



SIDE BY SIDE

French & English

GRAMMAR

**Third
Edition**

- French and English Grammar on Facing Pages
Enables Comparison and Contrast
- “Quick Check” Sections Summarize Key Ideas
- An Expanded Exercise Section with Answer Key
Tests Your Ability to Express Yourself in French

C. Frederick Farrell Jr., PhD



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French
& English
GRAMMAR

Third Edition

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New York Chicago San Francisco Lisbon London Madrid Mexico City
Milan New Delhi San Juan Seoul Singapore Sydney Toronto

To our students, who had questions

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Preface

Side by Side French & English Grammar presents the essential elements of French grammar—usually covered in a high school program or in the first year of college French—“side by side” with their English counterparts. This comparative/contrastive approach allows students to build on what they already know, as they see the ways in which English and French are similar, and to avoid potential trouble spots.

Side by Side French & English Grammar has been used in both high school and college French classes, and even in some English classes for a few students who were having trouble in understanding their English grammar text. Its vocabulary is, for the most part, limited to the 1,500 most frequently used French words.

This book has been used as

1. a reference book for beginning students, for whom the standard works are too complex to be useful. This allows students a means for independent inquiry.
2. a means of quick review of material forgotten over the summer or material missed because of illness.
3. a means of helping a student in a new school catch up with the class.
4. a means of organizing or summarizing material presented in the primary text, especially for students whose learning style favors an “organized approach.”
5. a means of providing a common background for talking about language with students who have studied English in different ways, so that their study of French will show them something about how language works, one of the expectations of many college language requirements.
6. an alternative method of explaining grammatical points in both English and French to relieve the classroom teacher of the task.

Special features of the book that students will find useful include

1. a standard format that introduces each part of speech and answers the most common questions about it.
2. Quick Check charts that allow students to express themselves with more confidence, since they can independently check their sentences against a model.
3. appendices that identify and summarize trouble spots, such as the differences between the forms of the relative and interrogative pronouns, and material for passive learning only, such as the literary tenses.
4. an exercise section that tests understanding of the main grammatical areas covered in the book, plus Using your French, a section new to this edition, that prepares students for communication in French.

We hope that this text will provide ways for students to increase their independent work and to adapt material to their own learning styles and situations.

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Introduction

This book grew out of a series of supplements to a French grammar text. Its purpose is to help you learn French more easily.

Many students have had trouble with foreign languages because they have not looked carefully enough, or critically enough, at their own. Struggles with your own language took place at such an early age that you have forgotten the times when it seemed difficult. Now it seems perfectly natural to you, and it is hard to adapt to different ways of expressing ideas.

The material in this book has been classified and arranged to show you English and your new language “side by side.” You may be surprised at how many grammatical elements are similar in the two languages.

Information that is the same for both English and French is usually not repeated on facing pages. If you find that a section is omitted under the French, look to your left and find it on the English page. The English meaning of a French example is usually on the left-hand page, too.

Why grammar?

People can speak, read, or write their native language, at least to a reasonable degree, without studying formal grammar (the rules governing how we say, change, and arrange words to express our ideas). Just by being around other speakers, we hear millions of examples, and the patterns we hear become a part of us. Even babies start with correct basic patterns (subject-verb-object), even though words may be missing or incorrect: “Me wants cookie!”

Knowledge of grammar helps a great deal, though, in testing new and more complex words or patterns and in analyzing one’s writing to discover where a sentence went wrong or how it could be more effective. Sometimes, “It sounds right (or wrong)” won’t help.

All of the explanations in this book reflect standard English or French. You may sometimes think, “I don’t say that!” The important word here is “say.” We often ignore some rules in conversation, or even in informal writing such as friendly letters. When you are writing an important paper or giving a speech, however, you may want to use the standard form in order to make

the best possible impression. You will also find that knowing grammar will help you in your study of language.

In learning a foreign language, grammar is necessary because it tells you how to choose the right word—or the right form of a word that you are using for the first time. It is not the way that you acquired your native language as a child, but it is an efficient way for adults who want to express more complex ideas and do not want to make any more mistakes than absolutely necessary.

Grammar saves you time and prevents many mistakes by guiding you in your choices.

1

Introducing languages

A short history of English

What we now know as England was settled in the fifth and sixth centuries A.D. by Germanic tribes like the Angles, the Saxons, and the Jutes—all speaking related, but distinct, dialects. Later, in the ninth century, Scandinavian invaders came, bringing their languages, which also contributed to English. Political power determined the centers of learning, which contained the literature of continental Europe, written in Latin, as well as contributions of the inhabitants of Britain. By the ninth century, the primary center was in Wessex, due to the Viking invasions in the north, and so the West Saxon dialect became standard as Old English. It was heavily inflected, with endings on nouns to show many cases and on verbs to show time and person.

This was the language current in 1066, when William the Conqueror, from the province of Normandy in what is now France, won the battle of Hastings and became ruler of England. The natives knew no French; William and his followers did not speak Old English. For a long time, each group continued to speak its own language, but gradually they merged. Since the governing group spoke French, we often find that words for work, home, and ordinary things come from Old English, while words for leisure or artistic goods come from French.

Wamba, the jester in Sir Walter Scott's *Ivanhoe*, made a joke about this, saying that cows and pigs were Anglo-Saxon while the peasants took care of them, but became French (beef and pork) when they were ready to be eaten. In the same way, "house" looks and sounds like the German word *Haus*, but "mansion" looks like the French word for "house," *maison*.

English often uses several words with a similar meaning, with the more elegant word frequently being of French origin. For example, instead of "give," we may say "donate," which is like the French *donner*; instead of "mean," we may say "signify," from French *signifier*.

Latin, the language of the church and therefore of learning in general throughout all Europe, also had an influence on English. Around 1500, English absorbed about 25 percent of known Latin vocabulary. English, therefore, is basically a Germanic language, but one to which large portions of French and Latin were added.

Since the French also borrowed from Latin in the Renaissance, the languages have many words in common, but they are not the everyday words. Compare the following.

GERMANIC ROOT (COMMON)	FRENCH ROOT (ELEGANT)	LATIN ROOT (LEARNED)
<i>ask</i>	<i>question</i>	<i>interrogate</i>
<i>goodness</i>	<i>virtue</i>	<i>probity</i>
<i>better</i>	<i>improve</i>	<i>ameliorate</i>
<i>rider</i>	<i>cavalier</i>	<i>equestrian</i>

Knowing basic French words may help you recognize the meaning of new English words that you encounter.

A short history of French

French is one of the Romance languages, like Spanish, Italian, and others, that have developed from Latin. When Julius Caesar invaded Gaul (now France) in the first century B.C., he encountered different peoples with different languages. When they tried to learn Latin from the Roman soldiers—who were not language teachers—they learned “mistakes,” and they also pronounced the words a little differently, because they continued to use the familiar sounds of their own languages. They spoke with a foreign accent. Other peoples, like those in northern Italy and Spain, did the same thing.

This continued until the “Latin” of different countries evolved into different, though related, languages. Now, while you can guess at words and even forms and rules in a Romance language, based on your knowledge of one of them, a speaker of Spanish cannot be understood by a speaker of French, and vice versa. As in English, Latin words were added to French in the sixteenth century to form a “learned” language. These words were

generally used only by educated people and so have not changed over the years, as have the ones with a 2,000-year history.

Many French people are much more protective of their language than we are of English, and they are very careful about how they use it. In fact, there is an *Académie française*, which prescribes the standard language. Because of this concern for preservation and correctness, French changes more slowly than English. However, all languages change, and the trend is toward less inflection. Distinctions that seem to be too hard or unnecessary die out.

Over the centuries, different languages have eliminated different linguistic elements. For example, in Latin and other older languages, every noun had gender, number, and case (which indicated its function in a sentence). In fact, modern German still uses all three grammatical distinctions.

In English, we pay little attention to grammatical gender, but nouns still have number (singular and plural) and an additional case (the possessive), while pronouns also have an objective case; the functions of other cases are expressed by word order and prepositions. French no longer has cases for nouns, but it does have grammatical gender and number. You will notice other instances in which French and English differ. Comparing languages is interesting, because it points out the important elements in each language. Let's examine the forms of a common masculine noun in Germanic languages.

	MODERN GERMAN		OLD ENGLISH		MODERN ENGLISH
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR/PLURAL
SUBJECT	<i>der König</i>	<i>die Könige</i>	<i>se cyning</i>	<i>tha cyningas</i>	<i>the king/kings</i>
GENITIVE	<i>des Königs</i>	<i>der Könige</i>	<i>thoes cyning</i>	<i>thara cyninga</i>	<i>the king's/kings'</i>
DATIVE	<i>dem König</i>	<i>den Königen</i>	<i>thaem cyninge</i>	<i>thaem cyningum</i>	<i>to the king/kings</i>
OBJECTIVE	<i>den König</i>	<i>die Könige</i>	<i>thone cyning</i>	<i>tha cyningas</i>	<i>the king/kings</i>

Declension (listing all the case forms of a noun) in German is further complicated by having feminine and neuter nouns whose definite articles and endings are different from the example above, as well as irregular nouns, which have different forms altogether. Adjectives in modern German also have different endings for each gender and case.

Now, let's compare Latin, French, and English forms in the present tense conjugation of the verb "to have."

LATIN		MODERN FRENCH		MODERN ENGLISH	
<i>habeo</i>	<i>habemus</i>	<i>j'ai</i>	<i>nous avons</i>	<i>I have</i>	<i>we have</i>
<i>habes</i>	<i>habetis</i>	<i>tu as</i>	<i>vous avez</i>	<i>you have</i>	<i>you have</i>
<i>habet</i>	<i>habent</i>	<i>il a</i>	<i>ils ont</i>	<i>he has</i>	<i>they have</i>

The endings in Latin are so distinctive that it is not necessary to indicate the subject. This is also true of modern languages like Spanish and Italian. The *h* is often not pronounced in many European languages, and never in standard French. *V* and *b* are similar sounds, and in Spanish they are almost identical. Modern English is the least inflected of the modern languages referenced here, French is next, then Italian, Spanish, and German.

2

Parts of speech

Introducing the parts of speech

Both English and French words are categorized by parts of speech. You may have learned these in elementary school without understanding their usefulness. They are important, because different rules apply to the different categories. In your own language, you do this naturally, unless the word is new to you. You know to say *one horse, two horses*, adding an -s to make the noun *horse* plural. You do not try to apply a noun's rule to a verb and say *I am, we ams*; instead, you say *we are*. People learning a foreign language sometimes use the wrong set of rules, however, because all of the forms are new, so nothing "sounds wrong." To avoid this kind of mistake, learn the part of speech when you learn a new vocabulary word.

Parts of speech help you identify words, so that even if a word is used in several ways (and this happens in both English and French), you can determine the French equivalent. For instance, *that* can be

1. a conjunction.

*I know **that** Mary is coming.*
*Je sais **que** Marie vient.*

2. a demonstrative adjective.

***That** person is impossible.*
***Cette** personne est impossible.*

3. a pronoun.

*I didn't know **that**.*
*Je ne savais pas **cela**.*

When you know the parts of speech, the fact that a word is used several ways in English won't cause you to choose the wrong one in French.

Following is a list of the parts of speech. The parts are described (1) in traditional definitions, (2) by the forms that identify them, and (3) by their

functions (as structural linguists think of them).

Nouns

1. Names or words standing for persons, places, things, or abstract concepts

John
man
Paris
city
table
justice

2. Words that become plural by adding -s or -es (in addition to a few other ways)

book ~ books
fox ~ foxes
child ~ children

3. Words that function as subjects, objects, or complements

John is here.
She read the **book**.
There is **Mary**.

Pronouns

1. Words that substitute for nouns

*John is already here. Have you seen **him**?*

2. Words that are used when no noun is identified

It is raining.
They say...
You never know.

3. Words that serve the same function as nouns

He is here.
He loves **her**.
There **it** is.

Adjectives

1. Words that modify, limit, or qualify a noun or pronoun

dumb

red

serious

happy

2. Words that may be inflected (may change form) or may be preceded by *more* or *most* to make comparisons

dumb ~ dumber ~ dumbest

serious ~ more serious ~ most serious

Verbs

1. Words that express action, existence, or state of being

speak

learn

run

be

have

feel

2. Words that may be inflected to show person (*I am ~ he is*), time (*I sing ~ I sang*), voice (*I write ~ it is written*), and mood (*if I am here ~ if I were you*)

Adverbs

1. Words that modify verbs, adjectives, or other adverbs by telling how, when, where, or how much

We'll come soon.

It's really big.

They do it very well.

2. Words that can show comparison between verbs (as adjectives do for nouns)

soon ~ sooner ~ soonest
rapidly ~ more rapidly ~ most rapidly

Prepositions

1. Words that express place, time, and other circumstances and show the relationship between two elements in a sentence

at
for
in
of
on
to

2. Words that are not inflected (never change form)
3. Words that have a noun or pronoun as their object

in a minute
of a sort
on it

These groups are called prepositional phrases.

Conjunctions

1. Coordinating conjunctions (for example, *and*, *but*, and *so*) connect words, phrases, or clauses that are grammatically equivalent.

*John **and** Mary*
*on the table, **but** under a napkin*
*I had no money, **so** I stayed at home.*

2. Subordinating conjunctions (for example, *if*, *because*, and *when*) connect subordinate clauses to the main clause of a sentence.

***When** you see it, you will believe me.*

Interjections

1. Exclamations

Hey!

Wow!

2. Words that can be used alone or in sentences

Darn!

Oh, Mary, is it true?

3
Nouns

Introducing nouns

Definition

See [page 6](#).

Forms

English nouns are considered to have gender, number, and case.

GENDER Masculine or feminine gender is used only for someone or something that is male or female.

man
woman
bull
tigress

All other nouns are neuter. Gender makes no difference in English except when there are two forms for one noun (for example, *actor* and *actress*) or when the nouns are replaced by pronouns (for example, *he*, *she*, *it*).

NUMBER Most nouns add -s or -es to the singular form to form the plural.

train ~ trains
box ~ boxes

Some nouns have irregular plural forms.

mouse ~ mice
man ~ men
child ~ children

CASE There is only one extra case in English: the possessive, or genitive. It is formed by adding -'s to a singular noun or -' to a plural noun ending in -s.

Mary's book
*the **book's** cover*
*the **books'** covers*

The possessive case can often be ignored, and *of* used instead, although this form is less common when a person is involved.

Kant's theories → *the theories of Kant*
the book's pages → *the pages of the book*

Nouns are often preceded by determiners (see [page 16](#)).

a book, the book, my book, two books

Uses

The three most common uses of nouns are as subjects, objects, and complements (see [page 14](#)).

SUBJECT	<i>Mrs. Dupont is French.</i>
APPOSITIVE	<i>Mrs. Dupont, a French woman, is visiting us.</i>
DIRECT OBJECT OF A VERB	<i>He has a pencil.</i>
INDIRECT OBJECT OF A VERB	<i>She gave the hat to John.</i>
OBJECT OF A PREPOSITION	<i>We are in the room.</i>
COMPLEMENT	<i>It is a valuable book.</i>
ADJECTIVE	<i>I have my history textbook.</i>

Introducing nouns

Definition

See [page 6](#).

Forms

French nouns are considered to have gender and number, but not case.

GENDER All nouns in French are either masculine or feminine; there are no neuter nouns. When you learn a French noun, you must also learn whether it is masculine or feminine.

The gender of nouns is very important in French, since their determiners and the adjectives accompanying them must be of the same gender. If a noun is preceded by *le* or *un*, it is masculine; *la* and *une* designate a feminine noun. *L'* is used before a word beginning with a vowel or a silent (mute) *h* to make it easier to say. *L'* does not tell you which gender the word is.

NUMBER Most French nouns add *-s* to form the plural, but they also have a plural article, because the final *-s* is not pronounced. *Les* replaces both *le* and *la* and is used for both masculine and feminine nouns. *Des* is the plural form for *un* and *une*.

Some common French nouns have irregular plural forms. For example, nouns ending in *-al* usually have a plural ending in *-aux*, and those ending in *-eau* or *-eu* have plurals ending in *-eaux* or *-eux*, respectively.

le journal ~ les journaux
l'eau ~ les eaux
le lieu ~ les lieux

Words ending in -s, -x, or -z do not change in the plural.

un cours ~ des cours
un prix ~ des prix
le nez ~ les nez

Proper nouns never change form.

les Duval

CASE French nouns do not have different cases. Possession is indicated by the preposition *de*, plus an article if one is needed.

*les théories **de** Kant*
*les pages **du** livre*

French nouns are often preceded by determiners (see [page 16](#)).

***un** livre, **le** livre, **mon** livre, **deux** livres*

Uses

Nouns are used in the same way in French and English. Compare the following sentences with the English sentences on the opposite page.

***Madame Dupont** est française.*

*Mme Dupont, une **Française**, nous rend visite.*

*Il a un **crayon**.*

*Elle a donné le chapeau à **Jean**.*

*Nous sommes dans la **pièce**.*

*C'est un **livre** précieux.*

*J'ai mon texte **d'histoire**.*

Rarely is a French noun used alone as an adjective; a phrase, usually with *de*, is used.

Introducing nouns (continued)

Types

There are several ways to classify nouns. Following are two important ones.

1. Common vs. proper

Common nouns are applied to a class of individuals. They begin with a lowercase letter.

student
country
cat
language

Proper nouns name a specific individual within a class. They begin with a capital letter.

Miss Jones
France
Kitty
English

2. Countable vs. mass

Countable nouns can be counted.

one pencil
two sharks
three engineers

Mass nouns cannot be separated into individuals—they cannot be counted.

salt
weather
sadness

Introducing nouns (continued)

Types

French nouns may be classified as follows.

1. Common vs. proper

For the most part, French is the same as English in this classification, but there are a few important differences. Nouns for languages, days of the week, and months are common nouns in French and do not require a capital letter.

English	<i>l'anglais</i>
Monday	<i>lundi</i>
October	<i>octobre</i>

2. Countable vs. mass

This classification follows the same principle in French as in English. To use them, however, frequently requires a partitive construction in French (see [page 18](#)).

Introducing subjects and objects

Subjects

Subjects are most frequently nouns or pronouns. The subject of a verb is the person or thing that *is* something or *is doing* something.

Mary and I are here.

John speaks French.

Are **they** (the textbooks) *arriving today?*



QUICK CHECK

Ask yourself: *Who* is here? *Who* speaks French? *What* is arriving?

Answer: the subject

In normal word order, the subject comes before the verb. The subject is often, but not always, the first word in a sentence or clause.

Subject complements

Subject complements are words or phrases that define, or complete an idea about, the subject.

*Mr. White is a **professor**.*

*Jeanne and Alice are **Americans**.*

Direct objects

Some systems of grammar refer to direct objects as “object complements.” The name matters less than the ability to recognize their important function. Direct objects are usually nouns or pronouns that directly receive the verb’s action. In normal word order, the direct object comes after the verb.

*Mary likes **John**. She likes **him**.*

*The professor is giving a **test**. He is giving **it**.*



QUICK CHECK

Ask yourself: *Who* is liked? *What* is being given?

Answer: the direct object

Indirect objects

Indirect objects are usually nouns or pronouns that are indirectly affected by the verb's action. They indicate *to* whom or *for* whom something is done.

Speak to me!

Verbs of communication often have implied direct objects, as in *Tell me (the news)*. These objects are sometimes expressed in other languages.

COMBINATIONS Some verbs (for example, *give*, *tell*, and *buy*) can have more than one object. In addition to a direct object, there can be an indirect object. Counting the subject, there can be three nouns or pronouns with different functions, even in a short sentence.

<i>Robert</i>	<i>gives</i>	<i>the book</i>	<i>to Alice.</i>
SUBJECT		DIRECT OBJECT	INDIRECT OBJECT
<i>Robert</i>	<i>gives</i>	<i>Alice</i>	<i>the book.</i>
SUBJECT		INDIRECT OBJECT	DIRECT OBJECT
<i>He</i>	<i>gives</i>	<i>it</i>	<i>to her.</i>
SUBJECT		DIRECT OBJECT	INDIRECT OBJECT

Notice that the two possible word orders have no effect on which object is direct and which is indirect. The word order in English simply determines whether or not the word *to* is used.



QUICK CHECK

To analyze the sentences above, ask yourself: *Who* gives?

Answer: *Robert* or *he* (the subject)

Who or *what* is given?

Answer: *the book* or *it* (the direct object)

To/for whom / *to/for what* is it given?

Answer: *Alice* or *her* (the indirect object)

Objects of prepositions

All prepositions must have objects (see [page 7](#)). These objects come immediately after the preposition.

on the table ~ *on it*

after Peter ~ *after him*

In questions and relative clauses in English (see [page 72](#)), this rule is often ignored, and the preposition is used alone at the end of the sentence.

To whom did you give it?

→ **Whom** did you give it **to**?

The first sentence is considered standard English. French uses the same patterns as standard English.

Problems with direct and indirect objects

English and French verbs with the same meaning usually take the same kind of object, but not always. The exceptions must be learned as vocabulary items. See the chart below for examples.

Comparison of objects in English and French

DIRECT OBJECT IN ENGLISH	INDIRECT OBJECT IN FRENCH
He obeys his parents.	<i>Il obéit à ses parents.</i>
He phones Ann.	<i>Il téléphone à Anne.</i>
I am answering the letter.	<i>Je réponds à la lettre.</i>
Mary always asks John.	<i>Marie demande toujours à Jean.</i>
OBJECT OF A PREPOSITION IN ENGLISH	DIRECT OBJECT IN FRENCH
I am paying for the tickets.	<i>Je paie les billets.</i>
Monica is looking for the book.	<i>Monique cherche le livre.</i>
Michael is waiting for the teacher.	<i>Michel attend le professeur.</i>
The student listens to the teacher.	<i>L'étudiant écoute le professeur.</i>



Introducing determiners

Definition

Determiners are words that introduce nouns and their adjectives. They usually come first in a noun phrase.

the red book

a tall boy

each window

several students

Types

Many kinds of words can serve as determiners: definite articles, indefinite articles, partitives, numbers, and general words like *each*, *either*, and *several*. Some types of adjectives (possessives, demonstratives, and interrogatives) can also be determiners; these are discussed in [Chapter 5](#).

Forms

The **definite article** is always written *the*, but it is pronounced like *thee* before words beginning with a vowel or silent *h* (*the book* vs. *the apple*, *the hour*). The **indefinite article** is *a* or *an* in the singular, *some* in the plural. *An* is used before words beginning with a vowel or silent *h*. Other forms of determiners do not change their spelling or pronunciation.

Uses

DEFINITE ARTICLES *The* indicates a specific noun.

The book (the one you wanted) *is on the table*.

INDEFINITE ARTICLES *A/an* refers to any individual in a class.

I see *a boy* (not a specific one).

OTHER DETERMINERS The use of other determiners is governed by the meaning.

some boys

few boys

several boys

eight boys



Introducing determiners

Forms

DEFINITE ARTICLES The form of the French definite article depends on the gender and number of its noun and on whether it begins with a vowel or, often, an *h*. In a vocabulary list or dictionary, a word beginning with *h* that takes the same determiner as a word beginning with a consonant is marked with an asterisk (*) or some other symbol (for example, *le *héros*).

	BEFORE A CONSONANT	BEFORE A VOWEL AND MANY <i>hs</i>
MASCULINE SINGULAR	<i>le jour</i>	<i>l'homme</i> (BUT <i>le héros</i>)
FEMININE SINGULAR	<i>la télévision</i>	<i>l'étudiante</i>
PLURAL	<i>les jours</i>	<i>les hommes</i> (links as a z sound)
	<i>les télévisions</i>	<i>les étudiantes</i>

These forms can also be combined with the prepositions *à* and *de* (see [page 73](#)).

INDEFINITE ARTICLES The indefinite article agrees with its noun in gender and number, just as the definite article does. However, because the indefinite article ends in a spoken consonant, it does not change its spelling before a vowel. Instead, in speaking, we link the *n* or *s* sound to the beginning of the next word.

	BEFORE A CONSONANT	BEFORE A VOWEL AND MANY <i>hs</i>
MASCULINE SINGULAR	<i>un jour</i>	<i>un_ami</i> (links as an <i>n</i> sound)
FEMININE SINGULAR	<i>une télévision</i>	<i>une_amie</i>
PLURAL	<i>des jours</i> <i>des télévisions</i>	<i>des_amis</i> (links as a <i>z</i> sound) <i>des_amies</i>

PARTITIVES Partitives are normally formed by the preposition *de* plus the appropriate definite article.

du pain
de la glace
de l'eau
des livres

There are four situations in which *de* is used alone.

1. Normally after an expression of quantity

beaucoup de vin
tant de gens

When the noun following *de* refers to a specific item or group, the definite article is used.

bien des gens
la plupart des étudiants
beaucoup des étudiants de cette classe (“many of the students in this class”)

2. After a negative

Il n’y a pas d’argent dans mon sac.

3. After an expression including *de*

J’ai besoin d’amis.

4. Before a plural adjective

*Jean et Jeanne sont **de bons** enfants.*

French

Introducing determiners (continued)

OTHER DETERMINERS Every determiner must be learned as a separate vocabulary item. Some determiners change spelling for gender or number; be sure to check as you learn new words.

plusieurs
chaque
tout/toute/tous/toutes

Uses

Definite articles are used

1. before a specific noun, as in English.
2. before a noun used in a general sense.

*Je déteste **la** télévision.*
***La** guerre est mauvaise.*

I hate television (generally speaking).
War (in general) is bad.

3. before many kinds of nouns that take no article in English.

LANGUAGES	<i>l'anglais</i>
QUALITIES	<i>la beauté</i>
COUNTRIES	<i>la France</i>
TITLES	<i>le général</i>
MODIFIED PROPER NAMES	<i>le vieux Paris</i>

Indefinite articles are used

1. for the number “one.”

***un** étudiant, **une** étudiante*

2. for any member of a group or category.

*Paul a **un** bon professeur.*

Partitives are used to express part of a whole. English, which does not make this distinction, usually places no determiner before the noun.

L'argent est utile.
*J'ai **de** l'argent.*

Money (in general) is useful.
I have (some) money.

Since English typically uses the single word *money* in these cases, we have to stop and think. Do we mean *all* money or money *in general* (and therefore use only the definite article in French), or do we mean just *some* money (what we have today, for example), in which case we use the partitive. Following are additional examples.

J'aime la glace. La glace est bonne. I like ice cream. (All) ice cream is good.

Much as I like it, however, I can consume only a *part* of this whole quantity.

Je voudrais de la glace, s'il vous plaît. I'd like ice cream, please.

The definite article is used to refer to a group as a whole.

Les étudiants à l'université sont intelligents. (All) students at the university are intelligent.

But it is not used to refer to a *part* of a group.

Il y a des étudiants dans la salle de classe. There are students in the classroom.

OTHER DETERMINERS Most other French determiners are used as they are in English. See [Appendix B](#).

4
Pronouns



Introducing pronouns

Definition

See [page 6](#).

Forms

Like nouns, English pronouns have gender, number, and case, but further distinctions can be made. They also show person.

PERSON English distinguishes three persons. **First person** is the one who is speaking (*I, me, we, us*). **Second person** is the one being spoken to (*you*). **Third person** is the one being spoken about (*he, him, she, her, it, they, them*). Both pronouns and verbs are listed according to person.

GENDER Some, but not all, pronouns can be distinguished by gender. *I* can refer to either a man or a woman. *She*, however, is always feminine, *he* always masculine, and *it*, even if it refers to an animal, is always neuter.

NUMBER Each of the three persons may be either singular or plural.

CASE Pronouns show more cases than nouns: the subjective (for example, *I* and *she*), the possessive (for example, *my/mine* and *her/hers*), and the objective (*me* and *her*). These are discussed below, under Uses.

Uses

Personal pronouns have the same functions as nouns.

1. Subject

***She** is here.*

2. Direct object

*I like **them**.*

3. Indirect object

*I am giving **him** the book.*

4. Object of a preposition

*The question is hard for **me**.*

5. Complement

*It is **she** who is speaking.*

Types

There are several types of pronouns.

1. Personal (page 22)
2. Possessive (page 26)
3. Reflexive/reciprocal (page 28)
4. Disjunctive (page 30)
5. Relative (page 32)
6. Demonstrative (page 36)
7. Interrogative (page 38)

Introducing pronouns

Definitions, forms, and uses are the same for French and English pronouns. However, there are three important differences to be aware of.

1. In French, the personal pronoun for *you* has two forms in the singular—the familiar (*tu*) and the formal (*vous*). The plural form is always *vous*.

Tu is used to address the following.

- A member of your family
- Yourself
- A close friend
- A fellow student or colleague
- A child (under age 13)
- An inferior (sometimes as an insult)
- An animal
- God

Vous is used for everyone else. Be careful: Unless the case is clear (for example, a dog or a small child), use *vous* and allow the French person to suggest using *tu*. A complication is that this use is largely a personal preference; some people never use *tu* except for family members, children, and animals.

2. *On* (the equivalent of the English pronoun *one*) is listed with personal pronouns because it is used very frequently in French—much more so than *one* in American English, which tends to use *you* or *they* for an indefinite subject (for example, *It's true, you know* or *They say that...*).

On may replace any personal pronoun to avoid being too personal. Circumstances indicate what is being referred to.

On est fâché.

One is angry.

On est invité à... is more modest than “We got an invitation to...”.

However, regardless of the pronoun replaced, *on* always takes a third-person singular verb.

- There is no neuter gender in French: *Il* replaces masculine things as well as people, and *elle* replaces feminine ones. In the third-person plural, *ils* is used both for groups of masculine people or things and for mixed groups; *elles* is used only for all-feminine groups.

english Personal pronouns

Subject pronouns (see [page 14](#))

	SINGULAR	PLURAL
FIRST PERSON	<i>I</i>	<i>we</i>
SECOND PERSON	<i>you</i>	<i>you</i>
THIRD PERSON	<i>he, she, it, one</i> (indefinite)	<i>they</i>

John gives a present. → **He** gives it. (third-person singular)

Mary and I arrive. → **We** arrive. (first-person plural)

Direct object pronouns (see [page 14](#))

	SINGULAR	PLURAL
FIRST PERSON	<i>me</i>	<i>us</i>
SECOND PERSON	<i>you</i>	<i>you</i>
THIRD PERSON	<i>him, her, it, one</i>	<i>them</i>

*He sees **me**, and I see **you**.*

*You found **them**.*

French Personal pronouns

Subject pronouns (see [page 14](#))

In French, a subject pronoun must always be of the same gender and number as the noun that it replaces.

	SINGULAR	PLURAL
FIRST PERSON	<i>je</i>	<i>nous</i>
SECOND PERSON	<i>tu</i>	<i>vous</i>
THIRD PERSON	<i>il, elle, on</i>	<i>ils, elles</i>

Note the lowercase *j* of *je* in the first-person singular.

Direct object pronouns (see page 14)

	SINGULAR	PLURAL
FIRST PERSON	<i>me</i>	<i>nous</i>
SECOND PERSON	<i>te</i>	<i>vous</i>
THIRD PERSON	<i>le, la</i>	<i>les</i>

Il me voit, et je vous vois.
Vous les avez trouvés.

The final letter/vowel of a singular form elides (is dropped) before a vowel or silent *h*.

Il m'aime.
Elle l'adore.

For the third person, choosing the correct pronoun is easy if you remember that the pronoun is the same as the definite article; in the following example, the definite article and pronoun are *le*.

Je cherche le livre. → Je le cherche.

POSITION Except in affirmative commands, an object pronoun in French is placed directly before the conjugated verb or infinitive of which it is the object.

<i>Il me voit. Je vous vois.</i>	He sees me. I see you.
<i>Je cherche le livre. → Je le cherche.</i>	I am looking for it.
<i>Pierre aime lire les lettres.</i> → <i>Pierre aime les lire.</i>	Peter likes to read them.

The object pronoun is also placed directly before the verb in a question or a negative sentence.

<i>Avez-vous les billets? → Les avez-vous?</i>	Do you have them?
<i>Je n'ai pas les billets. → Je ne les ai pas.</i>	I don't have them.
<i>N'a-t-il pas les billets? → Ne les a-t-il pas?</i>	Doesn't he have them?

The only exception is in affirmative commands.

<i>Donnez le pain à Marie.</i> → <i>Donnez-le à Marie.</i>	Give it to Mary.
---	------------------

In negative commands, the pronoun is placed before the verb.

<i>Ne donnez pas le pain à Marie.</i> → <i>Ne le donnez pas à Marie.</i>	Don't give it to Mary.
---	------------------------

For more information about pronouns with commands, see [page 109](#).

Personal pronouns (continued)

Indirect object pronouns (see [page 14](#))

	SINGULAR	PLURAL
FIRST PERSON	<i>(to/for) me</i>	<i>(to/for) us</i>
SECOND PERSON	<i>(to/for) you</i>	<i>(to/for) you</i>
THIRD PERSON	<i>(to/for) him, her, it, one</i>	<i>(to/for) them</i>

*They send the letter **to us**.*

*He writes **her** a letter.*

*I bought a dress **for her**.*

*I got **them** a ticket.*

Objects of prepositions (see [page 15](#))

After a preposition, English uses the same form of the pronoun as for direct objects.

Be careful with compound pronoun subjects or objects. These remain in the same case as that for a single subject or object.

*I am French. **She** and **I** are French.*

*This is between **us**. This is between **you** and **me**.*

*Give it to **them**. Give it to **him** and **her**.*

WORD ORDER When there are two pronoun objects in English, the direct object comes before the indirect object.

*He shows **it** to **them**.*

When a noun and a pronoun are used together, word order can vary.

*He shows **the book** **to them**.*
DIRECT OBJECT INDIRECT OBJECT

*He shows **them** **the book**.*
INDIRECT OBJECT DIRECT OBJECT

Personal pronouns (continued)

Indirect object pronouns (see [page 14](#))

In French, the indirect object is often used where English would use a preposition plus object.

	SINGULAR	PLURAL
FIRST PERSON	<i>me</i>	<i>nous</i>
SECOND PERSON	<i>te</i>	<i>vous</i>
THIRD PERSON	<i>lui</i>	<i>leur</i>

Indirect object pronouns are placed before the verb, just as direct object pronouns are.

Je lui ai acheté une robe.

I bought her a dress.

OR I bought a dress for her.

Je leur ai procuré un billet.

I got them a ticket.

OR I got a ticket for them.

Objects of prepositions (see page 15)

Most prepositions require the disjunctive pronouns in French (see page 31). However, two pronouns replace both a preposition and its object.

En replaces *de* plus a noun.

Il a besoin d'argent. → *Il en a besoin.*

He needs some.

En a-t-elle?

Does she have any?

Y replaces *à* plus a noun or any place preposition plus a noun.

Je pense souvent à mon lycée.

→ *J'y pense souvent.*

I often think about it.

Le billet est dans mon sac.

→ *Le billet y est.*

The ticket is there.

WORD ORDER Some French verbs often have more than one pronoun object.

Il le leur montre.

He shows it to them.

The order of pronouns before a verb is determined as follows.

1. Remember “1-2-3.” A first-person pronoun comes before a second-person pronoun, and a second-person pronoun comes before a third-person pronoun.
2. If there are two third-person objects, the direct object comes before the indirect object.
3. *Y* and *en* always come last, and in that order.



QUICK CHECK

NORMAL FRENCH WORD ORDER

SUBJECT + *me* + *le* + *lui* + *y* + *en* + VERB
te *la* *leur*
nous *les*
vous

Remember that *me*, *te*, *le*, *la* become *m'*, *t'*, *l'* before a vowel or silent *h*.



Possessive pronouns

Definition

A possessive pronoun replaces a possessive adjective (or a noun in the possessive) plus a noun.

It's my book. → *It's mine.*

It's Anne's car. → *It's hers.*

Forms

Possessive pronouns have person and number; in the third-person singular, they also have gender. They do not have case, that is, they have the same form no matter what function they perform in a sentence.

	SINGULAR	PLURAL
FIRST PERSON	<i>mine</i>	<i>ours</i>
SECOND PERSON	<i>yours</i>	<i>yours</i>
THIRD PERSON	<i>his, hers, its, one's</i>	<i>theirs</i>

If you know the person, gender, and number of the possessor (*Mary* in the example below), there is only one choice for the pronoun (in this example, *hers*).

*You have your book; where is **Mary's** book (**her** book)?*

To avoid repeating *book*, it is replaced along with the possessive noun or adjective in front of it. Since *Mary's* (or *her*) is third-person singular feminine, *hers* is the correct pronoun.

*You have your book; where is **hers**?*



Personal pronouns (continued)

In affirmative commands, the objects *follow* the verb. The direct object comes before the indirect object, regardless of person.

Donnez-le-moi!

Give it to me!

Montrez-les-lui!

Show them to him/her!



QUICK CHECK

ORDER FOR AFFIRMATIVE COMMANDS ONLY

	DIRECT OBJECT	INDIRECT OBJECT	
		<i>moi (m')</i>	
	<i>le (l')</i>	<i>toi (t')</i>	
VERB +	<i>la (l')</i>	+ <i>nous</i>	+ <i>y + en</i>
	<i>les</i>	<i>vous</i>	
		<i>lui</i>	
		<i>leur</i>	

Moi, toi, le, la become *m', t', l'* before a vowel or silent *h*.

French Possessive pronouns

Forms

In French, possessive pronouns have person and number as in English, but they also have gender changes for the singular forms. “Person” means the possessor, while gender and number are determined by what is owned.

<i>le livre de Marie</i>	Mary's book	<i>les chemises de Jean</i>	John's shirts
<i>son livre</i>	her book	<i>ses chemises</i>	his shirts
<i>le sien</i>	hers	<i>les siennes</i>	his

Even though *Marie* is female, the possessive pronoun is masculine singular (*son livre*, *le sien*), because *livre* is masculine. Likewise, although *Jean* is male, *chemises* is feminine plural and therefore requires a feminine plural pronoun (*ses chemises*, *les siennes*).

	SINGULAR	PLURAL
FIRST PERSON	<i>le mien, la mienne, les miens, les miennes</i>	<i>le nôtre, la nôtre, les nôtres</i>
SECOND PERSON	<i>le tien, la tienne, les tiens, les tiennes</i>	<i>le vôtre, la vôtre, les vôtres</i>
THIRD PERSON	<i>le sien, la sienne, les siens, les siennes</i>	<i>le leur, la leur, les leurs</i>

English Reflexive/reciprocal pronouns

Definition

Reflexive pronouns are pronoun objects or complements that refer to the same person(s) or thing(s) as another element in the sentence, usually the subject.

Forms

	SINGULAR	PLURAL	RECIPROCAL
FIRST PERSON	<i>myself</i>	<i>ourselves</i>	<i>each other/one another</i>
SECOND PERSON	<i>yourself</i>	<i>yourselves</i>	<i>each other/one another</i>
THIRD PERSON	<i>himself, herself, itself, oneself</i>	<i>themselves</i>	<i>each other/one another</i>

Uses

Reflexive pronouns are used as objects of verbs and prepositions.

Types

A reflexive pronoun is normally used only when the subject acts directly on himself/herself or does something for himself/herself directly.

Paul cut himself.

I told myself it didn't matter.

Occasionally, reflexive pronouns are used idiomatically.

They always enjoy themselves.

For mutual or reciprocal action, *each other* or *one another* is used. This expression does not change form.

They congratulated each other.

You two saw each other last night.

Reflexive pronouns can function as direct or indirect object pronouns.

They saw each other.

We talked to each other yesterday.

In English, reflexive and reciprocal objects are often omitted.

We talked yesterday. (*To each other* is understood.)

Sometimes, a construction is used that requires no object.

Paul got hurt. (*Hurt himself* is understood.)

However, consider the following sentence.

We washed this morning.

If you have not heard the rest of the conversation, the meaning is ambiguous. The sentence may have either of the following meanings.

We washed ourselves (got washed).

We washed our clothes (did the laundry).



Reflexive/reciprocal pronouns

Forms

The forms of French reflexive/reciprocal pronouns are the same as the forms of the direct and indirect object pronouns, except for the third person.

	SINGULAR	PLURAL
FIRST PERSON	<i>me (m')</i>	<i>nous</i>
SECOND PERSON	<i>te (t')</i>	<i>vous</i>
THIRD PERSON	<i>se (s')</i>	<i>se (s')</i>

Reflexive/reciprocal pronouns are placed in the same position in a sentence as object pronouns.

Uses

These pronouns are used as objects (either direct or indirect) of the verb (see [page 14](#)). They can be either reflexive or reciprocal, meaning either “self” or “each other.”

Ils se parlent.

They are talking to themselves.

OR They are talking to each other.

If the meaning is not clear, words can be added, especially *l'un(e) (à) l'autre, les un(e)s les autres*.

Ils se regardent les un(e)s les autres.

DIRECT OBJECT

Ils se parlent les un(e)s aux autres.

INDIRECT OBJECT

French uses many more reflexives than English, because transitive verbs must have objects in French. Contrast the following sentences.

Nous arrêtons l'auto.

We stop the car.

Nous nous arrêtons.

We stop.

Some French verbs are only reflexive. Even though the reflexive pronoun is used in French, it is not translated in English.

Je m'en vais.

I'm leaving.

Ils s'amuse.

They are having a good time.

Following is the present tense of the reflexive verb *s'arrêter*.

	SINGULAR	PLURAL
FIRST PERSON	<i>je m'arrête</i>	<i>nous nous arrêtons</i>
SECOND PERSON	<i>tu t'arrêtes</i>	<i>vous vous arrêtez</i>
THIRD PERSON	<i>il/elle s'arrête</i>	<i>ils/elles s'arrêtent</i>



Disjunctive pronouns

Definition

A disjunctive pronoun is not attached to a verb. (*Disjunctive* means “not joined.”) It is used alone or as an extra word to give special emphasis or to intensify an impression.

Forms and uses

The form of a disjunctive pronoun depends on its use.

1. Used alone, the disjunctive pronoun is in the subjective case (if required) in formal English, and in the objective case for informal use.

Who's there? I. (formal; *I am* is understood)

Me. (informal)

2. As an intensifier, the reflexive pronoun is normally used.

I'll do it myself!

He told me so **himself**.

3. Sometimes, we merely raise our voices for emphasis.

You do it!

Disjunctive pronouns

Forms

The disjunctive pronouns have special forms in French.

	SINGULAR	PLURAL
FIRST PERSON	<i>moi</i>	<i>nous</i>
SECOND PERSON	<i>toi</i>	<i>vous</i>
THIRD PERSON	<i>lui, elle, soi</i> (“oneself”)	<i>eux, elles</i>

Uses

Disjunctive pronouns may be used

1. alone.

*Qui est là? **Moi!***

2. as a complement after *c’est*.

*C’est **toi!***

3. as an intensifier.

***Moi**, je vais le faire. OR Je vais le faire, **moi**.* I’m going to do it.

4. with *même* for emphasis.

*Il me l’a dit **lui-même**.* He told me so **himself**.

5. after prepositions and conjunctions.

***Après nous**, le déluge. (Madame de Pompadour)*

*Paul est plus grand **que toi**.*

*Chacun **pour soi**.* Every man **for himself**.

6. in compound subjects.

***Jean et moi**, nous y allons.*

7. in affirmative commands.

*Donnez-**moi** votre billet.*



Relative pronouns

Definition

Relative pronouns begin a relative clause. They refer to a noun, called the antecedent, and usually come directly after that noun.

Forms

Relative pronouns have the following forms in English.

	SUBJECT	OBJECT	POSSESSIVE	INDIRECT OBJECT/PREPOSITIONAL OBJECT
PERSON	<i>who/that</i>	<i>whom/that</i>	<i>whose</i>	<i>to/by whom</i>
THING	<i>which/that</i>	<i>which/that</i>	<i>whose/ of which</i>	<i>to/by which</i> <i>where</i> (for place prepositions) <i>when</i> (for time prepositions)

The correct pronoun is determined by the following factors.

1. Whether the antecedent is a person or a thing
2. The function of the pronoun in the clause
3. For subjects and objects, whether the clause is restrictive or nonrestrictive

A **restrictive clause** defines the noun. *That* is used, and the clause is not set off by commas.

*The book **that** you just read is world-renowned.*

Without the clause, you would not know which book is meant. It is an essential definition.

A **nonrestrictive clause** describes the noun, rather than defines it. It is not necessary to form a complete sentence. *Who*, *whom*, or *which* is used, and the clause is set off by commas.

*Madame Bovary, **which** the class is going to read, is very famous.*

The relative clause could be eliminated, and the sentence would still make sense. It is a nonessential description.

Uses

Relative pronouns have several uses.

1. They introduce clauses that give additional information about the antecedent.
2. They allow you to join two short sentences to make your writing smoother and to avoid repetition.

Mrs. Dubois came yesterday. Mrs. Dubois is an expert pianist.
→ *Mrs. Dubois, **who** is an expert pianist, came yesterday.*

3. They can be subjects, direct objects, indirect objects, possessives, or objects of a preposition in the relative clause.
4. They are inflected only for case, not for person or number. Their form depends on their function in the clause.

The function of the antecedent in the main clause has no effect on the form of the relative pronoun.

French Relative pronouns

Forms

Relative pronouns have the following forms in French.

	SUBJECT	OBJECT	PREPOSITIONAL OBJECT	OTHER
PERSON	<i>qui</i>	<i>que</i>	<i>qui/lequel</i>	<i>dont</i>
THING	<i>qui</i>	<i>que</i>	a form of <i>lequel</i>	<i>dont</i> <i>où</i> ("where" or "when")

Remember to use contractions with *à* and *de*, for example, *duquel* (see [page 73](#)).

Unlike English, French does not use different pronouns to distinguish between restrictive and nonrestrictive clauses.

*Le livre **que** vous venez de lire est célèbre dans le monde entier. Madame Bovary, **que** la classe va lire, est très célèbre.*

Relative pronouns are often omitted in English.

That's the man I saw yesterday!

French does not allow this.

*C'est l'homme **que** j'ai vu hier.*

All relative pronouns must have antecedents. If there isn't one, *ce* is supplied.

He didn't come, which surprised me. (which = subject)

There is no antecedent for *which*, so *ce* plus a relative pronoun is used.

*Il n'est pas venu, ce **qui** m'a surpris.*

If the relative pronoun had been *que* or *dont*, *ce que* or *ce dont* would have been used.

A relative pronoun can take any form of the verb in its clause. This is also true of English, but many people do not follow this practice.

*C'est moi **qui suis** anxieux.*

It is I who am worried.

*Ce sont nous **qui arrivons**.*

We are the ones who are coming.

This can cause problems, because relative pronouns (in English and French) often look the same as interrogatives (for example, *who?* and *what?*), which always take a verb in the third person.

Qui est anxieux? Moi.
Qui arrive? Nous.

Who is worried? I am.
Who is coming? We are.



How to analyze relative pronouns

Mr. Smith is an excellent cook.

SUBJECT COMPLEMENT

Mr. Smith made these pies.

SUBJECT DIRECT OBJECT

1. Find the repeated element. → *Mr. Smith*
2. Find the function of the repeated element in the second sentence, which will become the relative clause. → the subject
3. Choose the relative pronoun. → *who* (person, subject)
4. Copy the first sentence through the antecedent. → *Mr. Smith...*
5. Put in the correct relative pronoun, in this case, *who*. → *Mr. Smith, who...*
6. Copy the relative clause. → *Mr. Smith, who made these pies...*
7. Copy the rest of the first sentence. Leave out any parts represented by the relative pronoun. → *Mr. Smith, who made these pies, is an excellent cook.*

Other examples follow.

The ten books are on the table. I am reading them.

*The ten books **that** I am reading are on the table.*

That is used because it

1. is the object of *am reading* in the clause (no commas).
2. refers to a thing.
3. is restrictive (defines which ten books).

Mr. Jones died today. I saw him yesterday.

*Mr. Jones, **whom** I saw yesterday, died today.*

Whom is used because it

1. is the object of *I saw* (with commas).
2. refers to a person.

3. is nonrestrictive. (You already know who Mr. Jones is. This merely gives an extra fact about him.)

The student is asleep. I am speaking to that student.

*The student **to whom** I am speaking is asleep.*

To whom is used because it

1. is the indirect object (no commas).
2. refers to a person.
3. is restrictive (defines which student).

The old house is falling down. I lived in that house as a child.

*The old house **where** (in which) I lived as a child is falling down.*

Where is used because it

1. replaces a place preposition plus noun object (no commas).
2. refers to a thing. (*In which* is also correct.)

The woman lives in New York. I took her coat.

*The woman **whose** coat I took lives in New York.*

Whose is used because it

1. is possessive (no commas).
2. refers to a person.
3. is restrictive (defines which woman).



How to analyze relative pronouns

The important considerations are function in the clause and word order.

M. Smith est **un excellent chef**.

SUBJECT COMPLEMENT

M. Smith a fait **ces tartes**.

SUBJECT DIRECT OBJECT

1. Find the repeated element. → *M. Smith*
2. Identify the function of the repeated element in the second sentence, which will become the relative clause. → the subject
3. Choose the relative pronoun. → *qui*
4. Copy the first sentence through the noun phrase to be described. → *M. Smith...*

5. Put in the relative pronoun (with preposition, if any) to replace the second *M. Smith*. → *M. Smith, qui...*
6. Copy the rest of the second sentence (now a relative clause). → *M. Smith, qui a fait ces tartes,...*
7. Copy the rest of the first sentence. → *M. Smith, qui a fait ces tartes, est un excellent chef.*

Try this with other sentences. Follow the same steps until they feel natural.

Les dix livres sont sur la table. Je les lis.

Les dix livres que je lis sont sur la table.

M. Jones est mort aujourd'hui. Je l'ai vu hier.

M. Jones, que j'ai vu hier, est mort aujourd'hui.

L'étudiant est endormi. Je parle à cet étudiant.

L'étudiant à qui je parle est endormi.

La vieille maison s'écroule. Je vivais dans cette maison dans ma jeunesse.

La vieille maison où je vivais dans ma jeunesse s'écroule.

(Dans laquelle may also be used.)

La dame habite à New York. J'ai pris le manteau de cette dame. La dame dont

j'ai pris le manteau habite à New York.

This may seem complicated, requiring a lot of thought. That is because people usually use many short sentences when speaking. Relative clauses are used mainly to vary written style—when you have time to think, cross something out, and write it in a different way.



Demonstrative pronouns

Definition

Demonstrative pronouns point out someone or something.

Forms

There are four forms of the demonstrative pronoun in English.

SINGULAR	PLURAL
<i>this (one)</i>	<i>these</i>
<i>that (one)</i>	<i>those</i>

Uses

These pronouns distinguish only between what is near (*this, these*) and far (*that, those*) and between singular and plural. No changes are made for gender or case.

*I can't decide which of the chairs to buy.
This one is lovely, but that one is comfortable.
This is lovely, but that is comfortable.*



Demonstrative pronouns

Forms

There are four forms of the demonstrative pronoun in French.

	SINGULAR	PLURAL
MASCULINE	<i>celui</i>	<i>ceux</i>
FEMININE	<i>celle</i>	<i>celles</i>

Uses

Demonstrative pronouns replace a demonstrative adjective plus its noun.

ce monsieur OR *cet homme* → *celui*
cette dame OR *cette image* → *celle*
ces hommes → *ceux*
ces dames → *celles*

In French, demonstrative pronouns are never used alone—something must follow to explain them.

1. *-Ci* or *-là*. These distinguish between near (*-ci*) and far (*-là*).

Ceux-ci sont bons, mais ceux-là sont meilleurs. These are good, but those are better.

These affixes are also used to indicate “former” and “latter.” Since the one “nearest” to the demonstrative pronoun is the last one mentioned, *celui-ci* means “the latter” and *celui-là* means “the former.”

Voilà Jean et Marc. Celui-ci (Marc) est français, mais celui-là (Jean) est américain.

2. A prepositional phrase

Voici ma composition et celle de Marie. Here is my composition and Mary's.

3. A relative clause

Voici celui que j'aime. Here is the one I like.



QUICK CHECK

Notice that the form of the demonstrative pronoun is made up of the pronoun *ce* plus the disjunctive pronoun that would be used for that noun.

DEMONSTRATIVE ADJECTIVE + NOUN	DISJUNCTIVE PRONOUN	DEMONSTRATIVE PRONOUN
<i>ce monsieur</i>	<i>lui</i>	<i>celui</i>
<i>cette dame</i>	<i>elle</i>	<i>celle</i>
<i>ces étudiants</i>	<i>eux</i>	<i>ceux</i>
<i>ces étudiantes</i>	<i>elles</i>	<i>celles</i>



Interrogative pronouns

Definition

Interrogative pronouns ask a question.

Forms

Interrogative pronouns have different forms for people and things. The pronoun referring to people, *who*, is also inflected for case.

	PEOPLE	THINGS
SUBJECT	<i>who?</i>	<i>which?</i> <i>what?</i>
OBJECT	<i>whom?</i>	<i>which?</i> <i>what?</i>

No change is made for number. *Who?/whom?* and *what?* can refer to one or more than one.

Uses

The interrogative pronouns in English are used in the following ways.

1. Person as subject

Who is coming? *John.* OR *The Smiths.*

2. Thing as subject

What is going on? *A riot.*

3. Person as direct object

Whom did you see? *John.*

4. Thing as direct object

What are you doing? *My homework.*

5. Person as indirect object*

To whom are you speaking? *To Mary.*

6. Person as object of a preposition

With whom are you going? *With Jean-Luc.*

7. Thing as object of a preposition

What are you thinking **about**? *About the music.*

As an interrogative pronoun, *which?* relates to choice. It can simply be *which?*, used in the singular or plural, or *which one(s)?*

Here are two books. Which (one) do you want?

There are many good shops in town. Which (ones) do you like best?



Interrogative pronouns

Forms

Interrogative pronouns are confusing in both English and French because the forms are used for other purposes, but they are more complex in French because, in most cases, you have a choice of two forms.

Short forms

	SUBJECT	OBJECT	OBJECT OF A PREPOSITION
PERSON	<i>qui</i> Qui est là?	<i>qui</i> Qui regardez-vous?	<i>qui</i> À qui parlez-vous?
THING	—	<i>que</i> Que faites-vous?	<i>quoi</i> De quoi avez-vous besoin?

Long forms

These interrogatives are made up of three parts: an interrogative pronoun + *est-ce* + a relative pronoun. The first part indicates if it refers to a person or thing; the last part indicates if it is a subject or object; the middle part, *est-ce*, indicates that the subject and verb are in normal word order.

Uses

The interrogative pronouns in French are used in the following ways.

1. Person as subject

Qui arrive? OR **Qui est-ce qui arrive?** *Jean.* OR *Les Smith.*

2. Thing as subject

Qu'est-ce qui arrive? *Une émeute.*

3. Person as direct object

Qui avez-vous vu? **Qui est-ce que vous avez vu?** *Jean.*

4. Thing as direct object

Que faites-vous? or Qu'est-ce que vous faites? Mes devoirs.

5. Person as indirect object

À qui parlez-vous? À Marie.

6. Person as object of a preposition

Avec qui allez-vous? Avec Jean-Luc.

7. Thing as object of a preposition

À quoi pensez-vous? À la musique.



QUICK CHECK

	INTERROGATIVE PRONOUN		RELATIVE PRONOUN
PERSON AS SUBJECT	<i>qui</i>	+ <i>est-ce</i> +	<i>qui</i>
PERSON AS OBJECT	<i>qui</i>	+ <i>est-ce</i> +	<i>que</i>
THING AS SUBJECT	<i>qu'</i>	+ <i>est-ce</i> +	<i>qui</i>
THING AS OBJECT	<i>qu'</i>	+ <i>est-ce</i> +	<i>que</i>



Interrogative pronouns (continued)

Choice interrogatives

Another kind of interrogative pronoun relates to choice: *Which one(s)?* These forms, which agree in gender and number with the noun they replace, are made up of the definite article + the interrogative adjective.

	SINGULAR	PLURAL
MASCULINE	<i>lequel</i>	<i>lesquels</i>
FEMININE	<i>laquelle</i>	<i>lesquelles</i>

These interrogatives offer a choice between possibilities.

Voici deux livres. Lequel voulez-vous?

Il y a beaucoup de bonnes boutiques en ville. Lesquelles préférez-vous?

5
Adjectives



Introducing adjectives

Definition

See [page 7](#).

Forms

Some English adjectives are invariable, while others change form. These changes depend on adjective type. The types are discussed separately below.

Uses

Adjectives are primarily used as

1. modifiers of nouns or pronouns.
2. complements of either the subject or an object.

An adjective's function determines its position in a sentence.

1. As a modifier, an adjective usually comes before the noun or pronoun that it modifies.

*Buy **that small white** house.*

ADJECTIVES NOUN

*Buy the **blue** **one**.*

ADJECTIVE PRONOUN

2. As a modifier of an indefinite pronoun, an adjective follows the pronoun.

***Something** **terrible** is happening.*

INDEFINITE PRONOUN ADJECTIVE

3. As a subject complement, an adjective follows the verb *to be* or the linking verb and describes the subject.

*Mrs. Duval **is** **happy**.*

FORM OF *to be* ADJECTIVE

*They **seem** **pleased**.*

LINKING VERB ADJECTIVE

4. As an object complement, an adjective follows the direct object noun or pronoun.

*That made **the exam** hard.*

NOUN ADJECTIVE

*We considered **him** **crazy**.*

PRONOUN ADJECTIVE

Types

Each of the following adjective types is discussed separately below.

1. Descriptive ([page 44](#))
2. Proper (a kind of descriptive adjective) ([page 48](#))
3. Limiting (includes demonstratives, possessives, indefinites, interrogatives, numbers, and determiners) ([page 48](#))

Introducing adjectives

Forms

An adjective in French agrees in gender and number with the noun it modifies. If an adjective describes a mixed group of nouns (masculine and feminine), the adjective is masculine plural.

Uses

As in English, French adjectives are used as modifiers and complements, but their position in a sentence is different (see [page 45](#)).

Descriptive adjectives

Definition

Descriptive adjectives describe a noun or pronoun.

Forms

Many of these adjectives may be inflected to show comparison.

Descriptive adjectives

Forms

Descriptive adjectives normally add *-e* to form the feminine and *-s* to form the plural. The masculine singular form is the one listed first in vocabularies and

dictionaries.

	SINGULAR	PLURAL
MASCULINE	<i>grand</i>	<i>grands</i>
FEMININE	<i>grande</i>	<i>grandes</i>

However, there are several groups of adjectives with irregular forms. (Note the corresponding examples in the table at the bottom of this page.)

1. Adjectives ending in silent *-e* in the masculine do not add another *-e* to form the feminine.
2. Adjectives ending in *-s* or *-x* do not change for the masculine plural.
3. Adjectives ending in *-eux* change to *-euse* in the feminine and do not change for the masculine plural.
4. Adjectives ending in *-f* change to *-ve* in the feminine.
5. Adjectives ending in *-eil*, *-el*, *-il*, *-ien*, or *-on* double the final consonant before adding *-e*.
6. Adjectives ending in *-ier* change to *-ière* in the feminine.
7. Adjectives ending in *-al* change to *-aux* in the masculine plural.
8. Some adjectives have an alternative masculine form to use before words beginning with a vowel and many words beginning with *h* to make pronunciation easier. The feminine is formed from the alternative masculine.
9. Some adjectives are completely irregular.

TYPE	SINGULAR		PLURAL	
	MASCULINE	FEMININE	MASCULINE	FEMININE
1	<i>facile</i>	<i>facile</i>	<i>faciles</i>	<i>faciles</i>
2	<i>français</i>	<i>française</i>	<i>français</i>	<i>françaises</i>
3	<i>heureux</i>	<i>heureuse</i>	<i>heureux</i>	<i>heureuses</i>
4	<i>vif</i>	<i>vive</i>	<i>vifs</i>	<i>vives</i>
5	<i>bon</i>	<i>bonne</i>	<i>bons</i>	<i>bonnes</i>
6	<i>fier</i>	<i>fière</i>	<i>fiers</i>	<i>fières</i>
7	<i>familial</i>	<i>familiale</i>	<i>familiaux</i>	<i>familiales</i>
8	<i>vieux (vieil)</i>	<i>vieille</i>	<i>vieux</i>	<i>vieilles</i>
	<i>fou (fol)</i>	<i>folle</i>	<i>fous</i>	<i>folles</i>
	<i>beau (bel)</i>	<i>belle</i>	<i>beaux</i>	<i>belles</i>
9	<i>blanc</i>	<i>blanche</i>	<i>blancs</i>	<i>blanches</i>



Descriptive adjectives (continued)

WORD ORDER Normally, a descriptive adjective in French follows the noun it modifies. First, you say what you are talking about (for example, *une maison*), then you describe it (for example, *une maison blanche*).

Some common adjectives, however, are placed before the noun (for example, *une grande maison, une petite voiture*). Most adjectives of this kind fit into one of four groups, along with their opposites, according to what they are describing: **Size, Handsomeness, Age, Goodness** (“SHAG”).

Size	<i>court</i>	<i>long</i>
	<i>grand</i>	<i>petit</i>
	<i>haut</i>	<i>bas</i>
	<i>gros</i>	<i>mince</i>
Handsomeness	<i>beau/joli</i>	<i>laid/vilain</i>
Age	<i>vieux</i>	<i>jeune</i>
Goodness	<i>bon</i>	<i>mauvais/méchant</i>
		<i>pauvre</i> (“pitiful,” not “poor” in the sense of “penniless”)

Some adjectives, including some of those above, can occur in both positions. If an adjective is meant literally, it tends to follow the noun; if its meaning is figurative, it precedes the noun.

<i>un grand homme</i>	a great man
<i>un homme grand</i>	a tall man
<i>une ancienne église</i>	a former church
<i>une église ancienne</i>	an old church
<i>un pauvre homme</i>	a man to be pitied
<i>un homme pauvre</i>	a man with no money
<i>une chère amie</i>	a dear friend
<i>une robe chère</i>	an expensive dress



Comparison of adjectives

Definition

The three degrees of comparison are positive, comparative, and superlative.

Forms

English forms comparisons in the following ways.

1. Regular comparisons add *-er* and *-est* to short adjectives, sometimes with a minor change in spelling.

short ~ shorter ~ shortest
pretty ~ prettier ~ prettiest

2. Longer adjectives are compared by using *more* and *most*, or the negatives *less* and *least*.

determined ~ more determined ~ most determined
obvious ~ less obvious ~ least obvious

3. Some adjectives have irregular comparisons.

good ~ better ~ best
bad ~ worse ~ worst

4. Adjectives that cannot be compared include absolutes, which are by definition superlative. Uniqueness and perfection cannot be brought to a higher degree.

unique
perfect

5. When a comparison is made, several words may introduce the second element: *than*, *in*, and *of all*.

COMPARATIVE *He is taller **than** I (am).*
SUPERLATIVE *He is the tallest boy **in** the class. He is the tallest **of all** my students.*

If an adjective is already in the comparative, *more* is not added. Greater contrast may be expressed by words like *much* or *more*.

much smaller
much more difficult



Comparison of adjectives

Forms

French forms comparisons in the following ways.

1. Regular French adjectives form the comparative with *plus* (“more”), *aussi* (“as” in the sense of equal), or *moins* (“less”) plus the adjective.

grand ~ plus grand ~ aussi grand ~ moins grand

2. Superlatives are formed with the definite article plus the comparative (for example, *le plus grand* and *la moins petite*).

un grand garçon ~ un plus grand garçon ~ le plus grand garçon
un bus rapide ~ un bus moins rapide ~ le bus le moins rapide

The adjective remains in the same position, whether it is positive, comparative, or superlative.

J'achète une grande maison.
J'achète une plus grande maison.
J'achète la plus grande maison de la ville.

3. The most common irregular comparisons are the following.

bon ~ meilleur ~ le meilleur
mauvais ~ pire ~ le pire

4. Adjectives that cannot be compared include absolute adjectives, which are by definition superlative.

unique
parfait

Since uniqueness and perfection cannot be brought to a higher degree, *le/la/les plus* cannot be used with them.

5. When a comparison is made between two elements, *que* or *de* is used to link them.

COMPARATIVE *Jean est plus grand que Marie.*
SUPERLATIVE *Marie est la plus grande de sa famille.*



QUICK CHECK

COMPARATIVE CONSTRUCTION WITH (1) *les hommes*, (2) *les femmes*, AND (3) *être intelligents*

NOUN 1 + VERB + COMPARATIVE + ADJECTIVE + *que* + NOUN 2
Les hommes sont plus intelligents que les femmes.
aussi
moins

SUPERLATIVE CONSTRUCTION WITH (1) *Carole*, (2) *la classe*, AND (3) *être diligent*

NOUN 1 + VERB + SUPERLATIVE + ADJECTIVE + *de* + NOUN 2
Carole est la plus diligente de la classe.

Make sure that the adjective agrees with the noun or pronoun it modifies.

Proper adjectives

Definition

A proper adjective is a descriptive adjective formed from a proper noun (see [page 12](#)).

NOUN	ADJECTIVE
<i>Rome</i>	<i>Roman</i>
<i>Shakespeare</i>	<i>Shakespearean</i>

Forms

In English, both proper nouns and their adjectives are capitalized. Sometimes, their forms are indistinguishable.

NOUN	ADJECTIVE
<i>the French</i>	<i>the French people</i>

Limiting adjectives

Definition

A limiting adjective does not add to your knowledge of a noun; instead, it directs you toward the right one by limiting the choices. The following examples show the types of limiting adjectives.

DEMONSTRATIVE	<i>this chapter</i> (not another one)
POSSESSIVE	<i>his book</i> (not hers)
INTERROGATIVE	<i>whose coat?</i> (its specific owner)
INDEFINITE	<i>some people</i> (but not others)
ORDINAL NUMBER	<i>the second lesson</i> (not the first)

Each of these types of limiting adjectives are discussed separately.

Demonstrative adjectives

Definition

Demonstrative adjectives point out which of a group is/are the one(s) that you are referring to.

Forms

These adjectives have the same forms as the demonstrative pronouns (see [page 36](#)) and distinguish in the same way between near and far and between singular and plural.

	SINGULAR	PLURAL
NEAR	<i>this</i>	<i>these</i>
FAR	<i>that</i>	<i>those</i>

There is no agreement in person, gender, or case. The demonstrative adjective precedes its noun.

This woman is talking to ***that*** man.
These little boys hate ***those*** dogs.

French Proper adjectives

Forms

In French, proper adjectives are formed from proper nouns, but they are not capitalized.

NOUN	ADJECTIVE
<i>les Français</i>	<i>le peuple français</i>

French Limiting adjectives

See the discussion on the opposite page.

French Demonstrative adjectives

Forms

A demonstrative adjective agrees with the noun it modifies in gender and number.

	SINGULAR	PLURAL
MASCULINE	<i>ce (cet)</i>	<i>ces</i>
FEMININE	<i>cette</i>	<i>ces</i>

Uses

The near/far distinction made in English does not arise in French unless there is a possibility of confusion. Then, *-ci* or *-là* is added to the noun to make the distinction.

Cette femme parle à *cet* homme.
Ces petits garçons détestent *ces* chiens *-là*.



Possessive adjectives

Definition

Possessive adjectives modify a noun by telling to whom or what it belongs.

Forms

These adjectives indicate the person, number, and gender (in the third-person singular) of the *possessor*.

	SINGULAR	PLURAL
FIRST PERSON	<i>my</i>	<i>our</i>
SECOND PERSON	<i>your</i>	<i>your</i>
THIRD PERSON	<i>his, her, its, one's</i>	<i>their</i>

The adjectives do not tell anything about the person or thing that is possessed.

Mr. Dupont's son → *his son* (third-person singular masculine)

Mrs. Dupont's son → *her son* (third-person singular feminine)

the Duponts' son → *their son* (third-person plural)

Uses

The possessive adjective is always used with the noun.

my mother

our child

your turn

If the noun is omitted, a pronoun must be used (for example, *mine*, *ours*, or *yours*) (see [page 26](#)).



Interrogative adjectives

Definition

Interrogative adjectives ask a question about limitation.

Forms

These adjectives have case in English.

1. Subject and object cases: *which? what?*
2. Possessive case: *whose?*

These forms are invariable.

Uses

Interrogative adjectives are used

1. to ask a question.

SUBJECT	<i>What assignment is for today?</i>
OBJECT	<i>Which class do you have at 10 o'clock?</i>
POSSESSIVE	<i>Whose coat is this?</i>

2. in an exclamation.

What a pretty house!
What a job!

Possessive adjectives

Definition

French possessives are adjectives, so they agree in gender and number with the noun they modify, *not* with the possessor.

Forms

French possessive adjectives have the following forms.

		MASCULINE	FEMININE	PLURAL	ENGLISH EQUIVALENT
SINGULAR	FIRST PERSON	<i>mon</i>	<i>ma</i>	<i>mes</i>	my
	SECOND PERSON	<i>ton</i>	<i>ta</i>	<i>tes</i>	your
	THIRD PERSON	<i>son</i>	<i>sa</i>	<i>ses</i>	his, her, its
PLURAL	FIRST PERSON	<i>notre</i>	<i>notre</i>	<i>nos</i>	our
	SECOND PERSON	<i>votre</i>	<i>votre</i>	<i>vos</i>	your
	THIRD PERSON	<i>leur</i>	<i>leur</i>	<i>leurs</i>	their

This is quite different from English. *Son cahier* can mean either “his notebook” or “her notebook.” The masculine form *son* is used, because *cahier* is masculine. For instance, Anne can say the following.

Voici **mon** cahier, **ma** traduction et **mes** exercices.

The possessive adjectives do not indicate Anne's gender, but they do indicate the genders and numbers of the three items that she possesses.

Feminine singular nouns beginning with a vowel or silent *h* take *mon*, *ton*, *son* for their possessive adjectives.

mon ami
mon amie

Mon is used in both cases because *amie* begins with a vowel. Notice that these two phrases sound the same and, when spoken, do not reveal the gender of the friend.

Interrogative adjectives

Forms

In French, the interrogative adjective is inflected for gender and number. It agrees with the noun it modifies.

	MASCULINE	FEMININE
SINGULAR	<i>quel</i>	<i>quelle</i>
PLURAL	<i>quels</i>	<i>quelles</i>

As long as these adjectives appear directly before the noun, they present little difficulty for the learner of French. When they are separated by the verb, however, it is harder for speakers of English to recognize them as adjectives.

Uses

Interrogative adjectives are used

1. to ask a question.

Quel est le devoir pour aujourd'hui?
Quel cours avez-vous à 10 heures?

Whose does not exist as an interrogative adjective in French; it requires a different construction.

2. in an exclamation.

Quelle jolie maison!
Quel travail!



Indefinite adjectives

Definition

Indefinite adjectives refer to nouns or pronouns that are not defined more specifically.

Some students learn fast.

Any girl will tell you.

Both lectures are at 10 o'clock.

Each/Every class has its value.

I want **another** pen.

Such behavior is terrible.

Forms

These adjectives are invariable, that is, they do not change their form. Some, however, may be used only with singular nouns (for example, *each*, *every*, *another*), some only with plural nouns (for example, *both*, *other*), and some with either singular or plural nouns (for example, *some*: *some coffee*, *some people*).



Other limiting adjectives

Ordinal numbers

These numbers indicate the order in which things come. *One*, *two*, and *three* (and all numbers ending in *one*, *two*, and *three*, except *eleven*, *twelve*, and *thirteen*) have irregular ordinals.

first, *second*, *third*

All other ordinal numbers are formed by adding *-th*.

fourth, *ninth*, *sixteenth*

Determiners

Determiners are often classified as adjectives (see [page 16](#)).



Other adjectival forms

Many other kinds of words—even though they are not adjectives themselves—may be used as adjectives (that is, to describe a noun or pronoun).

NOUN	a <i>philosophy</i> professor
PRESENT PARTICIPLE	<i>running</i> water
PAST PARTICIPLE	the <i>required</i> reading
PREPOSITIONAL PHRASE	the poster <i>on the wall</i>
RELATIVE CLAUSE	the poster <i>that I bought</i>
INFINITIVE	I wondered <i>what to do</i> .
ADVERBIAL PHRASE	People <i>from all around</i> love him.

Indefinite adjectives

Definition

French indefinite adjectives are similar to those in English.

Quelques étudiants apprennent vite.
N'importe quelle fille vous le dira.
Les deux conférences sont à 10 heures.
Chaque cours a ses mérites.
 Je voudrais un *autre* stylo.
 De *telle* conduite est répréhensible.

Forms

An indefinite adjective agrees with its noun in gender and number, just as descriptive adjectives do.

Other limiting adjectives

Ordinal numbers

Ordinal numbers are fairly easy in French. For most, *-ième* is simply added to the number.

1. *Premier/première* is irregular.
2. A few other ordinal numbers have slight spelling adjustments.
 - a. If a number ends in *-e*, the *-e* is omitted.
quatre → *quatrième*
 - b. If a number ends in *-f*, the *-f* changes to *-v*.
neuf → *neuvième*
 - c. If a number ends in *-q*, the *-q* changes to *-qu*.
cinq → *cinquième*

3. The ending *-ième* is often abbreviated as a superscript *e* (for example, 5^e).

Determiners

See [page 17](#).

French

Other adjectival forms

NOUN PHRASE	<i>un professeur de philosophie</i>
PRESENT PARTICIPLE	<i>l'eau courante</i>
PAST PARTICIPLE	<i>la lecture requise</i>
PREPOSITIONAL PHRASE	<i>l'affiche au mur</i>
RELATIVE CLAUSE	<i>l'affiche que j'ai achetée</i>
INFINITIVE	<i>Je me suis demandé que faire.</i>
ADVERBIAL PHRASE	<i>Des gens de partout l'aiment.</i>

6

Adverbs

english Introducing adverbs

Definition

See [page 7](#).

Forms

Most English adverbs formed from descriptive adjectives add *-ly* to the adjective.

active ~ actively

slow ~ slowly

1. Like adjectives, adverbs may be inflected to show comparison.

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>actively</i>	<i>more actively</i>	<i>most actively</i>
<i>actively</i>	<i>less actively</i>	<i>least actively</i>

The comparative is used to show the similarity or difference between how two people or things do something, or the degree of difference in qualifying an adjective or adverb. The superlative compares more than two people or things. There must also be a word to link the two points of comparison.

POSITIVE	<i>I walk slowly.</i>
COMPARATIVE	<i>John walks more slowly than I do.</i>
SUPERLATIVE	<i>Monica walks the most slowly of all.</i>

2. Like adjectives, some adverbs not ending in *-ly* may take *-er* and *-est* in comparisons.

*He runs fast, but I run **faster**.*

*Mary runs the **fastest** of all.*

3. Some adverbs form their comparison irregularly.

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>well</i>	<i>better</i>	<i>best</i>
<i>badly</i>	<i>worse</i>	<i>worst</i>

Uses

English adverbs are used in the following ways.

1. Adverbs answer the questions *how*, *when*, *where*, or *how much* about a verb, an adjective, or another adverb. Sometimes, a phrase takes the place of a single adverb.

Yesterday he came here and very quickly told the story.

WHEN WHERE HOW MUCH HOW

This morning he went there by car.

WHEN WHERE HOW

Introducing adverbs

Forms

Most French adverbs formed from descriptive adjectives add *-ment* to the feminine form of the adjective.

actif(ve) ~ activement

lent(e) ~ lentement

1. Like adjectives, adverbs may show comparison.

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>activement</i>	<i>plus activement</i> <i>aussi activement</i> <i>moins activement</i>	<i>le plus activement</i> <i>le moins activement</i>

The words used to link the two elements being compared are the same as for adjectives. (See **Quick Check** on [page 47](#).)

POSITIVE *Je marche lentement.*

COMPARATIVE *Jean marche plus lentement que moi.*

SUPERLATIVE *Monique marche le plus lentement de tous.*

2. Some of the most common French adverbs do not end in *-ment* and must be learned as vocabulary items. They are compared, however, in the same way as *-ment* adverbs.

Il court vite, mais je cours plus vite.

Marie court le plus vite de tous.

3. Two adverbs—meaning “well” and “badly”—form their comparisons irregularly.

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>bien</i>	<i>mieux</i>	<i>le mieux</i>
<i>mal</i>	<i>pis (plus mal)</i>	<i>le pis (le plus mal)</i>

These forms are easy to confuse with the adjectives *bon* (“good”) and *mauvais* (“bad”). It may help to remember that *bien* and *mieux* both have an *i* as the second letter and that the two three-letter words (*mal* and *pis*) go together.

Uses

French adverbs are used in the following ways.

1. See the English uses on the opposite page.

Hier il est venu ici et a très vite raconté l'histoire.
WHEN WHERE HOW MUCH HOW

Ce matin il y est allé en voiture.
WHEN WHERE HOW



Introducing adverbs (continued)

2. **Negatives.** Some adverbs make a sentence negative. These include words like *not*, *nowhere*, and *never*. In standard English, two negative words in one sentence express a positive, not a negative, idea.

*He does **n't** have **no** friends, but he has **too few**.*

The first clause used alone and intended as a negative is not standard English. Not only are negative adverbs included here, but negative nouns and adjectives as well.



Introducing adverbs (continued)

2. **Negatives.** Negatives can cause difficulties in learning French for two reasons: They have two parts, and more than one can be used in a sentence.
 - a. *Ne... pas* is the equivalent of English “not.” *Ne* comes before the verb in a simple tense, and *pas* comes after the verb. In the perfect (compound) tenses, the auxiliary, which agrees with the subject in person and number, is treated like a simple-tense verb.

Je n'aime pas Pierre.
Nous ne sommes pas encore arrivés.

When the verb form and its subject are joined by a hyphen, they are considered one word and cannot be separated.

Ne travaillez-vous pas?
N'est-elle pas arrivée?

Both *ne* and *pas* precede an infinitive.

Je commence à ne pas comprendre.

b. More specific negative adverbs may replace *pas*.

<i>ne... jamais</i>	never
<i>ne... plus</i>	no longer
<i>ne... point</i>	not at all

Je n'aime point Pierre.
Ne travaillez-vous jamais?

French uses similar constructions to contrast nouns, pronouns, adjectives, and adverbs, and to contrast verbs.

<i>ne... ni... ni</i>	neither . . . nor
<i>ne... ni... ne</i>	neither . . . nor

<i>Je ne vois ni Jean ni Pierre.</i>	I see neither John nor Peter.
<i>Il ne lit ni ne comprend le chinois.</i>	He neither reads nor understands Chinese.

In the *ne... ni* construction, *ne* comes before verbs (as with *ne... pas*) and *ni* before other parts of speech.

Personne (“no one”) and *rien* (“nothing,” “anything”) are negative words, but they are pronouns, not adverbs, so they are placed in the subject or object position in a sentence. *Ne* is placed before the verb, and *pas* is not used.

<i>Personne ne fait rien!</i>	No one is doing anything!
<i>Je n'ai vu personne.</i>	I saw no one.

c. You can accumulate several negatives in a French sentence—which you can't do in standard English.

<i>Non! Je ne dis plus jamais rien à personne!</i>	No! I never tell anyone anything anymore.
--	---

With compound verbs, *rien* comes in the adverbial position.

<i>Je n'ai rien vu.</i>	I didn't see anything.
-------------------------	------------------------

d. *Ne... que* (“only”) is not negative, although it has a negative form. *Que* is placed before the word it modifies.

Je n'ai qu'un frère.

I have only one brother.

Je ne l'ai appris qu'aujourd'hui.

I found out only today.



Introducing adverbs (continued)

3. **Questions.** Another group of adverbs introduces questions: *when? where? how?* and *why?* The majority of adverbs answer these questions with respect to the verb, but the interrogative words themselves are adverbs too.

When does he arrive?

How do you know that?

4. **Relative clauses.** The same adverbs that ask questions may also be used to form relative clauses. These clauses tell when, where, how, or why the verb's action takes place and can be used in the same way.

*We are going to the movies **when** we finish our work.*

Adjectives vs. adverbs

To choose the correct word, it is essential to ask yourself the following questions.

1. Am I *describing someone/something?* → adjective

2. Am I *describing how/when/where/why something is done?* → adverb

*The **poem** is **good**, and the poet **reads** it **well**.*

NOUN ADJECTIVE VERB ADVERB

*The **play** is **bad**, and it's **badly** performed.*

NOUN ADJECTIVE ADVERB VERB

This is especially important for verbs of mental or emotional state and for sensory verbs, which can be followed by either an adjective or an adverb. One of the most common examples is the following.

*I feel **bad**.* (= I am sick/unhappy/etc.)

*I feel **badly**.* (= My hands are not sensitive.)



Introducing adverbs (continued)

3. **Questions**

Quand arrive-t-il?
Comment savez-vous cela?

4. Relative clauses

*Nous allons au cinéma **quand nous terminerons notre travail.***

Adjectives vs. adverbs

*Le **poème** est **bon**, et le poète le **lit** **bien**.*
NOUN ADJECTIVE VERB ADVERB

*Le **pièce** est **mauvaise**, et on la **joue** **mal**.*
NOUN ADJECTIVE VERB ADVERB

7

Conjunctions



Introducing conjunctions

Definition

See [page 7](#).

Forms

Conjunctions are function words; they are invariable.

Types

All conjunctions are linking words, but the linked elements and their relationship with each other determine which of the three principal types a conjunction belongs to: coordinating, subordinating, or adverbial.

Uses

English conjunctions are used as follows.

1. A **coordinating conjunction** links two equal elements that have the same grammatical construction. The two elements may be single words, phrases, or entire clauses.

NOUNS	<i>John and Mary</i>
INFINITIVES	<i>to be or not to be</i>
INDEPENDENT CLAUSES	<i>We came, but he was not there.</i>

Correlatives, which occur in pairs, are a subgroup of coordinating conjunctions.

***Both** John **and** Mary are in the class.*

2. A **subordinating conjunction** joins unequal elements. One element is subordinated to the other. The conjunction introduces the subordinate clause (the one that cannot stand alone as a sentence).

CONTRAST	<i>Although he is hurrying, he is late.</i>
TIME	<i>We speak French when the Duponts are here.</i>
CAUSE	<i>Because this course is easy, we all get "A"s.</i>

Notice that the main idea of the sentence is in the main (independent) clause. The subordinate clause tells about the time, way, cause, or conditions involved and may show a contrast. Notice also that the main clause need not come first. You could reverse the order of the clauses in each example above without changing the meaning of the sentence.

There is also a subgroup of correlative subordinating conjunctions (for example, *if... then* and *so... that*).

*That course is **so** hard **that** many students fail.*

3. An **adverbial conjunction** is sometimes called a “conjunctive adverb.” Grammarians are not sure whether they are really adverbs or conjunctions. Words and phrases like *therefore*, *perhaps*, *also*, *for example*, *as a result*, and *in other words* fall into this category.

French

Introducing conjunctions

Uses

French conjunctions are used as follows.

1. Coordinating conjunctions

NOUNS	<i>Jean et Marie</i>
INFINITIVES	<i>être ou ne pas être</i>
INDEPENDENT CLAUSES	<i>Nous sommes venus, mais il n'était pas là.</i>

Correlative conjunctions are a subgroup of coordinating conjunctions.

***Et** Jean **et** Marie sont dans la classe.*

2. Subordinating conjunctions

CONTRAST	<i>Bien qu'il se dépêche, il est en retard.</i>
TIME	<i>Nous parlons français quand les Dupont sont ici.</i>
CAUSE	<i>Parce que ce cours est facile, nous avons tous des "A."</i>

Correlative conjunctions are a subgroup of subordinating conjunctions.

*Ce cours est **si** difficile **que** beaucoup d'étudiants échouent.*

3. Adverbial conjunctions

donc, peut-être, par exemple, etc.

8

Interjections



Introducing interjections

Definition

See [page 7](#).

Forms

Interjections are normally invariable exclamations.

Uses

As an exclamation, an interjection is often merely a sound meant to convey emotion (for example, *ow!*). It has no grammatical connection with the other words in the sentence and is set off by commas.



Introducing interjections

Interjections present no problems for the learner of French; they are simply vocabulary items. Following are some common ones.

Aïe!

Heu!

Hein!

Hélas!

9

Prepositions

Introducing prepositions

Prepositions in any language are very tricky words. Most of them have basic meanings, but when they are used in phrasal verb constructions, that meaning can change. A phrasal verb is a combination of a verb plus (usually) a preposition that has a meaning different from the combined meanings of the words. You may think, for example, that you know what *up* means, but consider the following sentence.

*First he cut the tree **down**, then he cut it **up**.*

People learning English would be confused by that sentence, and it is not an isolated example. Take the case of a friend telephoning John's house early in the morning and asking for him. John's wife might reply as follows.

*He'll be **down** as soon as he's **up**.*

In other words, after learning a preposition and its basic meanings, one must be alert to how it is used in phrasal verb constructions. Often, the meanings of a single preposition will spread over several pages of a dictionary.

Definition

See [page 7](#).

Forms

A preposition is a function word; it is invariable. It can be a single word or a group of words (for example, *by* and *in spite of*).

Uses

A preposition links a noun or pronoun (its object) to other words in the sentence and shows the object's relationship to them. In formal English, a preposition is followed immediately by its object.

***to** the store
about the subject*

In informal English, a preposition is often placed at the end of the clause or sentence, especially in questions and relative clauses.

***What** is she waiting **for**?*

INSTEAD OF ***For** **what** is she waiting?*

This is the one **that** he is referring to.

INSTEAD OF This is the one **to which** he is referring.

Introducing prepositions

Forms

A French preposition can be one or several words; examples are *par* (“by”) and *à côté de* (“beside”).

Prepositions are invariable, except for *à* and *de*, which combine with the definite articles *le* and *les*.

	SINGULAR	PLURAL
MASCULINE	<i>à + le</i> → <i>au</i> <i>de + le</i> → <i>du</i>	<i>à + les</i> → <i>aux</i> <i>de + les</i> → <i>des</i>
FEMININE	<i>à + la</i> → <i>à la</i> <i>de + la</i> → <i>de la</i>	<i>à + les</i> → <i>aux</i> <i>de + les</i> → <i>des</i>

This contraction takes place even if *à* or *de* or the definite article is part of a longer word or expression.

à côté de + le restaurant → *à côté du restaurant*
près de + lequel → *près duquel*

Never expect a one-to-one equivalence between English and French prepositions. They are capricious in both languages.

Uses

In English, a preposition comes before its object in formal speech and writing. In French (and many other languages), it must *nearly always* do so. Prepositions are not placed at the end of a clause or sentence except in the most informal speech.

Special problems with prepositions

1. Geographical names require specific prepositions to express “to” and “from.”

	FEMININE		MASCULINE	
	“to”	“from”	“to”	“from”
COUNTRIES	<i>en</i>	<i>de</i>	<i>à + definite article</i>	<i>de + definite article</i>
CONTINENTS	<i>en</i>	<i>de</i>	—	—
STATES* AND PROVINCES	<i>en</i>	<i>de</i>	<i>dans + definite article</i>	<i>de + definite article</i>
CITIES†	<i>à</i>	<i>de</i>	<i>à</i>	<i>de</i>



Introducing prepositions (continued)

2. Verbs are often followed by infinitives. If two verbs are used to express a single thought, the *first* determines whether a preposition (and which one) is used to introduce the infinitive that follows. There can even be more than two infinitives in a string (see the example below). In every case, if a verb is followed by an infinitive, the first of the two determines the preposition.

Following is a list of verbs and the prepositions they take when followed by an infinitive. Some of these verbs take a direct or indirect object before the preposition.

à	de	NONE
<i>aider</i>	<i>choisir</i>	<i>aimer</i>
<i>apprendre</i>	<i>décider</i>	<i>aller</i>
<i>avoir</i>	<i>demander</i>	<i>croire</i>
<i>chercher</i>	<i>dire</i>	<i>devoir</i>
<i>commencer</i> (usually)	<i>écrire</i>	<i>écouter</i>
<i>continuer</i>	<i>essayer</i>	<i>entendre</i>
<i>encourager</i>	<i>finir</i>	<i>faire</i>
<i>inviter</i>	<i>oublier</i>	<i>falloir</i>
<i>jouer</i>	<i>permettre</i>	<i>laisser</i>
<i>penser</i>	<i>refuser</i>	<i>oser</i>
<i>réussir</i>	<i>regretter</i>	<i>pouvoir</i>
<i>s'intéresser</i>	<i>suggérer</i>	<i>préférer</i>
<i>se décider</i>	<i>venir (de)</i>	<i>regarder</i>
<i>se mettre</i>		<i>savoir</i>
		<i>sembler</i>
		<i>valoir</i>
		<i>voir</i>
		<i>vouloir</i>

Aller requires no preposition before an infinitive.

Je vais lire ce livre.

I am going to read this book.

Commencer takes *à* before an infinitive.

Je commence à lire davantage.

I am beginning to read more.

Essayer takes *de* before an infinitive.

J'essaie de commencer mon devoir.

I am trying to start my assignment.

Je vais essayer de commencer à lire ce livre.

I am going to try to begin to read this book.

In each of these cases, it is the first of a group of two verbs that determines which preposition, if any, is to be used before the second.

Verbs formed with prefixes usually require the same preposition as the basic verb.

*Je recommence **à** le faire.*

*Je promets **de** le faire.*

10

Verbs

Introducing verbs

Definition

See [page 7](#).

Forms

English has fewer inflected verb forms than any continental European language. Many English verbs have only four forms (for example, *talk*, *talks*, *talked*, *talking*); some have five forms (for example, *sing*, *sings*, *sang*, *sung*, *singing*).

In some systems of grammar, it is said that, technically, English has only two tenses—present and past—and that other temporal concepts are expressed by periphrastic verbal constructions. This means that English uses helping verbs and other expressions to convey temporal differences. Verbs are presented here in a more traditional way, because it will help you see the parallels between English and French constructions. Following are the principal parts of an English verb.

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
<i>talk</i>	<i>talked</i>	<i>talked</i>	<i>talking</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>	<i>singing</i>

Some words used to identify verb forms are **conjugation**, **tense**, **voice**, **transitive**, **intransitive**, and **mood**.

Conjugation

This word has two meanings.

1. In Latin and in modern Romance languages, verbs are classified into groups, or conjugations, by their infinitive endings. English and German have only *regular* and *irregular* (sometimes called *weak* and *strong*) verbs. Weak verbs take a regular ending to form the past (for example, *talk*~*talked* and *follow*~*followed*). Strong verbs often change the vowel in their past forms and may look completely different from the infinitive (for example, *sing*~*sang* and *go*~*went*).
2. Conjugation also refers to a list, by person, of each form in a given tense. Latin has six forms in each tense. Following are the present-tense forms of *amare* (“to love”).

	SINGULAR	PLURAL
FIRST PERSON	<i>amo</i> I love	<i>amamus</i> we love
SECOND PERSON	<i>amas</i> you (singular) love	<i>amatis</i> you (plural) love
THIRD PERSON	<i>amat</i> he/she loves	<i>amant</i> they love

Since each form is different, it is not necessary to use a pronoun subject: The verb ending tells you who the subject is. The same is true for Spanish and Italian today.

In English, verbs can be conjugated but usually are not, because there is only one inflected ending: -s is added to the third-person singular of the simple present tense.

	SINGULAR	PLURAL
FIRST PERSON	<i>I speak</i>	<i>we speak</i>
SECOND PERSON	<i>you speak</i>	<i>you speak</i>
THIRD PERSON	<i>he/she speaks</i>	<i>they speak</i>

The pronoun (or a noun) is required with every verb form, because otherwise it would not be known who or what the subject is.

Tense

This word comes from Latin *tempus* via French *temps*, meaning “time.” The tense tells *when* something happened, *how long* it lasted, and whether it is *completed*.

Voice

English has two voices: active and passive. **Active voice** means that the subject is or is doing something.

Mary is happy.
Mary reads the newspaper.

In these examples, *Mary* is the subject.

Passive voice means that the subject is acted on by an agent. The verb tells what happens to the subject.

The newspaper is read by Mary.

In this example, *newspaper* is the subject.

Transitive verbs

These verbs require an object to express a complete meaning.

Mr. White surprised a burglar.

In this example, the verb *surprised* is transitive, because it takes an object, *burglar*. If we omitted the object, the sentence would not make sense; it would be incomplete.

Intransitive verbs

These verbs do not require an object.

Paul sat down.

Here, the verb *sat* is intransitive, because it has no object; *down* is an adverb.

English has many verbs that can be either transitive or intransitive.

<i>Peter</i>	<i>eats</i>	<i>dinner</i>	<i>at 7 o'clock.</i>
<i>The butcher</i>	<i>weighs</i>	<i>the meat.</i>	
SUBJECT	TRANSITIVE VERB	DIRECT OBJECT	
<i>Peter</i>	<i>eats</i>	<i>at 7 o'clock.</i>	
<i>The butcher</i>	<i>weighs</i>	<i>a lot.</i>	
SUBJECT	INTRANSITIVE VERB		

Mood

This grammatical concept indicates the mood, or attitude, of the speaker. Is the speaker stating a fact? Offering a possibility that has not happened yet? Making a recommendation? Giving an order? Three moods are used to express these ideas: indicative, imperative, and subjunctive. The indicative is by far the most common mood. The other two are used in special circumstances and are discussed below.

Introducing questions

Forms

There are four ways to ask a question in English.

1. Place a question mark after a statement and raise the pitch of your voice at the end of the statement when saying it aloud.

Anne is here already?
That's Mark's idea?

2. Add a “tag,” repeating the verb or auxiliary verb as a negative question. In English, the specific tag depends on the subject and the verb.

*Peter is happy, **isn't he?***
*They came on time, **didn't they?***

3. Invert the subject and an auxiliary or modal verb or the verb *to be*.

PRESENT	<i>Do you have any brothers?</i>
PRESENT PROGRESSIVE	<i>Is Peter buying his books?</i>
PRESENT	<i>Does Peter buy his books?</i>
PRESENT PERFECT	<i>Has Peter bought his books?</i>
PRESENT	<i>May I see you this evening?</i>
PRESENT	<i>Is Robert here today?</i>

4. Use an interrogative word.

***Where** is the library?*
***When** does the library open?*

Introducing questions

Forms

There are five ways to ask a question in French.

1. Place a question mark after a statement and raise the pitch of your voice at the end of the statement when saying it aloud. This method is usually limited to conversations (oral and written).

Anne est déjà ici?
C'est l'idée de Marc?

2. Place *n'est-ce pas* after a statement with which you expect the hearer or reader to agree.

*Pierre est content, **n'est-ce pas?***

3. Invert the pronoun subject and verb. You do not need an auxiliary verb to form a question, as you do in English.

***Avez-vous** des frères?*

Do not use inversion with *je*. In the third-person singular of *-er* verbs, add *-t-* to make pronunciation easier.

parlez-vous BUT *parle-t- il, parle-t- elle, parle-t- on*

If the subject is a noun, do not invert it with the verb. For example, to make a question of the statement *Pierre achète ses livres*,

- a. state the noun first: *Pierre...*
 - b. invert the verb and the personal pronoun for *Pierre (il)*: *Pierre achète-t-il...*
 - c. complete the sentence: *Pierre achète-t-il ses livres?*
4. Place *est-ce que* at the beginning of the statement.

Est-ce que la bibliothèque est ouverte?

5. Use an interrogative word, with or without verb-pronoun inversion and with or without *est-ce que*.

Où est la bibliothèque?

Quand la bibliothèque est-elle ouverte?

Quand est-ce que la bibliothèque est ouverte?

These rules apply to a simple tense (one in which the verb is expressed by one word). In compound tenses (those that use two or more words to form the verb), the auxiliary verb is treated in the same way as in simple tenses.

Avez-vous parlé?

Pierre a-t-il acheté ses livres?

Word order

WITH NEGATIVES The verb-pronoun group is joined by a hyphen. A hyphenated group may never be broken up. Thus, *ne... pas* (or any other negative form) is placed around the whole group.

Pierre n'a-t-il pas acheté ses livres?

WITH PRONOUN OBJECTS As with statements, pronoun objects go directly before the verb in questions.

Les avez-vous?

Vous a-t-il vu?

Ne m'avez-vous pas vu?

WITH OTHER KINDS OF QUESTIONS When you use intonation, *n'est-ce pas*, or *est-ce que* to ask a question, the word order is the same as for a statement. See the examples above.

Introducing verbals

Definition

Verbals are forms of the verb that are not finite, that is, do not agree with a subject and do not function as the predicate of a sentence. There are five types of verbals: present infinitive, past infinitive, gerund, present participle (also called the gerundive), and past participle.

Present infinitives

Definition

The present infinitive is the basic form of the verb, as it appears in a dictionary.

Forms

The infinitive is often identified by the word *to* preceding it. However, *to* is omitted in many infinitive constructions, especially after verbs like *can* and *let*. Compare the following sentences, both of which contain the infinitive *swim*.

*I know how **to swim**.*

*I can **swim**.*

Uses

In addition to completing the verb, as in the above examples, an infinitive may serve as the subject or object of a sentence, as an adjective, or as an adverb.

SUBJECT ***To err** is human.*

OBJECT *He hopes **to come** soon.*

ADJECTIVE *English is the subject **to study**.*

ADVERB ***To tell the truth**, he wants it more than ever.*

Infinitives may also have their own direct objects and other modifiers.

*I am able **to do** that easily.*

DIRECT OBJECT ADVERB

Past infinitives

Forms

The past infinitive is formed with the present infinitive of the auxiliary verb plus the past participle of the main verb.

to go (present infinitive) → *to have gone* (past infinitive)

Uses

The past infinitive is used in the same ways as the present infinitive.

To have quit is terrible.

French

Present infinitives

Forms

French verbs are grouped in three conjugations by the ending of their infinitives: *-er* (the most common), *-ir*, and *-re*.

Uses

The French infinitive may be used in several ways.

SUBJECT/COMPLEMENT	<i>Voir, c'est croire.</i>
OBJECT	<i>Il souhaite arriver bientôt.</i>
ADJECTIVE	<i>L'anglais, c'est le sujet à étudier.</i>
ADVERB	<i>À vrai dire, il le veut plus que jamais.</i>
OBJECT OF A PREPOSITION	<i>Pour bien faire, travaillez sérieusement.</i>

The prepositions *en* and *après* do not take a present infinitive (see below).

Infinitives may have objects (either nouns or pronouns) and be negated or otherwise modified.

DIRECT OBJECT/INDIRECT OBJECT	<i>Je veux vous le montrer.</i>
NEGATIVE/ADVERB	<i>Je préfère ne pas venir trop tôt.</i>

The negative *ne pas* precedes the infinitive.

French

Past infinitives

Forms

Past infinitives are formed as in English, with the present infinitive of the auxiliary (*avoir* or *être*, depending on the verb) plus the past participle.

parler (present infinitive) → *avoir parlé* (past infinitive)
aller (present infinitive) → *être allé* (past infinitive)

The past infinitive must be used with the preposition *après*.

Après avoir mangé, il est parti.

After eating (having eaten), he left.
OR After he ate, he left.

english Gerunds

Definition

Gerunds are often called verbal nouns.

Forms

The English gerund is formed by adding *-ing* to the infinitive form of the verb.

sing → *singing*

run → *running*

bite → *biting*

Uses

Gerunds have the same functions as other nouns (see [page 10](#)).

SUBJECT *Walking* is good for you.

OBJECT I like *singing*.

Gerunds may also have objects and modifiers.

Making money *quickly* is many people's goal.

DIRECT OBJECT ADVERB

english Participles

Definition

Participles are verbal adjectives that constitute the third and fourth principal parts of a verb.

Forms

English has two participles.

1. **Present participles** (the fourth principal part) end in *-ing*.

singing

talking

managing

2. **Past participles** (the third principal part) end in *-ed* or *-n* for regular verbs.

tried

gathered

concentrated

given

To determine the past participle of an irregular verb, say, “Today I go; yesterday I went; I have gone; I am going.” The form used after “I have” is the past participle. In the dictionary, the principal parts are given for every irregular verb.

French Gerunds

French has no gerund; the infinitive is used as the verbal noun (see the first example above under present infinitives). Infinitives may be modified.

Gagner vite de l'argent, c'est le but de bien des gens.

French Participles

Forms

French has two participles.

1. **Present participles** end in *-ant*. This ending is added to the first-person plural of the present tense after dropping the ending *-ons*.

nous parløns → *parlant*
nous finissøns → *finissant*
nous dormøns → *dormant*
nous rendøns → *rendant*

Three French verbs have irregular present participles.

être → *étant*
avoir → *ayant*
savoir → *sachant*

In order for all forms to keep the same consonant sounds as the infinitive, verbs ending in *-cer* and *-ger* make a slight, but regular, change to form the present participle: *-Cer* verbs put a cedilla under the *-c-*, and *-ger* verbs add *-e* before endings that begin with *a* or *o*.

commençons → *commençant*
mangeons → *mangeant*

2. **Past participles** have different endings for the different conjugations. For regular verbs, the infinitive ending *-er*, *-ir*, *-re*, or *-oir* is dropped, and *-e*, *-i*, or *-u* is added.

parler → **parlé**
finir → **fini**
rendre → **rendu**
falløir → **fallu**

Participles (continued)

Uses

The two types of participles have the same basic uses.

1. As part of a compound verb (one consisting of two or more words)

PRESENT PROGRESSIVE *He is talking.*
PAST PERFECT *They have given.*

2. As an adjective

a **talking** doll
a **proven** fact

3. In an absolute phrase modifying a noun

Walking along the street, he met Robin.
Seen from the front, the building was even more imposing.

In the two examples above, *he is walking* and *the building was seen*.

Participles (continued)

A number of French verbs have irregular past participles; following are some of the most common.*

<i>avoir</i> → eu	<i>dire</i> → dit	<i>mettre</i> → mis	<i>être</i> → été	<i>faire</i> → fait
<i>boire</i> → bu	<i>écrire</i> → écrit	<i>prendre</i> → pris	<i>naître</i> → né	<i>mourir</i> → mort
<i>croire</i> → cru				<i>venir</i> → venu
<i>devoir</i> → dù				
<i>lire</i> → lu				
<i>pouvoir</i> → pu				
<i>recevoir</i> → reçu				
<i>savoir</i> → su				
<i>voir</i> → vu				
<i>vouloir</i> → voulu				

Uses

There are three present tenses in English: simple present, present progressive, and present emphatic.

1. **Simple present.** There is only one inflected form in the simple present: the third-person singular, which adds -s to the basic verb form.

	SINGULAR	PLURAL
FIRST PERSON	<i>I sing</i>	<i>we sing</i>
SECOND PERSON	<i>you sing</i>	<i>you sing</i>
THIRD PERSON	<i>he/she sings</i>	<i>they sing</i>

2. **Present progressive.** This tense is formed with the present tense of *to be* plus the present participle.

	SINGULAR	PLURAL
FIRST PERSON	<i>I am singing</i>	<i>we are singing</i>
SECOND PERSON	<i>you are singing</i>	<i>you are singing</i>
THIRD PERSON	<i>he/she is singing</i>	<i>they are singing</i>

3. **Present emphatic.** This tense is formed with the present tense of *to do* plus the infinitive.

	SINGULAR	PLURAL
FIRST PERSON	<i>I do sing</i>	<i>we do sing</i>
SECOND PERSON	<i>you do sing</i>	<i>you do sing</i>
THIRD PERSON	<i>he/she does sing</i>	<i>they do sing</i>

French

Present tense

Forms

The French present tense is easier than English because there is only one tense, not three. It is more difficult, however, because each conjugation has different endings and because French has many more irregular verbs. One system of classifying irregular French verbs by their conjugation patterns may be found in [Appendix C](#).

1. **-er verbs.** Drop the infinitive ending (-er) and add -e, -es, -e; -ons, -ez, -ent.

	SINGULAR	PLURAL
FIRST PERSON	<i>je parle</i>	<i>nous parlons</i>
SECOND PERSON	<i>tu parles</i>	<i>vous parlez</i>
THIRD PERSON	<i>il/elle/on parle</i>	<i>ils/elles parlent</i>

2. **-ir verbs (finir type)**. Drop the infinitive ending (-ir) and add -is, -is, -it; -issons, -issez, -issent.

	SINGULAR	PLURAL
FIRST PERSON	<i>je finis</i>	<i>nous finissons</i>
SECOND PERSON	<i>tu finis</i>	<i>vous finissez</i>
THIRD PERSON	<i>il/elle finit</i>	<i>ils/elles finissent</i>

This pattern is used for all -ir verbs except those listed under *dormir* (below) and some irregular verbs (see [Appendix C](#)).

- ir verbs (dormir type)**. Drop the -ir ending and the final consonant (in the singular forms) of the infinitive and add -s, -s, -t; -ons, -ez, -ent.

	SINGULAR	PLURAL
FIRST PERSON	<i>je dors</i>	<i>nous dormons</i>
SECOND PERSON	<i>tu dors</i>	<i>vous dormez</i>
THIRD PERSON	<i>il/elle dort</i>	<i>ils/elles dorment</i>

Verbs like *dormir* include *partir*, *sortir*, *servir*, *mentir*, *courir*, and their compounds.

3. **-re verbs**. Drop the infinitive ending (-re) and add -s, -s, —; -ons, -ez, -ent.

	SINGULAR	PLURAL
FIRST PERSON	<i>je rends</i>	<i>nous rendons</i>
SECOND PERSON	<i>tu rends</i>	<i>vous rendez</i>
THIRD PERSON	<i>il/elle rend</i>	<i>ils/elles rendent</i>

Present tenses (continued)

Uses

The **simple present** is used for

1. an action or state occurring in the present.

*They **speak** Chinese.*

2. an habitual action that is still true.

*I always **study** in the evening.*

3. existing facts and eternal truths.

*Paris **is** the capital of France.*

*I **think**, therefore I **am**.* (René Descartes)

The **present progressive** is used to

1. stress the continuing nature of the verb's action in either a statement or a question.

*I **am still trying!***

***Are you going** to the library now?*

2. make a future action seem more immediate.

*We **are reading** this book next week.*

*I **am going** to the show tomorrow.*

The **present emphatic** is used to

1. add emphasis or contradict.

*I **do want** to do well.*

*They **do not do** that!*

2. form questions or negative statements.

***Do you go** to the lake in the summer?*

*I **do not know** what you are talking about.*

French

Present tense (continued)

Uses

1. All of the uses listed for the three present tenses in English are filled by this one tense in French. To emphasize that one is in the act of doing something, use the idiom *être en train de*+ infinitive.

*Je ne veux pas sortir maintenant; je **suis en train de préparer** notre dîner.*

I don't want to go out now; I'm in the middle of fixing our dinner.

2. French uses the present tense with *depuis* to express an action begun in the past that is still going on in the present.

*J'**attends** la lettre **depuis dix jours**.*

I have been waiting for the letter for 10 days. (I began waiting 10 days ago, and I am still waiting.)

English

Past tenses

Definition

The past tenses describe actions or states in the past.

Forms

There are three past tenses, each corresponding to one of the three present tenses discussed in the previous section. (For perfect tenses, see [pages 96–105](#).)

1. The **simple past** is the second principal part of the verb (see [page 76](#)). It is not inflected; all of the forms are the same. The simple past of weak verbs ends in *-ed* (for example, *talked* and *wished*). Strong verbs have irregular past forms.

	SINGULAR	PLURAL
FIRST PERSON	<i>I sang</i>	<i>we sang</i>
SECOND PERSON	<i>you sang</i>	<i>you sang</i>
THIRD PERSON	<i>he/she sang</i>	<i>they sang</i>

2. The **past progressive** is formed with the simple past of the verb *to be* plus the present participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I was singing</i>	<i>we were singing</i>
SECOND PERSON	<i>you were singing</i>	<i>you were singing</i>
THIRD PERSON	<i>he/she was singing</i>	<i>they were singing</i>

3. The **past emphatic** is formed with the simple past of the verb *to do* plus the infinitive.

	SINGULAR	PLURAL
FIRST PERSON	<i>I did sing</i>	<i>we did sing</i>
SECOND PERSON	<i>you did sing</i>	<i>you did sing</i>
THIRD PERSON	<i>he/she did sing</i>	<i>they did sing</i>

Uses

The three past tenses closely parallel the three present tenses in usage, except that the action takes place in the past. The simple past is a statement of a fact, the past progressive emphasizes the duration or continuation of an action at a given moment in the past, and the past emphatic stresses a statement and is used to form negatives and questions.

Other past forms

Other expressions provide special past meanings.

1. Immediate past action: *to have just* plus the past participle
*Mary **has just arrived** this minute.*
2. Habitual past action: *used to* or *would* plus the infinitive
*I **used to go** to the movies every week.*
*For a long time, I **would see** them every day.*
3. Repeated past action: *kept (on)* plus the present participle
*He **kept (on) doing** it.*

FRENCH

Past tenses (imperfect tense)

Forms

The imperfect tense is formed with the verb stem plus special endings. The stem is formed by dropping the *-ons* from the first-person plural of the present tense.

<i>parler</i> (<i>nous parl-</i>)	<i>finir</i> (<i>nous finiss-</i>)	<i>dormir</i> (<i>nous dorm-</i>)	<i>rendre</i> (<i>nous rend-</i>)
<i>je parlais</i>	<i>je finissais</i>	<i>je dormais</i>	<i>je rendais</i>
<i>tu parlais</i>	<i>tu finissais</i>	<i>tu dormais</i>	<i>tu rendais</i>
<i>il/elle parlait</i>	<i>il/elle finissait</i>	<i>il/elle dormait</i>	<i>il/elle rendait</i>
<i>nous parlions</i>	<i>nous finissions</i>	<i>nous dormions</i>	<i>nous rendions</i>
<i>vous parliez</i>	<i>vous finissiez</i>	<i>vous dormiez</i>	<i>vous rendiez</i>
<i>ils/elles parlaient</i>	<i>ils/elles finissaient</i>	<i>ils/elles dormaient</i>	<i>ils/elles rendaient</i>

Être is the only French verb that is irregular in the imperfect. The stem is *ét-*, but the endings are regular (*j'étais*, *nous étions*, etc.). Some verbs that have only third-person singular subjects are based on a “projected” form for *nous*; for example, the imperfect of *falloir* (*nous fallons*) is *il fallait*.

Uses

The French imperfect tense is used for

1. description: What you are describing is more important than the action.
2. habitual action: See the English “used to/would” construction.
3. duration, or continuing action: See the English past progressive.
4. repeated action: See the English “kept (on)” construction.

The imperfect tense is used on the basis of these principles, not on a one-to-one correspondence with English tenses or idioms. The imperfect is used many times when the simple past tense is used in English.

DESCRIPTION	<i>C'était lundi et il pleuvait.</i>	It was Monday, and it was raining.
HABITUAL ACTION/	<i>J'allais à l'école quand</i>	I went to school when I was
DESCRIPTION	<i>j'étais enfant.</i>	a child.
DURATION	<i>Il lisait toute la soirée.</i>	He read all evening.

Other past tenses

Other tenses used to describe past time are the passé composé (see [page 97](#)); the pluperfect (see [page 101](#)); the passé simple and passé antérieur (see [page 168](#)); and the past subjunctive (see [pages 111](#) and [169](#)).

PASSÉ COMPOSÉ VS. IMPARFAIT

PASSÉ COMPOSÉ	IMPARFAIT
Event happened once	Event happened often (repeated/habitual)
Finished and completed event	Continuing, unfinished event
Series of distinct events	Description
<i>Elle a fini ses devoirs.</i>	<i>Elle finissait souvent très tard.</i>
<i>Le téléphone a sonné</i>	<i>pendant qu'il dormait.</i>
<i>Jean est arrivé à Paris, a trouvé un hôtel et y est resté.</i>	<i>Jean était un étudiant américain qui arrivait à Paris en juin et y passait ses vacances.</i>

Other past forms

1. For the immediate past, use *venir de* plus an infinitive.

Marie vient d'arriver.

Mary has just arrived.

2. For “used to” or “would” plus infinitive, use the imperfect tense.

Future tenses

Definition

Future tenses describe events that have not yet taken place.

Forms

There are only two tenses for future time: the future and the future progressive. Both are compound tenses, that is, they require more than one word to form them.

1. The **future tense** is formed by using the auxiliary verb *will* plus the infinitive of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I will sing</i>	<i>we will sing</i>
SECOND PERSON	<i>you will sing</i>	<i>you will sing</i>
THIRD PERSON	<i>he/she will sing</i>	<i>they will sing</i>

2. The **future progressive tense** is formed with the future of *to be* plus the present participle. It therefore requires three words.

	SINGULAR	PLURAL
FIRST PERSON	<i>I will be singing</i>	<i>we will be singing</i>
SECOND PERSON	<i>you will be singing</i>	<i>you will be singing</i>
THIRD PERSON	<i>he/she will be singing</i>	<i>they will be singing</i>

NOTES

1. There are no irregular future tense forms in English.
2. *Will* is often contracted to *'ll*.

We 'll do it tomorrow.

You 'll be studying that next week.

Uses

The distinction between the future and future progressive tenses is the same as that between the corresponding tenses in the present tenses (see [page 88](#)). They are used

1. to express an action or state that will happen or exist in the future.
2. in Type 1 conditional sentences, where the *if*-clause is in the present. (See **Quick Check** on [page 104](#).)

*If you **study**, you **will succeed**.*

Other future forms

Another way to express future action is an idiomatic use of *to go* plus the infinitive of the main verb.

*I **am going to sing** tomorrow.*

Forms

There is only one future tense in French. It is formed with a stem plus special endings. The stem is the full infinitive form (but not the final *e* on *-re* verbs), and the endings are *-ai*, *-as*, *-a*; *-ons*, *-ez*, *-ont*.

NOTES

1. Future stems always end in *-r*.
2. The endings are the same as those of the present tense of *avoir*, except that there is no *av-* in the first- and second-person plural.

<i>parler</i>	<i>finir</i>	<i>dormir</i>	<i>rendre</i> (NO FINAL <i>e</i>)	<i>être</i> (IRREGULAR)
<i>je parlerai</i>	<i>je finirai</i>	<i>je dormirai</i>	<i>je rendrai</i>	<i>je serai</i>
<i>tu parleras</i>	<i>tu finiras</i>	<i>tu dormiras</i>	<i>tu rendras</i>	<i>tu seras</i>
<i>il/elle parlera</i>	<i>il/elle finira</i>	<i>il/elle dormira</i>	<i>il/elle rendra</i>	<i>il/elle sera</i>
<i>nous parlerons</i>	<i>nous finirons</i>	<i>nous dormirons</i>	<i>nous rendrons</i>	<i>nous serons</i>
<i>vous parlerez</i>	<i>vous finirez</i>	<i>vous dormirez</i>	<i>vous rendrez</i>	<i>vous serez</i>
<i>ils/elles parleront</i>	<i>ils/elles finiront</i>	<i>ils/elles dormiront</i>	<i>ils/elles rendront</i>	<i>ils/elles seront</i>

A number of French verbs have irregular stems in the future, even though their endings are regular.

<i>aller</i> → <i>ir-</i>	<i>courir</i> → <i>courr-</i>	<i>avoir</i> → <i>aur-</i>	<i>être</i> → <i>ser-</i>
<i>envoyer</i> → <i>enverr-</i>	<i>tenir</i> → <i>tiendr-</i>	<i>devoir</i> → <i>devr-</i>	<i>faire</i> → <i>fer-</i>
	<i>venir</i> → <i>viendr-</i>	<i>falloir</i> → <i>faudr-</i>	
		<i>mourir</i> → <i>mourr-</i>	
		<i>pleuvoir</i> → <i>pleuvr-</i>	
		<i>pouvoir</i> → <i>pouurr-</i>	
		<i>recevoir</i> → <i>recevr-</i>	
		<i>savoir</i> → <i>saur-</i>	
		<i>valoir</i> → <i>vaudr-</i>	
		<i>voir</i> → <i>verr-</i>	
		<i>vouloir</i> → <i>voudr-</i>	

-Er verbs that have a spelling change before a silent *e* in the present (for example, *payer* → *je paie*, *appeler* → *j'appelle*, and *acheter* → *j'achète*) make this change in the future too, since the last *e* is silent when it is part of the future stem (*je paierai*, *j'appellerai*, and *j'achèterai*).

Uses

The future tense in French is used

1. to express an action or state that will happen or exist.
2. in Type 1 conditional sentences, where the *if*-clause is in the present. (See **Quick Check** on [page 105](#).)

Si vous étudiez, vous réussirez.

3. after *quand, lorsque, dès que, and aussitôt que* when future time is meant.

Quand il arrivera, nous dînerons. (He's not here yet.)

Je vous l'expliquerai, dès que je le comprendrai moi-même. (I don't understand yet.)

Other future forms

Like *to go* plus an infinitive in English, the present tense of *aller* plus the infinitive of the main verb can express future time or intention in French.

Je vais chanter demain.



Conditional tenses

Definition

Many grammarians do not consider the conditional to be a true tense, but rather a mood. We consider it a tense here, however, since this analysis will make its parallels with French obvious.

Forms

The **conditional tense** is formed with the auxiliary verb *would* plus the infinitive of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I would sing</i>	<i>we would sing</i>
SECOND PERSON	<i>you would sing</i>	<i>you would sing</i>
THIRD PERSON	<i>he/she would sing</i>	<i>they would sing</i>

The **conditional progressive tense** is formed with the conditional of the verb *to be* plus the present participle. It therefore requires three words.

	SINGULAR	PLURAL
FIRST PERSON	<i>I would be singing</i>	<i>we would be singing</i>
SECOND PERSON	<i>you would be singing</i>	<i>you would be singing</i>
THIRD PERSON	<i>he/she would be singing</i>	<i>they would be singing</i>

Would is often contracted to *'d*.

I'd go if you did.

Uses

The conditional is used

1. in Type 2 conditional sentences (*If* CONDITION, (*then*) RESULT.).

If I were rich, (then) I would go to Europe every year.

2. to convey the future from a past perspective.

FUTURE	<i>On Sunday, John said, "OK, I will see you on Monday."</i>
CONDITIONAL	<i>On Tuesday, Robert says, "John said that he would see us on Monday."</i>

Conditional tense

Definition

In French, the conditional is often considered a mood rather than a tense, since it expresses speculation, not facts. This distinction, however, has no practical effect on its forms or uses.

Forms

The conditional tense is formed with the future stem (see [page 93](#)) and the *imparfait* endings (see [page 91](#)). All verbs follow this pattern.

<i>parler</i> (FUTURE <i>je parlerai</i>)	<i>finir</i> (FUTURE <i>je finirai</i>)	<i>dormir</i> (FUTURE <i>je dormirai</i>)
<i>je parlerais</i>	<i>je finirais</i>	<i>je dormirais</i>
<i>tu parlerais</i>	<i>tu finirais</i>	<i>tu dormirais</i>
<i>il/elle parlerait</i>	<i>il/elle finirait</i>	<i>il/elle dormirait</i>
<i>nous parlerions</i>	<i>nous finirions</i>	<i>nous dormirions</i>
<i>vous parleriez</i>	<i>vous finiriez</i>	<i>vous dormiriez</i>
<i>ils/elles parleraient</i>	<i>ils/elles finiraient</i>	<i>ils/elles dormiraient</i>
<i>rendre</i> (FUTURE <i>je rendrai</i>)	<i>être</i> (FUTURE <i>je serai</i>)	
<i>je rendrais</i>	<i>je serais</i>	
<i>tu rendrais</i>	<i>tu serais</i>	
<i>il/elle rendrait</i>	<i>il/elle serait</i>	
<i>nous rendrions</i>	<i>nous serions</i>	
<i>vous rendriez</i>	<i>vous seriez</i>	
<i>ils/elles rendraient</i>	<i>ils/elles seraient</i>	

Since the conditional stem is the same as the future stem, the same rules apply for spelling-change verbs (see [page 93](#)): *j'appellerais*, *je paierais*, *j'achèterais*, etc.

Uses

Like the English conditional, the conditional in French is used

1. in Type 2 conditional sentences (*Si* CONDITION [*imparfait*], RESULT [*conditional*]). (See **Quick Check** on [page 105](#).)

Si j' étais riche, j'irais en Europe tous les ans.

2. to convey the future from a past perspective.

Dimanche Jean a dit: "OK, je vous verrai lundi."

Mardi Robert dit: "Jean a dit qu'il nous verrait lundi."



Perfect tenses

Definition

Perfect tenses express

1. the time of the action or state.
2. the fact that it is completed.

“Perfect” in this sense comes from Latin *perfectus*, meaning “finished” or “completed.” If something has been perfected, it needs no further work.

“Perfect” here, then, does not mean “ideal.”

Types

There are four perfect tenses corresponding to each of the tenses already discussed: present, past, future, and conditional.



Present perfect tense

Forms

The present perfect tense is formed with the present tense of the verb *to have* plus the past participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I have sung</i>	<i>we have sung</i>
SECOND PERSON	<i>you have sung</i>	<i>you have sung</i>
THIRD PERSON	<i>he/she has sung</i>	<i>they have sung</i>

Uses

This tense indicates that from the point of view of the present time, the action has been completed. Compare the following sentences.

I saw that movie yesterday.

I have seen that movie.

The first sentence, using *saw*, stresses a *past* action—what I did yesterday. The second stresses that I am currently experienced with that movie: I now know

what it is about, that is, I *have* (present) *seen* (completed, finished with) that movie.

An idiomatic use of this tense is associated with the words *for* and *since*.

I have tried for three hours to phone him.

I have tried since five o'clock to phone him.

In the first sentence, the present perfect tense implies that there is a momentary lull, but the three hours of trying have lasted up to the present.

French Perfect (compound) tenses

Forms

All perfect tenses in the active voice are formed with a single auxiliary and the past participle of the main verb. (See [pages 83](#) and [85](#) for participle formation.)

Types

In French, there is a perfect tense that corresponds to each of the simple (one-word) tenses. These perfect tenses are used much as their English counterparts, except for the first, the *passé composé*, since its use differs greatly from the English tense formed in the same way. One of these tenses will not be studied: the *passé surcomposé*, which is used only in literary works (see [Appendix D](#)).

French Passé composé

Forms

The *passé composé* is formed with the present tense of the auxiliary verb plus the past participle of the main verb.

AUXILIARIES French, like German and Italian, has two possible auxiliary verbs. In fact, English had a second form at one time (*The hour is come*), but it is now considered obsolete.

Avoir is the more common French auxiliary and is used with a large majority of verbs. **Être** is used

1. with a small group of verbs (fewer than 20)—all intransitive, many expressing motion. Verbs that are formed from these verbs by adding a prefix also use *être* (for example, *venir* → *revenir*, *devenir*, *parvenir*, etc.).

Some of these verbs may be used transitively. For example, *monter* can mean “to go up” (intransitive) or “to carry up” (transitive).

INTRANSITIVE	<i>Je suis monté au premier.</i>	I went up to the second floor.
TRANSITIVE	<i>J'ai monté l'escalier.</i>	I climbed the stairs.
	<i>J'ai monté ma valise.</i>	I carried my suitcase up.
INTRANSITIVE	<i>Elle est sortie.</i>	She went out.
TRANSITIVE	<i>Elle a sorti le livre de la bibliothèque.</i>	She took the book out of the library.

Avoir must be used in sentences that have direct objects (that is, where the verb is transitive).

2. with any verb that is used reflexively or reciprocally.

<i>Nous nous sommes rencontrés à 5 heures.</i>	We met at five o'clock.
<i>Ils se sont parlé.</i>	They talked to each other.

For help in remembering the verbs that commonly use *être* as their auxiliary, study the illustration on the next page.

Present perfect progressive tense

Definition

All progressive tenses emphasize duration, and all are conjugated with the auxiliary verb *to be* plus the present participle of the main verb.

Forms

The present perfect progressive tense in English uses *to be* in the present perfect with the main verb expressed by its present participle.

	SINGULAR	PLURAL
FIRST PERSON	<i>I have been singing</i>	<i>we have been singing</i>
SECOND PERSON	<i>you have been singing</i>	<i>you have been singing</i>
THIRD PERSON	<i>he/she has been singing</i>	<i>they have been singing</i>

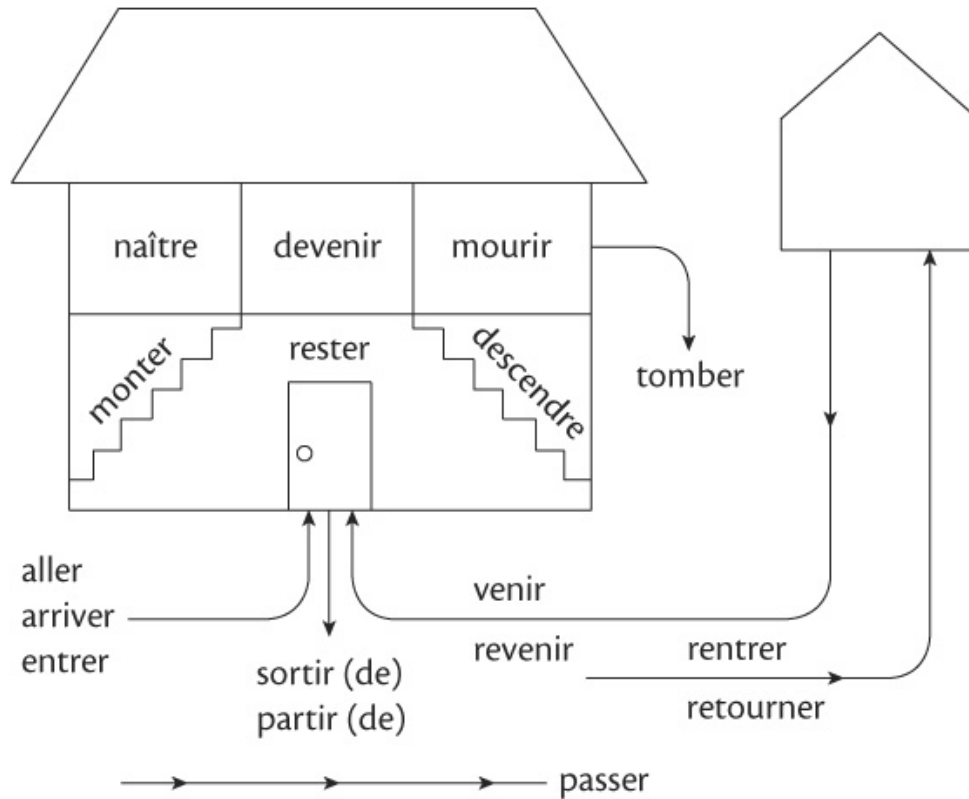
Uses

Like other progressive tenses, the present perfect progressive tense emphasizes duration. Consider the following sentences.

- I have tried since five o'clock to phone him.*
- I have been trying for three hours to phone him.*

The second sentence stresses how long the three hours have seemed to us.

La Maison d'être: Common verbs that use *être* as their auxiliary



French Passé composé (continued)

<i>parler</i>	<i>finir</i>	<i>rendre</i>	<i>aller</i>
<i>j'ai parlé</i>	<i>j'ai fini</i>	<i>j'ai rendu</i>	<i>je suis allé(e)</i>
<i>tu as parlé</i>	<i>tu as fini</i>	<i>tu as rendu</i>	<i>tu es allé(e)</i>
<i>il/elle a parlé</i>	<i>il/elle a fini</i>	<i>il/elle a rendu</i>	<i>il/elle est allé(e)</i>
<i>nous avons parlé</i>	<i>nous avons fini</i>	<i>nous avons rendu</i>	<i>nous sommes allé(e)s</i>
<i>vous avez parlé</i>	<i>vous avez fini</i>	<i>vous avez rendu</i>	<i>vous êtes allé(e)(s)</i>
<i>ils/elles ont parlé</i>	<i>ils/elles ont fini</i>	<i>ils/elles ont rendu</i>	<i>ils/elles sont allé(e)s</i>

AGREEMENT OF THE PAST PARTICIPLE When a past participle is used as an adjective, it agrees with the noun it modifies, as expected.

le français parlé
objets trouvés

spoken French
lost and found

When used as part of a perfect tense, the past participle follows one of two rules for agreement.

1. Intransitive verbs conjugated with *être* agree with the subject.

Elle est morte.

Nous sommes venus.

2. All other verbs agree with the direct object if it comes before the verb.

Voici **une maison**. Les Dupont **l'** ont vendue et c'est **celle** que Paul a achetée.

Care must be taken with reflexive pronoun objects. *Ils se sont vus* is clear, but some reflexive pronouns are indirect objects. In such cases, there is no agreement.

Ils se sont dit bonjour.



QUICK CHECK

The following rules apply to all perfect (compound) tenses, not just the passé composé.

USE OF THE CORRECT AUXILIARY	AGREEMENT OF THE PAST PARTICIPLE
être : some intransitive verbs of motion	Rule 1: agrees with the subject
être : any verb used reflexively or reciprocally	Rule 2: agrees with the direct object if it comes before the verb
avoir : all other verbs	Rule 2: agrees with its noun when used as an adjective

WORD ORDER The auxiliary verb—the one that is conjugated—typically fills the same position in the sentence that a simple-tense verb would hold, and the past participle is placed at the end.



QUICK CHECK

<i>Il le dit.</i>	<i>Il l'a dit.</i>
<i>Il ne le dit pas.</i>	<i>Il ne l'a pas dit.</i>
<i>Le dit-il?</i>	<i>L'a-t-il dit?</i>
<i>Ne le dit-il pas?</i>	<i>Ne l'a-t-il pas dit?</i>

Uses

The passé composé in French is used like the simple past tense in English—not like the present perfect tense, which looks like the passé composé. The passé composé refers to a completed action; the imperfect tense is used for other situations. (See [page 91](#) for contrasting uses of these two tenses.)



Past perfect (pluperfect) tense

Definition

The past perfect tense indicates that some action (or state) was completed before some other past action (or state).

Forms

The past perfect tense is formed with the simple past tense of the auxiliary verb *to have* plus the past participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I had sung</i>	<i>we had sung</i>
SECOND PERSON	<i>you had sung</i>	<i>you had sung</i>
THIRD PERSON	<i>he/she had sung</i>	<i>they had sung</i>

These forms are often contracted to *I'd*, *you'd*, and so on.

I'd returned the book before you asked for it.

Uses

Think of the past time sequence in terms of “yesterday” (past) and “last week” (further in the past).

Mary had finished her homework before I began to talk to her.

PAST PERFECT: last week

PAST: yesterday



Past perfect progressive tense

Definition

This tense shares characteristics with others that have been introduced. It is

1. past (in terms of time).
2. perfect (in the sense of “completed”).
3. progressive (with stress on duration).

Forms

The past perfect progressive tense is formed with the past perfect tense of the verb *to be* plus the present participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I had been singing</i>	<i>we had been singing</i>
SECOND PERSON	<i>you had been singing</i>	<i>you had been singing</i>
THIRD PERSON	<i>he/she had been singing</i>	<i>they had been singing</i>

Uses

This tense expresses an action (or state) that had been continuing just before another past action (or state).

I had been waiting for three weeks when the letter arrived.

That is, the wait started three weeks ago and continued up to yesterday, when the letter arrived.

french Past perfect (pluperfect) tense

Forms

The past perfect tense in French is formed with the imperfect tense of the auxiliary (*avoir* or *être*) plus the past participle of the main verb.

<i>parler</i>	<i>aller*</i>
<i>j'avais parlé</i>	<i>j'étais allé(e)</i>
<i>tu avais parlé</i>	<i>tu étais allé(e)</i>
<i>il/elle avait parlé</i>	<i>il/elle était allé(e)</i>
<i>nous avions parlé</i>	<i>nous étions allé(e)s</i>
<i>vous aviez parlé</i>	<i>vous étiez allé(e)(s)</i>
<i>ils/elles avaient parlé</i>	<i>ils/elles étaient allé(e)s</i>

Uses

Just as in English, the past perfect tense in French refers to an action or state completed further in the past than some other past action or state.

Marie avait fini son devoir, donc j' ai commencé à lui parler.

PAST PERFECT: last week

PAST: yesterday

english Future perfect tense

Definition

This tense expresses an action that will be completed at some time in the future.

Forms

The future perfect tense is formed with the future tense of the auxiliary *to have* plus the past participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I will have sung</i>	<i>we will have sung</i>
SECOND PERSON	<i>you will have sung</i>	<i>you will have sung</i>
THIRD PERSON	<i>he/she will have sung</i>	<i>they will have sung</i>

These forms are often contracted, especially in speech, to *I'll've*, *you'll've*, and so on.

Uses

This tense is used to express future completion.

I will have finished the book before the professor gives an exam.

FUTURE PERFECT

PRESENT

In the second clause, the present tense is used in English, even though the verb refers to an action in the future; the professor is not giving an exam now.



Future perfect progressive tense

Definition

This tense expresses an action or state that will be continued and then completed in the future.

Forms

The future perfect progressive tense is formed with the future perfect tense of the auxiliary *to be* plus the present participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I will have been singing</i>	<i>we will have been singing</i>
SECOND PERSON	<i>you will have been singing</i>	<i>you will have been singing</i>
THIRD PERSON	<i>he/she will have been singing</i>	<i>they will have been singing</i>

Uses

This tense is used to emphasize the duration of an action whose beginning point is not specified but whose completion (at least provisionally) will be in the future.

I will have been studying English for 16 years when I graduate.

FUTURE PERFECT PROGRESSIVE

PRESENT

Although graduation is in the future, English uses the present tense. The sentence does not indicate when the speaker will graduate, nor when he or she began to study English. The important point is the relationship between the verbs in the two clauses; 16 years of study will be completed at the moment in the future when I graduate.



Future perfect tense

Forms

The future perfect tense is formed with the auxiliary in the future tense plus the past participle.

<i>parler</i>	<i>aller*</i>
<i>j'aurai parlé</i>	<i>je serai allé(e)</i>
<i>tu auras parlé</i>	<i>tu seras allé(e)</i>
<i>il/elle aura parlé</i>	<i>il/elle sera allé(e)</i>
<i>nous aurons parlé</i>	<i>nous serons allé(e)s</i>
<i>vous aurez parlé</i>	<i>vous serez allé(e)(s)</i>
<i>ils/elles auront parlé</i>	<i>ils/elles seront allé(e)s</i>

Uses

The future perfect tense is used

1. as in English.
2. after *quand*, *lorsque*, *dès que*, and *aussitôt que* to express a future completed action, even though English uses the present tense (see [page 88](#)).

Quand vous viendrez, j'aurai terminé mon travail.

When you come (sometime in the future), I will have finished my work.

Quand vous l'aurez terminé, nous le discuterons.

When you have finished it (sometime in the future), we will discuss it.



Conditional perfect tense

Forms

This tense is formed with the conditional tense of *to have* plus the past participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I would have sung</i>	<i>we would have sung</i>
SECOND PERSON	<i>you would have sung</i>	<i>you would have sung</i>
THIRD PERSON	<i>he/she would have sung</i>	<i>they would have sung</i>

These forms are often contracted, especially in speech, to *I'd've*, *you'd've*, and so on.

I'd've come if I'd known.

Uses

This tense is used primarily in the result clauses of Type 3 conditional sentences (see below).

He would have seen the film if he had known that it was so good.

We would have come if we had known about it.

CONDITIONAL PERFECT

PAST PERFECT

The 'd in English can be a contraction of both *had* and *would*. This can cause some confusion unless the meaning of a sentence is analyzed.

If he'd said he needed it, I'd have given it to him.

PLUPEFECT

CONDITIONAL PERFECT



QUICK CHECK

THE THREE MOST COMMON TYPES OF CONDITIONAL SENTENCES IN ENGLISH

if-CLAUSE	RESULT CLAUSE	if-CLAUSE	RESULT CLAUSE
1. If you are ready,	we will go.	PRESENT	FUTURE
2. If you were ready,	we would go.	SUBJUNCTIVE	CONDITIONAL
3. If you had been ready,	we would have gone.	PLUPERFECT	CONDITIONAL PERFECT



Conditional perfect progressive tense

Forms

This tense is formed with the conditional perfect tense of the auxiliary *to be* plus the present participle of the main verb.

	SINGULAR	PLURAL
FIRST PERSON	<i>I would have been singing</i>	<i>we would have been singing</i>
SECOND PERSON	<i>you would have been singing</i>	<i>you would have been singing</i>
THIRD PERSON	<i>he/she would have been singing</i>	<i>they would have been singing</i>

Uses

The conditional perfect progressive tense is used in the same way as the conditional perfect, except that the idea of duration is added.

I would not have been sleeping when you arrived, if I had known you were coming.

CONDITIONAL PERFECT PROGRESSIVE

PAST PERFECT



Conditional perfect tense

Forms

This tense is formed with the conditional of the auxiliary plus the past participle of the main verb.

<i>parler</i>	<i>aller</i>
<i>j'aurais parlé</i>	<i>je serais allé(e)</i>
<i>tu aurais parlé</i>	<i>tu serais allé(e)</i>
<i>il/elle/on aurait parlé</i>	<i>il/elle/on serait allé(e)</i>
<i>nous aurions parlé</i>	<i>nous serions allé(e)s</i>
<i>vous auriez parlé</i>	<i>vous seriez allé(e)(s)</i>
<i>ils/elles auraient parlé</i>	<i>ils/elles seraient allé(e)s</i>

Uses

In French, the conditional perfect tense is used, as in English, primarily for Type 3 conditional sentences.

*Il **aurait vu** le film **s'il avait su** qu'il était si bon.*

CONDITIONAL PERFECT PLUPERFECT

*Nous **serions venus** si nous en **avions su** quelque chose.*

CONDITIONAL PERFECT PLUPERFECT



QUICK CHECK

THE THREE TYPES OF CONDITIONAL SENTENCES IN FRENCH

<i>if</i> -CLAUSE	RESULT CLAUSE	<i>if</i> -CLAUSE	RESULT CLAUSE
1. <i>Si vous êtes prêt,</i>	<i>nous irons.</i>	PRESENT	FUTURE
2. <i>Si vous étiez prêt,</i>	<i>nous irions.</i>	IMPERFECT	CONDITIONAL
3. <i>Si vous aviez été prêt,</i>	<i>nous y serions allés.</i>	PLUPERFECT	CONDITIONAL PERFECT



Passive voice

Definition

The passive voice is used when the subject receives the action of the verb.

ACTIVE VOICE	<i>The dog</i>	<i>bit</i>	<i>Susie.</i>
	SUBJECT	ACTIVE VERB	DIRECT OBJECT
PASSIVE VOICE	<i>Susie</i>	<i>was bitten</i>	<i>by the dog.</i>
	SUBJECT	PASSIVE VERB	AGENT

Notice that the direct object of the active verb becomes the subject of the passive verb. The active verb's subject is placed after the passive verb in a prepositional phrase and is called the agent. It is not always expressed, as in the colloquial *John got caught*; for such a sentence, it is either not important or not known by whom or what John was caught.

Forms

The passive voice is formed with *to be* or *to get* plus the past participle of the main verb.

Only transitive verbs (ones that have a direct object) can be made passive.

PRESENT	ACTIVE	<i>John catches the ball.</i>
	PASSIVE	<i>The ball is caught by John.</i>
PAST	ACTIVE	<i>The man read the book.</i>
	PASSIVE	<i>The book was read by the man.</i>
FUTURE	ACTIVE	<i>Mrs. Smith will lead the discussion.</i>
	PASSIVE	<i>The discussion will be led by Mrs. Smith.</i>
CONDITIONAL PERFECT	ACTIVE	<i>The class would have finished the job, but . . .</i>
	PASSIVE	<i>The job would have been finished by the class, but . . .</i>

All the perfect and progressive tenses of the passive voice are formed in the same way. Some forms can be very long and are seldom used; an example of the passive future progressive follows.

The work will have been being done at 3 P.M.



Passive voice

Forms

The passive voice in French is formed with the verb *être* plus the past participle of the main verb acting like an adjective, that is, agreeing with the subject. The passive voice is used in all tenses.

Agency (expressed with English “by”) is usually expressed by *par* in French, although *de* is sometimes used.

PRESENT	ACTIVE	<i>Jean attrape la balle.</i>
	PASSIVE	<i>La balle est attrapée par Jean.</i>
PASSÉ COMPOSÉ	ACTIVE	<i>L'homme a lu le livre.</i>
	PASSIVE	<i>Le livre a été lu par l'homme.</i>

In French, the passive voice in all tenses is formed with the appropriate tense of *être* plus the past participle of the main verb.

Uses

The French prefer the active voice to the passive. (English teachers often suggest using the passive voice as a way of improving one’s writing, and authors sometimes even tend to use less vivid language when writing in the passive.) Compare the following English sentences.

PASSIVE *Our receiver was tackled by their defensive end.*
ACTIVE *Their defensive end slammed our receiver to the ground.*
PASSIVE *This abstract was painted by Pablo Picasso.*
ACTIVE *Pablo Picasso created this colorful abstract.*

If speakers of English are less than enthusiastic about the passive, the French actively dislike it. As a result, it is seldom used. There are a number of ways to avoid the passive voice in French.

1. Turn the sentence around.

NOT *Le livre a été lu par la classe.*
BUT *La classe a lu le livre.*

2. Use *on*.

NOT *Le français est parlé ici.*
BUT *Ici on parle français.*

3. Use the reflexive.

NOT *Hier les robes étaient vendues à bas prix.* BUT *Hier les robes se vendaient à bas prix.*

Imperative mood

Definition

The imperative mood is the mood used to give commands.

Forms

The forms of the English imperative are very similar to those of the present indicative, with a few exceptions.

The second-person imperative (both singular and plural) has only one form:
Sing!

For the first-person plural, the auxiliary verb *let* is used.

Let's sing!

For the third-person (singular and plural), the auxiliary verbs *let*, *have*, and *make* are used.

Let her sing!

Have them come in!

Make him stop!

No subject is expressed in an imperative sentence.

IRREGULAR IMPERATIVES English has only one irregular imperative: for the verb *to be*. Compare the following sentences.

INDICATIVE	IMPERATIVE
<i>You are good.</i>	<i>Be good!</i>
<i>We are quiet.</i>	<i>Let's be quiet!</i>

Imperative mood

Forms

The imperative mood in French has three forms: the second-person familiar, the second-person formal, and the first-person plural (the *let's* form in English). These forms are the same as those of the indicative except that

1. the subject is not expressed.
2. the -s drops from the ending of -er verbs in the singular.

	<i>parler</i>	<i>finir</i>	<i>dormir</i>	<i>rendre</i>
SECOND-PERSON FAMILIAR	<i>parle!</i>	<i>finis!</i>	<i>dors!</i>	<i>rends!</i>
SECOND-PERSON FORMAL	<i>parlez!</i>	<i>finissez!</i>	<i>dormez!</i>	<i>rendez!</i>
FIRST-PERSON PLURAL	<i>parlons!</i>	<i>finissons!</i>	<i>dormons!</i>	<i>rendons!</i>

In the second-person familiar imperative form, the second-person singular -s ending of -er verbs is retained before the object pronouns *y* and *en*.

Vas-y.

Parles-en un peu.

For the third-person command, the subjunctive mood is used (see [pages 111 and 113–114](#)). The notion “I want” is understood.

Qu'elle entre!

Let her enter! (= I want her to enter.)

Qu'ils soient tranquilles!

Make them be quiet! (= I want them to be quiet.)

IRREGULAR IMPERATIVES Only four French verbs have irregular forms in the imperative mood.

	<i>avoir</i>	<i>être</i>	<i>savoir</i>	<i>vouloir</i>
SECOND-PERSON FAMILIAR	<i>aie</i>	<i>sois</i>	<i>sache</i>	—
SECOND-PERSON FORMAL	<i>ayez</i>	<i>soyez</i>	<i>sachez</i>	<i>veuillez</i>
FIRST-PERSON PLURAL	<i>ayons</i>	<i>soyons</i>	<i>sachons</i>	—

Veuillez is the form used to make a request.

Veuillez être à l'heure demain.

Please be on time tomorrow.

WORD ORDER In affirmative commands, pronoun objects follow the verb and are attached to it by a hyphen. The direct object always precedes the indirect object (see [page 27](#)).

Donnez-le-moi!

Give it to me!

Dites-le-lui!

Say it to him!

In negative commands, the objects are in their normal position and order.

Ne me le donnez pas!

Don't give it to me!

Ne le lui dites pas!

Don't say it to him.



Subjunctive mood

Definition

The subjunctive is the mood that expresses what may be true.

Forms

The **present subjunctive** (or the auxiliary verb in a compound tense) has the same form for all persons: the basic (infinitive) form of the verb. It is different from the indicative only for

1. the third-person singular.

that he take

that she have

2. the verb *to be*.

PRESENT *that I be, that he be*

PAST *that I were, that she were*



Subjunctive mood

Forms

Subjunctive tenses are fully conjugated in French. (Only the present and past tenses of the subjunctive are presented here; the imperfect and pluperfect subjunctive tenses are rarely used.) The **present subjunctive** is formed as follows.

STEM Drop the *-ent* of the third-person plural of the present indicative form.

ENDINGS Add *-e, -es, -e; -ions, -iez, -ent*.

The subjunctive forms of most *-er* verbs are exactly like the indicative forms except for the first- and second-person plural.

<i>parler</i> (ils/elles parlent)	<i>finir</i> (ils/elles finissent)	<i>dormir</i> (ils/elles dorment)	<i>rendre</i> (ils/elles rendent)
<i>que je parle</i>	<i>que je finisse</i>	<i>que je dorme</i>	<i>que je rende</i>
<i>que tu parles</i>	<i>que tu finisses</i>	<i>que tu dormes</i>	<i>que tu rendes</i>
<i>qu'il/elle parle</i>	<i>qu'il/elle finisse</i>	<i>qu'il/elle dorme</i>	<i>qu'il/elle rende</i>
<i>que nous parlions</i>	<i>que nous finissions</i>	<i>que nous dormions</i>	<i>que nous rendions</i>
<i>que vous parliez</i>	<i>que vous finissiez</i>	<i>que vous dormiez</i>	<i>que vous rendiez</i>
<i>qu'ils/elles parlent</i>	<i>qu'ils/elles finissent</i>	<i>qu'ils/elles dorment</i>	<i>qu'ils/elles rendent</i>

Que is placed before the subjunctive forms above to show that these forms are used only in subordinate clauses (even if the main clause is not expressed).

IRREGULAR SUBJUNCTIVES Only two French verbs have irregular endings in the present subjunctive.

<i>avoir</i>	<i>être</i>
<i>que j'aie</i>	<i>que je sois</i>
<i>que tu aies</i>	<i>que tu sois</i>
<i>qu'il/elle ait</i>	<i>qu'il/elle soit</i>
<i>que nous ayons</i>	<i>que nous soyons</i>
<i>que vous ayez</i>	<i>que vous soyez</i>
<i>qu'ils/elles aient</i>	<i>qu'ils/elles soient</i>

Other verbs have an irregular stem but use the regular subjunctive endings.

<i>pouvoir</i>	→ <i>que je puisse</i>
<i>avoir</i>	→ <i>que je sache</i>
<i>faire</i>	→ <i>que je fasse</i>
<i>falloir</i>	→ <i>qu'il faille</i> (only used in the third-person singular)

In addition, a number of verbs that change the stem for the *nous* and *vous* forms in the present indicative also change the stem in the present subjunctive.

INFINITIVE	BASIC STEM	<i>nous/vous</i> STEM
<i>aller</i>	<i>que j'aille</i>	<i>que nous allions</i>
<i>vouloir</i>	<i>que je veuille</i>	<i>que nous voulions</i>
<i>boire</i>	<i>que je boive</i>	<i>que nous buvions</i>
<i>venir</i>	<i>que je vienne</i>	<i>que nous venions</i>

The **past subjunctive** is easily recognized, since its forms are the same as those for the *passé composé* except that the auxiliary verb is in the present subjunctive.

que j'aie parlé
qu'elle soit venue

Uses

The subjunctive is rarely used in English. For that reason, it tends to be disregarded except in certain fixed expressions. Nevertheless, it does have some specific uses that are important in formal English.

1. In contrary-to-fact conditions

*If I **were** you...*

*“If this **be** madness, yet there is method in it.” (Hamlet)*

2. After verbs like *wish*, *suppose*, *insist*, *urge*, *demand*, *ask*, *recommend*, and *suggest*

*I wish that he **were** able to come.*

*They insisted that we **be** present.*

*I recommend that she **learn** the subjunctive.*

3. After some impersonal expressions, such as *it is necessary* and *it is important*

*It is important that he **avoid** errors.*

*It is necessary that Mary **see** its importance.*

4. In certain fixed expressions

*So **be** it!*

*Long **live** the Queen!*

*Heaven **forbid** !*

*Far **be** it from me to suggest that!*

Most of these fixed expressions express a third-person imperative; the idea “I wish that” is implied, but not expressed.

Except for the fixed expressions, English speakers tend to use an alternative expression whenever possible, usually with modal verbs (auxiliaries), to avoid the subjunctive in conversation and informal writing. Compare the following sentences with the examples above.

*I wish that he **could** come.*

*I told her that she **must learn** the subjunctive.*

*It is important for him **to avoid** errors.*

*Mary **needs to see** its importance.*

French

Subjunctive mood (continued)

Uses

In theory, the subjunctive is used to express that something is

1. potentially (but not actually) true.

2. colored by emotion (which often distorts facts).
3. an attitude about something (rather than an actual fact).
4. doubtful, probably nonexistent, or simply untrue.

In practice, there are certain words and expressions that require the subjunctive. Theory may help a French learner remember which ones require the subjunctive, but theory must yield to practice. If an expression requires the subjunctive, it must be used, whether or not one believes that it accords with theory.

The subjunctive is used principally

1. after verbs and expressions conveying the subject's emotional reactions.

*je suis **content** que...*

*il **crain**t que...*

*elles **regrettent** que...*

2. after verbs such as *vouloir*, *supposer*, *exiger*, and *demander* when there is a change of subject.

***Je** veux qu'**il** vienne.*

***Je** veux venir.*

In the second example above, the infinitive is used because there is no change of subject.

3. after impersonal expressions when uncertainty is conveyed. Compare the following lists of expressions.

FOLLOWED BY A SUBJUNCTIVE VERB	FOLLOWED BY AN INDICATIVE VERB
<i>il est peu probable que</i>	<i>il est probable que</i>
<i>il est possible que</i>	<i>il est vrai que</i>
<i>il est incroyable que</i>	<i>il est certain que</i>
<i>il semble que</i>	<i>il me semble que</i>
<i>il est étonnant que</i>	<i>il paraît que</i>
<i>il est souhaitable que</i>	
<i>il est bon que</i>	
<i>il vaut mieux que</i>	

4. after conjunctions expressing the following ideas.

CONCESSION	<i>quoique, bien que</i>
PURPOSE	<i>pour que, afin que</i>
INDEFINITE TIME	<i>jusqu'à ce que, avant que</i>
NEGATION	<i>sans que, à moins que</i>



Subjunctive mood (continued)

5. after superlatives (because of the possibility of exaggeration). Compare the following sentences.

*C'est le plus beau poème que je **connaisse**.* (a personal opinion, therefore subjunctive) *New York est la plus grande ville que j' **ai** jamais **visitée**.* (a fact, therefore indicative)

The first sentence expresses an emotion, the second expresses a fact; the subjunctive and indicative signal how a statement is meant to be understood. Some native French speakers do not make this distinction and use the subjunctive in every case.

6. after certain verbs (especially *penser* and *croire*) in the negative and interrogative. (Asking what someone thinks, or saying what someone does not believe, implies doubt about the actual situation.) The negative-interrogative *Ne pensez-vous pas que...?* often takes the indicative because a positive response is expected.
7. in third-person commands (see [page 109](#)).
8. in certain fixed expressions.

Vive le roi!
À Dieu ne plaise!

To remember the principal uses of the subjunctive in French, the mnemonic “**SWAP NEEDS**” may be used.

Seeming
Wishing
Asking
Possibility
Necessity
Emotion
Exaggeration
Demanding
Supposing

How to avoid the subjunctive in French

The subjunctive is used only in subordinate clauses (even if the main clause is not expressed) and only when the subjects of the two clauses are different. If the subject is the same, you may avoid the subjunctive by using

1. the infinitive. Compare the following sentences.

*Je suis content que vous **soyez** ici.* (different subjects)
*Je suis content d'**être** ici.* (same subject)

2. an impersonal expression with an indirect object pronoun. Compare the following sentences.

Il faut que je parte.

Il me faut partir. (not as common in everyday use)

Exercises

The following exercises, grouped by part of speech, test your grasp of key grammatical aspects of French. As a reminder of the similarities and differences between French and English, a cross-reference is provided at the end of each exercise to the relevant grammar points discussed in this book. An answer key is provided after the appendices.

Nouns

A *Add the correct definite article before each of the following French nouns.*

1. _____ heure
2. _____ maison
3. _____ fleurs
4. _____ jeu
5. _____ jeux
6. _____ gens
7. _____ vin
8. _____ stylos
9. _____ ordinateur
10. _____ porte

◀*For more help, see Determiners, [pages 17–18](#).*

B *Add the correct indefinite article before each of the following French nouns.*

1. _____ mur
2. _____ salle de bains
3. _____ fenêtres
4. _____ porte
5. _____ clé
6. _____ chambres
7. _____ toit
8. _____ machine à laver
9. _____ balcons
10. _____ jardin

◀For more help, see Determiners, [pages 17–18](#).

C Complete each of the following sentences with the correct determiner.

1. Tu as soif? Voilà _____ café.
2. Où est _____ café?
3. J'achète _____ viande pour ce soir.
4. Et moi, j'achète _____ poisson.
5. Tu ne prends pas _____ légumes?
6. Non, mais je vais acheter _____ fruits.
7. _____ légumes sont bons pour _____ santé.
8. _____ fruits aussi.
9. Si on prenait _____ tarte aux poires à _____ pâtisserie du coin?
10. C'est _____ bonne idée. C'est _____ dessert excellent.

◀For more help, see Determiners, [pages 17–18](#).

Pronouns

A Complete each of the following sentences with the correct subject pronoun.

1. _____ n'ai pas mon livre aujourd'hui.
2. Qu'est-ce qu'_____ font, ces étudiantes?
3. Qu'est-ce que _____ désirez?
4. Où est-ce que _____ vas?
5. Marc ne sait pas s'_____ va venir avec nous.
6. _____ parlons avec eux tous les jours.
7. _____ ne sont pas là, les garçons?
8. Christine a faim. _____ va manger.
9. _____ vais en ville.
10. Est-ce que _____ parles anglais?

◀For more help, see Personal pronouns, [page 23](#).

B Rewrite each of the following sentences, replacing the italicized direct object noun with the corresponding direct object pronoun.

1. Elle lit *l'article*. _____
2. Nous voulons louer *cet appartement*. _____
3. Il prend *la bicyclette*. _____
4. Ne perds pas *les billets*. _____
5. Elles écrivent *leur adresse*. _____
6. Nettoyons *notre chambre*. _____
7. Ils peuvent comprendre *le texte*. _____
8. Tu copies *les nouveaux mots*. _____
9. Gardez *vos livres*. _____
10. Vous vendez *la maison*. _____

◀For more help, see Personal pronouns, [page 23](#).

C Complete each of the following exchanges with the correct direct object pronoun.

1. —Est-ce que vous me connaissez?
—Non, je ne _____ connais pas.
2. —Il va t'inviter?
—Je ne sais pas s'il va _____ inviter.
3. —Elle vous écrit à vous deux?
—Oui, elle _____ écrit toutes les semaines.
4. —Je te dérange?
—Non, tu ne _____ déranges pas du tout.
5. —Tu sais si Luc veut me parler?
—Oui, il _____ cherche.

◀For more help, see Personal pronouns, [page 23](#).

D Rewrite each of the following sentences, replacing the italicized words with the correct direct or indirect object pronouns or with *y* or *en*. Many of the sentences will have two object pronouns.

1. Elles envoient *des cadeaux* à leurs parents. _____
2. Je téléphone à *mon amie*. _____
3. Donnez *de l'eau* aux enfants. _____
4. Il travaille *au deuxième étage*. _____
5. Veux-tu *du vin*? _____
6. Il enseigne *le français* aux enfants. _____
7. Il enseigne *les langues* dans ce lycée. _____
8. Nous offrons *des bijoux* à nos amies. _____
9. Donnez-moi *de la salade*, s'il vous plaît. _____
10. Je vais mettre *les paquets* sur la table. _____
11. Nous te voyons toujours *dans ce café*. _____
12. Explique-t-elle *la leçon* à leurs amies? _____

◀For more help, see Personal pronouns, [pages 23 and 25](#).

E Complete each of the following sentences with the correct disjunctive pronoun.

1. Je ne viens pas, _____.
2. _____, ils travaillent dans l'informatique.
3. Vous avez tort, _____.
4. _____, elle parle bien l'anglais.
5. _____, tu es en retard.
6. Il se trompe toujours, _____.
7. Marie et Christine m'ont invité chez _____.
8. Mes parents et moi, nous vous invitons à dîner avec _____.

◀ *For more help, see Disjunctive pronouns, [page 31](#).*

F Complete the following French sentences so that they match the English sentences in meaning.

1. I like my bicycle, but he prefers his.
Moi, j'aime ma bicyclette, mais lui, il préfère _____.
2. This house is older than ours.
Cette maison est plus vieille que _____.
3. These aren't Marie's books, they're mine.
Ces livres ne sont pas à Marie, ce sont _____.
4. I have my CDs. Do you have yours?
Moi, j'ai mes cédés. Tu as _____, toi?
5. She needs my pencil, because she has lost hers.
Elle a besoin de mon crayon parce qu'elle a perdu _____.
6. My car is broken down. Can you take yours?
Ma voiture est en panne. Pouvez-vous prendre _____?
7. I brought my photos, and they brought theirs.
Moi, j'ai apporté mes photos, et eux, ils ont apporté _____.
8. Our dog is bigger than theirs.
Notre chien est plus grand que _____.

◀For more help, see Possessive pronouns, [page 27](#).

G Select the correct relative pronoun to complete each of the following sentences.

1. Voilà l'article _____ j'ai lu.
 - a. qui
 - b. que
 - c. ce qui
 - d. ce que
 - e. où
2. Je vais te montrer le bureau _____ j'ai travaillé avant.
 - a. qui
 - b. que

- c. ce qui
- d. ce que
- e. où

3. Le restaurant _____ est au coin est excellent.

- a. qui
- b. que
- c. ce qui
- d. ce que
- e. où

4. Nous ne comprenons pas _____ tu veux.

- a. qui
- b. que
- c. ce qui
- d. ce que
- e. où

5. Voilà la pâtisserie _____ j'achète mes bonbons.

- a. qui
- b. que
- c. ce qui
- d. ce que
- e. où

6. C'est _____ nous a surpris.

- a. qui
- b. que
- c. ce qui
- d. ce que
- e. où

7. C'est un thème _____ nous intéresse.

- a. qui
- b. que
- c. ce qui

- d. ce que
- e. où

8. L'ingénieur _____ vous connaissez est très intelligent.
- a. qui
 - b. que
 - c. ce qui
 - d. ce que
 - e. où

◀ *For more help, see Relative pronouns, [page 33](#).*

H *Translate the following phrases and sentences into French, using demonstrative pronouns.*

1. This book and that one.

2. My house and my sister's.

3. These restaurants are good, but those are better.

4. Your (*vous*) course and the one that we're taking (*suivre*) are excellent.

5. She is the one he loves.

6. These gardens and those.

7. Do you (*tu*) want those pastries or these?

8. We can take my car. Marie's is not big enough.

◀ *For more help, see Demonstrative pronouns, [page 37](#).*

I Complete each of the following French sentences with the missing interrogative pronoun so that the sentence matches the English sentence in meaning.

1. Whom are you writing to?
_____ est-ce que vous écrivez?
2. What are you looking for?
_____ cherchez-vous?
3. What are they saying?
_____ ils disent?
4. I like these two cars. Which is less expensive?
J'aime ces deux voitures. _____ est moins chère?
5. What is the child afraid of?
_____ est-ce que l'enfant a peur?
6. Whom is she going out with?
_____ est-ce qu'elle sort?
7. What are you thinking about?
_____ penses-tu?
8. There are so many newspapers. Which ones do you read?
Il y a tant de journaux. _____ lisez-vous?
9. Who works there?
_____ travaille là?
10. What did you do?
_____ tu as fait?
11. Whom did you see?
_____ tu as vu?
12. What's happening?
_____ arrive?
13. Whom are these gifts for?
_____ sont ces cadeaux?
14. Here are two software packages. Which one do you need?

Voilà deux logiciels. _____ est-ce que vous avez besoin?

◀ *For more help, see Interrogative pronouns, [pages 39–40](#).*

Adjectives

A Complete the following lists with the missing forms of the adjective.

1. a. un livre _____
b. une histoire _____
c. des livres intéressants
d. des histoires _____
2. a. un arbre blanc
b. une fleur _____
c. des arbres _____
d. des fleurs _____
3. a. un homme _____
b. une femme _____
c. des hommes fiers
d. des femmes _____
4. a. un endroit merveilleux
b. une ville _____
c. des endroits _____
d. des villes _____

5. a. un _____ livre
b. une _____ voiture
c. des gros livres
d. des _____ voitures
6. a. un garçon _____
b. une fille _____
c. des garçons _____
d. des filles heureuses
7. a. un homme actif
b. une femme _____
c. des hommes _____
d. des femmes _____
8. a. un monument national
b. une équipe _____
c. des monuments _____
d. des équipes _____
9. a. un restaurant italien
b. une recette _____
c. des restaurants _____
d. des recettes _____
10. a. un paquet léger
b. une valise _____
c. des paquets _____
d. des valises _____

◀For more help, see Descriptive adjectives, [page 44](#).

B Complete each of the following sentences with the correct form of *nouveau*.

1. J'ai de _____ chaussures.
2. C'est un _____ film.
3. J'aime ta _____ voiture.
4. Nous avons un _____ ordinateur.
5. Tu as de _____ projets?
6. C'est un _____ immeuble.

◀For more help, see Descriptive adjectives, [page 44](#).

C Complete each of the following sentences with the correct form of beau.

1. Vous avez un _____ appartement.
2. C'est un très _____ livre.
3. Il a une _____ femme.
4. Lui, c'est un _____ homme.
5. Ils ont de _____ enfants.
6. Il y a beaucoup de _____ maisons dans ce quartier.

◀For more help, see Descriptive adjectives, [page 44](#).

D Complete each of the following sentences with the correct form of vieux.

1. J'aime bien la _____ ville.
2. Ce sont nos _____ amis.
3. Son père est déjà un _____ homme.
4. C'est une charmante _____ dame.
5. J'ai toujours mon _____ ordinateur.
6. Il adore les _____ voitures.

◀For more help, see Descriptive adjectives, [page 44](#).

E Translate the following phrases into French.

1. a poor (unfortunate) man _____
2. a dear friend [fem.] _____
3. a former general _____
4. an ancient city _____
5. a great woman _____
6. a poor (penniless) man _____
7. a tall girl _____
8. an expensive car _____

◀For more help, see Descriptive adjectives, [page 45](#).

F Translate the following sentences into French.

1. Jacques is more intelligent than Marc.

2. My sister is less happy than my brother.

3. It's the best book in the library.

4. The subway is faster than the bus.

5. He is the worst student at the lycée.

6. My course is less interesting than their course.

◀For more help, see Comparison of adjectives, [page 47](#).

G Complete each of the following sentences with the correct form of the demonstrative adjective.

1. Connaissez-vous _____ homme?

2. _____ idées m'intéressent.

3. _____ faculté a une très bonne réputation.
4. Vous avez déjà mangé dans _____ restaurant?
5. _____ article est très important.
6. Qui est _____ monsieur?
7. _____ étudiants sont très diligents.
8. _____ lacs sont très beaux.

◀ *For more help, see Demonstrative adjectives, [page 49](#).*

H *Translate the following phrases into French.*

1. her book _____
2. my school _____
3. his house _____
4. our translation _____
5. their gardens _____
6. your [familiar] ideas _____
7. your (*vous*) notebooks _____
8. my homework assignments _____
9. your [familiar] poster _____
10. his story _____

◀ *For more help, see Possessive adjectives, [page 51](#).*

I *Complete each of the following questions and exclamations with the correct form of quel.*

1. _____ chemise allez-vous mettre?
2. _____ travail difficile!
3. Vous allez à _____ magasin?
4. _____ bâtiment magnifique!

5. _____ journaux aimez-vous?
6. _____ traductions sont bonnes?
7. _____ jeux aiment-ils?
8. _____ pièce ennuyeuse!

◀ *For more help, see Interrogative adjectives, [page 51](#).*

Adverbs

A Write the adverb that corresponds to each of the following adjectives.

1. facile _____
2. actif _____
3. merveilleux _____
4. bon _____
5. lent _____
6. clair _____
7. vif _____
8. certain _____
9. soigneux _____
10. vague _____

◀ *For more help, see Introducing adverbs, [page 57](#).*

Negatives

A Translate the following negative sentences into French.

1. He doesn't work. _____
2. He doesn't work anymore. _____
3. He never works. _____
4. No one works. _____
5. She is not learning anything. _____
6. We don't see Christine or Marie. _____

◀ *For more help, see* Introducing adverbs, [page 59](#).

Prepositions

A *Add the correct preposition before each of the following geographical names.*

1. Ils ont une maison _____ Californie.
2. Cet été je vais aller _____ France.
3. J'ai trouvé un travail _____ Paris.
4. Ses amis sont _____ Canada maintenant.
5. Ils sont _____ Montréal.
6. J'ai un oncle _____ États-Unis.
7. Il travaille _____ Nouvelle Orléans.
8. Je ne sais pas s'il va revenir _____ Europe.

◀ *For more help, see* Introducing prepositions, [page 73](#).

B *Add the correct preposition before the infinitive in each of the following sentences. If no preposition is required, write an X.*

1. Elle continue _____ étudier le français.
2. Tu dois _____ faire attention à ta santé.
3. Il semble _____ être inquiet.
4. J'ai décidé _____ changer de travail.

5. Nous regrettons _____ vous dire que nous ne pourrons pas venir.
6. Il m'a invité _____ l'accompagner.
7. Elle refuse _____ répondre.
8. Il faut _____ l'acheter.
9. Je crois _____ vous connaître.
10. Ils ont oublié _____ nous appeler.
11. Elle apprend _____ programmer.
12. Ils essaient _____ nous convaincre.

◀For more help, see Introducing prepositions, [page 74](#).

Questions

A Turn the following sentences into questions using inversion.

1. Jean achète des livres. _____
2. Nous avons dîné ici. _____
3. Vous suivez cette route. _____
4. Il les a pris. _____
5. Carole vous a téléphoné. _____

◀For more help, see Introducing questions, [page 79](#).

Verbs

A Complete the following chart with the present and past participles of each infinitive.

	INFINITIVE	PRESENT PARTICIPLE	PAST PARTICIPLE
1.	marcher	_____	_____
2.	choisir	_____	_____
3.	avoir	_____	_____
4.	descendre	_____	_____
5.	lire	_____	_____
6.	mentir	_____	_____
7.	être	_____	_____
8.	sourire	_____	_____
9.	balayer	_____	_____
10.	nettoyer	_____	_____
11.	acheter	_____	_____
12.	préférer	_____	_____
13.	prendre	_____	_____
14.	savoir	_____	_____
15.	ouvrir	_____	_____
16.	réfléchir	_____	_____
17.	boire	_____	_____
18.	faire	_____	_____
19.	recevoir	_____	_____
20.	dire	_____	_____
21.	mettre	_____	_____
22.	pouvoir	_____	_____
23.	voir	_____	_____
24.	écrire	_____	_____

◀For more help, see Participles, [pages 83 and 85](#).

B Complete each of the following sentences with the correct present tense form of the verb in parentheses.

1. (marcher) Ils _____ vite.
2. (choisir) Nous _____ des cadeaux de Noël.
3. (descendre) Je _____ faire les courses.
4. (mentir) Cet enfant _____ toujours.
5. (finir) Elle _____ ses devoirs avant de sortir.
6. (sortir) Elle _____ à sept heures et demie.
7. (chanter) Tu _____ bien.
8. (vendre) Qui _____ ses livres?
9. (courir) Je _____ un peu tous les jours.
10. (dormir) Combien d'heures _____-tu chaque nuit?
11. (louer) Vous _____ beaucoup de films.
12. (servir) Qu'est-ce qu'ils _____ ce soir?
13. (réfléchir) Vous _____ à votre avenir.
14. (partir) Elles _____ demain.
15. (rendre) Il _____ les livres à la bibliothèque.

◀For more help, see Present tense, [page 87](#).

C Translate the following sentences into French.

1. Where is he going?

2. I always walk in the morning.

3. Where do they [fem.] work?

4. We have been waiting for an hour.

5. I don't know where he is.

6. Washington, D.C. is the capital of the United States.

7. I am leaving for Paris next week.

8. He speaks Spanish.

◀For more help, see Present tense, [pages 87 and 89](#).

D Rewrite the following sentences, using the imperfect tense.

1. Il parle avec sa fiancée. _____

2. Nous finissons notre travail. _____

3. Elle prend un café. _____

4. J'attends mes amis. _____

5. L'enfant dort. _____

6. Nous sommes pressés. _____

7. Tu vends ta maison. _____

8. Elle travaille dans ce bureau. _____

9. Nous étudions nos leçons. _____

10. Il faut partir. _____

11. Ils vont en ville. _____

12. Je fais mes devoirs. _____

13. Tu écris une lettre. _____

14. Vous lisez beaucoup. _____

15. Je sors. _____

16. Elle est en ville. _____

17. Le professeur efface le tableau. _____

18. Tu manges à une heure. _____

◀For more help, see Past tenses (imperfect tense), [page 91](#).

E Complete each of the following sentences with the correct future tense form of the verb in parentheses.

1. (aller) Il _____ en Europe.
2. (avoir) J'_____ beaucoup à faire.
3. (prendre) Nous _____ un café ensemble.
4. (sortir) Quand _____-tu?
5. (passer) Je _____ te prendre à deux heures.
6. (choisir) Demain nous _____ nos cours.
7. (rendre) Quand est-ce que vous me _____ l'argent?
8. (devoir) Nous _____ l'inviter.
9. (envoyer) Je t'_____ un message électronique.

10. (réussir) Elle _____ à ses examens.
11. (être) Vous _____ avec nous.
12. (pouvoir) Ils _____ vous accompagner.
13. (falloir) Qu'est-ce qu'il _____ faire?
14. (arriver) Quand est-ce que tu _____?
15. (attendre) Vous m'_____, n'est-ce pas?
16. (finir) Elles _____ le travail la semaine prochaine.
17. (nettoyer) Nous _____ la cuisine.
18. (acheter) Qu'est-ce qu'ils _____?

◀For more help, see Future tense, [page 93](#).

F Rewrite the following sentences to express future time, using the present tense of *aller* + the infinitive of the verb.

1. Nous sortons. _____
2. Elles arrivent demain. _____
3. Il vient avec eux. _____
4. Je monte. _____
5. Ils voient ce film. _____
6. Tu me téléphones. _____
7. Vous comprenez. _____
8. Nous sommes en retard. _____
9. Tu commandes un thé. _____
10. Je passe te voir. _____

◀For more help, see Future tense, [page 93](#).

G Complete each of the following sentences with the correct conditional form of the verb in parentheses.

1. (avoir) Je croyais que les enfants _____ faim.
2. (préférer) Si j'avais le choix, je _____ l'autre costume.
3. (jeter) Elle savait qu'il _____ sa lettre à la poubelle.
4. (faire) Ils _____ du français s'ils pouvaient.
5. (rendre) Si nous avions le temps, nous vous _____ visite.
6. (choisir) Si vous pouviez recommencer, quel cours _____-vous?
7. (voir) Ils ont dit qu'ils _____ ce film avec nous.
8. (enlever) S'il faisait chaud, j'_____ ma veste.
9. (balayer) J'ai dit que je _____ le salon.
10. (être) Nous pensions qu'ils _____ là.

◀For more help, see Conditional tense, [page 95](#).

H Complete each of the following sentences with the correct passé composé form of the verb in parentheses.

1. (servir) Ils _____ un repas merveilleux.
2. (commencer) L'enfant _____ à rire.
3. (nager) J'_____ pendant une heure.
4. (entrer) Elle _____ dans la salle de classe.
5. (laver) Mon père _____ la voiture.
6. (déjeuner) Nous _____ en ville.
7. (sortir) Jacques et Pierre _____.
8. (apporter) Vous m'_____ le journal?
9. (mourir) Notre chien _____ hier.

10. (naître) Leur fille _____ la semaine passée.
11. (prendre) Nous _____ un café avec elle.
12. (vendre) Ils _____ leur maison.
13. (réfléchir) Est-ce que vous _____ au problème?
14. (organiser) Tu _____ une réunion.
15. (retourner) Elles _____ avec leurs parents.
16. (se laver) Ils _____ avant de manger.
17. (demander) Tu leur _____ de l'argent.
18. (mincir) Je vois que tu _____.

◀For more help, see *Passé composé*, [pages 97 and 99](#).

I Answer each of the following questions, using the past perfect (pluperfect) tense and the word *déjà*, as in the model.

MODÈLE Il voulait dîner? Il avait déjà dîné.

1. Elle voulait descendre? _____
2. Tu voulais accepter? _____
3. Ils voulaient jouer? _____
4. Elles voulaient rentrer? _____
5. Vous vouliez parler, vous deux? _____
6. Tu voulais téléphoner? _____
7. Ils voulaient partir? _____
8. Vous vouliez y réfléchir, vous deux? _____

◀For more help, see Past perfect (pluperfect) tense, [page 101](#).

J Complete each of the following sentences with the correct future perfect form of the verb in parentheses.

1. (arriver) Quand elle _____, nous pourrons commencer.
2. (finir) Quand il viendra, tu _____.
3. (déjeuner) À deux heures j'_____.
4. (partir) Quand tu téléphoneras, ils _____.
5. (décider) Si vous l'appellez à midi, elle _____.
6. (rentrer) Si tu attends un peu, je _____.

◀For more help, see Future perfect tense, [page 103](#).

K Complete each of the following sentences with the pluperfect tense in the *if*-clause and the conditional perfect tense in the main clause of the verbs in parentheses.

1. Si nous _____ (savoir), nous _____ (venir).
2. Il vous _____ (aider) si vous lui _____ (demander).
3. Elle _____ (ne pas le dire) si elle _____ (être) au courant.
4. Je _____ (ne pas le faire) si on _____ (me dire) que c'était interdit.
5. Si tu _____ (faire) attention, tu _____ (ne pas tomber).
6. S'ils _____ (travailler), ils _____ (réussir) aux examens.
7. Si j' _____ (être) prêt, j' _____ (pouvoir) partir avec eux.
8. Tu _____ (comprendre) si tu _____ (faire) un petit effort.

◀For more help, see Conditional perfect tense, [page 105](#).

L Complete each of the following sentences with the present subjunctive or present indicative form of the verb in parentheses.

1. (pouvoir) Il est peu probable qu'il _____ venir.
2. (attendre) Je ne crois pas qu'elle _____ encore.
3. (vouloir) Je sais qu'ils _____ nous accompagner.
4. (savoir) Il est étonnant que tu ne _____ pas la réponse.
5. (être) Je crains qu'il ne _____ pas là.
6. (aller) Nous sommes contents qu'elle _____ en France.
7. (revenir) Il est certain qu'il _____ demain.
8. (faire) Il vaut mieux que je _____ ce travail moi-même.

9. (manger) Maman veut que nous _____ à la maison.
10. (boire) J'ai apporté de l'eau minérale pour que tu _____ un peu.
11. (prendre) Je veux que tu _____ un café avec moi.
12. (comprendre) Nous sommes sûrs qu'elle _____.
13. (venir) Il est bon que vous _____ avec nous.
14. (rendre) Il faut que tu t'en _____ compte.
15. (écrire) Nous viendrons à moins que tu nous _____.

◀For more help, see Subjunctive mood, [pages 111 and 113–114](#).

Using your French

Now that you have practiced the mechanics of French, you can use your knowledge to express yourself in meaningful contextual exercises. Each exercise below shows you how to apply one or more grammatical elements in everyday situations. A cross-reference to the relevant grammar points discussed in this book is provided at the end of each exercise. An answer key is provided after the appendices.

A My dream

*Imagine that you are describing a disturbing dream to a friend. To tell what you saw in the dream, use *il y avait* (“there was/were”) plus the elements listed. Add the indefinite article (un, une, des) before each noun and make sure the adjectives agree with the nouns.*

MODÈLE petit/chambre/dans/vieux/maison

Il y a avait une petite chambre dans une vieille maison.

1. chat/gris/sur/table/rond

2. grand/lit/à côté de/fenêtre/ouvert

3. tableaux/obscur/sur/mur

4. lampe/éteint (*shut*)/près de/fauteuil/défoncé (*battered*)

5. livres/ancien/sous/tapis/usé (*worn, threadbare*)

6. chaussures/déchiré/dans/lavabo/fêlé (*cracked, chipped*)

7. bruit/étrange/derrière/porte/fermé

8. homme/endormi/sur/chaise/cassé

◀ *For more help, see* Introducing determiners, [page 17](#); Introducing adjectives, [page 43](#); Descriptive adjectives, [page 44](#); Introducing prepositions, [page 73](#).

B Moving day

To tell the movers where to put each item they bring into your home, use the imperative mettez (“put”) plus the elements listed. Add the definite article (le, la, l’, les) before each noun and make sure the adjectives agree with the nouns.

MODÈLE ordinateur/portable/sur/petit/table

Mettez l’ordinateur portable sur la petite table.

1. nouveau/imprimante/sur/grand/bureau

2. chaises/autour de/table

3. poste de télé/en face de/canapé/noir

4. fauteuil/blanc/devant/fenêtre/ouvert

5. vêtements/dans/penderie (*closet*)

6. gros/frigo/à côté de/cuisinière (*stove*)

7. assiettes/cassé/dans/poubelle (*trash can, wastebasket*)/vide

8. gros/lampe/à/sous-sol (*basement*)

9. corbeille à papier/derrière/chaise/bleu

10. boîtes/fermé/sous/l'escalier

◀ *For more help, see* Introducing determiners, [page 17](#); Introducing adjectives, [page 43](#); Descriptive adjectives, [page 44](#); Introducing prepositions, [page 73](#).

C A scary dream

Émilie describes a scary dream she had last night. To find out what she saw in her dream, combine each group of elements into a sentence in the imperfect tense.

MODÈLE je/avoir très peur

J'avais très peur.

1. je/se trouver seule

2. je/être dans un champ

3. le ciel/être gris

4. le vent/souffler

5. il/commencer à pleuvoir

6. au loin on/entendre des cris

7. moi, je/pleurer

8. la pluie/me/mouiller

9. je/avoir froid

10. la terre/trembler

◀For more help, see Past tenses (imperfect tense), [page 91](#).

D In my apartment building

Alexandre describes what happened in his building today. To find out what happened, combine each group of elements into a sentence in the passé composé. Include the ordinal number to tell which floor the events took place on.

MODÈLE les Renan/recevoir leurs amis/3

Au troisième étage les Renan ont reçu leurs amis.

1. le facteur/apporter un colis pour mon ami Robert/8

2. Marie Grimbart et son mari/sortir à dix heures/1

3. une vieille dame/tomber dans le couloir/9

4. la police/frapper à la porte d'un appartement/4

5. Monsieur Garric/ne pas aller au travail aujourd'hui/12

6. le plombier/arriver chez les Doucet/5

7. Jacquot/sortir les ordures ménagères/6

8. Mme Hardy/mettre de nouveaux rideaux à sa fenêtre/15

9. la concierge/nettoyer le tapis/10

10. des voleurs/entrer dans l'appartement des Mercier/2

◀For more help, see Passé composé, [pages 97 and 99](#); Other limiting adjectives, [page 53](#).

E Attitudes and opinions

To tell what people think about the following events, complete each sentence, using the present indicative or present subjunctive in the subordinate clause.

MODÈLE Vous travaillez.

Je ne veux pas que vous travailliez.

Nous espérons que vous travaillez.

1. Marie-Claire revient.

- a. Je suis content _____.
- b. Nous pensons _____.
- c. Nos amis ne croient pas _____.
- d. Nous sommes sûrs _____.

2. Ils sont ponctuels.

- a. J'espère _____.
- b. Il est important _____.
- c. Il est peu probable _____.
- d. Nous savons _____.

3. Elle répond à tous les messages.

- a. Le chef veut _____.
- b. Il est essentiel _____.
- c. Nous ne pensons pas _____.
- d. Je suis certain _____.

4. Vous savez la réponse.

- a. Il est possible _____.
- b. Je doute _____.
- c. On croit _____.
- d. On espère _____.

5. Tu réussis à vendre ta voiture.

- a. Nous ne pensons pas _____.
- b. Je vois _____.
- c. Il est étonnant _____.
- d. Il paraît _____.

◀For more help, see Subjunctive mood, [pages 111 and 113–114](#).

F Expansion

Expand each of the following sentences, using the noun or pronoun in parentheses. Since the subjects of the main and subordinate clauses will be different, you will use the subjunctive.

MODÈLE Je veux partir. (il)

Je veux partir et je veux qu'il parte aussi.

1. Je veux dormir. (les enfants)

2. Je préfère réfléchir. (tu)

3. Il me faut le faire. (ils)

4. Il vaut mieux revenir. (elle)

5. Vous voulez louer une voiture. (nous)

6. Nous sommes contents de pouvoir partir. (notre ami)

7. Tu veux sortir. (je)

8. Nous désirons y aller. (tu)

9. J'aime mieux être ponctuel. (vous)

10. Je veux maigrir. (mon copain)

◀For more help, see Subjunctive mood, [pages 111 and 113](#).

G A conversation

Danielle is asking Martine questions about her date with Jean-Claude yesterday. Write the questions Danielle would have asked to elicit Martine's answers, focusing on the italicized phrases and clauses. Use the tu form and est-ce que in your questions.

MODÈLE Danielle À qui est-ce que tu penses?

Martine Je pense à *Jean-Claude*.

1. Danielle _____
Martine Je suis allée *au café* hier.
2. Danielle _____
Martine J'y suis allée *avec Jean-Claude*.
3. Danielle _____
Martine Il est arrivé *à trois heures*.
4. Danielle _____
Martine J'ai commandé *un café crème*.
5. Danielle _____
Martine *Oui, j'ai mangé une tarte aux poires*.
6. Danielle _____
Martine Nous avons parlé *de notre travail*.
7. Danielle _____
Martine Nous n'avons pas dîné ensemble *parce que j'avais quelque chose à faire*.
8. Danielle _____
Martine Nous comptons nous revoir *demain*.

◀For more help, see Introducing questions, [page 79](#).

H A police investigation

A crime has been committed at the university, and the police are interrogating Caroline Duverger. Write the questions the police would have asked to elicit Caroline's responses, focusing on the italicized phrases and clauses. Use the vous form and inversion in your questions. For what? you may use que + inversion or qu'est-ce que without inversion.

MODÈLE Police Comment vous appelez-vous?

Caroline *Je m'appelle Caroline Duverger.*

1. Police _____
Caroline Mon adresse c'est 23 rue de Pascal.
2. Police _____
Caroline Hier soir j'étais à la bibliothèque de l'université.
3. Police _____
Caroline J'y suis allée parce que j'avais du travail à faire.
4. Police _____
Caroline Le travail que j'ai fait? J'ai pris des notes pour mon cours d'histoire.
5. Police _____
Caroline Mon ami Philippe Lambert m'a vu à la bibliothèque.
6. Police _____
Caroline Son numéro de téléphone c'est le 42 15 61 18.
7. Police _____
Caroline J'ai quitté la bibliothèque après avoir fini mon travail.
8. Police _____
Caroline Après, je suis allée voir mon amie Françoise.

◀For more help, see Introducing questions, [page 79](#).

I Summer plans

Some friends are discussing their summer plans. To tell what each person wants or plans to do, combine each group of elements into a sentence in the present tense. In each case, you will determine which preposition, if any, is used before the infinitive.

MODÈLE Gabrielle/décider/suivre des cours

Gabrielle décide de suivre des cours.

1. Marc/vouloir/apprendre/parler japonais

2. Louise et Léa/essayer/trouver un travail

3. Paul et Pierre/s'intéresser/voyager en Europe

4. ils/commencer/chercher des billets d'avion

5. Jacqueline/préférer/rester à la maison

6. Arthur/venir/trouver un nouvel appartement

7. Les Gagnon/inviter Géraldine/passer l'été dans leur chalet de montagne.

8. Mathilde/suggérer à ses amis/aider les pauvres

◀For more help, see Present tense, [pages 87 and 89](#); Introducing prepositions, [pages 73–74](#).

J Backgrounds and events

*To tell what happened at the office, combine each group of elements into a sentence, using **quand** to connect the clauses. The verb expressing background action will be in the imperfect tense, while the **passé composé** will be used to label the event. Note that weather, the time, and feelings are usually background actions, not events, in past time.*

MODÈLE faire soleil/Antoine/ouvrir sa porte

Il faisait soleil quand Antoine a ouvert sa porte.

1. être neuf heures quinze/il/sortir

2. faire beau/Amélie/arriver au bureau

3. être tard/la secrétaire/venir

4. faire froid dans le bureau/les employés/commencer à travailler

5. être midi et demi/je/descendre déjeuner

6. je/manger/commencer à pleuvoir

7. être tout mouillé/je/retourner au bureau

8. les rues être sèches/je/quitter le bureau

◀ *For more help, see Passé composé, [pages 97 and 99](#); Past tenses (imperfect tense), [page 91](#).*

K Oui et non

To tell what doesn't happen in contrast to what does happen, write a complete sentence, using the phrase in parentheses and the correct indirect object pronoun.

MODÈLE Je prête mon vélo à mon ami Charles. (ma voiture)

Je ne lui prête pas ma voiture.

1. Nous montrons nos photos à notre chef. (nos courriels)

2. J'ai envoyé les données au directeur. (les documents)

3. Elle a dit son adresse à l'agent de police. (son numéro de téléphone)

4. Les conseillers ont rendu les dossiers à la secrétaire. (l'argent)

5. Marc a offert un collier à sa fiancée. (une montre)

6. Le médecin donne les ordonnances à ses patients. (les médicaments)

7. L'oncle a laissé son argent à ses neveux. (son entreprise)

8. Il a vendu sa maison à ses voisins. (toute sa propriété)

◀For more help, see Personal pronouns, [page 25](#); Introducing adverbs, [page 59](#).

L I don't know

Answer the following questions, saying that you don't know whether the things asked about are true or not. Use the pronoun *y* or *en* in each of your answers.

MODÈLES Est-ce que Luc a des documents?

Je ne sais pas s'il en a.

Est-ce que Luc travaille dans ce quartier?

Je ne sais pas s'il y travaille.

1. Est-ce que notre bureau achète des logiciels?

2. Est-ce que notre chef passe ses vacances à Paris?

3. Est-ce que le programmeur travaille chez lui?

4. Est-ce que la secrétaire envoie des messages?

5. Est-ce que les conseillers sont dans la salle de conférence?

6. Est-ce que nous avons signé des contrats?

7. Est-ce que notre bureau a embauché (*hired*) de nouveaux employés?

8. Est-ce que nous allons organiser un dîner d'affaires au restaurant du coin?

◀For more help, see Personal pronouns, [page 25](#).

M Problems and solutions

State a solution to each of the following problems, using the elements in parentheses plus a double object pronoun.

MODÈLE Paul ne sait pas le numéro de téléphone de Julien. (je/aller/dire)

Je vais le lui dire.

1. Le petit garçon ne sait pas lire ce livre. (il faut/lire)

2. Ces enfants n'ont pas de livres en français. (nous/devoir/acheter)

3. Ces parents ne donnent pas de conseils à leurs enfants.
(ils/devoir/donner)

4. Nos cousins veulent voir le musée. (nous/aller/emmener)

5. Emma et moi, nous voulons du parfum français.
(Marguerite/pouvoir/rapporter de France)

6. Julien a besoin de ces livres. (je/compter/prêter)

7. Camille aime recevoir des cartes postales. (on/devoir/envoyer)

8. Alexandre voudrait du café. (je/aller/préparer)

◀For more help, see Personal pronouns, [page 25](#).

N Louis can't find anything!

Create dialogues between Louis and Micheline about all the items Louis can't find in the office. In each dialogue, use the correct object pronoun and pay attention to the position of the pronouns. Louis and Micheline use the tu form with each other.

MODÈLE Où sont les documents?

Louis Je ne les trouve pas.

Micheline Cherche-les. Tu les trouveras.

1. Où est ma serviette? (*briefcase*)

Louis _____

Micheline _____

2. Où est le cédé?

Louis _____

Micheline _____

3. Où est l'agrafeuse? (*stapler*)

Louis _____

Micheline _____

4. Où sont les nouveaux logiciels?

Louis _____

Micheline _____

5. Où est la liste des nouveaux employés?

Louis _____

Micheline _____

6. Où sont les dossiers?

Louis _____

Micheline _____

7. Où est mon ordinateur portable?

Louis _____

Micheline _____

8. Où sont mes clés USB?

Louis _____

Micheline _____

◀For more help, see Personal pronouns, [page 25](#).

O Voyages

To explain the following situations, combine each group of elements into a complete sentence. You will have to select the correct preposition, if any, that connects the verb to the infinitive, as well as the correct preposition for each geographical name.

MODÈLE Margot/se décider/trouver un appartement/Paris

Margot se décide à trouver un appartement à Paris.

1. Julie/vouloir/travailler/France

2. Samuel/préférer/rester/États-Unis

3. mes cousins/refuser/aller/Espagne

4. Mathieu/continuer/faire ses études/la Nouvelle-Orléans

5. Pauline et son mari/chercher/trouver un logement/Mexique

6. Camille/réussir/trouver un poste/Londres

7. Les Duhamel/aimer/passé l'hiver/Floride

8. Isaac et moi/venir/arriver/Le Havre

◀For more help, see Introducing prepositions, [pages 73–74](#).

P Combining sentences

Combine each pair of sentences into a single sentence, using the conjunction in parentheses. Use the present subjunctive tense in the subordinate clause.

MODÈLE Je le lui ai dit. Il le sait. (pour que)

Je le lui ai dit pour qu'il le sache.

1. J'irai au cinéma. Tu ne peux pas m'accompagner. (à moins que)

2. J'expliquerai tout encore une fois. Tu comprends. (pour que)

3. Nous sortirons. Il ne fait pas beau. (bien que)

4. On partira. Elle revient. (avant que)

5. Je resterai avec l'enfant. Il s'endort. (jusqu'à ce que)

6. Nous réussirons à le faire. Nous nous mettons à travailler. (pourvu que)

7. Cet employé travaille peu. Son chef s'en rend compte. (sans que)

8. Je n'y vais pas. Il n'est pas là. (de peur que)

◀For more help, see Introducing conjunctions, [page 65](#); Subjunctive mood, [pages 111 and 113–114](#).

Q This evening

Sylvie is telling what this evening at home will be like. To find out what she is saying, combine each group of elements into a complete sentence in the future tense.

MODÈLE ma famille/passer la soirée à la maison

Ma famille passera la soirée à la maison.

1. ma mère/faire le dîner

2. ma sœur et moi, nous/laver et sécher la vaisselle

3. mon frère/regarder un match à la télé

4. mon père/lire le journal

5. mes grands-parents/jouer aux cartes

6. ma cousine/venir nous voir

7. les voisins/prendre le dessert avec nous

8. ma tante/voir un film

9. moi, je/être contente de parler avec tout le monde

10. nous/pouvoir s'amuser ensemble

◀For more help, see Future tense, [page 93](#).

R Winning the lottery

To tell what the following people would do if they won the lottery, combine each group of elements into a complete sentence in the conditional tense.

MODÈLE Jean-Paul/ne travailler plus

Jean-Paul ne travaillerait plus.

1. Justine/monter une affaire

2. mes voisins/prendre la retraite

3. Claude/faire un voyage en Asie

4. moi/acheter une maison à Tahiti

5. mes grands-parents/être contents

6. toi/aller habiter au bord de la mer

7. nous/vouloir aider notre famille

8. moi/pouvoir acheter une Lamborghini

9. Philippe/payer ses dettes

10. on/dîner dans les meilleurs restaurants

◀ *For more help, see Conditional tense, [page 95](#).*

S Never, never, never

To tell what the following people will not do, combine each group of elements into a complete sentence in the future tense.

MODÈLE je/ne pas/changer de travail

Je ne changerai pas de travail.

1. Lucie/ne jamais/sortir avec Mathieu

2. mon oncle et ma tante/ne pas/revenir de France cette année

3. toi/ne plus/prêter de l'argent à Michel

4. nous/ne rien/recevoir pour notre anniversaire

5. vous/ne personne/voir au bureau

6. je/ne plus/faire les courses le matin

7. Émile et Jacqueline/ne jamais plus/aller en vacances ensemble

8. personne/ne/compléter le projet aujourd'hui

9. nous/ne jamais/savoir ce qui est arrivé

10. je/ne plus/être dans le même rayon que toi

◀For more help, see Future tense, [page 93](#); Introducing adverbs, [page 59](#).

T It could be otherwise

To tell what has to change for a business meeting to be successful, combine each pair of sentences into a conditional sentence. Each sentence will consist of a main clause in the conditional and an if-clause in the imperfect.

MODÈLE La réunion commence à huit heures du matin. Tout le monde ne peut pas venir.

Si la réunion ne commençait pas à huit heures du matin,

tout le monde pourrait venir.

1. On n'a pas préparé l'ordre du jour (*agenda*). On perd tant de temps.

2. Tout le monde parle pendant la réunion. On n'avance pas assez vite.

3. On n'a pas toutes les données (*data*). On ne peut pas proposer les solutions nécessaires.

4. Notre directeur ne parle pas clairement. Les employés ne comprennent pas les problèmes.

5. L'entreprise ne sert pas le déjeuner. Il faut interrompre la réunion.

6. Les employés n'ont pas les documents. Ils ne sont pas préparés.

7. Nous n'avons pas les comptes-rendus. Nous ne savons pas combien on a vendu.

8. La réunion n'est pas bien organisée. Il nous faut rester jusqu'à neuf heures du soir.

◀For more help, see Conditional tense, [page 95](#); Conditional perfect tense, [page 105](#).

U A better vacation

To tell what should have happened for the following people to have a great vacation, combine each pair of sentences into a conditional sentence. Each sentence will consist of an if-clause in the past perfect (pluperfect) tense and a main clause in the conditional perfect.

MODÈLE On est partis au mois d'août. Il a fait si chaud.

Si on n'était pas partis au mois d'août, il n'aurait pas fait si chaud.

1. Nous sommes allés à la plage. Nous ne nous sommes pas amusés.

2. L'hôtel n'était pas propre. On se sentait mal à l'aise.

3. Les restaurants étaient mauvais. Je suis tombé malade.

4. Il a plu tous les jours. On n'a pas pu nager.

5. Le cinéma était fermé. On n'a pas vu des films.

6. J'ai oublié mon livre. Je n'ai pas pu lire.

7. Nos amis ne sont pas venus avec nous. Les vacances étaient désagréables.

8. Nous y sommes restés trop longtemps. On s'est ennuyés.

◀ *For more help, see Conditional tense, [page 95](#); Past perfect (pluperfect) tense, [page 101](#); Conditional perfect tense, [page 105](#).*

V Growing our business

To tell what is needed to grow the business, combine each pair of sentences into a single sentence. Use the subjunctive in the subordinate clause.

MODÈLE Nous avons besoin d'une secrétaire. Elle doit être bilingue.

Nous avons besoin d'une secrétaire qui soit bilingue.

1. Nous cherchons un chef de bureau. Il doit connaître la bureautique.

2. On voudrait trouver un secrétaire. Elle doit savoir écrire en allemand et en anglais.

3. Il nous faut des représentants. Ils doivent pouvoir voyager souvent.

4. Nous avons besoin d'une banque. Elle doit avoir des succursales en Asie.

5. Je cherche un directeur. Il doit comprendre les nouvelles technologies.

6. Il nous faut un fournisseur. Il doit garantir la sécurité de notre réseau (*network*).

7. Nous voulons embaucher des employés. Ils doivent faire un bon travail.

8. Nous cherchons de nouveaux marchés. Ils doivent être rentables (*profitable*).

◀For more help, see Subjunctive mood, [pages 111 and 113–114](#).

W Un peu de réalisme

Marceline tries to bring her friend Lisette back to reality by telling her that her ideas about their friends are not realistic. Respond to Lisette's assertions, using the correct negative words.

MODÈLE Lisette Jean-Luc connaît quelqu'un à Marseille.

Marceline Non, Jean-Luc ne connaît personne à Marseille.

1. Lisette Quelqu'un va donner un travail à Emma.
 Marceline _____
2. Lisette Philippe a toujours beaucoup à faire.
 Marceline _____
3. Lisette Jacques a souvent de très bonnes notes.
 Marceline _____
4. Lisette Léonie trouve quelque chose d'intéressant.
 Marceline _____
5. Lisette Juliette achète une Ferrari ou une Lamborghini.
 Marceline _____
6. Lisette Florian parle avec quelqu'un en ce moment.
 Marceline _____
7. Lisette Stella est encore à la campagne.
 Marceline _____
8. Lisette Matthieu est déjà arrivé.
 Marceline _____

◀For more help, see Introducing adverbs, [page 59](#).

X It had already happened

To explain what had already happened when certain events occurred, combine each group of elements into a complete sentence. Use the passé composé in the first clause and déjà plus the pluperfect (past perfect) tense in the second.

MODÈLE Julien/rentrer : nous/sortir

Quand Julien est rentré, nous étions déjà sortis.

1. nous/arriver à l'aéroport : l'avion/partir

2. Luc/se lever : nous/servir le petit déjeuner

3. Lucie/envoyer sa demande d'emploi : l'entreprise/embaucher quelqu'un

4. Maurice/laisser le pourboire : Pierre/payer l'addition

5. les invités/frapper à la porte : Monique/s'habiller

6. le taxi/arriver : Christine et son mari/faire leurs valises

7. le chef/m'appeler : je/finir mon travail

8. les employés/venir : on/fermer le bureau

◀For more help, see *Passé composé*, [pages 97 and 99](#); *Past perfect (pluperfect) tense*, [page 101](#).

Y Organizing a trip

To tell how a trip was organized, combine each group of elements into a complete sentence in the passé composé, using the passive voice.

MODÈLE le voyage/organiser/le chef de bureau

Le voyage a été organisé par le chef de bureau.

1. tous les employés/inviter

2. les billets de train/acheter/la secrétaire

3. les réservations/faire/le chef de bureau

4. l'itinéraire/décider/les employés

5. un guide/embaucher/une agence de voyage

6. des activités/organiser/par l'hôtel

7. des rencontres professionnelles/arranger/l'entreprise

8. des visites intéressantes/programmer

◀For more help, see Passive voice, [page 107](#).

Z Making choices

Create a dialogue, using each group of elements. Use the correct forms of the interrogative adjective *quel* and the demonstrative pronoun *celui*.

MODÈLES cours/suivre/le professeur Martel

—*Quel cours suivez-vous?*

—*Celui du professeur Martel.*

train/prendre/(il) part pour Lille

—*Quel train prenez-vous?*

—*Celui qui part pour Lille.*

1. gants/acheter/(ils) sont en solde

2. documents/lire/(ils) étaient sur mon bureau

3. voiture/préférer/mon oncle

4. villes/visiter/(elles) sont présentées sur mon itinéraire

5. maison/vendre/notre quartier

6. employés/embaucher/(ils) parlent au moins deux langues étrangères

7. livres/emprunter/mes amis

8. tableaux/vouloir regarder/(ils) sont dans le musée d'art

◀ *For more help, see Demonstrative pronouns, [page 37](#); Interrogative pronouns, [pages 39–40](#).*

AA Touring in France

To compare what you are seeing with what you have seen before, create a dialogue from each group of elements. Use demonstrative adjectives, the comparative, and the superlative.

MODÈLE place/grand/ville

—Est-ce que cette place est plus grande que l'autre?

—Oui, c'est la place la plus grande de la ville.

1. église/ancien/ville

2. magasin/cher/quartier

3. restaurant/bon/rue

4. industries/important/région

5. écoles/connu/pays

6. paysage/admiré/province

7. fleuve/large/Midi

8. ports/actif/continent

◀ *For more help, see Demonstrative adjectives, [page 49](#); Comparison of adjectives, [page 47](#).*

BB How things are done

To tell how people perform actions, combine each pair of sentences into a single sentence, using an adverb.

MODÈLE Maurice s'exprime. C'est facile.

Maurice s'exprime facilement.

1. Le vieil homme marche. Il est lent.

2. Chloé participe à la création du site Web. Elle est active.

3. Noah répond. Il est vif.

4. Le jeune couple vit. Ils sont heureux.

5. Tout le monde se promène. C'est agréable.

6. Je me lève. Je suis rapide.

7. Léa sort. Elle est furieuse.

8. Les enfants chantent. Leurs voix sont douces.

◀For more help, see Introducing adverbs, [page 57](#).

CC Yesterday was a busy day

To tell all the things that happened yesterday, combine each group of elements into a complete sentence in the *passé composé*. Write out all numbers in your answers.

MODÈLE nos amis/nous téléphoner 10 fois

Nos amis nous ont téléphoné dix fois.

1. Pierre et Lucie/revenir d'Europe à 9 heures

2. je/répondre à 45 courriels

3. Émile/dépenser 800 euros au grand magasin

4. Ma tante Adèle/gagner 15.000 euros à la loterie

5. Sophie/lire 260 pages

6. Robert/parler 50 minutes au téléphone

7. le restaurant du coin/servir 370 clients

8. nous/connaître des touristes de 21 pays différents

◀For more help, see *Passé composé*, [pages 97 and 99](#); Cardinal numbers, [page 173](#).

DD Attitudes and feelings

To tell what people think, combine each pair of sentences into a single sentence, using either an infinitive or a subordinate clause in the subjunctive.

MODÈLES Je suis content. Je suis à Paris.

Je suis content d'être à Paris.

Je suis content. Vous êtes à Paris.

Je suis content que vous soyez à Paris.

1. Ils doutent. Nous pouvons les aider.

2. Nous sommes sûrs. Nous pouvons les aider.

3. Je ne crois pas. Vous acceptez l'offre d'emploi.

4. Vous voulez. Vous acceptez l'offre d'emploi.

5. J'ai peur. Il est en retard.

6. Il a peur. Il est en retard.

7. Elle est ravi. Tu viens.

8. Tu es content. Tu viens.

◀For more help, see Subjunctive mood, [pages 111 and 113–114](#).

EE No, they're the same

Louise and Hélène are comparing people and things. Louise says that someone or something is more _____ than someone or something else. Hélène disagrees, suggesting that they are equally _____. Combine each group of elements into a complete sentence by Louise, which Hélène contradicts. Make sure that adjectives agree with the nouns they modify.

MODÈLE Jacques/amusant/Rémy

Louise Jacques est plus amusant que Rémy.

Hélène Pas vrai. Rémy est aussi amusant que Jacques.

1. notre ville/élégant/Paris

Louise _____

Hélène _____

2. Philippe/intelligent/Marc

Louise _____

Hélène _____

3. ce roman/passionnant/l'autre roman

Louise _____

Hélène _____

4. cette chanteuse française/célèbre/la chanteuse canadienne

Louise _____

Hélène _____

5. cette tarte au citron/bon/la tarte aux poires

Louise _____

Hélène _____

6. cet appartement/cher/cette maison

Louise _____

Hélène _____

7. Élisabeth/charmant/Inès

Louise _____

Hélène _____

8. cette étudiante/gentil/le professeur

Louise _____

Hélène _____

◀For more help, see Comparison of adjectives, [page 47](#).

FF Antoine and his family

To tell how Antoine and his family get ready for the day, combine each group of elements into a complete sentence in the present tense.

MODÈLE Antoine/se lever/6h

Antoine se lève à six heures.

1. il/se brosser les dents

2. sa sœur Camille/se réveiller/7h

3. Antoine/se raser/et prendre une douche

4. sa mère/se laver/la tête

5. tout le monde/s'habiller/vite

6. ils/se préparer/pour la journée

7. Antoine et Camille/s'asseoir/pour le petit déjeuner

8. ils/se dire/au revoir

◀For more help, see Reflexive/reciprocal pronouns, [page 29](#); Present tense, [pages 87 and 89](#).

GG L'employé idéal

To describe the kind of employee a firm wishes to hire, write a job advertisement, using each of the following phrases. Use the *vous* form of the reflexive verb in the present tense.

MODÈLE ne pas se plaindre du travail

Vous ne vous plaignez pas du travail.

1. s'intéresser aux projets

2. ne pas s'énervé facilement

3. se passionner pour les idées

4. ne pas se fâcher avec les collègues

5. s'adresser poliment à tout le monde

6. se soucier de la qualité du travail

7. se donner la peine d'apprendre des nouvelles technologies

8. ne pas s'en aller du bureau avant cinq heures

◀For more help, see Reflexive/reciprocal pronouns, [page 29](#).

HH Discussing the day's news

Create a dialogue about what happened yesterday, using each group of elements. The first person in the dialogue tells what happened, and the second one asks a question about it, using *est-ce que*. Use the *passé composé* in each dialogue. In each question, replace the direct object noun of the statement with its corresponding pronoun. Make the past participle agree where necessary.

MODÈLE Claudette/trouver/le document/quand

—Claudette a trouvé le document.

—Quand est-ce qu'elle l'a trouvé?

1. les enfants/ne pas faire/leurs devoirs/pourquoi

2. mes parents/acheter/une nouvelle voiture/où

3. je/recevoir/deux messages mystérieux/à quelle heure

4. je/perdre/mes clés/quand

5. nous/regarder/les actualités/avec qui

6. Paul/retrouver/Agathe et Eugénie/où

7. les Garnier/vendre/leur maison/à qui

8. Aurélie/voir/le nouveau film italien/avec qui

◀ *For more help, see Passé composé, [pages 97 and 99](#); Personal pronouns, [pages 23, 25, and 27](#); Introducing questions, [page 79](#).*

APPENDIX A

Pronoun review

Personal pronouns

Always used with a verb				May be used alone
SUBJECT	OBJECT			DISJUNCTIVE
	DIRECT	REFLEXIVE	INDIRECT	
<i>je</i>	<i>me</i>	<i>me</i>	<i>me</i>	<i>moi</i>
<i>tu</i>	<i>te</i>	<i>te</i>	<i>te</i>	<i>toi</i>
<i>il, elle, on</i>	<i>le, la, l'</i>	<i>se</i>	<i>lui</i>	<i>lui, elle, soi</i>
<i>nous</i>	<i>nous</i>	<i>nous</i>	<i>nous</i>	<i>nous</i>
<i>vous</i>	<i>vous</i>	<i>vous</i>	<i>vous</i>	<i>vous</i>
<i>ils, elles</i>	<i>les</i>	<i>se</i>	<i>leur</i>	<i>eux, elles</i>

Comparison of relative and interrogative pronouns

RELATIVE PRONOUNS

	PERSON	THING	INDEFINITE
SUBJECT	<i>qui</i> (or form of <i>lequel</i>)	<i>qui</i> (or form of <i>lequel</i>)	<i>ce qui</i>
OBJECT	<i>que</i>	<i>que</i> (or form of <i>lequel</i>)	<i>ce que</i>
OBJECT OF <i>de</i>	<i>de qui</i> (or <i>dont</i>)	<i>dont</i> (or form of <i>duquel</i>)	<i>ce dont</i>
OBJECT OF ANY OTHER PREPOSITION	preposition + <i>qui</i> (or form of <i>lequel</i>)	preposition + form of <i>lequel où</i> (for time or place)	<i>ce</i> + preposition + <i>quoi</i>

INTERROGATIVE PRONOUNS (SHORT FORM)

	PERSON	THING
SUBJECT	<i>qui</i>	—
OBJECT	<i>qui</i>	<i>que</i>
OBJECT OF A PREPOSITION	preposition + <i>qui</i>	preposition + <i>quoi</i>

INTERROGATIVE PRONOUNS (LONG FORM)

Interrogative pronoun + *est-ce* + relative pronoun

	PERSON	THING
SUBJECT	<i>qui est-ce qui</i>	<i>qu'est-ce qui</i>
OBJECT	<i>qui est-ce que</i>	<i>qu'est-ce que</i>

Adjectives and pronouns

DEMONSTRATIVE ADJECTIVES AND PRONOUNS

	ADJECTIVES (USED WITH A NOUN)	PRONOUNS (USED WITHOUT A NOUN)
MASCULINE SINGULAR	<i>ce livre (-ci, -là)</i>	<i>celui (-ci, -là, or a prepositional phrase)</i>
MASCULINE SINGULAR BEFORE A VOWEL OR SILENT <i>h</i>	<i>cet homme</i>	<i>celui</i>
FEMININE SINGULAR	<i>cette dame</i>	<i>celle</i>
MASCULINE PLURAL	<i>ces étudiants</i>	<i>ceux</i>
FEMININE PLURAL	<i>ces étudiantes</i>	<i>celles</i>

INTERROGATIVE ADJECTIVES AND PRONOUNS

	ADJECTIVES (USED WITH A NOUN)	PRONOUNS (USED WITHOUT A NOUN)
MASCULINE SINGULAR	<i>quel livre?</i>	<i>lequel?</i>
FEMININE SINGULAR	<i>quelle dame?</i>	<i>laquelle?</i>
MASCULINE PLURAL	<i>quels étudiants?</i>	<i>lesquels?</i>
FEMININE PLURAL	<i>quelles filles?</i>	<i>lesquelles?</i>

The four forms of *lequel* are also used as relative pronouns (see [page 33](#)).

APPENDIX B

Determiners: A summary

Normally, only one determiner is used before a noun.

DETERMINERS FOR WORDS BEGINNING WITH A CONSONANT OR VOICED *h*

MASCULINE SINGULAR	FEMININE SINGULAR	PLURAL
<i>un café, un héros</i>	<i>une glace, une haine</i>	<i>des livres, des tables, des héros</i>
<i>le café</i>	<i>la glace</i>	<i>les livres, les tables</i>
<i>mon café, ton café, etc.</i>	<i>ma glace, ta glace, etc.</i>	<i>mes livres, tes livres, etc.</i>
<i>ce café</i>	<i>cette glace</i>	<i>ces livres, ces tables</i>
<i>quel café</i>	<i>quelle glace</i>	<i>quels livres, quelles tables</i>
<i>quelque café</i>	<i>quelque glace</i>	<i>quelques livres, quelques tables</i>
<i>du café, du homard</i>	<i>de la glace</i>	<i>des livres, des tables, des homards</i>

DETERMINERS FOR WORDS BEGINNING WITH A VOWEL OR SILENT *h*

MASCULINE SINGULAR	FEMININE SINGULAR	PLURAL
<i>un amour</i>	<i>une eau</i>	Plural forms are the same as the plural forms in the preceding chart.
<i>l'amour, l'hôtel</i>	<i>l'eau</i>	
<i>mon amour, ton amour, etc.</i>	<i>mon eau, ton eau, etc.</i>	
<i>cet amour</i>	<i>cette eau</i>	
<i>quel amour</i>	<i>quelle eau</i>	
<i>de l'amour</i>	<i>de l'eau</i>	

A determiner is not needed

1. after some prepositions (as in *sans doute*).
2. with a noun of nationality, profession, or religion (as in *Il est américain.*).
3. when one noun is used to describe another (as in *un professeur d'art, une fête de famille*).
4. in expressing possession (as in *l'ami d'Henri*).
5. in a partitive construction under special circumstances (see [page 17](#)).

APPENDIX C

Patterns of irregular verbs

PATTERN I L-shaped verbs

These verbs show a spelling change, including accents, in the singular and third-person plural forms.

mener, acheter, geler, jeter, appeler, payer, envoyer, ennuyer, mourir, mouvoir, pouvoir, vouloir, venir, revenir, devenir, prévenir, tenir, retenir

PATTERN II Box verbs with regular singular forms

faire, taire, plaire, traire, voir, †croire, boire, haïr, †vêtir, fuir, cuire, nuire, écrire, suffire, rire, courir, prendre, comprendre, apprendre, surprendre, pendre, coudre, moudre*

PATTERN III Box verbs with regular plural forms

battre, mettre, permettre, promettre, soumettre, servir, partir, mentir, sortir, dormir, sentir, savoir, vêtir, valoir, suivre, vivre

PATTERN IV Mistaken-identity verbs

These are *-ir* verbs that take *-er* endings.

offrir, souffrir, ouvrir, couvrir, découvrir, cueillir, accueillir, recueillir

PATTERN V Disappearing-letter verbs

If the infinitive ending of one of these verbs is dropped, the final consonant sound is silent. Since the final consonant has no sound, it is not written in the verb's singular forms.

naître, connaître, *paître, *croître, *accroître, *craindre, plaindre, atteindre, éteindre, peindre, joindre, résoudre, partir, sortir, mentir, dormir, sentir, servir, suivre, vivre, mettre, battre, pleuvoir*

PATTERN VI Soft-consonant verbs

These include *-ger* verbs, which add *-e* after the *g* when the verb ending begins with any letter other than *e* or *i*, and *-cer* verbs, which place a cedilla under the *c* (ç) under the same circumstances.

manger, commencer, placer

PATTERN VII **Change-under-stress verbs**

These include *-avoir* verbs that are regular in the *nous/vous* forms, but change the *e* of the stem to *oi* when the stress is on the stem (see Pattern I) and eliminate the *v* in the singular forms (see Pattern V).

devoir, recevoir, percevoir, s'apercevoir

Verbs whose infinitives end in *-aître, -ôître, -indre, -yer* (except *-eyer* verbs), and *-avoir* follow the same patterns within their groups.

connaître, craindre, essayer, devoir

Some irregular verbs have patterns all their own.

avoir, être, aller, falloir, vaincre (regular in sound, since *c* and *qu* have the same sound), *bouillir, s'asseoir*

<i>avoir</i>	<i>être</i>	<i>aller</i>	<i>falloir</i>
<i>j'ai</i>	<i>je suis</i>	<i>je vais</i>	
<i>tu as</i>	<i>tu es</i>	<i>tu vas</i>	
<i>il/elle a</i>	<i>il/elle est</i>	<i>il/elle va</i>	<i>il faut</i>
<i>nous avons</i>	<i>nous sommes</i>	<i>nous allons</i>	
<i>vous avez</i>	<i>vous êtes</i>	<i>vous allez</i>	
<i>ils/elles ont</i>	<i>ils/elles sont</i>	<i>ils/elles vont</i>	

APPENDIX D

Literary tenses

A few verb tenses not mentioned in the text are encountered only in reading. It is not necessary to learn these tenses now, but it is important to be able to recognize them. As literary tenses, they are never used in conversation or informal writing—only in formal writing (for example, literature, scholarship, and formal speeches).

Passé simple and passé antérieur

These tenses are the literary equivalents of the passé composé and the pluperfect, respectively. They are translated in the same way, but using them gives a special formal tone to the writing and shows seriousness of purpose. Remember that it is enough to be able to recognize them.

PASSÉ SIMPLE

<i>parler</i> (-er VERBS)	<i>finir</i> (-ir AND -re VERBS)	<i>connaître</i> (-re AND -oir VERBS)	<i>avoir</i>
<i>je parlai</i>	<i>je finis</i>	<i>je connus</i>	<i>j'eus</i>
<i>tu parlais</i>	<i>tu finis</i>	<i>tu connus</i>	<i>tu eus</i>
<i>il/elle parla</i>	<i>il/elle finit</i>	<i>il/elle connut</i>	<i>il/elle eut</i>
<i>nous parlâmes</i>	<i>nous finîmes</i>	<i>nous connûmes</i>	<i>nous eûmes</i>
<i>vous parlâtes</i>	<i>vous finîtes</i>	<i>vous connûtes</i>	<i>vous eûtes</i>
<i>ils/elles parlèrent</i>	<i>ils/elles finirent</i>	<i>ils/elles connurent</i>	<i>ils/elles eurent</i>

Verbs with irregular stems in the passé simple include the following. Note that the past participle often serves as the stem of the passé simple.

<i>s'asseoir</i> → <i>je m'assis</i>	<i>être</i> → <i>je fus</i>	<i>recevoir</i> → <i>je reçus</i>
<i>craindre</i> → <i>je craignis</i>	<i>courir</i> → <i>je courus</i>	<i>savoir</i> → <i>je sus</i>
<i>écrire</i> → <i>j'écrivis</i>	<i>croire</i> → <i>je crus</i>	<i>se taire</i> → <i>je me tus</i>
<i>joindre</i> → <i>je joignis</i>	<i>devoir</i> → <i>je dus</i>	<i>valoir</i> → <i>je valus</i>
<i>faire</i> → <i>je fis</i>	<i>falloir</i> → <i>il fallut</i>	<i>vivre</i> → <i>je vécus</i>
<i>mettre</i> → <i>je mis</i>	<i>lire</i> → <i>je lus</i>	<i>vouloir</i> → <i>je voulus</i>
<i>naître</i> → <i>je naquis</i>	<i>plaire</i> → <i>je plus</i>	<i>venir</i> → <i>je vins</i>
<i>prendre</i> → <i>je pris</i>	<i>pleuvoir</i> → <i>il plut</i>	<i>tenir</i> → <i>je tins</i>
<i>voir</i> → <i>je vis</i>	<i>pouvoir</i> → <i>je pus</i>	

There are three groups of endings for the *passé simple*, and all verbs use one of these groups. This means that all *passé simple* forms can be derived from the first- or third-person singular form of an irregular verb, since the endings are the same as those of regular verbs.

Notice that irregular *passé simple* stems often resemble either the past participle (for example, *connaître* → *connu* → *je connus*) or the alternative stem in the present—the one used for the *nous* and *vous* forms if they are different (for example, *écrire* → *nous écrivons* → *j'écrivis*).

For some very irregular stems, the ancient Romans must take responsibility. For instance, for the verb *être*, the *passé simple* *je fus* comes from the Latin simple past of “to be”: *fui*.

PASSÉ ANTÉRIEUR

Once the *passé simple* of *être* and *avoir* is learned, the *passé antérieur* is easy: It uses the *passé simple* of the auxiliary verb plus the past participle of the main verb. Otherwise, it follows all of the rules that you learned for the *passé composé*.

<i>parler</i>	<i>finir</i>	<i>connaître</i>	<i>être</i>
<i>j'eus parlé</i>	<i>j'eus fini</i>	<i>j'eus connu</i>	<i>j'eus été</i>
<i>tu eus parlé</i>	<i>tu eus fini</i>	<i>tu eus connu</i>	<i>tu eus été</i>
etc.	etc.	etc.	etc.

A verb that uses *être* as its auxiliary in the *passé composé* does so here too (for example, *elle fut allée, nous vous fûmes levés*).

Imperfect subjunctive and pluperfect subjunctive

These literary tenses are easy to recognize because of the -ss- in most of the endings.

The imperfect subjunctive is formed from the same stem as the passé simple, so once the irregular stems for the passé simple can be recognized, so will those for the imperfect subjunctive. The pluperfect subjunctive uses the imperfect subjunctive of the auxiliary verb plus the past participle of the main verb. All other rules are the same as those for the perfect tenses.

In summary, once the stems and endings for the passé simple are known, recognition of the other three literary tenses is easy.

IMPERFECT SUBJUNCTIVE

<i>parler</i>	<i>finir</i>	<i>connaître</i>	<i>être</i>
<i>que je parlasse</i>	<i>que je finisse</i>	<i>que je connusse</i>	<i>que je fusse</i>
<i>que tu parlasses</i>	<i>que tu finisses</i>	<i>que tu connusses</i>	<i>que tu fusses</i>
<i>qu'il parlât</i>	<i>qu'il finît</i>	<i>qu'il connût</i>	<i>qu'il fût</i>
<i>que nous parlussions</i>	<i>que nous finissions</i>	<i>que nous connussions</i>	<i>que nous fussions</i>
<i>que vous parlassiez</i>	<i>que vous finissiez</i>	<i>que vous connussiez</i>	<i>que vous fussiez</i>
<i>qu'ils parlassent</i>	<i>qu'ils finissent</i>	<i>qu'ils connussent</i>	<i>qu'ils fussent</i>

PLUPERFECT SUBJUNCTIVE

<i>parler</i>	<i>finir</i>	<i>connaître</i>	<i>être</i>
<i>que j'eusse parlé</i>	<i>que j'eusse fini</i>	<i>que j'eusse connu</i>	<i>que j'eusse été</i>
<i>que tu eusses parlé</i>	<i>que tu eusses fini</i>	<i>que tu eusses connu</i>	<i>que tu eusses été</i>
etc.	etc.	etc.	etc.

A verb that uses *être* as its auxiliary in the passé composé does so here too (for example, *qu'elle fût allée*, *que nous nous fussions levés*).

APPENDIX E

Compound tenses

Être special group*

In this group, *être* is the auxiliary and the past participle agrees with the subject.

SUBJECT	(ne)	(OBJECT)	AUXILIARY	(pas)	(ADVERB)	PAST PARTICIPLE	
<i>je</i>	<i>ne</i>	<i>y</i>	<i>suis</i>	<i>pas</i>	<i>souvent</i>	<i>arrivé(e)(s)</i>	<i>resté(e)(s)</i>
<i>tu</i>	<i>n'</i>	<i>en</i>	<i>es</i>		<i>vite</i>	<i>tombé(e)(s)</i>	<i>descendu(e)(s)</i>
<i>il/elle</i>			<i>est</i>		<i>etc.</i>	<i>allé(e)(s)</i>	<i>mort(e)(s)</i>
<i>nous</i>			<i>sommes</i>			<i>entré(e)(s)</i>	<i>venu(e)(s)</i>
<i>vous</i>			<i>êtes</i>			<i>parti(e)(s)</i>	<i>né(e)(s)</i>
<i>ils/elles</i>			<i>sont</i>			<i>sorti(e)(s)</i>	

Reflexive/reciprocal verbs

In this group, *être* is the auxiliary and the past participle agrees with the preceding direct object.

SUBJECT	(ne)	(OBJECT)	AUXILIARY	(pas)	(ADVERB)	PAST PARTICIPLE	
<i>je</i>	<i>ne</i>	<i>me</i>	<i>suis</i>	<i>pas</i>	<i>bien</i>	<i>amusé(e)(s)</i>	
<i>tu</i>		<i>t'</i>	<i>es</i>		<i>encore</i>	<i>levé(e)(s)</i>	
<i>il/elle</i>		<i>s'</i>	<i>est</i>		<i>etc.</i>	<i>reposé(e)(s)</i>	
<i>nous</i>		<i>nous</i>	<i>sommes</i>			<i>habillé(e)(s)</i>	
<i>vous</i>		<i>vous</i>	<i>êtes</i>			<i>réveillé(e)(s)</i>	
<i>ils/elles</i>		<i>se</i>	<i>sont</i>			<i>lavé les mains†</i>	

All other verbs

In this group, *avoir* is the auxiliary and the past participle agrees with the preceding direct object.

APPENDIX F

Il est... and *c'est...*

The following chart shows most of the major uses of *il est* and *c'est*.

<i>il est</i>	<i>c'est</i>
1. Followed by a noun with no modifier (often profession, nationality, or religion) <i>Il est français.</i> <i>Elles sont professeurs.</i>	1. Followed by a noun with a modifier <i>C'est un grand homme.</i> <i>Ce sont de bons professeurs.</i>
2. Followed by an adjective with a definite referent <i>Il est grand.</i>	2. Followed by an adjective with an indefinite referent <i>C'est facile.</i> (an idea or concept, not a specific noun)
3. Referring to a particular noun <i>Il est facile.</i> (for example, <i>le livre</i>)	3. Followed by a pronoun <i>C'est lui.</i>
4. In a prepositional phrase of location <i>Il est à Paris.</i> <i>Il est dans mon sac.</i>	4. In a prepositional phrase other than location <i>C'est à moi.</i> <i>C'est pour vous.</i>
5. In idioms and set expressions <i>Il est une heure.</i> (telling time)	5. In idioms and set expressions <i>C'est lundi.</i> <i>C'est demain le 23.</i> <i>Est-ce que...</i> (questions)

Il est is used to introduce a clause when the subject will be stated later in the sentence. *C'est* is used when the subject will not be stated.

Il est facile de faire cela.
C'est facile à faire.

It's easy to do that.
It's easy to do.



QUICK CHECK

As a test, try to turn the sentence around.

“To do that is easy.”

Since you can turn the sentence around, *il est* is correct.

“To do is easy.”

Since this sentence makes no sense, *c'est* is used.

APPENDIX G

Cardinal numbers

Following are cardinal numbers in French, from 1 to 100 and beyond.

0 zéro

1 un

2 deux

3 trois

4 quatre

5 cinq

6 six

7 sept

8 huit

9 neuf

10 dix

11 onze

12 douze

13 treize

14 quatorze

15 quinze

16 seize

17 dix-sept

18 dix-huit

19 dix-neuf

20 vingt

21 vingt et un

22 vingt-deux
23 vingt-trois
24 vingt-quatre
25 vingt-cinq
26 vingt-six
27 vingt-sept
28 vingt-huit
29 vingt-neuf
30 trente
31 trente et un
32 trente-deux
33 trente-trois
34 trente-quatre
35 trente-cinq
36 trente-six
37 trente-sept
38 trente-huit
39 trente-neuf
40 quarante
41 quarante et un
42 quarante-deux
43 quarante-trois
44 quarante-quatre
45 quarante-cinq
46 quarante-six
47 quarante-sept
48 quarante-huit

49 quarante-neuf
50 cinquante
51 cinquante et un
52 cinquante-deux
53 cinquante-trois
54 cinquante-quatre
55 cinquante-cinq
56 cinquante-six
57 cinquante sept
58 cinquante-huit
59 cinquante-neuf
60 soixante
61 soixante et un
62 soixante-deux
63 soixante-trois
64 soixante-quatre
65 soixante-cinq
66 soixante-six
67 soixante-sept
68 soixante-huit
69 soixante-neuf
70 soixante-dix
71 soixante et onze
72 soixante-douze
73 soixante-treize
74 soixante-quatorze
75 soixante-quinze

76 soixante-seize
77 soixante-dix-sept
78 soixante-dix-huit
79 soixante-dix-neuf
80 quatre-vingts
81 quatre-vingt-un
82 quatre-vingt-deux
83 quatre-vingt-trois
84 quatre-vingt-quatre
85 quatre-vingt-cinq
86 quatre-vingt-six
87 quatre-vingt-sept
88 quatre-vingt-huit
89 quatre-vingt-neuf
90 quatre-vingt-dix
91 quatre-vingt-onze
92 quatre-vingt-douze
93 quatre-vingt-treize
94 quatre-vingt-quatorze
95 quatre-vingt-quinze
96 quatre-vingt-seize
97 quatre-vingt-dix-sept
98 quatre-vingt-dix-huit
99 quatre-vingt-dix-neuf
100 cent
200 deux cents
201 deux cents un

1,000 mille

2,000 deux mille

1,000,000 un million

The number 70 is literally “sixty and ten”; the number 80 is “four twenties.”

Answer key

Nouns

A

1. l'
2. la
3. les
4. le
5. les
6. les
7. le
8. les
9. l'
10. la

B

1. un
2. une
3. des
4. une
5. une
6. des
7. un
8. une
9. des
10. un

C

1. un
2. le
3. de la
4. du
5. de
6. des
7. Les, la
8. Les
9. une, la
10. une, un

Pronouns

A

1. Je
2. elles
3. vous
4. tu
5. il
6. Nous
7. Ils
8. Elle
9. Je
10. tu

B

1. Elle le lit.

2. Nous voulons le louer.
3. Il la prend.
4. Ne les perds pas.
5. Elles l'écrivent.
6. Nettoyons-la.
7. Ils peuvent le comprendre.
8. Tu les copies.
9. Gardez-les.
10. Vous la vendez.

C

1. vous
2. m'
3. nous
4. me
5. te

D

1. Elles leur en envoient.
2. Je lui téléphone.
3. Donnez-leur-en.
4. Il y travaille.
5. En veux-tu?
6. Il le leur enseigne.
7. Il les y enseigne.
8. Nous leur en offrons.
9. Donnez-m'en, s'il vous plaît.
10. Je vais les y mettre.

11. Nous t'y voyons toujours.

12. La leur explique-t-elle?

E

1. moi
2. Eux
3. vous
4. Elle
5. Toi
6. lui
7. elles
8. nous

F

1. la sienne
2. la nôtre
3. les miens
4. les tiennes
5. le sien
6. la vôtre
7. les leurs
8. le leur

G

1. b
2. e
3. a
4. d
5. e

6. c

7. a

8. b

H

1. Ce livre-ci et celui-là.

2. Ma maison et celle de ma sœur.

3. Ces restaurants-ci sont bons, mais ceux-là sont meilleurs.

4. Votre cours et celui que nous suivons sont excellents.

5. Elle est celle qu'il aime.

6. Ces jardins-ci et ceux-là.

7. Veux-tu ces pâtisseries-là ou celles-ci?

8. Nous pouvons prendre ma voiture. Celle de Marie n'est pas assez grande.

I

1. À qui

2. Que

3. Qu'est-ce qu'

4. Laquelle

5. De quoi

6. Avec qui

7. À quoi

8. Lesquels

9. Qui (est-ce qui)

10. Qu'est-ce que

11. Qui est-ce que

12. Qu'est-ce qui

13. Pour qui

14. Duquel

Adjectives

A

1a. intéressant

1b. intéressante

1d. intéressantes

2b. blanche

2c. blancs

2d. blanches

3a. fier

3b. fière

3d. fières

4b. merveilleuse

4c. merveilleux

4d. merveilleuses

5a. gros

5b. grosse

5d. grosses

6a. heureux

6b. heureuse

6c. heureux

7b. active

7c. actifs

7d. actives

8b. nationale

- 8c. nationaux
- 8d. nationales
- 9b. italienne
- 9c. italiens
- 9d. italiennes
- 10b. légère
- 10c. légers
- 10d. légères

B

- 1. nouvelles
- 2. nouveau
- 3. nouvelle
- 4. nouvel
- 5. nouveaux
- 6. nouvel

C

- 1. bel
- 2. beau
- 3. belle
- 4. bel
- 5. beaux
- 6. belles

D

- 1. vieille
- 2. vieux
- 3. vieil

4. vieille
5. vieil
6. vieilles

E

1. un pauvre homme
2. une chère amie
3. un ancien général
4. une ville ancienne
5. une grande femme
6. un homme pauvre
7. une (jeune) fille grande
8. une voiture chère

F

1. Jacques est plus intelligent que Marc.
2. Ma sœur est moins heureuse que mon frère.
3. C'est le meilleur livre de la bibliothèque.
4. Le métro est plus rapide que le bus.
5. C'est le pire étudiant du lycée.
6. Mon cours est moins intéressant que leur cours.

G

1. cet
2. Ces
3. Cette
4. ce
5. Cet
6. ce

7. Ces

8. Ces

H

1. son livre

2. mon école

3. sa maison

4. notre traduction

5. leurs jardins

6. tes idées

7. vos cahiers

8. mes devoirs

9. ton affiche

10. son histoire

I

1. Quelle

2. Quel

3. quel

4. Quel

5. Quels

6. Quelles

7. Quels

8. Quelle

Adverbs

A

1. facilement

2. activement
3. merveilleusement
4. bien
5. lentement
6. clairement
7. vivement
8. certainement
9. soigneusement
10. vaguement

Negatives

A

1. Il ne travaille pas.
2. Il ne travaille plus.
3. Il ne travaille jamais.
4. Personne ne travaille.
5. Elle n'apprend rien.
6. Nous ne voyons ni Christine ni Marie.

Prepositions

A

1. en
2. en
3. à
4. au
5. à

6. aux

7. à la

8. en

B

1. à

2. X

3. X

4. de

5. de

6. à

7. de

8. X

9. X

10. de

11. à

12. de

Questions

A

1. Jean achète-t-il des livres?

2. Avons-nous dîné ici?

3. Suivez-vous cette route?

4. Les a-t-il pris?

5. Carole vous a-t-elle téléphoné?

Verbs

A

1. marchant, marché
2. choisissant, choisi
3. ayant, eu
4. descendant, descendu
5. lisant, lu
6. mentant, menti
7. étant, été
8. souriant, souri
9. balayant, balayé
10. nettoyant, nettoyé
11. achetant, acheté
12. préférant, préféré
13. prenant, pris
14. sachant, su
15. ouvrant, ouvert
16. réfléchissant, réfléchi
17. buvant, bu
18. faisant, fait
19. recevant, reçu
20. disant, dit
21. mettant, mis
22. pouvant, pu
23. voyant, vu
24. écrivant, écrit

B

1. marchent
2. choisissons
3. descends
4. ment
5. finit
6. sort
7. chantes
8. vend
9. cours
10. dors
11. louez
12. servent
13. réfléchissez
14. partent
15. rend

C

1. Où va-t-il? or Où est-ce qu'il va?
2. Je marche toujours le matin.
3. Où travaillent-elles? or Où est-ce qu'elles travaillent?
4. Nous attendons depuis une heure.
5. Je ne sais pas où il est.
6. Washington, D.C. est la capitale des États-Unis.
7. Je pars pour Paris la semaine prochaine.
8. Il parle espagnol.

D

1. Il parlait avec sa fiancée.

2. Nous finissions notre travail.
3. Elle prenait un café.
4. J'attendais mes amis.
5. L'enfant dormait.
6. Nous étions pressés.
7. Tu vendais ta maison.
8. Elle travaillait dans ce bureau.
9. Nous étudions nos leçons.
10. Il fallait partir.
11. Ils allaient en ville.
12. Je faisais mes devoirs.
13. Tu écrivais une lettre.
14. Vous lisiez beaucoup.
15. Je sortais.
16. Elle était en ville.
17. Le professeur effaçait le tableau.
18. Tu mangeais à une heure.

E

1. ira
2. aurai
3. prendrons
4. sortiras
5. passerai
6. choisirons
7. rendrez
8. devons

9. enverrai
10. réussira
11. serez
12. pourront
13. faudra
14. arriveras
15. attendrez
16. finiront
17. nettoierons
18. achèteront

F

1. Nous allons sortir.
2. Elles vont arriver demain.
3. Il va venir avec eux.
4. Je vais monter.
5. Ils vont voir ce film.
6. Tu vas me téléphoner.
7. Vous allez comprendre.
8. Nous allons être en retard.
9. Tu vas commander un thé.
10. Je vais passer te voir.

G

1. auraient
2. préférerais
3. jetterait
4. feraient

5. rendrions
6. choisiriez
7. verraient
8. enlèverais
9. balaierais
10. seraient

H

1. ont servi
2. a commencé
3. ai nagé
4. est entrée
5. a lavé
6. avons déjeuné
7. sont sortis
8. avez apporté
9. est mort
10. est née
11. avons pris
12. ont vendu
13. avez réfléchi
14. as organisé
15. sont retournées
16. se sont lavés
17. as demandé
18. as minci

I

1. Elle était déjà descendue.
2. J'avais déjà accepté.
3. Ils avaient déjà joué.
4. Elles étaient déjà rentrées.
5. Nous avions déjà parlé.
6. J'avais déjà téléphoné.
7. Ils étaient déjà partis.
8. Nous y avons déjà réfléchi.

J

1. sera arrivée
2. auras fini
3. aurai déjeuné
4. seront partis
5. aura décidé
6. serai rentré(e)

K

1. avons su, serions venu(e)s
2. aurait aidé, aviez demandé
3. ne l'aurait pas dit, avait été
4. ne l'aurais pas fait, m'avait dit
5. avais fait, ne serais pas tombé(e)
6. avaient travaillé, auraient réussi
7. avais été, aurais pu
8. aurais compris, avais fait

L

1. puisse

2. attende
3. veulent
4. saches
5. soit
6. aille
7. revient
8. fasse
9. mangions
10. boives
11. prenes
12. comprend
13. veniez
14. rendes
15. écrives

Using your French

A

1. Il y avait un chat gris sur une table ronde.
2. Il y avait un grand lit à côté d'une fenêtre ouverte.
3. Il y avait des tableaux obscurs sur un mur.
4. Il y avait une lampe éteinte près d'un fauteuil défoncé.
5. Il y avait des livres anciens sous un tapis usé.
6. Il y avait des chaussures déchirées dans un lavabo fêlé.
7. Il y avait un bruit étrange derrière une porte fermée.
8. Il y avait un homme endormi sur une chaise cassée.

B

1. Mettez la nouvelle imprimante sur le grand bureau.
2. Mettez les chaises autour de la table.
3. Mettez le poste de télé en face du canapé noir.
4. Mettez le fauteuil blanc devant la fenêtre ouverte.
5. Mettez les vêtements dans la penderie.
6. Mettez le gros frigo à côté de la cuisinière.
7. Mettez les assiettes cassées dans la poubelle vide.
8. Mettez la grosse lampe au sous-sol.
9. Mettez la corbeille à papier derrière la chaise bleue.
10. Mettez les boîtes fermées sous l'escalier.

C

1. Je me trouvais seule.
2. J'étais dans un champ.
3. Le ciel était gris.
4. Le vent soufflait.
5. Il commençait à pleuvoir.
6. Au loin on entendait des cris.
7. Moi, je pleurais.
8. La pluie me mouillait.
9. J'avais froid.
10. La terre tremblait.

D

1. Au huitième étage le facteur a apporté un colis pour mon ami Robert.
2. Au premier étage Marie Grimbert et son mari sont sortis à dix heures.
3. Au neuvième étage une vieille dame est tombée dans le couloir.
4. Au quatrième étage la police a frappé à la porte d'un appartement.

5. Au douzième étage Monsieur Garric n'est pas allé au travail aujourd'hui.
6. Au cinquième étage le plombier est arrivé chez les Doucet.
7. Au sixième étage Jacquot a sorti les ordures ménagères.
8. Au quinzième étage Mme Hardy a mis de nouveaux rideaux à sa fenêtre.
9. Au dixième étage la concierge a nettoyé le tapis.
10. Au deuxième étage des voleurs sont entrés dans l'appartement des Mercier.

E

- 1a. que Marie-Claire revienne.
- 1b. que Marie-Claire revient.
- 1c. que Marie-Claire revienne.
- 1d. que Marie-Claire revient/reviendra.
- 2a. qu'ils sont ponctuels.
- 2b. qu'ils soient ponctuels.
- 2c. qu'ils soient ponctuels.
- 2d. qu'ils sont ponctuels.
- 3a. qu'elle réponde à tous les messages.
- 3b. qu'elle réponde à tous les messages.
- 3c. qu'elle réponde à tous les messages.
- 3d. qu'elle répond à tous les messages.
- 4a. que vous sachiez la réponse.
- 4b. que vous sachiez la réponse.
- 4c. que vous savez la réponse.
- 4d. que vous savez la réponse.
- 5a. que tu réussisses à vendre ta voiture.

5b. que tu réussis à vendre ta voiture.

5c. que tu réussisses à vendre ta voiture.

5d. que tu réussis à vendre ta voiture.

F

1. Je veux dormir et je veux que les enfants dorment aussi.
2. Je préfère réfléchir et je préfère que tu réfléchisses aussi.
3. Il me faut le faire et il faut qu'ils le fassent aussi.
4. Il vaut mieux revenir et il vaut mieux qu'elle revienne aussi.
5. Vous voulez louer une voiture et vous voulez que nous louions une voiture aussi.
6. Nous sommes contents de pouvoir partir et nous sommes contents que notre ami puisse partir aussi.
7. Tu veux sortir et tu veux que je sorte aussi.
8. Nous désirons y aller et nous désirons que tu y ailles aussi.
9. J'aime mieux être ponctuel et j'aime mieux que vous soyez ponctuel aussi.
10. Je veux maigrir et je veux que mon copain maigrisse aussi.

G

1. Où est-ce que tu es allée hier?
2. Avec qui est-ce que tu y es allée?
3. À quelle heure est-ce qu'il est arrivé?
4. Qu'est-ce que tu as commandé?
5. Est-ce que tu as mangé quelque chose?
6. De quoi est-ce que vous avez parlé?
7. Pourquoi est-ce que vous n'avez pas dîné ensemble?
8. Quand est-ce que vous comptez vous revoir?

H

1. Quelle est votre adresse?
2. Où étiez-vous hier soir?
3. Pourquoi y êtes-vous allée?
4. Quel travail avez-vous fait?
5. Qui vous a vue à la bibliothèque?
6. Quel est son numéro de téléphone?
7. Quand avez-vous quitté la bibliothèque?
8. Où êtes-vous allée après?

I

1. Marc veut apprendre à parler japonais.
2. Louise et Léa essaient de trouver un travail.
3. Paul et Pierre s'intéressent voyager en Europe.
4. Ils commencent à chercher des billets d'avion.
5. Jacqueline préfère rester à la maison.
6. Arthur vient de trouver un nouvel appartement.
7. Les Gagnon invitent Géraldine à passer l'été dans leur chalet de montagne.
8. Mathilde suggère à ses amis d'aider les pauvres.

J

1. Il était neuf heures quinze quand il est sorti.
2. Il faisait beau quand Amélie est arrivée au bureau.
3. Il était tard quand la secrétaire est venue.
4. Il faisait froid dans le bureau quand les employés ont commencé à travailler.
5. Il était midi et demi quand je suis descendu(e) déjeuner.
6. Je mangeais quand il a commencé à pleuvoir.
7. J'étais tout(e) mouillé(e) quand je suis retourné(e) au bureau.

8. Les rues étaient sèches quand j'ai quitté le bureau.

K

1. Nous ne lui montrons pas nos courriels.
2. Je ne lui ai pas envoyé les documents.
3. Elle ne lui a pas dit son numéro de téléphone.
4. Ils ne lui ont pas rendu l'argent.
5. Il ne lui a pas offert une montre.
6. Il ne leur donne pas les médicaments.
7. Il ne leur a pas laissé son entreprise.
8. Il ne leur a pas vendu toute sa propriété.

L

1. Je ne sais pas s'il en achète.
2. Je ne sais pas s'il y passe ses vacances.
3. Je ne sais pas s'il y travaille.
4. Je ne sais pas si elle en envoie.
5. Je ne sais pas s'ils y sont.
6. Je ne sais pas si nous en avons signé.
7. Je ne sais pas s'il en a embauché.
8. Je ne sais pas si nous allons y organiser un dîner d'affaires.

M

1. Il faut le lui lire.
2. Nous devons leur en acheter.
3. Ils doivent leur en donner.
4. Nous allons les y emmener.
5. Marguerite peut vous en rapporter de France.
6. Je compte les lui prêter.

7. On doit lui en envoyer.
8. Je vais lui en préparer.

N

1. Je ne la trouve pas. / Cherche-la. Tu la trouveras.
2. Je ne le trouve pas. / Cherche-le. Tu le trouveras.
3. Je ne la trouve pas. / Cherche-la. Tu la trouveras.
4. Je ne les trouve pas. / Cherche-les. Tu les trouveras.
5. Je ne la trouve pas. / Cherche-la. Tu la trouveras.
6. Je ne les trouve pas. / Cherche-les. Tu les trouveras.
7. Je ne le trouve pas. / Cherche-le. Tu le trouveras.
8. Je ne les trouve pas. / Cherche-les. Tu les trouveras.

O

1. Julie veut travailler en France.
2. Samuel préfère rester aux États-Unis.
3. Mes cousins refusent d'aller en Espagne.
4. Mathieu continue à faire ses études à la Nouvelle-Orléans.
5. Pauline et son mari cherchent à trouver un logement au Mexique.
6. Camille réussit à trouver un poste à Londres.
7. Les Duhamel aiment passer l'hiver en Floride.
8. Isaac et moi, nous venons d'arriver au Havre.

P

1. J'irai au cinéma à moins que tu ne puisses pas m'accompagner.
2. J'expliquerai tout encore une fois pour que tu comprennes.
3. Nous sortirons bien qu'il ne fasse pas beau.
4. On partira avant qu'elle revienne.
5. Je resterai avec l'enfant jusqu'à ce qu'il s'endorme.

6. Nous réussirons à le faire pourvu que nous nous mettions à travailler.
7. Cet employé travaille peu sans que son chef s'en rende compte.
8. Je n'y vais pas de peur qu'il ne soit pas là.

Q

1. Ma mère fera le dîner.
2. Ma sœur et moi, nous laverons et sécherons la vaisselle.
3. Mon frère regardera un match à la télé.
4. Mon père lira le journal.
5. Mes grands-parents joueront aux cartes.
6. Ma cousine viendra nous voir.
7. Les voisins prendront le dessert avec nous.
8. Ma tante verra un film.
9. Moi, je serai contente de parler avec tout le monde.
10. Nous pourrions nous amuser ensemble.

R

1. Justine monterait une affaire.
2. Mes voisins prendraient la retraite.
3. Claude ferait un voyage en Asie.
4. Moi, j'achèterais une maison à Tahiti.
5. Mes grands-parents seraient contents.
6. Toi, tu irais habiter au bord de la mer.
7. Nous voudrions aider notre famille.
8. Moi, je pourrais acheter une Lamborghini.
9. Philippe paierait ses dettes.
10. On dînerait dans les meilleurs restaurants.

S

1. Lucie ne sortira jamais avec Mathieu.
2. Mon oncle et ma tante ne reviendront pas de France cette année.
3. Tu ne prêteras plus d'argent à Michel.
4. Nous ne recevrons rien pour notre anniversaire.
5. Vous ne verrez personne au bureau.
6. Je ne ferai plus les courses le matin.
7. Émile et Jacqueline n'iront jamais plus en vacances ensemble.
8. Personne ne complétera le projet aujourd'hui.
9. Nous ne saurons jamais ce qui est arrivé.
10. Je ne serai plus dans le même rayon que toi.

T

1. Si on préparait l'ordre du jour, on ne perdrait pas tant de temps.
2. Si tout le monde ne parlait pas pendant la réunion, on avancerait assez vite.
3. Si on avait toutes les données, on pourrait proposer les solutions nécessaires.
4. Si notre directeur parlait clairement, les employés comprendraient les problèmes.
5. Si l'entreprise servait le déjeuner, il ne faudrait pas interrompre la réunion.
6. Si les employés avaient les documents, ils seraient préparés.
7. Si nous avions les comptes-rendus, nous saurions combien on a vendu.
8. Si la réunion était bien organisée, il ne nous faudrait pas rester jusqu'à neuf heures du soir.

U

1. Si nous n'étions pas allés à la plage, nous nous serions amusés.
2. Si l'hôtel avait été propre, on ne se serait pas senti mal à l'aise.

3. Si les restaurants n'avaient pas été mauvais, je ne serais pas tombé malade.
4. S'il n'avait pas plu tous les jours, on aurait pu nager.
5. Si le cinéma n'aurait pas été fermé, on aurait vu des films.
6. Si je n'avais pas oublié mon livre, j'aurais pu lire.
7. Si nos amis étaient venus avec nous, les vacances n'auraient pas été désagréables.
8. Si nous n'y étions pas restés trop longtemps, on ne se serait pas ennuyés.

V

1. Nous cherchons un chef de bureau qui connaisse la bureautique.
2. On voudrait trouver un secrétaire qui sache écrire en allemand et en anglais.
3. Il nous faut des représentants qui puissent voyager souvent.
4. Nous avons besoin d'une banque qui ait des succursales en Asie.
5. Je cherche un directeur qui comprenne les nouvelles technologies.
6. Il nous faut un fournisseur qui garantisse la sécurité de notre réseau.
7. Nous voulons embaucher des employés qui fassent un bon travail.
8. Nous cherchons de nouveaux marchés qui soient rentables.

W

1. Non, personne ne va donner un travail à Emma.
2. Non, Philippe n'a jamais beaucoup à faire.
3. Non, Jacques n'a jamais de très bonnes notes.
4. Non, Léonie ne trouve rien d'intéressant.
5. Non, Juliette n'achète ni une Ferrari ni une Lamborghini.
6. Non, Florian ne parle avec personne en ce moment.
7. Non, Stella n'est plus à la campagne.

8. Non, Matthieu n'est pas encore arrivé.

X

1. Quand nous sommes arrivé(e)s à l'aéroport, l'avion était déjà parti.
2. Quand Luc s'est levé, nous avons déjà servi le petit déjeuner.
3. Quand Lucie a envoyé sa demande d'emploi, l'entreprise avait déjà embauché quelqu'un.
4. Quand Maurice a laissé le pourboire, Pierre avait déjà payé l'addition.
5. Quand les invités ont frappé à la porte, Monique s'était déjà habillée.
6. Quand le taxi est arrivé, Christine et son mari avaient déjà fait leurs valises.
7. Quand le chef m'a appelé, j'avais déjà fini mon travail.
8. Quand les employés sont venus, on avait déjà fermé le bureau.

Y

1. Tous les employés ont été invités.
2. Les billets de train ont été achetés par la secrétaire.
3. Les réservations ont été faites par le chef de bureau.
4. L'itinéraire a été décidé par les employés.
5. Un guide a été embauché par une agence de voyage.
6. Des activités ont été organisées par l'hôtel.
7. Des rencontres professionnelles ont été arrangées par l'entreprise.
8. Des visites intéressantes ont été programmées.

Z

1. —Quels gants achetez-vous? —Ceux qui sont en solde.
2. —Quels documents lisez-vous? —Ceux qui étaient sur mon bureau.
3. —Quelle voiture préférez-vous? —Celle de mon oncle.
4. —Quelles villes visitez-vous? —Celles qui sont présentées sur mon itinéraire.

5. —Quelle maison vendez-vous? —Celle de notre quartier.
6. —Quels employés embauchez-vous? —Ceux qui parlent au moins deux langues étrangères.
7. —Quels livres empruntez-vous? —Ceux de mes amis.
8. —Quels tableaux voulez-vous regarder? —Ceux qui sont dans le musée d'art.

AA

1. —Est-ce que cette église est plus ancienne que l'autre? —Oui, c'est l'église la plus ancienne de la ville.
2. —Est-ce que ce magasin est plus cher que l'autre? —Oui, c'est le magasin le plus cher du quartier.
3. —Est-ce que ce restaurant est meilleur que l'autre? —Oui, c'est le meilleur restaurant de la rue.
4. —Est-ce que ces industries sont plus importantes que les autres? — Oui, ce sont les industries les plus importantes de la région.
5. —Est-ce que ces écoles sont plus connues que les autres? —Oui, ce sont les écoles les plus connues du pays.
6. —Est-ce que ce paysage est plus admiré que l'autre? —Oui, c'est le paysage le plus admiré de la province.
7. —Est-ce que ce fleuve est plus large que l'autre? —Oui, c'est le fleuve le plus large du Midi.
8. —Est-ce que ces ports sont plus actifs que les autres? —Oui, ce sont les ports les plus actifs du continent.

BB

1. Le vieil homme marche lentement.
2. Chloé participe activement à la création du site Web.
3. Noah répond vivement.
4. Le jeune couple vit heureusement.
5. Tout le monde se promène agréablement.

6. Je me lève rapidement.
7. Léa sort furieusement.
8. Les enfants chantent doucement.

CC

1. Pierre et Lucie sont revenus d'Europe à neuf heures.
2. J'ai répondu à quarante-cinq courriels.
3. Émile a dépensé huit cents euros au grand magasin.
4. Ma tante Adèle a gagné quinze mille euros à la loterie.
5. Sophie a lu deux cent soixante pages.
6. Robert a parlé cinquante minutes au téléphone.
7. Le restaurant du coin a servi trois cent soixante-dix clients.
8. Nous avons connu des touristes de vingt-et-un pays différents.

DD

1. Ils doutent que nous puissions les aider.
2. Nous sommes sûrs de pouvoir les aider.
3. Je ne crois pas que vous acceptiez l'offre d'emploi.
4. Vous voulez accepter l'offre d'emploi.
5. J'ai peur qu'il (ne) soit en retard.
6. Il a peur d'être en retard.
7. Elle est ravi que tu viennes.
8. Tu es content de venir.

EE

1. —Notre ville est plus élégante que Paris. —Pas vrai. Paris est aussi élégant que notre ville.
2. —Philippe est plus intelligent que Marc. —Pas vrai. Marc est aussi intelligent que Philippe.

3. —Ce roman est plus passionnant que l'autre roman. —Pas vrai.
L'autre roman est aussi passionnant que ce roman.
4. —Cette chanteuse française est plus célèbre que la chanteuse canadienne. —Pas vrai. La chanteuse canadienne est aussi célèbre que la chanteuse française.
5. —Cette tarte au citron est meilleure que la tarte aux poires. —Pas vrai.
La tarte aux poires est aussi bonne que cette tarte au citron.
6. —Cet appartement est plus cher que cette maison. —Pas vrai. Cette maison est aussi chère que cet appartement.
7. —Élisabeth est plus charmante qu'Inès. —Pas vrai. Inès est aussi charmante qu'Élisabeth.
8. —Cette étudiante est plus gentille que le professeur. —Pas vrai. Le professeur est aussi gentil que cette étudiante.

FF

1. Il se brosse les dents.
2. Sa sœur Camille se réveille à sept heures.
3. Antoine se rase et prend une douche.
4. Sa mère se lave la tête.
5. Tout le monde s'habille vite.
6. Ils se préparent pour la journée.
7. Antoine et Camille s'asseyent pour le petit déjeuner.
8. Ils se disent au revoir.

GG

1. Vous vous intéressez aux projets.
2. Vous ne vous énervez pas facilement.
3. Vous vous passionnez pour les idées.
4. Vous ne vous fâchez pas avec les collègues.
5. Vous vous adressez poliment à tout le monde.

6. Vous vous souciez de la qualité du travail.
7. Vous vous donnez la peine d'apprendre des nouvelles technologies.
8. Vous ne vous en allez pas du bureau avant cinq heures.

HH

1. —Les enfants n'ont pas fait leurs devoirs. —Pourquoi est-ce qu'ils ne les ont pas faits?
2. —Mes parents ont acheté une nouvelle voiture. —Où est-ce qu'ils l'ont achetée?
3. —J'ai reçu deux messages mystérieux. —À quelle heure est-ce que tu les a reçus?
4. —J'ai perdu mes clés. —Quand est-ce que tu les a perdues?
5. —Nous avons regardé les actualités. —Avec qui est-ce que vous les avez regardées?
6. —Paul a retrouvé Agathe et Eugénie. —Où est-ce qu'il les a retrouvées?
7. —Les Garnier ont vendu leur maison. —À qui est-ce qu'ils l'ont vendue?
8. —Aurélie a vu le nouveau film italien. —Avec qui est-ce qu'elle l'a vu?

**To* or *for* signals the indirect object. (To review the indirect object, see [page 14.](#))

* The states of the United States are masculine except for a few, well-known ones ending in *-e*: *la Californie, la Floride, la Pennsylvanie, la Caroline du Nord*, etc.

† If the name of the city contains a definite article, the article remains.

au Caire

à la Nouvelle-Orléans

*When a prefix is added to any of these verbs, the past participle shows the same irregularities: *mettre*, *remettre*, *promettre* → ***mis***, ***remis***, ***promis***.

*See [page 99](#) for agreement of the past participle.

*See [page 99](#) for agreement of the past participle.

*With the third-person singular ending $-\hat{it}$.

† With the infinitive ending $-r$.

* See [page 97](#) for a list of verbs that commonly take *être* as their auxiliary.

† In this case, *les mains* is the direct object of the verb; since it does not precede the verb, there is no agreement.

