

# *Au boulot!*

# *Workbook*

*First Semester*



*David A. Dinneen*

*Hope Christiansen*

*Madeleine Kernen*

*Hervé Pensec*

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*First-Year French*  
*Workbook: First Semester*

*David A. Dinneen*

University of Kansas

*Hope Christiansen*

University of Arkansas

*Madeleine Kernen*

Southwest Missouri State University

*Hervé Pensec*

St. Olaf College

Custom Publisher: Felix Frazier  
Senior Production Administrator: Sue Dunaway

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## PREFACE

The workbooks for the *Au boulot!* program contain all of the grammar explanations and basic exercises that the student should prepare before turning her/his attention to the creative exercises for the corresponding chapters in the textbook. In this first semester, we cover perhaps more grammatical constructions than are usually included in first semester textbooks currently being used at most colleges and universities. However, we indicate that much of the material is presented principally for comprehension, not for creative production. Furthermore, we "recycle" and review often.

We have not included a student name line at the top of each page. We have found that students who forget to write their names do so whether or not there is a reminder line, so we leave it to the instructor to choose how and where to have the students identify their work.

The appropriate way to use the workbook is to attack it as quickly as possible and do one unit at a time (a "unit" being a GRAMMAR STATEMENT plus one or more exercises that follow that statement). After completing three or four units, check the answer key at the back of the book to control your own work. If you start your work and check it before it is due, you'll have time to ask a tutor or your instructor for any additional explanations that might be necessary.

Please do not misuse the answer key. You do yourself no good at all if you simply copy from the key: we provide it so that you can verify your work quickly and efficiently. Most instructors will encourage you not only to follow our instructions but also to correct your own work in a different colored pen/pencil. If you do so, your instructor will be able to determine which constructions are giving the students difficulty and adjust her/his class schedule accordingly. Our intention is for all of this work to be done at home, using the explanations in the workbook and the REFERENCE GRAMMAR, so that as much class time as possible may be devoted to the more creative and challenging exercises in the textbook and to supplementary activities.

## *Chapitre Un*

We know from reading student evaluations of our courses that many students consider most workbooks to be "busy work." We won't deny that some of what you'll be instructed to do in the following pages will be mechanical, but these exercises are important, even for students who have had some French before. Complete the workbook pages assigned to you each day, and you will perform better in class and acquire French more effectively.

Before you begin to work on this chapter of the workbook, you should go through *Chapitre Un* of the text, make your flash cards, and study the words. Also, listen to the recording of all the words and expressions in *Chapitre Un* of the text.

### **SPELLING: Accent marks**

These statements, interspersed throughout the workbook, will include comments on accent marks and punctuation. As you studied the words and expressions in the text, you probably noticed some marks above certain vowels. They are called accent marks and they often give an indication of the proper pronunciation. You need to learn to notice them and use them: they are part of the proper spelling of the word.

The acute accent mark goes down diagonally toward the left (*une étudiante*); the grave accent mark goes down diagonally toward the right (*un père*); the circumflex is like a small roof or "hat" (the French call it a 'hat'—*un chapeau*: *une fenêtre*).

As you do the following exercises, pay attention to the accent marks, and when you correct your work, circle any vowel letters that you failed to supply with an accent mark.

### **GRAMMAR STATEMENT I. Grammatical gender.**

It's impossible, even in a simple first chapter of a first-year text, to give you phrases that do not involve "grammar." However, the only grammatical concept that we want you to focus on here is grammatical gender. French divides its nouns into feminine nouns and masculine nouns. Except for the words that refer to female and male persons and animals, there is no good logical classification of feminine and masculine nouns. One simply has to learn, as part of learning a noun, whether it is masculine or feminine. The easiest way to do so is to learn the word with its indefinite article (the equivalent in French of "a" or "an"): **un** is the masculine singular indefinite article; **une** is the feminine singular indefinite article. These are more distinct both in sound and in orthography than the definite articles: **le** is masculine, **la** is feminine.

For more details, see the Reference Grammar, Sec. 2.1.1.

**A. Cassette: Dictation.**

Immediately after the recording of all the words and expressions given in *Chapitre Un* of the text, you'll hear a selected list of those words and expressions. Each item will be read twice in rapid succession. Listen to both readings, then write the word or phrase that you heard.

Write your answer in the first column of blank lines, then check the key and put a check next to each one you wrote correctly and cross out each one you wrote incorrectly, and write the correct form in the second column. Don't use the key first! You'll not impress your instructor. *Au contraire*, experienced instructors usually recognize when students "work from the key" and will react accordingly....

(Warning: In the recording, we often give line numbers in French, *un*, *deux*, *trois*, and so on. The numbers should be obvious if you keep working in order. In any case, don't try to write the number--it simply corresponds to the Arabic numeral printed to the left of the line. As we will do in most exercises, we give the answer for the first item, numbered "zero.")

0. Bonjour!

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

11. \_\_\_\_\_

\_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

**B. Written: Vocabulary Quiz.**

You've just tested your recognition of some of the words and expressions as given orally in French. Now you need to test how well you've memorized them as near equivalents of English words. In the first column we give the equivalent in English. In column two, you should write what you think are the correct words or expressions in French. Then use the key, following the same procedure as described in Exercise A.

- |                                  |       |       |
|----------------------------------|-------|-------|
| 0. a pen                         | _____ | _____ |
| 1. a map                         | _____ | _____ |
| 2. a driver's license            | _____ | _____ |
| 3. a desk/an office              | _____ | _____ |
| 4. a student (f.)                | _____ | _____ |
| 5. a young man                   | _____ | _____ |
| 6. the daughter/girl             | _____ | _____ |
| 7. the dog                       | _____ | _____ |
| 8. a shirt                       | _____ | _____ |
| 9. an umbrella                   | _____ | _____ |
| 10. a hand                       | _____ | _____ |
| 11. a thigh                      | _____ | _____ |
| 12. He's looking for<br>a table. | _____ | _____ |
| 13. a blue pencil                | _____ | _____ |
| 14. a nice grandfather           | _____ | _____ |
| 15. a black jacket               | _____ | _____ |
| 16. a little apartment           | _____ | _____ |
| 17. the child                    | _____ | _____ |
| 18. a bra                        | _____ | _____ |
| 19. a backpack                   | _____ | _____ |
| 20. a big book                   | _____ | _____ |

**C. Cassette: Distinguishing Sounds.**

As you listen to the cassette, you will hear, as usual, line numbers, followed this time by words that you have not heard before. They will all be nouns, and they will all be preceded by either an indefinite or definite article. What we want you to do is write the article that you hear: **un**, **une**, **le**, or **la**. As usual, we give two columns, one for your answer and one for writing in corrected forms.

When you check the key, you'll find we have given the full form, including the noun and its English equivalent. **NB:** You are not responsible for "active" knowledge of these words . . . yet. However, a wary student may expect to see one or more of them on a dictation.

0.	<u>un</u>	_____
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

**D. Written: Reading Comprehension.**

The purpose of these exercises (which will become more complex in later chapters) is to encourage you (1) to develop the habit of guessing at the meaning of words by using context, and (2) at the same time, to learn to use your dictionary effectively.

In this one, complete each blank with the appropriate word according to the context. (The word to fill in is one you are supposed to know.) Be sure to read each sentence or set of sentences in its entirety before guessing at the word to fill in. If you cannot figure it out, choose just one word that you don't know and look that up in your dictionary, and then try to guess again. Don't just look up every word you don't know: try to figure out which one may be a key word that will give you the context and let you figure out the general meaning.

0. - C'est un stylo noir?  
- Non, c'est un stylo rouge; c'est le stylo du professeur. Il corrige les examens avec ce stylo.
  
1. - C'est une petite maison?  
- Non, c'est une \_\_\_\_\_ maison. En fait, c'est un château dans la vallée de la Loire.
  
2. - Il cherche une craie?  
- Non, il cherche un \_\_\_\_\_. Il va signer un contrat. [*va signer* = "is going to sign"; *contrat* is a cognate<sup>1</sup>]
  
3. - C'est un étudiant?  
- Non, c'est un \_\_\_\_\_. Il porte un complet. Il a un bureau à l'université.
  
4. - Le réfrigérateur est dans le salon? [*dans* = "in"]  
- Mais non, il est dans la \_\_\_\_\_.
  
5. - Elle porte un blue-jean?  
- Non, elle porte un \_\_\_\_\_ bleu-gris. Elle cherche un job dans une agence de publicité.

### **PRONUNCIATION: Stress pattern**

The stress pattern in French is simple, but it is different from English and is therefore important to learn quickly before you allow your American English habits to take control. Whereas in English the stress can be placed on any syllable in a word, it regularly falls on the last syllable in French. (See Appendix II: Pronunciation, Section 2.)

#### **E. Cassette: Repeating words and phrases to develop the correct stress pattern**

Look, listen, and repeat. Do this exercise a number of times at various intervals. Come back and do it again after a few chapters. We'd help you by underlining the stressed syllable, but we don't have to: it's the last one in each set given to you. (Okay, okay, there's one little trap to watch out for: if the word ends in an -e (not an é), you might be tempted to stress that "syllable," but it is not a syllable: *livre*, for example, just has one syllable, and the i is the syllable nucleus that is stressed.)

<sup>1</sup>A cognate is a word that is similar in form and meaning to a word in another language (because of historical connections). English and French have many cognate pairs.

1. livre
  2. mère
  3. une mère
  4. le grand-père
  5. trois enfants
  6. un crayon
  7. un chien
  8. le chat noir
  9. une bonne étudiante
  10. une carte
  11. une carte d'identité
  12. un permis
  13. un permis de conduire
  14. un stylo
  15. un stylo bleu
  16. un bureau
  17. un grand bureau
  18. une jupe
  19. une jolie robe
  20. une jolie jupe verte

#### **F. Written: Identifying objects from sketches.**

Imagine that someone is showing you each of the following objects (as beautifully depicted by our sketching artist) and asking you, "*Qu'est-ce que c'est?*" Please answer the question, with a complete sentence, as in the model.

0. *C'est un livre.* /sketch of a book/

1. \_\_\_\_\_ /sketch of a house/

2. \_\_\_\_\_ /sketch of a baby/

3. \_\_\_\_\_ /sketch of a cat/

4. \_\_\_\_\_ /sketch of a skirt/

5. \_\_\_\_\_ /sketch of an umbrella/
6. \_\_\_\_\_ /sketch of a hand/
7. \_\_\_\_\_ /sketch of an ear/
8. \_\_\_\_\_ /sketch of a key/

**G. Cassette: Dictation. *Le professeur interroge Jacques.***

The dictation will be read three times. The first time will be at normal speed, with no pauses. Just listen. The second time will be in "chunks" (line by line: we'll give the line number) with pauses, during which you should write what you hear. The third time will be at normal speed again. Write in your corrections.

1. Prof: \_\_\_\_\_
2. \_\_\_\_\_
3. Jacques: \_\_\_\_\_
4. \_\_\_\_\_
5. Prof: \_\_\_\_\_
6. \_\_\_\_\_
7. Jacques: \_\_\_\_\_
8. Prof: \_\_\_\_\_
9. Jacques: \_\_\_\_\_
10. Prof: \_\_\_\_\_



## *Chapitre Deux*

### SPELLING. The cedilla and the *-e-* after *g* before *a, o, u*.

As in English, the vowels *a, o, u* in French are so-called "hard vowels," which means that when they follow a *g* or a *c*, that consonant is sounded as a "stop" consonant (/g/ as in "go" or /k/ as in "can"). When, in fact, that sound should be "soft," (to maintain the pronunciation that reveals the relationship of the word to other words, for example, the infinitive *manger* and its *nous*-form, *mangeons*) French inserts an *-e* after *g*, and adds a cedilla (*cédille*) to the *c* --> *ç*: \**mangons*<sup>1</sup> becomes *mangeons*, \**francais* becomes *français*. The cedilla is a small tail, like a comma, attached to the bottom of the *c*.

### GRAMMAR STATEMENT 1. Subject pronouns and the present tense.

As you see in the table of subject pronouns below, there are three grammatical "persons" both in the singular and the plural, with two significant differences from the situation in English: there are two distinct forms for "you," and there is both a feminine and a masculine form for the third person plural, "they."

#### SUBJECT PRONOUNS

<i>je</i>	<i>nous</i>
<i>tu</i>	<i>vous</i> <sup>2</sup>
<i>elle, il, on</i> <sup>3</sup>	<i>elles, ils</i>

The present tense indicates present time and is different from English in that there is just one set of forms to give the equivalent of our "present," "present emphatic," and "present progressive." (I go, I am going, I do go all are covered by one form in French: *je vais*.)

---

<sup>1</sup>An asterisk (\*) in front of a word or sentence indicates that the form is incorrect.

<sup>2</sup>The singular 2nd person pronoun, *tu*, is only used when addressing one person, and that person should be a friend, a fellow student, or a member of one's family. *Vous* must be used when addressing more than one person (it is the plural form, followed always by a plural verb form) and is used with one person when you do not know that person well, or when the person because of her/his position, age, rôle, should be addressed more formally. For example, you should use *vous* when addressing your professor even if you know her/him well.

<sup>3</sup>*On* is an indefinite third person pronoun, equivalent to English "you" or "they" used in the general sense, as in "They don't do that anymore," or "You rarely hear that these days."

**PRESENT TENSE OF *aller*, WITH TRANSLATION**

<i>je vais</i>	I go, I am going, I do go
<i>tu vas</i>	you go, you are going, you do go
<i>elle va</i>	she goes, she is going, she does go
<i>nous allons</i>	we go, we are going, we do go
<i>vous allez</i>	you go, you are going, you do go
<i>ils vont</i>	they go, they are going, they do go

**GRAMMAR STATEMENT 2. Forming questions.**

There are three simple ways to ask yes/no<sup>4</sup> questions in French. As in English, you can simply use the question intonation (rising at the end of the sentence) and normal word order. Or you can invert the order of a subject pronoun and the verb (also using the appropriate rising intonation, of course). Or, as we emphasize in the Reference Grammar, you can simply use normal word order with *Est-ce que* at the beginning. (This last method is so easy that we won't give you an exercise with it at this time.)

**A. Cassette: Making statements into questions by intonation.**

On the cassette, you will hear each sentence below first as a statement. Immediately after you hear it, you should transform it into a question, by using rising intonation (as in the example). You will then hear it as a question, with proper intonation, and should repeat it.

- |    |                                   |                                  |
|----|-----------------------------------|----------------------------------|
| 0. | <i>Vous êtes content.</i>         | <u><i>Vous êtes content?</i></u> |
| 1. | <i>Il parle français.</i>         |                                  |
| 2. | <i>Vous allez à Paris.</i>        |                                  |
| 3. | <i>Elles sont malades.</i>        |                                  |
| 4. | <i>Il est absent.</i>             |                                  |
| 5. | <i>Le professeur est sportif.</i> |                                  |
| 6. | <i>Marie-Louise est triste.</i>   |                                  |
| 7. | <i>Tu cherches un stylo.</i>      |                                  |
| 8. | <i>Elle va à la bibliothèque.</i> |                                  |

---

<sup>4</sup>We use the term "yes/no" questions to refer to questions which expect a "yes" or "no" answer. Other questions are called "Wh-questions" or "Info-questions" and they expect some specific information in the response. In French, as in English, the form of each type is different.

**B. Written: Making statements into questions by inversion.**

Following the model, rewrite each statement as a question by inverting the subject pronoun and the verb.

0. Vous êtes content. Etes-vous content?

1. Nous allons à Paris. \_\_\_\_\_

2. Elle est paresseuse. \_\_\_\_\_

3. Ils sont sympa. \_\_\_\_\_

4. Elle est présente. \_\_\_\_\_

5. Vous êtes malade. \_\_\_\_\_

6. Nous sommes fatiguées.  
(Think: Who is speaking?) \_\_\_\_\_

7. Il regarde la télé. \_\_\_\_\_

8. Vous êtes contents.  
(Speaking to more than 1 person) \_\_\_\_\_

**GRAMMAR STATEMENT 3. The definite and indefinite articles.**

At this point, all you need to know about the definite and indefinite articles is their forms for gender (masculine and feminine) and number (singular and plural). You will be using them for the first few chapters in contexts in which they are handled very much as they are in English. If you wish to investigate further, see the Reference Grammar, Sec. 2.2.1, 2.2.2.

***L'article indéfini***

Fem. Sing.

***une***

Masc. Sing.

***un***

Pl. (m. & f.)

***des***

***L'article défini***

***la***

***le***

***les***

**C. Cassette: Recognizing article forms.**

You will hear a short sentence or a very short question and response sequence containing an article. Write the article that you hear (only the article), as in the model. (This is similar to Exercise C in Chapter 1, except that the context is longer.)

0. You hear: *Qu'est-ce que c'est? C'est un stylo.*

You write: un

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**D. Written: Giving equivalent article forms.**

We give you a phrase containing an article (definite or indefinite). You rewrite the phrase substituting the other article (definite for indefinite and vice versa).

- |    |                           |                      |
|----|---------------------------|----------------------|
| 0. | <i>le gros livre</i>      | <u>un gros livre</u> |
| 1. | <i>un petit garçon</i>    | _____                |
| 2. | <i>les hommes</i>         | _____                |
| 3. | <i>le professeur</i>      | _____                |
| 4. | <i>la voisine</i>         | _____                |
| 5. | <i>un voisin</i>          | _____                |
| 6. | <i>l'étudiant</i>         | _____                |
| 7. | <i>l'étudiante</i>        | _____                |
| 8. | <i>une petite fenêtre</i> | _____                |

**GRAMMAR STATEMENT 4.** The cardinal numerals, 0-10.

The cardinal numerals from 0-10 are:

<b>0</b>	<b>zéro</b>	<b>6</b>	<b>six</b>
<b>1</b>	<b>un</b>	<b>7</b>	<b>sept</b>
<b>2</b>	<b>deux</b>	<b>8</b>	<b>huit</b>
<b>3</b>	<b>trois</b>	<b>9</b>	<b>neuf</b>
<b>4</b>	<b>quatre</b>	<b>10</b>	<b>dix</b>
<b>5</b>	<b>cinq</b>		

The arithmetic vocabulary you will need is:

(plus) *plus / et*

(minus) *moins*

(times) *fois*

(divided by) *divisé par*

(equals) *fait / font*

**E. Written: Some easy arithmetic.**

Write the answer first as an Arabic numeral (*en chiffres*), then spelled out (*en toutes lettres*).

- |                   |          |            |
|-------------------|----------|------------|
| 0. $2 + 4 =$      | <b>6</b> | <b>six</b> |
| 1. $6 - 3 =$      | _____    | _____      |
| 2. $6 + 3 =$      | _____    | _____      |
| 3. $1 \times 3 =$ | _____    | _____      |
| 4. $2 + 5 =$      | _____    | _____      |
| 5. $4 \times 2 =$ | _____    | _____      |
| 6. $4 + 4 =$      | _____    | _____      |
| 7. $9 - 3 =$      | _____    | _____      |
| 8. $3 + 4 =$      | _____    | _____      |

**GRAMMAR STATEMENT 5.** The immediate future.

The most common way to express future time in French, as in English, is with the verb *aller*, "to go," plus the infinitive. *Je vais PARTIR* corresponds to "I'm going TO LEAVE." When you want to make a question with this construction, you invert the verb *aller* with its subject (or you fall back on the ever-useful rising intonation with standard word order): *Allez-vous PARTIR?*

(By the way, we call this construction "the immediate future," and the French similarly call it *le futur proche*, but it definitely is not restricted to expressing something that is just about to occur: *Je vais voyager en France l'année prochaine*, "I'm going to travel in France next year," is correct and natural in both languages.)

**F. Written:** Producing immediate future forms.

We give a command. You write "Okay, I'm going to do X,"--in French, of course (see the model). You have not studied the imperative yet, but you'll recognize the command forms, we are sure.

0. ***Partez!*** *D'accord, je vais partir.*

1. ***Chantez!*** \_\_\_\_\_

2. ***Regardez le livre!*** \_\_\_\_\_

3. ***Allez au tableau!*** \_\_\_\_\_

4. ***Comptez!*** \_\_\_\_\_

5. ***Répétez!*** \_\_\_\_\_

**G. Written:** Producing immediate future forms.

If you did the previous exercise right, you wrote all "*je*" forms. Okay, so it was easy. Try this one. We give a sentence in the negative, and you write a contradictory response in the affirmative (in some cases, you'll change the subject pronoun, in others you will not: try to make your response appropriate: remember you are contradicting the speaker). Start your response with "*Au contraire,...*"

0. ***Nous n'allons pas partir.***

*Au contraire, vous allez partir (tout de suite).*<sup>5</sup>

1. ***Il ne va pas regarder la télévision.***

---

2. ***Tu ne vas pas répéter la question.***

---

3. ***Elles ne vont pas aller au théâtre.***

---

4. ***Je ne vais pas parler français.***

---

5. ***Robert ne va pas poser trois questions.***

---

6. ***Hélène ne va pas regarder le professeur.***

---

#### **PRONUNCIATION: Stress pattern and intonation.**

When you stress a syllable, you make it a little louder than the others, lengthen its vowel a bit, and raise your pitch slightly. The combination is stress.

Intonation refers specifically to the maintaining of, or the rising or falling of, the pitch level over a phrase, particularly a sentence. Obviously, the two factors interact, but it is easy to distinguish intonation patterns, which are similar to the ones we use in English.

In a statement, the intonation pattern is level throughout, until there is a small drop in pitch at the end of the sentence. (Examples 1-3 in Exercise F.)

In a yes/no question, the intonation pattern is also level, starting at a slightly higher level of pitch, and rising significantly at the end. (Examples 4-6 in Exercise F.)

---

<sup>5</sup>The expression in parentheses means "right away." We encourage you to add simple adverbial expressions to make your answer more interesting and more natural, but we don't require it (yet).

In an information-requesting question (a "WH-question"), the intonation pattern is similar to that of a statement. See if you can hear the difference, but you will not be expected to master it: focus on the yes/no question versus statement intonation. (Examples 7-9 in Exercise H.)

#### H. Cassette: Intonation (and stress).

As explained in the PRONUNCIATION section, you will hear three examples each of (1-3) the statement intonation, (4-6) the yes/no question intonation, and (7-9) the Wh-question intonation. Look, listen and repeat. Those three sets will be followed by more individual words, then phrases, then sentences containing those words and phrases. Again, just look, listen, and repeat. You may find it interesting to notice how stress and intonation interact.

1. Le livre est bleu.
2. L'étudiant est fatigué.
3. La fenêtre est très petite.
  
4. Est-il malade?
5. Avez-vous un stylo?
6. Vas-tu poser une question?
  
7. Comment allez-vous?
8. Où va-t-il?
9. Combien font deux et quatre?
  
10. un étudiant
11. sportif
12. C'est un étudiant sportif.
13. paresseux
14. Est-il paresseux?
15. Le professeur
16. Comment s'appelle le professeur?
17. un blouson
18. un blouson blanc
19. Marie-Hélène
20. Marie-Hélène porte un blouson blanc.

**GRAMMAR STATEMENT 6.** Gender and number agreement of adjectives.

Adjectives agree in gender and number with the nouns they modify. Remember, you can usually identify the gender of a noun by its article and then just change the adjective accordingly. Some students will find that it is easier to learn the feminine form of the adjective and work back to the masculine form, but--in any case--there are not many difficult problems regarding form. See the Reference Grammar Sec. 2.4.1 and 2.4.2 and try to get in the habit of looking up adjectives in the dictionary (in the French to English section) to check on the proper forms in the singular and plural, both genders.

**I. Written:** Producing the correct form of an adjective.

We give you a simple noun phrase consisting of an article, an adjective and a noun. You should then rewrite the phrase, replacing the adjective by the one given in parentheses (NB: we give the feminine form of the adjective in parentheses).

0. *la petite maison (grande)* \_\_\_\_\_
1. *le petit livre (grosse)* \_\_\_\_\_
2. *un stylo rouge (bleue)* \_\_\_\_\_
3. *un blouson noir (blanche)* \_\_\_\_\_
4. *un étudiant fatigué (heureuse)* \_\_\_\_\_
5. *une femme sympa (contente)* \_\_\_\_\_

**J. Cassette:** Changing the noun, thereby sometimes changing the form of the adjective.

You will hear a short noun phrase, followed by a brief pause, then a different voice will give a new noun. Say and write the new noun phrase with the new noun (changing the article and adjective as necessary). After the entire set has been given once, we'll give the correct answers. If you missed any, rewrite the phrase in the second column.

0. You hear: *Un petit livre.* (pause, new voice) *table*  
You write: une petite table

Your answerCorrected answer

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**K. Written.** Using the dictionary to check adjective forms.

We are going to give you, in the first column, the masculine singular form of an adjective. You should write in the proper masculine plural, feminine singular, and feminine plural of that adjective in the next three columns. Some adjectives will be new. NB: We do not expect you to learn these adjectives as active vocabulary items, nor do we expect you to learn the irregular plural forms; we just want you to use the dictionary properly (and, as you do so, to become familiar with these words and the various ways of forming the feminine and the plural).

0.	<i>gentil</i>	<i>gentils</i>	<i>gentille</i>	<i>gentilles</i>
1.	<i>long</i>	_____	_____	_____
2.	<i>court</i>	_____	_____	_____
3.	<i>naturel</i>	_____	_____	_____
4.	<i>dangereux</i>	_____	_____	_____
5.	<i>humain</i>	_____	_____	_____
6.	<i>mASCulin</i>	_____	_____	_____
7.	<i>régulier</i>	_____	_____	_____
8.	<i>annuel</i>	_____	_____	_____
9.	<i>religieux</i>	_____	_____	_____
10.	<i>charmant</i>	_____	_____	_____

**L. Cassette: Dictation.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

You may use this space for notes or supplementary exercises that may be assigned by your instructor.

## *Chapitre Trois*

**SPELLING:** The hyphen (*trait d'union*) and the inserted -t- in inversion.

You've probably already noticed that, when you invert the pronoun subject and its verb to form a question, you also insert a dash (hyphen) between them, as in "*allez-vous*."

Also, when the subject pronoun is third-person singular (*elle, il, on*), and the verb does not end in a *-t* or a *-d*, you insert a *-t-*, with dashes, between the verb and the subject pronoun, as in "*va-t-elle*." Note that we say, "does not end in a *-t*, *-d*." That means that, if there is a *t* followed by an *e*, as occurs frequently with *-er* verbs, the *-t-* must be inserted, for example, "*chante-t-il*."

### A. Written: Short practice with inversion.

Rewrite the following phrases, inverting the subject pronoun and the verb and making all necessary changes.

0. **nous parlons** *parlons-nous*

1. **on chante** \_\_\_\_\_

2. **elle regarde** \_\_\_\_\_

3. **vous cherchez** \_\_\_\_\_

4. **ils cherchent** \_\_\_\_\_

5. **tu vas** \_\_\_\_\_

6. **elle est** \_\_\_\_\_

7. **nous regardons** \_\_\_\_\_

8. **il a<sup>1</sup>** \_\_\_\_\_

---

<sup>1</sup>We give no example with *je* because it is rarely used in inversion: one says, "*Est-ce que j'ai...*" instead of "*Ai-je...*"

**B. Cassette: Dictation with inversion of the subject pronoun and the verb.**

Write the short questions that you will hear. Each one will be given twice, with a short pause each time. Be sure to include the hyphen. Insert a *-t-* if necessary.

0. Vas-tu à la bibliothèque?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**GRAMMAR STATEMENT 1. The simple negative.**

The negative construction becomes a bit more complicated later, but at this point we just want to be sure we start using the basic form correctly. With simple verb forms (the only kind you've had so far), the negative is formed by placing *ne* in front of the verb and *pas* after it. If, as can happen in questions, the pronoun subject is connected to the verb by a *trait d'union*, the *pas* must follow the subject pronoun.<sup>2</sup>

**C. Written: Writing negative sentences.**

We give the simple affirmative statement or question. You make it negative.

0. **Nous parlons français.**

Nous ne parlons pas français. \_\_\_\_\_

1. **Il est malade.**

\_\_\_\_\_

2. **C'est un cahier.**

\_\_\_\_\_

---

<sup>2</sup>Hyphenated forms are considered inseparable.

3. **Comprenez-vous la question?**

---

4. **Regarde-t-elle le professeur?**

---

5. **Vous chantez la chanson.**

---

6. **Nous allons au cinéma.**

---

7. **Parles-tu français?**

---

8. **Etes-vous fatiguée?**

---

D. **Cassette: Listening comprehension involving recognition of negatives and of synonyms or antonyms.**

You will hear a pair of sentences in which the first one states that someone/something is not X, and the second one states that the person/thing is Y. In the first column, write the X, in the second column, the Y, and in the third column write whether or not the pair of sentences is logical (*oui*, *non*).

0. You hear: Jean n'est pas malade. Il va bien.

You write: malade    bien    oui

1. \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

2. \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

3. \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

4. \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

5. \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

6. \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

**GRAMMAR STATEMENT 2.** The partitive article.

The partitive article is used with objects of a verb when the object is a non-count or "mass" noun. Words like "bread, air, water, rice, courage" are normally non-count nouns, both in English and French. In French, they must be preceded by a partitive article, which is *du* for masculine singular nouns, *de la* for feminine singular nouns, and *de l'* for either masculine or feminine when the next word (the noun or an intervening adjective) begins with a vowel. There is no plural partitive article: remember, it is used with non-count nouns, which cannot be plural.<sup>3</sup> (For more details, see the Reference Grammar, Sec. 2.2.3.)

**E. Written:** Choosing the proper article.

Fill in the blank with the appropriate article: definite, indefinite, or partitive. In many cases either an indefinite or definite article will be acceptable. Remember that the partitive only occurs in the direct object position, not as a subject.

0. Nous avons *du* pain dans la cuisine.
1. A-t-il \_\_\_\_\_ argent?
2. Vous regardez \_\_\_\_\_ fenêtre.
3. Posez-moi \_\_\_\_\_ question.
4. Vous avez \_\_\_\_\_ table.
5. Vous avez \_\_\_\_\_ tables.
6. Vous avez \_\_\_\_\_ vin.
7. Elle a \_\_\_\_\_ stylo.
8. Elle cherche \_\_\_\_\_ stylo.
9. Ecrivez \_\_\_\_\_ phrase.

**GRAMMAR STATEMENT 3.** The verbal expression *il y a*.

To express the equivalent of "There is/There are" when that simply indicates that something exists, or is present ("There is snow on the mountains," "There are six students in the class"), French uses *il y a*. It has no plural form, but--as you'll see later--it has various forms for different tenses. Just as "There is/There are" is common in English, *il y a* is

---

<sup>3</sup>You may have seen a French textbook in which *des* (plural) was listed as a partitive article. We believe you'll understand the concept better if you follow our explanation.

common in French, so you need to become familiar with it right away. Note in the following examples that since it simply states the existence of something, but does not point at anything specific, it is always used with either an indefinite article or the partitive, never a definite article.

- |  |   |
|--|---|
| <b>Il y a des livres sur la table.</b>     | <i>There are (some) books on the table.</i>     |
| <b>Il y a un étudiant dans son bureau.</b> | <i>There's a student in her office.</i>         |
| <b>Il y a du beurre dans le frigo.</b>     | <i>There's some butter in the refrigerator.</i> |

**BUT NOT:**

- |                                       |  |
|---------------------------------------|--|
| <b>*Il y a le stylo sur la table.</b> | <i>*There is the pen on the table.</i> |
|---------------------------------------|--|

Negative and interrogative constructions follow the rule, but we'll admit they look a bit complicated.

- |   |   |
|---|---|
| <b>Il n'y a pas de livres sur la table.</b> | <i>There aren't any books on the table.</i> |
| <b>Y a-t-il du beurre dans le frigo?</b>    | <i>Is there (any) butter in the fridge?</i> |

For further details, and for a comparison with *voici*, *voilà*, see the Reference Grammar, Sec. 21.1, 21.2.

**GRAMMAR STATEMENT 4. The negative with the partitive and the indefinite articles.**

Whenever the object of the verb is introduced by a partitive or an indefinite article, and the verb is negated, the article form becomes *de*.

<b>un, une</b>	-->	<b>de</b>
<b>des</b>	-->	<b>de</b>
<b>de la</b>	-->	<b>de</b>
<b>du</b>	-->	<b>de</b>
<b>de l'</b>	-->	<b>de</b>

Thus, if you reply in the negative to a question in which the object begins with an indefinite or partitive article, like "*Avez-vous un stylo?*," the *un* becomes *de*. Examples:

- *As-tu un stylo?*      (indefinite article)

- *Non, je n'ai pas de stylo.*

- *Est-ce qu'ils ont de l'argent?* (partitive article)

- *Non, ils n'ont pas d'argent.*

- *Vous avez des amis?* (indefinite article)

- *Non, nous n'avons pas d'amis.*

Of course, the negative does not have to be in response to a question:

*Il ne cherche pas de pain.* (partitive: if it were not negative, it would be *du* pain)

Note that *de* replaces only the partitive or indefinite articles, not the definite article.

*Il ne cherche pas le professeur.*

*Elle ne regarde pas le mur.*

And, finally, the *de* replaces the partitive or indefinite articles only when the noun is the object of the negative verb, therefore NOT after the verb *être* or in a prepositional construction.

*Ce n'est pas un stylo.*

*Ce ne sont pas des clés.*

*Ce n'est pas du pain.*

*Ils ne vont pas à une boulangerie.* ("They're not going to a bakery.")

#### F. Written: Choosing the proper article, in the proper form.

Fill in the blank with the appropriate article. As in Exercise E, there will be some sentences in which either a definite or an indefinite article will be acceptable.

0. Il regarde *le / un* stylo.

1. - Avez-vous des chemises?

- Non, nous n'avons pas \_\_\_\_\_ chemises.

2. Elle porte \_\_\_\_\_ jean et \_\_\_\_\_ Tee-shirt.
3. Tu cherches \_\_\_\_\_ cahier?
4. - C'est un tableau noir?  
- Non, ce n'est pas \_\_\_\_\_ tableau noir.
5. Le livre est sous \_\_\_\_\_ table.
6. - Il a \_\_\_\_\_ ennemis?  
- Non, il n'a pas \_\_\_\_\_ ennemis.
7. - Ce sont \_\_\_\_\_ étrangers?  
- Non, ce ne sont pas \_\_\_\_\_ étrangers.
8. \_\_\_\_\_ étudiant cherche \_\_\_\_\_ professeur.
9. As-tu \_\_\_\_\_ argent?
10. Ils ont \_\_\_\_\_ beurre.

#### **GRAMMAR STATEMENT 5. Contraction of *à*, *de* with the definite article.**

When the prepositions *à* and *de* are followed by the definite article, masculine singular or masculine/feminine plural, they contract to form a single word, as follows:

*à* + *ie* --> *au*

*à* + *les* --> *aux*

*de* + *ie* --> *du*

*de* + *ies* --> *des*

There is no contraction with the feminine definite article, *la*, and no contraction takes place when the singular article (masculine or feminine) elides in front of a word beginning with a vowel sound. For further details, see the Reference Grammar, Sec 22.1.

Il parle à la jeune fille.	<i>He is speaking to the girl.</i>
Il parle à l'homme.	<i>He's speaking to the man.</i>
J'ai de la monnaie.	<i>I have (some) change.</i>
J'ai de l'argent.	<i>I have (some) money.</i>

**G. Cassette: Dictation.**

As always, three readings. Try to relax during the first one and just get the general idea.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. et il écrit [writes] \_\_\_\_\_ "
4. " \_\_\_\_\_ "
5. "et \_\_\_\_\_ "?
6. Ensuite [next] \_\_\_\_\_ ?
7. \_\_\_\_\_ ?
8. \_\_\_\_\_ ?
9. " \_\_\_\_\_ ?"
10. Nous répondons bien.
11. Maintenant, \_\_\_\_\_.

## *Chapitre Quatre*

### **GRAMMAR STATEMENT 1.** Prepositions indicating location (not geographical)

This is, like many other so-called "grammatical" questions, really a matter of vocabulary. However, since prepositions are very important function words that help glue a sentence together, it is logical to consider them as they are used in sentences. The prepositions of location that we introduce here are useful and occur frequently.

In each case, the grammatical object of the preposition is a specific thing that can easily be identified, like a table or a blackboard. Of course, these same prepositions are used in other kinds of constructions, to be considered later.

<i>sur</i>	on, on top of
<i>sous</i>	under
<i>dans</i>	in, inside (physically within)
<i>derrière</i>	behind
<i>devant</i>	in front of
<i>à côté de</i>	alongside (of), next to
<i>en face de</i>	opposite, across from
<i>près de</i>	close to, near
<i>loin de</i>	far away from

#### **A. Written: Choosing the right preposition.**

Answer the question "*Où est...?*" ("Where is...?") by using the preposition that best indicates position of the object mentioned in the question, in relation to another object in the sketch on the next page.

0. **Où est la machine à écrire?**

*Elle est sur la table/le bureau.*

1. **Où est la petite bouteille?**

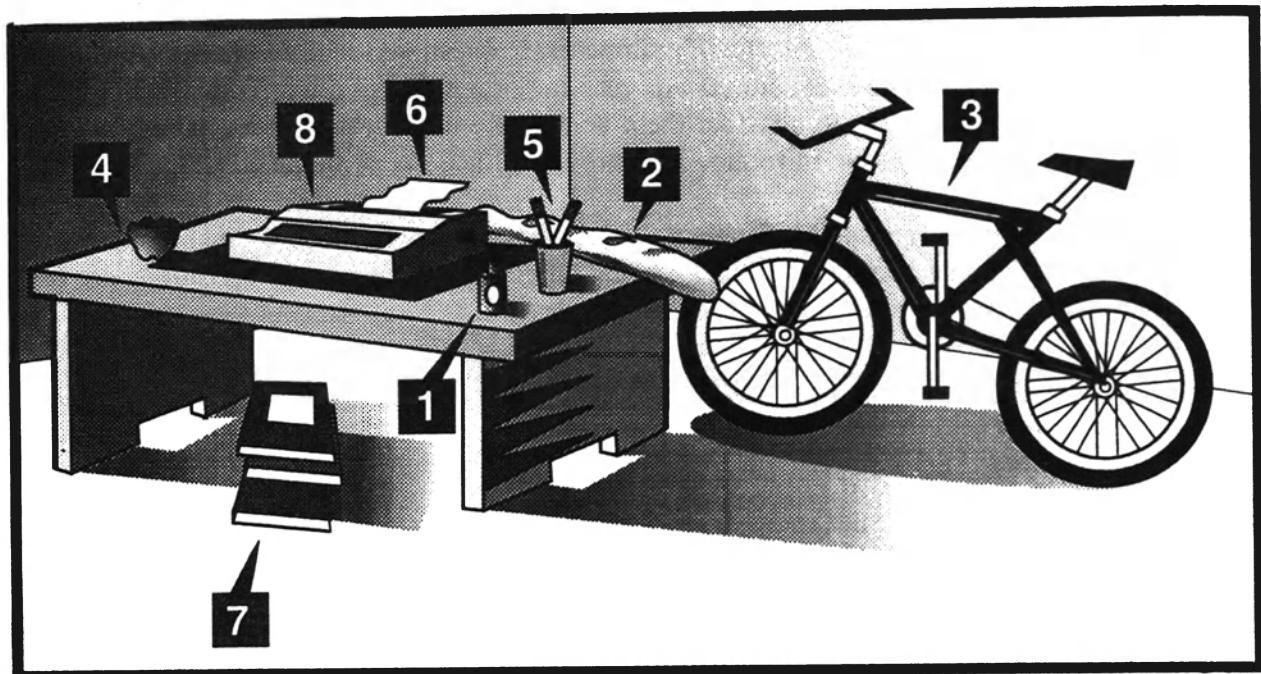
\_\_\_\_\_

2. **Où est le pain (la baguette)?**

\_\_\_\_\_

3. **Où est le vélo?**

\_\_\_\_\_



4. **Où sont les pommes?**

---

5. **Où est le verre?**

---

**... et où sont les stylos?**

---

6. **Où est la feuille de papier?**

---

7. **Où sont les livres?**

---

## **GRAMMAR STATEMENT 2. The cardinal numerals, 11-100.**

11. onze	30. trente	50. cinquante
12. douze	31. trente et un	51. cinquante et un
13. treize	32. trente-deux	52. cinquante-deux
14. quatorze	33. trente-trois	53. cinquante-trois
15. quinze	34. trente-quatre	54. cinquante-quatre
16. seize	35. trente-cinq	55. cinquante-cinq
17. dix-sept	36. trente-six	56. cinquante-six
18. dix-huit	37. trente-sept	57. cinquante-sept
19. dix-neuf	38. trente-huit	58. cinquante-huit
	39. trente-neuf	59. cinquante-neuf
20. vingt	40. quarante	60. soixante
21. vingt et un	41. quarante et un	61. soixante et un
22. vingt-deux	42. quarante-deux	62. soixante-deux
23. vingt-trois	43. quarante-trois	63. soixante-trois
24. vingt-quatre	44. quarante-quatre	64. soixante-quatre
25. vingt-cinq	45. quarante-cinq	65. soixante-cinq
26. vingt-six	46. quarante-six	66. soixante-six
27. vingt-sept	47. quarante-sept	67. soixante-sept
28. vingt-huit	48. quarante-huit	68. soixante-huit
29. vingt-neuf	49. quarante-neuf	69. soixante-neuf

Although some groups of French speakers go on after *soixante* (sixty) to *septante*, *octante*, and *nonante*, the standard is a bit more complicated:

- |     |                     |
|-----|---------------------|
| 70. | soixante-dix        |
| 71. | soixante et onze    |
| 72. | soixante-douze      |
| 73. | soixante-treize     |
| 74. | soixante-quatorze   |
| 75. | soixante-quinze     |
| 76. | soixante-seize      |
| 77. | soixante-dix-sept   |
| 78. | soixante-dix-huit   |
| 79. | soixante-dix-neuf   |
| 80. | quatre-vingts       |
| 81. | quatre-vingt-un     |
| 82. | quatre-vingt-deux   |
| 83. | quatre-vingt-trois  |
| 84. | quatre-vingt-quatre |
| 85. | quatre-vingt-cinq   |

86. quatre-vingt-six
87. quatre-vingt-sept
88. quatre-vingt-huit
89. quatre-vingt-neuf
  
90. quatre-vingt-dix
91. quatre-vingt-onze
92. quatre-vingt-douze
93. quatre-vingt-treize
94. quatre-vingt-quatorze
95. quatre-vingt-quinze
96. quatre-vingt-seize
97. quatre-vingt-dix-sept
98. quatre-vingt-dix-huit
99. quatre-vingt-dix-neuf
  
100. cent

For a complete table, see the Reference Grammar, Sec. 2.3.1.

#### B. Cassette: Choosing the right preposition.

Once again, answer the question "*Où est...?*" by using the preposition that best indicates the position of the object mentioned in relation to the other object in the sketch. This time you'll have individual "sketches" but they'll be in your mind--we're going to practice visualization.

The question will be posed by one speaker, then a second speaker will give the name (in French) of the other object in the sketch. Write your answer during the pause.

0. Où est le professeur? (*la table*) <sketch shows a professor in front of a table>

*Le professeur est devant la table.*

1. <sketch shows books in a backpack>

---

2. <sketch shows a cathedral across the street from a pharmacy>

---

3. <sketch shows keys on a desk, behind a large book>

---

4. <sketch shows a bakery next door to a butcher shop>  
\_\_\_\_\_
5. <sketch shows a piece of chalk in front of the blackboard>  
\_\_\_\_\_
6. <sketch shows T-shirts on a bed>  
\_\_\_\_\_
7. <sketch shows a student behind another student, with names on their T-shirts:  
Jacques and Philippe>  
\_\_\_\_\_
8. <sketch shows children in a park>  
\_\_\_\_\_

**GRAMMAR STATEMENT 3.** *Il est/c'est plus name of a profession, religion, nationality*

The verb *être*, "to be," is a copulative verb, which is like an "equals" sign. Thus you have **X = Y**, where **X** is the subject, **=** is the verb *être*, and **Y** is the complement (**not** a direct object).

When we say in English, "Mary is a lawyer," the complement lawyer is called a predicate nominative. In "Mary is sick," "sick" is a predicate adjective.

In French, the same relationship holds, but when the subject is a noun (e.g., Marie, le professeur, l'étudiante) or a personal pronoun (e.g., il, elle, ils, elles), and the complement is the name of a nationality, religion, or profession, the noun complement has no article (it is treated like an adjective). Consider the following examples:

**Marie est professeur.**  
**Elle est professeur.**  
**Hélène est intelligente.**  
**Jean est catholique.**  
**Ils sont avocats.**  
**Louis est juif.**  
**Elles sont françaises.**

*Mary is a professor.*  
*She is a professor.*  
*Helen is intelligent.*  
*John is a Catholic.*  
*They're lawyers.*  
*Louis is a Jew/is Jewish.*  
*They are French.*

When you have a predicate nominative construction and a personal pronoun subject and if the complement starts with an indefinite article, you must replace the personal pronoun by *ce*. For example:

C'est un protestant.  
Ce sont des Canadiens.<sup>1</sup>  
C'est une femme d'affaires.

*He is a Protestant.*  
*They are Canadians. (f.)*  
*She's a business woman.*

**C. Written:** A simple transformation exercise to practice writing the correct statements for profession, religion, etc.

We'll give one form; you give the other, with the equivalent meaning.

0a. C'est une catholique.

*Elle est catholique.*

0b. Il est médecin.

*C'est un médecin.*

1. C'est une femme médecin.<sup>2</sup>

2. *Elle est juive.*

3. *Ils sont ingénieurs.*

4. Ce sont des musulmans.

<sup>1</sup>Note that when the nationality is treated as a noun, not as a predicate adjective, it is capitalized. In the past, the same distinction was made for names of religions, but they are rarely capitalized today.

<sup>2</sup>In the adjective form, after a subject "Elle," or "Marie," the word *femme* will be dropped, as it is obviously not needed to indicate the gender of the *médecin*. See the Reference Grammar (Sec 23.2, p112) for a more detailed discussion of names of professions that were traditionally "masculine."

5. C'est une comédienne.

6. Elle est japonaise.

7. Elle est mécanicienne.

D. Cassette: Listening comprehension and giving the proper form in identifying a person's occupation, religion,...

You're going to hear very short statements about persons whom you will have to identify as belonging to a professional group, a particular nationality, etc. Working with the list given with each number, listen to each statement and tell us if the person is French, or is a lawyer, or whatever corresponds to the statement you hear.

0. The list that is given is: *français, suisse, allemand*

You hear: *Il parle français, mais il n'est pas français.*

You write: *Il est suisse.* or *C'est un Suisse.*

1. *américain, anglais, japonais*

2. *avocat, médecin, professeur*

3. *boucher, boulanger, épicer* (grocer)

4. *musulman, protestant, juif*

5. *mécanicienne, facteur* (mail carrier), *pharmacienne*

6. *irlanaise, française, américaine*

E. Written: More practice with *il est/c'est* + profession, nationality, etc.

We're going to tell you about "our professor" or "my cousin," so you'll be seeing possessive adjectives ("our, my"), but you don't have to use them. Just respond to the statement or question with an appropriate comment about the person's profession, religion, etc.

Obviously, there may be more than one logical answer; in the key we give a logical answer.

0. Ma mère travaille à l'université. Elle a beaucoup d'étudiants.

Ah! Elle est professeur d'histoire?<sup>3</sup>

1. Ton frère travaille à l'hôpital? Il est médecin?

Non, c'

2. Voici mon ami, Charles. Il habite à Paris.

3. Mon amie Suzanne va à la synagogue.

4. Mon frère Claude gagne (earns) bien sa vie, mais il travaille beaucoup. Il répare les voitures.

5. Mes amies Elisabeth et Anne habitent à Londres.

6. Vous êtes malade? Ma mère va vous aider.

---

<sup>3</sup>The added expression, "*d'histoire*" is not really a modifier, because the expression "*professeur d'histoire*" is taken as a sort of compound; thus the "*il est*" construction is correct. In any case, the key difference is the presence or absence of the indefinite article: *Il est professeur* vs *C'est un professeur*.

**GRAMMAR STATEMENT 4.** Pointing something out.

The single words *voici*, *voilà* are the equivalent of our "Here is, here are," (*voici*) and "There is, there are," (*voilà*). When the thing pointed out is expressed by a noun, it follows the *voici*, *voilà*; when it is a direct object pronoun, it precedes the verb expression. (You'll only use the object pronouns *le*, *la*, *les*: "it," m. and f., and "them" in this exercise, but if you want to get ahead, see Sec 1.1.2 of the Reference Grammar.)

Since *voici* is more or less equivalent to "here is/here are," you will assume correctly that it is used when the object pointed out is close to the person speaking. And *voilà...*

**F. Written. Using *voici*, *voilà*.**

Answer the question "*Où est...?*" following the model. You must use a pronoun object in answer to the last five questions. You're free to imagine that the object is either close or far away (but within sight, of course): just mix them up.

0. **Où est le stylo?**

*Le voici.* or *Voici le stylo.*

1. **Où sont les livres?**

2. **Où est ma veste?**

3. **Où sont vos cahiers?**

4. **Où est ton nez?**

5. **Où sont mes lunettes?**

(6-10: You must use a pronoun in your answer.)

6. **Où sont vos lunettes?**

7. Où est le professeur?

---

8. Où sont les étudiants?

---

9. Où est votre parapluie?

---

10. Où sont mes clés?

---



---

**GRAMMAR STATEMENT 5.** Quantifiers (expressions of quantity) like "enough," "a lot of," "many"

In French, quantifiers are two-word constructions that occur directly in front of the noun they "quantify," and--in a sense--replace the determiner (definite, indefinite, or partitive article, possessive adjective, etc.). Once again, this is a vocabulary item: you have to learn which ones mean which quantity:

<i>beaucoup de</i>	many, a lot of
<i>trop de</i>	too many, too much
<i>assez de</i>	enough, quite a few
<i>peu de</i>	few, not many, not much
<i>pas mal de</i>	quite a few
<i>la plupart des/de la/du</i>	most, the majority of
<i>bien des</i>	many (always with <i>des</i> )

#### G. Written: A little vocabulary work.

We'll give you the quantifier in English, followed by a slash, followed by a noun. You make up a sentence (supplying the subject yourself) following the model. Try to make it more interesting by inventing amusing sentences (but logical and correct, of course).

0. too much / money

*Monsieur Perot a trop d'argent.*

1. few / friends

---

2. **most / students**

3. **many / professors**

4. **quite a few / lawyers**

5. **too many / children**

6. **too much / bread**

7. **a lot of / courage**

8. **not many / friends**

**H. Cassette: Listening comprehension and appropriate use of quantifiers**

You will hear a statement or a question about someone or something. Your response (a comment or an answer to the question) should include a quantifier that is appropriate and logical, as in the example.

0. You hear: **Mon frère est businessman. Il voyage beaucoup. Il a un grand appartement à New York.**

You write: *Il a beaucoup d'argent.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**GRAMMAR STATEMENT 6.** Idiomatic expressions with *faire*

*Faire* is a versatile verb, so you'll want to get used to all its possible uses and meanings. After a while, your instructor may have to suggest that you are using it too often, but right now, we want to give you lots of practice with it.

*Faire* is used for most of the weather expressions, such as:

<b>Quel temps fait-il?</b>	"What's the weather like/How's the weather/What's it like out?"
<b>Il fait beau.</b>	"It's beautiful out."

(See the Reference Grammar, Sec. 29, p129 for a complete list of weather expressions.)

It is also used with many sports, such as:

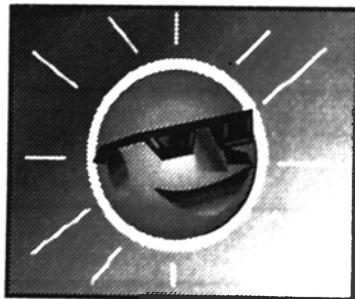
**Ronan Pensec fait du vélo.** "Ronan Pensec is a cyclist."  
**Je fais de la planche à voile.** "I go wind-surfing."

(For a variety of expressions like these, see the entry under *faire* in your dictionary.)

**I. Written. Weather expressions.**

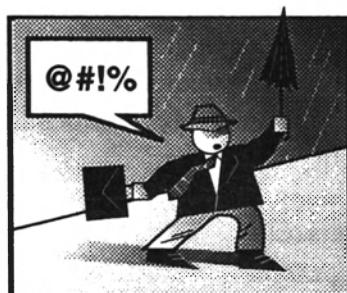
Write the weather expression that corresponds to the sketch. Remember, not all weather expressions use *faire* (see the Reference Grammar, Sec. 29), even though the question you are answering is "*Quel temps fait-il?*"

0. Il fait beau.



1.

---



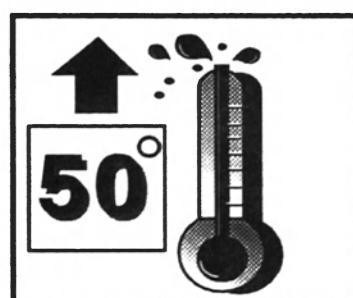
2.

---



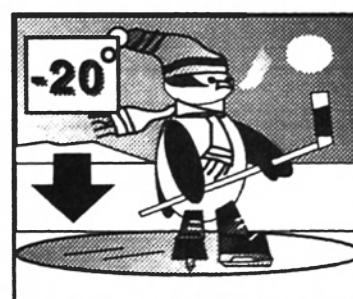
3.

---



4.

---



**J. Written: More *faire* expressions.**

Following the model, make up a sentence using the elements given to you plus the verb *faire*. Check the dictionary for various idiomatic expressions with *faire*. For the last two, we will supply only the subject.

0. **Mon père / vaisselle**

Mon père fait la vaisselle.

1. **Cette jeune fille bronzée / natation**

2. **L'enfant / lit**

3. **Beaucoup de Français / vélo**

4. **Mon grand-père et ma grand-mère / une promenade**

5. **Le soldat / ...**

6. **Les voyageurs / ...**

**K. Cassette: Dictation.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## *Chapitre Cinq*

### **GRAMMAR STATEMENT 1. The imperfect tense.**

The imperfect tense is a past tense, used mainly to describe a condition or an ongoing action in the past. We'll discuss its use as opposed to the compound past (*passé composé*) in more detail later, but for now we'll concentrate on the form (which is very easy) and the most common uses.

The following endings:

<i>-ais</i>	<i>-ions</i>
<i>-ais</i>	<i>-iez</i>
<i>-ait</i>	<i>-aient</i>

are added to a stem found by taking the *-ons* off the first person plural of the present indicative of the verb. This works for all verbs, regular or irregular, except the verb *être*:

Nous parlons	-->	<i>je parlais, ils parlaient,...</i>
Nous prenons	-->	<i>tu prenais, elle prenait,...</i>
Nous finissons	-->	<i>je finissais, nous finissions,...</i>
Nous sommes	-->	<i>j'étais, nous étions, ils étaient,...</i>

### **A. Written: Writing imperfect tense forms in natural contexts.**

Fill in the blank with the proper form of the verb in parentheses, in the imperfect tense.

1. (aller) Quand j'étais jeune, j' \_\_\_\_\_ tous les jours à l'école.
2. (prendre) Quand nous étions petits, nous \_\_\_\_\_ nos repas dans la cuisine.
3. (avoir) Quand elle était à l'université, elle \_\_\_\_\_ beaucoup d'amis.
4. (regarder) Quand mon père était chez nous, je ne \_\_\_\_\_ jamais la télé.
5. (être) Quand ils \_\_\_\_\_ en France, ils ne mangeaient jamais de viande.

**SPELLING STATEMENT 1. Some spelling changes in -er verbs.**

One of the first verbs you learned was *s'appeler*, which is used for the equivalent of "What's your name?" And you may have noticed that the spelling changed--in a regular pattern.

Whenever an -er verb ends in e + consonant + er, the following spelling variants take place:

So long as the last part is pronounced (as it is in the infinitive, and in the first and second plural of the present: -*ons*, -*ez*, and all forms of the imperfect, as well as many others), the spelling of the stem remains as it is in the infinitive.

*s'appeler*      --> *nous nous appelons, il s'appelait*

*acheter*      --> *vous achetez, nous achetions, j'achetais*

*préférer*      --> *nous préférons, elles préféraient*

However, when the ending is a "silent" -e, either the preceding consonant is doubled, or the preceding e has a grave accent placed on it.

*s'appeler*      --> *je m'appelle, ils s'appellent*

*acheter*      --> *tu achètes, elles achètent*

*préférer*      --> *je préfère, tu préfères, ils préfèrent*

**B. Written: Spelling practice with -er verbs.**

Fill in the blanks with the proper form of the verb given in parentheses. Recall the spelling rule in Chapter 2 of the Workbook, regarding the cedilla and inserted -e.

(acheter)      Il va \_\_\_\_\_ cette maison.

(placer)      Nous \_\_\_\_\_ ces livres sur la table.

(s'appeler)      Elle \_\_\_\_\_ Marie-Hélène.

(manger)      Quand j'étais jeune, je ne \_\_\_\_\_ pas de petits pois.

**GRAMMAR STATEMENT 2.** The possessive adjective.

The forms of the possessive adjective are:

**mon, ma, mes**

**notre, nos**

**ton, ta, tes**

**votre, vos**

**son, sa, ses**

**leur, leurs**

For the first three, there are three separate forms to "agree" with the thing possessed (masculine singular, feminine singular, or plural). For the second three, as you see, there is a form for the singular and one for the plural.

Note that **son, sa, ses** means either "his" or "her." The context normally tells you which one is meant.

For further discussion, see the Reference Grammar, Sec. 2.2.4.

**C. Cassette. Dictation with possessive adjectives.**

You will hear a series of questions, of the same form. Write out each one, paying particular attention to the possessive adjective form. Each one will be read only once, but then the whole set will be read a second time. During the second reading, you should respond to the question with an appropriate expression, such as Le voici!.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**D. Written. Possessive adjectives and review of the negative.**

Write a complete negative answer to each question, using the word in parentheses to contradict the questioner. Sometimes, you'll just have to use a different possessive adjective in nearly the same sentence; other times, you'll have to revise the sentence.

0.a. Je regarde mon nez, n'est-ce pas? (mon)  
Non, vous regardez mon nez!

0.b. Je parle à ton chat, n'est-ce pas? (chien)  
Non, tu parles à mon chien.

1. C'est mon sac, n'est-ce pas? (mon)

2. C'est votre prof? (ami)

3. Il parle à sa mère? (père)

4. Ce sont vos étudiants? (enfants)

5. Tu cherches ton livre? (devoirs)

6. Vous entrez dans votre maison? (appartement)

7. Ils ferment leur porte, n'est-ce pas? (fenêtres)

8. Vous allez à Paris? (Londres)

#### GRAMMAR STATEMENT 3. The interrogative adjective.

The interrogative adjective is just what its title implies: it's an adjective that is used to make a question. It is equivalent to "what" in, for example, "what time..." in English. The four forms of the interrogative adjective are:

quel, m.s.                            quels, m.pl

quelle, f.s.                            quelles, f.pl

Because it is an adjective, it regularly goes with the noun it modifies. Because it is interrogative, it regularly precedes that noun.

**Quel roman de Proust aimez-vous?**

In addition, like other adjectives, it can be separated from its noun by the verb *être*:

**Quelle est la valeur de ce tableau de Picasso?**

**E. WRITTEN: Writing the correct form of the interrogative adjective.**

Fill in the blank with the appropriate form of QUEL.

1. Je peux le trouver sous \_\_\_\_\_ nom, s'il vous plaît?
2. \_\_\_\_\_ temps faisait-il hier?
3. \_\_\_\_\_ heure est-il?
4. \_\_\_\_\_ pièce joue-t-on ce soir?
5. \_\_\_\_\_ équipes étaient dans le dernier match de la coupe du monde 94?
6. \_\_\_\_\_ robe voudrais-tu acheter?

**GRAMMAR STATEMENT 4. The cardinal numerals, completed.**

We counted up to a hundred last time. Now let's go for broke.

101	cent un	
102	cent deux	
200	deux cents	
201	deux cent un	[no -s on cent if another numeral follows it]
1.000	mille	
1.001	mille un	
2.000	deux mille	[mille is invariable: no -s]
1.000.000	un million	[million is a noun, it does take an -s]
2.000.000	deux millions	

Note: We are not going to give any written exercises for the numerals, because we want to emphasize how important it is to learn to recognize and use the numerals orally. There'll be plenty of time for you to learn how to write out the numerals on checks when you open your account in Paris.

**GRAMMAR STATEMENT 5.** The conditional tense for politeness.

In Exercise E, Number 6, you may have noticed the verb *vouloir* spelled *voudrais* for a second person singular form. That is the conditional (which has the same set of endings as the imperfect, as described in GRAMMAR STATEMENT 1; those endings are added on to the same stem as the future, not yet studied). You will see, and ought to start using, the conditional in verbs like *vouloir* and *aimer*, where it simply makes a statement of preference, a request, somewhat more polite.

*Je veux partir.*                   --> *Je voudrais partir.*

*Est-ce que vous pouvez nous aider?*   --> *Est-ce que vous pourriez nous aider?*

**F. CASSETTE:** Transcribing numbers.

You will hear a statement or a short dialogue for each line. In each one, someone will give a number (a large one). Write the number in Arabic numerals.

0. 3.643

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

**G. CASSETTE:** Dictation.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## *Chapitre 6*

### **GRAMMAR STATEMENT 1.** The demonstrative adjective.

The demonstrative adjective is more or less equivalent to either "this" or "that." *Ce garçon* means "this boy" or "that boy." You can always tell by the live context whether the person or object mentioned is closer or farther away from the speaker, so the "this : that" distinction is not very important.

The forms of the demonstrative adjective are:

<i>ce</i>	mASCULINE SINGULAR
<i>cet</i>	mASCULINE SINGULAR, FOLLOWED BY A VOWEL SOUND
<i>cette</i>	fEMININE SINGULAR
<i>ces</i>	fEMININE AND mASCULINE PLURAL

### **GRAMMAR STATEMENT 2.** The compound past (*passé composé*) with *avoir* as the auxiliary.

The past tense that expresses principally a completed action or event in the past is the *passé composé*, which is formed from an auxiliary (a helping verb) plus the past participle of the main verb (the one that carries the meaning). There are two possible helping verbs, *avoir* and *être*. In this chapter, we consider only those verbs that use *avoir* in forming the compound past tense. Some examples:

**Adam et Eve ont mangé une pomme.**    *Adam and Eve ate an apple.*

**J'ai parlé avec le prof hier.**    *I spoke with the prof yesterday.*

**Tu as marché sur mon pied!**    *You stepped on my foot!*

For a more detailed discussion of the compound past tense, see the Reference Grammar, Sec. 6.2.1.

**A. Cassette:** Practice with *passé composé* forms.

This is like an in-class verb drill, but you yourself will give all the answers and the instructor will not be present to glare at you (or smile when you get it right). You'll hear the cue sentence printed below, then three cues for each one, with a pause after each cue. You should repeat the model sentence and then respond with the revised sentence according to the cue.

1. J'ai étudié le français.
2. Il a fait ses devoirs.
3. Il a pris un taxi.
4. J'ai fermé la porte.

**B. Written:** Writing correct *passé composé* forms.

Fill in the blanks with the appropriate form of the *passé composé* of the verb given in parentheses.

1. (boire) J' \_\_\_\_\_ un coca.
2. (faire) Ils \_\_\_\_\_ leurs devoirs.
3. (pouvoir) Elles \_\_\_\_\_ voyager en France cet été.
4. (être) Tu \_\_\_\_\_ malade hier?
5. (choisir) J' \_\_\_\_\_ ce disque.
6. (finir) Vous \_\_\_\_\_ la leçon.
7. (regarder) Il \_\_\_\_\_ la télé pendant quatre heures.
8. (prendre) Nous \_\_\_\_\_ l'autobus ce matin.

**C. Cassette:** Aural comprehension practice, with the *passé composé*.

This is just a listening exercise, with nothing to respond to and nothing to write, but it will help you prepare for class, giving you the kinds of questions and comments that you might hear in the next few weeks.

There are three sets of short dialogues, on the topics below:

1. The prof thinks that John is rich because he bought a Cadillac, but...
2. Françoise wasted her time in front of the tube (worse yet, watching reruns of DALLAS), while her friend wrote letters.

3. Not only did John-Paul work last night despite the noise in the meeting room, but he points out to his friend that he finished his homework, whereas his friend...

<b>les actualités, le téléjournal</b>	<i>the news</i>
<b>une salle de réunions</b>	<i>a meeting room</i>
<b>un chanteur, une chanteuse</b>	<i>a singer</i>

### GRAMMAR STATEMENT 3. Idiomatic expressions with *avoir*.

Once again, we have a "grammar statement" that is really just a listing of a special set of vocabulary words or expressions. It is important, of course, because you need to know how to say "I'm warm," or "I'm hungry," or "I'm wrong," (even if you're always right). As you see, the French equivalent uses the verb *avoir*, "to have" in many cases where we use the verb "to be." One is not more logical than the other, by the way.

Examples:

<b>Le prof a toujours raison.</b>	<i>The prof is always right.</i>
<b>Tu as soif?</b>	<i>Are you thirsty?</i>
<b>Qui a besoin d'argent?</b>	<i>Who needs money?</i>
<b>Elles ont très froid.</b>	<i>They're very cold.</i>

### D. Cassette: Aural comprehension of idiomatic *avoir* expressions.

Listen to the sets of mini-dialogues. Each one will contain one or more *avoir* expressions. Write as many as you hear--just the expressions, not the entire dialogue!

Model: il a faim

That is what you write after hearing:

- Qu'est-ce qu'il a, ce pauvre garçon?
- Il a faim. Il n'a pas mangé depuis deux jours.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**GRAMMAR STATEMENT 4.** The comparison of adjectives.

Most descriptive adjectives ("big, small, beautiful") refer to a quality that one can have in degrees. Therefore we can compare one object or person according to the degree of a particular quality: X is bigger than Y, P is as happy as Q, Z is less comprehensible than W.

In French the "formula" for comparison is very simple: you keep the adjective in the same form, put the comparative degree word in front of it (*plus, more; aussi, as; moins, less*) and introduce the other person or object with *que, as*.

**Jean est plus sportif que Marie.** *John is more athletic than Mary.*

**Marie est moins sportive que Jean.** *Mary is less athletic than John.*

**Mon livre est aussi gros que votre livre.** *My book is as big as your book.*

**E. Written: Comparison of adjectives.**

We give you two objects, persons, or activities. You write a comparison, finding the appropriate adjective yourself. Pay attention to the tense of your sentence... We let you supply the nouns and the adjective in the last two sentences.

0. **football / football américain**

*Le football est plus intéressant que le football américain.*

1. **le cours de français / le cours de biologie**

2. **la France / les Etats-Unis**

3. **Napoléon / Alexandre le Grand**

4. **le train / l'avion**

5. \_\_\_\_\_

6. \_\_\_\_\_

**F. Cassette: Word and sound discrimination.**

Write the word that you hear, in the space provided.

1. / est - a - ai / \_\_\_\_\_
2. / finit - fini - finis / \_\_\_\_\_
3. / écrivez - écrivaient - écrit / \_\_\_\_\_
4. / a - es - as / \_\_\_\_\_

**G. Cassette: Dictation.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

You may use this page for notes and/or for additional exercises assigned by your instructor.

## *Chapitre Sept*

### **GRAMMAR STATEMENT 1.** The *passé composé* of *être* verbs.

As was explained in Chapter Six, the compound past tense (the *passé composé*) is formed with an auxiliary and the past participle of the verb. Both *avoir* and *être* are used as auxiliaries in this compound verb constructions.

The so-called "*être*" verbs are a set of intransitive verbs that generally indicate motion to or from (or staying in a spot: *rester*). The motion to and from includes "to and from the world:" *naître, mourir*. See the Reference Grammar, Sec. 6.2.1.b for a complete list of the verbs that take *être*, as well as some comments on how to learn them.

A few examples. Note that the past participle agrees in gender and number with the subject.

**Louise est arrivée à 16 heures.**      *Louise arrived at 4 p.m.*

**Nous sommes allés à Paris.**      *We went to Paris.*

**Je suis resté(e) à la bibliothèque.**      *I stayed at the library.*

**Il est parti à 8 heures.**      *He left at 8 a.m.*

#### **A. Cassette: A verb drill with some *être* verbs.**

This is a drill on the *passé composé*, with verbs that take *être* as the auxiliary. You will hear a short sentence which you should repeat, to get the pattern. Then you'll hear, with pauses, three cues (subject pronouns or noun subjects). You should change the model sentence by substituting the new subject and making all necessary changes. We'll give the correct responses after the pause for each cue, but you are not to repeat them: if your response does not match ours, it's better to go back and repeat the entire exercise.

1.    **Elle est allée à Paris.**
2.    **Nous sommes sortis hier soir.**
3.    **Mes amis sont venus au match.**
4.    **Il est entré dans la salle.**

**B. Written:** Distinguishing between *avoir* and *être* verbs, and giving the correct form.

Complete the following sentences by giving the correct *passé composé* form of the verb in parentheses. Check the *être* verb list in the Reference Grammar, 6.2.1.b. There should be no mistakes: all forms can be looked up.

0. (*mourir*) Napoléon est mort en 1821.
1. (*boire*) J' \_\_\_\_\_ un coca.
2. (*faire*) Ils \_\_\_\_\_ leurs devoirs.
3. (*aller*) Tu \_\_\_\_\_ au Mexique?
4. (*pouvoir*) Elles \_\_\_\_\_ voyager en France cet été.
5. (*partir*) Je \_\_\_\_\_ à dix-sept heures.
6. (*être*) Tu \_\_\_\_\_ malade hier?
7. (*arriver*) Elles \_\_\_\_\_ à quinze heures.
8. (*choisir*) J' \_\_\_\_\_ ce disque.
9. (*finir*) Vous \_\_\_\_\_ la leçon.
10. (*regarder*) Il \_\_\_\_\_ la télé pendant quatre heures!

**C. Written:** Using the *passé composé* on your own.

Write ten sentences, using the *passé composé* and a time expression, each one stating what you or someone else (name the person or give her/him a descriptive title) did at some time in the past. For the first five, use *avoir* verbs; for the next five, use *être* verbs, following the models. (This exercise may be done at the board in class.)

0-a. J'ai fini mes devoirs ce matin.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

0-b. *Ma soeur est partie à six heures.*

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**GRAMMAR STATEMENT 2.** The interrogative pronouns *qui*, *qu'est-ce qui*, *que*, and *qu'est-ce que*.

To ask "who" or "what" is, or did something, we use the interrogative pronouns. By their form they indicate the utterance is a question (the "*Qu-*" is like the "*Wh-*" in English), but, of course there is also the use of *-est-ce que* or inversion when necessary.

We'll be considering just four forms in this chapter:

*Qui* refers to people ("who, whom")

As subject, it does not require (does not allow) inversion:

**Qui est allé au cinéma hier soir?** *Who went to the movies last night?*

**Qui porte une chemise bleue?** *Who is wearing a blue shirt?*

As direct object, it does require either inversion, or the use of *est-ce que*:

**Qui regardez-vous, monsieur?** *Who(m) are you looking at, sir?*

**Qui avez-vous vu hier?** *Who(m) did you see yesterday?*

**Qui est-ce que les étudiants cherchaient?**<sup>1</sup> *For whom were the students looking?*

---

<sup>1</sup>Remember that *chercher* takes a direct object in French: *qui* is the direct object in this sentence.

As object of a preposition (including indirect object), *qui* again requires either inversion or the use of *est-ce que*:

**A qui parlez-vous, mademoiselle?** *Who(m) are you talking to, Miss/Ms?*

**Chez<sup>2</sup> qui est-ce que votre frère a dîné hier soir?** *At whose home did your brother eat dinner last night?*

**Qu'est-ce qui** refers to things and is the only subject form for "what." Obviously, it does not allow inversion or the use of an extra *est-ce que*.

**Qu'est-ce qui est sur la table?** *What is on the table?*

**Qu'est-ce qui pue?!** *What stinks?!*

Both **que** and **qu'est-ce que** refer to things and, as you might expect, **que** is followed by inversion, **qu'est-ce que** is not.

**Que prends-tu?** *What'll you have?*

**Que voudriez-vous faire?** *What would you like to do?*

**Qu'est-ce qu'ils vont étudier?** *What are they going to study?*

(The interrogative pronoun form for things, object of a preposition, is **quoi**. It will be taken up in a later chapter.)

For further discussion, see the Reference Grammar, Sec. 1.6.

#### D. Written: Writing the correct forms of the interrogative pronoun.

Fill in the blanks with the appropriate form of the interrogative pronoun. Pay attention to the context to see if it refers to a person or a thing, and to identify its function (subject, object, object of a preposition).

0. Qui est assis sur le trône? Ce n'est pas le roi!

<sup>2</sup>Chez is a preposition that means "at the home of / in the works of /..." You'll hear it often in class.

1. \_\_\_\_\_ est dans votre valise, monsieur?
2. Chez \_\_\_\_\_ allons-nous dîner ce soir?
3. - \_\_\_\_\_ faites-vous le weekend?  
- Absolument rien!
4. A \_\_\_\_\_ est-ce que vous avez révélé mon secret?
5. \_\_\_\_\_ vous avez offert à Marie pour son anniversaire?
6. \_\_\_\_\_ est-ce que Charles a épousé?
7. \_\_\_\_\_ portez-vous aujourd'hui?
8. \_\_\_\_\_ va faire ces devoirs?

E. **Written: More work with the interrogative pronoun.**

Using an interrogative pronoun, write a sentence that would elicit the response that is given below the response line. The bold segment in our response indicates what the question was about. We may also give, in parentheses, some expressions you may use in your response. You must write the entire sentence; there is usually more than one possible correct response.

0. (devant la bibliothèque)  
Qui attendiez-vous devant la bibliothèque?  
- J'attendais Jean-Philippe.
1. (Monsieur Jourdan / à sa femme)  
\_\_\_\_\_  
- Il lui a offert un collier d'émeraudes.
2. (l'agent de police)  
\_\_\_\_\_  
Cette réponse l'a surpris.
3. \_\_\_\_\_  
Il n'y a **rien** sur la table.
4. (passer le weekend)  
\_\_\_\_\_  
Chez mes parents.

**GRAMMAR STATEMENT 3.** The negative words *personne*, *rien*.

By now, you've heard and seen many negative constructions other than *ne...pas*, but without formal discussion. The *ne...pas* construction simply says "not:" it's just negative. All the other constructions (*ne* plus some pronominal or adverbial form, most of which grammarians call "particles") not only say "not" but they are more intensive (*jamais*, "never") and/or they refer more specifically to people or to things (*personne*, "no one," or *rien*, "nothing"). Note that *pas* is never used with these forms.

We're considering the last two in this chapter. As you see, they are like nouns or pronouns, and therefore, their position in the sentence is determined both by the fact that they are "negative," and by their syntactic function.

As subject: They are in initial position in the sentence.

**Rien n'est arrivé.** *Nothing happened.*

**Personne ne vient ce soir.** *No one is coming tonight.*

As direct object: *Personne* comes after the verb of which it is the object, in all tenses, just like a noun direct object; *rien* is treated like *pas* and so comes after the verb in simple tense forms, but between the auxiliary and the past participle in compound tense forms.

**Je ne regarde personne.** *I'm not looking at anyone.*

**Ils n'ont vu personne.** *They didn't see anyone.*

**Je ne cherche rien.** *I'm not looking for anything.*

**Je n'ai rien dit.** *I didn't say anything.*

As object of a preposition: In both cases, the position is determined by the prepositional phrase.

**Je n'ai diné chez personne. J'ai** *I didn't eat dinner at anyone's house. I went to a restaurant.*

**Il l'a fait sans rien!** *He did it with nothing (without anything).*

For further details, see the Reference Grammar, Sec. 18.2.

**F. Written: The negative particles *rien*, *personne*.**

Answer the following questions in the negative, without using *pas*. We'll underline the expression that should be negated.

0. A qui parles-tu?

Je ne parle à personne.

1. Qui a écrit cette lettre?

2. A qui parlais-tu quand je suis entrée?

3. Qu'est-ce que vous avez mangé ce matin?

4. Qui cherches-tu?

5. Que vas-tu faire ce soir?

6. Qui va t'accompagner au théâtre?

7. Qu'est-ce que vous avez envoyé au président?

8. Pour qui avez-vous fait cet exercice?

**GRAMMAR STATEMENT 4. *Le passé simple.***

The simple past, or preterite, is called the *passé simple*, sometimes the *passé défini* in French. In function, it is a "book" or literary tense, used almost exclusively in the written language. You will not have to learn to produce it, neither as a written form, nor in speech, in elementary or intermediate French. However, since it is used commonly in all kinds of written documents (literature, newspapers, magazines, instructions, some formal correspondence), you must learn to recognize it.

The *passé simple* is, like any conjugated verb form, composed of a stem plus endings for each person and number. The stem is almost always the same as the past participle of the verb, and there are three sets of endings, following a similar pattern. See Sec. 6.2.3 of the Reference Grammar.

#### G. Written: Recognizing the *passé simple*.

After reading Sec. 6.2.3 of the Reference Grammar, and using the verb tables as necessary, write the infinitive of each underlined verb in the space provided.

0. Proust écrivit ce roman. écrire
1. Ils vinrent tout de suite. \_\_\_\_\_
2. On alla à Constantinople. \_\_\_\_\_
3. Napoléon fit quatre pas vers lui. \_\_\_\_\_
4. Elle eut peur. \_\_\_\_\_
5. Le petit prince ne dit rien. \_\_\_\_\_
6. Nous marchâmes jusqu'à la frontière. \_\_\_\_\_
7. L'enfant se mit à pleurer. \_\_\_\_\_
8. Personne ne fut là. \_\_\_\_\_

#### H. Cassette. Aural comprehension exercise.

Answer the questions, in French. Each one will be read twice, in immediate succession.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**I. Dictation.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

You may use this page for notes and/or for additional exercises that your instructor may assign.

## *Chapitre Huit*

### **GRAMMAR STATEMENT 1. The indirect object pronouns.**

The indirect object pronouns include some familiar forms. That makes them easy to recognize, but sometimes leads to some confusion. We'll try to avoid the confusion by using them frequently in natural and clear contexts.

The forms are:

me	"to me"	nous	"to us"
te	"to you"	vous	"to you"
lui	"to him/her"	leur	"to them" (m. or f.)

Object pronouns, both direct and indirect, regularly precede the verb of which they are the object.

**Vous allez me rendre ce livre demain.** *You're going to return this book to me tomorrow.*

**Elle nous a offert des chocolats.** *She gave us some chocolates.*

**Je ne vous parlais pas.** *I wasn't talking to you.*

The only exception is the affirmative imperative, but we will not be using that in this chapter.  
(An example, for the curious: *Donnez-moi le stylo, s'il vous plaît.*)

For more detailed discussion of the indirect object pronouns, see the Reference Grammar, Sec. 1.1.3.

#### **A. Written: Practice with the indirect object pronouns.**

This is a simple substitution exercise. Rewrite each sentence, replacing the indirect object by the one given in parentheses. Do not change the subject.

0. Je te donne mon stylo. (lui)

Je lui donne mon stylo.

1. Elle me rend les devoirs. (nous)

---

2. Vous m'avez parlé de Jean? (leur)

---

3. Tu vas lui offrir un cadeau, n'est-ce pas? (me)

---

4. Qui lui a écrit cette lettre? (te)

---

5. Tiens! Il t'a envoyé ces boucles d'oreille? (me)

---

**B. Written: More work with the indirect object pronouns.**

We provide just the subject and the verb. You are to fill in an appropriate indirect object pronoun (according to the meaning of the words given) and any other constructions, in the second blank, that complete the sentence logically.

0. Nous *lui* envoyons *souvent des lettres*
  
1. La patronne \_\_\_\_\_ a posé \_\_\_\_\_
2. Mon père va \_\_\_\_\_ montrer \_\_\_\_\_
3. Ce monsieur \_\_\_\_\_ a dit: " \_\_\_\_\_"
4. Est-ce que tu \_\_\_\_\_ obéis?
5. Le professeur ne \_\_\_\_\_ a pas expliqué \_\_\_\_\_
6. J'ai envie de \_\_\_\_\_ acheter \_\_\_\_\_
7. Monsieur, voulez-vous bien \_\_\_\_\_ répéter \_\_\_\_\_
8. Ma mère \_\_\_\_\_ a lu \_\_\_\_\_
9. Cet avocat va \_\_\_\_\_ vendre \_\_\_\_\_
10. Tu \_\_\_\_\_ plais, chéri.

**C. Cassette: Question-answer exercise with the indirect object pronouns.**

Answer the questions that you hear on the tape, being sure to use the appropriate pronouns in your response. Pay close attention to the model sentences and be sure you understand the procedure before you start. (Answers are not to be written.)

0-a. Tu veux me parler?

Oui, je veux te parler.

0-b. Je vous ai donné une bonne note, n'est-ce pas?

Oui, vous m'avez donné une très bonne note.

**GRAMMAR STATEMENT 2. Adverbs: formation, placement, comparison**

Just as we add -ly to an adjective to make an adverb, so the French add *-ment*. In most cases, that suffix is added to the feminine form of the adjective (examples 1 and 2), but there are exceptions (examples 3 and 4), and of course there are some adverbs that are not formed with *-ment* (examples 5 and 6):

1. **heureux** --> **heureuse** --> **heureusement**
2. **lent** --> **lente** --> **lentement**
3. **vrai** (**vraie**) --> **vraiment**
4. **constant** (**constante**) --> **constamment**
5. **vite**
6. **bien**

There is no nice simple rule regarding adverb placement, but we don't really need one. In fact, learners of French usually only have trouble with adverb placement when they start worrying about it. Just put the adverb where it seems natural: it's very similar to English. For detailed discussion, see the Reference Grammar, Sec. 16.3, 16.4, 16.5.)

The comparison of adverbs is indicated much as it is for adjectives: one uses *plus*, *aussi*, and *moins* in front of the adverb and *que* in front of the compared item.

Jean va au cinéma plus souvent que Marie.

Tu parles français moins bien que ta soeur.

The most common irregular comparative is *mieux* (comparative of *bien*).

Denise joue aux boules mieux que moi.

#### D. Written: Adverb formation.

We give the masculine singular form of an adjective. You are to give the feminine singular (first column), then the adverb that is derived from the adjective (second column). Please write in the feminine form of the adjective even if the adverb is not formed from the feminine.

0. vrai	<u>vraie</u>	<u>vraiment</u>
1. heureux	_____	_____
2. joli	_____	_____
3. complet	_____	_____
4. joyeux	_____	_____
5. sévère	_____	_____
6. certain	_____	_____
7. long	_____	_____
8. évident	_____	_____
9. naturel	_____	_____
10. fréquent	_____	_____

#### E. Cassette: Recognizing adverbs.

You will hear a set of eight sentences, each containing at least one adverb. Write the adverb(s) you hear on the corresponding line. We'll give line numbers as we record each sentence.

0. *faiblement*
1. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_ 8. \_\_\_\_\_

**GRAMMAR STATEMENT 3. The interrogative pronoun *quoi*.**

Quickly review the other interrogative pronouns, introduced in Chapter 7. The pronoun *quoi* is used for things (not people) as object of a preposition. Inversion or the use of *est-ce que* is required to make the sentence a correct question.

**De quoi parlez-vous?**                    *What are you talking about?*

**Avec quoi l'as-tu fait?**                    *What did you do it with?*

**Sur quoi va-t-il mettre ce paquet?**                    *What is he going to put that package on?*

Note that the preposition cannot come at the end of the sentence in French. For further details on all the interrogative pronouns, including *quoi*, see the Reference Grammar, Sec. 1.6.

**F. Cassette: Sound and word discrimination.**

Write out the word(s) that you hear.

1. / offrir - ouvrir - ouvrez / \_\_\_\_\_
2. / ouvert - va faire - offert / \_\_\_\_\_
3. / c'est - sais - sait - ces / \_\_\_\_\_
4. / deux - de - du / \_\_\_\_\_
5. / sur - su - sous / \_\_\_\_\_

**G. Cassette: Dictation.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

## ***Chapitre Neuf***

### **GRAMMAR STATEMENT 1. The direct object pronouns.**

The forms of the direct object pronoun are the same as those for the indirect objects in the first and second persons, singular and plural, but they are different for the third person:

<i>me</i>	<i>nous</i>
<i>te</i>	<i>vous</i>
<i>le, la</i>	<i>les</i>

Yes, the third person forms look just like the definite article. Consider: in English, the word "it" is both a subject pronoun ("It fell from the sky") and an object pronoun ("I heard it") and we have little difficulty with it. You'll find that the ambiguous forms give you little trouble: after all, definite articles are found in front of nouns; direct object pronouns are found in front of verbs.

Direct object pronouns, like indirect object pronouns, precede the verb of which they are the object. That means you have to pay attention to verb + complementary infinitive constructions (of which verb is the pronoun the object?) and remember that in compound constructions, the verb is the two-part construction and the pronoun therefore precedes the auxiliary.

Nous les voyons tous les jours.                    *We see them every day.*

Il va le faire tout de suite.                    *He's going to do it right away.*

Je vous ai vu hier.                                *I saw you yesterday.*

#### **A. Written. Substitution exercise for direct object pronouns.**

Rewrite the following sentences, substituting direct object pronouns for the underlined objects.

0. Je vois les enfants.

Je les vois. \_\_\_\_\_

1. Jean ferme la porte.

\_\_\_\_\_

2. Elle va chercher son livre.  
 \_\_\_\_\_
3. Nous chantions ces chansons.  
 \_\_\_\_\_
4. Elles ont compris la question.  
 \_\_\_\_\_
5. Il ne veut pas regarder ce film.  
 \_\_\_\_\_
6. Je n'ai pas donné mes clés à Fifi!  
 \_\_\_\_\_
7. Nous allons voir le film "Indochine."  
 \_\_\_\_\_
8. Tu as vu les JO à la télé?  
 \_\_\_\_\_

**B. Cassette: Question-answer, with direct object pronouns.**

Answer the questions, replacing nouns with pronouns as you would in natural conversation. In some cases, there will be no nouns to replace, but it will be necessary to switch pronouns in order to make sense (see 0-b). (No written responses.)

- 0-a. YOU'LL HEAR: Tu as trouvé mes clés?  
 YOU'LL SAY: Oui, je les ai trouvées.
- 0-b. YOU'LL HEAR: Vous m'avez entendu, n'est-ce pas?  
 YOU'LL SAY: Oui, je vous ai entendu(e).

**C. Written:**

Answer the following questions, replacing nouns by pronouns and adding your own words as necessary to give a complete answer.

0. A qui vas-tu donner cette mauvaise note?  
Je vais la donner à ce mauvais étudiant.

1. Quand avez-vous fini vos devoirs?  
\_\_\_\_\_
2. A qui a-t-elle offert son coeur?  
\_\_\_\_\_
3. Où a-t-on trouvé le lion?  
\_\_\_\_\_
4. As-tu vu ton prof hier soir?  
\_\_\_\_\_
5. Où avez-vous vu ce film?  
\_\_\_\_\_

#### GRAMMAR STATEMENT 2. Reflexive verbs.

Reflexive verbs (more often called *verbes pronominaux* in French) are verbs that contain a "reflexive" pronoun as a regular part of the verb construction. They are much more common in French than in English.

When, in English, you say "I cut myself," that is a reflexive construction, in which myself is a reflexive pronoun. "To cut oneself" is one of the few common reflexives in English.

In French, there are many, many verbs that are regularly reflexive, and others that can be used reflexively, so it is important to acquire the reflexive construction.

A reflexive construction is one in which there is a "reflexive" pronoun (which may function as a direct object or an indirect object or may really have no syntactic function) used with the verb. That pronoun always has as its antecedent, the subject: it refers to the subject, just as "myself," "himself," "yourself" regularly refer to the subject in English.<sup>1</sup>

The reflexive pronouns are:

<i>me</i>	<i>nous</i>
<i>te</i>	<i>vous</i>
<i>se</i>	<i>se</i>

---

<sup>1</sup>The fairly common misuse of "myself" in English is not a reflexive pronoun (\* "Be sure to give it to myself by Friday").

As you see, they are the same as the indirect and direct object pronouns for the first and second persons. Only the third person form is unique--and it serves for both third person singular and third person plural, masculine and feminine.

The construction (the placement of the reflexive pronouns) may appear complex, but it is no different from what you have started becoming used to with the direct and indirect object pronouns. The pronoun comes before the verb of which it is the complement (direct or indirect object), which means it precedes simple verb forms:

**Je m'amuse toujours.** *I always have fun.*

**Ils se lavaient les mains.** *They were washing their hands.*

... and precedes the infinitive in complementary infinitive constructions (and the immediate future):

**Il va se dépêcher.** *He's going to hurry up.*

**Elle sait se détendre.** *She knows how to relax.*

... and precedes the auxiliary in compound past constructions:

**Il s'est levé à six heures.** *He got up at six o'clock.*

**Nous nous sommes bien amusés.** *We had a good time.*

You will have noticed by now that the verb *être* is used as the auxiliary in compound past constructions with reflexive verbs. However, the agreement rule is not the same as for so-called "*être*" verbs. For reflexives, the past participle agrees in gender and number with the preceding direct object. As noted above, the reflexive pronoun is only sometimes the preceding direct object. Other times it is an indirect object or something mysterious...

**NB:** We insist that you learn to use the verb *être* as the auxiliary in compound tenses with reflexive verbs, but we're not going to worry about your showing agreement on the past participle.

Negative and interrogative constructions follow exactly the same pattern as for all object pronoun constructions:

**Je ne me suis pas levé aujourd'hui.** *I didn't get up today!*

**A quelle heure vous êtes-vous couché hier soir?** *What time did you go to bed last night?*

**D. Written: Reflexive verbs.**

We give a sentence containing a reflexive verb in the present tense. You rewrite (completely rewrite) the sentence twice, once in the *passé composé*, once in the *futur proche*. Be sure to change any time expressions that are given in the cue sentence and would be incorrect with the tense change. Add other time expressions to make your sentence more natural.

0. Elle se couche d'habitude à onze heures.

Elle s'est couchée à minuit hier soir.  
Elle va se coucher ce soir à dix heures.

1. Nous nous levons toujours de bonne heure.

---

2. Je me lave les mains avant les repas.

---

3. Tu t'amuses avec tes copains?

---

4. Ils ne se dépêchent jamais.

---

5. Ils se parlent au téléphone souvent. [reciprocal use]

---

---

**GRAMMAR STATEMENT 3.** Agreement of the past participle.

To review and restate regarding the agreement of the past participle in the *passé composé* (and all other compound verb tense constructions: the same rules apply for all compound tense forms):

With *être* verbs--and we mean just so-called "*être*" verbs, those that are listed in 6.2.1.b of the Reference Grammar--the past participle always agrees in gender and number with the subject. That makes sense, since in those constructions, the past participle is somewhat like an adjective referring to the subject.

Elle est partie avant Jacques.                    *She left before Jim.*

Ils sont tombés.                                    *They fell down.*

With *avoir* verbs, the past participle agrees in gender and number with a preceding direct object. Note that not all *avoir* verbs are transitive (that is, not all "take" direct objects); therefore many never show agreement. The most common instance in which you have a preceding direct object is with object pronouns:

Je les ai vus hier.                                    *I saw them yesterday.*

- Où est la pomme?  
- Je l'ai mangée.                                        *Where's the apple?*  
    *I ate it.*

(There can be a preceding direct object in some other constructions, principally in relative clause constructions, but those will be introduced later.)

With reflexive verb constructions, even though the auxiliary is *être*, the past participle agrees in gender and number with the preceding direct object. As mentioned earlier, it is sometimes difficult to recognize the function of the reflexive pronoun (direct or indirect object, or other function), and we will not insist on agreement rules for reflexives.

**E. Written: Practice with the *passé composé* and agreement rules.**

Put the following sentences in the past, using the adverb or adverbial expression given in parentheses. All main verbs will become *passé composé*. Make all necessary changes.

1. Elle vient ce soir. (hier soir)
2. Nous travaillons à la bibliothèque. (pendant toute la nuit)
3. Je me lève toujours à six heures. (ce matin)
4. Elle descend pour nous parler. (il y a cinq minutes)<sup>2</sup>
5. Nous nous dépêchons quand nous entendons le cri des enfants. (hier)
6. Ils ne vont pas à Paris. (l'été passé)
7. Nous lisons sept romans ce trimestre. (le trimestre dernier)
8. Je prends toujours cette route. (il y a cinq jours)

---

<sup>2</sup>The expression *il y a* plus a time unit means "x time ago."

**F. Cassette: Word and sound discrimination.**

Rewrite, in the space provided, the word or phrase that you hear.

1. / allé - aller - allez - allais / \_\_\_\_\_
2. / aimé - aimer - aimez - aimait / \_\_\_\_\_
3. / entendre - attendre / \_\_\_\_\_
4. / elles ont - elles sont / \_\_\_\_\_
5. / vous - vu - veut / \_\_\_\_\_

**G. Cassette: Dictation.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## *Chapitre Dix*

### **GRAMMAR STATEMENT 1. The negative words *jamais*, *plus*.**

In Chapter 7, Grammar Statement 3., we discussed *personne* and *rien*, and emphasized that when one of these "meaningful" negatives is used, we do not use *pas*. That, of course, holds true for *jamais* and *plus*.

These two negative particles are more or less like adverbs of intensity and their order in the sentence is what you would expect.

**Il ne boit jamais de bière.**      *He never drinks beer.*

**Je ne sais plus où il habite.**      *I no longer know where he lives.*

**Elles n'ont jamais voyagé en France.**    *They have never traveled in France.*

**NB:** This would be a good time to read the entire section on negatives in the Reference Grammar, Sec. 18, 18.1, 18.2.

#### **A. Written: Practice with negatives other than *pas*.**

Answer the following questions in the negative, without using *pas*. We'll underline the expression that should be negated (see 0-a, 0-b to follow the pattern).

0-a. **Quand** vas-tu finir cet exercice?

*Je ne vais jamais finir cet exercice.*

0-b. **A qui** parlais-tu quand je suis entrée?

*Je ne parlais à personne.*

1. **Qui** vous a écrit une lettre récemment?

2. **A qui** as-tu donné la clé de l'appartement?

3. **Avez-vous déjà** vu cette pièce musicale?

4. Tu fais souvent tes devoirs en classe?

5. Qui cherches-tu?

6. Qu'est-ce que tu vas faire ce soir?

7. Combien de francs avez-vous?

8. Marie sort toujours avec Jean-Paul?

9. Qui va t'accompagner au théâtre?

10. Qu'est-ce que vous avez envoyé au président?

#### GRAMMAR STATEMENT 2. The imperative mood and object pronouns.

In commands (imperative mood), the object pronouns follow the verb in the affirmative, but revert to their usual position in front of the verb in the negative.

**Donnez-lui le stylo.**

*Give him the pen.*

**Ne lui donnez pas le stylo.**

*Don't give him the pen.*

### **B. Written: The imperative and indirect object pronouns.**

Working with the pool of verbs given below, complete the blanks in the sentences by writing the imperative of a verb that fits the meaning, along with an appropriate indirect object pronoun. Don't use any verb more than once (so *rendre* is off limits!).

/  rendre  donner  dire  expliquer  chanter  
  
parler      montrer /

0. Rends-moi mon livre.

1. \_\_\_\_\_ la vérité.

2. \_\_\_\_\_ une autre chanson.

3. \_\_\_\_\_ d'amour.

4. \_\_\_\_\_ de bonnes notes, s'il vous plaît.

5. \_\_\_\_\_ le problème.

6. \_\_\_\_\_ sa carte d'identité.

## **GRAMMAR STATEMENT 3. The immediate past.**

To express the equivalent of English "to have just done something," French uses the construction called *le passé immédiat*. It is formed with the verb *venir* in the present tense, plus *de*, plus the infinitive of the verb in question.

**Elle vient d'arriver.** *She has just arrived.*

**Nous venons de lui parler.** *We've just spoken to her.*

For further details, see the Reference Grammar, Sec. 6.2.5.

**C. Written:** Practice with the immediate past construction.

Your friend tells you s/he is going to do something. You respond that you have just done that very thing.

0. - Tu sais, je vais écrire une lettre à mes parents.

- Moi, je viens d'écrire une lettre à ma mère.

1. - Voilà! Maintenant, je vais faire mes devoirs.

- \_\_\_\_\_

2. - Tiens! Je vais téléphoner à Marie.

- \_\_\_\_\_

3. - Je sors. Je vais laver la voiture.

- \_\_\_\_\_

4. - J'ai froid. Je vais fermer la fenêtre.

- Tu n'as pas vu? \_\_\_\_\_

**D. Cassette:** Review of cardinal numerals.

Write the number that you hear in each sentence or mini-dialogue. Write just the number, in Arabic numerals.

0. YOU HEAR: *J'ai quatorze ans.*

YOU WRITE: 14

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**GRAMMAR STATEMENT 4.** Prepositions with geographical locations.

As usual, we'll tell you that for further details you should check the Reference Grammar (this time, Sec. 15.1), but we won't encourage you to do so. What is simple follows. What is complex is really not something first- and second-year students should concern themselves with.

The first thing to remember is that, when the name of a city, country or other geographical location is the direct object of a verb, no preposition is involved.

**Je vais visiter Paris.** *I'm going to visit Paris.*

[no article, no preposition with names of cities]

**Je vais visiter la France.** *I'm going to visit France.*

[just the definite article with names of countries  
and of continents (e.g. l'Europe)]

Then, if it is not a direct object, that is, if you're talking about "going to" or "traveling in" a place, these are the conventions to follow:

For cities: *à*

**Je vais à Paris.** *I'm going to Paris.*

**L'avion a atterri à Rome.** *The plane landed in Rome.*

For feminine countries: *en*

**Elle voyage en Allemagne.** *She's traveling in Germany.*

For masculine countries: *au*

**Il est arrivé au Canada ce matin.** *He arrived in Canada this morning.*

To express "coming from" a place, it is:

For cities and for feminine countries: *de*

**Elle arrive de Paris maintenant.** *She's arriving from Paris now.*

**Ils viennent d'Espagne.** *They're coming from Spain.*

For masculine countries: *du*

**Il a pris l'avion du Japon.** *He took the plane from Japan.*

**E. Cassette: Aural comprehension exercise.**

Determine whether or not the response in each of the mini-dialogues you will hear is logical and appropriate. If it is, write *oui*, if not, write *non*.

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_

**F. Cassette: Dictation.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## *Au boulot: KEY TO THE WORKBOOK*

As explained in the preface, we expect students to use the key after having completed the exercises on their own (or with help as suggested by their instructor). The major reason for workbook exercises is to prepare students for the more challenging and interesting work to be done for and in class; misapplication of the system is counter-productive and ultimately will probably lead to a poorer semester grade, even if any grade that may be given on workbook assignments is higher. We recommend careful correcting of workbook assignments, but do not recommend assigning grades to them.

### *Chapitre Un*

#### **Exercise A**

- |    |                     |     |                       |
|----|---------------------|-----|-----------------------|
| 0. | Bonjour!            | 9.  | une bonne étudiante   |
| 1. | la porte            | 10. | un gros livre         |
| 2. | le chien            | 11. | une cuisine           |
| 3. | qui est-ce?         | 12. | des yeux bleus        |
| 4. | des clés            | 13. | un permis de conduire |
| 5. | un complet          | 14. | un lit                |
| 6. | un sac à dos        | 15. | de l'argent           |
| 7. | une tête            |     |                       |
| 8. | il cherche un stylo |     |                       |

#### **Exercise B**

- |     |                       |     |                      |
|-----|-----------------------|-----|----------------------|
| 0.  | un stylo              | 11. | une cuisse           |
| 1.  | une carte             | 12. | il cherche une table |
| 2.  | un permis de conduire | 13. | un crayon bleu       |
| 3.  | un bureau             | 14. | un grand-père sympa  |
| 4.  | une étudiante         | 15. | une veste noire      |
| 5.  | un jeune homme        | 16. | un petit appartement |
| 6.  | la fille              | 17. | l'enfant             |
| 7.  | le chien              | 18. | un soutien-gorge     |
| 8.  | une chemise           | 19. | un sac à dos         |
| 9.  | un parapluie          | 20. | un gros livre        |
| 10. | une main              |     |                      |

**Exercise C**

*(Note: You were to write just the article; we give the accompanying noun in parentheses)*

- |    |                 |     |                  |
|----|-----------------|-----|------------------|
| 0. | un (bouquin)    | 6.  | une (bicyclette) |
| 1. | un (avion)      | 7.  | le (port)        |
| 2. | une (tomate)    | 8.  | la (mer)         |
| 3. | un (chapeau)    | 9.  | la (voiture)     |
| 4. | une (casquette) | 10. | le (rideau)      |
| 5. | la (joue)       |     |                  |

[*la mer*, "the sea" and *la mère*, "the mother" are pronounced exactly alike; you can tell the difference from the context]

**Exercise D**

- |    |               |
|----|---------------|
| 0. | rouge         |
| 1. | grande maison |
| 2. | stylo         |
| 3. | professeur    |
| 4. | cuisine       |
| 5. | tailleur      |

**Exercise F**

- |    |                   |    |                     |
|----|-------------------|----|---------------------|
| 0. | C'est un livre.   | 5. | C'est un parapluie. |
| 1. | C'est une maison. | 6. | C'est une main.     |
| 2. | C'est un bébé.    | 7. | C'est une oreille.  |
| 3. | C'est un chat.    | 8. | C'est une clé.      |
| 4. | C'est une jupe.   |    |                     |

**Exercise G**

- |    |                     |     |                      |
|----|---------------------|-----|----------------------|
| 1. | Bonjour, Jacques!   | 6.  | Qu'est-ce que c'est? |
| 2. | Comment allez-vous? | 7.  | C'est un avion.      |
| 3. | Je vais bien, merci | 8.  | Oui. Qui est-ce?     |
| 4. | Et vous, monsieur?  | 9.  | C'est une étudiante. |
| 5. | Bien, merci.        | 10. | Bravo, Jacques.      |

*Chapitre Deux***Exercise B**

0. Etes-vous content?
1. Allons-nous à Paris?
2. Est-elle paresseuse?
3. Sont-ils sympa? [no -s on "sympa"]
4. Est-elle présente?
5. Etes-vous malade?
6. Sommes-nous fatiguées?
7. Regarde-t-il la télé?
8. Etes-vous contents?

**Exercise C**

- |       |        |
|-------|--------|
| 0. un | 3. des |
| 1. un | 4. le  |
| 2. la | 5. les |

**Exercise D**

- |                    |                      |
|--------------------|----------------------|
| 0. un gros livre   | 5. le voisin         |
| 1. le petit garçon | 6. un étudiant       |
| 2. des hommes      | 7. une étudiante     |
| 3. un professeur   | 8. la petite fenêtre |
| 4. une voisine     |                      |

**Exercise E**

- |                 |                |
|-----------------|----------------|
| 0. <i>six</i>   | 5. <i>huit</i> |
| 1. <i>trois</i> | 6. <i>huit</i> |
| 2. <i>neuf</i>  | 7. <i>six</i>  |
| 3. <i>trois</i> | 8. <i>sept</i> |
| 4. <i>sept</i>  |                |

**Exercise F**

0. D'accord, je vais partir.
1. D'accord, je vais chanter.
2. D'accord, je vais regarder le livre.
3. D'accord, je vais aller au tableau.
4. D'accord, je vais compter.
5. D'accord, je vais répéter.

**Exercise G**

0. Au contraire, vous allez partir (tout de suite).
1. Au contraire, il va regarder la télévision (toute la journée).
2. Au contraire, je vais répéter la question (deux fois).
3. Au contraire, elles vont aller au théâtre (ce soir, et demain soir).
4. Au contraire, vous allez parler français (et vous n'allez pas parler anglais).
5. Au contraire, il va poser trois questions (et peut-être quatre questions).
6. Au contraire, Hélène va regarder le professeur (parce qu'il est beau)!

**Exercise I**

- |                     |                        |
|---------------------|------------------------|
| 0. la grande maison | 3. un blouson blanc    |
| 1. le gros livre    | 4. un étudiant heureux |
| 2. un stylo bleu    | 5. une femme contente  |

**Exercise J**

- |                             |                      |
|-----------------------------|----------------------|
| 0. une petite table         | 4. une porte ouverte |
| 1. une jupe verte           | 5. un bon étudiant   |
| 2. un garçon sympa          | 6. une oreille jaune |
| 3. un (jeune) homme sportif |                      |

**Exercise K**

0. gentils, gentille, gentilles
1. longs, longue, longues
2. courts, courte, courtes
3. naturels, naturelle, naturelles
4. dangereux, dangereuse, dangereuses
5. humains, humaine, humaines
6. masculins, masculine, masculines
7. réguliers, régulière, régulières
8. annuels, annuelle, annuelles
9. religieux, religieuse, religieuses
10. charmants, charmante, charmantes

**Exercise L**

- |                          |                                  |
|--------------------------|----------------------------------|
| 1. Voici Claudine.       | 6. un blue-jean et un Tee-shirt. |
| 2. C'est une étudiante.  | 7. Elle n'est pas sportive.      |
| 3. Ses profs sont sympa  | 8. Elle regarde la télé          |
| 4. et elle est contente. | 9. et elle mange des frites.     |
| 5. Elle porte toujours   | 10. Elle est paresseuse.         |

*Chapitre Trois***Exercise A**

- |    |                                       |    |                |
|----|---------------------------------------|----|----------------|
| 0. | parlons-nous                          | 5. | vas-tu         |
| 1. | chante-t-on                           | 6. | est-elle       |
| 2. | regarde-t-elle                        | 7. | regardons-nous |
| 3. | chechez-vous                          | 8. | a-t-il         |
| 4. | cherchent-ils ( <i>no extra -t-</i> ) |    |                |

**Exercise B**

0. **Vas-tu à la bibliothèque?**
1. **Cherchez-vous un stylo?**
2. **Cherche-t-elle le professeur?**
3. **Cherchent-elles le professeur?**
4. **Allez-vous à Paris?**
5. **A-t-il des frères?**
6. **As-tu des soeurs?**
7. **Est-elle malade?**
8. **Sont-ils désolés?**

**Exercise C**

0. **Nous ne parlons pas français.**
1. **Il n'est pas malade.**
2. **Ce n'est pas un cahier.**
3. **Ne comprenez-vous pas la question?**
4. **Ne regarde-t-elle pas le professeur?**
5. **Vous ne chantez pas la chanson.**
6. **Nous n'allons pas au cinéma.**
7. **Ne parles-tu pas français?**
8. **N'êtes-vous pas fatiguée?**

**Exercise D**

0.	<b>malade</b>	bien	oui
1.	<b>content</b>	triste	oui
2.	<b>contente</b>	heureuse	non <sup>1</sup>
3.	<b>grand</b>	petit	oui
4.	<b>vieille</b>	jeune	oui
5.	<b>pauvre</b>	riche	oui
6.	<b>sur la table</b>	sous la table	oui

**Exercise E**

0.	<b>du</b>	5.	<b>des</b>
1.	<b>de l'</b>	6.	<b>du</b>
2.	<b>la/une<sup>2</sup></b>	7.	<b>un</b>
3.	<b>une</b>	8.	<b>un</b>
4.	<b>une</b>	9.	<b>une</b>

**Exercise F**

0.	<b>le/un</b>	6.	<b>des, d'</b>
1.	<b>de</b>	7.	<b>des, des</b>
2.	<b>un, un</b>	8.	<b>l', le</b>
3.	<b>le/un</b>	9.	<b>de l'</b>
4.	<b>un</b>	10.	<b>du</b>
5.	<b>la</b>		

**Exercise G**

1. Le professeur n'est pas content.
2. Il va au tableau noir
3. et il écrit:
4. "Avez-vous du pain?"
5. et "Non, je n'ai pas de pain."
6. Ensuite, il pose des questions:
7. "A-t-elle des amis?"
8. "As-tu de l'argent?"

<sup>1</sup>You may argue that the person is making a contrastive distinction between *contente* and *heureuse*, but that's stretching it a bit!

<sup>2</sup>In most cases, one could imagine a context (a previous sentence spoken, hence an antecedent) in which the definite article would be appropriate, but the indefinite article is most appropriate when there is no context.

9. "C'est une chemise?"
10. Nous répondons bien.
11. Maintenant, il est content.

### *Chapitre Quatre*

#### **Exercise A**

0. Elle est sur la table/le bureau.
1. Elle est sur la table. / Elle est devant le verre.
2. Il est sur la table. / Il est derrière le verre.
3. Il est à côté de la table. / Il est à la droite de la table.
4. Elles sont sur la table. / Elles sont à la gauche de la machine à écrire.
5. Le verre est sur la table et les stylos sont dans le verre.
6. Elle est dans la machine à écrire.
7. Ils sont sous la table.

#### **Exercise B**

0. Le professeur est devant la table.
1. Les livres sont dans le sac à dos.
2. Elle est en face de la pharmacie.
3. Elles sont derrière le gros livre.
4. Elle est à côté de la boucherie.
5. Elle est devant le tableau noir.
6. Ils sont sur le lit.
7. Jacques est devant/derrière Philippe.
8. Ils sont dans un/le parc.

#### **Exercise C**

- 0a. Elle est catholique.
- 0b. C'est un médecin.
1. Elle est médecin.
2. C'est une juive.
3. Ce sont des ingénieurs.
4. Ils sont musulmans.
5. Elle est comédienne.
6. C'est une Japonaise.
7. C'est une mécanicienne.

**Exercise D**

0. Il est suisse. OR C'est un Suisse.
1. Il est japonais. OR C'est un Japonais.
2. Elle est médecin. OR C'est une femme médecin.
3. Il est boulanger. OR C'est un boulanger.
4. Il est protestant. OR C'est un protestant.
5. Elle est mécanicienne. OR C'est une mécanicienne.
6. Elle est irlandaise. OR C'est une Irlandaise.

**Exercise E**

0. Ah! Elle est professeur d'histoire?
1. Non, c'est un infirmier.
2. Oh là là, c'est un Parisien!
3. Elle est juive?
4. C'est un mécanicien, sans doute.
5. Elles sont anglaises?
6. Tiens! Elle est médecin?

**Exercise F**

(Either *voici* or *voilà* is acceptable in all sentences.)

0. Le voici. OR Voici le stylo.
1. Les voici. OR Voici les livres.
2. La voilà. OR Voilà ta veste.
3. Les voici. OR Voici mes cahiers.
4. Le voici. OR Voici mon nez.
5. Les voilà. OR Voilà vos lunettes.

- 
6. Les voici.
  7. Le voilà.
  8. Les voilà.
  9. Le voici.
  10. Les voilà.

**Exercise G**

0. Monsieur Perot a trop d'argent.
1. Notre professeur a peu d'amis.
2. La plupart des étudiants sont paresseux. (...travailleurs?)
3. Beaucoup de professeurs sont patients.
4. Il y a pas mal d'avocats dans cette ville.

5. Il y a trop d'enfants dans le parc.
6. Tu manges trop de pain.
7. Cette jeune fille a beaucoup de courage.
8. Mon professeur n'a pas beaucoup d'amis, mais elle a beaucoup d'argent.

### Exercise H

0. Il a beaucoup d'argent.
1. Il a peu d'argent.
2. Elle a beaucoup d'amis.
3. Ils ont trop de pain. Ils ont assez de pain.
4. Il a peu d'amis.
5. Henri a beaucoup d'argent. Henri a assez d'argent.

### Exercise I

0. Il fait beau.
1. Il pleut.
2. Il neige. OR Il fait froid.
3. Il fait chaud. (50 Centigrade)
4. Il fait froid.

### Exercise J

0. Mon père fait la vaisselle.
1. Cette jeune fille bronzée fait de la natation.
2. L'enfant sage fait son lit.
3. Beaucoup de Français font du vélo.
4. Mon grand-père et ma grand-mère font une promenade tous les soirs.
5. Le soldat fait la cuisine.
6. Les voyageurs font leurs bagages.

### Exercise K

1. Il fait beau aujourd'hui.
2. Le boulanger pose une question  
à la boulangère:
4. "On fait une promenade?"
5. Elle répond:
6. "Non, je suis malade."
7. Je vais chez le médecin."
8. Elle va chez le médecin.
9. Il regarde sa jambe
10. et il dit: "Voici votre problème!" ...

*Chapitre Cinq***Exercise A**

- |             |              |
|-------------|--------------|
| 1. allais   | 4. regardais |
| 2. prenions | 5. étaient   |
| 3. avait    |              |

**Exercise B**

acheter	(no change)
plaçons	(needs a cedilla)
s'appelle	(double the l)
mangeais	(needs an -e-)

**Exercise C**

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Où est mon stylo?     | 5. Où sont vos livres?      |
| 2. Où est votre cahier?  | 6. Où sont ses chaussettes? |
| 3. Où est mon sac à dos? | 7. Où est leur livre?       |
| 4. Où est notre carte?   |                             |

**Exercise D**

- 0a. Non, vous regardez mon nez!  
 0b. Non, tu parles à mon chien.  
 1. Non, c'est mon sac.  
 2. Non, c'est mon ami.  
 3. Non, il parle à son père.  
 4. Non, ce sont mes enfants.  
 5. Non, je cherche mes devoirs.  
 6. Non, j'entre dans mon appartement.  
 7. Nons, ils ferment leurs fenêtres.  
 8. Non, je vais à Londres.

**Exercise E**

- |                        |                           |
|------------------------|---------------------------|
| 1. <u>quel</u> nom     | 4. <u>quelle</u> pièce    |
| 2. <u>quel</u> temps   | 5. <u>quelles</u> équipes |
| 3. <u>quelle</u> heure | 6. <u>quelle</u> robe     |

**Exercise F**

- |    |                    |    |               |
|----|--------------------|----|---------------|
| 0. | <b>3.643</b>       | 5. | <b>92</b>     |
| 1. | <b>1931</b>        | 6. | <b>33</b>     |
| 2. | <b>43.50.32.82</b> | 7. | <b>6.000</b>  |
| 3. | <b>75.000</b>      | 8. | <b>12.000</b> |
| 4. | <b>25.560</b>      |    |               |

**Exercise G**

1. Ton nouveau Tee-shirt est chic!
2. Tu trouves?
3. C'est le Tee-shirt de mon père.
4. Tiens!
5. Il joue au football,
6. ton père?
7. Non, c'est un avocat.
8. Il a un client
9. qui est membre
10. de l'équipe d'Italie.

*Chapitre Six***Exercise A**

The cues you should have heard, and the proper responses (oral) are:

1. **tu** Tu as étudié le français.  
**nous** Nous avons étudié le français.  
**Jacques et Françoise** Jacques et Françoise ont étudié le français.
2. **vous** Vous avez fait vos devoirs.  
**je** J'ai fait mes devoirs.  
**ils, pluriel** Ils ont fait leurs devoirs.
3. **nous** nous avons pris un taxi.  
**vous** vous avez pris un taxi.  
**je** j'ai pris un taxi.
4. **il, singulier** Il a fermé la porte.  
**nous** Nous avons fermé la porte.  
**tu** Tu as fermé la porte.

**Exercise B**

- |             |               |
|-------------|---------------|
| 1. ai bu    | 5. ai choisi  |
| 2. ont fait | 6. avez fini  |
| 3. ont pu   | 7. a regardé  |
| 4. as été   | 8. avons pris |

**Exercise D**

1. j'ai froid, j'ai chaud
2. tu as tort, j'ai raison, tu as tort
3. qu'est-ce qu'ils ont?, ils ont sommeil
4. j'ai besoin d'(un bon dictionnaire)
5. (le pauvre homme) a mal à la gorge

**Exercise E**

[NB: These are sample answers; they show the right form, but you could certainly have chosen (correctly) different adjectives.]

0. Le football est plus intéressant que le football américain.
1. Le cours de français est plus difficile que le cours de biologie.
2. La France est plus belle que les Etats-Unis.
3. Napoléon est aussi stupide qu'Alexandre le Grand.
4. Le train est plus rapide que l'avion.
5. Mon professeur est plus gentil que votre professeur.
6. Marie est plus sportive que Jacques.

**Exercise F**

- |         |               |
|---------|---------------|
| 1. est  | 3. écrivaient |
| 2. fini | 4. as         |

**Exercise G**

1. Quand j'étais très jeune,
2. j'adorais les cartes
3. et les photos des pays étrangers.
4. Ma mère me donnait
5. des livres fantastiques
6. sur le Brésil, la Russie, l'Espagne.
7. Puis, en 1955,
8. nous avons fait un grand voyage
9. en France et en Italie.
10. C'était merveilleux.

*Chapitre Sept.***Exercise B**

- |    |               |     |               |
|----|---------------|-----|---------------|
| 0. | est mort      | 6.  | as été        |
| 1. | ai bu         | 7.  | sont arrivées |
| 2. | ont fait      | 8.  | ai choisi     |
| 3. | es allé(e)    | 9.  | avez fini     |
| 4. | ont pu        | 10. | a regardé     |
| 5. | suis parti(e) |     |               |

**Exercise C**

[No key: each student will presumably have different sentences.]

**Exercise D**

- |    |               |    |               |
|----|---------------|----|---------------|
| 0. | Qui           | 5. | Qu'est-ce que |
| 1. | Qu'est-ce qui | 6. | Qui           |
| 2. | qui           | 7. | Que           |
| 3. | Que           | 8. | Qui           |
| 4. | qui           |    |               |

**Exercise E**

0. Qui attendiez-vous devant la bibliothèque?
1. Qu'est-ce que M. Jourdan a offert à sa femme?
2. Qu'est-ce qui a surpris l'agent de police?
3. Qu'est-ce qui est sur la table?
4. Chez qui allez-vous passer le weekend?

**Exercise F**

0. Je ne parle à personne.
1. Personne n'a écrit cette lettre.
2. Je ne parlais à personne quand tu es entrée.
3. Je n'ai rien mangé ce matin.
4. Je ne cherche personne.
5. Je ne vais rien faire ce soir.
6. Personne ne va m'accompagner au théâtre.
7. Je n'ai rien envoyé au président.
8. Je n'ai fait cet exercice pour personne.

**Exercise G**

- |    |        |    |                 |
|----|--------|----|-----------------|
| 0. | écrire | 5. | dire            |
| 1. | venir  | 6. | marcher         |
| 2. | aller  | 7. | (se) mettre (à) |
| 3. | faire  | 8. | être            |
| 4. | avoir  |    |                 |

**Exercise H**

[These are sample answers; other correct answers are possible.]

1. Je cherche les clés de ma voiture.
2. J'ai dit "Voici mon ami Jacques."
3. Je ne vais rien faire ce soir. [Since a negative answer was required, this is probably the only good answer.]

**Exercise I**

1. Je suis allé au Louvre hier.
2. Quand je suis arrivé,  
à dix heures,
3. je n'ai vu personne.
4. Après trente minutes,
5. un monsieur est sorti
6. du musée.
7. Il a dit:
8. "C'est mardi,
9. tous les musées sont fermés."
- 10.

*Chapitre Huit.***Exercise A**

0. Je lui donne mon stylo.
1. Elle nous rend les devoirs.
2. Vous leur avez parlé de Jean?
3. Tu vas m'offrir un cadeau, n'est-ce pas?  
[You should have dropped the -e and added an apostrophe.]
4. Qui t'a écrit cette lettre?
5. Tiens! Il m'a envoyé ces boucles d'oreille?

**Exercise B**

[In many cases, there are other possible answers.]

0. Nous lui envoyons souvent des lettres.
1. La patronne leur a posé beaucoup de questions.
2. Mon père va me montrer sa nouvelle voiture.
3. Ce monsieur m'a dit: "Allez-vous-en!"
4. Est-ce que tu leur obéis?
5. Le professeur ne nous a pas expliqué la leçon.
6. J'ai envie de t' acheter une jolie robe.
7. Monsieur, voulez-vous bien nous répéter la question?
8. Ma mère nous a lu un conte de fées.
9. Cet avocat va lui vendre la Tour Eiffel.
10. Tu me plais, chéri.

**Exercise C** [not to be written out]**Exercise D**

0.	vrai	vraie	vraiment*
1.	heureux	heureuse	heureusement
2.	joli	jolie	joliment*
3.	complet	complète	complètement
4.	joyeux	joyeuse	joyeusement
5.	sévère	sévère	sévèrement
6.	certain	certaine	certainement
7.	long	longue	longuement
8.	évident	évidente	évidemment*
9.	naturel	naturelle	naturellement
10.	fréquent	fréquente	fréquemment*

**Exercise E**

- |    |                             |    |                   |
|----|-----------------------------|----|-------------------|
| 0. | faiblement                  | 5. | mal               |
| 1. | vite, rien                  | 6. | mieux, prudemment |
| 2. | plus, rapidement            | 7. | précisément,      |
| 3. | plus, lentement, déjà, très | 8. | malheureusement   |
| 4. | bientôt                     |    | seulement         |

**Exercise F**

- |    |        |    |     |
|----|--------|----|-----|
| 1. | offrir | 4. | de  |
| 2. | offert | 5. | sur |
| 3. | ces    |    |     |

**Exercise G**

1. C'était hier
2. l'anniversaire de notre prof.
3. Comme elle est très sympathique,
4. nous l'avons invitée
5. à prendre un pot.
6. Elle a refusé
7. et aujourd'hui elle nous a surpris
8. avec un examen très difficile.
9. Voici la morale
10. de cette histoire:
11. n'invitez jamais votre professeur
12. à vous accompagner au bar.

*Chapitre Neuf***Exercise A**

0. Je les vois.
1. Jean la ferme.
2. Elle va le chercher. [Remember: "...in front of the verb of which it is the object."]
3. Nous les chantions.
4. Elles l' ont comprise. [The *-e* on *comprise* follows the agreement rule for *avoir* verbs: agrees with preceding direct object, *la* (*l'*).]
5. Il ne veut pas le regarder.
6. Je ne les ai pas données à Fifi!
7. Nous allons le voir.
8. Tu les as vus à la télé?

**Exercise B** [No key: your instructor may go over the questions and various possible answers in class.]

**Exercise C**

[There are other possible correct answers.]

0. Je vais la donner à *ce mauvais étudiant*.
1. Je les ai finis *ce matin à deux heures*. *Je suis fatigué!*
2. Elle l' a offert à *une grenouille, qui est devenue un prince!*
3. On l' trouvé *dans la cuisine: il avait faim*.
4. Oui, je l'ai vu. *Il était au concert des "Dindons cracheux."*
5. Je l'ai vu à *Paris au cinéma Lucernaire, il y a cinq ans*.

**Exercise D**

0. Elle s'est couchée à minuit hier soir.  
Elle va se coucher ce soir à dix heures.
1. Nous nous sommes levés de bonne heure ce matin.  
Nous allons nous lever tard demain: c'est samedi.
2. Je me suis lavé les mains avant le déjeuner.  
Je vais me laver les mains avant le dîner aussi.
3. Tu t'es amusé avec tes copains hier soir?  
Tu vas t'amuser avec tes copains le week-end prochain?
4. Ils ne se sont pas dépêchés ce matin.  
Ils vont se dépêcher ce soir, je te l'assure!
5. Ils se sont parlé au téléphone le week-end passé.  
Ils vont se parler au téléphone ce soir.

**Exercise E**

1. Elle est venue hier soir. [agreement with the subject]
2. Nous avons travaillé à la bibliothèque pendant toute la nuit. [no preceding direct object, therefore no agreement]
3. Je me suis levé(e) ce matin à six heures. [depends on whether the speaker (*je*) is male or female]
4. Elle est descendue pour nous parler il y a cinq minutes. [agreement with the subject]
5. Nous nous sommes dépêchés hier quand nous avons entendu le cri des enfants.  
[agreement on the first verb, with preceding direct object; it could be *dépêchées* if all the persons included in "*nous*" were female]
6. Ils ne sont pas allés à Paris l'été passé.
7. Nous avons lu sept romans le trimestre dernier. [no preceding direct object, therefore no agreement]  
Nous les avons lu le trimestre dernier. [agreement with preceding direct object]
8. J'ai pris cette route il y a cinq jours.  
Je l'ai prise il y a cinq jours. [see number 7]

**Exercise F**

- |             |              |
|-------------|--------------|
| 1. allais   | 4. elles ont |
| 2. aimait   | 5. vu        |
| 3. entendre |              |

**Exercise G**

1. Voilà Jacques Lebon.
2. Il se lève, comme d'habitude,
3. à cinq heures et demie.
4. Hier soir, il s'est couché tard,
5. donc il est très fatigué.
6. Quand il arrive au métro,
7. il n'a pas de ticket(s)
8. et il n'a pas d'argent!
9. Mais il a sa télécarte.
10. Il téléphone à un ami...

*Chapitre Dix***Exercise A**

- 0-a. Je ne vais jamais finir cet exercice.
- 0-b. Je ne parlais à personne.
1. Personne ne m'a écrit de lettre récemment.
2. Je ne l'ai donnée à personne.  
OR: Je n'ai donné la clé (de l'appartement) à personne.
3. Non, je ne l'ai jamais vue.  
OR: Non, je ne l'ai pas encore vue.
4. Non, je ne fais jamais mes devoirs en classe.  
OR: Non, je ne les fais jamais en classe.
5. Je ne cherche personne.
6. Je ne vais rien faire ce soir.
7. Je n'ai plus de francs. [This is the best response considering the instructions, but "Je n'ai pas de francs," or "Je n'en ai pas du tout" would actually be more natural French.]
8. Non, elle ne sort plus avec lui.
9. Personne ne va m'accompagner au théâtre.
10. Je n'ai rien envoyé au président. OR Je ne lui ai rien envoyé.

**Exercise B**

[Other pronouns are possible in most instances.]

- |    |               |    |               |
|----|---------------|----|---------------|
| 0. | Rends-moi     | 4. | Donnez-nous   |
| 1. | Dites-lui     | 5. | Expliquez-lui |
| 2. | Chantons-leur | 6. | Montrez-moi   |
| 3. | Parle-moi     |    |               |

**Exercise C**

0. Moi, je viens d'écrire une lettre à ma mère.
1. Moi, je viens de les faire.
2. Moi, je viens de téléphoner à Geneviève.
3. Moi, je viens de laver ma voiture.
4. Moi, je viens de fermer la fenêtre.

**Exercise D**

- |                  |                     |
|------------------|---------------------|
| 0. <u>14</u>     | 6. <u>3 (kilos)</u> |
| 1. <u>3.000</u>  | 7. <u>32</u>        |
| 2. <u>23</u>     | 8. <u>94</u>        |
| 3. <u>205</u>    | 9. <u>6</u>         |
| 4. <u>1972</u>   | 10. <u>16</u>       |
| 5. <u>45.000</u> |                     |

**Exercise E**

1. Non. (You might argue for *oui*...)  
[the first person asked if the second heard him; the second said "Yes, and you didn't come."]
2. Non. (You might argue for *oui*...)  
[the first person asked how many times the second one saw this film; the second replied "I'm going to see it tomorrow."]
3. Oui.
4. Oui.

**Exercise F**

1. Denise est arrivée à Paris hier.
2. Sa valise était lourde,
3. elle était très fatiguée,
4. et elle n'allait pas bien.
5. Heureusement,
6. un agent de police l'a aidée.
7. Il a pris sa valise
8. et elle est allée à une pharmacie
9. en face de la gare.
10. La pharmacienne lui a donné un médicament...