au marché.

COURSE

You are racing against the rest of your class. Next to each of the following nouns, write its gender (feminine and number (singular/plural)) as fast as you can. The first to finish with the most correct answers wins.

femmes	musique	voiture
café.....	yeux.....	personne
manteaux	collier.....	stylo
lapin.....	ordinateurs.....	gazon
boulangerie	gâteau.....	bijoux
bâtiment	tire-bouchons	actrice

Jeu de

In group
correspo
Be the fi

Dé

7. Wh
gent
sou

8. Ho
plural
sp

Cr

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Phrases affirmatives



The affirmative form of sentences in French is the most commonly used structure, and is used to give information and express opinions or thoughts.

Affirmative sentences can be in the past, present or future, and simply transmit information about events that happened or will happen.

In writing, they are ended by a full stop (.) The most basic declarative sentence structure is created as follows:

subject - verb - object - (indirect object)

This order can be modified for stylistic reasons, and sentences can be further modified by adding adverbs, for instance.

Examples:

- ◆ *Demain, j'irai à la plage.*
- ◆ *Mon père a toujours aimé le cirque.*
- ◆ *En une heure à peine, elle a réparé la voiture.*



From affirmative sentences, you can easily create exclamatory sentences. These sentences:

- ◆ are ended by an exclamation mark (!)
- ◆ express a strong feeling, opinion, wish or surprise
- ◆ can contain exclamatory adjectives (such as *quel* or *quelle*)



Phrases négatives



A sentence is negative when it expresses that something is not true, or is incorrect.

To form a negative sentence in French, you use two negation adverbs: *ne*, which precedes the verb, and another adverb which follows the verb, such as *pas*, *aucun* or *rien*.

Examples:

- ◆ *Je n'aime plus ce professeur américain.*
- ◆ *Mes parents ne sont jamais à la maison.*
- ◆ *Elle n'a jamais réalisé son rêve.*



A negative sentence can express various meanings, depending on the negation adverb used after the verb.

Don't forget to always contract the *ne* in front of a vowel or a silent *h*.

Example: *Il n'aime pas la pluie.*

ne + VERB + pas/jamais/rien/plus/

If the verb is in the infinitive form, then it is preceded by *ne pas*.

Example:

Je vous conseille de ne pas prendre ce train.



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ACTIVITIES: SENTENCE STRUCTURE

Pièce d'identité

Pair up with a neighbour and make sure you don't have the same card (A or B). Each of you has some information missing from your ID card. Take turns to ask each other questions, fill in the missing details and discover who you are talking about.

ID CARD A	
Nom	Cousteau
Prénom	
Nationalité	Français
Profession	Officier de marine
Autres occupations	Explorateur océanographique et
Date de naissance	11 juin 1910
Date de décès	
Traits distinctifs	
Mariage	Simone Melchior (en.....) (en 1991)
Distinctions	et Commandeur de la Légion d'honneur



Négatif

In teams of two
positive form t

1	2
Cette dame a toujours voulu des enfants.	Je te conseille de manger pomme.

QUESTIONS

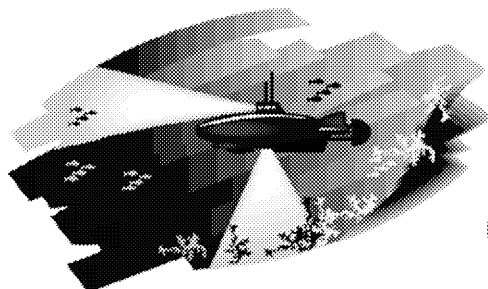
Write down a question for

- a)
Parce que je n'aime
- b)
C'est demain que nous
- c)
Je l'ai écouté pour
- d)
Il y en avait plus de
- e)
Parce que ça me fait
- f)
Je n'ai rien trouvé,

Mots cachés

In the grid, find the fo

aucun plus
combien que
comment qu
jamais pas



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ACTIVITIES: SENTENCE STRUC

Pièce d'identité

Pair up with a neighbour and make sure you don't have the same card (A or B). Each of you should have some information missing from your ID card. Take turns to ask each other questions, fill in the missing details and discover who you are talking about.

ID CARD B	
Nom	
Prénom	Jacques
Nationalité	
Profession	Officier de marine
Autres occupations	et réalisateur de documentaires
Date de naissance	
Date de décès	25 juin 1997
Traits distinctifs	Un bonnet rouge
Mariage	 (en 1937) Francine Triplet (en.....)
Distinctions	Membre de l'Académie française et



Négatif

In teams of two
positive form to

1	2
Cette dame a toujours voulu des enfants.	Je te conseille de manger pomme.

QUESTIONS

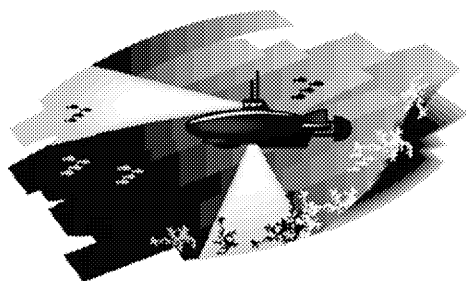
Write down a question for

- a)
Parce que je n'aime
- b)
C'est demain que nous
- c)
Je l'ai écouté pour
- d)
Il y en avait plus de
- e)
Parce que ça me fait
- f)
Je n'ai rien trouvé,

Mots cachés

In the grid, find the fo

aucun plus
combien que
comment qu
jamais pas



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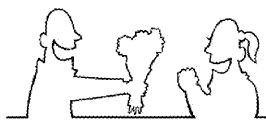
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Les adverbs

Adverbs are words that modify or qualify other words. They can be used in various situations:

- ◆ When they modify an adjective or another adverb, they are placed before the modified word:
*Le garçon est **très** gentil.*
*Cette voiture va **trop** lentement.*
- ◆ When they modify a verb, they are placed after it:
*Elle parle **beaucoup**.*
- ◆ If they modify a negative verb, they come after *pas/jamais*, etc.
*Il ne boit **pas** **souvent**.*
- ◆ In perfect tense sentences, they go between the auxiliary and the past participle:
*Nous avons **bien** aimé votre histoire.*



Les

French ad
They are
For instan

- ◆ Add
vrai
- ◆ Add
ends
froid
- ◆ Wh
court
- ◆ Wh
réce

Les adverbes comparatifs et superlatifs

The comparative construction is used to compare two things:

Positive comparative (more ... than): *plus ... que*
Negative comparative (less ... than): *moins ... que*
Equal comparison (as ... as): *aussi ... que*

Example: *Ma mère est **plus** gentille **que** ma tante.*

When using the comparative of a verb instead of an adjective or adverb, the structure is slightly different:

Example: *Ma mère mange **plus** **que** ma tante.*

*Mon père parle **autant** **que** mon frère. (as much as)*



The superlative construction compares something to the rest of a group:

Positive superlative (the most): *le/la/les plus...*
Negative superlative (the least): *le/la/les moins...*

Example: *Ma mère est **la plus** gentille.*

Tip! The

- ◆ well (i)
- ◆ very (i)

Adverbes

hier - y
aujourd'hui
demain -
maintena
toujours
souvent
quelquefois
rarement
et

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ACTIVITIES : ADVERBS

Jeu de société

In groups of two to four, take turns rolling the dice, and move to the corresponding square. If you can't answer the question, move back one space. Be the first at the end to win!

Départ	1. Create a sentence with a positive comparison.	2. Translate <i>gentiment</i> to English.	3. Create an adverb from the adjective <i>facile</i> .
7. What is the superlative form of <i>mauvais</i> ?	6. What are the two meanings of the word <i>bien</i> ?	5. Make this sentence negative: <i>Tu es plus rapide que lui.</i>	4. Create a sentence with a negative superlative.
8. Translate <i>rarement</i> to English.	9. Create an adverb from the adjective <i>évident</i> .	10. What is the opposite of <i>demain</i> ?	11. Create a sentence with an equal comparison.
Arrivée	14. What is the regular way to make an adverb from an adjective?	13. Create a sentence with a positive superlative.	12. Translate happily to French.

Virelangue (Tongue-twister)

Tongue-twisters are a good way of practising your pronunciation. See how fast you can say this:

Le pré le plus près de chez lui, et le plus précieux de ceux de ce lieu, est le plus petit pré du pays.

UNE

In teams of two
Then, take it in
each time (sub
E.x. Il se se

→ No
→ No

COUR

→ In pairs, th
→ The runner
→ The runner
→ The writer
mistakes

1.

.....

2.

.....

3.

.....

4.

.....

5.

.....

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Les conjonctions de coordination

In general, conjunctions are used to link words or sentences.

Coordinating conjunctions are used to connect two elements together. They are always placed between the two parts that they link.

They can be used to connect:

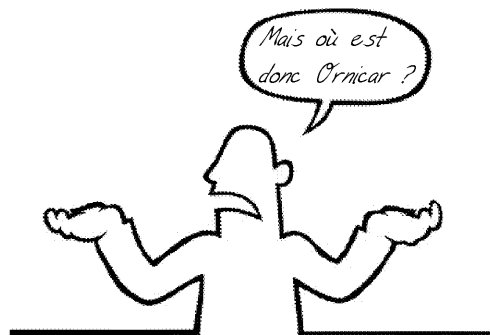
- ◆ two words
Example: des filles **et** des garçons
- ◆ two parts of a sentence
Example: Nous pouvons rester à la maison **ou** aller au restaurant.
- ◆ two sentences
Example: Elle est venue avec nous **mais** elle est partie très tôt.



Basic French coordinating conjunctions can be remembered using the same mnemonic trick that French students use in school:

Mais où est donc Ornicar ?

This sentence is phonetically composed of the most common coordinating conjunctions: **mais** (but), **ou** (or), **et** (and), **donc** (therefore), **or** (now), **ni** (nor), **car** (because).



Les conjonctions

French subordinating conjunctions link a subordinate clause to a main sentence. A dependent clause would be missing a part.

In English, for instance, subordinating conjunctions include *although, because, after, when*.

Here are some examples of French subordinating conjunctions:

- ◆ Vous a-t-il dit qu'il allait partir.
- ◆ Je m'habille chaudement lorsque il fait froid.
- ◆ Lorsque tu parles, je t'écoute.

The most common French subordinating conjunctions are:

comme - as, since

quand - when

si - if

alors

Be careful!

The words that serve as subordinating conjunctions are used in different contexts. For instance:

- Si nous partons, il pleuvra.
- Cet homme est riche.
- Comme je me presse, il faut aller vite.
- Il mange comme un cheval.

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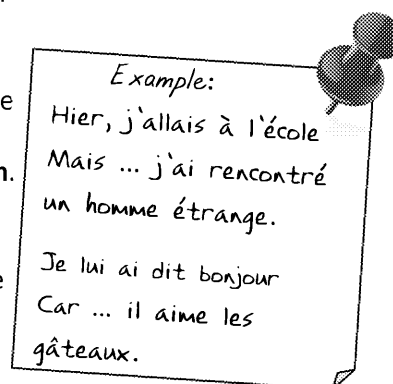
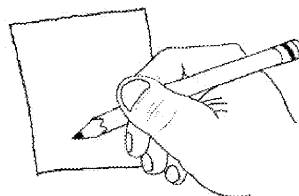
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ACTIVITIES: CONJUNCTION

Cadavre exquis (in groups of three or four) In this game, you will be writing three stories at the same time, as each paper goes round the group in a circle.

- On the first line of a separate piece of paper, each student **writes the beginning of a sentence**, and on the second line **adds a coordinating conjunction** (*ou, et, mais, car, etc.*).
- Then each student folds the paper to hide the first sentence but show the conjunction.
- Each student then passes the paper to the person on their right, who **adds a second part to the sentence**, starting with the given conjunction. Everyone folds the paper again to pass it to the right.
- The next person has to **start a new sentence**, following the same steps, and passes the paper to the right again, for the next student to **complete their sentence using the given conjunction**.
- The process is repeated as many times as you want until you have enough sentences to make a short, very silly or strange story. When you read the final result, make sure you correct the adjective and object agreements, as well as the verb endings, if you see any mistakes.



Did you know?

The Exquisite Corpse game (from the French « Cadavre exquis ») was invented by surrealist artists in the 1920s. The first sentence created by this game translates as 'The exquisite corpse will drink the new wine'.

Conte de fées

Fill in the blanks in this extract from a fairy tale by adding the conjunction. Can you guess which famous fairy tale this is?

donc puisque avant que lorsque

Elle s'est tellement amusée que l'heure
par rentrée chez elle. Autour d'elle les invités du prince
Elle s'est écriée : « Je dois partir,
Elle a couru vers son carrosse,
Le prince l'a vue partir et, il s'est

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REVISION : PRONOMS

Les pronoms personnels

Pronouns are words that are used to replace a noun. In French, there are many different kinds of pronouns, each of which serves a different purpose. We will see here the most common ones.

→ **Subject pronouns** – they refer to the person who is doing the action; they are the subject of the verb.

Example: *Je* mange des pommes. / *Il* fait du jogging. / *On* doit arrêter de polluer.

→ **Direct object pronouns** – they replace the direct object in a sentence, i.e. the direct receiver of the action.

Example: *Nous voyons Sophie.* → *Nous la voyons.* / *Il mange les biscuits.* → *Il les mange.*

→ **Indirect object pronouns** – they replace an indirect object, which is always introduced by the preposition *à*.

Example: *Tu as parlé à tes parents.* → *Tu leur as parlé.* /

Elle a offert des fleurs à son copain. → *Elle lui a offert des fleurs.*



→ **Reflexive pronouns** – they indicate that the person is doing the action to themselves.

Example: *Je me* lave. / *Vous vous* brossez les dents. / *Ils se* sont parlé. / *Tu t'*es acheté

Sujet pronouns		Direct object pronouns (DOP)		Indirect object pronouns
je	I	me	me	me
tu	you	te	you	te
il/elle	he/she/it	le/la	him/her/it	lui
on	one, we	-	-	-
nous	we	nous	us	nous
vous	you	vous	you	vous
ils/elles	they	les	them	leur

Les pronoms possessifs

A possessive pronoun is a word replacing a noun and a possessive adjective (*mon/ton/son, etc.*).

Possessive pronouns agree in number and gender with the noun they replace.

Mine	Yours	His, hers, its	Ours	Yours	Theirs
le mien	le tien	le sien	le nôtre	le vôtre	le leur
la mienne	la tienne	la sienne	la nôtre	la vôtre	la leur
les miens	les tiens	les siens	les nôtres	les vôtres	les leurs
les miennes	les tiennes	les siennes	les nôtres	les vôtres	les leurs

Les

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ACTIVITIES: PRONOUNS

VRAI OU FAUX ?

Write down two sentences (either true or false) about things you did during the holidays last year. In pairs, take turns reading a statement out loud. Your partner will be allowed to ask you two questions to determine whether the statement is true or false. But, when asking the questions, replace the nouns with pronouns (where possible). For instance, if the statement is *J'ai rencontré Céline Dion*, instead of asking *Où as-tu rencontré Céline Dion?* you would ask *Où l'as-tu rencontrée?*

1.
.....
2.
.....

COURSE

In pairs: you are racing against the rest of your class. Here are some sentences with a total of 10 mistakes in them. Find and correct all the mistakes as quickly as you can, with your partner. The first team to finish with the most correct answers wins.

1. J'ai oublier de prendre un stylo. Je peux emprunter la tien ?
.....
2. Tu a acheté ces fleurs pour Julie? Quand vas-tu les la donner ?
.....
3. J'ai préparé deux gâteau; j'aime celle-ci mais je préfère celui-la.
.....
4. Les garçons ont perdu leur carte et ils veulent prendre le nôtre !
.....
5. Sarah se lave avec le savon que nous la avons offertes pour Noël.
.....
6. Nous attendent depuis longtemps; quand allez-vous le nous donner ?
.....

Mots c

In the grid,
and transla

indirec
nous
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Jeu de s

In groups
correspon
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If you can't

Dép

7. Sarah
téléphone
mar

8. Je vais
les fleurs
mè

Arr

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Le présent

The present tense is one of the most basic tenses in French. It is used to talk about events or actions that are happening currently or in an immediate future, or that are a habit. For instance:

- ◆ *Je mange à midi.* → *I (usually) eat at noon.*
- ◆ *Je mange.* → *I am eating (right now).*
- ◆ *Je mange dans une heure.* → *I will eat in an hour.*



The regular verb endings for the present tense are as follows.

-er	-ir	-re
-e -ons	-is -issons	-s -ons
-es -ez	-is -issez	-s -ez
-e -ont	-it -issent	-t -ont

There are many exceptions to the regular rules in the present tense, as verbs often undergo a slight change in the stem, or drop letters before applying the regular rules. Moreover, verbs such as *être*, *avoir*, *aller* and *venir* are all completely irregular. Other exceptions include, for instance:

- ◆ Most verb endings with **-eler** or **-eter** double the consonant (except in the first and second person plural forms)
Example: appeler → *j'appelle, tu appelles, nous appelons...*
- ◆ In verbs ending in **-yer**, the **y** becomes **i** (except in the first and second person plural forms). Although with verbs ending in **-ayer**, the forms with **i** and **y** are both accepted.
Examples: payer → *je paie, tu paies, nous payons...*
essayer → *j'essaie / j'essaye, tu essaies / tu essayes, nous essayons...*
- ◆ Some verbs change in the first person plural to maintain the same pronunciation throughout: **c** → **ç** or **g** → **ge**
Examples: commencer → *je commence, tu commences, nous commençons...*
changer → *je change, tu changes, nous changeons...*

Le par

The present part
English present
the first person p

These present p

- ◆ be used as a
Example: C
- ◆ be used to e
Example: E

When used in cor
participle is inva
number. The ger

- ◆ **simultaneity**
Example: T
Je cuisine e
- ◆ **contradictio**
Example: I
- ◆ **a reason for**
Example: C
that Simon
- ◆ **the manner**
Example: N
- ◆ **conditions**
Example: C
(It's by st

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REVISION: PREPOSITIONS

Les prépositions de lieu

Prepositions are invariable words that are located in front of a noun or pronoun to indicate its relation to another part of the sentence. Prepositions of place situate things or people.

The prepositions **à** and **de**

Both are used similarly, but they are not interchangeable. Here are some of their features:

- ♦ **À** indicates location or destination, e.g. *Je suis allé à Paris. / J'habite à Londres.*
De indicates the origin or starting point, e.g. *Il vient de Bruxelles.*
- ♦ **À** shows length or distance, e.g. *Il habite à 5km du centre-ville.*
De indicates the origin or starting point, e.g. *C'est à 3h d'ici en voiture.*
- ♦ **À** emphasises ownership with the verb *être*, e.g. *Cette bague est à ma sœur.*
De indicates possession, e.g. *le livre de Paul. / la bibliothèque de l'université*
- ♦ **À** shows the purpose, e.g. *un sac à dos, une machine à laver, une tasse à thé*
De shows the contents, e.g. *une boîte de chocolats, une tasse de thé*
- ♦ They can also both be used with verbs, sometimes even interchangeably.
You can also use them both in the same sentence:
Example: demander à quelqu'un de faire quelque chose (to ask someone to do something)

Les prépositions de temps

They locate events within a time frame.



après	after	dans	in	pendant	while
avant	before	au début de	at the start of	à	at
dès que	as soon as	à la fin de	at the end of	entre	between
depuis	since	jusqu'à	until	en	in

À expresses the exact time at which an action happens: *Example: Il va arriver à 17h.*

Dans indicates how much time until something happens / is done, or how long until something takes place: *Example: J'aurai fini dans 5 minutes. / Le spectacle commence dans une heure.*

En shows how long an action takes, or the month/season/year when something happens:

Example: Nous avons tout visité en deux heures. / Il va skier en hiver.

Tip:
The prepositions **à** and **de** are used in many different ways.



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ACTIVITIES: PREPOSITION

d é f i - p h o t o

In teams of two to four, take turns saying a sentence that describes the image. Try to use a preposition of place in each sentence:

Example: La chaussure rouge est sous la table.

The first person to repeat a sentence already said or to run out of ideas loses.



Devine à quoi je pense...

In teams of two to four, look around you and pick out an object. Write down four sentences to describe its position in the room, and its position relative to other objects or people. One by one, read out your sentences and let the other students try to guess what the object is. They can ask additional questions about where the object is.

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

Jeu de

In groups corresponding to French back one

Dé

7. Mon s'est caché le

8. Jean's fell between bed and wall

Cr

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REVISION: THE FUTURE

Le futur immédiat

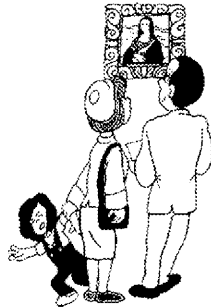
The immediate future serves to talk about what is going to happen in a near future. It is the equivalent of the English 'going to + infinitive'.

Example: *Ils vont visiter le Louvre.* → *They are going to visit the Louvre.*

In French, the immediate future is formed by combining the present tense of the verb *aller* and the infinitive form of the main verb. For instance, here we are using the verb *manger* (to eat), in the immediate future tense:

Aller + Infinitive

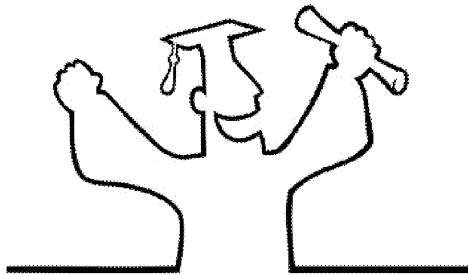
je vais	manger
tu vas	manger
il va	manger
nous allons	manger
vous allez	manger
ils vont	manger



Other than expressing events that will happen in a near future, this tense can also be used to talk about events that are a certainty in a more distant future.

Example: *Dans 3 ans, il va terminer ses études.* →

In 3 years, he is going to / will finish his studies.



Le conditionnel

The conditional is used to talk about something that is uncertain. In English, it is often used for 'would'.

Example: *Si tu étais riche, j'achèterais une maison.*
If you were rich, I would buy a house.

The conditional is also used with the verbs *vouloir* (to want) and *aimer* (to like) to express 'would like' in English.

Example: *Nous voudrions aller en vacances.*
We would like to go on holiday.
Je voudrais un nouveau téléphone.
I would like a new phone.
Il aimerait devenir médecin.
He would like to become a doctor.

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ACTIVITIES: THE FUTURE T

COURSE

You are racing against the rest of your class. Next to each of the following verbs, write its conjugated form as fast as you can. Conjugate the first 12 verbs in the immediate future tense, and the next eight verbs in the conditional tense. Don't forget to write the correct pronoun as well! The first to finish with the most correct answers wins!

Immediate future

- a. partir, 1^e personne du pluriel
- b. être, 3^e personne du pluriel
- c. aller, 2^e personne du singulier
- d. dire, 1^e personne du singulier
- e. boire, 3^e personne du pluriel
- f. dormir, 2^e personne du pluriel
- g. attendre, 2^e personne du singulier
- h. changer, 1^e personne du pluriel
- i. vouloir, 3^e personne du singulier
- j. rire, 1^e personne du singulier

Conditional

- a. aimer, 2^e personne du singulier
- b. vouloir, 3^e personne du pluriel
- c. vouloir, 1^e personne du pluriel
- d. aimer, 3^e personne du singulier
- e. aimer, 1^e personne du singulier
- f. vouloir, 2^e personne du pluriel

Tic-tac-toe

Pair up with y
there is a se
English. Once
box. The aim
your symbol



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REVISION: THE IMPERFECT AND

L'imparfait

The imperfect tense expresses what something was like or describes things that happened regularly in the past. The regular imperfect tense can be made by dropping the *-ons* ending of the first person plural (*nous*) of the present tense verb, and adding the correct imperfect ending. For instance, with the verb *partir*:

Partir (to leave)	
<i>nous partons</i> → <i>part-</i>	
<i>je part -ais</i>	<i>nous part -ions</i>
<i>tu part -ais</i>	<i>vous part -iez</i>
<i>il part -ait</i>	<i>ils part -aient</i>

Although the only exception in the imperfect tense is *être*, some other verbs undergo stem changes in all but the first and second person plural (*nous* and *vous*). For instance:

→ verbs in **-cer**: *c* → *ç* (all but *nous* and *vous*)

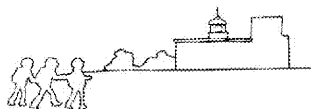
Example: *je commençais, tu commençais, nous commencions, vous commenciez*

→ verbs in **-ger**: *ge* → *gi* (only with *nous* and *vous*)

Example: *je mangeais, tu mangeais, nous mangions, vous mangiez*

The imperfect tense is used in the following situations:

- ◆ Repeated past actions – *Elle m'écrivait tous les jours.*
- ◆ Habitual past actions – *J'allais toujours à l'école à pied.*
- ◆ Suggestions or suppositions – *Et si nous y allions plus tôt ?*
- ◆ Simultaneous past actions – *Je parlais pendant qu'elle cuisinait.*
- ◆ Time and age in the past – *Il avait douze ans.*
- ◆ Indirect discourse – *Il a dit qu'il aimait la vie à la campagne.*



Le plus

The pluperfect happened before 'had been / has following way:

auxiliary

Partir

je partais

tu partais

il/elle partait

nous partions

vous partiez

ils/elles partaient

It can be used

- ◆ an action
- Example:
- ◆ a condition
- Example:
- ◆ hypothesis
- Example:

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ACTIVITIES: THE IMPERFECT AND

BATAILLE NAVALE

Prepare your four ships by colouring two, three or four squares in a row for each ship on the board (a size three ship would be three squares). Don't let the other player see where your ships are! Then, take turns trying to hit each other's ship, but instead of calling out positions, you have to pick a subject and a verb to conjugate in the pluperfect. If you conjugate correctly, your partner will say whether a part of the ship was on that square or not. If you can't conjugate the verb, you forfeit your turn. Your goal is to hit all of your partner's squares that have a ship on them.

Example: instead of calling B-5, you could say «Elle avait fini le livre en une heure.»

« Touché-coulé » – Hit and sunk

« Touché » – Hit

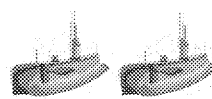
« Raté » – Missed



4 squares



3 squares



2 squares x 2

	AVOIR	TROUVER	VENIR	MANGER	FINIR	PRENDRE
TU						
ELLE						
IL						
NOUS						
JE/J'						
ILS						
VOUS						

TES CAMARADES

Go round the class and ask each student the phrase *Quand étais-tu quelqu'un qui fit...* and their character.

Who had...?

un chien

un hamster

une piscine

Who was...?

timide

bruyant

aventureux

Additional

faire de la danse

aimer l'école

jouer au football

Cadavre exquis

the same time, as each student writes a sentence.

→ Each student writes a sentence.

Il était une fois...

→ The sentence can be used to hide the sentence.

→ Everyone then passes the paper to the second sentence to the third.

→ They then fold the paper.

→ Every time the paper is unfolded, a new story, **in the perfect**.

→ The process is repeated until everyone has enough sentences. When you read the sentences, as well as the agreements, as well as the

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L'impératif

The imperative form is what you use when you want to tell someone to do something. It expresses a command, and, as such, it is only used for *tu*, *nous* and *vous* – you cannot give an order to a person you aren't talking to. In written French, imperative sentences are often ended with an exclamation mark, to emphasise the commanding tone.

To form the imperative, you only need the verb in the present tense, but without any pronoun. For instance:

Tu finis ton assiette. → *Finis ton assiette !*
Vous achetez des tickets. → *Achetez des tickets !*
Nous allons au zoo. → *Allons au zoo !*



Note! The imperative tense with *nous* is often used to suggest something, like in the English expressions 'Let's go!' or 'Let's do it!'.

For the majority of verbs, you can use the present form without any changes. The exceptions are regular verbs ending in **-er**, where you must drop the **-s** in the second person singular (*tu*). This also applies to *aller*, *ouvrir*, and a few other verbs. For instance:

Tu regardes → *Regarde !*
Tu arrêtes → *Arrête !*
Tu vas dehors → *Va dehors !*



When using the imperative tense with object pronouns (for instance, with reflexive verbs), you need to drop the main pronoun, but to keep an indirect object pronoun (*moi*, *toi*, *lui*, *nous*, *vous*, *leur*):

verb + (hyphen + direct object pronoun) + hyphen + indirect object pronoun

Vous me le donnez. → *Donnez-le-moi !*
Tu te laves. → *Lave-toi !*
Nous nous endormons. → *Endormons-nous !*

Les verbes

A few verbs are

Tu
Vous
Nous

Here are some

- ◆ Aie l'air
- ◆ Soyons
- ◆ Sachez

La négation

The negative

One thing to

Brosse

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ACTIVITIES: THE IMPERATIVE

Bingo!

Choose six of the infinitive verbs below and write them in the grid. Your teacher will say a sentence containing the imperative form of those verbs out loud. When one of them matches one of your infinitives, circle it on your grid. When you've circled all the words on your grid, shout out 'Bingo!'.

<i>avoir</i>	<i>parler</i>	<i>aimer</i>	<i>savoir</i>	<i>appeler</i>
<i>être</i>	<i>manger</i>	<i>partir</i>	<i>perdre</i>	<i>donner</i>
<i>aller</i>	<i>boire</i>	<i>payer</i>	<i>finir</i>	<i>courir</i>

Tic-tac-toe X O X O

Pair up with your neighbour and, in turns, pick a box in the grid below. In each box there is a sentence to translate, either from English to French or from French to English. Once you have translated it, write the symbol of your choice (X or O) in that box. The aim of the game is to obtain a line (vertical, horizontal or diagonal) with your symbol only.

Buvez le café !	Do what he says! (singular)	Ne t'arrête pas !
Don't eat the pie! (plural)	Donne-lui le livre !	Let's swim in the sea!
Ne partez pas !	Pay for the meal! (singular)	Allons à la montagne !

Chère Abby

In pairs, pretend you are writing a letter to Abby. In each box, write a sentence for advice. For example: 'What the person could do to solve the problem.' If you finish, exchange your letters and give suggestions to each other.

Chère Abby, je n'ai pas de...

.....

.....

Chère Abby, je suis...

.....

.....

Chère Abby, je suis...

.....

.....

Chère Abby, je suis...

.....

.....



Virelangue (Tongue-twisters)

Tongue-twisters are a fun way of practising your French. See how fast you can say them.

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La voix passive au présent

In the passive voice, the subject of the sentence is no longer the agent doing the action. Although active sentences can be very useful when you're trying to emphasise the recipient or the result, as they focus on the action. In French, the passive voice is formed with the following:

conjugated verb être + past participle

Because you are using the auxiliary verb *être*, the past participle will agree in gender and number with the subject. In a basic passive sentence, a person or thing is having something done to it.

For instance:

La chaise est brisée. (The chair is broken.)

Julie est vue. → (Julie is seen)

When the sentence has a subject and an object, the original agent is preceded by the preposition *par* and transformed into passive sentences:

Danone fabrique le yaourt. → *Le yaourt est fabriqué par Danone.*

Thierry anime l'émission télévisée. → *L'émission télévisée est animée par Thierry.*

Les autres temps

The passive can be used in many different tenses, the most common ones being the perfect, the imperfect and the future. They are formed in the same way as the present tense ones, with the only change being the auxiliary verb, which is where the difference lies.

Present passive – L'homme est attaqué par un chien.

Imperfect passive – L'homme était attaqué par un chien.

Perfect passive – L'homme a été attaqué par un chien.

Future passive – L'homme sera attaqué par un chien.

	je/j'	tu	il/elle/on	nous	vous
Present	suis	es	est	sommes	êtes
Perfect	ai été	as été	a été	avons été	avez été
Imperfect	étais	étais	était	étions	étiez
Future	serai	seras	sera	serons	serez

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ACTIVITIES: THE PASSIVE VOICE

Jeu de société

In groups of two to four, take turns rolling the dice, and move to the corresponding square. Say whether the sentence in the square is active or passive. If it's an active sentence, rephrase it to make it passive, and vice versa. Once you've rephrased it, try to translate the sentence to English. If you can't do either of these, move back one space. Be the first at the end to win!

Départ	1. Tout le monde doit protéger l'environnement.	2. Alex Nevsky a enregistré un nouvel album à Montréal.	3. La conférence sur le recyclage sera présentée par David Suzuki.
7. Céline Dion a été suivie par des fans après le concert.	6. Le public américain va adorer ce nouveau documentaire.	5. La BD <i>Tintin</i> a été créée par Hergé, un auteur belge.	4. Les garçons ont jeté des déchets dans le lac.
8. Ceux qui polluent le parc national seront punis.	9. Plus d'un million de spectateurs ont vu ce film.	10. Les restaurants végétariens sont appréciés par mes amis.	11. Quelqu'un a volé ma bicyclette hier.
Arrivée	14. Ma famille achètera des produits bio.	13. La pollution est causée par les humains.	12. Julie a reconnu une célébrité dans un café.

LA PYRAMIDE

In teams of two to four: the first person comes up with a passive sentence of their choice, in either the past or future tense.

Example: La souris a été mangée par le chat.

Then you must take turns to change the sentence. Use the last element of the sentence to start a new one.

Example. La musique a été composée par Stromae. → Stromae sera applaudi par la foule. → La foule...

PARTIE DE FIN

In pairs, put a sentence in French (or anything else) in the box. Write the verb from the sentence in the box. If the translation is correct, you win.

1's goal. If the translation is incorrect, you lose.

Example: The verb is "être".

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Le futur

The future tense is used to describe actions that have not yet happened. It refers to things that will happen – but not in an immediate future, for which you would use a different tense. The regular endings for the future tense are:

Singular	Plural
-ai	-ons
-as	-ez
-a	-ont

For regular verbs ending in **-er** and **-ir**, you simply add the future tense endings to the infinitive form of the verb.

Examples: *manger* → *je mangerai* (I will eat)
dormir → *nous dormirons* (we will sleep) 

For verbs ending in **-re**, you need to take the infinitive form and replace the final **-e** with the future tense endings.

Example: *descendre* → *il descendra* (he will go down)

There are a few verbs that have irregular stems. Here are some examples of the most common ones (only the stems are shown, as the endings are the same):

<i>être</i> → <i>ser-</i>	<i>pouvoir</i> → <i>pourr-</i>	<i>voir</i> → <i>verr-</i>
<i>avoir</i> → <i>aur-</i>	<i>devoir</i> → <i>devr-</i>	<i>envoyer</i> → <i>enverr-</i>
<i>aller</i> → <i>ir-</i>	<i>venir</i> → <i>viendr-</i>	<i>savoir</i> → <i>saur-</i>
<i>faire</i> → <i>fer-</i>	<i>vouloir</i> → <i>voudr-</i>	<i>mourir</i> → <i>mourr-</i>

The future tense can be used instead of the imperative, to soften a command, for instance. Example: *Tu me l'enverras dès que tu auras terminé.*

It can also be used in combination with imperative sentences.

Example: *Envoie-lui un message quand tu arriveras.*

Le conditionnel

The conditional is used to describe actions that are uncertain. In English, it is often used in the following ways:

Example: *Si tu viens, j'irai avec toi.*

Look at the following examples:

The conditional is used in the following ways:

- ◆ reported speech
Example: *Il a dit qu'il viendrait.*
- ◆ a wish or dream
Example: *Nous voudrions aller en vacances.*
- ◆ possibility or probability
Example: *Peut-être qu'il viendra.*
- ◆ It can also be used to describe a hypothetical situation.
Examples: *Si j'étais riche, j'achèterais une maison.*
- ◆ It can be used to describe a hypothetical situation.
Example: *Si tu venais, j'irais avec toi.*

The conditional is used to describe actions that are uncertain. It is easier to remember the conditional endings if you think of them as the future tense endings with an extra **-r**. Be very careful with the irregular stems.

Now compare the conditional endings with the future tense endings:

- **Future** – *je mangerai*
- **Imperfect** – *je mangeais*
- **Conditional** – *je mangerais*

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ACTIVITIES: THE FUTURE T

BRISE LE CODE

In pairs, look at the text below. Some of the verbs in the conditional tenses have been replaced by symbols and write the answer in the box on the right. Don't forget: you are looking for verbs conjugated in the conditional.

Bonjour,

Je vous écris car j'❖ soumettre ma demande pour un master en droit environnemental. Je ⊙ devrai particulièrement me spécialiser dans la protection de l'environnement. Si j'étais avocat, je ⊕ protégerai l'opportunité de faire une différence dans le monde.

Je ⊙ savoir quels sont les documents dont vous ⌘ besoin pour accepter ma candidature. De plus, ⊙-v l'information supplémentaire sur le processus de demande ? J'❖ compléter ma demande le plus tôt possible. P me dire quel serait le meilleur moyen de communiquer avec vous ; par téléphone ou par e-mail ?

Je vous remercie pour votre aide,
Simon Lucassen

Cadavre exquis (in groups of three) In this game, you will be writing three stories at the same time, as each paper goes round the group in a circle.

- Each student picks a sentence opener from the three options below and writes it on a separate piece of paper.

Bientôt... Le mois prochain... Dans cinq ans...

- **Add a subject** (a noun and an adjective) **and a verb in the future tense** to the sentence.
- Each student folds their paper to hide the sentence and passes it to the student on their right.
- That person has to **add an object and a complement of place** to finish the sentence. Then everyone folds the paper to hide their sentence and passes it to their right-hand neighbour again.
- The neighbour starts a new sentence, **with a verb in the future tense**. They pass it to the right again for their neighbour to finish the sentence with an **object and a complement**.
- The process is repeated as often as you want, until you get three different funny or strange stories to read aloud to the rest of the group.
- When you read the final results, make sure you correct the adjective and object agreements, as well as the verb endings, if you see any mistakes.

Example:
Bientôt, la jeune
fille perdra...
une bague en or
à la plage.

Mod
the verb



- 4 prend
- 6 jouer
- 7 sortir
- 8 envoy

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Le subjonctif présent

The subjunctive mood is used to express subjective opinions, desires, emotions, possibility, and necessity. It is often introduced by the relative pronoun *que*. Here are some of the main situations that would call for the use of the subjunctive:

→ Volition

Example: *Tu veux que je vienne.* (You want me to come.)

→ Emotions or feelings

Example: *J'apprécie que tu fasses tes devoirs.* (I appreciate (the fact) that you are doing your homework.)

→ Uncertainty

Example: *Pourvu qu'il soit là.* (Let's hope he is here.)

→ Doubt or denial

Example: *Je ne crois pas qu'il sache.* (I don't believe that he knows.)

→ Necessity

Example: *Il faut que vous partiez.* (You must leave. / It is necessary that you leave.)

Some examples of subjunctive constructions that you might see:

- ◆ *Il faut que je sache.* (I must know. / It is necessary that I know.)
- ◆ *Il semble qu'elle ait deux sœurs.* (It seems that she has two sisters.)
- ◆ *Bien que nous ne venions pas...* (Although we are not coming...)
- ◆ *Pour que vous fassiez le travail...* (So that you do the work...)
- ◆ *Avant que vous alliez en France...* (Before you go to France...)

Here are some common verbs in the imperative form:

Avoir (to have)	Être (to be)	Faire (to do)	Pouvoir (to be able to)
que j'aie	que je sois	que je fasse	que je puisse
que tu aies	que tu sois	que tu fasses	que tu puisses
qu'il/elle/on ait	qu'il/elle/on soit	qu'il/elle/on fasse	qu'il/elle/on puisse
que nous ayons	que nous soyons	que nous fassions	que nous puissions
que vous ayez	que vous soyez	que vous fassiez	que vous puissiez
qu'ils/elles aient	qu'ils/elles soient	qu'ils/elles fassent	qu'ils/elles puissent

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ACTIVITIES: THE SUBJUNCTIVE

Bingo!

Choose six of the verbs in the box below and write them in the grid. Your teacher will read a one of the subjunctive verbs that you chose, circle it on your grid. When you've circled all

<i>que j'aie (avoir)</i>	<i>que nous parlions (parler)</i>	<i>qu'il aime (aimer)</i>
<i>que tu sois (être)</i>	<i>qu'ils tiennent (tenir)</i>	<i>que je parte (partir)</i>
<i>qu'il aille (aller)</i>	<i>qu'ils sachent (savoir)</i>	<i>que tu paies (payer)</i>
<i>qu'elle boive (boire)</i>	<i>qu'elles veulent (vouloir)</i>	<i>qu'elle croit (croire)</i>
<i>qu'il pleuve (pleuvoir)</i>	<i>que nous puissions (pouvoir)</i>	<i>que vous finissiez (finir)</i>

Jeu de société

In groups of two to four, take turns rolling the dice, and move to the corresponding square.

For each square, say whether the sentence is in the indicative or subjunctive mood. You have to explain your answer.

If you can't answer, move back one space.

Be the first at the end to win!

Départ

1. Je suis heureux que tu puisses lui parler !

7. Elles veulent partir tout de suite.

6. On suggère qu'il fasse la présentation mardi.

8. C'est le garçon que j'ai rencontré hier.

9. Il faut que nous te parlions.

Arrivée

14. Il mange beaucoup plus rapidement que toi.

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Teacher's Pack

The past tenses

Bataille navale

Answers and sentences will vary. This table only shows each of the correct past participles

	Avoir	Partir	Devoir	Être	Boire
Tu	as eu	es parti(e)	as dû	as été	as bu
Elle	a eu	est partie	a dû	a été	a bu
Il	a eu	est parti	a dû	a été	a bu
Nous	avons eu	sommes parti(e)s	avons dû	avons été	avons bu
Je/J'	ai eu	suis parti(e)	ai dû	ai été	ai bu
Ils	ont eu	sont partis	ont dû	ont été	ont bu
Vous	avez eu	êtes partis	avez dû	avez été	avez bu

Vrai ou faux ?

Answers will vary.

Conte de fées

En passant dans un bois elle **a rencontré** compère le loup, qui **avait** bien envie de la manger quelques bûcherons qui **étaient** dans la forêt. Il lui **a demandé** où elle **allait**. La pauvre est dangereuse de s'arrêter à écouter un loup, lui **a dit** : « Je vais voir ma mère-grand, et lui porter du beurre que ma mère lui envoie. » « Demeure-t-elle bien loin ? » lui **a dit** le loup. « Oh ! oui »

Agreement in French

Cadavre exquis

Answers will vary.

Jeu de société

Départ	1. fraîche	2. chanteur	3. le
7. feminine	6. mesdames	5. la fille active	
8. royaux	9. sec	10. les nouvelles cuisinières	
Arrivée	14. it should be <i>le bel homme</i>	13. un roi loyal	

Course

For this activity, make sure that all the students start at the same time, and are being timed. They must also get the correct answers.

femmes – feminine plural
café – masculine singular
manteaux – masculine plural
lapin – masculine singular
boulangerie – feminine singular
bâtiment – masculine singular
musique – feminine singular
yeux – masculine plural

collier – masculine singular
ordinateurs – masculine plural
gâteau – masculine singular
tire-bouchons – masculine plural
voiture – feminine singular
personne – feminine singular
stylo – masculine singular
gazon – masculine singular

bijoux
actrice
genou
travail
cheval
tantes
fête
cahier

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Sentence structures

Pièce d'identité

For this activity, make sure that each pair receives one copy of the worksheet with poster. Otherwise, the students won't have all the information needed.

Nom	Cousteau
Prénom	Jacques
Nationalité	Français
Profession	Officier de marine
Autres occupations	Explorateur océanographique et réalisateur de documentaires
Date de naissance	11 juin 1910
Date de décès	25 juin 1997
Traits distinctifs	Un bonnet rouge
Mariage	Simone Melchior (en 1937); Francine Triplet (en 1991)
Distinctions	Membre de l'Académie française et Commandeur de la Légion d'honneur

Négatif

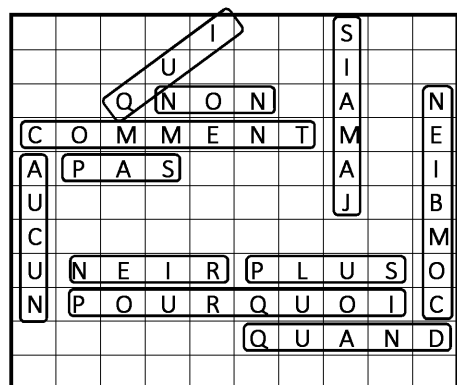
1	2	3	4	
Cette dame n'a jamais voulu d'enfants.	Je ne te conseille pas de manger la pomme. / Je te conseille de ne pas manger la pomme.	Ce n'est pas l'endroit où il a perdu son chien.	Mes parents n'ont aucun vase antique.	Julia n'a pas de chien.

Questions

Answer will vary. These are examples.

- Pourquoi n'avez-vous pas mangé de ce gâteau ?
- Quand voulez-vous aller au zoo ?
- Pourquoi as-tu écouté cet album de Céline Dion ?
- Combien de spectateurs y avait-il au théâtre ?
- Pourquoi ne viens-tu pas dans la maison hantée avec nous ?
- Comment s'est passée ta recherche d'emploi aujourd'hui ?

Mots cachés



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Adverbs

Jeu de société

Départ	1. Example: <i>Ma mère est plus bavarde que mon père.</i>	2. nicely
7. le pire	6. It can mean 'well' and 'very'.	5. Tu es moins rapide que lui.
8. rarely	9. évidemment	10. hier
Arrivée	14. You add the suffix -ment to it.	13. Example: <i>Ma grand-mère fait les meilleurs biscuits au monde.</i>

Une nouvelle phrase

Answers will vary.

Course

For the running dictation, these sentences can be kept at the teacher's desk on a single sheet or put up on the walls around the room.

1. Le chat est tellement nerveux qu'il se cache en dessous.

2. Jean est toujours de bonne humeur.

3. Inès est beaucoup plus sympathique que sa sœur.

4. La tour Eiffel est plus grande que la statue de la Liberté.

5. Penses-tu vraiment que tu peux réussir ?

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Conjunctions

Cadavre exquis

Answers will vary.

Tic-tac-toe (noughts and crosses)

He eats strawberries and chocolate.	Quand il pleut, elle aime aller dehors.	S
Julie veut un chat mais elle est allergique.	Sam will go to the doctor's if you go with him.	Il
We like neither movies nor video games.	Préfères-tu/préférez-vous les cours de français ou d'allemand?	You

Conte de fées

Elle s'est tellement amusée que **lorsque** l'horloge a sonné les douze coups de minuit, elle elle. Autour d'elle les invités du prince étaient en train de danser **et** de s'amuser. Elle s'est j'ai promis à ma marraine de rentrer avant minuit ! » Elle a **donc** couru vers son carrosse citrouille. Le prince l'a vue partir et, **comme** il était amoureux d'elle, il a couru pour la rattr

Pronouns

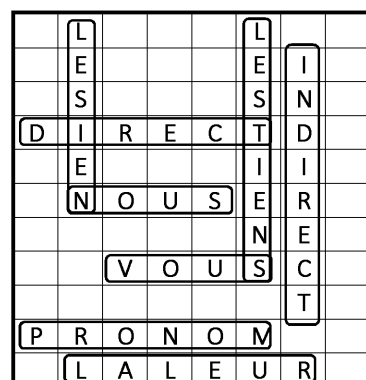
Vrai ou faux

Answers will vary.

Course

- J'ai **oublié** de prendre un stylo. Je peux emprunter **le** tien ?
- Tu **as** acheté ces fleurs pour Julie? Quand vas-tu les **lui** donner ?
- J'ai préparé deux **gâteaux**; j'aime **celui**-ci mais je préfère celui-**là**.
- Les garçons ont perdu leur carte et ils veulent prendre la nôtre!
- Sarah se lave avec le savon que nous **lui** avons **offert** pour Noël.
- Nous **attendons** depuis longtemps; quand allez-vous **nous le** donner ?

Mots cachés



direct	direct
le sien	his
nous	us/we
vous	you (plural)
pronom	pronoun
la leur	their
les tiens	yours
indirect	indirect

Jeu de société

Départ	1. Simon les leur a offerts.	2. Lucie lui a parlé.
7. Sarah lui a téléphoné.	6. Ne le perdez pas !	5. Sylvie les voit tous les jours.
8. Je vais les lui donner.	9. L'as-tu rencontrée ?	10. Samuel va le lire demain matin.
Arrivée	14. Michel les lui a enlevées.	13. Alex lui parle.

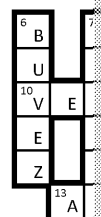
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The present tenses

Mots croisés

Hints	Answers
jouer – 3 ^e personne du pluriel	jouent (ils/elles)
attendre – 1 ^e personne du singulier	attends (je)
prendre – 2 ^e personne du pluriel	prenez (vous)
dormir – 1 ^e personne du pluriel	dormons (nous)
être – 3 ^e personne du pluriel	sont (ils/elles)
aimer – 2 ^e personne du singulier	aimes (tu)
habiter – 1 ^e personne du pluriel	habitons (nous)
courir – 3 ^e personne du singulier	court (il/elle)
boire – 2 ^e personne du pluriel	buvez (vous)
vouloir – 3 ^e personne du singulier	veut (il/elle)
faire – 1 ^e personne du singulier	fais (je)
comprendre – 1 ^e personne du pluriel	comprenons (nous)
crier – 2 ^e personne du singulier	cries (tu)
savoir – 3 ^e personne du singulier	sait (il/elle)



Bingo!

Students must choose six of the infinitive verbs from a list they are given and write them on the picks conjugated verbs from the list below and says them out loud. When the students hear the verb that is on their bingo card, they circle it. When all the words on their card have been circled, keep saying verbs until at least one student wins, but you can keep going until everyone has finished.

Verbs:

Say these in any order that you choose.

parlant	allant	payant
étant	ayant	cuisinant
partant	mangeant	finissant
appelant	aimant	courant
pouvant	buvant	voulant

La pyramide

Answers will vary.

Prepositions

Défi-photo

Answers will vary.

Devine à quoi je pense...

Answers will vary.

Jeu de société

Départ	1. I want to go to the cinema tonight.	2. Il voyage en Allemagne.
7. My cat hid (himself) under the sofa.	6. Pour aller à la pharmacie, tournez à droite dans la prochaine rue.	5. You put the ring on the table.
8. Le portable de Jean est tombé entre le lit et le mur.	9. They will drive from Montreal to Toronto.	10. Les lunettes de mon frère ont été perdues dans l'océan.
Arrivée	14. Ils vont voyager du Portugal aux États-Unis.	13. Julia is waiting for us at her home, in the living room.

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The future tenses

Course

Immediate future

- partir, 1^e personne du pluriel → nous allons partir
- être, 3^e personne du pluriel → ils/elles vont être
- aller, 2^e personne du singulier → tu vas aller
- dire, 1^e personne du singulier → je vais dire
- boire, 3^e personne du pluriel → ils/elles vont boire
- dormir, 2^e personne du pluriel → vous allez dormir
- attendre, 2^e personne du singulier → tu vas attendre
- changer, 1^e personne du pluriel → nous allons changer
- vouloir, 3^e personne du singulier → il/elle va vouloir
- rire, 1^e personne du singulier → je vais rire

Conditional

- aimer, 2^e personne du singulier → tu aimerais
- vouloir, 3^e personne du pluriel → ils/elles voudraient
- vouloir, 1^e personne du pluriel → nous voudrions
- aimer, 3^e personne du singulier → il/elle aimerait
- aimer, 1^e personne du singulier → j'aimerais
- vouloir, 2^e personne du pluriel → vous voudriez

Tic-tac-toe

I would like a glass of water with my meal.	Nos parents vont aller skier dans les Alpes cet hiver.	
Voudrait-elle/aimerait-elle essayer la jupe bleue ?	Sophie would like to be able to travel in Africa.	
Next week, you are going to take your final exams.	Je vais étudier l'allemand, puis je vais aller en Allemagne.	Sir Julie

La pyramide

Answers will vary.

The imperfect and pluperfect

Bataille navale

Answers and sentences will vary. This table only shows each of the correct past participles

	Avoir	Trouver	Venir	Manger
Tu	avais aimé	avais trouvé	étais venu(e)	avais mangé
Elle	avait aimé	avait trouvé	était venue	avait mangé
Il	avait aimé	avait trouvé	était venu	avait mangé
Nous	avions aimé	avions trouvé	étions venu(e)s	avions mangé
Je/J'	avais aimé	avais trouvé	étais venu(e)	avais mangé
Ils	avaient aimé	avaient trouvé	étaient venus	avaient mangé
Vous	aviez aimé	aviez trouvé	étiez venu(e)(s)	aviez mangé

Tes camarades de classe

Answer will vary. Sentences should all be in the imperfect tense.

Cadavre exquis

Answers will vary. Stories should be written in the perfect, imperfect and pluperfect tenses.

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The imperative

Bingo!

Students must choose six of the infinitive verbs from a list they are given and write them on a bingo card. The teacher randomly picks sentences with the conjugated verbs from the list below and says them out loud. When a student hears the conjugated version of an infinitive verb that is on their bingo card, they circle it. When all verbs are circled, they have to shout 'Bingo!' to win. Keep saying sentences until at least one student has finished if you want to.

Sentences: say these in any order that you choose.

Mes amis, n'ayez pas peur !	Ne buvez pas de cette eau !	Ne mangez pas la tarte !
Allez Simon, sois gentil avec ta sœur !	Aimez-vous !	Firmin !
Allez dans votre chambre !	Pars de cet endroit !	Apprends !
Parle-lui donc de tes recherches !	Payez donc le repas !	Donne ton avis !
Mangeons ce gâteau !	Sache que je ne t'aime pas !	Commence !

Tic-tac-toe

Drink the coffee!	Fais ce qu'il dit !	Don't stop!
Ne mangez pas la tarte !	Give him the book!	Nageons dans la mer !
Don't go/leave!	Paie le repas !	Let's go to the mountains!

Chère Abby...

Answers and sentences will vary. Here are some examples:

Chère Abby, je n'arrive pas à dormir. Je souffre d'insomnie. → Bois une tisane avant de te coucher. / Éteins ton téléphone pour la nuit. / etc.

Chère Abby, je suis trop nerveuse avant mes examens. → Couche-toi tôt avant l'examen de la semaine avant l'examen. / Fais de la méditation. / etc.

Chère Abby, je suis dans une nouvelle école et je ne connais personne. → Joins un club. / Rejoins une équipe. / Fais du sport d'équipe. / etc.

Chère Abby, je suis le plus jeune de la famille et on ne me prend pas au sérieux. → Ne sois pas timide. / Respecte les membres de ta famille. / Donne ton opinion. / Participe aux discussions.

The passive voice

Jeu de société

Départ	1. L'environnement doit être protégé par tout le monde.	2. Un nouvel album a été enregistré (à Montréal) par Alex Nevsky (à Montréal).
7. Des fans ont suivi Céline Dion après le concert.	6. Ce nouveau documentaire va être adoré par le public américain.	5. Hergé, un auteur belge, a créé la BD <i>Tintin</i> .
8. On punira ceux qui polluent le parc national.	9. Ce film a été vu par plus d'un million de spectateurs.	10. Mes amis apprécient les restaurants végétariens.
Arrivée	14. Des produits bio seront achetés par ma famille.	13. Les humains causent la pollution.

Partie de football

Answers will vary.

La pyramide

Answers will vary.

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The future

Brise le code

❖ → *aimerais*

□ → *aurais*

⌘ → *auriez*

⊙ → *voudrais*

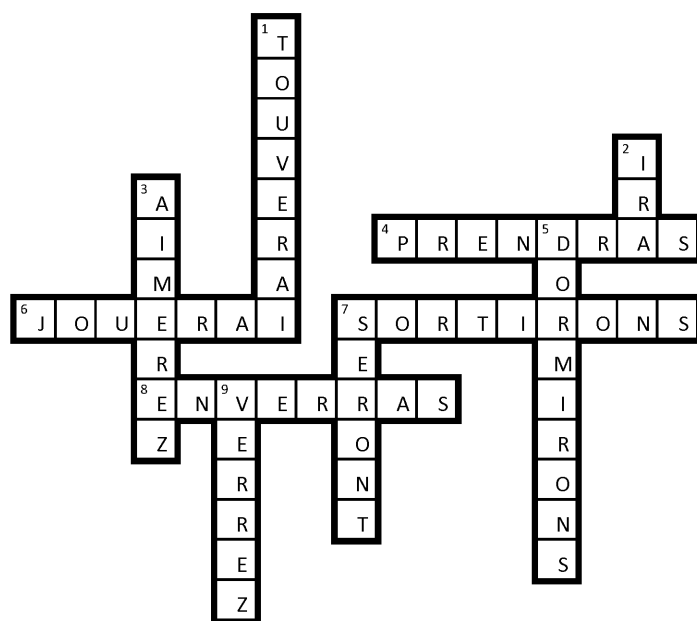
★ →

Cadavre exquis

Answers will vary.

Mots croisés

Hints	Answers
jouer – 1 ^e personne du singulier	jouerai
dormir – 1 ^e personne du pluriel	dormirons
prendre – 2 ^e personne du singulier	prendras
aller – 3 ^e personne du singulier	ira
aimer – 2 ^e personne du pluriel	aimerez
trouver – 1 ^e personne du singulier	touverai
sortir – 1 ^e personne du pluriel	sortirons
voir – 2 ^e personne du pluriel	verrez
envoyer – 2 ^e personne du singulier	enverras
être – 3 ^e personne du pluriel	seront



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The subjunctive

Bingo

Students must choose six of the subjunctive verbs from a list they are given and write them on a card. The teacher randomly picks sentences from the list below and says them out loud. When the student's card, they circle it. When all the words on their card have been circled, they have to say the sentences until at least one student wins, but you can keep going until everyone has finished.

Sentences

Say these in any order that you choose.

- Avant que je parte, nous devons visiter la cathédrale de Strasbourg.
- Bien qu'il pleuve, le zoo reste ouvert.
- Il semble que nous parlions au propriétaire du restaurant.
- Il faut que j'aie des bonnes notes en histoire cette année !
- Il semble qu'elle croit que c'est ta faute.
- Il est important qu'ils tiennent le panneau du bon côté.
- Avant que vous finissiez ce projet, il faudra le faire réviser.
- Je veux qu'ils sachent que c'est ma faute.
- Bien que nous puissions voir Simon, nous ne pouvons pas lui parler.
- Nous voulons que tu sois à la maison avant 21h.
- Le docteur suggère qu'elle boive moins d'alcool.
- Elle préfère que tu paies avec ta carte de crédit.
- Il semble qu'elles veulent aller en Espagne.
- Je suis heureuse qu'il aime mon idée.
- Il faut qu'il aille chercher Sophie à l'aéroport.

Jeu de société

Départ	1. Je suis heureux que tu puisses lui parler ! Subjunctive	2. Il pense qu'elle n'aime pas le chocolat noir. Indicative
7. Elles veulent partir tout de suite. Indicative	6. On suggère qu'il fasse la présentation mardi. Subjunctive	5. Vous voulez payer comptant. Indicative
8. C'est le garçon que j'ai rencontré hier. Indicative	9. Il faut que nous te parlions. Subjunctive	10. Bien qu'il pleuve, j'irai au parc. Subjunctive
Arrivée	14. Il mange beaucoup plus rapidement que toi. Indicative	13. La veste bleue est meilleure que je préfère. Indicative

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