

ALL THE HELP YOU'LL EVER NEED!

BEGINNING FRENCH

for the

Utterly Confused


HOW TO

(ALONG OTHER THINGS)

- Develop facility in and a "feel" for the language!
- Use cognates to make clear connections between French and English
- Learn concepts and techniques
- Use French in real life



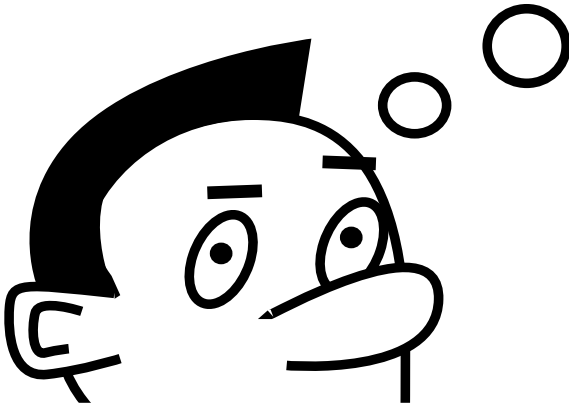
Bonjour!
Pas du tout!
Bien Sûr



A. Sebastián
Mercado, MA

Beginning French for the Utterly Confused

A. Sebastián Mercado



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0-07-142591-8

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DOI: 10.1036/0071425918

This book is dedicated to the memory of my father.



Acknowledgments



I would like to thank my friend Jean Yates for being the first one who helped me make this book a reality and Grace Freedson for putting me in contact with the people of McGraw-Hill. I would also like to thank my friend and colleague Charles Fernández-Pérez for reading the manuscript. His suggestions were highly appreciated. They helped me make this book a better product. In addition, I would like to thank another friend and colleague, Carole Lauzière, for her comments and suggestions. Finally, I would like to thank Ligia Ochoa and Juan Manuel Millares for helping me with some minor but important details.



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Preface



The main objective of *Beginning French for the Utterly Confused* is to present the basic concepts of the French language in a clear, easy-to-use format. It is designed to help beginning students of French attain an intermediate level of oral and written proficiency and enable them to understand and be understood in a reasonably short period of time. It begins with a pronunciation guide, then goes on to explain in simple terms, and in a cultural context, the rules of grammar, usage, and mechanics of French. High school and university students, as well as business professionals and adults in general, will learn to speak and write in a correct and competent manner.

This practical course of 12 chapters provides simple, clear explanations based on a functional approach. It is designed both to facilitate steady and rapid progress as well as to make language learning enjoyable. Each lesson contains a number of instructional paragraphs which are illustrated by model sentences and supported by exercises (with answers) and word lists. Conversational dialogues and idiomatic language appear in every lesson. A Test Yourself section developed to help students build confidence and acquire important concepts of the language appears at the end of each chapter.

Finally, this is not a travel phrase book. It has clear and complete grammar explanations. Phrases and vocabulary are introduced with real language in context using conversations and readings. It is the sincere desire of the author that this book will help students improve their knowledge of the French language.



Guide for the User



The following steps are recommended to help you obtain the maximum benefits from this book.

1. Read the *Guide to Pronunciation* at the beginning of the book.
2. Before starting a chapter, read over the communication skills as well as the grammar and vocabulary skills that will be taught in that lesson. Decide whether to read it or skip it if you think you are already proficient in those skills.
3. Once you have decided to study a chapter, start by reading the dialogue or text in French. Then, study the “Useful Vocabulary” section and read the dialogue or text again. You can invert this order and start by examining the “Useful Vocabulary” section first and then reading the dialogue or text. Since repetition and practice may lead to automatization of speech, you can read the dialogues aloud, repeat them several times, or perhaps even memorize them.
4. In case there is something you think you have missed, you can read the translation of the dialogue or text. The translation provided is not word for word, but an approximation of how it would sound in a real conversation in English.
5. After reading the text or dialogue and studying the vocabulary, read the simplified grammar explanations provided.
6. Repeat steps 3, 4, and 5 every time you find a dialogue or reading activity in a chapter.
7. At the end of the chapter, do the Test Yourself exercises and check your answers provided in the Answer Key.



Guide to Pronunciation



For every line of dialogue you will find the approximate pronunciation with symbols in *italics*. These symbols are not part of the International Phonetic Alphabet and only serve as a guide and support. We hope that these symbols make your pronunciation come as close as possible to native speech. We have tried to simplify the pronunciation for you. Due to the fact that French has many sounds that do not exist in English, we had to adapt the pronunciation with letters and symbols that in some cases coincide with English, but not always. For that reason, we suggest you take a few minutes to observe the explanations of each one of those symbols and an “approximate pronunciation.” In those explanations you will find hints on how to place your mouth and lips to make the sound.

Vowels

French officially has 16 vowel sounds. English has about 12. In order to simplify the pronunciation, we have combined some vocalic sounds which are so similar that in some French-speaking regions no difference is made.

<i>Symbol</i>	Approximate pronunciation	Possible written forms	Example pronunciation
<i>i</i>	like the <i>ee</i> in <i>see</i>	i, y	si <i>sí</i>
<i>é</i>	closed <i>e</i> , similar to <i>a</i> in <i>late</i> , but a pure vowel not a diphthong	é, es, er, ai	été <i>été</i>
<i>è</i>	open <i>e</i> , similar to <i>bed</i>	è, ê, ais, ai, est	père <i>pèr</i>

Symbol	Approximate pronunciation	Possible written forms	Example pronunciation
<i>a</i>	open <i>a</i> (but not as open as <i>a</i> in <i>cat</i>)	a, à	patte <i>pat</i>
<i>â</i>	closed <i>a</i> , similar to short <i>a</i> in <i>car</i>	â, a (usually before <i>s</i>)	pâte <i>pât</i>
<i>ò</i>	open <i>o</i> , similar to <i>pore</i>	o	école <i>ékòl</i>
<i>o</i>	closed <i>o</i> , similar to <i>o</i> in <i>no</i> (but a pure vowel not a diphthong)	o, ô, au, eau	hôtel <i>otèl</i>
<i>u</i>	short <i>u</i> , like in <i>too</i>	ou	nous <i>nu</i>
<i>ü</i>	pronounce <i>ee</i> as in <i>see</i> , but round your lips as if you were going to say <i>oo</i>	u	tu <i>tü</i>
<i>ö</i>	like <i>ur</i> in <i>fur</i> , but shorter	eu	feu <i>fö</i>
<i>ë</i>	like <i>er</i> in <i>her</i> , but round your lips	eu, œu	sœur <i>sër</i>
<i>e</i>	called neutral <i>e</i> or “schwa”; like <i>a</i> in <i>ago</i>	e	leçon <i>lesö</i>
<i>ã</i>	nasal <i>a</i> ; let the air flow out of your nose	an, am, en, em	temps <i>tã</i>
<i>ẽ</i>	nasal <i>e</i> ; let the air flow out of your nose	in, ain, aim, ym, un*, um*	pain <i>pẽ</i>
<i>õ</i>	nasal <i>o</i> ; let the air flow out of your nose	on, om	chanson <i>shãsõ</i>

Note: In order to make it simpler for the learner, we have placed the written form *un/um* with *ẽ*. There is a slight difference in pronunciation: *un* or *um* are pronounced like *ẽ* but with rounder lips, just like a nasal *ë*. However, this distinction is not made in all French-speaking regions of the world. Since in some areas *un* and *um* are pronounced like *ẽ*, we have chosen this symbol for these written forms.

Semivowels

Semivowels are never pronounced alone. They are always accompanied by another vowel. They are weaker and shorter than a vowel, but are pronounced in the same area of the mouth. Semivowel *w* is like a very short *u*; semivowel *y* is like a very short *i*; and semivowel *ÿ* is like a shorter *ü*.

<i>Symbol</i>	Approximate pronunciation	Possible written forms	Example pronunciation
<i>w</i>	<i>w</i> as in <i>water</i>	oi, oin, oui, ouer, ouez	roi <i>rwa</i>
<i>y</i>	similar to the <i>y</i> in <i>yet</i>	ail, aille, eil, eille, ille, euille, ouille, ya, io, ier, ié, ui, uet	hier <i>yèr</i>
<i>ÿ</i>	like a shorter <i>ü</i>	ui, uet	lui <i>lÿi</i>

Consonants

There are 17 consonant sounds in French. They are quite similar to English. In most cases, their pronunciation does not change depending on their position in the word, unlike English consonant sounds.

<i>Symbol</i>	Approximate pronunciation	Possible written forms	Example pronunciation
<i>b</i>	like <i>b</i> in <i>boy</i>	b	bateau <i>bato</i>
<i>d</i>	like <i>d</i> in <i>day</i>	d	dire <i>dir</i>
<i>g</i>	like <i>g</i> in <i>goat</i>	g (+ a, o, u) gu (+ e, i)	guerre <i>gèr</i>
<i>p</i>	like <i>p</i> in <i>put</i>	p	porte <i>pòrt</i>

Symbol	Approximate pronunciation	Possible written forms	Example pronunciation
<i>t</i>	like <i>t</i> in <i>top</i>	t	tendre <i>tādr</i>
<i>k</i>	like <i>k</i> in <i>kilo</i>	k, c (+ a, o, u) qu	quand <i>kā</i>
<i>m</i>	like <i>m</i> in <i>my</i>	m	mère <i>mèr</i>
<i>f</i>	like <i>f</i> in <i>fast</i>	f, ph	photo <i>foto</i>
<i>s</i>	like <i>s</i> in <i>sand</i>	s (beginning of word) ss (between vowels) t (in <i>—tion</i> endings)	poisson <i>pwasō</i>
<i>sh</i>	like <i>sh</i> in <i>ship</i>	ch	château <i>shato</i>
<i>ñ</i>	similar to <i>ny</i> in <i>Kenya</i>	gn	agneau <i>año</i>
<i>l</i>	soft <i>l</i> similar to <i>let</i>	l	il <i>il</i>
<i>r</i>	guttural: rolled in the throat	r	reine <i>rèn</i>
<i>n</i>	like <i>n</i> in <i>no</i>	n	non <i>nō</i>
<i>v</i>	like <i>v</i> in <i>veal</i>	v	vélo <i>vélo</i>
<i>z</i>	like <i>z</i> in <i>zoo</i>	z (any position) s (between vowels)	oiseau <i>wazo</i>
<i>zh</i>	like <i>s</i> in <i>pleasure</i>	j, g (+ e, i)	gérant <i>zhérā</i>

Stress

French words are always stressed on the final, pronounced syllable. For this reason, whenever you see a word of more than one syllable, stress the last syllable that you see in italics (in the pronunciation guide for each word). In the following examples, the stressed syllable has been underlined for you.

Example	Pronunciation	translation
université	<i>iniv<u>èr</u>sité</i>	university
chanson	<i>shā<u>s</u>ō</i>	song
boulevard	<i>bul<u>v</u>ar</i>	boulevard
françaises	<i>frā<u>s</u>èz</i>	French women

French word-groups are also stressed on the final syllable. This could be more difficult for foreign learners. In cases where two or more words are definitely pronounced as one unit, it will appear as one word in italics. We have underlined the stressed syllable again. Observe the following examples:

Example	Pronunciation	translation
mon école	<i>mō<u>n</u>ékōl</i>	my school
(je) m'appelle	<i>map<u>è</u>l</i>	my name is
s'il vous plaît	<i>silv<u>u</u>plè</i>	please

Silent letters

Some letters are silent depending on their position in the word. We have listed the most frequent cases below.

- The letter *h*

The letter *h* is silent except when it is combined with *c* and *p*. When it is combined with any of those letters, the sound of that other letter is modified.

ch = pronounced *sh*

ph = pronounced *f*

- The final *-e* and the neutral *e* or “schwa.”

Usually, the final written *-e* is not pronounced, except when there is an accent as in *-é*.

Example	Pronunciation	translation
facile	<i>facil</i>	easy
employée	<i>āplwayé</i>	employee (fem.)
allemande	<i>almād</i>	German (fem.)

Note that when masculine nouns and adjectives form their feminine by adding an *-e*, this last letter is not pronounced (see *employée*). If the preceding letter is a consonant, it must be pronounced (see *allemande*).

Sometimes, the neutral *e* (or schwa) is not pronounced when it appears in the center of a word. In those cases, it is usually optional to pronounce it or not. To make it easier for learners, we have deleted that *e* from the pronunciation when natives do not usually pronounce it. Observe the *e* in the word *allemand* in the examples above.

- Double consonants

If a word has double consonants, the consonant sound is only pronounced once in most French-speaking areas.

Example	Pronunciation	translation
attention	<i>atãsyõ</i>	attention
elle	<i>èl</i>	she
poisson	<i>pwasõ</i>	fish

- Final consonants

Final consonants are usually not pronounced, but there are exceptions. However, exceptions have been carefully indicated in the pronunciation part of the chapters.

Example	Pronunciation	translation
tabac	<i>taba</i>	tobacco
petit	<i>peti</i>	little (masc.)
parc	<i>park</i>	park

Liaison

This is something very typical of the French language, although it is not exclusive to it. A word that ends in a nonpronounced consonant may acquire the final sound of that consonant before another word beginning with a vowel or silent *h*. The consonant sound is pronounced as part of the second word. Observe the following examples:

Example	Pronunciation	translation
les écoles	<i>lè zékòl</i>	the schools
quand on . . .	<i>kã tõ</i>	when we . . .
mon ami	<i>mõ nami</i>	my friend (m.)

Written accents

There are three possible written accents in French. They appear on vowels, never on consonants. Observe the following table with the names and forms of those accents:

Name of the accent	Letter it appears on
accent aigu	é
accent grave	à, è
accent circonflexe	â, ê; î, ô, û

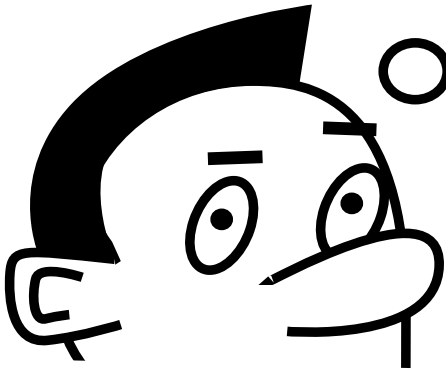
In some cases, the pronunciation of the letter changes and, therefore, it becomes a different sound. In other cases, the accent has a diacritic function. That means that it distinguishes between two different words that are written the same.

é	closes the vowel
è	opens the vowel
ê	opens the vowel (identical to è)
â	closes the vowel
à	only appears on preposition <i>à</i> to distinguish it from <i>a</i> (<i>avoir</i>)
ô	closes the vowel
î	diacritic
û	diacritic

Dieresis

The dieresis (ë, ÿ) is used to break a diphthong so that every letter is pronounced. For example, in the word *Noël* the two vowels are pronounced separately. *ë* is pronounced /è/. The word *mais* is pronounced /mè/ and the word *maïs* is pronounced /maï/. The same happens with *Haïti*. The name of the country is pronounced /haiti/.

**Beginning
French
for the Utterly
Confused**



CHAPTER 1

À l'école de langues



You should read this chapter if you need to review or learn about:

Communication skills

- Asking or giving personal information (name, address, job, studies, age, nationality)
- Greeting formally
- When to use informal **tu** or formal **vous**
- Counting from 0 to 69
- Spelling

Grammar and vocabulary skills

- Definite articles
- Personal pronouns
- The present tense of the verbs **être** and **avoir** and regular **-er** ending verbs
- Feminine form of some nouns or adjectives
- Using questions words **comment** and **quel/quelle**

Dialogue 1.1

Montpellier, France. Julian Walters, an American student, arrives at l'École de Langues Vivantes in Montpellier. He wants to register for a French course. Read the conversation carefully.

Montpellier, France. Julian Walters, un étudiant américain, arrive à l'École de Langues Vivantes de Montpellier. Il veut s'inscrire dans un cours de français comme langue étrangère. Lisez attentivement la conversation.

JULIAN	Bonjour, madame. <i>bōzhur madam.</i>
LA SECRÉTAIRE	Bonjour. Vous êtes nouveau à notre école ? <i>bōzhur. vu zèt nuvo a notr êkòl ?</i>
JULIAN	Oui, madame. C'est mon premier jour. <i>wi, madam. sè mō premyé zhur.</i>
LA SECRÉTAIRE	D'accord. Comment vous vous appelez ? <i>dakòr. komā vu vu zaplé ?</i>
JULIAN	Je m'appelle Julian Walters. <i>zhe mapel Julian Walters.</i>
LA SECRÉTAIRE	Vous pouvez épeler votre nom, s'il vous plaît ? <i>vu puvé éplé vôtr nō silvuplè ?</i>
JULIAN	Bien sûr. J-U-L-I-A-N-W-A-L-T-E-R-S. <i>byè sûr. zhi-ü-èl-i-a-èn-dublevé-a-èl-té-èr-ès.</i>

Translation

JULIAN	Good morning.
SECRETARY	Good morning. Are you new at this school?
JULIAN	Yes, I am. It's my first day.
SECRETARY	OK. What's your name?
JULIAN	My name's Julian Walters.
SECRETARY	Could you spell your name, please?
JULIAN	Certainly. It's J-U-L-I-A-N-W-A-L-T-E-R-S.

Get Started

The following vocabulary will be useful throughout this chapter.

Nouns

madame	<i>madam</i>	madam, Mrs.
monsieur	<i>mesyō</i>	sir, Mr.
mademoiselle	<i>madmwazèl</i>	Miss
l'étudiant (m.)	<i>létiidyā</i>	the student (male)
l'étudiante (f.)	<i>létiidyāt</i>	the student (female)
le jour (m.)	<i>le zhur</i>	the day
l'école (f.)	<i>lékòl</i>	the school
la fiche d'inscription	<i>la fish dēskrīpsyō</i>	the registration form
le nom (m.)	<i>le nō</i>	the name
votre nom	<i>vòtr nō</i>	your name

Definite articles

In most of the examples above, a definite article precedes the noun (**le**, **la**, **l'**, or **les**). The use of the definite article in French is similar to its use in English. One of its main uses is to accompany nouns that are already known from the context. In English, there is only one definite article, *the*, for singular and plural. In French, the choice of the article depends not only on number but also on gender. Masculine nouns use **le**; feminine nouns use **la**; **le**, and **la** are shortened to **l'** if they immediately precede a noun beginning with a vowel or a silent *h*. All plural nouns, whether masculine or feminine, use **les** (pronounced *lè*). Table 1-1 summarizes these rules.

	Definite article	English equivalent	Examples
Masculine	le/l'	the	le jour/l'étudiant
Feminine	la/l'	the	la rue/l'école
Plural	les	the	les jours/les écoles

TABLE 1-1 Definite articles

Adjectives

nouveau (m.)	<i>nuvo</i>	new
nouvelle (f.)	<i>nuvèl</i>	new

Quick Tips



1. If English uses a definite article, use one in French. It will work in most cases.
2. Remember to use *l'* if the article immediately precedes a noun beginning with a vowel or a silent *h*.
3. If the plural article *les* immediately precedes a noun or adjective beginning with a vowel or silent *h*, the *-s* in *les* must be pronounced. However, it will be pronounced like a *z* and as if it were part of the noun/adjective and not part of the article. This is called *liaison*. For example:

les écoles → le zékòl

4. There is also an *h aspiré* (aspirate) in French. This name could be misleading because this *h* is not pronounced either. Rather, words beginning with this written *h* need the full article *le* or *la* and no *liaison* should be made. Don't worry, there are not that many words that begin with the *h aspiré*, and we will point them out when necessary.

Other words or expressions

à l'école de langues	<i>a lékòl de lāg</i>	at the language school
oui	<i>wi</i>	yes
non	<i>nō</i>	no
d'accord	<i>dakòr</i>	OK, all right
bien sûr	<i>byēsūr</i>	certainly
merci	<i>mèrsi</i>	thank you
s'il vous plaît	<i>silvuplè</i>	please

Formal greetings

bonjour	<i>bōzhur</i>	good morning
bonsoir	<i>bōswar</i>	good evening
bonne nuit	<i>bòn nÿi</i>	good night
Comment ça va ?	<i>kòmā sa va ?</i>	How are you?
Très bien, merci.	<i>trè byè mèrsi</i>	Fine, thank you.

Quick Tips



1. Although *bonjour* means *good morning*, you can use it during the afternoon or even in the evening as a way of saying "hello."
2. Formal greetings:
 - *bonjour* all day for an initial greeting;
 - *bonsoir* in the evening;
 - *bonne nuit* before going to bed, or when you know you will not see the other person again that evening or night.

Subject Pronouns

je	<i>zhe</i>	I
tu	<i>tü</i>	you (<i>always singular</i>)
il	<i>il</i>	he
elle	<i>èl</i>	she
nous	<i>nu</i>	we
vous	<i>vu</i>	you (<i>singular or plural</i>)
ils	<i>il</i>	they (<i>m.</i>)
elles	<i>èl</i>	they (<i>f.</i>)

Notes

1. The subject pronoun **tu** is used only when there is no social distance between the speaker and the addressee.
2. The subject pronoun **vous** can have two functions: to address more than one person (its plural use); or to address one person in a polite form when there is a certain social distance between the speaker and the addressee.
3. In English, the subject pronoun *they* is the plural form of both *he* and *she*. But in French, the plural form of **il** is **ils** and the plural form of **elle** is **elles**. In both cases, the pronunciation of the singular and the plural forms is usually the same. The distinction of singular and plural is determined by the context or by the way the verb is pronounced.

Regional variations

It is often said that in the south of France and in Canada people tend to use **tu** more frequently than in the rest of France and in other French-speaking countries.

Quick Tip

Use *tu* with people you know well (family members, friends, and peers). Use *vous* with people you don't know and with older people even if you know them. It is a sign of respect.

General advice

If in doubt, use *vous*.

Verbs

être	<i>ètr</i>	to be
s'appeler	<i>saplé</i>	to be called
épeler	<i>éplé</i>	to spell
devoir	<i>devwar</i>	must/should
remplir	<i>rāplir</i>	to fill
pouvoir	<i>puvwar</i>	can, could

Here are the conjugations in the present tense of the two most important verbs in this part of the chapter:

être	<i>ètr</i>	<i>to be</i>
je suis	<i>zhe sÿi</i>	I am
tu es	<i>tü è</i>	you are
il/elle est	<i>il/èl è</i>	he/she is
nous sommes	<i>un sòm</i>	we are
vous êtes	<i>vu zèt</i>	you are
ils/elles sont	<i>il/èl sō</i>	they are

s'appeler	<i>saplé</i>	<i>to be called</i>
je m'appelle	<i>zhe mapèl</i>	my name is
tu t'appelles	<i>tü tapèl</i>	your name is
il/elle s'appelle	<i>il/èl sapèl</i>	his/her name is
nous nous appelons	<i>nu nu zaplō</i>	our names are
vous vous appelez	<i>vu vu zaplé</i>	your name(s) is/are
ils/elles s'appellent	<i>il/èl sapèl</i>	their names are

The French Alphabet

A	<i>a</i>	N	<i>èn</i>
B	<i>bé</i>	O	<i>o</i>
C	<i>sé</i>	P	<i>pé</i>
D	<i>dé</i>	Q	<i>kü</i>
E	<i>e</i>	R	<i>èr</i>
F	<i>èf</i>	S	<i>ès</i>
G	<i>zhé</i>	T	<i>té</i>
H	<i>ash</i>	U	<i>ü</i>
I	<i>i</i>	V	<i>vé</i>
J	<i>zhi</i>	W	<i>dublevé</i>
K	<i>ka</i>	X	<i>iks</i>
L	<i>èl</i>	Y	<i>igrèk</i>
M	<i>èm</i>	Z	<i>zèd</i>

Dialogue 1.2

Here is the continuation of the conversation between Julian and the secretary of l'École de Langues Vivantes de Montpellier. She needs to fill out a registration form for Julian. Read it carefully.

Voici la suite de la conversation entre Julian et la secrétaire de l'École de Langues Vivantes de Montpellier. Elle doit remplir une fiche d'inscription pour Julian. Lisez attentivement la conversation.

LA SECRÉTAIRE	Et . . . quelle est votre nationalité ? <i>é . . . kèl è vòtr nasyònalité ?</i>
JULIAN	Je suis américain. <i>zhe sÿi amèrikè.</i>
LA SECRÉTAIRE	Et votre profession . . . quelle est votre profession ? <i>é vòtr profesyò . . . kèl è vòtr profesyò ?</i>
JULIAN	Je suis étudiant. J'étudie le Journalisme. <i>zhe sÿi étüdyä. zhétüdi le zhurnalizm.</i>

LA SECRÉTAIRE	D'accord. Quel âge vous avez ? <i>dakòr. kèl âzh vu zavé ?</i>
JULIAN	J'ai 23 ans. <i>zhé vètrwa zã.</i>
LA SECRÉTAIRE	Quelle est votre adresse ? <i>kèl è vòtradrès ?</i>
JULIAN	Ici à Montpellier ou aux États-Unis ? <i>isi a mōpelyé u o zétazūni ?</i>
LA SECRÉTAIRE	À Montpellier. <i>a mōpelyé.</i>
JULIAN	J'habite 8 rue Foch. <i>zhabit yit rü fōsh.</i>

Translation

SECRETARY	And . . . what is your nationality?
JULIAN	I'm American.
SECRETARY	And your job? . . . What's your profession? (What do you do?)
JULIAN	I'm a student. I study journalism.
SECRETARY	OK . . . and how old are you?
JULIAN	I'm 23.
SECRETARY	What's your address?
JULIAN	Here in Montpellier or in the U.S.?
SECRETARY	In Montpellier.
JULIAN	It's 8 Foch Street.

Useful Vocabulary

Nouns

vosre nationalité	<i>vòtre nasyònalité</i>	your nationality
la profession	<i>la profesyō</i>	the profession, job
l'âge (m.)	<i>lâzh</i>	age
an (m.)	<i>ã</i>	year
l'adresse (f.)	<i>ladrès</i>	the address
la rue	<i>la rü</i>	the street

Nationalities

Vous connaissez d'autres nationalités en français ? Voici une liste de nationalités.
Do you know any other nationalities in French? Here is a list of some.

africain (m.)	<i>afrikē</i>	African
africaine (f.)	<i>afrikèn</i>	
américain (m.)	<i>amèrikē</i>	American
américaine (f.)	<i>amèrikèn</i>	
australien (m.)	<i>òstralyē</i>	Australian
australienne (f.)	<i>òstralyèn</i>	
canadien (m.)	<i>kanadyē</i>	Canadian
canadienne (f.)	<i>kanadyèn</i>	
chinois (m.)	<i>shinwa</i>	Chinese
chinoise (f.)	<i>shinwaz</i>	
anglais (m.)	<i>āglè</i>	English
anglaise (f.)	<i>āglèz</i>	
français (m.)	<i>frāsè</i>	French
française (f.)	<i>frāsèz</i>	
irlandais (m.)	<i>irlādè</i>	Irish
irlandaise (f.)	<i>irlādèz</i>	
italien (m.)	<i>italyē</i>	Italian
italienne (f.)	<i>italyèn</i>	
japonais (m.)	<i>zhapònè</i>	Japanese
japonaise (f.)	<i>zhapònèz</i>	
mexicain (m.)	<i>mèksikē</i>	Mexican
mexicaine (f.)	<i>mèksikèn</i>	
portoricain (m.)	<i>pòrtòrikē</i>	Puerto Rican
portoricaine (f.)	<i>pòrtòrikèn</i>	
québécois (m.)	<i>kébékwa</i>	Quebecer
québécoise (f.)	<i>kébékwaz</i>	
belge (m./f.)	<i>bèlzh</i>	Belgian
russe (m./f.)	<i>rüs</i>	Russian
suisse (m./f.)	<i>sÿis</i>	Swiss

Notes

1. Asking someone's nationality in formal French:

Quelle est votre nationalité ?

2. Answering the question:

Je suis + your nationality.

3. Note the different ways the feminine is formed. In other cases, such as **belge** and **suisse**, the same word is used for feminine or masculine.
4. When used as an adjective, the nationality is never capitalized. But when used as a noun, it is always capitalized.

Stéphane Parent est canadien.
Les Canadiens sont sympathiques.

*Stéphane Parent is Canadian.
Canadians are nice/likeable.*

5. Languages are not capitalized.

Professions

secrétaire (m./f.)	<i>sekrètèr</i>	secretary
journaliste (m./f.)	<i>zhurnalist</i>	journalist
professeur (m./f.)	<i>pròfèsèr</i>	professor/teacher
avocat (m.)	<i>avòka</i>	lawyer
avocate (f.)	<i>avòkat</i>	
médecin (m./f.)	<i>médsè</i>	doctor
infirmier (m.)	<i>ēfirmyé</i>	nurse
infirmière (f.)	<i>ēfirmyèr</i>	
comptable (m./f.)	<i>kòtabl</i>	accountant
dentiste (m./f.)	<i>dātist</i>	dentist
étudiant (m.)	<i>étüdyā</i>	student
étudiante (f.)	<i>étüdyāt</i>	
chanteur (m.)	<i>shātèr</i>	singer
chanteuse (f.)	<i>shātèz</i>	
acteur (m.)	<i>aktèr</i>	actor
actrice (f.)	<i>aktris</i>	actress

Notes

1. Asking someone's profession or job in formal French:

Quelle est votre profession ?

2. Answering the question:

Je suis + profession or job.

3. Although some professions have one form for both masculine and feminine, this is generally not the case.

Careers

In the conversation we learned that Julian studies journalism. Let's see other careers that you can study in college or at the university.

l'Architecture	<i>larshitèktür</i>	Architecture
le Droit	<i>le drwa</i>	Law
la Comptabilité	<i>la kòtabilité</i>	Accounting
la Traduction	<i>la tradüksyō</i>	Translation
la Gestion des entreprises	<i>la zhestyō dè zâtrepriz</i>	Business administration
la Médecine	<i>la médsin</i>	Medicine

Forming the feminine of some nouns or adjectives

1. Gender (masculine or feminine words) is very important in French. Usually, to form the feminine in French, just add an **-e** to the masculine. This means that in many cases the pronunciation will be different, because the last letter that must be pronounced is not the same as in the masculine.

- **-ais** → **-aise**
français → française
frāsē → *frāsēz*
- **-ain** → **-aine**
américain → américaine
amérikē → *amérikèn*
- **-ois** → **-oise**
chinois → chinoise
shinwa → *shinwaz*

2. In some cases, other changes must be made besides adding **-e**:

- **-ien** → **-ienne**
canadien → canadienne
kanadyē → *kanadyèn*
- **-ier** → **-ière**
infirmier → infirmière
ēfirmyé → *ēfirmyèr*
- **-eur** → **-euse**
chanteur → chanteuse
shātēr → *shātēz*

But there are exceptions:

- | | | |
|-----------------|---|-----------------|
| acteur | → | actrice |
| <i>aktēr</i> | | <i>aktris</i> |
| professeur | | professeuse |
| <i>prōfēsēr</i> | | <i>prōfēsēr</i> |

3. There are a few more ways of forming feminine nouns and adjectives, but we will study them later.

Verbs

In French, verbs in the infinitive form have four different endings:

- | | | | |
|-----|-----|-----|------|
| -er | -ir | -re | -oir |
|-----|-----|-----|------|

The following verbs appear in the conversation between Julian and the secretary. The first two verbs are **-er** ending verbs, whereas the last one is an **-oir** ending verb.

étudier	<i>étudyé</i>	to study
habiter	<i>abité</i>	to live (in a place)
avoir	<i>avwar</i>	to have

Regular **-er** conjugation verbs

Some of the following verbs appear in the dialogue and some do not. They all have one thing in common: they are regular **-er** ending conjugation verbs.

Notes

1. In general, regular verbs are conjugated in the present tense by **DROPPING** the infinitive ending and adding **-e, -es, -e, -ons, -ez, -ent**. These endings correspond to the different subject pronouns (of the sentence).
2. In general, the present tense in French corresponds to English present tense. *I talk, I am talking, I do talk.*

From now on, you can use the following verbs as a model when conjugating **-er** ending verbs. Most verbs in French are **-er** verbs, although not necessarily regular. Therefore, it is important to know these endings in order to conjugate them correctly.

parler	<i>parlé</i>	<i>to speak/to talk</i>
je parle	<i>zhe parl</i>	I speak
tu parles	<i>tü parl</i>	you speak
il/elle parle	<i>il/èl parl</i>	he/she speaks
nous parlons	<i>nu parlō</i>	we speak
vous parlez	<i>vu parlé</i>	you speak (plural/formal)
ils/elles parlent	<i>il/èl parl</i>	they speak

travailler	<i>travaiyé</i>	<i>to work</i>
je travaille	<i>zhe travay</i>	I work
tu travailles	<i>tü travay</i>	you work
il/elle travaille	<i>il/èl travay</i>	he/she works
nous travaillons	<i>nu travaiyō</i>	we work
vous travaillez	<i>vu travaiyé</i>	you work (plural/formal)
ils/elles travaillent	<i>il/èl travay</i>	they work

Quick Tips



1. In general, the pronunciation of the conjugations for *je, tu, il/elle, and ils/elles* in regular *-er* ending verbs is the same.
2. The pronunciation of the infinitive form of an *-er* ending verb and its *vous* form is the same.

Observe what happens with verbs beginning with a vowel:

étudier	étüdié	to study
j'étudie	zhétüdi	I study
tu étudies	tü étüdi	you study
il/elle étudie	il/èl étüdi	he/she studies
nous étudions	nu zétüdyõ	we study
vous étudiez	vu zétüdyé	you study (plural/formal)
ils/elles étudient	il/èl zétüdi	they study

habiter	abité	to live (in a place)
j'habite	zhabit	I live
tu habites	tü abit	you live
il/elle habite	il/èl abit	he/she lives
nous habitons	nu zabitõ	we live
vous habitez	vu zabité	you live (plural/formal)
ils/elles habitent	il/èl zabit	they live

Notes

1. When a verb begins with a vowel or silent **h**, the pronoun **je** becomes **j'**. This is called **élision**.
2. With verbs beginning with a vowel or silent **h**, the **-s** of the plural pronouns **nous, vous, ils,** and **elles** is pronounced like a **z**. Also, this **z** sound is pronounced as if it were part of the verb and not of the pronoun. That is why *vu zabité* appears in the pronunciation section above and not *vuz abité*. This rule applies to all verbs beginning with a vowel or silent **h**, even if they are not **-er** ending verbs.

The verb *avoir*

The verb **avoir** means *to have*. It is an irregular verb. It is used to express possession and it is also used as an auxiliary (Chapter 5). It is very important to know this verb well because of its many uses.

avoir	avwar	to have
j'ai	zhé	I have
tu as	tü â	you have
il/elle a	il/èl â	he/she has
nous avons	nu zavõ	we have
vous avez	vu zavé	you have
ils/elles ont	il/èl zõ	they have

Quick Tip



Remember that *avoir* begins with a vowel, so be sure to observe the same spelling and pronunciation rules for verbs beginning with a vowel.

Question words

So far, we have seen two different question words: **comment** and **quel/quelle**. It is difficult to give an exact translation of these adverbs in English because questions are not asked in the exact same way in both languages.

comment ?

Comment literally means *how*, but it is also used when asking someone's name.

Comment vous vous appelez ? *What's your name?*

komã vu vu zaplé ?

We cannot translate this question word for word because the result in English would be something like "How are you called?"

quel/quelle ?

Quel and **quelle** are the equivalents of *what* or *which*, depending on the case. As with **comment**, we cannot translate word for word. **Quel** and **quelle** are used to form questions based on nouns and noun phrases. **Quel** agrees in gender and number with the noun. With the verb **être**, this question word is separated from the noun phrase with which it agrees. So far, we have seen only two forms of **quel**:

quel → agrees with a *masculine singular* noun or noun phrase
 Quel âge vous avez ? *How old are you?*

quelle → agrees with a *feminine singular* noun or noun phrase
 Quelle est votre profession ? *What's your job?*

Expressing Quantity: Numbers 0–69

0	zéro	zéro	22	vingt-deux	vědö
1	un	ē	23	vingt-trois	větrwa
2	deux	dě	24	vingt-quatre	věkatr
3	trois	trwa	25	vingt-cinq	větsěk
4	quatre	katr	26	vingt-six	větsis
5	cinq	sěk	27	vingt-sept	větsèt
6	six	sis	28	vingt-huit	větyit
7	sept	sèt	29	vingt-neuf	větněf
8	huit	yit	30	trente	trāt
9	neuf	něf	31	trente et un	trātēē
10	dix	dis	32	trente-deux	trātdě
11	onze	ōz	33	trente-trois	trātrwa
12	douze	duz	40	quarante	karāt
13	treize	trěz	41	quarante et un	karātēē
14	quatorze	katòrz	42	quarante-deux	karātdě
15	quinze	kěz	50	cinquante	sěkāt
16	seize	sěz	51	cinquante et un	sěkātēē
17	dix-sept	disèt	52	cinquante-deux	sěkātdě
18	dix-huit	dizyit	60	soixante	swasāt
19	dix-neuf	disněf	61	soixante et un	swasātēē
20	vingt	vě	62	soixante-deux	swasātdě
21	vingt et un	větēē			

With this information, it is possible to count up to 69. In Chapter 2 we will see how to count from 70.

Expressing one's age

In dialogue 1.2 the secretary asks Julian his age:

—Quel âge vous avez ?
 —J'ai 23 ans.

In French, age is expressed with **avoir** (to have) and not with **être** (to be) as it is in English.

Giving your address

In the dialogue the secretary asks Julian his address in Montpellier. You will now learn how to ask someone's address, how to give your address, and how to say in which city you live.

Asking someone's address

When asking someone's address in formal French, you should say:

Quelle est votre adresse ?

Remember that the question word **quel** must agree in gender with the noun it is based on. Since **adresse** is feminine, **quelle** must be used.

Giving your address

Note how Julian gives his address in Dialogue 1.2:

—J'habite 8 rue Foch.

When giving your address, use the verb **habiter**, followed by the number and street name. This formula is simple since it is similar (but not identical) to the way addresses are given in English.

Quick Tips



1. Remember that the word *rue* comes before the name of the street and not after.
2. When giving your address there is no preposition between the verb *habiter* and the address.

Talking about the city you live in

With the verb **habiter** it is possible to mention the city you live in. For example, to say “I live in Montpellier,” just add the preposition **à**:

J'habite **à** Montpellier.

Most American cities keep their respective English names in French. However, some cities have a French name. Also, sometimes the spelling is the same, but the pronunciation is different. We have included here some major cities in the U.S. and the world with their respective pronunciation. If your city is not on this list, simply pronounce it with a French accent.

Detroit
New Orleans
Philadelphia

Détroit
Nouvelle-Orléans
Philadelphie

détrwa
nuvèlòrléã
filadèlfî

Brussels
Jerusalem
London
Montreal
Paris

Bruxelles
Jérusalem
Londres
Montréal
Paris

brüksèl
zhèrùzalèm
lōdr
mōréal
pari



In this chapter you have learned:

- ✓ To ask someone's name, nationality, address, age, profession, career.
- ✓ To give your name, nationality, address, age, profession, career.
- ✓ To spell in French.
- ✓ When to use informal **tu** or formal **vous**.
- ✓ To form the feminine of some nouns and adjectives.
- ✓ To conjugate regular **-er** ending verbs in the present tense.



A. Write the definite article for the following words. If you do not know a word, look it up in your dictionary. It should mention whether the word is masculine or feminine.

_____ école	_____ voiture	_____ fiche d'inscription
_____ banque	_____ disque	_____ cinéma
_____ jour	_____ livre	_____ aéroport
_____ ordinateur	_____ étudiant	_____ hôtel

B. Complete the following sentences by writing the masculine or feminine form according to the rules you have studied. If you do not know the meaning of a word, look it up in your dictionary.

masculine

feminine

Mohamed est marocain.
Il est _____ .

Fatima est _____ .
Elle est chanteuse.

Michel est _____ .
Pedro est portugais.

Carole est québécoise.
Dulce est _____ .

David est _____ .
Sandeep est indien.

Jane est policière.
Rosmin est _____ .

Jonathan est _____ .
Paolo est _____ .

Mary est sud-africaine.
Marina est italienne.

Carlos est cubain.
Jacques est avocat.

Caridad est _____ .
Nadine est _____ .

C. Read the answers, then write the appropriate question in the space provided.

1. _____ ? Je suis professeur.
2. _____ ? Très bien, merci.
3. _____ ? Je m'appelle François.
4. _____ ? Je suis italien.
5. _____ ? J'ai 35 ans.

D. Complete the information by putting the verbs in their appropriate form. Make the *élision* when necessary.



- | | |
|--|---|
| • Je _____ (s'appeler)
Sylvie Scarinci. | • Je _____ (s'appeler)
Yves Desarsens. |
| • Je _____ (être) traductrice. | • Je _____ (être) suisse. |
| • Je _____ (travailler) à Ottawa. | • Je _____ (habiter) à Genève. |
| • Je _____ (être) canadienne. | • Je _____ (avoir) 40 ans. |
| • Je _____ (avoir) 26 ans. | • Je _____ (travailler) à Genève. |
| • Je _____ (parler) français,
anglais et italien. | • Je _____ (parler)
français, allemand et anglais. |

E. Write six sentences like the ones above with *your* personal information.

- _____
- _____
- _____
- _____
- _____
- _____

F. Translate the following conversation between a customs agent and Nathalie Brault.

At Montreal-Dorval International Airport:

Customs agent: Good evening, madam.
Nathalie Brault: Good evening.
Customs agent: What's your name?
Nathalie Brault: My name is Nathalie Brault.
Customs agent: What's your job?
Nathalie Brault: I am a lawyer.
Customs agent: What's your address?
Nathalie Brault: 247 Victor-Hugo Street, Lyon.

À l'aéroport international Montréal-Dorval:

Agent aux douanes: _____
Nathalie Brault: _____
Agent aux douanes: _____
Nathalie Brault: _____
Agent aux douanes: _____
Nathalie Brault: _____
Agent aux douanes: _____
Nathalie Brault: _____

ANSWER KEY

- A. l'école la banque le jour l'ordinateur la voiture le disque le livre
l'étudiant la fiche d'inscription le cinéma l'aéroport l'hôtel
- B. 1. marocaine 2. chanteur 3. québécois 4. portugaise 5. policier 6. indi-
enne 7. sud-africain 8. italien 9. cubaine 10. avocate
- C. 1. Quelle est votre profession ? 2. Comment ça va ? 3. Comment vous vous
appelez ?/Quel est votre nom ? 4. Quelle est votre nationalité ? 5. Quel âge
vous avez ?
- D. Sylvie Scarinci: je m'appelle je suis je travaille je suis j'ai je parle
Yves Desarsens: je m'appelle je suis j'habite j'ai je travaille je parle
- F. Agent: Bonsoir, madame.
Nathalie Brault: Bonsoir.
Agent: Comment vous vous appelez ?
Nathalie Brault: Je m'appelle Nathalie Brault.
Agent: Quelle est votre profession ?
Nathalie Brault: Je suis avocate.
Agent: Quelle est votre adresse ?
Nathalie Brault: 247, rue Victor-Hugo à Lyon.

CHAPTER 2

La nouvelle collègue



You should read this chapter if you need to review or learn about:

Communication skills

- ➔ Introducing people
- ➔ Saying good-bye
- ➔ Giving the date
- ➔ Counting after number 70
- ➔ Asking yes/no questions
- ➔ Asking who someone is

Grammar and vocabulary skills

- ➔ Forming regular plural nouns
- ➔ Forming the feminine of nouns or adjectives ending in -é
- ➔ The present tense of **vouloir, aller, finir, venir, faire**
- ➔ The present tense of verbs whose stems end in **c-**
- ➔ The present tense of regular **-ir** ending verbs

- ➔ Some irregular **-ir** ending verbs
- ➔ Prepositions **à** and **chez**
- ➔ Days of the week, months, seasons
- ➔ Stressed pronouns

Dialogue 2.1

Paris, France. Muriel Méléro has just finished a job interview in which she has been hired to replace an employee who is on maternity leave. Read the conversation carefully.

Paris, France. Muriel Méléro vient de sortir d'une entrevue d'emploi où elle a été engagée pour remplacer une employée en congé de maternité. Lisez attentivement la conversation.

MICHEL JOURNAULT	Mademoiselle Méléro, je vous présente Claude Laurier. <i>madmwazèl méléro, zhe vu prezāt klod lóryé.</i>
	Monsieur Laurier est le directeur des ventes. <i>mesyö lóryé è le dirèktër dè vāt.</i>
MURIEL MÉLÉRO	Enchantée, monsieur. <i>āshâté, mesyö.</i>
CLAUDE LAURIER	Enchanté et bienvenue à notre entreprise. <i>āshâté é byēvenü a nôtr ātrepriz.</i>
MURIEL MÉLÉRO	Merci. <i>mèrsi.</i>
MICHEL JOURNAULT	Muriel Méléro remplace Madeline Côté. <i>müryèl méléro räplas madlèn koté.</i>
MURIEL MÉLÉRO	Est-ce que je commence à travailler tout de suite ? <i>èske zhe kômās a travaiyé tudsýit ?</i>
MICHEL JOURNAULT	Non, ce n'est pas nécessaire. Mais demain, si vous voulez . . . <i>nō, snè pâ nésésèr. mè demē, si vu vulé . . .</i>
MURIEL MÉLÉRO	Eh . . . demain, j'ai un petit problème. Le matin, je vais chez le <i>eh . . . demē, zhé ē peti problèm. Le matē, zhe vè shé le.</i>
	médecin et après, j'ai rendez-vous chez le dentiste. <i>médèsē é aprè, zhé rādévu shé le dātist.</i>
MICHEL JOURNAULT	Vous avez une journée occupée, n'est-ce pas ? Bon, <i>vu zavé ün zhurné òküpé, nès-pâ ? bō,</i>
	d'accord, vous commencez mercredi. <i>dakòr, vu kômāsé mèrkredi.</i>

MURIEL MÉLÉRO C'est parfait. Alors, à mercredi.
sè parfè. alòr, a mèrkredi.

MICHEL JOURNAULT Au revoir.
orvwar.

MURIEL MÉLÉRO Au revoir.
orvwar.

Translation

MICHEL JOURNAULT Miss Mélero, let me introduce you to Claude Laurier.
Mr. Laurier is our sales manager.

MURIEL MÉLÉRO Nice to meet you, sir.

CLAUDE LAURIER Nice to meet you, and welcome to our company.

MURIEL MÉLÉRO Thank you.

MICHEL JOURNAULT Muriel Mélero will be replacing Madelaine Côté.

MURIEL MÉLÉRO Do I start working right away?

MICHEL JOURNAULT No, that's not necessary. But tomorrow, if you want . . .

MURIEL MÉLÉRO Well, tomorrow I have a small problem. In the morning, I am going to the doctor and in the afternoon, I have an appointment with the dentist.

MICHEL JOURNAULT You have a busy day, don't you? Well, OK then, you start on Wednesday.

MURIEL MÉLÉRO That's perfect. See you on Wednesday, then.

MICHEL JOURNAULT Good-bye.

MURIEL MÉLÉRO Good-bye.

Get Started



The following vocabulary will be useful throughout this chapter.

la nouvelle collègue
une entrevue d'emploi
être engagé(e)
un(e) employé(e)
enchanté(e)
bienvenue

*la nuvèl kòlèg
ün ätrevü dâplwa
ètr ägazhé
è (ün) äplwayé
äshâté
byèvenü*

the new (female) colleague
a job interview
to be hired
an employee
nice to meet you
welcome

notre	<i>nòtr</i>	our
l'entreprise (f.)	<i>lètrepriz</i>	the company
le mois	<i>le mwa</i>	the month
tout de suite	<i>tudsjit</i>	right away, immediately
nécessaire	<i>nésèsèr</i>	necessary
une journée	<i>ün zhurné</i>	a day
le matin	<i>le matē</i>	the morning
après	<i>aprè</i>	after, later
le rendez-vous	<i>rādèvu</i>	the appointment
très	<i>trè</i>	very
occupé(e)	<i>òküpé</i>	busy
n'est-ce pas ?	<i>nèspâ</i>	isn't it (<i>or any other tag question</i>)
C'est parfait	<i>sè parfè</i>	it's perfect
alors	<i>alòr</i>	then
la piscine	<i>la pisin</i>	the pool
le cinéma	<i>le sinéma</i>	the cinema
la plage	<i>la plazh</i>	the beach
la Méditerranée	<i>la mèditèrané</i>	the Mediterranean Sea

Indefinite articles

In Chapter 1 we studied the definite articles **le, la, les**. In French, there are three indefinite articles, **un, une, and des**. Indefinite articles are used to introduce new, countable, concrete nouns into the discourse. Masculine singular nouns require **un**, while feminine singular nouns require **une**. As with definite articles, there is only one indefinite article for plural nouns, either masculine or feminine, **des**.

	Definite articles	Indefinite articles	Examples
Masculine singular	le, l' (the)	un (<i>a, an</i>)	un jour/un étudiant
Feminine singular	la, l' (the)	une (<i>a, an</i>)	une plage/une étudiante
Plural	les (the)	des (<i>some</i>)	des jours/des étudiants/des étudiantes

TABLE 2-1 Definite and indefinite articles

Feminine of nouns or adjectives ending in -é

You have noticed that in some cases there is an (e) at the end of the word, for example, **engagé(e)**, **employé(e)**, **occupé(e)**. This means that these words form their feminine by adding an extra **-e**. However, the pronunciation of the masculine or the feminine is the same. When the word is a noun, the article and the noun must agree.

un employé a masculine *employee*
 une employée a feminine *employee*

If it is an adjective (or a participle functioning as an adjective), the agreement must be made with the noun it modifies. For more details, see Chapter 5.

Claude est occupé. *Claude is busy.*
 Muriel est occupée. *Muriel is busy.*

Days of the week

lundi	<i>lēdi</i>	Monday
mardi	<i>mardi</i>	Tuesday
mercredi	<i>mèrkredi</i>	Wednesday
jeudi	<i>zhōdi</i>	Thursday
vendredi	<i>vādredi</i>	Friday
samedi	<i>samdi</i>	Saturday
dimanche	<i>dimāsh</i>	Sunday

Notes

1. In French, the days of the week are not capitalized (unless they are written at the beginning of a sentence).
2. When we add the article **le** before a weekday, it means it is a repetitive action or *every*.

Elle va au cinéma dimanche. *She is going to the cinema on Sunday.*
 Elle va au cinéma **le** dimanche. *She goes to the cinema **every** Sunday.*

Months

janvier	<i>zhāvvyé</i>	January
février	<i>fēvryé</i>	February
mars	<i>mars</i>	March
avril	<i>avril</i>	April
mai	<i>mé</i>	May
juin	<i>zhÿē</i>	June
juillet	<i>zhÿiyè</i>	July
août	<i>u or ut</i>	August
septembre	<i>sèptābr</i>	September
octobre	<i>òktōbr</i>	October
novembre	<i>nòvābr</i>	November
décembre	<i>désābr</i>	December

Notes

1. Like days of the week, months are not capitalized (unless they are written at the beginning of a sentence).
2. Never use an article before a month.

Time sequencers

hier	<i>yèr</i>	yesterday
aujourd'hui	<i>ozhurdyi</i>	today
demain	<i>demē</i>	tomorrow

Expressing quantity: Numbers after 70

70	soixante-dix	<i>swasātdis</i>
71	soixante-et-onze	<i>swasātēōz</i>
72	soixante-douze	<i>swasātduz</i>
73	soixante-treize	<i>swasātrèz</i>
74	soixante-quatorze	<i>swasātkatòrz</i>
75	soixante-quinze	<i>swasātkèz</i>
76	soixante-seize	<i>swasātsèz</i>
77	soixante-dix-sept	<i>swasātdisèt</i>
78	soixante-dix-huit	<i>swasātdisÿit</i>
79	soixante-dix-neuf	<i>swasātdisnèf</i>
80	quatre-vingts	<i>katrevē</i>
81	quatre-vingt-un	<i>katrevēē</i>
82	quatre-vingt-deux	<i>katrevēdō</i>
83	quatre-vingt-trois	<i>katrevētrwa</i>
84	quatre-vingt-quatre	<i>katrevēkatr</i>
85	quatre-vingt-cinq	<i>katrevēsèk</i>
86	quatre-vingt-six	<i>katrevēsīs</i>
87	quatre-vingt-sept	<i>katrevēsèt</i>
88	quatre-vingt-huit	<i>katrevēÿit</i>
89	quatre-vingt-neuf	<i>katrevēnèf</i>
90	quatre-vingt-dix	<i>katrevēdis</i>
91	quatre-vingt-onze	<i>katrevēōz</i>
92	quatre-vingt-douze	<i>katrevēduz</i>
93	quatre-vingt-treize	<i>katrevētrèz</i>
94	quatre-vingt-quatorze	<i>katrevēkatòrz</i>
95	quatre-vingt-quinze	<i>katrevēkèz</i>
96	quatre-vingt-seize	<i>katrevēsèz</i>
97	quatre-vingt-dix-sept	<i>katrevēdisèt</i>
98	quatre-vingt-dix-huit	<i>katrevēdizÿit</i>
99	quatre-vingt-dix-neuf	<i>katrevēdisnèf</i>
100	cent	<i>sā</i>
101	cent un	<i>sā ē</i>
102	cent deux	<i>sā dō</i>
200	deux cents	<i>dō sā</i>
201	deux cent un	<i>dō sā ē</i>
300	trois cents	<i>trwa sā</i>
1 000	mille	<i>mil</i>
2 000	deux mille	<i>dōmil</i>
10 000	dix mille	<i>dūmil</i>
100 000	cent mille	<i>sāmil</i>
1 000 000	un million	<i>ē milyō</i>

Giving the date

Now that we have all the elements for giving the date, this is the formula that must be used:

le + *day* (number) + *month* + *year*

If you want to give it in a complete sentence:

Nous sommes le + *day* (number) + *month* + *year*

le 23 mars 2003 *or* Nous sommes le 23 mars 2003

Introducing people

Let's reread how Mr. Journault introduces Muriel to Mr. Laurier:

MICHEL JOURNAULT	Mademoiselle Méléro, je vous présente Claude Laurier. Monsieur Laurier est le directeur des ventes.
MURIEL MÉLÉRO	Enchantée , monsieur.
CLAUDE LAURIER	Enchanté et bienvenue à notre entreprise.
MURIEL MÉLÉRO	Merci.

These are two ways to introduce people:

Formal context: X, je vous présente Y. Mademoiselle Méléro, je vous présente Monsieur Claude Laurier.

Informal context: X, je te présente Y. Muriel, je te présente Claude.

When you are introduced, you say:

Enchanté(e).

Quick Tips



1. Remember the *-e* distinguishes the feminine only in writing, but it usually does not affect the pronunciation.
2. The verb *présenter* is a regular *-er* ending verb.
3. If you want to introduce yourself, say *Je me présente. Je m'appelle X.*

Saying good-bye

au revoir	<i>òrvwar</i>	good-bye
à demain	<i>admē</i>	see you tomorrow
à tout à l'heure	<i>a tutałēr</i>	see you soon
à mercredi	<i>a mèrkredi</i>	see you on Wednesday

New verbs

vouloir	vulwar	to want
je veux	<i>zhe vö</i>	I want
tu veux	<i>tü vö</i>	you want
il/elle veut	<i>il/èl vö</i>	he/she wants
nous voulons	<i>nu vulö</i>	we want
vous voulez	<i>vu vulé</i>	you want
ils/elles veulent	<i>il/èl vël</i>	they want

aller	alé	to go
je vais	<i>zhe vè</i>	I go
tu vas	<i>tü va</i>	you go
il/elle va	<i>il/èl va</i>	he/she goes
nous allons	<i>nu zalö</i>	we go
vous allez	<i>vu zalé</i>	you go
ils/elles vont	<i>il/èl vö</i>	they go

Verbs whose stems end in **c-**

Verbs whose stems end in **c-** (pronounced /s/) change their spelling to **ç-** before **-a**, **-o**, or **-u**. This change is necessary to keep the same pronunciation since **ç** is always pronounced /s/. Note the following verbs:

commencer	còmāsé	to begin/to start
je commence	<i>zhe kòmās</i>	I begin/start
tu commences	<i>tü kòmās</i>	you begin/start
il/elle commence	<i>il/èl kòmās</i>	he/she begins/starts
nous commençons	<i>nu kòmāsö</i>	we begin/start
vous commencez	<i>vu kòmāsé</i>	you begin/start
ils/elles commencent	<i>il/èl kòmās</i>	they begin/start

remplacer	rāplasé	to replace
je remplace	zhe rāplas	I replace
tu remplaces	tü rāplas	you replace
il/elle remplace	il/èl rāplas	he/she replaces
nous remplaçons	nu rāplasō	we replace
vous remplacez	vu rāplasé	you replace
ils/elles remplacent	il/èl rāplas	they replace

Prepositions à and chez

Many French prepositions have an English counterpart that is usually used in the same way. However, there are many cases where there is no direct relation between the prepositions used in each language. Let us observe some of the possible translations for **à** and **chez**.

à

We saw in Chapter 1 that **à** is used when talking about the city you live in. The preposition **à** is usually translated as *at* or *to* (when referring to time or place), although there are other counterparts in English. When followed by the article **le** or **les**, it adopts a contracted form:

à + le = **au** à + les = **aux**

but:

à + l' = **à l'** à + la = **à la**

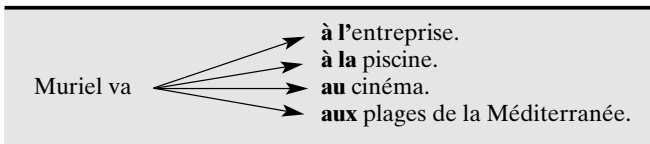


TABLE 2-2 Preposition *à* in all its forms

Also, when **à** is followed by a weekday in a farewell, it means *see you on* + day. Or, if it is followed by an adverb of time, it means *see you* in the amount of time the adverb expresses.

À mardi ! See you on Tuesday!
 À demain ! See you tomorrow!

chez

This preposition does not really have a direct equivalent in English. It means *at the workplace of* when used before a profession that has a specific workplace. In these cases, especially after the verb *aller*, *chez* is used instead of *à*.

Muriel va chez le dentiste.

Regular plural nouns with -s

The plural of regular nouns is formed by adding **-s** to the singular noun in written French. This **-s** is not pronounced. (For details on irregular plurals, see Chapter 10.)

Note the following nouns and their plurals:

une vente	des ventes
un(e) étudiant(e)	des étudiants(es)
un(e) collègue	des collègues
un médecin	des médecins

Yes/No questions

A yes/no question elicits a yes or no answer. These questions can be asked in different ways in French. Let's see two ways to form them:

Rising intonation

You can change a statement into a question by just raising the intonation (when speaking) or simply adding a question mark.

Declarative sentence

Je commence à travailler demain.

Question with rising intonation

Je commence à travailler demain ?

Questions formed with *est-ce que* ?

The formula **est-ce que** may be placed at the beginning of a declarative sentence to form a yes/no question. It is used only to give more emphasis to the question. It does not really have a value and its use is optional.

Declarative sentence

Je commence à travailler demain.

Question with *est-ce que*

Est-ce que je commence à travailler demain ?

Dialogue 2.2

It's Muriel's first day of work. Pierre Pradel, an employee who has not yet met her, talks to Michel Journault. He wants to know who she is.

C'est le premier jour de travail de Muriel. Pierre Pradel, un employé qui ne connaît pas Muriel, parle avec Michel Journault. Il veut savoir qui elle est.

PIERRE PRADEL	Cette jeune femme, qui est-ce ? <i>sèt zhòn fam, ki ès ?</i>
MICHEL JOURNAULT	C'est Muriel Méléro. <i>sè müryèl méléro.</i>
PIERRE PRADEL	Muriel Méléro, qui est-ce ? <i>müryèl méléro, ki ès ?</i>
MICHEL JOURNAULT	C'est une nouvelle employée. <i>sè tün nuvèl äpwayé.</i>
PIERRE PRADEL	Méléro . . . est-ce qu'elle est espagnole ? <i>méléro . . . ès kèl è tèspañòl ?</i>
MICHEL JOURNAULT	Non, elle n'est pas espagnole. Elle est française . . . enfin, <i>nò, èl nè pá èspañòl. èl è frásèz . . . äfè</i> moi, je ne sais pas . . . je pense . . . <i>mwa, zhen sè pâ . . . zhe päs.</i>
PIERRE PRADEL	Qu'est-ce qu'elle fait ici ? <i>kès kèl fè isi ?</i>
MICHEL JOURNAULT	Elle remplace Madeline. Elle vient quatre fois par semaine. <i>èl räplas madlèn. èl vyè katr fwa par semèn.</i>
	Mais, elle part au printemps. Son contrat finit en mai. <i>mè, èl par o prêtä. sò kötra fini ä mé.</i>
PIERRE PRADEL	C'est dommage ! <i>sè dòmazh !</i>

Translation

PIERRE PRADEL	Michel, who is that young woman?
MICHEL JOURNAULT	That's Muriel Méléro.
PIERRE PRADEL	Who is Muriel Méléro?
MICHEL JOURNAULT	She's a new employee.
PIERRE PRADEL	Méléro . . . Is she Spanish?
MICHEL JOURNAULT	No, she's not Spanish. She's French . . . well, I don't know, I think . . .
PIERRE PRADEL	What is she doing here?
MICHEL JOURNAULT	She is replacing Madeline. She comes four times a week. But she is leaving in spring. Her contract finishes in May.
PIERRE PRADEL	What a pity!

Useful Vocabulary

qui	<i>ki</i>	who
Qui est-ce ?	<i>ki ès ?</i>	Who is that?

cette	<i>sèt</i>	this, that (fem.)
la jeune fille	<i>la zhön fam</i>	young woman
le jeune homme	<i>le zhön òm</i>	young man
espagnol(e)	<i>èspañòl</i>	Spanish
Je ne sais pas	<i>zhen sè pâ</i>	I don't know
ici	<i>isi</i>	here
par	<i>par</i>	a, per, by
fois par semaine	<i>fwa par semèn</i>	times a week
son contrat	<i>sõ kōtra</i>	her contract
C'est dommage !	<i>sè dòmazh !</i>	It's a pity!

The seasons

le printemps	<i>le prētā</i>	spring
l'été	<i>lété</i>	summer
l'automne	<i>lotòn</i>	fall/autumn
l'hiver	<i>livèr</i>	winter

Notes

- To say *in (the) summer*, *in (the) fall*, or *in (the) winter*, use the preposition **en**:
 - en été
 - en automne
 - en hiver
- However, if you want to say *in (the) spring*, the preposition is **au**:
 - au printemps

Look at the following examples:

Elle part en été. *She is leaving in the summer.*
 Elle part au printemps. *She is leaving in the spring.*

New verbs

The following verbs appear in the dialogue:

partir	<i>partir</i>	to leave
finir	<i>finir</i>	to finish, to be over
venir	<i>venir</i>	to come
savoir	<i>savwar</i>	to know
penser	<i>pāsé</i>	to think
faire	<i>fèr</i>	to do, to make

Note that **penser** is a regular **-er** ending verb. Therefore, it is conjugated in the present tense like all the other verbs you studied in Chapter 1.

Quick Tips



We learned in Chapter 1 that there is a first large group of verbs in French whose infinitive ends in *-er*. There is a second group of verbs, but whose infinitive ends in *-ir*. The endings for the present tense are:

- | | |
|----------------------|----------------------------|
| je → <i>-is</i> | nous → <i>-issons</i> |
| tu → <i>-is</i> | vous → <i>-issez</i> |
| il/elle → <i>-it</i> | ils/elles → <i>-issent</i> |

Regular *-ir* ending verbs

We will take the verb **finir** as a model of this category of verbs. First, we must separate the stem from the infinitive ending **-ir**. Then, we must add the endings (**in bold**) corresponding to each person to form the present tense.

finir	<i>finir</i>	to finish
je finis	<i>zhe fini</i>	I finish
tu finis	<i>tü fini</i>	you finish
il/elle finit	<i>il/èl/õ fini</i>	he/she finishes
nous finissons	<i>nu finisõ</i>	we finish
vous finissez	<i>vu finisé</i>	you finish
ils/elles finissent	<i>il/èl finis</i>	they finish

Here is a list of some other regular **-ir** ending verbs.

réussir	<i>réüsir</i>	to succeed
réfléchir	<i>réflëshir</i>	to think about
choisir	<i>shwazir</i>	to choose
remplir	<i>râplir</i>	to fill

Irregular *-ir* ending verbs (which follow the pattern of *partir*)

There is a group of **-ir** ending verbs that are considered to be irregular because they have two stems. That is the case of **partir**. Observe:

partir	<i>partir</i>	to leave
je pars	<i>zhe par</i>	I leave
tu pars	<i>tü par</i>	you leave
il/elle part	<i>il/èl par</i>	he/she leaves
nous partons	<i>nu partō</i>	we leave
vous partez	<i>vu parté</i>	you leave
ils/elles partent	<i>il/èl part</i>	they leave

Verbs like **partir** lose the last letter of their stem in the conjugations of **je**, **tu**, and **il/elle** only and have different endings than regular **-ir** verbs. Here is a list of other verbs conjugated like **partir**.

dormir	<i>dōrmir</i>	to sleep
servir	<i>sèrvir</i>	to serve
sortir	<i>sòtir</i>	to go out, exit

Other irregular *-ir* ending verbs

The verb **venir** is irregular and therefore does not behave the same way as verbs like **finir** or **partir**.

venir	<i>venir</i>	to come
je viens	<i>zhe vyē</i>	I come
tu viens	<i>tü vyē</i>	you come
il/elle vient	<i>il/èl vyē</i>	he/she comes
nous venons	<i>nu venō</i>	we come
vous venez	<i>vu vené</i>	you come
ils/elles viennent	<i>il/èl vyèn</i>	they come

Verb *faire**

faire	<i>fêr</i>	to do/to make
je fais	<i>zhe fê</i>	I do/make
tu fais	<i>tü fê</i>	you do/make
il/elle fait	<i>il/èl fê</i>	he/she does/makes
nous faisons	<i>nu fézō</i>	we do/make
vous faites	<i>vu fêt</i>	you do/make
ils/elles font	<i>il/èl fō</i>	they do/make

*Other uses of **faire** are explained in Chapter 3.

Asking who someone is

Note the following from the conversation:

—Michel, qui est-ce ?

—C'est Muriel Méléro.

These are the question-and-answer forms used when talking about someone:

Qui est-ce ?

C'est + *name of the person.*

Note how the conversation continues.

—Muriel Méléro . . . Qui est-ce ?

—C'est une nouvelle employée.

If you want to know more about a specific person, use these question-and-answer forms:

name of the person, qui est-ce ?

C'est un/une + additional information.



Nom: Maxime Guillet

Profession: avocat

Nationalité: belge

Qui est-ce ?

C'est Maxime Guillet.

Maxime Guillet, qui est-ce ?

C'est un avocat belge.

Negation with *ne . . . pas*

You can make an affirmative sentence negative by placing **ne** before the verb and **pas** after it. Observe the following sentences:

English

I do not know.
He does not speak German.
We are not students.

French

Je **ne** sais **pas**.
Il **ne** parle **pas** allemand.
Nous **ne** sommes **pas** étudiants.

In other words, the order of a negative sentence in the present tense is:

Subject (noun or pronoun) + **ne** + *conjugated verb* + **pas** + rest of sentence.

If the conjugated verb starts with a vowel or silent **h**, *ne* becomes **n'**:

Miguel **n'est** **pas** français.

Muriel **n'habite** **pas** à Miami.

Quick Tips



1. *ne . . . pas* is equivalent to the English *not*.
2. In the present tense, the verb is always placed between *ne* and *pas*.
3. If the verb starts with a vowel or silent *h*, *ne* becomes *n'*.

Stressed pronouns

Let's observe the following part of the dialogue.

—Méléro . . . est-ce qu'elle est espagnole ?

—Non, elle n'est pas espagnole. Elle est française . . . enfin, **moi**, je ne sais pas . . . je pense . . .

The pronoun **moi** is a stressed pronoun. Stressed pronouns are used to emphasize or highlight a personal pronoun, in this case **je**. The pronoun is “doubled” by adding a stressed pronoun. Look at the following literal translation in English (although it is not correct):

French: **Moi, je** ne sais pas. Literal translation: **Me, I** don't know.

Each personal pronoun has its “counterpart” stressed pronoun. Here is a chart with all the stressed pronouns and the personal pronoun they emphasize. We are only including some of them. There are a few more, but you will learn them later.

stressed pronoun	pronunciation	subject pronoun	English "equivalent"
moi	<i>mwa</i>	je	me
toi	<i>twa</i>	tu	you
lui	<i>lyi</i>	il	him
elle	<i>èl</i>	elle	her
nous	<i>nu</i>	nous	us
vous	<i>vu</i>	vous	you
eux	<i>ö</i>	ils	them
elles	<i>èl</i>	elles	them

TABLE 2-3 Stressed pronouns

The stressed pronoun can be placed either before the personal pronoun or at the end of the sentence.

Lui, il parle quatre langues !
Eux, ils habitent à Lyon.

Il parle quatre langues, **lui** !
Ils habitent à Lyon, **eux**.

Quick Tip



The preposition *chez* also means *in the house of* or *to the house of* when used before a proper name or a stressed pronoun.

Examples:

- | | |
|----------------------|-------------------------------|
| Il va chez Muriel. | He's going to Muriel's house. |
| Il est chez Muriel. | He is in Muriel's house. |
| Muriel est chez moi. | Muriel is in my house. |



In this chapter you have learned:

- ✓ What to say to introduce a person, when you are introduced, or to introduce yourself.
- ✓ How to give the date: **le** + number + month + year and that the months, seasons, and days of the week are always written in small letters.
- ✓ How to count after 70.

- ✓✓ Different ways of saying good-bye.
- ✓✓ How to use the prepositions **à** and **chez**.
- ✓✓ How to form regular plurals by adding **-s**.
- ✓✓ How questions can be formed either by rising the intonation or by adding **est-ce que**.
- ✓✓ How to conjugate regular **-ir** ending verbs and some irregular verbs.
- ✓✓ How to use **ne . . . pas** for negation.
- ✓✓ How to emphasize using stressed pronouns.



A. Write the following dates in French.

1. It's December 12, 2001. _____
2. It's May 2, 1966. _____
3. It's July 27, 1939. _____
4. It's August 14, 1994. _____

B. Introduce these two people in a formal way. Complete the sentence.



Nicolas
Tremblay

Nathalie
Rivard

Monsieur Tremblay _____

C. Ask who the following people are:

- _____ Céline Dion ?
- _____ Gustave Eiffel ?
- _____ Jean-Claude Van Damme ?

D. Using the following information, give the answers to the questions that you wrote in the previous exercise.

chanteuse/canadienne _____

architecte/français _____

comédien/belge _____

E. Put the following sentences in the negative.

1. J'habite à New York. _____
2. Elle est italienne. _____
3. Muriel va à la piscine. _____
4. Vous partez au printemps. _____
5. Nous travaillons deux fois par semaine. _____

F. Translate the following sentences.

1. Do I start working tomorrow? _____
2. She is leaving in winter. _____
3. I don't speak German. _____
4. What is he doing here? _____
5. What a pity! _____

ANSWER KEY

- A. 1. Le 12 décembre 2001. 2. Le 2 mai 1966. 3. Le 27 juillet 1939. 4. Le 14 août 1994.
- B. Monsieur Tremblay, je vous présente Madame Nathalie Rivard. Madame Rivard, je vous présente Monsieur Nicolas Tremblay.
- C. 1. Qui est-ce Céline Dion ? 2. Qui est-ce Gustave Eiffel ? 3. Qui est-ce Jean-Claude Van Damme ?

- D. 1. C'est une chanteuse canadienne. 2. C'est un architecte français. 3. C'est un comédien belge.
- E. 1. Je n'habite pas à New York. 2. Elle n'est pas italienne. 3. Muriel ne va pas à la piscine. 4. Vous ne partez pas au printemps. 5. Nous ne travaillons pas deux fois par semaine.
- F. 1. (Est-ce que) je commence à travailler demain ? 2. Elle part en hiver. 3. Je ne parle pas allemand. 4. Qu'est-ce qu'il fait ici ? 5. C'est dommage !

Les vacances de Maxime



You should read this chapter if you need to review or learn about:

Communication skills

- ➔ Expressing possession
- ➔ Talking about one's family
- ➔ Expressing likes and dislikes
- ➔ Making polite requests
- ➔ Telephoning a hotel
- ➔ Asking information questions

Grammar and vocabulary skills

- ➔ Interrogatives (**où, quand, combien**)
 - ➔ The personal pronoun **on**
 - ➔ Possessive adjectives
 - ➔ Family members
 - ➔ Verbs **connaître** and **savoir**
 - ➔ Regular **-re** ending verbs
 - ➔ Sports and hobbies
-

- ➔ Demonstrative adjectives
- ➔ Vocabulary related to hotels
- ➔ **Je voudrais** (to express politeness)
- ➔ **pas de** (negation with **avoir**)
- ➔ Vocabulary related to the city
- ➔ **Qu'est-ce que c'est ?** and **qui est-ce ?**

Dialogue 3.1

François and Maxime, two friends of Julian's, are talking about their holidays. Read the conversation.

François et Maxime, deux amis de Julian, parlent de leurs vacances. Lisez la conversation.

- | | |
|----------|---|
| FRANÇOIS | Vous allez où cet été ?
<i>Vu zalé u sè tété ?</i> |
| MAXIME | On va à Cannes.
<i>ō va a kan.</i> |
| FRANÇOIS | Vous partez quand ?
<i>vu parté kā ?</i> |
| MAXIME | On part en juillet.
<i>ō par ā zhÿiyé.</i> |
| FRANÇOIS | Combien de temps ?
<i>kōbyē de tā ?</i> |
| MAXIME | Cinq semaines.
<i>sēk semèn.</i> |
| FRANÇOIS | Tu connais Cannes ?
<i>tū kōnè kan ?</i> |
| MAXIME | Non, mais ma copine connaît très bien la ville. Ses parents
<i>nō, mè ma kōpin kōnè trè byē la vil. sè parā</i>
ont une maison à Cannes, près de la plage.
<i>ō tūn mēzō a kan, prè de la plazh.</i> |
| FRANÇOIS | C'est formidable ! Est-ce que tu aimes la plage ?
<i>sè fòrmidabl! ès ke tū èm la plazh ?</i> |
| MAXIME | Oui, j'aime beaucoup la plage, mais je préfère la montagne.
<i>wi, zhèm boku la plazh, mè zhe préfère la mōtāñ.</i> |

Translation

FRANÇOIS	Where are you going this summer?
MAXIME	We're going to Cannes.
FRANÇOIS	When are you leaving?
MAXIME	We're leaving in July.
FRANÇOIS	For how long?
MAXIME	Five weeks.
FRANÇOIS	Do you know Cannes?
MAXIME	No, but my girlfriend knows the city very well. Her parents have a house in Cannes, close to the beach.
FRANÇOIS	That's wonderful! Do you like the beach?
MAXIME	Yes, I like it a lot, but I prefer the mountains.

Get Started



The following words and expressions will be helpful throughout this chapter.

Question words: où, quand, combien

où ?	<i>u ?</i>	where?
quand ?	<i>kā ?</i>	when?
combien de temps ?	<i>kōbyē de tā ?</i>	(for) how long?

Notes

1. The question word **combien** also means *how much*.
2. The question words **où** and **quand** can be placed before the personal pronoun and verb *or* after the verb:

Où vous allez cet été ? Vous allez **où** cet été ?

Quand vous partez ? Vous partez **quand** ?

The personal pronoun on

In the dialogue, François uses both **vous** and **tu**. When he uses **vous**, we can tell, by the context, that he is using **vous** (*you plural*) and not the formal **vous**. We know this because François is a friend of Maxime, and Maxime does not answer with **je**. He answers with **on**, which in this case is equivalent to **nous**.

Quick Tips



1. The use of *on* instead of *nous* is very frequent in informal spoken French. For more details, see Chapter 8.
2. *On* can often be used as a synonym for *nous*. In some cases, it could be translated into English "one."
3. *On* is always conjugated as a *third person singular pronoun*, like *il* or *elle*, never like *nous*.

Other words and expressions

le temps	<i>le tā</i>	time
la semaine	<i>la semèn</i>	week
la copine	<i>la kòpin</i>	girlfriend
le copain	<i>le kopē</i>	boyfriend
l'ami(e)	<i>lami</i>	friend
la ville	<i>la vil</i>	city
les parents (m.)	<i>lè parā</i>	parents
la maison	<i>la mèzō</i>	house
près de	<i>prè de</i>	close to/near
C'est formidable !	<i>sè fòrmidabl !</i>	It's wonderful!
la montagne	<i>la mōtañ</i>	mountain
les vacances (f.)	<i>lè vakās</i>	holidays

Verbs

The following verbs were used in the opening dialogue:

connaître	<i>kònètr</i>	to know a person/place
aimer	<i>èmé</i>	to like/to love
préférer	<i>préféré</i>	to prefer

Verbs *connaître* and *savoir*

Here is the conjugation of verbs **connaître** and **savoir**.

connaître	kònètr	to know (a person/place)
je connais	<i>zhe kònè</i>	I know
tu connais	<i>tü kònè</i>	you know
il/elle/on connaît	<i>il/èl/õ kònè</i>	he/she/one knows
nous connaissons	<i>nu kònèsõ</i>	we know
vous connaissez	<i>vu kònèsé</i>	you know
ils/elles connaissent	<i>il/èl kònès</i>	they know

savoir	savwar	to know
je sais	<i>zhe sè</i>	I know
tu sais	<i>tü sè</i>	you know
il/elle sait	<i>il/èl sè</i>	he/she knows
nous savons	<i>nu savõ</i>	we know
vous savez	<i>vu savé</i>	you know
ils/elles savent	<i>il/èl sav</i>	they know

Connaître means *to know, or be familiar with, a person or place*. Do not confuse it with **savoir**, which means *to know* in the sense of *to possess knowledge about* or *to know how to do something*:

Tu connais Cannes ?
Je sais parler français.

*Do you know Cannes? (i.e., Have you ever been to Cannes?)
I know how to speak French.*

Regular **-re** ending verbs

As you have observed, **connaître** is an *-re* ending verb. However, like most *-re* ending verbs, it is irregular. We will take the verb **vendre** as a model of regular **-re** verbs. Remember that in order to add the endings, you must separate the stem from the infinitive ending **-re**.

je	→ -s	nous	→	-ons
tu	→ -s	vous	→	-ez
il/elle	There is no ending for the 3rd person sing.	ils/elles	→	-ent

vendre	vādr	to sell
je vends	<i>zhe vā</i>	I sell
tu vends	<i>tü vā</i>	you sell
il/elle vend	<i>il/èl vā</i>	he/she sells
nous vendons	<i>nu vādō</i>	we sell
vous vendez	<i>vu vādé</i>	you sell
ils/elles vendent	<i>il/èl vād</i>	they sell

Other regular **-re** ending verbs are:

prendre	<i>prādre</i>	to take
apprendre	<i>aprādre</i>	to learn
comprendre	<i>kōprādre</i>	to understand
perdre	<i>pèdre</i>	to lose

aimer and préférer

These two verbs are regular **-er** verbs. However, **préférer** has some changes. Sometimes the **accent aigu (é)** becomes **grave (è)**.

aimer	èmé	to like/to love
j'aime	<i>zhèm</i>	I like/love
tu aimes	<i>tü èm</i>	you like/love
il/elle/on aime	<i>il/èl/ō nèm</i>	he/she/one likes/love
nous aimons	<i>nu zèmō</i>	we like/love
vous aimez	<i>vu zèmé</i>	you like/love
ils/elles aiment	<i>il/èl zèm</i>	they like/love

préférer	préféré	to prefer
je préfère	<i>zhe préfèr</i>	I prefer
tu préfères	<i>tü préfèr</i>	you prefer
il/elle/on préfère	<i>il/èl/ō préfèr</i>	he/she/one prefers
nous préférons	<i>nu préfèrō</i>	we prefer
vous préférez	<i>vu préféré</i>	you prefer
ils/elles préfèrent	<i>il/èl préfèr</i>	they prefer

Expressing likes and dislikes

You can use **aimer** to express what you like or like to do. You can also use it in negative sentences to express what you do not like. There are also other verbs that you can learn to express what you like or what do not like. Here are two:

adorer	<i>adòré</i>	to like something a lot
détester	<i>détèsté</i>	to hate something

Both **adorer** and **détester** are regular **-er** ending verbs.

Observe the following table:

I love	j'adore	+++
I really like	j'aime beaucoup	++
I like	j'aime	+
I don't like	je n'aime pas	-
I hate	je déteste	--

TABLE 3-1 Verbs that express likes or dislikes

Quick Tips



1. If you want to ask another person what he/she likes doing, the question is:

Qu'est-ce que tu aimes faire ?

2. If you want to be specific and ask about one particular thing or place, then you ask:

Est-ce que tu aimes la plage ? Est-ce que tu aimes Cannes ?

Activities and sports

Here is a list of some activities and sports.

écouter la radio	<i>ékuté la radyo</i>	listening to the radio
écouter de la musique	<i>ékuté de la müzik</i>	listening to music
regarder la télévision	<i>regardé la télévizyō</i>	watching television
la lecture	<i>la lèktiür</i>	reading
le football	<i>le futbòl</i>	soccer

le football américain	<i>le futbòl amériké</i>	American football
le baseball	<i>le bèysbòl</i>	baseball
le basketball	<i>le baskètbòl</i>	basketball
le ski	<i>le ski</i>	skiing
le rock	<i>le ròk</i>	rock music
la musique classique	<i>la müzik klasik</i>	classical music
le cinéma	<i>le sinéma</i>	cinema
l'opéra	<i>l'opéra</i>	opera
le théâtre	<i>le téatr</i>	theater

To express what you like or what you do not like, here is what you have to say:

J'aime + *infinitive verb and activity*.

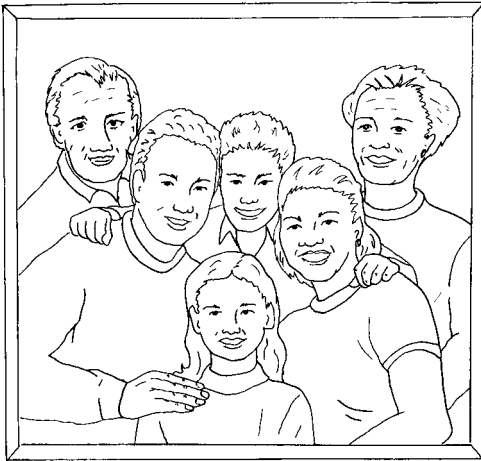
or:

J'aime + *activity (always with the article)*.

J'aime écouter la radio.

J'aime le football.

Family members



la mère	<i>la mèr</i>	mother
le père	<i>le pèr</i>	father
les parents	<i>lè parā</i>	parents
le fils	<i>le fis</i>	son
la fille	<i>la fīy</i>	daughter
les enfants	<i>lè zāfā</i>	children

le frère	<i>le frèr</i>	brother
la sœur	<i>la sër</i>	sister
le mari	<i>le mari</i>	husband
la femme	<i>la fam</i>	wife
la grand-mère	<i>la grāmèr</i>	grandmother
le grand-père	<i>le grāpèr</i>	grandfather
les grand-parents	<i>lè grāparā</i>	grandparents
la petite-fille	<i>la pitifiy</i>	granddaughter
le petit-fils	<i>le pitifis</i>	grandson
les petits-enfants	<i>lè pitizāfā</i>	grandchildren

Expressing possession: Possessive adjectives

Like English, in French possession can be expressed by placing a possessive adjective before the noun it modifies.

Who possesses?	masculine/ feminine nouns (beginning with vowel)	feminine nouns (not beginning with vowel)	plural nouns
First person singular	mon père mon amie	ma mère ma sœur	mes parents mes amies
Second person sing.	ton père ton amie	ta mère ta sœur	tes parents tes amies
Third person sing.	son père son amie	sa mère sa sœur	ses parents ses amies
First person plural	notre père notre amie	notre mère notre sœur	nos parents nos amies
Second person plural	votre père votre amie	votre mère votre sœur	vos parents vos amies
Third person plural	leur père leur amie	leur mère leur sœur	leurs parents leurs amies

TABLE 3-2 Summary table of possessive adjectives

Quick Tips



1. Possessive adjectives agree in gender and number with the nouns they precede.
2. The feminine singular forms *ma*, *ta*, and *sa* become *mon*, *ton*, and *son* when they immediately precede a noun or adjective beginning with a vowel or silent *h*.

Pronunciation and equivalences in English

mon	<i>mō</i>	my
ma	<i>ma</i>	my
mes	<i>mè</i>	my
ton	<i>tō</i>	your
ta	<i>ta</i>	your
tes	<i>tè</i>	your
son	<i>sō</i>	his/her/its
sa	<i>sa</i>	his/her/its
ses	<i>sè</i>	his/her/its
notre	<i>nòtr</i>	our
nos	<i>no</i>	our
votre	<i>vòtr</i>	your
vos	<i>vo</i>	your
leur	<i>lèr</i>	his/her/its
leurs	<i>lèr</i>	their

Demonstrative adjectives

	Masculine	Feminine	Pronunciation	
Singular	ce printemps cet été	cette maison	<i>se/sèt</i>	this/that
Plural	ces étudiants		<i>sè</i>	these/those

TABLE 3-3 Summary table of demonstrative adjectives

Quick Tips



1. Demonstrative adjectives are used to point out or establish a contrast between the entity referred to by the noun they accompany and other entities of a similar type.
2. They agree with the noun they precede in gender and number.
3. The masculine form *cet* appears only when the demonstrative adjective immediately precedes a noun or adjective beginning with a vowel or silent *h*. It is pronounced exactly like the feminine *cette*.

Dialogue 3.2

Maxime and Élodie, his girlfriend, arrive in Cannes, but they forgot the keys of the house in Paris. Élodie phones a hotel to reserve a room.

Maxime et Élodie, sa copine, arrivent à Cannes, mais ils ont oublié les clés de la maison à Paris. Élodie téléphone à un hôtel pour faire une réservation.

LA STANDARDISTE	Hôtel Bellevue, bonsoir. <i>otèl bèlvü, bōswar.</i>
ÉLODIE	Allô ! Bonsoir. Je voudrais réserver une chambre, <i>alo! bōswar. zhe vudrè rézèrvé ün shābr,</i> s'il vous plaît. <i>sil vu plè.</i>
LA RÉCEPTIONNISTE	Une chambre simple ou double ? <i>ün shābr sēpl u dubl ?</i>
ÉLODIE	Double, s'il vous plaît. <i>dubl, sil vu plè.</i>
LA RÉCEPTIONNISTE	Pour combien de nuits ? <i>pur kōbyè de nÿi ?</i>
ÉLODIE	Juste une nuit, madame. <i>zhüst ün nÿi, madam.</i>
LA RÉCEPTIONNISTE	D'accord. Pour quelle date ? <i>dakòr. pur kèl dat ?</i>
ÉLODIE	C'est pour ce soir. <i>sè pur se swar.</i>
LA RÉCEPTIONNISTE	Je suis désolée, madame, mais l'hôtel est complet pour ce soir. <i>zhe sÿi dézòlé, madam, mè lotèl è kōplè pur se swar.</i>
ÉLODIE	Quoi ? Vous n'avez pas de chambre pour ce soir ? <i>kwa ? vu navé pâ de shābr pur se swar ?</i> Mais qu'est-ce qu'on fait maintenant ? <i>mè kèskō fè mētnā ?</i>

Translation

RECEPTIONIST	Bellevue Hotel, good evening.
ÉLODIE	Hello? Good evening. I would like to reserve a room, please.
RECEPTIONIST	Single or double?
ÉLODIE	Double, please.
RECEPTIONIST	For how many nights?
ÉLODIE	Just one night, madam.

RECEPTIONIST	OK. For when?
ÉLODIE	It's for tonight.
RECEPTIONIST	I'm sorry, madam, but there is no vacancy for tonight.
ÉLODIE	What? You don't have any rooms for tonight? What are we going to do now?

Useful vocabulary

une chambre	<i>ün shābr</i>	a room
réserver une chambre	<i>rezèrvé ün shābr</i>	to reserve a room
une chambre simple	<i>ün shābr sèmpl</i>	a single room
une chambre double	<i>ün shābr dubl</i>	a double room
juste une nuit	<i>zhüst ün nÿi</i>	just one night
pour	<i>pur</i>	for
pour quelle date	<i>pur kèl dat</i>	for which date/for when
je suis désolé(e)	<i>zhe sÿi dézòlé</i>	I am sorry
plein/pleine	<i>plè/plèn</i>	full (m./f.)
ce soir	<i>se swar</i>	tonight
le musée	<i>le müzé</i>	the museum
un café	<i>è kafé</i>	a coffee
quoi ?	<i>kwa ?</i>	what?
maintenant	<i>mètnā</i>	now

New regular -er ending verbs

arriver	<i>arivé</i>	to arrive
oublier	<i>ubliyé</i>	to forget
téléphoner	<i>téléfôné</i>	to phone

Uses of the verb *faire*

The verb **faire** generally means *to do* when used as a main verb and *not* as an auxiliary verb. It is frequently used with sports, meaning that you practice that sport. In that case, replace the article **le** for **du**, the article **la** for **de la**, and the article **l'** for **de l'**.

Observe the following table:

le tennis	Je fais du tennis.	I play tennis.
la planche à voile	Je fais de la planche à voile.	I windsurf.
l'équitation	Je fais de l'équitation.	I go horseback riding.

TABLE 3-4 The verb *faire* + activities or sports

Making polite requests

Je voudrais + infinitive

You can use **je voudrais** followed by an infinitive to express in a polite way what you would like to do/know:

Je voudrais réserver une chambre,
s'il vous plaît.

*I would like to reserve a room,
please.*

Je voudrais savoir où est le musée,
s'il vous plaît.

*I would like to know where the museum is,
please.*

Je voudrais + noun

You can also use **je voudrais** followed by a noun to name a specific thing that you want:

Je voudrais un café, s'il vous plaît.

I would like a coffee, please.

Je voudrais une chambre double,
s'il vous plaît.

*I would like a double room,
please.*

Even though **je voudrais** is very polite, it is strongly advised to always use **s'il vous plaît** when asking for things.

Quick Tip



In Chapter 2, we saw that *vouloir* means *to want*. When we want to make a request in a polite way we also use *vouloir*, but in its conditional form, *je voudrais*, meaning *I would like*. For the moment, you will only see this use of the conditional in the first person singular. We will see more about the conditional in Chapter 11.

Saying you are sorry

This is what to say when you are sorry (apologetic). It can also be used to say that you feel sorry about something.

Je suis désolé(e).

Note

Remember that the second **-e** is added to the feminine form, but it does not affect the pronunciation.

pas de (negation with *avoir*)**Quick Tip**

After *ne . . . pas* any indefinite article (*un, une, des*) accompanying a direct object normally becomes *de*.

With the verb **avoir**, as with other verbs, the indefinite article that precedes a direct object in a declarative sentence becomes **de** in negative sentences.

Declarative sentence	Negative sentence
Maxime a un livre. (Maxime has a book.)	Maxime n'a pas de livre. (Maxime does not have a book.)
Nous avons une voiture. (We have a car.)	Nous n'avons pas de voiture. (We don't have a car.)
Ils ont des clés. (They have some keys.)	Ils n'ont pas de clés. (They do not have any keys.)

TABLE 3-5 Negation with *avoir*

If the direct object begins with a vowel, **de** becomes **d'**.

Ils ont **des** enfants. → Ils n'ont pas **d'**enfants.

Note

This **pas de** rule only applies when the direct object is preceded by an *indefinite article*. With definite articles, no change is made.

Elle a la clé. → Elle n'a pas la clé.

Dialogue 3.3

Maxime and Élodie go for a walk around the city. Élodie shows some important buildings to Maxime, but she is tired.

Maxime et Élodie se promènent dans la ville. Élodie montre quelques édifices importants à Maxime, mais elle est fatiguée.

- MAXIME Élodie, qu'est-ce que c'est ?
élòdi, kès ke sè ?
- ÉLODIE C'est l'hôtel de ville.
sè lotèl de vil.
- MAXIME Et ça, qu'est-ce que c'est ?
é sa, kès ke sè ?
- ÉLODIE C'est une église. Je ne connais pas le nom.
sè tün égliz. zhe ne kònè pâ le nō.
- MAXIME Et la statue ? Qui est-ce ?
é la statü ? ki ès ?
- ÉLODIE Maxime, je suis fatiguée. Tu poses trop de questions !
maksim, zhe syi fatigé. tü poz tro de kèstyō !

Translation

- MAXIME What's that, Elodie?
ÉLODIE That's city hall.
MAXIME And that, what is it?
ÉLODIE That's a church, but I don't know what it's called.
MAXIME And the statue? Who is it?
ÉLODIE Maxime, I'm tired. You ask too many questions!

Useful vocabulary

un hôtel de ville	<i>ē notel de vil</i>	city hall
une église	<i>ü négliz</i>	church
une statue	<i>ün statü</i>	statue
une question	<i>ün kèstyō</i>	question
ça/cela	<i>sa/sela</i>	that
fatigué(e)	<i>fatigé</i>	tired
trop (de)	<i>tro (de)</i>	too much/too many
la Tour Eiffel	<i>la tur èfèl</i>	the Eiffel Tower
un crayon	<i>ē krèyō</i>	pencil
un ordinateur	<i>ē nòrdinatër</i>	computer
une radio	<i>ün radyo</i>	radio

New verb

poser *pozé* to ask a question

The verb **poser** is a regular **-er** ending verb, so you should know how to conjugate it by now.

Information questions: *qu'est-ce que c'est* and *qui est-ce ?*

Quick Tips



1. *Qui est-ce ?* is used for people and is equivalent to *Who is it?*
2. *Qu'est-ce que c'est* is used for monuments or things and is equivalent to *What is it?*
3. *C'est* is used for both people and things. It is often translated as *it's*.

Observe the following extract of the conversation:

—Élodie, *qu'est-ce que c'est ?*

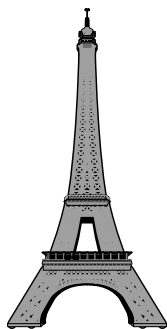
—C'est l'hôtel de ville.

In Chapter 2 we saw that when we want to know *who* someone is (who is it?), the question we ask is **qui est-ce ?** When you want to know what *something* is, the question is **qu'est-ce que c'est ?** It is equivalent to “What is it?” in English.

Question: **Qu'est-ce que c'est ?**

Answer: **C'est** + article + name of object

Observe the following sentences:



Qu'est-ce que c'est ?

C'est la Tour Eiffel.

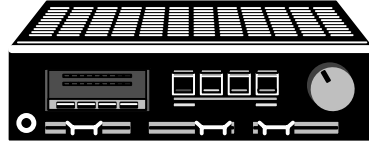


Qu'est-ce que c'est ?

C'est un crayon.



Qu'est-ce que c'est ?
C'est un ordinateur.



Qu'est-ce que c'est ?
C'est une radio.



In this chapter you have learned:

- ✓ How to express possession and talk about your family
- ✓ How to express what you like and what you don't like
- ✓ How to use demonstrative adjectives
- ✓ How to ask for things in a polite way
- ✓ How to make a reservation in a hotel and be polite on the phone
- ✓ To use the pronoun *on*
- ✓ The difference between **savoir** and **connaître**
- ✓ To make negative sentences with **avoir**
- ✓ Some vocabulary related to the city
- ✓ To distinguish between **qu'est-ce que c'est ?** and **qui est-ce ?**



A. Translate the following sentences.

1. Where are you going this spring? _____
2. We are going to Montreal. _____
3. Do you know Brussels? _____
4. I know how to speak Spanish. _____
5. I don't like watching television. _____

B. Fill in the blanks with the appropriate possessive adjective and family member.

1. C'est la fille de ma mère et de mon père. C'est _____.
2. C'est le père de ton père. C'est _____.
3. C'est la mère de votre père. C'est _____.
4. C'est le mari de sa mère. C'est _____.
5. C'est le fils de leur mère et de leur père. C'est _____.

C. Fill in the blanks with the appropriate demonstrative adjective.

1. _____ hiver, on va à Miami.
2. _____ enfants sont italiens.
3. _____ église est belle.
4. _____ crayon est nouveau.

D. Answer the following questions in the negative.

1. Vous avez une voiture ? _____
2. Est-ce que Muriel a des enfants ? _____
3. Ils ont une chambre à l'hôtel ? _____
4. Tu as une maison à Montpellier ? _____
5. Maxime a un ordinateur ? _____

E. Ask the question that elicits each response. Use **Qu'est-ce que c'est ?** or **Qui est-ce ?**

1. _____ ?
C'est Alfonso Pérez. C'est un journaliste espagnol.
2. _____ ?
C'est un ordinateur.
3. _____ ?
C'est une radio.
4. _____ ?
C'est notre nouvelle collègue.

F. Translate the following telephone conversation.

Receptionist: Good afternoon. Hôtel Paradis.
Maxime: Good afternoon. I would like to reserve a room, please.
Receptionist: Single or double?
Maxime: Single, please.
Receptionist: For how many nights?
Maxime: For two nights.
Receptionist: OK. For when?
Maxime: It's for tomorrow.
Receptionist: I'm sorry, sir, but there is no vacancy for tomorrow.

ANSWER KEY

- A. 1. Où tu vas ce printemps ? (informal), Où vous allez ce printemps ? (formal)
2. Nous allons à Montréal. 3. Vous connaissez Bruxelles ? 4. Je sais parler espagnol. 5. Je n'aime pas regarder la télévision.
- B. 1. ma sœur 2. ton grand-père 3. votre grand-mère 4. son père 5. leur frère
- C. 1. Cet 2. Ces 3. Cette 4. Ce
- D. 1. Non, je n'ai pas de voiture. 2. Non, elle n'a pas d'enfants. 3. Non, ils n'ont pas de chambre à l'hôtel. 4. Non, je n'ai pas de maison à Montpellier. 5. Non, Maxime n'a pas d'ordinateur.
- E. 1. Qui est-ce ? 2. Qu'est-ce que c'est ? 3. Qu'est-ce que c'est ? 4. Qui est-ce ?
- F. La réceptionniste: Bon après-midi. Hôtel Paradis.
Maxime: Bon après-midi. Je voudrais réserver une chambre, s'il vous plaît.
La réceptionniste: Une chambre simple ou double ?
Maxime: (Une chambre) Simple, s'il vous plaît.

La réceptionniste: Pour combien de nuits ?

Maxime: Pour deux nuits.

La réceptionniste: D'accord. Pour quand ?

Maxime: Pour demain.

La réceptionniste: Je suis désolée, monsieur, mais l'hôtel est complet pour demain.



Vive le carnaval !

Do I Need
to Read
This Chapter?



You should read this chapter if you need to review or learn about:

Communication skills

- ➔ Buying a train ticket
- ➔ Asking about schedules
- ➔ What time is it?
- ➔ Expressing daily routines

Grammar and vocabulary skills

- ➔ Train-related vocabulary
- ➔ Parts of the day
- ➔ Means of transport
- ➔ Prepositions used with means of transport
- ➔ Time-related vocabulary
- ➔ Il y a
- ➔ Ordinal numbers
- ➔ Currencies in French-speaking countries

- ➔ Inversion of verb and subject in questions
- ➔ **Pourquoi ?** and **parce que . . .**
- ➔ Pronominal verbs

Dialogue 4.1

At the Montreal train station. Vincent Lauzière goes to the ticket counter to buy a train ticket to go to Quebec City. Read the dialogue carefully.

À la gare de Montréal. Vincent Lauzière va au guichet pour acheter un billet de train pour aller à Québec. Lisez attentivement le dialogue.

VINCENT	Bonjour, monsieur. <i>bōzhur mesyö.</i>
L'EMPLOYÉ	Bonjour. <i>bōzhur.</i>
VINCENT	Je voudrais acheter un billet pour Québec, s'il vous plaît. <i>zhe vudrè ashtë ē biyé pur kébèk, silvuplè.</i>
L'EMPLOYÉ	Pour quand, monsieur ? Pour ce matin ou pour cet après-midi ? <i>pur kā mesyö. pur se matè u pur sè taprèmidi ?</i>
VINCENT	Pour demain. À quelle heure part le premier train demain matin ? <i>pur demè. a kèl èr par le premyé trè demè matè ?</i>
L'EMPLOYÉ	Le premier train part à 7 h 00. Le deuxième part à 9 h 15 et <i>le premyé trè par a sètèr. le dezyèm par a nevèr kēnz é</i> le suivant à 12 h 30. Il y a aussi un train le soir. <i>le sÿivā a midi trāt. ilyā osi ē trè le swar.</i>
VINCENT	Combien de temps dure le trajet ? <i>kōbyè de tā dÿir le trazhé ?</i>
L'EMPLOYÉ	Trois heures et dix minutes, monsieur. <i>trwa zèr é di minüt, mesyö.</i>
VINCENT	D'accord. Je préfère le train de 9 h 15. <i>dakor. zhe préfèr le trè de nevèr kēz.</i>
L'EMPLOYÉ	Aller simple ou aller-retour ? <i>alé sèpl u alé retur ?</i>
VINCENT	Aller-retour, s'il vous plaît. <i>alé retur, sil vu plè.</i>
L'EMPLOYÉ	Vous voulez revenir quand ? <i>vu vulé revenir kā ?</i>

- VINCENT Je voudrais un billet ouvert. C'est possible ?
zhe vudrè è biyé uvèr. sè posibl ?
- L'EMPLOYÉ Oui, monsieur. Vous voulez voyager en première classe ou
wi, mesyö. vu vulé vwayazhé à premyèr klas u
en classe économique ?
à klas ékònòmik ?
- VINCENT En classe économique.
à klas ékònòmik.
- L'EMPLOYÉ D'accord. C'est 112,95 \$, s'il vous plaît.
dakor. sè sà duz é katrevèkèz dólar silvuplè.
- VINCENT Est-ce que je peux payer par carte de crédit ?
ès ke zhe pö pèyé par kart de krédi ?
- L'EMPLOYÉ Bien sûr !
byè sûr !

Translation

- VINCENT Good morning, sir.
EMPLOYEE Good morning.
- VINCENT I would like to buy a ticket for Quebec City.
EMPLOYEE For when, sir? For this morning or this afternoon?
VINCENT For tomorrow. At what time does the first train leave tomorrow morning?
EMPLOYEE The first train leaves at 7:00. The second one leaves at 9:15 and the following one at 12:30. There is also another train in the evening.
- VINCENT How long is the trip?
EMPLOYEE Three hours and ten minutes, sir.
- VINCENT OK. I prefer the 9:15 A.M. train.
EMPLOYEE One way or round trip?
VINCENT Round trip, please.
EMPLOYEE When are you coming back?
- VINCENT I would like an open ticket. Is that possible?
EMPLOYEE Yes, sir. Do you want to go first class or tourist class?
VINCENT Tourist, please.
EMPLOYEE OK. That's \$112.95, sir.
- VINCENT Can I pay by credit card?
EMPLOYEE Certainly!

Get Started



The following words and expressions will be useful throughout this chapter.

un billet	<i>ē biyé</i>	ticket
le train	<i>le trē</i>	train
le guichet	<i>le gishé</i>	ticket office
le trajet	<i>le trazhé</i>	journey
aller simple	<i>alé sēpl</i>	one way
aller-retour	<i>alé retur</i>	round trip
un billet ouvert	<i>ē biyé uvèr</i>	open ticket
en classe économique	<i>ā klas êkônômik</i>	tourist class
en première classe	<i>ā premyèr klas</i>	first class
payer par carte de crédit	<i>pèyé par kart de crédi</i>	to pay by credit card
payer comptant	<i>pèyé kōtā</i>	to pay cash
payer par chèque	<i>pèyé par shèk</i>	to pay by check
argent comptant	<i>arzhā kōtā</i>	cash

Parts of the day

le matin	<i>le matē</i>	morning
l'après-midi	<i>laprēmidi</i>	afternoon
le soir	<i>le swar</i>	evening
la nuit	<i>la nji</i>	night

New verbs

revenir	<i>revenir</i>	to return
durer	<i>düré</i>	to last
acheter	<i>ashté</i>	to buy
payer	<i>pèyé</i>	to pay
pouvoir	<i>puvwar</i>	can, could

The verb **revenir** is conjugated like **venir** (see Chapter 2 for its conjugation).

To buy and to pay

The following verbs are in the text. Look at their conjugation in the present tense:

acheter	<i>ashté</i>	<i>to buy</i>
j'achète	<i>zhashèt</i>	I buy
tu achètes	<i>tü ashèt</i>	you buy
il/elle/on achète	<i>il/él/ō ashèt</i>	he/she buys
nous achetons	<i>nu zashèt</i>	we buy
vous achetez	<i>vu zashé</i>	you buy
ils/elles achètent	<i>il/èl zashèt</i>	they buy

J'achète un billet ouvert.

payer	pèyé	to pay
je paie	<i>zhe pèy</i>	I pay
tu paies	<i>tü pèy</i>	you pay
il/elle/on paie	<i>il/èl/õ pèy</i>	he/she pays
nous payons	<i>nu pèyõ</i>	we pay
vous payez	<i>vu pèyé</i>	you pay
ils/elles paient	<i>il/èl pèy</i>	they pay

Il paie le billet par carte de crédit.

The verb *pouvoir*

pouvoir	puvwar	to be able to, can
je peux	<i>zhe pö</i>	I can
tu peux	<i>tü pö</i>	you can
il/elle/on peut	<i>il/èl/õ pö</i>	he/she can
nous pouvons	<i>nu puvõ</i>	we can
vous pouvez	<i>vu puvé</i>	you can
ils/elles peuvent	<i>il/èl pöv</i>	they can

Note

Usually, the verb **pouvoir** is followed by an infinitive:

Est-ce que je peux payer par carte de crédit ?

Quick Tips



1. Remember the pronunciation rules for the verbs in the present tense: do not pronounce the last letter of the verb conjugated in the first and third person singular, the last two letters in the second person singular and the *-ent* in the third person plural.
2. To ask *How much is that?*, just say *Combien ça coûte ?*

Vocabulary: Means of transport

la voiture	<i>la vwatiür</i>	car
l'autobus (m.)	<i>lotobüüs</i>	bus
le metro	<i>le métro</i>	subway (metro)
le train	<i>le trē</i>	train
l'avion (m.)	<i>lavyō</i>	plane
le bateau	<i>le bato</i>	boat/ship
le taxi	<i>le taksi</i>	taxi

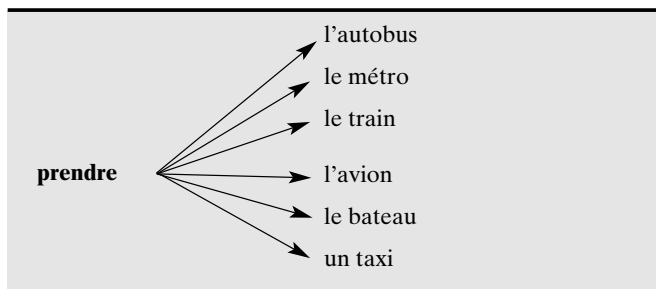
Prepositions used with means of transport

With means of transport, use the preposition **en** to express *by* in English, and **dans la, dans le**, or **dans l'** to express *in* or *on*.

Je vais à l'école **en** métro. *I go to school by metro.*

Je suis **dans l'**autobus. *I am on the bus.*

When talking about means of transport you can use the verb **prendre**, which means *to take*.



prendre	<i>prādr</i>	<i>to take</i>
je prends	<i>zhe prā</i>	I take
tu prends	<i>tü prā</i>	you take
il/elle/on prend	<i>il/èl/ō prā</i>	he/she takes
nous prenons	<i>nu prenō</i>	we take
vous prenez	<i>vu prené</i>	you take
ils/elles prennent	<i>il/èl prèn</i>	they take

Quick Tips



1. Before you go further, you should review numbers from 0 to 60.
2. To ask what time it is, we say: *Quelle heure est-il ?*
3. To give the time, use *Il est . . .*, never *c'est . . .*
4. In French we can express time in an informal (*l'heure courante*) and in a formal (*l'heure formelle*) way. Both are frequently used in daily life. *L'heure formelle* is equivalent to military time in English. However, in French it is used mainly on television and radio, and in stores, schedules, etc.

Clock time

10 h 00	Il est dix heures (du matin). Il est dix heures.	l'heure courante l'heure formelle
10 h 15	Il est dix heures et quart (du matin). Il est dix heures quinze.	l'heure courante l'heure formelle
10 h 30	Il est dix heures et demie (du matin). Il est dix heures trente.	l'heure courante l'heure formelle
10 h 45	Il est onze heures moins le quart (du matin). Il est dix heures quarante-cinq.	l'heure courante l'heure formelle
12 h 00	Il est midi. Il est douze heures.	l'heure courante l'heure formelle
22 h 00	Il est dix heures (du soir). Il est vingt-deux heures.	l'heure courante l'heure formelle
22 h 10	Il est dix heures dix (du soir). Il est vingt-deux heures dix.	l'heure courante l'heure formelle
22 h 35	Il est dix heures trente-cinq (du soir). Il est vingt-deux heures moins vingt-cinq.	l'heure courante l'heure formelle
22 h 50	Il est dix heures moins dix (du soir). Il est vingt-deux heures dix.	l'heure courante l'heure formelle
00 h 00	Il est minuit. Il est zéro heure.	l'heure courante l'heure formelle

TABLE 4-1 Telling time

Quick Tips



1. When saying *l'heure courante* it is optional to say *du matin*, *de l'après-midi*, or *du soir*.
2. When saying *l'heure formelle* you must not say *du matin*, *de l'après-midi*, or *du soir*.
3. Be careful with 12.00 and 00.00: in French it is *midi* (noon) and *minuit* (midnight). *Douze heures* and *zéro heure* are only used with schedules.
4. When saying *l'heure courante* in these cases, 12.30 is *midi et demie*; 00.15 is *minuit et quart*, etc.

Il y a

Il y a means *there is* or *there are*. It exists only in the impersonal form and is usually followed by one of the following:

- an indefinite article (*un*, *une*, *des*) and a noun
- a number and a noun
- a proper noun only

Il y a un train le soir. (*There is a train in the evenings.*)

Il y a des étudiants à l'école de langues. (*There are some students in the language school.*)

Il y a deux voitures dans le garage. (*There are two cars in the garage.*)

À l'école de langues, il y a Tomiko et Hans. (*Tomiko and Hans are in the language school.*)

To form the negative of **il y a**, simply follow the rule of negation with **avoir**, previously seen in Chapter 3.

Il n'y a pas de métro à Québec. (*There is no subway in Quebec City.*)

To form questions with **il y a**, simply follow the question rules that we have seen until now. For examples of inversion questions with **il y a**, please see the section called Reflexive verbs: Negation.

Il y a un métro à Québec ? (*Is there a subway in Quebec City?*)

Est-ce qu'il y a un métro à Québec ?

Note that **il y a** is also used for people in a place.

Ordinal numbers

Ordinal numbers express sequential order (first, second, third, etc.). To form an ordinal number, simply add the ending **-ième** to the number, except for **premier/première**. But be careful: sometimes you will have to make minor spelling changes to the number.

1st	1er/1ère	premier (m.)/première (f.)
2nd	2e	deuxième
3rd	3e	troisième
4th	4e	quatrième
5th	5e	cinquième
6th	6e	sixième
7th	7e	septième
8th	8e	huitième
9th	9e	neuvième
10th	10e	dixième

TABLE 4-2 Ordinal Numbers 1–10

Quick Tip



The only ordinal number that has a masculine and a feminine form is *premier/première*. The words *second (m.)* and *seconde (f.)* exist. They are usually interchangeable with *deuxième*, but not always. *Deuxième* is used more frequently.

Currencies in French-speaking countries

The following chart shows the currencies used in some French-speaking countries.

Country	Pays	Currency/Unité monétaire
France	la France	l'euro
Canada	le Canada	le dollar canadien
Belgium	la Belgique	l'euro
Switzerland	la Suisse	le franc suisse
Luxembourg	le Luxembourg	l'euro
Haiti	Haïti	la gourde

Quick Tips



1. In Quebec, Canada, it is common to hear *une piastre* (pronounced: *pyast*) instead of *un dollar*.
2. *Euros* and *francs* are divided into *centimes* (*sātim*). The Canadian dollar is divided into *cents* (*sèn*).
3. In French, *l'argent* is *money* and *la monnaie* is *currency* or *change*.

Dialogue 4.2

Vincent Lauzière calls his sister, Carole, to tell her about his arrival in Quebec City. Read the dialogue carefully.

Vincent Lauzière appelle sa sœur, Carole, pour l'informer de sa arrivée à Québec. Lisez attentivement le dialogue.

- | | |
|---------|---|
| CAROLE | Allô !
<i>alo !</i> |
| VINCENT | Salut, Carole. C'est ton frère Vincent.
<i>salü, karòl. sè tō frèr vēsā.</i> |
| CAROLE | Vincent ! Quelle surprise ! Ça va bien ?
<i>vēsā ! kèl sürpriz ! sa va byē ?</i> |
| VINCENT | Oui, merci. Et toi ?
<i>wi, merci. é twa ?</i> |
| CAROLE | Moi, ça va. Merci.
<i>mwa, sa va. mèrsi.</i> |
| VINCENT | Écoute, Carole . . . Que fais-tu demain ?
<i>ékut karòl . . . ke fè tü demē ?</i> |
| CAROLE | Moi ? Pourquoi tu veux savoir ça ?
<i>mwa ? purkwa tü vō savwar sa ?</i> |
| VINCENT | Carole, tu es très curieuse, mais tu ne réponds pas à ma question.
<i>karòl, tü è trè küryöz, mè tü ne répō pâ a ma kèstyō.</i> |
| CAROLE | D'accord. Demain j'ai une longue journée. D'abord, je me
<i>dakòr. demē zhé ün lōg zhurné. dabòr, zhe me.</i>

lève à 7 h 00, je m'habille et je pars travailler vers 8 h 00.
<i>lèv a sètèr, zhe mabiy é zhe par travaiyé vèr jütèr.</i> |

Ensuite, je passe toute la journée au bureau et je reviens à la
ās̄yīt, zhe pās tut la zhurné o büro é zhe revyē a la

maison vers 17 h 00. Après, je dîne très tôt et je pars voir le
mēzō ver disètèr. aprè, zhe din trè to é zhe par vwar le

défilé du carnaval. Et bien, pourquoi tu veux savoir tout ça ?
défilé dü karnaval. é byē, purkwa tū vē savwar tu sa ?

VINCENT Parce que demain après-midi j'arrive à Québec.
parske demē aprèmidi zhariv a kébèk.

CAROLE C'est magnifique ! On peut aller au carnaval ensemble !
sè mañifik ! ò pò alé o karnaval āsāmb! !

Translation

CAROLE Hello!
 VINCENT Hi, Carole. It's your brother Vincent.
 CAROLE Vincent! What a surprise! How are you?
 VINCENT Fine. And you?
 CAROLE Fine, thanks.
 VINCENT Listen, Carole, what are you doing tomorrow?
 CAROLE Why do you want to know?
 VINCENT You're very curious, Carole, but you are not answering my question.
 CAROLE OK. Well, I have a very long day tomorrow. First, I get up at seven, I get dressed and I leave for work at about eight. Then, I spend the entire day in the office and I come back home at around 5:00 P.M. Then, I have dinner and leave to see the carnival parade. So, why do you want to know that?
 VINCENT Because I'll be in Quebec City tomorrow afternoon.
 CAROLE Are you serious? That's wonderful! We can go to the carnival together!

Useful vocabulary

une surprise	<i>ün sürpriz</i>	a surprise
pourquoi ?	<i>purkwa</i>	why
parce que	<i>parske</i>	because
curieux (m.)/curieuse (f.)	<i>küryö/küryöz</i>	curious
long (m.)/longue (f.)	<i>lō/lōg</i>	long
une journée	<i>ün zhurné</i>	a day
vers	<i>vèr</i>	around, toward
tôt	<i>to</i>	early
le bureau	<i>le büro</i>	the office
ça/cela	<i>sa/sla</i>	that
C'est magnifique !	<i>sè mañifik !</i>	That's great/wonderful!
ensemble	<i>āsāmb!</i>	together

le carnaval	<i>le karnaval</i>	the carnival
tout	<i>tu</i>	all (m./sing.)
toute	<i>tut</i>	all (f./sing.)
tous	<i>tu</i>	all (m./plural)
toutes	<i>tut</i>	all (f./plural)

Note

Tout has to agree with the noun it modifies when it is used as a quantifier. Use **tout**, **toute**, **tous**, or **toutes** depending on the gender and number of the noun it modifies. For more details, see Chapter 11.

Time sequencers

These words are used to express a series of events.

d'abord	<i>dabòr</i>	in the first place, first . . .
ensuite	<i>āsÿit</i>	next, . . . , then
après	<i>aprè</i>	after
finalement	<i>finalmā</i>	finally

Forming questions: Inversion of verb and subject**Quick Tip**

Remember there are two main types of questions:

- *yes/no questions* (it is possible to answer only *yes* or *no*)
- *information questions* (it is impossible to answer simply *yes* or *no* to questions requiring a piece of information in response). These questions need an interrogative.

Both *yes/no* questions and *information* questions can be formed by inverting the verb and subject *when the subject is a pronoun*. The verb and the pronoun must be hyphenated.

Yes/No questions formed by inverting the verb and subject

Yes/no questions can be formed by inverting the subject and the verb that agrees with it.

Veux-tu aller au carnaval ?

Avez-vous une voiture ?

Quick Tip

The following kind of yes/no inverted question is not possible in French: Marie veut-elle aller au carnaval ?

Information questions formed by inverting the verb and subject

Information questions may be formed by inverting the subject and the verb that agrees with the subject. The question word must appear before the inversion. These questions are usually found in formal spoken and written French.

Que fais-tu demain ?

Insertion of -t- between inverted verb and subject

When the inversion of subject and verb results in two consecutive vowels, the consonant **-t-** is inserted between them. This rule also applies to impersonal verbs like **il y a**.

A-**t**-il 19 ans ?

Quand arrive-**t**-il ?

Y a-**t**-il un médecin dans l'avion ?

Prend-il l'autobus ou le métro ?

prätıl

Arrivent-ils en avion ?

arivtıł

Quick Tip

When a verb ends in **-d**, it is pronounced as a **t** in questions. Also, if the verb already ends in **-t**, it is pronounced when there is an inverted question.

pourquoi ? . . . parce que . . .

The answer to the question word **pourquoi ?** is **parce que**. This is equivalent to the question word *why?* and its answer *because* in English.

—**Pourquoi** tu veux savoir ça ?

—**Parce que** demain j'arrive à Québec.

Note

If the word following **parce que** is the personal pronouns **il**, **elle**, or **on**, the last **-e** of **parce que** disappears and is replaced by an apostrophe.

Parce qu'il/parce qu'elle/parce qu'on arrive à Québec.

Expressing daily routines with reflexive verbs

1. Reflexive verbs are accompanied by a reflexive pronoun that agrees with the subject. (See table below.)
2. Reflexive verbs are usually used to describe something the subject does to himself or to his body. It may sound repetitious to English speakers, but it is as if we were saying "I get dressed myself," or "I get up myself."
3. Many verbs used to express daily routines are reflexive.

The following table shows the pronoun that accompanies the verb and the subject pronoun that it agrees with.

Subject pronoun	je	tu	il/elle/on	nous	vous	ils/elles
Reflexive pronoun	me	te	se	nous	vous	se

TABLE 4-3 Subject pronouns and their respective reflexive pronouns

This is the way pronominal verbs are conjugated in the present tense:

se lever	se levé	to get up
je me lève	<i>zhe me lèv</i>	I get up
tu te lèves	<i>tü te lèv</i>	you get up
il/elle/on se lève	<i>il/èl/ö se lèv</i>	he/she gets up
nous nous levons	<i>nu nu levö</i>	we get up
vous vous levez	<i>vu vu levé</i>	you get up
ils/elles se lèvent	<i>il/èl se lèv</i>	they get up

If the pronominal verb begins with a vowel or silent **h**, the reflexive pronouns **me**, **te**, and **se** are abbreviated to **m'**, **t'**, and **s'**.

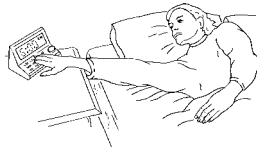
s'habiller	sabiyé	to get dressed
je m'habille	<i>zhe mabiy</i>	I get dressed
tu t'habilles	<i>tü tabiy</i>	you get dressed
il/elle/on s'habille	<i>il/èl/ō sabiy</i>	he/she gets dressed
nous nous habillons	<i>nu nu zabiyō</i>	we get dressed
vous vous habillez	<i>vu vu zabiyé</i>	you get dressed
ils/elles s'habillent	<i>il/èl sabiy</i>	they get dressed

—D'accord. Bon, demain j'ai une longue journée. D'abord, **je me lève** à 7 h 00, **je m'habille** et je pars travailler vers 8 h 00.

Note

When the verb begins with a vowel or silent **h**, the pronouns **me**, **te**, and **se** replace the **-e** with an apostrophe: **il s'habille**.

A day with reflexive verbs



D'abord, Carole se réveille. *dabòr, karòl serévéiy.* First, Carole wakes up.



Ensuite, elle se lève. *āsÿit, èl selèv.* Then, she gets up.



Après, elle se lave.

après, èl selav.

Then, she washes herself.



Elle s'habille.

èl sabiy.

She gets dressed.



Elle se prépare.

èl seprépar.

She gets ready.



Elle se dépêche.

èl sedépèsh.

She hurries up.



Le soir, elle se repose.

le swar, èl serepoz.

In the evening, she rests.



Et finalement, elle se couche.

é finalmā, èl sekush.

And finally, she goes to bed.

Note that all these verbs are regular **-er** ending verbs. However, **se lever** has some minor changes in its stem: only the first and second person plural do not need an grave accent on the **e**.

There are many other verbs used to express daily routines that are not pronominal:



Carole prend le petit déjeuner.

karòl prā le petidējöné.

Carole has breakfast.



Elle déjeune.

èl déjön.

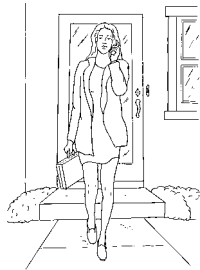
She has lunch.



Elle dîne.

èl din.

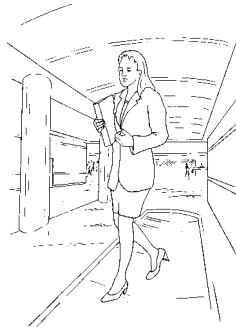
She has dinner.



Elle quitte (la maison, le bureau).

èl kit.

She leaves (the house, the office).



Elle arrive (à la maison, au bureau).

èl ariv.

She arrives (home, at the office).

Note that all these verbs, except **prendre**, are regular **-er** ending verbs.

Reflexive verbs: Question formation

When forming questions with reflexive verbs in the present tense, the accompanying **reflexive** pronoun must always precede the verb, even when there is inversion.

Observe the following examples. They all have the same meaning in English: *Do you wake up early?* (informal and formal versions)

Tu **te** réveilles tôt ?/Vous **vous** réveillez tôt ?

Est-ce que tu **te** réveilles tôt ?/Est-ce que vous **vous** réveillez tôt ?

Te réveilles-tu tôt ?/**Vous** réveillez-vous tôt ?

Note that the correct positions for the accompanying reflexive pronoun of the reflexive verb are in boldface and the subject pronoun is underlined.

Reflexive verbs: Negation

As in questions, the accompanying reflexive pronoun of the reflexive verb must always precede the verb (except when there is an inverted question). That reflexive pronoun and the verb are never separated. Therefore, the negation words **ne** and **pas** must not separate them.

Non, je **ne** me réveille **pas** tôt.

Reflexive verbs: Infinitive form

As in questions and negations, when the infinitive form of a reflexive verb has to be used, the reflexive pronoun always precedes the verb. Nevertheless, this pronoun must agree with the subject of the sentence, even if the reflexive verb is in the infinitive.

J'aime **me** réveiller tard.

Carole n'aime pas **se** coucher tard.



In this chapter you have learned:

- ✓ How to ask for a train ticket
- ✓ How to ask and give the time
- ✓ How to ask about schedules
- ✓ To use **il y a**
- ✓ The prepositions that you must use with different modes of transport
- ✓ How to form questions by inverting the subject and verb
- ✓ To ask with **pourquoi** and to answer with **parce que**
- ✓ To express daily routines with pronominal and nonpronominal verbs



A. Fill in the blanks with **il y a** or **il a** to make complete sentences.

1. _____ deux filles et un fils.
2. À l'école de langues _____ M. Brisson et sa femme.
3. _____ un hôtel près de l'école.
4. _____ une belle voiture.

B. Using the times given below, answer the question **Quelle heure est-il ?** in complete sentences, writing the hour in words. Write both the **heure formelle** and **heure courante**.

1. 12 h 05

2. 11 h 45

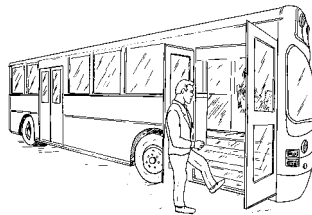
3. 16 h 15

4. 00 h 40

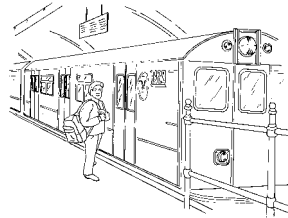
5. 23 h 35

6. 07 h 30

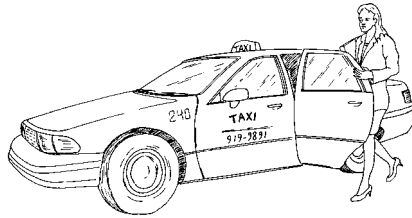
C. Look at the following pictures and answer the questions using the right preposition and means of transport.



Comment il va à son travail ?



Comment il va à l'école ?



Comment elle va au restaurant ?

D. Rewrite the following questions inverting the verb and subject.

1. Quel âge tu as ?

2. Est-ce qu'il va à Québec en train ?

3. Comment vous vous appelez ?

4. Qu'est-ce qu'il fait aujourd'hui ?

5. Est-ce qu'elle paie par carte de crédit ?

E. Translate the following questions and answers into French.

1. —Why does he want to buy a train ticket?
—Because he wants to go to Quebec City.

2. Why do you want to leave early?
Because I am tired.

3. Why does she pay by credit card?
Because she doesn't have cash.

4. Why do you get up late?
Because I don't work.

5. Why do you take the bus?
Because I don't have a car.

F. Look at the pictures of Pierre Martin and write a sentence describing the activity he is performing.

1. (7 h 00)



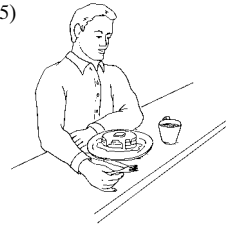
2. (7 h 10)



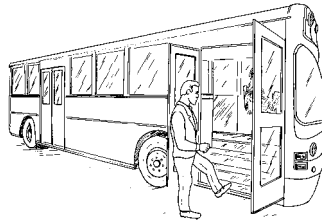
3. (7 h 15)



4. (7 h 35)



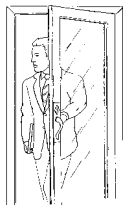
5. (8 h 00)



6. (12 h 10)



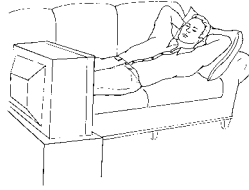
7. (18 h 20)



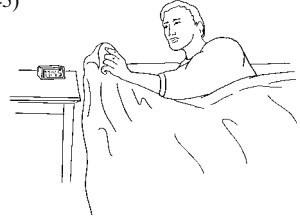
8. (19 h 15)



9. (21 h 45)



10. (23 h 45)



ANSWER KEY

- A. 1. Il a 2. il y a 3. Il y a 4. Il a
- B. 1. Il est douze heures cinq./Il est midi cinq. 2. Il est onze heures quarante-cinq./Il est midi moins le quart. 3. Il est seize heures quinze./Il est quatre heures et quart (de l'après-midi). 4. Il est zéro heure quarante./Il est une heure moins vingt (du matin). 5. Il est vingt-trois heures trente-cinq./Il est minuit moins vingt-cinq. 6. Il est sept heures trente./Il est sept heures et demie.
- C. 1. Il va à son travail en autobus. 2. Il va à l'école en métro. 3. Elle va au restaurant en taxi.
- D. 1. Quel âge as-tu ? 2. Va-t-il à Québec en train ? 3. Comment vous appelez-vous ? 4. Que fait-il aujourd'hui ? 5. Paye-t-elle par carte de crédit ?
- E. 1. Pourquoi il veut acheter un billet de train ?/Parce qu'il veut aller à Québec. 2. Pourquoi tu veux partir tôt ?/Parce que je suis fatigué(e). 3. Pourquoi elle paye par carte de crédit ? Parce qu'elle n'a pas d'argent comptant. 4. Pourquoi tu te lèves tard ?/Parce que je ne travaille pas. 5. Pourquoi tu prends l'autobus ?/Parce que je n'ai pas de voiture.
- F. 1. Pierre se réveille à sept heures. 2. Pierre se lève à sept heures dix. 3. Pierre se lave à sept heures quinze/sept heures et quart. 4. Pierre prend le petit-déjeuner à sept heures trente-cinq/huit heures moins vingt-cinq. 5. Pierre prend l'autobus à huit heures. 6. Pierre déjeune à douze heures dix/midi dix. 7. Pierre arrive à la maison à dix-huit heures vingt. 8. Pierre dîne à dix-neuf heures quinze/sept heures et quart du soir. 9. Pierre regarde la télé à vingt-et-une heures quarante-cinq/dix heures moins le quart du soir. 10. Pierre se couche à onze heures quarante-cinq/minuit moins le quart.

CHAPTER 5

L'entrevue de Vincent

Do I Need
to Read
This Chapter?



You should read this chapter if you need to review or learn about:

Communication skills

- Expressing quantity
- Expressing past events
- Expressing daily routines in the past

Grammar and vocabulary skills

- Quantifiers
- **Le passé composé** with **avoir**
- **Le passé composé** with **être**
- **Le passé composé** of pronominal verbs
- Position of adverbs
- Preposition **de** and its contracted forms
- Prepositions with place names
- Preposition **pour**
- Past participles used as adjectives with **être**

Dialogue 5.1

Ms. Galipeau is interviewing Vincent Lauzière. He is a well-prepared engineer who wants to get a job in Quebec City.

Madame Galipeau interviewe Vincent Lauzière. C'est un ingénieur hautement qualifié qui veut un poste de travail à Québec.

- MME GALIPEAU Bon, Monsieur Lauzière, pouvez-vous parler un peu de
bō, mesyō lozyèr, puvévu parlé ē pō de
- votre expérience professionnelle ?
votr ekspéryās prōfèsyònèl ?
- VINCENT D'accord. J'ai travaillé pendant cinq ans comme
dakòr. zhé travaiyé pādā sèk ā kòm
- ingénieur mécanique à la Société Aéronautique.
ēzhényèr mékanik a la sòsyété aéronotik.
- Avant ça, j'ai participé aussi à un projet de recherche
avā sa, zhé partisipé osi a ē pròzhè de reshèrsh
- à la Société Universair aux États-Unis.
a la sòsyété ünivèrsèr o zétazüni.
- MME GALIPEAU Et vos études ?
é vo zétüd ?
- VINCENT Eh bien, d'abord, j'ai eu le titre d'ingénieur mécanique
é byè, dabòr, zhé òbtenü le titr dēzhényèr mékanik
- au Canada. Ensuite, j'ai fait une maîtrise en France.
o kanada. āsyüt, zhé fè ün mètriz ā frāns.
- Après, j'ai fini le doctorat aux États-Unis.
aprè, zhé fini le dòktòra o zétazüni.

Translation

- MS. GALIPEAU Well, Mr. Lauzière, can you talk a little bit about your
professional experience?
- VINCENT OK. I worked for five years as a mechanical engineer
for Société Aéronaute. Before that, I also participated
in a research project for Société Universair in the
United States.
- MS. GALIPEAU And your studies?
- VINCENT Well, first, I obtained the title of mechanical engineer
in Canada. Then, I did a master's in France.
Afterward, I finished my doctorate in the United
States.

Get Started



The following words and expressions will be helpful throughout this chapter.

hautement qualifié(e)	<i>otmā kalifyé</i>	highly qualified
un poste de travail	<i>ē pòst de travay</i>	job
une expérience	<i>ün ekspéryās</i>	experience
expérience professionnelle	<i>ekspéryās pròfèsyònèl</i>	professional experience
pendant	<i>pādā</i>	during
comme	<i>kòm</i>	as, like
travailler comme	<i>travayé kòm</i>	to work as
ingénieur mécanique	<i>ēzgényèr mékanik</i>	mechanical engineer
avant	<i>avā</i>	before
après	<i>aprè</i>	after
aussi	<i>osi</i>	also
un projet de recherche	<i>ē prózhè de reshèrsh</i>	a research project
une société	<i>ün sòsyété</i>	a company or a society
un titre	<i>ē títir</i>	title
une maîtrise	<i>ün mètriz</i>	a master's degree
un doctorat	<i>ē dòktòra</i>	a doctorate, a PhD

Expressing quantity

un peu de	<i>ē pō de</i>	a little bit of
beaucoup de	<i>boku de</i>	a lot of
trop (de)	<i>tro</i>	too, too much

Notes

1. **un peu de** is used with uncountable nouns. With countable nouns, simply use a number.
J'ai **un peu d'**expérience. (*expérience*: uncountable)
Je parle deux langues: français et anglais. (*langues*: countable)
2. **beaucoup de** is used with both countable and uncountable nouns.
J'ai **beaucoup d'**expérience.
Je parle **beaucoup de** langues.
3. The preposition **de** is abbreviated to **d'** when the noun begins with a vowel or **silent h**.

New verbparticiper *participé* to participate**Expressing past events: *le passé composé* (1)**

1. The **passé composé** is used to express completed events in the past. Nevertheless, it may refer to an action in the past whose effect still continues in the present.

Vincent est arrivé hier de Montréal. (*Vincent came in from Montreal yesterday.*)

J'ai perdu mon portefeuille. (*I've lost my wallet.*)

2. The **passé composé**, as its name indicates, is a *compound tense*. It is formed by an auxiliary verb (**avoir** or **être**) and a **participe passé** (past participle). In this part of the chapter, we will study only the **passé composé** that uses the auxiliary **avoir**.
3. The auxiliary **avoir** is used to form the **passé composé** of **avoir** and **être** when they are main verbs in a sentence.

Forming the *passé composé* with *avoir*

To form the **passé composé**, simply follow this formula:

subject + **avoir** (conjugated in the present tense) + *past participle* (of main verb) = **passé composé**

Passé composé avec <i>avoir</i>		
j'ai travaillé	<i>zhé travayé</i>	I worked
tu as travaillé	<i>tü â travayé</i>	you worked
il/elle/on a travaillé	<i>il/èl/ô â travayé</i>	he/she worked
nous avons travaillé	<i>nu zavô travayé</i>	we worked
vous avez travaillé	<i>vu zavé travayé</i>	you worked
ils/elles ont travaillé	<i>il/èl zô travayé</i>	they worked

TABLE 5-1 Example of *passé composé* with verb *avoir*

Forming the *participe passé* (past participle): -er ending verbs

Most **-er** ending verbs are regular when forming the past participle. To form the past participle, drop the infinitive ending (**-er**) and add **-é**.

In these verbs, the infinitive and the past participle are pronounced the same. Here are the past participles of some verbs you have already learned:

Infinitive	Participe passé
travailler	travaillé
acheter	acheté
payer	payé
parler	parlé
participer	participé

TABLE 5-2 *Participe passé* of -er ending verbs

Forming the *participe passé* (past participle): Other verbs

With other endings, the formation of the past participle is usually irregular. Here is a list of some verbs and their past participles. Some of these are new verbs.

Infinitive	Participe passé	Pronunciation	English
avoir	eu	ü	to have
comprendre	compris	kōpri	to understand
connaître	connu	kōnü	to know
devoir	dû	dü	should
dire	dit	di	to say
écrire	écrit	ékri	to write
être	été	été	to be
faire	fait	fè	to do/make
finir	fini	fini	to finish
lire	lu	lü	to read
pouvoir	pu	pü	can, could
prendre	pris	pri	to take
savoir	su	sü	to know
voir	vu	vü	to see
vouloir	voulu	vülü	to want

TABLE 5-3 *Participe passé* of irregular verbs

The *passé composé* in questions

It is not difficult to form questions in the past once you know how to form sentences with the **passé composé**. Observe.

Standard questions:

Vous avez travaillé ?

Questions with **est-ce que**:

Est-ce que vous avez travaillé ?

Inversion:

Avez-vous travaillé ?

The *passé composé* in negative sentences

When forming negative sentences, you separate the auxiliary verb from the past participle by **ne . . . pas**. Since the verb **avoir** in its present form begins always with a vowel, the **ne** becomes **n'**.

Vincent **n'a pas** travaillé en Belgique.

Tu **n'as pas** étudié aux États-Unis.

Carole et Julian **n'ont pas** fini le doctorat.

Dialogue 5.2

The interview continues. Read the rest of the conversation carefully.

L'interview continue. Lisez le reste de la conversation attentivement.

- | | |
|--------------|--|
| MME GALIPEAU | <p>Donc, vous avez beaucoup voyagé pour des raisons
<i>dōk, vu zavé boku vwayazhé pur dé rézō</i></p> <p>professionnelles ou d'études, n'est-ce pas ?
<i>prōfesyōnèl u détyid, nès pâ ?</i></p> |
| VINCENT | <p>Oui. Je suis né à Trois Rivières.
<i>wi zhe sÿi né a trwa rivyèr.</i></p> <p>À l'âge de 18 ans, je suis parti faire mes
<i>a lazh de dizÿit ā, zhe sÿi parti fèr mè</i></p> <p>études universitaires à Montréal. Puis, j'ai étudié et
<i>zétüd ünivèrsitèr a mōréal. pÿi, zhé étüdyé é</i></p> <p>travaillé à Toulouse, en France. Finalement, je suis allé à
<i>travayé a tuluz, ā frās. finalmā, zhe sÿi zalé a</i></p> <p>Boston, aux États-Unis, pour finir mon doctorat et pour
<i>bōstō, o zétazÿini, pur finir mō dōktōra é pur</i></p> <p>travailler.
<i>travayé.</i></p> |
| MME GALIPEAU | <p>Votre vie est très intéressante, monsieur.
<i>vōtr vi è trè zētérésāt, mesÿō.</i></p> |

Translation

- | | |
|--------------|---|
| MS. GALIPEAU | So, you have traveled a lot for professional or academic reasons, haven't you? |
| VINCENT | Yes. I was born in Trois Rivières. When I was 18, I left to study at the university in Montreal. Then, I studied and worked in Toulouse, France. Finally, I went to Boston, in the United States, to finish my doctorate and to work. |
| MS. GALIPEAU | Your life is very interesting, sir. |

Useful vocabulary

Trois Rivières	<i>trwa riviyèr</i>	a city in Quebec, Canada
donc	<i>dòk</i>	so, therefore
une raison	<i>ün rézõ</i>	a reason
les études	<i>lè zétüü</i>	studies
études universitaires	<i>étüd ünivèrsitèr</i>	university studies
la vie	<i>la vi</i>	life
intéressant (m.)	<i>ètérésã</i>	interesting
intéressante (f.)	<i>ètérésãt</i>	

New verbs

fermer	<i>fèrmé</i>	to close
voyager	<i>vwayazhé</i>	to travel
naître	<i>nètre</i>	to be born

Expressing past events: *le passé composé* (2)

1. We saw on page 88 that the **passé composé** is a compound tense formed by an auxiliary verb and the **participe passé** of the main verb. The auxiliary verb can be **avoir** or **être**.
2. Only a few verbs form the **passé composé** with **être**. They are all intransitive verbs, and they represent a change of state or a movement. That does not mean that all intransitive verbs or all verbs of movement use **être**. Only the verbs in the following list are conjugated with **être** in the **passé composé**.
3. The past participle of verbs that form their **passé composé** with **être** must agree in gender and number with the subject of the sentence.

Verbs that form the *passé composé* with *être*

The following verbs form their **passé composé** with **être**. You will need to memorize them. Note that some of these verbs usually include their antonyms.

arriver	<i>arivé</i>	to arrive
partir	<i>partir</i>	to leave
entrer	<i>ãtré</i>	to enter
sortir	<i>sòrtir</i>	to go out/to exit
monter	<i>mõte</i>	to go up
descendre	<i>désãdr</i>	to go down
naître	<i>nètr</i>	to be born
mourir	<i>murir</i>	to die
passer	<i>pàsé</i>	to pass, to stop by
rentrer	<i>rãtré</i>	to come back home
rester	<i>rèsté</i>	to stay
retourner	<i>returné</i>	to return
tomber	<i>tõbé</i>	to fall
aller	<i>alé</i>	to go
(re)venir	<i>venir</i>	to come (back)



Quick Tip

Only 15 verbs and their derivatives form the *passé composé* with the verb *être*.

Participe passé of verbs that form the *passé composé* with *être*

In the following table you will find the *participe passé* of the verbs that form the **passé composé** with the verb **être**.

Verb	Participe passé	Pronunciation
arriver	arrivé(e)(s)	<i>arivé</i>
partir	parti(e)(s)	<i>parti</i>
entrer	entré(e)(s)	<i>ãtré</i>
sortir	sorti(e)(s)	<i>sörti</i>
monter	monté(e)(s)	<i>mõté</i>
descendre	descendu(e)(s)	<i>désãdü</i>
naître	né(e)(s)	<i>né</i>
mourir	mort(e)(s)	<i>mòr (m.) mort (f.)</i>
passer	passé(e)(s)	<i>pãsé</i>
rentrer	rentré(e)(s)	<i>rãtré</i>
rester	resté(e)(s)	<i>rèsté</i>
retourner	retourné(e)(s)	<i>returné</i>
tomber	tombé(e)(s)	<i>tõbé</i>
aller	allé(e)(s)	<i>alé</i>
venir	venu(e)(s)	<i>venü</i>

TABLE 5-4 Past participles of verbs conjugated with *être*

Forming the *passé composé* with *être*

The order of a sentence in the **passé composé** with **être** is the same as a sentence in the **passé composé** with **avoir**. Observe.

<i>subject</i>	+	verb être (conjugated in the present tense)	+	past participle (of main verb. It must agree in gender and number with the subject.)	=	passé composé
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However, the main difference between verbs that form their **passé composé** with **être** and those that form it with **avoir** is that the *past participle must agree in gender and number with the subject*. This agreement between the **participe passé** and the subject is called **l'accord du participe passé**. Note the following guidelines:

If the subject is . . .	Follow this rule:
masculine singular	use “normal” past participle
feminine singular	add -e to past participle
masculine plural or masc. + fem. plural	add -s to past participle
(only) feminine plural	add -es to past participle

TABLE 5-5 Rules for the agreement of the past participle with the subject of *être*

Look at the following examples.

Marc est parti au Canada.

Julie est partie au Canada.

Marc et Julie sont partis au Canada.

In the third sentence the subject is plural and includes a masculine and a feminine name. That is why an **-s** is added. Had the subject been only masculine plural, it would have also required an **-s**. Here the subject is plural and only feminine. Therefore, **-es** must be added to the past participle of the verb in order to make the agreement.

Julie et Marie sont parties au Canada.

To sum up, observe the following conjugation of **sortir** in the **passé composé**.

Passé composé of sortir		
je suis sorti(e)	<i>zhé syi sòrti</i>	I went out
tu es sorti(e)	<i>tü ès sòrti</i>	you went out
il/elle/on est sorti(e)	<i>il/èl/õ è sòrti</i>	he/she went out
nous sommes sorti(e)s	<i>nu sòm sòrti</i>	we went out
vous êtes sorti(e)(s)	<i>vu èt sòrti</i>	you went out
ils/elles sont sorti(e)s	<i>il/èl sõ sòrti</i>	they went out

The *passé composé* with *être* in questions

Forming **passé composé** questions with **être** is the same as with the **passé composé** with **avoir**.

Standard questions:

Tu es rentré(e) tard hier ?

Questions with **est-ce que**:

Est-ce que tu es rentré(e) tard hier ?

Inversion:

Es-tu rentré(e) tard hier ?

Quick Tips



1. The pronunciation of the past participle generally does not change after the agreement, only in cases where the final *-e* causes the pronunciation of the previous consonant, as in *mort/morte*. The last *-e* in the feminine causes the pronunciation of the *-t-*.
2. The agreement of the verb with *vous* depends on the use you are giving to *vous*. If *vous* is formal/singular "you," it must agree in gender only. If it is used as the plural "you", it must agree in gender *and* number.
3. The agreement of the verb with *on* also depends on what it replaces. If *on* is being used to replace a masculine *nous*, it must agree in number only. But if it is replacing a feminine *nous*, it must agree in number and in gender.

On est allés à la plage.
(on = Vincent et Thomas)

On est allés à la plage.
(on = Vincent et Carole)

On est allées à la plage.
(on = Carole et Martine)

The *passé composé* with *être* in negative sentences

As with negative sentences with **avoir**, the auxiliary verb is separated from the past participle by **ne . . . pas**. Note that **ne** becomes **n'** before **es**, **est**, and **êtes**.

Carole et Vincent ne sont pas allés à New York.

Non, je ne suis pas rentré(e) tard hier.

Martine n'est pas sortie hier soir.

Adverbs

Intensifiers

In Chapter 3 we studied the expression **J'aime beaucoup** (I really like or I like a lot). The adverb **beaucoup** expresses intensity when it is not followed by **de**, as in **beaucoup de** (see page 87). Here are some intensifiers.

beaucoup	<i>boku</i>	a lot
peu	<i>pö</i>	a little
très	<i>trè</i>	very

J'aime beaucoup voyager.
 Vincent travaille beaucoup.
 Martine étudie peu.
 Le billet est très cher.

Time adverbs

Other adverbs express time. Observe the following list.

parfois	<i>parfwa</i>	sometimes
souvent	<i>suvā</i>	often
toujours	<i>tuzhur</i>	always

Elle travaille **souvent** au Canada.
 Le dimanche, Carole va **toujours** au cinéma.
 Julian sort **parfois** le vendredi soir.

Position of adverbs

In the present tense, adverbs that consist of just one word are usually placed immediately after the verb. That is the case of the examples above. However, when a verb is conjugated in the **passé composé**, either with **avoir** or **être**, one-word adverbs are usually placed after the auxiliary verb.

Vous avez **beaucoup** voyagé par de raisons professionnelles.
 Muriel a **toujours** travaillé le samedi.
 L'été dernier, Maxime et Lucie sont **souvent** allés à la plage.

Prepositions with place names

Observe the following:

—Eh bien, d'abord, j'ai eu le titre d'ingénieur mécanique au Canada. Ensuite, j'ai fait une maîtrise en France. Après, j'ai fini le doctorat aux États-Unis.

Quick Tips



1. In French most countries have a gender and sometimes a number, and they are almost always preceded by a definite article.
2. The choice of the preposition before the name of a country is determined by the gender and number of the country.

Canada is a masculine country (**le Canada**), so the preposition used is **au** (which is *à + le*). On the other hand, France is a feminine country (**la France**). That is why the preposition is **en**. Finally, the United States is a plural name (**les États-Unis**), so the preposition is **aux** (*à + les*). The following table summarizes this rule.

Prepositions *à* and *en*

Preposition	Name	Example
en +	Singular, feminine countries or any country whose first letter is a vowel	J'habite en France. (<i>I live in France.</i>)
au +	Singular, masculine countries	Il travaille au Canada. (<i>He works in Canada.</i>)
à +	Cities and most islands	Vous êtes à Porto Rico ? (<i>Are you in Puerto Rico?</i>)
aux +	Plural countries	On va aux États-Unis. (<i>We are going to the U.S.</i>)

*With verbs like *travailler, étudier, habiter, aller, être, partir*, etc., use either *à* (in one of its forms) or *en*.

TABLE 5-6 Prepositions *à* or *en* and names of countries

Preposition *de*

The main counterparts of **de** in English are *of* or *from*. In Chapter 2 we saw that the preposition **à** is contracted when it is followed by some definite articles. The preposition **de** also has contracted forms depending on the definite article that follows. Whenever **de** is followed by the masculine or plural definite article, *the contracted form must be used*, if there is one. Observe the following table:

<i>de</i> + article	contracted form (if any)
de + le	du
de + la	de la
de + l'	de l'
de + les	des

With verbs that use the preposition **de** (**venir de, revenir de, être de**), the contracted form must be used to make an agreement with the gender and number of the country. With cities, usually no contraction is needed. Observe the following table.

Preposition	Name	Example
de +	Singular, feminine countries whose first letter is not a vowel. Cities and most islands.	Je reviens de Suisse. (I return from Switzerland.)
du +	Singular, masculine countries	Il vient du Brésil. (He comes from Brazil.)
d' +	Singular masculine or feminine countries that begin with a vowel or silent <i>h</i> .	Elle vient d'Argentine. (She comes from Argentina.)
des +	Plural countries	Vous êtes des Philippines ? (Are you from the Philippines?)

TABLE 5-7 Preposition *de* and names of countries

Countries and their gender

The following tables show different countries and their gender.

Feminine countries beginning with a vowel		
l'Afrique du Sud	<i>lafrik dü süd</i>	South Africa
l'Allemagne	<i>alman</i>	Germany
l'Angleterre	<i>lagletèr</i>	England
l'Autriche	<i>lotrish</i>	Austria
l'Espagne	<i>lèspan</i>	Spain
l'Italie	<i>litali</i>	Italy
l'Inde	<i>lèd</i>	India

Masculine countries beginning with a vowel		
l'Afghanistan	<i>lafganistā</i>	Afghanistan
l'Iran	<i>lirā</i>	Iran
l'Uruguay	<i>lürürgüé</i>	Uruguay
l'Ouganda	<i>lugāda</i>	Uganda
l'Angola	<i>lagola</i>	Angola

Feminine countries beginning with a consonant

la Belgique	<i>la bèlzhik</i>	Belgium
la Chine	<i>la shin</i>	China
la France	<i>la frās</i>	France
la Suisse	<i>la syīs</i>	Switzerland
la Côte d'Ivoire	<i>la kot divwar</i>	Ivory Coast
la Russie	<i>la rüsi</i>	Russia

Masculine countries beginning with a consonant

le Canada	<i>le kanada</i>	Canada
le Liban	<i>le libā</i>	Lebanon
le Maroc	<i>le maròk</i>	Morocco
le Mexique	<i>le mèksik</i>	Mexico
le Portugal	<i>le pôrtügal</i>	Portugal
le Brésil	<i>le brézil</i>	Brazil

Preposition *pour*

One of the meanings of the preposition **pour** is *the reason why things are done*. In this case, it is often translated as *to* or *in order to*. Look at the following explanation given by Vincent:

—Oui. Je suis né à Trois Rivières. À l'âge de 18 ans, je suis parti faire mes études universitaires à Montréal. Puis, j'ai étudié et travaillé à Toulouse, en France. Finalement, je suis allé à Boston, aux Etats-Unis, **pour** finir mon doctorat et **pour** travailler.

Dialogue 5.3

It's the afternoon. Vincent Lauzière is talking about the interview with his sister. Read the conversation carefully.

C'est l'après-midi. Vincent Lauzière parle de l'entrevue avec sa sœur. Lisez la conversation attentivement.

CAROLE Tu es arrivé à l'heure à ton entrevue ? Tu t'es levé tard ce
tü è zarivé a lër a tō ätrevü ? tü tèš levé tar se

matin.
matē.

- VINCENT Oh, je sais. Je suis arrivé 10 minutes en retard.
ò, zhe sè. zhe sÿi zarivé di miniüt ä retar.
- CAROLE Est-ce qu'ils ont dit quelque chose à propos de ton retard ?
èskil zò di kèlke shoz a propo de tō retar ?
- VINCENT Non.
nō.
- CAROLE Et comment ça s'est passé ?
é kòmā sa sè pāsé ?
- VINCENT En général, bien. Mais je ne sais pas si je suis engagé ou
ä zhénéral, byè. mè zhe ne sè pā si zhe sÿi āgazhé u
- non.
nō.

Translation

- CAROLE Were you on time for your interview? You got up late this morning.
VINCENT Oh, I know. I was 10 minutes late.
CAROLE Did they say anything about your lateness?
VINCENT No.
CAROLE How did it go?
VINCENT In general, it was OK. But I don't know if I'm hired or not.

Useful vocabulary

à l'heure	<i>alër</i>	on time
en retard	<i>ä retar</i>	(to be) late
tard	<i>tar</i>	late
quelque chose	<i>kèlke shoz</i>	something/anything
à propos de	<i>a propo de</i>	concerning
en général	<i>ä zhénéral</i>	in general
si	<i>sí</i>	if
heureux (m.)	<i>örö</i>	happy (m.)
heureuse (f.)	<i>öröz</i>	happy (f.)
la porte	<i>la pòrt</i>	door

Note

There is a difference between **tard** and **en retard**. **Tard** is the opposite of **tôt** (*late* as opposed to *early*), but **en retard** is the opposite of *on time*. In general, we use **en retard** with verbs like **être** and **arriver**. We use **tard** with other verbs, such as **se lever** or **se coucher**.

Time indicators most frequently used with the *passé composé*

hier	yèr	yesterday
hier soir	yèr swar	last night
ce matin	se matē	this morning (past)
la semaine dernière	la semen dèrnyèr	last week
le mois dernier	le mwa dèrnyé	last month
l'année dernière	lané dèrnyèr	last year

The *passé composé* of pronominal verbs

Quick Tips



1. It's very simple! The *passé composé* of pronominal verbs is always formed with *être*.
2. Since it is formed with *être*, the rules of agreement between the subject and the past participle must be respected.
3. The reflexive pronoun of the pronominal verb is always kept, but it is separated from the main verb.
4. Remember that the reflexive pronoun is abbreviated with an apostrophe if the auxiliary verb begins with a vowel (*te* becomes *t'*, etc.).

Forming the *passé composé* of pronominal verbs

Remember the following order:

<i>subject</i>	+	<i>reflexive pronoun</i>	+	<i>verb être</i> (conjugated in the present simple)	+	<i>past participle</i> (of main verb. It must agree in gender and number with the subject.)	=	passé composé
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The following table summarizes the conjugation of pronominal verbs in the **passé composé**.

Passé composé des verbes pronominaux		
je me suis levé(e)	zhé me sÿi levé	I got up
tu t'es levé(e)	tÿi tès levé	you got up
il/elle/on s'est levé(e)(s)	il/èl/ō sè levé	he/she got up
nous nous sommes levé(e)s	nu nu sòm levé	we got up
vous vous êtes levé(e)(s)	vu vu zèt levé	you got up
ils/elles se sont levé(e)s	il/èl se sō levé	they got up

The *passé composé* of pronominal verbs in questions

Questions with pronominal verbs in the **passé composé** are very similar to questions with nonpronominal verbs conjugated with **être**. The principal difference is that the reflexive pronoun must always be separated from the main verb, and it *must* precede the auxiliary verb. Observe the following examples.

Standard questions:

Elle s'est couchée tard hier soir ?

Questions with **est-ce que**:

Est-ce qu'elle s'est couchée tard hier soir ?

Inversion:

S'est-elle couchée tard hier soir ?

The *passé composé* of pronominal verbs in negative sentences

Once again, the reflexive pronoun must be kept with the auxiliary verb. In negative sentences, the **ne** precedes the reflexive pronoun and the auxiliary verb, followed by **pas**. Finally, the past participle is included.

Non, elle **ne** s'est **pas** couchée tard hier soir.

Vincent **ne** s'est **pas** levé tôt ce matin.

Il **ne** s'est **pas** reposé cet après-midi.

Different meanings of some pronominal verbs

In Chapter 4 we saw that pronominal verbs often describe a situation that the subject does to him/herself. This implies a slightly different meaning from the original nonpronominal verb. For example, **lever** and **se lever** do not mean the same thing. **Lever** means *to get something up, to raise*; **se lever** means *to get up* (because you get up by yourself).

With other verbs, however, the difference between the nonpronominal and the pronominal form is greater than a simple nuance. The pronominal form can express a very different action from the nonpronominal one. That is the case with **passer** (*to pass, to stop by*) and **se passer** (*to happen*). Observe.

Je suis passé(e) chez vous.

Qu'est-ce qui s'est passé chez vous ?

In the first example, **passer** means "I stopped by your place (house)." However, in the second example the meaning is "What happened at your place?"

Past participles used as adjectives with *être*

In the preceding dialogue, we had an example of a past participle used as an adjective after the verb **être**:

—Et comment ça s'est passé ?

—En général, bien. Mais je ne sais pas si **je suis engagé** ou non.

The word **engagé** followed by **être** can be confusing. The verb **engager** means *to hire* and, since it is an **-er** ending verb, its past participle is **engagé**. However, here **engagé** is a past participle used as an adjective. Even though it is preceded by **être** does not mean that **engager** is conjugated with **être** in the **passé composé**. It literally means *to be hired* and, like English, the verb **être** (*to be*) is needed. If you are not sure when a past participle is being used as an adjective, simply replace it by an adjective that is not a past participle.

J'**ai fermé** la porte (**passé composé**)

(I closed the door/I have closed the door.)

La porte **est fermée** (past participle used as an adjective)

(The door is closed.)

Remember that when past participles are used as adjectives and follow **être**, the participle agrees with the subject. In the first example, **fermée** has a feminine ending because **la porte** is feminine.



In this chapter you have learned:

- ✓ How to express quantity and some adverbs of quantity
- ✓ How to express past events using the **passé composé**
- ✓ The correct location of some adverbs in sentences
- ✓ How to form the contracted forms of the preposition **de**
- ✓ Which preposition to use before names of countries and cities
- ✓ How to distinguish past participles that are used like adjectives
- ✓ Some uses of the preposition **pour**



A. Write the past participle of the following verbs under the right column according to its ending.

- | | | | | | |
|-------------------|----------------|---------------|----------------|------------------|----------------|
| <i>prendre</i> | <i>finir</i> | <i>voir</i> | <i>être</i> | <i>sortir</i> | <i>arriver</i> |
| <i>naître</i> | <i>venir</i> | <i>lire</i> | <i>avoir</i> | <i>retourner</i> | <i>dire</i> |
| <i>comprendre</i> | <i>vouloir</i> | <i>écrire</i> | <i>pouvoir</i> | <i>savoir</i> | <i>rentrer</i> |

-é	-i	-is	-it	-u

B. One of your colleagues just came back from a holiday in Spain. Ask him questions using the words in parentheses. Follow the example.

Example: (visiter/l'Espagne) **Vous avez visité l'Espagne ?**

- (voir/une corrida) _____ ?
- (aimer/Barcelone) _____ ?
- (danser/du flamenco) _____ ?
- (aimer/le musée du Prado) _____ ?
- (acheter/beaucoup de souvenirs) _____ ?

C. Rewrite the following paragraph in the **passé composé** by conjugating the verbs in italics.

Aujourd'hui, je *fais* beaucoup de choses. D'abord, je *vais* à l'école avec mes enfants. Ensuite, je *visite* ma mère. Après, je *lis* le journal et je *pars* travailler.

Hier . . .

- D. Read the following paragraph where Jacques Tremblay, from Montreal, describes a typical day. Then rewrite it saying what he did last Monday.

D'abord, je me lève à 6 h 30. Ensuite, je me lave et je prends mon petit déjeuner. À 7 h 30 je pars travailler. Je prends le métro et j'arrive au bureau à 8 h 30. Je travaille jusqu'à 12 h 30. Je déjeune et à 13 h 30 je retourne au bureau. Je travaille jusqu'à 17 h 30. J'arrive chez moi le soir à 18 h 30. Je dîne avec ma femme vers 19 h 00. Ensuite, nous regardons la télévision jusqu'à 22 h 00. Enfin, on se couche vers 22 h 30.

Lundi dernier . . .

- E. Complete the following sentences with the appropriate preposition.

1. Je suis née _____ Montevideo, _____ Uruguay.
2. Ma sœur a travaillé _____ Maroc et _____ Argentine.
3. Nous revenons _____ Italie.
4. J'ai un ami _____ Porto, _____ Portugal.
5. Vous habitez _____ Allemagne ?

- F. Imagine you have traveled to Paris and are writing a postcard to a friend. Use the verbs from the left column to tell that person what you did, the places you have seen or visited, etc. You can match those verbs with the information from the right column.

faire	beaucoup de choses
monter à	la Tour Eiffel
prendre	le bateau mouche
visiter	l'église Notre Dame
aller à	la Place de la Concorde
voir	l'Arc de Triomphe
sortir	amis/amies
acheter	Des souvenirs
regarder	un film en français

Cher/Chère

Je suis à Paris. . . .

Amitiés,

ANSWER KEY

A. **-é:** été, arrivé, né, retourné, rentré; **-i:** fini, sorti; **-is:** pris, compris; **-it:** dit, écrit; **-u:** vu, venu, lu, eu, voulu, pu, su

B. 1. Vous avez vu une corrida ? 2. Vous avez aimé Barcelone ? 3. Vous avez dansé du flamenco ? 4. Vous avez aimé le musée du Prado ? 5. Vous avez acheté beaucoup de souvenirs ?

C. Hier, j'ai fait beaucoup de choses. D'abord, je suis allé(e) à l'école avec mes enfants. Ensuite, j'ai visité ma mère. Après, j'ai lu le journal et je suis parti(e) travailler.

D. Lundi dernier, je me suis levé à 6 h 30. Ensuite, je me suis lavé et j'ai pris mon petit déjeuner. À 7 h 30 je suis parti travailler. J'ai pris le métro et je suis arrivé au bureau à 8 h 30. J'ai travaillé jusqu'à 12 h 30. J'ai déjeuné et à 13 h 30 je suis retourné au bureau. J'ai travaillé jusqu'à 17 h 30. Je suis arrivé chez moi le soir à 18 h 30. J'ai dîné avec ma femme vers 19 h 00. Ensuite, nous avons regardé la télévision jusqu'à 22 h 00. Enfin, on s'est couchés vers 22 h 30.

E. 1. à Montevideo/en Uruguay 2. au Maroc/en Argentine 3. d'Italie 4. à Porto/au Portugal 5. en Allemagne

F. Possible answer: Je suis à Paris. J'ai fait beaucoup de choses. Je suis monté(e) à la Tour Eiffel. J'ai pris le bateau mouche. J'ai visité l'église Notre Dame. Je suis allé(e) à la Place de la Concorde. J'ai vu l'Arc de Triomphe. Je suis sorti(e) avec des amis. J'ai acheté des souvenirs et j'ai regardé un film en français.

CHAPTER 6

Deux fêtes et un mal de tête

Do I Need
to Read
This Chapter?



You should read this chapter if you need to review or learn about:

Communication skills

- Expressing recently passed events
- Expressing future events
- Locating events in time
- Expressing progressing actions
- Giving orders
- Talking about health
- Giving directions

Grammar and vocabulary skills

- Irregular adjectives with special forms
- Verbs whose stem end in **-g**
- **venir de** + infinitive
- **aller** + infinitive
- Time expressions for the past, present, and future

- ➔ être en train de + infinitive
- ➔ The imperative
- ➔ Parts of the body
- ➔ Giving directions

Dialogue 6.1

Valérie calls her friend Lucie to celebrate Muriel's new job.

Valérie appelle son amie Lucie pour fêter le nouveau poste de travail d'une amie commune, Muriel.

- | | |
|---------|--|
| LUCIE | Oui, allô !
<i>wi alo !</i> |
| VALÉRIE | Allô, Lucie ! C'est Valérie.
<i>alo lüsi ! sè valéri.</i> |
| LUCIE | Ah, bonjour Valérie. Ça va ?
<i>a, bōzhur valéri. sa va ?</i> |
| VALÉRIE | Oui, merci. Et toi ?
<i>wi mèrsi. é twa ?</i> |
| LUCIE | Ça va.
<i>sa va ?</i> |
| VALÉRIE | Écoute, je viens de parler à Muriel. On a décidé de sortir
<i>ékut, zhe vyē de parlé a mürièl. ò nâ désidé de sòrtir</i>

demain après-midi. On va fêter son nouvel emploi. Tu es
<i>demē aprèmidi. ò va fété sō nuvèl āplwa. tü è</i>

libre demain ?
<i>libr demē ?</i> |
| LUCIE | Hélas, non. Le matin, je vais étudier à la bibliothèque et
<i>élas, nō. le matē, zhe vè zétüdyé a la biblyòtèk é</i>

l'après-midi, je vais sortir avec mon frère. C'est l'anniversaire
<i>laprèmidi, zhe vè sòrtir avèk mō frèr. sè lanivèrsèr</i>

de notre mère la semaine prochaine et on va lui acheter un
<i>de nòtr mèr la semén pròshén é ò va lÿi ashté ē</i>

cadeau. Je suis vraiment désolée.
<i>kado. zhe sÿi vrémā dézòlé.</i> |

Translation

LUCIE Hello!
 VALÉRIE Hi. Lucie? It's Valerie.
 LUCIE Oh hi, Valerie. How are you?
 VALÉRIE Fine, thanks and you?
 LUCIE Fine.
 VALÉRIE Listen, I just talked to Muriel. We decided to go out tomorrow afternoon. We are going to celebrate her new job. Are you free tomorrow?
 LUCIE Unfortunately, no. In the morning, I'm going to study at the library and in the afternoon, I'm going out with my brother. It's our mother's birthday next week and we are going to buy her a gift. I'm really sorry.

Get Started



The following words and expressions will be helpful throughout this chapter.

la fête	<i>la fèt</i>	party, celebration
un mal de tête	<i>ē mal de tèt</i>	headache
allô !	<i>alo !</i>	hello (mostly used when talking on the phone)
écoute	<i>ekut</i>	listen
libre	<i>libr</i>	free
hélas	<i>élas</i>	unfortunately
la bibliothèque	<i>la biblyòtèk</i>	library
anniversaire	<i>anivèrsèr</i>	birthday, anniversary
un cadeau	<i>ē kado</i>	gift
la semaine prochaine	<i>la semèn pròshén</i>	next week
lui acheter un cadeau	<i>lyi ashté ē kado</i>	buy him/her a gift

New verbs

écouter	<i>ékuté</i>	to listen
fêter	<i>fèté</i>	to celebrate, to party

Note that both these verbs are regular **-er** ending verbs.

Irregular adjectives with special forms

Some adjectives behave in a special way when they precede a masculine noun beginning with a vowel or silent **h**. Observe the following extract from the dialogue:

—Écoute, je viens de parler à Muriel. On a décidé de sortir demain après-midi. On va fêter son **nouvel emploi**.

In Chapter 1 we saw that the adjective *new* in French is **nouveau** (masculine) and **nouvelle** (feminine). The noun **emploi** is masculine, but since it begins with a vowel, the adjective becomes **nouvel**. This masculine form is pronounced like its feminine form and is used only before singular, masculine nouns beginning with a vowel or silent **h**.

There are other adjectives that behave the same way. Observe the following list.

nouveau (m.)	<i>nuvo</i>	}	new
nouvel (m. + vowel)	<i>nuvèl</i>		
nouvelle (f.)	<i>nuvèl</i>		
vieux (m.)	<i>vyö</i>	}	old
vieil (m. + vowel)	<i>vyèy</i>		
vieille (f.)	<i>vyèy</i>		
beau (m.)	<i>bo</i>	}	beautiful
bel (m. + vowel)	<i>bèl</i>		
belle (f.)	<i>bèl</i>		

J'habite dans un vieil édifice.

Elle a acheté un bel appartement.

Expressing recently passed events

Quick Tips



1. An event that happens immediately before an event in the present can be expressed by the present tense of *venir* + *de*. This is called *le passé récent*.
2. The English equivalent is usually *just*.

Observe the following extract from the dialogue:

—Écoute, **je viens de parler** à Muriel. On a décidé de sortir demain après midi.

To express an action that has just recently happened, the formula is:

subject + **venir de** + *infinitive*
(conjugated
in the
present tense)

Elle vient de sortir.

She has just left.

Notes

1. To express the idea of recent past, the verb **venir** must be conjugated in the present tense.
2. The preposition **de** is abbreviated to **d'** if the verb in its infinitive form begins with a vowel or silent **h**.

Je viens d'appeler mes parents.

Le passé récent and pronominal verbs

With pronominal verbs, the unstressed pronoun must agree with the subject pronoun, even though the verb remains in its infinitive form.

Tu viens de **te** lever ?

Expressing future events**Quick Tips**

1. When there is great certainty about the likelihood of an event taking place in the future, it is expressed with the present tense form of the verb *aller* + infinitive.
2. This way of expressing the future is called the *futur proche*.

Observe the following from the dialogue:

—Hélas, non. Le matin, je **vais étudier** à la bibliothèque et l'après-midi, je **vais sortir** avec mon frère.

To express a future action where there is a high degree of certainty, the formula is:

subject + aller + infinitive
(conjugated
in the
present tense)

On va célébrer le nouvel emploi de Muriel.

Le futur proche and pronominal verbs

As in the **passé récent** with pronominal verbs, the unstressed pronoun must agree with the subject pronoun, even though the verb remains in its infinitive form.

Demain, **je** vais **me** coucher très tard.

Locating events in time or temporal expressions

To specify particular times of the day, French offers different possibilities.

Locating an event within a day

In Chapter 4 we studied parts of the day. In that section we saw the different parts of the day in French and their equivalents in English.

le matin	<i>le matē</i>	morning
l'après-midi	<i>laprēmidi</i>	afternoon
le soir	<i>le swar</i>	evening
la nuit	<i>la nÿi</i>	night

However, a big difference between English and French is that when specifying an event within a day, a preposition is necessary in English but not in French. Observe the following example from the dialogue:

—Hélas, non. **Le matin**, je vais étudier à la bibliothèque et **l'après-midi**, je vais sortir avec mon frère.

In these examples, what is meant is not the part of the day, but *in which* part of the day the event takes place. English requires *in the*.

le matin	<i>le matē</i>	in the morning
l'après-midi	<i>laprēmidi</i>	in the afternoon
le soir	<i>le swar</i>	in the evening
la nuit	<i>la nÿi</i>	in the night

Locating an event in relation to “now”

Observe the following line from the conversation:

—C'est l'anniversaire de notre mère la semaine prochaine et on va acheter un cadeau.

If we locate ourselves at the moment of speaking, we can locate the event we are referring to at a precise moment in the past, in the present, or in the future by means of time expressions. These expressions and their equivalents in English are summarized in the following table.

Past events		Now		Future events	
avant	before	maintenant	now	après	after, later
tout à l'heure	a short while ago	maintenant	now	tout à l'heure	in a short while
hier	yesterday	aujourd'hui	today	demain	tomorrow
la semaine dernière	last week	cette semaine	this week	la semaine prochaine	next week
le mois dernier	last month	ce mois-ci	this month	le mois prochain	next month
l'année dernière	last year	cette année	this year	l'année prochaine	next year

TABLE 6-1 Time expressions for the past, present, and future

Dialogue 6.2

Lucie is reading something important for her studies, but her brother Paul is making too much noise. Read the conversation carefully.

Lucie est en train de lire quelque chose d'important pour ses études, mais son frère Paul fait beaucoup de bruit. Lisez le conversation attentivement.

- LUCIE Arrête de faire du bruit !
arèt de fèr dü brÿi.
- PAUL Pourquoi ?
purkwa ?
- LUCIE Tu ne vois pas que je suis en train de lire ?
tü ne vwa pâ ke zhe sÿi ä trê de lir ?
- PAUL Oui, mais j'aime beaucoup cette musique.
wi, mè zhèm boku sèt müzik.
- LUCIE Musique ! C'est du bruit.
müzik ! sè dü brÿi.
- PAUL Si ça te dérange, ferme la porte.
si sa te dérâzh, fèrm la pôrt.
- LUCIE Paul, s'il te plaît. Sois gentil avec moi. J'ai mal à la tête.
pol, silteplè. tü nè pâ zhâti avèk mwa. zhé mal a la tèt.
- PAUL D'accord. Je baisse le son tout de suite.
dakôr. zhe bès le sō tudsyüt.

Translation

- LUCIE Stop making noise!
- PAUL Why?
- LUCIE Don't you see that I'm reading?
- PAUL Yes, but I like this music.
- LUCIE Music! That's noise.
- PAUL If it bothers you, close the door.
- LUCIE Paul, please. Be nice to me. I'm getting a headache.
- PAUL OK. I'll lower the volume right away.

Useful vocabulary

le bruit	<i>le brÿi</i>	noise
faire du bruit	<i>fèr dü brÿi</i>	to make noise
gentil (m.)	<i>zhâti</i>	nice
gentille (f.)	<i>zhâtiy</i>	
la tête	<i>la tèt</i>	head
avoir mal à la tête	<i>avwar mal a la tèt</i>	to have a headache
s'il te plaît	<i>silteplè</i>	please (informal)
le son	<i>le sō</i>	sound, volume
tout de suite	<i>tudsyüt</i>	right away

New verbs

arrêter	<i>arète</i>	to stop
déranger	<i>dérāzhé</i>	to bother, to disturb
baisser	<i>bèsé</i>	to lower, to put down
lire	<i>lir</i>	to read

Notes

1. All of the verbs above, except **lire**, are regular **-er** verbs and are conjugated with **avoir** except **lire**. However, **déranger** is a little different. See below for details.
2. When the verb **arrêter** means *to stop doing something*, it is followed by the preposition **de** and a verb in the infinitive form. If the verb in the infinitive begins with a vowel or silent **h**, **de** becomes **d'**.

Sébastien a arrêté de travailler à 6 h 00 du matin. *Sébastien stopped working at 6:00 A.M.*

Verbs whose stems end in g-

Verbs whose stems end in **g** (pronounced /zh/) must add an **e** before an **a**, **o**, or **u**. This change is necessary to maintain soft “g” sound. Observe the following verbs:

déranger	<i>dérāzhé</i>	<i>to bother</i>
je derange	<i>zhe dérāzh</i>	I bother
tu deranges	<i>tü dérāzh</i>	you bother
il/elle/on derange	<i>il/èl/ō dérāzh</i>	he/she bothers
nous dérangeons	<i>nu dérāzhō</i>	we bother
vous dérangez	<i>vu dérāzhé</i>	you bother
ils/elles dérangent	<i>il/èl dérāzh</i>	they bother

manger	<i>māzhé</i>	<i>to eat</i>
je mange	<i>zhe māzh</i>	I eat
tu manges	<i>tü māzh</i>	you eat
il/elle/on mange	<i>il/èl māzh</i>	he/she eats
nous mangeons	<i>nu māzhō</i>	we eat
vous mangez	<i>vu māzhé</i>	you eat
ils/elles mangent	<i>il/èl māzh</i>	they eat

The verb *lire*

lire	lire	to read
je lis	<i>zhe li</i>	I read
tu lis	<i>tii li</i>	you read
il/elle/on lit	<i>il/èl/õ li</i>	he/she reads
nous lisons	<i>nu lizõ</i>	we read
vous lisez	<i>vu lizé</i>	you read
ils/elles lisent	<i>il/èl liz</i>	they read

Expressing actions that are happening at the moment of speaking and simultaneously

Quick Tips



1. English indicates that an action is in progress using the present continuous (*to be + -ing* form). There is no real equivalent form for this in French.
2. If the speaker wants to stress the length of time or the simultaneity of the event, *être en train de + infinitive* can be used in French.

The use of **être en train de + infinitive** (called *présent progressif* in French) is optional. When the present continuous is used in English, it may be translated into the present simple in French most of the time. Therefore, it is advised not to abuse the use of the **présent progressif**.

Observe the following from the conversation:

—Tu ne vois pas que je suis en train de lire ?

Here, Lucie chooses the *présent progressif* because she wants to stress the simultaneity of the two actions, making noise and reading. She could have also said *Tu ne vois pas que je lis ?*, but the effect would not have been the same.

Note

If the verb in the infinitive form that follows **être en train de** begins with a vowel or silent **h**, the preposition **de** becomes **d'**.

Lucie est en train **d'**étudier.

Le présent progressif and pronominal verbs

With pronominal verbs, the unstressed pronoun must agree with the subject pronoun, even though the verb remains in its infinitive form.

Je suis en train de me laver.

Giving orders: The imperative

Quick Tips



1. The imperative in French is used to give orders, but also to express encouragement and advice.
2. The imperative only has three forms:
 - second person singular (*tu*)
 - first person plural (*nous*)
 - second person plural (*vous*)
3. Forming the imperative is simple. Just follow these steps:
 - Delete the subject.
 - Delete the final *-s* of any verb that ends in *-es* or *-as* in the present form of *tu*.
 - The imperative form of *nous* and *vous* is the same as in the present.

Observe the following examples taken from the dialogue:

—**Arrête** de faire du bruit !

—Si ça te dérange, **ferme** la porte.

Both of these verbs end in **-es** in the second person singular of the present tense. Let's see how the imperative of these verbs is formed:

	arrêter	
Present simple	Imperative	English
tu arrêtes	Arrête !	Stop!
nous arrêtons	Arrêtons !	Let's stop!
vous arrêtez	Arrêtez !	Stop!

fermer		
Present simple	Imperative	English
tu fermes	Ferme !	Close!
nous fermons	Fermons !	Let's close!
vous fermez	Fermez !	Close!

Let's observe how the imperative is formed with other verbs.

aller		
Present simple	Imperative	English
tu vas	Va !	Go!
nous allons	Allons !	Let's go!
vous allez	Allez !	Go!

partir		
Present simple	Imperative	English
tu pars	Pars !	Leave!
nous partons	Partons !	Let's leave!
vous partez	Partez !	Leave!

Notes

1. The forms **veuille** and **veuillez** of the verb **vouloir** are used almost exclusively to mean *please*.
2. The verb **vouloir** does not have a form for the imperative of **nous**.
3. The forms **veuille** and **veuilles** never stand alone and are rarely used in everyday conversation.

Pronominal verbs in the imperative

Like other verbs, pronominal verbs drop their subjects in the imperative, but keep the reflexive pronoun. In the second person singular, **te** becomes **toi** in the affirmative form of the pronominal verbs. In the negative form it remains **te**.

Observe the following verbs:

se lever			
Present simple	Imperative	Pronunciation	English
tu te lèves	Lève-toi !	<i>lèvtwa !</i>	Get up!
nous nous levons	Levons-nous !	<i>levõnu !</i>	Let's get up!
vous vous levez	Levez-vous !	<i>levévu !</i>	Get up!

s'habiller			
Present simple	Imperative	Pronunciation	English
tu t'habilles	Habille-toi !	<i>abiytwa !</i>	Get dressed!
nous nous habillons	Habillons-nous !	<i>abiyõnu !</i>	Let's get dressed!
vous vous habillez	Habillez-vous !	<i>abiyévu !</i>	Get dressed!

Pronominal verbs in imperatives: Negative sentences

To form imperative pronominal verbs in negative sentences, use the following formula:

Ne + reflexive pronoun + verb + pas !

In the second person singular, the reflexive pronoun **te** does not change into **toi**, as in affirmative sentences.

Negative form of imperative verbs

To form a negative sentence in the imperative, drop the subject and follow this formula:

Ne + imperative + pas !

Ne ferme pas la porte !

Ne fermons pas la porte !

Ne fermez pas la porte !

As with other tenses, if the verb following the **ne** begins with a vowel or silent **h**, it becomes **n'**.

N'arrête pas !

N'étudions pas !

Irregular imperatives

There are four irregular imperative forms:

être			
Present simple	Imperative	Pronunciation	English
tu es	Sois !	<i>swa !</i>	Be!
nous sommes	Soyons !	<i>swayō !</i>	Let's be!
vous êtes	Soyez !	<i>swayé !</i>	Be!

avoir			
Present simple	Imperative	Pronunciation	English
tu as	Aie !	<i>è !</i>	Have!
nous avons	Ayons !	<i>èyō !</i>	Let's have!
vous avez	Ayez !	<i>èyé !</i>	Have!

savoir			
Present simple	Imperative	Pronunciation	English
tu sais	Sache !	<i>sash !</i>	Know!
nous savons	Sachons !	<i>sashō !</i>	Let's know!
vous savez	Sachez !	<i>sashé !</i>	Know!

Ne te lève pas !

Ne nous levons pas !

Ne vous levez pas !

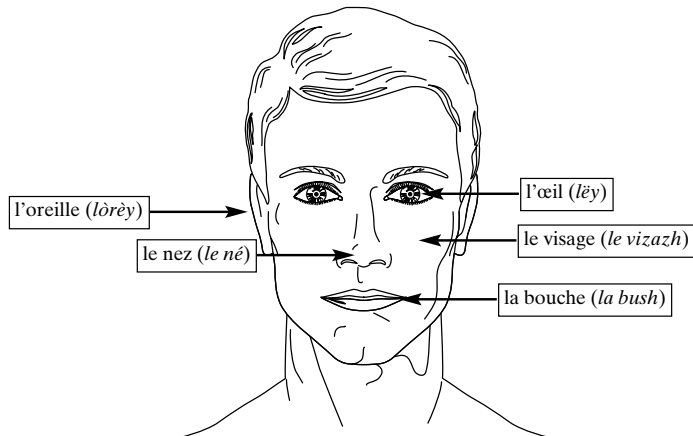
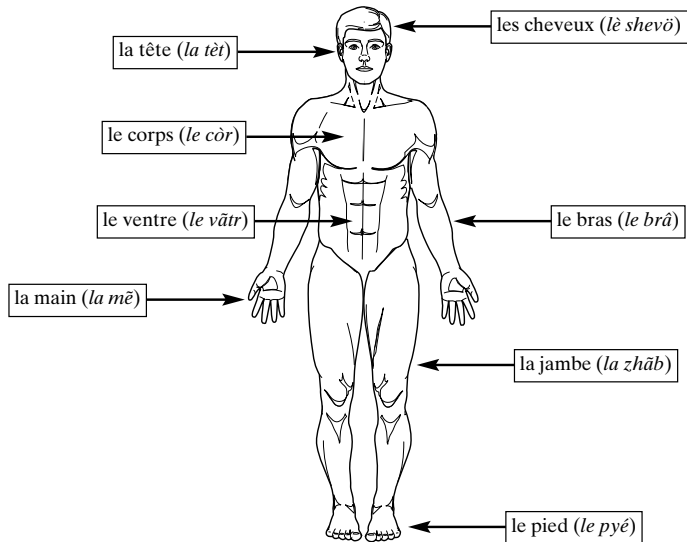
Ne t'habille pas !

Ne nous habillons pas !

Ne vous habillez pas !

Note

Observe that the pronoun **te** is abbreviated to **t'** with verbs beginning with vowel or silent **h**.

Parts of the body**Les parties du corps**

Note

The plural of **l'œil** is **les yeux** (pronounced: *lè zyö*).

Talking about health

The following expressions are used when you are not feeling well or when a part of your body aches.

ne pas se sentir bien	<i>ne pâ se sātir byē</i>	to not feel well
être malade	<i>ètr malad.</i>	to be sick
avoir mal à + <i>part of the body</i>	<i>avwar mal . . .</i>	My . . . hurt(s)/ache(s)

Observe the following examples:

Je ne me sens pas bien.	<i>I am not feeling well.</i>
Mon père est malade.	<i>My father is sick.</i>
Lucie a mal à la tête.	<i>Lucie has a headache.</i>
J'ai mal aux yeux.	<i>My eyes hurt.</i>

Notes

1. The adjective **malade** does not have a masculine or feminine form.
2. With the expression **avoir mal**, the preposition **à** must be added, followed by the article and the part of the body that is in pain. See Chapter 2 for the contracted forms of **à**.

Dialogue 6.3

Lucie continues to feel sick and decides to go to the pharmacy to buy some medicine. She has heard that there is a new pharmacy in her neighborhood. She asks a woman she meets on the street . . .

Lucie continue à se sentir mal et décide d'aller à la pharmacie pour acheter des médicaments. Elle a entendu dire qu'il y a une nouvelle pharmacie dans son quartier. Elle demande à une femme qu'elle rencontre dans la rue . . .

LUCIE	Pardon, madame. Je cherche la nouvelle pharmacie. <i>pardō madam. zhe shèrsh la nuvèl farmasi</i>
	Vous pouvez m'aider ? <i>vu puvé mède ?</i>
MADAME	Continuez tout droit, traversez la place et prenez la première <i>kōtinjé tu drwa, travèrsé la plas é prené la premyèr</i>
	rue à droite. C'est là. <i>rü a drwat. sè la.</i>
LUCIE	Merci beaucoup, madame. Vous êtes très gentille. <i>mèrsi boku, madam. vu zèt trè zhātiy.</i>

Translation

LUCIE	Excuse me, madam. I'm looking for the new pharmacy. Can you help me?
MADAME	Keep going straight, cross the square, and turn right at the first street. It's there.
LUCIE	Thank you very much, ma'am. That's very nice of you.

Useful vocabulary

tout droit	<i>tu drwa</i>	straight ahead
à droite	<i>a drwat</i>	to the right
à gauche	<i>a gosh</i>	to the left
la place	<i>la plas</i>	square
la rue	<i>la rü</i>	street
l'avenue	<i>lavenü</i>	avenue
le boulevard	<i>le bulvar</i>	boulevard
C'est là.	<i>sê la</i>	It's there.
le rond point	<i>le rō pwē</i>	roundabout/traffic circle
le quartier	<i>le kartyé</i>	neighborhood
la pharmacie	<i>la farmasi</i>	pharmacy

New verbs

tourner	<i>turné</i>	to turn
continuer	<i>kōtinjé</i>	to continue
traverser	<i>travèrsé</i>	to cross
chercher	<i>shèrshé</i>	to look for

Giving directions: Useful expressions

tourner à gauche	<i>turné a gosh</i>	turn left
tourner à droite	<i>turné a drwat</i>	turn right
continuer tout droit	<i>kōtinjé tu drwa</i>	continue straight ahead
aller tout droit	<i>alé tu drwa</i>	go straight ahead
traverser la rue/place	<i>travèrsé la rü/plas</i>	cross the street/square
prendre la rue X	<i>prādr la rü . . .</i>	take X Street
à la première rue	<i>a la premyèr rü</i>	on the first street
jusqu'à la fin	<i>zhüska la fê</i>	until the end

Notes

- There is a difference in meaning, pronunciation, and spelling between **droit** and **droite**. Remember that the expression **tout droit** means *straight ahead* and **droite** means *right*. Clearly pronounce the **-t** at the end of **droite** to avoid confusion.
- When you give directions, the imperative is usually preferred, but it is also possible to use the present tense to make it sound less like an order.
- See Chapter 4 if you need to review ordinal numbers.

Prenez la deuxième rue à gauche et **continuez** tout droit jusqu'à la fin.

Vous prenez la deuxième rue à gauche et **vous continuez** tout droit jusqu'à la fin.

Préposition *jusqu'à*

In general, it means **until** or **to**. Notice that **jusqu'à** has *à* in it. Therefore, the *à* can be contracted.

jusqu'à + le = jusqu'au jusqu'à + les = jusqu'aux

BUT:

jusqu'à + l' = jusqu'à l' jusqu'à + la = jusqu'à la

Muriel Méléro remplace Madelaine Côté **jusqu'au** mois de mai.

Continuez tout droit **jusqu'à la** fin de la rue.

Allez **jusqu'à l'hôpital** et tournez à gauche.



In this chapter you have learned:

- ✓ To express recently passed events
- ✓ To express future events that are certain
- ✓ To use time expressions to locate events
- ✓ To express progressing actions
- ✓ How to use and form the imperative
- ✓ Vocabulary for parts of the body and health-related expressions
- ✓ How to give directions



- A. Translate the following sentences.
1. Mr. and Ms. Lasalle have just left. _____
 2. Lucie has just gone to bed. _____
 3. Paul has just stopped making noise. _____
 4. Valérie has just called. _____
 5. I have just started a new job. _____
- B. Paul, Lucie's brother, tells a friend what he is doing tomorrow. Change the sentences from the present tense to the **futur proche**.

D'abord, je me lève et ensuite je me lave. Puis, j'appelle ma copine et je pars travailler. Après le travail, je cherche ma copine et on visite un de nos amis.

- C. Change the following sentences so that they express that the actions are in the process of being done.

1. Je lis un livre d'Émile Zola. _____
2. La copine de Paul étudie à l'université. _____
3. Lucie fait un travail en linguistique. _____
4. Tu regardes la télé ? _____
5. Paul et Valérie mangent avec Muriel. _____

- D. Give advice or give orders to the following people in the following situations.

1. Lucie, tu es fatiguée. → _____
2. Paul et Valérie font du bruit. → _____
3. Le bruit derange Lucie. → _____
4. Vous n'êtes pas gentil avec moi. → _____
5. Tu as un problème avec ton fils. → _____

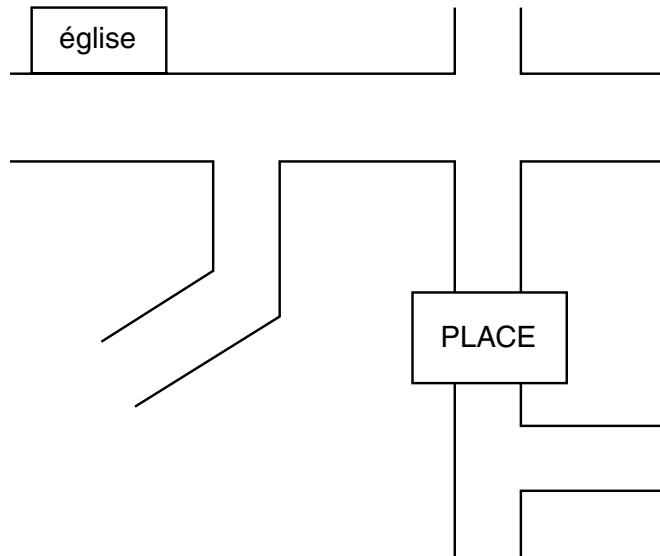
- E. Paul wants to meet Valérie and Muriel at a restaurant to celebrate Muriel's new job. Explain to him how to get there. Translate the following explanation.

Take Villeneuve Street. Turn left on the second street. Go straight ahead. Cross the square. Turn right on the first street. It's there.

- F. You are in front of a church and want to go to city hall. First, ask a man how to get to city hall. Then, read his instructions. Finally, draw an arrow on the map indicating his directions and put an X where city hall is.

You: _____ ?

L'homme: Vous continuez tout droit. Tournez à droite à la deuxième rue. Traversez la place et tournez à gauche à la première rue après la place. C'est là.



ANSWER KEY

A. 1. Monsieur et Madame Lasalle viennent de partir. 2. Lucie vient de se coucher.
3. Paul vient d'arrêter de faire du bruit. 4. Valérie vient d'appeler. 5. Je viens de commencer un nouvel emploi.

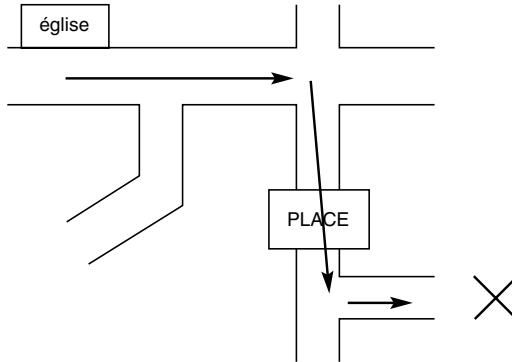
B. D'abord, je vais me lever et ensuite je vais me laver. Puis, je vais appeler ma copine et je vais partir travailler. Après le travail, je vais chercher ma copine et on va visiter un de nos amis.

C. 1. Je suis en train de lire un livre d'Émile Zola. 2. La copine de Paul est en train d'étudier à l'université. 3. Lucie est en train de faire un travail en linguistique.
4. Tu es en train de regarder la télé ? 5. Paul et Valérie sont en train de manger avec Muriel.

D. 1. Lucie, couche-toi ! 2. Arrêtez de faire du bruit ! 3. Ferme la porte !
4. Soyez gentil avec moi ! 5. Parle avec ton fils !

E. Prends la rue Villeneuve. Prends la deuxième rue à gauche. Va tout droit. Traverse la place. Tourne à droite à la première rue. C'est là.

F. You: Pardon, monsieur. Je cherche l'hôtel de ville. Vous pouvez m'aider ?



J'ai perdu un livre !



You should read this chapter if you need to review or learn about:

Communication skills

- ➔ Expressing possession (2)
- ➔ Avoiding repetition in sentences
- ➔ Expressing obligation (1)

Grammar and vocabulary skills

- ➔ Direct object pronouns
- ➔ Indirect object pronouns
- ➔ Order of object pronouns
- ➔ Communication verbs
- ➔ Colors
- ➔ Verbs and prepositions followed by stressed pronouns
- ➔ The verb **devoir**

Dialogue 7.1

Lucie Charest can't find her grammar book, which is actually her brother's. She is worried. She asks one of her professors to see if he has found it.

Lucie Charest ne peut pas trouver son livre de grammaire. En réalité le livre appartient à son frère et elle est inquiète. Elle veut savoir si son professeur l'a trouvé.

LUCIE	Excusez-moi, monsieur le professeur. Vous avez trouvé <i>èksküžémwa, mesyö le prôfèsèr. vu zavé truvé</i> un livre de grammaire dans votre bureau ? <i>è livr de gramèr dā vòtr büro ?</i>
LE PROFESSEUR	Oui, je l'ai trouvé. <i>wi, zhe lé truvé.</i>
LUCIE	Il est à moi. Bon, en réalité il est à mon frère, mais je <i>il é ta mwa. bõ, à réalité il é ta mõ frèr, mè zhe</i> l'utilise pour le cours. <i>lüütiliz pur le kur.</i>
LE PROFESSEUR	Il est bleu ? <i>il è blö ?</i>
LUCIE	Oui, avec des lettres jaunes. <i>wi, avèk dé lètr zhon.</i>
LE PROFESSEUR	C'est exacte. Il est à mon bureau. <i>sè tègzakt. il é ta mõ büro.</i>
LUCIE	Ah, parfait ! Je l'ai oublié l'autre jour quand je suis passée <i>a, parfè ! zhe lé ublié lotr zhur kã zhe syi pásé</i> vous voir. Je suis désolée. <i>vu vwar. zhe syi dézólé.</i>
LE PROFESSEUR	Ça n'a pas d'importance. Au moins, vous l'avez trouvé. <i>sa na pâ dépörtäs. o mwè, vu lavé truvé.</i>
LUCIE	Je peux passer le chercher ? <i>zhe pö pásé le shérsché ?</i>
LE PROFESSEUR	Bien sûr. Je vous attends à 15 h 00, mais tu dois être là <i>byè süür. zhe vu zatã a kê zèr, mè tü dwa ètr la</i> à l'heure. <i>a lèr.</i>

Translation

LUCIE	Excuse me, professor. Did you find a grammar book in your office?
PROFESSOR	Yes, I did.
LUCIE	It's mine. Well, it's really my brother's, but I use it for my class.
PROFESSOR	Is it blue?
LUCIE	Yes, with yellow letters.
PROFESSOR	That's right. It's in my office.
LUCIE	Good! I forgot it the other day when I came to see you. I'm sorry.
PROFESSOR	That's OK. At least you have found it.
LUCIE	Can I stop by to get it?
PROFESSOR	Sure. I'll wait for you at 3:00 P.M., but you must be on time.

Get Started



The following words and expressions will be helpful throughout this chapter.

J'ai perdu un livre.	<i>zhé pèrdü ē livr</i>	I've lost a book.
un livre de grammaire	<i>ē livr de gramèr</i>	grammar book
un bureau	<i>ē büro</i>	office
en réalité	<i>ā réalité</i>	really
le cours	<i>le kur</i>	course
bleu(e)	<i>blö</i>	blue (m./f.)
jaune	<i>zhon</i>	yellow
avec	<i>avèk</i>	with
un lettre	<i>ün lètr</i>	letter
parfait	<i>parfè</i>	perfect
l'autre jour	<i>lotr zhur</i>	the other day
Ça n'a pas d'importance.	<i>sa na pâ dèpòrtās</i>	It's OK., It's not important.
au moins	<i>o mwē</i>	at least

New verbs

trouver	<i>truvé</i>	to find
utiliser	<i>ütilizé</i>	to use
oublier	<i>ublié</i>	to forget
attendre	<i>atādr</i>	to wait
perdre	<i>pèdr</i>	to lose

Note that all the **-er** ending verbs are regular.

If you ask: Vous avez trouvé **quoi** ? or **Qu'est-ce que** vous avez trouvé ?

The answer is: J'ai trouvé *un livre de grammaire*. (*direct object*)

Je l'ai trouvé à mon bureau. (*direct object, pronoun, replaces direct object*)

The direct object pronoun varies depending on the person. In the following table, you will see the way sentences using direct object pronouns are formed in French and the real equivalent in English.

French	English equivalent
Lucie me connaît.	Lucie knows me.
Lucie te connaît.	Lucie knows you.
Lucie le connaît.	Lucie knows him.
Lucie la connaît.	Lucie knows her.
Lucie nous connaît.	Lucie knows us.
Lucie vous connaît.	Lucie knows you.
Lucie les connaît.	Lucie knows them.

TABLE 7-1 Direct object pronouns and their equivalents in English

Note

If the verb begins with a vowel or silent **h**, **me**, **te**, **le**, and **la** become **m'**, **t'**, and **l'**.

Robert m'aime et je l'aime aussi.

The DOP and the *passé composé* with *avoir*

Direct object pronouns (DOP) always precede the auxiliary verb of the **passé composé**.

Oui, je l'ai trouvé.

In Chapter 5 we saw that when **avoir** is used to form the **passé composé**, no agreement is made. The agreement is only made with verbs conjugated with **être**. However, when the direct object *precedes* the verb, an agreement must be made between the *past participle of the main verb* and the direct object. The DOP and the past participle must agree in *gender* and *number*.

- Vous avez trouvé **le livre** ? —Oui, je l'ai trouvé.
- Vous avez trouvé **la clé** ? —Oui, je l'ai trouvée.
- Vous avez trouvé **les livres** ? —Oui, je les ai trouvés.
- Vous avez trouvé **les clés** ? —Oui, je les ai trouvées.

DOP in negative sentences

The DOP must never be separated from the verb it precedes. Therefore, the order is:

subject + ne + DOP + verb + pas

—Vous connaissez Lucie Charest ? —Non, je **ne la connais pas**.

If the verb is conjugated in the *passé composé*, the DOP remains with the auxiliary verb:

subject + ne + DOP + auxiliary verb + pas + past participle

—Vous avez vu Lucie Charest ? —Non, je **ne l'ai pas vue**.

The DOP and the imperative

In affirmative sentences where a verb in the imperative is used, the DOP is placed immediately after the verb. The verb and the pronoun are hyphenated:

Lis la lettre ! → Lis-**la** !

Pronouns **me** and **te** become **moi** and **toi**, respectively, but only in affirmative sentences.

Regarde-**moi** !

In negative imperative sentences, the word order is the same as in the present tense.

Ne lis pas le livre ! → Ne le lis pas !

If the verb begins with a vowel, **me**, **te**, **le**, and **la** are abbreviated to **m'**, **t'**, and **l'**. Observe.

N'écris pas la lettre ! → Ne **l'**écris pas !

The DOP and the *futur proche*

With the **futur proche** or with other combinations of verbs where there is an infinitive, the DOP goes between the conjugated verb and the infinitive. Observe the following formula:

conjugated verb + DOP + infinitive

Je vais voir le film. → Je vais **le** voir.

Elle veut acheter le livre. → Elle veut **l'**acheter.

Quick Tips



1. Direct object pronouns (DOP) are used to avoid repeating nouns that are used as direct objects. DOP can replace *things* or *people*.
2. DOP are generally placed before the verb.
3. DOP answer the question *qui ? (who?)* or *quoi ? (what?)*.
4. DOP only replace direct objects that are *not* preceded by a preposition.

Expressing possession (2)

In Chapter 3 you learned how to express possession with a possessive adjective. However, it is also possible to express possession with the following formula:

Il/elle être + à + stressed pronoun

Notes

1. If you need to review the stressed pronouns in French, go to Chapter 2.
2. This way of expressing possession is valid only for *things*, not for people.

Observe the following table:

Possessive adjectives	<i>être à</i> + stressed pronoun	English equivalent
C'est mon livre.	Il est à moi.	It's mine.
C'est ta voiture.	Elle est à toi.	It's yours.
C'est son ordinateur. (il)	Il est à lui.	It's his.
C'est son dictionnaire. (elle)	Il est à elle.	It's hers.
C'est notre maison.	Elle est à nous.	It's ours.
C'est votre journal.	Il est à vous.	It's yours.
C'est leur télévision. (ils)	Elle est à eux.	It's theirs (m.)
C'est leur radio. (elles)	Elle est à elles.	It's theirs (f.)

TABLE 7-2 Expressing possession with *être à* + stressed pronoun

Colors

In two colors, **bleu(e)** (*blue*) and **jaune** (*yellow*) are used. **Bleu** has a masculine and a feminine form, while **jaune** has an invariable form. There is no logical explanation for this. That is just the way it is.

Here is a list of some frequently used colors. The **(e)** means that there is a feminine form spelled with an extra **-e**. In some cases, the pronunciation changes. This change is reflected in the pronunciation column.

rouge	<i>ruzh</i>	red
bleu(e)	<i>blö</i>	blue
jaune	<i>zhon</i>	yellow
vert(e)	<i>vèr/vèrt</i>	green
blanc/blanche	<i>blā/blāsh</i>	white
noir(e)	<i>nwar</i>	black
orange	<i>ôrāzh</i>	orange
pourpre	<i>purpr</i>	purple
gris(e)	<i>gri/griz</i>	gray
brun(e)	<i>brē/brün</i>	brown
rose	<i>roz</i>	pink

Dialogue 7.2

About an hour later, Lucie meets Paul, her brother. She is talking to him about the book. He wants to know if she has found it.

Une heure plus tard, Lucie rencontre Paul, son frère. Elle parle avec lui du livre. Il veut savoir si elle l'a trouvé.

PAUL	Tu as parlé à ton professeur du livre ?
LUCIE	Oui, je lui ai parlé du livre
PAUL	Est-ce qu'il l'a trouvé ?
LUCIE	Oui.
PAUL	Tu lui as dit qu'il est à moi ?
LUCIE	Arrête de me poser toutes ces questions !

Translation

PAUL	Did you talk to your professor about the book?
LUCIE	Yes, I talked to him about the book.
PAUL	Did he find it?
LUCIE	Yes.
PAUL	Did you tell him that it was my book?
LUCIE	Stop asking me so many questions!

Useful vocabulary

une question	<i>ün kèstyō</i>	question
la cafétéria	<i>la kafétérya</i>	cafeteria
la librairie	<i>la libréri</i>	bookstore
une collection de livres	<i>ün còlèksyō de livr</i>	book collection
commander	<i>kòmādé</i>	to order
la directrice	<i>la dirèktris</i>	director (f.)
refuser	<i>refüzé</i>	to refuse
une offre	<i>ün òfr</i>	offer
histoire de l'art	<i>istwar de lar</i>	art history
histoire d'Égypte	<i>istwar dézhipt</i>	history of Egypt
apprécier	<i>aprésyé</i>	to esteem, value

New verbs

rencontrer	<i>rākōtré</i>	to meet someone
demander	<i>demādé</i>	to ask, to ask for
rendre	<i>rādr</i>	to return (something)
répondre	<i>répōdr</i>	to answer

Notes

1. All these verbs are regular **-er** verbs, except for **rendre** and **répondre**.
2. The verbs **rendre** and **répondre** are conjugated in the same way.

rendre	rādr	to return (something)
je rends	zhe rā	I return
tu rends	tū rā	you return
il/elle/on rend	il/èl/ō rā	he/she returns
nous rendons	nu rādō	we return
vous rendez	vu rādé	you return
ils/elles rendent	il/èl rād	they return
avoir rendu	rādü	passé composé

Indirect object pronouns

Quick Tips



1. Indirect object pronouns (IOP) are used to avoid repeating nouns that are used as indirect objects.
2. They are generally placed before the verb. If there is a DOP in the sentence, they usually go between the DOP and the verb.
3. They replace the indirect object of people followed by the preposition *à*.
4. They answer the question *à qui ? (to whom?)*.

Observe the following excerpt from the dialogue:

—Tu as parlé à ton professeur du livre ?

—Oui, je **lui** ai parlé du livre.

If you ask: **À qui** tu as parlé du livre ?

The answer is: J'ai parlé du livre **à mon professeur.** (*indirect object*)

Je **lui** ai parlé du livre. (*indirect object pronoun replaces indirect object*)

The indirect object pronoun also varies depending on the person. Most of the IOP coincide with the DOP. The following table shows the way sentences using indirect object pronouns are formed in French.

French	English equivalent
Lucie me répond.	Lucie answers me.
Lucie te répond.	Lucie answers you.
Lucie lui répond.	Lucie answers him/her.
Lucie nous répond.	Lucie answers us.
Lucie vous répond.	Lucie answers you.
Lucie leur répond.	Lucie answers them.

TABLE 7-3 Indirect object pronouns and their equivalents in English

Notes

1. Like DOP, if the verb begins with a vowel or silent **h**, **me** and **te** become **m'** and **t'**.
2. Unlike DOP, there is only one IOP for the third person singular (**lui**) and one for the third person plural (**leur**).

The IOP with the *passé composé*

Indirect object pronouns always *precede* the auxiliary verb of the **passé composé**.

Je **lui** ai parlé de ton livre.

IOP in negative sentences

The indirect object pronoun must never be separated from the verb it precedes. Therefore, the order is:

subject + ne + IOP + verb + pas

Elle **ne** lui téléphone **pas**.

If the verb is conjugated in the **passé composé**, the IOP remains with the auxiliary verb:

subject + ne + IOP + auxiliary verb + pas + past participle

—Tu as répondu à ta mère ? —Non, je **ne lui ai pas** répondu.

IOP and the imperative

Using IOP with an imperative is quite similar to the use of DOP. In affirmative sentences, the IOP goes immediately after the verb and the two words are hyphenated.

Téléphone à Paul ! → Téléphone-lui !

Pronouns **me** and **te** become **moi** and **toi**, respectively, but only in affirmative sentences.

Téléphone-moi !

In negative imperative sentences, the word order is the same one as in the present tense.

Ne lui parle pas de mon livre.

If the verb begins with a vowel, **me** and **te** are abbreviated to **m'** and **t'**. Observe:

Ne **m'**écrivez pas !

IOP and the *futur proche*

Like the DOP, with the **futur proche** and other similar combinations (verb + infinitive) the IOP is placed *between* the conjugated verb and the verb in the infinitive:

Lucie va téléphoner à son professeur. → Elle va **lui** téléphoner.

Communication verbs

We mentioned above that IOP replace indirect objects of people followed by the preposition **à**. We suggest you learn which verbs are usually followed by this preposition. Most of them are communication verbs. Observe the following list:

demander à	<i>demandé a</i>	to ask
dire à	<i>dir a</i>	to say
donner à	<i>doné a</i>	to give
écrire à	<i>ékrir a</i>	to write
envoyer à	<i>āvwayé a</i>	to send
montrer à	<i>mōtré a</i>	to show
offrir à	<i>ōfrir a</i>	to offer
parler à	<i>parlé a</i>	to talk, to speak
raconter à	<i>rakōté a</i>	to tell
répondre à	<i>répōdr a</i>	to answer
souhaiter à	<i>suèté a</i>	to wish
téléphoner à	<i>téléfōné a</i>	to phone

Order of object pronouns

When two object pronouns (a DOP and an IOP) are used in the same sentence, the following rules must be obeyed:

1. Object pronouns replacing people may precede object pronouns replacing things:

Je donne **le livre à toi**. → Je **te le** donne.

2. This order, however, is inverted in the third person.

Lucie donne **le crayon à Patrice**. → Lucie **le lui** donne.



In this chapter you have learned the following:

- ✓ How to avoid repetitions by using direct and indirect object pronouns
- ✓ The order of direct and indirect pronouns in a sentence
- ✓ Communication verbs that require an indirect object pronoun
- ✓ How to express possession with **être à** + stressed pronoun
- ✓ Colors
- ✓ Which preposition corresponds with some verbs



A. Answer the following questions, using a direct object pronoun.

1. Vous avez lu le dernier livre de Saramago ?

Oui, _____

Non, _____

2. Tu as vu Lucie à la cafétéria ?

Oui, _____

Non, _____

3. Est-ce qu'il a acheté sa voiture à Bruxelles ?

Oui, _____

Non, _____

4. Est-ce que Paul te connaît ?

Oui, _____

Non, _____

5. Avez-vous perdu votre livre de traduction ?

Oui, _____

Non, _____

B. Complete the following sentences. Follow the example.

Example: C'est mon livre de traduction. **Il est à moi.**

2. Il a montré sa voiture à ses parents.
 a b

a. _____

b. _____

3. Nous avons écrit un message à Carole.
 a b

a. _____

b. _____

F. Mr. Duhamel is a sales rep for an important publisher. He meets Mrs. Godbout, director of Rimbault Bookstore. He has to write a report. Here is what he wrote, but he repeats himself too much. Rewrite his report using object pronouns.

mercredi 22 mai

Hier, j'ai visité la Librairie Rimbault. J'ai rencontré Mme Godbout, la directrice. J'ai invité Mme Godbout à déjeuner. J'ai montré à Mme Godbout la nouvelle collection de livres d'histoire de l'art. Elle a apprécié la collection. Elle a commandé toute la collection. J'ai offert à Mme Godbout la collection << Histoire d'Égypte >>. Elle a refusé l'offre. Mme Godbout préfère commander des livres pour enfants.

ANSWER KEY

A. 1. Oui, je l'ai lu./Non, je ne l'ai pas lu. 2. Oui, je l'ai vue./Non, je ne l'ai pas vue.
 3. Oui, il l'a achetée à Bruxelles./Non, il ne l'a pas achetée à Bruxelles. 4. Oui, il me connaît./Non, il ne me connaît pas. 5. Oui, je l'ai perdu./Oui, nous l'avons perdu./Non, je ne l'ai pas perdu./Non, nous ne l'avons pas perdu.

B. 1. Elle est à lui. 2. C'est son journal. 3. Il est à eux. 4. C'est son ordinateur.
 5. Elle est à moi.

C. 1. Je lui téléphone le soir. 2. Elle leur parle. 3. Lucie lui écrit. 4. Paul, répond-moi ! 5. Vous leur téléphonez.

D. 1. Carole, appelle-la ! 2. Lucie, va le voir ! 3. Paul, lis-le ! 4. Julian, écris-lui !
 5. Vincent et Carole, cherchez-les !

E. 1a. Je les ai donnés à Isabelle. 1b. Je lui ai donné les billets. 2a. Il l'a montrée à ses parents. 2b. Il leur a montré sa voiture. 3a. Nous l'avons écrit à Carole. 3b. Nous lui avons écrit un message.

F. Hier, j'ai visité la Librairie Rimbault. J'ai rencontré Mme Godbout, la directrice. Je l'ai invitée à déjeuner. Je lui ai montrée la nouvelle collection de livre d'histoire de l'art. Elle l'a appréciée. Elle l'a commandée. Je lui ai offert la collection "Histoire d'Égypte". Elle l'a refusée. Mme Godbout préfère commander des livres pour enfants.

Il était une fois . . .



You should read this chapter if you need to review or learn about:

Communication skills

- ➔ Describing ongoing past events
- ➔ Expressing habitual actions in the past
- ➔ Expressing an event that is in progress in the past
- ➔ Describing people, places, or objects
- ➔ Writing an informal letter

Grammar and vocabulary skills

- ➔ The imperfect
- ➔ The imperfect versus the **passé composé**
- ➔ Parts of a house
- ➔ Adjectives used to describe people, places, or objects
- ➔ The subject pronoun **on**

Dialogue 8.1

Julian finished his French course in Montpellier and is now living in Paris where he met Lucie. They are visiting her hometown in Normandie. Read the conversation carefully.

Julian a terminé son cours de français à Montpellier. Actuellement, il habite à Paris où il a rencontré Lucie. Ils font la visite du village natal de Lucie, en Normandie. Lisez la conversation attentivement.

- LUCIE Regarde, Julian. Quand j'étais petite je jouais dans ce
regard, Julian. kā zhètè petit, zhe zhuè dā se
parc tous les weekends.
park tu lè wikend.
- JULIAN Tes parents habitaient près d'ici ?
tè parā abitè prè disi ?
- LUCIE Oui, on habitait dans la maison blanche qu'on voit là-bas.
wi, ò nabitè dā la mézō blāsh kō vwa labā.
- JULIAN Tu aimais ta vie dans ce village ?
tü émè ta vi dā se vilazh ?
- LUCIE Ah, oui. Je pense qu'on avait une meilleure qualité de
a, wi. zhe pās kō navè ün méiyèr kalité de
vie. De plus, notre maison était plus grande que celle de
vi. de plü, nòtr mèzō ètè plü grād ke sèl de
Paris. J'avais une belle grande chambre et notre
pari. zhavè ün bèl grād shābr é nòtr
jardin était magnifique.
zhardè ètè mañifik.

Translation

- LUCIE Look, Julian. When I was little, I used to play in that park every weekend.
JULIAN Did your parents live around here?
LUCIE Yes, we lived in the white house you see over there.
JULIAN Did you like your life here?
LUCIE Oh, yes. I think we had a better standard of living. Moreover, our house was
bigger than the one in Paris. I had a beautiful big room and our garden was
wonderful.

Get Started

The following words and expressions will be helpful throughout this chapter.

Il était une fois	<i>il ètè tün fwa</i>	Once upon a time
petit(e)	<i>peti/petit</i>	small, little
le parc	<i>le park</i>	park
près	<i>prè</i>	close to, near
loin	<i>lwē</i>	far
ici	<i>isi</i>	here
là-bas	<i>labâ</i>	over there, down there
la vie	<i>la vi</i>	life
meilleur(e)	<i>mèiyër</i>	better
qualité	<i>kalité</i>	quality
grand(e)	<i>grâ/grād</i>	big
un jardin	<i>ē zhardē</i>	garden
magnifique	<i>mañifik</i>	wonderful
village	<i>vilazh</i>	small town

New verbs

jouer	<i>zhué</i>	to play
voir	<i>vwar</i>	to see

voir	vwar	to see
je vois	<i>zhe vwa</i>	I see
tu vois	<i>tü vwa</i>	you see
il/elle/on voit	<i>il/èl/ō vwa</i>	he/she sees
nous voyons	<i>nu vwayō</i>	we see
vous voyez	<i>vu vwayé</i>	you see
ils/elles voient	<i>il/èl vwa</i>	they see

Parts of a house

la chambre	<i>la shābr</i>	room, bedroom
le jardin	<i>le zhardē</i>	garden
la salle à manger	<i>la sal a māzhé</i>	dining room
le salon	<i>le salō</i>	living room
la salle de bains	<i>la sal de bē</i>	bathroom
la cuisine	<i>la kÿizin</i>	kitchen
le balcon	<i>le balkō</i>	balcony

Qualifying adjectives (for people or objects)

petit(e)	<i>peti/petit</i>	small, little
grand(e)	<i>grâ/grād</i>	big, tall
large	<i>larzh</i>	wide
étroit(e)	<i>étrwa/étrwat</i>	narrow
gros/grosse	<i>gro/gros</i>	fat, big
mince	<i>mēs</i>	thin

magnifique	<i>mañifik</i>	wonderful
horrible	<i>òribl</i>	horrible, terrible
sympathique	<i>sēpatik</i>	nice
antipathique	<i>antipatik</i>	unpleasant

L'imparfait (the imperfect)

Describing ongoing past events

The imperfect is used to describe ongoing past events without reference to a starting or finishing time.

On habitait dans la maison blanche qu'on voit là-bas.	<i>We lived</i> in the white house that you can see over there.
---	--

When Lucie says this, specifying when her family started or stopped living in that house is not relevant. What is important is that they lived there.

The imperfect is also used to describe people, objects, or situations in the past. Observe the following example from the dialogue:

Notre jardin <i>était</i> magnifique.	<i>Our garden was wonderful.</i>
---------------------------------------	----------------------------------

In this example, Lucie is describing the garden and what it was like. In both examples, the verb used in English is in the simple past. The **passé composé** is also translated to the English simple past (for more details see Chapter 5). This could be confusing for English speakers. You should remember that the imperfect typically creates a background of ongoing events against which particular completed events have been acted out. We will compare the uses of the imperfect and the **passé composé** in a bit later.

Expressing habitual actions in the past

The imperfect is also used to express habitual actions in the past:

Quand j' <i>étais</i> petite, je <i>jouais</i> dans ce parc.	<i>When I was little, I <u>used to play/would play</u></i> <i>in the park.</i>
---	---

In this example, **étais** is used to make a description in the past. However, the second verb, **jouais** expresses a habit in the past. Lucie *used to play* in the park. When the imperfect refers to a habitual action in the past, it is generally translated in English into the forms *used to* or *would*. But since *would* can also express the conditional in English, it is important to distinguish between the *would* that corresponds to the conditional, and the one that corresponds to habits in the past. If *would* is used as the imperfect, it should be possible to replace it with *used to* and still have a grammatically correct sentence.

Forming the imperfect

It is easy to form the imperfect, especially since most verbs are regular in this tense. Simply follow these three steps:

1. Take the first person plural (**nous**) of the present tense of the verb.
2. Omit the ending **-ons**.
3. Add the following imperfect endings:

Pronoun	Ending	Pronunciation
je	-ais	è
tu	-ais	è
il/elle/on	-ait	è
nous	-ions	yõ
vous	-iez	yé
ils/elles	-aient	è

Endings of the imperfect

Observe Table 8-1. See how simple it is to form the imperfect!

Infinitive	<i>nous</i> (present tense)	Stem	Imperfect
parler	parlons	parl-	je parlais
manger	mangeons	mange-	tu mangeais
voir	voyons	voy-	il voyait
avoir	avons	av-	elle avait
étudier	étudions	étudi-	nous étudions
faire	faisons	fais-	vous faisiez
se lever	nous levons	lev-	ils se levaient
connaître	connaissons	connaiss-	elles connaissaient

TABLE 8-1 Formation of the imperfect tense

Notes

1. It is very important to remember that if the verb is irregular in the formation of **nous** in the present tense, the stem must be kept as it is. For instance, the verb **manger** adds an **-e-** to form the first person plural of the present to maintain the soft *g* sound. This change must be kept when forming the imperfect.
2. Also, note that **étudier** has two **i**'s in the **nous** and **vous** forms because the stem ends in **-i**.

3. Only the verb **être** has an irregular stem in the imperfect: **ét-**

j' étais	nous étions
tu étais	vous étiez
il/elle/on était	ils/elles étaient

4. The imperfect of **il y a** is formed like the imperfect of **avoir**.

Ce matin **il y avait** beaucoup de trafic.

The imperfect of pronominal verbs

Since the imperfect is a simple tense, like the present, the reflexive pronoun always precedes the verb.

Avant, je me réveillais tôt.

Negation in the imperfect

Negation in the imperfect is like that of the present tense: **ne** + imperfect + **pas**. Remember that if the verb begins with a vowel or silent **h**, **ne** is abbreviated to **n'**.

Lucie **ne** jouait **pas** dans le parc avec Julie.

Lucie **n'**habitait **pas** à Paris quand elle était petite.

With pronominal verbs, the reflexive pronoun is placed before the verb:

ne + reflexive pronoun + imperfect + **pas**.

Il **ne** se couchait **pas** tard.

Quick Tips



1. The imperfect is used to describe ongoing past events.
2. It is also used to refer to habitual actions in the past.
3. Most verbs are regular when forming the imperfect. To form the imperfect with regular verbs, take the first person plural (*nous*) form of the present tense, omit *-ons*, and add *-ais*, *-ais*, *-ait*, *-ions*, *-iez*, *-aient*.

Using *on* as an equivalent to “you” in English

In Chapter 3 we saw that the personal pronoun **on** is usually equivalent to **nous**. In the dialogue **on** is used as an equivalent to *you* in English:

On habitait dans la maison blanche qu'on voit là-bas.

The first **on** is equivalent to **nous** and is translated as *we*. However, the second one is equivalent to *you* (“that *you* can see over there”).

Read the letter that Julian wrote to his Canadian friend, Carole Lauzière.

Lisez la lettre que Julian a envoyée à son amie canadienne, Carole Lauzière.

A Letter to Carole

Paris, le 3 mai 2002

Chère Carole,

Ça va ? Moi, ça va bien. Je suis content parce que j'ai visité la Normandie la semaine dernière avec mon amie Lucie.

Quand nous sommes arrivés, il faisait mauvais mais le lendemain il a commencé à faire beau. Lucie m'a montré le village où elle habitait et tous les endroits où elle allait dans son enfance. On a visité aussi la maison du peintre Monet à Giverny et on a vu les falaises d'Étretat.

Bon, Carole, je voulais juste te saluer et t'inviter à venir me voir ici en France.

Bises,
Julian

Paris, May 3, 2002

Dear Carole,

How are you? I am fine. I'm very happy because I went to Normandie last week with my friend Lucie.

When we arrived there, the weather was bad, but the following day it started getting better. Lucie showed me the village where she used to live and all the places where she used to go during her childhood. We also visited the house of the painter Monet in Giverny and we saw the cliffs of Étretat.

Well, Carole, I just wanted to say hi and invite you to come visit me here in France.

Kisses,
Julian

Useful vocabulary

cher/chère*	<i>shèr</i>	dear (m./f.)
content(e)	<i>kōtā/kōtāt</i>	happy, pleased
quand	<i>kā</i>	when
Il fait mauvais.	<i>il fè movè</i>	The weather is bad.
Il fait beau.	<i>il fè bo</i>	The weather is lovely.
le village	<i>le vilazh</i>	town, village
un endroit	<i>ē ādrwa</i>	a place
où	<i>u</i>	where
pendant	<i>pādā</i>	during
une enfance	<i>ün āfās</i>	childhood
un peintre	<i>ē pētr</i>	painter
une falaise	<i>ün falèz</i>	cliff
juste	<i>zhüst</i>	just, only
une bise	<i>ün biz</i>	a kiss
toujours	<i>tuzhur</i>	always
supermarché	<i>süpèrmarshé</i>	supermarket
le quartier	<i>le kartyé</i>	neighborhood

Time and place adverbs: *quand*, *où*

In Chapter 3 the adverbs **quand** and **où** were introduced as question words. In Julian's letter we saw that when not used in questions, they keep the same meaning and they behave as time and place adverbs, respectively. This behavior is very similar to their English counterparts: *when* and *where*.

Quand nous sommes arrivés, il faisait mauvais.

When we arrived, the weather was bad.

Lucie m'a montré le village **où** elle habitait dans son enfance.

Lucie showed me the village where she used to live during her childhood.

New verbs

montrer	<i>mōtré</i>	to show
inviter	<i>ēvité</i>	to invite
saluer	<i>salÿë</i>	to say hi

Note that these three verbs are regular.

* The adjective **cher** must agree in gender and number with the noun it precedes or follows.

Expressing past events with the *passé composé* and the imperfect

Quick Tips



1. The *passé composé* is used to express completed actions, while the imperfect is used to express *descriptions* or *habitual events* in the past.
2. The imperfect is also used in French to express ongoing actions in the past.

Here are two examples taken from the letter (and adapted for this explanation) where the **passé composé** and the imperfect are used. Observe that *completed events* are in the **passé composé**. These events are set against either a *descriptive background* or *habitual action* in the past.

Quand nous **sommes arrivés**, il **faisait** mauvais.

The action expressed by the verb **arriver** (*to arrive*) is completed because it is an event that happened only once and is finished. When the speaker uses a phrase like this one, nothing is being described. He is just stating that he/she completed an activity, in this case that he arrived. However, in the second phrase of the sentence he is indeed describing something (in this case the weather). With the imperfect tense, the speaker can describe a person, another animate being, the weather, a place, a situation, etc.

Lucie m'**a montré** le village et tous les endroits où elle **allait** pendant son enfance.

Once again, the action expressed by **montrer** (*to show*) is completed. Nevertheless, in the second part of the sentence, the speaker mentions a habitual action in the past (the places where she *used to go* during her childhood).

Writing informal letters

Reread the letter that Julian wrote to Carole. It can be divided into the following parts:

- City and date
A comma must be placed after the name of the city. Remember that the date starts with article **le** (see Chapter 2 if you want to review dates).
- Greeting
You can use **cher**, **chère**, **chers**, or **chères** depending on the number and gender of the person whom you are writing.
- Asking about the other person and saying how you are
Just add a simple **Comment ça va ?** or any other familiar greeting.
- Body of the letter

- Closing
There are a few ways of saying good-bye in an informal letter in French. You can use **bises** or **une bise** (a kiss), or **bisous** if there is a high degree of familiarity with the other person. If that is not the case, you can say **Meilleures salutations**.
- Name of sender or signature



In this chapter you have learned the following:

- ✓ How to form the imperfect
- ✓ To use the imperfect to describe ongoing past events and to express habits in the past
- ✓ To describe people, places, or objects
- ✓ How to write an informal letter
- ✓ How to use the pronoun **on** as an equivalent to *you*



- A. Read the following sentences about various persons' habits or actions. Write another sentence using the imperfect that describes the same action in the past.

Example: Aujourd'hui, j'étudie beaucoup.
 Avant, j'étudiais peu.

1. Aujourd'hui, elle travaille beaucoup.

2. Aujourd'hui, ma mère se lève tard.

3. Aujourd'hui, Carole part travailler à 7 h 00 du matin.

4. Aujourd'hui, je ne me couche pas tard.

5. Aujourd'hui, j'écoute la radio.

- B. Read the paragraph about Julian's childhood. Complete the sentences with the imperfect form of the verb in parentheses.

Quand je _____ (être) petit, je _____ (aimer) beaucoup l'école.

Je _____ (avoir) beaucoup d'amis et l'institutrice _____ (être) très

gentille et sympathique. Je _____ (se lever) tôt tous les jours et

je _____ (arriver) toujours le premier.

C. Translate the following sentences.

1. When my sister was little, she had a television in her bedroom.

2. In 1980, I used to play in the garden.

3. My mother was in the kitchen when I arrived.

4. Our professor was very thin and unpleasant.

5. My street was very narrow.

D. Read the following sentences and decide whether the pronoun **on** means *us* or *you*.

1. On est allées en Normandie. _____

2. Est-ce qu'on peut distinguer facilement un Américain d'un Français ? _____

3. On voulait aller à la plage ce week-end. _____

4. On voit le parc d'ici. _____

5. En Normandie, on peut visiter les falaises d'Étretat. _____

E. Read the following paragraph and fill in the blanks with the verb in parentheses. Use the **passé composé** or the imperfect when necessary.

Hier, ma fille _____ (se lever) tard. Elle _____ (prendre) son petit déjeuner. Comme tous les jours, elle _____ (avoir) son Walkman sur la tête et elle _____ (porter) son manteau bleu. Elle _____ (partir) en autobus. Il _____ (pleuvoir) un peu.

F. Write a short paragraph narrating a story using the *passé composé* and the imperfect.

Situation	Main actions
Samedi soir Nous allons à une fête. Le policier est sympathique.	Nous avons un accident. Nous appelons la police. Nous repartons une heure après. Nous arrivons très tard à la fête.

ANSWER KEY

A. 1. Avant, elle travaillait peu. 2. Avant, ma mère se levait tôt. 3. Avant, Carole partait travailler à 6 h 00 du matin. 4. Avant, je me couchais tard. 5. Avant, je n'écoutais pas la radio.

B. 1. j'étais 2. j'aimais 3. j'avais 4. était 5. Je me levais 6. j'arrivais

C. 1. Quand ma sœur était petite, elle avait une télé dans sa chambre. 2. En 1980, je jouais dans le jardin. 3. Quand je suis arrivé, ma mère était dans la cuisine.

4. Notre professeur était très mince et antipathique. 5. Ma rue était très étroite.

D. 1. we 2. you 3. we 4. you 5. you

E. 1. s'est levée 2. a pris 3. avait 4. portait 5. est partie 6. pleuvait

F. Possible answer: Samedi soir, quand nous allions à une fête, nous avons eu un accident. Nous avons appelé la police. Le policier était sympathique. Nous sommes repartis une heure après. Nous sommes arrivés très tard à la fête.

Qu'est-ce qu'on mange aujourd'hui ?

Do I Need
to Read
This Chapter?



You should read this chapter if you need to review or learn about:

Communication skills

- Ordering in a restaurant
- Some cultural differences in restaurants of French-speaking countries
- Talking about objects that are close to/far from the speaker
- Talking about uncountable nouns

Grammar and vocabulary skills

- The adjective **autre**
- The adverb **aussi**
- Demonstrative pronouns with **-ci** and **-là**
- Demonstrative adjectives (2)
- The partitive article
- The verb **faire** + sports or musical instruments
- Food-related vocabulary
- Negation with **ne . . . personne**, **ne . . . plus**, **ne . . . rien**, and **ne . . . jamais**
- **Quelqu'un**, **toujours**, **encore**, and **quelque chose**

Dialogue 9.1

Valérie and Lucie go to a restaurant for lunch. They have not seen each other in a while. Read the conversation.

Valérie et Lucie vont déjeuner dans un restaurant. Ça fait longtemps qu'elles ne se sont pas vues. Lisez la conversation.

LE SERVEUR	Bonjour, mesdemoiselles. <i>bōzhur mēdmwazèl.</i>
VALÉRIE ET LUCIE	Bonjour. <i>bōzhur.</i>
LE SERVEUR	C'est pour déjeuner ou c'est juste pour boire quelque chose ? <i>sè pur dézhôné u sé zhüst pur bwar kèlke shoz ?</i>
VALÉRIE ET LUCIE	C'est pour déjeuner. <i>sè pur dézhôné.</i>
LE SERVEUR	Alors, suivez-moi, s'il vous plaît. Ça vous va, cette table ? <i>alòr, sÿvémwa, silvuplè. sa vu va, sèt tabl ?</i>
VALÉRIE	Non, je préfère celle-là, à côté de la fenêtre. <i>nō, zhe préfèr sèl-la, a koté de la fnètr.</i>
LE SERVEUR	Je suis désolé, mademoiselle, mais ce n'est pas possible. <i>zhe sÿi dézòlé, madmwazèl, mè se nè pâ pòsibl.</i>
VALÉRIE	Pourquoi ? Il n'y a personne ! <i>purkwa ? ilnyâ pèrsòn !</i>
LE SERVEUR	Parce que cette table-là est réservée. Je suis désolé. <i>parske sèt table la è rézèrvé. zhe sÿi dézòlé.</i>
LUCIE	Et celle-ci ? Elle est bien, n'est-ce pas ? <i>é sèlsi ? èl è byè, nès pâ ?</i>
LE SERVEUR	D'accord. Vous pouvez prendre celle-ci. Est-ce que je vous sers quelque chose comme apéritif ? <i>dakòr. vu puvé prādr sèlsi. èske zhe vu sèr kèlke shoz kòm apéritif ?</i>
LUCIE	Oui, je vais prendre une bière, s'il vous plaît. <i>wi, zhe vè prādr ün byèr, silvuplè.</i>
VALÉRIE	Une autre bière pour moi aussi. <i>ün otr byèr pur mwa osi.</i>
LE SERVEUR	D'accord. Je vous apporte les bières tout de suite. <i>dakòr. zhe vu zapòrt lè byèr tudsÿit.</i>

Translation

WAITER	Hello, young ladies.
VALÉRIE AND LUCIE	Hello.
WAITER	Would you like to have lunch or is it just for a drink?
VALÉRIE AND LUCIE	It's to have lunch.
WAITER	Then follow me, please. Is this table OK for you?
VALÉRIE	No, I prefer that one, beside the window.
WAITER	I am sorry, miss, but that is not possible.
VALÉRIE	Why? There is no one!
WAITER	Because that table is reserved. I am sorry.
LUCIE	How about this one? It is all right, isn't it?
WAITER	OK. You can have this one. Would you like something to drink?
LUCIE	Yes, I would like a beer, please.
VALÉRIE	Another beer for me, too.
WAITER	OK. I'll bring you the beers right away.

Get Started



The following words and expressions will be helpful throughout this chapter.

mesdemoiselles	<i>mèdmwazèl</i>	young ladies
alors	<i>alòr</i>	so, then
la fenêtre	<i>la fenètr</i>	window
réservé(e)	<i>rèzèrvé</i>	reserved
quelque chose	<i>kèlke shoz</i>	something; anything (<i>in questions</i>)
un apéritif	<i>è napéritif</i>	appetizer (<i>food or drink</i>)
une bière	<i>ün bièr</i>	beer
aussi	<i>osi</i>	too, also

New verbs

suivre	<i>sÿivr</i>	to follow
boire	<i>bwar</i>	to drink

suivre	sÿivr	to follow
je suis	<i>zhe sÿi</i>	I follow
tu suis	<i>tü sÿi</i>	you follow
il/elle/on suit	<i>il/èl/ò sÿi</i>	he/she follows
nous suivons	<i>nu sÿivò</i>	we follow
vous suivez	<i>vu sÿivé</i>	you follow
ils/elles suivent	<i>il/èl sÿiv</i>	they follow

boire	bwar	to drink
je bois	<i>zhe bwa</i>	I drink
tu bois	<i>tü bwa</i>	you drink
il/elle/on boit	<i>il/èl/õ bwa</i>	he/she drinks
nous buvons	<i>nu büvõ</i>	we drink
vous buvez	<i>vu büvez</i>	you drink
ils/elles boivent	<i>il/èl bwav</i>	they drink

The adjective *autre*

The adjective **autre**, which means *other*, needs an article preceding it. It is similar to English. When it means *another*, it is usually preceded by an indefinite article. If it means *the other*, it is usually preceded by a definite article. The article has to agree in gender and number with the noun modified by **autre**. Observe.

Je voudrais **une autre** bière, s'il vous plaît.

J'ai vu Lucie **l'autre** jour.

Les autres filles sont venues ce matin.

The adverb *aussi*

It means *too* or *also*. When preceded by a stressed pronoun, it is equivalent to *so do I, you, etc.*, or *me too, you too, etc.*

moi	}	aussi
toi		
lui/elle		
nous		
vous		
eux/elles		

Demonstrative pronouns with *-ci* and *-là*

French demonstrative pronouns are used where English uses *this one/these* (for proximity) or *that one/those* (for distance). They agree in gender and number with the noun they refer to. Observe the following table.

Proximity	Distance
celui-ci	celui-là
celle-ci	celle-là
ceux-ci	ceux-là
celles-ci	celles-là

TABLE 9-1 Demonstrative pronouns

—Ça vous va, cette table ?

—Non, je préfère **celle-là**, à côté de la fenêtre.

In this context, **celle-là** replaces (the noun) *table* that is close to the window and has not been previously mentioned in the conversation, but that is seen by the speakers.

Est-ce que tes **enfants** sont **ceux-là** ?

In this case, the noun (**enfants**) referred by the demonstrative pronoun has been previously mentioned.

Demonstrative adjectives (2)

In Chapter 3 we saw the typical use of demonstrative adjectives. Here is another use. Observe the following example taken from the dialogue.

Je suis désolé, mademoiselle, mais **cette table-là** est réservée.

*I am sorry, miss, but **that** table is reserved.*

The form **-là** can be added to the noun modified by **ce**, **cette**, etc. to stress the idea of distance in space or time. In English, the determiner *that* is used to stress distance.

On the other hand, if the speaker wants to stress the idea of proximity in space or time, the form **-ci** can be added to the noun accompanied by the demonstrative determiners. English uses *this* to stress proximity:

Ce livre-ci est à moi.

***This** book is mine.*

ne . . . personne

Negation with **ne . . . personne** is the equivalent to English *no one* or *nobody*. When **personne** is part of a negative sentence, the negative particle **pas** cannot be included in the sentence. **Personne** replaces **pas**. It is sometimes located immediately after the verb in simple tenses:

—Pourquoi ? Il n'y a **personne** !

Je **ne** vois **personne**.

I don't see anyone.

Sometimes, it is located at the beginning of the sentence and followed by **ne**. In these cases, **personne** is the subject of the sentence.

Personne ne veut aller au cinéma avec moi aujourd'hui.

Nobody wants to go to the movies with me today.

ne . . . personne and the passé composé

With the **passé composé** (and other compound tenses) the word order is the following:

ne + auxiliary + past participle + personne

As you can see, the auxiliary verb is not separated from the past participle. This is different from normal negation with **pas**. Observe:

Je **n'ai vu personne** aujourd'hui à l'université.

If the verb is followed by a preposition, the preposition is kept right after the verb and **personne** comes after it.

Il n'a parlé **avec** personne hier.

quelqu'un → personne

The pronoun **quelqu'un** (*someone/anyone* in questions) is the affirmative counterpart of **personne** in negative sentences. Observe:

—Est-ce qu'il y a quelqu'un à cette table ?

—*Is there anyone at this table?*

—Non, il n'y a personne.

—*No, there is no one.*

Dialogue 9.2

Lisez la suite de la conversation entre Lucie, Valérie et le serveur.

LE SERVEUR

Voici les bières.
vwasi lè bièr.

VALÉRIE ET LUCIE

Merci.
mèrsi.

LE SERVEUR

Vous allez commander à la carte ou vous préférez le menu du jour ?
vu zalé kòmâdé a la kart u vu préféré le menü du zhur ?

VALÉRIE

Le menu du jour.
le menü du zhur.

LE SERVEUR

D'accord. Nous avons comme entrée une assiette de crudités, de la soupe aux légumes ou de la crème aux
dakòr. nu zavô kòm âtré ü nasyèt de krüdité, de la sup o légüm u de la krèm o

	épinards. <i>zépinar.</i>
LUCIE	Moi, je prends la crème aux épinards. <i>mwa, zhe prā la krèm o zépinar.</i>
VALÉRIE	Et moi . . . qu'est-ce qu'il y a dans l'assiette de crudités ? <i>é mwa . . . kès kilyā dā lasyèt de krüdité ?</i>
LE SERVEUR	Il y a des carottes râpées, du céleri, des betteraves, du <i>ilyā dè karòt râpé, dü séléri, dè bètrav, dü</i> thon et un œuf dur. <i>tō é ē nēf dü.</i>
VALÉRIE	D'accord. Je prends l'assiette de crudités. <i>dakòr. zhe prā lasyèt de krüdité.</i>
LE SERVEUR	Comme plat principal, nous avons du steak au poivre et <i>kôm pla prēsipal, nu zavō dü stèk o pwavr é</i> du poulet. <i>dü pulè.</i>
LUCIE	Vous n'avez pas de poisson ? <i>vu navé pād pwasō ?</i>
LE SERVEUR	Non, nous n'avons plus de poisson. <i>nō, nu navō plüd pwasō.</i>
LUCIE	Ah, c'est dommage ! <i>a, sè dômazh !</i>

Translation

WAITER	Here's the beer.
VALÉRIE AND LUCIE	Thank you.
WAITER	Are you going to order from the menu or do you prefer today's special lunch menu?
VALÉRIE	Today's special menu.
WAITER	OK. For the first course we have mixed salad (assiette de crudités), vegetable soup, and cream of spinach soup.
LUCIE	I'll have the cream of spinach soup.
VALÉRIE	And for me . . . what's in the mixed salad?
WAITER	Grated carrots, celery, beets, tuna, and a hard-boiled egg.
VALÉRIE	OK. I'll have the mixed salad.
WAITER	For the main course we have pepper steak and chicken.
VALÉRIE	You don't have fish?
WAITER	No, we don't have any more fish.
VALÉRIE	What a shame! (That's a pity.)

Useful vocabulary

une entrée	<i>ün ätré</i>	first course
le plat principal	<i>le pla prēsīpal</i>	the main course
une assiette	<i>ün asyèt</i>	a dish
une assiette de crudités	<i>ün asyèt de krüdité</i>	raw vegetable salad
la soupe aux légumes	<i>la sup o légüm</i>	vegetable soup
la crème aux épinards	<i>la krèm o zépinar</i>	cream of spinach soup
des carottes râpées	<i>dè karòt râpé</i>	grated carrots
le céleri	<i>le séléri</i>	celery
la betterave	<i>la betrav</i>	beets
le thon	<i>le tō</i>	tuna
un œuf	<i>ē nĕf</i>	egg
un œuf dur	<i>ē nĕf düür</i>	hard-boiled egg
l'eau (f.)	<i>lo</i>	water
dur(e)	<i>dür</i>	hard
un steak	<i>ē stĕk</i>	steak
le poivre	<i>le pwavr</i>	pepper
le poulet	<i>le pulè</i>	chicken
le poisson	<i>le pwasō</i>	fish
C'est dommage !	<i>sè dòmazh</i>	It's a pity!/What a shame!
toujours	<i>tuzhur</i>	always, still
encore	<i>äkòr</i>	again

New verb

commander	<i>kòmādé</i>	to order
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Quick Tips



Although customs may differ from one French-speaking country to the other, the idea of ordering *à la carte* or from *le menu du jour* is similar throughout the French-speaking world. Ordering *à la carte* means that the client orders from *la carte* (the menu). *Le menu du jour* is a special menu that many restaurants offer every day usually at lunchtime and usually includes a first course, main course, dessert, and coffee or tea. It is cheaper than ordering *à la carte* because it is more limited and has been previously prepared by the restaurant. To call the waiter in a restaurant, just say: *Garçon, s'il vous plaît !*

The partitive article

1. The partitive article is placed before uncountable nouns. It indicates that we are talking about a part or an indefinite quantity of a whole.
2. It is usually translated as *some* and *any* in English, but sometimes there is no article at all in English.
3. Partitive articles are **du**, **de la**, **de l'**, and **des** depending on the gender and number of the noun they precede.
4. **de l'** is used before masculine and feminine nouns beginning with a vowel or silent **h**.
5. **pas de** or **pas d'** are used to express the absence of quantity. They are equivalent to English *any*.

The partitive article is formed by the preposition **de** + *definite article*, just like the contracted forms seen in Chapter 5. Observe the following table:

Noun	Partitive article	Example
Masculine singular	du	du poisson
Feminine singular	de la	de la soupe
Masc./fem. sing. (vowel h)	de l'	de l' eau
Plural nouns	des	des crudités

TABLE 9-2 Partitive articles: formation

Notes

1. Although partitive articles are formed with **de**, it does not mean *of* or *from* when it is being used to form a partitive.
2. There is a difference between **Je veux un** café and **Je veux du** café. In the first example the speaker specifies that he wants “one coffee,” meaning one cup of coffee. In the second sentence, the speaker only wants *some* coffee. Both sentences are correct.

Partitive articles and the verb *faire*

Many constructions with the verb **faire** + *noun* are introduced by a partitive article. This happens especially when talking about sports and musical instruments (see also Chapter 3). Observe:

faire du sport	to practice sports (<i>in general</i>)
faire du football	to play football
faire du basketball	to play basketball
faire de la planche à voile	to practice windsurfing
faire de l'escrime	to practice fencing
faire du piano	to play the piano

Partitive articles in negative sentences

Negative sentences with the partitive are similar to negative sentences with **avoir** (for more details on negation with **avoir** see Chapter 3). Therefore, **du**, **de la**, **de l'**, and **des** become **pas de** or **pas d'** in negation.

du	}	pas de/pas d'
de la		
de l'		
des		

Now, observe the following examples in context:

- Est-ce qu'il y a **du** poulet ? —Non, il n'y a **pas de** poulet.
 —Tu veux **des** œufs ? —Non, je ne veux **pas d'**œufs.

The partitive behaves in the same way with the verb **faire** + *sports or musical instruments*.

Martin ne fait **pas de** planche à voile.

ne . . . plus

Ne . . . plus is the French counterpart to *not anymore* or *no longer*. To avoid triple negation, **pas** must be replaced by **plus**. Look at the following example taken from the dialogue:

- Vous **n'avez pas de** poisson ?
 —Non, nous **n'avons plus** de poisson.

In the present tense, the **ne** precedes the verb and **plus** comes after it, just like **pas**. This also happens with all simple tenses like the imperfect or other simple tenses that you will study later in this book.

Note

Observe that **plus** behaves like **pas** and is followed by **de** or **d'** because it is a negative sentence. So, we can say that after **ne . . . plus** any indefinite article preceding a direct object becomes **de/d'** (partitive article).

- | | | |
|------------------------------------|---|-------------------------------------|
| Il n'a pas d'argent. | → | Il n'a plus d'argent. |
| Lucie ne fait pas de sport. | → | Lucie ne fait plus de sport. |

ne . . . plus and the *passé composé*

With compound tenses like the **passé composé**, the order that must be followed is:

ne + auxiliary + plus + past participle

Lucie n'a plus travaillé après son accident. *Lucie has not worked after her accident.*

toujours/encore → ne . . . plus

The adverbs **toujours** (when it means “still”) and **encore** are usually the positive counterparts (in affirmative sentences) of **ne . . . plus**. Observe the following examples:

—Tu es toujours au téléphone ?	— <i>Are you still on the phone?</i>
—Non, je ne suis plus au téléphone.	— <i>No, I'm not on the phone anymore.</i>
—Il vient encore ?	— <i>Is he coming again?</i>
—Non, il ne vient plus .	— <i>Non, he is not coming anymore.</i>

Dialogue 9.3

Lisez la fin de la conversation.

LE SERVEUR	Est-ce que tout était à votre goût ? <i>èske tu èté a vòtr gu ?</i>
VALÉRIE ET LUCIE	Oui, merci. <i>wi, mèrsi.</i>
LE SERVEUR	Je vous apporte le dessert ? Il y a du fromage, avec de la <i>zhe vu zapòrt le désèr ? il yâ dü fròmazh, avèk de la</i> salade comme accompagnement, de la glace et du <i>salad kòm akòpañmâ, de la glas et dü</i> gâteau au chocolat. <i>gato o shòkòla.</i>
VALÉRIE	Pour moi, du fromage avec de la salade. <i>pur mwa, dü fròmazh avèk de la salad.</i>
LUCIE	Moi, je ne prends rien, merci. <i>mwa, zhe ne prâ ryè, mèrsi.</i>
VALÉRIE	Tu ne prends rien, Lucie ? Pourquoi ? <i>tü ne prâ ryè ? purkwa ?</i>
LUCIE	Parce que je ne prends jamais de dessert. <i>parske zhe ne prâ zhamè de désèr.</i>
VALÉRIE	Je ne savais pas. Tu es au régime ? <i>zhe ne savè pâ. tü è zo rézhim ?</i>

LUCIE	Non, mais je ne mange pas beaucoup. <i>nō, mè zhe ne mǎzh pā boku.</i>
VALÉRIE	Moi, par contre, je mange toujours du dessert. J'aime ça ! <i>mwa, par kōtr, zhe mǎzh tuzhur dü désèr. zhèm sa !</i>

Translation

WAITER	Was everything OK?
VALÉRIE AND LUCIE	Yes, thank you.
WAITER	Do I bring you dessert? We have cheese, which is served with salad, ice cream, and chocolate cake.
VALÉRIE	I'll have cheese with salad.
LUCIE	I'm not having anything, thank you.
VALÉRIE	You're not having anything? Why?
LUCIE	Because I never have dessert.
VALÉRIE	I didn't know. Are you on a diet?
LUCIE	No, but I don't eat a lot.
VALÉRIE	I'm the opposite. I always have dessert. I love it!

Useful vocabulary

avoir faim	<i>avwar fē</i>	to be hungry
avoir soif	<i>avwar swaf</i>	to be thirsty
le goût	<i>le gu</i>	taste
le dessert	<i>le désèr</i>	dessert
le fromage	<i>le fròmazh</i>	cheese
la salade	<i>la salad</i>	salad
un accompagnement	<i>ēnakōpañmā</i>	food that is served with another food (<i>in this context</i>)
la glace	<i>la glas</i>	ice cream
le gateau	<i>le gato</i>	cake
le gateau au chocolat	<i>le gato o shòkòla</i>	chocolate cake
le bacon	<i>le békòn</i>	bacon
le beurre	<i>le bōr</i>	butter
la laitue	<i>la lètü</i>	lettuce
la tomate	<i>la tòmat</i>	tomato
le jus d'orange	<i>le zhü dōrāzh</i>	orange juice
le jus d'ananas	<i>le zhü danana</i>	pineapple juice
le jus de pommes	<i>le zhüd pòm</i>	apple juice
le Coca/le Coca Cola	<i>le kòka</i>	Coke
le café	<i>le kafé</i>	coffee
le thé	<i>le té</i>	tea
rien	<i>ryē</i>	nothing, anything
jamais	<i>zhamè</i>	never
par contre	<i>par kōtr</i>	on the other hand, on the contrary
apporter	<i>apòrté</i>	to bring (<i>objects</i>)

Dessert in some French-speaking countries

In France it is very common to have cheese with salad as a dessert. The salad served with cheese is usually lettuce (never tomatoes) with some dressing. Obviously, other sweets are served as dessert, like chocolate cake. On the other hand, in Canada, salad is served only at the beginning as a first course. Cheese would be considered a separate first course; they do not have to be served together.

The verb *prendre* when ordering in restaurants

Observe that the verb **prendre** is used when we want to say that we are having something to eat or drink. Look at the following examples:

—Oui, je vais prendre une bière, s'il vous plaît.

—Tu ne prends rien, Lucie ? Pourquoi ?

ne . . . rien

ne . . . rien is equivalent to *nothing*. The position in the sentence in the present tense (and other simple tenses like the imperfect) is like that of **ne . . . plus**, seen on page 162. In this type of negation **pas** is replaced by **rien**.

—Moi, je **ne** prends **rien**, merci.

Il n'aime pas travailler. Il **ne** fait **rien**.

In this example, **rien** is a direct object and that is why it is placed immediately after the verb. But **rien** also has other functions that will not be seen at this stage. It can be found in different positions depending on its function.

ne . . . rien and the passé composé

The position in the **passé composé** is like **ne . . . plus**:

Lucie **n'a rien** pris parce
qu'elle n'avait pas faim.

*Lucie didn't have anything (to eat) because
she was not hungry.*

quelque chose → ne . . . rien

quelque chose (something) is the affirmative counterpart of **ne . . . rien**. Look at the following example:

—Vous avez bu **quelque chose** ? —Non, je **n'ai rien** bu.

ne . . . jamais

ne . . . jamais means *never* in English. Once again, **jamais** replaces **pas**. The position in the sentence with simple tenses is like **ne . . . plus** and **ne . . . rien**.

Mon père **ne** m'écrit **jamais**.

My father never writes to me.

After **ne . . . jamais** any indefinite article preceding a direct object becomes **de/d'**. Observe the following example from Dialogue 9.3:

—Parce que je ne prends jamais **de** dessert.

ne . . . jamais and the *passé composé*

The position of **ne . . . jamais** in the *passé composé* is like that of **ne . . . plus** and **ne . . . rien**. Observe the following examples:

Je **n'**ai **jamais** vu ce film.

Elle **n'**est **jamais** allée au Canada.

toujours/déjà → **ne . . . jamais**

When **toujours** means *always*, it is the opposite of **ne . . . jamais**.

—Est-ce que tu déjeune **toujours**
chez tes parents ?

—*Do you always have lunch at your
parents' place?*

—Non, je **ne** déjeune **jamais** chez eux.

—*No, I never have lunch at their place.*



In this chapter you have learned:

- ✓ Food-related vocabulary
- ✓ How to use the partitive article with uncountable nouns
- ✓ How to use demonstrative pronouns and demonstrative adjectives with **-ci** and **-là**
- ✓ How to form sentences with **encore**, **toujours**, and **quelque chose**
- ✓ How to form negative sentences with **ne . . . plus**, **ne . . . rien**, and **ne . . . jamais**



A. Translate the following sentences.

1. I would like another coffee, please. _____
2. Me too, I would like a coffee. _____
3. I prefer this one (talking about a book). _____
4. Is your car that one? _____
5. She had another beer. _____

- B. Valérie is visiting her friend Lucie, who offers her something to drink. Complete the following dialogue with either a definite, indefinite, or partitive article.

Lucie: Tu veux _____ Coca ?

Valérie: Non, merci. Je n'aime pas _____ Coca. Est-ce que tu as _____ jus ?

Lucie: Oui, j'ai _____ jus d'orange et _____ jus d'ananas.

Valérie: Tu n'as pas _____ jus de pommes ?

Lucie: Non, je suis désolée. Mais, je peux t'offrir _____ thé.

Valérie: D'accord, je prends _____ thé.

- C. Complete the question or the answer, using **quelqu'un** or **personne**.

1. Est-ce que quelqu'un m'a appelé ?

2. _____
Non, personne ne t'a écrit.

3. Est-ce que quelqu'un veut venir au cinéma avec moi ?

4. Est-ce que tu as vu tes amis à l'université ce matin ?

5. _____
Non, personne ne t'a envoyé de message.

- D. Complete the question or the answer using **toujours/encore**, or **ne . . . plus**.

1. Tu as encore ta vieille Mercedes ?

2. Est que Murielle est toujours fiancée avec Mario ?

3. Est-ce que tu vas encore à la plage le samedi ?

4. _____
Non, je ne regarde plus la télé le soir.

5. _____
Non, il ne visite plus ses parents le dimanche.

E. Complete the question or the answer, using **quelque chose**, **toujours**, **rien**, or **jamais**.

1. Est-ce que tu prends quelque chose comme apéritif ?

2. Est-ce qu'il y a quelque chose à manger chez toi ?

3. _____

Non, Pierre n'est jamais content.

4. Est-ce que tu écoutes la radio le matin ?

5. _____

Non, je ne veux rien à boire.

F. A woman witnessed a crime and a policeman is interviewing her. However, she is not being very helpful and refuses to give any information. Provide answers to the following questions:

1. Vous avez vu quelque chose ?

2. Vous avez vu quelqu'un ?

3. Vous avez trouvé quelque chose ?

4. Vous avez dit quelque chose à votre mari ?

ANSWER KEY

A. 1. Je voudrais un autre café. 2. Moi aussi, je voudrais un café. 3. Je préfère celui-ci. 4. (Est-ce que) ta/votre voiture est celle-là ? 5. Elle a pris une autre bière.

B. Tu veux du Coca ? Non, merci. Je n'aime pas le Coca. Est-ce que tu as du jus ? Oui, j'ai du jus d'orange et du jus d'ananas. Tu n'as pas du jus de pommes ? Non, je suis désolée. Mais, je peux t'offrir un/du thé. D'accord, je prends un/du thé.

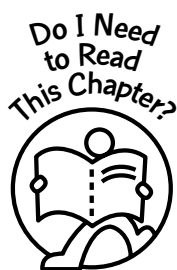
C. 1. Non, personne ne t'a appelé. 2. Est-ce que quelqu'un m'a écrit ? 3. Non, personne ne veut aller avec toi au cinéma. 4. Non, je n'ai vu personne. 5. Est-ce que quelqu'un m'a envoyé un message ?

D. 1. Non, je n'ai plus ma vieille Mercedes./Non, je ne l'ai plus. 2. Non, elle n'est plus fiancée avec lui. 3. Non, je ne vais plus à la plage le samedi. 4. Tu regardes encore/toujours la télé le soir ? 5. Est-ce qu'il visite toujours/encore ses parents le dimanche ?

E. 1. Non, je ne prends rien. 2. Non, il n'y a rien à manger chez moi. 3. Est-ce que Pierre est toujours content ? 4. Non, je n'écoute jamais la radio le matin. 5. Tu veux quelque chose à boire ?

F. 1. Non, je n'ai rien vu. 2. Non, je n'ai vu personne. 3. Non, je n'ai rien trouvé. 4. Non, je n'ai rien dit à mon mari./Non, je ne lui ai rien dit.

Rira bien qui rira le dernier



You should read this chapter if you need to review or learn about:

Communication skills

- Talking about visitors
- Expressing future events
- Hypothesizing
- Making suggestions

Grammar and vocabulary skills

- The simple future
- The simple future vs. the **futur proche** and the simple present
- Verbs used to talk about visitors
- **avoir besoin de**
- The horoscope
- Irregular plurals of nouns
- Plural forms of adjectives
- Adjectives that precede a noun
- Subordinate clauses with **si** (type 1)
- **si** + imperfect (suggestions)

Reading 10.1

Julian lit l'horoscope d'un journal. Lisez-le attentivement.

Taureau (du 21 avril au 20 mai)

Vous ferez un voyage imprévu.
Vos relations avec votre famille seront positives.
Vous aurez une excellente journée.

Gémeaux (du 21 mai au 21 juin)

Vous vous reposerez aujourd'hui à la maison.
Un(e) ami(e) vous fera beaucoup rire.
Vous aurez une soirée très agréable.

Cancer (du 22 juin au 22 juillet)

Vous serez de bonne humeur aujourd'hui.
Vous recevrez un cadeau.
Un(e) ami(e) vous rendra visite.

Lion (du 23 juillet au 23 août)

Vous aurez des rapports cordiaux avec les autres.
Vous trouverez la solution à un problème.
Vous serez très confiant en vous même.

Vierge (du 24 août au 22 septembre)

Vous aurez besoin de tranquillité et de calme pour être à l'aise aujourd'hui.
Dans votre vie sentimentale, vous serez tendre.
Vous comprendrez mieux un membre de votre famille.

Balance (du 23 septembre au 23 octobre)

Vous ferez de nouvelles activités.
Dans votre vie sentimentale, vous changerez d'attitude.
Ce changement vous fera vous sentir mieux avec vous-même.

Translation**Taurus (April 21–May 20)**

You will have an unexpected trip.
Your relationship with your family will be positive.
You will have an excellent day.

Gemini (May 21–June 21)

Today you will stay home and rest.
A friend will make you laugh a lot.
You will have a very nice evening.

Cancer (June 22–July 22)

You will be in a good mood today.
You will receive a gift.
A friend will visit you.

Leo (July 23–August 23)

You will have cordial relations with others.
You will find a solution to a problem.
You will be very confident in yourself.

Virgo (August 24–September 22)

You will need calm to feel at ease today.
You will be tender in your love life.
You will better understand a member of your family.

Libra (September 23–October 23)

You will do new activities.
You will change your attitude in your love life.
This change will make you feel better about yourself.

Get Started



The following words and expressions will be helpful throughout this chapter.

Rira bien qui rira
le dernier.
un journal
un voyage
imprévu

rira byē ki rira
le dèrnyé
ē zhurnal
ē vwayazh
ēprévü

He who laughs last laughs
longest.
newspaper
trip
unexpected

une relation	<i>ün relasyō</i>	relationship
positif	<i>pōzitif</i>	positive (m.)
positive	<i>pōzitiv</i>	
excellent(e)	<i>èksèlā(t)</i>	excellent
une journée	<i>ün zhurné</i>	day
une soirée	<i>ün swaré</i>	evening
agréable	<i>agréabl</i>	pleasant, nice
être à l'aise	<i>ètr alèz</i>	to be at ease
être de bonne humeur	<i>ètr de bònümër</i>	to be in a good mood
être de mauvaise humeur	<i>ètr de movèzümër</i>	to be in a bad mood
un cadeau	<i>ē kado</i>	gift
par	<i>par</i>	by, for
rendre visite à quelqu'un	<i>rādr vizit a kèlkē</i>	to visit someone
un rapport	<i>ē rapòr</i>	relationship
cordial(e)	<i>kòrdyal</i>	cordial
les autres	<i>lè zotr</i>	the others
une solution	<i>ün sòlūsyō</i>	solution
confiant(e)	<i>kōfyā(t)</i>	confident
la tranquillité	<i>la trākilité</i>	quietness, tranquility
le calme	<i>le kalm</i>	calm
avoir besoin de (quelque chose)	<i>avwar bezwē de (kèlke shoz)</i>	to need (something or someone)
la vie sentimentale	<i>la vi sātīmētal</i>	love life
tendre	<i>tādr</i>	tender
une activité	<i>ün aktivité</i>	activity
une attitude	<i>ün atitiüd</i>	attitude
un changement	<i>ē shāzhmā</i>	a change
mieux	<i>myō</i>	better
même	<i>mēm</i>	the same, self
une plante	<i>ün plāt</i>	plant

New verbs

rendre	rādr	to return, give back
je rends	<i>zhe rā</i>	I return/render
tu rends	<i>tü rā</i>	you return/render
il/elle/on rend	<i>il/èl/ō rā</i>	he/she returns/renders
nous rendons	<i>nu rādō</i>	we return/render
vous rendez	<i>vu rādé</i>	you return/render
ils/elles rendent	<i>il/èl rād</i>	they return/render
Participe passé: rendu	<i>(rādü)</i>	

recevoir	resewwar	to receive
je reçois	<i>zhe reswa</i>	I receive
tu reçois	<i>tü reswa</i>	you receive
il/elle/on reçoit	<i>il/èl/ō reswa</i>	he/she receives
nous recevons	<i>nous resewō</i>	we receive
vous recevez	<i>vu resevé</i>	you receive
ils/elles reçoivent	<i>il/èl reswaw</i>	they receive

rire	rîr	to laugh
je ris	<i>zhe ri</i>	I laugh
tu ris	<i>tü ri</i>	you laugh
il/elle/on rit	<i>il/èl/ō ri</i>	he/she laughs
nous rions	<i>nous riō</i>	we laugh
vous riez	<i>vu rié</i>	you laugh
ils/elles rient	<i>il/èl ri</i>	they laugh

Note

The verb **sourire** (*to smile*) is conjugated like **rire**.

Verbs related to visitors

Recevoir and **rendre** are often used to talk about visitors, but they usually need other nouns to accompany them.

- **recevoir (de la visite)**

This verb could be followed by **de la visite** or by other nouns.

Marina recevra **de la visite** le week-end prochain.

J'ai reçu **un ami** le week-end dernier.

- **rendre visite à (quelqu'un)**

When **rendre** is used alone it means *to return, give back*, but when followed by **visite à** + a person it means *to visit* someone. Observe:

Julian a rendu **visite à Lucie** en novembre dernier.

avoir besoin de

When the verb *avoir* (*to have*) is followed by **besoin de/d'** it means *to need*. Only **avoir** is conjugated. The preposition **de** must be abbreviated to **d'** if the following noun begins with a vowel or silent **h**.

Vous avez besoin de tranquillité pour dormir.

Les plantes ont besoin d'eau.

The horoscope

If you are curious to know what your horoscope is in French, here is a list of all the signs of the zodiac.

bélier	<i>bélyé</i>	Aries
taureau	<i>toro</i>	Taurus
gémeaux	<i>zhémo</i>	Gemini
cancer	<i>kāsèr</i>	Cancer
lion	<i>lyō</i>	Leo
vierge	<i>vyèrzh</i>	Virgo
balance	<i>balās</i>	Libra
scorpion	<i>skòrpyō</i>	Scorpio
sagittaire	<i>sazhùtèr</i>	Sagittarius
capricorne	<i>kaprikòrn</i>	Capricorn
verseau	<i>vèrso</i>	Aquarius
poissons	<i>pwāsō</i>	Pisces

Expressing future events: The simple future

Forming the simple future

To form the simple future, just take the infinitive form of the verb and add the following endings:

Note

For **-re** ending verbs, drop the **-e** and then add the future endings: **rendre** → **rendr-**.

Pronoun	Ending	Pronunciation	Example
je	-ai	-é	je gagner ai
tu	-as	-a	tu partiras
il/elle/on	-a	-a	il comprendra
nous	-ons	-ō	nous trouver ons
vous	-ez	-é	vous sortirez
ils/elles	-ont	-ō	elles prendr ont

TABLE 10-1 Formation of the simple future tense

Verbs with irregular stems in the future

Some verbs are irregular when forming the future. Their stem changes slightly or in some cases, totally. This happens mainly with frequently used verbs. Although there is a change in the stem, the future endings are always the same. Observe the following table:

Infinitive	Stem for Simple Future	Examples
être	ser-	je serai
aller	ir-	tu iras
pouvoir	pourr-	il pourra
voir	verr-	elle verra
avoir	aur-	nous aurons
savoir	saur-	vous saurez
venir	viendr-	ils viendront
faire	fer-	elles feront

TABLE 10-2 Irregular verbs in the future

Negative sentences in the simple future

Since it is a simple tense, the formation of negative sentences is like that of other simple tenses that have already been studied. This is the formula:

ne/n' + verb in simple future + pas

Demain, je ne pourrai pas aller au cinéma avec vous.

Interrogative sentences in the simple future

Forming questions in the simple future is like other simple tenses. Observe the following examples where the same question is posed in three different ways:

Tu iras en vacances cet été ?

Est-ce que tu iras en vacances cet été ?

Irass-tu en vacances cet été ?

Future of pronominal verbs

As with other simple tenses, to form the future of pronominal verbs, keep the unstressed pronoun right before the verb.

Vous **vous reposerez** aujourd'hui.

Different ways of expressing future events

In French, there are three different ways of expressing future events: the simple future, the **futur proche**, and the simple present.

The simple future

A speaker uses the simple future to emphasize a distant perspective of the action.

Le mois prochain, j'irai au Canada.

The speaker sees “next month” as something far away in time.

The *futur proche*

The **futur proche** (**aller** + *infinitive*) sees the action closer in time.

Le mois prochain, je vais aller au Canada.

Even though the speaker is still referring to “next month,” he sees it as close in time.

The simple present

The present simple adds the nuance of wish and certainty. The speaker feels that his future plans are certain.

Le mois prochain, je vais au Canada.

Quick Tips



1. The simple future is used to describe events that take place in the future.
 2. As in English, it can also be used as a more polite alternative to the imperative.
 3. It translates to *may* in English when the speaker is speculating about possible results in the future.
 4. It is formed by taking the infinitive of *-er*, *-ir*, and *-re* verbs and adding the endings of the simple future tense. In the case of *-re* verbs, the last *-e* must be deleted. However, some verbs are irregular.
-

Irregular plurals for some nouns

In Chapter 2 we saw that regular plurals add **-s** to the singular noun in written French. This **-s** is not pronounced. However, nouns ending in other letters form their plural differently.

Plurals for nouns ending in **-eau, -au, -eu**

The following nouns form their plural by adding **-x**:

le cadeau (<i>gift</i>)	les cadeaux (<i>gifts</i>)
------------------------------	---------------------------------

un cheveu (<i>one hair</i>)	des cheveux (<i>hair</i>)
----------------------------------	--------------------------------

l'eau (<i>water</i>)	les eaux (<i>the waters</i>)
---------------------------	-----------------------------------

There are a few nouns that form their plural with **-s**:

un bleu (<i>bruise</i>)	des bleus (<i>bruises</i>)
------------------------------	---------------------------------

un pneu (<i>tire</i>)	des pneus (<i>tires</i>)
----------------------------	-------------------------------

Plurals for nouns ending in **-al**

Most nouns ending in **-al** form their plural with **-aux**.

un cheval (<i>horse</i>)	des chevaux (<i>horses</i>)
-------------------------------	----------------------------------

un mal (<i>an evil, an ache</i>)	des maux (<i>evils, aches</i>)
---------------------------------------	-------------------------------------

le journal (<i>newspaper</i>)	les journaux (<i>newspapers</i>)
------------------------------------	---------------------------------------

There are some nouns that form their plural with **-s**. Here are two of them:

le carnaval	les carnivals
le festival	les festivals

Plurals for nouns ending in **-s, -x, -z**

These nouns show no change between singular and plural. Observe the following example with parts of the body (see Chapter 6):

un nez	des nez
un corps	des corps
un bras	des bras

Plural forms for adjectives

Most adjectives form their plural by adding **-s** to their singular form:

Il est content.	Ils sont contents.
Elle est contente.	Elles sont contentes.
Ma voiture est rouge.	Mes voitures sont rouges.

Adjectives ending in *-eau*

Adjectives that end in **-eau** add **-x** to their plural:

les nouveaux livres

The feminine form for these adjectives ends is usually **-elle**. Just add an **-s** to form their plural.

Les belles femmes Les nouvelles voitures

Adjectives ending in *-al*

Adjectives that end in **-al** generally change to **-aux**:

un homme cordial des hommes cordiaux

However, there are some nouns that only add **-s** to their singular form. Also, the feminine form for adjectives ending in **-al**, which usually becomes **-ale**, only adds **-s** to their plural form.

un accident fatal (<i>a fatal accident</i>)	des accidents fatals (<i>fatal accidents</i>)
Des cartes postales	Des affaires légales

Adjectives ending in *-s* or *-x*

These adjectives remain invariable *only* in the masculine plural form.

Mon père est heureux. Mes parents sont heureux.

un costume gris des costumes gris
(*a gray suit*) (*gray suits*)

In their feminine form, just add an **-s**.

Les filles sont heureuses. Des femmes courageuses.

Des voitures grises.

Adjectives that precede a noun

When an adjective *precedes* a noun, the article **des** changes into the preposition **de**. Observe the following example:

Vous ferez **des** activités.

Vous ferez **de** nouvelles activités.

Note

This rule does not apply with compound nouns like **des petites annonces** (*classified ads*), **des petits pois** (*green peas*), etc. In those cases, the adjective is not really functioning as a modifier, but as part of a whole unit.

Dialogue 10.1

Julian parle avec Lucie de la visite de son amie Carole. Il l'avait invitée à venir lui rendre visite à Paris.

LUCIE Est-ce que ton amie canadienne viendra la semaine
ès ke tō nami kanadyèn vyēdra la semèn
prochaine ?
prōshèn ?

JULIAN En réalité, elle arrive dimanche.
ā réalité, èl arriv dimāsh.

LUCIE Qu'est-ce que tu feras avec elle ?
kès ke tū fera avèk èl ?

JULIAN Si elle veut, on ira au Louvre dimanche après-midi.
si èl vō, ò ira o luvr dimāsh aprèmidi.

LUCIE Et si elle ne veut pas ? Elle sera sûrement fatiguée après le
é si èl ne vō pâ ? èl sera sûrmā fatigé aprè le
voyage.
vwayazh.

JULIAN Si elle est trop fatiguée, on restera chez moi.
si èl è tro fatigé, ò rēstera shémwa.

LUCIE Et si on allait faire un tour en voiture ?
é si ò nalè fēr ē tur ā vvatür ?

JULIAN Bonne idée.
bònidé.

Translation

LUCIE Is your Canadian friend coming next week?
JULIAN Actually, she is arriving on Sunday.
LUCIE What are you going to do with her?
JULIAN If she wants, we'll go to the Louvre Sunday afternoon.
LUCIE And if she doesn't? She will surely be tired after her trip.
JULIAN If she is too tired, we'll stay at my place.
LUCIE Why don't we go around by car?
JULIAN Good idea.

Useful vocabulary

en réalité	<i>ā réalité</i>	really, actually
une bonne idée	<i>ün bòn idé</i>	good idea
faire un tour	<i>fèr ē tur</i>	to go for a walk, a spin
sûrement	<i>sürmā</i>	surely, for sure
sûr(e)	<i>siir</i>	sure
faire du plaisir	<i>fèr dü plèzir</i>	to please
un résultat	<i>ē rēzülta</i>	result
attitude	<i>atitüd</i>	attitude
Ça va mieux.	<i>sa va myö</i>	It's going better.
un problème	<i>ē pròblèm</i>	problem
ensemble	<i>āsābl</i>	together
une robe	<i>ün ròb</i>	dress
joyial	<i>zhövyal</i>	joyial, jolly
cher, chère	<i>shèr</i>	expensive
égoïste	<i>égòist</i>	selfish
la loterie	<i>la lòtri</i>	lottery
avoir de bonnes notes	<i>avwar de bòn nòt</i>	to have good grades
un match	<i>ē mach</i>	game

New verbs

sentir	<i>sātir</i>	to smell, feel
se sentir	<i>se sātir</i>	to feel (<i>oneself</i>)
passer	<i>pāsè</i>	to spend (<i>time</i>)
gagner	<i>gañé</i>	to win
inviter	<i>ēvité</i>	to invite

Notes

The verb **se sentir** means *to feel (oneself)* in the sense of *to feel good, bad, sick, sad*, etc. (feelings related to the body or emotions).

In Chapter 5 we saw that **passer** means *to pass* or *to stop by*. In the context of this chapter, **passer** means *to spend time*. In this case, it is conjugated with **avoir** in the **passé composé**.

Hypothesizing with *si* (1)

Quick Tips



1. The conjunction *si* introduces hypothetical clauses. In this case, it corresponds to *if* in English when it cannot alternate with *whether*.
2. *si* precedes the simple present and constitutes a subordinate clause.
3. The main clause is in the simple future.
4. Hypotheses with *si* + *simple present* + *simple future* imply real possibility.

Subordinate clauses with *si*: Type 1

As we mentioned above, **si** is equivalent to English *if* when it does not alternate with *whether*. If it does alternate with *whether*, then it would be equivalent to the *if* used to introduce indirect questions (which will not be seen at this level).

When followed by the simple present (of the indicative), **si** constitutes the subordinate clause while the main clause is in the simple future. Observe the formula and the example:

si + present simple + simple future
(subordinate) (main clause)

Si elle veut, on ira au Louvre dimanche après-midi.

Si elle est trop fatiguée, on restera chez moi.

These sentences are called “type 1” because there are three types of subordinate clauses with **si** used to introduce hypothetical clauses. In this book, we will study only type 1 and type 2 (see Chapter 11 for type 2).

Word order: *si* clauses (type 1)

The examples seen above follow the order **si + simple present + simple future**, but the order can be inverted with no change in meaning. Observe:

On ira au Louvre dimanche après-midi *si elle veut.*

On restera chez moi *si elle est trop fatiguée.*

Negative sentences with *si* clause (type 1)

It is possible to have one negative clause (or even both) within the same sentence.

Si elle n'est pas trop fatiguée, on ira au Louvre.

Si elle ne veut pas, on n'ira pas au Louvre.

Variation of *si* clause (type 1)

There is a variation in the *si* clause where the main clause is in the simple present instead of the simple future.

si + simple present + simple present

Si elle veut, on va au Louvre.

This type of variation is grammatically accepted, but it is found mainly in spoken French.

Making suggestions

si + on + imperfect is used to make suggestions. This type of sentence is equivalent to “Why don't we . . .” (For the imperfect tense, please see Chapter 8.) Observe the following examples:

Et si on allait faire un tour en voiture ?

Si on appelait Murielle ?



In this chapter you have learned:

- ✓ How to express future events with the simple future
- ✓ The differences in use between the simple future, the simple present, and the **futur proche** when expressing future events
- ✓ How to make subordinate clauses of the first type with **si**
- ✓ How to make suggestions with **si + imperfect**
- ✓ How to form irregular plurals for some nouns
- ✓ How to form the plurals for adjectives
- ✓ Changes that must be made when an adjective precedes a noun



- A. Read the rest of the horoscope in Julian's newspaper. Change all the verbs that are in the simple present to the simple future.

Scorpion (du 24 octobre au 22 novembre): Vous vous sentez content avec votre travail. _____

Sagittaire (du 23 novembre au 21 décembre): Vous faites du plaisir à un ami qui habite loin. _____

Capricorne (du 22 décembre au 20 janvier): Vous passez une excellente soirée en famille. _____

Verseau (du 21 janvier au 19 février): Les résultats de votre attitude sont bons.

Poissons (du 20 février au 20 mars): Vous êtes de mauvaise humeur le matin, mais ça va mieux l'après-midi. _____

Bélier (du 21 mars au 20 avril): Vos affaires vont bien et vous recevez de l'argent.

- B. Élodie answers an e-mail to a friend of hers who wants to come to study in France. Rewrite it using the simple future.

Chère Sophie,

Il n'y a pas de problème. Tu peux rester chez moi avec ma famille. Tu as la petite chambre à côté du salon. Le matin, nous allons à l'université ensemble et le soir, nous étudions ensemble. Je te présente Maxime, mon copain. On sort ensemble à Paris et on te montre la ville.

Chère Sophie,

C. Change the following sentences into the plural.

1. J'ai acheté un pneu pour ma voiture.

2. Julian a un cheval aux Etats-Unis.

3. Mon père lit le journal tous les matins.

4. Il y a un carnaval au Québec.

5. On fera un cadeau à notre professeur de français.

D. Change the following phrases or sentences into the plural.

1. une robe verte _____

2. un homme jovial _____

3. Mon frère est heureux. _____

4. Ma voiture est chère. _____

5. une femme égoïste _____

E. Create hypothetical sentences using the clauses below. Be sure to use **si**.

1. gagner la loterie/acheter une maison

2. avoir de bonnes notes/faire un cadeau

3. Murielle est libre samedi soir/inviter à sortir avec moi

4. faire froid/rester chez moi

5. conduire vite/avoir un accident

F. Read the following sentences and make suggestions.

Example: On prend une bière ? → **Si on prenait une bière ?**

1. J'ai faim. Tu veux déjeuner ? _____

2. On invite Lucie à venir avec nous ce soir ? _____

3. Tu veux aller au concert de Céline Dion ? _____

4. Vous voulez voir un film ? _____

5. On visite cette église ? _____

ANSWER KEY

A. 1. Vous vous sentirez. 2. Vous ferez. 3. Vous passerez. 4. seront bons.
5. Vous serez/ça ira. 6. iront bien/vous recevrez

B. Il n'y aura pas de problème. Tu pourras rester chez moi avec ma famille. Tu auras la chambre à côté du salon. Le matin, nous irons à l'université ensemble et le soir, nous étudierons. Je te présenterai Maxime, mon copain. On sortira ensemble à Paris et on te montrera la ville.

C. 1. J'ai acheté des pneus pour mes voitures. 2. Julian a des chevaux aux Etats-Unis. 3. Mon père lit les journaux tous les matins. 4. Il y a des carnivals au Québec. 5. On fera des cadeaux à notre professeur de français.

D. 1. Des robes vertes. 2. Des hommes joviaux. 3. Mes frères sont heureux.
4. Mes voitures sont chères. 5. Des femmes égoïstes.

E. Possible answers: 1. Si je gagne la loterie, j'achèterai une maison. 2. Si tu as de bonnes notes, je te ferai un cadeau. 3. Si Murielle est libre samedi soir, je l'inviterai à sortir avec moi. 4. S'il fait froid, je resterai chez moi. 5. Si vous conduisez vite, vous aurez un accident.

F. 1. Si on déjeunait ? 2. Si on invitait Lucie à venir avec nous ce soir ? 3. Si on allait au concert de Céline Dion ? 4. Si on voyait un film ? 5. Si on visitait cette église ?

Une québécoise à Paris



You should read this chapter if you need to review or learn about:

Communication skills

- ➔ Expressing obligation (2)
- ➔ Emphasizing
- ➔ Expressing suggestions
- ➔ Giving advice
- ➔ Making polite requests
- ➔ Talking about the weather
- ➔ Making less probable hypothesis

Grammar and vocabulary skills

- ➔ Verb **falloir**
 - ➔ The present conditional
 - ➔ Forms and functions of **tout**
 - ➔ The weather
 - ➔ Impersonal verbs (weather)
 - ➔ Subordinate clauses with **si** (type 2)
 - ➔ The pronoun **y**
-

Dialogue 11.1

Carole Lauzière, l'amie québécoise de Julian, vient juste d'arriver à Paris. Ils sont chez Julian en train de décider ce qu'ils vont faire le jour même de son arrivée.

- JULIAN Qu'est-ce que tu voudrais voir ?
kēs ke tū vudrè vwar ?
- CAROLE Moi, j'aimerais voir la Tour Eiffel, les Champs-Élysées,
mwa, zhèmerè vwar la tur èfèl, lè shā zélizé,
l'Arc de Triomphe, tout, tout, tout !
lark de tryōf, tu, tu, tu !
- JULIAN Carole, on ne peut pas tout visiter aujourd'hui. Tu viens
karòle, ò ne pò pâ tu vizité ozhurdÿi. tū vyè
juste d'arriver.
zhüst darivé.
- CAROLE Je sais. Mais c'est mon premier voyage à Paris et je
zhe sè, mè sè mō premyé vwayazh a pari é zhe
voudrais tout voir, même si je suis fatiguée.
vudrè tu vwar, mèm si zhe sÿi fatigé.
- JULIAN Si tu veux, on pourrait faire un tour en voiture avec mon
si tū vò, ò purè fèr è tur ā vwatür avèk mō
amie Lucie. Et demain, quand tu seras en forme, on
nami lüsi. é demè, kâ tū sera ā fòrm, ò
fera un tour comme il faut, à pied. On ira partout.
fera è tur kòm il fo, a pyé. ò ira partu.
- CAROLE D'accord. C'est une bonne idée, mais tu es sûr que ça
dakòr. sè tün bòn idé, mè tū ès sûr ke sa
ne dérange pas ton amie ?
ne dérāzh pâ tō nami ?
- JULIAN Qui ? Lucie ? Non ! C'est elle qui me l'a offert l'autre
ki ? lüsi ? nō ! sètèl ki me la òfèr lotr
jour.
zhur.

Translation

- JULIAN What would you like to visit?
- CAROLE I would love to see the Eiffel Tower, the Champs-Élysées, the Arc
de Triomphe, everything.

JULIAN Carole, we can't see everything today. You just got here.
 CAROLE I know, but this is my first trip to Paris and I would like to see everything, even though I'm tired.
 JULIAN If you want, we can go on a car ride with my friend Lucie. Tomorrow, when you are in better shape, we will visit the city the way it should be done, on foot. We'll go everywhere.
 CAROLE OK. It's a good idea, but are you sure that won't bother your friend?
 JULIAN Who? Lucie? No! She offered it the other day.

Get Started



The following words and expressions will be helpful throughout this chapter.

même si	<i>mèm si</i>	even though
un voyage	<i>ē vwayazh</i>	a trip
être fatigué(e)	<i>ètr fatigé</i>	to be tired
être en forme	<i>ètr ā fòrm</i>	to be in shape
comme il faut	<i>kòm il fo</i>	properly
à pied	<i>a pyé</i>	on foot
partout	<i>partu</i>	everywhere
être sûr(e)	<i>ètr sûr</i>	to be sure
aussitôt que possible	<i>osito ke posibl</i>	as soon as possible
le cahier	<i>le kayé</i>	notebook, exercise book
le bureau	<i>le büro</i>	desk, office
le téléphone portable	<i>le téléfòn pòrtabl</i>	cellular telephone

-ir ending verbs conjugated like -er ending verbs

To conjugate **offrir** you must eliminate the **-ir** ending and proceed like any other **-er** ending verb. Observe:

offrir	<i>ofrir</i>	<i>to offer</i>
j'offre	<i>zhòfr</i>	I offer
tu offres	<i>tü òfr</i>	you offer
il/elle/on offre	<i>il/èl/ō nòfr</i>	he/she offers
nous offrons	<i>nu zòfrō</i>	we offer
vous offrez	<i>vu zòfré</i>	you offer
ils/elles offrent	<i>il/èl zòfr</i>	they offer
Participe passé: offert	<i>(òfèr)</i>	

Note: Other **-ir** ending verbs that are conjugated like **offrir** are:

ouvrir	<i>uvrir</i>	to open
couvrir	<i>kuvrir</i>	to cover
découvrir	<i>dékuvrir</i>	to discover
souffrir	<i>sufrir</i>	to suffer

All these verbs form their past participles with **-ert**. Example: **offert, ouvert, couvert**, etc.

Expressing obligation (2): The verb *falloir*

In the context of the Dialogue 11.1, **falloir** is used as part of the expression **comme il faut**, which literally means *as it must be*, but which is translated as *properly*. However, the verb **falloir** only exists in impersonal forms (third person singular masculine only). Its English counterpart, *must*, is a modal verb; however, in French it is an impersonal verb, like those used when expressing the weather.

Observe the following table with the verb *falloir*:

Simple present	il faut	il fo
<i>Passé composé</i>	il a fallu	<i>il â falü</i>
Imperfect	il fallait	<i>il falè</i>
Simple future	il faudra	<i>il fodra</i>
Conditional	il faudrait	<i>il fodrè</i>

TABLE 11-1 Verb *falloir*

It may be followed by a noun, an infinitive, or a clause (this last aspect will not be studied at this level). Observe the following examples:

falloir + <i>noun</i> :	Il faut du temps.	<i>Time is needed.</i>
falloir + <i>infinitive</i> :	Il faut acheter du pain.	<i>Bread must be bought.</i>

Emphasizing

To emphasize you can repeat things three times, as Carole does with the word *tout*. Observe the following example taken from the dialogue:

—Moi, j'aimerais voir la Tour Eiffel, les Champs-Élysées, l'Arc de Triomphe, tout, tout, tout.

The present conditional

1. The present conditional is used when making suggestions or giving advice. It can be translated as *could* or *would*, depending on the context.
2. It is also used when making polite requests, equivalent to English *would*.

3. It can also refer to events that *would* take place in the future *if* certain conditions were met. This will be discussed in more depth in this chapter.
4. It is formed by taking the infinitive of **-er**, **-ir**, and **-re** verbs and adding the endings of the *imperfect*. In the case of **-re** verbs, the last **-e** must be deleted.

Pronoun	Ending	Pronunciation	Example
je	-ais	-è	je gagnerais
tu	-ais	-è	tu partirais
il/elle/on	-ait	-è	il comprendrait
nous	-ions	-yō	nous trouverions
vous	-iez	-yé	vous sortiriez
ils/elles	-aient	-è	elles prendraient

TABLE 11-2 Formation of the present conditional

5. Verbs that form an irregular simple future will also form an irregular present conditional. To review these verbs, refer to Table 10-2 in Chapter 10.

The conditional is the mode of “imagination and supposition.” It has several uses and tenses. We will see one of its tenses, the present conditional, and one of its uses in this part of the chapter: suggesting and giving advice.

Expressing suggestions or giving advice: The present conditional

Observe the following example:

- Qu’est-ce qu’on peut faire aujourd’hui ?
- Si tu veux, on pourrait faire un tour en voiture.

In this example, Julian *suggests* what they can do today.

- J’ai un problème avec mon père. Qu’est-ce que je dois faire ?
- Tu devrais parler avec lui aussitôt que possible.

In this example, the present conditional is used to *give advice*. Lucie has a problem with her father and Julian advises her to talk to him as soon as possible.

Making polite requests

As we saw in Chapter 3, the present conditional of **vouloir** is used to make requests sound more polite. It is also possible to make polite requests with **aimer**. Observe what Carole tells Julian in Dialogue 11.1.

- Moi, j’aimerais voir la Tour Eiffel . . .

Interrogative sentences in the present conditional

Interrogative sentences are similar to questions in all the simple tenses we have studied until now. Observe:

Qu'est-ce que tu voudrais visiter ?

Tu voudrais visiter quoi ?

Que voudrais-tu visiter ?

Negative sentences in the present conditional

Negative conditional sentences are like those in any of the simple tenses we have studied until now.

Je **ne** voudrais **pas** visiter les cabarets de Paris.

Forms and functions of *tout*

tout has many functions. It can be a quantifier, a pronoun, a determiner, and an adverb. Its behavior depends on the role it plays. At this stage, we will see **tout** only as a quantifier and as a pronoun.

tout as a quantifier

tout has to agree with the noun it modifies when it is used as a quantifier. Use **tout**, **toute**, **tous**, or **toutes** depending on the gender and number of the noun it modifies. It is usually equivalent to *all* in English.

Carole voudrait voir **tous les monuments** importants de Paris.

When **tout** acts as a quantifier, it is always pronounced /tu/ in the masculine singular or plural (**tout**, **tous**), and /tut/ in the feminine singular or plural (**toute**, **toutes**).

Forms	Type of noun	Example	English
tout (masc. sing.)	+ masc. sing. noun	tout le temps	<i>all the time</i>
toute (fem. sing.)	+ fem. sing. noun	toute la journée	<i>all day</i>
tous (masc. plural)	+ masc. plural noun	tous les jours	<i>every day</i>
toutes (fem. plural)	+ fem. plural noun	toutes les filles	<i>all the girls</i>

TABLE 11-3 Forms of *tout* when used as a quantifier

tout as a pronoun

In order to be a pronoun, **tout** has to act as subject, direct object, or indirect object. It is also considered a pronoun when it follows a preposition. When it has the indefinite meaning *everything* or *all*, its form does *not* change.

Carole voudrait **tout** visiter aujourd'hui.

When **tout** refers to people or things already mentioned or implied in the text, it agrees in gender and number with those entities. If this is the case, the final **-s** of **tous** is pronounced.

Est-ce que Carole a visité les musées ? *Did Carole visit the museums?*

Oui, elle les a tous visités. *Yes, she visited them all.*
wi, èl le zâ tu visité.

Dialogue 11.2

Ce soir-là, Carole et Julian parlent de ce qu'ils vont faire le lendemain.

JULIAN Tu as vu ? Il pleut beaucoup, il faut du vent et il fait froid !
tü â vü ? il plö boku, il fê dü vâ é il fê frwa !

CAROLE Quelle horreur ! On ne pourra pas faire de promenade
kèl òrèr ! ô ne pura pâ fèr de pròmnað
 demain.
demë.

JULIAN Ça dépend. On ne sait pas quel temps il fera demain.
sa dépâ. ô nsè pâ kèl tâ il fera demë.

CAROLE Tu as regardé le bulletin météo à la télé ?
tü â regardé le bültë météo a la télé ?

JULIAN Malheureusement, non. De toute façon, s'il faisait beau,
malërozmä, nō. de tut fasō, sil fëzè bo,
 nous pourrions nous promener sur les quais de la Seine.
nu puryō nus pròmne süür lè ké de la sèn.

CAROLE Oui, mais si la pluie ne s'arrêtait pas . . .
wi, mè si la plyi ne sarètè pâ . . .

JULIAN . . . on irait au Louvre. Il y a toujours une solution à tout.
. . . ô irè o luvr. ilyâ tuzhur ün sölüsyō a tu.

CAROLE C'est vrai !
sè vrè !

JULIAN On verra demain.
ô véra demë.

Translation

JULIAN Have you noticed . . . ? It's raining a lot, it's windy and it's cold!
 CAROLE How horrible! We won't be able to go for a walk tomorrow.

	It depends. We don't know what the weather will be like tomorrow. Did you see the weather forecast on TV?
JULIAN	Unfortunately, I didn't. In any case, if it were nice out, we could go for a walk along the Seine.
CAROLE	Yes, but if the rain didn't stop . . .
JULIAN	. . . we could go to the Louvre. There is always a solution for everything.
CAROLE	That's true!
JULIAN	We'll see.

Useful vocabulary

Quelle horreur !	<i>kèl òrèr</i>	How horrible!
une promenade	<i>ün pròmnað</i>	a walk
Ça dépend.	<i>sa dépã</i>	It depends.
malheureusement	<i>malèrözmã</i>	unfortunately
le quai	<i>le ké</i>	quay, embankment
heureusement	<i>èrözmã</i>	fortunately
de toute façon	<i>de tut fasõ</i>	in any case, anyway

Talking about the weather

Quel temps fait-il ?	<i>kel tã fè il ?</i>	What's the weather like?/ How's the weather?
le bulletin météo	<i>le bültè météo</i>	weather forecast
Il fait froid.	<i>il fè frwa</i>	It's cold.
Il fait chaud.	<i>il fè sho</i>	It's hot.
Il fait beau.	<i>il fè bo</i>	It's beautiful.
Il fait mauvais.	<i>il fè mòvè</i>	It's bad.
Il fait bon.	<i>il fè bõ</i>	It's good, nice.
Il fait frais.	<i>il fè frè</i>	It's mild, cool.
la pluie	<i>la plÿi</i>	rain
la neige	<i>la nèzh</i>	snow
la grêle	<i>la grèl</i>	hail
le brouillard	<i>le bruyar</i>	fog
le soleil	<i>le sòlèy</i>	sun
Il y a du soleil.	<i>ilyã dü sòlèy</i>	It's sunny.
Il fait soleil.	<i>il fè sòlèy</i>	It's sunny.
un orage	<i>è nõrazh</i>	storm
Il fait un orage.	<i>il fè è nõrazh</i>	There is a storm.
le vent	<i>le vã</i>	wind
C'est nuageux.	<i>sè nüazhõ</i>	It's cloudy.
degrés	<i>degré</i>	degrees
moins	<i>mwè</i>	minus
Il fait du vent.	<i>il fè dü vã</i>	It's windy.

Impersonal verbs related to the weather

pleuvoir	<i>plövwar</i>	to rain
neiger	<i>nèzhé</i>	to snow

Note

Remember that impersonal verbs are conjugated only with **il**. Observe:

pleuvoir		
Simple present	il pleut	<i>il plö</i>
Passé composé	il a plu	<i>il â plü</i>
Imperfect	il pleuvait	<i>il plövé</i>
Simple future	il pleuvra	<i>il plövra</i>
Conditional	il pleuvrait	<i>il plövrè</i>

neiger		
Simple present	il neige	<i>il nèzh</i>
Passé composé	il a neigé	<i>il â nèzhé</i>
Imperfect	il neigeait	<i>il nèzhè</i>
Simple future	il neigera	<i>il nèzhra</i>
Conditional	il neigerait	<i>il nèzhre</i>

Talking about temperatures

If we want to express how we are, regarding temperature, we use **avoir**. Observe:

J'ai chaud. *I'm hot.*

Julian a froid. *Julian is cold.*

In French, temperatures are given in Celsius, not in Fahrenheit. The word for Celsius in French is the same as in English, but pronounced /sèlsyüs/. Observe the following table.

40°C	Il fait 40 degrés. Il fait très chaud.
35°C	Il fait 35 degrés. Il fait chaud.
20°C	Il fait 20 degrés. Il fait bon.
12°C	Il fait 12 degrés. Il fait frais.
0°C	Il fait 0 degrés. Il fait froid.
-15°C	Il fait moins quinze. Il fait très froid.

TABLE 11-4 Temperatures

The verb *s'arrêter*

In Chapter 6 we saw that **arrêter** means *to stop*. In this second dialogue we are introduced to its pronominal form. With some verbs, the pronominal form has a different meaning or adds a nuance. **s'arrêter** also means to stop, but with it we add the nuance of *who/what* does the action of stopping. In this context, nothing “stops” the rain; it “stops” itself.

Si la pluie ne s'arrêtait pas, on irait au Louvre.

Hypothesizing with *si* (2)

Quick Tips



1. As we saw in Chapter 10, *si* has the function of introducing hypothetical clauses. In this case, it corresponds to English *if* and it cannot alternate with *whether*.
2. *si* precedes the imperfect and it constitutes a subordinate clause.
3. The main clause is in the present conditional.
4. Hypotheses with *si* + *imperfect* + *present conditional* are considered less probable than hypotheses expressed with *si* + *simple present* + *simple future* (seen in Chapter 10). Also, they are used when it is extremely difficult for the speaker to predict what is going to happen or when the speaker sees the hypothesis as almost impossible.

Subordinate clauses with *si*: Type 2

As mentioned above, **si** is the equivalent to English *if*, and it does not alternate with *whether*.

When followed by the imperfect, **si** introduces the subordinate clause, and the main clause is in the present conditional. This is what we call subordinate clauses type 2 (to review subordinate clauses with *si* type 1, refer to Chapter 10). Observe:

si + *imperfect* + **present conditional**
 (subordinate) (main clause)

Si la pluie s'arrêtait, nous sortirions.

Note that the order of the clauses can be inverted with no change in meaning: There is no comma when the main clause appears *before* the subordinate clause.

Nous sortirions *si la pluie s'arrêtait.*

The pronoun *y*

The pronoun *y*, which is also called an adverbial pronoun, is an indirect object pronoun (like **lui**, **leur**) but only used for things. Observe the following uses and examples:

y replaces *à* + *inanimate object*

As it was mentioned in the Quick Tips, *y* can replace an indirect object that is an inanimate object.

Jouez-vous *au* bridge ? → Oui, j'*y* joue.
(Do you play bridge?) (Yes, I play it.)

y replaces an object (place) introduced by a preposition marking place

On the other hand, it can also replace “a place” preceded by the preposition *à* (in any of its forms) or any other preposition used with places (except the preposition **de**). In these cases, *y* is usually translated by *there* in English. In the first example, *y* replaces a place preceded by the preposition *à*. In the next two examples it replaces places preceded by other prepositions.

On peut aller *au* Louvre. → On peut *y* aller.
(We can go to the Louvre.) (We can go there.)

Vous habitez *en* Espagne ? → Oui, j'*y* habite.
(Do you live in Spain?) (Yes, I live there.)

Le livre est *sur* la table ? → Oui, il *y* est.
(Is the book on the table?) (Yes, it is there.)

y replaces inanimate verb objects preceded by verbs that require *à*

Some verbs require the preposition *à* in French. Do not confuse these verbs with English verbs that require the preposition *to*. If the object preceded by *à* is inanimate, it can be replaced by *y*. If the object is animate, it can only be replaced by a stressed pronoun. Communication verbs seen in Chapter 7 are not included in this category because they refer to humans.

Julian pense *à* son pays. → Il *y* pense.
(Julian thinks of his country.) (He thinks of it.)

Julian pense *à* son amie Lucie. → Il pense *à* elle.

Here are some verbs that require *à*:

penser <i>à</i>	<i>to think of (someone)</i>
réfléchir <i>à</i>	<i>to think carefully about something</i>
participer <i>à</i>	<i>to participate in something</i>
jouer <i>à</i>	<i>to play (a sport, a game)</i>
s'habituer <i>à</i>	<i>to get used to (something)</i>

Negative sentences with *y*

You have probably observed that *y* always precedes the verb in affirmative sentences. In negative sentences, this is the formula:

$n'y + verb + pas$

- Lucie, tu vas au restaurant ? → —Non, je n'y vais pas.
 —Julian, tu penses souvent à ton pays ? → —Non, je n'y pense jamais.

The position of pronoun *y* with different tenses

It is very simple. In most cases *y* precedes the verb. This rule applies to simple tenses of the indicative, the present conditional, as well as compound tenses of the indicative. Observe Table 11-5:

Tense	Formula	Example
Simple present	$y + verb$	Elle y va.
Passé composé	$y + auxiliary + verb$	J' y ai habité.
Imperfect	$y + verb$	Il y pensait.
Simple future	$y + verb$	Nous y serons.
Conditional	$y + verb$	Vous y participeriez.

TABLE 11-5 The position of *y* with different tenses

However, with verb constructions that require an infinitive, *y* appears in a different position. It tends to precede the verb in the infinitive. These constructions are not necessarily considered tenses. Observe:

Construction	Formula	Example
verb + infinitive	verb + y + infinitive	Elle voudrait y aller.
futur proche (aller + inf.)	aller + y infinitive	Carole va y penser.
passé récent (venir de + inf.)	venir d' + y + infinitive	Ils viennent d' y participer.

TABLE 11-6 Position of *y* with other verbal constructions

Position of *y* with pronominal verbs

With pronominal verbs, *y* is placed between the reflexive pronoun and the verb.

Murielle, tu t'habitués à ton nouvel emploi ?

Oui, je m'y habitue.

Non, je ne m'y habitue pas.

With the **passé composé** of pronominal verbs, *y* remains together with the reflexive pronoun. Observe.

Tu t'es habituée à ton nouvel emploi ?

Oui, je m'y suis habituée./Non, je ne m'y suis pas habituée.

Position of *y* with verbs in the imperative

In affirmative imperative sentences, *y* is hyphenated and placed after the verb.

Allez à l'école ! → Allez-y !

In Chapter 6 we saw that the final **-s** of any verb that ends in **-es** or **-as** in the second person singular of the present simple must be deleted (in affirmative sentences). However, when any of those verbs is followed by the pronoun *y*, the **-s** must be kept and pronounced (*liaison /z/*). In negative sentences, the final **-s** is dropped as usual and *y* precedes the verb. Observe the following examples:

Va à l'école !	→	Vas-y !
Ne va pas à l'école !	→	N'y va pas !
Pense à ce que je t'ai dit !	→	Penses-y !
N'allez pas au parc !	→	N'y allez pas !

Quick Tips



1. *y* is a pronoun used to replace an indirect object that is an inanimate object preceded by the preposition *à* in all its forms (*à, au, aux, à l', à la*).
2. It replaces a place preceded by any preposition (except the preposition *de*). In this case, it is usually equivalent to *there* in English.
3. Some French verbs require the preposition *à*. The pronoun *y* can replace the inanimate verb object preceded by *à*. In this case, there is no real equivalent in English.



In this chapter you have learned:

- ✓ How to use the verb **falloir** to express obligation
- ✓ Some uses of the present conditional
- ✓ Forms and functions of **tout**
- ✓ Weather-related vocabulary and expressions
- ✓ How to make subordinate clauses of the second type with **si**
- ✓ Different uses of the pronoun **y**



A. Change the following sentences using the obligation verb **falloir**. Make them impersonal.

Example: Carole, tu dois acheter des fruits. → **Il faut acheter des fruits.**

1. Pour finir ce travail, on a besoin de temps !

2. Maxime, tu dois arriver tôt à l'aéroport.

3. Maxime et Élodie, nous devons partir à l'heure.

4. Pour aller à la Tour Eiffel, on doit prendre le métro.

5. Carole et Julian, vous devez acheter du lait.

B. Make hypothetical statements using the information given below. Follow the example.

Example: avoir un téléphone portable/t'appeler

Si j'avais un téléphone portable, je t'appellerais.

1. faire beau/aller à la plage

2. avoir de l'argent/acheter une maison

3. ne pas être fatigué(e)/sortir avec toi

4. avoir une voiture/être chez vous en 15 minutes

5. parler bien français/ne pas avoir besoin de ce livre

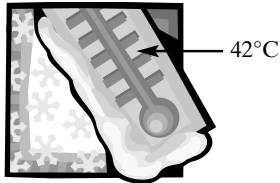
C. Describe the weather depicted in the following pictures.



1. _____



2. _____



3. _____



4. _____



5. _____

D. Read the following questions and underline the parts that can be replaced with the pronoun **y**.

1. Tu vas à la plage cet été ?
2. Est-ce que mon cahier est sur le bureau ?
3. Est-ce que Julian habite en France ?
4. Vous pensez à votre village ?
5. Est-ce que Julian joue au tennis ?

E. Now answer the questions in the affirmative and negative forms, using any necessary pronouns, including **y**.

1. _____

2. _____

3. _____

4. _____

5. _____

D. 1. à la plage 2. sur le bureau 3. en France 4. à votre village 5. au tennis

E. 1. Oui, j'y vais./Non, je n'y vais pas. 2. Oui, il y est./Non, il n'y est pas. 3. Oui, il y habite./Non, il n'y habite pas. 4. Oui, j'y pense./Oui, nous y pensons./Non, je n'y pense pas./Non, nous n'y pensons pas. 5. Oui, il y joue./Non, il n'y joue pas.

F. L'hiver dernier, nous sommes allés au nord de l'Espagne. Nous y avons fait du ski. Nous y avons passé 5 jours. Nous sommes allés aux Pyrénées près de Catalogne. Nous y avons participé à trois compétitions de ski. Après, pour nous reposer, nous sommes partis dans le sud, à Marbella. Nous sommes allés à la plage. Nous y avons rencontré Sophie et Laurent. Nous avons beaucoup pensé à toi.

Une réunion entre amis



You should read this chapter if you need to review or learn about:

Communication skills

- Expressing wishes and feelings
- Expressing doubt
- Expressing approximate quantities

Grammar and vocabulary skills

- The present subjunctive
- Verbs used to express wish, preference, or necessity
- Verbs used to express feelings
- Verbs used to express doubt
- Verbs or expressions that require the indicative mood
- Numerals for approximate quantities
- The pronoun **en**
- Order of pronouns **en** and **y** in the same sentence

Dialogue 12.1

Julian vient de terminer une conversation téléphonique. Il raconte à Carole ce dont il parlait. Lisez le dialogue.

- JULIAN C'était mon ami François. Il voudrait qu'on aille chez lui
sètè mō nami frāswa. il vulè kō naiy shé l'yi
samedi soir.
samdi swar.
- CAROLE Oui ? Pourquoi ?
wi ? purkwa ?
- JULIAN Parce qu'il souhaite que tu rencontres tous nos amis
parskil suèt ke tū rākōtr no zami
communs. Il y aura Lucie, Maxime, Élodie, Valérie, Muriel . . .
kômē. ilyora lūsi, maksim, élodi, valéri, mürièl . . .
- CAROLE C'est très gentil de sa part. Il ne me connaît pas.
sè trè zhāti de sa par. il ne me kònè pâ.
- JULIAN Ah, oui. Il est très gentil. Tu verras.
a wi. il è trè zhāti. tū véra.
- CAROLE Oui, Julian, mais tu sais, je suis un peu timide et je ne connais
wi, Julian, mè tū sè, zhe syi ē pō timid é zhe ne kònè
personne.
pèrsòn.
- JULIAN Carole, s'il te plaît. Tu connais Lucie ! Tu verras qu'ils sont
karòl, silteplè. tū kònè lūsi ! tū véra kil sō
tous sympathiques. Il faut que tu viennes. On va s'amuser.
tus sèpatik. il fo ke tū vyèn. ò va samüzé.

Translation

- JULIAN That was my friend, François. He would like us to go by his place Saturday evening.
- CAROLE Really? Why?
- JULIAN Because he wants you to meet all our mutual friends. Lucie, Maxime, Élodie, Valérie, Muriel will be there . . .
- CAROLE That's very nice of him. He doesn't know me.
- JULIAN Oh, yes. He's very nice. You'll see.
- CAROLE Yes, Julian, but you know, I am a bit shy and I don't know anyone.
- JULIAN Carole, please. You know Lucie! You'll see they're all nice. You have to come. We'll have fun.

Get Started



The following words and expressions will be helpful throughout this chapter.

timide	<i>timid</i>	shy
C'est gentil de . . . part	<i>sè zhāti de . . . par</i>	It's very nice of . . .
commun(e)	<i>kômè/kòmün</i>	common
une réunion	<i>ün réünyō</i>	meeting
entre (<i>prep.</i>)	<i>ātr</i>	between
dont	<i>dō</i>	of whom, of which, whose

New verbs

souhaiter	<i>suèté</i>	to wish
rencontrer	<i>rākōtré</i>	to meet
s'amuser	<i>samüzé</i>	to have fun

Note

il y aura is the simple future of **il y a**.

Expressing wishes and feelings: The present subjunctive

The subjunctive is a mood. It is used in a subordinate clause when the subject of the main clause views information described in the subordinate clause with an important degree of personal interpretation (in a subjective manner).

Forming the present subjunctive: Regular verbs

To form the present subjunctive, follow these two steps:

1. Take the third person plural of the present tense of the indicative and delete **-ent**.
2. Add the following endings:

Pronoun	Ending
je	-e
tu	-es
il/elle/on	-e
nous	-ions
vous	-iez
ils/elles	-ent

TABLE 12-1 Endings of the present subjunctive

Observe how the present subjunctive of **rencontrer**, a regular verb, is formed:

Simple Present	stem + present subj. ending	Sentence
ils <i>rencontrent</i>	<i>rencontr</i> + pres. subj. ending	Il souhaite que je <i>rencontre</i> que tu <i>rencontres</i> qu'il <i>rencontre</i> qu'elle <i>rencontre</i> qu'on <i>rencontre</i> que nous <i>rencontrions</i> que vous <i>rencontriez</i> qu'ils <i>rencontrent</i> qu'elles <i>rencontrent</i>

TABLE 12-2 Formation of the present subjunctive: regular verbs

The present subjunctive: Irregular verbs

There are some verbs that form the subjunctive in their own way. These are the usual irregular verbs. Observe:

avoir	Pronunciation	être	Pronunciation
que j'aie	<i>ke zhè</i>	que je sois	<i>ke zhe swa</i>
que tu aies	<i>ke tü è</i>	que tu sois	<i>ke tü swa</i>
qu'il ait	<i>kil è</i>	qu'il soit	<i>kil swa</i>
que nous ayons	<i>ke nu zèyō</i>	que nous soyons	<i>ke nu swayō</i>
que vous ayez	<i>ke vu zèyé</i>	que vous soyez	<i>ke vu swayé</i>
qu'ils aient	<i>kil zè</i>	qu'ils soient	<i>kil swa</i>

aller	Pronunciation	faire	Pronunciation
que j'aille	<i>ke zhay</i>	que je fasse	<i>ke zhe fas</i>
que tu ailles	<i>ke tü ay</i>	que tu fasses	<i>ke tü fas</i>
qu'il aille	<i>kil ay</i>	qu'il fasse	<i>kil fas</i>
que nous allions	<i>ke nu zalyō</i>	que nous fassions	<i>ke nu fasyō</i>
que vous alliez	<i>ke vu zalyé</i>	que vous fassiez	<i>ke vu fasyé</i>
qu'ils aillent	<i>kil zay</i>	qu'il fassent	<i>kil fas</i>

pouvoir	Pronunciation	vouloir	Pronunciation
que je puisse	<i>ke zhe pÿis</i>	que je veuille	<i>ke zhe vöy</i>
que tu puisses	<i>ke tü pÿis</i>	que tu veuilles	<i>ke tü vöy</i>
qu'il puisse	<i>kil pÿis</i>	qu'il veuille	<i>kil vöy</i>
que nous puissions	<i>ke nu pÿisö</i>	que nous voulions	<i>ke nu vulyö</i>
que vous puissiez	<i>ke vu pÿisyé</i>	que vous vouliez	<i>ke vu vulyé</i>
qu'ils puissent	<i>kil pÿis</i>	qu'ils veuillent	<i>kil völ</i>

Verbs used to express wish, preference, necessity

The subjunctive is used in the subordinate clause when the verb of the main clause expresses *wish, preference, or necessity*:

vouloir	<i>to want</i>
demander	<i>to demand</i>
souhaiter	<i>to wish</i>
préférer	<i>to prefer</i>
falloir	<i>have to</i>

The verb in the *main clause* must be in a tense of the indicative mood (simple present, passé composé, etc.) or in the conditional. The **subordinate clause** is in the present subjunctive. Observe the following examples:

Il voudrait qu'on aille chez lui samedi soir.

He wants us to go to his place Saturday evening.

Il souhaite que tu rencontres tous nos amis communs.

He wishes/wants you to meet all our mutual friends.

Il faut que Carole soit à l'heure.

*Carole must be on time. or:
It is necessary that Carole be on time.*

Je demande qu'il s'excuse.

I demand that he apologize.

Verbs used to express feelings

The subjunctive is also chosen for the subordinate clause when the verb of the main clause expresses a *feeling*:

avoir peur	<i>to be afraid (that)</i>
aimer	<i>to like, to love</i>
être heureux	<i>to be happy (that)</i>

As with verbs that express wish, preference, or necessity, the verb in the *main clause* must be in a tense of the indicative mood (simple present, passé composé, etc.) or in the conditional. The **subordinate clause** is in the present subjunctive.

J'ai peur qu'il dise quelque chose.

I am afraid that he will say something.

Elle est heureuse qu'il vienne à la fête.

She is happy that he is coming to the party.

Note

The verb **espérer**, which means *to hope*, also expresses feelings. However, it is an exception. When it is the verb of the main clause, the verb of the subordinate clause must also be in the indicative.

J'espère qu'il viendra à la réunion.

I hope he comes to the meeting.

Expressing doubt

The subjunctive is also chosen for the subordinate clause when the verb of the main clause expresses *doubt*.

douter
ne pas être sûr

to doubt
to not be sure

Elle doute qu'il fasse mauvais demain.

She doubts that it will be an ugly day tomorrow.

Julian n'est pas sûr que Carole aille à la réunion avec lui.

Julian is not sure that Carole will go to the meeting with him.

Negative clauses

It is possible to have negative subordinate clauses where the verb must be in the present subjunctive. Forming the negative present subjunctive is like forming negative sentences with any of the simple tenses we have studied until now.

ne/n' + verb in the present subjunctive + pas

Observe the following example:

Julian a peur que Carole **ne veuille pas** aller chez François.

Julian is afraid that Carole might not want to go to François' house.

The present subjunctive of pronominal verbs

When the subordinate clause requires a pronominal verb in the present subjunctive, the *reflexive pronoun* must precede the verb.

Je ne veux pas qu'il **se réveille**.

I don't want him to wake up.

What happens when the two clauses share the same subject?

If the subject of the main clause is the *same* as in the subordinate clause, the verb of the subordinate clause *must* be in the infinitive and *not* in the present subjunctive.

Carole voudrait aller chez François.

Je ne suis pas sûr d'y aller.

Verbs or expressions that require the indicative

We have seen that when **espérer** is the verb of the main clause, the verb of the subordinate clause must also be in the indicative. There are other verbs and expressions that require the indicative in the subordinate clause.

croire	<i>to believe</i>
penser	<i>to think</i>
être sûr	<i>to be sure</i>
dire	<i>to say</i>

When any of these verbs or expressions are used, the information is seen as objective and not as subjective.

Je pense qu'elle va arriver ce soir.

Carole est sûre qu'il l'appellera demain.

Quick Tips



1. The subjunctive is a mood. The present subjunctive is one of the tenses of this mood.
2. In most cases, the subjunctive only appears in subordinate clauses.
3. The present subjunctive is used after verbs expressing *wishes, feelings, obligations, doubts, or opinions*.
4. To form the present subjunctive of regular verbs, simply take the third person plural of the present tense of the indicative and delete *-ent*. Then, add the endings: *-e, -es, -e, -ions, -iez, -ent*.

Dialogue 12.2

Chez François. Les amis de Julian sont tous là (Lucie, Valérie, Muriel, Maxime et Élodie). Tout le monde parle. Carole raconte à François sa vie au Canada.

FRANÇOIS Je vais me chercher un thé. Tu en prends un ?
zhe vè me shèrshé è té. tû ã prã è ?

CAROLE Oui, s'il te plaît.
wi, sil te plè.

Quelques secondes plus tard . . .

FRANÇOIS Voici ton thé.
vwasi tō té.

CAROLE	Merci. Tu es gentil. <i>mèrsi. tū è zhāti.</i>
FRANÇOIS	Tu veux un peu de sucre ? <i>tū vō ē pō de sūkr ?</i>
CAROLE	Oui, j'en veux un peu. <i>wi, zhā vō ē pō.</i>
FRANÇOIS	Il y a des biscuits aussi. Tu en veux ? <i>ilyā dè biskyi osi. tū ā vō ?</i>
CAROLE	Non, je n'en veux pas, merci. <i>nō, zhe nā vō pâ, mèrsi.</i>
FRANÇOIS	Excuse-moi, Carole. Tout à l'heure tu me parlais de ta vie au <i>èksküzmwā, karōl. tūtalèr tū me parlè de ta vi o</i> Canada et je t'ai interrompue. Tu veux continuer à m'en parler ? <i>kanada é zhe té ètèrōpi. tū vō kōtinüé a mā parlé ?</i> Je trouve ça fascinant. <i>zhe truv sa fasinā.</i>
CAROLE	Bien sûr ! Comme je te disais, je viens de finir mes études <i>byē sûr ! kōm zhe te dizè, zhe vyè de finir mè zétüd</i> universitaires et maintenant je vais passer une quinzaine de <i>ünivèrsitèr é mètnā zhe vè pasé ün kèzèn de</i> jours ici en Europe . . . <i>zhour isi ā nöròp.</i>

Translation

FRANÇOIS	I'm going to get a tea. Do you want one?
CAROLE	Yes, please. <i>A few seconds later . . .</i>
FRANÇOIS	Here's your tea.
CAROLE	Thanks . . . very nice of you.
FRANÇOIS	Do you want some sugar?
CAROLE	Yes, I do.
FRANÇOIS	There are some cookies, too. Would you like some?
CAROLE	No, thanks.
FRANÇOIS	I'm sorry, Carole. A moment ago, you were telling me about your life in Canada and I interrupted you. Could you please continue? I find that fascinating.
CAROLE	Oh, sure! As I was telling you, I just finished the university and now I'll be spending about fifteen days here in Europe.

Useful vocabulary

là	<i>la</i>	there, over there
une seconde	<i>ün segōd</i>	second (time)
plus tard	<i>plü tar</i>	later
un biscuit	<i>ē biskÿi</i>	cookie
la vie	<i>la vi</i>	life
fascinant	<i>fasinā</i>	fascinating
les études universitaires	<i>le zētüü üniversitèr</i>	university studies
fier, fière	<i>fyèr</i>	proud

New verbs

chercher	<i>shèrshé</i>	to look for
s'excuser	<i>sèksküzé</i>	to apologize for something
interrompre	<i>ètèrōpr</i>	to interrupt

The verb **interrompre** is an irregular verb with a peculiar conjugation. Observe:

interrompre	<i>ètèrōpr</i>	<i>to interrupt</i>
j'interromps	<i>zhètèrō</i>	I interrupt
tu interromps	<i>tü ètèrō</i>	you interrupt
il/elle/on interrompt	<i>il/èl/ō ètèrō</i>	he/she interrupts
nous interrompons	<i>nu zètèrōpō</i>	we interrupt
vous interrompez	<i>vu zètèrōpé</i>	you interrupt
ils interrompent	<i>il/èl zètèrōp</i>	they interrupt
avoir interrompu	<i>avwar ètèrōpü</i>	passé composé

Expressing approximate quantities: Numerals

une dizaine	<i>ün dizèn</i>	about ten
une douzaine	<i>ün duzèn</i>	dozen
une quinzaine	<i>ün kēzèn</i>	about fifteen
une vingtaine	<i>ün vètèn</i>	about twenty
une centaine	<i>ün sātèn</i>	about one hundred

Talking about approximate quantities

approximativement	<i>apròksimativmā</i>	approximately
environ	<i>āvīrō</i>	about
plus ou moins	<i>plü zu mwē</i>	more or less

Marcel a passé environ quatre jours à Québec.

Marcel spent about four days in Quebec City.

L'université se trouve approximativement à 20 kilomètres de la ville.

The university is approximately 20 km from the city.

The pronoun *en*

The pronoun **en** is used to replace the name of an object in expressions of quantity. It is also an indirect pronoun used only for things. Observe its many uses:

en as a pronoun of quantity

en replaces the *object of the verb* when it is preceded by a number (**un, deux, trois**), a numeral (**une dizaine, une vingtaine**, etc.), or a quantifier (**beaucoup de, peu de, trop**, etc.). In French, the use of *en* in these two cases is obligatory. In English no pronoun is required. Look at the following examples:

Je vais me chercher **un thé**. Tu **en** prends **un** ? *I'm going to get a tea. Do you want one?*

Here, **en** replaces a number, a quantity.

Elle va recevoir une vingtaine de cadeaux pour son anniversaire. <i>She is going to get about twenty gifts for her birthday.</i>	→	Elle va en recevoir une vingtaine. <i>She is going to get about twenty.</i>
--	---	---

Here, **en** replaces a numeral, an approximate quantity.

Carole, tu veux un peu de sucre ? →	Oui, j' en veux un peu .
<i>Carole, do you want some sugar?</i>	<i>Yes, I do.</i>

Here, **en** replaces a quantifier, **un peu de**.

Note

In the last example Carole's answer is "Yes, I do" or "Yes, I want some."

The pronoun **en** can also replace any noun preceded by a *partitive article* (since they all have the preposition **de**). When this happens, there is no number, numeral, or quantifier needed. Observe the following example taken from the Dialogue 12.2.

—Il y a aussi **des biscuits**. Tu **en** veux ?

Replacing the name of a place introduced by *de*

As mentioned above, the pronoun **en** replaces the name of a place that has been introduced by the preposition **de** in any of its forms.

Julian, tu viens **de chez François** ? → Oui, j'**en** viens.

Carole, tu es **du Canada** ? → Oui, j'**en** suis.

Replacing objects of verbs that require *de*

Some verbs require the preposition **de** in French. Do not confuse these verbs with English verbs that require the preposition *of* or *from*. Here is a list with some verbs that require **de**:

penser de (quelque chose/quelqu'un)	<i>to have an opinion about</i>
s'occuper de (quelque chose/quelqu'un)	<i>to take care of, to be in charge of</i>
parler de (quelque chose/quelqu'un)	<i>to talk about, to tell about</i>

avoir besoin de (quelque chose/quelqu'un)	<i>to need</i>
être fier/fière de (quelqu'un)	<i>to be proud of</i>
se souvenir de (quelque chose)	<i>to remember</i>

Note

In many cases, the same verb in French can use two or more prepositions. However, the meaning can be altered slightly or completely.

The pronoun **en** can also replace an entire phrase originally preceded by **de**. The preposition **de** can appear in any of its forms. Observe the following examples:

Est-ce que Carole est fière **de son frère** ? → Oui, elle **en** est fière.

Here, **en** replaces an “animate” noun.

Tout à l'heure, tu me parlais **de ta vie au Canada**. Tu veux continuer à m'**en** parler ?

en replaces an entire phrase in the above example.

The position of pronoun *en* with different tenses

It is very simple. In most cases **en** precedes the verb. This rule applies to simple tenses of the indicative, the present conditional, as well as compound tenses of the indicative. Observe Table 12-3.

Tense	Formula	Example
simple present	en + <i>verb</i>	Elle en veut.
<i>passé composé</i>	en + <i>auxiliary</i> + <i>verb</i>	J' en ai vu.
imperfect	en + <i>verb</i>	Il en parlait.
simple future	en + <i>verb</i>	Nous en voudrons.
conditional	en + <i>verb</i>	Vous en voulez ?

TABLE 12-3 The position of *en* with different tenses

However, **en** appears in a different position with verb constructions that require an infinitive. It tends to *precede* the verb in the infinitive. These constructions are not necessarily considered tenses. Observe.

Construction	Formula	Example
verb + infinitive	<i>verb</i> + en + <i>infinitive</i>	Elle voudrait en acheter.
futur proche (aller + inf.)	aller + en + <i>infinitive</i>	Carole va en avoir besoin.
passé récent (venir de + inf.)	venir d' + en + <i>infinitive</i>	Ils viennent d' en parler.

TABLE 12-4 Position of *en* with other verbal constructions

Position of *en* in negative sentences

In negative sentences, the pronoun **en** is placed between **ne/n'** and the verb. Observe the following formula and the example below:

subject + n'**en** + verb + **pas**

Julian, est-ce que tu veux du café. → Non, je n'**en** veux pas.

If the negative sentence is in the **passé composé**, the **en** goes after **ne/n'** and before the auxiliary verb. Observe the following formula and the example:

subject + n'**en** + auxiliary + **pas** + past participle

Est-ce qu'il a acheté des fleurs ? → Non, il n'**en** a pas acheté.

Position of *en* with pronominal verbs

With pronominal verbs, **en** is placed between the reflexive pronoun and the verb, as in the following formula:

subject + reflexive pronoun + **en** + verb

Est-ce que François s'occupe des invités ? → Oui, il s'**en** occupe.

Vous vous occupez du travail ? → Oui, nous nous **en** occupons.

If the sentence is negative, follow this formula:

subject + **ne** + reflexive pronoun + **en** + verb + **pas**

Tu te souviens du livre ? → Non, je ne m'**en** souviens pas.

en and verbs in the imperative

In affirmative imperative sentences, **en** is hyphenated and placed *after* the verb.

Parlez du problème ! → Parlez-**en** !

Remember: when verbs that usually delete their final **-s** in the second person singular are followed by **en**, the **-s** must be kept and pronounced (*liaison /z/*). In negative sentences, the final **-s** is dropped as usual, and **en** precedes the verb. Observe the following example:

Parle du problème à Carole ! → Parles-**en** à Carole !

Ne me parle pas du problème ! → Ne m'**en** parle pas !

Order of *y* and *en*

When pronouns **en** and **y** appear in the same sentence, **y** precedes **en**. Observe the following example:

Nous avons rencontré beaucoup d'**amis chez François**.

Nous **y en** avons rencontré beaucoup.

Quick Tips



1. *en* is a pronoun that replaces an object in expressions of quantity. Sometimes it can be translated as *some* or *any*, but sometimes it is not equivalent to anything at all.
2. *en* replaces the name of a place that has been introduced by the preposition *de* in any of its forms (*de, du, de la, de l', des*).
3. Some French verbs require the preposition *de*. The pronoun *en* replaces human or nonhuman nouns and phrases preceded by any of those verbs + *de*.
4. Do not confuse the pronoun *en* with the preposition *en*. They are totally different in meaning.

It's a Wrap



In this chapter you have learned:

- ✓ Verbs used to express wishes and feelings
- ✓ Verbs used to express doubt
- ✓ How to use the present subjunctive
- ✓ Verbs or expressions that require the indicative and not the subjunctive
- ✓ How to express approximate quantities
- ✓ How to replace nouns or phrases with *en* to avoid repetition
- ✓ The order to follow when *en* and *y* appear in the same sentence



- A. Form the present subjunctive of the verbs in parentheses. Make the necessary changes when the subjunctive is not necessary.
1. Il faut qu'il _____ (acheter) du pain ce matin.
 2. François est heureux que Carole _____ (venir) à la réunion.
 3. Tu n'es pas sûr que Marie _____ (vouloir) travailler avec toi ?
 4. Je voudrais que je _____ (aller) chez toi cet été.
 5. Vous souhaitez qu'il _____ (arriver) tôt ?

- B. Translate the following sentences with verbs used to express wish, preference, feelings, or doubts.
1. He prefers that she come at 7:00 A.M. _____
 2. She wants you to call tomorrow. _____
 3. You have to be there every day. _____
 4. I am afraid that he will not come. _____
 5. She thinks that he will call her tonight. _____
- C. Transform the following sentences
1. J'ai acheté approximativement 10 disques.

 2. Je suis sûr qu'elle aura environ 100 paires de chaussures.

 3. Chez François, il y avait plus ou moins 15 personnes.

 4. Combien ça coûte 12 œufs ?

 5. Elle a approximativement 20 livres d'histoire dans son bureau.

- D. Read the following sentences and underline what can be replaced with **en**.
1. Est-ce que tu prends de la bière ?
 2. Est-ce que Julian vient des États-Unis ?
 3. Il acheté une douzaine de roses ?
 4. Tu veux beaucoup de sel ?
 5. Vous vous occupez de ma fille ?
- E. Answer the questions in the affirmative and negative forms.
1. _____
 2. _____

- 3. _____
- 4. _____
- 5. _____

F. Julian sent the following email to another friend who didn't come to the meeting at François' place. Read the text and rewrite it avoiding repetition.

Chez François, il y avait du fromage. J'ai mangé beaucoup de fromage. Comme il y avait du bon vin français, j'ai bu du bon vin français aussi. Après, nous avons chanté des chansons. Nous avons chanté des chansons pendant que Muriel jouait de la guitare. Après, on a parlé des problèmes du monde. On a parlé des problèmes du monde pendant une heure . . . Imagine!

G. Read the conversation between Lucie and her father, who is very inquisitive. Complete what Lucie answers using **y**, **en**, or both when necessary.

—Lucie, tu viens de chez François ?

—Oui, _____

—Mais, avant d'aller chez François, tu es allée au supermarché pour acheter du vin ?

—Oui, _____

—Et demain, tu va à la piscine pour t'inscrire aux cours de natation ?

—Oui, _____

—As-tu de l'argent ?

—Non, _____

—Tu es allée à la bibliothèque hier matin ?

—Oui, _____

—Et tu as trouvé des choses intéressantes à la bibliothèque ?

—Oui, _____

ANSWER KEY

A. 1. qu'il achète 2. que Carole vienne 3. que Marie veuille 4. que j'aïlle
5. qu'il arrive

B. 1. Il préfère qu'elle vienne à 7 h 00. 2. Elle veut que tu l'appelles demain.
3. Il faut que tu sois là tous les jours/chaque jour. 4. J'ai peur qu'il ne vienne pas.
5. Elle pense qu'il l'appellera/va l'appeler ce soir.

C. 1. J'ai acheté une dizaine de disques. 2. Je suis sûr qu'elle aura une centaine de paires de chaussures. 3. Chez François, il y avait une quinzaine de personnes.
4. Combien ça coûte une douzaine d'œufs ? 5. Elle a une vingtaine de livres d'histoire dans son bureau.

D. 1. Est-ce que tu prends *de la bière* ? 2. Est-ce que Julian vient *des États-Unis* ?
3. Il acheté une douzaine *de roses* ? 4. Tu veux beaucoup *de sel* ? 5. Vous occupez *de ma fille* ?

E. 1. Oui, j'en prends./Non, je n'en prends pas. 2. Oui, il en vient./Non, il n'en vient pas. 3. Oui, il en a acheté une douzaine./Non, il n'en a pas acheté une douzaine.
4. Oui, j'en veux beaucoup./Non, je n'en veux pas beaucoup. 5. Oui, nous nous en occupons./Oui, on s'en occupe./Non, nous ne nous en occupons pas./Non, on ne s'en occupe pas.

F. Chez François, il y avait du fromage. J'en ai mangé beaucoup. Comme il y avait du bon vin français, j'en ai bu aussi. Après, nous avons chanté des chansons. Nous en avons chanté pendant que Muriel jouait de la guitare. Après, on a parlé des problèmes du monde. On en a parlé pendant une heure . . . Imagine !

G.

—Oui, j'en viens.

—Oui, j'y suis allée pour en acheter.

—Oui, j'y vais demain.

—Non, je n'en ai pas.

—Oui, j'y suis allée.

—Oui, j'y en ai trouvé.



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