

Year 11-12 Transition Pack:

A Level

FRENCH



**Introduction**

The AQA specification is designed to be stimulating and to enable you to develop your linguistic skills alongside your understanding of the culture and society of countries where French is spoken. You will study technological and social change, looking at diversity and the benefits it brings. You will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. You will also explore the influence of the past on present-day French-speaking communities. Throughout your studies, you will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. You will study texts and film and have the opportunity to carry out independent research on an area of your choice. Assessment tasks will be varied and cover listening, speaking, reading and writing skills

If you have any additional questions on the syllabus please contact Mrs Brown at j.brown@georgesalter.com or Mr Preware at d.preware@georgesalter.com

**Course Overview** **



How to prepare for French at A Level

The leap from GCSE to A Level is significant. This booklet contains links to a huge range of media, most of which is available for free online as well as tasks to complete before the start of term. In order to keep pace, it is vital that you work through the tasks. Little and often…

Watch…

TELEVISION

<http://www.tv5monde.com/>Watch this channel to gain access to the last episodes of all of their TV shows. Check out their French language learning section at <http://apprendre.tv5monde.com/>where you can watch clips and answer comprehension questions on what you have seen with accompanying grammar exercises.

* Download an app called *6play* on your iPad – search in the App Store for M6. This is a popular French TV channel. Not all programmes are available outside of France, but there is a good selection and these help with listening skills.

MOVIES

La Haine

Au Revoir les Enfants, dir. Louis Malle (1987)  Chocolat, dir. Claire Denis (1988)

Cléo de 5 à 7, dir. Agnès Varda (1962)

La Vie en Rose, dir. Olivier Dahan (2007)

Les Choristes, dir. Christophe Barratier (2004) Les 400 Coups, dir. Françöis Truffaut (1959)

LISTEN TO THE RADIO

The great thing about listening to the radio is that you can get on with something else at the same time. Listen live using the *Radio* *France* or the *Europe* *1*. It sometimes takes a while to buffer so be patient.

Radio France [(www.radiofrance.fr)](http://www.radiofrance.fr/) Europe 1 [(www.europe1.fr)](http://www.europe1.fr/)

Le mouv [(www.mouv.fr)](http://www.mouv.fr/) (this is the French equivalent to Kiss FM or Capital) Europe 2 [(www.europe2.fr)](http://www.europe2.fr/)

Read…

Keep your own vocabulary book for new expressions you come across – there is a sheet at the back of this booklet to start you off. Or you can ask your teacher for a small vocab booklet to fill in as you go. You could order it alphabetically, by topic area based on what we are going to study or just use it as a diary and scribble away your French development in it.

NEWSPAPERS AND MAGAZINES

Read a foreign language newspaper – Le Figaro is available in larger paper shops. Le Figaro has its own website <http://www.lefigaro.fr/>so that you can read the paper online. You do not have to read the paper cover to cover, just scan the headlines and pick out ONE article that grabs your attention.

This website gives you access to newspapers all over the world. Here is the link to a range of French papers. <http://www.mediatico.com/en/newspapers/europe/france/national/>

This website is a more light-hearted newspaper which covers global stories as well as gossip. [http://www.20minutes.fr.](http://www.20minutes.fr/) Also try <http://www.20minutos.fr/tv/>. This is the TV Channel for this newspaper.

In Spain there is also a news website for young people: [www.l-eco.fr](http://www.l-eco.fr/) . It has sections on the Internet and Mobile Technology; Science and Wildlife; Education; Culture; Sport; Society and Health. A glance today contained articles about Facebook, video games and bullying to name but a few.

To catch up on the latest gossip and to see what the celebs are wearing, take a look at [www.elle.fr.](http://www.elle.fr/)

Websites

Switch to French browsers such as and <http://fr.yahoo.com/>or [www.yahoo.fr](http://www.yahoo.fr/) as well as [www.google.fr.](http://www.google.fr/) This way, you will read French every time you log on and it will become part of your everyday activity.

Look at the BBC website <http://www.bbc.co.uk/languages/french/tv>for links to French programmes available on line.

Language skills: this website is free after 4pm and really comes into its own with its A level section. Watch news video clips, find theme related vocabulary and do listening and reading comprehensions. Find it here <http://zut.languageskills.co.uk/advanced/year12.html>

Websites for research

Once you actually start your A Level in September, you will realise that you are almost completing a Sociology A Level in French. It is fascinating and you will learn all about the history and culture of French speakers. Here are some websites bursting with information about France and Francophone countries. Always start your research with these websites as it is easy to get bogged down when looking for help on the internet.

If you are searching for information, try switching to the French [www.fr.wikipedia.](http://www.fr.wikipedia/) Remember that anyone can write on Wikipedia so you

must validate your research elsewhere and never quote from it! It is a good place to start though.

A French government run website: <http://www.gouvernement.fr/>

A website in English with some great links to various topics: <http://french.about.com/>

British Council support available from <http://schoolsonline.britishcouncil.org/>Keep your eyes peeled as they often have trips to France for free! You have to apply for them but they are an amazing opportunity to build your French skills. There is no better way to learn a language than by spending time in that country.

On-line dictionary

A good on-line dictionary is: <http://www.wordreference.com/>

**TOP** **TIP:** **Don’t** **look** **up** **every** **word** **you** **are** **not** **sure** **of** **when** **reading** **an** **article/** **book**

Yes… you read that right. When you are reading articles etc, try not to look up every word as it will take you forever. Skim and scan the text to get the gist. Remember to use the context or the article, cognates and common sense to figure out what the article is saying. Pick out a couple of words that you like the look of, that you feel may be real hurdles to getting the idea of the text, look them up carefully and add them to your vocab booklet. The aim at this stage is to get the gist of the article, not be able to translate it completely. Translation is a whole different ball game and you will learn it soon enough.

You will be surprised how much more enjoyable reading will be if you really pay attention to this tip.

What should I know by now?

This is a common question asked by students about to start their A level. You should be able to:

|  |  |
| --- | --- |
| TOPIC | CONTENT |
| Recognise and use a range of tenses with **regular** verbs. | Regular –RE, -ER, -IR verbs:Tenses: PresentPassé Composé ImperfectNear Future (form of aller + infinitive) Future (eg. Sera)Conditional (eg. serait) |
| Recognise and use a range of tenses with **irregular** verbs. | Common irregular verbs: **être,** **avoir,** **aller,** **pouvoir,** **vouloir**Tenses: PresentPassé Composé ImperfectNear Future (form of aller + inf.) Future (eg. Sera)Conditional (eg. serait) |
| Give opinions with reasons | • A range of opinion expressions• Positive and negative reasons for opinions• To be able to agree and disagree |

Links to Grammar Practice Exercises 

* Languages on line: The Grammar Revision resources on

[www.languagesonline.org.uk](http://www.languagesonline.org.uk/) are great as you can then select what tense you want to revise, read the explanations and complete the exercises. You can do these as often as you like and it gives you a percentage. Another useful tactic is to translate the examples and exercises into English to ensure you understand the meaning of each tense.

Either choose to practice your grammar or work through some of the AS Resources.

Conjuguemos: a great website for practicing your verb conjugations. Find it here: <https://conjuguemos.com/>

Click here to access the French verb exercises.

Language skills: this website is free after 4pm and really comes into its own with its A level section. Practice your verbs, pronouns, do practice translations and review other grammar points. Find it here [http://zut.languageskills.co.uk/advanced/year12.html.](http://zut.languageskills.co.uk/advanced/year12.html)

Tasks

Complete the task log, or make your own one up but you will need to go through it with your French teacher in September so make sure that it is clear and useful to you.

When you look at a website/ link on here, highlight it and note the date and what you thought about it. You can then put a couple of notes in your task log.

1. Create a Memrise account – your name or something that is very recognisable as you. You should aim to achieve 100,000 points by the first lesson – prizes for those who achieve it!

2. Summarise, in French, 2 articles (that were in French!) that you have read from one of the websites/ papers above and say why they interested you. If you cannot print the article, make a note of the website. Try and make these related to one of the topics we will study (listed below).

Changes in family structures, attitudes towards marriage, couples and the family.

The education system and problems facing students today.

Working life, attitudes to work, the right to strike and equality of the sexes.

Changes in music and its impact on popular culture

Freedom of expression in the media, written and online press and its impact on society and politics

Festivals and traditions of France and francophone countries.

3. Translate the blurb for *La Haine* before watching it. Bring this along with you on paper to your first lesson:

***La Haine est un***[***film dramatique***](https://fr.wikipedia.org/wiki/Drame_%28cin%C3%A9ma%29)[***français***](https://fr.wikipedia.org/wiki/Cin%C3%A9ma_fran%C3%A7ais)***en***[***noir et blanc***](https://fr.wikipedia.org/wiki/Noir_et_blanc)***écrit et réalisé par***[***Mathieu Kassovitz***](https://fr.wikipedia.org/wiki/Mathieu_Kassovitz)***, sorti en***[***1995***](https://fr.wikipedia.org/wiki/1995_au_cin%C3%A9ma)***.***

***L'histoire commence juste après une nuit d'***[***émeutes***](https://fr.wikipedia.org/wiki/%C3%89meutes_dans_les_banlieues_fran%C3%A7aises_depuis_les_ann%C3%A9es_1970)***opposant des jeunes d'une cité à la police en région parisienne. Ces émeutes sont consécutives à la grave blessure d'Abdel Ichaha, un habitant, par un inspecteur de police. Les protagonistes, Vinz (***[***Vincent Cassel***](https://fr.wikipedia.org/wiki/Vincent_Cassel)***), Saïd (***[***Saïd Taghmaoui***](https://fr.wikipedia.org/wiki/Sa%C3%AFd_Taghmaoui)***) et Hubert (***[***Hubert Koundé***](https://fr.wikipedia.org/wiki/Hubert_Kound%C3%A9)***), sont un trio multiethnique originaire de la cité, se promenant d'abord dans celle-ci puis partant à Paris pour la soirée. Le film suit leurs péripéties d'un matin au suivant.***

4. Choose a Francophone country and prepare a short presentation on an aspect of culture – this should last no longer than 5 mins. You can create a PPT if you want, but try and use headings rather than too much prose on the slide. This will be good practice for your IRP.

5. Look out for any items in the English or French media relating to topics we will study – as above so that you have points to make in a discussion and opinions to give.

6. Go onto [www.languagesonline.org.uk](http://www.languagesonline.org.uk/) . Complete 10 exercises. Each exercise takes less than 5 minutes. Note down the exercise you did and your score.

7. Complete the grammar review (Appendix 1) so that you can target any areas you feel weak on and feel good about the areas you know.

8. Complete the tense worksheet (Appendix 2) to practice your tenses.

9. Read through the AQA A-Level French course overview so that you have an idea of what we will be studying. This will also help you with task 4 above.

10. If you find any other websites/ links/ twitter feeds that you think are worth sharing, note them down too.

11. Each time you pass a second hand shop, pop in and see whether they have any large dictionaries or any French books – either fiction or grammar. You can find old French dictionaries worth £35 on sale for less than £5!

Task Log

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| --- | --- | --- |
| **Date** | **Website** **/** **source** | **Comments** |
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Appendix 1: Grammar self-assessment

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|  |  | **I** **DO** **NOT** **KNOW** | **NEED** **TO** **LEARN** | **QUITE** **CONFIDENT** | **FULLY****CONFIDENT** |
| **Nouns**: gender, singular and plural forms |  |  |  |  |
| **Articles**: definite (le, la...), indefinite (un, une) |  |  |  |  |
| Partitive (de, du...) |  |  |  |  |
| **Adjectives**: agreements (fem, pl...) |  |  |  |  |
| Position/word order |  |  |  |  |
| comparative and superlative (plus, la plus..) |  |  |  |  |
| comparative and superlative irregular (mieux...) |  |  |  |  |
| demonstrative (*ce*, *cet*, *cette*, *ces*) |  |  |  |  |
| indefinite (*chaque*, *quelque*) |  |  |  |  |
| possessive (mon, ta...) |  |  |  |  |
| interrogative (*quel*, *quelle...*) |  |  |  |  |
| **Adverbs**: comparative and superlative |  |  |  |  |
| interrogative (*comment*, *quand*) |  |  |  |  |
| **Quantifiers/intensifiers** (*très*, *assez*...) |  |  |  |  |
| **Pronouns**: Subject (je, tu...) |  |  |  |  |
| object: direct and indirect (le, lui...) |  |  |  |  |
| position and order (je la lui donne) |  |  |  |  |
| reflexive (me, te...) |  |  |  |  |
| relative (*qui*, *que,*) |  |  |  |  |
| relative: *lequel*, *auquel*, *dont* (R) |  |  |  |  |
| **object**: direct and indirect |  |  |  |  |
| disjunctive/emphatic (moi...) |  |  |  |  |
| demonstrative (*celui...*) (R) |  |  |  |  |
| indefinite (*quelqu’un*) |  |  |  |  |
| possessive (*le* *mien...*) (R) |  |  |  |  |
| interrogative (*qui*, *que*) |  |  |  |  |
| interrogative (*quoi*) (R) |  |  |  |  |
| use of *y*, *en* (+ word order) |  |  |  |  |
| **Verbs**: modes of address (*tu*, *vous*) |  |  |  |  |
| impersonal verbs (pleuvoir...) |  |  |  |  |
| verbs + infinitive |  |  |  |  |
| verbs + infinitive + preposition |  |  |  |  |
| Verbs + à (je m’intéresse à) |  |  |  |  |
| Verbs + de (je viens de) |  |  |  |  |
| dependent infinitives (***faire,*** ***laisser*** *réparer*) (R) |  |  |  |  |
| negatives (ne..plus, pas...) |  |  |  |  |
| Interrogative [question] forms (avez-vous...) |  |  |  |  |
| Present (regular) |  |  |  |  |
| Present (irregular) |  |  |  |  |
| Perfect with **avoir** |  |  |  |  |
| Perfect with **être** |  |  |  |  |
| Perfect with **reflexives** |  |  |  |  |
| Imperfect |  |  |  |  |
| Future |  |  |  |  |
|  |

**My** **notes/comments**

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| --- |
|  |
|  |  | **DON’T** **KNOW** | **NEED** **TO** **LEARN** | **QUITE** **CONFIDENT** | **FULLY****CONFIDENT** |
| Conditional |  |  |  |  |
| Future perfect (j’aurai fini...) (R) |  |  |  |  |
| Conditional perfect (je serais parti...) (R) |  |  |  |  |
| Pluperfect (j’avais eu...) |  |  |  |  |
| Past historic (j’eus...) (R) |  |  |  |  |
| Passive voice present (il est élu..) + others (R) |  |  |  |  |
| Imperative (vas-y) |  |  |  |  |
| Present participle (ayant...) |  |  |  |  |
| Subjunctive mood (how to form it) |  |  |  |  |
| Subjunctive mood (when to use it) |  |  |  |  |
| **Indirect** **speech** |  |  |  |  |
| **Inversion** **after** **speech** (R) |  |  |  |  |
| **Prepositions:** à, au... |  |  |  |  |
| with countries, towns, places |  |  |  |  |
| with month, dates, time |  |  |  |  |
| depuis, venir de |  |  |  |  |
| **Number,** **quantity** **and** **time** |  |  |  |  |
| **Conjunctions** |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |

**REFERENCES:** **Internet**

**My** **notes/comments**

[www.languagesonline.org.uk](http://www.languagesonline.org.uk/) [www.s-cool.co.uk/a-level/french](http://www.s-cool.co.uk/a-level/french) [http://french.about.com](http://french.about.com/) [www.verb2verbe.com](http://www.verb2verbe.com/) [www.alevelfrench.com](http://www.alevelfrench.com/) [www.frenchexams.org](http://www.frenchexams.org/) [www.lepointdufle.net](http://www.lepointdufle.net/) [www.bbc.co.uk/languages/french](http://www.bbc.co.uk/languages/french)

**Reference** **books**

**Élan** **grammar** **workbook**

**Easy** **learning** **French** **grammar** **Practice** **in** **French** **grammar**

**Help** **yourself** **to** **French** **grammar**

(R) recognise only

general site with an A Level section & GCSE revision (grammar very good) good site with lots of materials & downloads (need to register but free)

a really good general site for grammar

site which translates any verb in any form (F>E & E>F) click on: **move** **up** **to** **A** **Level** **transition**

interactive revision materials

a very comprehensive search engine for French grammar interesting site especially the **French** **slang** section

Oxford Collins

Nelson Thomas Longman

Appendix 2: Tenses workout

**Can** **you** **identify** **the** **tense** **(or** **mood)?** **Use** **the** **highlighted** **abbreviations** **&** **then** **translate** **in** **to** **English**

1. J’**ai** **dû** y aller hier

2. Je **voudrais** aller au Maroc 3. Elle **a** de la chance

4. Elles **avaient** **eu** des problèmes avec la voiture 5. Il **arriva** chez lui à dix-huit heures

6. Il faut que je **fasse** un effort

7. Il **arrivera** en retard comme toujours 8. Il est parti en courr**ant**

9. All**ez**-y!

\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Il **aura** **fini** son travail demain 11. J’**aurais** **voulu** voir ce film

12. Je **jouais** au foot quand j’**étais** jeune

13. Il **va** **regarder** la télé ce soir

\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PR**esent **IMP**erfect **PERF**ect (le passé composé) **C**onditional **P**ast **C**onditional **F**uture **F**uture **PERF**ect **NEAR** **F**uture **P**ast **H**istoric (present) **S**ubjunctive **PLU**perfect **PR**esent **PART**iciple **IMPER**ative

**Fill** **in** **the** **grid** **with** **both** **the** **je** **(first** **person)** **and** **il/elle/on** **(third** **person** **singular)** **forms**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Infinitiv** **e** | **Present** | **Imperfect** | **Perfect** | **Future** | **conditional** | **Subjunctive** |
| **aller** | \_\_\_\_\_\_\_ va | \_\_\_\_\_\_\_\_\_ | suis allé\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ irait | \_\_\_\_\_\_\_\_\_ |
| **être** | \_\_\_\_\_\_\_ | étais\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **avoir** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **faire** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **pouvoir** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **savoir** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **devoir** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **prendre** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ prendra | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **venir** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | vienne\_\_\_\_ |
| **partir** | \_\_\_\_\_\_\_ part | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |

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| --- | --- | --- | --- | --- | --- | --- |
| **vouloir** | \_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
| **voir** | \_\_\_\_\_\_\_ \_ | \_\_\_\_\_\_\_\_\_ \_ | \_\_\_\_\_\_\_\_\_ \_ | \_\_\_\_\_\_\_\_ \_ | \_\_\_\_\_\_\_\_\_\_ \_ | \_\_\_\_\_\_\_\_\_ \_ |

**Fill** **in** **the** **blanks** **with** **the** **correct** **form** **of** **the** **infinitive**

1. Si j’ (avoir **PLU**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ le temps, j’y (aller **PC**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. En me (lever **PR** **PART**) \_\_\_\_\_\_\_\_\_\_\_\_\_ ce matin je me (faire **PERF**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mal 3. S’il (pleuvoir **PR**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, je (rester **F**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ chez moi

4. (s’asseoir **IMPER**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vous et (ouvrir **IMPER**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vos cahiers 5. Je (aller **PC**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ en France mais il (faire **IMP**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trop froid 6. Il (falloir -**PR**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ que je (faire **S**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mes devoirs ce soir

7. Je (faire **C**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ le tour du monde si je (gagner **IMP**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ au loto

8. Je (devoir **PR**) \_\_\_\_\_\_\_\_\_\_ finir ma rédaction car j’ (devoir **PC**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la rendre hier 9. Je (regarder **IMP**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la télé quand on a (sonner **PERF**)\_\_\_\_\_\_\_\_\_\_\_\_\_ à la porte 10. Je ne (savoir **F**) \_\_\_\_\_\_\_\_\_\_\_\_\_ jamais apprendre le chinois car c’(être **PR**)\_\_\_\_\_\_\_\_\_\_\_ trop difficile 11. Je (partir **F** **PERF**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans deux heures

12. Il (sortir **PERF**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ en (courrir **PR** **PART**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ car il (oublier **PLU**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ qu’il (devoir **IMP**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ travailler aujourd’hui

13. Je (regarder **IMP**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la télé quand mon copain (sonner **PERF**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 14. J’(devoir **PC**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ payer ma carte de crédit à temps

15. Il faut que tu (savoir **S**) \_\_\_\_\_\_\_\_\_\_\_ que je (aller **PR**) \_\_\_\_\_\_\_\_\_\_\_\_ arriver en retard mais j’ (vouloir **CP**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_être à l’heure car je n’ (aimer **PR**)\_\_\_\_\_\_\_\_\_\_\_ pas me dépêcher

16. En (essayer **PR** **PART**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ de perdre des kilos en plus, elle (se rendre **PERF**) \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ très malade alors elle ne (faire **PR**) \_\_\_\_\_\_\_\_\_\_\_ plus régime maintenant

17. S’il (conduire **IMP**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ avec prudence il (avoir **C**)\_\_\_\_\_\_\_\_\_\_\_\_\_ moins d’accidents 18. Nous (rester **PC**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ plus longtemps

19. T’ (se taire **IMPER**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ et (faire **IMPER**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ton travail

20. Je n’ (comprendre **PLU**) \_\_\_\_\_\_\_\_\_\_ pas \_\_\_\_\_\_\_\_\_\_\_\_\_ ce qu’il (dire **IMP**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What** **I** **need** **to** **revise**

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