

Grade 7

Key Concepts

Oral Communication

1. Compound Sentences

A compound sentence is when two ideas are linked together by a conjunction or other important words. (e.g, Les enfants jouent dans la cour **et** ils s'amuse**n**t beaucoup.)

The main conjunctions and linking words are:

Et / and

Mais / but

Alors / so

Cependant / however

Et puis / and then

Ensuite / then

Avant / before

Après / after

Avec / with

En / in

Aussi / also

Tandis que / even though

Car / because

Ou / or

Donc / therefore

Ni / neither

2. Respond to questions in complete answers. Students are required to use words from the question to respond in a complete manner. (e.g, Quel est ton sport préféré? Mon sport préféré est le baseball.)

Therefore, they must be able to identify the question words. The most frequently used question words are:

1. Ou?/Where?
2. Qui?/Who?
3. Quand?/When?
4. Comment?/How?
5. Quoi? What?
6. Qu'est-ce que?/What is..?
7. Quel,Quelle?/What?
8. Pourquoi?/Why?
9. Combien?/How many?
10. Est-ce que?/ Do or Does it...?

Reading

1. There are various reading strategies the students need in order to identify the main idea or concept of different texts. Some useful strategies are:
 1. Look at the pictures
 2. Look for cognates (words that look and sound like English) (e.g, musique/music)
 3. Look for familiar French words
 4. Put unfamiliar words in context of the sentence
 5. Use the dictionary
 6. Use learned vocabulary lists
2. Students are required to express personal preferences or reactions to a text. (e.g, J'aime ce texte parcequ'il est facile à lire.) Here are some useful sentence starters and important words to assist in the answers.
 1. J'aime/I like
 2. J'adore/ I adore
 3. Je n'aime pas/ I do not like
 4. Je déteste/ I dislike
 5. Je préfère/ I prefer
 6. Je pense que/ I think that
 7. Je trouve que/ I find that

Writing

Verbs

1. Students are required to conjugate regular present tense verbs correctly in order to be able to write proper sentences. (e.g, Nous jouons au baseball pendant l'été.) There are three verb groups; ER ,IR and RE. Here are examples of conjugated verbs.

The students must know the following steps in order to conjugate verbs. They must always start by writing down the subjects pronouns: Je, Tu, Il, Elle, On, Nous, Vous, Ils, Elles. They must take off the ending and write the root word down and they must memorize the correct endings for each verb group.

JOUER

Je joue
Tu joues
Il/ Elle/ On joue
Nous jouons
Vous jouez
Ils/Elles jouent

CHOISIR

Je choisis
Tu choisis
Il/Elle/On choisit
Nous choisissons
Vous choisissez
Ils/Elles choisissent

ENTENDRE

J'entends
Tu entends
Il/Elle/On entend
Nous entendons
Vous entendez
Ils/Elles entendent

2. There are also some irregular present-tense verbs that the students are expected to know how to conjugate. These verbs do not follow the same steps and should be memorized.

The verbs are: ALLER, AVOIR, ETRE, FAIRE, VOULOIR, POUVOIR, DEVOIR, PARTIR, SORTIR

ALLER

JE VAIS
TU VAS
IL/ELLE/ON VA
NOUS ALLONS
VOUS ALLEZ
ILS/ELLES VONT

AVOIR

J'AI
TU AS
IL/ELLE/ON A
NOUS AVONS
VOUS AVEZ
ILS/ELLES ONT

ETRE

JE SUIS
TU ES
L/ELLE/ON EST
NOUS SOMMES
VOUS ETES
ILS/ELLE SONT

FAIRE

JE FAIS
 TU FAIS
 IL/ELLE/ON FAIT
 NOUS FAISONS
 VOUS FAITES
 ILS/ELLES FONT

VOULOIR

JE VUX
 TU VEUX
 IL/ELLE/ON VEUT
 NOUS VOULONS
 VOUS VOULEZ
 ILS/ELLES VEULENT

POUVOIR

JE PEUX
 TU PEUX
 IL/ELLE/ON PEUT
 NOUS POUVONS
 VOUS POUVEZ
 ILS/ELLES PEUVENT

DEVOIR

JE DOIS
 TU DOIS
 IL/ELLE/ON DOIT
 NOUS DEVONS
 VOUS DEVEZ
 ILS/ELLES DOIVENT

PARTIR

JE PARS
 TU PARS
 IL/ELLE/ON PART
 NOUS PARTONS
 VOUS PARTEZ
 ILS/ELLES PARTENT

SORTIR

JE SORS
 TU SORS
 IL/ELLE/ON SORT
 NOUS SORTONS
 VOUS SORTEZ
 ILS/ELLES SORTENT

Double verb Construction

Double verb construction means that there must be 2 consecutive verbs that follow each other. The first verb is conjugated in the present tense and the second verb stays in the infinitive (not conjugated.) (e.g, Je **dois finir** mes devoirs aujourd'hui./ Je **veux manger** de la pizza pour souper. Je **peux aller** au magasin avec mes amis.)

Futur Proche

This is one of the simplest verb tenses to learn. You begin with conjugating the verb "aller" in the present tense. The verb that needs to be conjugated then remains in the infinitive for each subject pronoun. This rule applies to the all verb groups: ER, IR, RE

ALLER

Je vais aller
 Tu vas aller
 Il/elle/on va aller
 Nous allons aller
 Vous allez aller
 Ils/elles vont aller

FINIR

Je vais fini
 Tu vas finir
 Il/elle va finir
 Nous allons finir
 Vous allez finir
 Ils/ells vont finir

Note: The verb “ALLER” is to be used to conjugate “ALL” verbs in the futur proche. There are NO exceptions. The verb “ALLER” is always the first verb conjugated.

Imperative / impératif

The imperative verb tense is used when giving an order to someone. This means that no subject pronouns will be used. However, in order to form the imperative you can tell your students to follow these rules

1. Use the subject pronouns only to assist in knowing which ones to use as only 3 subject pronouns are used...THEY MUST NEVER BE WRITTEN OR SAID):

2. Use only these subject pronouns: tu, nous, vous

3. Conjugate the verb in question in the present tense.

4 Eliminate the subject pronouns

5. Use an exclamation mark to indicate the “order” and also to mark the imperative.

Note: for ER verbs and for the subject pronoun “tu”, students must remember to omit the “s” at the end of the verb.

PARLER	FINIR	ENTENDRE
Parle	finis	entends
Parlons	finissons	entendons
Parlez	finissez	entendez

Examples:

1. Ferme ton livre! Close your book!
2. Écoute le professeur! Listen to the teacher
3. Finis ton travail! Finish your work!
4. Choisis un livre! Choose a book!

Demonstrative adjectives/ Ajectifs demonstratives

Demonstrative adjectives in French are the equivalent of “this” and “that.” However, there are several different forms in French depending on gender (m/f) and number (s/p). The adjectives are:

Masculine Singular	Feminine Singular	Plural
Ce	Cette	Ces
Cet		Ces

“Ce” is used when the noun is masculine singular and begins with a consonant (e.g, Ce prof parle trop.)

“Cet” is used when the noun is masculine singular and begins with a silent “h” or a “vowel” (e.g, Cet homme est gentil. Cet instrument est facile à jouer.)

“Cette” is used when the noun is feminine singular, regardless if it begins with a vowel, consonant or silent “h” (e.g. Cette orange est délicieuse. Cette femme est intelligente.)

“Ces” is used when the noun is plural regardless of gender (m/f) (e.g., Ces hommes sont heureux. Ces femmes aiment magasiner.)

Plural Possessive Adjectives / Ajectifs Possessifs au Pluriel

The possessive adjectives are used to indicate possession. The plural possessive adjectives in French are the equivalent of “our,” “your,” and “their.” However, there are several different forms in French, depending on who the “owner” of the noun in question is. If there is one owner and more than one object, the correct possessive adjective to use would be “notre, votre, leur.” However, if there is more than one owner and more than one, object the correct possessive adjective to use would be “nos, vos, leurs.” The following chart will assist the students in knowing which possessive adjectives to use.

One owner / several objects (m/f)	Several owners/ several objects (m/f)
Notre (our)	Nos (our)
Votre (your)	Vos (your)
Leur (their)	Leurs (their)

Examples: Notre maison est grande. Our house is big.

Nos maisons sont grandes. Our houses are big.

Votre maman est gentille. Your mother is nice.

Vos mamans sont gentilles. Your mothers are nice.

Leur chien est méchant. Their dog is mean.

Leurs chiens sont méchants. Their dogs are mean.

Adjectives / Ajectifs

Regular adjectives in French have to agree in gender (m/f) and number (s/p) with the noun they are modifying. When the noun is masculine singular, the adjective does not change. When the noun is masculine plural, there needs to be an “s” at the end of the adjective. When the noun is feminine singular, there needs to be an “e”, when the noun is feminine plural there needs to be an “es.” There are some irregular adjectives that do not follow these rules. They have their own specific endings but they do agree with the noun in gender and number. Some of these adjectives include: beau, nouveau, vieux. The following chart is for the irregular adjectives.

Adj	Masc/sing	Mas/plur	Feminine/singular	Feminine/plural
Beau	Beau / bel*	Beaux/ bels*	Belle	Belles
Nouveau	Nouveau/ nouvel*	Nouveaux/nouveils*	Nouvelle	Nouvelles
Vieux	Vieux	Vieux	vieille	vieilles

(*) these particular adjectives are used when the noun is masculine and begins with a vowel or silent h.

Contractions (prepositions “à” and “de”, plus the definite article.)

À vs De

French prepositions

The French prepositions **à** and **de** cause constant problems for students. Generally speaking, **à** means to, at, or in, while **de** means of or from.

When the preposition is combined with the definite article (le, la, les) it replaces (at the, to the) à + le = au à + les = aux (à + l' and, à + la) DO NOT change, they remain the same

Examples:

Je vais manger au restaurant. I will eat at the restaurant.

Nous allons à la danse. We will go to the dance.

Nous arrivons à l'école. We arrive at the school.

Je vais aux courses. I go to the races.

Grade 8

Grammar, language Conventions, Vocabulary

Oral Communication

Students are expected to use compound sentences in both oral and written communication. Examples of key words that will assist them are:

- 1) et / and
- 2) aussi / also
- 3) mais / but
- 4) parce que, parce qu' / because
- 5) ou / or
- 6) donc / therefore
- 7) car / because
- 8) ni / nor
- 9) or / and so
- 10) jamais / never
- 11) quelque fois / sometimes
- 12) souvent / often
- 13) toujours / always
- 14) plutôt que / rather than
- 15) plus que / more than
- 16) si / if

Note: These words can be used as “connectors” to link two ideas together in order to create a compound or complex sentence.

Examples :

- 1) J'aime beaucoup manger de la pizza **et** j'aime aussi manger des fruits.
- 2) Je joue au soccer et je joue **aussi** au baseball en été.
- 3) Nous aimons regarder les films d'aventures **mais** pas les films d'actions.
- 4) Joseph n'a pas fini ses devoirs **parce qu'**il a regardé un film, hier soir.
- 5) Veux-tu aller au cinéma **ou** veux-tu aller visiter nos amis ?
- 6) Vous avez joué au hockey, **donc** vous êtes fatigués !
- 7) J'ai mal à la tête **car** j'ai écouté la musique toute la journée.

- 8) Je ne suis **ni** de bonne humeur **ni** de mauvaise humeur.
- 9) Je me suis frappée le bras sur la porte **or** j'ai une marque bleue maintenant.
- 10) Je ne sais pas si j'aime la cuisine mexicaine, je ne l'ai **jamais** goûté.
- 11) Je n'ai pas fini mes devoirs hier, **quelque fois** j'oublie de les faire.
- 12) Tu es encore fatigué aujourd'hui, tu es **souvent** endormi.
- 13) Il n'est pas venu pour ta leçon aujourd'hui, tu manques **toujours** les lundis.
- 14) **Plutôt que** de regarder son film favori, elle a fini ses travaux ménagers.
- 15) J'aime lire les livres d'aventures **plus que** j'aime lire les livres d'actions.
- 16) Tu dois écouter le professeur **si** tu veux passer ton examen final.

Note: A good tip to give your students in order for them to refine their oral communication skills (intonation, inflexion and expression) is to encourage them to practice reading texts and scripts aloud.

Reading

Students are expected to express personal preferences or reactions to a text. This means that they will need a few key words in order to successfully express their views, thoughts and ideas.

- 1) Je pense que... / I think that...
- 2) Je ne pense pas que... / I don't think that...
- 3) J'aime / I like
- 4) Je n'aime pas / I don't like
- 5) Je préfère / I prefer
- 6) Je ne suis pas d'accord avec... / I don't agree with...
- 7) Je suis d'accord avec... / I agree that...
- 8) Je déteste / I dislike

Writing

- Students will use simple and compound sentences.

*Students can refer back to the « connector » words in the Oral Communication section in order to write some compound sentences. Encourage the students to make reference to their classroom resources such as vocabulary lists and the dictionary in order to successfully write simple, complex or compound sentences.

- Strategies to write first and final drafts are :

1. Students need to be reminded to use known, basic and simple vocabulary for their writing tasks. Using known verb tense conjugations when writing is a must, otherwise written work may not be authentic. Following proper sentence structure is encouraged as well as using compound sentences. Students should write their first draft in French and not English. Translating from English to French loses the meaning. Students should condition their brain to think in French.

2. Proofread and correct final drafts (grammar, punctuation, and spelling)

*Students are encouraged and expected to hand in their final drafts containing minimal errors. Use of the dictionary, vocabulary lists and classroom notes will be useful during these tasks.

Note : Have students read their final draft aloud and add proper punctuation marks as they read to see if any commas were missed. When reading aloud there should be a natural pause (this is where students can add commas). Reading aloud also promotes a successful oral (reading) presentation of their written work as they will be familiar with text prior to their oral presentation.

Grammar and Language Conventions

Verbs

1. Passé composé of regular –ER, -IR and –RE verbs

Note : All verbs conjugated in the Past Tense (Passé Composé) **MUST** have two verbs. The first verb is **ALWAYS** either the verb ‘avoir’ or ‘être’. Both of these verbs are to be conjugated in the present tense. The second verb is the ‘past participle’ of the verb that is being conjugated. All regular ER IR and RE verbs are to be used with the verb « avoir » conjugated in the present tense).

The two main verbs *AVOIR* and *ETRE* are conjugated in the following manner :

AVOIR

J'ai eu

Tu as eu

Il/elle/on a eu

Nous avons eu

Vous avez eu

Ils/elles ont eu

ETRE

J'ai été

Tu as été

Il/elle/on a été

Nous avons été

Vous avez été

Ils/elles ont été

Some examples of verbs conjugated in the Past Tense are :

PARLER

J'ai parlé

Tu as parlé

Il/elle/on a parlé

Nous avons parlé

Vous avez parlé

Ils/elles ont parlé

CHANTER

J'ai chanté

Tu as chanté

Il/elle/on a chanté

Nous avons chanté

Vous avez chanté

Ils/elles ont chanté

JOUER

J'ai joué

Tu as joué

Il/elle/on a joué

Nous avons joué

Vous avez joué

Ils/elles ont joué

FINIR

J'ai fini

Tu as fini

Il/elle/on a fini

Nous avons fini

Vous avez fini

Ils/elles ont fini

ENTENDRE

J'ai entendu

Tu as entendu

Il/elle/on a entendu

Nous avons entendu

Vous avez entendu

Ils/elles ont entendu

Note : The easiest way to remember how to conjugate these two verbs in the Past tense (passé composé) is to conjugate the verb 'avoir' in the present tense first for both verbs. Simply remember that the past participle is the **ONLY** thing that is different.

Important : DO NOT forget to write the accent (é) on the past participle or the ER verb, otherwise it is incorrect.

-Students are also expected to know some irregular verbs (with avoir) as well.

FAIRE

J'ai fait

Tu as fait

Il/elle/on a fait

Nous avons fait

Vous avez fait

Ils/elles ont fait

PRENDRE

J'ai pris

Tu as pris

Il/elle/on a pris

Nous avons pris

Vous avez pris

Ils/elles ont pris

Some verbs are to be conjugated with the first verb being the verb 'être'. The verbs from the following list are the **ONLY verbs that are conjugated with the verb être. The only way to know these verbs is to commit them to memory. An easy way to remember them is to remember the acronym **DRMRSVANDERTRAMP**.

**Only the verbs on this list will require that the second verb (past participle,) agree in gender (m/f) and number (s/p) with the subject and/or subject pronoun.

Here is the chart *DRMRSVANDERTRAMP*

Verb	Past participle
D evenir	Devenu
R evenir	Revenu
M onter	Monté
R ester	Resté

Sortir	Sorti
Venir	Venu
Aller	Allé
Naître	Né
Descendre	Descendu
Entrer	Entré
Rentrer	Rentré
Tomber	Tombé
Retourner	Retourné
Arriver	Arrivé
Mourir	Mort
Partir	Parti

Note : If the subject pronoun is feminine, the past participle has an extra letter (e).

If the subject pronoun is plural (nous,vous,ils) the past participle has an extra letter (s). If the subject pronoun is feminine/plural, the past participle will require an extra (es). Whenever the subject is known to be feminine only...add an (es.)

Two examples of these verbs are :

MONTER

Je suis monté(e)

Tu es monté(e)

Il/elle/on est monté(e)

Nous sommes monté(es)

Vous êtes monté(es)

Ils/elles sont monté(es)

PARTIR

Je suis parti(e)

Tu es parti

Il/elle/on est parti(e)

Nous sommes parti(es)

Vous êtes parti(es)

Ils/elles sont parti(es)

Grade 9 Academic and Applied

Oral Communication

In Grade nine, students will have to use all prior knowledge from grade 1-8 in order to successfully speak, read and write at this level in French. All of the language conventions and grammar rules learned in previous years need to be carried over and applied to the new concepts being learned.

In oral communication students should be trying to complete full sentences and thoughts and should be able to link together several of these at one time. It is important that they remain calm, take their time and think about familiar words and prior knowledge before speaking, and to try to complete the sentence or thought even if they are missing a few words. They need to remember that when they begin to speak the second language it is at a very basic level so they cannot be thinking in English what they want to say because this will be too complicated for them to say in French. They need to keep it simple. Some examples of this would be:

1. Could you tell me where the washrooms are: In French First Language this would be *Pourriez-vous m'indiquer ou sont les toilettes?* But the FSL student can simply say *Les toilettes, s'il vous plait?*
2. I really appreciate you coming here tonight./ *J'apprécie énormément que vous soyez venus ce soir.* The FSL student says: *Merci beaucoup d'être ici ce soir.*
3. It's raining cats and dogs./ *Il pleut à seaux.* FSL: *Il pleut beaucoup.*

It is also important for the students to know that when speaking French they should not be translating word for word from English because this does not result in proper speaking. They should be thinking of words that they know already and putting them together in French to the best of their ability. For example, if they want to say: *This is ugly*, and they do not know the word for ugly but they know the word *beau*, they could say: *Ce n'est pas beau* instead.

Gestures and facial expressions are also very important when trying to convey meaning and when trying to speak in a second language. If there are words that are unfamiliar, students can use hand gestures and lots of facial expression when speaking.

Students can also paraphrase if they do not know a specific word. They can explain the word they are trying to find with other words. For example, if they do not know the word for computer, they can explain like this: *J'ai une machine...je ne connais pas le mot exact.. tu sais, cette machine qu'on peut taper avec.. um IBM.*

Reading

Reading at this level is more difficult and involved, and prior knowledge again is extremely important. Also knowing the proper strategies can make reading in a second language much less frustrating. Students need to always recognize what genre of text they are reading, they should look at the illustrations that accompany the text to determine meaning. The title and sub-titles are extremely important and helpful when learning the basic premise of the text. Students also need to accept that they are not going to understand everything that they are reading. It is too time consuming and frustrating having to stop and look up every word. They should try to just understand the general idea of the text. Students can then reread to determine meaning through context, cognates and familiar and root words. When reading they should also determine the setting of the story, the characters, the intrigue and the theme or message that the author is trying to portray.

Students also need to work on their listening skills in order to comprehend the second language. They will not be able to pick up every word, but there are strategies that can help guide them into understanding what is being said. It takes time and will be frustrating at first, but the more they listen, the more they will understand. Here are some strategies to help:

1. Look intently at the person who is talking, their gestures and facial expressions will help immensely.
2. Do not be scared to ask them to repeat what they are saying in a slower and clearer tone. They can always ask the meaning of an unfamiliar word.
3. Listen for key words and cognates that will help to determine the message.
4. They should not give up as soon as they do not understand one word.
5. When listening to a recording, it needs to be played several times before they can understand. They should listen for a few key words the first time and then they will pick up more the second and third time through.

French is also full of idiomatic expressions that either do not exist as we know them in English or do not translate literally. Therefore they are very difficult to comprehend.

Knowing some important expressions can aide very much in the understanding of a second language. Here are some popular French idiomatic expressions.

1. C'est un vrai rat de bibliothèque/ He is a real book worm.
2. Elles se ressemblent comme deux gouttes d'eau./ They're as alike as two peas in a pod.
3. Avoir le long bras./ to have much influence
4. Avoir le Coeur gros/ to be sad and feel like crying.
5. Avoir du pain sur la planche/ to have a lot of work to do.
6. Avoir l'estomac dans les talons./ to be very hungry.
7. Ce n'est pas tes oignons/ it's none of your business.
8. Une nuit blanche/ a sleepless night.
9. Passer l'éponge/ to forget what happened and to say sorry.
10. Tomber dans les pommes/ to faint.

There are also many English words that we borrow in Canadian French that are not proper French but that are used on a daily basis. Some of these include:

- | | |
|-----------------|--|
| 1. Un break | 8. Le look |
| 2. Une boss | 9. Un loser |
| 3. C'est cool | 10. Un must |
| 4. Le fast-food | 11. Un parking |
| 5. Un fax | 12. Le shopping |
| 6. Un flop | 13. Le lunch |
| 7. Un job | 14. Le hockey, le football, le soccer... |

Writing

Language Conventions

1. Students will use reading strategies (e.g., knowledge of cognates, word families, root words) to determine the meaning of unfamiliar vocabulary and expressions . Cognates are words that look and sound like English (e.g, dancer/ to danse), word families are when one word is known and that word is used to determine the meaning of the other words (e.g **Fin**. We know that "finir" is finish (-IR = -ISH). That is because it is when you come to the end, "fin." Of course the end is "final" (other forms: "finale" - which gives the English finale, like at a fireworks show - "finaux/finals" and "finales"). "Finalement" is finally, but so is "enfin" (sort of like "in the end"). And when something reaches its end, it is "fini" (finished). The root words word is when first half or the word is known and that is used to determine meaning. (e.g,rapidement/ quickly.)

2. Students must observe the rules of pronunciation (e.g., liaisons, silent letters and correct accents) as they read aloud. Liaisons occur with many different letters in French. The most frequent are when you have the letter 's' at the end of a word (e.g, nous) and then the following word begins with a vowel (e.g, aimons), the "S" then makes the "Z" sound, thus blending the words together to give it a flowing sound. Silent letters are also very common in French. "H" is always silent, the plural "S" is always silent and many of the ending of the verbs are silent as well. (e.g, the present tense ils/ells endings in ER verbs, which is ENT is never pronounced,) Accents are very confusing for FSL students because they do not exist in English so it is important for them to know the correct names and the sounds they make. The names of the accents are 1. É- accent aigu, 2. È- accent grave 3. ê- accent circonflexe 4. Ç- cedilla 5. Tréma is the two dots found on top of certain letters (e.g, Noel.)

3. Students will demonstrate basic dictionary skills (e.g., recognize and understand short forms for parts of speech, pronunciation cues, abbreviations); The French-English dictionary tells the part of speech directly after the first word and it is put in italics along with the gender if the word is a noun. (e.g, billet *nf*) this means the French word "billet," which means ticket, is a noun and it is feminine, therefore the student will know the correct spelling accommodations to make if they are conjugating verbs with it or adding and adjective to the noun.

4. Students will use a French-English dictionary to determine the meaning of unfamiliar vocabulary. This should be a skill acquired in the earlier grades but by the end of Grade 9 students should perform this task with great ease. Students must know the context in which they are using the particular word in order to find the correct French word to use. There is sometimes more than one way to use certain words, therefore students must read all of the examples in order to make an informed decision. (e.g, If the student was looking up the word "white", there are three definitions for three different contexts in French so the student needs to choose the correct one. The dictionary will say: White: blanc Adjective (fem sing blanche) 1. White- un chemisier blanc/ a white blouse 2. Blank- une page blanche/ a blank page 3. White- Elle était habillé tout en blanc /She was dressed all in white.
Note as well that students must know the abbreviations for the gender and number. (e.g MASC SING/ masculine singular, FEM SING/ feminine singular, MASC PLU/ masculine plural, FEM PLU, feminine plural).

Language Structures (Academic and Applied)

1. Verbs

1. Past Tense/ Passé Composé. The students are to conjugate regular and irregular verbs in the past tense and use them correctly in a sentence. There

are three different categories when conjugating in the past. The first is regular verbs with AVOIR, the second is irregular verbs with AVOIR and the third is verbs with ETRE.

Regular ER, IR and RE verbs are almost conjugated the same, it is simply the past participle that is different. They all need the subject pronouns and the verb AVOIR conjugated then the past participle is added. Then endings for the past participles are: ER=é, IR=I and RE=u

Example

Pronoun+AVOIR	Past participle ER(rester)	IR(finir)	RE(attendre)
J'ai	resté	Fini	attendu
Tu as	resté	fini	attendu
Il/Elle/On a	resté	fini	attendu
Nous avons	resté	fini	attendu
Vous avez	resté	fini	attendu
Ils/Elles ont	resté	fini	attendu

Irregular verbs conjugated with AVOIR begin the same with the subject pronouns and the verb AVOIR conjugated, but the past participles are all different, therefore they need to be memorized by the student.

Here are some examples of past participles that are irregular in the past tense.

Infinitive/Part participle

1. Avoir=eu (to have/had)
2. Etre- été (to be/was)
3. Faire=fait
4. Pouvoir=pu (to be able to/was able to)
5. Devoir=Dû (to have to/had to)
6. Vouloir=Voulu (to want to/wanted to)
7. Dire= dit(to say/said)
8. Lire=Lu (to read/read)
9. Boire= bu (to drink/drank)
10. Connaître=connu (to know a person/knew)
11. Savoir=su (to know something/knew)
12. Ecrire=écrit (to write/wrote)
13. Ouvrir-ouvert (to open/ opened)
14. Croire=cru (to believe/ believed)
15. Mettre=mis (to put/put)
16. Suivre=suivi (to follow/followed)
17. Prendre=pris (to take/took)

The third category is when the verb ETRE is conjugated instead of AVOIR and the past participles usually follow the regular ER, IR and RE rules with a few exceptions. There is a mnemonic device that is given to students to help them to remember which verbs are conjugated with the verb ETRE.

This device is DRMRSVANDERTRAMP. The verbs beginning with these letters are conjugated with ETRE and are mostly verbs of movement. The verbs are DESCENDRE, REVENIR, MOURIR, RETOURNER, SORTIR, VENIR, ARRIVER, NAITRE, DEVENIR, ENTRER, RENTRER, TOMBER, RESTER, ALLER, MONTER, PARTIR, PASSER. Most of them follow the regular past participle rule except for MOURIR (MORT), NAITRE (NE), VENIR (VENU), DEVENIR (DEVENU.) An example is: ALLER

Je suis allé
Tu es allé
Il/Elle/On est allé
Nous sommes allé
Vous êtes allé
Ils/Elles sont allé

There is one other very important rule to remember when conjugating ONLY the ETRE verbs; the past participles need to agree in gender and in number with the subject pronoun. Meaning if the subject is MASC/SING the ending stays the same, if the subject is MASC/PLU an 'S' is added, if it is FEM/SING an 'E' is added and if it is FEM/PLU and 'ES' is added. (e.g, Les filles sont rentrées à la maison trop tard.)

2. Present tense of reflexive verbs. Reflexive verbs are used with verbs related to daily routine. They are conjugated like a regular present tense ER verbs however, there must be a reflexive pronoun put between the subject pronoun and the verb. The reflexive pronouns are ME, M', TE, T', SE, S', NOUS, VOUS, SE, S'. There are eleven very popular reflexive verbs. They are HABILLER, DESHABILLER, BROSSER, PEIGNER, REGARDER, REVEILLER, LAVER, LEVER, COUCHER, RASER, DEPECHER. An example of a conjugated reflexive verb is:

LAVER
Je me lave
Tu te laves
Il/Elle/On se lave
Nous nous lavons
Vous vous lavez
Ils/Elles lavent

(e.g, Je me lave les cheveux et je me brosse les dents chaque matin.)

3. Futur Simple

This verb tense is simple to conjugate because the regular ER, IR and RE verbs stay in the infinitive and the ending is added onto the existing verb. Also, the endings are the same for the ER, IR and RE verbs. To conjugate in the FUTUR SIMPLE, the subject pronouns are written, the verb in the infinitive is written and the endings are added. The FUTUR SIMPLE endings are: ai, as, a, ons, ez, ont. An example of a verb conjugated in the FUTUR is:

AIMER
 J'aimerai
 Tu aimeras
 Il/Elle/On aimera
 Nous aimerons
 Vous aimerez
 Ils/Elles aimeront

There are also many irregular verbs in the FUTUR SIMPLE that do not follow the same rules. The endings are the same but the root word changes for some verbs. Examples of irregular verbs in the future are:

Infinitive	Future
ALLER	IRAI, IRAS, IRA, IRONS, IREZ, IRONT
AVOIR	AURAI, AURAS, AURA, AURONS, AUREZ, AURONT
ETRE	SERAI, SERAS, SERA, SERONS, SEREZ, SERONT
FAIRE	FERAI, FERAS, FERA, FERONS, FEREZ, FERONT

2. Adjectives

By the end of grade nine, students should be able to recognize and spell irregular adjectives correctly. Adjectives need to agree in gender and number with the noun that they are describing. The irregular adjectives do not follow the rule of adding an 'E' an 'S' or an 'ES' to the end of the adjective, they have different endings depending on the noun. Here are some examples of irregular adjectives and of the feminine endings that they require.

Adjective Ending	feminine ending	example
el	elle	cruel=cruelle
eil	eille	pareil=pareille
il	ille	gentil=gentile
on	onne	mignon=mignonne
s	sse	gros=grosse
en	enne	ancien=ancienne
et	ète	secret=secrete
er	ère	cher=chère
eux	euse	heureux=heureuse
eur	euse	trompeur=trompeuse
teur	trice	créateur/créatrice
f	ve	actif=active
c	che	franc=franche
ou	olle	fou=folle
é	ée	varié=variée

Example: Les filles sont **fières** d'être **Canadiennes** et les garçons sont **fiers** aussi qu'ils sont **Canadiens**.

3. Nouns and Pronouns

1. Students will have to be able to substitute personal pronouns to replace nouns. (e.g, **Marc** nage dans le lac. **Il** aime nager.)

The pronouns are:

Je/I	Nous/We
Tu/You	Vous/You plural
Il/He	Ils/Elles/ They
Elle/She	On/We

4. Interrogative Constructions

Students should know all of the question words (e.g., *qui, quand, où, comment, pourquoi, de qui, à qui*) and how to use them with *est-ce que* (e.g., *Quand est-ce que tu viens chez moi?*) and with subject-verb inversion (e.g., *Quand viens-tu chez moi?*)

Est-ce que can take on many meanings (e.g., is it? Does it? Do they? Are they?) when combined with a question word and it is used frequently when asking questions. Some examples of this are:

1. *Où est-ce que tu vas pendant les vacances d'été?*/ Where are you going for summer vacation?
2. *Qu'est ce que tu portes à la danse?*/What are you wearing to the dance?
3. *Pourquoi est-ce que le chien jappe tellement?*/ Why is the dog barking so much?

However, there is a shorter, simpler way to ask questions when speaking to someone and that is called INVERSION. This is when the subject and the verb are inverted thus creating a shorter question. *Est-ce que* is eliminated from sentence. For example:

1. *Où est-ce que tu vas pendant les vacances d'été* becomes *Où vas-tu pendant les vacances d'été* and the meaning remains the same.
2. *Qu'est ce que tu portes à la danse/ Que portes-tu à la danse.*
Please note the hyphen between the inverted verb and pronoun. It is necessary and must be put between the two words.

5. Negation (ne...pas)

Students are taught negation in grade seven and eight, but by the end of grade nine they should be able to use it correctly with single and compound compound verbs sentences. In single verb sentences the ne..pas is placed on either side of the verb. (e.g, Je **ne** mange **pas** la viande.) However, in double verb sentences the ne...pas is placed between the first verb. The second verb comes after the negation. (e.g. Je **ne** veux **pas** manger de la viande ce soir.)

6. Disjunctive Pronouns

French disjunctive pronouns means that they are disconnected from the verb and are used to emphasize a noun or pronoun that refers to a person. A disjunctive pronoun is widely used after prepositions to emphasize nouns or

pronouns, after c'est and ce sont, to answer questions.

SINGULAR

moi / me

toi / you

lui / himself or him (familiar / formal)

elle / her or herself

Examples in French

1. To emphasize nouns or pronouns (accent tonique)

Je pense qu'il a raison. I think he's right.

Moi, je pense qu'il a tort. I think he's wrong.

Je ne sais pas, moi. I don't know.

2. After c'est and ce sont (accent tonique)

C'est elle qui aime Michael Jackson. It's she who loves Michael Jackson.

C'est toi qui étudies l'art. You're the one who's studying art.

3. When a sentence has more than one subject or object

Joseph et moi jouons au tennis. Joseph and I are playing tennis.

Toi et lui, vous êtes très gentils. You and him are very kind.

Je les ai vus, lui et elle. I saw him and her.

4. To answer questions

Qui va au match de football? Who is going to the football game?

Lui. He is.

5. After prepositions (indirect object)

Vas-tu manger sans moi? Are you going to eat without me?

Joseph habite chez elle. Joseph lives at her house.

Ce livre est à toi. This is your book.

6. After que in comparisons

Elle est plus grande que toi. She is taller than you (are).

7. With words like aussi, seul, and surtout

Elle aussi veut venir. She wants to come too.
Lui seul a dormi hier. He alone slept yesterday.

8. With the negative adverb ne...que and conjunction ne...ni...ni

Je ne connais que lui ici. He's the only one I know here.
Ni toi ni moi ne le comprenons. Neither you nor I understand it.

9. After the preposition à to indicate possession

Quel livre est à toi ? Which book is yours?
Ce stylo est à moi. This pen is mine.

Relative pronouns are used to join two sentences. When the sentences are joined, the subject of the second sentence can be replaced by a relative pronoun:

J'ai une maison qui a treize pièces. I have a house which has sixteen rooms.

The choice of pronoun depends on the following:

1) whether the pronoun is definite (refers to a known antecedent) or indefinite (the antecedent is unknown or unclear.)

7. Subjects

Qui is used when the 'noun' replaced is in the position of the subject. Note: qui -- unlike que -- does not contract before a vowel sound.

- * Voilà la fille qui a pris mes bonbons! There's the girl who took my candy!
- * J'ai lu un livre qui m'a fait rire! I read a book that made me laugh a great deal.

8. Direct Objects

Que is used when the noun replaced is in the position of the grammatical direct object. Note: 'que' will contract to qu' before a vowel sound:

* Il a commandé une boisson qu'il n'a pas bue. He ordered a beverage which he didn't drink.

* Elle parle du voyage que nous allons faire. She is talking about the trip [that] we're going to take.

When the antecedent is unclear or absent or when the noun appears after the relative pronoun, the indefinite relative pronoun *ce que* is used:

- * Tu peux faire *ce que* tu veux. You can do what you want.
- * *Ce qu'il fait* me semble logique. What he is doing seems logical.

9. Direct-object pronouns: **le, la, les.**

Like the English *him, her, it* and *them*, the pronouns *le, la, and les* are only used with definite direct objects..

	singular	plural		
third person	masculine		<i>le</i>	<i>les</i>
feminine		<i>la</i>		

Le, la, and les are not used when the direct object refers to the same entity as the subject.

Examples:

- * (I have a book.) I am giving **it** to the teacher. « Je **le** donne au prof. »
- * (Monica is my sister.) Have you seen **her**? « Est-ce que tu **l'**as vue ? »

10. Indirect-object pronouns: **lui and leur.**

In French an indirect object is an object of a verb that is introduced using a preposition (especially the preposition **à**). For example, in the sentence « J'ai parlé à Joseph » ("I spoke to Joseph"), Joseph is the indirect object .

Broadly speaking, *lui* and *leur* are used to refer to people, and *y* (see "The pronoun *y*" below) is used to refer to things. However, *lui* and *leur* will sometimes also be used when referring to things.

As mentioned above, the indirect object pronouns are not always used to replace indirect objects:

- * They are not used when the preposition is **de** rather than **à**.
- * Some verbs are incompatible with indirect object pronouns, such as *penser* ("to think about") and all reflexive verbs. For example, one says, « Je me fie à lui » ("I put my trust in him"), not « * Je me lui fie ».

11. The pronoun "y"

The pronoun "y" has two distinct uses:

- * It is the indirect-object pronoun used with things introduced by the preposition **à**.
- * It is used to replace a spatial prepositional phrase. For example:

« Je vais à Paris. » → « J'**y** vais. » ("I am going **to** Paris." → "I am going **there**.")

« Est-ce que tu travailles dans ce bureau ? — Non, je n'**y** travaille plus. » ("Do you work in that office? — No, I do not work **there** anymore.")

- * It is used idiomatically with certain verbs, without replacing anything:

« Il doit **y** avoir une erreur. » ("There must be a mistake.")

« Je commence à **y** voir un peu plus clair. » ("I am starting to see things more clearly.")

12. The pronoun "en"

The pronoun "en" has the following uses:

- It is the indirect-object pronoun used with things (including infinitives) introduced by the preposition **de**.

Examples: « Je parle du problème. » « J'**en** parle. » ("I am talking about the problem." "I am talking about **it**.")

« Je parle de Matthieu. » ? « J'**en** parle. » or « Je parle de lui. » ("I am talking about Matthew." "I am talking about **him**.")

- It is used to replace a spatial prepositional phrase introduced by **de** ("from").

« Je viens de France. » ? « J'**en** viens. » ("I come from France." "I come from **there**.")

- It is the direct-object pronoun used to replace indefinite direct objects; that is, direct objects that are

- introduced by the 'partitive article' (including the plural indefinite article)

« J'ai bu du jus de pomme. » « J'**en** ai bu. » ("I drank some apple juice." "I drank **some**.")

-or introduced by 'de' when the verb is negated

« Je n'ai pas vu de vaches. » Je n'**en** ai pas vu. ("I did not see any cows." "I did not see **any**.")

-or introduced by a 'numeral' (including the singular indefinite article) or a

plural expression (d'autres, certains, quelques)

« J'ai mangé une pomme. » « J'**en** ai mangé une. » ("I ate an apple." "I ate **one**.")

« J'ai mangé quelques pommes. » J'**en** ai mangé quelques-unes. ("I ate a number of apples." "I ate a number of **them**.")

-or introduced by 'another expression of quantity' (usually an adverb + de)

« J'ai vendu beaucoup de jus de pomme. » « J'**en** ai vendu beaucoup. » ("I sold a lot of apple juice." "I sold **a lot**.")

« J'ai acheté trois kilogrammes de pommes. » « J'**en** ai acheté trois kilogrammes. » ("I bought three kilograms of apples." "I bought three **kilograms**.")

* It is also used 'idiomatically' with certain verbs, without replacing anything:

« J'**en** veux à Monika. » ("I am mad at Monika.")

« Je vais **en** finir avec lui. » ("I am going to finish things off with him.")