



FREN 1010 — Exercices de révision (review) pour le Test 3

These exercises, in addition to looking at the book, your notes, and the «format» sheet, should help you review for the test.



A) Write down the **numbers** that you hear. Note: You do not need to write out the numbers, just write the numerals. Note that the last two (g and h) will be given in euros.

- a) 62 b) 78 c) 81 d) 95
 e) 547 f) 2003 g) 300,75 € (decimal have a comma) h) 1 009 013 € (thousands & millions have spaces)

B) Your instructor asks questions about you and your family. Listen and write a **complete sentence** as a logical answer.

1) *Vous avez un frère? Oui, j'ai un frère / j'ai trois frères. Non, je n'ai pas DE frères.*

2) *D'où venez-vous? Je viens de Memphis / d'Oxford / etc.*

3) *Est-ce qu'il y a une lampe dans votre chambre? Oui, il y a / j'ai une lampe dans ma chambre. Non, il n'y a pas de lampe / je n'ai pas de lampe dans ma chambre*

4) *Vous habitez près du campus? Oui, j'habite près du campus. Non j'habite sur le campus / loin du campus / etc.*

5) *Combien de télévisions avez-vous? J'ai une télévision / deux télévisions. Je n'ai pas de télévisions.*

Other things we've practiced orally include distinctions between masculine / feminine adjectives (or ones that could be both), picking out vocabulary items or numbers from a dialogue (how much is the rent, what is she looking for in an apartment), etc.

C) You're meeting Pauline's family and want to try to get everyone straight! Look at the **family tree on p. 64** and write **4 sentences describing the relationships** of the people, using « de » + proper name to show possession. (Structure 3.3)

Modèles : Samuel est le frère de Sara. Michèle est la tante de Pauline. (etc.)

Lots of options. Make sure to use the structure Name + être + article + relationship + d(e)

Gérard est le mari de Soline.

Jean-Pierre et Samuel sont les cousins de Pauline. (sont since the subject is plural)

Amélie est la nièce d'Antoine et de Marianne, etc. (de or d' before each possessor's name: of Antonine and of Marianne)

D) Indicate **possession** by using **de + article**. Remember to combine forms if needed (du, de la, de l', des). (Structure 3.3).

1) Nous aimons la robe **DE LA** femme.

2) Le livre **DU** professeur est sur le bureau.

3) La mère **DES** enfants est à l'hôpital.

4) J'aime bien le campus **DE L'** université.

E) Indicate the **relations** of the people in the sentences below using the **possessive adjectives** indicated (Structure 3.1)

1. Maureen et Errol? Ce sont **MES** parents. (my)

2. Rose? C'est **LEUR** grand-mère. (their)

3. Kristie? C'est **VOTRE** tante. (your, formal)

4. Michael et Sean? Ce sont **NOS** cousins. (our)

5. Megan? C'est **SON** amie. (her)

6. Ava et Ryne? Ce sont **TA** nièce et **TON** neveu.

(ma, ta, sa change to mon, ton, son before vowel/ mute h)

(your, informal singular)

F) Use the **correct form** of the verb **venir** to finish the sentences below. (Structure 3.2)

- | | |
|--|--|
| 1) Birgit VIENT de Paris. | 4) Nous VENONS de New York. |
| 2) Tu VIENS de Nashville | 5) Vous VENEZ de Madrid. |
| 3) Mélanie et Michelle VIENNENT d'Illinois. | 6) Et moi, je VIENS d(e) LITTLE ROCK / ROME / ETC.
(fill in your city/town) |

G) You want to make your descriptions more detailed. **Add the following adjectives** to the sentences indicated, making them **agree** in gender and number. **Be careful: some** adjectives go **before** the noun and **some** go **after**. (Structure 3.4)

Remember for now, if it's a BAGS (beauty age goodness size) adjective, it goes BEFORE. The list is in the book for ones you have to know for now. Otherwise, adjectives normally go AFTER (for now, adjectives not on the list)

- | | |
|--|---|
| 1) J'ai un appartement. (grand) | 2) Elle est une femme. (intéressant) |
| 1) J'ai un GRAND appartement. (grand) | 2) Elle est une femme INTÉRESSANTE . (intéressant) |
| 3) Jean-Luc a une maison. (beau) | 4) Nous avons un vélo. (noir) |
| 3) Jean-Luc a BELLE une maison. (beau) | 4) Nous avons un vélo NOIR . (noir) |
| 5) Il aime les films. (réaliste) | 6) Elle est une mère. (bon) |
| 5) Il aime les films RÉALISTES . (réaliste) | 6) Elle est une BONNE mère. (bon) |
| 7) Thomas est un ami. (vieux) | 8) Ils ont une attitude. (triste) |
| 7) Thomas est un VIEIL ami. (vieux) | 8) Ils ont une attitude TRISTE . (triste) |
- (special form for beau, nouveau, vieux in masc. sing. before vowel or mute h)

H) Look at the **image on p. 72**. Write sentences using **prepositions** indicating where **at least 4 items** are. Use some expressions that contain « de » (for example, à côté du lit) & some that don't (for example, sur le bureau). (Structure 3.5)

Lots of options and a few different sentence structures you could use.

Remember some prepositions end in **de** and would use combined forms when needed.

Il y a un tapis près du placard. (près de + le = près du) **L'affiche est à côté de la fenêtre.** (de la stays like that)

Others don't end in de and so you don't do this.

Le couvre-lit est sur le lit. (no de) **Il y a un chat sous la chaise.** (no de)

I) Culture. Review the information in the book and that we discussed in class or you did on iLrn about **culture** (p. 67-68, 77-80, 82 sheets on paper or online in Archives)

More info is on autrefois.org and in the textbook. It'd be good to look over these too, but a few quick notes below.

1) What are some options for heterosexual and gay couples in France? What about in Quebec? What can you say about the popularity of the different options?

Both gay and straight people can either do a PACS (a type of civil union) or a marriage in France. PACS is so popular there are almost as many PACS as there are marriages. There have been recent protests about gay people being allowed to marry in France (including earlier this month). In Québec, civil unions and marriage for both gay and straight people are possible (the book only mentions civil unions, but court decisions have actually made gay marriage legal, too) but many children are born outside of marriage there.

2) How is the traditional family considered in most French-speaking African countries? Is the idea of who is included in one's family different than France? Which members typically play an important role?

Elders are important in Senegal and other French-speaking countries. Mothers also have an important role in the household. There is an idea that your family is important to you, not just your nuclear family but your extended family. There's an idea of solidarity or togetherness between you and your family — you stick together and you help your family (or they help you) in times of need. In France like the US, there is less emphasis on the importance of extended family or elders as compared to most African families.

3) What are things to consider when looking for a room/apartment to rent in France? How do you say these things in French? Do most French students live on campus or off? How might you find colocataires (people to rent a place with)?

French students usually do NOT live on campus. They live with their families. For those who don't live with their families, they usually find a place to live on their own — a room, a studio, an apartment. Prices are high esp. in big cities, but the CAF (centre d'allocations familiales) help many students and low-income families by giving them a subsidy for housing. Although you read about this on your own, we didn't go over in class the fact that you can find flatmates (colocataires, people to rent an apartment with) online on Craigslist or similar sites as well as through ads locally or on campus. This and potential issues about having a roommate / flatmate are discussed on p. 77-78.

4) Who painted La famille Bellelli? What do you know about the painter (from the book or the bio info we discussed)? What can you say about the painting based on the description in the book?

Edgar Degas painted this work. He was a French impressionist painter. A brief bio about him is online from what we discussed in class, as well as samples of other paintings of his — he was interested in the lighting of paintings, movement, exploring emotions, and showing scenes that were not classical (instead of majestic paintings of kings doing impressive things, he would sometimes paint day-to-day life or more mundane scenes). He painted La famille Bellelli while he was in Florence, Italy. It's a huge painting showing a family drama, with play between different somber colors, such as shades of white and black.

J) Give the **opposite** of the following adjectives. Sometimes more than one adjective may make sense, so just pick one. Pay attention to **gender** and **number**. (p. 69, Structure 3.4, Vocab)

1) active

SÉDENTAIRE

2) réaliste

PESSIMISTE / OPTIMISTE

3) déraisonnables

RAISONNABLES

4) calme

NERVEUX (NERVEUSE), STRESSÉ(E)

5) gâtée

SAGES, BIEN ÉLEVÉES

6) heureuses

TRISTES, MÉCONTENTES

7) intelligents

STUPIDES / BÊTES

8) travailleur

PARESSEUX

9) vieille

JEUNE

10) grands

PETITS

K) For more practice, you can

- write a **6-8 sentence description of a person** (real or imaginary) using the adjectives above or their opposites.
- imagine you're **looking for a place to live** – write **6-8 sentences** talking about what is or isn't important for you in a room / apartment / house

The composition you did for the expression écrite, the models or examples in the book, as well as grammar explanations, glossary, notes from class, etc. should help with these. Please let me know if you have questions.

Bonne chance !