

**French 3B**  
**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. Let's Travel</b> <i>Partons en voyage</i>	1.1 Role play situations dealing with present, past, and future travel experiences. 1.2 Interpret information about travel experiences. 1.3 Write a postcard, letter, or e-mail to a friend describing a past or future travel experience. 1.1, 1.2, 1.3 Exchange, interpret and present information on travel opportunities available on the Internet.	2.1 Describe travel practices in a francophone country. 2.2 Describe the advantages and promotions offered by the <i>SNCF</i> (French national train system) and how they reflect the perspectives of French people.	Prepositions with geographic locations <i>Le futur</i> <i>Le conditionnel</i> <i>Si</i> clauses <i>Le futur</i> with <i>quand</i> Object pronoun <i>y</i>  Review: - comparative and superlative of adjectives, adverbs, and nouns - past tenses - negative expressions

Review the forms of the following verbs in the *passé composé*, *imparfait*, *futur*, *conditionnel* and *subjonctif* by filling out the chart below.

infinitif	passé composé	imparfait		futur	conditionnel	subjonctif - il faut que...	
			<i>nous</i>				<i>nous</i>
<i>acheter</i>	<i>j'ai acheté</i>	<i>j'achetais</i>	<i>nous achetions</i>	<i>j'achèterai</i>	<i>j'achèterais</i>	<i>j'achète</i>	<i>nous achetions</i>
aller							
appeler							
avoir							
être							
faire							
atterrir							
boire							
mettre							
partir							
prendre							

Complete the chart below with the activities that are associated with each of the questions.

<p><b>Que faut-il faire pour préparer un voyage?</b> Exemple : <i>Il faut acheter un billet...</i></p>	<p><b>Que faut-il faire à la gare?</b> Exemple : <i>Il faut trouver le quai.</i></p>
<p><b>Que faut-il faire à l'aéroport?</b> Exemple : <i>Il faut aller au comptoir d'enregistrement.</i></p>	<p><b>Que faut-il faire à l'arrivée de l'avion?</b> Exemple : <i>Il faut détacher la ceinture de sécurité.</i></p>

Complete the chart below with activities that you would do in each of the situations. Remember to use the **subjunctive**.

<b>Au moment de partir</b>	<b>Pendant le vol</b>	<b>A l'arrivée</b>
Exemple : <i>Au moment de partir, il faut que je présente ma pièce d'identité.</i>		

Read the following situations. Then write in **French** what you would do in each situation. Be sure to use the **conditional form**.

Exemple: <i>aller au Sénégal</i>	<i>Si j'allais au Sénégal, je visiterais l'île Gorée.</i>
voyager en avion	
voyager en train	
aller de Paris à Londres	
avoir des bagages	
être en vacances	
faire du tourisme en France	
avoir des amis en Côte d'Ivoire	

Write an organized essay in **French** to describe a future travel experience. Remember to use the **future tense**. Refer to the **Rubric for Extended Presentational Written Communication** as you write. **Use a separate sheet of paper for your answers**

Exemple: *L'été prochain, je voyagerai en Côte d'Ivoire. J'achèterai un billet aller- retour en classe touriste...*

Culture – **Partons en voyage!** – 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 **French**. Refer to the **Rubric on Scoring Culture** as you write. **Use a separate sheet of paper for your answers.**

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>2. At the Hotel</b> <i>À l'hôtel</i>	1.1 Describe the range of accommodations available in francophone countries, including services provided by each. 1.1 Role-play situations dealing with accommodations. 1.2 Interpret accommodations and services available in francophone countries. 1.3 Write a letter/fax/e-mail to arrange accommodations.	2.1 Describe travel practices related to various types of accommodations in francophone countries. 2.2 Describe the importance of <i>Le Guide Michelin</i> and explain how it reflects the perspectives of French people.	<i>Le futur</i> <i>Le conditionnel</i> <i>Si</i> clauses <i>Le futur with quand</i>  Review: - comparative and superlative of adjectives, adverbs, and nouns - past tenses - prepositions with geographic locations

Write in **French** the words or expressions that you would use in response to each question. IF your teacher tells you, engage in a conversation with a classmate asking him/her the same questions.

<b>Où avez-vous logé? J'ai logé...</b> Exemple : <i>dans un club de vacances.</i>	<b>Qu'est-ce que ce logement avait? Ce logement avait...</b> Exemple : <i>un restaurant.</i>
<b>Qu'est-ce que la chambre avait? La chambre avait...</b> Exemple : <i>la télévision</i>	<b>Comment avez-vous payé? Nous avons payé...</b> Exemple : <i>avec une carte de crédit</i>

Write an organized essay in **French** to describe your accommodations during a **past** visit to a francophone country. Explain also what you liked or disliked about the accommodations. Use the past tense and comparative and superlative adjectives. Refer to the **Rubric for Extended Presentational Written Communication** as you write. Use a separate sheet of paper for your answers.

Culture – **À l’hôtel** – Select one of the topics under **Cultures Goal 2** on page 3. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **French**. Refer to the **Rubric on Scoring Culture** as you write. Use a separate sheet of paper for your answers.

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
1. <b>Fitness and Health</b> <i>La forme et la santé</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information on fitness and health issues including advice, treatments, and consequences. 1.1, 1.2 Identify, interpret, and exchange information on fitness activities, sports, and nutrition. 1.3 Write compositions and/or journal entries about fitness activities, sports, or nutrition.	2.1 Describe universal health care coverage for French citizens. 2.1 Describe health services in a francophone country.	Definite articles w/ body parts Reflexive verbs in the <i>passé composé</i> Object pronouns with verbs of communication  Review: - <i>le subjonctif</i> with expressions of emotion and need

Write about at least **eight** health problems and the symptoms for each.  
Exemple: *J’ai une bronchite. Je tousse toujours.*

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Write five sentences that a doctor might say when giving advice to a patient.  
Exemple: *Restez à la maison trois jours.*

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Write five sentences to describe the routine in the doctor's office.

Exemple: *L'infirmière me prend la tension.*

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Write **eight** sentences giving advice for maintaining good health. Use the **subjunctive**.

Exemple: *Il faut qu'on fasse du sport.*

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Write an organized essay in **French** describing two past illnesses, including the symptoms and remedies. Be sure to use reflexive verbs in the past tense. Refer to the **Rubric for Extended Presentational Written Communication** as you write. **Use a separate sheet of paper for your answers**

Exemple: *L'année dernière, je suis tombé/e à l'école. J'ai eu très mal. Je suis allé/e voir mon médecin. Il m'a examiné/e. Il m'a dit que je me suis cassé la jambe. Il m'a ...Etc.*

Culture –*La forme et la santé!* - 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 **French**. Refer to the **Rubric on Scoring Culture** as you write. **Use a separate sheet of paper for your answers.**

TOPIC	Communication Goal 1	Cultures Goal 2	Essential Structures
<b>2. On the Screen</b> <i>Sur l'écran</i>	1.1, 1.2, and 1.3 Exchange, interpret, and present information and opinions about different types of films and television broadcasts. 1.2 View and interpret a French-language television show or film. 1.3 Critique a French-language film or television broadcast. 1.3 Retell the plot of a film or television broadcasts.	2.1 Describe television stations and shows available in France. 2.2 Identify characters, themes, and perspectives in French-language films or broadcasts.	Review: - <i>le passé composé</i> and <i>l'imparfait</i> - <i>le futur</i> - <i>le conditionnel</i> - <i>le subjonctif</i> - relative pronouns ( <i>qui, que</i> ) - reciprocal verbs

Write in **French** the vocabulary words that are associated with each category.

**Genres d'émissions**

Exemples: *une comédie*

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**Gens associés au petit écran**

*l'acteur/l'actrice*

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**Commentaires**

*éducatif/éducative*

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**Genres de films**

Exemples: *un film historique*

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**Gens associés au grand écran**

*un personnage*

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**Ce qu'on peut critiquer dans un film**

*le décor*

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Now use the vocabulary you just listed to answer the following questions. IF your teacher tells you, engage in a conversation with a classmate asking him/her the same questions and record his/her answers.

Quelles sortes d'émissions télévisées préfères-tu?	Exemple : <i>Je préfère les actualités et les documentaires.</i>
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Quelle émission as-tu vu récemment?	
Comment as-tu trouvé cette émission?	
Quelles sortes de films aimes-tu?	
Quel film as-tu vu récemment?	
Est-ce que ce film t'a plu?	
Qu'est-ce que tu as aimé le plus dans ce film?	
Est-ce que tu recommandes ce film? Pourquoi ?	
Quel aspect de ce film avez-vous aimé le plus?	
Quel aspect de ce film avez-vous aimé le moins?	

Write an organized essay in **French** describing a television program or a movie you saw recently. Be sure to include in your essay a wide variety of vocabulary. Use the **past tense**. Refer to the **Rubric for Extended Presentational Written Communication** as you write. **Use a separate sheet of paper for your answers**

Culture –*Sur l'écran!* - Select one of the topics under **Cultures Goal 2** on page 5. Write a paragraph about a product or practice and corresponding perspective for this topic. Write in **French**. Refer to the **Rubric on Scoring Culture** as you write. **Use a separate sheet of paper for your answers.**

## Command of Language

Complete the following sentences according to the context of the paragraph.

*Si je n'étais pas aussi malade, je \_\_\_\_\_ à des copains pour aller voir un film ce soir. Le médecin veut que je \_\_\_\_\_ au lit pour quatre jours. Je dois aller chez le médecin chaque jour. Quand je (j') \_\_\_\_\_ vais, il prend la tension artérielle. Je ne \_\_\_\_\_ aime pas de tout ! Le docteur m'a dit qu'il est certain que je (j') \_\_\_\_\_ bientôt me sentir mieux.*

1. Si je n'étais pas aussi malade, je \_\_\_\_\_ à des copains pour aller voir un film ce soir.  
A. téléphonais      B. téléphonerais      C. téléphonerai      D. téléphone
2. Le médecin veut que je \_\_\_\_\_ au lit pour quatre jours.  
A. restais      B. suis resté      C. reste      D. resterai
3. Je dois aller chez le médecin. Quand je(j') \_\_\_\_\_ vais, il prend la tension artérielle.  
A. la      B. lui      C. les      D. y
4. Je ne \_\_\_\_\_ aime pas de tout !  
A. l'      B. le      C. les      D. y
5. ...qu'il est certain que je (j') \_\_\_\_\_ bientôt me sentir mieux.  
A. vais      B. aille      C. irai      D. allais

*Dans quinze jours, nous allons faire du ski dans les Alpes. Je suis content que nous y \_\_\_\_\_ Pendant ce séjour, nous \_\_\_\_\_ dans un hôtel de luxe. Nous prendrons un taxi quand notre avion \_\_\_\_\_. Ma mère, \_\_\_\_\_ est très sensible, veut que nous \_\_\_\_\_ attention à ne pas nous casser la jambe!*

6. Je suis content que nous y \_\_\_\_\_.  
A. irons      B. sommes allés      C. allons      D. allions
7. Pendant ce séjour, nous \_\_\_\_\_ dans un hôtel de luxe.  
A. restions      B. sommes restés      C. resterions      D. resterons
8. Nous prendrons un taxi quand notre avion \_\_\_\_\_.  
A. arrive      B. arrivait      C. arrivera      D. arriverait
9. Ma mère, \_\_\_\_\_ est très sensible...  
A. qui      B. que      C. les      D. la
10. Ma mère... veut que nous \_\_\_\_\_ attention à ne pas nous casser la jambe !  
A. ferions      B. ferons      C. fassions      D. faisons