

# PiXL Independence:

## MFL - Student Booklet

### KS5

## French

### Contents:

- I. Beginner Level – 20 credits per question
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## I. Beginner Level. Niveau – Débutant

20 credits per question.

**Articles:** Check out the following website, then answer the following questions:  
<http://www.bbc.co.uk/education/guides/zyynsbk/revision>

1. What is meant by definite article? **The definite article is the word that means “the”**
2. What are the French definite articles? **Le/la/l’/les**
3. When is the definite article used in French but not in English?

**When more than one noun is mentioned -each requires a definite article/when talking about nouns in a general sense/when referring to abstractions, politics, school subjects/in front of countries/when used with the possessive “de”/time and date/with parts of the body/when talking about vague periods of time.**

4. What is meant by an indefinite article? **\_ The indefinite article is the word that means “a”/”an”**
5. What are the French indefinite articles? **Un/une/des.**
6. When is the definite article used in French but not in English?

**When no article is used in English eg They are friends “Ce sont des amis”**

7. Translate the following sentences:

a. Le terrorisme me fait peur

**Terrorism scares me.**

b. Mon frère s’est cassé la jambe.

**My brother has broken his leg.**

c. L’argent donne la liberté

**Money gives freedom.**

d. I have long blond hair

**J’ai les cheveux longs et blonds.**

e. He likes swimming but doesn’t like horseriding

**Il aime la natation mais il n’aime pas l’équitation.**

f. Marcel finds French difficult

**Marcel trouve le français difficile.**

g. My brother is a nurse

**Mon frère est infirmier.\_**

**Partitive articles:** Use the following website to revise partitive articles:

<https://www.cliffsnotes.com/study-guides/french/french-i/french-i-articles/partitive-articles>

Complete the grid

	singular	plural
masculine	du/de l'	des
feminine	de la/de l'	des

8. When does the partitive article change to "de"? Give 4 examples.

- a) After a negative.
- b) Before a singular adjective preceding a singular noun.
- c) Before a plural adjective preceding a plural noun.
- d) After expressions of quantity.

9. Write a sentence in French to illustrate each example.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**Present tense verbs:**

10. What are the endings of the 3 main types of verb? Give an example of each. Complete the grid.

	Regular ER	Regular IR	Regular RE
<i>Je</i>	donne	finis	vends
<i>Tu</i>	donnes	finis	vends
<i>Il/elle/on</i>	donne	finit	vend
<i>Nous</i>	donnons	finissons	vendons
<i>Vous</i>	donnez	finissez	vendez
<i>Ils/elles</i>	donnent	finissent	vendent

Check out  
the websites  
if you need  
help



<http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/verbsf/presenttenserev1.shtml>  
<http://takelessons.com/blog/common-irregular-french-verbs-z04>

11. Find as many **irregular ER** verbs as you can and write them here with their meanings.

Aller – to go	<u>Accent change with “-cer” verbs eg</u>
Envoyer – to send	Lancer – to throw
Payer – to pay	Remplacer – to replace
Essuyer – to wipe	<u>Added “e” in “-ger” verbs eg</u>
Employer – to use	Manger – to eat
S’ennuyer – to be bored	Bouger – to move
Nettoyer – to clean	<u>Stem changing verbs eg</u>
	Acheter – to buy/Espérer – to hope/Lever – to raise

12. Find as many **irregular IR** verbs as you can and write them here with their meanings.

Venir – to come	Servir – to serve
Revenir – to come back	Ouvrir – to open
Devenir – to become	Couvrir – to cover
Partir - to leave	Cueillir – to pick
Sortir – to go out	Offrir – to offer
Courir – to run	Acquérir – to acquire
Mourir – to die	Conquérir – to conquer
Dormir - to sleep	Tenir – to hold
Mentir – to lie	Soutenir – to sustain
Sentir – to feel	Retenir – to retain

13. Find as many **irregular RE** verbs as you can and write them here with their meanings.

Être – to be	Nuire – to harm	Connaître-to know(person)
Faire – to do/make	Détruire – to destroy	Boire – to drink
Rompre – to break	Séduire – to seduce	Naître – to be born
Cuire – to cook	Craindre – to fear	Rire – to laugh
Dire – to say/tell	Atteindre – to attain	Suivre – to follow
Conduire – to drive	Joindre – to join	
Lire – to read	Mettre – to put	
Construire – to build	Battre – to beat	
Suffire – to suffice	Prendre – to take	

Use this website to  
revise **Adjectives**

<https://about-france.com/french/adjectives.htm>

14. Are the following statements about adjectives true or false? Write T or F next to each sentence.

- a. To form most female adjectives you add “e” to the masculine form. **T**
- b. All adjectives undergo a spelling change in the feminine form. **F**
- c. You always add “s” to make an adjective plural. **F**
- d. Some adjectives come before the noun they are describing. **T**
- e. If an adjective ends in “e” in the masculine form, you add another “e” to make it feminine. **F**
- f. All adjectives undergo a spelling change in the plural form. **F**

15. Correct the statements that are false.

- b) Adjectives which end in “e” in the masculine form do not change in the feminine.
- c) Adjectives which end in “s” in the masc sing form do not gain another “s” in the plural
- e) you can’t add an “e” to an ordinary “e” in French.
- f) Adjectives ending in “eux” in the masc sing form do not change in the masc pl form.

16. What are the equivalent feminine forms of adjectives which have these endings in the masculine form? Find as many examples as you can of these types of adjectives and write them in the box.

<b>-eil</b>	<b>eille</b>	Pareil/pareille	Sportif/sportive
<b>-er</b>	<b>ère</b>	Amer/amère	Vif/vive
<b>-eur</b>	<b>euse/e</b>	Fier/fière	Destructif/destructive
		Dernier/dernière	Naïf/naïve
		Entier/entière	Attentif/attentive
<b>-on</b>	<b>onne</b>	Travailleur/travailleuse (from a verb)	Impulsif/impulsive
		Menteur/menteuse (from a verb)	Ancien/ancienne
		Supérieur/supérieure	Italien/italienne
<b>-eux</b>	<b>euse</b>	Meilleur/meilleure	Européen/européenne
		Extérieur/extérieure	Inquiet/inquiète
<b>-el</b>	<b>elle</b>	Mignon/mignonne	Discret/discrète
		Sérieux/sérieuse	Complet/complète
<b>-if</b>	<b>ive</b>	Paresseux/paresseuse	Blanc/blanche (silent c masc)
		Généreux/généreuse	Franç/franche (silent c masc)
<b>-en</b>	<b>enne</b>	Amoureux/amoureuse	Public/publique
		Courageux/courageuse	Turc/turque
<b>-et</b>	<b>ète</b>	Curieux/curieuse	Grec/grecque
		Cruel/cruelle	
<b>-c</b>	<b>che /</b>	Sensationnel/sensationnelle	
		Personnel/personnelle	

17. Find out which adjectives precede the noun. Write them in the box below with their female forms.

Grand/grande	Haut/haute
Petit/petite	Joli/jolie
Bon/bonne	Même/même
Mauvais/mauvaise	Nouveau (nouvel)/nouvelle
Meilleur/meilleure	Gentil/gentille
Jeune/jeune	Vilain/vilaine
Vieux (vieil)/vieille	Vaste/vaste
Autre/autre	
Beau (bel)/belle	
Faux/fausse	
Gros/grosse	

18. Some adjectives can be used before and after the noun(s) they describe, resulting in different meanings. List as many of this type of adjective as you can with their respective meanings.

Masculine form	Feminine form	Meaning when before noun	Meaning when after noun
Ancien	Ancienne	Ex/former	Old/ancient
Brave	Brave	Fine	Brave/courageous
Certain	Certaine	Certain/particular	Certain/sure
Cher	Chère	Dear/true	Dear/expensive
Curieux	Curieuse	Strange	Inquisitive
Gros	Grosse	Big	Fat
Pauvre	Pauvre	Poor/wretched	Poor/not rich
Pure	Pure	Simple/plain	Pure/unaltered
Seul	Seule	Only/sole	Lonely

18. Write 5 sentences in French, each one containing at least 2 adjectives. Use examples from the previous exercises.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

Revise  
**adverbs**  
using this  
website

[http://www.french-linguistics.co.uk/grammar/adverbs\\_formation.shtml](http://www.french-linguistics.co.uk/grammar/adverbs_formation.shtml)



19. What is an adverb? \_ **A word which describes a verb**

How are adverbs usually formed? **Add "ment" to the fem. sing. form of the adjective.**

Give an example **Lent – lente – lentement - slowly**

Give 3 examples of adverbs which are not formed in this way

**Fréquent/fréquemment Apparent/apparemment Courant/couramment**

Find the French for:

Constantly **constamment**

Evidently **évidemment**

Truthfully **vraiment**

Absolutely **absolument**

Deeply **profondément**

Well **bien**

Frankly **franchement**

Enormously **énormément**

Politely **poliment**

Violently **violemment**

Badly **mal**

Kindly **gentiment**

20. Find as many **adverbs of time and place** as you can and list them in the boxes with their meanings in English.

Actuellement – currently

Déjà- already

Après – after

Enfin - finally

Auparavant – previously

Tôt - soon

Aussitôt – immediately

Autrefois –formerly

D’abord – firstly

Ensuite – next

Désormais –from now/then on

Bientôt – soon

Tard – late

**TIME**

Ici – here

Là-bas – over there

Ailleurs – elsewhere

Partout – everywhere

Proche – nearby

Autour – around

Nulle part – nowhere

Quelque part – somewhere

N’importe où- anywhere

**PLACE**

## II. Short Answer Questions - Débutant Avancé

30 credits per question

### Perfect Tense:

1. Give the past participles of these irregular verbs:

Avoir <b>eu</b>	Vivre <b>vécu</b>	Faire <b>fait</b> .
Recevoir <b>reçu</b>	Lire <b>lu</b>	Boire <b>bu</b>
Venir <b>venu</b>	Devoir <b>dû</b>	Être <b>été</b>
Ouvrir <b>ouvert</b>	Mettre <b>mis</b>	Connaître <b>connu</b>
Vouloir <b>voulu</b>	Mourir <b>mort</b>	Dire <b>dit</b> .
Écrire <b>écrit</b>	Voir <b>vu</b>	Courir <b>couru</b>
Pouvoir <b>pu</b>	Naître <b>né</b>	
Savoir <b>su</b>	Prendre <b>pris</b> .....	



<http://www.bbc.co.uk/education/guides/z2h6tfr/revision>

2. Give a detailed, step by step account of how to form the perfect tense with “être”.

Take the present tense of the verb être – Je suis, tu es, il est, elle est, nous sommes, vous êtes, ils sont, elles sont. This is the auxiliary verb.

Form the past participle of the verb being used, following the pattern for forming past participles. NOTE the irregular past participle of “venir” is “venu” “Naître” is “né” and “Mourir” is “mort”

Combine the auxiliary verb with the past participle, remembering that the past participle must agree in GENDER and NUMBER with the subject. le add “e” if the subject is feminine. “s” if the subject is masc. plural and “es” if the subject is fem. plural.

Eg Elle est partie / Ils sont partis/ Elles sont parties

3. Draw up a list of verbs which use “être” to form the perfect tense.

Arriver	Sortir/ressortir
Partir/repartir	Naître
Descendre/redescendre	Mourir
Monter	Tomber
Venir/revenir/devenir	Rester
Aller	Retourner
Entrer/rentrer	All reflexive verbs



**Comparative and superlative forms of adjectives/adverbs**

<https://www.lawlessfrench.com/grammar/comparative-adverbs/>

4. Translate the following sentences into English.

a) La région parisienne est plus peuplée que le Limousin.

The Parisian area is more populated than the Limousin.

b) Ma voiture n'est pas aussi neuve que la tienne.

My car is not as new as yours.

c) Le problème des SDF arrive plus fréquemment de nos jours.

The problem of homelessness occurs more frequently nowadays.

d) On peut manger aussi bien ici qu'ailleurs.

You (one) can eat as well here as anywhere else.

e) Elle travaille moins efficacement que son frère, qui est l'étudiant le plus travailleur et le moins égoïste de la classe.

She works less efficiently than her brother, who is the most hardworking and least selfish student in the class.

f) Le réchauffement de la planète est un des problèmes les plus graves en ce moment. La solution la moins favorable est de ne rien faire. J'envisage le pire!

Global warming is one of the most serious problems at the moment. The least favourable solution is to do nothing. I envisage the worst.

g) Vous parlez espagnol mieux que moi, cependant mon allemand est meilleur. C'est Sophie qui parle français le mieux.

You speak Spanish better than me; however, my German is better. It is Sophie who speaks French the best.

5. Make up 5 further sentences of your own; 2 adjectival, 2 adverbial, 1 using both.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

## Débutant Avancé

### Relative pronouns

Use the following websites to revise relative pronouns:

- <https://french.kwiziq.com/revision/grammar/when-to-use-que-to-say-whom-which-or-that-relative-pronouns>
- Try the exercises on the following websites:  
<https://french.kwiziq.com/revision/grammar/ce-qui-what-which-relative-pronouns>  
<https://french.kwiziq.com/revision/grammar/ce-que-what-which-relative-pronouns>
- Explain in your own words, when to use:  
*qui/que/qu'/dont/lequel/laquelle/lesquels/lesquelles*

**Qui** (who,that,which) replaces the subject in the dependent clause. It can also replace an indirect object referring to a person after a preposition. It is usually followed by a verb.

**Que/qu'** (who, that,which) replaces a direct object in the dependent clause. It is not followed by a verb.

**Lequel** (and its variations) replaces an indirect object referring to a thing, after a preposition.

**Dont** (of whom, of which,whose) replaces any person or thing after "de". It can indicate possession.

- What happens to "lequel" etc. when followed by the prepositions "à" and "de"?  
Complete the grid.

	à + (= to which)	de + (=of which)
lequel	auquel	duquel
laquelle	à laquelle	de laquelle
lesquels	auxquels	desquels
lesquelles	auxquelles	desquelles

- Write a sentence in French to show the use of each.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_

### Relative pronouns cont'd

11. Explain when to use “*ce qui/ce que/ ce qu’/quoi/où*”

*Ce qui* (what) serves as the subject of a relative clause.

*Ce que/qu’* (what) is used as the indefinite direct object in a relative clause.

*Quoi* (what) is the object of a preposition.

*Où*(where) can be used after prepositions. It can also mean “when” referring to the moment in time something happened.

12. Translate the following into French

- a) What surprises me is..... *Ce qui me surprend c’est.....*
- b) What I prefer is.... *Ce que je préfère c’est.....*
- c) What one says is..... *Ce qu’on dit c’est...*
- d) What is essential is.... *Ce qui est essentiel c’est.....*
- e) The town where I live is..... *La ville où j’habite est...*
- f) On the day (when) he was born..... *Le jour où il est né....*
- g) I don’t know what you are talking about *Je ne sais pas de quoi tu parles/vous parlez*

### Direct /indirect object pronouns

13. Complete the grids with the correct French pronouns

Direct object pronoun		Indirect object pronoun	
<i>me</i>	me	<i>me</i>	(to) me
<i>te</i>	you	<i>te</i>	(to) you
<i>le/l’</i>	him/it	<i>lui</i>	(to) him/it
<i>la/l’</i>	her/it	<i>lui</i>	(to) her/it
<i>nous</i>	us	<i>nous</i>	(to) us
<i>vous</i>	You	<i>vous</i>	(to) you
<i>les</i>	them	<i>leur</i>	(to) them

14. Make up 6 sentences of your own using direct/indirect object pronouns, **3 of which must be negative.**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

<https://www.thoughtco.com/y-french-pronoun-1368924>



**Pronouns “y” and “en”**

15. Write down 2 uses of the pronoun “y”

- a) “y” means “there” when replacing a place.
- b) It is used to replace “à” after a verb. Eg “Je pense à mon travail. J’y pense.”

Write down 2 uses of the pronoun “en”

- (i) “en” means “some” “any” “of it/them.”
- (ii) It replaces “de” after a verb. Eg “Que penses-tu de mon nouveau jean? Qu’en penses-tu?”

16. Fill in the grid to show the sequence of pronouns when used before a verb.

1	2	3	4	5
Me Te Se Nous Vous	le la l' les	lui leur	y	en

17. Translate the following sentences into French.

- a) He has talked to me about it. **Il m'en a parlé.**
- b) They saw me there. **Ils/elles m'y ont vu(e).**
- c) I gave you it. **Je te l'ai donné(e) / Je vous l'ai donné(e).**
- d) The secretary sent them to her. **Le/la secrétaire les lui a envoyé(e)s.**
- e) I did not meet her there. **Je ne l'y ai pas rencontrée.**
- f) He has not sent any to me. **Il ne m'en a pas envoyé(e)s.**
- g) She did not give us any. **Elle ne nous en a pas donné(e)s.**

#### Disjunctive/emphatic pronouns

<https://www.laits.utexas.edu/tex/gr/pro4.html>

18. Write out the disjunctive pronouns here:

**Moi, Toi, Lui, Elle, Nous, Vous, Eux, Elles**


Complete the on-line activity on disjunctive pronouns.

19. Give 5 examples where a disjunctive pronoun would be used.

- a) **For emphasis.**
- b) **After "c'est" and "ce sont."**
- c) **After prepositions.**
- d) **When asking and answering questions.**
- e) **After "que" in comparisons.**

20. Translate into English:

- a) **He** does not agree. **Lui, il n'est pas d'accord**
- b) He is always thinking about her **Il pense toujours à elle.**
- c) Each one for himself! **Chacun pour soi.**



**Check out  
this website**

- d) You built it yourself? **Tu l'as construit(e) toi-même? / Vous l'avez construit(e) vous-même?**
- e) What does she think of me? **Qu'est-ce qu'elle pense de moi? / Que pense-t-elle de moi?**
- f) he takes advantage of them (f). **Elle profite d'elles.**
- g) We did it ourselves. **Nous l'avons fait(e) nous-mêmes.**
- h) You went home? (fam). **Tu es rentré(e) chez toi?**

### III. Short Answer Questions - Niveau Intermédiaire

40 credits per question

#### Imperfect tense

Use these websites to revise the imperfect tense and then complete the on-line activities

<http://www.frenchlearner.com/verbs/imperfect-tense/>  
<http://www.learn-french-help.com/french-past-imperfect-tense.html>

1. Give a step by step explanation of how the imperfect tense is formed.  
 Take the "nous" form present tense of the verb, cross off the "ons" ending and add the imperfect endings which are: *ais, ais, ait, ait, ions, iez, aient, aient*
2. What is the only verb that does not follow this pattern? Write it out in all forms here.  
 "Être" is the only irregular verb: *J'étais/tu étais/il était/elle était/nous étions/vous étiez/ils étaient/elles étaient.*
3. When is the imperfect tense used? Give 4 examples.  
 To set the scene in the past (descriptive)  
 To describe what **used to** happen in the past.  
 To say what **was happening** at a particular time.  
 To describe a situation in the past.
4. Write out the following verbs in the imperfect tense.

	<b>Manger</b>	<b>Lancer</b>	<b>Rire</b>
<i>Je</i>	<i>mangeais</i>	<i>lançais</i>	<i>riaais</i>
<i>Tu</i>	<i>mangeais</i>	<i>lançais</i>	<i>riaais</i>
<i>Il/elle/on</i>	<i>mangeait</i>	<i>lançait</i>	<i>riaait</i>
<i>Nous</i>	<i>mangions</i>	<i>lancions</i>	<i>riions</i>
<i>Vous</i>	<i>mangiez</i>	<i>lanciez</i>	<i>riiez</i>
<i>Ils/elles</i>	<i>mangeaient</i>	<i>lançaient</i>	<i>riaaient</i>

#### Pluperfect tense

<https://français.lingolia.com/en/grammar/tenses/le-plus-que-parfait>

Revise this grammar point



5. How is this tense formed?

The pluperfect tense is formed in the same way as the perfect tense, except the auxiliary verb (avoir or être) goes into the imperfect tense.

6. Give the pluperfect forms of the following verbs.

	<b>Avoir</b>	<b>Venir</b>	<b>Se lever</b>
<i>Je</i>	avais eu	étais venu(e)	m'étais levé(e)
<i>Tu</i>	avais eu	étais venu(e)	t'étais levé(e)
<i>Il</i>	avait eu	était venu	s'était levé
<i>Elle</i>	avait eu	était venue	s'était levée
<i>On</i>	avait eu	était venu	s'était levé
<i>Nous</i>	avions eu	étions venu(e)s	nous étions levé(e)s
<i>Vous</i>	aviez eu	étiez venu(e)(s)	vous étiez levé(e)(s)
<i>Ils</i>	avaient eu	étaient venus	s'étaient levés
<i>Elles</i>	avaient eu	étaient venues	s'étaient levées

7. Re-visit the website and complete the on-line activities.

8. Make up 5 sentences of your own using the pluperfect tense.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

### **Venir de.../Depuis**

<https://www.lawlessfrench.com/grammar/depuis-vs-il-y-a/>

<https://www.lawlessfrench.com/grammar/venir-recent-past/>

9. What does "venir de..." mean when followed by:

- a) The present tense     **have/has just done.**
- b) The imperfect tense   **had just done**

What does “depuis” mean when followed by:

- a) The present tense      **have/has been doing something for (a length of time)**
- b) The imperfect tense      **had been doing something for (a length of time)**

10. Make up 6 sentences of your own using these constructions in both tenses. Translate your sentences into English.

- (i) \_\_\_\_\_  
\_\_\_\_\_
- (ii) \_\_\_\_\_  
\_\_\_\_\_
- (iii) \_\_\_\_\_  
\_\_\_\_\_
- (iv) \_\_\_\_\_  
\_\_\_\_\_
- (v) \_\_\_\_\_  
\_\_\_\_\_
- (vi) \_\_\_\_\_  
\_\_\_\_\_



11. Use your knowledge of the work you have covered so far to translate the following paragraph into English.

Il avait commencé à pleuvoir quand je suis entrée dans le café. C'était presque vide à part deux jeunes filles qui se disputaient bruyamment dans un coin, et un vieil homme qui lisait un journal. J'ai enlevé mon imper et je me suis assise près de la fenêtre. Je venais de commander un café lorsque la porte s'est ouverte et une grande, jeune fille élégante est entrée. Je ne l'ai pas reconnue tout de suite et elle ne m'a pas aperçue. Elle s'est assise à une table en face de la porte, et j'ai vu que c'était Pauline, une de mes meilleures copines du lycée. Elle avait tellement changé que je ne pouvais guère la reconnaître. Je me suis levée pour aller lui parler.

"Salut Pauline," ai-je dit. "Il y a si longtemps que....." À ce moment-là j'ai remarqué qu'elle avait éclaté en sanglots.

It had started to rain when I went into the café. It was almost empty except for two young girls who were arguing noisily in a corner, and an old man who was reading a newspaper. I took off my raincoat and I sat down next to the window. I had just ordered a coffee when the door opened and a tall elegant young girl came in. I did not recognise her immediately, and she did not notice me. She sat down at a table facing the door, and I saw that it was Pauline, one of my best friends at college. She had changed so much that I scarcely recognised her. I got up to go and speak to her.

"Hi, Pauline," I said. "it's been such a long time since.....". At that moment, I noticed that she had burst into tears.

12. Without looking at the original text, can you now translate what you have written back

### Negatives

<https://www.thoughtco.com/types-of-french-negation-1368880>

Check out the following website and its links, to revise negative constructions

13. Write a list of as many negative constructions as you can, with their meanings in English.

- |                                    |                           |
|------------------------------------|---------------------------|
| Ne...pas – not/don't               | Ne...nulle part - nowhere |
| Ne.....jamais – never              |                           |
| Ne.....rien – nothing/not anything |                           |
| Ne.....plus – no longer            |                           |
| Ne....que - only                   |                           |
| Ne...personne – nobody             |                           |
| Ne...aucun(e) - none               |                           |
| Ne.....guère – scarcely            |                           |
| Ne...ni...ni – neither nor         |                           |

14. Translate the following sentences into French.

- a) He only drinks red wine; he never drinks white wine.  
Il ne boit que du vin rouge; il ne boit jamais de vin blanc.
- b) There is nothing of interest in this article  
Il n'y a rien d'intéressant dans cet article.
- c) There was hardly any food left.  
Il ne restait guère de nourriture.
- d) Nobody came to the meeting.  
Personne n'est venu à la réunion.
- e) We no longer go there.  
Nous n'y allons plus/On n'y va plus.
- f) None of her ideas seem acceptable to me.  
Aucune de ses idées ne me semble acceptable.
- g) Neither he nor his sister came to visit us.  
Ni lui ni sa soeur n'est venu nous rendre visite.
- h) I don't see anyone any more.  
Je ne vois plus personne.
- i) We have decided not to smoke any more.  
Nous avons décidé de ne plus fumer/On a décidé de ne plus fumer.
- j) I couldn't find Céline anywhere.  
Je ne trouvais Céline nulle part.



**Demonstrative adjectives/pronouns.**

<https://français.lingolia.com/en/grammar/pronouns/demonstrative-pronouns>

15. Complete the following grid.

Person	Demonstrative adjective	Demonstrative pronoun (simple)	Demonstrative pronoun (compound)
Masc sing.	Ce/cet	Celui	Celui-ci/celui-là
Masc pl.	Ces	Ceux	Ceux-ci/ceux-là
Fem sing.	Cette	Celle	Celle-ci/celle-là
Fem pl.	Ces	Celles	Celles-ci/celles-là
Indefinite		Ce	Ceci/cela/ça

16. Re-visit the website and complete the on-line activities.

17. Translate the following sentences into English

a) J'ai acheté deux cafés, celui-ci est décaféiné.

**I bought two coffees, this one is decaffeinated.**

b) Je ne peux pas décider entre cette voiture et celle-là.

**I can't decide between this car and that one.**

c) J'ai trouvé le livre d'histoire mais je cherche toujours celui de chimie.

**I have found the history book but I am still looking for the chemistry one.**

d) De toutes les idées, je préfère celle de Paul.

**Of all the ideas, I prefer Paul's.**

e) Voilà celui dont je t'ai parlé.

**There's the one I was talking to you about.**

f) Cela me semble vraiment bizarre.

**That seems really strange to me.**

g) Ceci va être difficile à croire.

**This is going to be hard to believe.**

18. Make up 6 sentences of your own, 2 from each category of the grid.

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

(iii) \_\_\_\_\_

\_\_\_\_\_

(iv) \_\_\_\_\_

\_\_\_\_\_

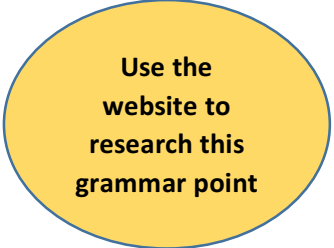
(v) \_\_\_\_\_

\_\_\_\_\_

(vi) \_\_\_\_\_

## Indefinite pronouns.

<https://www.lawlessfrench.com/grammar/indefinite-pronouns/>



Use the  
website to  
research this  
grammar point

19. Underline the indefinite pronoun in the following sentences.

- a) Tout est arrangé.
- b) J'ai trois filles et chacune est studieuse.
- c) Quelques-uns d'entre vous sont prêts.
- d) Ça doit être quelque chose d'horrible.
- e) J'en connais certains.
- f) Plusieurs sont venus sans savoir pourquoi.
- g) Quiconque dit ça, ment!

20. Translate the sentences into English.

- a) Everything is arranged.
- b) I have three daughters and each one is studious.
- c) Some of you are ready.
- d) It must be something horrible.
- e) I know some of them.
- f) Several came without knowing why.
- g) Whoever said that is lying.

#### IV. Short Answer Questions - Niveau Compétent

60 credits per question



#### The Future tense

<https://www.cliffsnotes.com/study-guides/french/french-ii/french-ii-future-tenses/the-future-tense>

1. Describe how to form the future tense of the following verbs:

a) Regular ER verbs

Take the infinitive and add the future endings to it: ai/as/a/a/a/ons/ez/ont/ont.

b) Regular IR verbs

Take the infinitive and add the future endings to it: ai/as/a/a/a/ons/ez/ont/ont.

c) Regular RE verbs

Take off the "E" from the infinitive than add the future endings: ai/as/a/a/a/ons/ez/ont/ont.

2. Many verbs undergo a stem change in the future tense. List as many of them as you can in the box below.

Avoir	Falloir	Quérir
Être	Pleuvoir	Conquérir
Faire	Mouvoir	Valoir
Aller	Cueillir	S'asseoir
Vouloir	Accueillir	Appeler
Pouvoir	Envoyer	Jeter
Savoir	Voir	
Devoir	Venir	
Recevoir	Tenir	
Décevoir	Courir	

3. Choose 10 verbs from your box and make up your own future tense sentences.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_
- i) \_\_\_\_\_
- j) \_\_\_\_\_

4. Rewrite the following sentences changing the verb in bold from present to future tense.

a) Il **faut** les revoir demain?

Il **faudra** les revoir demain?

b) Elle ne t'**envoie** pas le paquet avant mercredi.

Elle ne t'**enverra** pas le paquet avant mercredi.

c) Je ne **m'assieds** pas dans un compartiment première classe si je n'ai pas de billet.

Je ne **m'assiérai** pas dans un compartiment première classe si je n'ai pas de billet.

d) Il **vaut** mieux ne pas lui en parler.

Il **vaudra** mieux ne pas lui en parler.

e) J'**acquiers** le terrain pour faire construire une maison.

J'**acquerrai** le terrain pour faire construire une maison.

f) Lorsque je **meurs**, la maison **revient** à ma fille.

Lorsque je **mourrai**, la maison **reviendra** à ma fille.

5. Translate the sentences you have written into English.

a) **Will we have to see them tomorrow?**

b) **She will not send the parcel before Wednesday**

c) **I will not sit in a first-class carriage if I don't have a ticket**

- d) It will be better not to talk to him/her about it
- e) I will acquire the land in order to have a house built
- f) When I die, the house will go to my daughter

### The Conditional Tense

<http://www.french-linguistics.co.uk/grammar/conditional.shtml>

6.(i) Describe how the conditional tense is formed.

Take the future stem and add the imperfect endings to it.

(ii) Which English word does the conditional tense translate? **Would**

### The Future Perfect

<http://www.frenchlinguistics.co.uk/verbs/table/%EAtre.html#.WeHR4mhSyUk>

7. How is this tense formed? Give an example.

It is formed in the same way as the perfect tense except the auxiliary verb (avoir/être) goes into the future tense.

J'aurai mis...

Il sera arrivé...

### The Conditional Perfect

8. How is this tense formed? Give an example.

It is formed in the same way as the perfect tense except the auxiliary verb (avoir/être) goes into the conditional tense.

Nous aurions été..... Elles seraient parties....

9. Write out the following in French.

- a) I will have done. **J'aurai fait.**
- b) We will have written. **Nous aurons écrit/on aura écrit.**
- c) They will not have come. **Ils ne seront pas venus/elles ne seront pas venues.**
- d) You (pol) will not have left. **Vous ne serez pas parti(e)(s).**
- e) She will have woken up. **Elle se sera réveillée.**
- f) You (fam) would have been. **Tu aurais été.**
- g) They (f) would have arrived. **Elles seraient arrivées.**
- h) She would not have understood. **Elle n'aurait pas compris.**



- i) I would have gone out. **Je serais sorti(e)**
- j) We would not have sat down. **Nous ne nous serions pas assis(es)/ On ne se serait pas assis.**



### Clauses with “si”

<https://www.cliffsnotes.com/study-guides/french/french-ii/french-ii-conditions-and-conditions/conditional-sentences>

10. Translate these sentences into English.

- a) S’il neige, je reste à la maison.  
**If it snows/is snowing, I stay/am staying in the house.**
- b) Je donnerai à manger au chat, si j’ai le temps.  
**I will feed the cat if I have time.**
- c) Le match serait annulé, s’il pleuvait.  
**The match would be cancelled if it rained.**
- d) Si je gagnais à la loterie, j’achèterais une voiture de sport.  
**If I won the lottery, I would buy a sports car.**
- e) Si tu avais appris le français, tu aurais su le parler.  
**If you had learned French, you would have known how to speak it.**
- f) Vous seriez guéri, si vous suiviez les conseils du médecin.  
**You would be cured, if you followed the doctor’s advice.**
- g) Nous aurions acheté une nouvelle maison, si nous avions eu assez d’argent.  
**We would have bought a new house if we had had enough money.**



### Possessive pronouns

<https://www.lawlessfrench.com/grammar/possessive-pronouns/>

11. Complete the grid

	Masc sing	Fem sing	Masc pl	Fem pl
Mine	le mien	la mienne	les miens	les miennes
Yours	le tien	la tienne	les tiens	les tiennes

<b>His/hers/its</b>	le sien	la sienne	les siens	les siennes
<b>Ours</b>	le nôtre	la nôtre	les nôtres	les nôtres
<b>Yours</b>	le vôtre	la vôtre	les vôtres	les vôtres
<b>Theirs</b>	le leur	la leur	les leurs	les leurs

12. Go back to the website and complete the on-line activities.

13. Translate the following sentences into French.

a) I see your brother but mine hasn't arrived yet.

Je vois ton/votre frère, mais le mien n'est pas encore arrivé.

b) I hate my car, yours is much nicer.

Je déteste ma voiture, la tienne/la vôtre est beaucoup plus jolie.

c) My parents are in France. Where do yours live?

Mes parents sont en France. Où habitent les tiens/les vôtres?

d) This coat....is it yours or mine?

Ce manteau...c'est le mien ou le tien/le vôtre?

e) You are talking to my sister, I am going to talk to theirs

Tu parles/vous parlez à ma soeur, je vais parler à la leur/les leurs.

f) They are proud of their children and we are proud of ours

Ils sont fiers de leurs enfants, et nous sommes fiers des nôtres.

Elles sont fières de leurs enfants et nous sommes fières des nôtres.

## The Imperative

Check out <https://français.lingolia.com/en/grammar/verbs/imperatif>

14 (i) What is meant by "the imperative?" Order or command form of the verb.

(ii) Which verb forms is it limited to? Tu/nous/vous.

(iii) When does the singular imperative of a regular ER verb retain the "s?" When it is followed by "y" or "en"

(iv) Give an example Manges-en!

14. Complete the grid by putting each verb into its imperative forms.

Parler	Choisir	Répondre
Parle!	Choisis!	Réponds!
Parlons!	Choisissons!	Répondons
Parlez!	Choisissez!	Répondez

15. Find 3 verbs which are complete exceptions to this formation, and write them in the grid in all their forms.

Verb 1 Avoir	Verb 2 Être	Verb 3 Savoir
aie	sois	sache
ayons	soyons	sachons
ayez	soyez	sachez

16. Go back to the website and complete the on-line activities.

17. Translate these sentences.

- Don't touch them! (fam) **Ne les touche pas!**
- Give it to me immediately! **Donne-le/la- moi immédiatement. Donnez-le/la- moi immédiatement!**
- Don't get up! (pol) **Ne vous levez pas!**
- Send them to him today! (pol) **Envoyez- les-lui aujourd'hui!**
- Don't let's sit here! **Ne nous asseyons pas ici!**

18.

- When might an infinitive be used to express a command? **In formal language ie on notices, packets etc.**
- Give an example **Ne pas marcher sur les pelouses.**
- What is the infinitive of the verb used in this sentence?

“Veuillez répondre le plus tôt possible” **Vouloir**

- What does the sentence mean in English? **Please (be kind enough) to reply at the earliest opportunity.**

19. Make up 5 sentences of your own. Make them as complex as you can.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

## V. Advanced Level - Niveau Avancé

70 credits per question

Use the websites  
below to  
research this  
topic

### The Subjunctive Mood

<https://www.thoughtco.com/french-subjunctive-rules-and-examples-1369323>

<https://www.lawlessfrench.com/grammar/subjunctive/>

- a) Describe in your own words what is meant by “the subjunctive mood”  
This is a special verb form used in dependent clauses to indicate some sort of subjectivity, uncertainty or unreality in the mind of the speaker. Feelings of doubt or desire require a subjunctive as do expressions of necessity, possibility and judgement.

b) Which relative pronoun usually precedes the subjunctive? Usually “que”
- Give examples of some high frequency verbs which require the subjunctive mood  
Aimer mieux que / demander que / préférer que / recommander que / souhaiter que / Vouloir que / craindre que / détester que / regretter que / refuser que / supposer que  
desirer que / permettre que.
- Give some examples of conjunction/conjunctive phrases which require the subjunctive mood?  
À condition que / bien que / de sorte que / jusqu'à ce que / pour que / quoique / afin que.
- Describe in your own words how the present subjunctive is formed  
Take the third person plural form of the present tense (ils/elles form) Take off the “ent” ending and add the following endings: e/es/e/e/e/ions/iez/ent/ent.
- Complete the grid putting the verbs into the subjunctive.

	Parler	Finir	Vendre
Je	parle	finisse	vende
Tu	parles	finisses	vendes

<i>Il/elle/on</i>	parle	finisse	vende
<i>Nous</i>	parlions	finissions	vendions
<i>Vous</i>	parliez	finissiez	vendiez
<i>Ils/elles</i>	parlent	finissent	vendent

6. Find the subjunctive forms of these common irregular verbs.

	<b>Faire</b>	<b>Pouvoir</b>	<b>Savoir</b>	<b>Aller</b>	<b>Avoir</b>	<b>Être</b>	<b>Vouloir</b>
<i>Je</i>	fasse	puisse	sache	aille	aie	sois	veuille
<i>Tu</i>	fasses	puisses	saches	ailles	aies	sois	veuilles
<i>Il/elle</i>	fasse	puisse	sache	aille	ait	soit	veuille
<i>Nous</i>	fassions	puissions	sachions	allions	ayons	soyons	voulions
<i>Vous</i>	fassiez	puissiez	sachiez	alliez	ayez	soyez	vouliez
<i>Ils/elles</i>	fassent	puissent	sachent	aillent	aient	soient	veussent

7. Go back to the websites and complete all the on-line activities.

8. Make up 10 sentences of your own using the subjunctive mood.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_

i) \_\_\_\_\_

j) \_\_\_\_\_

9. What is meant by the “*ne explétif*” when used with a subjunctive mood?

This is the inclusion of the word “*ne*” which adds no meaning of its own to the sentence. It is used after certain verbs/expressions that have a meaning of doubt, fear or prevention.

10. Give 3 examples

a) Évitez qu’il **ne** vous voie.

b) Avant que vous **ne** preniez une décision.

c) J’ai peur qu’il **ne** le fasse.

11. Use your knowledge of French to work out how to form the perfect subjunctive and complete this grid.

	<b>Donner</b>	<b>Partir</b>	<b>Se lever</b>
<i>Je</i>	aie donné	sois parti(e)	me sois levé(e)
<i>Tu</i>	aies donné	sois parti(e)	te sois levé(e)
<i>Il</i>	ait donné	soit parti	se soit levé
<i>Elle</i>	ait donné	soit partie	se soit levée
<i>Nous</i>	ayons donné	soyons parti(e)s	nous soyons levé(e)s
<i>Vous</i>	ayez donné	soyez parti(e)(s)	vous soyez levé(e)(s)
<i>Ils</i>	aient donné	soient partis	se soient levés
<i>Elles</i>	aient donné	soient parties	se soient levées

12. Translate into French.

a) I am happy that he left.

Je suis heureux(euse) qu’il soit parti.

a) I doubt that they arrived.

Je doute qu’ils/elles soient arrivés/arrivées.

b) It is possible that the bank has closed.

Il est possible que la banque soit fermée

- c) It is regrettable that he didn't succeed.  
*Il est regrettable qu'il n'ait pas réussi.*
- d) We are sorry that you (pl) didn't come with us.  
*Nous regrettons que vous ne soyez pas venu(e)(s) avec nous.*
- e) It is important that they (f) enjoyed themselves.  
*Il est important qu'elles se soient amusées.*

### **Verbs + preposition + infinitive**

Revise which verbs take a preposition before an infinitive.

<https://www.cliffsnotes.com/study-guides/french/french-i/french-i-prepositions/prepositions-before-infinitives>

### 13. Translate into French.

- a) I had forgotten to feed the dog.  
*J'avais oublié de donner à manger au chien.*
- b) My parents encouraged me to go to university.  
*Mes parents m'ont encouragé(e) à aller à l'université.*
- c) Céline had dreamed of becoming a nurse.  
*Céline avait rêvé de devenir infirmière.*
- d) I have finally succeeded in finding a job.  
*J'ai enfin réussi à trouver un emploi.*
- e) I will ask my brother to help me with my research.  
*Je demanderai à mon frère de m'aider avec mes recherches.*
- f) I told them to hurry up.  
*Je leur ai dit de se dépêcher.*



14. Revise the constructions on the website and make up 10 sentences of your own, at least 4 of which should come from the “à quelqu’un de...” category of verbs. Use a variety of tenses in your sentences.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_
- i) \_\_\_\_\_
- j) \_\_\_\_\_

#### More complex usage of the perfect infinitive

<http://www.leaflanguages.org/french-grammar-the-past-infinitive/>



15. Match up the beginning of each sentence with its correct ending:

Je pense l'

Elles sont contentes de

J'espère

Elle a été renvoyée

Je vous remercie

Ils sont fiers d'

de m'avoir aidé(e)

après t'y avoir vu(e)

avoir laissé(e) au café.

être finalement devenus médecins.

de ne pas avoir pu vous rencontrer.

pour avoir menti.

Je suis rentré

avoir bientôt trouvé un appartement.

Ils étaient déçus

t'avoir parlé.

Translate your sentences into English.

- a) I think I left it at the café.
- b) They are happy to have spoken to you.
- c) I hope to have found an apartment soon.
- d) She was sacked for having lied.
- e) Thank you for having helped me.
- f) They are proud to have finally become doctors.
- g) I went back home after seeing you (after having seen you).
- h) They were disappointed at not having been able to meet you.

<https://www.lawlessfrench.com/quizzes-and-tests/present-participle-quiz/>

Carry out your own research on this topic and then complete the activities

## The Present Participle

16. What is the present participle? When is it used?

The present participle is the verb form that ends in “-ant” It corresponds to an “-ing” ending in English. (care is needed however, as not every “-ing” ending in English is a present participle) It may be used with “en” to mean: while/on/by doing. When used without “en” It may act as an adjective.

17. How is the present participle formed? Give examples

Take the “*nous*” form present tense of the verb, remove the “*nous*” and the “*ons*” ending and add the “*ant*” ending.

Faire – nous faisons – faisant – doing/making.

Boire – nous buvons – buvant - drinking.

Écrire – nous écrivons – écrivant – writing.

Prendre – nous prenons – prenant – taking.

18. Which verbs do not follow this pattern?

Avoir – nous avons – **ayant** – having.

Être – nous sommes – **étant**- being.

Savoir – nous savons – **sachant**- knowing.

19. Complete the on-line activities.

## VI. Niveau Expert - Expert Level

80 credits per question

Go to this website  
and familiarise  
yourself with this  
tense

### The Past Historic tense

<https://français.lingolia.com/en/grammar/tenses/le-passe-simple>

1. a) a) When are you most likely to come across the past historic tense? **In formal writing – books/newspapers/documents/reports.**  
b) How does the past historic tense translate into English? **As a straightforward past tense “I did/I saw” etc.**  
c) When would the past historic tense not be used?  
**In conversation.**
2. Find out what the endings are for the following types of verbs. Complete the grid.

	<b>Regular ER: Aller</b>	<b>Regular IR: Finir</b>	<b>Regular RE: Vendre</b>
<i>Je</i>	allai	finis	vendis
<i>Tu</i>	allas	finis	vendis
<i>Il/elle/on</i>	alla	finit	vendit
<i>Nous</i>	allâmes	finîmes	vendîmes
<i>Vous</i>	allâtes	finîtes	vendîtes
<i>Ils/elles</i>	allèrent	finirent	vendirent

3. You need to be able to identify the following high frequency verbs. Find out what their endings are.

	<b>Être</b>	<b>Faire</b>	<b>Avoir</b>
<i>Je</i>	fus	fis	eus
<i>Tu</i>	fus	fis	eus
<i>Il/elle/on</i>	fut	fit	eut

<i>Nous</i>	fûmes	fîmes	eûmes
<i>Vous</i>	fûtes	fîtes	eûtes
<i>Ils/elles</i>	furent	firent	eurent

4. In order to be able to recognise the past historic tense, try the on-line activities.

5. Can you recognise these past historic verbs? Write their meanings in English

- |  |   |
|--|---|
| a) Nous donnâmes <b>we gave.</b>       | k) Elle sut <b>she knew.</b>            |
| b) Elles choisirent <b>they chose.</b> | l) Nous courûmes <b>we ran.</b>         |
| c) Vous répondîtes <b>you replied.</b> | m) Vous dîtes <b>you said.</b>          |
| d) Il but <b>he drank.</b>             | n) Je crus <b>I thought/believed.</b>   |
| e) Nous fîmes <b>we did/made.</b>      | o) Tu pus <b>you were able.</b>         |
| f) Elle lut <b>she read.</b>           | p) Ils s'assirent <b>they sat down.</b> |
| g) Ils prirent <b>they took.</b>       | q) Elle naquit <b>she was born.</b>     |
| h) Tu dus <b>you had to/you owed.</b>  | r) Ils vécurent <b>they lived.</b>      |
| i) Elles virent <b>they saw.</b>       | s) Il vint <b>he came.</b>              |
| j) Il voulut <b>he wanted.</b>         | t) Elles tinrent <b>they held.</b>      |

6. Independent research. Examine a page of a text that you are currently studying, identify and make a note of any sentences written in the past historic tense. Can you translate them into English?

7. Using your knowledge of French, can you translate these sentences into English?

- a) Quand il eut fini, il mangea  
**When he had finished, he ate.**
- b) Dès qu'elle fut arrivée, le téléphone sonna

As soon as she had arrived, the telephone rang.

- c) Quand elle eut publié son premier roman, elle devint un grand succès

When she had published her first novel, she became a great success.

- d) Aussitôt que l'ambulance fut arrivée, on emmena le blessé

As soon as the ambulance had arrived, one the injured person was taken away (one took away the injured person)

You need to be able to recognise this in texts. Research it, using this website

### The Imperfect Subjunctive

<https://www.cliffsnotes.com/study-guides/french/french-ii/french-ii-the-subjunctive/imperfect-and-pluperfect-subjunctive>

8. Using the information, complete the following grid.

	<b>Donner</b>	<b>Choisir</b>	<b>Attendre</b>
<i>Je</i>	donnasse	choisisse	attendisse
<i>Tu</i>	donnasses	choisisses	attendisse
<i>Il/elle/on</i>	donnât	choisît	attendît
<i>Nous</i>	donnassions	choisissions	attendissions
<i>Vous</i>	donnassiez	choisissiez	attendissiez
<i>Ils/elles</i>	donnassent	choisissent	attendissent

9. Translate into English.

- a) Je voulais qu'il parlât à son frère.

I wanted him to speak to his brother.

- b) Je craignais qu'il fût mort.

I feared he was dead.

- c) Je ne croyais pas qu'il fût revenu.

I didn't think he'd come back.

- d) Elle voyagea, quoiqu'elle n'eût plus d'argent.

She travelled even though she had no more money (no money left).

- e) Il partit pour que nous eussions la salle à nous-mêmes.

He left so that we might have the room to ourselves.

## Inversion

Use this website to revise the structure

<https://www.lawlessfrench.com/grammar/inversion/>

Complete the activity on the following page

10. Translate these sentences using the inversion method in each one.

- a) "I thought," he said, "that it was a good idea"  
"Je croyais", dit-il, (a-t-il dit) "que c'était une bonne idée".
- b) "Do they always arrive late?" they asked.  
"Ils/elles arrivent toujours en retard?" demandèrent-ils/elles (ont-ils /elles demandé).
- c) Perhaps he will come back tomorrow.  
Peut-être reviendra-t-il demain.
- d) We had scarcely arrived when he called.  
A peine étions-nous arrivé(e)s quand il appela (a appelé).
- e) Of course, they have forgotten.  
Sans doute ont-ils/elles oublié.
- f) We shouted for help in vain.  
En vain avons-nous crié au secours.

## The Causative

11. Explain what is meant by the causative.

This describes an action that is being caused, rather than performed. The subject of the sentence (He/she/it) causes something to happen, has something done, or makes someone do something.

12. How is it usually formed?

The causative has a subject, a conjugated form of "faire" + an infinitive and either a "receiver" or an "agent".

Carry out your own research on this topic.

<https://www.thoughtco.com/french-causative-le-causatif-1368818>

13. Give some examples of your own.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

### The Passive Voice

<https://français.lingolia.com/en/grammar/verbs/passif>

<https://www.thoughtco.com/french-passive-voice-1368895>



14. Explain what is meant by “active” and “passive” voice.

Active voice describes an action where the subject performs the action stated by the verb.  
Eg “He threw the ball.”

Passive voice is when the subject of the sentence is acted upon by the verb. Eg “The ball was thrown”

15. How is the passive voice formed in French?

The passive is formed with the conjugated verb “être” + past participle, which has to agree in gender and number with the subject.

Eg. “Le livre est écrit par les étudiants”

“Les enfants sont nourris par Paul”

16. State 2 ways in which the French avoid using the passive

By using “on” Eg. “Ce document a été écrit en 1960” “ On a écrit ce document en 1960”



By using "se" (passive reflexive) Eg " Ce livre se lit souvent"

17. Give 3 examples of each method

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

vi) \_\_\_\_\_

18. Complete the on-line activities.

### **Direct and Indirect speech**

Revise this topic here:

<https://francais.lingolia.com/en/grammar/sentence-structure/indirect-speech/exercises>

19. Complete the on-line exercises.

20. Re-write this conversation changing the direct speech to indirect.

Paul a dit "Je ne vais pas au collège ce matin. "Je me sens malade," a-t-il ajouté

"Il faut que tu ailles chez le médecin," a répondu sa mère. "Ça peut être quelque chose de grave," a-t-elle continué

"J'irai demain," a expliqué Paul.

"Tu ne fais jamais ce que je te dis," a déclaré sa mère.

Paul a insisté "Je retournerai au collège aussitôt que je me sentirai mieux"

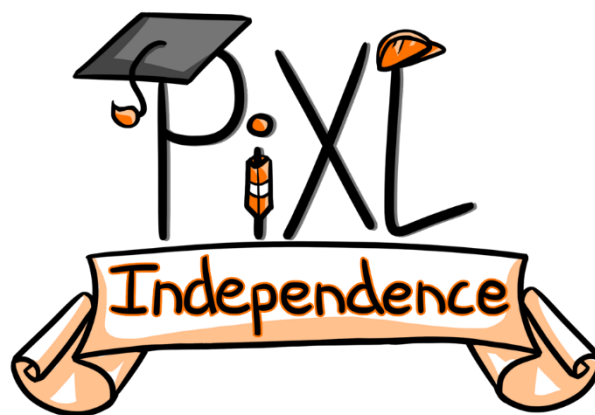
Paul a dit qu'il n'allait pas au collège ce matin. Il a ajouté qu'il se sentait malade.

Sa mère a répondu qu'il faudrait qu'il aille chez le médecin, et elle a continué que ça pourrait être quelque chose de grave.

Paul a expliqué qu'il irait demain.

Sa mère a déclaré qu'il ne faisait jamais ce qu'elle lui disait.

Paul a insisté qu'il retournerait au collège aussitôt qu'il se sentirait mieux.



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