

Tab 1

A1 French Beginner (10 Weeks)

Program Details

- Duration: 10 weeks
- Modules: 5 modules per week, over 10 weeks, for a total of 50 modules
- Weekly Class Time: 2.5 hours per week
- Self-Study & Homework Suggestion: 10 hours per week
- Total Estimated Learning Hours (course & personal study) : ~ 125 hours
- Class Format: Online (Zoom)
- Who Can Join? Those who are starting to study French

French A1 — Week 7 — Modules 31 to 35

https://docs.google.com/document/d/1jue6HYQFdD3oktbW5lc37hkdsR_oh-dKEa7KTeDdMaU/edit?usp=sharing

Copyright © 2025 François Normandeau
All Rights Reserved Worldwide

Course Description – A1 French

This A1-level French course is designed for complete beginners who are starting their French learning journey from scratch. It will help you build essential vocabulary, develop basic communication skills, and establish a solid foundation in fundamental French grammar.

The course follows the CEFR A1 guidelines and prepares you for basic everyday interactions such as introducing yourself, greeting others, asking simple questions, and expressing basic needs.

Based on a comprehensive 10-week structure, this program is divided into 50 progressive modules (5 modules per week). Each module builds your skills step-by-step in speaking, listening, reading, writing, vocabulary, and grammar, starting with the most essential elements of French communication.

Study Time & Expectations

Most learners are not in a full French-speaking environment, and research shows that reaching a B2 level usually takes about 1,000 hours of study and practice. That means each level—A1, A2, B1, B2—requires roughly 250 hours.

In this A1 course, you will receive: ✓ 2 hours/week of live online classes (20 hours total)

✓ 10 hours/week of self-study and homework (100 hours total)
= 120 hours of structured learning over 10 weeks

120 hours out of 250 hours in total...

To reach the full A1 level and build confidence for A2, you are encouraged to add at least 130 more hours of personal practice, such as:

- Practicing basic dialogues and pronunciation
- Reviewing vocabulary with flashcards or apps
- Listening to beginner French content
- Writing simple sentences and short texts
- Speaking with fellow learners or language exchange partners

What Makes This Course Special for Beginners

This A1 course recognizes that starting a new language can feel overwhelming. That's why we focus on:

- Immediate practical use: You'll speak French from day one
- Confidence building: Every lesson gives you tools you can use right away
- Clear progression: From basic greetings to simple conversations
- Cultural awareness: Understanding when to use formal vs. informal French

Final Note

This course gives you a strong foundation for A1 and prepares you to continue confidently to A2, but consistent practice is key to fully mastering the level. Start with small, achievable goals—even 10 minutes of daily practice makes a difference. Your progress depends on regular engagement with the language, so choose activities that motivate you and fit your lifestyle!

A1 French Course - Strengths

Structured Foundation & CEFR Alignment

The course provides a solid foundation for absolute beginners, systematically building essential French skills from the ground up. Clearly aligned with CEFR A1 standards to ensure measurable progress toward basic communication competency.

Comprehensive Basic Skill Development

Balanced approach covering all four core skills: speaking, listening, reading, and writing from day one. Interactive dialogues and practical exercises provide immediate opportunities to use newly learned French in real contexts.

Essential Grammar & Vocabulary Mastery

Thorough coverage of fundamental grammar topics including articles (definite/indefinite), subject pronouns, the verb *être*, basic sentence structure, and question formation. Core vocabulary focusing on greetings, numbers 0-100, days of the week, and essential everyday expressions for immediate practical use.

Interactive & Engaging Activities

Dynamic exercises including dialogue practice, pronunciation drills, and guided writing tasks. Mini-dialogues and role-playing scenarios encourage active speaking practice from the very first lesson. Structured homework assignments with clear progression tracking.

Practical Communication Focus

Scenarios emphasize essential daily interactions such as introducing yourself, greeting others formally and informally, asking basic questions, and expressing simple needs. Cultural awareness integrated through formal vs. informal register distinctions and North American French usage patterns.

This course will give you the confidence to start communicating in French immediately while building the essential foundation for continued language learning!

A1 French Course - Learning Outcomes

By the end of this 10-week course, you will be able to:

Learning Objectives – A1 French Course

By the end of this 10-week course, students will be able to:

1. Greet others confidently using appropriate formal and informal expressions (*bonjour, bonsoir, salut*) and understand time-of-day greetings in various social contexts.
2. Introduce yourself and others using multiple structures (*Je m'appelle, Moi, c'est, Mon nom est*) and ask for someone's name in both formal and informal situations.
3. Express basic emotions and physical states when responding to "How are you?" questions, using expressions like *ça va bien, je suis fatigué(e)*, and *comme ci, comme ça*.
4. Count confidently from 0 to 100 in French, including complex numbers (70-100) using the French base-20 system, and express age using the verb *avoir*.
5. Use days of the week naturally in conversation to discuss schedules, plan activities, and talk about daily routines using *aujourd'hui, demain*, and *hier*.
6. Apply definite and indefinite articles correctly (*le, la, les, un, une, des*) according to gender and number, including basic plural formation and liaison pronunciation.
7. Construct simple but complete sentences using the fundamental Subject + Verb + Complement structure and basic contracted forms (*au, du, aux, des*).
8. Use subject pronouns and conjugate *être* accurately in affirmative, negative, and interrogative forms to describe identity, profession, and basic personal information.
9. Ask and answer essential questions using three different question formats (intonation, *est-ce que*, inversion) and key question words (*qui, où, quand, comment, pourquoi*).
10. Navigate basic conversational exchanges including polite expressions (*merci, de rien, s'il vous plaît*), leave-taking phrases, and appropriate responses in social situations.

11. Distinguish between formal and informal register and choose appropriate language for different social contexts, understanding the difference between *tu/vous* and *on est/nous sommes*.
12. Demonstrate foundational communicative competence through structured dialogues and practical exercises that prepare students for real-world basic French interactions at the A1 level.

Upon completion, students will have mastered the essential building blocks of French communication and be prepared to progress confidently to A2-level studies.

How to Join each online class

- Only confirmed participants will be admitted.
- Punctuality: Access closes 10 minutes after the session starts to avoid repetition of instructions.

Zoom Access

- Zoom Link: <https://us02web.zoom.us/j/5456313643>
- Password: galaxy
- Camera: Please turn it on for an engaging experience.

A1 French – Week 7

Talking About the Past

This week introduces the foundational tools to describe past actions and personal experiences in French. You will begin by learning essential time expressions such as *hier*, *la semaine dernière*, *autrefois*, and *déjà*, which help you situate events in time. You'll then focus on forming the *passé composé*, starting with *avoir* as the auxiliary for regular verbs like *manger*, *finir*, and *attendre*. Once that's mastered, you'll explore how to use *être* as the auxiliary with common verbs of movement and travel such as *aller*, *venir*, *arriver*, and *partir*. You'll learn how to adjust for gender and number agreement when using *être*, and how to use the past tense in real-life conversation.

Throughout the week, you'll practice speaking and listening by talking about what you did last weekend and understanding short monologues about past activities. Finally, you'll learn how to write a short paragraph about a personal experience using *passé composé*, time markers, and basic storytelling structures.

Objective

Gain confidence using the *passé composé* to describe completed past actions. Learn to distinguish between auxiliary verbs *avoir* and *être*, apply correct past participle formation and agreement, and use appropriate time expressions to situate events. By the end of the week, you'll be able to talk about your past weekend, share simple stories from your life, and write a short paragraph in French about something you did—clearly and correctly.

Vocabulary and Grammar

- Module 31: Past time expressions & common past actions (*hier*, *la semaine dernière*, *déjà*, *autrefois*)
- Module 32: *Passé composé* with *avoir* for regular verbs (*J'ai mangé*, *Tu as fini...*)
- Module 33: *Passé composé* with *être* (*aller*, *venir*, *partir*, *arriver...*)
- Module 34: Speaking & listening: Talking about past experiences
- Module 35: Writing a short paragraph about a past event

Speaking & Listening: Talking about what you did last weekend

Reading & Writing: Writing a short paragraph about a past experience

Homework: Reading a simple story in past tense

Table of contents

Module 31	page	11
Module 31 Homework		21
Module 32		30
Module 32 Homework		41
Module 33		51
Module 33 Homework		65
Module 34		74
Module 34 Homework		85
Module 35		94
Module 35 Homework		105
Exam		114

Module 31 Past Time Expressions & Common Past Actions

Objective

By the end of this module, learners will be able to recognize and use key French time expressions that refer to the past. They will begin developing an understanding of how to situate actions in the past using these time markers, and they will learn essential vocabulary for describing everyday past events. This module serves as a foundation for using the *passé composé* in later modules by providing exposure to realistic, meaningful language about past actions and experiences.

1. Introduction to Talking About the Past in French

French uses specific time expressions to indicate when an action happened in the past. These expressions help the listener understand whether the action happened yesterday, last week, a long time ago, or recently. Even before fully learning the past tense, learners can begin talking about the past by combining time expressions with simple verbs they already know.

2. Essential Past Time Expressions

The following expressions are commonly used to talk about past events in everyday conversation:

Hier → Yesterday

Avant-hier → The day before yesterday

La semaine dernière → Last week

Le mois dernier / le mois passé → Last month

L'année dernière / l'année passée → Last year

Il y a deux jours → Two days ago

Il y a une semaine → A week ago

Il y a longtemps → A long time ago

Autrefois → In the past / Formerly / at some point / long ago

Déjà → Already

Récemment → Recently

La veille de mon anniversaire → the day before my birthday

Examples:

Hier, j'ai regardé un film. → Yesterday, I watched a movie.

Il y a deux jours, nous avons visité un musée. → Two days ago, we visited a museum.

Autrefois, elle habitait à la campagne. → In the past, she used to live in the countryside.

Tu as déjà mangé ? → Have you already eaten?

3. Pronunciation Notes on Key Expressions

Learners should pay attention to the silent *h* in *hier* and the nasal vowel in *dernier*. The phrase *il y a* is pronounced quickly and often sounds like [ee-lya].

Example:

Il y a longtemps → [ee-lya long-tan]

Do not confuse *il y a* (there is / there are) with *il y a + time* (ago).

4. Common Vocabulary for Everyday Past Actions

Here are frequently used verbs that describe simple past actions, all of which will soon be used in the *passé composé*:

Manger → To eat

Regarder → To watch

Aller → To go

Faire → To do / to make

Finir → To finish

Jouer → To play

Visiter → To visit

Travailler → To work

Écouter → To listen

Acheter → To buy

Lire → To read

Examples:

J'ai mangé une pizza. → I ate a pizza.

Elle a fini ses devoirs. → She finished her homework.

Nous avons visité le musée samedi. → We visited the museum on Saturday.

5. Review of Time Expressions from Week 6

Learners should be reminded of the time expressions used to talk about the present and near future. Contrast them with the past expressions learned in this module:

Ce soir → This evening

Demain → Tomorrow

Ce week-end → This weekend

La semaine prochaine → Next week

Comparison:

Je vais aller au cinéma demain. → I'm going to the movies tomorrow.

Je suis allé au cinéma hier. → I went to the movies yesterday.

6. Using Past Time Expressions with Present Tense (Preview Structure)

Before introducing the full *passé composé*, learners can begin forming basic sentences that describe past events using present-tense verbs and time expressions for communicative purposes. Although grammatically this is not fully correct, it is pedagogically useful for A1 learners.

Examples:

Hier, je mange une pizza. → Yesterday, I eat a pizza.

At this level, this may be temporarily tolerated for spoken fluency while waiting for Module 32.

However, learners should begin to notice that French does not use the present tense for past actions. This prepares them to understand the need for a new verb form in the next module.

7. Mini-Dialogue (Informal)

- *Tu as fait quoi le week-end dernier ?*
- *J'ai joué au foot et j'ai regardé un film.*
- *Sympa ! Tu as aimé le film ?*
- *Oui, c'était très drôle !*

Translation →

- What did you do last weekend?
- I played soccer and watched a movie.
- Nice! Did you like the movie?
- Yes, it was very funny!

8. Cultural Note: Talking About the Past in French-Speaking Contexts

In both France and Québec, people often use past time expressions to share weekend stories, describe previous trips, or talk about food and family. For example, on Mondays in a French office, people might ask: *Qu'est-ce que tu as fait ce week-end ?* → What did you do this weekend?

In informal conversations, the word *déjà* is often used to express surprise or curiosity.

Example:

Tu as déjà vu ce film ? → Have you already seen this movie?

9. Preparation for Passé Composé

This module prepares students to enter Module 32 by creating a need: learners are now able to describe *when* something happened, but not yet *how* to form the correct past verb structure. This tension sets up the learning motivation for the next module on using *avoir* with regular past participles.

Module 31

Past Time Expressions & Common Past Actions

Suggested Personal Study & Homework (~2 hours)

1. Vocabulary Memorization and Pronunciation Practice (20 minutes)

Objective: Learn and pronounce essential time expressions and common past action verbs.

Instructions:

Copy each French expression into your notebook. As you write, pronounce each one slowly and clearly. Repeat each one aloud three times. Then cover the list and try to write them again from memory.

Time Expressions:

Hier → Yesterday

Avant-hier → The day before yesterday

La semaine dernière → Last week

Il y a deux jours → Two days ago

Le mois dernier → Last month

Autrefois → In the past

Il y a longtemps → A long time ago

Déjà → Already

Récemment → Recently

Verbs (Infinitive Form):

Manger → To eat

Regarder → To watch

Aller → To go

Faire → To do / to make

Finir → To finish

Jouer → To play

Visiter → To visit

Travailler → To work

Écouter → To listen

Acheter → To buy

After memorizing, write five original sentences in French using one time expression and one of the above verbs in the infinitive.

Example:

Hier, je vais au musée. (This is a preview; full passé composé comes in the next module.)

Then, translate each of your sentences into English.

2. Sentence Construction and Time Expression Practice (20 minutes)

Objective: Use time expressions to situate simple actions in the past.

Instructions:

Write eight short French sentences using any subject pronoun (je, tu, il/elle, nous, vous, ils/elles), a verb from the list above, and a past time expression. Use present tense for now, knowing it is temporary. Focus is on correct sentence structure and vocabulary.

Examples:

Avant-hier, elle travaille à la maison.

Il y a deux jours, nous regardons un film.

Then rewrite each sentence and replace the present-tense verb with the correct *passé composé* form using *j'ai*, *tu as*, *il a*, etc. even if you haven't fully studied that form yet. This preview helps you anticipate structure.

Example:

Hier, je mange une pizza. → Hier, j'ai mangé une pizza.

Translate all eight sentences into English.

3. Reading Comprehension and Vocabulary in Context (20 minutes)

Objective:

Identify past time expressions and past action vocabulary in a short narrative.

Instructions:

Read this short passage out loud twice:

Le week-end dernier, j'ai visité mes grands-parents. Samedi, nous avons mangé un grand repas. Le soir, j'ai regardé un film avec ma sœur. Dimanche matin, j'ai fait une promenade. Il y a longtemps, nous faisons ça chaque semaine.

Now answer the following questions in French:

1. Qu'est-ce qu'il a fait samedi soir ?
2. Avec qui est-ce qu'il a regardé un film ?
3. Qui a-t-il visité ?
4. Quand faisait-il ça régulièrement ?

Then, translate the full passage and your answers into English.

4. Writing Task: My Last Weekend (30 minutes)

Objective:

Write a simple paragraph about a recent experience using time expressions and past actions.

Instructions:

Write a short paragraph (6–8 full sentences) in French describing what you did last weekend. Use at least:

- 3 different past time expressions (e.g. *hier*, *la semaine dernière*, *il y a deux jours*)
- 4 different verbs from the list in Section 1
- At least one complete sentence beginning with *Autrefois* or *Il y a longtemps*

You may use present tense if you are unsure of *passé composé* forms, but try using at least two correct *j'ai + past participle* structures if you feel comfortable.

After writing your paragraph in French, write a full English translation of it.

5. Listening-Imagination Exercise (10 minutes)

Objective:

Strengthen internal listening comprehension by imagining conversations and responses.

Instructions:

Close your eyes and imagine hearing these three questions in French. After each one, pause, then answer aloud using a full sentence in French with a time expression and verb from this module.

Question 1: *Qu'est-ce que tu as fait hier ?*

Question 2: *Tu es allé où le week-end dernier ?*

Question 3: *Qu'est-ce que tu faisais autrefois le dimanche ?*

You may say your answers aloud or write them down afterward. Focus on rhythm, pronunciation, and structure.

6. Pronunciation and Repetition Drill (10 minutes)

Objective: Reinforce clear pronunciation of key vocabulary and phrases.

Instructions:

Read the following phrases aloud three times each. Focus on the final sounds, nasal vowels, and liaison between words.

La semaine dernière, j'ai mangé au restaurant.

Il y a deux jours, nous avons visité le musée.

Autrefois, elle habitait à Paris.

Hier, j'ai joué au foot avec mon frère.

Récemment, j'ai écouté un podcast en français.

Choose three sentences from your own written work earlier and read them aloud three times each.

7. Review and Recall (10 minutes)

Objective: Test your memory and reinforce retention of core material.

Instructions:

Without looking back, write down from memory:

- 6 past time expressions
- 6 common action verbs
- 2 full sentences in French using both (as complete as possible)

Then check your previous notes and correct any errors. Repeat aloud any corrected forms.

Module 32 Passé Composé with Avoir (Regular Verbs)

Objective

By the end of this module, learners will be able to use the *passé composé* to describe completed past actions using regular -er, -ir, and -re verbs with the auxiliary verb *avoir*. They will understand how to form affirmative and negative sentences, recognize the role of time expressions in placing events in the past, and begin reading and understanding short passages in the *passé composé*.

1. What Is the Passé Composé?

The *passé composé* is used to describe specific, completed actions or events that happened at a defined time in the past.

Examples:

J'ai regardé un film. → I watched a movie.

Tu as fini ton devoir. → You finished your homework.

Il a vendu sa voiture. → He sold his car.

2. Structure of the Passé Composé

The *passé composé* has two parts:

- An auxiliary verb in the present tense (*avoir*, in this module)
- A past participle (*participe passé*) of the main verb

Formula:

Subject + avoir (conjugated) + past participle

Examples:

Nous avons parlé. → We spoke.

Vous avez joué. → You played.

Ils ont regardé. → They watched.

Nous sommes partis

Nous allons partir

Nous sommes allés.

3. Conjugating Avoir in the Present Tense

Here is how to conjugate the auxiliary verb *avoir*:

<i>J'ai</i>	→ I have
<i>Tu as</i>	→ You have (informal)
<i>Il a / Elle a / <u>On a</u></i>	→ He has / She has / One has (or) <u>We have</u>
<i>Nous avons</i>	→ We have
<i>Vous avez</i>	→ You have (formal or plural)
<i>Ils ont / Elles ont</i>	→ They have

These forms must be memorized, as they are essential for forming the *passé composé* with most verbs.

4. Forming the Past Participle (Participe Passé) – Regular Verbs

The past participle of regular verbs is formed in three different ways depending on the verb ending.

For *-er* verbs: remove *-er* and add *é*

Examples:

parler → *parlé*

manger → *mangé*

regarder → *regardé*

For *-ir* verbs: remove the letter *r*

Examples:

finir → *fini*

choisir → *choisi*

réussir → *réussi*

For *-re* verbs: remove *-re* and add *u*

Examples:

vendre → *vendu*

attendre → *attendu*

répondre → *répondu*

5. Complete Examples of Passé Composé with Avoir

Here are full sentences using regular verbs and correct conjugation of *avoir*:

<i>J'ai parlé avec mon ami.</i>	→ I spoke with my friend.
<i>Tu as regardé la télévision.</i>	→ You watched television.
<i>Il a fini son travail.</i>	→ He finished his work.
<i>Nous avons choisi un restaurant.</i>	→ We chose a restaurant.
<i>Vous avez vendu votre vélo.</i>	→ You sold your bike.
<i>Elles ont attendu le bus.</i>	→ They waited for the bus.

6. Word Order and Negation in the Passé Composé

To make a sentence negative in the *passé composé*, place *ne...pas* around the auxiliary verb (*avoir*), not around the past participle.

Structure:

Subject + ne + avoir + pas + past participle

Je ai mangé une pomme = Je ne ai pas mangé une pomme

J'ai mangé une pomme = j'ai pas mangé une pomme

Examples:

<i>Je n'ai pas mangé.</i>	→ I did not eat.
<i>Tu n'as pas fini ton café.</i>	→ You did not finish your coffee.
<i>Il n'a pas regardé le film.</i>	→ He did not watch the movie.
<i>Nous n'avons pas choisi ce livre.</i>	→ We did not choose this book.
<i>Elles n'ont pas vendu leur voiture.</i>	→ They did not sell their car.

N'avons-nous pas choisi ce livre?

Spoken French often drops the *ne*, but at the A1 level, learners should practice using the full negative form for clarity and accuracy.

7. Using Time Expressions with the Passé Composé

Time expressions are essential to indicate when the past action happened. They often come at the beginning or end of the sentence.

Examples:

Hier, j'ai regardé un film. → Yesterday, I watched a movie.

La semaine dernière, nous avons visité un musée. → Last week, we visited a museum.

Ils ont fini le projet il y a deux jours. → They finished the project two days ago.

Elle a mangé une pizza récemment. → She recently ate a pizza.

8. Mini-Dialogue Using the Passé Composé with Avoir

- *Qu'est-ce que tu as fait hier soir ?*
- *J'ai regardé un documentaire et j'ai mangé des pâtes.*
- *Tu as aimé le documentaire ?*
- *Oui, c'était très intéressant.*

Translation →

- What did you do last night?
- I watched a documentary and ate pasta.
- Did you like the documentary?
- Yes, it was very interesting.

9. Common Mistakes to Avoid at A1 Level

Do not forget to conjugate *avoir* in the present tense.

Incorrect: *Je mangé une pizza.*

Correct: *J'ai mangé une pizza.*

Do not try to conjugate the past participle. It does not change (except later with *être*).

Do not put *pas* after the past participle.

Incorrect: *Je ai mangé pas.*

Correct: *Je n'ai pas mangé.*

Remember to contract *je ai* → *j'ai* for pronunciation and spelling.

10. Cultural Note: Talking About the Past in Everyday French

In daily French conversation, the *passé composé* is the go-to tense for almost all references to past events, especially in informal spoken language. Whether describing yesterday's dinner or last summer's vacation, this structure will be used.

In Québec, the *passé composé* is also dominant in spoken French, and sometimes even replaces the *imparfait* in certain contexts where French from France would use it differently.

Module 32

Passé Composé with Avoir – Regular Verbs

Suggested Personal Study & Homework (~2 hours)

1. Mastering Avoir in the Present Tense (15 minutes)

Objective:

Review and memorize the six present-tense forms of *avoir* used to form the *passé composé*.

Instructions:

Write the six forms of *avoir* in your notebook three times each. Say each form aloud while writing.

J'ai → I have

Tu as → You have

Il a / Elle a / On a → He has / She has / One has

Nous avons → We have

Vous avez → You have

Ils ont / Elles ont → They have

Now write six full sentences using each subject and *avoir* with a regular noun object (no past participle yet).

Examples:

J'ai un frère. → I have a brother.

Nous avons une voiture. → We have a car.

2. Creating Past Participles – Regular Verbs (20 minutes)

Objective:

Learn how to form past participles for regular *-er*, *-ir*, and *-re* verbs.

Instructions:

Copy the following verbs and their past participles into your notebook.

Manger → *mangé*

Regarder → *regardé*

Parler → *parlé*

Finir → *fini*

Choisir → *choisi*

Réussir → *réussi*

Vendre → *vendu*

Attendre → *attendu*

Répondre → *répondu*

Now, write nine original French sentences using *j'ai*, *tu as*, or *il/elle a* followed by one of the above past participles and a direct object.

Example:

J'ai mangé une pomme. → I ate an apple.

Elle a fini son travail. → She finished her work.

Translate all nine sentences into English.

3. Sentence Practice: Full Passé Composé Forms (20 minutes)

Objective: Practice forming and translating complete past tense statements using regular verbs and the auxiliary *avoir*.

Instructions:

Write six full French sentences using the *passé composé* with different subject pronouns and different regular verbs.

Use:

- One *-er* verb
- One *-ir* verb
- One *-re* verb
- One plural subject
- One first-person subject
- One feminine subject

Examples:

Nous avons joué au tennis. → We played tennis.

Il a vendu sa voiture. → He sold his car.

Tu as choisi un dessert ? → Did you choose a dessert?

Translate each sentence into English. Check for agreement and verb accuracy.

4. Using Time Expressions in Past Sentences (15 minutes)

Objective: Combine past actions with common time expressions.

Instructions:

Write five sentences using the *passé composé* and one of the following time expressions:

Hier → Yesterday

La semaine dernière → Last week

Il y a deux jours → Two days ago

Récemment → Recently

Le mois dernier → Last month

Examples:

Hier, j'ai regardé un film.

La semaine dernière, nous avons vendu notre maison.

Translate each sentence into English. Then, change the time expression and rewrite the sentence with the new one.

5. Negative Form Practice (20 minutes)

Objective: Learn to place *ne...pas* correctly around the auxiliary *avoir*.

Instructions:

Write five negative sentences in French using the following structure:

Subject + ne + avoir + pas + past participle

Examples:

Je n'ai pas fini mes devoirs. → I did not finish my homework.

Ils n'ont pas regardé le match. → They did not watch the game.

Now write five positive versions of the same sentences (remove *ne...pas*).

Translate all ten sentences into English.

6. Reading and Comprehension (15 minutes)

Objective: Identify past actions in a short paragraph and understand time markers.

Instructions:

Read the paragraph below aloud twice:

Ce week-end, j'ai mangé au restaurant avec mes parents. Nous avons choisi une table près de la fenêtre. J'ai commandé une salade et une pizza. Après le repas, nous avons marché dans le parc. Il a fait beau.

Now answer the following questions in French:

1. Où est-ce qu'ils ont mangé ?
2. Qu'est-ce qu'il a commandé ?
3. Où ont-ils marché ?
4. Quel temps faisait-il ?

Then translate the full paragraph and your answers into English.

7. Writing Task – What Did You Do Yesterday? (25 minutes)

Objective: Write a personal narrative in the *passé composé* using *avoir* and regular verbs.

Instructions:

Write a paragraph (6–8 sentences) in French describing what you did yesterday.

Include:

- At least three different regular verbs
- At least two different subject pronouns
- At least two time expressions
- One negative sentence
- One question using *tu as... ?*

Suggested start:

Hier, j'ai...

After writing your paragraph in French, write a full English translation.

8. Pronunciation Practice and Repetition (10 minutes)

Objective: Build fluency and pronunciation confidence by repeating full sentences.

Instructions:

Read the following sentences aloud three times each. Focus on the rhythm and contraction of *j'ai*, the nasal vowels in *mangé*, *vendu*, and the difference between *vous avez* and *ils ont*.

J'ai mangé une pizza hier soir.

Tu as regardé un film ce matin ?

Nous avons fini notre projet.

Ils ont attendu longtemps.

Vous avez vendu votre maison ?

Now choose three of your own sentences from earlier and read them aloud three times each.

9. Final Self-Check & Summary (10 minutes)

Objective: Review key learning points and reinforce active recall.

Instructions:

Without looking back at your notes, write the following from memory:

- The six forms of *avoir*
- One past participle for an *-er*, *-ir*, and *-re* verb
- One negative sentence in the *passé composé*
- One question in the *passé composé*
- One time expression

Then check your earlier exercises and correct any mistakes.

Module 33 Passé Composé with Être (Common Verbs)

Objective

By the end of this module, learners will be able to use the *passé composé* with the auxiliary *être* for common verbs of movement and change of state. They will learn to identify verbs that take *être* instead of *avoir*, apply correct agreement of the past participle with gender and number, and construct grammatically correct past-tense sentences that reflect real-life experiences. This module will also introduce the use of *être* with reflexive verbs as a preview.

1. *Avoir* or *Être*? Two Different Auxiliaries

In the *passé composé*, most verbs use *avoir* as the auxiliary. However, a small group of verbs use *être*. These are mostly verbs of movement, transition, or change of state, and verbs used reflexively (or reflexive verbs).

Examples:

Je suis allé au cinéma. → I went to the cinema.

Elle est partie à midi. → She left at noon.

2. Être in the Present Tense

Learners must first master the present-tense forms of *être*, which are irregular and essential for forming the *passé composé* with these verbs.

Je suis → I am

Tu es → You are

Il / Elle / On est → He/She/One is

Nous sommes → We are

Vous êtes → You are

Ils / Elles sont → They are

These forms are used as the auxiliary in the *passé composé* with certain verbs.

3. Common Verbs That Take Être in the Passé Composé

These verbs typically involve movement in or out of a place, change of position, or change of state. The most common include:

Aller → to go

Venir → to come

Arriver → to arrive

Partir → to leave

Entrer → to enter

Sortir → to go out

Monter → to go up

Retourner → to return

Rester → to stay

Tomber → to fall

Descendre → to go down

Examples:

Il est arrivé à 18h. → He arrived at 6 p.m.

Nous sommes partis très tôt. → We left very early.

Elle est restée à la maison. → She stayed at home.

4. DR & MRS VANDERTRAMP (Memory Aid)

Some learners use the mnemonic *DR & MRS VANDERTRAMP* to remember the verbs that take *être*. While this is useful for memorization, in this module we focus only on the most frequent and practical verbs needed for A1-level communication.

	French	English
D	Devenir	to become
R	Revenir	to come back
M	Monter	to climb
R	Rester	to stay
S	Sortir	to go out
V	Venir	to come
A	Aller	to go
N	Naître	to be born
D	Descendre	to descend
E	Entrer	to enter
R	Rentrer	to reenter / to go back home / to be back home
T	Tomber	to fall
R	Retourner	to return
A	Arriver	to arrive
M	Mourir	to die
P	Partir	to leave
P	Passer	to pass / to spend (time)

5. Structure: Être + Past Participle + Agreement

When using *être* as the auxiliary, the past participle must agree in gender and number with the subject.

Agreement rules:

- Add -e for feminine singular
- Add -s for masculine plural
- Add -es for feminine plural

Examples:

- | | |
|---------------------------------------|---|
| <i>Je suis allé au marché.</i> | → I went to the market. (masculine speaker) |
| <i>Je suis allée au marché.</i> | → I went to the market. (feminine speaker) |
| <i>Ils sont partis hier soir.</i> | → They left last night. |
| <i>Elles sont arrivées en retard.</i> | → They arrived late. (group of women) |

6. Affirmative Sentences with Être

Here are more examples of full sentences using *être* in the *passé composé*:

Tu es venu à la fête ? → Did you come to the party?

Elle est tombée dans la rue. → She fell in the street.

Nous sommes descendus à la station centrale. → We got off at the central station.

Vous êtes montés à pied ? → Did you go up on foot?

elles sont sorties du cinéma. → They came out of the cinema.

7. Negative Sentences with Être in the Passé Composé

To make a negative sentence, place *ne...pas* around the auxiliary *être*.

Examples:

Je ne suis pas allé au travail. → I did not go to work.

Tu n'es pas venu chez moi. → You did not come to my place.

Elle n'est pas sortie hier. → She did not go out yesterday.

8. Using Time Expressions for Context

As with *avoir*, the *passé composé* with *être* is usually accompanied by a time expression to situate the action.

Examples:

Hier, elle est partie à 17h. → Yesterday, she left at 5 p.m.

Il y a deux jours, nous sommes allés au musée. → Two days ago, we went to the museum.

Le mois dernier, ils sont restés en France. → Last month, they stayed in France.

9. Short Dialogue Using Être Verbs

- *Tu es allé à la montagne le week-end dernier ?*
- *Oui, je suis monté jusqu'au sommet. Et toi ?*
- *Moi, je suis restée à la maison. J'étais fatiguée.*

Translation →

- Did you go to the mountains last weekend?
- Yes, I went up to the summit. And you?
- I stayed home. I was tired.

10. Brief Preview of Reflexive Verbs in the Passé Composé

Reflexive verbs also use *être* in the *passé composé*, even if they do not express movement.

Examples:

Je me suis levé à huit heures. → I got up at 8 o'clock.

Elle s'est lavée rapidement. → She washed quickly.

This will be fully developed in a later module. At this stage, learners should simply be aware that *être* also serves as the auxiliary for reflexive verbs, and agreement rules still apply.

Je m'appelle François = I me call = I am calling myself = my name is François

Je me **suis** appelé François =

Appeler = to call

J'appelle ma mère = I am calling my mother

J'**ai** appelé ma mère =

Nicole / Kashif = no break now

Amy / Manali = break now

11. Common Errors to Avoid

- Forgetting agreement:

Incorrect: *Elle est allé* → Correct: *Elle est allée*

- Using *avoir* instead of *être* with movement verbs:

Incorrect: *Ils ont arrivé* → Correct: *Ils sont arrivés*

- Placing *pas* after the past participle in negatives:

Incorrect: *Je suis allé pas* → Correct: *Je ne suis pas allé*

12. Cultural Note: Être Verbs in Real-Life Contexts

In French-speaking cultures, daily conversations often include references to past movement: going to school, leaving home, coming back, arriving somewhere, or staying in.

These common verbs are essential for describing real-world activities. In informal speech, many people drop the *ne* in *ne...pas*, but formal writing and A1 learning contexts should keep the full structure.

13. Exceptions

Nous avons descendu la rivière. (correct)

AND NOT *nous sommes descendus la rivière. (incorrect)*

descendre takes *être* when it's intransitive (no direct object):

Nous sommes descendus (dans la vallée).

→ Here, the past participle agrees with the subject (-us / -ues).

descendre takes *avoir* when it's transitive (there is a direct object):

Nous avons descendu la rivière.

→ No agreement here because the direct object *la rivière* comes after the verb.

Agreement reminders with *avoir*: you only make the past participle agree if the direct object comes before the verb:

*La rivière **que** nous avons **descendue*** (COD *que* = *rivière*, before the verb → -e).

Nous l'avons descendue en canoë.

Module 33

Passé Composé with Être (Common Verbs)

Suggested Personal Study & Homework (~2 hours)

1. Present-Tense Review of Être (15 minutes)

Objective:

Reinforce knowledge of the auxiliary verb *être*, which is used in the *passé composé* for certain verbs.

Instructions:

Write and repeat aloud each of the six present-tense forms of *être*. Copy them three times in your notebook.

Je suis → I am

Tu es → You are

Il / Elle / On est → He/She/One is

Nous sommes → We are

Vous êtes → You are

Ils / Elles sont → They are

Now write six simple sentences (without past participles) using each form of *être* and a subject.

Example:

Tu es sympa/sympathique. → You are nice.

Nous sommes à la maison. → We are at home.

2. Être Verbs – Vocabulary Memorization and Categorization (15 minutes)

Objective:

Memorize and classify the most common *être* verbs used in the *passé composé*.

Instructions:

Copy the following verbs into your notebook. Say each aloud and write the English translation.

Aller → To go

Venir → To come

Arriver → To arrive

Partir → To leave

Entrer → To enter

Sortir → To go out

Monter → To go up

Descendre → To go down

Retourner → To return

Rester → To stay

Tomber → To fall

Now group the verbs into two categories:

- Arrival/Departure verbs (e.g. *arriver*, *partir*)
- Movement/Location verbs (e.g. *monter*, *descendre*)

Then write a single full sentence in the *passé composé* for five of these verbs using the masculine *je* form and appropriate time expressions.

Example:

Hier, je suis allé au marché. → Yesterday, I went to the market.

Translate your sentences into English.

3. Agreement of Past Participles (20 minutes)

Objective:

Learn how to match the past participle to the subject's gender and number.

Instructions:

Copy and study this model:

Masculine singular → no ending

Feminine singular → add -e

Masculine plural → add -s

Feminine plural → add -es

Now write the following four versions of the same sentence, changing only the subject:

1. *Je suis allé au cinéma.* (masculine speaker)
2. *Je suis allée au cinéma.* (feminine speaker)
3. *Nous sommes allés au cinéma.* (group of men or mixed)
4. *Nous sommes allées au cinéma.* (group of women)

Then write four new original sentences of your own using different *être* verbs and different gender/number combinations.

Translate each into English and underline the agreement endings.

4. Negative Forms with Être (15 minutes)

Objective:

Practice negating past actions formed with *être*.

Instructions:

Write five full French sentences in the *passé composé* using *ne...pas* around *être*.

Examples:

Je ne suis pas venu hier. → I did not come yesterday.

Elle n'est pas restée longtemps. → She did not stay long.

Now write the positive form of each sentence and translate all ten into English.

5. Reading and Comprehension (15 minutes)

Objective:

Identify and understand *être*-based past tense verbs in a short paragraph.

Instructions:

Read this passage aloud twice.

La semaine dernière, nous sommes partis en voyage. Nous sommes arrivés à Lyon vendredi soir. Le lendemain, nous sommes allés au musée et nous y sommes restés deux heures. Mon frère est tombé dans la rue mais il n'était pas blessé. Moi, je ne suis pas sorti le soir parce que j'étais fatigué.

Now answer the following questions in French:

1. Où sont-ils allés ?
2. Combien de temps sont-ils restés au musée ?
3. Qu'est-ce qui est arrivé au frère ?
4. Pourquoi l'auteur n'est-il pas sorti le soir ?

Then translate the full paragraph and your answers into English.

6. Writing Task – A Trip or an Outing (25 minutes)

Objective:

Write a short past narrative using *être* verbs and time expressions.

Instructions:

Write a short paragraph (6–8 full sentences) in French describing a trip, an outing, or a simple weekend using only verbs that require *être*.

Include:

- At least four different *être* verbs
- At least two time expressions
- One negative sentence
- One sentence using a plural subject
- One sentence with a feminine subject (use *elle* or *je* if you identify as feminine)

Suggested start:

Le week-end dernier, je suis allé...

After writing the paragraph in French, translate it completely into English.

7. Pronunciation Practice and Repetition (10 minutes)

Objective:

Improve rhythm, clarity, and confidence in producing *passé composé* with *être*.

Instructions:

Read the following five sentences aloud slowly and clearly. Repeat each three times. Focus on final consonants in verbs like *allé*, *partie*, and *tombés*.

Elle est arrivée en retard hier.

Nous sommes descendus du train à midi.

Je ne suis pas monté à pied.

Ils sont sortis du restaurant très vite.

Tu es venu chez moi samedi ?

Now choose three of your own sentences from earlier and read them aloud three times each.

8. Self-Review and Reflection (10 minutes)

Objective:

Reinforce active recall and identify areas for improvement.

Instructions:

Without looking at your notes, write the following from memory:

- Six verbs that use *être* in the *passé composé*
- One sentence with a feminine subject in the past
- One sentence using *ne...pas* correctly
- One full sentence with a plural subject and agreement
- One time expression used to talk about the past

Check your work against previous exercises and correct any mistakes. Then say each corrected sentence out loud.

Module 34 Speaking & Listening: Talking About Past Experiences

Objective

By the end of this module, learners will be able to ask and answer simple questions in the *passé composé* about real-life past events. They will build fluency through guided and spontaneous use of past tense structures, reinforce listening comprehension by interpreting short spoken-style texts, and develop the ability to talk about past experiences such as weekend activities, trips, and outings.

1. Why Talk About the Past in Everyday French?

Talking about past experiences is one of the most common real-life communication tasks. Whether discussing what you did yesterday, how your weekend was, or describing a recent trip, the *passé composé* allows you to share simple narratives. At the A1 level, learners should focus on practical and familiar topics: daily routines, family visits, travel, meals, and leisure activities.

2. How to Ask Questions in the Passé Composé

There are three main ways to ask questions in French, including in the past tense:

– Using intonation (spoken style):

Tu as fait quoi hier ? → You did what yesterday?

– Using *est-ce que* (neutral/formal style):

Qu'est-ce que tu as fait ce week-end ? → What did you do this weekend?

– Using inversion (not required at A1):

Qu'as-tu fait hier soir ? → What did you do last night?

At the A1 level, learners should master the first two forms and recognize the third.

3. Question Words Commonly Used with the Passé Composé

To speak about past experiences, use the following interrogative expressions:

Qu'est-ce que... → What...

Où... → Where...

Quand... → When...

Comment... → How...

Avec qui... → With whom...

Pourquoi... → Why...

Examples:

Où est-ce que tu es allé samedi ? → Where did you go on Saturday?

Avec qui est-ce que vous avez dîné ? → With whom did you have dinner?

Pourquoi tu n'es pas venu ? → Why didn't you come?

Note: *Où*, as a question word (used in a question), means “where”, but *Où*, not used as a question word (not used in a question), can mean either “where” or “when”, based on the context.

Examples:

Où avez-vous mangé? → Where did you eat?

C'était la semaine où elle était chez moi. → It was the week when she was at my place.

C'est le restaurant où nous avons mangé. → It is the restaurant where we ate.

4. Answering Questions with Avoir and Être Verbs

Learners must be able to respond using the correct auxiliary verb (*avoir* or *être*) and past participle.

Examples with *avoir*:

J'ai regardé un film. → I watched a movie.

Nous avons visité un musée. → We visited a museum.

Examples with *être*:

Je suis allé au parc. → I went to the park.

Elles sont sorties samedi soir. → They went out Saturday night.

Learners should also recycle time expressions to situate the action:

Hier, avant-hier, ce week-end, il y a deux jours, récemment, samedi soir, la semaine dernière...

→ Yesterday, the day before yesterday, this weekend, two days ago, recently, Saturday evening, last week...

5. Mini-Dialogues Involving Weekend Activities and Trips

Dialogue 1 – Informal

- *Tu as fait quoi ce week-end ?*
- *Je suis allé chez mes cousins. On a joué au foot et on a mangé une pizza.*
- *C’était bien ?*
- *Oui, super ! Et toi ?*
- *Moi, je suis resté à la maison. J’étais un peu fatigué.*

Translation →

- What did you do this weekend?
- I went to my cousins'. We played soccer and ate a pizza.
- Was it good?
- Yes, great! And you?
- I stayed home. I was a bit tired.

Dialogue 2 – More Structured

- *Où est-ce que vous êtes allés pendant les vacances ?*
- *Nous sommes allés à Québec.*
- *Qu’est-ce que vous avez visité ?*
- *On a visité le Vieux-Québec et un musée.*
- *Tu as aimé ?*
- *Oui, j’ai adoré !*

Translation →

- Where did you go during the holidays?
- We went to Quebec City.
- What did you visit?
- We visited Old Quebec and a museum.
- Did you like it?
- Yes, I loved it!

6. Recognizing Past Tense in Listening Contexts

Even without audio recordings, learners can build listening comprehension by reading aloud natural-sounding dialogues and imagining how native speakers would say them.

Here is a short monologue to use as a listening simulation:

Samedi matin, je me suis réveillé tard. J'ai bu un café, puis je suis sorti faire les courses. Dans l'après-midi, j'ai regardé une série sur Internet. Le soir, je suis allé chez mon ami Paul. Nous avons dîné ensemble et nous avons beaucoup parlé.

Translation →

Saturday morning, I woke up late. I had a coffee, then I went out to do the shopping. In the afternoon, I watched a series online. In the evening, I went to my friend Paul's. We had dinner together and we talked a lot.

Key verbs to recognize:

Je me suis réveillé, j'ai bu, je suis sorti, j'ai regardé, je suis allé, nous avons dîné, nous avons parlé

7. Scaffolded Speaking Prompts to Build Fluency

Learners should begin by answering simple fixed prompts, then progress toward more open and spontaneous responses.

Stage 1 – Complete the sentences:

- *Hier, j'ai...*
- *Le week-end dernier, je suis...*
- *Il y a deux jours, nous avons...*

Stage 2 – Answer full questions:

- *Qu'est-ce que tu as fait samedi ?*
- *Tu es allé où pendant les vacances ?*
- *Avec qui est-ce que tu as dîné hier soir ?*

Stage 3 – Spontaneous description:

Describe your last weekend in 4–5 sentences using both *avoir* and *être* verbs, time expressions, and at least one negative form.

Example:

Ce week-end, je suis resté chez moi. J'ai lu un roman et j'ai regardé un film. Je ne suis pas sorti parce qu'il pleuvait. Dimanche, je suis allé au café avec un ami.

→ This weekend, I stayed home. I read a novel and watched a movie. I didn't go out because it was raining. On Sunday, I went to a cafe with a friend.

8. Using Negative Forms in Past Narratives

Learners must be able to describe not only what they did, but what they *did not* do.

Examples:

Je n'ai pas travaillé samedi.

→ I did not work Saturday.

Elle n'est pas sortie le soir.

→ She did not go out in the evening.

Nous n'avons pas vu ce film.

→ We didn't see that movie.

9. Common Errors to Watch For

Forgetting subject–auxiliary agreement with *être*:

Incorrect: *Elle est allé* → Correct: *Elle est allée*

Confusing *avoir* and *être*:

Incorrect: *Ils ont parti* → Correct: *Ils sont partis*

Misplacing *pas* in negation:

Incorrect: *Je suis allé pas* → Correct: *Je ne suis pas allé*

10. Cultural Note: Talking About the Weekend in French Conversations

In France, Québec, and other French-speaking cultures, it is very common to begin Monday conversations by asking about the weekend.

Phrases like *Tu as fait quoi ce week-end ?* or *Tu es allé où ?* are frequent and expected in friendly exchanges.

At the A1 level, being able to respond to such questions builds practical fluency and cultural awareness.

Module 34

Speaking & Listening: Talking About Past Experiences

Suggested Personal Study & Homework (~2 hours)

1. Review of Key Past-Tense Question Forms (15 minutes)

Objective:

Review how to ask and answer common questions in the *passé composé*.

Instructions:

Copy the following question forms into your notebook. Read each aloud slowly and clearly. Then write one possible answer for each question using a complete sentence.

Qu'est-ce que tu as fait hier ? → What did you do yesterday?

Tu es allé où ce week-end ? → Where did you go this weekend?

Quand est-ce que tu as regardé ce film ? → When did you watch that movie?

Avec qui est-ce que vous êtes sortis ? → With whom did you go out?

Pourquoi tu n'as pas travaillé samedi ? → Why didn't you work Saturday?

Translate each question and your answer into English.

2. Verb Reuse: Être and Avoir Practice in Dialogue (15 minutes)

Objective:

Distinguish between *avoir* and *être* verbs when answering questions.

Instructions:

Write six full questions using the following structure:

- Three questions that will require an *avoir* verb in the answer
- Three questions that will require an *être* verb in the answer

Examples:

Avoir-based: Qu'est-ce que tu as mangé ?

Être-based: Tu es parti à quelle heure ?

Then write one full-sentence answer for each in the *passé composé*, with time expressions.

Translate both question and answer into English.

3. Reading Comprehension: Past Experience Monologue (20 minutes)

Objective:

Identify verbs in the *passé composé* and practice comprehension of past events.

Instructions:

Read the passage below aloud two times. Then underline all verbs in the *passé composé*. Write the English translation afterward.

Dimanche matin, je me suis réveillé tard. J'ai pris mon petit déjeuner, puis je suis allé au marché avec mon frère. Nous avons acheté du pain et des légumes. Ensuite, je suis rentré à la maison. J'ai préparé le déjeuner et j'ai lu un peu. Le soir, je ne suis pas sorti. Je suis resté chez moi et j'ai regardé un vieux film.

Now answer in French:

1. À quelle heure est-ce qu'il s'est réveillé ?
2. Où est-ce qu'il est allé ?
3. Qu'est-ce qu'ils ont acheté ?
4. Est-ce qu'il est sorti le soir ?
5. Qu'est-ce qu'il a fait le soir ?

Then write full English translations of both the paragraph and the questions with answers.

4. Speaking Simulation with Prompts (20 minutes)

Objective: Practice responding aloud to spontaneous past-tense questions.

Instructions:

Imagine you are in a conversation. Read each question aloud, then answer it in full French sentences *aloud only*, without writing. After speaking each answer aloud, write down what you said and then translate it into English.

- *Tu as fait quoi hier soir ?*
- *Tu es allé quelque part samedi ?*
- *Qu'est-ce que tu as mangé pour le dîner ?*
- *Tu es resté à la maison ou tu es sorti ?*
- *Avec qui est-ce que tu as parlé récemment ?*

Repeat this whole exercise once to build fluency and comfort.

5. Writing Task – Ton Week-End Dernier (25 minutes)

Objective:

Write a paragraph using both *avoir* and *être* verbs to describe a recent past experience.

Instructions:

Write a paragraph (6–8 full sentences) in French describing what you did last weekend. Your paragraph must include:

- At least three different *avoir* verbs
- At least two different *être* verbs
- At least two time expressions (*hier, ce week-end, samedi soir, il y a deux jours, etc.*)
- One negative sentence
- One question and answer within your paragraph (like a reflection or imagined dialogue)

Suggested opening:

Ce week-end, je suis allé...

Once complete, write a full English translation of your paragraph.

6. Pronunciation and Rhythm Practice (15 minutes)

Objective

Improve speaking clarity, intonation, and fluency in past-tense speech.

Instructions:

Read each sentence below aloud three times. Pause between phrases. Focus on contractions like *j'ai*, endings like *-é*, and liaison in *ils ont* and *vous êtes*.

J'ai regardé un film hier soir.

Elle est allée au café avec ses amies.

Nous avons mangé ensemble à midi.

Ils sont partis à 9h ce matin.

Tu n'as pas fait tes devoirs ?

Now choose three sentences from your own written work earlier and read each aloud three times.

7. Past Tense Fluency Drill (10 minutes)

Objective:

Strengthen automatic use of sentence starters and question forms.

Instructions:

Complete each French sentence stem below with your own words using the *passé composé*. Write them down and then read them aloud.

- *Hier, j'ai...*
- *Samedi soir, nous sommes...*
- *Je ne suis pas...*
- *Il a...*
- *Pourquoi tu as... ?*

Then write English translations of all your completed sentences.

8. Self-Reflection and Memory Check (10 minutes)

Objective:

Reinforce learning through active recall.

Instructions:

Without looking at your notes, write down from memory:

- Three French questions that use the *passé composé*
- Three full French answers using different *avoir* and *être* verbs
- Two time expressions used to describe the past
- One sentence using *ne...pas*
- One question using *qu'est-ce que*

Then check your answers by reviewing your earlier work and correcting any mistakes. Say each corrected sentence aloud with confidence.

Module 35 Writing a Short Paragraph About a Past Event

Objective

By the end of this module, learners will be able to write a short, coherent paragraph in the *passé composé* to describe a personal experience. They will apply the correct use of *avoir* and *être* as auxiliaries, use time expressions to structure their narrative, maintain tense consistency throughout, and apply agreement rules where necessary.

1. Why Learn to Write a Paragraph in the Passé Composé?

Writing a paragraph about a past experience helps solidify grammar and vocabulary learned in previous modules. It develops confidence, fluency, and precision when expressing personal stories. This task prepares learners for everyday written interactions, such as writing emails, diary entries, or travel notes.

2. Basic Structure of a French Paragraph About the Past

A clear paragraph about a past event should include three parts:

- An opening time cue to situate the event in time
- A sequence of 4–6 past actions, expressed with the *passé composé*
- A closing remark or reflective comment

Example framework:

Samedi dernier, je suis allé à Montréal. J'ai visité un musée, j'ai mangé une salade, et j'ai pris beaucoup de photos. Après ça, je suis allé au parc. Le soir, je suis rentré chez moi. C'était une très bonne journée.

Translation →

Last Saturday, I went to Montreal. I visited a museum, I ate a salad, and I took a lot of photos. After that, I went to the park. In the evening, I returned home. It was a very good day.

3. Time Expressions to Begin a Paragraph

Learners should begin their paragraphs with a time marker that clearly sets the past context.

Common options:

Hier → Yesterday

Le week-end dernier → Last weekend

Samedi soir → Saturday night

Il y a deux jours → Two days ago

Pendant les vacances → During the holidays

L'été dernier → Last summer

Examples:

Hier, j'ai passé une bonne journée. → Yesterday, I had a good day.

Le week-end dernier, nous sommes allés au lac. → Last weekend, we went to the lake.

4. Using Avoir and Être Verbs in the Paragraph

Learners must use both types of verbs where relevant, applying the correct auxiliaries and agreement rules.

Avoir examples:

J'ai regardé un film. → I watched a film.

Elle a acheté un pull. → She bought a sweater.

Être examples:

Nous sommes allés au musée. → We went to the museum.

Il est arrivé à midi. → He arrived at noon.

Elles sont rentrées tard. → They came back late.

Remind learners to adjust for gender and number when using *être*:

- *Je suis allé* (masculine speaker)
- *Je suis allée* (feminine speaker)
- *Ils sont partis* → They left (masculine or mixed group)
- *Elles sont parties* → They left (feminine group)

5. Ensuring Tense Consistency

A good paragraph stays in the same tense throughout unless there is a strong reason to change.

Incorrect example:

Hier, j'ai mangé une pizza, et je vais au cinéma.

→ *Yesterday I ate a pizza and I'm going to the movies.*

Corrected:

Hier, j'ai mangé une pizza, et je suis allé au cinéma.

→ *Yesterday, I ate a pizza and I went to the cinema.*

Avoid mixing *passé composé* with present or future tenses in the same paragraph.

6. Useful Linking Words and Transitions

To make the paragraph flow naturally, learners should use connectors and time phrases:

Ensuite → Then

Après ça → After that

Puis → Then

Et puis → And then

Enfin → Finally

Le soir → In the evening

Plus tard → Later

Tout s'est bien passé → Everything went well

C'était super / génial / nul / ennuyeux → It was great / amazing / bad / boring

Example:

J'ai pris le train. Ensuite, je suis arrivé à Québec. Puis, j'ai visité un musée. Le soir, je suis rentré à l'hôtel. C'était super.

Translation →

I took the train. Then, I arrived in Quebec City. Then, I visited a museum. In the evening, I returned to the hotel. It was great.

7. Incorporating a Negative Sentence

Including one negative form strengthens control of structure and adds variety.

Examples:

Je n'ai pas travaillé samedi. → I didn't work Saturday.

Elle n'est pas sortie le soir. → She didn't go out in the evening.

Encourage learners to include at least one *ne...pas* structure in their writing.

8. Describing Feelings or Opinions at the End

Concluding with a personal feeling or opinion makes the paragraph more expressive.

Examples:

C'était une journée intéressante. → It was an interesting day.

Je me suis bien amusé. → I had a lot of fun.

J'étais très fatigué, mais content. → I was very tired but happy.

9. Sample Full Paragraph in French and English

Hier, je suis allé au centre-ville avec mes amis. Nous avons mangé dans un petit restaurant. Ensuite, on a visité un marché. Je n'ai pas acheté grand-chose, mais j'ai pris des photos. Le soir, je suis rentré chez moi. C'était une belle journée.

Translation →

Yesterday, I went downtown with my friends. We ate in a small restaurant. Then we visited a market. I didn't buy much, but I took some photos. In the evening, I went home. It was a lovely day.

10. Checklist for Reviewing a Final Paragraph

Learners should review their paragraph using the following checklist:

- Is there a clear opening time expression?
- Are there at least 4–6 verbs in the *passé composé*?
- Are *avoir* and *être* used correctly?
- Are *être* participles in agreement with the subject?
- Are time expressions used throughout the paragraph?
- Is tense consistency respected?
- Is there one negative sentence?
- Is there a concluding sentence or comment?

Module 35

Writing a Short Paragraph About a Past Event

Suggested Personal Study & Homework (~2 hours)

1. Warm-Up – Time Expressions Practice (10 minutes)

Objective:

Activate memory of past time expressions and their meanings.

Instructions:

Write five French time expressions that introduce a past event. Translate each into English. Then, write one short French sentence using each time expression followed by a *passé composé* verb.

Examples:

Hier → *Yesterday*

Hier, j'ai étudié. → *Yesterday, I studied.*

Time expressions to use:

Le week-end dernier, Il y a deux jours, Samedi matin, L'été dernier, Hier soir

2. Avoir and Être – Verb Sort Activity (10 minutes)

Objective:

Practice selecting the correct auxiliary and past participle.

Instructions:

Copy the list of ten infinitive verbs below. Decide whether they take *avoir* or *être* in the *passé composé*. Then write the full form in the *je* form using the correct auxiliary and past participle. Include one time expression.

Verbs: *aller, finir, sortir, faire, venir, lire, partir, regarder, arriver, attendre*

Example:

Aller → être → Je suis allé hier soir.

Faire → avoir → J'ai fait mes devoirs hier soir.

Then translate each full sentence into English.

3. Sentence Construction Drill (15 minutes)

Objective:

Create original *passé composé* sentences with variety and fluency.

Instructions:

Write 8 complete French sentences describing different past actions you did recently. Alternate between *avoir* and *être* verbs. Use a variety of time expressions and include at least one negative sentence.

Example:

Je suis allé au café samedi matin.

Je n'ai pas vu ce film.

Nous avons joué au parc hier après-midi.

Then write the English translation of all your sentences.

4. Mini-Paragraph Expansion (15 minutes)

Objective:

Build paragraph-writing skills by expanding basic content.

Instructions:

Start with this basic sentence:

Hier, j'ai passé une bonne journée. → Yesterday, I had a good day.

Add 4 more full French sentences that describe what you did during the day using the *passé composé*. Make sure to include:

- At least one *être* verb
- One time expression
- One linking word (e.g. *ensuite, puis, après ça*)
- One negative sentence

Finally, write a concluding sentence (e.g. *C'était amusant*). Then write the full English translation of your paragraph.

5. Guided Writing Task (25 minutes)

Objective:

Write a complete, structured paragraph in the past tense.

Instructions:

Write a paragraph of 6–8 full French sentences describing what you did last weekend. Your paragraph must include:

- A clear opening time expression (e.g. *Le week-end dernier...*)
- At least 4 verbs with *avoir*
- At least 2 verbs with *être*
- One sentence using *ne...pas*
- At least two linking words (e.g. *ensuite, puis, le soir*)
- A final comment about your weekend (e.g. *C'était agréable.*)

Example starter:

Le week-end dernier, je suis allé chez mes parents. Nous avons...

After writing your paragraph in French, write the full English translation.

6. Read-Aloud Practice for Rhythm and Clarity (10 minutes)

Objective:

Improve pronunciation and spoken fluency by reading personal writing aloud.

Instructions:

Read your French paragraph from step 5 aloud three times. Pay attention to:

- Correct pronunciation of *j'ai, il a, nous avons, je suis, elle est, ils sont*
- Liaison in phrases like *ils ont acheté*
- Proper rhythm and natural pauses after linking words like *ensuite, puis*

After reading, identify two phrases or verbs that you found hard to pronounce. Copy them out and say each one aloud five times.

7. Correction and Checklist Review (10 minutes)

Objective:

Review and correct your paragraph for structure, grammar, and clarity.

Instructions:

Reread your paragraph carefully. Then review it using this checklist. For each item, write “Yes” or correct the issue:

- Do you have an opening time cue?
- Do you have at least six *passé composé* verbs?
- Have you used both *avoir* and *être* correctly?
- Did you include one negative sentence?
- Did you add a closing remark (e.g. *C’était bien*)?
- Is the tense consistent throughout?

If anything is missing, revise your paragraph and read the corrected version aloud again.

8. Final Reflection and Personalization (15 minutes)

Objective:

Reinforce the learning process by reflecting on your progress.

Instructions:

Answer the following questions in French (short answers of 1–2 sentences):

- *Qu'est-ce que tu as appris dans ce module ?*
- *Quel verbe en passé composé est facile pour toi ?*
- *Quel verbe est difficile ? Pourquoi ?*
- *Est-ce que tu as aimé écrire un paragraphe en français ? Pourquoi ?*
- *Quelle est la prochaine chose que tu veux écrire ?*

Then answer the same questions in English to reflect more deeply.

Exam

A1 French Course – Week 7

Covers Modules 31 to 35

Total time: 90–120 minutes

Instructions: Write all answers clearly. Where a tense is required, use the one indicated in parentheses. Do not use external resources.

Part 1 – Vocabulary: Past Time Expressions (10 points)

1. Translate the following time expressions into English (5 points):
 - a. *Hier*
 - b. *Avant-hier*
 - c. *La semaine dernière*
 - d. *Il y a deux jours*

e. *Récemment*

2. Write three French sentences using three different time expressions from above and a simple past action (use the *passé composé*). (5 points)

Example: *Hier, j'ai regardé un film.*

Part 2 – Passé Composé with Avoir (10 points)

1. Conjugate the verbs below in the *passé composé* with *avoir* (use *je* as the subject). (5 points)
- a. *parler*
 - b. *finir*
 - c. *vendre*

- d. *manger*
- e. *choisir*

2. Write three negative sentences in the *passé composé* using *avoir* verbs and a time expression. (5 points)

Example: *Je n'ai pas regardé la télévision hier.*

Part 3 – Passé Composé with Être (10 points)

1. Conjugate the following verbs in the *passé composé* with *être* for the subject *elle*. (5 points)
- a. *aller*
 - b. *venir*

- c. *arriver*
- d. *partir*
- e. *tomber*

2. Write two sentences in the *passé composé* with *être*, one with a masculine subject and one with a feminine subject, each including a time expression. (5 points)

Example: *Hier, il est allé au cinéma. / Hier, elle est allée au cinéma.*

Part 4 – Questions and Answers (10 points)

1. Translate the following questions into English (3 points):
- a. *Qu'est-ce que tu as fait hier ?*
 - b. *Tu es allé où le week-end dernier ?*

c. *Avec qui est-ce que vous êtes sortis ?*

2. Answer these three questions in French using full sentences in the *passé composé*. Use your imagination if necessary. (3 points)
3. Create two of your own questions in French using the *passé composé*. (2 points)
4. Write two negative answers (in French) to any of the questions from this part. (2 points)

Part 5 – Reading and Comprehension (10 points)

Read the passage below and answer the questions.

Samedi dernier, je suis allé au marché avec ma sœur. Nous avons acheté des fruits et du fromage. Après ça, je suis rentré à la maison et j'ai préparé un déjeuner. Le soir, nous avons regardé un film. C'était une journée très agréable.

1. What day is described? (1 point)
2. Where did the speaker go? (1 point)
3. What did they buy? (1 point)
4. What did they do in the evening? (1 point)
5. Was the day enjoyable? (1 point)
6. Write two sentences in French describing two things you did last Saturday. (5 points)

Part 6 – Writing Task (20 points)

Write a short paragraph (6–8 full sentences) in French about what you did last weekend or on a special day. Your paragraph must include:

- An opening time expression
- At least 3 verbs with *avoir* in the *passé composé*
- At least 2 verbs with *être* in the *passé composé*
- At least one negative sentence
- One linking word (*ensuite, après ça, puis*)
- A concluding sentence with your opinion or feeling (*C'était super / intéressant / ennuyeux* etc.)

Translate your paragraph into English after you finish writing it.

Total Points: 70

â ä à ç é è ê ë î ï ô ö ù û — →

Cours de français
Niveau A1
Semaine 7
Modules 31 à 35

Par François Normandeau

https://www.italki.com/F_Normandeau
<https://www.italki.com/en/teacher/7237721>

Copyright © 2025 François Normandeau
All Rights Reserved Worldwide

A2 Module 32

Passé composé vs. imparfait: Differences and usage

Understand the key differences between *passé composé* and *imparfait*, and learn how to choose the correct tense when talking about completed actions versus ongoing or habitual past events. Practice identifying and selecting the appropriate tense through guided examples and contextual use.

1. Why Two Past Tenses in French?

In French, both *passé composé* and *imparfait* are used to talk about the past, but they do not express the same type of action. Each tense has a specific function.

Passé composé is used for completed actions or specific events that happened at a particular time, or if something is not related to the present moment.

Imparfait is used for descriptions, ongoing or habitual actions, or background situations in the past.

L'hiver dernier, il faisait froid et il neigeait beaucoup.

Hier, il pleuvait beaucoup. (pleuvoir)

Hier, il a plu beaucoup.

Last winter, it was cold and snowy.

Yesterday, it rained a lot.

Yesterday, it rained a lot.

L'an dernier, j'ai vécu à Boston pendant trois semaines.

Last year, I lived in Boston for three weeks.

Quand j'étais à Boston, j'étais heureux pendant quelques jours.

When I was in Boston, I was happy for a few days.

Hier, j'ai lu mon livre.

Yesterday I read my book.

Hier, je lisais un livre quand mon chat a sauté sur la table.

Yesterday I was reading a book when my cat jumped on the table.

2. When to Use *Passé composé*

Use *passé composé* to express actions that are finished, specific, part of a sequence of events, or which are not related in any way with the present moment.

Example:

Hier, j'ai vu un film au cinéma.

→ Yesterday, I saw a movie at the cinema.

Il a commencé à pleuvoir à 18h.

→ It started to rain at 6 p.m.

Elle a terminé son projet.

→ She finished her project.

Il est entré, il a pris son sac, et il est parti.

→ He came in, took his bag, and left.

J'ai préparé le dîner, puis j'ai regardé la télé.

→ I made dinner, then I watched TV.

Quand je cuisinais, tu as regardé un peu la télé.

While I was cooking, you watched a bit of TV.

Pendant que tu regardais la télé, j'ai cuisiné un repas.

While you were watching TV, I cooked a meal.

3. When to Use *Imparfait*

Use *imparfait* to describe how things used to be over a period of time, what was happening over a period of time, what was done regularly in the past, or states or conditions, or which cannot be determined precisely related to time.

Example:

La maison était grande et tranquille.

→ The house was big and quiet.

L'hiver dernier, il faisait froid et il neigeait. // faire = to do = il fa

→ Last winter, it was cold and snowing.

Quand j'étais petit, je jouais souvent dehors.

→ When I was little, I often played outside.

Chaque matin, elle prenait un café au même endroit.

→ Every morning, she had coffee at the same place.

Il lisait un livre quand le téléphone a sonné.

→ He was reading a book when the phone rang.

In that last sentence, *il lisait* (he was reading) is a background description, while *le téléphone a sonné* (the phone rang) is the completed action that interrupts it.

J'ai 10 ans = I have 10 years = I am 10 years old

Quand j'avais 10 ans, je passais beaucoup de temps en France.

Quand j'avais 10 ans, je suis allé en France pendant 2 semaines .

Quand j'avais 10 ans, je me suis cassé la jambe.

Quand j'ai eu 10 ans, je me suis cassé la jambe.

Quand j'ai eu 10 ans, j'ai joué avec mes amis dehors pendant deux heures

J'ai 40 ans. = I have 40 years. = I am 40 years old.

4. How to Choose Between Them

Use *passé composé* when talking about what happened or what someone did.

Use *imparfait* when talking about how things were, what was going on, or what happened regularly.

Examples:

J'ai mangé une pizza.

→ I ate a pizza. (a completed action)

Je mangeais quand il est arrivé.

→ I was eating when he arrived. (an ongoing action interrupted by a completed one)

Elle a étudié pendant deux heures.

→ She studied for two hours. (a finished event)

On allait souvent à la mer.

→ We often used to go to the sea. (a repeated action)

5. Time Expressions That Help You Decide

Time expressions that often go with *passé composé* include:

hier (yesterday), *ce matin* (this morning), *soudain* (suddenly), *tout à coup* (all of a sudden), and *à ce moment-là* (at that moment).

Time expressions that often go with *imparfait* include:

toujours (always), *souvent* (often), *tous les jours* (every day), *le soir* (in the evenings), and *quand j'étais petit(e)* (when I was little)

6. Comparing Both Tenses in Context

Here are some example sentences where both tenses appear together:

Je regardais la télé quand il est arrivé.

→ I was watching TV when he arrived.

Il faisait beau, alors nous sommes sortis.

→ The weather was nice, so we went out.

Elle lisait tranquillement quand le chat a sauté sur la table.

→ She was reading peacefully when the cat jumped on the table.

Il y a 30 ans, je vivais / j'ai vécu à Milan pendant quelques années.

Ce matin, il pleuvait alors j'ai pris mon parapluie .

Ce matin, il a plu / il pleuvait .

L'été passé, à chaque fois qu'il pleuvait, je prenais mon parapluie.

Last summer, every time it rained, I took my umbrella.

Module 32

Passé composé vs. imparfait – Differences and usage

Suggested Personal Study & Homework (~2 hours)

1. Oral Comprehension (30 minutes)

Task 1: Listen & Identify Tenses (15 min)

Listen to a short audio story (or read it aloud) that mixes passé composé and imparfait. Students must write down each verb they hear and identify its tense.

Audio Script:

Quand j'étais enfant, je vivais dans un petit village. Chaque matin, je prenais le bus pour aller à l'école. Un jour, il a commencé à neiger très fort. Le bus est arrivé en retard et nous sommes allés à pied. C'était une aventure inoubliable.

→ When I was a child, I lived in a small village. Every morning, I took the bus to go to school. One day, it started snowing very heavily. The bus arrived late, and we walked. It was an unforgettable adventure.

Student Instructions:

- Write all verbs you hear.
- Indicate whether each one is passé composé or imparfait.

Task 2: Multiple Choice Listening Quiz (15 min)

After listening again, answer:

1. Pourquoi est-ce qu'ils sont allés à pied ?
→ Why did they walk?
A) Parce qu'ils n'aimaient pas le bus
B) Parce qu'il neigeait beaucoup et le bus est arrivé en retard
C) Parce que l'école était fermée

2. Quel temps faisait-il ce jour-là ?
→ What was the weather like that day?
A) Il faisait beau
B) Il pleuvait
C) Il neigeait

3. C'était une journée normale ?
→ Was it a normal day?
A) Oui
B) Non

2. Oral Production (30 minutes)

Task 1: Speak Freely – Your Daily Routine vs. One Special Day (15 min)

Students orally describe:

- A regular day using imparfait
- A memorable day using passé composé

Example prompts:

A. Décris une journée typique quand tu étais enfant.

→ Describe a typical day when you were a child.

Use: je me levais, j'allais à l'école, je jouais, je mangeais...

B. Raconte une journée spéciale que tu n'oublieras jamais.

→ Tell about a special day you will never forget.

Use: j'ai rencontré, j'ai vu, il est arrivé, nous sommes partis...

Task 2: Tense Transformation Game (15 min)

Take simple sentences and say them in both imparfait and passé composé.

Example prompts:

- Je mangeais une pizza.
→ I was eating a pizza. (imparfait)
- J'ai mangé une pizza.
→ I ate a pizza. (passé composé)

Repeat for:

- regarder un film
- aller à l'école
- parler avec un ami
- faire du vélo

3. Written Comprehension (30 minutes)

Task 1: Read and Compare (15 min)

Texte:

Quand j'étais au lycée, j'aimais beaucoup lire. Tous les soirs, je lisais dans ma chambre. Un jour, mon frère est entré et m'a donné un vieux livre. Je l'ai lu en deux jours. C'était passionnant.

→ When I was in high school, I really liked reading. Every evening, I read in my room. One day, my brother came in and gave me an old book. I read it in two days. It was exciting.

Questions:

1. Qu'est-ce que le narrateur faisait tous les soirs ?
→ What did the narrator do every evening?
2. Qu'est-ce qui s'est passé un jour ?
→ What happened one day?
3. Quel temps est utilisé pour décrire l'habitude ?
→ What tense is used to describe the habit?
4. Quel temps est utilisé pour décrire l'action spéciale ?
→ What tense is used to describe the special action?

Task 2: Highlight the Tense (15 min)

Rewrite the paragraph. This time, underline all verbs in passé composé and circle those in imparfait.

→ This reinforces tense recognition and sentence structure.

4. Written Production (30 minutes)

Task 1: Complete the Story (15 min)

Finish this story using both tenses.

Début de l'histoire:

Il faisait très beau ce jour-là. Je marchais dans le parc quand tout à coup...

→ The weather was very nice that day. I was walking in the park when suddenly...

Write 5–6 sentences, including both:

- imparfait for background and emotion
- passé composé for key events

Task 2: Contrast Exercise (15 min)

Transform the following sentences from one tense to the other.

1. Je regardais la télé quand il est arrivé.
→ Rewrite it entirely in passé composé and then entirely in imparfait.
2. Nous avons visité Paris.
→ Rewrite using imparfait with a habitual or background meaning.
3. Elle faisait du vélo tous les dimanches.
→ Rewrite using passé composé to describe one specific Sunday.
4. Il a mangé le gâteau rapidement.
→ Rewrite using imparfait to suggest a scene or context.

A2 Module 33

Imparfait conjugation and usage

Learn how to conjugate regular and common irregular verbs in the *imparfait*. Practice using this tense to describe people, emotions, places, and situations in the past, as well as repeated or background actions in storytelling.

1. When Do We Use the *Imparfait*?

The *imparfait* is used to describe:

- What things were like in the past
- How someone felt or looked
- Repeated or habitual actions
- Ongoing actions
- Background details in a story

Examples:

Quand j'étais petit, je jouais au parc tous les jours.

→ When I was little, I played in the park every day.

Il faisait chaud et le ciel était bleu.

→ It was hot and the sky was blue.

Elle lisait un livre quand il a commencé à pleuvoir.

→ She was reading a book when it started to rain.

2. How to Form the *Imparfait*

To form the *imparfait*, take the "nous" form of the verb in the present tense, remove "-ons", and add the endings:

je –ais

tu –ais

il / elle / on –ait

nous –ions

vous –iez

ils / elles –aient

Parler - nous parlons - parl

Example with the verb *parler* (to speak):

je parlais → I was speaking / I used to speak / I spoke

tu parlais → you were speaking / you used to speak

il parlait → he was speaking

nous parlions → we were speaking

vous parliez → you were speaking (formal or plural)

ils parlaient → they were speaking

I am getting used to speaking = je **m'habitue** à parler

I am getting used to my new job. = s'habituer = je m'habitue à mon nouveau travail.

Je m'habituais à mon nouveau travail = I was getting used to my new work

3. Regular Verbs in the *Imparfait*

finir (to finish)

je finissais → I was finishing

tu finissais → you were finishing

attendre (to wait)

il attendait → he was waiting

nous attendions → we were waiting

4. Most Irregular Verbs Follow the Same Pattern

Even irregular verbs use the same *imparfait* endings, because they start from the *nous* form in the present.

avoir (to have) → *nous av*ons // *av* (*the stem / le radical*)
*il av*ait → he used to have

faire (to do) → *nous fais*ons // *fais*
*je fais*ais → I was doing

prendre (to take) → *nous pren*ons
*vous pren*iez → you were taking

voir (to see) → *nous voy*ons
*ils voy*aient → they were seeing

mettre (to put) → *nous mett*ons
*elle mett*ait → she was putting

5. The Only Irregular Stem: *être*

The verb *être* is the only verb with an irregular stem in the *imparfait*.

The stem is *ét-*.

j'étais → I was

tu étais → you were

il était → he was

nous étions → we were

vous étiez → you were

ils étaient → they were

Example:

À l'école, j'étais très timide.

→ At school, I was very shy.

<https://leconjugueur.lefigaro.fr/php5/index.php?verbe=Etre>

6. Describing People, Places, and Feelings in the Past

The *imparfait* is often used for descriptions.

Examples:

Elle avait les cheveux longs et les yeux verts.

→ She had long hair and green eyes.

*Il faisait froid et **il y avait** du vent. = il y a du vent*

→ It was cold and windy.

Nous étions heureux ensemble.

→ We were happy together.

Nous avons été heureux ensemble.

<i>Je t'aime</i>	<i>I love you</i>
------------------	-------------------

<i>Je t'aimais (imp)</i>	<i>I loved you</i>
--------------------------	--------------------

<i>Je t'ai aimé (p.c.)</i>	<i>I loved you</i>
----------------------------	--------------------

7. Describing Habits and Repeated Actions

The *imparfait* is used for things that happened regularly in the past.

Chaque été, nous allions à la plage.

→ Every summer, we used to go to the beach.

Je lisais toujours avant de dormir.

→ I always used to read before sleeping.

Ils jouaient au foot après l'école.

→ They used to play soccer after school.

8. Describing What Was Happening

Use the *imparfait* to set the scene or show what was going on before something else happened.

Je regardais un film quand tu as téléphoné.

→ I was watching a movie when you called.

Il marchait dans la rue quand il a vu un ami.

→ He was walking down the street when he saw a friend.

Module 33 Imparfait – Conjugation and Usage

Suggested Personal Study & Homework (~2 hours)

1. Oral Comprehension (30 minutes)

Task 1: Listening to Descriptions in the Past (15 min)

Listen to or read aloud a passage describing a memory using imparfait. Students must identify key details and verbs.

Audio Script (to record or read):

Quand j'étais enfant, je vivais dans une grande maison à la campagne. Il y avait un jardin magnifique, avec des fleurs partout. Le matin, j'allais à l'école à pied avec mes amis. L'école était petite, mais j'aimais beaucoup mes professeurs. Chaque samedi, ma mère préparait un gâteau au chocolat. C'était mon moment préféré de la semaine.

→ When I was a child, I lived in a big house in the countryside. There was a beautiful garden, with flowers everywhere. In the morning, I used to walk to school with my friends. The school was small, but I really liked my teachers. Every Saturday, my mother made a chocolate cake. That was my favorite moment of the week.

Student Tasks:

- Write down all the verbs you hear.
- Identify which ones are in imparfait.
- Answer these questions in French or English:
 1. Où est-ce qu'il/elle vivait ? → Where did he/she live?
 2. Comment était l'école ? → What was the school like?
 3. Que faisait la mère le samedi ? → What did the mother do on Saturdays?

Task 2: Choose the Correct Verb (15 min)

Listen to the same story again. Students choose the correct verb form in context from a list provided:

1. vivait / a vécu
2. avait / a eu
3. préparait / a préparé
4. allait / est allé

2. Oral Production (30 minutes)

Task 1: Talk About Your Childhood (15 min)

Students speak for 2–3 minutes using only the imparfait. Prompts:

- Où habitais-tu quand tu étais petit(e) ?
→ Where did you live when you were little?
- Qu'est-ce que tu faisais tous les jours ?
→ What did you do every day?
- Comment était ton école ?
→ What was your school like?

Students must include at least 5 verbs in imparfait.

Task 2: Guess the Habit (15 min)

Pair activity (or done solo): One student gives clues using imparfait, and the other guesses the activity.

Example:

Chaque soir, je lisais un livre dans mon lit. Je buvais du lait chaud avant de dormir.

→ Every evening, I read a book in bed. I drank warm milk before sleeping.

Answer: C'est l'heure du coucher. → It's bedtime.

Other example topics: le matin, l'école, les week-ends, les vacances

3. Written Comprehension (30 minutes)

Task 1: Read and Highlight the Imparfait (15 min)

Texte:

L'été dernier, j'étais en vacances chez mes grands-parents. Ils habitaient un petit village tranquille. Chaque matin, ma grand-mère préparait le petit déjeuner pendant que mon grand-père lisait le journal. On passait nos journées à se promener, à pêcher, ou à lire. Il faisait chaud et le ciel était toujours bleu. C'était un été merveilleux.

→ Last summer, I was on vacation at my grandparents' place. They lived in a quiet little village. Every morning, my grandmother made breakfast while my grandfather read the newspaper. We spent our days walking, fishing, or reading. It was hot and the sky was always blue. It was a wonderful summer.

Instructions:

- Highlight or list all the verbs in imparfait.
- Match the verbs to their subjects and explain the meaning.

Task 2: Match Verbs to Meaning (15 min)

Students are given a list of verbs in imparfait and must write their English meaning:

1. je jouais →
2. il faisait →
3. nous regardions →
4. vous étiez →
5. elle avait →

4. Written Production (30 minutes)

Task 1: Describe a Place or Routine (15 min)

Write 5–6 sentences using imparfait to describe either:

A. Un endroit que tu aimais quand tu étais petit(e).

→ A place you loved when you were little.

or

B. Ta routine pendant les vacances.

→ Your routine during vacations.

Example sentence starters:

- Il y avait... → There was...
- J'aimais... → I liked...
- Nous faisions... → We used to do...
- Chaque jour, je... → Every day, I...

Task 2: Conjugation Practice (15 min)

Conjugate the following verbs in imparfait for the subject given. Then write one sentence using each conjugated verb.

1. finir – nous →
2. avoir – ils →
3. être – je →
4. regarder – elle →
5. faire – tu →

Example:

Je faisais du vélo tous les dimanches.

→ I used to ride my bike every Sunday.

A2 Module 34

Passé composé conjugation and usage

Review and practice the conjugation of *passé composé* with *avoir* and *être*, including agreement rules. Focus on using *passé composé* to express completed actions and events in the past, especially those with a clear time or result.

1. What Is the *Passé composé*?

The *passé composé* is used to describe actions or events that are completed in the past. It often answers the question: *What happened?*

Examples:

Hier, j'ai rencontré un vieil ami.

→ Yesterday, I met an old friend.

Ils ont mangé à midi.

→ They ate at noon.

Elle est arrivée en retard.

→ She arrived late.

2. How Is the *Passé composé* Formed?

The *passé composé* has two parts:

- The auxiliary verb (*avoir* or *être*) in the present tense
- The past participle of the main verb

Most verbs use *avoir* as the auxiliary.

Examples with *avoir*:

j'ai fini → I finished

tu as vu → you saw

il a pris → he took

nous avons parlé → we spoke

Hier, il pleuvait (imp.)

Hier, il a plu.

3. Verbs That Use *être* as the Auxiliary

Some verbs use *être* instead of *avoir*. These are usually verbs of movement or change of state (*devenir*, *naitre*, *mourir*), verbs used reflexively.

Common examples include:

aller (to go), *venir* (to come), *arriver* (to arrive), *partir* (to leave), *naître* (to be born), *mourir* (to die), *entrer*, *sortir*, *tomber*, *rester*, and *retourner*, *se laver*, *se lever*, *se brosser*, *se réveiller*, etc.

Examples:

Je suis allé au marché.

→ I went to the market.

Elle est née en 1990.

→ She was born in 1990.

Nous sommes partis tôt.

→ We left early.

4. Agreement Rules with être

When the *passé composé* uses *être*, the past participle agrees in gender and number with the subject.

feminine singular: add -e

masculine plural: add -s

feminine plural: add -es

Examples:

Il est allé au travail.

→ He went to work.

Elle est allée au travail.

→ She went to work.

Ils sont arrivés à midi.

→ They arrived at noon.

Elles sont parties en vacances.

→ They left on vacation.

Elle appelle sa mère = she calls her mother

Appeler (to call)

Avoir = Elle **a** appelé sa mère

S'appeller = (to call oneself = to be called)

Elle s'appelle Marie = she is calling herself Marie = her name is Marie

Elle **s'est** appelée Marie.

â ä à ç é è ê ë î ï ô ö ù û

J'ai une pomme

Je **n'ai** pas une pomme

5. Reflexive Verbs Also Use *être*

All reflexive verbs use *être* as the auxiliary.

Examples:

Je me suis levé à 7h.

→ I got up at 7 a.m.

Elle s'est habillée rapidement.

→ She got dressed quickly.

Nous nous sommes reposés.

→ We rested.

1. When you use the *passé composé*, and the auxiliary is **to be**, there is always an agreement with the SUBJECT.

2. When you use the *passé composé* and the auxiliary is **to have**, and you use a direct object pronoun, then the past participle must agree in gender and number with the **DIRECT OBJECT PRONOUN**.

*Elles se **sont** rencontrées à l'université.*

→ They met at university.

*Ils **ont** rencontré Marie et Anne à l'université. / Ils les **ont** rencontrées à l'université.*

Remember: if the reflexive verb has a direct object, the agreement might change or not apply. This is an advanced rule, often reviewed at B1 level.

The B1 rule:

In French, when using the auxiliary verb *avoir* in the passé composé, the past participle (the main verb) only agrees in gender and number **with a direct object pronoun or noun that precedes the verb**.

- Example: *Je l'ai vu (je) => Je l'ai vue (je) * (I saw it, I saw her). "Je" is the subject, "l'" is the direct object pronoun (feminine, singular) and "vu" (the past participle of "voir") changes to "vue" to agree with "l'".

J'ai vu Marie hier . => je l'ai vue hier .

6. Common Irregular Past Participles

Many past participles are irregular and need to be memorized.

Examples:

avoir → *eu*

être → *été*

faire → *fait*

voir → *vu*

prendre → *pris*

mettre → *mis*

dire → *dit*

boire → *bu*

ouvrir → *ouvert*

Sample sentences:

J'ai eu de la chance.

→ I was lucky.

Elle a vu le film hier soir.

→ She saw the movie last night.

Nous avons pris le train à 10h.

→ We took the train at 10 a.m.

7. When to Use *Passé composé*

Use *passé composé* to talk about:

- Actions completed in the past
- Events that happened once or in a specific time frame
- Interruptions in the middle of another action
- A change or result that occurred

Examples:

Il a commencé à pleuvoir.

→ It started to rain.

Elle a terminé ses devoirs.

→ She finished her homework.

J'ai perdu mes clés ce matin.

→ I lost my keys this morning.

Ils ont déménagé en 2022.

→ They moved in 2022.

8. Contrast with *Imparfait* (Quick Reminder)

Use *passé composé* for what happened. Use *imparfait* for what was going on or used to happen.

Je lisais un livre quand tu as appelé.

→ I was reading a book when you called.

(*lisais* = background action, *as appelé* = main event)

Module 34

Passé composé – Conjugation and Usage

Suggested Personal Study & Homework (~2 hours)

1. Oral Comprehension (30 minutes)

Task 1: Listen and List (15 min)

Listen to or read aloud a short story featuring a sequence of actions in passé composé. Students identify the verbs and their auxiliary (avoir or être).

Audio Script:

Hier matin, j'ai pris mon petit déjeuner à 8h. Ensuite, j'ai appelé mon ami Julien. Nous avons décidé d'aller au musée. Il est arrivé chez moi à 9h30. Nous sommes partis à pied. Au musée, nous avons vu une exposition très intéressante. Puis, nous avons déjeuné dans un petit restaurant. C'était une belle journée.

→ Yesterday morning, I had breakfast at 8 a.m. Then, I called my friend Julien. We decided to go to the museum. He arrived at my place at 9:30. We left on foot. At the museum, we saw a very interesting exhibit. Then, we had lunch in a small restaurant. It was a beautiful day.

Student Tasks:

- Write down all the verbs in passé composé.
- Indicate if they use avoir or être.
- Identify one irregular past participle from the text.

Task 2: Listening Quiz – True or False (15 min)

Answer the following statements as vrai or faux. Then correct the false ones.

1. Il a pris le petit déjeuner à 9h.
→ He had breakfast at 9.
2. Ils sont allés au musée en voiture.
→ They went to the museum by car.
3. Ils ont vu une exposition.
→ They saw an exhibit.
4. Ils ont mangé au restaurant après la visite.
→ They ate at a restaurant after the visit.

2. Oral Production (30 minutes)

Task 1: Describe a Recent Day (15 min)

Students tell a short story using only passé composé. The story should include at least 6 different verbs, with 2 using être.

Prompts:

- Qu'est-ce que tu as fait samedi dernier ?
→ What did you do last Saturday?
- Raconte une journée spéciale ou différente de ta routine.
→ Tell about a special or different day.

Example sentence starter:

Samedi dernier, je suis allé(e) au marché. J'ai acheté des fruits, puis...

Task 2: Conjugation Game (15 min)

Say or write the passé composé form for each of the following prompts.

1. manger – nous →
2. aller – elle →
3. faire – ils →
4. venir – je (feminine) →
5. voir – tu →

Then use each verb in a complete sentence.

Example:

Nous avons mangé une pizza.

→ We ate a pizza.

3. Written Comprehension (30 minutes)

Task 1: Read and Highlight (15 min)

Texte:

La semaine dernière, j'ai voyagé à Québec. J'ai pris le train depuis Montréal. Quand je suis arrivé, il faisait très froid. J'ai rencontré ma cousine à la gare et nous sommes allés chez elle. Le soir, nous avons préparé un bon repas et nous avons regardé un film. Je suis resté trois jours là-bas. C'était une belle expérience.

→ Last week, I traveled to Quebec. I took the train from Montreal. When I arrived, it was very cold. I met my cousin at the station and we went to her place. In the evening, we prepared a good meal and watched a movie. I stayed there for three days. It was a great experience.

Instructions:

- Underline all verbs in passé composé.
- Identify the auxiliary verb used (avoir or être).
- Answer these questions in full French sentences:
 1. Comment est-ce qu'il/elle a voyagé ?
 2. Qui a été rencontré à la gare ?
 3. Combien de temps est-ce qu'il/elle est resté(e) ?

Task 2: Identify Errors (15 min)

Correct the mistakes in the following sentences. At least one verb is wrong in each.

1. Ils sont mangé des crêpes hier soir.
2. Elle a allé au marché avec sa mère.
3. Nous avons partis à 8h du matin.
4. J'ai tombé dans la rue.
5. Tu as fait une promenade dans le parc ?

Passé composé

Imparfait

Je t'aime	I love you
Je t'aimais	I loved you
Je t'ai aimé	I loved you

4. Written Production (30 minutes)

Task 1: Write a Personal Narrative (15 min)

Write a paragraph (6–8 sentences) about something you did last weekend or on your last vacation, using only passé composé. Include:

- 5 verbs with avoir
- 2 verbs with être
- 1 irregular past participle

Example starter:

Pendant mes dernières vacances, j'ai visité une ville que je ne connaissais pas...

Task 2: Past Participle Practice (15 min)

Conjugate the following verbs in passé composé (with correct auxiliary), then write one sentence per verb.

1. prendre – ils
2. être – tu
3. sortir – elle
4. avoir – nous
5. boire – je

Example:

Ils ont pris le métro pour aller au musée.

→ They took the subway to go to the museum.

1. Set 1 — Passé composé + Passé composé (15)

1. *Hier, j'ai terminé le dossier et j'ai envoyé le courriel.* → Yesterday, I finished the file and sent the email.
2. *Elle est arrivée à l'heure et elle a présenté le projet.* → She arrived on time and presented the project.
3. *Ils ont réservé la salle et ils ont confirmé la date.* → They booked the room and confirmed the date.
4. *Nous avons appelé le client et nous avons pris des notes.* → We called the client and took notes.
5. *Tu as payé l'inscription et tu as reçu la confirmation.* → You paid the registration and received the confirmation.
6. *On s'est inscrits au cours et on s'est connectés à la plateforme.* → We enrolled in the course and logged into the platform.
7. *Le train est parti et a atteint la capitale à midi.* → The train left and reached the capital at noon.
8. *J'ai refusé l'offre puis j'ai changé d'avis.* → I declined the offer then changed my mind.
9. *Elle a regardé les chiffres et a corrigé l'erreur.* → She looked at the numbers and corrected the error.
10. *Vous avez suivi la formation et avez validé l'examen.* → You completed the training and passed the exam.

11. *Ils sont sortis du bâtiment et ont trouvé un taxi.* → They left the building and found a taxi.
12. *Le serveur a planté et a redémarré tout seul.* → The server crashed and restarted by itself.
13. *J'ai ouvert le fichier et j'ai perdu mes modifications.* → I opened the file and lost my changes.
14. *Il a oublié son badge et a demandé de l'aide.* → He forgot his badge and asked for help.
15. *Nous avons commencé la réunion et avons terminé plus tôt que prévu.* → We started the meeting and finished earlier than expected.

Set 2 — Imparfait + Imparfait (15)

1. *Quand j'étais étudiant, je travaillais le soir.* → When I was a student, I worked in the evenings.
2. *Elle voulait partir, mais elle hésitait encore.* → She wanted to leave, but she was still hesitating.
3. *Il pleuvait et le vent soufflait fort.* → It was raining and the wind was blowing hard.

Hier, il pleuvait. // Hier, il a plu.

4. *Nous pensions au plan tandis que nous discussions calmement.* → We were thinking about the plan while we were talking calmly.

Tu as cherché un café et tu as mangé. Tu as eu faim.

5. *Tu avais faim et tu cherchais un café.* → You were hungry and you were looking for a café.
6. *On se voyait souvent et on parlait pendant des heures.* → We saw each other often and talked for hours.
7. *Les enfants jouaient dehors tandis que leurs parents lisaient.* → The children were playing outside while their parents were reading.
8. *Le bureau était silencieux et la lumière était tamisée.* → The office was quiet and the lighting was dim.
9. *Je ne savais pas quoi dire et je me sentais nerveux.* → I didn't know what to say and I felt nervous.

10. *Vous étiez en retard et vous vous excusiez sans cesse.* → You were late and kept apologizing.
11. *L'équipe avançait lentement et les délais s'allongeaient.* → The team was moving slowly and the deadlines were getting longer.
12. *Elle écrivait des poèmes et elle rêvait d'édition.* → She was writing poems and dreaming of publishing.
13. *Nous faisons du bénévolat et nous apprenions beaucoup.* → We were volunteering and learning a lot.
14. *Le chat dormait et le chien attendait devant la porte.* → The cat was sleeping and the dog was waiting by the door.
15. *J'avais mal au dos et je pensais à prendre un rendez-vous.* → I had back pain and was thinking of making an appointment.

3. Set 3 — Imparfait puis Passé composé (15)

1. *Je marchais dans la rue quand j'ai rencontré un ancien collègue.* → I was walking down the street when I met a former colleague.
2. *Il pleuvait quand nous avons pris le dernier bus.* → It was raining when we took the last bus.
3. *Elle révisait encore quand le téléphone a sonné.* → She was still reviewing when the phone rang.
4. *Nous discussions tranquillement lorsqu'il y a eu une coupure de courant.* → We were chatting quietly when there was a power outage.
5. *Tu cherchais tes clés quand tu les as trouvées sous le journal.* → You were looking for your keys when you found them under the newspaper.
6. *On attendait depuis une heure quand l'email est enfin arrivé.* → We had been waiting for an hour when the email finally arrived.
7. *Le directeur expliquait le plan quand un invité est entré dans la salle.* → The manager was explaining the plan when a guest entered the room.
8. *Je ne me sentais pas bien quand j'ai décidé d'appeler le médecin.* → I wasn't feeling well when I decided to call the doctor.
9. *Ils négociaient les tarifs quand l'offre a brusquement changé.* → They were negotiating rates when the offer suddenly changed.

10. *Vous étiez prêts quand le train est parti sans prévenir.* → You were ready when the train left without warning.
11. *Les enfants jouaient dehors quand il s'est mis à neiger.* → The children were playing outside when it started snowing.
12. *Je pensais à toi quand j'ai reçu ton message.* → I was thinking of you when I received your message.
13. *Elle conduisait prudemment quand un vélo a surgi.* → She was driving carefully when a bicycle appeared.
14. *Nous préparions le dîner quand la sonnette a retenti.* → We were preparing dinner when the doorbell rang.
15. *Il écrivait un mail quand son ordinateur a gelé.* → He was writing an email when his computer froze.

4. Set 4 — Passé composé puis Imparfait (15)

1. *J'ai appelé parce que tu dormais.* → I called because you were sleeping.
2. *Elle est partie alors qu'il pleuvait encore.* → She left while it was still raining.
3. *Nous avons annulé la sortie car il faisait trop froid.* → We canceled the outing because it was too cold.
4. *Ils ont accepté l'offre tandis que le marché restait incertain.* → They accepted the offer while the market remained uncertain.
5. *Tu as souri pendant que je te racontais l'histoire.* → You smiled while I was telling you the story.
6. *On a décidé de rester, même si le film devenait ennuyeux.* → We decided to stay, even though the movie was becoming boring.
7. *Le train est arrivé alors que la foule attendait sur le quai.* → The train arrived while the crowd was waiting on the platform.
8. *J'ai pris des notes pendant que le prof expliquait.* → I took notes while the teacher was explaining.
9. *Il a freiné parce que la route était glissante.* → He braked because the road was slippery.
10. *Vous avez continué à travailler tandis que la musique jouait doucement.* → You kept working while the music was playing softly.

11. *Elle a quitté la salle pendant que nous réfléchissions.* → She left the room while we were thinking.
12. *J'ai acheté ce livre parce que je cherchais des exemples concrets.* → I bought this book because I was looking for concrete examples.
13. *Ils ont reporté la réunion parce que l'équipe manquait d'informations.* → They postponed the meeting because the team was lacking information.
14. *Nous avons trouvé une solution pendant que d'autres discutaient encore.* → We found a solution while others were still discussing.
15. *Il a éteint la lumière alors que tout le monde parlait encore.* → He turned off the light while everyone was still talking.