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FRENCH GRAMMAR

YOU REALLY NEED TO KNOW

**A
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- Construct language instinctively
- Communicate confidently

Brigitte Edelston and Robin Adamson

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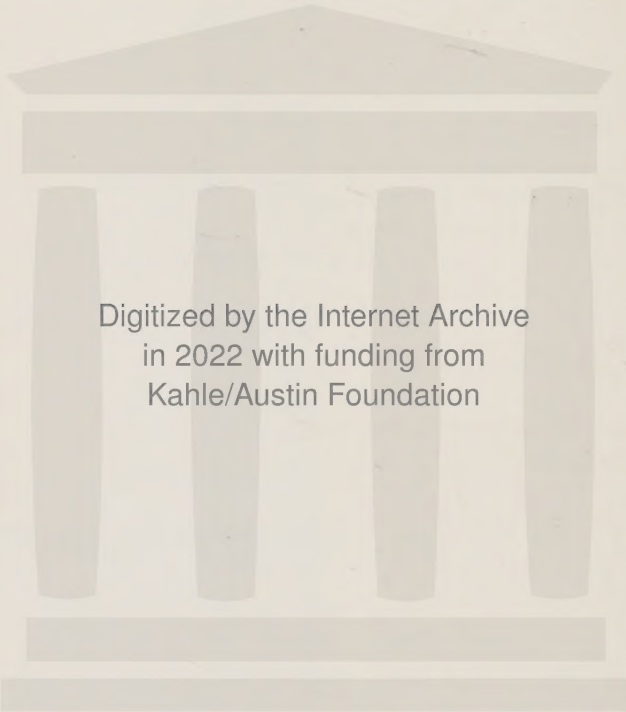
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French Grammar You Really Need to Know

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French Grammar You Really Need to Know

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Abbreviations

masc./m.	masculine
fem./f.	feminine
sing.	singular
plu./pl.	plural
infin./inf.	infinitive
past.part/pp	past participle
pt.p	present participle
Q	question
A	answer

Credits

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Meet the authors

Robin fell in love early with French and has lived and studied in France and taught at all levels, but mainly in universities. She was the foundation Director of the Centre for Applied Language Studies at the University of Dundee, creating the innovative programme of communicative language teaching and setting up exchanges with French universities so that she could spend as much time in France as possible.

Brigitte comes from Saint-Amand-les-Eaux in the north of France. After studying English, she began to teach French to English speakers in Scotland, specializing in communicative methodologies and in comparisons between the two languages. She has taught French to students at many levels and done postgraduate work in teaching languages to adults. She is now the Convener of Languages at the University of Dundee.

We have enjoyed teaching French together for nearly 20 years. We are convinced that the best approach to learning a foreign language is to have two teachers – one who speaks your own language and a native speaker. Our students – undergraduates, school pupils, primary school teachers and postgraduates – have always appreciated our double act and we hope you will too.

And our Franco-Scottish background explains why the story that underpins our grammar involves a visit from a Scottish family to their son's future in-laws in Saint-Amand. It was a pleasure preparing this book for you and we hope you'll enjoy following the story and learning **French Grammar You Really Need to Know** with us.

Introduction

How to use this book

French Grammar You Really Need to Know is divided into 18 units and each one will help you to use French for specific things like talking about yourself, asking about people, describing people and so on. You'll see in the Contents that each unit is based on a theme connected with the story of the Lemaïres and the Dicksons, ranging from the family to banking. All the examples come from the story and all are in modern French. You won't find obscure or old-world examples in this book. Every time you read an example, you'll know it fits into the story so it will be easier and quicker for you to understand and you'll be able to concentrate on the grammar.

We know you're all at different stages, so, although the book starts with the basics and goes on to the more complex grammar, we've organized it so that you can begin wherever you like. If there's a particular point you need, you can use the **Index** and the **Contents** and go straight to it. If terminology is a problem, the **Glossary** is there to take the strain. Just need to work on those irregular verbs? The **Verb tables** have all the details.

The book will work for you because it's a partnership between you and us. You decide what you need – and we help you to decide. Then we show you how to get to where you want to be.

All the units follow the same pattern. They start by showing you the theme of the unit and what you will learn in it. Then there are 8 carefully interrelated sections. Each unit starts with **Getting started**. This lets you

check if you're ready for that unit. Then we show you how the grammar works in real life (**Say it in French**) so that you're already prepared for what you find in the grammar section (**The main points**).

The story introduced by comprehension questions will show you how much you've learned and can understand. If you have any problems you can look up unknown words or expressions in your dictionary. If necessary you can also refer to the transcriptions near the back of the book. Different sorts of language activities (in **A quick check**) make sure you've learned the grammar. If you're hooked and want to know more, go on to **The next stage**. At the end of each unit you'll find **Ten things to remember** to help you recap and finally **Ten 'test yourself' questions**. You'll never feel lost because we've given you cross-references to other units wherever we think they'll help. There's also an **Answer key** at the back of the book giving answers to: quick check, comprehension and self-test questions. You'll soon get more confident and gradually it's a good idea to cover up the English on the right-hand side of the page, and just look at the French.

We recommend that you start a notebook when you begin this course – either set it up on your computer or buy one especially as your trusty learning companion. At various points in the book, we will suggest what you need to make a note of, and gradually you will have ideas of your own about how to create your own personal grammar and language support system.

For other aspects of learning French, you will need to supplement the book with French language websites (for example: <http://french.about.com/>), books, audio and computer programs.

And of course don't miss the opportunity to practise everything you have learnt by talking with French-speaking friends and by using social networking. Amusez-vous bien!

Storyline

The storyline runs through the whole book, with a new chapter in each unit. You'll meet the same people and follow some of their activities in a momentous year. All the examples in the book fit into the context of this important year in the lives of the Lemaire and the Dicksons. You'll get to know the characters and see how their lives change – and we hope that learning French grammar may also change yours!

The Lemaire family live in Saint-Amand-les-Eaux in the north of France, and the Scottish family, the Dicksons, live in Dundee in Scotland. Georges and Isabelle Lemaire have two children, Stéphanie, aged 20, and Nicolas, 17. Stéphanie is on a six-month work experience placement with an oil company in Aberdeen as part of the last year of her commerce degree (*le DUT*). Nicolas is in his seventh year of secondary school, studying sciences. Stéphanie met Mark Dickson, a research engineer in the same oil company, at the beginning of her stay in Aberdeen. They are planning to become engaged at the end of the summer.

Mark has one sister, Sandy, 20, who is in her second year of university, studying English and French. Their younger brother, Andrew, is in his final year at school. Stéphanie and Mark go to Saint-Amand at the beginning of May and the Lemaire meet Mark for the first time. Mark's parents – Alison and Patrick Dickson – are hoping to spend a few days with Stéphanie's parents in July and have enrolled to learn French at evening classes in preparation for the big event.

How are Alison Dickson, a history and geography teacher, and Patrick, manager of a supermarket, going to communicate with the Lemaire? Georges Lemaire, a highly skilled plumber, and Isabelle, a busy housewife actively involved in voluntary work with the Catholic church, speak no English. Will the date of the engagement be decided during the Dicksons' stay? Read on!

We hope you enjoy discovering French grammar while getting to know the Lemaire and the Dickson families.

Greetings and introductions

In this unit you will learn

- *To introduce yourself/someone else*
- *Numbers to 100*
- *To greet people*
- *To talk about yourself/someone else*
- *To ask questions about someone (age, address, nationality, occupation, family circumstances)*

Topic

- *Meeting people*

Grammar

- ▶ Subject pronouns: **je** (I), **tu** (you), **il** (he), **elle** (she), **on** (one/we/they), **nous** (we), **vous** (you), **ils/elles** (they)
- ▶ Verbs: present tense of **avoir** (to have), **être** (to be)
- ▶ **-er** verbs: regular **habiter** (to live); irregular **aller** (to go)
- ▶ A reflexive verb: **s'appeler** (to be called)
- ▶ Using **tu** or **vous**?
- ▶ Asking questions
- ▶ The negative forms: **ne ... pas/n' ... pas** (not)
- ▶ Stressed pronouns: **moi, toi, lui/elle, nous, vous, eux/elles**
- ▶ Gender

The next stage

- ▶ Expressions with **avoir** and **être**
- ▶ Changes in spelling of **-er** verbs
- ▶ Questions: inversion of verb and subject pronoun
- ▶ Gender rules and exceptions

Getting started

So that you can say a little about yourself in French, it is important to learn some key verbs, such as **avoir** *to have*, **être** *to be*, **habiter** *to live*, **s'appeler** *to be called* and the subject pronouns (i.e. **je** *I*, **tu** *you*, **il** *he*, etc.). With a few numbers and a little vocabulary you are well on your way.

Say it in French

1 INTRODUCING YOURSELF/SOMEONE ELSE

Bonjour, je m'appelle Georges
Lemaire.

J'ai 46 ans.

J'habite Saint-Amand-les-Eaux.

Je suis Georges.

Je vous présente ma famille.

*Hello, my name is Georges
Lemaire.*

I'm 46 years old.

I live in Saint-Amand-les-Eaux.

I'm Georges.

This is my family.

2 NUMBERS TO 100

Here is a list of numbers to 100. Learn them at your own pace and refer to the list frequently.

Note that after 60, the French count in 20s: 70 is **soixante-dix**, 80 is **quatre-vingts** and 90 is **quatre-vingt-dix**.

0 zéro

1 un

2 deux

3 trois

4 quatre

5 cinq

6 six

7 sept

10 dix

11 onze

12 douze

13 treize

14 quatorze

15 quinze

16 seize

17 dix-sept

20 vingt

21 vingt et un

22 vingt-deux

23 vingt-trois

24 vingt-quatre

25 vingt-cinq

26 vingt-six

27 vingt-sept

8 huit	18 dix-huit	28 vingt-huit	
9 neuf	19 dix-neuf	29 vingt-neuf	
30 trente	40 quarante	50 cinquante	60 soixante
31 trente et un	41 quarante et un	51 cinquante et un	61 soixante et un
32 trente-deux ...	42 quarante- deux ...	52 cinquante- deux ...	62 soixante- deux ...
70 soixante-dix	80 quatre-vingts	90 quatre-vingt-dix	
71 soixante et onze	81 quatre-vingt-un	91 quatre-vingt-onze	
72 soixante-douze	82 quatre-vingt-deux	92 quatre-vingt-douze	
73 soixante-treize	83 quatre-vingt-trois ...	93 quatre-vingt-treize ...	
74 soixante-quatorze			
75 soixante-quinze		100 cent	
76 soixante-seize			
77 soixante-dix-sept			
78 soixante-dix-huit			
79 soixante-dix-neuf			

In Switzerland and Belgium, instead of saying **soixante-dix, soixante et onze, soixante-douze, soixante-treize**, etc., they say **septante: septante et un, septante-deux, septante-trois ...**

And they say **nonante** instead of **quatre-vingt-dix: nonante et un, nonante-deux, nonante-trois**, etc.

3 GREETING PEOPLE

Stéphanie présente son petit ami Mark à la famille Lemaire.
(Stéphanie introduces her boyfriend Mark to the Lemaire family.)

Stéphanie	Mark, je te présente mon père et ma mère.	<i>Mark, this is my father and my mother.</i>
Mark	Enchanté.	<i>Pleased to meet you.</i>
Stéphanie	Je vous présente Mark, mon copain.	<i>This is my friend Mark.</i>

Isabelle } Georges } Georges Mark Stéphanie	Ravis de faire votre connaissance. Comment allez-vous? Bien, merci. Voici mon frère, Nicolas.	<i>Delighted to make your acquaintance. How do you do? I'm well, thank you. This is my brother Nicolas.</i>
Mark Nicolas	Salut, ça va? Ça va bien, merci. Et toi? Comment tu vas?	<i>Hi, how are you? Fine, thank you. What about you? How's it going?</i>



4 TALKING ABOUT YOURSELF/SOMEONE ELSE

Voici ma femme Isabelle: Elle a 43 (quarante-trois) ans. Moi, j'ai 46 (quarante-six) ans.	<i>This is my wife Isabelle: She's 43. (Myself) As for me, I'm 46 years old.</i>
Nous avons deux enfants. Ils s'appellent Stéphanie et Nicolas.	<i>We have two children. They're called Stéphanie and Nicolas.</i>
Stéphanie a 20 (vingt) ans et Nicolas a 17 (dix-sept) ans.	<i>Stéphanie is 20 and Nicolas is 17.</i>

5 ASKING QUESTIONS ABOUT SOMEONE

Georges	Vous habitez Aberdeen aussi?	<i>Do you live in Aberdeen too?</i>
Mark	Oui, je suis ingénieur dans une compagnie pétrolière.	<i>Yes, I'm an engineer in an oil company.</i>
Isabelle	Est-ce que vos parents habitent Aberdeen?	<i>Do your parents live in Aberdeen?</i>
Mark	Non, ils n'habitent pas Aberdeen. Ils habitent Dundee.	<i>No, they don't live in Aberdeen. They live in Dundee.</i>
Isabelle	Êtes-vous né en Écosse?	<i>Were you born in Scotland?</i>
Mark	Oui, à Dundee.	<i>Yes, in Dundee.</i>
Georges	Vous aimez Aberdeen?	<i>Do you like Aberdeen?</i>
Mark	Oui, beaucoup.	<i>Yes, very much.</i>

Although **j'habite Aberdeen** is more commonly used, it is possible to say **j'habite à Aberdeen**.

The main points

1 SUBJECT PRONOUNS

The subject pronouns and matching verbs are shown in **bold** type in **Say it in French** above. Here they are in full:

1st person singular	je (j' in front of vowel/ vowel sound)	I
2nd	tu	you
3rd	il/elle/on	he/she/it/one
1st person plural	nous	we
2nd	vous	you
3rd	ils/elles	they

2 VERBS AVOIR AND ÊTRE

Look for the different forms of **être** and **avoir** and the matching nouns or subject pronouns in the examples in **Say it in French 1** and **4**.

avoir to have

j'**ai**

tu **as**

il/elle/on **a**

nous **avons**

vous **avez**

ils/elles **ont**

être to be

je **suis**

tu **es**

il/elle/on **est**

nous **sommes**

vous **êtes**

ils/elles **sont**

M. Lemaire (=il) **est** plombier.

Mme Lemaire (=elle) **est**
femme au foyer.

Elle **a** 43 ans.

Ils **ont** deux enfants.

Mr Lemaire (=he) *is a plumber.*

Mrs Lemaire (=she) *is a*
housewife.

She is 43.

They have two children.

Remember that in French you use the verb **avoir** to say your age.

Nicolas **a** dix-sept ans.

J'**ai** 46 ans.

Nicolas is 17.

I am 46.

3 VERBS ENDING IN -ER

80% of French verbs end in -er and most of them are regular.

Regular verbs such as *habiter to live*

To use -er verbs you just: take the -er off the infinitive, this gives you the *stem*; add the endings.

For example:

habiter: take the -er off to get the stem (**habit-**); add the endings (see the following table); match them to the subjects. Because the h

at the beginning of **habiter** is not pronounced, the first sound is **a** and so the **e** on **je** is dropped.

Pronoun	Stem	Ending
j'	habit-	E
tu	habit-	ES
il/elle/on	habit-	E
nous	habit-	ONS
vous	habit-	EZ
ils/elles	habit-	ENT

HABITER

j'habit E Londres	<i>I live in London</i>
tu habit ES Paris	<i>you live in Paris</i>
il/elle habit E Marseille	<i>he/she lives in Marseilles</i>
nous habit ONS Édimbourg	<i>we live in Edinburgh</i>
vous habit EZ Cardiff	<i>you live in Cardiff</i>
ils/elles habit ENT Lille	<i>they live in Lille</i>
Les Lemaire habitent	<i>The Lemaire's live in</i>
Saint-Amand-les-Eaux dans le nord de la France.	<i>Saint-Amand-les-Eaux in the north of France.</i>

Useful verbs such as **aimer** *to like*, **détester** *to hate*, **donner** *to give*, **quitter** *to leave*, follow the same pattern. Here are some more regular **-er** verbs. Compile your own list now in your notebook and keep adding to it as you learn.

List of regular **-er** verbs

aider	<i>to help</i>	désirer	<i>to wish</i>
aimer	<i>to like</i>	détester	<i>to hate</i>
chercher	<i>to look for</i>	discuter	<i>to discuss</i>
commander	<i>to order</i>	écouter	<i>to listen to</i>
danser	<i>to dance</i>	emprunter	<i>to borrow</i>
déjeuner	<i>to have breakfast</i>	étudier	<i>to study</i>
demander	<i>to ask</i>	expliquer	<i>to explain</i>
		fermer	<i>to close</i>
		fumer	<i>to smoke</i>

gagner	<i>to win</i>	oublier	<i>to forget</i>
jouer	<i>to play</i>	parler	<i>to talk</i>
laisser	<i>to leave</i>	porter	<i>to carry</i>
louer	<i>to rent/hire</i>	raconter	<i>to tell</i>
marcher	<i>to walk</i>	remercier	<i>to thank</i>
monter	<i>to go up</i>		

Students often make the mistake of saying **j'étude**. But the **i** remains part of the stem (**étudier** → **étudi-**) so you should say: **j'étudie, nous étudions**, etc.

Études is a noun:

Je fais des études de chimie. *I am studying chemistry.* (literally 'I am doing studies of chemistry.')

- The stems of some **-er** verbs change their spelling with some subjects:

appeler *to call*
préférer *to prefer*

These verbs are given in full at the end of the **Verb tables**.

ALLER

There is one key **-er** verb in **Say it in French 3** that is irregular. **Aller**, *to go* does not follow the pattern given above for **habiter**. It is used in expressions such as:

Ça va?	<i>How is it going?</i>
Comment allez-vous ?	<i>How do you do?/How are you?</i>
je vais très bien	<i>I'm very well</i>
tu vas à Dundee	<i>you are going to Dundee</i>
il/elle/on va au travail	<i>he/she/one goes (or we go) to work</i>
nous allons à l'arrêt de bus	<i>we're going to the bus stop</i>
vous allez à Saint-Amand	<i>you're going to Saint-Amand</i>
ils/elles vont en France	<i>they're going to France</i>

4 A REFLEXIVE VERB

s'appeler	je m'appelle Stéphanie	<i>I'm called Stéphanie</i>
	tu t'appelles Mark?	<i>you're called Mark?</i>
	il/elle/on s'appelle Dickson	<i>he/she is called Dickson,</i> <i>we're called Dickson</i>
	nous nous appelons Lemaire	<i>we're called Lemaire</i>
	vous vous appelez Alison?	<i>you're called Alison?</i>
	ils/elles s'appellent Dupont	<i>they're called Dupont</i>

In French you say *I call myself, we call ourselves*, ... This type of verb is called **reflexive**. You will find out more about reflexive verbs in Unit 3 **The main points 2 and 3**.

Stéphanie a un frère.

Stéphanie has a brother.

Il s'appelle Nicolas.

He is called Nicolas.

Ils s'appellent Lemaire.

They're called Lemaire.

- French is a language that flows, and words are joined up in meaningful phrases to facilitate pronunciation. **Pronunciation can affect grammar rules and spelling.**
- In words like the following, the final **e** or **a** is elided and replaced by an apostrophe when followed by a vowel or vowel sound:

je (*I*)

te ((to) you)

me ((to) me)

se ((to) oneself, one another)

le (*the, him, it*)

la (*the, her*)

For example:

je + ai becomes **j'ai**

je + me + appelle becomes **je m'appelle** (pronounced [jemapell]).

- Generally speaking, the final letters of words are not pronounced. Exceptions are the final letter of nouns ending in **r** (**le bar**), **b** (**le pub**), **c** (**le bic**), **l** (**le fil**) and **f** (**la nef**).

- ▶ Some final letters in numbers are pronounced when the numbers are used on their own, e.g. **huit**, **six** [siss]. But if the number precedes a noun, the final letter is not pronounced, e.g. **dix personnes** [diperson], **six croissants** [sikrwasā].
- ▶ In front of a vowel, an **s** is pronounced as [z], e.g. **dix amis** is pronounced [dizami], **nous avons** is pronounced [nouzavō].
- ▶ For additional information on pronunciation, visit our web pages at www.teachyourself.com.

5 USING TU OR VOUS

Did you notice, in **Say it in French 3**, that Nicolas says **Comment tu vas?** when talking to Mark. He uses **tu**, the informal, friendly form, as opposed to: **Comment allez-vous?** which is a formal way of speaking to *one* person. Georges says: **Comment allez-vous?** He addresses Mark more formally because they do not know one another.

Here are some guidelines on when to use the formal **vous** and the informal **tu**:

TU for

- ▶ friends
- ▶ family
- ▶ children
- ▶ students
- ▶ teenagers
- ▶ animals

VOUS for

- ▶ adults meeting someone for the first time
- ▶ someone you don't know well
- ▶ someone with whom you do not have a friendly/personal relationship, i.e. unless your doctor or a shop assistant was a personal friend of yours, you would always say **vous**
- ▶ people you want to show respect to: a superior/somebody in authority, an employee, in-laws, etc.

6 ASKING QUESTIONS

As you can see from **Asking questions about someone** in **Say it in French 5**, there are three ways of asking questions:

- You can make a statement and let your voice rise:

Ça va? (↑)

Vous habitez Aberdeen? (↑)

This way of asking questions is only used in spoken French or reported speech.

- You can add **est-ce-que** at the beginning of your sentence:

Est-ce que vos parents habitent Aberdeen?

- You can change the order of the verb and the subject pronoun:

Êtes-vous né en Écosse?

When you do this with an **-er** verb and the pronoun **il/elle/on**, if the verb ends in a vowel, you insert **-t-**:

Aime-t-il Dundee?

Does he like Dundee?

Joue-t-elle au football?

Does she play football?

These three ways of asking questions can also be used with question words, *when? how?* etc. See Unit 2 **The main points 8.**

7 THE NEGATIVE FORMS: NE ... PAS/N'... PAS

Compare these two sentences:

J'habite Aberdeen.

I live in Aberdeen.

Je n'habite pas Dundee.

I do not live in Dundee.

To say that you 'do *not* do something'/'are not', you use **ne ... pas**. **Ne** comes after the subject. **Pas** comes after the verb.

Les Lemaire **ne** sont **pas** écossais.

The Lemaire's are not Scottish.

Ne, like je, drops the e and becomes n' in front of a vowel or vowel sound:

Stéphanie n'habite pas Lille.

Stéphanie does not live in Lille.

Mark n'aime pas Londres.

Mark doesn't like London.

8 STRESSED PRONOUNS: MOI, TOI, LUI/ELLE

Stressed pronouns are useful if you want to find out something about someone.

- If you are speaking to one person, you say:

et toi? (informal register), or **et vous?** (formal register)

J'aime ma famille. **Et toi?** *I love my family. What about you?*

Je n'aime pas le football. *I don't like football. Do you?*

Et vous?

- If you are speaking to several people, you say:

et vous?

Nous aimons beaucoup

We like England very much.

l'Angleterre. **Et vous?**

Do you?

- If you want to know what other people think, you say:

et elle? (feminine singular); **et lui?** (masculine singular)

et elles? (feminine plural); **et eux?** (masculine plural)

Sandy va bien maintenant.

Et lui?

Sandy is fine now. What about him?

Tous les garçons sont ici.

Et elle?

All the boys are here. What about her?

Nous allons en France.

Et eux?

We're going to France. How about them?

Here is a complete list of stressed pronouns and the subjects they correspond to:

moi	<i>me</i>	<i>corresponds to</i>	je
toi	<i>you</i>	→	tu
lui	<i>him</i>	→	il
elle	<i>her</i>	→	elle
soi	<i>oneself</i>	→	on
nous	<i>us</i>	→	nous
vous	<i>you</i>	→	vous
eux	<i>them</i>	→	ils
elles	<i>them</i>	→	elles

These pronouns can also be used to add emphasis to the subject:

Moi, je m'appelle Georges. (*Myself/As for me*), I'm called Georges.

They can be used after **et** (*and*) and after prepositions such as **après** (*after*), **avant** (*before*), etc. See Unit 6 The main points 3.

Moi , je vais bien. Et toi ?	<i>I am well. What about you?</i>
Après vous ./Après toi .	<i>After you.</i>

9 GENDER

Subjects:

- ▶ to say *she* in French, you use **elle**
- ▶ to talk about several girls or women (*they*), you use **elles**
- ▶ to say *he* you use **il**
- ▶ to talk about more than one man or a mixed group (*they*), you use **ils**

Stressed pronouns:

- ▶ to say *and her*, you use **elle**: **et elle**
- ▶ to say *and them* (feminine group), you use **elles**: **et elles**

- ▶ to say *and him*, you use **lui: et lui**
- ▶ to say *and them* (masculine or mixed group), you use **eux: et eux**

However, not only people have gender in French. All nouns, objects, ideas, fruit and vegetables – *everything* has gender. For example **une table** (*a table*) is feminine → **elle**. **Une voiture** (*a car*) is also feminine. As you progress through the book, you will discover that gender is extremely important in French because it affects verb and adjective endings, pronouns, etc.

In your notebook, keep separate lists of masculine and feminine nouns, and add to them as you learn more nouns.

Here is a list to help you separate French nouns into the two groups:

Masculine	Feminine
▶ days of the week ▶ male members of the family ▶ vegetables and countries not ending in -e ▶ nouns ending in -isme, -asme, -age, -ège, -ème, -ède	▶ most words ending in -e ▶ female members of the family ▶ vegetables and countries ending in -e ▶ words ending with a double consonant + -e (une allumette <i>a match</i>) ▶ nouns ending in -tion, -sion

Gender is very important in French, because adjectives and past participles agree with the noun in gender (feminine or masculine) and number (plural or singular). For more information, visit our web pages at www.teachyourself.com.

The story

In this passage, look for **verbs**, **subject pronouns** and **verb endings**.

What does Mark do in life? How does Nicolas feel about school?

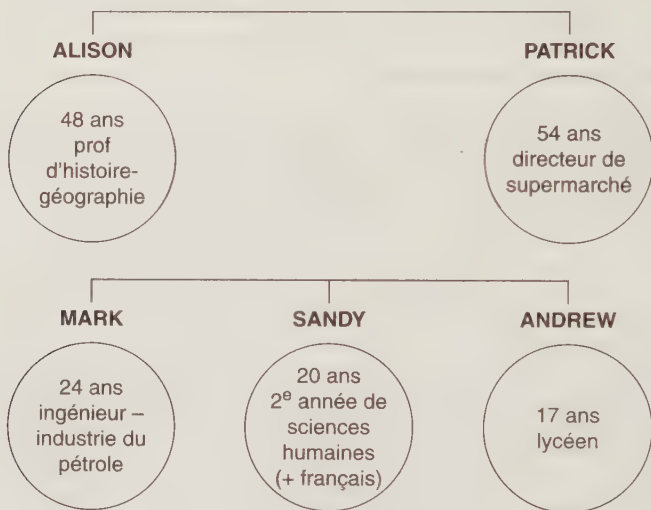
What is the profession of Mark's mother?

Nicolas et Mark se présentent.

Nicolas	Moi, j'ai 17 ans. Et toi? Quel âge as-tu?
Mark	J'ai 24 ans. Tu es lycéen?
Nicolas	Oui, je suis en première, section S. Et toi, tu travailles?
Mark	Oui, je suis ingénieur dans une compagnie pétrolière à Aberdeen. Est-ce que tu aimes l'école?
Nicolas	Non, pas du tout. Je n'aime pas les profs, surtout mon prof d'anglais ... Toi et moi, nous partageons la même chambre. On monte? Je t'aide à porter tes valises. D'accord?
Mark	Oui, merci.
Nicolas	Comment s'appellent tes parents?
Mark	Ils s'appellent Patrick et Alison.
Nicolas	Tu as des frères et des sœurs?
Mark	Oui, j'ai un frère et une sœur. Mon frère s'appelle Andrew et ma sœur s'appelle Sandy.
Nicolas	Est-ce que tes parents travaillent?
Mark	Ma mère est professeur d'histoire-géographie. Mon père est directeur de supermarché.

A quick check

Voici la famille Dickson



1 Introduce the Dickson family in French by completing the sentences:

- a** Je vous _____ Alison. Elle _____ 48 ans.
- b** Elle _____ professeur d'histoire-géographie.
- c** Voici Patrick. _____ 54 ans.
- d** Il _____.
- e** Ils _____ trois enfants: Mark, Sandy, Andrew.
- f** Andrew _____ travaille _____. Il _____ à l'école.

2 Complete the following questions:

- a** Comment _____ les parents de Mark?
- b** Quel âge _____ Sandy?
- c** _____ Sandy travaille?
- d** Les Dickson _____ -ils (à) Aberdeen?
- e** Et Stéphanie? _____ - ____ - ____ (à) Dundee?

3 Answer in French the questions you have just completed in 2 above.

The next stage

1 EXPRESSIONS WITH AVOIR AND ÊTRE

Avoir is sometimes used in French where être (*to be*) is used in English:

J'ai 20 ans.	<i>I am 20 years old.</i>
J'ai faim.	<i>I am hungry.</i>
J'ai froid.	<i>I am cold.</i>
J'ai chaud.	<i>I am hot.</i>

Avoir and être are also used as auxiliary verbs in some past tenses: the perfect (see Unit 13 **The main points 2, 3**), the pluperfect (see Unit 15 **The main points 1**) and the perfect subjunctive (see Unit 17 **The main points 5**).

2 CHANGES IN SPELLING -ER VERBS

Some -er verbs have a change in spelling in some tenses. See list at the end of the Verb tables.

a Verbs ending in -yer

envoyer to send	
j' en voie	nous en voyons
tu en voies	vous en voyez
il/elle/on en voie	ils/elles en voient

b Verbs ending in -ger

Verbs such as **manger to eat**, **nager to swim**, **plonger to dive** add an -e in the first person plural (**nous** form) to retain the same pronunciation (a soft g) as in the infinitive:

nous mangeons, nous nageons, nous plongeons, ...

c Verbs ending in -cer

Verbs such as **commencer (to begin)** have a cedilla on the c in the first person plural (**nous** form) to retain the soft c sound of the infinitive:

nous commençons

d Verbs ending in -ter/-ler

Verbs such as **jeter** or **appeler** double the t or l, except for the **nous** and **vous** forms:

jeter to throw	
je jet te	nous jet tons
tu jet tes	vous jet tez
il/elle/on jet te	ils/elles jet tent

épeler to spell	
j' ép elle	nous ép elons
tu ép elles	vous ép elez
il/elle/on ép elle	ils/elles ép ellent

or add a grave accent:

acheter to buy	
j' achète	nous achetons
tu achètes	vous achetez
il/elle/on achète	ils/elles achètent

3 QUESTIONS: INVERSION OF VERB AND SUBJECT PRONOUN

As-tu faim?

Are you hungry?

Ont-ils des frères et des sœurs?

Do they have brothers and sisters?

It is only possible to invert a verb and a pronoun. If a noun such as **Mark** or **la sœur de Mark** is used, you use a matching pronoun after the verb while retaining the noun:

Mark, a-t-il faim?

Is Mark hungry?

La sœur de Mark (Sandy)

Does Mark's sister (Sandy) like

aime-t-elle Dundee?

Dundee?

Alison, joue-t-elle au tennis?

Does Alison play tennis?

4 GENDER RULES AND EXCEPTIONS

The guidelines given in **The main points 9** are useful suggestions which you should bear in mind, but do not be surprised if you encounter words which break the rules:

- Most words ending in **-age**, for example, are masculine except:

la cage (*the cage*), **la nage** (*swimming*), **l'image** (*image, picture*), **la page** (*page*), **la plage** (*the beach*), **la rage** (*rabies*).

- Most words ending in **-tion** are feminine, but there are exceptions such as **le bastion** (*stronghold*).

- Although most animals, like humans, have both a masculine and a feminine form, there are some animals which are always feminine in gender: **la girafe** (*giraffe*), **l'autruche** (*ostrich*), **la perruche** (*budgie*).
- Some professions remain masculine and do not have a feminine form:

le professeur (<i>teacher</i>)	Il est professeur. Elle est professeur.
l'auteur (<i>author</i>)	Il est auteur. Elle est auteur.
le juge (<i>judge</i>)	Il est juge. Elle est juge.
le chauffeur (<i>driver</i>)	Il est chauffeur. Elle est chauffeur.

- Some words have a different meaning depending on whether they are masculine or feminine:

le livre (<i>book</i>)	la livre (<i>pound</i>)
le mort (<i>dead man</i>)	la mort (<i>death</i>)
le physique (<i>physique</i>)	la physique (<i>physics</i>)
le poste (<i>post/job</i>)	la poste (<i>post office</i>)

- Foreign words such as pub, karaoké, jacuzzi are masculine.
- Nouns made of 2 verbs do not agree in the plural:
 - ▷ des va-et-vient (comings and goings)
- With nouns made of a verb and a noun, only the noun agrees in the plural depending on the meaning.
 - ▷ des chasse-neige (snow ploughs)
 - ▷ des porte-avions (aircraft carriers, which carry several planes)

TEN THINGS TO REMEMBER

- 1 The subject pronoun **je** becomes **j'** in front of vowels and vowel sounds: **j'aime**, **j'habite**.
- 2 This elision of the **e** and use of the apostrophe also applies to words such as **me** (*me, myself*), **te** (*you, yourself*), **se** (*oneself, one another*), **ne** (the first part of negatives **ne ... pas** (*not*), **ne ... jamais** (*never*), etc.), **de** (*of*), **le/la** (*the*).
- 3 The French use two words to form the negative: **ne ... pas**, **ne ... jamais** (Unit 4 The main points 5).
- 4 Learn the present tense endings that go with the subject pronouns (**je**, **tu**, **il**, etc.) for **-er** verbs. They represent 80% of all French verbs. You will meet the endings for other verb endings (**-ir**, **-re**, **-oir**) in subsequent chapters.
- 5 In all present tense verbs and in most other tenses, the ending **-ons** always goes with **nous**, and **-ez** with **vous**.
- 6 The reflexive pronouns used when you conjugate the verb **s'appeler** are used with all reflexive verbs: **je m'appelle**, **tu t'appelles**, **il/elle/on s'appelle**, **nous nous appelons**, **vous vous appelez**, **ils s'appellent**. There are many reflexive verbs in French.
- 7 Get used to manipulating the three ways of asking questions. If you always use the statement with your voice raised, it can lead to problems of understanding when you are in France.
- 8 French doesn't like vowel clashes and therefore pronunciation can affect structures. If you choose to ask a question by inverting an **-er** verb with the pronouns **il/elle/on**, you need to add **-t-**: **Aime-t-il?** **Prépare-t-il le dîner?** **Mange-t-on des escargots en France?**
- 9 Note the changes in spelling in various parts of **-er** verbs as a result of pronunciation (Unit 1 The next stage 2).
- 10 You cannot invert a verb and a noun or a person's name. You need to use the structure 'noun + comma + verb + pronoun': **Ton cousin Jacques, fait-il du sport?**

TEST YOURSELF

How do you say ...?

- 1 She is 85.
- 2 The book is called: *Les Misérables* de Victor Hugo.
- 3 We share a flat.
- 4 He is the manager of a supermarket.
- 5 They work in Paris.
- 6 They are going to France.

Ask the following question using the three possibilities:

- 7 Do French people eat snails?

Put the verbs in brackets in the correct form of the present tense:

- 8 Isabelle et Stéphanie __ françaises. (être)
- 9 Vous __ des frères et sœurs? (avoir)
- 10 J' _____ des méls à ma famille. (envoyer)

Likes and dislikes

In this unit you will learn

- *To express preferences*
- *To ask about likes, dislikes and hobbies*
- *Question words*
- *Days and dates*

Topics

- *Hobbies*
- *Sport*

Grammar

- ▶ Definite articles **le, la, l', les** (*the*) and indefinite articles **un, une, des** (*a, an*)
- ▶ Articles with nouns in the plural
- ▶ Contracted articles: definite articles after *at/with/to* (**au, aux**) and after *of/from* (**du, des**)
- ▶ Partitive articles: **du, de la, de l', des** (*some/any*)
- ▶ Demonstrative adjectives: **ce/cet, cette, ces** (*this, that, these, those*)
- ▶ Possessive adjectives: **mon/ma/mes** (*my*)
- ▶ The verb **faire** (*to do*) in the present tense
- ▶ Question words: **comment?, qui?, quand?** (*how?, who?, when?*)

The next stage

- ▶ Partitive articles after negatives
- ▶ Irregular plurals
- ▶ More about demonstratives
- ▶ More about possessive adjectives
- ▶ When to use **faire** and **jouer**

Getting started

As you saw in Unit 1 **The main points 2**, the article in French is omitted after **être** before a profession. You say:

Il est professeur.

He is a teacher.

This is an exception to the ground rule, as articles are usually used in French:

Mark aime **le** football.

Mark likes football.

Nicolas a **des** amis sur Internet.

Nicolas has friends on the Internet.

1 In this unit you will learn when to use the definite articles **le, la, les** and when to use the indefinite articles **un, une, des**:

Georges regarde **un** match de football à **la** télévision.

Georges is watching a football match on the television.

Il adore **le** football.

He loves football.

2 You will find out more about the plural of nouns and the use of definite and indefinite articles in French with plural nouns. In some cases you will see they are used in French when they would not be used in English:

Nicolas aime **les** ordinateurs.

Nicolas likes computers.

Nicolas rencontre **des** amis ce soir.

Nicolas is meeting friends this evening.

3 You will learn to say *any/some* in French:

Avez-vous **des** passe-temps?

Do you have any hobbies?

J'ai **des** amis français.

I have some French friends.

4 You will also learn how definite articles contract with the prepositions **à** (*at/with/to*) and **de** (*of/from*):

Nicolas va **au** cinéma.

Nicolas goes to the cinema.

Nicolas joue **du** piano.

Nicolas plays the piano.

5 An article can be replaced by a demonstrative adjective (**ce/cet, cette, ces**) if you want to refer specifically to one or more things. In the following examples, the demonstrative adjective singles out a particular video, a specific picture or specific ideas:

Nicolas préfère **cette** vidéo.

Nicolas prefers this video.

Stéphanie adore **ce** tableau de Monet.

Stéphanie likes this painting by Monet very much.

Aimez-vous **ces** idées d'avant-garde?

Do you like these avant-garde ideas?

6 A noun can also be preceded by a possessive adjective (**mon/ma/mes**), which indicates possession or refers to family members, etc.:

Leur père, Georges, a des trophées de chasse.

Their father, Georges, has hunting trophies.

Stéphanie admire **sa** mère car elle fait du travail bénévole.

Stéphanie admires her mother because she does voluntary work.

7 The verb **faire** is very useful when you are talking about your hobbies/activities. In this unit, you will learn to use it in the present tense:

Mark **fait** du football et du rugby. *Mark plays football and rugby.*

8 You have already met (Unit 1) the question words **quel?** (*what?*) in **Quel âge as-tu?** (*How old are you?*) and **comment?** (*how?*) in **Comment allez-vous?** (*How are you?*). In this unit, you will meet more question words: **où?** (*where?*), **quand?** (*when?*), etc.:

Quand est-ce que Mark joue au rugby?

When does Mark play rugby?

Où joue-t-il au rugby?

Where does he play rugby?

Look carefully at all the structures in the following examples before moving on to **The main points**.

Say it in French

1 DISCUSSING HOBBIES, LIKES AND DISLIKES

Georges adore le football.
Moi, je préfère la broderie et
le canevas.
Nicolas déteste le sport.
Il préfère les ordinateurs.

*Georges adores football.
Myself, I prefer embroidery and
cross-stitch.
Nicolas hates sport. He prefers
computers.*



Mark joue au squash. Il fait du ski
et de la plongée sous-marine.
Nicolas adore la cuisine d'Isabelle,
surtout sa purée Parmentier.

*Mark plays squash. He skis
and dives.
Nicolas loves Isabelle's
cooking especially her
Parmentier purée.*

2 ASKING ABOUT HOBBIES, LIKES AND DISLIKES, PLACES

Qu'est-ce que tu fais comme
loisirs?

*What do you do in your spare
time?*

Qu'est-ce que tu aimes?
Quel plat préfères-tu?
Que détestes-tu?
Quand jouez-vous au squash?
Qui joue avec vous?
Où se trouve Aberdeen?
Comment allez-vous au travail?

*What do you like?
What is your favourite dish?
What do you hate?
When do you play squash?
Who plays with you?
Where is Aberdeen?
How do you go to work?*

3 DAYS AND DATES

Mark joue au squash le lundi et le mardi.
Il joue au rugby le samedi ou le dimanche après-midi.
Est-ce que tu joues au rugby samedi?
Georges est né le 26 novembre 1964.
Stéphanie est née le 1er janvier.
Mark est né le 3 septembre.

*Mark plays squash on Mondays and Tuesdays.
He plays rugby on Saturday or Sunday afternoons.
Are you playing rugby this Saturday?
Georges was born on 26 November 1964.
Stéphanie was born on 1 January.
Mark was born on 3 September.*

The main points

1 DEFINITE AND INDEFINITE ARTICLES

Articles are different in French according to the **gender** of the noun (Unit 1 **The main points** 9) and the **number** of the noun (singular or plural).

	<i>definite article: the</i>	<i>indefinite article: a, an</i>
masc. sing.	le, l' (in front of a vowel)	un
fem. sing.	la, l' (in front of a vowel)	une
masc. fem. plural	les	des

Definite article

The definite article is used in French even when you are talking about something in general terms. In English, you talk and write about *football/swimming*, etc., but French uses the definite article **le/la** in front of the noun (depending on its gender): **le football** (*football*), **la natation** (*swimming*). See **Say it in French 1**.

Aimez-vous **le** football?
Stéphanie aime **le** chant.
Georges regarde **le** football
sur Canal +.
Georges regarde **le** match
Paris-Nice.

Do you like football?
Stéphanie likes singing.
Georges watches football on
Canal plus.
Georges is watching the Paris-
Nice match. (a specific match)

Indefinite article

The indefinite article also changes according to the gender of the noun. You use **un** in front of a masculine noun and **une** in front of a feminine noun:

Mark habite un appartement à Aberdeen.	<i>Mark lives in a flat in Aberdeen.</i>
Nicolas va à la vidéothèque et emprunte une vidéo.	<i>Nicolas goes to the video library and borrows a video.</i>
Georges regarde un match de football à la télévision.	<i>Georges is watching a football match on the television. (not specific)</i>

2 ARTICLES WITH NOUNS IN THE PLURAL

French normally adds an -s to nouns to show that they are plural. Plural articles also have the ending -s. The plural of **le/la** (*the*) is **les**, and the plural of **un/une** (*a/an*) is **des**.

In English, plural nouns are most often used without an article, while in French an article is used.

Il y a souvent **des** matchs de
football sur Canal +.

*There are often football games
on Canal plus.*

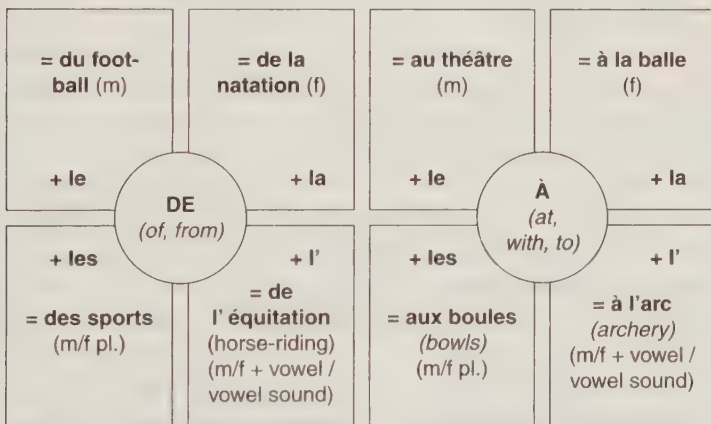
Nicolas adore les plats comme les frites et les pizzas. *Nicolas adores dishes such as chips and pizzas.*

3 CONTRACTED ARTICLES

The definite articles **le, les** contract with **de** (*off/from*) and **à** (*at/with/to*) to become **du/des** and **au/aux**.

You will need to keep referring to this section. Contracted articles are used often and can be surprising as there are no equivalents in English.

Here is a pattern to help you:



Mark joue **au** squash.
Georges fait **du** ball-trap.

Mark plays squash.
Georges does clay-pigeon shooting.

Nicolas va souvent **au** cinéma.
Il aime jouer **aux** échecs.

Nicolas often goes to the cinema.
He likes to play chess.

Isabelle reste **à la** maison ou
va **au** centre d'accueil du
presbytère.

*Isabelle stays at home or goes
to the drop-in centre at the
presbytery.*

Alison joue **du** piano.

Alison plays the piano.

Aimer can be followed directly by an infinitive (e.g. **jouer**).

4 PARTITIVE ARTICLES: SOME, ANY

If you want to talk about a quantity or use *some* or *any*, you use **de** with the definite article. This is called the **partitive article**. As you saw in 3 above, there is a contraction with **le** and **les** and you say:

J'ai **du** temps libre. (**de** combines with **le** to become **du**)

J'ai **des** problèmes. (**de** combines with **les** to become **des**)

More about these in Unit 4 The main points 2.

5 DEMONSTRATIVE ADJECTIVES: THIS, THAT, THESE, THOSE

These also change according to the gender and number of nouns. Look at the following grid and examples and refer to it when you find demonstratives in other situations.

masc. sing.

ce

cet + vowel/vowel sound

this/that

fem. sing.

cette

this/that

masc. fem. plural

ces

these

Ce match est formidable.

Cet ordinateur est bien.

Cette émission est intéressante.

J'aime bien ces tableaux.

This match is wonderful.

This computer is good.

This TV programme is interesting.

I really like these paintings.

6 POSSESSIVE ADJECTIVES: MON, MA, MES

In French, it is important to remember that possessive adjectives agree in number and gender with *what is possessed* and not with the person who owns it (More about this in Unit 7 The main points 1). The gender of the person who owns something is totally irrelevant in French and does not affect the choice of possessive adjective.

Nicolas taquine sa sœur (fem.) et *Nicolas teases his sister and*
 Stéphanie n'aime pas toujours *Stéphanie doesn't always*
 son frère (masc.). *like her brother.*

Here is a complete grid:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. fem. plural</i>	
mon	ma mon + vowel	mes	<i>my</i>
ton	ta ton + vowel	tes	<i>your</i>
son	sa son + vowel	ses	<i>his/her/its</i>
notre	notre	nos	<i>our</i>
votre	votre	vos	<i>your</i>
leur	leur	leurs	<i>their</i>

7 THE VERB FAIRE

Faire is very useful for talking about your leisure activities. See Say it in French 1 and The main points 3. It is an irregular verb:

faire	je fais le ménage	<i>I do the housework</i>
	tu fais du sport	<i>you play sport</i>
	il/elle/on fait du football	<i>he/she plays football</i>
	nous faisons des promenades	<i>we go for walks</i>
	vous faites du travail bénévole	<i>you do voluntary work</i>
	ils/elles font du ski	<i>they go skiing</i>
	Mark fait du football, du ski et de la plongée sous-marine.	<i>Mark plays football and goes skiing and diving.</i>

The present tense in French is also used where in English you would use the form *is + ing*: Mark fait du football. (*Mark is playing football.*) The present tense can also be used in speech to talk about future actions, which are indicated by time expressions, e.g. **demain**

(*tomorrow*), l'année **prochaine** (*next year*). See the future tense in Unit 11 Getting started 1, 2 and The main points 1, 2.

Demain, il fait de la plongée.

He is diving tomorrow.

8 QUESTION WORDS

The three ways of asking questions that were given in Unit 1 The main points 6 can also be used with question words:

Quel âge tu as?

How old are you?

Quel âge est-ce que tu as?

How old are you?

Quel âge as-tu?

What age are you?

J'ai 24 ans.

I'm 24.

Quel is an adjective and it changes to match the gender and number of the noun it accompanies. Don't forget to check your agreements when you write.

Quels sports (masc. plural) tu fais?

What sports do you play?

Quelle est votre date (fem. sing.) de naissance?

What is your date of birth?

Quelles activités (fem. plural) est-ce que tu fais?

Which activities do you do?

Other question words:

Comment?

Comment s'appellent-ils?

(How) What are they called?

Qui?

Qui joue avec moi?

Who is playing with me?

Que?, qu'?

Qu'est-ce que tu fais?

What are you doing?

Où?

Où habitez-vous?

Where do you live?

Pourquoi?

Pourquoi dites-vous ça?

Why do you say that?

Quand?

Quand faites-vous du sport?

When do you play sport?

Quand allez-vous en vacances?

When do you go on holiday?

Combien/
combien de?

Combien de temps est-ce que Mark reste en France?

How long is Mark staying in France?

In spoken French, the question word can be placed at the end of the sentence:

- ▶ Vous faites du sport quand?
- ▶ Vous faites du sport avec qui?
- ▶ Vous habitez où?

Quand tends to be used at the end of the sentence when speaking.

9 MORE DAYS AND DATES

Here are the names of other days and months so that you can say what the date is and answer some of the questions above:

Aujourd'hui, c'est le *Today is Monday,*
lundi 2 (deux) février. *2nd February.*

le ...

lundi (<i>Monday</i>)	1 ^{er} janvier (<i>January</i>)	5 mai	9 septembre
mardi (<i>Tuesday</i>)	2 février (<i>February</i>)	6 juin	10 octobre
mercredi (<i>Wednesday</i>)	3 mars (<i>March</i>)	7 juillet	11 novembre
jeudi (<i>Thursday</i>)	4 avril (<i>April</i>), etc.	8 août	12 décembre
vendredi (<i>Friday</i>)			
samedi (<i>Saturday</i>)			
dimanche (<i>Sunday</i>)			

In French, days and months do not have a capital letter.

You only use an ordinal number – **le premier** (*the first*) – for the first of the month. After that, say **le deux**, **le trois**, **le quatre**, etc. when you say the date.

Note the difference between:

Qu'est-ce que tu fais lundi ?	<i>What are you doing on Monday?</i>
Qu'est-ce que tu fais ce lundi ?	<i>What are you doing this Monday?</i>

and

Qu'est-ce que tu fais le lundi? *What do you do on Mondays?*
(every Monday)

You also use **le** when talking about a specific day followed by a date:

Qu'est-ce que tu fais le lundi
20 mars? *What will you be doing on
Monday, 20th March?*

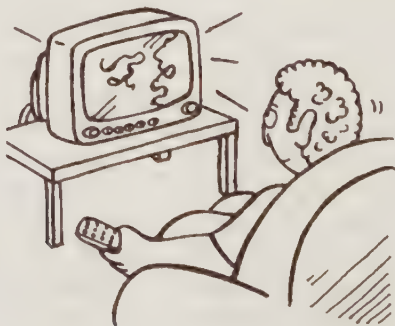
The story

Look for the different articles and question forms in the dialogue below.

What are the Lemaire's and Mark's main hobbies?

Les loisirs des Lemaire et de Mark

Stéphanie	Mark, Nicolas! Le dîner est prêt.
Nicolas	Nous arrivons.
Isabelle	Georges, on mange. Qu'est-ce que tu fais?
Georges	Je regarde un match de foot.



Isabelle	Georges adore le football. Moi, je préfère la cuisine et la couture. Est-ce que vous jouez au football?
Mark	Oui, je joue au football et aussi au rugby.
Stéphanie	Il joue aussi au squash, au golf et il fait de la plongée sous-marine.
Nicolas	Maman, qu'est-ce qu'on mange?
Isabelle	Nicolas n'aime pas le sport. Il préfère son ordinateur et son estomac. N'est-ce pas, Nicolas?
Stéphanie	Qu'est-ce que tu fais ce soir?
Nicolas	Je vais au cinéma puis à la pizzeria.
Isabelle	Quand rentres-tu? Pas trop tard, j'espère.

A quick check

Mark montre des photos de sa famille. Georges et Isabelle posent des questions.

Mark is showing pictures of his family. Georges and Isabelle are asking questions. As they don't know one another well, they are using **vous**.

1 Complete the following questions and answers, using question words, articles and possessive adjectives.

- a** _____'est-ce que _____ maman a comme passe-temps?
- b** Elle aime _____ randonnées en montagne, _____ photographie et faire _____ ski.
- c** Et _____ père? _____ sports pratique-t-il?
- d** Il joue _____ golf.
- e** _____ est-ce qu'il joue au golf? (where)
- f** _____ est sur _____ photo?
- g** C'est _____ frère Andrew et là c'est _____ sœur Sandy.

h ____'est-ce qu'elle fait dans ____ vie?

i Elle est étudiante. Elle fait ____ études de sciences humaines et de français.

2 One way of asking questions with interrogative words is suggested in the following sentences. Give the other ways.

Comment est-ce que tu t'appelles?

Où habites-tu?

Tu joues au rugby quand?

3 Give your date of birth and the date today.

The next stage

1 PARTITIVE ARTICLES AFTER NEGATIVES

After negatives or after expressions of quantity (Unit 4 The main points 3) the partitive article – **du, de la, de l', des** – becomes simply **de** or **d'**:

Nicolas n'a **pas d'argent**.

Nicolas doesn't have any money.

Nicolas has no money.

Il a **beaucoup de temps libre**.

He's got a lot of free time.

2 IRREGULAR PLURALS

Most plurals are indicated by -s. However, there are nouns which have irregular plurals. Here are some that form the plural with -x:

► Most nouns in **-eau/-eu**:

le bateau

les bateaux

boats

le gâteau

les gâteaux

cakes

le cheveu

les cheveux

hair

le jeu

les jeux

games

- Some nouns in **-al**:

<i>le cheval</i>	<i>les chevaux</i>	<i>horses</i>
<i>le journal</i>	<i>les journaux</i>	<i>newspapers</i>

- Nouns in **-ou** add an **-s**, except: **hibou** (*owl*), **joujou** (*toy*), **caillou** (*stone*), **chou** (*cabbage*), **genou** (*knee*), **pou** (*louse*), which add **-x**:

<i>le hibou</i>	<i>les hiboux</i>
<i>le pou</i>	<i>les poux</i>

3 MORE ABOUT DEMONSTRATIVES

To be more specific in pinpointing something, you can use a demonstrative adjective and add **-ci** or **-là** (*here* or *there*) after the noun. A hyphen is used between the noun and **-ci** and **-là**:

<i>Cette raquette-ci</i>	<i>This particular racket</i>
<i>Ce ballon-là</i>	<i>That ball there</i>

4 MORE ABOUT POSSESSIVE ADJECTIVES

The possessive adjectives **mon**, **ton**, **son** are used before a vowel, even if the noun is feminine. This can seem surprising, but it is to make the pronunciation easier:

Mon/ton/son amie	<i>My/your/his/her girlfriend</i>
Mon/ton/son ordinateur	<i>My/your/his/her/its computer</i>

5 WHEN TO USE FAIRE AND JOUER

(See **Say it in French 1, The main points 3**). With **jouer** (*to play*), you use **à** for sports et **de** with musical instruments:

<i>Il joue au rugby.</i>	<i>He plays rugby.</i>
<i>Vous jouez du piano.</i>	<i>You play the piano.</i>

Jouer à can be replaced by **faire de**:

Il fait du rugby.

He plays rugby.

You cannot say: jouer des sports (play sports) in French. You say: faire du sport. Jouer is used with ball/card/computer and board games.

Il joue aux cartes/au football/à
Piano Virtuel.

He plays cards/football/Virtual
Piano.

Faire can also be used for activities other than sports:

Nicolas **fait du** dessin assisté
par ordinateur.

*Nicolas does computer-aided
design.*

Isabelle **fait de la** couture.

Isabelle sews.

J'aime **faire des** promenades.

I like to go for walks.

TEN THINGS TO REMEMBER

- 1 Articles may seem simple but they need very careful consideration: **Je voudrais un dessert** (*I would like a dessert*), **Je voudrais du dessert** (*I would like some dessert*), **Je voudrais le dessert** (*I would like the dessert* – i.e. the one on the menu, or instead of the cheese). **Je mange le bœuf** could mean you are eating the whole animal! You should say: **Je mange du bœuf**.
- 2 You never find **à** or **de** used with the articles **le** or **les**. They are always combined: **à + le → au**; **à + les → aux**; **de + le → du**; **de + les → des**.
- 3 The demonstrative adjective (**ce**, **cette**, **ces**) agrees in gender and number with the noun it precedes. **Ce** is used with a masculine noun but becomes **cet** in front of a masculine noun beginning with a vowel or vowel sound: **cet ami**.
- 4 Possessive adjectives also agree with the noun in gender and number, and not with the possessor as in English: **sa sœur** (*his/her sister*), **son frère** (*his/her brother*).
- 5 In front of a feminine noun beginning with a vowel or vowel sound, use the masculine form of the possessive adjective (**mon**, **ton**, **son**) to make pronunciation easier: **mon amie**, **son invitation**.
- 6 Make sure you learn all the key irregular verbs. As in most languages, including English, they are vital for speaking and writing.
- 7 Unlike English, French does not use a preposition (*in*, *on*) in front of a day: **lundi**, **le lundi** (*on Monday*, *on Mondays*).
- 8 If you want to say *in the morning*, *in the afternoon*, etc., you say **le matin**, **l'après-midi**. You cannot use **dans** (*in*) with times of the day. However, you can say **pendant/durant la journée** (*during the day*).

- 9 **Lundi** refers to this coming Monday; **le lundi** means every Monday.
- 10 After expressions of quantity (**beaucoup de**, **un kilo de**) and negative verbs, the partitive articles **du**, **de la**, **de l'** and **des** become **de** unless you are speaking about specific groups or things: **beaucoup d'amis** (*lots of friends*), **un kilo de pommes de terre** (*a kilo of potatoes*), **pas d'argent** (*no money*), **jamais de patience** (*never any patience*).

TEST YOURSELF

How would you say ...?

- 1 Where do you play sports? (vous)
- 2 I play football on Mondays.
- 3 What are you doing on the 12th of August? (tu)
- 4 When are you coming home? (vous)
- 5 I prefer this computer.
- 6 Our parents do voluntary work.
- 7 How long are you staying in Aberdeen for? (vous, formal)
- 8 Monique loves her horses.
- 9 I don't have any money.

Ask this question formally using the two possibilities:

- 10 When are they going on holiday?

Describing people, things and routines

In this unit you will learn

- *To describe people: their age, their size, their appearance, their clothes*
- *To describe things*
- *To talk about regular activities*
- *To tell the time*

Topic

- *Routines*

Grammar

- ▶ Adjectives
- ▶ Reflexive verbs
- ▶ Questions with reflexive verbs
- ▶ More numbers (from 100 onwards, saying *1st, 2nd, 3rd ...*, saying you are in your twenties, etc.)

The next stage

- ▶ More about adjectives – position of adjectives
- ▶ Adjectives with adverbs
- ▶ Present participles: the *-ing* form of verbs

Getting started

As you saw in Unit 2 **The main points 1–6**, the gender and number of nouns affect other words in the sentence, such as articles, interrogative adjectives **quel?**, **quels?**, **quelle?**, **quelles?** and demonstrative adjectives **ce/cet**, **cette**, **ces**.

1 In Unit 3, you will see that adjectives also agree in gender and number with the nouns they relate to. This means that their endings change, unlike in English where they remain the same:

Mark est grand .	<i>Mark is tall.</i>
Sandy est grande .	<i>Sandy is tall.</i>

In English, most adjectives come before the noun. In French, they usually come after the noun:

Mark a les cheveux noirs .	<i>Mark has black hair.</i>
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– except for a few short adjectives, which you will also meet in this unit:

Andrew et son copain ont de belles bicyclettes.	<i>Andrew and his mate have great bicycles.</i>
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You will see that some adjectives can have different meanings according to whether they come before or after the noun:

Patrick aime avoir une voiture propre et bien entretenue.	<i>Patrick likes to have a clean and well-maintained car.</i>
Andrew voudrait sa propre voiture.	<i>Andrew would like his own car.</i>

2 You have already met the reflexive verb **s'appeler** in Unit 1 **The main points 4**. Reflexive verbs use the extra pronoun **se** which changes according to the subject (**je**, **tu**, **il ...**):

Quand vous réveillez-vous?	<i>When do you wake up?</i>
À quelle heure te couches-tu?	<i>(At) what time do you go to bed?</i>

The extra pronoun (reflexive pronoun) can mean *myself, yourself, yourselves, etc.*:

Je **me** lave.

I wash (myself)

– but it can also mean *one another, each other*:

Nous **nous** parlons souvent.

We often talk to each other.

Quand Stéphanie et Nicolas se
disputent, ils ne se parlent plus.

*When Stéphanie and Nicolas
argue, they do not speak
(to each other)*

3 In this unit, you will also meet numbers from 100 onwards and learn to say the approximate age of someone (e.g. in his late twenties/thirties).

Say it in French

Read the following examples, identify all the **adjectives** and look carefully at their position and their **agreement** with the nouns they refer to.

1 DESCRIBING PEOPLE



Mark est un **beau** garçon **bronzé**.

Il mesure **1,82 m**.

Il a les yeux **bleus** et les cheveux **noirs**.

Il est **musclé** car il est très **sportif**.

Son père a les cheveux **gris** et les yeux **bleus**.

Sa mère Alison a les cheveux **brun clair** et elle a les yeux **gris-vert**.

Elle mesure **1,57 m**. Elle est **mince** et très **élégante**. Elle a la quarantaine.

Sandy est **brune**. Elle est très **jolie**.

Elle travaille comme modèle pour un magazine de mode.

Andrew a les cheveux **noirs** **bouclés**.

Il a l'air très **coquin**.

Il mesure **1,70 m** et il est **bronzé**.

Mark is a good-looking boy with a tan.

He is 1.82 m tall.

He has blue eyes and black hair.

He has good muscles because he is very keen on sport.

His father has grey hair and blue eyes.

His mum Alison has light-brown hair and greyish green eyes.

She is 1.57 m tall. She is slim and very smart. She is in her forties.

Sandy is dark. She is very pretty.

She works as a model for a fashion magazine.

Andrew has curly black hair.

He looks very cheeky.

He is 1.70 m tall and is suntanned.

2 DESCRIBING PEOPLE'S CLOTHING

Alison porte une **jolie** jupe **bleue**, un **beau** chemisier **blanc** et des chaussures **assorties**.

C'est une jupe **longue**, **classique**, taille **40**.

Patrick porte un **vieux** survêtement, car il fait du **jardinage**.

Alison is wearing a pretty blue skirt, a nice white blouse and matching shoes.

It is a long skirt, in a classical style, size 12.

Patrick is wearing an old tracksuit, because he is gardening.

3 TALKING ABOUT DAILY ACTIVITIES

Andrew est souvent à l'extérieur.	<i>Andrew is often outdoors.</i>
Il se lève très tôt pour distribuer les journaux en vélo.	<i>He gets up very early to deliver newspapers on his bike.</i>
Il se douche en vitesse.	<i>He has a quick shower.</i>
Il s'habille rapidement et il déjeune.	<i>He gets dressed quickly and has breakfast.</i>
Il se dépêche de distribuer les journaux, car il se rend à l'école à 8 h 30.	<i>He delivers the papers quickly because he goes to school at 8.30.</i>
Le soir, il s'amuse avec ses amis.	<i>In the evenings he enjoys himself with his friends.</i>

4 DESCRIBING THINGS/PLACES

Il se déplace en vélo.	<i>He goes around on his bike.</i>
Son vélo est un VTT bleu et blanc avec 22 vitesses.	<i>His bike is a blue and white mountain bike with 22 gears.</i>
Il travaille pour un petit magasin populaire vendant des journaux près de chez lui.	<i>He works for a small popular shop selling newspapers near his house.</i>
Il n'a pas le temps de ranger sa chambre. Elle est mal rangée.	<i>He doesn't have time to tidy up his bedroom. It is untidy.</i>
Alison porte de jolies boucles d'oreille rondes.	<i>Alison is wearing pretty round earrings.</i>
Ce sont des boucles d'oreille en or, très chic.	<i>They are very smart gold earrings.</i>

5 TELLING THE TIME



Je me réveille à sept heures du matin et je me couche à onze heures du soir.

Andrew se lève à six heures et demie pour distribuer les journaux.

Ses cours commencent à 8 h 45 et finissent à 15 h 55.

Il sort avec des amis et rentre à 23 h 15.

I get up at seven in the morning and go to bed at eleven in the evening.

Andrew gets up at half past six to deliver papers.

His lessons start at a quarter to nine and finish at five to four.

He goes out with friends and comes home at a quarter past eleven.

The main points

1 ADJECTIVES

Être + adjective

To describe a person or a thing, the verb *être* can be used to link the noun and the adjective that relates to it:

Mark est très sportif.

Mark is very keen on sport.

La chambre d'Andrew est mal rangée.

Andrew's bedroom is untidy.

If there is more than one adjective after *être*, they are separated by *et* (*and*), *ou* (*or*), *mais* (*but*) or by a comma:

Patrick est grand et fort.

Patrick is big and strong.

Le vélo est bleu, blanc et rouge.

The bike is blue, white and red.

Most adjectives end: in any letter if they are masculine singular
in -s if they are masculine plural
in -e if they are feminine singular
in -es if they are feminine plural

Mark est intelligent.	<i>Mark is intelligent.</i>
Patrick, Mark et Andrew sont sportifs.	<i>Patrick, Mark and Andrew are keen on sport.</i>
Alison est élégante et bien habillée.	<i>Alison is elegant and well dressed.</i>
Sa bicyclette est bleue et blanche.	<i>His bike is blue and white.</i>
Ses chaussures sont assorties à sa robe.	<i>Her shoes match her dress.</i>

As you can see from these examples and **Say it in French 1**, after the verb **être** adjectives agree in gender and number with the subject.

Noun + adjective

Most adjectives follow the noun:

Mark a les yeux bleus .	<i>Mark has blue eyes.</i>
Il a les cheveux noirs .	<i>He has black hair.</i>

These adjectives also agree in number and gender with the noun they qualify:

Patrick porte un survêtement usagé (masc. sing.).	<i>Patrick wears a worn tracksuit.</i>
Alison porte une jupe bleue (fem. sing.), une veste bleue (fem. sing.) et des chaussures assorties (fem. pl.).	<i>Alison is wearing a blue skirt, a blue jacket and matching shoes.</i>
Andrew a les cheveux bouclés (masc. pl.).	<i>Andrew has curly hair.</i>

Change of spelling

Some adjectives change their endings when they qualify a feminine noun.

► Adjectives ending in -eau

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
beau	belle	beaux	belles	<i>beautiful</i>
un beau	une belle	de beaux	de belles	
garçon	filles	garçons	filles	
nouveau	nouvelle	nouveaux	nouvelles	<i>new/recent</i>
un	une	de	de	
nouveau	nouvelle	nouveaux	nouvelles	
film	amie	films	amies	

See The main points, Noun + adjective for the position of **beau** and **nouveau**.

► Adjectives ending in -euf:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
neuf	neuve	neufs	neuves	<i>new, not old</i>
un vélo	une robe	des	des robes	
neuf	neuve	vêtements	neuves	
		neufs		
veuf	veuve	veufs	veuves	<i>widowed</i>
un homme	une femme	des hommes	des	
veuf	veuve	veufs	femmes	
			veuves	

► Adjectives ending in -eur

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
menteur	menteuse	menteurs	menteuses	<i>lying</i>
il est	elle est	ils sont	elles sont	
menteur	menteuse	menteurs	menteuses	
rieur	rieuse	rieurs	rieuses	<i>cheerful</i>
il est rieur	elle est	ils sont rieurs	elles sont	
	rieuse		rieuses	

Many adjectives ending in **-teur** have **-trice** in the feminine:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
innovateur	innovatrice	innovateurs	innovatrices	<i>innovative</i>
un projet	une idée	ils sont	elles sont	
innovateur	innovatrice	innovateurs	innovatrices	

Adjectives ending in **-l**, **-n**, **-s** double the consonant and add **-e**:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
bas	basse	bas	basses	<i>low</i>
cruel	cruelle	cruels	cruelles	<i>cruel</i>
gentil	gentille	gentils	gentilles	<i>nice, kind</i>
gros	grosse	gros	grosses	<i>fat</i>
mignon	mignonne	mignons	mignonnes	<i>cute</i>
pareil	pareille	pareils	pareilles	<i>same</i>

Nicolas a une **grosse** chatte.

Nicolas has a big (female) cat.

Elle est **gentille**, plutôt **mignonne**,
mais **cruelle** avec les oiseaux.

*She is nice, rather cute, but
cruel with birds.*

Ces deux jupes sont **pareilles**.

These two skirts are alike.

► Adjectives ending in **-t** either double the **-t**:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
coquet	coquette	coquets	coquettes	<i>smart</i>

Alison est très **coquette**.

*Alison is very particular
about her appearance.*

or add a grave accent **è** and an **e** (→ **ète**):

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
complet	complète	complets	complètes	<i>complete/full</i>

Cette auberge de jeunesse est **complète**. *This youth hostel is full.*

- Adjectives ending in -er also add a grave accent and an -e in the feminine:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
cher	chère	chers	chères	<i>dear, expensive</i>
dernier	dernière	derniers	dernières	<i>last</i>

Chères amies ... *Dear (female) friends ...*

L'année dernière, je ... *Last year I ...*

- Adjectives ending in -ic become -ique:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
public	publique	publics	publiques	<i>public</i>

- Some adjectives are highly irregular:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>	
blanc	blanche	blancs	blanches	<i>white</i>
favori	favorite	favoris	favorites	<i>favourite</i>
frais	fraîche	frais	fraîches	<i>fresh</i>
franc	franche	francs	franches	<i>frank, straight</i>
vieux	vieille	vieux	vieilles	<i>old</i>
vieil + vowel				

Nicolas regarde son émission **favorite**.

Nicolas is watching his favourite programme.

Adjective + noun

Some adjectives come before the noun. See **Say it in French 2**.

These are usually short common adjectives, such as **beau, bon, grand**, etc.

Here is a list of adjectives that usually come *before the noun*:

autre	<i>other</i>	long	<i>long</i>
*beau (bel)	<i>handsome</i>	mauvais	<i>bad</i>
bon	<i>good</i>	*nouveau (nouvel)	<i>new</i>
chaque	<i>each</i>	petit	<i>small</i>
grand	<i>big/tall</i>	tel	<i>such</i>
gros	<i>big/fat</i>	vaste	<i>vast</i>
haut	<i>high</i>	*vieux (vieil)	<i>old</i>
jeune	<i>young</i>	vilain	<i>naughty</i>
joli	<i>pretty</i>		

*When the masculine adjectives **beau**, **nouveau**, **vieux** come before a singular noun beginning with a vowel or a vowel sound, they change their endings to become **bel**, **nouvel** and **vieil**:

Patrick est un très **bel** homme. *Patrick is a very handsome man.*
 Andrew va acheter un **nouvel** album. *Andrew's going to buy a new album.*
 Ce n'est pas un **vieil** homme. *He is not an old man.*

Most of the adjectives in the box above are one-syllable adjectives. They agree in number and gender with the noun they relate to:

Patrick porte aussi de **vieilles** baskets. *Patrick is also wearing old trainers.*
 Patrick porte un **vieux** survêtement. *Patrick is wearing an old tracksuit.*
 Andrew a la grippe. Il a **mauvaise** mine. *Andrew's got the flu. He looks poorly.*

Colour adjectives, although short, come after the noun:

Alison porte une jupe **bleue**. *Alison is wearing a blue skirt.*
 Patrick porte un survêtement **gris**. *Patrick is wearing a grey tracksuit.*

Exceptions to the rules on agreement of adjectives
 Some adjectives remain unchanged:

- adjectives derived from fruit and nuts:

Nouns	Adjectives	Examples
un marron/des marrons (wild chestnut)	marron	des yeux marron
une noisette/des noisettes (hazelnut)	noisette	des yeux noisette
une orange/des oranges (orange)	orange	des boules orange

- **chic** – des boucles d'oreille très **chic**
 ► hyphenated adjectives with two colours do not change their spelling:

Elle a les yeux **gris-vert**. *She has greyish-green eyes.*

- when there are two adjectives, a colour and an adjective that refers to it, neither of them agrees:

Il a les yeux **bleu clair**. *He has light-blue eyes.*
 Les nuages sont **gris foncé**. *The clouds are dark grey.*

Look at the difference between the spelling of the adjectives in the following examples:

Elle a les cheveux **bruns** et **foncés**. *She has dark-brown hair.*
 Elle a les yeux **brun foncé**. *She has dark-brown eyes.*

2 REFLEXIVE VERBS

Reflexive verbs (where the subject and the object are the same person) are easily noticeable in French as they have an extra pronoun: **se** in front of the infinitive, which changes form to match the subject of the verb (See Unit 1 **The main points 4**).

They mean that:

- ▶ the subject is doing something to himself/herself (*myself, yourself, himself/herself/oneself, etc.*):

Andrew **se lève** tôt, il **se**
douche, il **s'habille** et **se**
dépêche.

*Andrew gets up early, has a
shower (showers), gets dressed
and hurries up.*

As you can see from these examples and **The main points 3**, the object of a reflexive verb is not always expressed in English. The formula *to get dressed* is more usual in English than *to dress oneself*.

In French, the subject performs the action on him/herself, i.e. *Andrew gets himself up, showers himself, etc.*

- ▶ the subject and another person or other persons (also subject of the verb) are doing something to one another:

Stéphanie et Nicolas **se**
disputent souvent, mais ils
s'aiment quand même.

*Stéphanie and Nicolas often
quarrel, but they like each
other all the same.*

The idea of interaction (*each other/one another*) is not always explicit in English:

Mark et Stéphanie **se rencontrent**
toujours après le travail.

*Mark and Stéphanie always
meet after work.*

3 QUESTIONS WITH REFLEXIVE VERBS

When asking questions with reflexive verbs using inversion, remember that the reflexive (object) pronoun does not move. It always remains before the verb:

Comment t'appelles-tu?/Comment
est-ce que tu t'appelles?/Comment
vous appelez-vous?

*What are you called?/
What's your name?*

Vous promenez-vous à la campagne?
Vous entendez-vous bien?

*Do you walk in the country?
Do you get on well?*

4 MORE NUMBERS

Asking/telling the time

Quelle heure est-il?

What time is it?

For the 12-hour clock system you simply add the expression in bold below to indicate *a quarter past, half past, a quarter to ...*:

Il est une heure.

It's one o'clock.

Il est une heure et quart.

It's a quarter past one.

Il est une heure et demie.

It's half past one.

Il est deux heures moins le quart.

It's a quarter to two.

Il est midi.

It's noon.

Il est minuit.

It's midnight.

This 12-hour system does not show whether it is in the morning or in the afternoon. If it is not obvious from the context, you add the time of day, just as in English:

Il est une heure **du matin**.

It's one o'clock in the morning.

Il est une heure **de l'après-midi**.

It's one o'clock in the afternoon.

Il est onze heures **du soir**.

It's eleven o'clock at night/in the evening.

The 24-hour system is used more formally in business timetables, schedules, etc. In this system, you do not use **et quart**, **et demie**, **moins le quart**, but simply the number of minutes: **quinze**, **trente**, **quarante-cinq**:

Il est 23 h 00 (vingt-trois heures).

It's 23.00.

Il est 23 h 15 (vingt-trois heures quinze).

It's 23.15.

Il est 23 h 30 (vingt-trois heures trente). *It's 23.30.*
 Il est 23 h 45 (vingt-trois heures quarante-cinq). *It's 23.45.*

The word **heures** cannot be omitted.

Ordinal numbers

- To speak about *first, the first*, you say:

le premier/la première, les premiers, les premières.

le deuxième	le neuvième
le troisième	le dixième
le quatrième	le vingtième
le cinquième	le vingt et unième
le sixième	le vingt-deuxième
le septième	le vingt-troisième ...
le huitième	

These numbers agree with the person or noun referred to:

Mark se lève le premier .	<i>Mark gets up first.</i>
Stéphanie quitte le travail la première .	<i>Stéphanie leaves work first.</i>

- To say *second, third, fourth ...*, again put the definite article le/la/les first, and then add -ième/s to the number:

Nicolas est le deuxième de sa classe en maths.	<i>Nicolas is second in his class in maths.</i>
Georges regarde souvent la cinquième .	<i>Georges often watches Channel 5</i>

- le second/la seconde can replace le deuxième/la deuxième when talking about ranks/classes:

C'est la seconde fois qu'il gagne.	<i>It's the second time that he has won.</i>
Il voyage en seconde classe.	<i>He travels second class.</i>
En second lieu ...	<i>Secondly ...</i>

To say that someone is in their twenties, thirties, etc.
 You remove the -e from the number and add **-aine**. These numbers are always feminine:

Isabelle a la quarantaine .	<i>Isabelle is in her forties.</i>
Alison a aussi la quarantaine ,	<i>Alison is also in her forties, but</i>
mais Patrick a une petite	<i>Patrick is in his early fifties.</i>
cinquantaine .	

To count after 100

100	cent, cent un, cent deux, cent trois ...
200	deux cents, deux cent un, deux cent deux, deux cent trois ...
300	trois cents, trois cent un, trois cent deux ...
370	trois cent soixante-dix, trois cent soixante et onze ...
1 000	mille, mille un, mille deux ...
2 000	deux mille, deux mille un, deux mille deux ...
10 000	dix mille ...
10 280	dix mille deux cent quatre-vingts ...
10 372	dix mille trois cent soixante-douze ...
1 000 000	un million ...
2 000 000	deux millions, deux millions un ...
2 120 000	deux millions cent vingt mille ...
1 000 000 000	un milliard ...
1 000 000 115	un milliard cent quinze ...

Vingt and **cent** are spelled with an **-s** when they are not followed by other numbers:

- ▶ **quatre-vingts** *but* **quatre-vingt-deux**
- ▶ **deux cents** *but* **deux cent deux**.

Mille never adds an **-s**.

With numbers after 1,000, a full stop or a space is used in French, whereas a comma is used in English:

1.000 or 1 000 mille

1,000 a thousand

2.331 or 2 331 deux mille trois
cent trente et un

*2,331 two thousand three
hundred and thirty-one*

The words **million** and **milliard** take **de** when they are followed by a noun:

Il y a plus de 56.000.000 de gens en
France. (cinquante-six millions)

*There are over 56,000,000
people in France.*

The story

When reading this dialogue, look for **expressions of time, reflexive verbs and adjectives**.

What are Mark and Stéphanie talking about? Why is Mark often away from home? What type of flat do they live in and where is it situated?

Mark et Stéphanie parlent de leur appartement et d'Aberdeen.



Mark Je me lève vers sept heures. Je me douche et je m'habille. Stéphanie se réveille un peu plus tard. Nous quittons l'appartement vers huit heures.

Stéphanie Nous partageons l'appartement mais Mark est souvent absent. Il se rend sur la plate-forme pétrolière pour plusieurs semaines. Je m'occupe donc de l'appartement.

Isabelle Il est joli?

Stéphanie Oui, c'est un petit appartement situé dans le centre-ville. Il est bien décoré, clair, bien chauffé et très confortable. Les voisins sont très sympathiques.

Mark Stéphanie et moi, nous nous rencontrons souvent pour le déjeuner. Nous rentrons ensemble le soir.

A quick check

La famille Lemaire

1 a Complete the sentences given below, using the information provided on Georges and Isabelle and the adjectives in brackets.

Georges

(blond)

(grand)

yeux (bleu)

cheveux (bouclé)

1,92 m

46 ans

Isabelle

cheveux (brun)

(mi-long)

(mince) (joli)

yeux (marron)

43 ans

Stéphanie

(joli)

yeux (bleu)

cheveux (blond)

(bouclé)

(mince)

Nicolas

cheveux (blond)

yeux (noisette)

(grand)

(mince)

1,90 m

George est un homme _____.
 Il mesure _____.
 Il est _____. Il _____ les cheveux
 _____ et les yeux _____.
 Isabelle a les _____, _____.
 Elle est _____ et _____.
 Elle a les _____.
 Ils ont la _____ (in their forties).

b Write a few sentences to describe Stéphanie and Nicolas.

2 Say and write the following figures/times in French (in words).

23 1456

245 985

3 500 765

6.15, 3.45, 3.05 (using the 12-hour system)

13.55, 22.35, 23.45 (using the 24-hour system)

The next stage

1 MORE ABOUT ADJECTIVES

Adjectives following a verb

As you saw in **The main points 1**, adjectives can follow the verb être, and they agree with the subject:

Il est fatigué. *He is tired.*

They can also follow other verbs and qualify the subject:

- verbs of state, such as *sembler* (to look), *paraître/apparaître* (to appear):

Il semble épuisé. *He seems exhausted.*
 Elle paraît charmante. *She looks charming.*

- verbs of action, such as **rentrer** (*to come back*), **sortir** (*to go out*):

Ils rentrent **fatigués** le soir. *They get home tired in the evening.*

When a noun is qualified by two adjectives, they can be placed after the noun and are linked by **et** (*and*), **mais** (*but*) or **ou** (*or*):

Cette voiture paraît ancienne **mais/et** bien entretenue. *This car looks old but/and well kept.*

Position of adjectives

- Some adjectives can have a different meaning according to their position *before* or *after* the noun:

Georges est un homme **grand**.

George is a tall man.

Le Général de Gaulle est un **grand** homme de l'histoire française.

General de Gaulle is a great man in French history.

Ce n'est pas la **même** idée.

It is not the same idea.

L'idée **même** m'amuse.

The very idea amuses me.

Isabelle rencontre souvent des gens **pauvres**.

Isabelle often meets poor people.

L'entreprise caritative fait beaucoup pour ces **pauvres** gens.

The charity does a lot for these unfortunate people.

Here is a list of adjectives which have a different meaning depending on their position:

ancien + noun = former	une ancienne élève	a former pupil (female)
noun + ancien = old	un village ancien	an old village
certain + noun = certain	un certain « je ne sais quoi »	a certain 'je ne sais quoi'
noun + certain = sure	un fait certain	a sure fact
cher + noun = dear	chers amis	dear friends
noun + cher = expensive	une voiture chère	an expensive car

même + noun = same	C'est la même chose.	<i>It's the same thing.</i>
noun + même = itself	C'est cette personne même .	<i>It's the very same person.</i>
propre + noun = own	Son propre ordinateur.	<i>His own computer.</i>
noun + propre = clean	Il a un appartement propre .	<i>He has a clean flat.</i>

- If several adjectives which usually go before the noun are used, such as **joli**, **nouveau**, only one adjective goes before the noun and the other adjectives go after the noun:

Alison porte une **jolie** jupe **nouvelle**. *Alison is wearing a pretty new skirt.*

Other adjectives may follow the second adjective, provided a comma or a link word such as **et** (*and*), **mais** (*but*), **ou** (*or*) is used:

Andrew a un **beau** VTT **propre** et **neuf**. *Andrew has a nice clean new mountain bike.*

Patrick porte un **vieux** survêtement **foncé**, légèrement **usé**. *Patrick is wearing an old dark tracksuit, slightly worn.*

- A few adjectives can be joined to other adjectives: **demi-/mi-/semi-** (*half*) (+ hyphen). They do not agree when they are joined to another adjective.

The main adjective agrees with the noun it relates to:

Isabelle a les cheveux **mi**-longs. *Isabelle has longish hair.*
 Elle aime le lait **demi**-écrémé. *She likes semi-skimmed milk.*
 C'est une région **semi**-autonome. *It's a semi-autonomous region.*

- Some noun + adjective combinations are so common that they act as a single noun. In this case, the adjective agrees with the noun:

Les **grands-parents**

Il faut faire attention aux **ronds-points**.

Grandparents

One must be careful at roundabouts.

Tel/telle/tels/telles (such)

These adjectives can be used with or without an indefinite article. In each case, the meaning is slightly different:

Une **telle** personne

Telle personne

Such a person

A certain person

Adjectives ending in '-ic' in English

These adjectives often end in **-ique** (fem./masc.) in French:

Noun

l'**ecclésiastique**

l'**économie**

l'**élastique**

public is an exception:

le **public**

Adjective

ecclésiastique(s)

économique(s)

élastique(s)

public/publique/publics/publiques

2 ADJECTIVES WITH ADVERBS

Adjectives can have an adverb before them (Unit 6 **The main points, Position of adverbs**), such as **très** (*very*), **trop** (*too much*), **complètement** (*completely*), etc. if they come after the verb **être** or another verb:

Ils sont **trop fatigués**.

Ils rentrent **complètement épuisés**.

They are too tired.

They come back completely exhausted.

Adjectives which go before the noun can also be preceded by **trop** (*too*), **très** (*very*):

Isabelle est une **très petite** femme. *Isabelle is a very small woman.*

If an adjective which usually goes before the noun is modified by an adverb – except **très** (*very*) and occasionally **trop** (*too*) – it comes after the noun:

Isabelle est une femme **vraiment petite**. *Isabelle is a really small woman.*

3 PRESENT PARTICIPLES: THE '-ING' FORM

(See Verb tables.) For most verbs, you just take off the **-ons** from the second person plural (**nous** form) of the present tense and add **-ant**, for example:

descendre <i>to go down</i>	nous descendons	descend-	+ ant descendant
partir <i>to leave</i>	nous partons	part-	+ ant partant
précéder <i>to precede</i>	nous précédons	précéd-	+ ant précédant

There are three exceptions to this ground rule:

avoir	nous avons	ayant
être	nous sommes	étant
savoir	nous savons	sachant

Present participles are **verbs**, always ending in **-ant**. They do not agree in number or gender with the subject: Le magasin **vendant** des journaux ... (see **Say it in French 4**).

Andrew et Mark étant jeunes, beaux et forts, ils sont très populaires avec les filles.	<i>Being young, handsome and strong, Andrew and Mark are very popular with girls.</i>
L'horloge s'étant arrêtée, je ne connais pas l'heure exacte.	<i>The clock having stopped, I do not know the exact time.</i>

Many adjectives in French also end in **-ant** but they agree in gender and number with the noun they relate to:

Cette émission est intéress ante .	<i>This programme is interesting.</i>
Les acteurs sont très amus ants .	<i>The actors are very funny</i>

If you are using a French word ending in **-ant**, it is important to check to see if it is an adjective or a verb.

TEN THINGS TO REMEMBER

- 1 Reflexive pronouns come before the verb they are attached to and cannot be separated from it by **ne** (the first part of the negative). Put the **ne** part of the negative after the subject:
Il ne se lève pas tôt. (*He doesn't get up early.*)
- 2 Reflexive pronouns are much more common in French than in English. When you learn a reflexive verb, remember that the reflexive pronoun must always be used in French: **Ils se disputent** (*They argue*), **Ils se lèvent** (*They get up*).
- 3 Adjectives in French mainly come after the noun. This is not easy for English speakers.
- 4 Adjectives are part of the web of agreements in French sentences, and they agree in gender and number with their noun. This means it is essential to learn the gender of a noun when you first meet it.
- 5 A few adjectives of colour (like **marron**, **orange**, **bleu-vert**, **bleu clair**) are invariable, i.e. they do not agree with the noun.
- 6 **Demi** and **semi** do not agree when they come before the noun: **une demi-heure** (see Unit 4 The next stage 2).
- 7 A few short, commonly used adjectives such as **petit** (*small*), **grand** (*big*), **nouveau** (*new*) and **vieux** (*old*) come before the noun, just as they do in English.
- 8 Ordinal numbers (**le premier**, **le deuxième**, etc.) always come before the noun.
- 9 Colour adjectives always come after the noun: **le chat noir**.
- 10 Some short adjectives such as **ancien**, **grand**, **même** and **propre** can give the sentence a different meaning, depending on whether they come after or before the noun.

TEST YOURSELF

Choose the correct adjectives in the following sentences:

- 1 Mark est ____ (bel, beau, beaux) et ____ (bronzée, bronzé, bronzés).
- 2 Sandy est ____ (brun, brunes, brune) et très ____ (jolies, jolis, jolie).
- 3 Son ami a les cheveux ____ (grises, gris, grise) et les yeux ____ (bleus, bleues, bleu).
- 4 Alison est ____ (élégante, élégant, élégantes) et bien ____ (habillées, habillé, habillée).

How would you say ...?

- 5 He is really charming.
- 6 Isabelle has the same idea.
- 7 I do not get up early because I am tired.
- 8 Isabelle is in her forties. She is a very small woman.

Translate the following sentences using the verbs in brackets:

- 9 Are they meeting on Saturdays? (se rencontrer)
- 10 At what time do you get up? (se lever - tu)

Making requests

In this unit you will learn

- *To say what you want or need*
- *To ask what/where/how much something is*
- *To ask what/which one someone would like*
- *Quantities and sizes*

Topic

- *Shopping*

Grammar

- ▶ Verbs and expressions to say what you want or need: **je voudrais** (*I'd like*), **avoir besoin de** (*to need*)
- ▶ Partitive articles **du, de la, de l', des** (*some, any*)
- ▶ Expressions of quantity and size
- ▶ Question adjectives and pronouns: *what/which, which one(s)*
- ▶ More negatives: **ne ... plus** (*no longer/no more*), **ne ... jamais** (*never*)

The next stage

- ▶ More about articles
- ▶ More expressions of quantity
- ▶ More about using articles after negatives
- ▶ **Ne ... personne, personne ne** (*nobody*), **rien ne, ne ... rien** (*nothing*)
- ▶ **Avoir besoin de** (*to need*) in the negative
- ▶ **La plupart de** (*most of*)

Getting started

Look back at Unit 1 **The main points 3** for verbs which can express what you want/desire, such as **aimer**, **désirer** + noun or + infinitive:

Nous **aimons** la France.

We like France.

Nicolas **désire** sortir.

Nicolas wants to go out.

1 In this unit, you will meet other verbs and expressions to express needs, likes and dislikes:

Nicolas **voudrait** acheter
un DVD.

*Nicolas would like to buy
a DVD.*

Nicolas **a besoin de**
nouveaux CD.

Nicolas needs some new CDs.

2 You will also learn to use more partitive articles **du**, **de la**, **de l'**, **des** (*some, any*). See Unit 2 **The main points 4**.

Mark voudrait acheter **des**
cadeaux pour sa famille.

*Mark would like to buy some
presents for his family.*

3 You will meet expressions of quantity:

Mark voudrait acheter **deux**
boîtes de chocolats pour des
amis et **une** bouteille de bon
vin pour son père.

*Mark would like to buy two
boxes of chocolates for some
friends and a bottle of good
wine for his father.*



4 To ask what sort of thing someone wants or does, you can use interrogative adjectives **quel(s)**, **quelle(s)** (which/what), which agree with the noun they accompany. See Unit 2 **The main points 8**. Also look back at Unit 1 **The main points 6**, if you have problems with asking questions.

Quelle sorte voulez-vous?
Qu'est-ce que vous désirez?

What type do you want?
What do you want?
(What would you like?)

In this unit you will meet interrogative pronouns **lequel?**, **laquelle?** (*which one(s)?*), which replace the noun they refer to and help you to ask more specific questions:

Lequel (masc. sing.) voulez-vous?
Lequel préférez-vous?

Which one do you want?
Which one do you prefer?

5 You have already used the negative **ne ... pas** (not). See Unit 1 **The main points 7**. In this unit you will meet other useful negatives such as **ne ... plus** (no longer, no more):

Mark **n'aime pas** faire les courses.
Mark **n'a plus** beaucoup de
temps pour faire ses achats.

Mark does not like shopping.
Mark doesn't have a lot of
time to do his shopping
any more.

Say it in French

1 SAYING WHAT YOU NEED OR WANT

Stéphanie, je **voudrais** acheter
des cadeaux pour mon père,
ma mère, Andrew et Sandy.
Je **voudrais** une bonne bouteille
de vin pour mon père.

Stéphanie, I would like to buy
presents for my father, my
mother, Andrew and Sandy.
I'd like a good bottle of wine for
my father.

Je désire acheter un saint-émilion ou un bourgogne.	<i>I want to buy a Saint-Emilion or a wine from Burgundy.</i>
Je voudrais acheter un CD ou un T-shirt pour Andrew.	<i>I'd like to buy a CD or a T-shirt for Andrew.</i>
Pour Maman, j'aimerais acheter du parfum à l'aéroport.	<i>For mum I'd like to buy some perfume at the airport.</i>
J'ai aussi besoin de lames à raser pour moi.	<i>I also need some razor blades for myself.</i>

2 ASKING WHAT/WHICH ONE SOMEONE WOULD LIKE

Quel parfum voudrais-tu acheter?	<i>Which perfume would you like to buy?</i>
Lequel préfères-tu?	<i>Which one do you prefer?</i>
Une eau de toilette est aussi très bien.	<i>An eau de toilette is also quite good.</i>
Laquelle préfères-tu?	<i>Which one do you prefer?</i>
Il y a de jolis T-shirts.	<i>There are some nice T-shirts.</i>
Lesquels préfères-tu?	<i>Which ones do you prefer?</i>

3 FINDING OUT WHERE TO GET THINGS AND PRICES

Qu'est-ce que vous avez comme vins?	<i>What wines do you have?</i>
Où est-ce qu'il y a un marchand de vins?	<i>Where is there a wine store?</i>
Combien coûte ce vin?	<i>How much does this wine cost?</i>
Ça fait combien en tout?	<i>How much is it all together?</i>
C'est combien?	<i>How much is it?</i>

4 QUANTITIES AND SIZES

Je désire une bouteille de vin.	<i>I want a bottle of wine.</i>
Je voudrais deux boîtes de chocolats.	<i>I'd like two boxes of chocolates.</i>

Pour sa mère, Stéphanie a **une** liste de courses. Elle voudrait: **1 kilo** de pommes de terre, **une** demi-livre de beurre, **500 g** de pâté, **deux litres** de vin rouge, **deux briques** de lait, **un paquet** de sucre.

Je voudrais un T-shirt **demi-patron** ou **patron**.
Je ne veux **plus rien**, merci.

Stéphanie has a shopping list for her mother. She would like: 1 kg of potatoes, half a pound of butter, 500 g of pâté, two litres of red wine, two cartons of milk, a packet of sugar.

*I'd like a medium size or large size T-shirt.
I don't need anything else, thank you.*

The main points

1 VERBS AND EXPRESSIONS TO SAY WHAT YOU WANT OR NEED

Désirer and vouloir

The verb *désirer* can be followed by a noun:

Je **désire** du jambon fumé. *I want/I'd like some smoked ham.*

It can also be followed by an infinitive:

Je **désire** faire des achats. *I want/I'd like to do some shopping.*

The verb *désirer* is used in French to say what you want and also to ask what someone wants: **Que désirez-vous?** However, it is not the most commonly used expression to say what you would like. The most polite way is to use the conditional of *vouloir* (*to want*). See Unit 8 The main points 1, *Vouloir* and Unit 18 The main points 3.

The conditional of vouloir:

je voudrais	nous voudrions
tu voudrais	vous voudriez
il/elle/on voudrait	ils/elles voudraient

Using **vouloir** in the present tense to say what you want: **Je veux un café au lait** (*I want a white coffee*) could be too abrupt. See Unit 8 The main points 1, **Vouloir**.



Je voudrais un café et deux croissants.	<i>I'd like a coffee and two croissants.</i>
Mark voudrait acheter un saint-émilion pour son père.	<i>Mark would like to buy a Saint-Emilion for his father.</i>
Nous voudrions regarder les T-shirts.	<i>We'd like to look at the T-shirts.</i>

Avoir besoin de to need

Mark **a besoin de** beaucoup d'argent pour acheter ses cadeaux. *Mark needs a lot of money to buy his presents.*

2 PARTITIVE ARTICLES: SOME, ANY

See grid, Unit 2 The main points 3.

Partitive articles follow the same contraction rule as **de** + definite article:

le combines with **de** to make **du**
les combines with **de** to make **des**

Here is a complete list of partitive articles:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>
du	de la	des	des
de l' + vowel	de l' + vowel		
du fromage (some cheese)	de la margarine (some margarine)	des croissants (some croissants)	des baguettes (some baguettes)
de l'ail (some garlic)	de l'aspirine (some aspirin)		

Mark voudrait **du** vin rouge.
 Il voudrait aussi acheter **des**
 fleurs pour Isabelle.
 Stéphanie achète **du** beurre,
du pâté, **de** l'ail, **de** la limonade,
de l'huile, **des** pommes de terre ...
 pour sa mère.

*Mark would like some red wine.
 He would also like to buy
 some flowers for Isabelle.
 Stéphanie buys some butter,
 pâté, garlic, lemonade, oil,
 potatoes ... for her mother.*

As you can see from these examples, articles in a list are repeated in French, even if they have the same gender and number.

3 EXPRESSIONS OF QUANTITY AND SIZE

The partitive article becomes **de**, not only after a negative (Unit 2 The next stage 1), but also after expressions of quantity.

Je voudrais **un** peu de fromage. *I would like a little cheese.*
 Nous voudrions **un** morceau
 de brie, **un** paquet de
 café moulu et **une** boîte de
 choucroute garnie. *We would like a piece of Brie,
 a packet of ground coffee and
 a tin of sauerkraut with meat.*

Non-specific quantities and sizes

assez de	<i>enough of</i>
beaucoup de	<i>a lot of</i>
moins de	<i>less</i>
plus de	<i>more</i>
une boîte de	<i>a box/tin of</i>
un bouquet de	<i>a bunch of</i>
une brique de	<i>a carton of (milk, juice)</i>
une carafe de	<i>a carafe of</i>
une cuillerée de	<i>a spoonful of</i>
un morceau de	<i>a piece of</i>
un pack de	<i>several cartons/bottles of</i>
un paquet de	<i>a packet of</i>
une plaque de	<i>a bar of</i>
une plaquette de	<i>a bar of</i>
un pichet de	<i>a jugful/carafe of</i>

une pincée de	<i>a pinch of</i>
une portion de	<i>a portion/helping of</i>
une tasse de	<i>a cup of</i>
une tranche de	<i>a slice of</i>
un verre de	<i>a glass of</i>

Pour faire une mousse au chocolat, Isabelle a besoin de 500 g de chocolat, de six œufs et de 200 cl de crème fraîche.

To make a chocolate mousse, Isabelle needs 500 g of chocolate, six eggs and 200 cl of fresh cream.

Precise quantities

un litre de	<i>(100 cl) a litre of</i>
une bouteille de	<i>(75 cl) a bottle of</i>
100 grammes de	<i>100 g of</i>
1 kg de	<i>one kilo of</i>
une livre de	<i>one pound of</i>
une demi-livre de	<i>half a pound of</i>

4 QUESTION ADJECTIVES AND PRONOUNS

Interrogative adjectives

Interrogative **adjectives**, Unit 2 The main points 8, are shown in the following grid. As you can see, they are followed by a noun, and they agree with it in number and gender:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>
quel	quelle	quels	quelles
quel parfum?	quelle crème?	quels T-shirts?	quelles pommes?
<i>(Which perfume?)</i>	<i>(Which cream?)</i>	<i>(Which T-shirts?)</i>	<i>(Which apples?)</i>

Interrogative pronouns

Interrogative **pronouns** replace the noun. They are formed with the definite article **le/la/les** + **quel/le/s**. They agree with the noun they replace in gender and number: **lequel**, **laquelle**, etc.:

<i>masc. sing.</i>	<i>fem. sing.</i>	<i>masc. plural</i>	<i>fem. plural</i>
lequel	laquelle	lesquels	lesquelles
Lequel	Laquelle	Lesquels	Lesquelles
voulez-vous?	désirez-vous?	prenez-vous?	désirez-vous?
(Which one do you want?)	(Which one do you want?)	(Which ones are you taking?)	(Which ones do you want?)

More examples with interrogative pronouns:

Je voudrais un T-shirt.	<i>I'd like a T-shirt.</i>
Lequel désirez-vous?	<i>Which one would you like?</i>
Il y a deux sortes de crèmes hydratantes.	<i>There are two types of moisturizing lotion.</i>
Laquelle préfères-tu?	<i>Which one do you prefer?</i>
Ta mère aime les parfums français?	<i>Does your mum like French perfumes?</i>
Lesquels préfère-t-elle?	<i>Which ones does she prefer?</i>
Ces fleurs sont toutes très jolies.	<i>These flowers are all very pretty.</i>
Lesquelles préférez-vous?	<i>Which ones do you prefer?</i>

The interrogative pronouns **lequel**, **lesquels** and **lesquelles** combine with the preposition **à** to give **auquel**, **auxquels** and **auxquelles**. (See Unit 2 **The main points 3.**)

With the preposition **de**, they combine to become **duquel**, **desquels** and **desquelles**.

Desquelles (i.e. crèmes hydratantes, fem. pl.) parlez-vous?	<i>Which ones (lotions) are you talking about?</i>
Auxquels (i.e. T-shirts, masc. pl.) faites-vous référence?	<i>Which ones (T-shirts) are you referring to?</i>

5 MORE NEGATIVES

As you will remember, when you use the negative **ne ... pas**, the **ne** comes after the subject and the **pas** comes after the verb

(See Unit 1 The main points 7). The same applies to other negatives.

Useful negatives:

ne ... plus	<i>no longer, not any of, no more of</i>
ne ... jamais	<i>no longer, never</i>
ne ... guère	<i>hardly</i>
ne ... point	<i>emphatic 'no'</i>
ne ... rien	<i>nothing</i>
ne ... que	<i>only</i>
ne ... personne	<i>nobody</i>
ne ... aucun(e)	<i>no, none</i>
ne ... ni ... ni	<i>neither ... nor</i>

Je n'ai rien à faire.	<i>I have nothing to do.</i>
Je suis au régime. Je ne mange ni gâteaux ni bonbons.	<i>I am on a diet. I eat neither cakes nor sweets.</i>
Je ne veux qu' un verre d'eau.	<i>I only want a glass of water.</i>
Je n'ai aucune idée au sujet d'un cadeau pour Sandy.	<i>I have no ideas about a present for Sandy.</i>
Il n'y a personne à la caisse.	<i>There is nobody on the till.</i>
Des ennuis, je n'en veux point .	<i>I do not want any worries.</i>

When negatives are used as expressions of quantity meaning *not/never ... any of*, they are followed by **de** without an article (see Unit 2 The next stage 1 and The main points 3 above).

Stéphanie ne boit jamais de whisky.	<i>Stéphanie never drinks whisky.</i>
Mark ne veut plus de fromage.	<i>Mark does not want any more cheese.</i>
Il n'achète jamais de roquefort.	<i>He never buys Roquefort.</i>
Je n'ai pas de monnaie.	<i>I haven't got any change.</i>
Je ne bois plus de vin rouge.	<i>I don't drink red wine any more.</i>

The first part of the negative, **ne**, is often omitted in spoken French :
Je bois pas, Il veut pas.

The story

Make a list of the **interrogative adjectives** and **interrogative pronouns** used in the dialogue. Identify the **nouns** which the interrogative pronouns replace.

Why are Mark and Stéphanie going shopping?

What do they decide to buy?

Au supermarché



Stéphanie

On va au rayon de vêtements. Il y a beaucoup de vêtements en solde.

Mark

D'accord.

Stéphanie

Ces T-shirts sont jolis. Lequel préfères-tu?

Mark

Je préfère le bleu avec la vue de la Tour Eiffel.

Stéphanie

De quelle taille as-tu besoin?

Mark

Je ne sais pas quelle taille. « Patron »?

Qu'est-ce que ça veut dire?

Stéphanie

Ça veut dire *large*. Grand patron, c'est extra.

Mark	Je voudrais taille patron. Mon frère est grand pour son âge.
Stéphanie	Qu'est-ce que tu achètes pour Sandy?
Mark	Je n'ai aucune idée.
Stéphanie	Peut-être des magazines français ou un roman?
Mark	Lesquels à ton avis?
Stéphanie	<i>Marie-Claire, le Point, l'Express.</i>
Mark	Quel roman suggères-tu?
Stéphanie	On va à la librairie. Ils ont plus de choix.
Mark	Laquelle? La librairie sur la place?
Stéphanie	Oui, mais d'abord il faut passer à la caisse.

A quick check

1 Rewrite the sentences below by putting the words in the right order. Add capital letters and hyphens wherever necessary.

- a** je un rouges kilo belles voudrais de pommes.
- b** taille vous acheter quelle désirez?
- c** je plus ne de veux viande merci
- d** nous ma acheter mère du voudrions parfum pour
- e** vous laquelle ces voudriez de robes?

- 2**
- a** Give the appropriate articles in the following sentence:
Isabelle voudrait ____ pâté, ____ beurre, ____ fromage, ____ pommes de terre, ____ limonade, ____ croissants.
 - b** Supply an appropriate expression of quantity for the phrases below:

Stéphanie would like to cook for her mother. She needs ...

Stéphanie a besoin de/d':

____ bouteille de bordeaux.

____ gros poulet.
 un ____ oignons.
 500 ____ champignons.
 une ____ beurre.
 5 ____ pommes de terre.

3 Your friend would like to buy the following items. Ask him/her which one s/he prefers.

Je voudrais:

une chemise
 un pantalon
 des bonbons
 des cerises
 du whisky



Laquelle préfères-tu?
 ____ préfères-tu?
 ____ préfères-tu?
 ____ préfères-tu?
 ____ préfères-tu?



The next stage

1 MORE ABOUT ARTICLES

All articles normally have to be repeated in a list in French.
 See Unit 2 Say it in French 1, 3 and Unit 4 The main points 2.

Voici les activités offertes: les
randonnées en forêt, le golf,
la natation ...

*Here are the available activities:
walks in the forest, golf,
swimming ...*

However, they are sometimes omitted in advertisements or in brochures:

Voici les nombreuses
activités offertes par
Saint-Amand: randonnées en
forêt, golf, natation, ball-
trap, canoë-kayak ...

*Here are the numerous activities
available at Saint-Amand:: walks
in the forest, golf, swimming,
clay-pigeon shooting,
canoeing ...*

As gender is crucial in French, get into the good habit of always learning the correct article with every noun. Don't forget to keep adding to the lists of masculine and feminine nouns in your notebook.

2 MORE EXPRESSIONS OF QUANTITY

The adjective **demi/e-** (**une demi-livre** *half a pound*) can be used with many nouns to mean *half*. See also Unit 3 The next stage 1.

un demi -fromage	<i>half a cheese</i>
un demi -camembert	<i>half a Camembert</i>
une demi -heure	<i>half an hour</i>

When it comes **before** the noun, **demi-** is joined to it by a hyphen and it is invariable, whatever the gender of the noun. If **demi** follows the noun, it agrees with it in gender:

une heure et demie	<i>an hour and a half</i>
deux portions et demi	<i>two and a half portions</i>

3 USING ARTICLES AFTER NEGATIVES

Articles are not used after the negatives **ne ... pas**, **ne ... guère**, **ne ... point**, **ne ... jamais**, **ne ... plus** when talking about quantities, or when the words *any/some* are used. See **The main points 5**.

In these cases you say: **pas de**, **guère de**, **point de**, **jamais de**, **plus de**:

Elle n'a pas d'excuses.	<i>She doesn't have any excuses.</i>
Vous n'avez guère de patience.	<i>You have hardly any patience.</i>
Il ne mange jamais de poisson.	<i>He never eats fish (any fish).</i>
Je n'ai plus d'argent.	<i>I don't have any more money.</i>

However, if you want to refer to something specific, the definite article (examples 1 and 2, below) can be used and you can say:

Ils n'ont pas le chocolat, indiqué dans la recette, pour faire une bonne mousse au chocolat.	<i>They haven't got the chocolate mentioned in the recipe to make a good chocolate mousse.</i>
Je n'ai plus le vin que vous aimez tant.	<i>I haven't got any more of the wine you like so much.</i>

The indefinite article can also be used after a negative and you can say:

Il n'a plus un sou.	<i>He is penniless (doesn't have a penny).</i>
Il n'a pas une seule excuse.	<i>He doesn't have a single excuse.</i>

4 NE ... PERSONNE, PERSONNE NE (NOBODY); NE ... RIEN, RIEN NE (NOTHING)

Personne can be the subject of the sentence. In that case, it comes before the **ne/n'**:

Personne ne sait pourquoi.	<i>Nobody knows why.</i>
-----------------------------------	--------------------------

When **rien** is the subject of the sentence, it also comes before the **ne/n'**:

Rien ne l'intéresse.

Nothing interests him/her.

5 AVOIR BESOIN DE ... (TO NEED) IN THE NEGATIVE

Note that the preposition **de** always follows **besoin** when it is used with a negative:

Je n'ai pas besoin de sel.

I do not need any salt.

Je n'ai besoin de rien.

I don't need anything/need nothing.

Il n'a besoin de personne.

He doesn't need anybody.

6 LA PLUPART DE (MOST OF)

After most expressions of quantity followed by **de**, e.g. **beaucoup de**, **un peu de** (The main points 3), the partitive article becomes **de**. After the expression **la plupart de** (*most of*), the partitive article is **du/de l'/de la/des**:

La plupart des gens

Most of the people

La plupart du temps

Most of the time

TEN THINGS TO REMEMBER

- 1 Note the difference between the negative sentence **Je n'ai pas d'argent** (*I don't have any money*) and the affirmative sentence **J'ai de l'argent** (*I have some money*). In the negative sentence, the article is omitted.
- 2 Expressions of quantity and size are not followed by articles: **un paquet de bonbons, beaucoup de vin, un peu de sel.**
- 3 Remember the expression **je voudrais** (*I would like*), which is a polite way of saying what you want.
- 4 **J'aimerais** is another way to say *I would like*. Both **je voudrais** and **j'aimerais** are in the conditional tense (Unit 18).
- 5 **La plupart de** (*most of*) and **la majorité de** (*the majority of*) are followed by an article, like the corresponding English expressions: **la plupart des gens** (*most of the people, most people*), **la majorité de la population** (*the majority of the population*).
- 6 As pointed out in Unit 1 (The next stage 3), you cannot ask a question by inverting a verb and a noun. If a noun is used, you have to restate it using a matching pronoun (noun + comma + verb + pronoun): **Le vin, coûte-t-il beaucoup?** (*Does the wine cost much?*) If you use a question word, however, the verb and noun can be inverted: **Combien coûte le vin?** (*How much does the wine cost?*)
- 7 But even when using a question word, you still cannot invert a proper name (the name of a person) and a verb (Unit 1 Ten things to remember). You need to use a pronoun to reinforce the name: **Combien de fois Jacques prend-il le train par semaine?** (*How many times a week does Jacques take the train?*) The only exception is when using **Comment**: **Comment va Jacques ...?** (*How is Jacques going ...?*)

- 8** In order to ask 'which one?' in French, you need to know the gender of the item you're referring to because **lequel** must agree with it: use **Lequel?** for a masculine noun and **Laquelle?** for a feminine noun. To say 'which ones?', use **Lesquels?** if the noun being replaced is masculine plural, and **Lesquelles?** if the noun is feminine plural.
- 9** When asking a question using **Lequel?**, etc., you can use any one of the three question forms: **Laquelle préfères-tu?**, **Laquelle est-ce que tu préfères?** or in spoken French **Tu préfères laquelle?**
- 10** The only negative expression which must agree with a feminine noun is **ne ... aucun** (because **aucun** is an adjective): **Je ne veux aucun problème** (*I don't want any problems*), **Je n'ai aucune idée** (*I have no idea*).

TEST YOURSELF

How would you say ...?

- 1 I would like to buy some good wine, garlic and onions.
- 2 Which one do you prefer? (tu)
- 3 How many wine bottles would you like? (vous)
- 4 When would you like to go shopping? (tu)
- 5 Stéphanie is buying some nice clothes in the sale.
- 6 She would like a blue dress but they do not have her size.
- 7 We have more choice in this shop.
- 8 I never eat red meat and I buy cheese, eggs and fruit.

Make the adjectives in the following sentences:

- 9 Voici les nombreux___ activités organisé___ par la ville.
- 10 Ce sont les recettes préféré___ de ma grand-mère.

5

Saying what you prefer

In this unit you will learn

- **To ask and say what someone prefers**
- **To compare things, places, people**

Topic

- **Shopping**

Grammar

- ▶ Verbs in **-ir**, such as **choisir** (*to choose*), and verbs in **-re**, such as **vendre** (*to sell*)
- ▶ Demonstrative pronouns (*this/that/these/those*)
- ▶ More personal pronouns: direct object pronouns **me** (*me*), **te** (*you*), **le/la/les** (*him/her/them*) and the pronoun **en** (*some of it/of that*)
- ▶ Comparatives (*less/more*)

The next stage

- ▶ The irregular verb **prendre** (*to take*), and **re-** before verbs (*meaning again*)
- ▶ **C'est** or **il est/elle est?**
- ▶ **Plus de** (*more than*)
- ▶ The difference between **bon** (*good*) and **bien** (*well*), **meilleur** and **mieux** (*better*)

Getting started

- 1** You have already met regular and irregular verbs ending in **-er**. See Unit 1 **The main points 3**. In this unit, you will meet regular verbs ending in **-ir** such as **choisir** and in **-re** such as **vendre**:

Je **choisis** ce livre-ci.

I choose this book.

Le supermarché **vend** des vins
de toutes qualités.

*The supermarket sells all qualities
of wine.*

- 2** Demonstrative adjectives **ce, cet, cette** (that, this), **ces** (these, those) were explained in Unit 2 **The main points 5**. To pinpoint something without repeating the noun, you need to use demonstrative pronouns:

Quel vin désirez-vous?

Which wine would you like?

Je voudrais **celui-ci**.

I'd like this one.

Celui-là coûte combien?

How much does that one cost?

Ceci est important.

This is important.

- 3** You already know how to say that you like or want something.

Je **voudrais** un nouveau logiciel. *I'd like some new computer software.*

Je voudrais un café. Je **le** prends noir et sans sucre. *I'd like a coffee. I take it black and without sugar.*

To avoid repeating the noun, you use direct object pronouns, which, just as in English, are different from subject pronouns: *I* (subject), *me* (object), *he* (subject), *him* (object), etc.:

Il **la** voit tous les jours.

He sees her every day.

Je vais l'acheter demain.
(le cadeau de mon père)

*I am going to buy it tomorrow.
(the present for my dad)*

Je **le** choisis car il est bien.

I choose it because it's good.

J'**en** voudrais un peu.

I'd like a little (of it).

4 In this unit you will learn how to compare things and to express an opinion.

Je préfère un vin **plus** doux. *I prefer a sweeter wine.*

Je préfère les fruits **moins** amers. *I prefer less bitter fruit.*

Say it in French

1 WHICH ONE DO YOU PREFER?

Quel tableau préfères-tu?

Celui-ci ou **celui-là**?

Quelle carte choisis-tu?

Je choisis **celle-ci**.

Vous voulez **ceux-ci**? (ces chocolats)

Oui, je **les** prends.

Lesquels voulez-vous?

Je prends **ceux-ci**.

Which painting do you prefer?

This one or that one?

Which postcard do you choose?

I choose this one.

Do you want these? (these chocolates)

Yes, I'll have them.

Which ones do you want?

I'll take these/those.

2 COMPARING THINGS, PLACES AND PEOPLE

Je préfère les endroits **moins** fréquentés.

Cet ordinateur est **plus** puissant **que celui-là**.

Les livres sont **plus** chers à la librairie **qu'**au supermarché.

Mais, le choix est **plus** grand à la librairie.

I prefer places which are less crowded.

This computer is more powerful than that one.

Books are more expensive at the bookshop than at the supermarket.

But there is a wider choice at the bookshop.

The main points

1 VERBS IN -IR AND -RE

-ir verbs

For regular -ir verbs, you follow the same principle as for -er verbs. Take the -ir off the infinitive and add the following endings:

Pronoun	Stem	Ending
<i>je</i>	<i>chois-</i>	IS
<i>tu</i>	<i>chois-</i>	IS
<i>il/elle/on</i>	<i>chois-</i>	IT
<i>nous</i>	<i>chois-</i>	ISSONS
<i>vous</i>	<i>chois-</i>	ISSEZ
<i>ils/elles</i>	<i>chois-</i>	ISSENT

choisir

<i>je choisis un livre</i>	<i>I choose a book</i>
<i>tu choisis un disque compact</i>	<i>you choose a compact disc</i>
<i>il/elle/on choisit un nouvel ordinateur</i>	<i>he/she chooses, we choose a new computer</i>
<i>nous choisissons du bon vin</i>	<i>we choose good wine</i>
<i>vous choisissez vos amis?</i>	<i>do you choose your friends?</i>
<i>ils/elles choisissent de nouveaux vêtements</i>	<i>they are choosing new clothes</i>

Some regular -ir verbs

accomplir	<i>to accomplish</i>	punir	<i>to punish</i>
atterrir	<i>to land (of a plane)</i>	rafraîchir	<i>to refresh</i>
choisir	<i>to choose</i>	ralentir	<i>to slow down</i>
envahir	<i>to invade</i>	réfléchir	<i>to think of</i>
finir	<i>to finish</i>	réussir	<i>to succeed</i>
fournir	<i>to provide</i>	rougir	<i>to redden, blush</i>
grandir	<i>to grow up</i>	salir	<i>to dirty</i>
mûrir	<i>to ripen</i>	vieillir	<i>to grow old</i>

Mark réfléchit et choisit un joli vase pour les fleurs d'Isabelle.	<i>Mark thinks and chooses a pretty vase for Isabelle's flowers.</i>
Mark et Stéphanie réussissent à trouver la plupart des cadeaux.	<i>Mark and Stéphanie manage to find most of the presents.</i>
Mark adore manger des cerises, mais elles ne mûrissent et ne rougissent qu'en juin.	<i>Mark loves to eat cherries but they only ripen and turn red in June.</i>

Learners of French often wrongly abbreviate the **-ir** verb endings (**-issez, -issons, -issent**) to **-ez, -ons** and **-ent**. Don't forget the **-iss-**!

rougir (to blush): **vous rougissez** (you are blushing)

ralentir (to slow down): **Ils ralentissent aux feux.** (They slow down at the traffic lights.)

-re verbs

For regular **-re** verbs, take the **-re** off the infinitive to get the stem and add the following endings:

Pronoun	Stem	Ending
<i>je</i>	<i>vend-</i>	S
<i>tu</i>	<i>vend-</i>	S
<i>il/elle/on</i>	<i>vend-</i>	-
<i>nous</i>	<i>vend-</i>	ONS
<i>vous</i>	<i>vend-</i>	EZ
<i>ils/elles</i>	<i>vend-</i>	ENT

vendre

<i>je vends mes vieux livres</i>	<i>I sell my old books</i>
<i>tu vends les tiens?</i>	<i>do you sell yours?</i>
<i>il/elle/on vend beaucoup de choses</i>	<i>he/she sells, we sell a lot of things</i>
<i>nous vendons des produits verts</i>	<i>we sell 'green' products</i>
<i>vous vendez quelque chose?</i>	<i>do you sell anything?</i>
<i>ils/elles vendent des vêtements</i>	<i>they sell clothes</i>

Some regular -re verbs

correspondre	<i>to correspond</i>
défendre	<i>to defend</i>
dépendre de	<i>to depend on</i>
descendre	<i>to go down</i>
entendre	<i>to hear</i>

perdre	<i>to lose</i>
pondre	<i>to lay (eggs)</i>
rendre	<i>to give back</i>
répondre	<i>to answer</i>
tondre	<i>to mow</i>

Saint-Amand est célèbre pour les carillonneurs. Tu **entends** les cloches de Saint-Amand?

Le vendredi, beaucoup de d'Amandinois **se rendent** au marché pour acheter leurs fruits et légumes.

Les boulangeries **vendent** du bon pain.

Saint-Amand is famous for its bell-ringers. Can you hear the bells of Saint-Amand?

On Fridays many people in Saint-Amand go to the market to buy their fruit and vegetables.

The bakers sell good bread.



Stéphanie et Mark montent les 370 marches de l'Abbaye et **redescendent**.

Stéphanie and Mark go up the 370 steps of the Abbey and come down again.

2 DEMONSTRATIVE PRONOUNS

Ce + être + adjective

To say *it is*, *this is*, **ce** is used with **être** + adjective when you mention something you have already been speaking or writing about:

Ce n'est pas important. (... un problème)

C'est plutôt cher. (... le prix)

This is not important. (... a problem)

It is rather expensive. (... the price)

Lesquelles choisissez-vous?

Celles-ci.

Celles-là ne sont pas de longue durée.

Ces fleurs-ci sont jolies mais je prends **celles-là**.

Which ones will you choose?

These (ones).

Those (ones) are not long-life.

Those flowers are pretty but I'll take those.

Celui de, celui qui/que

The following demonstrative pronouns:

celui (masc. sing.)/**celle** (fem. sing.) (*this, that*)

ceux (masc. pl.)/**celles** (fem. pl.) (*these, those*)

are used with:

de to indicate possession. See Unit 7 **The main points 3.**

que/qui (that). See Unit 11 **The main points 5.**

Ce vélo, c'est **celui de** Nicolas.

That bike is Nicolas'.

Celui que je voudrais

The one (that) I'd like

3 MORE PERSONAL PRONOUNS

Remember that, although these pronouns usually refer to people (personal), they can also refer to things: **il/le/la** (*it*); **ils/les** (*they*).

Direct object pronouns

Subject pronouns		Direct object pronouns	
je	<i>I</i>	me	<i>me</i>
tu	<i>you</i>	te/t'	<i>you</i>
il/elle/on	<i>he/she/one</i>	le/la/l'	<i>him/her/it</i>
nous	<i>we</i>	nous	<i>us</i>
vous	<i>you</i>	vous	<i>you</i>
ils/elles	<i>they</i>	les	<i>them</i>

Direct object pronouns come before the verb but after the subject in a statement:

Alors, tu les prends? (les fleurs)	<i>Well are you taking them? (the flowers)</i>
Mark adore Stéphanie. Il la regarde avec passion.	<i>Mark adores Stéphanie. He looks at her passionately.</i>
Mark donne une pâquerette à Stéphanie. Elle tire les pétales un à un et dit: « Je t' aime un peu, beaucoup, passionnément, à la folie, pas du tout. »	<i>Mark gives a daisy to Stéphanie. She pulls off the petals one by one and says: 'I love you a little, a lot, passionately, madly, not at all.'</i>
Et toi, est-ce que tu m' aimes?	<i>And you, do you love me?</i>
Stéphanie laisse tomber sa liste de courses. Mark la ramasse.	<i>Stéphanie drops her shopping list. Mark picks it up.</i>
Patrick aime sa voiture.	<i>Patrick likes his car.</i>
Il la lave tous les week-ends.	<i>He washes it every weekend.</i>
Patrick s'occupe du gazon.	<i>Patrick looks after the lawn.</i>
Il le tond tous les week-ends.	<i>He mows it every weekend.</i>

En (some of it, of that) as a personal pronoun

When you want to replace a noun by a pronoun, it is not always possible to use the direct object **le**, **la** when referring to things. For example, if you are talking about quantities – **du poisson** (some fish), **de l'argent** (some money) – you will need to use the pronoun **en** which means *some (of it/of that)*.

Je le veux.	<i>I want it. (something specific, precise)</i>
--------------------	---

but

J' en veux.	<i>I want some (of it).</i>
Combien en voulez-vous?	<i>How much (of it)/How many (of them) would you like?</i>
J' en voudrais deux, s'il vous plaît.	<i>I'd like two (of them), please.</i>

4 COMPARATIVES

There are three ways of comparing things or objects.

AUSSI ... QUE

To say that something or someone is *as ... as* something else, you use **aussi ... que**:

Mark est aussi intéressé par le sport que son frère.	<i>Mark is as interested in sport as his brother.</i>
---	---

MOINS ... QUE

To say that something or someone is *less ... than*, you use **moins ... que**:

Nicolas est beaucoup moins athlétique qu' Andrew.	<i>Nicolas is much less athletic than Andrew.</i>
Les parents de Stéphanie parlent moins vite que les gens dans la rue.	<i>Stéphanie's parents talk less quickly than people in the street.</i>
Le vin coûte moins cher en France qu' en Grande-Bretagne.	<i>Wine costs less in France than in Great Britain.</i>

PLUS ... QUE

To say that something or someone is *more ... than*, you use **plus ... que**:

Le vin de qualité supérieure coûte plus cher que le vin de table.	<i>Top quality wine costs more than table wine.</i>
---	---

Just as in English, the comparison doesn't have to be specific.
You can just say aussi, plus, moins, without saying que (than) (something else):

Il coûte plus cher.	<i>It costs more.</i>
C'est aussi intéressant.	<i>It is just as interesting.</i>

Two useful comparative adjectives
bon → becomes **meilleur/e/s** (*better*)
mauvais → becomes **pire/s** (*worse*)

Est-ce que le boudin blanc est
meilleur que le haggis?

Stéphanie pense que c'est **meilleur**,
mais que les andouillettes sont
pires.

*Is boudin blanc (white
pudding) better than haggis?*

*Stéphanie thinks that it is
nicer, but that chitterlings
are worse.*

There is one adverb which changes its form when it is used as a comparative: **bien** becomes **mieux** (*better*)

Je vais **mieux**.

I feel better.

The story

When reading this dialogue, look particularly for **demonstrative pronouns**, **direct object pronouns**, and **-ir** and **-re** verb endings.

What type of books do Mark and Stéphanie like and what do they buy at the bookshop and for whom? Where do they go next and what do they buy?

Mark achète des cadeaux à la librairie.



Stéphanie

Voici le rayon des magazines. Lesquels choisis-tu?

Mark

Celui-ci a l'air intéressant.

Stéphanie

Si tu préfères un magazine plus littéraire, il y a *l'Express*, *le Point*, *le Nouvel Observateur*.

Mark

Je prends *le Point*. Je voudrais aussi des journaux régionaux, mais j'attends la fin de la semaine.

Stéphanie

Voici le rayon des livres de poche. Voici deux romans populaires. Celui-ci est plus passionnant que celui-là. C'est l'histoire d'un ménage à trois à Paris.

Mark

Ce genre d'histoire te passionne. Moi, je préfère les livres de science fiction. C'est plus stimulant que les histoires d'amour.

Stéphanie

Merci beaucoup, Mark!

Mark

Sandy est aussi sentimentale que toi. Alors je prends celui-ci.

La vendeuse

Et avec ceci, monsieur?

Mark

C'est tout, merci, madame.

Stéphanie

Il y a un marchand de cadeaux juste à côté. Ils vendent de jolies assiettes en porcelaine. Celle-ci montre la place et la station thermale. Celle-là montre l'Abbaye.

Mark

Je préfère celle-ci. Elle est beaucoup plus fine que l'autre. Et elle coûte aussi moins cher. D'accord, je la prends pour ma voisine.

La vendeuse	Monsieur, vous désirez un emballage-cadeau?
Mark	Oui, merci, madame.
La vendeuse	Je l'emballe aussi dans du polystyrène pour la protéger.
Mark	Je vous en remercie.

A quick check

- 1** Write six pairs of sentences using a pronoun from the left-hand column and the word opposite it in the right-hand column. Use the verb **choisir** and the structure given in the example.

(Je) choisis (une assiette en porcelaine). Je prends (celle-ci).

a	je	une fleur
b	tu	un pot de confiture
c	il/elle/on	un stylo-plume
d	nous	un livre
e	vous	des brochures
f	ils/elles	des biscuits

- 2 a** Give the appropriate endings for the verbs used in the following sentences:

À Saint-Amand, nous entend_____ les cloches de l'Abbaye sonner tous les jours.

Ils entend_____ leurs voisins partir très tôt.

Quand Mark joue au rugby, il sal_____ son maillot.

Mark réfléch_____ et chois_____ l'assiette en porcelaine pour sa voisine.

b Replace the expressions in bold above with the corresponding **object pronoun**.

3 Using the notes in the box below, write two sentences, each one using a comparative.

Example: Il fait chaud – l'Afrique – le Pôle Nord

Il fait **plus** chaud en Afrique **qu'**au Pôle Nord.

Il fait **moins** chaud au Pôle Nord **qu'**en Afrique.

.....
: Un hôtel quatre étoiles – luxueux – un hôtel deux étoiles
:

: La Tour Eiffel – haut – la Tour de Blackpool.
:

: Mark – âgé – Stéphanie.
.....

The next stage

1 AN IRREGULAR VERB IN -RE: PRENDRE

- Je, tu, il/elle/on are regular, but the stem changes in the plural. For other irregular -re and -ir verbs, see Unit 6 **The main points 2**.

prendre *to take*

je **prends**

nous **prenons**

tu **prends**

vous **prenez**

il/elle/on **prend**

ils/elles **prennent**

- re- in verbs like **reprendre** (*to take back, to retake*)

You can add **re-** before many French verbs to mean that you do the action again:

recommencer *to restart,*

refaire *to do again,*

repartir *to go again*,
repandre *to take again*,
reconnaître *to recognize*.

2 C'EST OR IL EST?

Sometimes you have to choose between *c'est* (see **The main points 2**) and *il est*.

Il est/elle est + adjective

- *Il est/elle est* is used when you are referring to a specific person:

<i>Il/elle est riche.</i> (ton père/ma femme)	<i>He/she is wealthy.</i> (your father/my wife)
---	---

or to a specific thing:

<i>Elle est très importante.</i> (cette tâche)	<i>It is very important.</i> (this task)
--	--

- *Il est/elle est* + noun (without an article) is used when you are saying what someone's job or profession is. (See Unit 1 **The main points 2**):

<i>Il est commerçant.</i>	<i>He is a shopkeeper.</i>
<i>Elle est professeur.</i>	<i>She is a teacher.</i>

Il est meaning 'it is'

- *Il est* + adjective

There are many impersonal expressions in French based on *il est* meaning *it is*:

Il est important, il est probable, il est possible ... See Unit 10 **The next stage 2, Impersonal expressions** and Unit 17 **The main points 3, Probability and possibility**.

- **Il est + adjective + de + infinitive** (*it is + adjective + to*) is used to refer forward to something later in the sentence:

Il est important d'acheter des cadeaux avant de partir.

It is important to buy presents before leaving.

Il est difficile de comprendre cette liste.

It is difficult to understand this list.

C'est (it is) + adjective

See **The main points 2**. This refers back to an idea or situation but not to a person.

C'est vraiment très intéressant.

It is really very interesting.

C'est vrai, tu sais.

It is true, you know.

The structure **c'est + noun + adjective** can be used to refer to a person:

C'est un homme intelligent.

He is an intelligent man.

C'est une femme intelligente.

She is an intelligent woman.

3 PLUS DE (MORE THAN)

The expression *more than* is not always expressed by **plus que** when you are using figures. **Plus de** is used instead of **plus que** when figures are used:

Il fait **plus de** 30 degrés.

It is more than (over) 30 degrees.

Il y a **plus de** 100 élèves.

There are more than (over) 100 pupils.

4 BON/BIEN (GOOD/WELL), MEILLEUR/MIEUX (BETTER)

The adverb **bien** (*well*) is sometimes used in French where in English you would use the adjective *good*:

Ce travail est **bien**.

This is good work.

Because there is sometimes a problem for English speakers in choosing between **bon** and **bien**, it might also be difficult to know when to use the comparatives **meilleur** and **mieux**. The adjective **meilleur/e/s** (*better*) is the comparative of **bon/bonne/s** (*good*). It agrees with the appropriate noun in gender and number and goes before the noun it relates to:

Cette confiture est **meilleure**
que celle-là.

Mark a **meilleur** caractère
qu'Andrew.

*This jam is better (literally 'more
good') than that.*

*Mark has a better temper than
Andrew.*

The adverb **mieux** (*better*) is the comparative of **bien** (*well/fine*) and remains invariable (does not agree):

Ces nouvelles baskets sont **mieux**. *These new trainers are better.*

Mieux, being an adverb, follows the verb:

Ça va **mieux**.

Ça va **mieux**?

I am better./Things are going better.

Are you better? Are things any better?

TEN THINGS TO REMEMBER

- 1 Make sure you know the present tense endings of regular **-ir** and **-re** verbs.
- 2 The regular endings of the **nous**, **vous** and **ils/elles** forms of **-ir** verbs are **-issons**, **-issez** and **-issent**: **nous réussissons**, **vous choisissez**, **ils/elles finissent**. Don't forget to add the **-iss-**!
- 3 Learn the irregular verb **prendre**. Like **faire**, it is very useful in everyday situations: **nous prenons un livre**, **nous prenons le temps**, **nous prenons un café**.
- 4 Note that **comprendre**, **reprendre** and **apprendre** are also irregular, following the same pattern as **prendre**.
- 5 **Ce** used with a noun is a demonstrative adjective. Like all adjectives, it agrees with the noun in gender: **ce livre**, **cette maison**. In front of a masculine noun beginning with a vowel or vowel sound, **ce** becomes **cet**: **cet ami**. **Ce**, **cet** and **cette** all become **ces** in the plural.
- 6 When **ce** is the subject of the verb **est** or **sont**, it is a demonstrative pronoun: **c'est**, **ce sont**. When it is the subject of other verbs, it becomes **ceci**, **cela** or **ça**: **ça m'intéresse** (*that interests me*).
- 7 In French, object pronouns come before the verb, unlike in English: **il le voit** (*he sees him*).
- 8 In order to say 'the one' or 'that one', **ce** is combined with **lui**, **elle**, **eux** and **elles** to give **celui**, **celle**, **ceux** and **celles**: **celui** (i.e. **le livre**) **dans la vitrine**; **celle** (i.e. **la maison**) **de Stéphanie**, **celle que nous aimons**.
- 9 To compare things or people, use: **moins/plus/aussi** + adjective + **que**: **Il est aussi grand que moi**. (*He is as tall as me.*) To compare

quantities, use: **moins de/plus de/autant de** + noun + **que**: Il a autant d'argent que moi. (*He has as much money as me.*)

- 10** **Mieux** is an adverb and is used with a verb: Elle chante mieux que Nicolas. (*She sings better than Nicolas.*) **Meilleur** is an adjective. It is used with a noun and agrees with it: Stéphanie est ma meilleure amie. (*Stéphanie is my best friend.*)

TEST YOURSELF

How would you say ... ?

- 1 Are you having more coffee? (tu)
- 2 This cheese is better than that one.
- 3 It is colder in Dundee than in Saint-Amand.
- 4 It is over 30 degrees in the sun.
- 5 This magazine is the one I prefer.
- 6 It is the best solution.

Add the verbs in brackets in the present tense in the following sentences:

- 7 Est-ce que vous ____ (choisir) des cadeaux pour vos amis?
- 8 Les librairies ____-elles (vendre) des journaux anglais?

Add the correct object pronouns:

- 9 Est-ce que tu manges du poisson? Oui j' ____ mange tous les vendredis.
- 10 Achetez-vous le journal Libération? Oui, nous ____ achetons de temps en temps.

6

Saying what you are going to do

In this unit you will learn

- *To talk about where you are going*
- *To talk about what you are going to do*
- *To ask about people, places and things*
- *To locate people, places and things*

Topic

- *Travel*

Grammar

- ▶ The immediate future: **aller** + infinitive (*going to* + infinitive)
- ▶ Irregular **-ir** and **-re** verbs
- ▶ Prepositions *in, at, to, with*
- ▶ Adverbs
- ▶ **En** + the present participle
- ▶ Superlatives *the least/the most*

The next stage

- ▶ **-ir/-re** reflexive verbs
- ▶ Verbs followed by prepositions
- ▶ More about adverbs in set expressions

Getting started

1 To say where you are going and what you are going to do, you can use the present tense in conversational French.

Je **vais** à Paris la semaine prochaine. *I am going to Paris next week.*
 J'ai une réunion dans deux semaines. *I have a meeting in two weeks.*

The future action is indicated by the time expression: *next week/next year...* In writing, or to emphasize the fact that the action will take place in the future, you will need to use the future tense (see Unit 11). However, just as in English, there is a way of saying that an action will take place in the immediate future (*going to* + infinitive): *I'm going to go abroad soon.*

In French you use the verb **aller** + the infinitive of the verb indicating the action:

Je **vais aller** à Paris la semaine prochaine. *I am going to go to Paris next week.*

You have already learned the present tense of **aller**, which is an irregular verb. If you are unsure refer back to Unit 1 **The main points 3.**

2 In this unit you will also meet more irregular verbs ending in **-ir** and **-re** such as **prendre** (*to take*), **partir** (*to leave*):

Les Français **prennent** souvent un mois de vacances en juillet ou en août. *French people often take a month off in July or August.*
 Ils **partent** à la mer ou à la montagne. *They go to the seaside or to the mountains.*

3 To say where you are going to, or to locate people, things or places, you need to use a preposition, for example: *to, in, with, ...*

Saint-Amand-les-Eaux se trouve dans le nord près de la frontière belge. *Saint-les-Eaux is situated in the north near the Belgian border.*

4 To say **when, where, how, how often** you do something, you use adverbs. In this unit you will find out about common adverbs such

as **souvent** (*often*). You will also find out how most other adverbs in French are formed, for example **rarement** (*rarely*).

Isabelle va **souvent** à Paris.

Isabelle often goes to Paris.

Elle va à Paris **principalement** pour les expositions dans les musées.

She goes to Paris mainly for exhibitions in museums.

5 You have used adjectives for comparisons in Unit 5 **The main points 4** and **Say it in French 2**. In this unit you will learn how to use the superlative form, how to say *the most*, *the least* and so on:

Paris est la **plus** belle capitale du monde.

Paris is the most beautiful capital in the world.

Say it in French

Look more closely at **verb structures**, **prepositions** and **adverbs** in the following examples.

1 WHERE YOU ARE AND WHERE YOU ARE GOING

Mark **est** en vacances à Saint-Amand-les-Eaux. Saint-Amand offre de nombreuses attractions touristiques.

Mark is on holiday in Saint-Amand-les-Eaux. Saint-Amand has many tourist attractions.

Mark **visite** la station thermale.

Mark visits the spa centre. It is situated near the spring at the

Elle **se trouve** **près de** la source **du** **clos de** l'Abbaye.

Clos de l'Abbaye.

Mark et Stéphanie **se promènent** **dans** la forêt de Saint-Amand..

Mark and Stéphanie are walking in the forest of Saint-Amand.

La forêt de Saint-Amand **est** **au** **centre** **du** Parc naturel régional.

Saint-Amand forest is in the centre of the regional country park.

Mark et Stéphanie **vont visiter** l'Abbaye et écouter le carillon de 48 cloches.

Mark and Stéphanie are going to visit the Abbey and listen to the peal of 48 bells.

Ils **vont** aussi **faire** des courses et **prendre** un verre à la terrasse d'un café.

They are also going to go shopping and have a drink at a pavement cafe.

2 WHAT YOU ARE GOING TO DO

Demain je vais aller à la pharmacie pour acheter des aspirines.

Les parents de Mark vont venir en France afin de rencontrer les parents de Stéphanie.

Les Dickson vont suivre des cours du soir en français.

Ils vont venir en France en juillet.

Sandy va bientôt passer ses examens en français.

Elle va beaucoup réviser pendant plusieurs semaines.

Tomorrow I am going to go to the chemist to buy some aspirins.

Mark's parents are going to come to France to meet Stéphanie's parents.

The Dicksons are going to take evening classes in French.

They are going to come to France in July.

Sandy is going to take her French exams soon.

She is going to revise a lot for several weeks.

3 ASKING ABOUT PEOPLE, PLACES AND THINGS

Qu'est-ce qu'il y a à voir dans la région?

Pourquoi la ville porte-t-elle ce nom?

Où est-elle située?

Pourquoi est-elle célèbre?

Quelles sont les spécialités de Saint-Amand?

Qui est le maire de Saint-Amand?

Comment est-ce que ça s'appelle?

What is there to see in the area?

Why does the town have this name?

Where is it situated?

Why is it famous?

What are the specialities of Saint-Amand?

Who is the mayor of Saint-Amand?

What's that called?

4 LOCATING PEOPLE, PLACES AND THINGS

Stéphanie et Mark sont au café près de la gare.

La ville est située dans le nord de la France, à 30 km de Lille.

Le musée se trouve sur la place du marché.

Stéphanie and Mark are at the cafe near the station.

The town is situated in the north of France, 30 km from Lille.

The museum is situated in the market place.

The main points

1 THE IMMEDIATE FUTURE

Aller (to go) + infinitive

The immediate future tells you what is going to happen in the not too distant future and replaces the future tense in conversational French, when no specific point about the future is being made. See **Say it in French 2**.

Les Dickson vont mettre leur français en pratique durant leurs vacances.	<i>The Dicksons are going to put their French to use during their holidays.</i>
Ils vont faire la connaissance de la famille de Stéphanie.	<i>They are going to meet Stéphanie's family.</i>
Où allez-vous passer vos vacances?	<i>Where are you going to spend your holidays?</i>
Nous n' allons pas passer les vacances en Italie.	<i>We aren't going to spend the holidays in Italy.</i>
Allez-vous visiter Marseille?	<i>Are you going to visit Marseilles?</i>

2 IRREGULAR -IR AND -RE VERBS

Verbs in -ir

A small group of irregular verbs ending in -ir add the following endings to the stem:

-e, -es, -e, -ons, -ez, -ent.

The stem of these verbs does not change in the plural:

cueillir to pick	cueille, cueilles, cueille,	cueillons, cueillez, cueillent
offrir to offer	offre, offres, offre,	offrons, offrez, offrent
ouvrir to open	ouvre, ouvre, ouvre,	ouvrons, ouvrez, ouvrent
souffrir to suffer	souffre, souffres, souffre,	souffrons, souffrez, souffrent

Mark **cueille** un brin de
muguet pour Stéphanie.

*Mark picks a sprig of lily of the
valley for Stéphanie.*

A group of irregular verbs ending in two consonants before **-ir** have the **-ir** and also one preceding consonant removed to form the stem for the first three persons in the singular. The following endings are added:

-s, -s, -t, -ons, -ez, -ent.

The stem does not change in the plural:

dormir <i>to sleep</i>	dors, dors, dort,	dormons, dormez, dorment
mentir <i>to lie</i>	mens, mens, ment,	mentons, mentez, mentent
partir <i>to leave</i>	pars, pars, part,	partons, partez, partent
sortir <i>to go out</i>	sors, sors, sort,	sortons, sortez, sortent
courir (<i>to run</i>) has the same endings:		
	cours, cours, court,	courons, courez, courent

Le vendredi soir, Mark et
Stéphanie **sortent** à Aberdeen.

*On Friday nights Mark and
Stéphanie go out in Aberdeen.*

Two **-ir** verbs are highly irregular:

tenir <i>to hold</i>	tiens, tiens, tient,	tenons, tenez, tiennent
venir <i>to come</i>	viens, viens, vient,	venons, venez, viennent

Verbs with similar spelling such as **devenir** (*to become*), **revenir** (*to come back*), **retenir** (*to hold back*), etc. follow the same pattern:

Isabelle **tient** les cordons de la
bourse. *Isabelle holds the purse-strings.*

Les parents de Mark **viennent**
de Dundee. *Mark's parents come from
Dundee.*

Verbs in **-re**

The stem of irregular **-re** verbs changes in the present tense with plural subjects.

For **prendre**, the stem becomes **pren-** so that the plural forms of the present tense are:

nous prenons, vous prenez, ils prennent

The endings of the present tense of the other irregular **-re** verbs are:
-s, -s, -t, -ons, -ez, -ent.

Here is a more complete list of irregular verbs in **-re**.

Look at the way the stem changes in the plural:

boire <i>to drink</i>	bois, bois, boit,	buvons, buvez, boivent
croire <i>to believe</i>	crois, crois, croit,	croyons, croyez, croient
conduire <i>to drive</i>	conduis, conduis, conduit,	conduisons, conduisez, conduisent
connaître <i>to know</i>	connais, connais, connaît,	connaissons, connaissez, connaissent
dire <i>to say</i>	dis, dis, dit,	disons, dites, disent
écrire <i>to write</i>	écris, écris, écrit	écrivons, écrivez, écrivent
lire <i>to read</i>	lis, lis, lit,	lisons, lisez, lisent
prendre <i>to take</i>	prends, prends, prend,	prenons, prenez, prennent
suivre <i>to follow</i>	suis, suis, suit,	suivons, suivez, suivent
vivre <i>to live</i>	vis, vis, vit	vivons, vivez, vivent

Cette année Mark et Stéphanie **prennent** une semaine de vacances en mai.

Les Dickson ne **connaissent** pas encore les Lemaire.

Mark **écrit** quelques cartes.

Stéphanie les **lit** et ajoute un petit mot.

This year Mark and Stéphanie are taking a week's holiday in May.

The Dicksons do not know the Lemaire's yet.

Mark writes some postcards.

Stéphanie reads them and adds a few words.

For more information on irregular verbs, see the **Verb tables**.

3 PREPOSITIONS (IN, AT, TO, WITH)

Prepositions can go with verbs, for example *sortir de* (*to go out of to come from*), but they mainly introduce adverbial phrases which explain *where, when, how, why* things happen. See **The main points 4** below.

Here is a list of prepositions (both single words and groups of words) you have already met in examples in this book:

Prepositions and prepositional groups for place (where)

à	<i>to/in/at</i>	dans	<i>in</i>
à côté de	<i>beside/next to</i>	de	<i>of/from/by</i>
à l'intérieur de	<i>inside</i>	derrière	<i>behind</i>
après	<i>after</i>	devant	<i>in front of</i>
au bord de	<i>on/at the edge of</i>	en	<i>to/in/of</i>
au coin de	<i>on/at the corner of</i>	en face de	<i>opposite</i>
au-dessous de	<i>below/underneath</i>	entre	<i>between</i>
au-dessus de	<i>above</i>	loin de	<i>far from</i>
autour de	<i>around</i>	parmi	<i>among</i>
avant	<i>before</i>	près de	<i>near</i>
chez	<i>at/at the home of (someone)</i>	sous	<i>under</i>
contre	<i>against</i>	sur	<i>on</i>
		vers	<i>towards</i>

L'Abbaye se trouve **sur** la place
en face de l'hôtel de ville.

*The Abbey is situated in the
marketplace opposite the
town hall.*

L'agence de voyages se trouve
au coin de la rue, **à côté du**
marchand de légumes **près de**
l'Abbaye.

*The travel agency is situated on
the corner of the street, next
to the greengrocer's near the
Abbey.*

À Saint-Amand, il y a un marché
sur la place tous les vendredis de
9 heures à 13 heures.

*In Saint-Amand there is a
market in the square every
Friday from 9.00 to 13.00.*

Prepositions for time (when)

à	at	jusque	until
avant	before	pendant	during
après	after	pour	for
depuis	since/for		

In French, be careful to use the preposition **à** (*at/in/to*) correctly with verbs of movement such as *fly to*, *walk to*, *travel to*, etc.:

- When you say **Je voyage à Paris**, you are actually saying *I am travelling IN Paris*, not *I am travelling TO Paris*. So you need to add how you are travelling: **Je vais me rendre/aller à Paris en train/en avion**. (*I am going to go to Paris by train/by plane.*)
- Similarly, **Je marche à l'université** means that you are walking around within the university precinct, whereas **Je vais à l'université à pied** means I am going to the university on foot.

Stéphanie habite à Aberdeen
depuis six mois.

*Stéphanie has been living in
Aberdeen for six months.*

Avant ça, elle était à l'université
de Lille **pendant** deux ans.

*Before that she was at the
University of Lille for two years.*

Elle va travailler à Aberdeen
jusqu' à la fin de son stage,
puis elle espère y trouver un
autre emploi.

*She is going to work in Aberdeen
until the end of her work
placement and then she is hoping
to find another job there.*

Other prepositions and prepositional groups showing how or why:

afin de	in order to	par	by/through
à cause de	because of	pour	in order to
au lieu de	instead of	presque	almost
avec	with	sans	without
comme	like, such as	sauf	except
d'après	according to	selon	according to
de façon à	in order to	suite à	following

Stéphanie travaille comme stagiaire pour une compagnie pétrolière à Aberdeen.	<i>Stéphanie works as a trainee for an oil company in Aberdeen.</i>
Elle travaille avec Mark. Selon lui, elle est très douée et elle se débrouille très bien dans son emploi.	<i>She works with Mark. In his opinion she is very gifted and is doing very well in her job.</i>
Mark a tous les cadeaux sauf un pour son meilleur ami.	<i>Mark has all his presents except one for his best friend.</i>

As mentioned in Unit 1 **The main points** 8, when prepositions are followed by personal pronouns, stressed pronouns are used: **moi, toi, lui/elle/soi, nous, vous, eux/elles**. See also Unit 7 **The main points** 6.

Tu viens avec moi?	<i>Are you coming with me?</i>
Elle va à la librairie avec lui.	<i>She is going to the bookshop with him.</i>
Selon toi, Mark, est-ce que Stéphanie va obtenir un emploi à temps complet à la fin de son stage?	<i>Mark, in your opinion, is Stéphanie going to get a full-time job at the end of her work placement?</i>
Tu y vas sans moi?	<i>Are you going without me?</i>

4 ADVERBS

Adverbs describe *where, when, how, or why* something happens. They work with words such as verbs, adjectives or other adverbs to change or explain the basic meaning. There are two main groups of adverbs:

Short, frequently used adverbs

assez	<i>fairly/enough</i>	toujours	<i>always</i>
bien	<i>well</i>	très	<i>very</i>
moins	<i>less</i>	trop	<i>too</i>
plus	<i>more</i>	vite	<i>fast</i>
souvent	<i>often</i>	vraiment	<i>really/truly</i>

Adverbs formed from adjectives

For these adverbs you simply add **-ment**, usually to the feminine form of the adjective:

actif (m)	active (f)	activement
heureux (m)	heureuse (f)	heureusement
mondial (m)	mondiale (f)	mondialement
passif (m)	passive (f)	passivement
principal (m)	principale (f)	principalement
régulier (m)	régulière (f)	régulièrement

For adjectives which already end in **-e**, add **-ment** without any change:

simple (m, f)	simplement
véritable (m, f)	véritablement

For adjectives ending in **-ent/-ant**, remove the **-ent/-ant** and add **-emment/-amment**:

fréquent	fréquemment
prudent	prudemment
courant	couramment

The position of adverbs

Adverbs can accompany/modify verbs, adjectives or other adverbs.

- ▶ When adverbs modify verbs, they usually come after the verb (or after the auxiliary verb **être** or **avoir** in the perfect tense, see Unit 13 **The main points 3**):

Mark travaille souvent sur la plate-forme pétrolière.	<i>Mark often works on the oil rig.</i>
Il téléphone régulièrement à Stéphanie.	<i>He phones Stéphanie regularly.</i>
Il a déjà acheté un téléphone portable.	<i>He has already bought a mobile phone.</i>

- When adverbs modify **adjectives**, they come directly before the adjective:

Mark trouve les parents de Stéphanie vraiment sympathiques.	<i>Mark finds Stéphanie's parents really friendly.</i>
Il est très heureux d'être en France.	<i>He is very happy to be in France.</i>

- Short adverbs such as **trop**, **plus**, **très** can also modify other adverbs and are placed before them:

Certains Français roulent trop vite.	<i>Some French people drive too fast.</i>
Les Britanniques roulent plus prudemment.	<i>The British drive more cautiously.</i>

5 ADVERBIAL PHRASES

There are some frequently used adverbial phrases which are formed from a preposition + a **noun**:

avec plaisir	<i>with pleasure</i>
en ce moment	<i>at the moment</i>
en retard	<i>late</i>
Georges et Isabelle accueillent Mark avec plaisir .	<i>Georges and Isabelle welcome Mark with pleasure.</i>

6 TIME PHRASES

To say when something happened, there are some time phrases which do not start with a preposition in French, although they do in English:

le samedi soir	<i>on Saturday nights</i>
le dimanche matin	<i>on Sunday mornings</i>
le matin	<i>in the morning</i>
lundi	<i>on Monday</i>
le lundi	<i>on Mondays</i>

7 EN + THE PRESENT PARTICIPLE

See Unit 3 The next stage 3.

In English, you form the present participle from the infinitive of the verb by adding *-ing*:

to drive → *driving*; *to go* → *going*

In French, you find the stem of the verb and add **-ant**:

rouler → *roul-* → **roulant** (*driving*); *aller* → *all-* → **allant** (*going*)

Se couchant tard à cause de ses examens, Sandy est très fatiguée. *Going to bed late because of her exams, Sandy is very tired.*

To show that one thing causes another (*by/in ...ing*), in French you add the preposition **en** before the present participle (the **-ant** form of the verb):

En prenant des cours du soir, les parents de Mark espèrent apprendre assez de français pour communiquer avec les Lemaire. *By taking evening classes, Mark's parents hope to learn enough French to communicate with the Lemaire.*

8 SUPERLATIVES: THE LEAST, THE MOST

The most ...

To say that something or someone is *the most* ..., or for adjectives that end in *-est* in English (*greatest, oldest, newest*), you use: **le/la/les plus** + adjective. The adjective agrees in number and gender with the noun, and its position does not change.

Most adjectives go *after* the noun:

Nicolas est le cinéophile le plus passionné de toute la famille. *Nicolas is the keenest cinema enthusiast of the whole family.*

Saint-Amand est une des villes
les plus connues du nord,
ayant participé plusieurs fois
aux jeux d'Interville.

L'eau de Saint-Amand est une
des eaux **les plus** riches en
minéraux et en magnésium et
c'est **la plus** consommée dans
le nord.

*Saint-Amand is one of the most
famous cities in the north, having
taken part in the Interville Games
several times.*

*Saint-Amand water is among the
richest in minerals and magnesium
and is the one most people drink
in the north.*

Here are some examples of adjectives which go before the noun.
See Unit 3 **The main points 1.**

Nicolas est **le plus grand**
garçon de sa classe.

À la maison, il a **la plus petite**
chambre.

*Nicolas is the tallest boy in his
class.*

*At home, he has the smallest
bedroom.*

The least ...

To say that something or someone is *the least* you use: **le/la/les
moins** + adjective. The adjective agrees in number and gender with
the noun:

Nicolas est **le moins** sportif de
toute la famille.

L'eau de Saint-Amand est aussi une
des eaux minérales **les moins** chères.

*Nicolas is the least sporty of the
whole family.*

*Saint-Amand water is also one
of the least expensive mineral
waters.*

The story

In the following conversation, look for **expressions of time and
of place**, and for verbs expressing an **immediate future**:

Has Mark ever visited Paris? Why is Isabelle going to Paris and how long for? What is the most popular shop in the centre of Paris?

Isabelle parle de Paris à Mark.

Isabelle	Mark, connaissez-vous Paris?
Mark	Non, mais j'aimerais beaucoup y aller un jour avec Stéphanie. Est-ce que vous allez souvent à Paris?
Isabelle	Environ une fois par an. J'ai des cousins qui vivent là-bas. Exceptionnellement, je vais y aller la semaine prochaine, afin de rendre visite à ma cousine Jacqueline. Elle est à l'hôpital suite à un accident de la route. Je pars mercredi matin.
Mark	Est-ce que c'est très grave?
Isabelle	Assez grave. D'après les docteurs elle a vraiment de la chance d'être en vie. Sa voiture est complètement inutilisable. Elle a les deux jambes cassées et quelques blessures aux bras et au visage. Elle dort très mal et elle se sent plutôt déprimée. Je vais donc aller la voir.
Mark	Combien de temps allez-vous rester à Paris?
Isabelle	Trois ou quatre jours seulement. Je vais en profiter pour faire quelques courses pendant mon séjour. Je voudrais aller aux Galeries Lafayette, près de l'Opéra. C'est le magasin le mieux situé et le plus populaire de Paris. Il est extrêmement populaire chez les touristes.

A quick check

1 Put the words in the following sentences in the correct order, adding capitals and punctuation as necessary:

- a** vais Saint-Amand je visiter de l'Abbaye
- b** est-ce des vas cartes que postales tu acheter
- c** le j' aller les sangliers aimerais bois dans voir les de Saint-Amand

2 Make the verbs in brackets agree with their subject and supply the correct prepositions in the following sentences:

- a** Mark (écrire) des cartes postales ____ Saint-Amand et les (envoyer) ____ sa famille ____ Dundee et ____ ses amis.
- b** Les parents ____ Mark (vivre) ____ un quartier résidentiel ____ Dundee.
- c** Mr Dickson (prendre) le bus ____ se rendre au travail le matin.
- d** Il est directeur ____ un supermarché ____ quelques kilomètres ____ centre ville ____ de la rivière Tay.
- e** Il (partir) ____ 8 heures le matin et (revenir) ____ 18 heures, ____ le jeudi soir car il travaille ____ 21 heures.

3 Select adverbs from the lists in **The main points 4** above, and use them to complete the following sentences:

Dundee occupe une position _____ privilégiée sur la côte est de l'Écosse. Les deux collines, Balgay et Law, offrent une vue _____ superbe de la Tay et de la campagne. Dundee est une ville _____ connue pour le bateau Discovery, et l'observatoire de Balgay avec ses vues féériques. Dundee est une ville _____ accueillante pas très loin de St Andrews _____ célèbre pour le golf.

The next stage

1 -IR/-RE REFLEXIVE VERBS

Most reflexive verbs are **-er** verbs. See Unit 3 The main points 2 and 3. Some **-ir/-re** verbs can also be used as reflexives. The extra pronoun **se** which comes in front of the verb changes form according to the subject of the verb.

Here are a few examples of **-ir** and **-re** reflexive verbs:

s'asseoir *to sit down*

se comprendre *to understand one another*

se conduire *to behave (oneself)*

se connaître *to know oneself/know each other*

se dire *to tell oneself*

s'écrire *to write to each other*

se tenir *to stand/behave/hold*

Tu t'assieds.

Nous nous comprenons.

Ils se conduisent bien.

Vous vous connaissez?

Je me dis ...

Nous nous écrivons.

Ils se tiennent bien.

Mark et Stéphanie **se tiennent** la main.

Mark and Stéphanie hold hands.

Les Dickson et les Lemaire **ne se connaissent** pas encore.

The Dicksons and the Lemaire don't know each other yet.

2 VERBS FOLLOWED BY PREPOSITIONS

Prepositions are often used differently in English and French. This is most noticeable in **verb groups** (**s'habituer à**, **penser à**, **se contenter de**). For example, the preposition **à** can be translated by *at/in* and it also means *to*:

Mark **s'habitue à** la vie française. *Mark is getting used to French life.*

à can also mean *of/about* in expressions such as:
penser à (*to think of/about*)

de can also mean *with* in expressions such as:
se contenter **de** (*to be satisfied with*)

par can mean *with* in expressions such as:
commencer **par** (*to begin with*),
remplacer **par** (*to replace with*)

Mark pense à écrire à ses amis. *Mark is thinking of writing to his friends.*

Mark et Stéphanie se contentent de sortir le week-end. *Mark and Stéphanie are satisfied with going out at weekends.*

Many French verbs are almost always followed by a preposition, forming a **verb group**.

It is important to remember the verb *with its preposition* and to look up the verb in a good dictionary whenever you are unsure.

Here is a list of French verbs followed by the preposition à:

aboutir à	<i>to lead to</i>
*aider quelqu'un à	<i>to help someone to</i>
s'amuser à (+ inf.)	<i>to amuse oneself (+ verb + ing)</i>
appartenir à	<i>to belong to</i>
*chercher à	<i>to try to</i>
*commencer à	<i>to begin to</i>
consentir à	<i>to consent to</i>
*continuer à	<i>to continue to</i>
s'habituer à	<i>to become used to</i>
*inviter quelqu'un à	<i>to invite someone to</i>
*penser à	<i>to think of</i>
*réussir à	<i>to succeed in</i>

Stéphanie s'habitue à vivre à Aberdeen. *Stéphanie is getting used to living in Aberdeen.*

Elle cherche à rester en Écosse. *She is trying to stay in Scotland.*

The verbs marked with * above and below are not always followed by a preposition, either in English or in French. Some can also be followed by a direct object:

Il commence **son travail** à 8 h 30. *He starts work at 8.30.*

Here is a list of French verbs followed by the preposition **de**. As you can see, this preposition can be translated in many ways: *to, from, of, for, with*. Note that the equivalent English verb may not be followed by a preposition.

s'arrêter de (+ inf.)	<i>to stop (doing something)</i>
avoir l'air de	<i>to look like</i>
avoir besoin de	<i>to need</i>
avoir envie de	<i>to be afraid of</i>
se contenter de	<i>to be satisfied with</i>
se dépêcher de	<i>to hurry to</i>
douter de	<i>to doubt</i>
*éviter de	<i>to avoid (doing something)</i>
s'excuser de	<i>to apologize for</i>
*finir de	<i>to finish</i>
*offrir de	<i>to offer to</i>
*ordonner à quelqu'un de	<i>to order someone to</i>
parler de	<i>to talk about</i>
se passer de	<i>to do without</i>
penser de	<i>to have an opinion about</i>
se souvenir de	<i>to remember</i>

The reflexive verbs (**s'arrêter**, **se contenter**, **se dépêcher** ...) have a preposition when they are followed by an infinitive. You would say:

Je me dépêche. *I hurry up*

but

Je me dépêche de faire quelque chose.	<i>I hurry to do something.</i>
Mark se dépêche de téléphoner à Stéphanie.	<i>Mark rushes to phone Stéphanie.</i>

There are some verbs which are followed by a preposition in English, but not in French:

chercher	<i>to look for</i>
écouter	<i>to listen to</i>
entrer	<i>to come in</i>
regarder	<i>to look at</i>

Nous cherchons Saint-Amand-les-Eaux.	<i>We're looking for Saint-Amand-les-Eaux.</i>
Nicolas écoute la radio.	<i>Nicolas is listening to the radio.</i>

Only a few prepositions can be followed by a verb – usually the infinitive:

- ▶ **à, de**
- ▶ compound prepositions containing **de**, such as **loin de, avant de, au lieu de**
- ▶ **pour, sans, par**
- ▶ **après** can be followed by **avoir** or **être** (See Unit 15 The next stage 3):

Après avoir acheté ses cadeaux, il ne lui reste plus beaucoup d'argent.	<i>After buying his presents he doesn't have a lot more money left.</i>
---	---

3 MORE ABOUT ADVERBS

Cher

The adjective **cher** can become an adverb. It is invariable when it is used in the set expression **coûter cher**:

Cette robe coûte cher .	<i>This dress costs a lot.</i>
Ces logiciels coûtent cher .	<i>These software packages are expensive.</i>

Vite

Vite is an adverb and not an adjective.

You say:

Ces trains sont **rapides**. *These trains are fast.*

(adjective qualifying the noun *trains*-masc. plural)

But if you use **vite**, it is invariable:

Stéphanie roule **vite**. *Stéphanie drives fast.*

(adverb modifying the verb **roule**)

Mal

Mal is also an adverb, not an adjective, so it does not show agreement:

Cela fait **mal**. *It hurts.*

La cousine d'Isabelle se
sent plutôt **mal**. *Isabelle's cousin feels rather
unwell.*

Beaucoup trop

You can say **beaucoup trop** (*far too much*).

Mark aime **beaucoup** *Mark likes sweet things (far) too*
trop les sucreries. *much.*

Adjectives used as adverbs

Some adjectives can be used as adverbs in certain phrases (see **cher** above), in which case they do not show agreement:

Parler **fort/haut** *To speak loudly*

TEN THINGS TO REMEMBER

- 1 The preposition *à* can be a bit confusing. It can mean *in*, *at*, *to* or *with*: Je suis *à* Dundee (*in* Dundee), Il fait des études *à* l'université (*at* the university), Je vais *à* Saint-Amand (*to* Saint-Amand), Alison porte une robe *à* fleurs (*with* flowers on it).
- 2 They are many irregular *-ir*, *-re* and *-oir* verbs. Learn them as you progress through the book and keep details in the irregular verb section of your notebook.
- 3 If you want to say *the most* or *the least*, use *le/la/les* (depending on the gender and number of the noun) + **plus/moins** in front of the adjective: **le plus beau** (jardin) (*the most beautiful* (garden)), **les moins chers** (vins) (*the least expensive* (wines)), **la plus intéressante** (histoire) (*the most interesting* (story)).
- 4 Long adverbs are formed by adding **-ment** to the feminine form of the adjective: **intellectuellement**.
- 5 To make an adverb from adjectives ending in **-ant** or **-ent**, add the endings **-amment** or **-emment**: **courant** → **couramment** (*fluently*), **prudent** → **prudemment** (*prudently*).
- 6 Just as it is important to remember the gender of each noun as you learn it, for verbs it is important to remember whether they are followed by **de** or **à**.
- 7 If the verb structure includes a noun, the preposition used is more likely to be **de**: **j'ai l'intention de**, **j'ai besoin de**.
- 8 Note that **vite** and **mal** are adverbs and are therefore used to modify verbs, not nouns: **je roule vite/mal** (*I drive fast/badly*). With nouns, you must use an adjective: **j'ai une voiture rapide** (*I have a fast car*), **j'ai une mauvaise note** (*I've got a bad mark*).

- 9** **Je viens de** literally means 'I come from', but it can mean 'I have just done (something)': **Je viens d'acheter une nouvelle voiture.** (*I've just bought a new car.*)
- 10** To say that you are about to do something soon, in the immediate future, you can use the structure **aller + infinitive**: **Je vais acheter une nouvelle voiture.** (*I'm going to buy a new car.*)

TEST YOURSELF

How would you say ...?

- 1 We are organising a meeting at the golf club at 7 this evening.
- 2 He is thinking of writing to her parents.
- 3 She is really satisfied with her life.
- 4 She remembers happy times.
- 5 She is looking for her address book.
- 6 They would like to go to France in August but it is the most expensive time.
- 7 Do the British drive more cautiously than the French?

Add the correct verb forms in the present tense using the verbs in brackets and the missing prepositions:

- 8 Ils ____ (sortir) la plupart ____ week-ends.
- 9 Ils ____ (prendre) une semaine ____ vacances ____ avril.
- 10 Nos parents ____ (partir) ____ vacances ____ quelques semaines.

Saying who owns what

In this unit you will learn

- *To speak about personal ownership*
- *To say and ask who owns something*

Topic

- *Homes and possessions*

Grammar

- ▶ More about possessive adjectives *my, your, her/his/its*
- ▶ Possessive pronouns *mine, his, hers*
- ▶ The preposition **de** to show possession
- ▶ The preposition **à** to show belonging
- ▶ Useful verbs for possession and ownership: **être** (*to be*), **avoir** (*to have*), **appartenir** (*to belong to*) in the present tense
- ▶ Stressed pronouns after **à** and **de**

The next stage

- ▶ More about possessive adjectives and pronouns
- ▶ More about possession

Getting started

You have already met possessive adjectives which show ownership.
See Unit 2 **The main points 6.**

Voilà l'appartement de mes amis.	<i>That is my friends' flat.</i>
Leur appartement est situé près des magasins.	<i>Their flat is situated near the shops.</i>

As you can see from the above examples, possessive adjectives always come before the noun and agree in gender and number with the noun they precede and **not with the owner**.

Stéphanie cherche son livre.	<i>Stéphanie is looking for her book.</i>
« Où est mon livre? » demande-t-elle à Nicolas.	<i>'Where is my book?' she asks Nicolas.</i>

1 You use possessive pronouns to avoid repeating a noun:

Leur appartement is replaced by **le leur**.
Mon livre is replaced by **le mien**.

Cet appartement est le leur .	<i>This flat is theirs.</i>
Ce livre est le mien .	<i>This book is mine.</i>

2 In English, possession can also be expressed by the use of 's or s'. In French, the preposition **de** is used to show ownership:

Les amis de mes parents ont une propriété sur la Côte d'Azur.	<i>My parents' friends have a property on the Côte d'Azur.</i>
---	--

3 In this unit, you will also meet the preposition **à** to show ownership, useful verbs to show ownership and possession – **être** (to be), **avoir** (to have), **appartenir** (to belong to) – and will learn to ask questions about ownership and possession: *Whose is it/this?, Who do they/these belong to?*

C'est à Nicolas? Non, c'est à Stéphanie.	<i>Is it Nicolas's? No, it is Stéphanie's.</i>
---	--

4 As mentioned in Unit 6 **The main points 3**, if a preposition is followed by a personal pronoun, the stressed pronoun is used: **moi, toi, lui/elle/soi, nous, vous, eux/elles**.

The other grammatical structures you will find useful to express possession are:

- ▶ Demonstrative adjectives (Unit 2 **The main points 5**)
- ▶ Demonstrative pronouns (Unit 5 **The main points 2**)

Ce livre est à moi. Est-ce que
celui-ci est à toi?

*This book is mine. Is this
one yours?*

Say it in French

The following examples show the different structures used in French to express possession. Look at them and check with the English translation if necessary before going on to the **The main points**.

1 SHOWING PERSONAL OWNERSHIP



Voici la maison **de** la famille
Lemaire.

Leur maison est individuelle.
La chambre **de** Stéphanie est la
plus grande.

Voici la chambre **de son** frère.
Sa chambre est toujours en
désordre.

Isabelle et George ont la chambre
la plus spacieuse. **La leur**
a un balcon et une salle de
bains complète.

Nicolas trouve **la sienne** trop
petite.

Comment est **la tienne**?

This is the Lemaire's house.

*Their house is detached.
Stéphanie's room is the
biggest.*

*This is her brother's bedroom.
His bedroom is always
untidy.*

*Isabelle and George have the
most spacious room. Theirs
has a balcony and an en suite
bathroom.*

*Nicolas thinks his is too
small.*

What is yours like?

2 ASKING WHO OWNS SOMETHING

À **qui** est cette chambre?

À **qui** appartient la plus grande
chambre?

Tu **as** la plus grande chambre?

C'est l'ordinateur **de qui**?

À **qui** sont ces logiciels?

Est-ce que ces logiciels
appartiennent à Nicolas?

Whose is this bedroom?

*Who does the biggest bedroom
belong to?*

*Do you have the biggest
bedroom?*

Whose computer is it?

Who does this software belong to?

*Does this software belong
to Nicolas?*

The main points

1 MORE ABOUT POSSESSIVE ADJECTIVES

Possessive adjectives must agree in both gender and number with the noun they accompany, so there are more variations in French than in English:

mon, ma, mes	<i>my</i>
ton, ta, tes	<i>your</i>
son, sa, ses	<i>his/her/its</i>
notre, nos	<i>our</i>
votre, vos	<i>your (plural and formal)</i>
leur, leurs	<i>their</i>

Nicolas, est-ce que c'est **ta**
chambre ou celle de **ta** sœur?

*Nicolas, is this your bedroom or
your sister's?*

Stéphanie ne trouve pas **son**
album de photos.

*Stéphanie can't find her
photo album.*

Nos livres sont dans le bureau
en bas.

*Our books are in the office
downstairs.*

Leurs voisins se plaignent
souvent du bruit.

*Their neighbours often complain
about the noise.*

In English, we say 'They are carrying their umbrellas', whereas French says **Ils portent leur parapluie** (i.e. they are carrying one umbrella each). **Ils portent leurs parapluies** would mean that they are carrying several umbrellas each.

In English, 'They like their cars' could mean that several people each like their own car or, for example, that a family own several cars and like all of them. In French, you would say either **Ils aiment leur voiture** (they each like their own car) or **Ils aiment leurs voitures** (they own several cars and like them all).

2 POSSESSIVE PRONOUNS (MINE, HIS, HERS, OURS, ...)

As you can see from the words in bold in the following examples (**la mienne, la sienne**, etc.), possessive pronouns agree in number and gender with the noun they replace. They *agree* in both number and gender *with whatever is owned* – not with the owner as in English. They are like nouns because they are accompanied by the definite articles **le/la/les**, which also vary according to the gender and number of the thing owned.

Forms of the possessive pronoun

masc. sing.	fem. sing.	masc. plural	fem. plural
-------------	------------	--------------	-------------

le mien	la mienne	les miens	les miennes	<i>mine</i>
le tien	la tienne	les tiens	les tiennes	<i>yours</i> (informal)
le sien	la sienne	les siens	les siennes	<i>his/her/its</i>
le nôtre	la nôtre	les nôtres	les nôtres	<i>ours</i>
le vôtre	la vôtre	les vôtres	les vôtres	<i>yours</i> (plural, formal)
le leur	la leur	les leurs	les leurs	<i>theirs</i>

À qui est ce MP3?

C'est le mien.

Nicolas emmène le sien
au lycée.

Ce CD n'est pas le tien.

Nos voisins se plaignent
souvent. Comment sont les
vôtres (plural)?

Whose MP3 is this?

It's mine.

*Nicolas takes his to the
secondary school.*

This CD is not yours.

*Our neighbours often
complain. What are yours
like?*

3 THE PREPOSITION *DE* TO SHOW POSSESSION OR OWNERSHIP

Very often in French *de* is used, particularly with a person's name, to show that someone owns something. There is no equivalent structure to the English 's, s'.

La chambre **de** Stéphanie est
toujours très bien rangée.

Celle **de** Nicolas est toujours en
désordre.

La chambre **de** leurs parents
offre une jolie vue sur la
campagne.

*Stéphanie's room is always very
tidy.*

*Nicolas' is always untidy.
(i.e. the one of Nicolas ...)*

*Their parents' room has
a lovely view over the
countryside.*

4 THE PREPOSITION À TO SHOW BELONGING

In French, the preposition *à* is used in questions to ask *Whose is ...?* or *Whose are ...?* *À qui est ...?*, *À qui sont ...?* as shown in these examples. It is also used to say to whom something belongs.

À qui sont ces magazines?	<i>Whose are these magazines?</i>
À qui est cette vidéo-ci?	<i>Whose is this video?</i>
Ces logiciels ne sont pas à toi.	<i>This software isn't yours.</i>
Ils sont à ton ami.	<i>It belongs to your friend.</i>
À qui est la nouvelle voiture garée devant la maison de nos voisins?	<i>Whose is the new car parked in front of our neighbours' house?</i>

5 USEFUL VERBS FOR POSSESSION AND OWNERSHIP

- **Avoir:** as with the English verb *to have*, **avoir** can be used to show ownership or possession:

Nicolas a deux CD de Westlife.	<i>Nicolas has two Westlife CDs.</i>
Mark a aussi leur dernier album.	<i>Mark also has their latest album.</i>

Être + à: can be used to show possession. See The main points 4.

C'est à qui?	<i>Whose is it?</i>
C'est à Nicolas.	<i>It's Nicolas'.</i>

- **Appartenir + à + noun:** this can be used in similar situations to *être à*:

La voiture garée juste en face de la maison appartient aux* parents de Stéphanie.	<i>The car parked right in front of the house belongs to Stéphanie's parents.</i>
---	---

*As usual, *à + les* contract to make *aux*.

6 STRESSED PRONOUNS AFTER À

If you want to indicate possession using *à* + a pronoun, you use the stressed form of the pronoun: **toi, moi, lui/elle**, etc. See Unit 1 The main points 8; Unit 6 The main points 3.

Cette voiture est **à eux**.

Est-ce que ce CD est **à toi**?

Non, c'est **à lui**.

Stéphanie a sa voiture bien
à elle, mais elle n'est pas
assurée en ce moment.

This car belongs to them.

Does this CD belong to you?

No, it belongs to him.

*Stéphanie has her very own
car but it is not insured at
present.*

The story

Look for **possessive adjectives** and **possessive pronouns** in the following conversation between Stéphanie and Nicolas.

Why are Stéphanie and Nicolas arguing? How does she tease Nicolas?

Stéphanie cherche son album de photos pour le montrer à Mark.

.....
: **Stéphanie**

Où est mon album de photos? Il
n'est pas à sa place habituelle. Je me
demande si Nicolas l'a. Nicolas, as-tu
mon album de photos?

: **Nicolas**

J'ai un album mais c'est le mien.

: **Stéphanie**

Mais non, ce n'est pas le tien, c'est
le mien. Le tien est sûrement enfoui
sous un tas de vêtements. Tu es si
désordonné! Et ça? Ce n'est pas à toi
non plus. C'est mon logiciel.

Nicolas	Non, tu te trompes. Ce n'est pas le tien. C'est celui de mon copain, Claude. Le tien est sûrement bien rangé sur ton étagère.
Stéphanie	Mark, est-ce que tu veux voir des photos amusantes de Nicolas?

A quick check

1 Replace the expressions in bold (possessive adjectives + nouns) with the corresponding possessive pronouns in the following sentences.

Example: C'est **leur** maison. C'est **la** leur.

Où se trouve votre maison?	Où se trouve _____?
Andrew ne trouve pas ses disques compacts .	Andrew ne trouve pas _____.
Il prend mes CD.	Il prend _____.
J'oublie souvent de rendre tes DVD.	J'oublie souvent de rendre _____.

2 Complete the following sentences with the words in the box.

.....
 de, les nôtres, appartient, toi, eux, la leur, à, le mien, leurs, toi, leurs

C'est le dictionnaire ____ Sandy.
 Ce magazine appartient ____ Sandy.
 Ce livre n'est pas à _____. C'est _____.
 _____ voisins sont plus aimables que _____.
 Ce catalogue *La Redoute* _____ à Sandy.
 « Est-ce qu'il y a des photos de ____ dans ce catalogue? », demande Andrew.

La voiture garée en face de la maison des Dickson est à ____.
La nouvelle Peugeot. n'est pas _____. C'est celle de _____
voisins.

The next stage

1 MORE ABOUT POSSESSIVE ADJECTIVES AND PRONOUNS

Agreement

Possessive adjectives and pronouns agree with *what is owned* and *not* the owner. This means that some sentences can be ambiguous in French, as it is not clear who the owner is. This is usually made clear by the context or situation, since the listener/reader would automatically know who the possessor was.

Son logiciel est le même que le sien.	<i>His/her software is the same as his/hers. (i.e. Nicolas' friend's software is the same as Stéphanie's – see The story above)</i>
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Votre can either refer to several owners or to one owner addressed in a formal way:

Où est votre voiture?	<i>Where is your car?</i>
------------------------------	---------------------------

Here again the context will show who the owner(s) is/are.

The possessive adjectives (**son, sa, ses**) and possessive pronouns (**le sien, la sienne, les siens, les siennes**) can also be used in a general sense to mean *one's, your* or *everyone's*:

On a besoin de son lecteur laser pour écouter ses disques compacts.	<i>You need your CD player to listen to your CDs.</i>
--	---

Clarifying ownership

To make clear who the owner is, especially in spoken French, you can add the preposition *à* with a stressed pronoun:

Ce sont ses baskets à elle .	<i>These are her trainers.</i>
Mark a son appartement à lui .	<i>Mark has his own flat.</i>
Son dessin à elle a gagné le premier prix.	<i>Her drawing won first prize.</i>

A similar situation can arise with the possessive adjective *their* in English, and with **leur** and **leurs** in French. French can make matters clearer by using **eux** or **à elles**.

Voici leur appartement à eux .	<i>Here is their flat.</i> (at least two people, one or both of whom are masculine)
Voici leurs photos à elles .	<i>Here are their photos.</i> (the girls' photos)

Their/theirs

Number agreements with the possessive adjective **leur/leurs** and the possessive pronouns **le (la) nôtre/les nôtres**, **le (la) vôtre/les vôtres**, **le (la) leur/les leurs** can sometimes cause a problem for English speakers. This is because English adds an -s to change the adjective into the pronoun (*your book* → *yours*, *our magazine* → *ours*, *their television* → *theirs*).

The possessive agrees with the owner in English, so you tend to think of *their* as always plural. In French, you add an -s only when the thing owned is plural.

Possessive adjective + noun

Voici leur platine laser et leurs disques compacts.
This is their CD player (one) and their CDs (several).

Possessive pronoun

Voici la leur. (platine laser)
This one is theirs.
but
Ce sont les leurs? (DVD)
Are they theirs? (several)

Les copains de Nicolas écoutent souvent **leurs** disques compacts. S'ils n'apportent pas **leur** platine laser, ils peuvent se servir de **la nôtre**.

Ils peuvent aussi écouter **les nôtres**.

Nicolas' friends often listen to their CDs. If they do not bring their CD player they can use ours.

They can also listen to ours. (our CDs)

2 MORE ABOUT POSSESSION

Possession with parts of the body

Possessive adjectives are used in English with parts of the body (*my* hand, *your* head, etc.). In French the definite article is more likely, especially in written and more formal French:

Elle a une bague **au** doigt.
Il a mal **au** pied droit.
Il met la main à **la** poche.

*She's got a ring on her finger.
His right foot hurts.
He puts his hand in his pocket.
(i.e. to pay)*

Saying 'of mine', 'of yours', 'of his', 'of theirs', etc.

The preposition **à** followed by a stressed pronoun (**moi**, **toi**) or a name (Nicolas) is also used to express possession in this way in French. See **The main points 6**.

Ce sont des copains **à moi**.
Non. Ce sont des copains **à Nicolas**.
J'ai trouvé des livres **à toi**.

*They are friends of mine.
No. They're friends of Nicolas'.
I found some books of yours.*

Appartenir à (*to belong to*)

Ce livre **appartient** à Stéphanie. *This book belongs to Stéphanie.*

If the object of the verb **appartenir** is a pronoun, the pronoun comes before the verb:

Il **lui** appartient.

It is hers/belongs to her.

See Unit 9 **The main points 3**.

TEN THINGS TO REMEMBER

- 1 The preposition **à** is used to show belonging: **ce livre est à moi** (*this book belongs to me*). The preposition **de** is used to show possession: **c'est le livre de mon frère** (*it's my brother's book*), **c'est à moi** (*it belongs to me*).
- 2 In French, there is no equivalent of the apostrophe that we use in English to express possession: *my friend's book*, *my friends' house*. You need to say 'the (noun) of (person)': **le livre de mon copain**, **la maison de mes amis**.
- 3 **Appartenir**, **tenir**, **retenir** and **détenir** are all irregular verbs and follow the same pattern as **tenir** (see **Verb tables**).
- 4 To say 'it is mine', you can either use **à** + stressed pronoun (**c'est à moi**, **c'est à eux**) or replace the noun with a possessive pronoun (**c'est le mien**, **ce sont les leurs**).
- 5 Possessive adjectives come before nouns and agree in gender and number with them: **mon livre**, **ta radio**, **leur DVD**, **leurs voitures**.
- 6 **Leur voiture** means one car each, or a car that is shared by several people; **leurs voitures** means they have several cars (see **The main points 1**). In English, we say 'The people in this street leave their cars outside'. In French, you say either **Ils laissent leur voiture dehors** (each person leaves one car out) or **Ils laissent leurs voitures dehors** (each person owns more than one car and leaves them out).
- 7 Possessive pronouns agree in gender and number with the nouns they replace: **c'est la mienne** (**la radio**), **ce sont les miens** (**les DVD**), **ce sont les miennes** (**les erreurs**).
- 8 In spoken French, you can stress ownership by saying: **ce sont ses DVD à elle** (*they are her DVDs*). Because **ses** (meaning

either 'his' or 'her') agrees with the noun and not with the owner like in English, only the context tells us if the owner is masculine or feminine. You can use *à elle* or *à lui* to clarify the gender of the owner.

- 9** – In *Il le voit* (*He sees him/it*), *le* is a direct object pronoun: He sees whom?/what?
– In *Il lui appartient* (*It belongs to him*), *lui* is an indirect object pronoun: It belongs to whom? – It belongs to him.

(More about different types of pronoun in Unit 9 **The next stage 2.**)

- 10** Stressed pronouns *moi, toi, elle, lui, soi, nous, vous, eux, elles* are used not only with *à* but with all prepositions: *après toi, sans eux, pour elles.*

TEST YOURSELF

How would you say ...?

- 1 Whose mobile phone is it?
- 2 Is it his/hers?
- 3 It is mine. Where is yours, Nicolas?
- 4 Is it their flat on this photo?
- 5 These are their friends' children.
- 6 Is it theirs? No, this book belongs to her/him.
- 7 Their umbrella is in their car.
- 8 They leave their cars in front of their garages.
- 9 This is her brother's bike.

Ask the following questions in French:

- 10 Who does this belong to?

Permission and obligation

In this unit you will learn

- *To say what you can do*
- *To give and refuse permission*
- *To say what needs to be done*
- *To give orders and instructions*

Topic

- *Leisure activities and plans*

Grammar

- ▶ Verbs followed by an infinitive: **pouvoir** (*to be able to*), **savoir** (*to know, to know how to*), **vouloir** (*to want to*), **devoir** (*to have to*)
- ▶ Impersonal expressions: **il faut** (**falloir** *to need something/ to be necessary*), **il pleut** (**pleuvoir** *to rain*)
- ▶ Other verbs ending in **-oir**: **valoir** (*to be worth*), **voir** (*to see*), **recevoir** (*to receive*), **s'asseoir** (*to sit down*)
- ▶ Expressions with **avoir**

The next stage

- ▶ The difference between **savoir** and **connaître**
- ▶ **Devoir** (*to have to or to owe*)

Getting started

1 You have already met the structure **aimer** + infinitive (*to like doing something*) in Unit 2 **The main points 3:**

Nous **aimons** jouer aux échecs. *We like to play chess.*
J'**aime** faire du sport. *I like to do/I am keen on sport.*

and the immediate future **aller** + infinitive (*to be going to do something*) in Unit 6 **The main points 1:**

Je **vais** acheter des cadeaux. *I am going to buy presents.*

In this unit, you will meet similar structures, i.e. verbs followed by infinitives which are used to say what:

- ▶ *you can do/are able to do:* **pouvoir** + infinitive
- ▶ *you are allowed to do:* **pouvoir** + infinitive
- ▶ *you are able/have the knowledge to do:* **savoir** + infinitive
- ▶ *you want to do:* **vouloir** + infinitive
- ▶ *you must do/have to do:* **devoir** + infinitive

Georges **doit** se lever tôt pour aller travailler, car il commence à 8 h 00.

Georges has to get up early to go to work, because he starts at 8 o'clock.

Il **peut** rentrer plus tôt le soir, s'il n'y a pas de travail urgent et il peut faire soit du ball-trap soit du jardinage pour se distraire. Il **doit** souvent travailler le samedi et Isabelle ne **sait** jamais à quelle heure il va rentrer.

He can come home earlier in the evening if there is no urgent work and he can enjoy either clay-pigeon shooting or gardening. He often has to work on Saturdays and Isabelle never knows at what time he is going to come home.

Isabelle **sait** très bien cuisiner et fait souvent de la pâtisserie pour l'église de la Croix du Petit Dieu. Elle travaille

Isabelle is a very good cook and often bakes cakes for the Croix du Petit Dieu church. She works on a voluntary basis

bénévolement pour une entreprise caritative car elle **veut** aider les défavorisés.

for a charity, because she wants to help the underprivileged.

2 In this unit, you will also meet the impersonal way of saying what you need, what is necessary, what must be done or has to be done:

Il faut beaucoup d'adresse et de précision pour faire du ball-trap.

You need a lot of skill and accuracy to do clay-pigeon shooting.

Il faut beaucoup s'exercer pour gagner les premiers prix.

You must train a lot to win the first prizes.

3 You will meet other **-oir** verbs which are also irregular:

Georges aime faire les concours de ball-trap mais quand **il pleut** on ne **voit** pas très bien les assiettes et les concours sont annulés.

Georges likes clay-pigeon shooting competitions but when it rains you cannot see the plates very well and the competitions are cancelled.

4 In this unit, you will also learn a few set expressions with **avoir**:

Quand Georges va à la chasse il prend de la boisson et de la nourriture pour faire un pique-nique. Quand il a **soif** ou quand il a **faim** il peut s'arrêter et casser la croûte.

When Georges goes shooting he takes food and drink for a picnic. When he is thirsty or hungry he can stop and have a snack.

Say it in French

1 SAYING WHAT YOU CAN DO

Les Lemaire ne **peuvent** pas partir en vacances cette année car ils ont beaucoup de dépenses.

The Lemaire's cannot go on holiday this year because they have many expenses.

Ils **peuvent** se distraire dans la région car il y a beaucoup de choses à faire, des randonnées en forêt, à la campagne ...

Ils **peuvent** se rendre à la mer, à Malo-les-Bains ou à Saint-Omer en un peu plus d'une heure.

Est-ce que Georges **peut** faire du ball-trap toute l'année?

Oui, mais il ne **peut** chasser que durant une période limitée.

They can enjoy themselves in the area because there are many things to do, walks in the forest, in the country ...

They can go to the seaside to Malo-les-Bains or Saint-Omer in just over an hour.

Can Georges go clay-pigeon shooting all the year around?

Yes, but he can only shoot during a limited period.

2 GIVING AND REFUSING PERMISSION

Nicolas a envie d'aller faire du camping avec quelques amis.

« Est-ce que je **peux** aller camper avec des copains? » demande-t-il à Isabelle.

« Oui, tu **peux** si ton père veut bien. »

« Vous **pouvez** emprunter notre tente. »

Nicolas feels like going camping with some friends.

'Can I go camping with some friends?' he asks Isabelle.

'Yes, you can if your dad agrees.'

'You can borrow our tent.'

3 WHAT NEEDS TO BE DONE

Avant de partir, Nicolas **doit** ranger sa chambre.

Isabelle veut aller à la mer avec Stéphanie et Mark. Georges **doit** travailler.

Elle **doit** préparer toutes les affaires de plage. Elle ne **doit** pas oublier le paravent.

Avant de partir, ils **doivent** vérifier la pression des pneus et le niveau d'huile.

Before leaving Nicolas must tidy his bedroom.

Isabelle wants to go to the seaside with Stéphanie and Mark. Georges has to work.

She must prepare all the beach things. She must not forget the wind break.

Before leaving they have to check the tyre pressure and the oil level.

4 GIVING ORDERS AND INSTRUCTIONS

Nicolas, tu **dois** ranger tes affaires.

Il faut aussi ranger tes vêtements.

Tu **dois** prendre soin de la tente.

Il faut la déplier et l'aérer avant de l'emporter.

Nicolas, *you must tidy your things.*

You must also tidy your clothes.

You must take care of the tent.

You have to unfold it and air it before taking it.

The main points

1 VERBS FOLLOWED BY AN INFINITIVE

These are known as *modal verbs*. They are irregular and the spelling of the stem changes in the **nous** and **vous** forms.

Pouvoir

Just as in English, **pouvoir** (*to be able to*) can mean both *to have the ability to* and *to have permission to* do something. The exact meaning is indicated by the context.

pouvoir <i>to be able to</i>	
je peux	nous pouvons
tu peux	vous pouvez
il/elle/on peut	ils/elles peuvent

Stéphanie **peut** conduire la voiture de ses parents.

Stéphanie can drive her parents' car.

Pouvoir either means *to be able to* or *to be allowed to* in the above example. Only the context will determine the exact meaning.

Stéphanie **peut** conduire la voiture de ses parents car la voiture est assurée.

Stéphanie is able to drive her parents' car because it is insured.

For other examples refer to **Getting started 1**.

Stéphanie **peut** conduire leur
voiture car ils savent que c'est
une bonne conductrice.

*Stéphanie is allowed to drive
their car because they know
she is a good driver.*

See other examples in **Say it in French 2**.

Savoir or pouvoir

In French, you use **savoir** and not **pouvoir** if you want to stress the fact that you *have the knowledge/the ability to do something*, and that you *know how to do something*:

savoir to know (how to)

je sais

nous savons

tu sais

vous savez

il/elle/on sait

ils/elles savent

Alison **sait** cuisiner.

Alison knows how to cook.

Stéphanie **sait** bien conduire.

*Stéphanie can (knows how to)
drive well.*

Est-ce qu'elle **sait** aussi bien
conduire en Écosse? Ses parents
ne le **savent** pas.

*Can she drive as well in
Scotland? Her parents do not
know.*

Vouloir

This verb forms the present tense like **pouvoir**.

vouloir to wish, want

je veux

nous voulons

tu veux

vous voulez

il/elle/on veut

ils/elles veulent

Vouloir is used

- in the **present tense** to say that someone *would like something/ would like to do something* or to ask if they *would like something/ would like to do something*:

Nicolas, **veux**-tu venir avec nous demain? Nous allons à Saint-Omer.

Non, je ne **veux** pas y aller.

À quelle heure **voulez**-vous partir?

Mark **veut** visiter la région.

Nicolas, would you like to come with us tomorrow? We are going to Saint-Omer.

No, I don't want to go there.

What time do you want to leave?

Mark wants to visit the area.

- in the **conditional tense** (see Unit 18 **The main points 3**) to say that you *would like* something in a less direct and more polite way.

You have already met **vouloir** in expressions such as: **je voudrais** (*I would like*). Refer back to Unit 4 **The main points 3**.

Mark, où **voudrais**-tu aller?

Mark, where would you like to go?

Je **voudrais** bien aller sur la côte. *I'd like to go to the coast.*

Devoir

In English, there is a choice between *have to* and *must to* express the necessity or the moral obligation to do something. In French there is only one verb, **devoir**.

devoir to have to

je dois

nous devons

tu dois

vous devez

il/elle/on doit

ils/elles doivent

Nicolas **doit** montrer le respect à ses parents et **doit** être poli.

Georges est très strict.

Lorsque Stéphanie conduit en France elle **doit** se souvenir des priorités à droite.

Nicolas must show respect to his parents and be polite.

Georges is very strict.

When Stéphanie drives in France she has to remember to give way on the right.

2 IMPERSONAL EXPRESSIONS

Falloir/Il faut (*one must/one has to/needs something*)

Falloir is called an impersonal verb. It is only used with the subject pronoun **il**.

It can be used in different tenses. See **Verb tables**. It is used as follows:

- To say that something is needed: **Il faut** is followed by a noun with a definite, indefinite or partitive article **le, la, les, un, une, des, du, de la, de l', d'**. See Unit 4 **The main points 2**.

Il faut de la nourriture pour la route, le plan de Saint-Omer et un guide touristique.	<i>We need food for the road, the street map of Saint-Omer and a tourist guide.</i>
---	---

- To say that you need something or that someone needs something:

Il me faut un plan de la ville. Est-ce qu'il vous faut des directions précises?	<i>I need a street map of the city. Do you need precise directions?</i>
--	---

In this case, **il faut** is used with the indirect object pronoun, which is placed between **il** and **faut**. See Unit 9 **The main points 3**.

- To say that *something has to/must be done*. **Il faut** can also be followed by an infinitive:

Mark, il faut se lever de bonne heure demain matin. Il faut partir avant l'heure de pointe.	<i>Mark, we must get up early tomorrow morning. We must leave before the rush hour.</i>
--	---

Pleuvoir (*to rain*)

This is another impersonal verb used only with **il**.

Et s'il pleut beaucoup, qu'est-ce qu'on fait?	<i>If it rains a lot, what do we do?</i>
--	--

Stéphanie, comment dit-on « <i>It's raining cats and dogs</i> » en français?	Stéphanie, how do you say 'It's raining cats and dogs' in French?
On dit: « Il pleut des cordes/des haliebardes. »	You say: 'Il pleut des cordes/des haliebardes.'

3 OTHER VERBS ENDING IN -OIR

Valoir (to be worth)

Valoir is usually used with the third person singular or plural subject pronouns (*il/elle/ils/elles*) or with *ça/cela* (*this, that*) or with a noun:

Combien est-ce que <i>ça vaut</i> ?	<i>How much is that worth?</i>
Combien valent ces plans de Saint-Omer?	<i>How much do these street plans of Saint-Omer cost?</i>
Ils valent €2,30 chacun.	<i>They cost €2.30 each.</i>
S'il pleut cela ne vaut pas la peine de partir.	<i>If it rains it's not worth going.</i>

Voir (to see)

This verb is conjugated like *croire*. See Unit 6 The main points 2.

voir to see	
je vois	nous voyons
tu vois	vous voyez
il/elle/on voit	ils/elles voient

Quand il pleut beaucoup on ne voit pas bien la route et il y a plus de risques d'accident.	<i>When it is raining hard you don't see the road well and there is more risk of an accident.</i>
--	---

Other verbs, which are formed by adding a prefix to the verb *voir*, have the same endings as *voir*, but alter the stem. Check them in a good dictionary:

apercevoir	<i>to notice</i>
concevoir	<i>to conceive</i>

décevoir	<i>to disappoint</i>
percevoir	<i>to cash in, to perceive</i>
recevoir	<i>to receive</i>

Stéphanie se lève et **aperçoit** des nuages menaçants. Deux minutes plus tard, il pleut à verse. Un tel temps **déçoit** vraiment!

Stéphanie gets up and notices threatening clouds. Two minutes later it is pouring down. Such weather is really disappointing!

Stéphanie **reçoit** souvent des nouvelles de France.

Stéphanie often receives news from France.

S'asseoir (*to sit down*)

The verb **s'asseoir** is a highly irregular reflexive verb which you can see in full in the **Verb tables**.

Mark **s'assied** à côté de Stéphanie et regarde la carte de France pour voir où se trouve Saint-Omer.

Mark sits down next to Stéphanie and looks at the map of France to see where Saint-Omer is.

4 EXPRESSIONS WITH AVOIR

Expressions where **avoir** corresponds to 'to have' in English

► **avoir rendez-vous**

Isabelle a **rendez-vous** chez le coiffeur.

Isabelle has an appointment at the hairdresser's.

► **avoir mal à la tête**

Elle a **mal à la tête** et elle prend deux aspirines.

She has a headache and takes two aspirins.

► **avoir le courage de**

Georges a le **courage** de ses opinions.

Georges has the courage of his convictions.

Expressions where **avoir** + noun corresponds to 'to be' + adjective in English

You have already come across some phrases using **avoir** which do not mean *have* in English:

J'ai faim.

I am hungry.

J'ai soif.

I am thirsty.

J'ai 21 ans.

I am 21.

Other expressions:

avoir de la chance

to be lucky

ne pas avoir de chance

to be unlucky/unfortunate

avoir la chance de

to be lucky/fortunate (enough) to

avoir du courage

to be courageous

avoir peur/avoir peur de

to be afraid/afraid of

avoir l'habitude de

to be used to

avoir honte/avoir honte de

to be ashamed/ashamed of

en avoir marre de

to be fed up with

avoir sommeil

to be tired

Stéphanie, Mark et Isabelle

n'ont pas de chance car le

temps est affreux.

Stéphanie, Mark and Isabelle are

unlucky because the weather is

awful.

Isabelle **en a marre de** ce temps

variable. Elle voudrait habiter

dans un pays chaud.

Isabelle is fed up with this

changeable weather. She

would like to live in a hot

country.

The story

In this conversation between Mark and Stéphanie, look for verbs followed directly by an infinitive, the modal verbs **pouvoir** and **devoir**.

Has Mark ridden a horse before?

What are the conditions which will enable him to learn?

Mark et Stéphanie prévoient de faire de l'équitation.



Stéphanie Qu'est-ce que tu veux faire demain, s'il ne pleut pas?
Tu veux faire de l'équitation ou des randonnées?

Mark Je ne sais pas monter à cheval.

Stéphanie Tu peux apprendre; ce n'est pas difficile.

Mark Est-ce qu'il y a des centres équestres à Saint-Amand?

Stéphanie Il y en a plusieurs, mais je peux monter chez mon amie Monique, qui a plusieurs chevaux. Tu vois les pâtures, là-bas? Ce sont les siennes. On aperçoit les chevaux d'ici.

Mark Il faut porter des vêtements spéciaux?

Stéphanie Oui et non. Tu peux porter un jean et des baskets, mais tu dois porter une bombe. Mon père peut te prêter la sienne. Je vais téléphoner à Monique pour voir si nous pouvons monter demain. Au fait, quand tes parents veulent-ils venir?

Mark Ils peuvent venir en juillet. Ils veulent visiter le nord et peut-être aller passer quelques jours à Paris.

A quick check

1 Give the missing verbs and/or expressions in the following sentences: You will need **savoir, devoir, pouvoir, avoir envie de, vouloir**.

S Je vais demander à mes parents s'ils _____ rester chez nous à ce moment-là. Je crois que Papa ne _____ pas travailler le 14 juillet car c'est férié. Est-ce que tu _____ combien de temps ils _____ rester?

M Je ne _____ pas exactement. Une quinzaine de jours. Ils _____ inviter tes parents à venir en Écosse l'année prochaine. Est-ce que tu crois que tes parents _____ venir à Dundee?

S Oui, j'en suis sûre. Cette année ils ne _____ pas partir en vacances.

2 Ask questions about the following phrases using the pronouns and verbs in brackets.

Example: chanter (tu, savoir) – Est-ce que tu sais chanter?

parler français (vous, savoir)

aller au cinéma (tu, vouloir)

rentrer tard (il, pouvoir)

ranger nos affaires (nous, devoir)

The next stage

1 THE DIFFERENCE BETWEEN SAVOIR AND CONNAÎTRE

These two verbs often create problems as they both mean *to know*. **Savoir** means *to have knowledge of, to know how to* and **connaître** means *to be acquainted with, to be familiar with*.

Je connais le chemin.	<i>I know (am familiar with) the way.</i>
Je sais quel chemin prendre.	<i>I know which way to go.</i>

The idea of *having the knowledge of* is introduced in this second sentence.

You use **connaître** when talking about people:

Est-ce que Mark connaît les amis de Stéphanie?	<i>Does Mark know (is he acquainted with) Stéphanie's friends?</i>
---	--

2 DEVOIR (TO HAVE TO, TO OWE)

Devoir does not always mean *to have to/must*, it can also mean *to owe*.

The meaning will only be made clear by the context. When **devoir** means *to owe*, it is not followed by an infinitive. Look at the difference between these two examples:

Isabelle doit acheter une bouteille de shampoing chez le coiffeur.	<i>Isabelle must buy a bottle of shampoo at the hairdresser's.</i>
Je vous dois combien, s'il vous plaît?	<i>How much do I owe you, please?</i>

TEN THINGS TO REMEMBER

- 1 All verbs ending in **-oir** are irregular (see Verb Tables).
- 2 Verbs like **recevoir**, **concevoir** and **décevoir** can be difficult to remember: **je reçois**, **nous recevons**; **je conçois**, **nous concevons**; **je déçois**, **nous décevons**. Don't forget the cedilla on the letter **c** to make the 's' sound: **-çois** is pronounced [sswa].
- 3 **Je peux** can mean *I am able to* or *I am allowed to*.
- 4 **Je dois** can mean *I must* or *I have to*. It can also mean *I owe*: **je dois 20 euros** (*I owe 20 euros*).
- 5 **Je veux** can sound quite direct and assertive. When you want to ask for something politely in a shop, restaurant, etc., use **je voudrais** (*I would like*) instead.
- 6 The verb **valoir** means *to be worth*: **cela vaut 20 euros** (*it costs 20 euros*), **cela ne vaut rien** (*it's worth nothing*), **cela n'en vaut pas la peine** (*it isn't worth the worry*).
- 7 All modal verbs such as **pouvoir** (*to be able to, to be allowed to*) and **devoir** (*to have to*) are followed by an infinitive in French: **nous pouvons venir**, **je dois faire** ...
- 8 **Il faut** is an impersonal expression used only with the subject **il**. It can be followed by a noun (**il faut du vin**), an infinitive (**il faut aller vite**) or **que** + the subjunctive mood (Unit 16).
- 9 Similar impersonal expressions are **il est important que** (*it is important that*) and **il s'agit de** (*it is about ...*).
- 10 To talk about knowing people or concrete words/facts, use the verb **connaître**: **je connais cette personne**, **je connais le problème**. To say you know how to do something, or to express a more abstract idea, use **savoir**: **je sais comment faire**, **nous savons nager**.

TEST YOURSELF

How would you say ...?

- 1 Do you know how to play chess? (tu)
- 2 You must leave earlier. (vous)
- 3 If it rains tomorrow Mark and Stéphanie won't be able to go horse-riding.
- 4 I am fed up with this weather.
- 5 How much do I owe you?

Put the verbs in brackets in the present tense in the following sentences:

- 6 Nous ____ (recevoir) beaucoup de méls chaque jour.
- 7 Qu'est-ce que tu ____ (vouloir)?
- 8 Nous ne ____ (pouvoir) pas aller en France cet été.
- 9 Dans cette histoire il ____ (s'agir) d'un jeune couple amoureux.
- 10 Est-ce que vous ____ (connaître) bien cette personne?

Directions, instructions and advice

In this unit you will learn

- **To ask for and give directions**
- **To advise and tell someone to do/not to do something**

Topics

- **Travel plans**
- **Directions**

Grammar

- ▶ Verbs to give directions: **continuer** (*to continue*), **tourner** (*to turn*), **prendre** (*to take*) and useful expressions such as **il faut, vous devez/tu dois** (*you need to/you have to*)
- ▶ Using imperatives to give directions: **prenez** (*take*)
- ▶ Indirect object pronouns **me, te, lui** (*to me, to you, to her/him*)
- ▶ The pronoun **y** (*there, about this*)

The next stage

- ▶ **Aller** and **donner** in the imperative
- ▶ Functions of object pronouns
- ▶ The difference between **y** and **en**

Getting started

1 Useful verbs to give directions

The **present tense**, which you met in Units 1, 3, 5 and 6, is used to give directions. Look back at these units if you are not sure of verb endings, especially those of irregular verbs such as **prendre** (*to take*) (see Unit 6 **The main points 2**). You will also need to look back at ordinal numbers: **le premier/la première** (*the first*), etc. (Unit 3 **The main points 4**) and at prepositions of place (Unit 6 **The main points 3**) **à côté de** (*next to*), **près de** (*near*), **en face de** (*opposite*).

Vous prenez la première à droite.	<i>You take the first on the right.</i>
--	---

Vous continuez tout droit et vous tournez à gauche. C'est près d'ici.	<i>You go straight ahead and you turn left. It is near here.</i>
---	--

L'Abbaye est sur la place en face de l'hôtel de ville.	<i>The Abbey is in the market place opposite the town hall.</i>
---	---

The impersonal expression **il faut** (*one must/one has to/one needs to*) (Unit 8 **The main points 2**) is also useful when giving directions and telling people what to do:

Il faut tourner à droite.	<i>You'll need to turn right.</i>
----------------------------------	-----------------------------------

Il faut prendre la quatrième rue à gauche.	<i>You'll need to take the fourth street on the left.</i>
---	---

Another useful verb for giving directions is the verb **devoir** (Unit 8 **The main points 1**):

Vous devez continuer tout droit, traverser la rue et continuer jusqu'à la rue de Lille.	<i>You have to go straight ahead, cross the road and continue as far as the Rue de Lille.</i>
--	---

2 To give directions, you can use a form of the verb called the **imperative**. The imperative will be covered in Unit 12

The **main points 1**. In this unit, you will only learn how to use some imperatives to give directions.

Prenez à droite.	<i>Take a right-hand turn.</i>
Prends la première à droite.	<i>Take the first on the right.</i>
Continuez/continue tout droit.	<i>Go straight ahead.</i>

3 Finally, to give directions to someone, you need to learn different personal pronouns. You have already met **subject pronouns** and **stressed pronouns** in Unit 1 The **main points 1** and 8.

Je ne sais jamais donner les directions.	<i>I never know how to give directions.</i>
Et toi, tu sais donner les directions?	<i>Do you know how to give directions?</i>

You met **direct object pronouns** in Unit 5 The **main points 3**, answering the question *what?*:

Je le prends.	<i>I take it. (I take what?)</i>
Je l'aime.	<i>I like him/her/it.</i>
Je sais les donner.	<i>I know how to give them. (directions)</i>

The pronouns you need to answer the question *to whom?* are called **indirect object pronouns**. You will meet these pronouns in this unit:

Je lui donne des directions précises.	<i>I give him/her precise directions.</i>
Un homme demande les directions pour aller à la gare.	<i>A man asks the way to the station.</i>
Stéphanie lui indique le chemin.	<i>Stéphanie shows him the way.</i>
Un couple lui demande le chemin pour aller à la mairie.	<i>A couple asks her the way to the town hall. She tells them</i>
Elle leur dit de continuer tout droit et de prendre la première rue à droite.	<i>to go straight on and to take the first on the right.</i>

Say it in French

1 ASKING FOR AND GIVING DIRECTIONS

Excusez-moi, monsieur, où
se trouve le chemin de
l'Empire, s'il vous plaît?

Ce n'est pas loin d'ici.

Vous continuez tout droit et
juste après le pont vous
prenez la première à gauche.

Vous allez jusqu'au bout de la
rue Salengro, puis vous
tournez à gauche. Et vous
êtes au chemin de l'Empire.

Et pour aller au gîte Le Luron?

C'est dans la forêt de Saint-Amand.

Du chemin de l'Empire, prenez
la première à droite. Continuez
tout droit, traversez la rocade
du Nord.

Ensuite il faut continuer tout
droit jusqu'au bout de la rue
Basse.

Vous arrivez place du Mont des
Bruyères.

Là vous continuez tout droit.

Prenez la rue Transvaal et vous
êtes à la forêt de Saint-Amand.

Le gîte Le Luron est à votre droite.

*Excuse me, where is the
Chemin de l'Empire, please?*

It's not far from here.

*You go straight on and just
after the bridge you take the
first on your left.*

*You go right down to the end
of the Rue Salengro, then you
turn left. And you're at the
Chemin de l'Empire.*

And to go the gîte Le Luron?

It is in the Saint-Amand forest.

*From the Chemin de l'Empire,
you take the first right. Go
straight ahead, cross the
northern bypass.*

*Then you'll have to go straight
ahead, right to the end of the
Rue Basse.*

*You arrive at Mont des
Bruyères square.*

There you go straight on.

*Take the Rue Transvaal and
you are at the forest of
Saint-Amand.*

*The gîte Le Luron is on
your right.*

2 ADVISING SOMEONE TO DO/NOT TO DO SOMETHING

Andrew, si tu veux rester à Dundee chez un copain, tu dois être raisonnable.

Tu **dois** t'occuper de la maison.

Il **faut** sortir la poubelle le mardi matin.

Il **faut** te lever de bonne heure pour aller en classe.

Il **ne faut pas** trop te servir du téléphone.

Si tu as des problèmes tu **dois** contacter ton oncle. Tu **lui** téléphones et tu **lui** dis de venir te chercher.

Il peut **nous** passer un coup de fil si nécessaire. Toi aussi, tu peux **nous** donner de tes nouvelles.

Andrew, if you want to stay at a friend's in Dundee, you must be sensible.

You must look after the house.

You must take the dustbin out on Tuesday mornings.

You must get up early to go to your classes.

You must not use the telephone too often.

If you have any problems you must contact your uncle. Ring him and tell him to come and fetch you.

He can give us a ring if necessary. You can also keep in touch with us.

The main points

1 VERBS FOR GIVING DIRECTIONS

Irregular verbs

aller (to go), **être** (to be) (Unit 1), **prendre** (to take) (Unit 6)

Regular verbs

continuer (to continue), **descendre** (to go down), **remonter** (to go up), **tourner** (to turn), **traverser** (to cross)

To give information and/or advice to someone formally, these verbs are used with **vous**:

Vous continuez tout droit, **vous** tournez à gauche, puis **vous** prenez la deuxième à gauche. **Vous** y êtes.

You go straight on, turn left, then you take the second on the left. You are there.

To give information to someone you know well or to direct someone in an informal way, you would use the pronoun **tu** (Unit 1 **The main points 5**):

Tu traverses la rue de Tournai
et **tu** remontes le chemin du
Corbeau.

*You cross the Rue de Tournai
and go up the Chemin du
Corbeau.*

Falloir and **devoir**

You met both these verbs in Unit 8 **The main points 1, 2.**

- **Falloir**: The impersonal structure **Il faut** is often followed by the infinitive of a verb of direction but could also be followed by **que** + verb in the subjunctive. You will meet expressions like these in Unit 16 **The main points 2.**

Il faut tourner à droite et
prendre la quatrième à
gauche.

*You'll need to turn right
and to take the fourth on
the left.*

Il ne faut pas tourner à
gauche car c'est un sens
interdit.

*You must not turn left, as it is
a one-way street.*

- **Devoir**: This modal verb is used to tell people what they *have to do* to get to the place they are inquiring about. Unlike **il faut**, which cannot be used with other subject pronouns, **devoir** can be used with any of the subject pronouns. (See Unit 8 **The main points 1.**)

Vous devez vous arrêter aux
feux, puis vous tournez à
gauche.

*You must stop at the
traffic lights, then you
turn left.*

Tu dois remonter la rue de
Condé jusqu'au
rond-point.

*You have to go back up the
Rue de Condé as far as the
roundabout.*

Nous devons prendre un bus
sur la place?

*Do we have to catch a bus in
the market place?*

2 USING IMPERATIVES TO GIVE DIRECTIONS

This is the easiest and the most frequent way of giving directions. You just use the verbs *without* a subject pronoun, i.e. instead of saying *you continue* **vous continuez**, you just say *continue* **continuez**. Instead of saying *tu continues*, you just say *continue*.

For -er verbs, including the verb **aller**, you drop the -s when **tu** is the subject:

Continuez tout droit, prenez à gauche, passez devant la mairie et c'est à votre gauche.	<i>Go straight ahead, turn left, pass the town hall and it is on your left.</i>
Continue , prends à droite, va un peu plus loin et c'est à droite.	<i>Go straight on, go right, go a bit further and it is on the right.</i>

Here are the imperative forms of the verbs to give directions:

Tu form	Vous form	
va	allez	<i>aller</i>
continue	continuez	<i>continuer</i>
descends	descendez	<i>descendre</i>
passe	passez	<i>passer</i>
prends	prenez	<i>prendre</i>
remonte	remontez	<i>remonter</i>
tourne	tournez	<i>tourner</i>
traverse	traversez	<i>traverser</i>

Prenez la première à gauche.	<i>Take the first on the left.</i>
Allez jusqu'au carrefour.	<i>Go to the crossroads. At the</i>
Au carrefour continuez tout droit jusqu'aux feux et	<i>crossroads go straight ahead to</i>
prenez la première à droite.	<i>the traffic lights and take the first right.</i>

If you are speaking in an informal or friendly way, you say:

Prends la première à gauche. **Va** jusqu'au carrefour. Au carrefour **continue** tout droit jusqu'aux feux et **prends** la première à droite.

3 INDIRECT OBJECT PRONOUNS

Here is a list of the **personal pronouns** you have already met:

- ▶ subject pronouns Unit 1 The main points 1
- ▶ reflexive pronouns Unit 3 The main points 2
- ▶ direct object pronouns Unit 5 The main points 3

In the fourth column in the following grid, you will find **indirect pronouns** – the pronouns used to answer the question *to whom?* Where the direct and indirect objects are different, they are in *italic*:

<i>subject</i>	<i>reflexive</i>	<i>direct object</i>	<i>indirect object</i>
je	me	me	me
tu	te/t'	te/t'	te
il/elle/on	se	le/la/l'	lui
nous	nous	nous	nous
vous	vous	vous	vous
ils/elles	se	les	leur

As you can see, object pronouns only differ in the third person singular (*il/elle/on*) and plural (*ils/elles*). With indirect pronouns, you use **lui** and **leur** whether you are speaking about a male or a female person:

Les Dickson demande les directions pour aller chez les Lemaire.

The Dicksons ask for directions to go to the Lemaire's.

Mark va **leur** donner un plan de Saint-Amand à son retour.

Mark is going to give them a street map of Saint-Amand on his return.

Il va aussi **leur** écrire pour confirmer qu'ils sont les bienvenus chez les Lemaire.

He is also going to write to them to confirm that they are welcome at the Lemaire's.

Les Dickson vont venir en juillet. Isabelle demande à Georges si cela **lui** convient.

The Dicksons are going to come in July. Isabelle asks Georges if this is all right with him.

Stéphanie **lui** explique que les Dickson souhaitent venir le 7 juillet.

Stéphanie explains to him that the Dicksons wish to come on 7 July.

In Unit 12 The main points 6, you will find out about word order when using more than one object pronoun.

If you want to say that someone needs a street map, you could use indirect pronouns as follows:

- **Il leur faut un plan.** *They need a street map.*
- **Il te faut acheter un plan.** *You need to buy a street map.*

This structure **il** + indirect object pronoun + **faut** (it is necessary for you/them, etc. to ...) is a way of avoiding **il faut que**, which would require the subjunctive mood. (See Unit 16.)

Verbs which take indirect object pronouns

appartenir à quelqu'un

to belong to someone

Cela **m'appartient**.

This belongs to me.

apporter quelque chose à quelqu'un

*to bring someone something,
to bring something to someone*

Le facteur **nous** apporte le courrier à 7 h.

The postman brings us the mail/the mail to us at 7 a.m.

donner quelque chose à quelqu'un

*to give someone something,
to give something to someone*

Il **te** donne beaucoup de cadeaux.

He gives you a lot of presents.

écrire à quelqu'un

to write to someone

Il **lui** écrit souvent.

He often writes to her/him.

envoyer quelque chose à quelqu'un

*to send someone something, to
send something to someone*

Il **vous** a envoyé un mél?

Did he send you an e-mail?

expliquer quelque chose à quelqu'un

*to explain something to
someone*

Il **leur** explique la situation clairement.

He explains the situation clearly to them.

montrer quelque chose à
quelqu'un

*to show someone something, to
show something to someone*

Il lui montre le chemin.

He shows him the way.

offrir quelque chose à
quelqu'un

*to present someone with
something*

Mark lui offre des fleurs.

*Mark presents her with some
flowers.*

poser des questions à quelqu'un

to ask someone questions

Elle me pose souvent la même
question.

*She often asks me the same
question.*

4 THE PRONOUN Y

This pronoun means *there* in examples such as: Vous y êtes.
(See The main points 1.)

Vous y allez quand?

When are you going there?

Y also means *about this/it*.

J'y pense souvent.

I often think about it.

Y comes before the verb except when the verb is in the imperative.

Restez-y.

Stay there.

For y with other object pronouns, see Unit 12 The main points 6.

The story

From this discussion about Mark's parents and their visit to France, make a list of the **instructions** and identify the **indirect object pronouns**.

What would Mark's parents like to do?

When and how will they travel?

Mark demande à Stéphanie si ses parents peuvent venir en juillet.

Mark Stéphanie, ma mère vient de me demander si elle et Papa peuvent venir chez vous le 7 juillet. Est-ce que cela convient à tes parents?

Stéphanie Je vais leur poser la question tout de suite et tu peux lui retéléphoner plus tard pour lui donner la réponse.

Stéphanie appelle sa mère et elle lui donne la nouvelle.

Stéphanie Maman, est-ce que les parents de Mark peuvent venir chez nous le 7 juillet? Ils aimeraient passer trois ou quatre jours chez nous, puis visiter la région et aussi Paris.

Isabelle Bien sûr, avec plaisir. Ton père peut peut-être prendre quelques jours de congé. Comment vont-ils voyager?

Stéphanie Ils vont prendre l'avion de Glasgow à Paris et louer une voiture à l'aéroport. Mark va leur donner une carte routière et un plan de Saint-Amand pour les aider.

Voici les instructions que Mark va donner à ses parents:

Vous arrivez à l'aéroport Roissy-Charles de Gaulle et vous prenez l'autoroute du nord, l'A1, jusqu'à Péronne. Ensuite, prenez la A2 jusqu'à la sortie Cambrai/Valenciennes. Quittez l'A2 à Valenciennes et continuez jusqu'à La Sentinelle. Là, vous devez prendre la A23 jusqu'à la sortie Saint-Amand/Lille. Quittez l'A23 à l'entrée de Saint-Amand et prenez la voie rapide jusqu'à l'A23 de Raismes. Au deuxième rond-point, tournez à gauche et vous êtes au chemin de l'Empire.

A quick check

1 Mark's instructions at the end of **The story** are given in the **vous** form as he is talking to his parents. Give them in the **tu** form.

2 Make up four instructions using the **vous** forms of the imperative and the vocabulary given below. The verbs are in bold.

Example: **Passez devant la mairie.**

tourner	à	la première	continuer	Lille
droite	prendre	à	gauche	
tout	devant	droit	passer	
descendre	la	jusqu'	mairie	
au	coin	de	rue	

3 Replace the expressions in bold below with the appropriate pronouns.

- a** Tu dis à **tes parents** que c'est d'accord.
- b** Tu téléphones à **Andrew** pour dire quand tu vas revenir.
- c** Tu donnes les directions à **Alison et Patrick**.
- d** Patrick demande les directions exactes à **Mark**.

The next stage

1 ALLER AND DONNER IN THE IMPERATIVE

For **-er** verbs, including **aller**, in the imperative you drop the **-s** from the **tu** form. **Va vite!** (*Go quickly!*) However, you retain the **-s** before vowels or vowel sounds to make it easier to pronounce:

Vas-y!	<i>Go! (there).</i>
Donnes-en un peu!	<i>Give a bit/some of it!</i>

2 FUNCTIONS OF OBJECT PRONOUNS

Reflexive and object pronouns

If you look back to indirect pronouns in **The main points 3**, you can see that **me**, **te**, **nous** and **vous** can serve different functions. They can be used as **reflexives**, **direct objects** or **indirect objects**:

Je me pose des questions.	<i>I am asking myself questions. (to myself)</i>
Il me regarde.	<i>He is looking at/watching me. (me)</i>
Il me pose des questions.	<i>He is asking me questions. (to me)</i>

To identify what type of pronoun it is, you ask the following questions:

- ▶ Are the subject and the object the same person? (= reflexive)
- ▶ Does the pronoun answer the question *who?* (*whom?*)/*what?* (= direct object)
- ▶ Does the pronoun answer the question *to whom?* (= indirect object)

Use of indirect object pronouns

Learners often have difficulty in using **indirect object pronouns** in French because English and French verbs are sometimes different. See Unit 12 **Getting started** 3. Be particularly careful with the following verb structures:



demander à	to ask
téléphoner à	to phone

Nous leur demandons	We ask <i>them</i> for directions.
les directions.	

Il leur téléphone.	He rings <i>them</i> up. (telephones to <i>them</i>)
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You can choose the correct pronoun by identifying the verb and asking *who?* (*whom?*)/*what?* or *to whom?* after it. In the sentence **je le donne**, **le** answers the question *what?*:

verb = **donne**; **donne** *what?* → **le**; so **le** is a **direct object**.

In **je lui donne**, **lui** answers the question *to whom?*:

verb = **donne**; **donne** *to whom?* → **lui**; therefore **lui** is an **indirect object**.

3 THE DIFFERENCE BETWEEN Y AND EN

They can both mean *of this* but y replaces à + noun.

J'y pense souvent. = Je pense à cela. *I often think of/about this.*

whereas en (Unit 5 The main points 3) replaces de + noun.

J'en mange = Je mange de cela. *I eat some (of it).*

TEN THINGS TO REMEMBER

- 1 Check the present tense of irregular verbs **aller**, **devoir** and **prendre**, as they are often used in giving directions.
- 2 The expression **il faut** + infinitive (**il faut tourner à droite**) is very useful and easy to use for directions.
- 3 Ordinal numbers (Unit 3) will be useful in explaining which street to take.
- 4 You will need to be able to use expressions that tell you where something is: **à droite**, **à gauche**, **à côté de**, **devant**, **derrière**, **en face de**, etc. (See Unit 6 The main points 3.)
- 5 You need to know the present tense of regular verbs (Units 1, 3, 5, 6) to be able to give orders (use the imperative).
- 6 The imperative has two main forms depending on the person you are speaking to: the **tu** form (**prends**, **continue**) and the **vous** form (**prenez**, **continuez**). There is also a **nous** form (more about this in Unit 12) when you want to say 'Let's ...': **Allons au cinéma**. (*Let's go to the cinema.*)
- 7 Can you recognize the difference between direct and indirect objects?: **il le voit** (*he sees him*), **il lui donne** (*he gives to him*). English and French verbs do not always take the same kind of object: for example English says 'I phone him', whereas French says **Je lui téléphone** (*I phone (a message) to him*). **Je le téléphone** would mean 'I phone it' (i.e. 'it' is the message that I'm phoning through).
- 8 The indirect object pronouns **y** and **en** are very handy to avoid repetition: **Tu vas à Londres. Oui, j'y vais**. (*Are you going to London? Yes, I'm going there.*) **Tu parles de la visite des Dickson? Oui, j'en parle**. (*Are you talking about the Dicksons' visit? Yes, I'm talking about it.*)

- 9 Object pronouns usually come before the verb (Unit 5), but if the verb is in the imperative they come after it: **Donne-le-moi.** (*Give it to me.*)
- 10 The object pronouns **me**, **te**, **nous** and **vous** are the same whether they are direct, indirect or reflexive: ils **nous** appellent, tu **nous** dis, nous **nous** appelons. In the third person, the direct object pronouns are **le**, **la**, **l'** and **les**, and the indirect object pronouns are **lui** and **leur**. The third person reflexive pronoun **se** is used for both singular and plural (**il se lève**, **ils se lèvent**).

TEST YOURSELF

Add the correct direct or indirect object pronouns in the following sentences:

- 1 Je vais ____ poser la question. (to him/to her)
- 2 Il va ____ donner les directions pour aller de Roissy à Saint-Amand. (to them)
- 3 Où prennent-ils l'avion? Ils ____ prennent à Glasgow.
- 4 Est-ce qu'ils vont aller à Paris? Oui, ils vont ____ aller pendant leur visite.
- 5 Vont-ils parler de la visite des Dickson? Oui ils vont ____ parler (about it).

How would you say ...?

- 6 I am going to write to them tomorrow.
- 7 Go ahead and then take the third on the left. (vous)
- 8 Stop at the traffic lights. (vous)
- 9 I often think about it.
- 10 When Mark is offshore/on the oil platform, he often rings her up.

10

Describing a sequence of events

In this unit you will learn

- *To describe and ask about a process that involves several stages*
- *To describe and ask about a series of actions and events*
- *To ask and say why something happened*

Topic

- *Planning a visit*

Grammar

- ▶ Expressions of time: **hier** (yesterday), **aujourd'hui** (today), **demain** (tomorrow)
- ▶ Structuring adverbs: **d'abord** (first), **ensuite** (then), **finaleme** (finally)
- ▶ Time prepositions: **pendant** (during), **avant** (before), **après** (after), **depuis** (since)
- ▶ Cause and effect: **parce que** (because), **donc** (so), **car** (for)

The next stage

- ▶ More about time expressions
- ▶ Speaking impersonally:
- ▶ Impersonal expressions: **Il faut** (It is necessary), **Il est important** (It is important), **Il est difficile** (It is difficult)
- ▶ The present passive: **ils sont invités par ...** (they are invited by ...), **l'invitation est envoyée par ...** (the invitation is sent by ...)

Getting started

1 To talk or write about a series of events or actions, you use words such as **d'abord** (*first*), **ensuite** (*then*), **finalement** (*finally*). These words are adverbs of time (you have already met some of them in Unit 6) and they are used to make the sequence of events clear:

D'abord , tu organises le voyage,	<i>First you plan the trip,</i>
ensuite tu achètes les billets. Puis tu	<i>you buy the tickets. Then you</i>
pré pares les valises et enfin tu prends	<i>pack and finally you get a</i>
un taxi pour aller à l'aéroport.	<i>taxi to go to the airport.</i>

2 You can also express the idea of a sequence of events using a preposition + a noun: **avant l'aube/six heures** (*before dawn/six o'clock*), **après le coucher du soleil/19 heures** (*after sunset/7 p.m.*), **pendant l'après-midi** (*during the afternoon*). See prepositions of time in Unit 6 **The main points 3**.

These expressions let you write and speak about things which usually take place in an established order.

3 Events are sometimes related by a process of cause and effect, rather than by time. To show this kind of relationship between events or stages in a process you need to use conjunctions, words such as **parce que** (*because*), **donc** (*so*), **car** (*for*).

La famille Dickson va en France parce qu' ils veulent rencontrer la famille de la copine de leur fils Mark. Ils pensent que Mark et Stéphanie vont bientôt se fiancer, donc ils veulent rencontrer ses parents et voir son pays. Les parents de Mark sont un peu inquiets, car ils ne connaissent pas bien Stéphanie.	<i>The Dickson family is going to France because they want to meet the family of their son Mark's girlfriend. They think that Mark and Stéphanie are going to get engaged soon so they want to meet her parents and see her country. Mark's parents are a bit worried, since they don't know Stéphanie well.</i>
--	--

4 If you want to know how events are related to one another, you will need to be able to ask questions.

- For time relationships, you can use **quand?** (when) or questions such as **Qu'est-ce qui se passe d'abord/ensuite?** (*What happens first/then?*) with the adverbs you have already learned (Unit 6 **The main points 4**).

Quand souhaitent-ils y aller? *When do they wish to go there?*
Qu'est-ce qui se passe d'abord? *What happens first?*

- For cause and effect, you can use questions beginning with **Pourquoi?** (*Why?*).

Pourquoi veulent-ils aller en France? *Why do they want to go to France?*

Say it in French

1 ASKING ABOUT SEVERAL STAGES

Qu'est-ce qui se passe d'abord à l'agence de voyage?	<i>What happens first at the travel agency?</i>
Premièrement je dis que nous voulons aller en France.	<i>First of all I say that we want to go to France.</i>
Et ensuite/après/puis?	<i>And then?</i>
Il faut ensuite leur dire combien de personnes, l'âge de chacun et à quelle période nous voulons y aller.	<i>Then I'll have to explain how many of us there are, how old we are and when we want to go.</i>
Puis tu te renseignes sur les prix et les horaires et finalement tu fais la réservation.	<i>Then you get information on prices and times and finally you make the booking.</i>

2 ASKING ABOUT A SERIES OF ACTIONS OR EVENTS

Comment pouvez-vous vous payer des vacances en France?

En décembre dernier nous avons gagné un peu d'argent à la loterie. Ta mère a aussi donné plusieurs cours particuliers en février et en mars.

Ce mois-ci nous n'allons pas au restaurant et nous limitons les sorties coûteuses, **donc** nous faisons des économies. **De plus, le mois prochain** mon patron va me donner une augmentation. Pas de problème donc pour payer le billet!

How can you afford a holiday in France?

Last December we won a bit of money on the lottery. Your mother also gave several private lessons in February and March.

This month we aren't eating out and we're cutting down on expensive outings, so we're saving money. In addition, next month my boss is going to give me a pay rise. So, no trouble paying the fare!

3 ASKING WHY SOMETHING HAPPENED

Pourquoi est-ce que les Lemaire veulent rencontrer les Dickson à l'aéroport?

Parce qu'il est très difficile de conduire à Paris en raison de la circulation intense.

Pour quelle raison les Dickson veulent-ils aller en France?

Ils veulent y aller pour faire la connaissance des Lemaire.

Pourquoi est-ce qu'ils veulent les rencontrer cet été?

Mark et Stéphanie vont peut-être se fiancer cette année. **Par conséquent** ils pensent qu'il est important de les rencontrer le plus vite possible.

Why do the Lemaïres want to meet the Dicksons at the airport?

Because it is very difficult to drive in Paris due to the heavy traffic.

Why (For what reason) do the Dicksons want to go to France? They want to go there to make the acquaintance of the Lemaïres.

Why do they want to meet them this summer?

Mark and Stéphanie are maybe going to get engaged this year. So they think it is important to meet them as soon as possible.

Comme il y a de la place chez les parents de Stéphanie, les Dickson vont y rester quelques jours.

As there is room at Stéphanie's parents', the Dicksons are going to stay there for a few days.

Puisqu'ils ont envie de connaître la région, ils vont aussi visiter différents endroits.

Since they are keen to know the area, they are also going to visit different places.

The main points

1 EXPRESSIONS OF TIME

To say when one thing happened in relation to another, you need to be able to use time expressions such as **hier** (*yesterday*), **aujourd'hui** (*today*), **demain** (*tomorrow*), the adjectives **dernier** (*last*) and **prochain** (*next*) and the demonstrative adjectives – **ce**, **cet**, **cette**, **ces** (see Unit 2 The main points 5).

You will learn the tenses you need to use with these time expressions in Units 11, 13 and 14.

		past	present	future
matin	<i>morning</i>	hier matin	ce matin	demain matin
après-midi	<i>afternoon</i>	hier après-midi	cet après-midi	demain après-midi
soir	<i>evening</i>	hier soir	ce soir	demain soir
nuît	<i>night</i>	la nuit dernière	cette nuit	la nuit prochaine
semaine	<i>week</i>	la semaine dernière	cette semaine	la semaine prochaine
mois	<i>month</i>	le mois dernier	ce mois-ci	le mois prochain
été	<i>summer</i>	en été dernier	cet été	l'été prochain
année	<i>year</i>	l'année dernière	cette année	l'année prochaine

L'année dernière Stéphanie a
débuté son stage en Écosse.

*Last year, Stéphanie started
her work placement in
Scotland.*

Cette année la famille Dickson
va en France et l'année
prochaine les parents de
Stéphanie passeront les vacances
d'été chez les Dickson.

*This year the Dickson family is
going to France and next year
Stéphanie's parents will spend
the summer holidays at the
Dicksons'.*

See also Say it in French 2.

2 STRUCTURING ADVERBS

Verbs show whether they refer to the present, past or future by
their form:

Mark rencontre Stéphanie.

Mark meets Stéphanie.

Mark a rencontré Stéphanie.

Mark met/has met Stéphanie.

Mark va rencontrer Stéphanie.

Mark is going to meet Stéphanie.

Mark rencontrera Stéphanie.

Mark will meet Stéphanie.

To show more precisely where the verb comes in a series of events,
you can use an **adverb of time**. Adverbs usually tell us more about
verbs so they are often found near verbs: **Je la rencontre souvent**
(*I often meet her*). You can change the word order depending on
what you want to emphasize:

Je vais d'abord l'inviter à
prendre un café.

*I'll invite her first of all to have
coffee.*

D'abord, je vais l'inviter à
prendre un café.

*First I'll invite her to have
coffee.*

Je vais l'inviter à prendre un
café, d'abord.

*I'll ask her to have a coffee
first.*

Other time adverbs or adverbial phrases which can be used to structure a series of events are:

d'abord	pour commencer	en premier lieu	<i>first</i>
ensuite	deuxièmement	en deuxième lieu	<i>second/next</i>
après	puis/alors		<i>then/after</i>
			<i>that</i>
enfin	finalelement	en dernier lieu	<i>finally</i>

See also **The main points 1** and **The story**.

3 TIME PREPOSITIONS

To explain where in a sequence an event occurs, occurred or will occur, you can use a **time preposition** plus a noun:

Après les examens je vais aller plus souvent au cinéma.	<i>After the exams, I will go to the cinema more often.</i>
Avant les vacances, nous sommes toujours fatigués.	<i>Before the holidays we are always tired.</i>
Pendant les vacances nous nous reposons et après notre retour à la maison nous sommes en pleine forme.	<i>During the holidays we rest and after coming home we are in top form.</i>
Je dois étudier sérieusement avant les vacances.	<i>I have to study seriously before the holidays.</i>

Prepositions showing the order of a series of events (**avant**, **après**, **jusqu'à**) can be followed by the time instead of a noun:

Je téléphone souvent à mes parents après neuf heures et nous parlons jusqu'à dix heures .	<i>I often phone my parents after nine o'clock and we talk until ten o'clock.</i>
L'avion de Londres arrive avant 18 heures , puis il part pour Berlin.	<i>The London plane arrives before 6 p.m., then it leaves for Berlin.</i>
Sandy travaille jusqu'à dix heures . Ensuite elle se couche.	<i>Sandy works until ten o'clock. Then she goes to bed.</i>

4 CAUSE AND EFFECT

Events can also be related through the effects they produce. The simplest way to show this is by using the expression **parce que** (*because*). You can ask a question to find out about cause and effect using **pourquoi?** (*why?*).

Pourquoi choisissez-vous de prendre l'avion?

Why do you choose to go by plane?

Parce que c'est plus rapide.

Because it's quicker.

Other **linking expressions** can be used to show the effect or the result of something:

L'avion va plus vite que le train, **donc** nous le prenons pour aller en France.

The plane goes quicker than the train, so we will take it to go to France.

Comme l'avion est plus rapide que le train, nous avons décidé de le prendre pour aller en France.

Since the plane is faster than the train, we decided to fly to France.

C'est parce que l'avion est plus rapide que le train **que** nous avons décidé de le prendre pour aller en France.

It's because the plane is faster than the train that we decided to fly to France.

Puisque l'avion va plus vite que le train, nous avons décidé d'aller en France en avion.

As the plane is faster than the train, we decided to go to France by plane.

See also **Say it in French 3**.

The story

Look particularly for **structuring adverbs** and expressions of cause and effect.

What activities are the Lemaire planning for the Dicksons?

Les Lemaire se préparent à recevoir les Dickson.



Isabelle Comment les choses vont-elles se passer? D'abord ils vont louer une voiture à l'aéroport. Ensuite il y a deux heures de route avant d'arriver chez nous. Puis il faut dîner, ...

Georges Qu'est-ce qu'on fait d'habitude quand on a des invités? On leur montre la ville et puis on visite un peu la région. Les Dickson vont sûrement s'intéresser aux environs de Saint-Amand. On peut donc les conduire en forêt et à Valenciennes. Et on peut aussi leur présenter nos amis.

Isabelle Oui, bien sûr, mais on prend des vacances pour se reposer! Il faut leur laisser le temps de se détendre et ne pas essayer de faire trop de choses. D'ailleurs, comme c'est la première fois qu'ils viennent en France, il faut leur montrer ce qui est typiquement français.

Georges Il est difficile de décider ce qui est intéressant pour des Écossais parce que nous ne connaissons pas l'Écosse.

Isabelle Il est préférable donc de leur demander ce qu'ils veulent voir – la campagne, la mer, les villes, ...

Georges Et puis, il est important de leur présenter des amis de Stéphanie car ils veulent sûrement mieux la connaître.

A quick check

1 Check The main points 1, 2, 3, 4 and identify the expressions of time, and of cause and effect in the extracts below. Then put the

ten elements in the correct order to make a brief story entitled **Les vacances**.

- nous essayons de nous lever le plus tard possible.
- Il est donc midi et nous n'avons pas pris une décision.
- car nos parents commencent à se fâcher.
- Pendant les vacances, nous voulons nous reposer, mais nos parents préfèrent être très actifs.
- Après avoir mangé, il faut accepter de sortir ...
- Finalement, tout le monde est prêt, et nous pouvons enfin partir.
- Puis nous prenons une douche et nous nous habillons très lentement.
- C'est pour cette raison que ...
- Alors nous discutons interminablement le programme du jour.
- D'abord nous mangeons un petit déjeuner copieux.

The next stage

1 MORE ABOUT TIME EXPRESSIONS

Expressions such as **avant** (*before*), **après** (*after*), **pendant** (*during*) (see **The main points** 3), are not only found in sentences where the present tense is used. They are also used when talking about past, recently past and future events.

Avant mon stage en Grande-Bretagne je ne m'intéressais pas à l'histoire écossaise.	<i>Before my work experience in Great Britain, I wasn't interested in Scottish history.</i>
J'ai téléphoné à Stéphanie ce matin après neuf heures et nous nous sommes rencontrés avant dix heures.	<i>I phoned Stéphanie after nine o'clock and we met before ten o'clock.</i>

Pendant notre séjour nous ferons beaucoup de randonnées en forêt.	<i>During our stay we'll take a lot of walks in the forest.</i>
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Exception: **depuis**

To indicate how long something has been going on, or when it started, you can use: **depuis** (*for/since*).

Les Lemaire **attendent** les Dickson *The Lemaïres have been waiting*
depuis plus de deux heures. *for the Dicksons for more than*
two hours.

Depuis 1996, nous **allons** tous les *We've been going to Annecy in*
ans à Annecy en juillet. *July every year since 1996.*

The verb tenses in English and French are different here: in French, the present tense is used with **depuis**. (More about this in Unit 15 **The next stage 2.**)

2 SPEAKING IMPERSONALLY

It is useful to be able to speak about events without necessarily using the personal forms of the verb. There are two main ways of doing this:

- ▶ using **impersonal expressions** and
- ▶ using a form of the verb called the passive. The passive is based on the verb **être** (see Unit 1 **The main points 2**).

Impersonal expressions

Some of these were used in earlier sections of this unit in **The story**:

Il faut dîner ...

Il faut leur laisser le temps de se détendre.

Il faut leur montrer ce qui est typiquement français.

Il est difficile de décider ...

Il est préférable donc de leur demander ...

Il est important de leur présenter ...

Il faut (*It is necessary*) is followed directly by an infinitive:

Il faut apprendre le français avant les vacances.	<i>We'll have to (it is necessary to) learn French before the holidays.</i>
---	---

See Unit 8 Say it in French 4, The main points 2.

Other impersonal expressions are followed by **de** and an infinitive:

Il est difficile de comprendre Nicolas, car il parle très vite.	<i>It's hard to understand Nicolas because he speaks very fast.</i>
Il est préférable de prendre vos vacances en été.	<i>It's better to take your holidays in the summer.</i>
Il est facile de voir pourquoi Mark aime Stéphanie.	<i>It's easy to see why Mark likes Stéphanie.</i>
Il est important de connaître les parents de Stéphanie.	<i>It's important to know Stéphanie's parents.</i>
Il est ridicule de refuser de parler français.	<i>It is stupid to refuse to speak French.</i>

The present passive

Another way of speaking impersonally or indirectly is to say that something *is done by someone*. This is called the passive voice. You need to be able to use **être** + the past participle of another verb, followed by the preposition **par** (*by*):

Les Dickson sont accueillis par les Lemaire.	<i>The Dicksons are welcomed by the Lemaire.</i>
Les valises sont faites par Alison parce que les autres n'aiment pas les faire.	<i>The packing is done by Alison because the others don't like doing it.</i>

Notice that the past participle acts like an adjective and agrees with the person(s) or thing(s) it is telling you about:

Les Dickson (masc. plural) **sont accueillis**.

Les valises (fem. plural) sont faites.

The past participles of regular verbs are formed in the following way:

-er verbs		-ir verbs		-re verbs	
infinit.	past part.	infinit.	past part.	infinit.	past part.
donner	donné	accueillir	accueilli	vendre	vendu
inviter	invité	atterrir	atterri	rendre	rendu

For more information on past participles, see Unit 13 **The main points 1** and **The next stage 1**.

Here are some examples of the use of the **present passive** (for the past tenses of the passive, see Unit 15 **The main points 4**).

Je suis toujours accueilli à la gare par mes parents.	<i>I'm always collected at the station by my parents.</i>
Tu es invité(e) par mes parents à venir dîner à la maison demain.	<i>You are invited by my parents to come and have dinner at home tomorrow.</i>
Il est très attiré par Stéphanie.	<i>He is very attracted to Stephanie.</i>
Cette voiture est louée par nos amis écossais.	<i>This car is hired by our Scottish friends.</i>
Nous sommes invités par les Lemaire.	<i>We are invited by the Lemaire's.</i>
Vous êtes souvent photographié par votre copine.	<i>You are often photographed by your girlfriend.</i>
Les Dickson sont invités par les Lemaire à passer leurs vacances en France.	<i>The Dicksons are invited by the Lemaire's to spend their holidays in France.</i>
Les valises sont faites par Alison.	<i>The packing is done by Alison.</i>

TEN THINGS TO REMEMBER

- 1 When things happen in a fixed order, you can describe the sequence using prepositions (**avant, après**) + nouns: **avant les vacances, pendant les vacances, après les vacances.**
- 2 You can also use adverbs to describe a sequence of events or the different stages of an event you have recently been involved in (**d'abord/premièrement, ensuite/puis, enfin/finalement**).
- 3 To talk about cause and effect, use conjunctions (**parce que, donc, car**).
- 4 Remember the useful question words **Quand?** (for time) and **Pourquoi?** (for purpose/reason).
- 5 Check that you are familiar with the different times of the day (**le matin, l'après-midi, le soir**) and with other time words (**le jour, la journée, la semaine, le mois, l'an, l'année**).
- 6 Word order for adverbs in French is flexible. You can change the emphasis by changing the place of the adverb: **Je vais l'inviter à prendre un café d'abord. → D'abord je vais l'inviter à prendre un café.**
- 7 The question word **Pourquoi?** and its answering **Parce que ...** are the basis of many conversations.
- 8 **Depuis** is a word to watch out for. Unlike in English, it is followed by the present tense to show that something has been going on for some time: **Nous apprenons le français depuis le commencement de l'année.** (*We have been learning French since the beginning of the year.*)

- 9 French has a number of useful impersonal expressions (**il faut, il est difficile/préférable/important**). When you use them, you don't have to worry about using different subject pronouns and forms of the verb.
- 10 The present passive is another form of the verb that is easy to use. All you need is the present tense of **être** and the past participle: **Nous sommes invités par nos amis.**

TEST YOURSELF

How would you say:

- 1 Why do the Dicksons want to meet the Lemaïres?
- 2 Because Mark and St  phanie want to become engaged this year.
- 3 How long do they want to stay for?
- 4 It is important that they introduce some of St  phanie's friends to them.
- 5 Mark and St  phanie have known each other for several months.
- 6 First the Lemaïres welcome the Dicksons.
- 7 Then they invite them to have dinner.
- 8 Finally they show them to their bedroom as they must be tired.
- 9 The Dicksons are welcomed really well by the Lemaïres.
- 10 They are also invited by some of St  phanie's friends.

Future plans and events

In this unit you will learn

- *To speak and write about the future*
- *To ask about future events*
- *To talk about your hopes and plans*

Topic

- *Hopes for the future*

Grammar

- ▶ Regular verbs in the future tense (**le futur**)
- ▶ Common irregular verbs in the future
- ▶ Irregular verbs in **-er** in the future: **manger** (to eat), **appeler** (to call), **acheter** (to buy)
- ▶ Time expressions and the future
- ▶ Relative pronouns **qui** and **que**

The next stage

- ▶ The future: differences between French and English
- ▶ Other time expressions and the future
- ▶ Relative pronouns after **de**: **dont** (of which/whom)
- ▶ Relative pronouns referring to people, after other prepositions: **avec qui**, **pour qui**
- ▶ Relative pronouns referring to things, after other prepositions: **lequel**, etc.

Getting started

1 When you are speaking, you can often choose to use the present tense to refer to something you are going to do. If you do this, you will usually need to use a time expression as well, to show that you are referring to the future:

Je vais en France cet été .	<i>I'm going to France this summer.</i>
Tu vas au cinéma ce soir ?	<i>Are you going to the cinema this evening?</i>
Il arrive demain matin à huit heures .	<i>He's arriving tomorrow morning at eight o'clock.</i>

2 You have already learned (Unit 6 **The main points 1**) how to use **aller** (*to go*) with an infinitive to speak about the immediate future.

Je vais acheter un dictionnaire français-anglais.	<i>I'm going to buy a French-English dictionary.</i>
Mes parents vont téléphoner à Madame Lemaire ce soir.	<i>My parents are going to phone Madame Lemaire this evening.</i>
La semaine prochaine Mark va commencer à travailler sur une plate-forme Shell.	<i>Next week, Mark is going to start working on a Shell platform.</i>

Go back to Unit 6 and make sure you can use this form without any difficulty.

3 As well as learning to use the future tense in this unit, you will also learn some of the time expressions you need so that you can talk about and ask questions about the future. Some of them you have already learned in Unit 10 **The main points 1, 2**. In the examples in 1 (above), these expressions are in bold. Locate the two time expressions in **Getting started 2**.

4 The irregular verbs you have already covered use the same future endings as the regular verbs, but have an irregular stem:

avoir *to have*
être *to be*

vouloir *to wish/want*
pouvoir *to be able*

aller to go
venir to come
faire to make/do

savoir to know
devoir to be obliged/have to
falloir to be necessary

Say it in French

1 SPEAKING AND WRITING ABOUT THE FUTURE

Les parents de Mark
arriveront à l'aéroport
Roissy-Charles-de-Gaulle.

Là, ils **loueront** une voiture.

Les Lemaire les **rencontreront**
à l'aéroport et les Dickson
les suivront en voiture.

Ils **arriveront** à Saint-Amand
deux heures plus tard.

Je leur **préparerai** un bon
repas français.

Je leur **ferai** une bonne mousse
au chocolat.

Ils n'**auront** peut-être pas faim
à cette heure-là.

*Mark's parents will arrive at
Roissy-Charles-de-Gaulle
airport. There they will hire
a car.*

*The Lemaïres will meet them at
the airport and the Dicksons will
follow them in the car.*

*They will arrive in Saint-Amand
two hours later.*

*I will prepare them a good French
meal.*

*I will make them a nice chocolate
mousse.*

*Perhaps they won't be hungry at
that time.*

2 ASKING ABOUT FUTURE EVENTS

À ton avis, qu'est-ce qu'ils
feront durant leur séjour?

Qu'est-ce qu'on leur **montrera**?

Seront-ils intéressés? **Voudront**-
ils visiter Saint-Amand et ses
environs?

Souhaiteront-ils rencontrer des
amis de Stéphanie?

Peut-être **auront**-ils déjà des
plans précis.

*What do you think they will do
during their stay?*

What shall we show them?

*Will they be interested? Will they
want to visit Saint-Amand and
its surroundings?*

*Will they want to meet some of
Stéphanie's friends?*

*Perhaps they'll already have
specific plans.*

Nous leur **demandons** ce
qu'ils veulent faire.
Ce sera la meilleure solution.

*We'll ask them what they want
to do.
That'll be the best way.*

3 TALKING ABOUT YOUR HOPES/YOUR PLANS

J'espère qu'ils se **plairont**
chez nous.
Nous **ferons** tout notre possible
pour les mettre à l'aise.
Je ne sais pas comment nous
communiquerons, mais nous
ferons de notre mieux.
J'**achèterai** un bon dictionnaire
demain ou bien j'**emprunterai**
celui de Nicolas.
J'espère que Nicolas nous **aidera**.
Nous pourrons toujours nous
faire comprendre par des gestes
et nous **demandons** à Nicolas
d'être interprète.
Stéphanie **reviendra** peut-être en
France à ce moment-là.

*I hope (that) they'll enjoy
being here.
We'll do our best to put them at
their ease.
I don't know how we will
communicate, but we'll do our
best.
I'll buy a good dictionary
tomorrow or I'll borrow
Nicolas'.
I hope that Nicolas will help us.
We'll always be able to make
ourselves understood with
gestures and we'll ask Nicolas
to be our interpreter.
Stéphanie will perhaps come
back to France at that time.*

The main points

1 REGULAR VERBS IN THE FUTURE TENSE

For regular verbs, and many irregular verbs, the stem for this tense is the infinitive – **aimer** (to love), **finir** (to finish). Regular verbs ending in -re – **entendre** (to hear), **apprendre** (to learn), **vendre** (to sell) – drop the e (**entendr-**, **apprendr-**, **vendr-**) before adding the endings.

The endings for the future tense are the same for all French verbs.

<i>Subject pronoun</i>	<i>Stem (= infinitive)</i>	<i>Endings</i>
je/j'	aimer-	AI
tu	finir-	AS
il	apprendre-	A
elle	visiter-	A
on	rencontrer-	A
nous	vendr-	ONS
vous	partir-	EZ
ils	grossir-	ONT
elles	entendr-	ONT

J'aimerai Stéphanie toute ma vie.	<i>I'll love Stéphanie all my life.</i>
Tu finiras avant moi.	<i>You'll finish before me.</i>
Il apprendra à faire de la planche à voile.	<i>He'll learn to windsurf.</i>
Isabelle visitera le musée avec les Dickson.	<i>Isabelle will visit the museum with the Dicksons.</i>
On les rencontrera à l'aéroport.	<i>We'll meet them at the airport.</i>
Nous vendrons la BMW à notre retour.	<i>We'll sell the BMW when we get back.</i>
Vous partirez tôt le matin.	<i>You'll leave early in the morning.</i>
Ils grossiront s'ils mangent trop.	<i>They'll get fat if they eat too much.</i>
Elles entendront de la musique française.	<i>They'll hear some French music.</i>

See Say it in French 1, 2, 3.

2 COMMON IRREGULAR VERBS IN THE FUTURE

The stem of the future tense of the following verbs is very irregular and has to be learned in each case:

avoir to have, **être** to be, **aller** to go, **venir** to come, **faire** to make/do, **vouloir** to wish/want, **pouvoir** to be able, **savoir** to know, **devoir** to be obliged/have to, **falloir** to be necessary.

Although the stems are not the infinitives, they all end in **-r**.

The same stem is used for the conditional tense – see Unit 18 **The main points 1**, and the **Verb tables**.

Infinit.	Stem	
avoir	aur-	aurai, auras, aura, aurons, aurez, auront
être	ser-	serai, seras, sera, serons, serez, seront
aller	ir-	irai, iras, ira, irons, irez, iront
venir	viendr-	viendrai, viendras, viendra, viendrons, viendrez, viendront
faire	fer-	ferai, feras, fera, ferons, ferez, feront
vouloir	voudr-	voudrai, voudras, voudra, voudrons, voudrez, voudront
pouvoir	pourr-	pourrai, pourras, pourra, pourrons, pourrez, pourront
savoir	saur-	saurai, sauras, saura, saurons, saurez, sauront
devoir	devr-	devrai, devras, devra, devrons, devrez, devront
 falloir	faudr-	il faudra
voir	verr-	verrai, verras, verra, verrons, verrez, verront

Stéphanie

En l'an 20.., j'**aurai** mon diplôme.
Est-ce que j'**aurai** d'autres examens à passer?

Non. Je ne **serai** plus étudiante et j'**irai** en Grande-Bretagne chercher du travail.

Mark **viendra** me voir quand il ne **sera** pas sur la plate-forme de forage.

Ferons-nous des promenades ensemble?

Nous **ferons** peut-être du sport.

Il ne **voudra** pas m'accompagner à mes cours d'équitation mais on **pourra** aller à des matchs de foot ensemble.

*In 20.., I will have my degree.
Will I have other exams to take?*

No, I will no longer be a student and will go to Great Britain to look for work.

Mark will come and see me when he is not on the oil rig.

Will we go for walks together?

*Perhaps we will take up sport.
He will not want to go with me to my horse-riding lessons, but we will be able to go to football matches together.*

Look for the irregular verbs in **Say it in French 1, 2, 3.**

Prepositions with time

In 2 (above), Stéphanie is talking about some years ahead (**En l'an 20..**). As well as dates, you will find it useful to be able to use the names of days and months and expressions for telling the time (see Unit 2 **Say it in French 3**, Unit 3 **The main points 4**).

Note the **prepositions** used in the time expressions in bold below:

En 3000 le monde fêtera le commencement du quatrième millénaire.	<i>In 3000 the world will celebrate the start of the fourth millennium.</i>
En été nous irons à la plage, mais au printemps nous serons dans le Massif central.	<i>In summer we shall go to the beach, but in spring we'll be in the Massif Central.</i>
Elle viendra nous voir en janvier.	<i>She will come to see us in January.</i>
Nos amis les Dickson arriveront lundi .	<i>Our friends the Dicksons will arrive on Monday.</i>
Leur avion atterrira à 13 h 15.	<i>Their plane will land at 1.15 p.m.</i>

Prochain

You can also use the adjective **prochain** (next) (see Unit 10 **The main points 1**) with the names of months or days:

Vendredi prochain je terminerai mon stage et je rentrerai chez moi.	<i>Next Friday I'll finish my work placement and I'll go home.</i>
--	--

The future with **dans** and **en**

The prepositions **dans** and **en** are both used for future time. **Dans** is used in speaking about a point of time in the future:

Dans quinze jours mon patron sera en vacances et nous pourrons travailler plus calmement.	<i>In a fortnight's time my boss will be on holiday and we'll be able to work more calmly.</i>
Nous nous verrons dans huit jours et je te raconterai tout.	<i>We'll see one another in a week and I'll tell you everything.</i>

Je serai chez toi dans dix minutes.	<i>I'll be at your place in ten minutes time.</i>
--	---

En is used to say how long it will take to do something:

Il viendra en moins de dix minutes.	<i>He'll come in less than ten minutes.</i> (i.e. it will take him less than ten minutes)
--	--

Elle finira son doctorat en quatre ans.	<i>She'll finish her doctorate in four years.</i> (i.e. it will take her four years)
--	---

5 RELATIVE PRONOUNS QUI AND QUE

Relative pronouns are useful to make your French more polished.

Like other pronouns (e.g. personal pronouns, Unit 1 **The main points 1** and Unit 5 **The main points 3**), they also make it possible for you to avoid repetition and to construct longer sentences. They are particularly useful in writing.

Qui

Qui is a **subject** pronoun. It can replace people (*who*):

Mon chef, qui travaille souvent en France, sera très content de vous rencontrer.	<i>My boss, who often works in France, will be very pleased to meet you.</i>
---	--

Est-ce que tu connais le directeur qui m'a interviewée?	<i>Do you know the director who interviewed me?</i>
--	---

or things (*which/that*):

Je veux vous parler de votre CV qui m'intéresse beaucoup.	<i>I should like to talk to you about your CV which interests me very much.</i>
--	---

Vous travaillerez dans le bureau qui se trouve à côté du mien.	<i>You'll be working in the office (that is) beside mine.</i>
---	---

Que

Que is an **object pronoun** which can replace people (*whom*):

J'ai attendu dans le bureau de la secrétaire que j'ai rencontrée la semaine dernière.	<i>I waited in the office belonging to the secretary (whom) I met last week.</i>
--	--

or things (*which/that*):

Je suis très content(e) de l'ordinateur que j'utilise pour mon travail.	<i>I'm very happy with the computer (that) I use for my work.</i>
--	---

In English, the relative pronoun is often not expressed

- ▶ *the office (that is) beside mine*
- ▶ *the secretary (whom) I met last week*
- ▶ *the computer (that) I use for my work.*

Some verbs are always followed by a preposition
téléphoner à quelqu'un (*to phone someone*)
demander à quelqu'un (*to ask someone*).

Where verbs like this are followed by a relative pronoun, **qui** (*whom*) is used for people:

M. Monnoury est la personne à qui j'ai téléphoné ce matin.	<i>Mr Monnoury is the person (whom) I phoned this morning.</i>
---	--

The story

In this passage, look for the **verbs in the future tense**, the **time expressions** and the **relative pronouns**.

What are Stéphanie, Mark, Alison and Georges talking about?

Qu'est-ce que tu fais? Stéphanie, Mark, Alison et Georges parlent de leur travail et de leurs projets d'avenir.

Stéphanie Le travail que je fais actuellement ne m'intéresse pas beaucoup, mais après mon stage je pourrai trouver un emploi quand je rentrerai en France. C'est mon chef, Mr Williams, qui m'encourage à apprendre l'anglais et à me perfectionner en informatique. « Vous utiliserez toujours l'anglais et l'informatique » me dit-il.

Mark À présent le poste que j'occupe m'oblige à passer beaucoup de temps sur plate-forme. Mais j'aurai besoin de cette expérience du forage en mer. C'est l'expérience pratique qui sera nécessaire si je veux avoir plus tard un poste de cadre.

Alison Le travail d'un professeur devient de plus en plus dur. Pendant les vacances, qui passent toujours beaucoup trop vite pour moi, on ne se repose pas. Il faut préparer les cours car il est difficile de trouver le temps qu'il faut pendant le trimestre. Ce soir, comme d'habitude, je corrigerai des copies et je préparerai des polycopiés que j'utiliserai demain.

Georges Un plombier ne dort jamais tranquille car à tout moment le téléphone peut sonner. Il faut toujours dépanner des gens qui ont des problèmes – des problèmes qui n'arrivent que la nuit ou pendant le week-end. J'espère que mon fils aura un emploi qui lui permettra de bien dormir et de ne pas travailler à des heures impossibles.



A quick check

Change the verbs and the **time expressions** in the following passages to the future:

- | | |
|------------------|---|
| Stéphanie | Aujourd'hui je travaille au bureau. Je tape des lettres pour mon chef et j'assiste à une réunion des membres du département de ressources humaines. Est-ce que tu viens me chercher à 17 heures 30? On achète de quoi manger à Marks et Spencer. |
| Mark | Ce soir je mange avec Stéphanie. Mardi je ne suis pas ici car je prends l'hélicoptère et je recommence à travailler sur une plate-forme BP. Je règle l'appareil de forage et je le contrôle par ordinateur. Nous sommes sur plate-forme pour trois semaines. Je ne vois pas Stéphanie et elle me manque beaucoup. |
| Alison | Aujourd'hui à 4 heures nous avons une réunion de tous les enseignants. Elle dure au moins deux heures et demie et je ne rentre pas avant 19 heures 30. Vous préparez vous-mêmes le dîner – et il ne faut pas oublier de faire la vaisselle! |
| Georges | Est-ce que nous pouvons manger à 21 heures ce soir? La réparation de la tuyauterie chez Madame Vincent n'est pas terminée et je dois aussi remplacer les robinets dans sa salle de bains. |

The next stage

1 THE FUTURE: DIFFERENCES BETWEEN FRENCH AND ENGLISH USAGE

Using the future in place of the present

After **quand** (*when*), **lorsque** (*when*), **aussitôt que** (*as soon as*) and **dès que** (*as soon as*), French uses a verb in the future (**Quand**

vous arriverez ...) whereas in English we use a verb in the present (*When you arrive ...*).

Nous les accueillerons quand ils arriveront .	<i>We'll welcome them when they arrive.</i>
Lorsque Mark partira , Stéphanie se sentira très triste.	<i>When Mark leaves, Stéphanie will feel very sad.</i>

Accueillir follows the same pattern as the verb **cueillir**. See **Verb tables**.

The future perfect

In French, a tense called the **future perfect** (*Quand j'aurai terminé mon travail*) is used where in English you would use a past tense. This emphasizes that one action will come after the other:

Je te téléphonerai quand j' aurai terminé mon travail.	<i>I'll ring you when I've finished work.</i>
Dès que j' aurai réparé le tuyautage de Madame Vincent, je rentrerai à la maison.	<i>As soon as I've repaired Madame Vincent's pipes, I'll come home.</i>

2 OTHER TIME EXPRESSIONS AND THE FUTURE

Some useful expressions are found in the table in Unit 10 **The main points 1**. In addition, you may need:

après-demain	<i>the day after tomorrow</i>
le lendemain	<i>the following/next day</i>
demain en huit	<i>a week tomorrow/tomorrow week</i>
mercredi en quinze	<i>a fortnight on Wednesday</i>

3 RELATIVE PRONOUNS AFTER DE: DONT

If you want to use a relative pronoun:

- ▶ with expressions which always include the preposition **de**: **avoir besoin de** *to need*, **avoir peur de** *to be afraid of*
- ▶ with verbs which can be followed by **de**: **parler de** *to speak about/of*, **rêver de** *to dream about*

the relative pronoun **dont** replaces **de + qui** (*of whom, of which*):

Les employés **dont** nous avons besoin sont difficiles à trouver dans cette région de l'Écosse.

The employees we need are hard to find in this part of Scotland.

Les résultats **dont** il a peur seront publiés la semaine prochaine.

The results he's afraid of will be published next week.

Je ferai ce soir les exercices **dont** le professeur nous a parlé.

This evening, I'll do the exercises the teacher spoke about.

La carrière en marketing **dont** je rêve me permettra de voyager partout en Europe.

The career in marketing I dream of will allow me to travel all over Europe.

The word order with **dont** is important.

noun

les employés	dont
les résultats	dont
les exercices	dont
la carrière	dont

subject

nous
il
le professeur
je

verb

avons besoin
a peur
a parlé
rêve

4 RELATIVE PRONOUNS REFERRING TO PEOPLE, AFTER PREPOSITIONS

La collègue **avec qui** je viens au bureau habite près de chez moi.

The colleague I come to work with (with whom I come to work) lives near me.

Le client **pour qui** je fais des recherches veut améliorer ses logiciels.

The client I'm doing research for (for whom I'm doing research) wants to improve his software.

5 RELATIVE PRONOUNS REFERRING TO THINGS, AFTER PREPOSITIONS

Check back to Unit 4 The main points 4 for **lequel, laquelle** and **lesquelles** as interrogative pronouns.

When they follow a preposition, relative pronouns referring to things have the following form.

They agree with the word they replace in number and gender:

	Masculine	Feminine
Singular	lequel	laquelle
Plural	lesquels	lesquelles

As-tu vu l'ordinateur **sur lequel** je travaille? (ordinateur: masc. sing. → **lequel**) *Have you seen the computer I work on (on which I work)?*

Les compagnies pétrolières **avec lesquelles** nous traitons sont rarement françaises. (compagnies: fem. plur. → **lesquelles**) *The oil companies we work with (with which we work) are rarely French.*

Les salles de bain **dans lesquelles** je travaille sont très révélatrices de la vie des gens. (salles de bain: fem. pl. → **lesquelles**) *The bathrooms I work in (in which I work) reveal a lot about people's lives.*

TEN THINGS TO REMEMBER

- 1 All verbs (except some of the irregular ones) form the future in the same way: infinitive + the following endings: **-ai, -as, -a, -ons, -ez, -ont.**
- 2 It is a good idea to revise all parts of the main irregular verbs when you learn their future stem: **avoir, aur-; être, ser-; vouloir, voudr-.**
- 3 The same stems are used for the conditional tense (Unit 18) so you're getting two for the price of one!
- 4 A simple way of talking about the immediate future is to use the present tense of **aller** (Unit 6) + infinitive: **Je vais apprendre le français.** (*I'm going to learn French.*)
- 5 To talk about future time, you will need to use appropriate time expressions: **demain, après-demain, l'année prochaine.**
- 6 If you want to say someone will do something (future) in a certain amount of time, you need to know when to use **dans** and when to use **en**. **Dans** is used when referring to a specific point of time in the future: **Dans trois ans, j'aurais terminé mes études.** (*In three years, I'll have finished my studies.*) **En** is used to say how long it will take to do something: **Je serai chez vous en dix minutes.** (*I'll be at your place in ten minutes.*)
- 7 Use relative pronouns to make longer and more interesting sentences. The most common ones are **qui** and **que**. To use them correctly, you need to know when the pronoun is a subject and when it is an object.
- 8 English often leaves out relative pronouns, but in French they are never omitted: **le livre que je lis** (*the book (that) I'm reading*).

- 9 Another difference between English and French is in their use of the future tense. French is probably more logical: **Lorsque Mark partira** (future tense), **Stéphanie se sentira très triste.** (*When Mark goes away (present tense), Stéphanie will feel very sad.*)
- 10 Remember that the word order with the relative pronoun **dont** is: noun + **dont** + subject + verb: **le voyage dont elle m'a parlé.**

TEST YOURSELF

What is the difference between:

- 1 Il le fera dans dix minutes and il le fera en dix minutes.

Add the verbs in brackets in the future tense:

- 2 Ils ____ (venir) dans quelques semaines.
- 3 Ils ____ (être) bien accueillis par les Lemaire.
- 4 Les Lemaire les ____ (accueillir) le mieux possible.
- 5 L'avion ____ (atterrir) dans l'après-midi.

Add the missing relative pronouns in the following sentences:

- 6 C'est Nicolas ____ leur servira d'interprète.
- 7 Voici le dictionnaire ____ ils utiliseront.
- 8 Elle parle de son patron ____ l'encourage à se perfectionner.

How do you say ...?

- 9 He will finish his placement in four years' time.
- 10 He will do this in five minutes. (It will take him five minutes to do this.)

Orders and instructions

In this unit you will learn

- *To ask someone to do or not to do something*
- *To give orders and instructions*

Topics

- *Money*
- *The bank*

Grammar

- ▶ The imperative of regular verbs
- ▶ The imperative of irregular verbs
- ▶ The present tense for giving instructions
- ▶ The infinitive and giving instructions
- ▶ Giving negative instructions
- ▶ Two object pronouns
- ▶ The imperative with two object pronouns

The next stage

- ▶ Other ways of giving orders
- ▶ Polite requests

Getting started

1 The imperative form of the verb is used for giving instructions (see Unit 9 **The main points 2**). To form the imperative, you use parts of the present (indicative) tense.

By now, you should have a secure knowledge of the present tense of regular and some irregular verbs. Check these in Units 1, 2, 5, 6, 8 and 9 and in your notebook.

2 In this unit, you will learn how to use verbs which have more than one object pronoun. You learned about direct object pronouns in Unit 5 **The main points 3**, and indirect object pronouns in Unit 9 **The main points 3**. You should revise them before beginning this unit.

Alors, est-ce que tu les prends ou est-ce que tu ne les prends pas?	<i>Well, are you taking them or are you not taking them?</i>
Stéphanie laisse tomber son carnet de chèques et Mark le ramasse.	<i>Stéphanie drops her cheque book and Mark picks it up.</i>
Mark leur téléphonera et leur dira que les Lemaire les rencontreront à l'aéroport.	<i>Mark will phone them and tell them that the Lemaire's will meet them at the airport.</i>

3 The distinction between direct and indirect objects is sometimes difficult for English speakers. See Unit 9 **The next stage 2**. You can identify the **direct object** by asking *what?* or *whom?* after the verb:

I gave the teller the cheque. → verb = gave → gave **what?** → *the cheque*

So '*cheque*' is the **direct object**.

The **indirect object** is not related directly to the verb, but to a preposition, usually *to*. Because the preposition is often not expressed in English, it can take a moment to work out what is the indirect object.

You can decide whether an object is indirect by asking the question *to/for whom?* after the verb:

I gave the cheque → *to/for whom?* → *(to) the teller*

So '*teller*' is the **indirect object**.

Study the following examples and ensure that you can recognize the difference between the two types of object in English.

Give him the money! → 'money' = direct object: 'him' = indirect object.

Give it to George!

Let's buy them this book!

I'll give him the money.

Sandy brought her a cup of tea.

If you use the imperative without some kind of accompanying polite expression, it can be a very direct way of telling someone to do something or of getting something done. For polite requests, you can use set expressions with **vouloir** (*to wish/want*). Some of the expressions given in Unit 4 **The main points** 1 will help.

Say it in French

1 ASKING SOMEONE TO DO SOMETHING

Est-ce que nous pouvons nous arrêter à la banque? J'ai besoin de retirer de l'argent.

Arrête, s'il te plaît, car je voudrais acheter un petit cadeau pour Madame Lemaire.

N'oublie pas les conseils de notre prof de français pour demander à quelqu'un de répéter quelque chose.

Pourriez-vous répéter, s'il vous plaît?

Pouvez-vous parler plus lentement, s'il vous plaît?

Can we stop at the bank?

I need to draw some money out.

Please stop, because I would like to buy a small gift for Madame Lemaire.

Don't forget our French teacher's advice for asking someone to repeat something.

Could you repeat, please?

Can you speak more slowly, please?

2 GIVING ORDERS

Andrew, **occupe-toi** bien de la maison.

Sors la poubelle le mardi matin.

Ne te lève pas trop tard.

Toi et tes amis, **n'utilisez pas** trop le téléphone.

Contacte ton oncle si tu as des problèmes.

Suivons les conseils de Mark.

Il ne **faudra pas** rouler trop vite car il est important de lire les panneaux routiers.

Insérer la carte bancaire, **taper** le numéro personnel. **Choisir** le montant.

Retirer la carte avant d'obtenir l'argent.

Andrew, look after the house well.

Put the bin out on Tuesday mornings.

Don't get up too late.

You and your friends must not use the phone too much.

Contact your uncle if you have any problems.

Let's follow Mark's advice.

We mustn't drive too fast, as it is important to read the road signs.

Insert your bank card, key in your personal number. Select the amount.

Take your card out before the money is issued.

The main points

1 THE IMPERATIVE OF REGULAR VERBS

The verbs you have studied so far have been in the **indicative** (or standard) **mood**. It is used for making statements. See Unit 9 **The main points 2**. The **imperative mood** is used for giving instructions or orders. In French, there are three forms of the imperative, depending on the situation the speaker is in:

- ▶ speaking to a friend
- ▶ speaking to someone you don't know well or to a group of people
- ▶ speaking to a group of people in which you are included.

Look back at **Say it in French** and see if you can find examples of the first two.

In each of the three situations described, you can use part of the present tense of the verb (without a subject) to give an instruction:

- speaking to a friend, use the **tu** form of the verb:

Donne cet argent à ton frère!	<i>Give that money to your brother!</i>
Finis tes devoirs!	<i>Finish your homework!</i>
Viens ici!	<i>Come here!</i>

For **-er** verbs only, the **s** of the **tu** form is dropped in the imperative:
Donne! (*Give!*), **Achète!** (*Buy!*), **Chante!** (*Sing!*).

- speaking to someone you don't know well or to a group of other people, use the **vous** form of the verb:

Insérez votre argent dans la fente à droite!	<i>Insert your money in the slot on the right!</i>
Protégez votre carte des regards indiscrets!	<i>Hide your card from prying eyes!</i>
N'oubliez pas votre carte de crédit!	<i>Don't forget your credit card!</i>

- speaking to a group of people in which you are included (*Let's do something in English*), use the **nous** form of the verb:

Allons à la banque ce matin!	<i>Let's go to the bank this morning!</i>
Essayons ma carte bancaire!	<i>Let's try my bank card!</i>
Apprenons à mieux parler français!	<i>Let's learn to speak French better!</i>

The **tu** and **vous** forms are more common than the **nous** form. Although it expresses a suggestion rather than an order, the **nous** form is thought of as an imperative in French.

In the boxes below, the imperative forms are in bold:

jouer <i>to play</i>
je joue
tu joue(s)
il/elle/on joue
nous jouons
vous jouez
ils/elles jouent

finir <i>to finish</i>
je finis
tu finis
il/elle/on finit
nous finissons
vous finissez
ils/elles finissent

rendre <i>to give back</i>
je rends
tu rends
il/elle/on rend
nous rendons
vous rendez
ils/elles rendent

Ne **joue** pas avec Pierre!

Jouons le concerto numéro
3 ce soir!

Jouez dans le jardin!

Finis tes devoirs!

Finissons le gâteau!

Ne **finissez** pas tout aujourd'hui!

Rends ton amie heureuse!

Rendons grâce à Dieu!

Rendez ce livre à Andrew, s'il
vous plaît.

Don't play with Pierre!

*Let's play Concerto No 3
tonight!*

Play in the garden!

Finish your homework!

Let's finish the cake!

Don't finish the lot today!

Make your friend (f.) happy!

(Let's) give thanks to God!

*Give this book back to Andrew,
please.*

2 THE IMPERATIVE OF IRREGULAR VERBS

Avoir and être

Some irregular verbs such as **avoir** and **être** have special forms in the imperative:

avoir

Aie!

Ayons!

Ayez!

être

Sois!

Soyons!

Soyez!

Irregular -er verbs

Irregular -er verbs (Unit 1 The next stage 2) have an irregular **tu** form (see **Verb tables**):

Achète trois kilos de cerises!

Appelle ce numéro à huit
heures!

Buy three kilos of cherries!

*Phone this number at eight
o'clock!*

Jette ce papier dans la poubelle!	<i>Throw that paper in the bin!</i>
Lève-toi et marche!	<i>Arise and walk!</i>
Répète ce que je dis!	<i>Repeat what I say!</i>

Some of the irregular verbs in **-er**, e.g. **manger** (to eat), **placer** (to place/put), are also irregular in the **nous** form, if the pronunciation of the consonant becomes hard before the vowel o. This is avoided by inserting an e before the ending for verbs ending in **-ger** (e.g. **manger**) or by adding a cedilla to the c for verbs ending in **-cer** (e.g. **placer**):

Mangeons cette tarte!	<i>Let's eat this tart!</i>
Plaçons notre argent en lieu sûr!	<i>Let's invest our money in a safe place!</i>

Other irregular verbs

aller	Va!	Allons!	Allez!
faire	Fais!	Faisons!	Faites!
savoir	Sache!	Sachons!	Sachez!

3 THE PRESENT TENSE FOR GIVING INSTRUCTIONS

When you are speaking, you can use the present tense (including the subject – **tu** or **vous**) to give a direct order:

Tu ouvres un compte et tu verses l'argent.	<i>You open an account and you put the money in.</i>
Tu prépares le terrain et tu plantes les fraises.	<i>You prepare the soil and you plant the strawberries.</i>
Tu tonds le gazon avant de sortir.	<i>(You) mow the lawn before you go out.</i>
Vous chantez tous ensemble.	<i>You all sing together.</i>
Vous rangez les bicyclettes et vous nettoyez vos baskets.	<i>(You) put the bikes away and (you) clean your trainers.</i>

4 THE INFINITIVE FOR GIVING INSTRUCTIONS

In formal situations, where written instructions are given, the infinitive is sometimes used to issue a direct instruction:

Composer votre numéro personnel.

Type in your PIN.

Demander une liste de nos services bancaires.

Ask for a list of our banking services.

Retirer votre carte et votre argent.

Take your card and your money.

Se munir d'une pièce d'identité.

Provide yourself with some ID.

See **Say it in French 2**.

5 GIVING NEGATIVE INSTRUCTIONS

The negative of the imperative is formed, as for the indicative, by using **ne** and **pas** (see Unit 1). As in other tenses, **ne** precedes the verb and **pas** follows it:

Ne mettez pas vos cartes de crédit dans votre porte-monnaie!

Don't put your credit cards in your purse!

Ne gaspillez pas votre argent!

Don't waste your money!

Ne dépensons pas sans réfléchir!

Let's not spend without thinking about it!

For negative commands using the infinitive (see 4 above), both **ne** and **pas** come before the verb:

Ne pas utiliser la carte après la date d'expiration!

Do not use the card after the expiry date!

6 TWO OBJECT PRONOUNS

You learned how to use direct object pronouns in Unit 5 **The main points 3**, and indirect object pronouns in Unit 9 **The main points 3**. A verb can sometimes have both a direct and an indirect object. See above, **Getting started 3**.

Je donnerai **un chèque** (direct object) à **Mark** (indirect object).

I'll give a cheque to Mark. (I'll give Mark a cheque.)

If both the objects are pronouns, they both go before the verb:

Je **le** (the cheque) **lui** (to Mark) *I'll give it to him.*
donnerai.

There is a fixed order when two object pronouns are used. It is not related to whether the pronouns are direct or indirect objects – you have to learn the order in which the pronouns are used in French.

The following grid, which looks a bit like the placings for a football team, shows you the order to follow, from left to right, when you are using two object pronouns. The most usual combinations are from columns 1 and 2:

Je **vous** **les** enverrai. *I'll send them to you.*

and from columns 2 and 3:

Mark **le** **lui** achète. *Mark buys it for him/her.*
Les Dickson **les** (les cadeaux) *The Dicksons take them (the*
leur (aux Lemaire) apportent. *gifts) to them (the Lemaire).*

subject	object pronouns					Verb
	1	2	3	4	5	
	me					
	te					
Je	se	le	lui			envoie
Mark	nous	la	leur	y	en	achète
Les Dickson	vous	les				apportent
	se					

7 THE IMPERATIVE WITH TWO OBJECT PRONOUNS

Using two object pronouns with the direct imperative is simple. The objects follow the verb (as they do in English) and the direct object comes before the indirect object. The indirect object

pronouns are: **moi, toi, lui, nous, vous, leur**, the same forms (except for **leur**) as the stressed pronouns (see Unit 1 **The main points** 8). The verb and the pronouns are joined by hyphens:

Envoie-le-lui!

Send it to him/her!

Apportons-les-leur!

Let's take them to them!

Achetez-la-moi!

Buy it for me!

If the imperative verb is in the negative, follow the word order rules given in 6 above:

Ne le lui envoyez pas!

Don't send it to him/her!

Ne les leur apportons pas!

Let's not take them to them!

Ne me l'achetez pas!

Don't buy it for me!

The story

In the conversation below, pick out the **verbs in the imperative** and the **object pronouns**.

What is the small family squabble all about?

Nicolas, son père et sa mère essaient de calculer comment il peut se permettre d'aller en Grande-Bretagne l'année prochaine.

Georges Tu devrais changer complètement tes habitudes. Tu mets de l'argent de côté, tu ouvres un nouveau compte en banque, tu y verses au moins 150 euros par mois et tu ne dépenses rien!

Nicolas C'est facile pour toi! Fais ceci! Fais cela! Ne fais pas ceci! Tu commandes et moi j'obéis. Mais pour moi, ce n'est pas facile. Imagine un peu! Je me prive de sorties, de vêtements, de livres, de cinéma. Pense à l'effet que tout cela aura sur moi!

Isabelle Oui, écoute Georges! Aide-le! Ne lui donne pas d'ordres! Donne-lui plutôt des conseils!

(Contd)

- Georges** C'est ce que j'essaie de faire. Je veux l'aider. Ne me le reprochez pas! D'ailleurs j'allais suggérer qu'on lui donne l'argent que nous avons mis de côté pour la nouvelle voiture. Donnons-le-lui! Il en a vraiment besoin.
- Isabelle** Alors là, non! Ne nous affolons pas! Il a une année pour trouver cet argent. Il faut imaginer d'autres solutions parce que moi, je veux une nouvelle voiture!
- Nicolas** Ne vous fâchez pas! Restons calmes. Je vous en prie, n' imaginez pas que je suis complètement stupide. Je me trouverai un petit boulot, je ferai du baby-sitting et bientôt j'aurai l'argent qu'il me faut.



A quick check

1 Choose one word from each of the three lists below. Put the verb (Column 1) into the imperative (**tu** form) and make a list of five instructions for a friend going to France.

verbs
utiliser
acheter
changer

nouns
une carte bancaire
une carte Visa
tes euros
des devises
une ceinture porte-
monnaie

places
la banque
les restaurants
les magasins
un grand magasin

Example: Achète une ceinture porte-monnaie dans un grand magasin!

2 In the same way, make a second list of five negative instructions using the imperative (vous) form:

verbs
ouvrir
changer
laisser

nouns
votre porte-monnaie
votre carte de crédit
votre argent
votre passeport

places
le métro
l'hôtel
votre chambre

Example: Ne laissez pas votre argent dans votre chambre!

3 Look at the pronouns in bold in the following sentences, and imagine the nouns they might be replacing:

Example: Mark **les lui** achète → Mark achète des roses à Stéphanie.

Tu **nous** le donnes.

Il **la lui** apporte.

Nous **te les** offrons.

4 Answer the following questions, using two object pronouns in your answer:

Example: Mark, offre-t-il les fleurs à Stéphanie? → Oui, il **les lui** offre.

Est-ce que tu donnes cet argent à notre fils?

Ces cadeaux, vous les apportez aux Lemaire?

Nous recommandons cet hôtel à nos amis?

The next stage

1 OTHER WAYS OF GIVING ORDERS

As well as using the imperative, you can also give instructions using some impersonal expressions such as **il faut** and **il est nécessaire/essentiel de** followed by an infinitive. (See Unit 9 **The main points 1** and Unit 10 **The next stage 2**.)

Il faut épargner quand on est jeune.

You have to save when you are young. (It is necessary to save ...)

Il est nécessaire d'encaisser le chèque cette semaine.

You have to pay the cheque in this week. (It is necessary to pay ...)

See **Say it in French 2**.

2 POLITE REQUESTS

If you want to make a polite request, rather than give an order, you can use set expressions based on the conditional tense of the verb **vouloir**.

You will find more information on the conditional in Unit 18 **The main points 1, 3**.

Voudriez-vous fermer la fenêtre?

Would you close the window, please?

Voudrais-tu me prêter quelques euros?

Would you lend me a few euros, please?

To make an order or an instruction even more polite, you can add an expression which makes it less direct:

n'est-ce pas? Tu partages cet argent avec ton frère, **n'est-ce pas?**

You're sharing that money with your brother, aren't you?

s'il vous plaît	Rends ce livre à Andrew, s'il	<i>Give that book back</i>
s'il te plaît	te plaît.	<i>to Andrew, please.</i>

je vous en prie	Je vous en prie, ne	<i>Please (I beg you),</i>
je t'en prie	parlez pas de la crise	<i>don't talk about the</i>
	économique!	<i>economic crisis!</i>

See Say it in French 1.

TEN THINGS TO REMEMBER

- 1 The present tense of regular and irregular verbs, which you already know well, is used for giving orders (the imperative). The imperative uses the second person singular and plural forms (**tu, vous**) and the first person plural (**nous**).
- 2 Être and avoir have special forms for the imperative: **sois, soyez, soyons; aie, ayez, ayons**.
- 3 In speech, instead of using the imperative you can sometimes use the present tense: **Tu lui donnes l'argent.** (*Give him/You give him the money.*)
- 4 When you give an instruction in the negative, **ne** comes before the verb and **pas** immediately after it: **Ne laisse pas ton argent dans ta chambre. Ne donnez pas votre numéro personnel à un ami.**
- 5 Vouloir is a very useful verb for making requests more polite: **Voulez-vous m'aider?**
- 6 To make a request more polite, you can also use pouvoir (**Pouvez-vous ...?**) or s'il vous/te plaît: **Pouvez-vous me prêter votre livre? Prête-moi ton livre, s'il te plaît.**
- 7 If you are trying really hard not to upset someone, you can be even more polite by using the conditional + s'il vous/te plaît: **Voudrais-tu m'accompagner à la banque, s'il te plaît? Voudriez-vous m'attendre quelques minutes, s'il vous plaît?**
- 8 Verbs can have more than one object pronoun. Revise direct object pronouns (Unit 5) and indirect object pronouns (Unit 9) and make sure you know the difference.

- 9** When there are two object pronouns, word order (before the verb) is very important. In normal sentences (statements in the indicative), the word order is fixed, irrespective of whether the pronoun is a direct or an indirect object: **Tu le lui donnes.** (*You give it to him.*) **Elle me le donne.** (*She gives it to me.*)
- 10** In the imperative, the word order for object pronouns is different. It is the same as in English – but note the hyphens: **Donne-le-lui!** (*Give it to him.*)

TEST YOURSELF

Add the missing object pronouns in the following sentences:

- 1 Est-ce que tu donneras tes cadeaux à Sandy et Andrew à ton retour?

Oui, je vais ____ ____ donner quand je rentrerai.

- 2 Est-ce que nous pourrons prêter l'argent du voyage à Nicolas?

Non, nous ne pourrons pas ____ ____ prêter. Il devra ____' économiser.

- 3 Est-ce qu'ils enverront les directions aux Dickson?

Oui, ils ____ ____ enverront le plus vite possible?

- 4 Georges conseille-t-il à son fils de faire des économies?

Oui, il ____ ____ conseille.

How do you say ...?

- 5 Put your bike away. (tu)

- 6 Mow the lawn if the weather is fine. (tu)

- 7 Let's plant flowers and vegetables.

- 8 Take some money with you. (tu)

- 9 Don't show your personal bank card number at the check-out.
(vous)

- 10 Would you like to lend him some of our savings? (tu)

Talking about past events

In this unit you will learn

- *To talk and write about past events*
- *To talk and write about a series of events that happened in the past*
- *To say that things took place over a period of time*
- *To present events that happened in the recent past*

Topics

- *Travel preparations*
- *Arrivals*

Grammar

- ▶ The past participle
- ▶ The perfect tense with **avoir**
- ▶ The perfect tense with **être**
- ▶ The immediate past: **venir de**
- ▶ Other time expressions for sequencing events in the past

The next stage

- ▶ Agreement of the past participle
- ▶ Uses of **il y a** (*ago*)

Getting started

1 To form the perfect tense of most verbs, you use the present tense of **avoir** (Unit 1 **The main points** 2) plus a past participle (2 below). Notice the use of the present tense of **avoir** in the following examples:

Mark a rencontré Stéphanie à Aberdeen.	<i>Mark met Stéphanie in Aberdeen.</i>
Stéphanie a présenté Mark à ses parents.	<i>Stéphanie introduced Mark to her parents.</i>
Nous avons rendu visite aux Lemaire en France.	<i>We visited the Lemaire in France.</i>

2 To speak about the past, you will need to know the past participle of each verb. In earlier units, you learned a number of infinitives – the basic form of the verb – such as **donner**, **finir**, **vendre**. The past participle is formed from the infinitive:

donner	Il a donné un cadeau à sa mère.	<i>He gave his mother a gift.</i>
finir	Nous avons fini de dîner.	<i>We've finished eating.</i>
vendre	Vous avez vendu votre maison.	<i>You've sold your house.</i>

Check the irregular verbs you learned in Units 1, 5, 6, 8, 11, and those you have in your notebook. Sometimes the past participle of these verbs is irregular too:

pouvoir → **pu**
vouloir → **voulu**
savoir → **su**
dire → **dit**

3 A small number of verbs do not use the present tense of **avoir**, but of **être**, to form the perfect tense. You have learned the present tense of **être** (Unit 1 **The main points 2**), so you will easily recognize it when you find it as part of the perfect tense:

Nicolas est sorti à 20 heures.	<i>Nicolas went out at 8 p.m.</i>
Il est allé voir son copain Pierre.	<i>He went to see his friend Peter.</i>
Ils sont montés dans la chambre de Pierre.	<i>They went up to Peter's room.</i>

4 In many ways, past participles function as adjectives and follow the same rules for agreement.

- If they are used with a noun, they agree with it in number and gender:

un rendez-vous manqué (m. sing.)	<i>a missed meeting</i>
une lettre tapée (fem. sing.)	<i>a typed letter</i>
des bureaux partagés (m. plural)	<i>shared offices</i>
des réunions chargées (fem. plural)	<i>packed meetings</i>

- If past participles are used with **avoir** or **être** to form the perfect tense, there are rules about agreement as these examples show:

J'ai rencontré votre secrétaire. Je	<i>I met your secretary.</i>
l'ai rencontrée la semaine dernière.	<i>I met her last week. She</i>
Elle s'est excusée et nous avons	<i>apologized and we talked</i>
parlé du problème.	<i>about the problem.</i>

You will gradually learn more about agreement of past participles. **The next stage 1** will help you on your way.

5 In Unit 6 **The main points 1**, you saw how the present tense of **aller** + infinitive can be used to show that something is going to happen in the immediate future. In a similar way, the present tense

of **venir + de + an infinitive** can be used to describe something in the immediate past – something which *has just* happened. (You learned the present tense of **venir** in Unit 6 **The main points 2**.)

Nicolas vient de rentrer. Il est 23 heures.	<i>Nicolas has just come in. It is 11 o'clock.</i>
Georges vient de se réveiller. Il n'est pas content. Isabelle vient de se coucher.	<i>Georges has just woken up. He isn't happy. Isabelle has just gone to bed.</i>
Ils viennent de se rendre compte que Nicolas grandit.	<i>They have just realized that Nicolas is growing up.</i>

6 In Unit 11 **The main points 4**, you met a set of time prepositions which are used to talk about the future. Similarly, there are prepositions – some of them the same – which are frequently used in speaking about the past:

Après le déjeuner, j'ai pris le bus pour aller en ville.	<i>After lunch, I got the bus to go to town.</i>
Avant le commencement du film, j'ai acheté des bonbons.	<i>Before the film started, I bought some sweets.</i>
Pendant le film, je me suis endormi.	<i>During the film, I went to sleep.</i>

7 Just as there are time expressions which are associated with the future (Unit 10 **The main points 1**, Unit 11 **The main points 4**), there are time expressions which you will find useful for speaking about the past:

Nicolas? Je l'ai vu hier . Il m'a téléphoné avant-hier et hier soir je l'ai vu au cinéma.	<i>Nicolas? I saw him yesterday. He phoned me the day before yesterday and last night I saw him at the cinema.</i>
La semaine dernière je l'ai rencontré en ville et nous sommes allés au parc.	<i>Last week I met him in town and we went to the park.</i>

Say it in French

1 PAST EVENTS

Les Lemaire **ont décidé** d'aller accueillir les Dickson à l'aéroport.

L'avion **a atterri**!... Les voilà! Dis donc! Ils **ont apporté** beaucoup de bagages! ...

Comment allez-vous?

Avez-vous fait bon voyage?

Très bien, merci. Nous **n'avons pas eu** trop de problèmes.

Vous êtes **arrivés** à l'heure. Nous **avons laissé** la voiture dans le parking, car souvent l'avion est en retard.

The Lemaire's decided to go and meet the Dicksons at the airport.

The plane has landed! ... There they are! Goodness! They've brought a lot of luggage! ...

How are you?

Did you have a good trip?

Fine, thank you. We didn't have too many problems.

You arrived on time. We've left the car in the car park, because the plane is often late.

2 A SERIES OF EVENTS IN THE PAST

Avant le départ de l'avion, nous **avons pris** un café. Ensuite, nous **avons suivi** les indications pour la salle de départ. Là nous **avons attendu** quelques minutes, et finalement ils **ont annoncé** le départ de l'avion.

Before the plane left, we had a coffee. Then we followed the signs to the departure lounge. We waited there a few minutes, and finally they announced the departure of the flight.

3 EVENTS THAT TOOK PLACE OVER A PERIOD OF TIME

Le voyage **a demandé** beaucoup de préparation. Entre décembre et mars je **suis allée** plusieurs fois à l'agence de voyage. J'ai téléphoné souvent aussi. Mon mari **s'est occupé** de l'argent.

The trip needed a lot of preparation. Between December and March I went to the travel agency several times. I phoned often as well. My husband looked after the money.

Quand on lui a expliqué
comment fonctionne la carte
Maestro, il a décidé de ne pas
acheter beaucoup d'euros.

*When they explained how the
Maestro card works, he decided
not to buy a lot of euros.*

4 EVENTS IN THE RECENT PAST

Le vol a été assez intéressant ...
L'avion vient de décoller, quand
un passager se lève, sort un
pistolet, et commence à menacer
l'hôtesse.

*The flight was quite interesting ...
The plane has just taken off,
when a passenger gets up, gets
out a gun, and starts threatening
the stewardess.*

The main points

1 THE PAST PARTICIPLE

The past participle is used as part of the **perfect tense** in both French and English. Examples in English are: I have **given**, they have **brought**, it has **landed**, we have **waited**.

Regular verbs

For all regular French verbs, and for some irregular verbs such as **aller** (*to go*), **sortir** (*to go out*), **partir** (*to leave*), the past participle is formed from the infinitive, the part of the verb that ends in **-er**, **-ir**, **-re**:

apporter <i>to bring</i>	→	apporté <i>brought</i>
atterrir <i>to land</i>	→	atterri <i>landed</i>
attendre <i>to wait</i>	→	attendu <i>waited</i>

See also Unit 10 **The next stage 2** (The present passive).

Irregular verbs and the past participle

For irregular verbs, you will have to learn the past participles, just as you learned them for irregular verbs in English: **gone**, **hung**, **ate**, for example.

You should keep a list of irregular past participles in your notebook. Here are some of the most common, to add to those you have already seen in **Getting started** above. You will find a more complete list of irregular verbs in the Verb tables at the back of this book.

<i>Infinitive</i>		<i>Past participle</i>		<i>Infinitive</i>		<i>Past participle</i>	
avoir	<i>to have</i>	eu		prendre	<i>to take</i>	pris	
écrire	<i>to write</i>	écrit		suivre	<i>to follow</i>	suivi	
faire	<i>to make/do</i>	fait		venir	<i>to come</i>	venu	
mettre	<i>to put</i>	mis		voir	<i>to see</i>	vu	

As you have seen (4 above), there are rules about the agreement of past participles with subjects or objects. Some of the rules for agreement are given in **The next stage 1**.

See also Unit 10 **The next stage 2** (The present passive).

2 THE PERFECT TENSE WITH AVOIR

Look back at **Say it in French 1, 2 and 3**. The verbs in the perfect tense are in bold.

The perfect tense is used to speak about events that happened in the past. It is a **compound tense**. That means it is composed of more than one verb: the present tense of **avoir** (the **auxiliary verb**) and the past participle of a second verb (the main verb).

Most verbs in French form the perfect tense using the appropriate part of the present tense of **avoir** (Unit 1 **The main points 2**) and the past participle.

Since you can already use the present tense of **avoir**, the formation of the perfect tense is not difficult:

J' ai acheté les billets.	<i>I (have) bought the tickets.</i>
Tu as préparé les valises.	<i>You did the packing.</i>
Elle a envoyé une lettre.	<i>She (has) sent a letter.</i>
Nous avons fini les préparatifs.	<i>We've finished the preparations.</i>
Vous avez choisi quelle agence de voyage?	<i>Which travel agency did you choose?</i>
Ils ont attendu l'arrivée de l'avion.	<i>They waited for the arrival of the plane.</i>

Now look again at the examples in **Getting started 1** and **2** and **Say it in French 1** and **2**.

The negative

If you are using this tense in the **negative**, you put **ne** after the subject and **pas** after the auxiliary verb (the present tense of **avoir**):

Mon mari n'a pas acheté les billets.	<i>My husband hasn't bought the tickets.</i>
Nous n'avons pas téléphoné à Stéphanie.	<i>We didn't ring Stéphanie.</i>

Inversion

To ask more formal questions with inversion, reverse the order of the subject and the auxiliary verb (**avoir**):

As-tu envoyé la lettre?	<i>Did you send the letter?</i>
Pourquoi ont-ils attendu l'arrivée de l'avion?	<i>Why did they wait for the plane to arrive?</i>

3 THE PERFECT TENSE WITH ÊTRE

There are two groups of verbs which *do not* use **avoir** to form the perfect tense.

Verbs which express a change of state or movement

aller	<i>to go</i>	je suis allé(e)
entrer	<i>to enter</i>	tu es entré(e)
arriver	<i>to arrive</i>	elle est arrivée
monter	<i>to go up</i>	on est monté(e)s
tomber	<i>to fall</i>	nous sommes tombé(e)s
naître	<i>to be born</i>	ils sont nés
venir	<i>to come</i>	elle est venue
sortir	<i>to go out</i>	tu es sorti(e)
partir	<i>to leave</i>	il est parti
descendre	<i>to descend</i>	elle est descendue
rester	<i>to remain</i>	vous êtes resté(e)(s)
mourir	<i>to die</i>	ils sont morts

You may find it easier to remember these verbs if you learn them as six pairs:

aller	venir
arriver	partir
entrer	sortir
monter	descendre
naître	mourir
rester	tomber

The negative and question forms are the same as those shown above for **avoir**:

Nicolas, tu n'es pas arrivé à l'heure.	<i>Nicolas, you didn't arrive on time.</i>
Est-elle arrivée avec ses parents?	<i>Did she arrive with her parents?</i>

Reflexive verbs
(See Unit 3 The main points 2.)

All reflexive verbs form the perfect tense with **être**:

s'habiller	ils se sont habillés	<i>they got dressed</i>
se lever	nous nous sommes levé(e)s	<i>we got up</i>
se promener	je me suis promené(e)	<i>I went for a walk</i>

The negative and question forms of these verbs are the same as for the other verbs, but because of the reflexive pronoun, they look different:

Nous ne nous sommes pas levé(e)s pour le déjeuner.	<i>We didn't get up for breakfast.</i>
Se sont-ils habillés chaudement avant de sortir?	<i>Did they dress warmly before going out?</i>

Agreements

As you can see from these examples, and from those in **Getting started**, when the perfect tense is formed with **être** as the auxiliary verb, the past participle agrees in *number* and in *gender* with the *subject*.

Check the examples above, and in **The story**, for this new type of agreement.

Avoir and **être** form the perfect tense with **avoir**

Isabelle n'a pas eu le temps de nettoyer la cuisine.	<i>Isabelle did not have time to clean the kitchen.</i>
Patrick a été surpris quand Alison a commencé à parler français.	<i>Patrick was surprised when Alison started to speak French.</i>

The position of adverbs with the perfect tense

Short adverbs can go between the auxiliary verb and the past participle:

Ils l'ont vite fait.	<i>They did it quickly.</i>
Il a rarement voyagé.	<i>He has seldom travelled.</i>
Il a vraiment été surpris.	<i>He was really surprised.</i>

Longer adverbs (Unit 6 **The main points 4**) normally go after the past participle:

Ils ont préparé leur voyage
méticuleusement.

They prepared their trip carefully.

Ils ont appris les bases de
la grammaire française
remarquablement vite.

*They have learned the basics of
French grammar remarkably
quickly.*

4 THE IMMEDIATE PAST: VENIR DE

The present tense of **venir** (Unit 6 **The main points 2**) followed by **de** and an infinitive is used to say that something has just happened or has just been done:

Je viens de descendre de l'avion.

I've just got off the plane.

Nous venons de rencontrer les
Lemaire.

We have just met the Lemaire.

Georges et Isabelle viennent de
nous accueillir.

*Georges and Isabelle have just
greeted us.*

Look back at Say it in French 4 for another example.

5 OTHER TIME EXPRESSIONS

To say when you did something in the past, you need to be able to use expressions to show when you did it. See Unit 10 **The main points 1**:

avant-hier
*the day before
yesterday*

hier
yesterday
hier matin
yesterday morning
hier soir
yesterday evening

aujourd'hui
today

Hier matin nous sommes allés
à Lille.

*Yesterday morning we went
to Lille.*

The story

In this conversation, identify the **verbs in the perfect tense** (with both **avoir** and **être**).

Make a list in your notebook of **past participles** and add any that are new to your list. Note the agreements.

Were the Dicksons and Lemaïres able to communicate despite the language barriers? Did they find the situation a bit difficult at first?

Isabelle raconte à une amie, Chloé, l'arrivée des Dickson à l'aéroport.

Isabelle Nous avons essayé d'apprendre un peu d'anglais. Heureusement que les Dickson ont appris le français avant d'arriver.

Chloé Est-ce qu'ils ont parlé français tout de suite?

Isabelle Non. Ils ont commencé par quelques mots en anglais, mais après, ils se sont souvenus de leurs cours de français.

Chloé Mais qu'est-ce que tu as fait? Vous ne vous êtes pas sentis un peu gênés?

Isabelle Si, si. J'ai trouvé la situation très difficile. Des gens qu'on n'a jamais rencontrés, et des étrangers en plus. Et il ne faut pas oublier que Stéphanie a beaucoup insisté sur l'importance de cette visite! Quand ils sont descendus de l'avion, j'ai eu peur.

Chloé Je t'admire vraiment! Je n'ai jamais pu parler avec des gens que je ne connais pas, et comme je n'ai jamais appris l'anglais ...

(Contd)

Isabelle

Le commencement n'a pas été facile. Mais avec de la bonne volonté on a réussi à communiquer. Ce sont peut-être les futurs beaux-parents de notre fille, après tout. Et ils ont été charmants avec elle. Ils l'ont accueillie chez eux et Alison, surtout, l'a beaucoup aidée. Nous nous sommes bien entendus finalement.

A quick check

1 Imagine that you are Georges Lemaire. Write five sentences about what happened when you went to meet the Dicksons at the airport. (You will find some suggestions in **The story**.)

2 Give the appropriate auxiliary verb (**avoir** or **être**) in the following sentences:

Quel voyage! D'abord le taxi n'_____ pas arrivé à l'heure. Nous _____ téléphoné à la compagnie et ils _____ envoyé un autre taxi, mais nous _____ arrivés à la gare deux minutes avant le départ du train. Nous _____ couru et nous _____ attrapé le train de justesse. Avec des valises très lourdes et tous les paquets des enfants, nous _____ eu du mal à trouver des places. Finalement, nous nous _____ assis dans un wagon fumeurs. Naturellement ça m'_____ donné la migraine!

3 Supply answers to the following questions:

Q Vous êtes parti(e)s en vacances _____
cette année? A Oui, nous ...

Q Où êtes-vous allé(e)? A Nous ...

Q Qu'est-ce que vous avez vu? A Nous ...

Q Tu as acheté des souvenirs? A Non, je ...

Q Et ta sœur, elle en a acheté? A Bien sûr que oui! Elle ...

The next stage

1 AGREEMENT OF THE PAST PARTICIPLE

When the perfect tense is formed with **avoir**, the past participle agrees with the **direct object** if the object comes before the verb:

J'ai acheté les billets.

(Direct object = **les billets**. No agreement – it follows the verb.)

Je les ai
achetés.

(Direct object = **les**, replacing **les billets**. It comes before the verb, so the past participle agrees.)

Où sont les valises? (fem. plural)

Where are the cases?

Mark les a mises dans la voiture.

Mark put them in the car.

Et les passeports? (masc. plural)

And what about the passports?

Tu ne les as pas perdus, j'espère!

You haven't lost them, I hope!

Mais non! Quelle idée! Je les
ai fourrés dans mon sac avec
toutes les choses que nous avons
préparées pour le voyage.

*Of course not! What an idea!
I shoved them in my handbag
with all the other things we got
ready for the trip.*



2 USE OF IL Y A (AGO)

To say how long ago something happened, you can use **il y a** (ago).

Ils sont arrivés **il y a** huit jours.

They arrived a week ago.

Nous sommes allés à Lille **il y a**
cinq jours.

*We went to Lille five
days ago.*

Stéphanie a téléphoné **il y a** trois
heures.

*Stephanie phoned three
hours ago.*

TEN THINGS TO REMEMBER

- 1 The most important thing for talking about past time is the past participle of the verb.
- 2 The past participle is formed from the infinitive (the basic form of the verb) which usually ends in **-er, -ir, -re, -oir**.
- 3 But remember that the past participles of irregular verbs have to be learned individually. Take this opportunity to revise the irregular verbs you have met so far.
- 4 Are you absolutely sure of the present tense of **être** and **avoir**? Together with the past participle, they are essential for speaking about the past.
- 5 Make sure you know the 12 or so verbs that form the perfect tense with **être**. It is easier to remember them if you think of them as six pairs.
- 6 By now, you should be using reflexive verbs with confidence. Remember that they all form the perfect tense with **être**.
- 7 Learn to be aware of the need to make the past participle agree – either with a preceding direct object (verbs that form the perfect tense with **avoir**) or with the subject (verbs that form the perfect tense with **être**).
- 8 To get the agreement of the past participle right, you will need – yet again! – to be sure of recognizing the difference between a direct and an indirect object.
- 9 There is a set of adverbs and prepositions you will frequently need for talking about the past. Note especially **hier, avant-hier** and **la semaine/l'année dernière**.
- 10 The expression **venir de + infinitive** is useful for expressing something that has happened very recently: **Vous venez d'apprendre comment utiliser le passé composé.** (*You have just learned how to use the perfect tense.*)

TEST YOURSELF

Put the verbs in brackets in the perfect tense:

- 1 Ils ____ (se rencontrer) la semaine dernière.
- 2 Elle était en retard et elle ____ (s'excuser).
- 3 Ils ____ (préparer) leur voyage méticuleusement.
- 4 Ils les ____ (accueillir) à l'aéroport en fin d'après-midi.
- 5 Ils ____ (se rendre) à l'aéroport une heure avant l'atterrissage.

How do you say ...?

- 6 The plane took off and landed without any problems.
- 7 They anxiously waited for the Dicksons.
- 8 They didn't have to wait too long at the airport.
- 9 Did you put all the cases in the car? (tu)
- 10 Yes, apart from hand luggage they are all in the car.

Repeated actions in the past

In this unit you will learn

- *To talk and write about past habits/things you used to do regularly*
- *To discuss situations in the past which lasted for some time*
- *To discuss single events set in the past*
- *To say how often you did things, or how frequently things were done*

Topic

- **Memories**

Grammar

- ▶ The imperfect tense
- ▶ Time expressions used with the imperfect
- ▶ Using the perfect and the imperfect together

The next stage

- ▶ Other time expressions used with the imperfect
- ▶ More about the perfect and the imperfect used together
- ▶ The use of the imperfect in direct and indirect (reported) speech

Getting started

1 In Unit 13, you learned how to use the perfect tense. French has another past tense – the imperfect – which is used to express other aspects of the past:

Quand il était jeune, Patrick travaillait à Londres. Tous les jours il prenait le métro.	<i>When he was young, Patrick worked in London. Every day he took the tube.</i>
---	---

The imperfect is used with some of the same time expressions as the perfect tense (Unit 13 **The main points 5**).

2 There are other time expressions which show that something was done frequently (**tous les week-ends**) or that a situation in the past lasted some time (**pendant cette période**). The imperfect is the correct tense to use after these expressions:

Avant son mariage , Patrick ne s'intéressait pas au bricolage.	<i>Before he got married, Patrick wasn't interested in DIY.</i>
Pendant cette période , il habitait un petit appartement désagréable.	<i>During that time, he lived in a horrible little flat. Every</i>
Tous les week-ends il faisait du sport. À cette époque-là , il sortait beaucoup et le samedi il allait toujours au match de foot.	<i>weekend he played sport. At that time he went out a lot and on Saturdays, he always went to the football match.</i>

3 Sometimes when you are speaking about the past, you have to choose whether to use the perfect or the imperfect, depending on what kind of past event you want to speak about. For single events (**s'est marié**, **est né**, **a cessé**) use the perfect (Unit 13 **The main points 1, 2, 3**). For something that happened frequently (**il voyageait**) use the imperfect:

Patrick s'est marié avec Alison en 1983. Au début, il voyageait	<i>Patrick got married to Alison in 1983. At first, he used to travel</i>
---	---

beaucoup, mais, quand Mark est né, il a cessé de voyager.

a lot, but, when Mark was born, he stopped travelling.

4 When you are talking about the past, you use the imperfect for things which happened often. There are a number of time expressions you can use to show how frequently something happened:

Tous les jours Patrick allait à son travail. Le samedi, il allait au match de foot. Deux fois par mois, il emmenait Mark et Alison au zoo. Une fois par an, ils prenaient des vacances.

Every day Patrick went to work. On Saturdays, he went to the football match. Twice a month, he took Alison and Mark to the zoo. Once a year they went on holiday.

Say it in French

In the following passages, you will find examples of when to use the structures in **Getting started**. Note particularly the time expressions that are followed by the imperfect.

1 PAST HABITS/THINGS YOU USED TO DO REGULARLY

Isabelle:

Après la naissance de Nicolas, nous n'allions plus au cinéma. Le samedi, nous prenions le bus pour aller chez mes parents et le dimanche nous nous promenions dans le parc près de chez nous. Le vendredi soir, mes parents gardaient Nicolas, et Georges et moi, nous faisions les courses.

After Nicolas was born, we didn't go to the cinema any more. On Saturdays we used to get the bus to go to my parents' place and on Sundays we went for a walk in the park near our house. On Friday evenings, my parents looked after Nicolas, and Georges and I did the shopping.

2 SITUATIONS IN THE PAST WHICH LASTED FOR SOME TIME

Isabelle:

Je me souviens des années 80. Nous n'avions pas beaucoup d'argent mais nous étions fous de musique rock. Il n'était pas facile d'acheter les disques que nous voulions à Saint-Amand, et nous ne pouvions pas aller tous les week-ends à Lille.

I remember the 80s. We didn't have much money but we were mad on rock music. It wasn't easy to buy the records we wanted in Saint-Amand and we couldn't go to Lille every weekend.

3 SINGLE EVENTS IN THE PAST SET AGAINST A BACKGROUND

Georges:

Oui, la vie n'était pas facile à cette époque-là, et comme nous voulions acheter une voiture, il fallait faire des économies. Quand nous nous sommes mariés, mes parents nous ont donné de l'argent et c'est cet argent qui nous a permis d'acheter notre première maison.

Yes, life wasn't easy then, and as we wanted to buy a car, we had to save money. When we got married, my parents gave us some money and it was that money that made it possible for us to buy our first house.

4 TALKING ABOUT HOW OFTEN YOU DID THINGS

Isabelle:

Vous vous souvenez? Nous allions tous les ans à Saint-Omer. Oui, c'était chaque année, en août, pendant les vacances scolaires. Il faisait beau tous les jours et le matin, nous allions nous promener

Do you remember? We used to go to Saint-Omer every year. Yes, every year, in August, during the school holidays. The weather was good every day and in the morning we used

sur la plage de bonne heure.
Après, nous allions toujours nous
baigner **plusieurs fois par jour**.
Une fois par semaine il y avait
un vieux film au cinéma. C'était
toujours débile, mais on y allait
quand même.

*to go for a walk on the beach
early. Afterwards, we always
went for a swim several times a
day. Once a week there would
be an old film at the cinema.
It was always pathetic, but we
used to go just the same.*

The main points

1 THE IMPERFECT TENSE

The imperfect tense of the verb is a single word, formed from a **stem**. You form the stem by taking the **nous** form (the first person plural) of the present tense (Unit 1). You take off the -ons ending:

avoir	nous avons	→	av-
parler	nous parlons	→	parl-
finir	nous finissons	→	finiss-
prendre	nous prenons	→	pren-
Exception:	être	→	ét-

To the stem, you add the following endings:

-ais, -ais, -ait, -ions, -iez, -aient

Stéphanie:

Quand nous étions petits je te
détestais.
Tu ne cessais pas de pleurer.
Notre père (il) t'aimait mieux
que moi.
Maman (elle) te donnait tout ce
que tu voulais.
Toi et Papa (vous) étiez toujours
ensemble.

*When we were little
I hated you.
You wouldn't stop crying.
Our father liked you better
than me.
Mum gave you everything
you wanted.
You and dad (you) were always
together.*

Maman et moi (nous) **faisions**
souvent la cuisine.
Nos parents (ils) **ne savaient pas**
que tu me **frappais**.

*Mum and I (we) were often
doing the cooking.
Our parents didn't know that
you used to hit me.*

The imperfect is used for:

- ▶ repeated actions or habits in the past

Tu me battais tous les jours .	<i>You used to hit me every day.</i>
Je me plaignais souvent à nos parents.	<i>I often used to complain to our parents.</i>

- ▶ situations which lasted a long time, or an indefinite time, in the past:

Nous partagions une chambre.	<i>We used to share a room.</i>
Nos parents n'avaient pas beaucoup d'argent.	<i>Our parents didn't have much money.</i>

Look back at Say it in French and decide why the imperfect was used in each case.

2 TIME EXPRESSIONS WITH THE IMPERFECT

Since this tense is used for things which were done frequently in the past, it is found with time expressions showing how often things were done:

souvent	<i>often</i>
fréquemment	<i>frequently</i>
tous les jours	<i>every day</i>
tous les mois	<i>every month</i>
tous les ans	<i>every year</i>
le samedi	<i>every Saturday/on Saturdays</i>
deux fois par jour	<i>twice a day</i>
cinq fois par trimestre	<i>five times a term</i>

Le samedi nous allions
au cinéma.
J'allais souvent voir mes parents.
Tous les jours Patrick allait à
son travail.
Il fallait passer un contrôle
continu deux fois par trimestre.

*On Saturdays, we used to go to
the cinema.
I often went to see my parents.
Every day Patrick went to
work.
There was continuous
assessment twice a term.*

The imperfect is also used with time expressions which refer to long periods or situations which lasted a long or indefinite time in the past. Look for some of these in **Say it in French**.

À cette époque, nous étions
plutôt pauvres.
Avant la naissance de ma sœur,
mes parents pouvaient
continuer à jouer au golf.
Tout le monde portait des
vêtements bizarres pendant les
années 80.

*At that time, we were rather
poor.
Before my sister was born, my
parents could still play golf.
Everyone wore weird clothes in
the 80s.*

Other useful expressions:

à cette époque
avant cet événement
pendant cette période

*at that time
before that event
during that time*

3 USING THE IMPERFECT AND THE PERFECT TOGETHER

Both the perfect and the imperfect are used when talking about past time. Often you will need to make a choice between the two tenses. In the examples in **Getting started 3** and in **The story**, you will find the two tenses used together.

Sometimes the imperfect is used to set the scene in the past, while the perfect is used for a single action or a series of actions (Say it in French 3, The story):

Mark:

Oui! Je me souviens! Tu étais horrible. Tu pleurais tout le temps et Maman s'occupait de toi toute la journée. Je te détestais. Puis Andrew est né et tout a changé.	<i>Yes, I remember! You were awful. You cried all the time and mum looked after you the whole day long. I hated you. Then Andrew was born and everything changed.</i>
--	---

Sandy:

Je n'étais pas horrible! Tu ne voulais pas jouer avec moi et tu prenais tous mes jouets. Quand tu as commencé à l'école, tu as cessé de m'embêter.	<i>I was not awful! You didn't want to play with me and you used to take all my toys. When you went to school, you stopped bothering me.</i>
--	--

See also The next stage 2.

The story

Make a list of all the verbs in the imperfect and another one of the verbs in the perfect. Can you explain why each one was chosen?

What is Isabelle telling Alison about Stéphanie?

Isabelle parle à Alison de la jeunesse de Stéphanie.

Isabelle	Elle était très calme quand elle était petite et elle a appris à parler et à marcher plus tôt que Nicolas. Elle avait trois ans quand elle est allée à l'école maternelle et elle ne l'aimait pas beaucoup. Même très petite, elle chantait toujours juste et je n'ai pas été surprise quand, plus tard, elle a décidé de chanter avec la chorale <i>Les Quatre Vents</i> . Avant d'aller en Écosse, elle chantait avec la chorale deux fois par semaine.
-----------------	---

Tous les enfants font des dessins à l'école, mais, pour Stéphanie, le dessin était très important. Elle adorait les couleurs vives et pour son anniversaire et à Noël elle demandait toujours des crayons ou des peintures à l'eau. Et elle aimait beaucoup les musées d'art. On allait assez souvent voir des expositions, au moins deux ou trois fois par an. Je me souviens d'une exposition des impressionnistes à Paris, quand elle avait 12 ans. Elle a tant insisté que je suis allée à Paris avec elle, et nous avons vu l'exposition trois fois!

A quick check

1 Using the verbs in the imperfect below, make up five or six sentences about your childhood (real or imagined).

Nous habitions ...

J'aimais ...

Je n'aimais pas ...

Mon père était ...

Nous n'avions pas de ...

Mes frères et mes sœurs étaient ...

Ce qui nous amusait, c'était ...

2 In the following paragraph, Nicolas is speaking about his memories of childhood. Identify the time expressions which signal the imperfect and the two usually followed by the perfect. Supply the appropriate tense (imperfect or perfect). See **The main points 3**.

Nicolas: Tu te souviens, Stéphanie? Moi, j'(être) toujours plus petit que toi et pendant mon enfance, j'(avoir) honte, parce que ma sœur (être) plus grande que moi. Et puis, un jour, je (remarquer) que je (mesurer) quelques centimètres de plus que toi. Ce jour-là, je (faire) la fête!

The next stage

1 OTHER TIME EXPRESSIONS USED WITH THE IMPERFECT

- de (date) à (date) *from (date) to (date)*

De 2001 à 2005, Stéphanie *From 2001 to 2005, Stéphanie*
allait au collège. *was at college.*

- entre (date) et (date) *between (date) and (date)*

Nicolas était membre d'un *Nicolas was a member of a film*
club cinéma entre février *club between February 2005*
2005 et juin 2006. *and June 2006.*

2 MORE ABOUT THE PERFECT AND THE IMPERFECT USED TOGETHER

See above, The main points 3.

To say what the situation was, or what was going on, when something else happened, you use the imperfect for the background situation and the perfect for a single event:

Quand Stéphanie est allée à
Aberdeen, elle avait 20 ans.

*When Stephanie went to
Aberdeen, she was 20.*

Je lui ai offert de l'argent, parce
qu'elle était sans le sou.

*I gave her some money because
she didn't have a penny.*

Nous lui **avons ouvert** un compte en banque, car elle ne **savait** pas organiser ses finances.

We opened a bank account for her, because she didn't know how to organize her money.

Un soir, elle a **téléphoné** pendant que j'étais absente. Elle **voulait** me raconter ses problèmes. Elle a **rappelé** plus tard.

One evening, she phoned while I was out. She wanted to talk to me about her problems. She phoned back later.

3 THE IMPERFECT IN DIRECT AND INDIRECT (REPORTED) SPEECH

Notice how the tenses change when direct speech (the actual words spoken by the person) is reported and becomes indirect speech:

Direct speech
Georges J'aime beaucoup le ball-trap mais je déteste l'équitation.
I like clay-pigeon shooting very much but I hate horse-riding.

Indirect speech
 Georges a dit qu'il **aimait** beaucoup le ball-trap mais qu'il **détestait** l'équitation.
Georges said that he liked clay-pigeon shooting very much but (that) he hated horse-riding.

Nicolas Tous les soirs je m'amuse avec mon ordinateur. J'ai des amis partout dans le monde et on correspond par courrier électronique.

Every evening I play with my computer. I have friends all over the world and we correspond by e-mail

Nicolas m'a assuré qu'il **s'amusait** avec son ordinateur tous les soirs. Il a expliqué qu'il **avait** des amis partout dans le monde, et qu'ils **correspondaient** par courrier électronique.
Nicolas told me that he played with his computer every evening. He explained that he had friends all over the world and that they corresponded by e-mail.

TEN THINGS TO REMEMBER

- 1 The past tenses in French are different from English. In English, there is no direct equivalent of the French imperfect. It is used to talk about things you habitually did: **Nous allions tous les jours à la plage.** (We went/used to go/would go to the beach every day.)
- 2 The imperfect is also used to talk about things that were going on when something else happened: **Nous étions sur la plage quand le tsunami est arrivé.** (We were on the beach when the tsunami came.)
- 3 The imperfect is one of the easiest tenses to form: take the **nous** form of the verb, remove the **-ons** and add the following endings: **-ais, -ais, -ait, -ions, -iez, -aient.**
- 4 The only exception is **être**: add the same endings to the stem **ét-**.
- 5 There is an economy of effort here – you will also use the imperfect endings for the conditional tense (Unit 18).
- 6 And once you have learned the imperfect of **avoir** and **être**, you will know all you need to form the pluperfect tense (Unit 15).
- 7 The time expressions that signal the need to use the imperfect mention frequency (**souvent, toujours, tous les jours, chaque année**) or a state of affairs that lasted for some time (**pendant cette période, quand il était enfant**).
- 8 Often there will be a series of verbs in the imperfect leading up to an important one-off event in the perfect, which may be signalled by **quand**: **Nous étions jeunes, nous ne gagnions pas beaucoup d'argent et les enfants n'allaient pas encore à l'école quand nous avons gagné le premier prix à la loterie.**

- 9** At first, you will need to develop an awareness of the difference between the perfect and the imperfect so that you use the correct tense. With time, this distinction becomes automatic.
- 10** The imperfect tense is also used, both in speech and in writing, in reported (or indirect) speech: Elle a dit: « Je ne veux pas aller au cinéma ce soir. » Elle a dit qu'elle ne voulait pas aller au cinéma ce soir.

TEST YOURSELF

Put the verbs in the imperfect in the following sentences:

- 1 Ils ____ (voyager) beaucoup avant leur mariage.
- 2 Ils ne ____ (pouvoir) aller en vacances qu'une fois par an.
- 3 Mark et Sandy ____ (se disputer) souvent quand ils ____ (être) jeunes.

Put the verbs in the imperfect or perfect:

- 4 Mark n' ____ (aimer) pas vraiment sa petite sœur quand ils ____ (être) petits.
- 5 Heureusement les choses ____ (changer) quand Nicolas ____ (naître).
- 6 Stéphanie ____ (dessiner) beaucoup quand elle ____ (se trouver) à l'école.
- 7 Elle ____ (s'amuser) sur son ordinateur quand son amie ____ (arriver).
- 8 Ils ____ (dire) qu'ils ne ____ (vouloir) pas sortir car ils ____ (être) plutôt fatigués.
- 9 Elle ____ (aller) voir une exposition de Monet qui ____ (se tenir) à Paris.
- 10 Elles ____ (échanger) des souvenirs d'enfance pendant que Georges et Patrick ____ (parler) de football.

Going back in the past

In this unit you will learn

- *To relate various past events to one another*
- *To say that something happened before or after something else*
- *To write an account of past actions and events*
- *To say that something was done by someone else*

Topics

- *Travel memories*
- *First World War battle sites*

Grammar

- ▶ The pluperfect tense
- ▶ Conjunctions of time
- ▶ Complex sentences
- ▶ The perfect passive

The next stage

- ▶ Other ways of expressing the passive
- ▶ Saying how long something has been going on
- ▶ Using the perfect infinitive
- ▶ The infinitive after **avant de** (*before*)

Getting started

1 If you want to go further back in time than the immediate past, you need to be able to use the pluperfect tense. This works

just like the similar tense in English where we use the auxiliary verb *had*:

Before I began to learn French, I **had** already learned Spanish.

To form this tense, you will need to use the imperfect of **avoir** (Unit 14 **The main points 1**) and use the appropriate past participles (Unit 13 **The main points 1**).

Mon père m'a offert un téléphone portable pour mon anniversaire. Malheureusement, j' avais déjà vu un portable que j' aimais et je l' avais acheté avant mon anniversaire. Mon père était déçu.	<i>My father gave me a mobile phone for my birthday. Unfortunately I had already seen a mobile that I liked and I had bought it before my birthday. My father was disappointed.</i>
--	---

2 To use longer sentences explaining when one event happened in relation to another, and if you want to write more formal French, you will find there are a number of useful words which join parts of a sentence together. In Unit 10 (**The main points 4**) you learned some conjunctions expressing cause and effect. Here you will learn some you can use in time sequences.

Il y a quelques années, Nicolas et moi, nous avons décidé de nous connecter à Internet après que son professeur en avait parlé. Le soir, Nicolas envoyait des méls pendant que moi, je regardais la télé. Il est vite devenu expert et a demandé un nouvel ordinateur.	<i>Some years ago, Nicolas and I decided to get an Internet connection after his teacher had spoken about it. In the evening Nicolas used to send e-mails while I was watching TV. He quickly became an expert and asked for a new computer.</i>
--	--

3 You have already met the present passive in Unit 10, **The next stage 2**. In this unit, you will learn how to use the passive form when you are speaking about the past, to say that something *was done by someone*.

L'ordinateur a été acheté par Georges pour Nicolas, et à Noël beaucoup de jeux informatisés lui ont été offerts. Les logiciels de base ont été développés par Microsoft.	<i>The computer was bought for Nicolas by Georges, and at Christmas he was given lots of computer games. The basic software was developed by Microsoft.</i>
---	--

Say it in French

1 RELATING VARIOUS PAST EVENTS TO ONE ANOTHER

Isabelle:

L'année où nous sommes allés en Belgique – c'était en été 2006? Non, c'était avant. Nicolas avait gagné le prix au club cinéma en mars 2005 et c'est cette année-là que nous y sommes allés.	<i>The year we went to Belgium – was that in summer 2006? No, it was before. Nicolas had won the prize at the film club in March 2005 and that's the year we went.</i>
---	---

Georges:

Non. C'était l'année après, 2006, qu'il a gagné le prix et il a décidé d'aller à Paris pour visiter les studios de France 2. La Belgique, c'était donc en 2005.	<i>No. It was the year after, 2006, that he won the prize and he decided to go to Paris to visit the France 2 studios. So Belgium was in 2005.</i>
--	---

2 SOMETHING HAPPENED BEFORE OR AFTER SOMETHING ELSE

Isabelle:

Je me souviens d'un concert de la chorale de Stéphanie, les	<i>I remember a concert given by Stéphanie's choir, les Quatre</i>
--	---

Quatre Vents, à Lille. Nous avons réservé une chambre à l'hôtel bien avant la date du concert. Puis ils ont changé la date.	<i>Vents, in Lille. We had reserved a hotel room well before the date of the concert. Then they changed the date.</i>
--	--

Georges:

Non, tu n'avais pas réservé la chambre avant l'annonce de la nouvelle date! Tu avais fait la réservation au restaurant d'abord. Ensuite, ils ont annoncé le changement de date et nous avons eu du mal à trouver une chambre d'hôtel.	<i>No, you hadn't booked the hotel room before the new date was announced! You had made the restaurant booking first. Then they announced the change of date and we had trouble finding a hotel room.</i>
---	--

3 WRITING ABOUT PAST ACTIONS AND EVENTS

Devoir d'Alison pour la classe de français – Notre visite en France (*Alison's homework for her French class – Our trip to France*)

En septembre nous avons décidé d'aller visiter les Lemaire en France. J'ai donc écrit à Isabelle Lemaire pour lui demander de nous suggérer des dates. Nous avons commencé nos cours de français en octobre et au Nouvel An, nous avons commencé à préparer le voyage. Au commencement du mois de février j'ai écrit encore une fois à Isabelle Lemaire pour lui confirmer les dates de notre visite.	<i>In September we had decided to visit the Lemaire in France. So I wrote to Isabelle Lemaire to ask her to suggest some dates. We had started our French classes in October and at the New Year, we had started to make preparations for the trip. At the beginning of February I wrote again to Isabelle Lemaire to confirm the dates of our visit.</i>
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4 SOMETHING WAS DONE BY SOMEONE ELSE

Les cours de français ont été organisés par le conseil de la ville. Une salle a été réservée au lycée et les manuels et les dictionnaires français-anglais ont été achetés par le professeur.	<i>The French classes were organized by the town council. A room was booked in the secondary school and the textbooks and the French-English dictionaries were bought by the teacher.</i>
--	---

The main points

1 THE PLUPERFECT TENSE

This is the tense of the verb you use to say that something **had** already happened before another event in the past, or to say that you **had** already done one thing before you did something else.

Like the perfect (Unit 13 **The main points 1, 2, 3**), it is made up of two words, an auxiliary verb (**avoir** or **être**) and a past participle:

- ▶ the auxiliary verb is in the imperfect (Unit 14 **The main points 1**)

avoir	→	j'avais (+ past participle)
être	→	j'étais (+ past participle)

- ▶ the past participles are the same as the ones you learned for the perfect (Unit 13 **The main points 1**).

Avant notre voyage en France:

J'	avais écrit	à Isabelle Lemaire.
Tu	avais fait	des économies.
Il (Georges)	avait essayé	d'apprendre l'anglais.
Nous	avions appris	le français.
Vous (G & I)	aviez préparé	notre itinéraire.
Ils (les enfants)	avaient promis	d'être sages.

2 CONJUNCTIONS OF TIME

In order to be able to tell a story, or speak or write about a number of past events, you need to use linking words called conjunctions.

You will find more time expressions and **conjunctions** in Unit 10 **The main points 1-4**. These words allow you to sequence different happenings in relation to one another.

Some of the most useful conjunctions of time are:

quand	<i>when</i>
après que	<i>after</i>
pendant que	<i>when/while</i>
puis/ensuite	<i>then</i>

Quand Mark nous a parlé de Stéphanie, nous avons compris que c'était sérieux.

When Mark spoke to us about Stéphanie, we realized that it was serious.

Après que nous avons décidé de visiter les Lemaire, nous avons commencé à apprendre le français.

After we had decided to visit the Lemaire, we started to learn French.

Mark perfectionnait son français **pendant qu'il** parlait à Stéphanie.

Mark was improving his French when he was talking to Stéphanie.

3 COMPLEX SENTENCES

When you are speaking or, more particularly, if you are writing about a series of events, you will need to be able to link different events and experiences together into longer sentences.

To do this, you use a variety of other conjunctions:

Simple link	Time	Reason/purpose	Opposition
et <i>and</i>	après que <i>after</i> pendant que <i>while</i>	parce que <i>because</i> car <i>because/for</i>	mais <i>but</i> pourtant <i>however/ and yet</i>
	quand <i>when</i>	donc <i>thus</i>	cependant <i>however</i>

J'ai commencé à apprendre le français
et Patrick veut l'apprendre aussi.

Nous avons acheté les cadeaux **après**
que Stéphanie nous avait parlé de
ses parents.

La visite en France a été organisée
parce que notre fils Mark a une
partenaire française.

Georges et Isabelle ne parlent pas
anglais, **pourtant** nous avons réussi
à communiquer avec eux.

*I started learning French and
Patrick wants to learn too.*

*We bought the presents after
Stéphanie had spoken to us
about her parents.*

*The trip to France was
organized because our son
Mark has a French partner.*

*Georges and Isabelle don't
speak English, nevertheless
we managed to communicate
with them.*

4 THE PERFECT PASSIVE

In Unit 10 The next stage 2, you learned how to use the present passive (present tense of être + the past participle).

You will also need the passive to talk or write about past events.

To do this, you use the perfect of être, followed by a past participle:

La visite en France a été suggérée
par Mark.

Les cours de français ont été donnés
par un professeur du lycée.

Les plans de Saint-Amand et de sa
région nous ont été envoyés par
les Lemaire.

*The visit to France was
suggested by Mark.*

*The French classes were taken
by a secondary teacher.*

*The maps of Saint-Amand and
the region were sent to us by
the Lemaire.*

The story

While you are reading this letter, make a note of the **verbs in the pluperfect tense** and the **conjunctions or linking words** Alison uses.

What does Alison write to her French teacher in Scotland?

Alison écrit à son professeur de français en Écosse.

Cher Alain,

Vous m'avez demandé de vous écrire pendant notre séjour en France. J'avais donc commencé une lettre le jour de notre arrivée, mais nous avions trop de choses à faire et tout était si intéressant que je n'ai pas pu écrire plus tôt.

Nous avons prévu de passer quelques jours chez les Lemaire et de visiter ensuite la région de Saint-Amand. Plusieurs suggestions de choses à voir nous ont été offertes par Georges et Isabelle Lemaire, et nous allons maintenant quitter Saint-Amand et visiter les sites des batailles de la Première Guerre mondiale dans le nord de la France. Nous irons ensuite à Paris.

Pendant que Patrick parlait à Georges, Isabelle et moi avons bavardé de nos enfants, de sorte que je comprends mieux Stéphanie maintenant.

Je n'y avais pas pensé, mais ma formation de professeur d'histoire et de géographie est très utile pour un voyage à l'étranger. Je me suis renseignée sur la situation géographique de Saint-Amand et parce que j'ai lu plusieurs livres sur l'histoire de la France et de la Première Guerre mondiale, le nord de la France m'intéresse beaucoup.

Nous vous remercions des excellents cours de français et nous espérons que vous passez des vacances très agréables. À bientôt!

Avec notre meilleur souvenir,

Alison Dickson

A quick check

1 In the following paragraph, the verbs are in bold. Rewrite the paragraph one stage further back in the past, putting the verb in the perfect tense into the pluperfect and the verbs in the present tense into the perfect:

Avant la Première Guerre mondiale, les Allemands **ont** bien **préparé** leurs armées, de sorte que les armées des Alliés **perdent** des millions d'hommes dans des batailles dans le nord de la France. À Verdun, des millions de soldats **meurent** et les Allemands **traversent** facilement la ligne Maginot.

2 Using the conjunctions given, connect the sentences below into a single complex sentence:

- a** Dans le nord de la France la terre est très plate.

Le paysage est quelquefois monotone.

Les villages sont agréables à voir.

Conjunctions: donc, mais

- b** Les coquelicots poussent dans les champs de la Flandre.

On achète des coquelicots ce jour-là en Grande-Bretagne.

La guerre a cessé le 11 novembre.

On célèbre le jour de l'Armistice le 11 novembre.

Conjunctions: car, et, parce que

The next stage

1 OTHER WAYS OF EXPRESSING THE PASSIVE

In French, the passive form of the verb (**être** + past participle) is used less often than in English.

There are two other ways of expressing the passive (something being done to someone/something by someone/something else) in French:

Using **on** as the subject of the sentence

On nous a priés de ne pas prendre de photos dans le musée.	<i>We were asked not to take photos in the museum.</i>
Quand nous avons visité les cimetières de guerre, on nous a expliqué la construction de la ligne Maginot.	<i>When we visited the war cemeteries, the construction of the Maginot Line was explained to us.</i>

An indirect object cannot be the subject of a passive verb. In French you cannot say he was phoned/they were given ..., you say: On lui a téléphoné/on leur a offert ...

Using a reflexive verb

Le guide a commencé par nous dire: « Je m'appelle Henri. Mon grand-père est mort à Verdun. »	<i>The guide began by saying: 'I am called Henri. My grandfather died at Verdun.'</i>
Le nombre de morts dans ces batailles s'explique par le manque de préparation des troupes alliées.	<i>The number killed in these battles is explained by the lack of preparation of the allied troops.</i>
Des livres d'histoire et des plans des sites intéressants se vendent en librairie.	<i>History books and maps of the interesting sites are sold in bookshops.</i>

2 TO SAY HOW LONG SOMETHING HAD BEEN GOING ON

In French you use the word **depuis** (since, for), with the imperfect, to say that something *had been going on* for a certain time when something else happened:

J'attendais depuis une heure quand Stéphanie a enfin téléphoné.	<i>I had been waiting for an hour when Stéphanie finally phoned.</i>
Quand Nicolas est né, nous étions à Saint-Amand depuis cinq ans.	<i>When Nicolas was born we had been in Saint-Amand for five years.</i>

3 USING THE PERFECT INFINITIVE

To say that you did something after (*après*) something else, you can use *après* with a perfect infinitive. This is made up of the past participle of the main verb, with the infinitive form of *avoir* before it:

Après avoir quitté Saint-Amand, nous avons visité le nord de la France.	<i>After leaving Saint-Amand, we visited the north of France.</i>
Après avoir acheté un ordinateur, Georges a commencé à s'intéresser à l'Internet.	<i>After buying a computer, Georges started to get interested in the Internet.</i>

4 THE INFINITIVE AFTER AVANT DE

You can use an infinitive after *avant de* to say something happened before something else:

Avant de quitter Saint-Amand, nous avons remercié les Lemaire.	<i>Before leaving Saint-Amand, we thanked the Lemaire.</i>
Georges s'est renseigné auprès d'un ami, avant d'acheter un ordinateur.	<i>Georges asked a friend for advice before buying a computer.</i>

TEN THINGS TO REMEMBER

- 1 The pluperfect tense corresponds almost always to the use of the same tense in English: **J'avais déjà acheté un ordinateur.** (*I had already bought a computer.*) It helps you to keep track of when past events happened in relation to one another.
- 2 Make a list in your notebook of the time conjunctions you will need to use with the pluperfect: **après que, pendant que ...**
- 3 Check that you are comfortable with the present passive and the rules for agreements (Unit 10 **The next stage 2**) before learning how to use the passive in the perfect: **La visite aux champs de bataille a été organisée par une agence de voyage. ... a été organisée par une agence de voyages.** Other tenses can also be used in the passive voice: **La visite sera organisée** (the visit will be organised). **La visite aura été organisée** (the visit will have been organised) ...
- 4 This is a good opportunity to make sure that you can use all the tenses of **avoir** and **être** you have learned so far. They are the main building blocks of the verb system.
- 5 It is also a good moment to revise the formation of past participles. Remember that the past participles of **avoir** verbs agree with the preceding direct object and that those of **être** verbs agree with the subject. (See Unit 10 **The next stage 2**, Unit 13 **The main points 1-3**, Unit 13 **The next stage 1.**)
- 6 Practise making longer and longer sentences, using all the conjunctions you know. This will give you the confidence to write and speak in any situation.
- 7 As with the other past tenses, to use the pluperfect you need to be able to say how long something had been going on when something else happened. Remember that with **depuis**, the use of tenses is different in French and English: **Ils étaient en**

France depuis une semaine quand ils ont quitté Saint-Amand.
(They had been in France for a week when they left
Saint-Amand.)

- 8 Whenever you want to use the present participle (French **-ant**, English **-ing**), remember that it is used much less frequently in French than in English – and in different ways. See points 9 and 10 ...
- 9 In French, the perfect infinitive (**avoir** + past participle) is used where in English we would use the present participle (**-ing**):
Après avoir quitté Saint-Amand, ils ont visité Lille. (*After leaving Saint-Amand, they visited Lille.*)
- 10 In French, **avant de** + infinitive is used for the English expression 'before ...ing': **avant de quitter Saint-Amand** (*before leaving Saint-Amand*), **avant de téléphoner** (*before phoning*).

TEST YOURSELF

Change the sentences given in the active voice to the passive voice:

- 1 Le guide leur avait donné des dépliants.
- 2 Ils avaient réservé leur chambre pour plusieurs nuits.
- 3 Les obus ont tué beaucoup de soldats dans les tranchées pendant la Première Guerre mondiale.
- 4 Les forces allemandes ont franchi la Ligne Maginot en 1940.

How do you say ...?

- 5 He had won the first prize and went to visit the France 2 studios.
- 6 They didn't have any trouble finding a good hotel in Paris.
- 7 Their hotel room was booked online.
- 8 They started learning French before their visit.
- 9 After they met they felt a lot more at ease.
- 10 After visiting the Lemaïres they went to Paris.

Wishes, probability and possibility

In this unit you will learn

- *To talk about what you want and what you wish for*
- *To say what is probable or possible*
- *To construct longer and more complex sentences*

Topic

- *Visiting Paris*

Grammar

- ▶ Using the subjunctive
- ▶ Forming the present subjunctive: regular verbs
- ▶ The subjunctive of irregular verbs
- ▶ Verb 'signals' for the subjunctive
- ▶ Other verb signals followed by the subjunctive: *wishing, wanting, fear, regret*
- ▶ Impersonal expressions followed by the subjunctive: *necessity, importance, pity*
- ▶ Relative pronouns **ce qui** and **ce que**

The next stage

- ▶ Probability and the subjunctive
- ▶ Other verbs followed by the subjunctive
- ▶ The subjunctive to express the future
- ▶ **Lequel, laquelle** after the preposition **de**

Getting started

To understand this unit, you will need to have a feel for the difference between events or outcomes that are certain (indicative mood) and things that are doubtful, unlikely or uncertain (subjunctive mood).

1 There is another very useful form of the verb in French called the **subjunctive**. You have to use it in some common contexts. You will soon learn to recognize the most frequent ones:

Ma femme veut que nous allions à Paris, mais, avant d'y aller, il faut que nous fassions une réservation à l'hôtel.	<i>My wife wants us to go to Paris, but before we go, we'll have to reserve a hotel room.</i>
--	---

2 The subjunctive is used after certain expressions to 'signal' that a subjunctive is required. Different signals are used to express wishes, to show doubt or approval and to give orders:

Les Lemaire veulent que nous passions la nuit à Arras.	<i>The Lemaïres want us to spend the night in Arras.</i>
Ils doutent que nous trouvions un hôtel à Amiens.	<i>They doubt we'll find a hotel in Amiens.</i>
Ils sont contents que nous allions ensuite à Paris.	<i>They are glad that we're going to Paris afterwards.</i>
Georges insiste que Patrick prenne la carte Michelin.	<i>Georges insists that Patrick takes the Michelin map.</i>

3 You have already learned a number of impersonal expressions in Unit 10 **The next stage 2**. In this unit you will learn some more, to express probability and possibility:

Patrick n'a pas l'habitude de conduire en France. **Il est possible qu'il ait des problèmes, mais il est probable qu'il s'y habituera facilement.**

Patrick is not used to driving in France. It is possible that he will have some problems, but probably he will easily get used to it.

4 In Unit 11 **The main points** 5, you met the relative pronouns **qui** and **que**. In this unit, you will learn how to write more polished sentences using other relative pronouns:

Ce **qui** attire Alison, c'est surtout l'histoire de la Révolution française.

What interests Alison especially is the history of the French Revolution.

Patrick et Alison visiteront le musée Carnavalet **dont** la section sur la Révolution est très connue.

Patrick and Alison will visit the Carnavalet Museum whose section on the French Revolution is well known.

La Révolution est la période pendant **laquelle** les institutions politiques de la France moderne ont été créées.

The Revolution is the period during which the political institutions of modern France were created.

Say it in French

1 WHAT YOU WANT OR WISH FOR

Je veux que nous visitions le Musée Carnavalet et j'aimerais que nous **allions** aussi au Musée de l'Histoire de France. Patrick souhaite **qu'on ait** le temps de voir des stades de sport.

I'd like us to visit the Carnavalet Museum and I'd like us to go to the Musée de l'Histoire de France too. Patrick hopes we have time to visit some sports stadiums.

2 ENVISAGING POSSIBILITIES

Avant d'arriver à Paris,
il est possible qu'on voie la
cathédrale à Beauvais.

Penses-tu que nous puissions
nous y arrêter?

Je ne crois pas que nous ayons le
temps de nous arrêter en route.

*Before we get to Paris, we could
see the cathedral at Beauvais.*

*Do you think we could stop
there?*

*I don't think we'll have time to
stop on the way.*

3 LONGER AND MORE COMPLEX SENTENCES

Les touristes à Paris ont un
grand choix. Les grands
monuments **dont** on parle
dans tous les guides, les musées
dans **lesquels** on trouve des
expositions magnifiques, les
attractions pour **lesquelles** la
ville est connue, voilà ce qu'il
faut voir!

*Tourists in Paris have a great
choice. The big monuments
all the guide books talk about,
the museums in which there
are magnificent exhibitions, the
attractions for which the city is
famous, that's what they have
to see!*

The main points

1 USING THE SUBJUNCTIVE

Most of the verbs you know how to use are in what is called the **indicative mood** (all tenses in Units 1-15; see also Unit 12 **The main points 1**). This is the mood for statements and comments. There are two other important moods:

- ▶ To express commands and instructions, you use the **imperative mood** (Unit 12).
- ▶ To express some feelings: *wishing, wanting, approval, disapproval, regret, doubt*, etc., you use the **subjunctive mood** (Units 16, 17).

The subjunctive **mood** (*If only he were here, Intelligent though she be*, etc.) has virtually disappeared from English but it is very frequently required in French.

Its use is always signalled by a word or expression (the 'signal') coming before it in the sentence. There are two stages in learning to use it:

- ▶ learning how to form the subjunctive (stem + endings)
- ▶ learning to recognize the various 'signals' (Units 16, 17 and 18).

Look back at **Getting started 1** and **2** and **Say it in French 1** and **2**, and see if you can identify some of the 'signals'.

2 FORMING THE PRESENT SUBJUNCTIVE

The present subjunctive of both regular and irregular verbs is formed from the **ils/elles** (third person plural) part of the present tense. You are already familiar with this form (Unit 1).

To get the stem, you remove the **-ent** ending:

ils parlent	→	parl-
ils choisissent	→	choisiss-
ils mettent	→	mett-

To the stem you add the endings (you have met similar endings already in the present and the imperfect): **-e, -es, -e, -ions, -iez, -ent**.

Avant de visiter Paris,

il faut	que	je	lise	un livre d'histoire.
	que	tu	apprennes	à conduire plus vite.
	qu'	il nous	prête	un plan.
		(Georges)		
	que	nous	trouvions	un hôtel.
	que	vous nous	donniez	des conseils.
		(Georges et Isabelle)		
	qu'	ils	téléphonent	à l'hôtel pour nous.
		(Les Lemaire)		

Virtually all the 'signals' of the subjunctive end in **que** (**il faut que**, **je veux que**) so, in grammar books, the forms of the subjunctive are often written with **que** (**que je lise**, **qu'ils téléphonent**) to remind you that **que** is part of the signal.

Que also has many other functions in French. It is only followed by the subjunctive when it is part of one of the special subjunctive signals.

Although the subjunctive of **-er** verbs looks very like parts of the present tense (**prête**, **téléphonent**) or the imperfect tense (**trouvions**, **donniez**), you can recognize that the subjunctive is being used once you are aware of the signalling expressions.

3 THE SUBJUNCTIVE OF IRREGULAR VERBS

The verbs **être**, **avoir**, **aller** and **vouloir** are irregular in the subjunctive:

être

que je **sois**
que tu **sois**
qu'il **soit**
que nous **soyons**
que vous **soyez**
qu'elles **soient**

avoir

que j'**aie**
que tu **aies**
qu'il **ait**
que nous **ayons**
que vous **ayez**
qu'elles **aient**

aller

que j'**aile**
que tu **ailles**
qu'il **aile**
que nous **allions**
que vous **alliez**
qu'elles **aillent**

vouloir

que je **veuille**
que tu **veuilles**
qu'il **veuille**
que nous **voulions**
que vous **vouliez**
qu'elles **veussent**

Other irregular verbs (**faire**, **savoir**, **pouvoir**) have an irregular stem. The same stem is used for all parts of the subjunctive:

infinitive	stem	
faire	fass-	fasse, fasses, fasse, fassions, fassiez, fassent
savoir	sach-	sache, saches, sache, sachions, sachiez, sachent
pouvoir	puiss-	puisse, puisses, puisse, puissions, puissiez, puissent

4 VERB 'SIGNALS' FOR THE SUBJUNCTIVE

The subjunctive *must be used* after a number of easily recognized 'signals'. The most common ones are verbs. The two most frequently used 'signals' are:

il faut que (see **The main points 2** above) and
vouloir que:

Alison **veut que** Patrick
l'**accompagne** au musée.

*Alison wants Patrick to go
with her to the museum.*

Nous **voulons que** Mark
réfléchisse avant de se marier.

*We want Mark to think
carefully before he gets married.*

Sandy et son frère **veulent que**
leurs parents reviennent.

*Sandy and her brother want
their parents to come home.*

5 OTHER VERB 'SIGNALS' FOR THE SUBJUNCTIVE

There are other groups of French verbs, usually expressing an *emotion* or a *condition*, followed by the subjunctive:

Verbs for saying you wish or want something:

In addition to **vouloir que** (**The main points 4**, above), this group includes:

désirer que

souhaiter que

aimer que (especially in the conditional tense – see Unit 18):

Je désire...

Je souhaite...

J'aimerais ...

}

que tu m'accompagnes au musée.

I want you to come to the museum with me.

Verbs expressing fear: **avoir peur que, craindre que**

Patrick a **peur que** les musées
(ne) **soient** ennuyeux.

*Patrick is afraid the museums
will be boring.*

Il **craint qu'**Alison (ne) **passe**
trop de temps dans la section
sur l'Occupation.

*He fears Alison will spend too
much time in the section on
the Occupation.*

Note that in formal French, **ne** is placed before the subjunctive when it is 'signalled' by verbs expressing fear (**Il craint qu'Alison ne passe ...**). This **ne** has no negative meaning and in informal French it is sometimes omitted.

Verbs expressing regret: **regretter que, être désolé(e) que**

Patrick **regrette qu'elle**
n'accepte pas de l'accompagner
au Musée de l'Automobile.

*Patrick is sorry that she will
not agree to go to the Musée
de l'Automobile with him.*

Il est **désolé que** le Musée des
Arts et Métiers **soit** fermé.

*He is disappointed that the Musée
des Arts et Métiers is closed.*

6 IMPERSONAL EXPRESSIONS AND THE SUBJUNCTIVE

Some impersonal expressions, such as **il + verb + que**, are followed by the subjunctive. The main ones are used to say that you feel something is *necessary, important*, or that it is *a pity*:

il faut/faudra que (see above, The main points 2, 4)

il vaut mieux que

it will be better if

il est préférable que

it is preferable that

il est important que

it is important that

il est dommage que

it is a pity that

Il **vaut mieux qu'**Alison aille
seule au Musée de la Libération
à Montparnasse.

*It will be better for Alison to go
to the Museum of the Liberation
at Montparnasse by herself.*

Il est **important qu'elle**
encourage Patrick à aller au
Musée du Sport au Parc des
Princes.

*It is important that she should
encourage Patrick to go to the
Museum of Sport at the Parc
des Princes.*

Il est dommage qu'ils ne
s'intéressent pas aux mêmes
musées!

*It is a pity they are not interested
in the same museums!*

7 THE RELATIVE PRONOUNS CE QUI AND CE QUE

When you are writing an account of events, or giving a formal oral presentation, you will find relative pronouns useful to help you to express yourself in a more structured way. See Unit 11 **The main points 5, The next stage 3.**

In addition to the relative pronouns you met in Unit 11, there are others you can use to give what you say or what you write a denser and more tightly knit structure, or to emphasize a particularly important point.

Ce qui and **ce que** (what/which), referring only to *things*, can be used to emphasize a particular word or expression in the sentence.

- **ce qui** is the **subject** of the verb in the clause it is in:

Ce qui intéresse Alison, c'est
surtout l'histoire de la France.

*What Alison is specially
interested in is the history
of France.*

- **ce que** is the **object** of the verb:

Ce qu'elle veut voir, c'est les
musées historiques.

*What she wants to see is the
historical museums.*

The story

In this passage, you should be able to find examples of various 'signals' with **following subjunctive verbs**. Make a list of them and compare your list with **The main points 1-6**.

What did Alison and Patrick discover about the Louvre area?

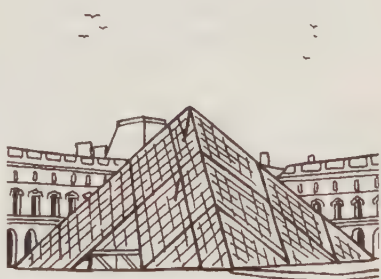
Voici une description du quartier du Louvre, qu'Alison et Patrick ont visité à Paris.

Ce qui est remarquable dans ce quartier, c'est le grand nombre de monuments qui s'y trouvent. Il faut que les touristes voient non seulement le musée, mais aussi la Cour carrée, la Colonnade, la Pyramide et l'Arc de Triomphe du Carrousel.

Le Palais du Louvre, dont l'architecture est très variée, a été agrandi par Louis XIV. Il est peut-être dommage que la Pyramide, dont on a terminé la construction dans les années 80, soit si différente du reste du Palais.

C'est le président François Mitterrand qui a ordonné qu'on construise une extension moderne au Louvre. Il a insisté que l'architecte soit de renommée internationale.

Certains Français regrettent qu'il ait choisi un architecte étranger. Ils craignent que le contraste entre les bâtiments historiques et la Pyramide ne soit trop choquant. Il faut cependant que les gens s'habituent à de tels développements, s'ils veulent que les bâtiments historiques continuent à servir dans le monde moderne.



A quick check

1 Identify the 'signals' and the accompanying verbs in the subjunctive in the following sentences:

Patrick est sûr qu'il faut qu'ils soient à l'aéroport à sept heures du matin.

Sandy a peur que ses parents ne manquent l'avion, mais Nicolas désire qu'elle se calme.

Alison veut que Patrick soit assis à côté d'elle dans l'avion.

2 Complete these sentences, using an appropriate verb in the subjunctive:

Comme je veux apprendre le français, il faut que je ...

Pour bien parler français, il est important que tu ...

Je voudrais aller au cinéma ce soir, mais mon père insiste pour que nous ...

Ma mère va au supermarché demain. Qu'est-ce pour que tu veux qu'elle ...?

3 Put the words in the groups below in the correct order to form sentences:

- ▶ Paris, visiter, femme, Tout, ma, musées, que, les, faire, ce, de, est, veut, c'
- ▶ différence, Louvre, qui, Pyramide, est, Palais, intéressant, et, c', la, Ce, entre, le, la, est, du
- ▶ qu', faut, voir, il, Musée, c', du, le, Louvre, est, Ce

The next stage

1 PROBABILITY AND THE SUBJUNCTIVE

There is a group of expressions used to talk about various degrees of probability.

The expressions telling us that something is likely or almost certain to happen are followed by the **indicative**. See above, **The main points 1:**

il est clair que	}	+ verb in the indicative
certain que		
sûr que		
probable que		

Il est probable qu'Alison ira au Musée Carnavalet.	<i>Alison will probably go to the Musée Carnavalet.</i>
--	---

The expressions meaning that an event may not happen, or that it is doubtful, are followed by the **subjunctive**:

il est possible que douteux que peu probable que impossible que	}	+ verb in the subjunctive
--	---	---------------------------

Parce que Patrick n'aime pas la musique, il est peu probable qu'ils aillent au Musée de la Musique à la Villette.	<i>Since Patrick doesn't like music, they are unlikely to go to the Musée de la Musique at La Villette.</i>
--	---

Patrick et Alison ne passent que trois jours à Paris; il est donc douteux qu'ils voient tous les monuments intéressants.	<i>Patrick and Alison are only spending three days in Paris, so it is doubtful if they will see all the interesting monuments.</i>
---	--

2 OTHER VERBS WITH THE SUBJUNCTIVE

There are two other groups of verbs used to 'signal' a subjunctive in the following verb:

Verbs you use to give orders or to make demands:

vouloir que	<i>to wish/want that</i> (see The main points 4)
ordonner que	<i>to command that</i>
exiger que	<i>to demand that</i>
insister que	<i>to insist that</i>

Patrick et Alison veulent que Sandy et Andrew fassent le ménage pendant leur absence.	<i>Patrick and Alison want Sandy and Andrew to do the housework while they are away.</i>
---	--

Patrick a ordonné que la pelouse soit tondue et Alison a exigé que les enfants nettoient la maison une fois par semaine.	<i>Patrick instructed them to mow the lawn and Alison demanded that they clean the house once a week.</i>
Sandy et Andrew ont insisté qu'Alison leur prépare des repas congelés.	<i>Sandy and Andrew insisted that Alison prepare frozen meals for them.</i>

Verbs you use to say that you are pleased about something, or that you are sorry:

être content(e) que	<i>to be happy that</i>
être ravi(e) que	<i>to be delighted that</i>
regretter que	<i>to be sorry that</i>

Sandy et Andrew sont contents que leurs parents reviennent.	<i>Sandy and Andrew are happy that their parents are coming home.</i>
Patrick regrette qu'il n'ait pas de billet pour le match au Parc des Princes.	<i>Patrick is sorry that he hasn't got a ticket for the match at the Parc des Princes.</i>

3 THE SUBJUNCTIVE TO EXPRESS THE FUTURE

In this unit you have learned how to form and use the present tense of the subjunctive.

Although there is a past tense of the subjunctive (Unit 17), there is no future.

The present tense of the subjunctive can be used to talk about future time:

Je suis contente que vous preniez l'avion du matin. Il est possible que je vienne à l'aéroport mais je ne pense pas qu'Andrew puisse venir.	<i>I am glad you'll be taking the morning plane. It is possible that I'll come to the airport, but I don't think Andrew will be able to come.</i>
---	---

4 LEQUEL/LAQUELLE AFTER THE PREPOSITION DE

Although **dont** (Unit 11 The next stage 3) is usually used when a relative pronoun follows **de**, there are some circumstances where it is replaced by **de + lequel/laquelle** (Unit 4 Getting started 4, The main points 4) to speak about things, or **de + qui** if you are speaking about people.

This happens if the noun the relative pronoun replaces (= the **antecedent**) comes after a preposition:

Nous avons décidé de
téléphoner à l'hôtel **duquel** les
Lemaire nous avaient parlé.

Quand vous serez à Paris, vous
pourrez téléphoner **aux** amis
de qui nous avons parlé.

*We decided to phone the hotel
the Lemaire had spoken to us
about.*

*When you are in Paris, you
can phone the friends we
spoke about.*

TEN THINGS TO REMEMBER

- 1 Sadly, the subjunctive has almost disappeared from English. Learn to enjoy using this richly expressive mood in French.
- 2 Using the subjunctive is made easier by the way it is signalled in the sentence. You will soon find you can recognize the signals and be ready to understand or use the subjunctive. Look out for **que** which is often part of the signal.
- 3 Check back in your notes for some useful impersonal expressions: **il faut (que)**, **il est nécessaire (que)**, **il est possible (que)**. They will be handy in learning where to use the subjunctive.
- 4 In this unit, you have added to the relative pronouns you can use. In your notebook, keep lists of them with examples of how they are used. Use examples that are particularly relevant to you. These pronouns are vital in moving on to a more polished and impressive level of French.
- 5 Check the formation of the present subjunctive: take the third person plural of the present tense (which you know well), remove the **-ent** and add the following endings: **-e**, **-es**, **-e**, **-ions**, **-iez**, **-ent**.
- 6 Of course, your old friends the irregular verbs will need some special attention: test yourself on the present subjunctive of **avoir**, **être** and **aller**. Don't forget **faire**, **savoir**, **pouvoir** and **vouloir**.
- 7 There are two main groups of signals for the subjunctive. The first group are verb signals: **vouloir que**, **désirer que**, **aimer (conditional) que ...**
- 8 The second group of signals contains impersonal expressions: **il faut que**, **il vaut mieux que**, **il est préférable que**.

- 9 As well as the relative pronouns you can already use (Unit 11), you will find **ce qui** (the subject) and **ce que** (the object) very useful for emphasizing things.
- 10 Remind yourself of the relative pronoun **dont**. Sometimes it must be replaced by **de + lequel** (= **duquel**), **de + laquelle**, **de + lesquels** (= **desquels**), etc. (referring to things) or by **de + qui** (referring to people).

TEST YOURSELF

Put the verbs in brackets in the subjunctive mood.

- 1 Patrick voudrait que Sandy ____ (faire) le ménage en leur absence.
- 2 Patrick exige que la pelouse ____ (être tondu)
- 3 Sandy et Andrew sont contents que leurs parents ____ (revenir) bientôt.
- 4 Je ne pense pas qu'il ____ (pouvoir) venir cette année.

Add the relative pronouns:

- 5 C'est l'hôtel ____ les Lemaire avaient parlé.
- 6 ____ intéresse surtout Alison ce sont les sites historiques.
- 7 La forêt de Saint-Amand par ____ ils sont passés est superbe à ce moment de l'année.

Translate the following sentences:

- 8 It is possible that he will have problems driving in France.
- 9 It is important that he remembers to give way to the right in cities.
- 10 What interests Alison is the history of cities.

17

How you feel about something

In this unit you will learn

- *To say what you intend to do and why*
- *To restrict what people can do*
- *To express your doubts*
- *To talk about your hopes and fears*

Topic

- *Opinions, hopes and fears*

Grammar

- ▶ Conjunctions followed by the subjunctive
- ▶ More 'signals' followed by the subjunctive
- ▶ The subjunctive or the indicative?
- ▶ The subjunctive or an infinitive?
- ▶ The present subjunctive and the perfect subjunctive

The next stage

- ▶ The subjunctive after superlatives
- ▶ The subjunctive after expressions of time
- ▶ The past historic
- ▶ The imperfect subjunctive

Getting started

1 In Unit 16 (The main points 2, 3, 4, 5), you learned some of the 'signals' for the subjunctive.

You should make sure that you can form the present subjunctive and use these signals before continuing with this unit.

It is particularly important to be able to use **il faut que** and **vouloir que** (Unit 16 The main points 4):

Georges, il faudra absolument que tu répondes aux questions dans ce sondage! Je voudrais que tous les membres de la famille y répondent . Comme ça, nous nous comprendrons mieux.	<i>Georges, you'll absolutely have to answer the questions in this questionnaire! I'll want all the members of the family to reply. That way, we'll understand one another better.</i>
--	--

2 The various ways of expressing doubt also involve the use of the subjunctive. You should now revise the present tense of **croire** and **dire** from your list of irregular verbs. These verbs will help you with saying you are doubtful about something:

Je ne crois pas que les réponses soient utiles. Je ne dis pas que ce soit une perte de temps, mais ...	<i>I don't think the answers are useful. I'm not saying it's a waste of time, but ...</i>
--	---

3 Some aspects of the subjunctive in this unit depend on your having a clear understanding of the difference between the indicative mood (all verbs in Units 1–15) and the subjunctive mood (Units 16 and 17). This is explained in Unit 16 The main points 1. You will also need to be quick at identifying the subject of a verb and be able to use the infinitive.

4 Since you will meet the perfect subjunctive in this unit, you should revise the perfect (Unit 13 The main points 1, 2, 3)

and the present subjunctive of **avoir** and **être** (Unit 16 The main points 3):

Georges croit qu'il a déjà répondu à ces questions, mais Isabelle doute qu'il ait donné toutes les réponses.

Georges thinks he has already responded to these questions, but Isabelle doubts if he has answered all of them.

Say it in French

1 WHAT YOU INTEND TO DO AND WHY

Isabelle:

Je vais demander à tous les membres de la famille de répondre aux questions, **pour** que je **sache** ce qui les trouble et ce qu'ils attendent. Je répondrai moi-même d'abord **de sorte** qu'ils **voient** que ce n'est pas difficile et **afin** qu'ils **puissent** voir que je n'ai rien à cacher.

I'm going to ask all the members of the family to answer the questions, so that I'll know what worries them and what they expect to happen. I'll answer myself first so that they see it's not difficult and that I've got nothing to hide.

2 RESTRICTING WHAT PEOPLE CAN DO

J'attendrai d'analyser les réponses **jusqu'à ce que** tout le monde ait répondu. **Bien que** les questions **semblent** faciles, il faut du temps pour y répondre. **Pourtant**, à moins qu'il n'y ait un problème, tout le monde aura terminé avant la fin de la semaine. Nous analyserons les réponses ensemble – **pourvu que** tout le monde **soit** d'accord.

I'll wait to analyse the answers until everyone has replied. Although the questions seem easy, they'll need time to reply. However, unless there's a problem, everyone will have finished by the end of the week. We'll analyse the answers together – provided everyone agrees.

3 EXPRESSING DOUBT

Tu sais, je ne suis pas sûr que ce sondage nous aide. Je doute que la personne qui l'a préparé soit sérieuse. Penses-tu vraiment qu'on puisse résoudre nos problèmes de cette façon? Il est peu probable que les enfants répondent de façon sérieuse et, de toute façon, je ne trouve pas que les questions soient intéressantes.

You know, I'm not sure that this questionnaire will help us. I doubt that the person who prepared it was serious. Do you really think that we can solve our problems in this way? It is unlikely that the children will answer seriously and, in any case, I don't think the questions are interesting.

4 TALKING ABOUT HOPES AND FEARS

Georges replies to the question about the future of the family:

J'aimerais que les enfants restent dans la région et qu'ils ne quittent pas Saint-Amand. Je préfère qu'ils soient près de nous, car, je suis sûr que, quoi qu'il arrive, on a toujours besoin de ses parents.

I'd like the children to stay in the area and not to leave Saint-Amand. I prefer them to be close to us because I am sure that, whatever happens, you always need your parents.

Je préférerais que Stéphanie revienne en France après avoir terminé son stage, car je doute qu'elle puisse s'adapter à la vie en Écosse. Je ne pense pas que Mark ait trop de difficultés à s'habituer à la vie en France.

I'd prefer Stéphanie to return to France when she has finished her work placement, because I doubt that she will be able to adapt to life in Scotland. I don't think Mark would find it too difficult to get used to life in France.

The main points

1 CONJUNCTIONS FOLLOWED BY THE SUBJUNCTIVE

Unit 16 gave you examples of some of the verbs and impersonal expressions which are 'signals' for the subjunctive.

There is another important group of 'signals' – certain types of **conjunction**, joining parts of a sentence together. They are all followed by **que**.

Add the following list to the other lists of conjunctions in your notebook. These are some of the most common conjunctions you will need:

bien que	<i>although</i>
pourvu que	<i>provided that</i>
pour que	<i>so that</i>
afin que	<i>in order that</i>
sans que	<i>without</i>
à moins que	<i>unless</i>

Identify the **verb in the subjunctive** that follows the 'signal' in this passage:

Bien que Stéphanie aime l'Écosse, elle sera contente de revenir en France. Elle aimerait se marier avec Mark, **pourvu qu'**ils puissent vivre en France. Elle a l'intention de chercher un emploi à Paris ou à Lille **pour qu'**ils aient de quoi vivre **sans que** Mark soit obligé

Although Stéphanie likes Scotland, she will be happy to return to France. She would like to marry Mark, provided they can live in France. She intends to look for a job in Paris or Lille so that they have enough to live on, without Mark having to find a job

de trouver un travail
immédiatement. **Bien que** son
père **veuille qu'**elle revienne à
Saint-Amand, elle n'a aucune
intention de le faire.

*immediately. Although her
father wants her to come back
to Saint-Amand, she has no
intention of doing so.*

2 MORE 'SIGNALS' FOLLOWED BY THE SUBJUNCTIVE

Some verbs for expressing opinions are followed by the subjunctive when they are used in the negative: **croire que** *to believe that*, **penser que** *to think that*, **trouver que** *to think that*. See also **Getting started 2** and **Say it in French 3**.

Nicolas répond à la question sur l'avenir:

Je ne crois pas que les matières
que j'étudie à l'école **soient**
très utiles pour ma carrière
dans le cinéma. Mes parents
ne pensent pas qu'une telle
carrière soit sérieuse, et mes
professeurs **ne trouvent pas**
qu'on puisse déjà, à mon âge,
choisir son métier.

*I don't believe that the subjects
I am studying at school are
very useful for my career in the
cinema. My parents don't think
that such a career is serious
and my teachers don't think
you can already, at my age,
choose your job.*

Another group of expressions can also signal the subjunctive. These involve *time* and *expectation*:

attendre que
s'attendre à ce que
jusqu'à ce que/en attendant que
avant que (ne)

*to wait until
to expect that
until
before*

Identify the verbs in the subjunctive in the following sentences:

Isabelle **attendra que** Stéphanie
soit revenue pour analyser les
réponses.

*Isabelle will wait until Stéphanie
has come home to analyse the
answers.*

Elle s'**attend à ce que** les réponses de Stéphanie reflètent son indépendance, maintenant qu'elle a fait son stage en Écosse. Stéphanie restera en Écosse **jusqu'à ce qu'**elle ait terminé son rapport de stage. Elle ne reviendra pas à Saint-Amand **avant que** Mark (n')ait promis de passer ses vacances en France.

She expects that Stéphanie's replies will reflect her independence, now that she has done her work placement in Scotland. Stéphanie will stay in Scotland until she has finished the report on her work placement. She will not go back to Saint-Amand before Mark has promised to spend his holidays in France.

3 THE SUBJUNCTIVE OR THE INDICATIVE?

To help you decide if a verb is followed by the subjunctive or not, look at these two lists:

- First, verbs to express *facts, certainty and probability*. They are followed by the **indicative**:

Isabelle ...
observe que
remarque que les questions **sont** faciles.
 Georges ...
croit que
pense que les questions **sont** stupides.
 Nicolas ...
dit que
déclare que sa mère l'**ennuie**.

- Second, verbs to express *wishes, fears, commands and things which may never happen*. They are followed by the **subjunctive**:

Elle ...
souhaite que
désire que
aimerait que les autres **répondent** sérieusement.
 Isabelle ...
a peur qu'
craint qu'il ne réponde pas.

Nicolas ...

veut que

aimerait que sa mère n'insiste pas.

Inversion to form a question

The verbs **croire que**, **penser que**, **trouver que** (2, above) are also followed by the subjunctive if they are **inverted to form a question**:

Georges ...

pense que

croit que

trouve que le sondage est stupide.

Pense-t-il que le sondage soit sérieux?

Probability and possibility

- Expressions of probability (**il est clair/certain que**, i.e. likely to happen) are followed by the **indicative**:

Il est ...

clair que

certain que Georges n'aime pas parler de lui.

Il est **probable** qu'il refusera de répondre.

- Expressions of possibility (**il est peu probable que**, i.e. uncertain) are followed by the **subjunctive**:

Il est **peu probable que** Georges **veuille** parler de lui.

Il est **possible** qu'il **réponde** par des mensonges.

Espérer que

Espérer que is *always* followed by the indicative:

Isabelle espère qu'il n'y **aura pas**
de conflit entre ses projets et
ceux de Georges.

*Isabelle hopes that there will
not be a conflict between her
plans and Georges'.*

4 THE SUBJUNCTIVE OR AN INFINITIVE?

The subjunctive is usually used in compound sentences – sentences with at least two verbs. One is the 'signal'; the other is the verb in the subjunctive.

If the subjects of the two verbs are *different*, the **subjunctive** is used:

Georges (subject 1) regrette
qu'Isabelle (subject 2) lui **ait**
demandé de répondre aux
questions du sondage.

*Georges is sorry that Isabelle
has asked him to reply to the
questions.*

If the **subject** is the same in each case, you use an infinitive:

Georges ne veut pas **répondre**.
Isabelle a peur de **tomber** malade.
Nicolas préférerait **étudier** le
cinéma.

*Georges doesn't want to reply.
Isabelle is afraid she will fall ill.
Nicolas would prefer to study
the cinema.*

5 SUBJUNCTIVE: THE PRESENT AND THE PERFECT

The subjunctive is most often used in its present tense form. Sometimes, however, if you are talking about a situation in the past, you need to use a past tense subjunctive – the perfect subjunctive.

Now is a good time to go over the compound tenses you have learned so far (the perfect, the passive, the future perfect, the pluperfect) and to remind yourself how important **avoir** and **être** are.

The perfect subjunctive is made up of the present subjunctive of the auxiliary verb (**avoir**, **être**, see Unit 16 **The main points 3**) and a past participle (Unit 13 **The main points 1**):

Isabelle a peur que Stéphanie
ait décidé de rester en
Écosse.

*Isabelle is afraid that Stéphanie
may have decided to stay in
Scotland.*

Bien qu'elle ne **soit allée** à
Aberdeen que pour faire un
stage, il est possible qu'elle
ait promis à Mark d'y rester.

*Although she only went
to Aberdeen for a work
placement, (it is possible that)
she may have promised Mark
that she will stay there.*

The story

In this text from the questionnaire published in the magazine, identify the seven verbs in the subjunctive and their 'signals'.

What is the questionnaire about and who is it for?

Le sondage du mois!

**Vos vœux? Vos craintes? Vos projets?
Répondez à nos questions pour y voir plus clair!
Comparez vos réponses avec celles de vos proches!
Peut-être serez-vous surpris?**

Les questions dans notre sondage ont été préparées pour que vous puissiez analyser vous-mêmes les problèmes que vous affrontez. Bien que vous ayez une vie de famille réussie, il est possible que vos projets et ceux de vos proches ne soient pas compatibles.

Vous ne croyez pas qu'un tel conflit puisse se produire? Nous espérons que vous avez raison, et pourtant ... N'attendez pas que les problèmes vous accablent!

- La première section du sondage concerne vos vœux. Vous voulez voyager? Vous souhaitez changer d'emploi? Vous aimeriez déménager? Qu'en pensent les autres?
- Dans la deuxième section, vous allez faire face à vos cauchemars. Avez-vous peur que la pollution nous tue? Craignez-vous de prendre l'avion? Et pour vos amis, vos collègues, votre famille? Pensez-vous que l'avenir leur réserve de mauvaises surprises?
- Finalement, nous vous donnons la possibilité de penser sérieusement à vos projets d'avenir. Qu'est-ce que vous pouvez faire afin de surmonter vos craintes et préparer un avenir rose?

Ne dites pas que ce soit trop difficile!

Il est certain que, si vous répondez sérieusement, vous pourrez envisager avec sérénité les petits malheurs que la vie peut vous réserver.

A quick check

1 Write two sentences about your hopes (**espérer que** + the indicative) and two about your fears (**avoir peur que, craindre que** + the subjunctive) for someone else (two different subjects, see **The main points 4**).

Examples: J'espère que mon collègue sera promu.

J'ai peur que mon ami(e) aille vivre à l'étranger.

2 Write the same sentences, this time about yourself (both subjects the same, **The main points 4**).

Examples: J'espère être promu(e).

J'ai peur d'aller vivre à l'étranger.

3 Imagine that you are going to change your job. What are the possible problems? Think of three and write three sentences based on the model below, using the conjunction **bien que**:

Bien que le traitement soit modeste, je vais changer d'emploi.

4 After answering the questionnaire, you have decided it would be a good idea to have a big family reunion. What could be a suitable occasion for doing this?

Imagine that you are announcing three of the possible occasions to the rest of the family. Use the expressions **afin que, pour que** and **de sorte que** followed by the subjunctive (see **The main points 1**):

Example: J'ai décidé de vous inviter à une grande réunion familiale **afin que** nous **puissions** fêter l'anniversaire de grand-père.

The next stage

1 THE SUBJUNCTIVE AFTER SUPERLATIVES

You have learned how to say something is *the most* or *the least* in Unit 6 The main points 8. In some situations, you may need to follow a superlative by the subjunctive:

C'est le sondage **le plus stupide**
que j'aie jamais **vu**.

*It's the stupidest questionnaire
I've ever seen.*

La discussion sur les réponses
au sondage est **la plus**
intéressante que nous **ayons**
jamais **eue**.

*The discussion about the
answers to the questionnaire
is the most interesting one
we've ever had.*

2 THE SUBJUNCTIVE AFTER EXPRESSIONS OF TIME

Events that have not yet taken place

Some time expressions are used to speak about events that have not yet taken (or may never take) place. They are followed by the subjunctive:

J'**attends** **que** ta sœur **soit** là
pour discuter les réponses aux
questions.

*I'll wait until your sister is
here to discuss the answers to
the questions.*

Nous **attendrons** **jusqu'à ce qu'**elle
soit revenue, pour lui poser des
questions sur ses projets.

*We'll wait until she comes
back to ask her questions
about her plans.*

S'attendre à ce que ...

The expression **s'attendre à ce que** (*to expect that*) is also followed by the subjunctive:

Georges **s'attend** **à ce que**
Stéphanie **décide** de se marier.

*Georges expects that Stéphanie
will decide to get married.*

Avant que, après que

While **avant que** is followed by the **subjunctive** (an event which has not yet happened), **après que** (an event which has happened and is now over) is followed by the **indicative**:

Avant que Stéphanie (ne)
revienne, il faudra peindre sa
chambre.

*Before Stéphanie comes
home, we'll have to paint her
bedroom.*

Après que Stéphanie est partie,
je me suis sentie très seule.

*After Stéphanie left, I felt very
lonely.*

3 THE PAST HISTORIC TENSE

In formal written texts, you may meet, as well as the perfect and the imperfect, another past tense called the past historic. It is made up of only one word – it is not a compound tense like the perfect.

The past historic is used only in written French, to recount events in the past which do not appear to have an ongoing effect in the present.

Like the perfect, the past historic is used with (and in contrast to) the imperfect (Unit 14 **The main points 3**).

The stem is usually formed from the infinitive, and endings are added as shown below:

donner → donn-	finir → fin-	vendre → vend-
je donn- ai	je fin- is	je vend- is
tu donn- as	tu fin- is	tu vend- is
il/elle donn- a	il/elle fin- it	il/elle vend- it
nous donn- âmes	nous fin- îmes	nous vend- îmes
vous donn- âtes	vous fin- îtes	vous vend- îtes
ils/elles donn- èrent	ils/elles fin- irent	ils/elles vend- irent

The past historic of irregular verbs may be difficult to recognize, but the endings – apart from the vowel **a**, **i** or **u** – are always the same:

avoir	j'eus	pouvoir	je pus
être	je fus	vouloir	je voulus

Find the examples of the two tenses in this extract from Stéphanie's **Rapport de stage** (a formal, written report on her work placement):

Je **pris** l'avion avec tous les stagiaires qui allaient en Écosse, et nous **arrivâmes** à Aberdeen à 15 heures 30. Mon directeur de stage, Monsieur Robertson, m'**accueillit** et nous **allâmes** directement à l'entreprise où m'attendait Madame Wilson. Elle m'**expliqua** le travail que j'avais à faire et m'**emmena** ensuite chez Madame Rushton qui a plusieurs chambres qu'elle loue aux étudiants.

I caught the plane with all the other students who were going to Scotland and we arrived in Aberdeen at 3.30 p.m. My supervisor, Mr Robertson, welcomed me and we went straight to the office where Mrs Wilson was waiting for me. She explained the work I had to do and then took me to the home of Mrs Rushton who has several rooms which she lets to students.

4 THE IMPERFECT SUBJUNCTIVE

Another tense you will only need for reading and formal writing is the imperfect subjunctive.

In speaking, you usually use the present subjunctive or, less often, the perfect subjunctive. In formal writing, however, you will sometimes see the imperfect subjunctive.

The stem, and the main vowel, of this increasingly rare tense are found in the second person singular (the **tu** form) of the past historic (above, **The next stage 3**):

donner	→	donnas	→	donn-
finir	→	finis	→	fin-
vendre	→	vendis	→	vend-

Although you are unlikely to meet all the forms of the imperfect subjunctive, you should be able to recognize them if necessary:

donner		finir		vendre	
que je donn-	asse	que je fin-	isse	que je vend-	isse
que tu donn-	asses	que tu fin-	isses	que tu vend-	isses
qu'il donn-	ât	qu'il fin-	ît	qu'il vend-	ît
que nous donn-	assions	que nous fin-	issions	que nous vend-	issions
que vous donn-	assiez	que vous fin-	issiez	que vous vend-	issiez
qu'ils donn-	assent	qu'ils fin-	issent	qu'ils vend-	issent

Avoir and **être**, as usual, are very irregular. The past historic will help you:

avoir **que j'e-usse** **être** **que je f-usse**

In formal writing, the imperfect subjunctive must be used after certain tenses: the imperfect, the past historic and the conditional (Unit 18):

Madame Rushton **voulait que**
ses locataires **payassent** le
loyer au commencement de la
semaine.

*Mrs Rushton wanted her
lodgers to pay the rent at the
beginning of the week.*

Monsieur Robertson **insista que**
je **fusse** dans mon bureau à
neuf heures moins le quart.

*Mr Robertson insisted that I be
(subjunctive in English) in my
office at a quarter to nine.*

TEN THINGS TO REMEMBER

- 1 In your notebook, you should have lists of conjunctions to express time and cause and effect. Add another list of conjunctions – the ones used to signal the subjunctive.
- 2 Copy this list into the section of your notebook on the subjunctive, where you have listed the verbs and impersonal expressions used to signal the subjunctive (Unit 16).
- 3 Go back to Unit 16 and check that you are clear on the difference between the indicative and the subjunctive.
- 4 Divide your list of subjunctive conjunctions into two groups: the ones that introduce the result you hope for (**pour que, de sorte que, afin que**) and the ones that put limits on an action (**bien que, à moins que, pourvu que**).
- 5 It is a good idea to look ahead now to the conditional (Unit 18), since it can also express hopes and fears, or a doubtful or uncertain outcome. In these cases, it is followed by the subjunctive: **J'aimerais que tu apprennes le français à l'école.**
- 6 Verbs expressing your opinion (**penser que, croire que, trouver que**) are followed by the subjunctive if they are in the negative: **Nous ne croyons pas que les Français soient plus intelligents que les Britanniques.**
- 7 Other outcomes involving the passage of time or your own expectations can be doubtful and these too need to be expressed in the subjunctive: **Il attendra que j'aie terminé mes études pour rencontrer mes parents. Mon mari restera en Écosse jusqu'à ce qu'il soit libre de voyager.**
- 8 To use the subjunctive when you are talking about the past, you need to use the present subjunctive of **avoir** or **être**: **Il**

attendra que j'aie terminé ...; Bien que mon fiancé soit déjà venu en France, ...

- 9** Sometimes a comparative or superlative (Unit 6) is followed by a subjunctive: Le français est la langue la plus facile que j'aie jamais apprise. Watch out for agreements.
- 10** If you are going to read or write formal French, you may sometimes need another past tense – the past historic. Knowing how to recognize this tense will open up new possibilities.

TEST YOURSELF

Add the verbs in the present or past subjunctive in the following sentences:

- 1 Ils aimeraient beaucoup que Stéphanie __ (revenir) en France après avoir fini son stage en Ecosse.
- 2 Isabelle et Georges doutent que Stéphanie __ (pouvoir) s'adapter à la vie écossaise.
- 3 Je ne pense pas qu'ils __ (résoudre) tous les problèmes durant leur réunion la semaine dernière.
- 4 Elle attendait que tout le monde __ (répondre) avant d'analyser les réponses.
- 5 Elle restera en Ecosse jusqu'à ce qu'elle __ (terminer) son stage.

Put the verbs in brackets in the indicative or subjunctive mood:

- 6 Dès qu'ils __ (arriver) en France, ils se sont vite adaptés.
- 7 Jusqu'à ce que Stéphanie __ (finir) son stage il y a beaucoup d'incertitudes en ce qui concerne sa future profession.
- 8 Il espère vraiment qu'il __ (être promu) suite à sa formation sur la plate-forme pétrolière.

Put the verbs in the perfect in the past historic:

- 9 L'avion a atterri en fin d'après-midi. Ils sont sortis de l'avion et sont passés au contrôle des passeports. Heureusement cela n'a pas pris trop de temps.
- 10 Ensuite ils sont allé finaliser la réservation de leur voiture, ont mis les bagages dans le coffre, ont regardé la carte et ont pris la route de Saint-Amand.

18

Imagining what could happen

In this unit you will learn

- *To say what would happen if ...*
- *To say what would need to happen before something else could happen*
- *To imagine how you would react to new or unknown circumstances*
- *To say what you thought would happen*

Topic

- *Wedding plans*

Grammar

- ▶ The formation of the conditional tense
- ▶ The conditional with **si**
- ▶ The polite use of the conditional

The next stage

- ▶ The conditional to make suggestions
- ▶ The conditional in reported speech
- ▶ The conditional perfect
- ▶ Giving doubtful information

Getting started

Forming the conditional is like forming the future.

Check back to Unit 11 **The main points 1, 2, 3** for the stem of the future tense, especially of irregular verbs. You should also check Unit 14 **The main points 1** for the endings of the imperfect.

Stéphanie: Si mes parents sont d'accord, nous pourrons (future) nous marier au printemps.	<i>If my parents agree, we'll be able to get married in the spring.</i>
Si mes parents étaient d'accord, nous pourrions (conditional) nous marier au printemps.	<i>If my parents were in agreement, we could get married in the spring.</i>

2 You have already met some frequently used parts of the verbs **vouloir** and **aimer** in the conditional. Check back to Unit 4 **Say it in French 1** (**voudrais**) and Unit 4 **The main points 1**, Unit 16 **The main points 5** (**aimerais**).

Remember that these verbs are often followed by the subjunctive:

Les Dickson voudraient que Mark et Stéphanie puissent vivre en Écosse.	<i>The Dicksons would like Mark and Stéphanie to be able to live in Scotland.</i>
Mark aimerait que ses parents sachent que les Lemaire l'ont tout de suite accepté.	<i>Mark wants his parents to know that the Lemaire's accepted him straight away.</i>

Say it in French

1 SAYING WHAT WOULD HAPPEN IF ...

Stéphanie:

Si mes parents pouvaient visiter l'Écosse, ils comprendraient vite pourquoi je l'aime. Mon père n'aime pas voyager, mais	<i>If my parents could visit Scotland, they would soon understand why I like it. My father doesn't like</i>
---	---

je suis convaincue que, s'il acceptait de venir en Grande-Bretagne, il oublierait qu'il n'aime pas les étrangers. D'ailleurs, il a vite accepté Mark – si seulement il pensait à moi, plutôt qu'à lui-même, il n'y aurait pas de problème!

travelling, but I am convinced that, if he agreed to come to Britain, he would forget that he doesn't like foreigners. In any case, he quickly accepted Mark – if only he thought of me, rather than himself, there would be no problem!

2 WHAT WOULD HAVE TO HAPPEN FIRST?

Isabelle:

Pour que le mariage ait lieu au printemps, il faudrait vraiment que je commence à m'organiser. Si on n'invitait pas tous les membres de la famille, on pourrait envisager une cérémonie intime. On n'inviterait pas tous les cousins germains et on expliquerait que seulement la famille proche de Mark pourra venir.

So that the wedding can take place in spring, I'll really have to start getting myself organized. If we didn't invite all the members of the family, we could have a small wedding. We wouldn't invite all the second cousins and we would explain that only Mark's close family will be able to come.

3 HOW WOULD YOU REACT IN UNKNOWN CIRCUMSTANCES?

Nicolas:

Si ma copine voulait se marier avec moi, je lui dirais tout de suite que je ne me marierai jamais. Je lui expliquerais qu'on n'a pas besoin de se marier pour vivre heureux. Je lui demanderais: « Aimerais-tu passer toute ta vie avec la même personne? Ne t'ennuierais-tu

If my girlfriend wanted to marry me, I'd tell her straight away that I'll never get married. I'd explain to her that you don't need to get married to be happy. I'd ask her: 'Would you like to spend your whole life with the same person? Wouldn't

pas? » Je la convainrais que la vie d'un couple marié manque de surprises et nous continuerions à vivre ensemble, heureux mais pas mariés.

you be bored?' I'd convince her that the life of a married couple has no surprises and we'd keep on living together, happy but not married.

4 WHAT DID YOU THINK WOULD HAPPEN?

Sandy:

Je croyais que Mark choisirait une fille écossaise. Je n'avais jamais pensé qu'il rencontrerait une Française et déciderait de se marier avec elle.

I thought Mark would choose a Scottish girl. I had never thought that he would meet a French girl and decide to marry her.

Qui aurait cru qu'il préférerait la France à la Grande-Bretagne? Mes parents pensaient qu'il continuerait à travailler sur des plates-formes dans la mer du Nord.

Who would have thought that he would prefer France to Britain? My parents thought he would continue working on oil rigs in the North Sea.

The main points

1 THE CONDITIONAL TENSE

The conditional is a simple (one-word/not compound) tense.

Make a list in your notebook of all the one-word tenses you have learned.

The conditional is made up of the same stem you use for the future (Unit 11) and the endings you learned for the imperfect (Unit 14): **-ais, -ais, -ait, -ions, -iez, -aient.**

For nearly all verbs, the stem is the infinitive (or, for **-re** verbs, the infinitive with the final **-e** removed):

se marier		choisir		attendre	
je me marier-	AIS	je choisir-	AIS	j'attendr-	AIS
tu te marier-	AIS	tu choisir-	AIS	tu attendr-	AIS
il/elle se marier-	AIT	il choisir-	AIT	elle attendr-	AIT
nous nous marier-	IONS	nous choisir-	IONS	nous attendr-	IONS
vous vous marier-	IEZ	vous choisir-	IEZ	vous attendr-	IEZ
ils/elles se marier-	AIENT	elles choisir-	AIENT	ils attendr-	AIENT

Remember the future stems of the irregular verbs:

aller → ir-	pouvoir → pourr-
avoir → aur-	recevoir → recevr-
devoir → devr-	savoir → saur-
faire → fer-	venir → viendr-
falloir → faudr-	voir → verr-
mourir → mourr-	vouloir → voudr-

2 THE CONDITIONAL WITH SI

This tense is mainly used when in English you use *would* or *could*. It is frequently used in sentences where you imagine something:

Si Stéphanie m'invitait à son mariage, j'**accepterais** avec plaisir. *If Stéphanie invited me to her wedding, I'd accept with pleasure.*

In sentences like this, where **si** is used, there are strict rules about the tenses you are allowed to use:

The conditional after **si** + imperfect tense

If the tense used after **si** is the **imperfect** (as in the example above):

Si Stéphanie m'**invitait** à son mariage ...

the tense in the main clause must be the **conditional**:

j'**accepterais** avec plaisir.

Si Mark **voulait** vivre en France,
il **faudrait** qu'il trouve un emploi.

Si les Lemaire **organisaient** le
mariage, ils **voudraient** une
cérémonie à l'église, après le
mariage civil.

Si le repas **avait** lieu dans un
restaurant, il y **aurait** plusieurs
plats et beaucoup de vins.

*If Mark wanted to live in France,
he'd have to find a job.*

*If the Lemaire were organizing
the wedding, they would want
a ceremony in the church after
the civil marriage.*

*If the wedding breakfast were in a
restaurant, there would be several
courses and a lot of wines.*

The future after *si* + present tense

If the tense after **si** is in the **present**:

Si Stéphanie m'**invite** à son mariage ...

the tense in the main clause must be the **future**:

j'**accepterai** avec plaisir.

Si Mark **veut** vivre en France, il
faudra qu'il trouve un emploi.

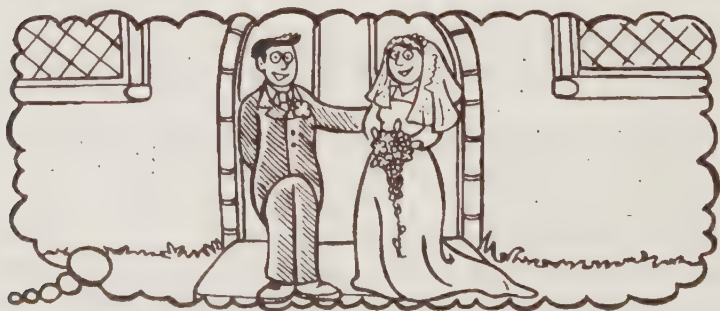
Si Stéphanie se **marie**, elle ne
voudra pas cesser de travailler.

Le mariage civil **aura** lieu
vendredi, s'ils se **marient** à
l'église samedi.

*If Mark wants to live in France,
he'll have to find a job.*

*If Stéphanie gets married, she
won't want to stop working.*

*The civil ceremony will take place
on Friday if they are married in
the church on Saturday.*



3 THE POLITE USE OF THE CONDITIONAL

The conditional tense is used in French, especially with the verbs **vouloir**, **aimer** (mieux) and **préférer**, to make a statement less

direct, or less brusque, than it would be if the present tense were used.

Go back and look at ways that the direct imperative can be made more polite (Unit 12 Say it in French 1).

Georges **veut que** Stéphanie
reste à Saint-Amand.

*Georges wants Stéphanie to
remain in Saint-Amand.*

Georges **voudrait que/aimerait
mieux que/préfererait que**
Stéphanie reste à Saint-Amand.

*Georges would like Stéphanie
to remain in Saint-Amand.*

The verb **devoir** can also be used in the conditional to make what you say more polite:

Tu **dois** inviter Tante Alice
au mariage.

*You must invite Aunt Alice
to the wedding.*

Tu **devrais** inviter Tante Alice
au mariage.

*You ought to invite Aunt Alice
to the wedding.*

Selon la tradition britannique, les
parents du marié **doivent** payer
les boissons.

*According to the British
tradition, the groom's parents
have to pay for the drinks.*

Selon la tradition britannique, les
parents du marié **devraient** payer
les boissons.

*According to the British
tradition, the groom's parents
should pay for the drinks.*

A similar distinction can be made with **falloir**:

Il **faut** célébrer les fiançailles
en Écosse et en France.

*The engagement must be celebrated
in Scotland and in France.*

Il **faudrait** célébrer les fiançailles
en Écosse et en France.

*The engagement should be celebrated
in Scotland and in France.*

Tu **dois** te marier dans une robe
très simple.

*You must get married in a very
simple dress.*

Tu **devrais** te marier dans une
robe très simple.

*You should get married in a very
simple dress.*

The story

In this letter, Stéphanie uses many verbs in the conditional. Identify at least ten of them, with their subject.

What does Stéphanie write to her cousin Jeannette?

Lettre de Stéphanie à sa cousine Jeannette:

Ma chère petite Jojo,

Il faudrait que tu t'assoies! Qu'est-ce qui t'étonnerait le plus? Pourrais-tu imaginer ta grande cousine mariée – et avec un étranger? Que dirais-tu d'un mariage au printemps?

Tu serais une des demoiselles d'honneur et l'autre serait ... une Écossaise! Car je me marie avec Mark, un Écossais que j'ai rencontré pendant mon stage.

Je sais que tu pensais que je ne me marierais jamais, car je voudrais poursuivre ma carrière. Je commence à penser qu'on pourrait faire les deux. On ne devrait pas accepter de rester à la maison, simplement parce qu'on est mariée. Je compte bien continuer à travailler – à quoi bon avoir fait ce stage en Écosse, si je ne peux pas profiter de tout ce que j'ai appris?

As-tu jamais pensé à faire un stage à l'étranger? Je t'assure que tu profiterais énormément de l'expérience – et peut-être rencontrerais-tu quelqu'un d'aussi merveilleux que Mark. Je pensais que je m'ennuierais et que je trouverais très difficile de me séparer de ma famille, mais je me suis vite habituée à la vie et au travail dans un pays différent ...



A quick check

1 Complete the verbs in the following sentences, using the **conditional tense** of the verb given in brackets:

Vous (pouvoir) acheter une grande maison, si vous aviez beaucoup d'argent.

Elle croyait que son frère (se marier) avec une Écossaise.

Nous pensions que le voyage (coûter) moins cher.

Si Mark se mariait en France, nous y (revenir) avec grand plaisir.

J'(aimer) célébrer mes fiançailles à Noël.

2 Following the example given, write two sentences to say what you would do in each of the situations described – see **The main points 2**:

Example: Si nous avions un château en Espagne, nous y passerions les vacances d'été.

Si j'avais un oncle très riche, ...

Si j'avais perdu les clés de la voiture, ...

Si les Martiens envahissaient la terre, ...

3 Make the following requests more polite (**The main points 3**) by using the verb in bold in the conditional:

Je **veux** que tu me prêtes ta voiture.

Nicolas, je **préfère** que tu ne sortes pas ce soir.

Chéri, tu sais, j'**aime mieux** que tu rentres sans aller au bar.

The next stage

1 THE CONDITIONAL TO MAKE SUGGESTIONS

The conditional tense of **pouvoir** is used to suggest that something might happen, or that someone might do something:

Le mariage **pourrait** avoir lieu à Noël.

Nous **pourrions** réserver des chambres à l'hôtel pour les invités.

Ne **pourriez-vous** pas attendre une année avant de vous marier?

The wedding could take place at Christmas.

We could book rooms at the hotel for the guests.

Couldn't you wait a year before you get married?

Sometimes the impersonal expression **Il se peut/pourrait que** is used with the subjunctive:

Il se **pourrait** que le mariage ait lieu à Noël.

It is possible that the wedding could take place at Christmas.

2 THE CONDITIONAL IN REPORTED SPEECH

In Unit 14 **The next stage 3**, you saw how the imperfect is used in indirect speech (reporting what other people said).

When you are using indirect speech, a verb the speaker used in the future (**tueraï**) will be changed into the conditional (**tuerais**):

Je **tueraï** Nicolas s'il ne cesse pas de me taquiner.

I'll kill Nicolas if he doesn't stop teasing me.

Stéphanie a dit qu'elle **tueraït** Nicolas s'il ne cessait pas de la taquiner.

Stéphanie said she would kill Nicolas if he didn't stop pestering her.

Nicolas et moi, nous **irons** nous promener parce que nous ne voulons pas vous gêner.

Nicolas and I will go for a walk because we don't want to get in your way.

Georges a dit que lui et Nicolas **iraient** se promener parce qu'ils ne voulaient pas nous gêner.

Georges said he and Nicolas would go for a walk because they didn't want to get in our way.

3 THE CONDITIONAL PERFECT

The conditional tense of **avoir** or **être** + a past participle is used when speaking about conditions in the past – *would/should have* in English:

Je ne l'**aurais** jamais **cru**. On dirait que mes parents sont fous. C'est que ma sœur vient de se fiancer avec un Écossais. Tu te rends compte? Ils **auraient** **accepté** un Italien, un Allemand **aurait** **posé** peut-être un petit problème, mais un Écossais! Elle **aurait dû** choisir un Français. Si elle avait pensé à eux, elle se **serait mariée** avec un garçon de Saint-Amand.

I would never have believed it. You'd think my parents were mad. What's happened is that my sister has just got engaged to a Scot. Can you imagine? They would have accepted an Italian, a German would perhaps have caused a slight problem, but a Scot! She should have chosen a Frenchman. If she'd thought about them, she would have married a boy from Saint-Amand.

4 THE CONDITIONAL TO GIVE DOUBTFUL INFORMATION

To suggest that something might not be true, or to cast doubt on a source of information, you can use the conditional in French.

In newspapers and other public accounts of events, it is sometimes necessary to show that one's sources are not absolutely certain to be accurate. In English, expressions such as *alleged* or *suggested* are used. In French the conditional conveys this nuance:

Le marié **aurait** volé l'alliance.

The groom is supposed to have stolen the wedding ring.

Le mariage **aurait** coûté €16 000.

People say the wedding cost 16,000 euros.

TEN THINGS TO REMEMBER

- 1 You don't need to learn anything new to form the conditional, because (i) the stem is the same as for the future tense, including all the irregular future stems you've learned; ...
- 2 ... and (ii) the endings that you add to the stem are the same as for the imperfect tense.
- 3 Remember that you already know two very handy uses of the conditional: (i) to make what you say or write more polite: Je voudrais une tasse de thé, s'il vous plaît. ...
- 4 ... and (ii) to say what someone would like to happen. This is followed by the subjunctive: Ma fille aimerait que nous assistions tous à son mariage en France.
- 5 The conditional in French is very much like the conditional in English and expresses similar things – 'what would happen if ...'.
- 6 Be careful about choosing the right tense after *si*. If the tense used after *si* is the imperfect, the tense in the main clause must be the conditional: Si mes parents venaient en France, je serais très contente. (*If my parents came to France, I'd be very happy.*) If the tense used after *si* is the present, the tense in the main clause must be the future: Si mes parents viennent en France, je serai très contente. (*If my parents come to France, I'll be very happy.*)
- 7 The conditional can be used to make a polite suggestion: Nous pourrions vous accueillir à la maison.
- 8 It is also used when you report what someone said: La mère de Mark a dit: « Vous serez les bienvenus chez nous. » → Elle a dit que nous serions les bienvenus chez eux.

- 9 If you want to suggest that some information is doubtful, you can use the French conditional. This is something you can't do so easily in English: **Selon mon professeur de français, je n'aurais rien de plus à apprendre.** (*According to my French teacher, I don't have anything more to learn.*)
- 10 You know how important **avoir** and **être** are for the formation of the perfect tense (Unit 13), the present passive (Unit 10), the perfect passive (Unit 15), the future perfect (Unit 11), the pluperfect (Unit 15) and the perfect subjunctive (Unit 17). The conditional also has a perfect form, made up of the conditional of **avoir** or **être** and the past participle (with the same rules for agreement): **Mes parents auraient accepté un gendre espagnol ou italien.**

TEST YOURSELF

Put the verbs in brackets in the conditional tense (past or present conditional):

- 1 S'il l'invitait à leur mariage, il __ (venir) sans hésitation.
- 2 Patrick et Alison ne pensaient certainement pas que Mark __ (rencontrer) une Française à Aberdeen.
- 3 Il __ (falloir) qu'il trouve un emploi en France si Stéphanie décidait de s'installer à Paris.
- 4 Georges __ (préférer) que Stéphanie habite à Saint-Amand.
- 5 Jeannette pensait que Stéphanie __ (se concentrer) sur sa carrière.
- 6 Elle pensait que sa famille lui __ (manquer) mais en fait elle s'est vite installée en Ecosse.

Translate the following sentences:

- 7 Georges would have preferred her to stay in France.
- 8 Nicolas thinks she should have married a Frenchman although he likes Mark.
- 9 Nicolas said he would never get married.
- 10 What would he decide if he met the love of his life when he goes to Great Britain next year?

Transcriptions – The story

(Units 1–18)

Unit 1

Nicolas and Mark introduce themselves.

- N** (Me/myself) I'm 17. And you? How old are you?
- M** I'm 24. Are you a student?
- N** Yes, I'm in 6th year science stream. And how about you, do you work?
- M** Yes, I'm an engineer with an oil company in Aberdeen. Do you like school?
- N** No, not at all. I don't like the teachers, especially my English teacher ... You and I are sharing the same room. Shall we go up? I'll help you carry your suitcases. All right?
- M** Yes, thank you.
- N** What are your parents called?
- M** They're called Patrick and Alison.
- N** Do you have brothers and sisters?
- M** Yes, I have a brother and a sister. My brother's called Andrew and my sister's called Sandy.
- N** Do your parents work?
- M** My mother is a history and geography teacher. My father is the manager of a supermarket.

Unit 2

Mark's and the Lemaires' hobbies.

- S** Mark, Nicolas! Dinner is ready.
- N** We're coming.
- I** Georges we are eating. What are you doing?
- G** I'm watching a football match.

(Contd)

- I** Georges adores football. Myself, I prefer cooking and sewing.
Do you play football?
- M** Yes I play football and rugby too.
- S** He also plays squash, golf and goes diving.
- N** Mum, what are we having?
- I** Nicolas doesn't like sport. He prefers his computer and his stomach. Isn't that right, Nicolas?
- S** What are you doing this evening?
- N** I am going to the cinema and then to the pizzeria.
- I** When are you coming home? Not too late, I hope.

Unit 3

Mark and Stéphanie are talking about their flat and Aberdeen.

- M** I get up about seven o'clock. I have a shower and get dressed. Stéphanie wakes up a little later. We leave the flat about eight o'clock.
- S** We share the flat but Mark is often away. He goes to the oil rig for several weeks. So I look after the flat.
- I** Is it pretty?
- S** Yes, it is a small flat situated in the town centre. It is well decorated, well lit, well heated and very comfortable. The neighbours are very friendly.
- M** We often meet for lunch, Stéphanie and I. We go home together in the evening.

Unit 4

At the supermarket.

- S** Let's go to the clothes department. There are lots of clothes in the sale.
- M** All right.
- S** These T-shirts are pretty. Which one do you prefer?
- M** I prefer the blue one with the picture of the Eiffel Tower.
- S** What size do you need?
- M** I don't know what size. What does 'patron' mean?

(Contd)

- S** It means large. 'Grand patron' is extra large.
- M** I'd like the large size. My brother is big for his age.
- S** What are you buying for Sandy?
- M** I have no idea.
- S** Perhaps French magazines or a novel?
- M** Which ones, do you think?
- S** Marie-Claire, le Point, l'Express.
- M** Which novel do you suggest?
- S** We'll go to the bookshop. They have more choice.
- M** Which one, the bookshop in the marketplace?
- S** Yes, but first of all we'll have to go to the till.

Unit 5

Mark is buying presents at the bookshop.

- S** Here is the magazine section. Which ones are you choosing?
- M** This one looks interesting.
- S** If you'd rather have a more literary magazine, there are l'Express, le Point, le Nouvel Observateur.
- M** I'll take le Point. I'd also like some regional papers, but I'll wait till the end of the week.
- S** Here is the paperback section. Here are two popular novels. This one is more exciting than that one. It's the story of a love triangle in Paris.
- M** This type of story really appeals to you. As for me, I prefer science fiction. It is more stimulating than love stories.
- S** Thanks a lot, Mark!
- M** Sandy is as sentimental as you. So I'll take this one.
- L** Something else, sir?
- M** That's all, thank you.
- S** There is a gift shop just next door. They sell gorgeous china plates. This one shows the square and the spa centre. That one shows the Abbey.
- M** I prefer this one. It's a lot finer than the other one. And it also costs less. OK, I'll take it for my neighbour.

(Contd)

- L** Would you like it gift-wrapped, sir?
M Yes, thank you.
L I'll also wrap it in some polystyrene to protect it.
M Many thanks.

Unit 6

Isabelle is talking to Mark about Paris.

- I** Mark, do you know Paris?
M No, but I would very much like to go there one day with Stéphanie. Do you go to Paris often?
I About once a year. I have some cousins who live there. Exceptionally, I'm going to go there next week, to visit my cousin Jacqueline. She is in hospital as the result of a road accident. I'm leaving on Wednesday morning.
M Is it very serious?
I Fairly serious. According to the doctors she is very lucky to be alive. Her car is a complete write-off. Both her legs are broken and she has a few cuts to her arms and face. She is sleeping very badly and feels rather depressed. So I'm going to go and see her.
M How long are you going to stay in Paris?
I Only three or four days. I'm going to take the opportunity to do some shopping during my stay there. I'd like to go to the Galeries Lafayette near the Opera. It is the most convenient and the most popular shop in Paris. It is extremely popular with tourists.

Unit 7

Stéphanie is looking for her photo album to show it to Mark.

- S** Where is my photo album? It isn't in its usual place. I wonder if Nicolas has it. Nicolas, have you got my photo album?
N I've got an album but it is mine.

(Contd)

- S** No, it isn't yours, it's mine. yours is probably buried under a pile of clothes. You are so untidy! And this? This doesn't belong to you either. It's my software.
- N** No, you're wrong. It is not yours. It is my friend Claude's. Yours is probably put away neatly on your shelf.
- S** Mark, do you want to see some funny pictures of Nicolas?

Unit 8

Mark and Stéphanie plan to go horse-riding.

- S** What do you want to do tomorrow, if it isn't raining? Do you want to go horse-riding or go for walks?
- M** I don't know how to ride.
- S** You can learn; it isn't difficult.
- M** Are there riding schools in Saint-Amand?
- S** There are several, but I can ride at my friend Monique's; she has several horses. Can you see the pastures over there? They are hers. You can see the horses from here.
- M** Do you have to wear special clothes?
- S** Yes and no. You can wear jeans and trainers, but you have to wear a riding hat. My father can lend you his. I'm going to phone Monique to see if we can ride tomorrow. By the way, when do your parents want to come?
- M** They can come in July. They want to visit the north of France and perhaps go and spend a few days in Paris.

Unit 9

Mark asks Stéphanie if his parents can come in July.

- M** Stéphanie, my mother has just asked me if she and dad can come to your house on 7 July. Is that all right with your parents?
- S** I'm going to ask them the question straight away and you can phone her back later to give the answer.
- Stéphanie calls her mum and gives her the news.*

(Contd)

- S** Mum, can Mark's parents come and see us on 7 July? They would like to spend three or four days with us, then visit the area and Paris as well.
- I** Of course, with pleasure. Your dad can perhaps take a few days' holiday. How are they going to travel?
- S** They're going to catch the plane from Glasgow to Paris and hire a car at the airport. Mark is going to give them a road map and a street map of Saint-Amand to help them.

Here are the instructions Mark is going to give his parents.

You arrive at the airport Roissy-Charles de Gaulle and you take the motorway to the north, the A1, up to Péronne.

Then go up the A2 right to the exit Cambrai/Valenciennes. Leave the A2 at Valenciennes and drive on to La Sentinelle. There you have to follow the A23 to the Saint-Amand/Lille exit. Leave the A23 when entering Saint-Amand and take the dual carriageway to the Raismes forest. At the second roundabout, turn left and you are at the Chemin de l'Empire.

Unit 10

The Lemaïres are planning how they will entertain the Dicksons.

- I** What will happen? First they're going to hire a car at the airport. Then it takes two hours to get to our place. Then we'll have to have dinner, ...
- G** What do we usually do when we have guests? We show them the town and then we visit some of the local area. The Dicksons will surely be interested in the area around Saint-Amand. So we could drive them to the forest and to Valenciennes. And we could also introduce them to our friends.
- I** Yes, of course, but people go on holiday to have a rest! We'll have to give them time to relax and not try to do too many things. In any case, as this is their first time in France, we'll have to show them things that are typically French.
- G** It's hard to decide what is interesting for Scottish people since we don't know Scotland.
- I** It's better to ask them what they want to see – the countryside, the sea, towns, ...
- G** And then, it's important to introduce them to Stéphanie's friends because they will certainly want to get to know her better.

Unit 11

'What do you do?' Stéphanie, Mark, Alison and Georges speak about their work and their plans for the future.

- S** The work I'm doing now doesn't interest me very much, but after my work placement I'll be able to find a job when I go back to France. It's my boss, Mr Williams, who is encouraging me to learn English and to improve my computing skills. 'You'll always use English and computer skills,' he tells me.
- M** At the moment the job I have means I have to spend a lot of time offshore. But I'll need this experience of drilling at sea. This is the practical experience which I'll need if I want to have a management post later on.
- A** The work of a teacher is getting harder and harder. During the holidays, which always go too quickly for me, you don't rest. You have to prepare your classes because it's hard to find the time you need during the term. This evening, as usual, I'll be correcting homework and preparing the handouts I'll be using tomorrow.
- G** A plumber never sleeps peacefully because at any moment the telephone might ring. You always have to help out people who have problems – problems that only happen at night or at the weekend. I hope my son will have a job that will allow him to sleep well and not work at impossible hours.

Unit 12

Nicolas, his mother and father are trying to work out how he can afford to go to Britain next year.

- G** You ought to completely change your habits. You put money aside, you open a bank account, you deposit at least 150 euros each month and you don't spend anything!
- N** It's easy for you! Do this! Do that! Don't do this! You give the orders and I obey. But for me it's not easy. Just think! I deprive myself of outings, clothes, books, the cinema. Think of the effect all that will have on me!

(Contd)

- I** Yes, listen, Georges! Help him! Don't give him orders. Better give him some advice.
- G** That's what I'm trying to do. I want to help him. Don't criticize me for that! In any case I was going to suggest that we give him the money we have put aside for the new car. Let's give it to him! He really needs it.
- I** Well really! No! Let's not do anything crazy! He's got a year to find the money. We'll have to think of other solutions because I want a new car!
- N** Don't get mad! Let's stay calm. Please don't think I'm completely stupid. I'll find a little job, I'll do some babysitting and soon I'll have the money I need.

Unit 13

Isabelle tells a friend, Chloé, about the Dicksons' arrival at the airport.

- I** We tried to learn a bit of English. Fortunately the Dicksons learned French before they came.
- C** Did they speak French straight away?
- I** No. They started with a few words in English, but afterwards, they remembered their French lessons.
- C** But what did you do? Didn't you feel a bit embarrassed?
- I** Oh yes. I found the situation very difficult. People you've never met, and foreigners as well. And you must remember that Stéphanie made a great point of this visit! When they got off the plane, I was scared.
- C** I really admire you! I've never been able to speak to people I don't know, and as I've never learned English ...
- I** The beginning wasn't easy. But with good will we managed to communicate. They are perhaps our daughter's future in-laws, after all. And they were so nice to her. They welcomed her into their home and Alison especially helped her a lot. We got on well in the end.

Unit 14

Isabelle tells Alison about when Stéphanie was young.

I She was very calm when she was small and she learned to talk and to walk earlier than Nicolas. She was three when she went to nursery school and she didn't like it much. Even when she was very small, she always sang in tune and I wasn't surprised when, later on, she decided to sing in the Quatre Vents choir. Before she went to Scotland, she sang with the choir twice a week.

All children draw at school, but for Stéphanie drawing was very important. She loved bright colours and for her birthday and at Christmas she always used to ask for colouring pencils or watercolours. And she loved art galleries. We used to go fairly often to see exhibitions, at least two or three times a year.

I remember an Impressionist exhibition in Paris, when she was 12. She made such a fuss that I went to Paris with her and we saw the exhibition three times!

Unit 15

Alison writes to her French teacher in Scotland.

Dear Alan,

You asked me to write to you during our time in France. So I had started a letter the day we arrived, but we had too many things to do and everything was so interesting that I couldn't write sooner.

We had planned to spend a few days with the Lemaïres and then to visit the area round Saint-Amand. Several suggestions for things to see were given to us by Georges and Isabelle Lemaire and we are now going to leave Saint-Amand and visit the battlegrounds from the First World War in the north of France. Then we'll go to Paris.

While Patrick was speaking to Georges, Isabelle and I chatted about our children, so now I understand Stéphanie better.

(Contd.)

I hadn't thought about it, but my training as a history and geography teacher is very useful for a trip abroad. I found out about the geographical situation of Saint-Amand and because I've read several books about French history and the First World War, the north of France interests me very much.

We both thank you for your excellent French classes and we hope you're having a very enjoyable holiday. See you soon!

Best wishes from us both

Alison Dickson

Unit 16

Here is a description of the area round the Louvre which Alison and Patrick visited in Paris.

What is remarkable in this area is the great number of monuments there are here. Tourists have to see not only the museum, but also the Cour carrée, the Colonnade, the Pyramide and the Arc de Triomphe du Carrousel.

The palace of the Louvre, whose architecture is very varied, was enlarged by Louis XIV. It is perhaps a pity that the Pyramide, the construction of which was completed in the 80s, should be so different from the rest of the palace.

It was President François Mitterrand who ordered a modern extension to be constructed at the Louvre. He insisted that the architect should have an international reputation.

Some French people find it regrettable that he should have chosen a foreign architect. They are afraid that the contrast between the historic buildings and the Pyramide will be too striking. However, people will have to get used to such developments if they want the historic buildings to continue to be used in the modern world.

Questionnaire of the month!

Your wishes? Your fears? Your plans?

Answer our questions to understand them all better!

Compare your replies with those of your family and friends!

Maybe you'll get a surprise?

The questions in our questionnaire have been prepared so that you can analyse for yourself the problems you are confronted with. Even though you may have a happy family life, it is possible that your plans and those of your nearest and dearest may not be compatible.

You don't believe such a conflict could arise? We hope you're right, however ... Don't wait for the problems to overwhelm you!

- ▶ The first part of the questionnaire is about what you want. You'd like to travel? You want to change your job? You'd like to move house? What do the others think?
- ▶ In the second section, you will confront your nightmares. Are you afraid that we'll all be killed by pollution? Are you scared to take a plane? And for your friends, your colleagues, your family? Do you think the future may have unpleasant surprises in store for them?
- ▶ Finally, we give you the chance to think seriously about your future plans. What can you do to overcome your fears and ensure a happy future?

Don't say it's too difficult! It's certain that, if you reply seriously, you will be able to think calmly about the unpleasant things life may have in store for you.

Unit 18

Extract from a letter from Stéphanie to her cousin Jeannette:

My dear little Jojo,

You'd better sit down! What would surprise you the most? Could you imagine your big cousin married – and to a foreigner? How would you feel about a spring wedding?

You'd be one of the bridesmaids and the other one would be ... a Scottish girl! because I'm getting married to Mark, a Scots boy I met during my work placement.

I know you thought I'd never get married, because I wanted to pursue my career. I'm starting to think that one could do both. You shouldn't agree to stay at home simply because you're married. I'm really determined to carry on working – what's the use of having done a work placement in Scotland if afterwards I can't take advantage of everything I've learned?

Have you ever thought about doing a work placement abroad? I assure you that you'd benefit enormously from the experience – and maybe you'd meet someone as wonderful as Mark. I thought I'd be bored and that I'd find it hard to leave my family, but I quickly got used to life and work in a different country ...



Answer key

UNIT 1

Comprehension questions

Mark works as an engineer for an oil company in Aberdeen. Nicolas hates school and his teachers, especially his English teacher. And Mark's mother is a history and geography teacher!

A quick check

- 1
 - a Je vous présente Alison. Elle a 48 ans.
 - b Elle est professeur d'histoire-géographie.
 - c Voici Patrick. Il a 54 ans.
 - d Il est directeur (de supermarché).
 - e Ils ont trois enfants: Mark, Sandy, Andrew.
 - f Andrew ne travaille pas. Il est/va à l'école.
- 2
 - a Comment vont les parents de Mark?
 - b Quel âge a Sandy?
 - c Est-ce que Sandy travaille?
 - d Les Dickson habitent-ils (à) Aberdeen?
 - e Et Stéphanie? Habite-t-elle (à) Dundee?
- 3
 - a Ils s'appellent Alison et Patrick.
 - b Sandy a 20 ans.
 - c Elle ne travaille pas. Elle est étudiante.
 - d Ils n'habitent pas (à) Aberdeen. Ils habitent (à) Dundee.
 - e Elle n'habite pas (à) Dundee. Elle habite (à) Aberdeen.

Test yourself

- 1 Elle a 85 ans.
- 2 Le livre s'appelle: Les Misérables de Victor Hugo.
- 3 Nous partageons un appartement.
- 4 Il est directeur d'un supermarché.
- 5 Ils travaillent à Paris.
- 6 Ils vont en France.

- 7** Les Français mangent des escargots ? (oral) Est-ce que les Français mangent des escargots? Les Français mangent-ils des escargots?
- 8** Isabelle et Stéphanie sont françaises.
- 9** Vous avez des frères et sœurs?
- 10** J'envoie des méls à ma famille.

UNIT 2

Comprehension questions

Georges loves football but Isabelle prefers cooking and sewing. Mark plays football, rugby, golf, squash and goes diving. Nicolas likes to play on his computer, go out and eat.

A quick check

- 1**
 - a** Qu'est-ce que votre maman a comme passe-temps?
 - b** Elle aime les randonnées en montagne, la photographie et faire du ski.
 - c** Et votre père? Quels sports fait-il?
 - d** Il joue au golf.
 - e** Où est-ce qu'il joue au golf?
 - f** Qui est sur la photo?
 - g** C'est mon frère Andrew et là c'est ma sœur Sandy.
 - h** Qu'est-ce qu'elle fait dans la vie?
 - i** Elle est étudiante. Elle fait des études de sciences humaines et de français.
- 2** Comment t'appelles-tu?/Comment tu t'appelles?/Tu t'appelles comment?
Où est-ce que tu habites?/Où tu habites?/Tu habites où?
Quand joues-tu au rugby?/Quand est-ce que tu joues au rugby?
- 3** Mon anniversaire est le 26 mai.
Je suis né/e le 26 mai 1993.
Aujourd'hui, nous sommes le 25 février 20--. C'est/nous sommes le mercredi 25 février 20--.

Test yourself

- 1** Où est-ce que vous faites du sport? Où faites-vous du sport?
- 2** Je joue au football le lundi.

- 3 Tu fais quoi le 12 août? Qu'est-ce que tu fais le 12 août? Que fais-tu le 12 août?
- 4 Vous rentrez quand? Quand est-ce que vous rentrez? Quand rentrez-vous?
- 5 Je préfère cet ordinateur.
- 6 Nos parents font du travail bénévole.
- 7 Combien de temps est-ce que vous restez à Aberdeen?
Combien de temps restez-vous à Aberdeen?
- 8 Monique aime *ses chevaux*.
- 9 Je n'ai pas d'argent.
- 10 Quand est-ce qu'ils vont en vacances? Quand vont-ils en vacances?

UNIT 3

Comprehension questions

Mark and Stéphanie are talking about their flat in Aberdeen. Mark is often away because he works on an oil rig. Their small flat is situated in the town centre and is very pretty (bright, well decorated, well heated, comfortable) and the neighbours are very friendly.

A quick check

- 1 a George est un homme grand. Il mesure 1,92 m.
Il est blond. Il a les cheveux bouclés et les yeux bleus.
Isabelle a les cheveux bruns, mi-longs. Elle est mince et jolie. Elle a les yeux marron.
Ils ont la quarantaine.
- b Stéphanie est jolie. Elle a les yeux bleus. Elle a les cheveux blonds, bouclés. Elle est blonde. Elle a les cheveux bouclés.
Elle est mince.

Nicolas est blond. Il a les cheveux blonds. Il est grand et mince.
Il mesure 1,90 m. Il a les yeux noisette.

- 2 231456: deux cent trente et un mille quatre cent cinquante-six
245985: deux cent quarante-cinq mille neuf cent quatre-vingt-cinq

- 3 500 765: trois millions cinq cent mille sept cent soixante-cinq
 6.15: Il est six heures et quart.
 3.45: Il est quatre heures moins le quart.
 3.05: Il est trois heures cinq.
 13.55: Il est treize heures cinquante-cinq.
 22.35: Il est vingt-deux heures trente-cinq.
 23.45: Il est vingt-trois heures quarante-cinq.

Test yourself

- 1 Mark est **beau** et **bronzé**.
- 2 Sandy est **brune** et très **jolie**.
- 3 Son ami a les cheveux **gris** et les yeux **bleus**.
- 4 Alison est **élégante** et bien **habillée**.
- 5 Il est vraiment charmant.
- 6 Isabelle a la même idée.
- 7 Je ne me lève pas tôt car/parce que je suis fatigué(e).
- 8 Isabelle a la quarantaine. C'est une très petite femme.
- 9 Est-ce qu'ils se rencontrent le samedi?
- 10 A quelle heure tu te lèves? (oral) Tu te lèves à quelle heure?
 (oral) A quelle heure est-ce que tu te lèves? A quelle heure te lèves-tu?

UNIT 4

Comprehension questions

Mark and Stéphanie go to the supermarket and Mark buys a blue T-shirt with a picture of the Eiffel Tower in a large size for his brother Andrew. They look at magazines, paperbacks and decide to go to the bookshop on the market square to try and find more presents.

A quick check

- 1
 - a Je voudrais un kilo de belles pommes rouges.
 - b Quelle taille vous désirez acheter?/Vous désirez acheter quelle taille? Quelle taille désirez-vous acheter?
 - c Je ne veux plus de viande, merci.
 - d Nous voudrions acheter du parfum pour ma mère.
 - e Laquelle de ces robes voudriez-vous?

- 2 a** Isabelle voudrait du pâté, du beurre, du fromage, des pommes de terre, de la limonade, des croissants.
- b** Stéphanie a besoin.
d'une bouteille de bordeaux.
d'un gros poulet.
d'un kilo d'oignons.
de 500 grammes de champignons.
d'une livre/d'une plaquette de beurre.
de 5 kilos de pommes de terre.

3 Je voudrais:

une chemise	Laquelle préfères-tu?
un pantalon	Lequel préfères-tu?
des bonbons	Lesquels préfères-tu?
des cerises	Lesquelles préfères-tu?
du whisky	Lequel préfères-tu?

Test yourself

- Je voudrais acheter du bon vin, de l'ail et des oignons.
- Lequel/laquelle est-ce que tu préfères?
- Combien de bouteilles de vin désirez-vous/voudriez-vous?
- Quand est-ce que tu voudrais/aimerais aller faire des courses?
- Stéphanie achète de beaux vêtements en solde.
- Elle aimerait une robe bleue mais ils n'ont pas sa taille.
- Nous avons plus de choix dans ce magasin.
- Je ne mange jamais de viande rouge et j'achète du fromage, des œufs et des fruits.
- Voici les nombreuses activités organisées par la ville.
- Ce sont les recettes préférées de ma grand-mère.

UNIT 5

Comprehension questions

Stephanie likes popular novels and love stories but Mark prefers science fiction. Mark buys the magazine *Le Point* for himself. Mark buys a novel (a love triangle story) for his sister Sandy who, he thinks, is as sentimental as Stéphanie. Then they go to the gift shop next door and Mark buys a china plate showing Saint-Amand's attractions for his neighbour.

A quick check

- 1**
 - a** Je choisis une fleur. Je prends celle-ci.
 - b** Tu choisis un pot de confiture. Tu prends celui-ci.
 - c** Il/Elle/On choisit un stylo-plume. Il/Elle/On prend celui-ci.
 - d** Nous choisissons un livre. Nous prenons celui-ci.
 - e** Vous choisissez des brochures. Vous prenez celles-ci.
 - f** Ils/Elles choisissent des biscuits. Ils/Elles prennent ceux-ci.

- 2**
 - a** À Saint-Amand nous entendons les cloches de l'Abbaye sonner tous les jours.
Ils entendent leurs voisins partir très tôt.
Quand Mark joue au rugby il salit son maillot.
Mark réfléchit et choisit l'assiette en porcelaine pour sa voisine.
 - b** À Saint-Amand nous les entendons sonner tous les jours.
Ils les entendent partir très tôt.
Quand Mark joue au rugby il le salit.
Mark réfléchit et la choisit pour sa voisine.

- 3** Un hôtel quatre étoiles est plus luxueux qu'un hôtel deux étoiles.
Un hôtel deux étoiles est moins luxueux qu'un hôtel quatre étoiles.
La Tour Eiffel est plus haute que la Tour de Blackpool.
La Tour de Blackpool est moins haute que la Tour Eiffel.
Mark est plus âgé que Stéphanie.
Stéphanie est moins âgée que Mark.

Test yourself

- 1** Est-ce que tu reprends du café?
- 2** Ce fromage(-ci) est meilleur que celui-là.
- 3** Il fait plus froid à Dundee qu'à Saint-Amand.
- 4** Il fait plus de 30 degrés au soleil.
- 5** Ce magazine est celui que je préfère.
- 6** C'est la meilleure solution.
- 7** Est-ce que vous choisissez des cadeaux pour vos amis?
- 8** Les librairies vendent-elles des journaux anglais?
- 9** Est-ce que tu manges du poisson? Oui j'en mange tous les vendredis.
- 10** Achetez-vous le journal Libération? Oui, nous l'achetons de temps en temps.

UNIT 6

Comprehension questions

Mark has never been to Paris but would like to go there. Isabelle is going to Paris to visit a cousin in hospital who has sustained two broken legs and cuts to her face and arms, as a result of a bad road accident, and who is feeling quite depressed. Her car is a complete write-off. She'll stay there for three or four days. Galeries Lafayette is the most popular shop in the centre of Paris.

A quick check

- 1
 - a Je vais visiter l'Abbaye de Saint-Amand.
 - b Est-ce que tu vas acheter des cartes postales?
 - c J'aimerais aller voir les sangliers dans le bois de Saint-Amand.
- 2
 - a Mark écrit des cartes postales de Saint-Amand et les envoie à sa famille à Dundee et à ses amis.
 - b Les parents de Mark vivent dans un quartier résidentiel de/à Dundee.
 - c Mr Dickson prend le bus pour/afin de se rendre au travail le matin.
 - d Il est directeur d'un supermarché à quelques kilomètres du centre ville près de/au bord de la rivière Tay.
 - e Il part à 8 heures le matin et revient à 18 heures, sauf le jeudi soir car il travaille jusqu'à 21 heures.

3 Dundee occupe une position très/vraiment privilégiée sur la côte est de l'Écosse. Les deux collines, Balgay et Law, offrent une vue vraiment superbe de la Tay et de la campagne. Dundee est une ville très/principalement/bien connue pour le bateau Discovery et l'observatoire de Balgay avec ses vues féériques. Dundee est une ville toujours/très/vraiment accueillante pas très loin de St Andrews, mondialement/très célèbre pour le golf.

Test yourself

- 1 Nous organisons une réunion au club de golf à 7 heures ce soir.
- 2 Il pense écrire à ses parents.
- 3 Elle est vraiment satisfaite de sa vie.
- 4 Elle se souvient des jours heureux/du bon temps.

- 5 Elle cherche son carnet d'adresses.
- 6 Ils voudraient aller en France en août mais c'est le moment le plus cher.
- 7 Est-ce que les Britanniques conduisent plus prudemment que les Français?
- 8 Ils sortent la plupart des week-ends.
- 9 Ils prennent une semaine de vacances en avril.
- 10 Nos parents partent en vacances dans quelques semaines.

UNIT 7

Comprehension question

Stéphanie thinks Nicolas has her photo album and some of her software which he denies and she blames him for his untidiness. She starts showing funny pictures of her brother to Mark.

A quick check

- 1 Où se trouve votre maison? Où se trouve la vôtre?
Andrew ne trouve pas ses disques compacts. Andrew ne trouve pas les siens.
Il prend mes CD. Il prend les miens.
J'oublie souvent de rendre tes DVD. J'oublie souvent de rendre les tiens.
- 2 C'est le dictionnaire de Sandy.
Ce magazine appartient à Sandy.
Ce livre n'est pas à toi. C'est le mien.
Leurs voisins sont plus aimables que les nôtres.
Ce catalogue La Redoute appartient à Sandy.
« Est-ce qu'il y a des photos de toi dans ce catalogue? », demande Andrew.
La voiture garée en face de la maison des Dickson est à eux.
La nouvelle Peugeot n'est pas la leur. C'est celle de leurs voisins.

Test yourself

- 1 A qui est ce portable? A qui appartient ce portable? A qui ce portable appartient-il?
- 2 Est-ce que c'est à lui/à elle? C'est le sien?

- 3 C'est le mien/c'est à moi. Où est le tien, Nicolas?
- 4 Est-ce que c'est leur appartement sur cette photo?
- 5 Ce sont les enfants de leurs amis.
- 6 Est-ce que c'est à eux/le leur? Non, ce livre lui appartient.
- 7 Leur parapluie est dans leur voiture.
- 8 Ils laissent leur voiture (leurs voitures if several of them)
devant leur garage (leurs garages if they have more than one
garage).
- 9 C'est le vélo de son frère.
- 10 A qui est-ce que cela appartient? A qui est-ce? A qui cela
appartient-il?

UNIT 8

Comprehension questions

Mark has never ridden before and will only be able to do so if the weather permits and if Stéphanie's friend Monique lets them use her horses. Mark will also need to wear a riding hat which he can borrow from Georges.

A quick check

1

- S Je vais demander à mes parents s'ils veulent rester chez nous à ce moment-là. Je crois que Papa ne doit pas travailler le 14 juillet car c'est férié. Est-ce que tu sais combien de temps ils peuvent/veulent rester?
- M Je ne sais pas exactement. Une quinzaine de jours. Ils veulent/ont envie d'inviter tes parents à venir en Écosse l'année prochaine. Est-ce que tu crois que tes parents ont envie de/veulent venir à Dundee?
- S Oui, j'en suis sûre. Cette année ils ne peuvent pas partir en vacances.
- 2 Est-ce que vous savez parler français?
Est-ce que tu veux aller au cinéma?
Est-ce qu'il peut rentrer tard?
Est-ce que nous devons ranger nos affaires?

Test yourself

- 1 Est-ce que tu sais jouer aux échecs?
- 2 Vous devez partir plus tôt.
- 2 S'il pleut demain Mark et Stéphanie ne vont pas pouvoir faire du cheval/de l'équitation.
- 4 J'en ai marre de ce temps.
- 5 Combien est-ce que je vous dois?
- 6 Nous recevons beaucoup de méls chaque jour.
- 7 Qu'est-ce que tu veux?
- 8 Nous ne pouvons pas aller en France cet été.
- 9 Dans cette histoire il s'agit d'un jeune couple amoureux.
- 10 Est-ce que vous connaissez bien cette personne?

UNIT 9

Comprehension questions

Mark's parents would like to come and visit Stéphanie's parents on 7 July for three or four days. They will travel by plane from Glasgow and then hire a car. They will drive to Saint-Amand with the help of Mark's instructions.

A quick check

- 1 Tu arrives à l'aéroport Roissy-Charles de Gaulle et tu prends l'autoroute du nord, l'A1, jusqu'à Péronne.
Ensuite, prends l'A2 jusqu'à la sortie Cambrai/Valenciennes.
Quitte l'A2 à Valenciennes et continue jusqu'à La Sentinelle. Là, tu dois prendre l'A23 jusqu'à la sortie Saint-Amand/Lille.
Quitte l'A23 à l'entrée de Saint-Amand et prends la voie rapide jusqu'à la forêt de Raismes. Au deuxième rond-point, tourne à gauche et tu es au chemin de l'Empire.
- 2 Prenez la première à droite/à gauche.
Continuez tout droit jusqu'au coin.
Descendez la rue de Lille.
Tournez à gauche/à droite.
- 3
 - a Tu leur dis que c'est d'accord.
 - b Tu lui téléphones pour dire quand tu vas revenir.
 - c Tu leur donnes les directions.
 - d Patrick lui demande les directions exactes.

Test yourself

- 1 Je vais **lui** poser la question.
- 2 Il va **leur** donner les directions pour aller de Roissy à Saint-Amand.
- 3 Ils **le** prennent à Glasgow.
- 4 Oui, ils vont y aller pendant leur visite.
- 5 Oui ils vont **en** parler.
- 6 Je vais leur écrire demain.
- 7 Continuez tout droit et puis prenez la troisième à gauche.
- 8 Arrêtez-vous aux feux.
- 9 J'y pense souvent.
- 10 Quand Mark est sur la plate-forme il lui téléphone souvent.

UNIT 10

Comprehension questions

A nice dinner on their arrival. They would like to show them the city, the region, the forest and give them a taste of what is typically French. They would also like to introduce some of their friends and some of Stéphanie's friends, but of course they will ask them what they would like to do.

A quick check

- 1 Pendant les vacances, nous voulons nous reposer, mais nos parents préfèrent être très actifs.
C'est pour cette raison que nous essayons de nous lever le plus tard possible.

D'abord nous mangeons un petit déjeuner copieux.

Puis nous prenons une douche et nous nous habillons très lentement.

Alors nous discutons interminablement le programme du jour.

Il est donc midi et nous n'avons pas pris une décision.

Après avoir mangé, il faut accepter de sortir car nos parents commencent à se fâcher.

Finalement, tout le monde est prêt, et nous pouvons enfin partir.

Test yourself

- 1 Pourquoi est-ce que les Dickson veulent rencontrer les Lemaire?
- 2 Parce que Mark et Stéphanie veulent se fiancer cette année.
- 3 Combien de temps veulent-ils rester?

- 4 Il est important qu'ils leur présentent quelques amis de Stéphanie.
- 5 Mark et Stéphanie se connaissent depuis plusieurs mois.
- 6 D'abord, les Lemaire accueillent les Dickson.
- 7 Et puis/ensuite ils les invitent à manger/à dîner.
- 8 Enfin/finalement ils leur montrent leur chambre car ils doivent être fatigués.
- 9 Les Dickson sont vraiment bien accueillis par les Lemaire.
- 10 Ils sont aussi invités par des amis de Stéphanie.

UNIT 11

Comprehension questions

They are talking about their work and future prospects. Alison says that her teaching job is becoming more and more demanding with marking and, preparation of classes. Georges' working hours are difficult as he is on call at weekends and at night. Marks hopes to become a manager in the future but needs more experience in the drilling industry.

A quick check

- Stéphanie: Aujourd'hui je travaillerai au bureau. Je taperai des lettres pour mon chef et j'assisterai à une réunion des membres du département de ressources humaines. Est-ce que tu viendras me chercher à 17 heures 30? On achètera de quoi manger à Marks et Spencer.
- Mark: Ce soir je mangerai avec Stéphanie. Mardi je ne serai pas ici car je prendrai l'hélicoptère et je recommencerai à travailler sur une plate-forme BP. Je réglerai l'appareil de forage et je le contrôlerai par ordinateur. Nous serons sur plate-forme pour trois semaines. Je ne verrai pas Stéphanie et elle me manquera beaucoup.
- Alison: Aujourd'hui à 4 heures nous aurons une réunion de tous les enseignants. Elle durera au moins deux heures et demie et je ne rentrerai pas avant 19 heures 30. Vous préparerez vous-mêmes le dîner – et il ne faudra pas oublier de faire la vaisselle!
- Georges: Est-ce que nous pourrons manger à 21 heures ce soir? La réparation de la tuyauterie chez Madame Vincent ne sera pas terminée et je devrai aussi remplacer les robinets dans sa salle de bains.

Test yourself

- 1 *Il le fera dans dix minutes* means that he will do this in ten minutes' time i.e. 10 minutes later and *il le fera en dix minutes* means that it will take him 10 minutes to do this.
- 2 Ils **viendront** dans quelques semaines.
- 3 Ils **seront** bien accueillis par les Lemaire.
- 4 Les Lemaire les **accueilleront** le mieux possible.
- 5 L'avion **atterrira** dans l'après-midi.
- 6 C'est Nicolas **qui** leur servira d'interprète.
- 7 Voici le dictionnaire **qu'**ils utiliseront.
- 8 Elle parle de son patron **qui** l'encourage à se perfectionner.
- 9 Il **finira** son stage dans quatre ans.
- 10 Il le fera en cinq minutes.

UNIT 12

Comprehension question

Georges tells Nicolas he needs to save 150 euros per month if he wants to be able to afford to go to Britain on holiday, which Nicolas feels is impossible. Alison tells Georges not to give him orders but to advise him. Georges suggests jokingly that they should give him their savings for a new car, but of course Alison objects to this. Nicolas has no intention of changing his lifestyle but promises to get a job.

A quick check

1 (model answer)

Utilise ta carte bancaire à la banque.

Utilise ta carte Visa dans les restaurants.

Utilise tes euros dans les magasins.

Change des devises à la banque.

Achète une ceinture porte-monnaie dans un grand magasin.

2 (model answer)

N'ouvrez pas votre porte-monnaie dans le métro!

Ne changez pas votre argent à l'hôtel!

Ne laissez pas votre carte de crédit et votre passeport dans votre chambre!

Ne laissez pas votre porte-monnaie dans le métro!

3 (model answer)

Tu nous donnes ton numéro de téléphone.

Il apporte la rose à Stéphanie.

Nous offrons les cadeaux à toi, Maman!

4 Oui, je le lui donne. Non, je ne le lui donne pas.

Oui, je les leur apporte. Non, je ne les leur apporte pas.

Oui, nous le leur recommandons. Non, nous ne le leur recommandons pas.

Test yourself

1 Oui, je vais les leur donner quand je rentrerai.

2 Non, nous ne pourrons pas le lui prêter. Il devra l'économiser.

3 Oui, ils les leur enverront le plus vite possible.

4 Oui, il le lui conseille.

5 Range ton vélo.

6 Tonds la pelouse s'il fait beau.

7 Plantons des fleurs et des légumes.

8 Prends de l'argent.

9 Ne montrez pas votre numéro personnel de carte bancaire à la caisse.

10 Aimerais-tu/Voudrais-tu lui prêter une partie de nos économies?

UNIT 13

Comprehension questions

Yes, the Lemaïres learnt some French before they came. Isabelle found the situation a bit difficult at first but really wanted to be welcoming as the Dicksons had been so good to Stéphanie. They did manage to communicate and got on quite well.

A quick check

1 Par exemple:

Nous avons laissé la voiture dans le parking. Ma femme a tout de suite reconnu les Dickson. Ils ont appris à parler français, et ma femme leur a parlé lentement.

2 Quel voyage! D'abord le taxi n'est pas arrivé à l'heure. Nous avons téléphoné à la compagnie et ils ont envoyé un autre taxi, mais nous sommes arrivés à la gare deux minutes avant le départ du train. Nous avons couru et nous avons attrapé le train de justesse. Avec des valises très lourdes et tous les paquets des enfants, nous avons eu du mal à trouver des places. Finalement, nous nous sommes assis dans un wagon fumeurs. Naturellement ça m'a donné la migraine!

3 (model answer)

Oui, nous sommes parti(e)s en vacances en été.

Nous sommes allé(e)s à Saint-Omer.

Nous avons vu la mer et beaucoup de gens sur la plage.

Non, je n'ai pas acheté de souvenirs parce que je n'ai pas d'argent.

Bien sûr que oui! Elle a acheté des choses stupides – des animaux en peluche et une assiette horrible.

Test yourself

- 1** Ils se sont rencontrés la semaine dernière.
- 2** Elle était en retard et elle s'est excusée.
- 3** Ils ont préparé leur voyage méticuleusement.
- 4** Ils les ont accueillis à l'aéroport en fin d'après-midi.
- 5** Ils se sont rendus à l'aéroport une heure avant l'atterrissage.
- 6** L'avion a décollé et a atterri sans problèmes.
- 7** Ils ont attendu les Dickson avec anxiété/anxieusement.
- 8** Ils n'ont pas dû attendre trop longtemps à l'aéroport.
- 9** Est-ce que tu as mis toutes les valises dans la voiture?
- 10** Oui, à part/sauf les bagages à main, elles sont toutes dans la voiture.

UNIT 14

Comprehension questions

Isabelle tells Alison about Stéphanie's youth: her dislike for nursery school, her love of singing and of art at school. She was very fond of painting, drawing and visiting art museums/exhibitions (3 times

a year). She even asked to go to an exhibition on impressionism in Paris at the age of 12.

A quick check

1 (model answer)

Nous habitons San Francisco aux États-Unis.

J'aimais le pont qui s'appelle Golden Gate.

Je n'aimais pas la brume.

Mon père était ingénieur et il travaillait souvent dans d'autres villes.

Nous n'avions pas de famille à San Francisco, car mes parents sont français.

Mes frères et mes sœurs étaient très contents de se trouver aux États-Unis.

Ce qui nous amusait, c'était de cacher le chat dans la corbeille à linge.

2 imparfait – pendant mon enfance

passé composé – un jour; ce jour-là

Tu te souviens, Stéphanie? Moi, j'étais toujours plus petit que toi et pendant mon enfance, j'avais honte, parce que ma sœur était plus grande que moi. Et puis, un jour, j'ai remarqué que je mesurais quelques centimètres de plus que toi. Ce jour-là, j'ai fait la fête!

Test yourself

1 Ils **voyageaient** beaucoup avant leur mariage.

2 Ils ne **pouvaient** aller en vacances qu'une fois par an.

3 Mark et Sandy se **disputaient** souvent quand ils **étaient** jeunes.

4 Mark n'**aimait** pas vraiment sa petite sœur quand ils **étaient** petits.

5 Heureusement les choses **ont changé** quand Nicolas est né.

6 Stéphanie **dessinait** beaucoup quand elle se **trouvait** à l'école.

7 Elle s'**amusait** sur son ordinateur quand son amie **est arrivée**.

8 Ils **ont dit** qu'ils ne **voulaient** pas sortir car ils **étaient** plutôt fatigués.

9 Elle **est allée** voir une exposition de Monet qui **se tenait** à Paris.

10 Elles **échangeaient** des souvenirs d'enfance pendant que Georges et Patrick **parlaient** de football.

UNIT 15

Comprehension questions

Alison wrote that Patrick and her had spent a few days at the Lemaire's and were about to visit the First World War cemeteries in the north of France before going to Paris. She said that her knowledge of history and geography and of course of French had been most useful and thanked her teacher for his tuition and hoped to see him soon.

A quick check

- 1 Avant la Première Guerre mondiale, les Allemands avaient bien préparé leurs armées, de sorte que les armées des Alliés ont perdu des millions d'hommes dans des batailles dans le nord de la France. À Verdun, des millions de soldats sont morts et les Allemands ont traversé facilement la ligne Maginot.
- 2
 - a Dans le nord de la France la terre est très plate, donc le paysage est quelquefois monotone, mais les villages sont agréables à voir.
 - b On célèbre le jour de l'Armistice le 11 novembre parce que/car la guerre a cessé le 11 novembre et on achète des coquelicots ce jour-là en Grande-Bretagne, car/parce que les coquelicots poussent dans les champs de la Flandre.

Test yourself

- 1 Des dépliants leur avaient été donnés par le guide.
- 2 Leur chambre avait été réservée pour plusieurs nuits.
- 3 Beaucoup de soldats ont été tués par des obus dans les tranchées pendant la Première Guerre mondiale.
- 4 La Ligne Maginot a été franchie par les forces allemandes en 1940.
- 5 Il avait gagné le premier prix et il est allé visiter les studios de France 2.
- 6 Ils n'ont eu aucun mal à trouver un bon hôtel à Paris.
- 7 Leur chambre d'hôtel a été réservée en ligne.
- 8 Ils ont commencé à apprendre le français avant leur visite.
- 9 Après s'être rencontrés, ils se sont sentis plus à l'aise.
- 10 Après avoir rendu visite aux Lemaire/après leur visite chez les Lemaire ils sont allés à Paris.

UNIT 16

Comprehension questions

They discovered the monuments, the Cour carrée, the Colonnade, the Pyramid, the Arc de Triomphe. The palace of the Louvre was extended by Louis XIV and the contrasting Pyramid built in the 80's under François Mitterrand.

A quick check

1 'Signals'	Verbs
il faut que	soient
a peur que	ne manquent
insiste pour que	se calme
veut que	soit

2 (model answers)

Comme je veux apprendre le français, il faut que je travaille beaucoup.

Pour bien parler français, il est important que tu assistes à toutes les classes.

Je voudrais aller au cinéma ce soir, mais mon père insiste pour que nous restions à la maison.

Ma mère va au supermarché demain. Qu'est-ce que tu veux qu'elle achète?

- 3** ► Tout ce que ma femme veut faire c'est visiter les musées de Paris.
- Ce qui est intéressant c'est la différence entre le Palais du Louvre et la Pyramide.
- Ce qu'il faut voir, c'est le Musée du Louvre.

Test yourself

- 1 Patrick voudrait que Sandy **fasse** le ménage en leur absence.
- 2 Patrick exige que la pelouse **soit tondue** .
- 3 Sandy et Andrew sont contents que leurs parents **reviennent** bientôt.
- 4 Je ne pense pas qu'il **puisse** venir cette année.
- 5 C'est l'hôtel **dont** les Lemaire avaient parlé.
- 6 Ce **qui** intéresse surtout Alison ce sont les sites historiques.

- 7** La forêt de Saint-Amand par laquelle ils sont passés est superbe à ce moment de l'année.
- 8** Il est possible qu'il ait des difficultés à conduire en France.
- 9** Il est important qu'il se souvienne de céder la priorité à droite en ville.
- 10** Ce qui intéresse Alison c'est l'histoire des villes.

UNIT 17

Comprehension questions

It is a family survey about individuals' wishes (re: travelling, moving, changing jobs, personal fears and firm projects for the future). The idea is to try and reconcile different ideas and avoid potential problems.

A quick check

1 (model answer)

J'espère que mes parents aimeront les Lemaire.
J'ai peur qu'ils aient du mal à comprendre le français.
J'espère que mon père m'achètera un nouvel ordinateur.
Je crains qu'il n'ait pas suffisamment d'argent.

2 (model answer)

J'espère aimer les Lemaire.
J'ai peur d'avoir du mal à parler français.
J'espère acheter un nouvel ordinateur.
Je crains de ne pas avoir suffisamment d'argent.

3 (model answer)

Bien que j'aime bien mes collègues, je vais changer d'emploi.
Bien que mes enfants veuillent rester ici, je vais changer d'emploi.
Bien que ma femme soit contente ici, je vais changer d'emploi.

4 (model answer)

J'ai décidé d'inviter tous mes cousins britanniques à la réunion afin que nous puissions les rencontrer.
J'ai décidé de louer plusieurs chambres à l'hôtel pour que tout le monde soit ensemble.
J'ai décidé d'organiser une grande réunion familiale en été de sorte que toute la famille soit libre au même moment.

Test yourself

- 1 Ils aimeraient beaucoup que Stéphanie **revienne** en France après avoir fini son stage en Ecosse.
- 2 Isabelle et Georges **doutent** que Stéphanie **puisse** s'adapter à la vie écossaise.
- 3 Je ne pense pas qu'ils **aient résolu** tous les problèmes durant leur réunion la semaine dernière.
- 4 Elle attendait que tout le monde **ait répondu** avant d'analyser les réponses.
- 5 Elle restera en Ecosse jusqu'à ce qu'elle **ait terminé** son stage.
- 6 Dès qu'ils **sont arrivés** en France, ils se sont vite adaptés.
- 7 Jusqu'à ce que Stéphanie **finisse/ait fini** son stage il y a beaucoup d'incertitudes en ce qui concerne sa future profession.
- 8 Il espère vraiment qu'il sera promu suite à sa formation sur la plate-forme pétrolière.
- 9 L'avion **atterrit** en fin d'après-midi. Ils **sortirent** de l'avion et **passèrent** au contrôle des passeports. Heureusement cela ne **prit** pas trop de temps.
- 10 Ensuite ils **allèrent** finaliser la réservation de leur voiture, **mirent** les bagages dans le coffre, **regardèrent** la carte et **prirent** la route de Saint-Amand.

UNIT 18

Comprehension questions

She informs her of her wedding plans and asks her to be her bridesmaid. She still plans to work after her marriage and tells her that she would also benefit from a work abroad experience and that she might even meet the man of her dreams.

A quick check

- 1 Vous pourriez acheter une grande maison, si vous aviez beaucoup d'argent.
Elle croyait que son frère se marierait avec une Écossaise.
Nous pensions que le voyage coûterait moins cher.
Si Mark se mariait en France, nous y reviendrions avec grand plaisir.
J'aimerais célébrer mes fiançailles à Noël.

2 (model answers)

Si j'avais un oncle très riche, je lui demanderais de m'acheter une voiture.

Si j'avais un oncle très riche, il me donnerait des cadeaux merveilleux.

Si j'avais perdu les clés de la voiture, j'irais à la police.

Si j'avais perdu les clés de la voiture, je serais affolé(e).

Si les Martiens envahissaient la terre, nous verrions qu'ils ne sont pas verts.

Si les Martiens envahissaient la terre, tout le monde aurait peur.

3 Je voudrais que tu me prêtes ta voiture.

Nicolas, je préférerais que tu ne sortes pas ce soir.

Chéri, tu sais, j'aimerais mieux que tu rentres sans aller au bar.

Test yourself

- 1 S'il l'invitait à leur mariage il **viendrait** sans hésitation.
- 2 Patrick et Alison ne pensaient certainement pas que Mark **rencontrerait** une Française à Aberdeen.
- 3 Il **faudrait** qu'il trouve un emploi en France si Stéphanie décidait de s'installer à Paris.
- 4 Georges **préférerait** que Stéphanie habite à Saint-Amand.
- 5 Jeannette pensait que Stéphanie **se concentrerait** sur sa carrière.
- 6 Elle pensait que sa famille lui **manquerait** mais en fait elle s'est vite installée en Ecosse.
- 7 Georges aurait préféré qu'elle reste en France.
- 8 Nicolas pense qu'elle aurait dû épouser un Français bien qu'il aime Mark.
- 9 Nicolas a dit qu'il ne se marierait jamais.
- 10 Que déciderait-il/Qu'est-ce qu'il déciderait s'il rencontrait l'amour de sa vie quand il ira en Grande-Bretagne l'année prochaine?

Key irregular verbs in different tenses

.. = past participle repeated
 – = part in bold repeated

Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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avoir to have Present participle: **ayant** Past participle: **eu/e/s**

j'ai tu as il/elle/on a nous avons vous avez ils/elles ont (aie, ayons, ayez)	aurai auras aura aurons aurez auront	aurais aurais aurait aurions auriez auraient	avais avais avait avions aviez avaient	ai eu as eu a eu avons eu avez eu ont eu (eus, eus, eut, eûmes, eûtes, eurent)	avais eu avais eu avait eu avions eu aviez eu avaient eu	aie aies ait ayons ayez aient (aie eu, aies eu, etc.)
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être to be Present participle: étant Past participle: été

je suis	serai	serais	étais	ai été	avais été	sois
tu es	seras	serais	étais	as été	avais été	sois
il/elle/on est	sera	serait	était	a été	avait été	soit
nous sommes	serons	serions	étions	avons été	avions été	soyons
vous êtes	seriez	seriez	étiez	avez été	aviez été	soyez
ils/elles sont (sois, soyons, soyez)	seront	seraient	étaient	ont été (fus, fus, fut, fûmes, fûtes, furent)	avaient été	soient (aie été, aies été, etc.)

s'asseoir to sit down Present participle: s'asseyant Past participle: assis/e/s

je m' assieds	– assiérai	– assiérerais	– asseyais	– suis assis(e)	– étais assis(e)	– asseye
tu t' assieds	– assiéras	– assiérerais	– asseyais	– es assis(e)	– étais ..	– asseyes
il/elle s' assied	– assiéra	– assiérerait	– asseyait	– est assis(e)	– était ..	– asseye
nous nous asseyons	– assiérons	– assiérions	– asseyions	– sommes assis(e)s	– étions ..	– asseyions
vous vous asseyez	– assiérez	– assiériez	– asseyiez	– êtes assis(e)(s)	– étiez ..	– asseyiez
ils/elles s' asseyent (assieds-toi, asseyons-nous, asseyez-vous)	– assièront	– assièraient	– asseyaient	– sont assis(e)s (– assis, – assis, – assit, – assîmes, – assîtes, assirent)	– étaient ..	– asseyent (– sois assis(e), – sois assis(e), etc.)

Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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aller to go Present participle: **allant** Past participle: **allé/e/s**

je vais tu vas il/elle va nous allons vous allez ils/elles vont (va, allons, allez)	irai iras ira irons irez iront	allais allais allait allions alliez allaient	suis allé(e) es allé(e) est allé(e) sommes allé(e)s êtes allé(e)(s) sont allé(e)s (allai, allas, alla, allâmes, allâtes, allèrent)	étais allé(e) étais .. était .. étions .. étiez .. étaient ..	aille ailles aille allions alliez aillent (sois allé(e), sois allé(e), etc.)
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boire to drink Present participle: **buvant** Past participle: **bu/e/s**

je bois tu bois il boit nous buvons vous buvez ils boivent (bois, buvons, buvez)	boirai boiras boira boirons boirez boiront	boirais boirais boirait boirions boiriez boiraient	buvais buvais buvait buvions buviez buvaien	ai bu as bu a bu avons bu avez bu ont bu (bus, bus, but, bûmes, bûtes, burent)	boive boives boive buvions buviez boivent (aie bu, aies bu, etc.)
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croire to believe Present participle: **croyant** Past participle: **cru/e/s**

Je crois tu crois il croit nous croyons vous croyez ils croient (crois, croyons, croyez)	croirai croiras croira croirons croirez croiront	croirais croirais croirait croirions croiriez croiraient	croirais croirais croirait croirions croiriez croiraient	ai cru as cru a cru avons cru avez cru ont cru (cru, crus, crut, crûmes, crûtes, crurent)	avais cru avais .. avait .. avions .. aviez .. avaient ..	croie croies croie croyions croyiez croient (aie cru, aies cru, etc.)
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devoir to have to/owe Present participle: **devant** Past participle: **dû** (for *owed* only: **dû/s/du/e/s**)

je dois tu dois il doit nous devons vous devez ils doivent	devrai devras devra devrons devrez devront	devrais devrais devrait devrions devriez devraient	devais devais devait devions deviez devaient	ai dû as dû a dû avons dû avez dû ont dû (dus, dus, dut, dûmes, dûtes, durent)	avais dû avais .. avait .. avions .. aviez .. avaient ..	doive doives doive devions deviez doivent (aie dû, aies dû, etc.)
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Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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dire to say Present participle: **disant** Past participle: **dit/e/s**

je dis tu dis il dit nous disons vous dites ils disent (dis, disons, dites)	dirai diras dira dirons direz diront	dirais dirais dirait dirions diriez diraient	disais disais disait disions disiez disaient	ai dit as dit a dit avons dit avez dit ont dit (dis, dis, dit, dîmes, dîtes, dirent)	avais dit avais .. avait .. avions .. aviez .. avaient ..	dise dises dise disions disiez disent (aie dit, aies dit, etc.)
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dormir to sleep Present participle: **dormant** Past participle: **dormi**

je dors tu dors il dort nous dormons vous dormez ils dorment (dors, dormons, dormez)	dormirai dormiras dormira dormirons dormirez dormiront	dormirais dormirais dormirait dormirions dormiriez dormiraient	dormais dormais dormait dormions dormiez dormaient	ai dormi as dormi a dormi avons dormi avez dormi ont dormi (dormis, -is, -it, -îmes, -îtes, -irent)	avais dormi avais .. avait .. avions .. aviez .. avaient ..	dorme dormes dorme dormions dormiez dorment (aie dormi, aies dormi, etc.)
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Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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envoyer to send Present participle: **envoyant** Past participle: **envoyé/e/s**

j'envoie	enverrai	enverrais	envoyais	ai envoyé	avais envoyé	envoie
tu envoies	enverras	enverrais	envoyais	as envoyé	avais ..	envoies
il envoie	enverra	enverrait	envoyait	a envoyé	avait ..	envoie
nous envoyons	enverrons	enverrions	envoyions	avons envoyé	avions ..	envoyions
vous envoyez	enverrez	enverriez	envoyiez	avez envoyé	aviez ..	envoyiez
ils envoient (envoie, envoyons, envoyez)	enverront	enverraient	envoyaient	ont envoyé (envoyai, -as, -a, -âmes, -âtes, -èrent)	avaient ..	envoient (aie envoyé, aies envoyé, etc.)

faire to do Present participle: **faisant** Past participle: **fait/e/s**

je fais	ferai	ferais	faisais	ai fait	avais fait	fasse
tu fais	feras	ferais	faisais	as fait	avais ..	fasses
il fait	fera	ferait	faisait	a fait	avait ..	fasse
nous faisons	ferons	ferions	faisions	avons fait	avions ..	fassions
vous faites	feriez	feriez	faisiez	avez fait	aviez ..	fassiez
ils font	feront	feraient	faisaient	ont fait (fis, fis, fit, fîmes, fîtes, firent)	avaient ..	fassent (aie fait, aies fait, etc.)

Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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falloir to be necessary Present participle: **fallant** Past participle: **fallu/e/s**

il faut	il faudra	il faudrait	il fallait	il a fallu (il fallut)	il avait fallu	il faille (il ait fallu)
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offrir to offer Present participle: **offrant** Past participle: **offert/e/s**

j'offre tu offres il offre nous offrons vous offrez ils offrent (offre, offrons, offrez)	offrirai offriras offrira offrirons offrirez offriront	offrirais offrirais offrirait offririons offririez offriraient	offrais offrais offrait offrions offriez offraient	ai offert as offert a offert avons offert avez offert ont offert (offris, -is, -it, -îmes, -îtes, -irent)	avais offert avais .. avait .. avions .. aviez .. avaient ..	offre offres offre offrions offriez offrent (aie offert, aies offert, etc.)
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Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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ouvrir to open Present participle: **ouvrant** Past participle: **ouvert/e/s**

j'ouvre	ouvrirai	ouvrirais	ouvrirais	ai ouvert	avais ouvert	ouvre
tu ouvres	ouvriras	ouvrirais	ouvrirais	as ouvert	avais ..	ouvres
il ouvre	ouvrira	ouvrirait	ouvrirait	a ouvert	avait ..	ouvre
nous ouvrons	ouvrirons	ouvririons	ouvririons	avons ouvert	avions ..	ouvrons
vous ouvrez	ouvrirez	ouvririez	ouvririez	avez ouvert	aviez ..	ouvriez
ils ouvrent (ouvre, ouvrons, ouvrez)	ouvriront	ouvriraient	ouvriraient	ont ouvert (ouvris, -is, -it, -îmes, -îtes, -irent)	avaient ..	ouvrent (aie ouvert, aies ouvert, etc.)

partir to leave Present participle: **partant** Past participle: **parti/e/s**

je pars	partirai	partirais	partais	suis parti(e)	étais parti(e)	parte
tu pars	partiras	partirais	partais	es parti(e)	étais ..	partes
il/elle part	partira	partirait	partait	est parti(e)	était ..	parte
nous partons	partirons	partirions	partions	sommes parti(e)s	étions ..	partions
vous partez	partirez	partiriez	partiez	êtes parti(e)s	étiez ..	partiez
ils/elles partent (pars, partons, partez)	partiront	partiraient	partaient	sont parti(e)s (partis, -is, -it, -îmes, -îtes, -irent)	étaient ..	partent (sois parti(e), sois parti(e), etc.)

Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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pouvoir to be able to Present participle: **pouvant** Past participle: **pu**

je peux tu peux il peut nous pouvons vous pouvez ils peuvent	pourrai pourras pourra pourrons pourrez pourront	pourrais pourrais pourrait pourrions pourriez pourraient	pouvais pouvais pouvait pouvions pouviez pouvaient	ai pu as pu a pu avons pu avez pu ont pu (pus, pus, put, pômes, pûtes, purent)	avais pu avais pu avait pu avions pu aviez pu avaient pu	puisse puisses puisse puissions puissiez puissent (aie pu, aies pu, etc.)
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prendre to take Present participle: **prenant** Past participle: **pris/e/s**

je prends tu prends il prend nous prenons vous prenez ils prennent (prends, prenons, prenez)	prendrai prendras prendra prendrons prendrez prendront	prendrais prendrais prendrait prendrions prendriez prendraient	prenais prenais prenait prenions preniez prenaient	ai pris as pris a pris avons pris avez pris ont pris (pris, pris, prit, prîmes, prîtes, prirent)	avais pris avais .. avait .. avions .. aviez .. avaient ..	prenne prennes prenne prenions preniez prennent (aie pris, aies pris, etc.)
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recevoir to receive Present participle: recevant Past participle: reçu/e/s

je reçois tu reçois il reçoit nous recevons vous recevez ils reçoivent (reçois, recevons, recevez)	recevrai recevras recevra recevrons recevrez recevront	recevrais recevrais recevrait recevrions recevriez recevraient	recevais recevais recevait recevions receviez recevaient	ai reçu as reçu a reçu avons reçu avez reçu ont reçu (reçus, -us, -ut, -ûmes, -ûtes, -urent)	avais reçu avais .. avait .. avions .. aviez .. avaient ..	reçoive reçoives reçoive recevions receviez reçoivent (aie reçu, aies reçu, etc.)
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savoir to know Present participle: sachant Past participle: su/e/s

je sais tu sais il sait nous savons vous savez ils savent (sache, sachons, sachez)	saurai sauras saura saurons sauriez sauront	saurais saurais saurait saurions sauriez sauraient	savais savais savait savions saviez savaient	ai su as su a su avons su avez su ont su (sus, sus, sut, sûmes, sûtes, surent)	avais su avais .. avait .. avions .. aviez .. avaient ..	sache saches sache sachions sachiez sachent (aie su, aies su, etc.)
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Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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sortir to go out Present participle: **sortant** Past participle: **sorti/e/s**

je sors	sortirai	sortirais	sortais	suis sorti(e)	étais sorti(e)	sorte
tu sors	sortiras	sortirais	sortais	es sorti(e)	étais ..	sortes
il/elle sort	sortira	sortirait	sortait	est sorti(e)	était ..	sorte
nous sortons	sortirons	sortirions	sortions	sommes sorti(e)s	étions ..	sortions
vous sortez	sortirez	sortiriez	sortiez	êtes sorti(e)s	étiez ..	sortiez
ils/elles sortent (sors, sortons, sortez)	sortiront	sortiraient	sortaient	sont sorti(e)s (sortis , -is, -is, -îmes, -îtes, -irent)	étaient ..	sortent (sois sorti(e), sois sorti(e), etc.)

tenir to hold Present participle: **tenant** Past participle: **tenu/e/s**

je tiens	tiendrai	tiendrais	tenais	ai tenu	avais tenu	tienne
tu tiens	tiendras	tiendrais	tenais	as tenu	avais ..	tiennes
il tient	tiendra	tiendrait	tenait	a tenu	avait ..	tienne
nous tenons	tiendrons	tiendrons	tenions	avons tenu	avions ..	tenions
vous tenez	tiendrez	tiendriez	teniez	avez tenu	aviez ..	teniez
ils tiennent (tiens, tenons, tenez)	tiendront	tiendraient	tenaient	ont tenu (tins, tins, tint, tîmes, tîmes, tîment)	avaient ..	tiennent (aie tenu, aies tenu, etc.)

Present (Imperative)	Future	Conditional	Imperfect	Perfect (Past Historic)	Pluperfect	Present Subjunctive (Perfect Subjunctive)
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voir to see Present participle: **voyant** Past participle: **vu/e/s**

je vois tu vois il voit nous voyons vous voyez ils voient (vois, voyons, voyez)	verrai verras verra verrons verrez verront	verrais verrais verrait verrions verriez verraient	voyais voyais voyait voyions voyiez voyaient	ai vu as vu a vu avons vu avez vu ont vu (vis, vis, vit, vîmes, vîtes, virent)	avais vu avais .. avait .. avions .. aviez .. avaient ..	voie voies voie voyons voyez voient (aie vu, aies vu, etc.)
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vouloir to want Present participle: **voulant** Past participle: **voulu/e/s**

je veux tu veux il veut nous voulons vous voulez ils veulent (veuille, veuillons, veuillez)	voudrai voudras voudra voudrons voudrez voudront	voudrais voudrais voudrait voudrions voudriez voudraient	voulais voulais voulait voulions vouliez vouldaient	ai voulu as voulu a voulu avons voulu avez voulu ont voulu (voulus, -us, -ut, -ûmes, -ûtes, -urent)	avais voulu avais .. avait .. avions .. aviez .. avaient ..	veuille veuilles veuille voulions vouliez veuillent (aie voulu, aies voulu, etc.)
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Other irregular verbs

The forms given here are for the first persons singular and plural.

Verb meaning present participle past participle	*Present	Future/ Conditional	Imperfect
CONDUIRE to drive conduisant conduit/e/s	conduis conduisons	conduirai/–ais conduirons/–ions	conduisais conduisions
CONNAÎTRE to know connaissant connu/e/s	connais connaissons	connaîtrai/–ais connaîtrons/–ions	connaissais connaissions
COURIR to run courant couru/e/s	cours courons	courrai/–ais courrons/–ions	courais courions
CRAINdre to fear craignant craint/e/s	crains craignons	craindrai/–ais craindrons/–ions	craignais craignions
CUEILLIR to pick cueillant cueilli/e/s	cueille cueillons	cueillerai/–ais cueillerons/–ions	cueillais cueillions
ÉCRIre to write écrivant écrit/e/s	écris écrivons	écrirai/–ais écrivons/–ions	écrivais écrivions

* These forms are also the **tu** and **nous** forms of the imperative. For the **vous** form, just add **-ez** to the stem: e.g. **conduisez**.

Perfect/ Pluperfect	Past historic	Present subjunctive	Perfect subjunctive
ai/avais conduit avons/avons conduit	conduisis conduisîmes	conduise conduisions	aie conduit ayons conduit
ai/avais connu avons/avons connu	connus connûmes	connaisse connaissions	aie connu ayons connu
ai/avais couru avons/avons couru	courus courûmes	coure courions	aie couru ayons couru
ai/avais craint avons/avons craint	craignis craignîmes	craigne craignons	aie craint ayons craint
ai/avais cueilli avons/avons cueilli	cueillis cueillîmes	cueille cueillions	aie cueilli ayons cueilli
ai/avais écrit avons/avons écrit	écrivis écrivîmes	écrive écrivions	aie écrit ayons écrit

(Contd)

Verb meaning present participle past participle	*Present	Future/ Conditional	Imperfect
LIRE to read lisant lu/e/s	lis lisons	lirai /–ais lirons /–ions	lisais lisions
METTRE to put mettant mis/e/s	mets mettons	mettrai /–ais mettrons /–ions	mettais mettions
MOURIR to die mourant mort/e/s	meurs mourons	mourrai /–ais mourrons /–ions	mourais mourions
PARTIR to leave partant parti/e/s	pars partons	partirai /–ais partirons /–ions	partais partions
PLAIRE to please plaisant plu	plais plaisons	plairai /–ais plairons /–ions	plaisais plaisions
PLEUVOIR to rain pleuvant plu/e/s	il pleut	il pleuvra/il pleuvrait	il pleuvait
RIRE to laugh riant ri	ris rions	rirai /–ais rirons /–ions	riais riions
SOUFFRIR to suffer souffrant souffert/e/s	souffre souffrons	souffrirai /–ais souffrirons /–ions	souffrais souffrions

Perfect/ Pluperfect	Past historic	Present subjunctive	Perfect subjunctive
ai/avais lu	lus	lise	aie lu
avons/avons lu	lûmes	lisions	ayons lu
ai/avais mis	mis	mette	aie mis
avons/avons mis	mîmes	mettions	ayons mis
suis/étais mort(e)	mourus	meure	sois mort(e)
sommes/étions mort(e)s	mourûmes	mourions	soyons mort(e)s
suis/étais parti(e)	partis	parte	sois parti(e)
sommes/étions parti(e)s	partîmes	partions	soyons parti(e)s
ai/avais plu	plus	plaise	aie plu
avons/avons plu	plûmes	plaisons	ayons plu
il a plu/avait plu	il plut	il pleuve	il ait plu
ai/avais ri	ris	rie	aie ri
avons/avons ri	rîmes	riions	ayons ri
ai/avais souffert	souffris	souffre	aie souffert
avons/avons souffert	souffrîmes	souffrions	ayons souffert

(Contd)

Verb meaning present participle past participle	*Present	Future/ Conditional	Imperfect
SUIVRE <i>to follow</i> suivant suivi/e/s	suis suivons	suivrai /–ais suivrons /–ions	suivais suivions
VALOIR <i>to be worth</i> valant valu/e/s	il vaut	il vaudra il vaudrait	il valait
VENIR <i>to know</i> venant venu/e/s	viens venons	viendrai /–ais viendrons /–ions	venais venions
VIVRE <i>to live</i> vivant vêcu/e/s	vis vivons	vivrai /–ais vivrons /–ions	vivais vivions

Some –er verbs which have spelling changes in the present and future tenses:

Present tense

acheter *to buy* j'achète, tu achètes, il achète, nous achetons, vous achetez, ils achètent

appeler *to call* j'appelle, tu appelles, il appelle, nous appelons, vous appelez, ils appellent

commencer *to begin* je commence, tu commences, il commence, nous commençons, vous commencez, ils commencent

enlever *to take off/out* j'enlève, tu enlèves, il enlève, nous enlevons, vous enlevez, ils enlèvent

Perfect/ Pluperfect	Past historic	Present subjunctive	Perfect subjunctive
ai/avais suivi avons/avons suivi	suivis suivîmes	suive suivions	aie suivi ayons suivi
il a/avait valu	il valut	il vaille	il ait valu
suis/étais venu(e) sommes/étions venu(e)s	vins vînmes	vienne venions	sois venu(e) soyons venu(e)s
ai/avais vécu avons/avons vécu	vécus vécûmes	vive vivions	aie vécu ayons vécu

envoyer *to send* j'envoie, tu envoies, il envoie, nous envoyons, vous envoyez, ils envoient

jeter *to throw* je jette, tu jettes, il jette, nous jetons, vous jetez, ils jettent

placer *to place* je place, tu places, il place, nous plaçons, vous placez, ils placent

préférer *to prefer* je préfère, tu préfères, nous préférons, vous préférez, ils préfèrent

promener *to take for a walk* je promène, tu promènes, il promène, nous promenons, vous promenez, ils promènent

Future tense

acheter j'achèterai, tu achèteras, il achètera, nous achèterons, vous achèterez, ils achèteront

appeler j'appellerai, tu appelleras, il appellera, nous appellerons, vous appellerez, ils appelleront

Verbs following the same pattern: **épeler**, **rappeler**.

enlever j'enlèverai, tu enlèveras, il enlèvera, nous enlèverons, vous enlèverez, ils enlèveront

Verb following the same pattern: **relever**.

jeter je jetterai, tu jetteras, il jettera, nous jetterons, vous jetterez, ils jetteront

promener je promènerai, tu promèneras, il promènera, nous promènerons, vous promènerez, ils promèneront

Glossary

This glossary is here to help you with some of the technical grammatical terms in *French Grammar You Really Need to Know*. Words which have their own entry in the glossary are in bold (**noun**) so that you can check them easily. The unit where you will find fuller explanations and examples is shown in square brackets [Unit 1]. You will get the best results if you use the glossary in conjunction with the Index.

active voice (*la voix active*) See **voice**.

adjective (*adjectif*) A word which qualifies a **noun**. In French, adjectives agree (see **agreement**) in **gender** and number with the noun they qualify, i.e. their **ending** changes according to whether the noun is masculine or feminine, singular or plural. French adjectives usually come after **nouns**, although there are a few important short ones (*petit, grand*, etc.) that can come before [Unit 3].

demonstrative adjective (*un adjectif démonstratif*) *ce, cet, cette, ces* (*this, that, these, those*) + **noun** [Unit 2].

interrogative adjective (*un adjectif interrogatif*) *quel, quelle, quels, quelles* (*which, what*) + **noun** [Unit 4].

possessive adjective (*un adjectif possessif*) *mon, ton, son, mes, tes, ses*, etc. (*my, your, his, her*) + **noun** [Unit 2].
See **possessives**.

adverb (*un adverbe*) A word (or group of words) which modifies the meaning of a **verb**, an **adjective** or another **adverb**. Adverbs never change their form. They describe *how, when* or *where* something happens. In English they usually end in *-ly*, in French usually in *-ment*. Their stem is

normally an adjective (*principalement* mainly; *heureusement* happily). Their usual position is after the verb or before the adjective or adverb they modify [Unit 6].

.....

agreement (*un accord*) The matching of a verb with its subject [Unit 1] or an adjective with a noun [Unit 3]. In French, words agree in number (singular/plural) and in gender.

.....

article (*un article*) A short word which goes with a noun.

definite article (*un article défini*) *le, la, l', les* the [Unit 1].

indefinite article (*un article indéfini*) *un, une* a/an, *des* some [Unit 1].

partitive article (*un article partitif*) *du, de la, de l', des* some/any [Unit 4].

.....

auxiliary verb (*le verbe auxiliaire*) A verb used with other verbs to construct different tenses: *être* to be; *avoir* to have [Unit 13].

.....

clause (*la proposition*) A group of words including a verb and its subject (main clause, relative clause, subordinate clause).

.....

comparative (*le comparatif*) Used to compare or contrast two ideas: *plus/moins ... que* more/less ... than; *aussi ... que* as ... as [Unit 5].

.....

compound sentence (*la phrase complexe*) A sentence which has more than one clause, a main or principal clause and a subordinate clause or clauses [Units 10, 15].

.....

compound tense (*le temps composé*) A tense made up of more than one word: an auxiliary verb + the past participle, e.g. the perfect, pluperfect or future perfect.

.....
conditional tense (*le conditionnel*) The tense that tells you what could/would/should happen: a single word in French, infinitive stem + imperfect endings [Unit 18].

conditional perfect tense (*le passé du conditionnel*)

A compound tense made from the conditional tense of the auxiliary *être* or *avoir* + past participle. It tells you what could/would have happened [Unit 18].
.....

conjunction (*la conjonction*) Words which join two clauses, either coordinating conjunctions *et, mais and, but* or subordinating conjunctions *parce que, bien que, quand because, although, when* [Unit 10].
.....

direct object (*un objet direct*) The person or thing acted on directly by the verb [Units 5, 12]. See also **indirect object**.
.....

ending (*la terminaison*) Added to a verb stem to form tenses (*dis – ais*), adjectives (*intéress – ante*) or adverbs (*vrai – ment*).
.....

future tense (*le futur*) This tense tells you what will happen (a single word in French). The endings *-ai, -as, -a, -ons, -ez, -ont* are added to the infinitive of *-er, -ir* regular verbs (minus *-e* for *-re* verbs) [Unit 11].

future perfect tense (*le futur antérieur*) The future of the auxiliary verb + the past participle [Unit 11].

immediate future (*le futur immédiat*) To speak about something that is going to happen soon: the present tense of *aller to go* + the infinitive [Unit 6].
.....

gender (*le genre*) All French nouns have a gender (masculine or feminine). This is indicated by the article: le voyage; la rencontre [Unit 1].

.....
imperative (*un impératif*) Used to give an order, an instruction or to make a suggestion. The imperative has no subject pronoun [Units 9, 12].
.....

imperfect (*un imparfait*) A one-word tense describing ongoing past situations and actions or events which happened often in the past. The endings -ais, -ais, -ait, -ions, -iez, -aient are added to the stem of the first person plural (*nous*) form of the present tense of the verb: *allais, parlions* (equivalent of *was doing, used to do, would do*) [Unit 14].
.....

impersonal verb (*le verbe impersonnel*) A verb without a personal subject: *il faut, il s'agit de, il y a: It is necessary, It concerns, There is ...* These expressions cannot be used with another subject [Units 8, 10, 16].
.....

indicative mood (*le mode indicatif*) All French verbs except those in the subjunctive and imperative belong to the indicative [Unit 12].
.....

indirect object (*un objet indirect*) A noun, a group of words or a pronoun which goes with a verb. It is usually introduced by the preposition *to* in English [Units 9, 12]. See also direct object.
.....

infinitive (*un infinitif*) The main form of the verb. It is a single word in French: *habiter, appeler, faire to live, to call, to do*. Infinitives have these endings in French: -er, -ir, -re, -oir, -oire.
.....

interrogative (*un interrogatif*) Used for asking questions [Units 1, 2, 4, 6].

interrogative adjective See adjective.

interrogative pronoun See pronoun.

.....
inversion (*une inversion*) The **verb** and the **subject** change position, usually to ask a **question** [Units 1, 13].
.....

main clause (*la proposition principale*) The main part of a sentence. It has a **subject** and a **verb** and may have **objects**. It may be extended by a **subordinate** or a **relative clause**.
.....

modal verbs (*le verbe modal*) Verbs which are used to express possibilities: *vouloir, pouvoir, devoir should, might, would, could* [Units 8, 9].
.....

mood of a verb (*le mode*): See **indicative, subjunctive, imperative**.
.....

negative (*la négation*) This is often expressed by two words in French: *ne ... pas; ne ... jamais; ne ... plus not, never, no longer*, etc. [Units 1, 4, 11, 12, 13].
.....

noun (*le nom*) Nouns can be **concrete** (things, people, animals, anything tangible), **abstract** (concepts, ideas or feelings) or **proper** (names). All French nouns have a **gender**, i.e. they are either **masculine** or **feminine** [Unit 1].
.....

passive voice (*la voix passive*) A form of the **verb** which tells us that the **subject** has something done to it by someone/ something else. It is formed from the verb *être* in the appropriate **tense** + **past participle** [Unit 10]. In French, only the **direct object** of an **active voice verb** can become the **subject** of a passive verb. For English forms such as *He has been given ...* use **on**.
.....

past historic tense (*le passé simple*) A past tense only used in writing, never orally, to replace the **perfect** [Unit 17].
.....

past participle (*le participe passé*) Used with **auxiliary verbs** to form **compound tenses**. The commonest **ending** for an

English past participle is **-ed**. In French the past participles of regular **-er** verbs end in **-é**, **-ir** verbs in **-i**, **-re** and **-oir** verbs in **-u**. The past participle of verbs which take **être** usually agrees in number and gender with the subject [Units 10, 13]. Past participles can also be used as adjectives.

.....

perfect tense (*le passé composé*) The usual past tense in French. It is a **compound tense**, made up of the **auxiliary verb** *avoir* or *être* + the **past participle**. It is used both for the English *have done* and *did* (*j'ai fait*). It describes actions that are already completed or finished or which happened at a specific time in the past [Unit 13].

.....

phrase (*la locution*) A group of words which does not contain a verb. Phrases often begin with a **preposition**: *près de la source*; *au centre*.

.....

pluperfect tense (*le plus-que-parfait*) A compound tense formed from the imperfect of *avoir* or *être* + **past participle** [Unit 15].

.....

possessives (*les possessifs*)

possessive adjective (*un adjectif possessif*) Agrees in gender and number with the thing possessed, **not with the possessor**: *mon, ma, mes, ton, son, notre, vos, leur* my, your, his/her, etc. [Unit 2].

possessive pronouns (*le pronom possessif*) A pronoun which replaces the thing possessed: *le mien, le tien, la nôtre, les leurs*, etc. *mine, yours, his/hers*, etc. [Unit 7].

.....

preposition (*la préposition*) A word (or group of words) closely connected to a **noun**, **pronoun** or **verb**. Like **adverbs**, they often indicate *where, when, how* or *why*: *dans, à, sur, avant, après, avec, pour, de, par* in, at, on, before, after, with, for, from, of, by [Unit 6].

.....

present participle (*le participe présent*) This part of a verb ends in *-ing* in English and *-ant* in French. The present participle can also be used as an **adjective** [Units 3, 6].

.....

present tense (*le présent*) French only has one present tense but English has two: *does* and *is doing*. For regular *-er* verbs the endings are *-e, -es, -e, -ons, -ez, -ent* (according to the *subject: je, tu, il/elle/on, nous, vous, ils/elles*) [Unit 1]. For regular *-ir* verbs the endings are *-is, -is, -it, -issons, -issez, -issent* [Unit 5]. For regular *-re* verbs the endings are *-s, -s, -, -ons, -ez, -ent* [Unit 5]. The present tense in French is sometimes also used when talking about **future** actions [Unit 11].

.....

pronoun (*le pronom*) A word that stands in place of a **noun**. It agrees in **gender** and **number** with the **noun** it replaces.

demonstrative pronouns (*le pronom démonstratif*)
celui(-ci), ceux(-là), celle(-là), celles(-ci) *this, that, these, those; this one, that one, etc.* [Unit 5].

emphatic/stressed pronouns (*le pronom fort*) are used after prepositions and for emphasis [Units 1, 7].

interrogative pronouns (*le pronom interrogatif*) such as *qui? who?* are used to ask a question [Unit 4].

object pronouns (*pronoms compléments d'objet direct*)
Object pronouns can be **direct** and **indirect**. They come before the verb in French. If there is more than one object pronoun, there are strict rules in French about word order [Unit 12].

direct the person(s)/thing(s) acted on by a **verb** [Unit 5].

indirect the person(s)/thing(s) to/for whom/which the action is done [Unit 9].

possessive pronouns (*le pronom possessif*) See possessives.

reflexive pronouns (*le pronom réfléchi/réciproque*) are used with reflexive verbs showing that people do something to themselves or to one another. The same words are used as for direct object pronouns: *me, te, se, nous, vous, se* and they have the same position before the verb [Units 3, 6, 13].

relative pronouns (*le pronom relatif*) link the main clause to a clause related to a noun in the main clause: *qui, que, dont, lequel*, etc. [Units 11, 16].

compound relative pronouns (*le pronom relatif composé*) are formed when the relative pronoun *lequel, laquelle*, etc. comes after the prepositions *à* or *de* [Units 11, 16].

subject pronouns (*le pronom sujet*) are the subjects of verbs and the verbs agree with them in number and sometimes in gender: *je, tu, il, elle, on, nous, vous, ils, elles* [Unit 1].

.....

question (*la question*) There are several ways of asking a question in French [Units 1, 2]. Some of the words which are used to ask questions are **interrogative adjectives** and **interrogative pronouns**. Other question words are *Quand? Où? Comment? Pourquoi?* [Unit 2].

.....

reflexive pronouns See under pronouns.

.....

reflexive verbs (*le verbe pronominal/réciproque*) Verbs where the subject and the object are the same person, showing that the subject does something to himself/herself (*pronominal*) or that the subject and another person do something to one another (*réciproque*) [Units 3, 6, 13]. See **pronouns**.

.....

relative clause (*la proposition relative*) A group of words including a verb and its subject, related to the main clause by a relative pronoun.

.....
sentence (*la phrase*) A group of words containing at least one clause, the **main clause**. It usually also has a **subject** and often an **object**.
.....

stem (*la racine*) Part of the **verb** to which the **endings** are added to indicate the **subject**, the **tense** and the **mood**.
.....

subject (*le sujet*) The person or thing that performs the action expressed by the **verb**. See also **subject pronouns**, under **pronouns**.
.....

subjunctive mood (*le mode subjonctif*) A **mood** of the **verb** which only survives in English in a few set expressions, e.g. 'If I were you', 'Peace be with you'. In French, the subjunctive **must** be used after the structure *il faut que* and after verbs of necessity, possibility, will, strong desire, emotion, doubt [Units 16, 17].
.....

subordinate clause (*la proposition subordonnée*) A part of a compound sentence which has its own **verb**. It is joined to the **main clause** by a **conjunction** or a **relative pronoun**.
.....

superlative (*le superlatif*) Used to say that something or someone is *the most ...*: *le plus intelligent*; *la plus intéressante*; *les plus délicieuses*. Often shown in English by **adjectives ending in -est** [Unit 6].
.....

tense (*le temps*) The form of the **verb** that shows when an action was done: **present** [Unit 1], **past** (**perfect** [Unit 13], **imperfect** [Unit 14], **pluperfect** [Unit 15]), **future** [Unit 11], **conditional** [Unit 18].
.....

transitive verb (*le verbe transitif*) A **verb** which takes a **direct object** is transitive. Verbs which cannot take a **direct object** are intransitive. Verbs which are transitive in English may be intransitive in French [Units 9, 12].

.....

verb (*le verbe*) A verb is the main word in a sentence. It expresses an action, a state or an event. Verbs change their form according to who or what did the action (**subject**), when the action was done (**tense**) and the purpose of the action (**voice**).

.....

voice (*la voix*) A form of the **verb**. A verb can be in the active or **passive voice**.

active The usual form of the verb showing that the **subject** does something.

passive See **passive voice**.

.....

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