

# A Level French Transition Booklet

This booklet is an opportunity for you to consolidate all aspects of KS4 French grammar in order to build a firm foundation for KS5.

Student's Name .....

|                                                          |      |                                              |
|----------------------------------------------------------|------|----------------------------------------------|
| Introduction: note to teachers                           |      |                                              |
| Coverage of the GCSE grammar specification (all boards): |      |                                              |
| Foundation tier                                          |      |                                              |
| Higher tier                                              |      |                                              |
| Asking questions (F)                                     |      |                                              |
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| <i>Grammar specification for Foundation tier</i>                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Coverage in Upgrade: French Grammar</i>                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nouns:</b> <ul style="list-style-type: none"> <li>Gender</li> <li>Singular and plural forms</li> </ul>                                                                                                                                                                                                                                                                                                                                               | pages 11, 12, 13, 14<br>pages 11, 12                                                                                                                                    |
| <b>Articles:</b> <ul style="list-style-type: none"> <li>Definite, indefinite and partitive, including use of <b>de</b> after negatives</li> </ul>                                                                                                                                                                                                                                                                                                       | pages 11, 12, 13, 14, 54, 55                                                                                                                                            |
| <b>Adjectives:</b> <ul style="list-style-type: none"> <li>Agreement</li> <li>Position</li> <li>Comparative and superlative: regular</li> <li>Demonstrative (<b>ce, cet, cette, ces</b>)</li> <li>Possessive</li> <li>Interrogative (<b>quel, quelle</b>)</li> </ul>                                                                                                                                                                                     | pages 16, 17, 18, 19<br>pages 16, 17, 18, 19<br>pages 60, 61<br>pages 51, 53<br>pages 15, 18<br>pages 8, 10                                                             |
| <b>Adverbs:</b> <ul style="list-style-type: none"> <li>Comparative and superlative: regular</li> <li>Adverbs of time and place (<b>aujourd'hui, demain, ici, là-bas</b>)</li> <li>Common adverbial phrases</li> </ul>                                                                                                                                                                                                                                   | page 8<br>} page 36 and throughout                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Quantifiers / Intensifiers (<b>très, assez, beaucoup, peu, trop</b>)</li> </ul>                                                                                                                                                                                                                                                                                                                                  | throughout                                                                                                                                                              |
| <b>Pronouns:</b> <ul style="list-style-type: none"> <li>Personal: all subject, including <b>on</b></li> <li>Reflexive</li> <li>Relative: <b>qui</b></li> <li>Relative: <b>que</b> (R)</li> <li>Object: direct (R) and indirect (R)</li> <li>Positions and order of object pronouns (R)</li> <li>Demonstrative (<b>ça, cela</b>)</li> <li>Indefinite (<b>quelqu'un</b>)</li> <li>Interrogative (<b>qui, que</b>)</li> <li>Use of <b>y, en</b></li> </ul> | pages 9, 10<br>pages 23, 24, 25<br>pages 62, 63, 64<br>pages 62, 63, 64<br>pages 56, 57, 58, 59<br>page 59<br>page 52, 53<br>page 64<br>pages 8, 10<br>pages 54, 55, 59 |

| <i>Grammar specification for Foundation tier</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Coverage in Upgrade: French Grammar</i>                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Verbs:</p> <ul style="list-style-type: none"> <li>• Regular and irregular forms of verbs, including reflexive verbs</li> <li>• All persons of the verb, singular and plural</li> <li>• Negative forms</li> <li>• Interrogative forms</li> <li>• Modes of address: <b>tu</b>, <b>vous</b></li> <li>• Impersonal verbs (<b>il faut</b>)</li> <li>• Verbs followed by an infinitive, with or without a preposition</li> </ul> <p>Tenses:</p> <ul style="list-style-type: none"> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect: <b>avoir</b>, <b>être</b> and <b>faire</b></li> <li>• Other common verbs in the imperfect tense (R)</li> <li>• Immediate future</li> <li>• Future (R)</li> <li>• Conditional: <b>vouloir</b> and <b>aimer</b></li> <li>• Pluperfect (R)</li> <li>• Passive voice: present tense (R)</li> <li>• Imperative</li> <li>• Present participle (R)</li> </ul> | <p>} throughout all verb pages and sections</p> <p>page 9</p> <p>pages 74, 75</p> <p>pages 46, 47, 48, 49, 50</p><br><p>pages 20, 21, 22, 23, 24, 25</p> <p>pages 31, 32, 33, 34, 35, 36</p> <p>} pages 37, 38, 39, 40</p> <p>pages 44, 45</p> <p>pages 65, 66, 67, 68</p> <p>pages 69, 70, 71</p> <p>pages 41, 42</p> <p>pages 72, 73</p> <p>pages 26, 27, 28</p> <p>page 43</p> |
| Prepositions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | pages 29, 30, 48, 49, 50                                                                                                                                                                                                                                                                                                                                                          |
| Conjunctions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | throughout                                                                                                                                                                                                                                                                                                                                                                        |
| Number, quantity, dates and time:<br>including use of <b>depuis</b> with present tense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | throughout<br>pages 20, 24                                                                                                                                                                                                                                                                                                                                                        |

| <i>Grammar specification for Higher tier</i>                                                                                                                                                                                                                                                                                            | <i>Coverage in Upgrade: French Grammar</i>                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| All grammar and structures listed for Foundation tier, plus:                                                                                                                                                                                                                                                                            |                                                                                                                        |
| Adjectives: <ul style="list-style-type: none"> <li>Comparative and superlative, including <b>meilleur, pire</b></li> </ul>                                                                                                                                                                                                              | pages 60, 61                                                                                                           |
| Pronouns: <ul style="list-style-type: none"> <li>Use of <b>y, en</b></li> <li>Relative: <b>que</b></li> <li>Relative: <b>lequel, auquel, dont</b> (R)</li> <li>Object, direct and indirect</li> <li>Position and order of object pronouns</li> <li>Demonstrative (<b>celui</b>)</li> </ul>                                              | pages 54, 55, 59<br>pages 63, 64<br>pages 62, 63, 64<br>pages 56, 57, 58, 59<br>pages 56, 57, 58, 59<br>pages 52, 53   |
| Verbs:<br>Tenses: <ul style="list-style-type: none"> <li>Future</li> <li>Imperfect</li> <li>Conditional</li> <li>Pluperfect</li> <li>Passive voice: future, imperfect and perfect tenses (R)</li> <li>Present participle, including use after <b>en</b></li> <li>Subjunctive mood: present, in commonly used expressions (R)</li> </ul> | pages 65, 66, 67, 68<br>pages 37, 38, 39, 40<br>pages 69, 70, 71<br>pages 41, 42<br>pages 72, 73<br>page 43<br>page 75 |

#### 1 Three-in-one

There are three ways of asking the same question in French:

- use your voice/intonation:  
**Tu as quinze ans?**
- add **Est-ce que...**:  
**Est-ce que tu as quinze ans?**
- switch the subject (**tu**) and the verb (**as**):  
**As-tu quinze ans?**

Are you 15?

*Asking questions? It's a piece of cake!*



Make two more questions each time, using the model above.

- a 1 Tu habites ici? 2 Est-ce que \_\_\_\_\_? 3 Habites-\_\_\_\_\_?
- b 1 Tu \_\_\_\_\_? 2 Est-ce que tu t'appelles Chris? 3 T'appelles-\_\_\_\_\_?
- c 1 Tu \_\_\_\_\_? 2 Est-ce \_\_\_\_\_?
- 3 As-tu des frères et des sœurs?

#### 2 Three Qs

- Remember the **Q**-questions:  
**Quand?** When?  
**Qu'est-ce que?** What?  
**Qui?** Who?
- They don't change.

Complete these questions.

- a Ton anniversaire, c'est \_\_\_\_\_?  
When is your birthday?
- b \_\_\_\_\_ c'est? What's that?
- c \_\_\_\_\_ est-ce? Who is that?

#### 3 Any more questions?

- **Cop** these:  
**Comment?** What? How?  
**Où?** Where?  
**Pourquoi?** Why?

Fill in the gaps again.

- a \_\_\_\_\_ t'appelles-tu?  
What's your name?
- b \_\_\_\_\_ vas-tu? How are you?
- c \_\_\_\_\_ habites-tu?  
Where do you live?
- d \_\_\_\_\_ préfères-tu habiter à Paris?  
Why do you prefer living in Paris?

#### 4 Q jumping

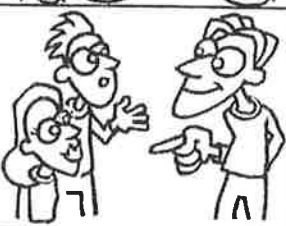
- **quel(s)** and **quelle(s)**, meaning 'what?' or 'which?' are different – they change depending on the noun they are in front of:  
**quel** = masculine singular  
**quelle** = feminine singular  
**quels** = masculine plural  
**quelles** = feminine plural

Fill in the gaps, using **quel**, **quelle**, **quels** or **quelles**. Check the *gender* (masculine or feminine) at the back of your text book, or in a dictionary.

- a Tu fais \_\_\_\_\_ sport?  
What sport do you do?
- b C'est \_\_\_\_\_ famille?  
Which family is it?
- c Tu préfères \_\_\_\_\_ animaux?  
What pets do you prefer?
- d Et le week-end, tu fais \_\_\_\_\_ activités?  
And at weekends what activities do you do?

#### 5 ■■■➔ À toi!

- a Write your own interview questions and try them out with a friend.
- b Imagine you are writing a magazine interview with someone famous. Write out the questions, with the celebrity's answers.

|                                                                                     | Which person? | English | Examples                                  |
|-------------------------------------------------------------------------------------|---------------|---------|-------------------------------------------|
|    | je            | I       | Je m'appelle Chris.<br>J'ai* quinze ans.  |
|    | tu            | you     | Tu habites en ville?<br>Tu aimes ça?      |
|    | il            | he      | Voici mon frère.<br>Il s'appelle Simon.   |
|                                                                                     | elle          | she     | Voici ma sœur.<br>Elle s'appelle Natalie. |
|    | nous**        | we      | Nous sommes jumelles.                     |
|    | vous          | you     | Vous avez quel âge?                       |
|   | ils           | they    | Ils sont acteurs.                         |
|  | elles         | they    | Elles habitent à Paris.                   |

\* **Je** loses its **e** when the next word/verb begins with **h** or a vowel.

\*\* Instead of **nous** you can use **on** to say 'we', 'you', 'people'.

**On est jumelles.** We're twins.

**On préfère le centre-ville.** People prefer the town centre.

With **on**, the verb follows the same pattern as **il** and **elle**.

► Be careful to use the right 'you':

- **tu** for a friend, relative or pet;
- **vous** for an adult or someone older you don't know very well;
- **vous** when you're talking to more than one person.

#### 1 Personally speaking

Fill in the missing personal pronoun.

- \_\_\_\_\_ m'appelle David.  
I'm called David.
- \_\_\_\_\_ ai deux sœurs et un frère.  
I've got two sisters and one brother.
- \_\_\_\_\_ habite ici. We live here.
- \_\_\_\_\_ est actrice.  
She's an actress.
- Voici mon grand-père.  
\_\_\_\_\_ est très sympa.  
This is my grandad.  
He's very nice.
- \_\_\_\_\_ es fille unique?  
Are you an only child?
- Comment vous appelez-\_\_\_\_\_?  
What are your names?

It's vous to you, not tu!



#### 2 My family

Correct Julie's e-mail. Write in the missing pronouns.

Salut!

C'est moi! Je m'appelle Julie, \_\_\_\_\_ 'ai 15 ans. Dans ma famille, il y a mon père.

\_\_\_\_\_ s'appelle Éric, \_\_\_\_\_ a quarante ans et \_\_\_\_\_ est plombier. Ma mère, \_\_\_\_\_

s'appelle Emmeline, et mes deux sœurs – \_\_\_\_\_ s'appellent Josette et Julianne

– \_\_\_\_\_ sont jumelles. Et ma grand-mère? \_\_\_\_\_ est super – \_\_\_\_\_ habite

avec nous. \_\_\_\_\_ 'ai un chat, Minou, et un chien, Bondex – \_\_\_\_\_ sont adorables.

Et toi? \_\_\_\_\_ as des animaux? Quel âge as-\_\_\_\_\_? Où habites-\_\_\_\_\_?

Réponds-moi vite!

Julie

#### 3 À toi!

Write an e-mail about your own family, or an invented family, if you wish.

Add a drawing, if you can. Use as many personal pronouns as you can, following the model in **My family**.

Remember:

- interrogative pronouns and adverbs such as **qui, que, qu'est-ce que, comment, pourquoi, quand** are invariable (they don't change);
- interrogative adjectives (**quel(s), quelle(s)**) behave like any other adjective and match their noun, e.g.

|                 | <i>masculine</i>      | <i>feminine</i>          |
|-----------------|-----------------------|--------------------------|
| <i>singular</i> | <b>quel frère?</b>    | <b>quelle sœur?</b>      |
| <i>plural</i>   | <b>quels enfants?</b> | <b>quelles familles?</b> |

### 1 Profile

Complete the sentences using an appropriate question form.

- Ton anniversaire, c'est \_\_\_\_\_?
- \_\_\_\_\_ êtes-vous?
- \_\_\_\_\_ s'appelle-t-il?
- \_\_\_\_\_ âge a-t-elle?
- \_\_\_\_\_ habitez-vous?
- \_\_\_\_\_ sports fait-on?
- \_\_\_\_\_ préfères-tu habiter à la campagne?
- \_\_\_\_\_ vas-tu?
- C'est \_\_\_\_\_, ton anniversaire?

### 2 Personal pronouns

Write the personal pronouns in the correct place.

elles on vous il ils  
elle tu nous je

|                            |                          |
|----------------------------|--------------------------|
| <b>1st person singular</b> | <b>1st person plural</b> |
| <b>2nd person singular</b> | <b>2nd person plural</b> |
| <b>3rd person singular</b> | <b>3rd person plural</b> |

### 3 I'm asking you ...!

Complete the questions with the correct pronouns and interrogatives.

- Ton frère, \_\_\_\_\_ âge a-t-\_\_\_\_\_?  
How old is your brother?
- Tes copains, \_\_\_\_\_ habitent-\_\_\_\_\_?  
Where do your mates live?
- Ta grand-mère, \_\_\_\_\_ s'appelle-t-\_\_\_\_\_?  
What's your grandma's name?
- \_\_\_\_\_ activités préfères-\_\_\_\_\_?  
What activities do you prefer?
- \_\_\_\_\_ allez-\_\_\_\_\_? How are you?
- \_\_\_\_\_ faites dans la vie?  
What do you do for a living?

### 4 Interview: Guillaume Canet

Complete the interview. Fill in the missing information.

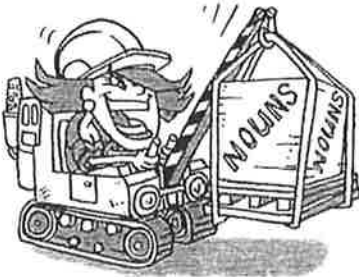
- \_\_\_\_\_ **est votre nom?**
- \* \_\_\_\_\_ m'appelle Guillaume Canet.  
\_\_\_\_\_ **âge avez-** \_\_\_\_\_?
- \* \_\_\_\_\_ 'ai vingt-sept ans.  
**Votre anniversaire, c'est** \_\_\_\_\_?
- \* \_\_\_\_\_ 'est le 10 avril.  
\_\_\_\_\_ **habitez-** \_\_\_\_\_?
- \* \_\_\_\_\_ 'habite à Paris.  
\_\_\_\_\_ **faites-** \_\_\_\_\_ **dans la vie?**
- \* \_\_\_\_\_ suis acteur et réalisateur.  
\_\_\_\_\_ **êtes sportif?**
- \* Oui, \_\_\_\_\_ 'adore le sport.  
\_\_\_\_\_ **préférez comme sports?**
- \* Comme sports, \_\_\_\_\_ préfère la boxe et le moto-cross.  
\_\_\_\_\_ **est votre animal préféré?**
- \* \_\_\_\_\_ préfère le cheval.

### 5 À toi!

Use the model in exercise 4 to script your own magazine interview with someone famous.

### ◆ Foundation

Interests and hobbies



➤ Remember, all **nouns** (words for *things* or *people*) are either **masculine** or **feminine** in French, and most add an **-s** in the **plural**:

**masculine**

**un garçon**

a boy

**un stade**

a stadium

**des ordinateurs** (some) computers

**feminine**

**une fille**

a girl

**une équipe**

a team

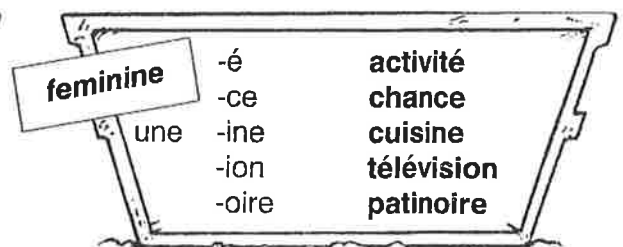
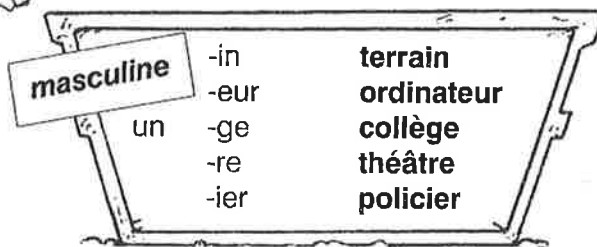
**des activités** (some) activities

➤ **Indefinite articles:** **un**, **une** and **des** are used to say 'a', 'an' and 'some', with nouns.

➤ **Un** is used with *masculine* nouns, **une** with *feminine* nouns.

**Des** is used with *plural* nouns (more than one of something).

➤ The *ending* of some nouns tells you whether it's masculine or feminine. Use these tips to skip learning the *gender* (*masculine* or *feminine*) of every single noun:



#### 1 Fill the skips!

Put the nouns into the right skips.\*

terrain

activité

patinoire

ordinateur

centres

randonnée

concours

stages

courts  
de tennis

équipe

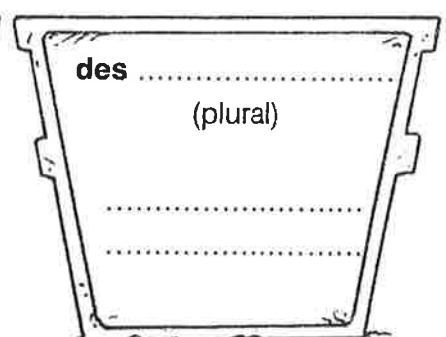
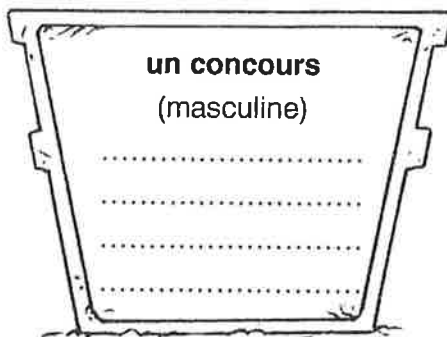
membre

piscine

atelier

\* If a noun ends in **-s**, the chances are it is *plural*. However, a few nouns end in **-s** in the singular. Can you spot a noun that does this, in the blocks on the left?

Treat it as *singular* in this exercise and put it into the right skip.



#### 2 Now fill in the gaps using **un**, **une** or **des**.

##### Centre d'activités sportives 'Beausoleil'

Au centre, il y a (1) \_\_\_\_\_ piscine, (2) \_\_\_\_\_ atelier théâtre et (3) \_\_\_\_\_ stages d'équitation.

Tu aimes le basket? Il y a (4) \_\_\_\_\_ équipe de basket.

Il y a (5) \_\_\_\_\_ terrain de football et (6) \_\_\_\_\_ courts de tennis aussi. Samedi, il y a (7) \_\_\_\_\_ concours de pêche et (8) \_\_\_\_\_ randonnée dans la forêt.

Bon week-end et bonnes vacances!

#### 3 À toi!

Invent your own sports and activities centre and write a similar text to advertise it, using some different facilities and features.

### Saying 'the'

- If you want to be precise (definite), use **le** or **la**.  

|                  |                     |
|------------------|---------------------|
| <b>masculine</b> | <b>feminine</b>     |
| <b>le stage</b>  | <b>la patinoire</b> |

the course      the ice rink
- Sometimes in French you must use the definite article, even if English doesn't:  
**J'aime le tennis.** I like tennis.
- If you want to talk about more than one, use **les** (adding an **-s**, if necessary).  
**les stages**                  the courses  
**les patinoires**              the ice rinks
- Have you noticed the odd-one-out?  
Use **l'** to say 'the' if the noun begins with a vowel (and, sometimes, with an **h**) – it's easier to say:  
**l'activité**                  the activity  
**l'ordinateur**              the computer  
**l'hôtel**                      the hotel



### 1 Test yourself!

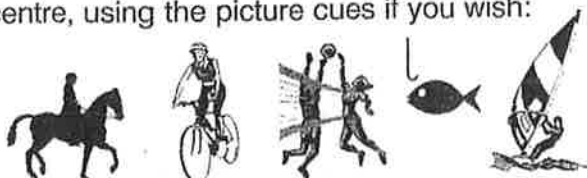
Cross out three of the four definite articles in boxes to leave correct sentences each time.

#### Activités sportives au Centre Beausoleil

- Le La L Les piscine est ouverte de 9h à 20h.
- Il y a le la l' les atelier théâtre tous les soirs ...
- ... et le la l' les concours de pêche samedi matin.
- Il y a aussi le la l' les randonnée dans le la l' les forêt.
- Si vous préférez le la l' les télévision, restez à le la l' les hôtel!

### 3 À toi!

Use the e-mail text (right) to write your own e-mail about a different activities/sports centre, using the picture cues if you wish:



### 2 Definite or indefinite? Singular or plural?

Put it to the test! Fill in the gaps using one of the following each time:

**un, une, des; le, la, l', les.**

The first letter is given each time to help you choose.

Salut!

Me voilà au centre d'activités, dans l'\_\_\_ forêt de Fontainebleau. C'est super!  
Il y a d\_\_\_ terrains de tennis, u\_\_\_ piscine et d\_\_\_ stages de judo. Il y a même u\_\_\_ stade et u\_\_\_ patinoire: on fait d\_\_\_ matchs de foot et de hockey sur glace!

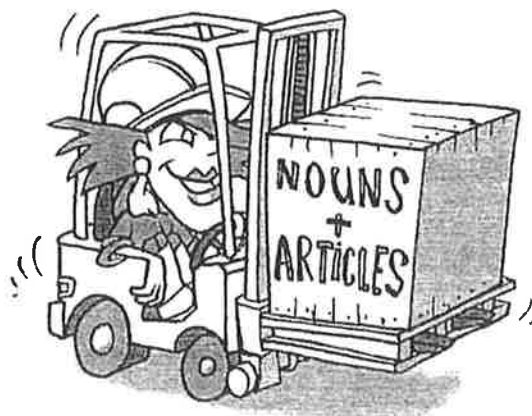
Le soir, je regarde l'\_\_\_ télévision ou je sors avec l'\_\_\_ copains.

Demain, je fais l'\_\_\_ atelier théâtre et je joue avec l'\_\_\_ ordinateur.

Et toi?

### Cheat sheet

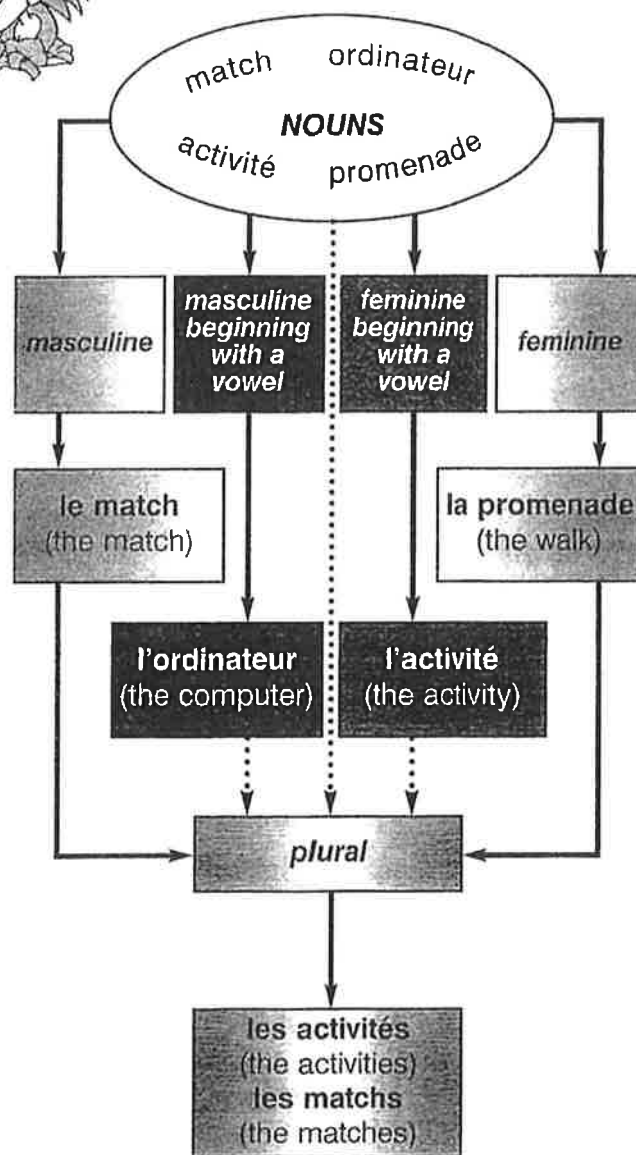
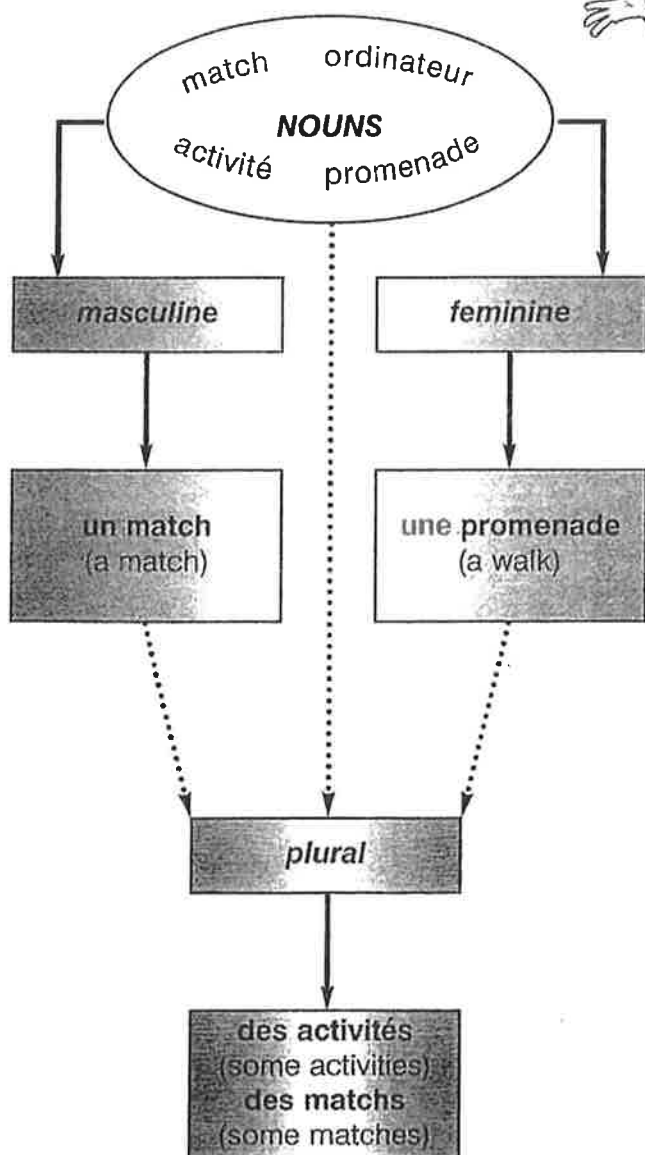
- **Nouns** tell you who or what someone or something is.
- They almost always follow an **indefinite article** (**un, une** or **des**, meaning 'a', 'an' or 'some') or a **definite article** (**le, l', la** or **les**, meaning 'the').
- Sometimes in French you must use the definite article, even when English doesn't:  
I love swimming. **J'adore la natation.**
- These endings give you some short cuts to genders (masculine or feminine) of certain nouns in French:  
**masculine:** -ème, -eur, -ge, -re, -ier  
**feminine:** -é, -ce, -ine, -ion, -oire
- Learn the flowcharts below.



#### INDEFINITE ARTICLE



#### DEFINITE ARTICLE





**Show what you know!**

➤ Refer to the **Cheat sheet** to remind yourself about definite and indefinite articles.

1 Fill in the gaps using whatever clues are given in brackets. Choose from: **un, une or des; le, l', la or les**.

| noun                   | indefinite article                                                                                                                                                                                                   | definite article         | text                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------|
| section (f)            | (une) section                                                                                                                                                                                                        | (la) section             | Dans mon collège, il y a ____ section sport-études. |
| dossier ____           | ____ dossier                                                                                                                                                                                                         | (le) dossier             | Il faut avoir ____ bon dossier scolaire.            |
| sport (m)              | (un) sport                                                                                                                                                                                                           | ____ sport               | Je pratique tous ____ sports.                       |
| classe ____            | ____ classe                                                                                                                                                                                                          | (la) classe              | On commence dès ____ classe de sixième.             |
| élève (m)<br>élève (f) | (un) élève<br>____ élève                                                                                                                                                                                             | ____ élève<br>(l') élève | ____ élèves suivent le même programme scolaire.     |
| translation            | In my school there is <b>a</b> sports-studies section. You have to have <b>a</b> good academic record. I do all <b>the</b> sports. You start from <b>the</b> 6th year. <b>The</b> pupils follow the same curriculum. |                          |                                                     |

### 2 I hate sporty people!

Copy out the grid (below). Find the 16 nouns in this article and give as much information about each of them as you can work out.

| noun  | meaning | information                                |
|-------|---------|--------------------------------------------|
| temps | time    | masculine, singular;<br>+ definite article |

Savez-vous pourquoi je n'apprécie pas les sportifs du collège? Ils m'énervent! Tout le temps, même pendant les cours, ils parlent uniquement de sports, de compétitions et de championnats: "On a un match samedi – c'est la finale de la coupe Junior. Tu viens?" "Tu as un entraînement ce soir?"

Et les concerts?! Et la télé?! Et la vie normale?!

### 3 Find the article!

Fill the gaps with either **un, une or des**, or **le, l', la or les**.

#### Vacances sportives

J'adore les vacances sportives car j'adore \_\_\_\_ sport, surtout \_\_\_\_ natation qui est très bonne pour la forme, \_\_\_\_ équitation, \_\_\_\_ surf et \_\_\_\_ planche à voile. Au centre d'activités sportives, il y a normalement \_\_\_\_ piscine, \_\_\_\_ terrains de tennis, \_\_\_\_ stade et, bien sûr, il y a aussi \_\_\_\_ mer pour \_\_\_\_ sports aquatiques. Je n'aime pas tellement \_\_\_\_ pêche, que je trouve horriblement ennuyeuse et normalement, je ne fais pas \_\_\_\_ atelier danse, parce que je danse mal! Quant à \_\_\_\_ hôtel, on a normalement tous \_\_\_\_ confort: piscine chauffée, salle de musculation et restaurant de luxe, bien sûr!



### 4 À toi!

**Pourquoi j'adore (ou pourquoi je déteste) les vacances sportives.**

Write your own account of why you love (or hate) sports/activity holidays. Change as much of the vocabulary as you can in the text (on the left).

## ◆ Foundation

### Family and friends

Voici mon frère Max et ma sœur Joëlle ... et mes parents.

This is my brother Max and my sister Joëlle ... and my parents.



- The underlined adjectives above tell you who the 'owner' is, so they are called **possessive** adjectives.
- Like all other adjectives, possessives match the noun.

| masculine |            |        |              |
|-----------|------------|--------|--------------|
| singular  |            | plural |              |
| mon       | ami        | mes    | amis         |
|           | frère      |        | frères       |
|           | grand-père |        | grands-pères |
|           | père       |        | (parents)    |
|           | professeur |        | professeurs  |
| feminine  |            |        |              |
| singular  |            | plural |              |
| ma        | copine     | mes    | copines      |
|           | sœur       |        | sœurs        |
|           | grand-mère |        | grands-mères |
|           | mère       |        | (parents)    |

### 1 They're mine!

Complete the sentences with **mon**, **ma** or **mes**.

**Example:** Mon grand-père a 75 ans.

- Using this simple formula, you can convert 'my' to 'your'.

**mon** → **ton** Où est ton frère?

Where's your brother?

**ma** → **ta** Comment s'appelle ta sœur?

What's your sister's name?

**mes** → **tes** Comment vont tes grands-parents?

How are your grandparents?

*They're easy – they rhyme!*

a \_\_\_\_ sœur s'appelle Angéline.

b \_\_\_\_ parents sont sympa.

c \_\_\_\_ frère est très sportif.

### 2 Now it's your turn

Cross out the incorrect adjectives in the boxes to leave correct sentences.

**Example:** Comment s'appellent ☐ ta ☐ tes ☐ ton parents?

a Où habitent ☐ ta ☐ ton ☐ tes grands-parents?

b Quel âge a ☐ ton ☐ tes ☐ ta copine?

c Qu'est-ce qu'il fait dans la vie, ☐ ta ☐ tes ☐ ton frère?

- Let's add to the formula above, to talk about other people's possessions: his and hers.

**mon** → **ton** → **son** Comment s'appelle son frère? What's the name of his/her\* brother?

**ma** → **ta** → **sa** Où habite sa sœur? Where does his/her\* sister live?

**mes** → **tes** → **ses** Quel âge ont ses grands-parents? How old are his/her\* grandparents?

\* Forget who the owner is – think of the 'owned': brother is masculine so it's **son**, but it can still mean 'her' as well as 'his'; the same goes for **sa** – **sœur** is feminine, but it can still mean 'his' or 'her'; it even works in the plural – **ses** means 'his' or 'hers'.

### 3 His 'n' hers

Convert the sentences from 'my' or 'your' to 'his' or 'her'. Fill in the gaps.

**Example:** Mon frère s'appelle Paul.  
Son frère s'appelle Chris.

- a Ma mère a 35 ans.  
\_\_\_\_ mère a 40 ans.
- b Tes parents sont sympa.  
\_\_\_\_ parents sont timides.
- c Ton père est électricien.  
\_\_\_\_ père est dentiste.

### 4 ➡ À toi!

a Fill in the gaps to complete this family pen portrait.

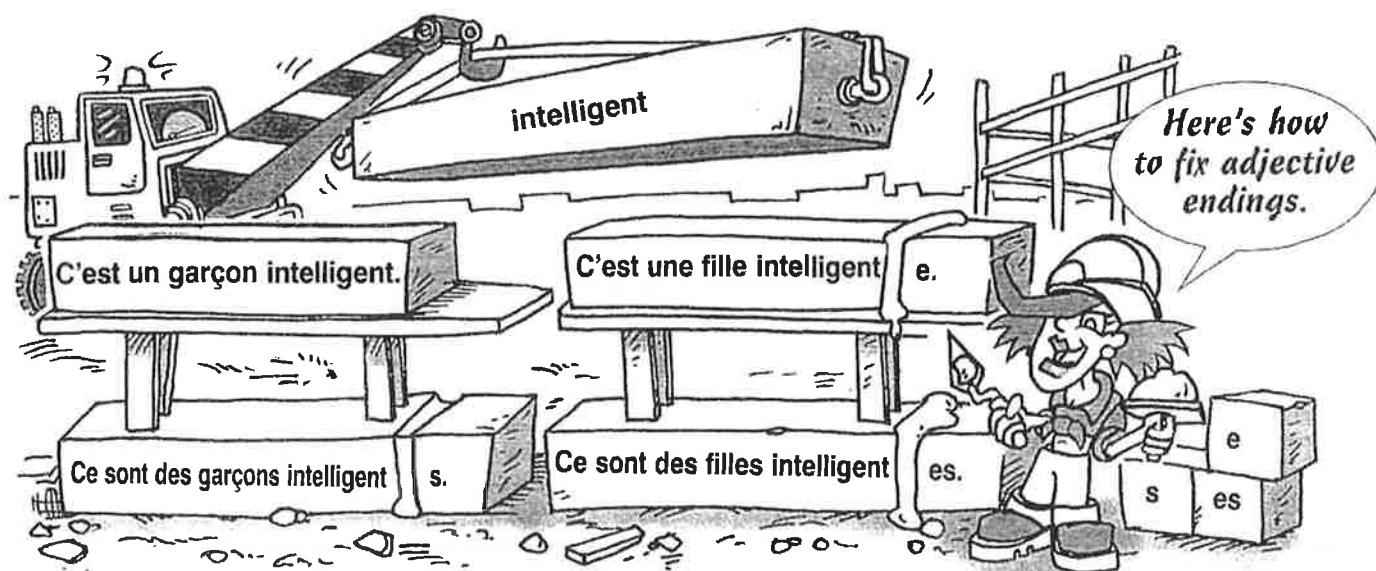
**Example:** Voici  ma  famille.

père s'appelle Paul et  mère s'appelle Annie.

sœurs s'appellent Nicole et Sandrine.  frère s'appelle Simon.

Et ta famille? Comment s'appelle  père? Et  mère? Et  frères et sœurs – ils ont quel âge?

b Now write your own family pen portrait.



- Remember, **adjectives** describe **nouns** (people, things, places).

**Mon frère Max est intelligent.**

**C'est un garçon intelligent.**

**Ma sœur Joëlle est intelligente.**

**C'est une fille intelligente.**

**Max et Julien sont des garçons intelligents.**

**Joëlle et Melissa sont des filles intelligentes.**

- Did you notice ...?
- the adjective ending changes when it describes a girl and when it's plural;
  - the adjective doesn't come before the noun, it follows it.
- Many adjectives follow this pattern of adding three different endings (-e, -s, -es).  
A few are slightly different:
- eux → -euse → -eux → -euses**  
**-if → -ive → -ifs → -ives**
- Look at the grid below and see if you can spot the pattern for each adjective.

#### 1 Complete the descriptions

Choose the correct adjective – cross out the incorrect answers. Use the back of your text book or a dictionary to check whether each noun is masculine or feminine.

**Example:** J'ai les cheveux

☐ long ☒ longues ☐ longs

**a** Je m'appelle Alex. J'ai les yeux  
☐ bleue ☐ bleus ☒ bleu

**b** J'ai les cheveux  
☐ courts ☐ courte ☒ courtes

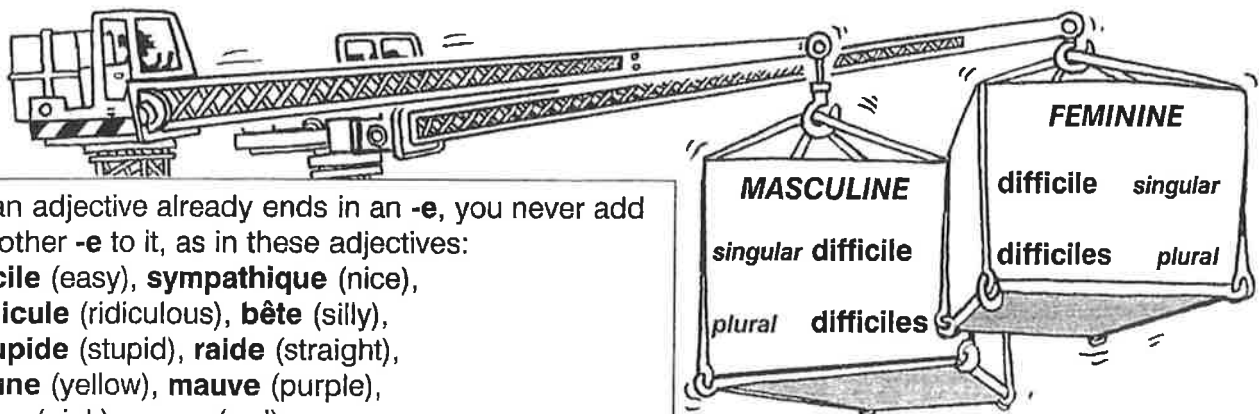
**c** Mon frère s'appelle Damien.  
Il est ☐ ennuyeuse ☐ ennuyeux  
☒ ennuyeuses

**d** Ma copine Alice est ☐ sportif  
☐ sportives ☐ sportifs ☒ sportive

#### 2 À toi!

Using any of the adjectives from the table (left), write your own short profile of yourself and/or someone else, following the model above. If necessary, because you are limited by the adjectives available, you can invent the persons you describe.

| masculine |          | feminine  |            | ENGLISH |
|-----------|----------|-----------|------------|---------|
| singular  | plural   | singular  | plural     |         |
| amusant   | amusants | amusante  | amusantes  | funny   |
| joli      | jolis    | jolie     | jolies     | pretty  |
| bleu      | bleus    | bleue     | bleues     | blue    |
| vert      | verts    | verte     | vertes     | green   |
| noir      | noirs    | noire     | noires     | black   |
| court     | courts   | courte    | courtes    | short   |
| long      | longs    | longue    | longues    | long    |
| ennuyeux  | ennuyeux | ennuyeuse | ennuyeuses | boring  |
| sportif   | sportifs | sportive  | sportives  | sporty  |



- If an adjective already ends in an **-e**, you never add another **-e** to it, as in these adjectives:  
**facile** (easy), **sympathique** (nice),  
**ridicule** (ridiculous), **bête** (silly),  
**stupide** (stupid), **raide** (straight),  
**jaune** (yellow), **mauve** (purple),  
**rose** (pink), **rouge** (red)
- But these colours behave differently:
- **marron** (brown) and **orange** (orange) never change.  
**J'ai les yeux marron.** I've got brown eyes.  
**Il porte des chaussettes orange.**  
He's wearing orange socks.
  - **blanc** (white) adds an **h** when it's feminine.  
**Elle porte une jupe blanche et des chaussures blanches.**  
She's wearing a white skirt and white shoes.
  - **gris** (grey) only changes when it's feminine.  
**Ma sœur porte une robe grise et des chaussures grises.**  
My sister's wearing a grey dress and grey shoes.

#### 1 Easy does it!

Complete the sentences with the correct adjective.

**Example:** C'est facile comme exercice.  
It's an easy exercise.

- Mon frère est \_\_\_\_\_.  
My brother's silly.
- Sa copine est \_\_\_\_\_.  
His girlfriend is ridiculous.
- Mes profs sont \_\_\_\_\_.  
My teachers are nice.

#### 2 Teachers

Complete the description of this teacher.  
Add the correct ending to the adjectives.  
If no ending is needed, put a dash in the space.

**Example:** Mon prof d'histoire est très ennuyeux \_\_\_\_.

- M. Simonneau est un petit \_\_\_\_ prof.  
Mr Simonneau is a small teacher.
- Il a les cheveux long \_\_\_\_ et raide \_\_\_\_.  
He has long, straight hair.
- Il a les yeux marron \_\_\_\_.  
He's got brown eyes.
- Ses cours sont ennuyeux \_\_\_\_.  
His lessons are boring.
- Mais les cours de Mme Legrand sont intéressants \_\_\_\_.  
But Mrs Legrand's lessons are interesting.
- Elle est grand \_\_\_\_ et elle a les cheveux court \_\_\_\_ et noir \_\_\_\_.  
She's tall and she's got short, black hair.
- À mon avis, elle est très sympathique \_\_\_\_.  
In my opinion, she's really nice.

### Adjectives before nouns

- These adjectives break the rule and come in front of the noun. Some also have irregular endings. See if you can spot them!

| masculine |          | feminine |           | English   |
|-----------|----------|----------|-----------|-----------|
| singular  | plural   | singular | plural    |           |
| beau      | beaux    | belle    | belles    | beautiful |
| bon       | bons     | bonne    | bonnes    | good      |
| mauvais   | mauvais* | mauvaise | mauvaises | bad       |
| nouveau   | nouveaux | nouvelle | nouvelles | new       |
| jeune     | jeunes   | jeune    | jeunes    | young     |
| vieux     | vieux*   | vieille  | vieilles  | old       |
| premier   | premiers | première | premières | first     |
| dernier   | derniers | dernière | dernières | last      |
| grand     | grands   | grande   | grandes   | big       |
| petit     | petits   | petite   | petites   | small     |

\* If an adjective ends in **-s** or **-x**, don't add an extra **-s**.

#### 3 IIII ➔ À toi!

Write pen portraits of some of your teachers – at least one male and one female. Use the model on the right and remember not to be rude!

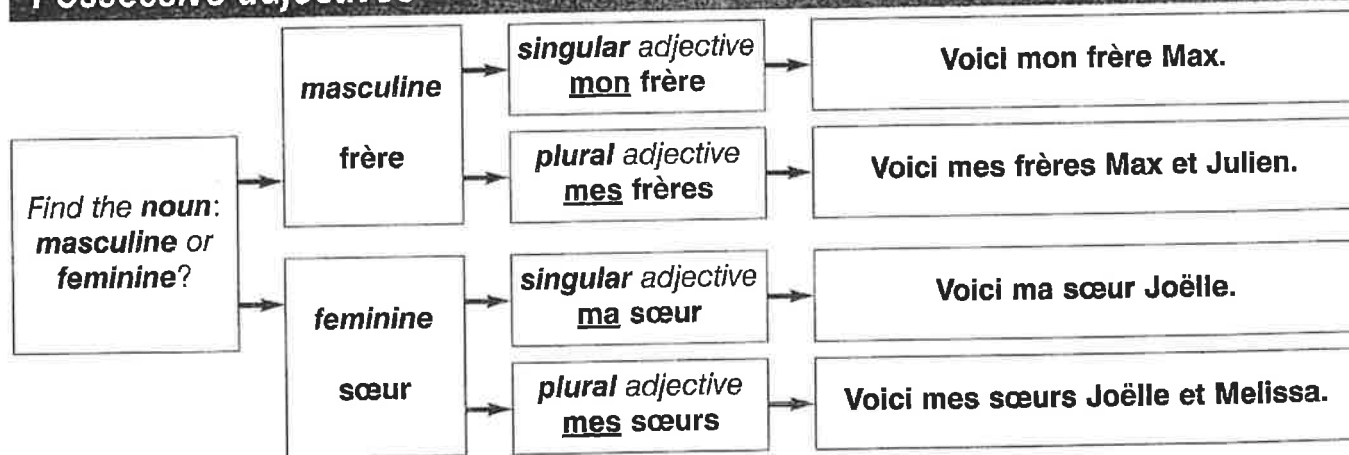
### Cheat sheet

- Remember, most adjectives add an **-e**, **-s** or **-es** to the masculine singular form to make them feminine singular, masculine plural or feminine plural:  
**un garçon intéressant, une fille intéressante, des garçons intéressants, des filles intéressantes.**
- Exceptions are:
  - adjectives already ending in **-e**, which do not need another **-e** in feminine singular and plural:  
**rapide, ridicule, horrible, etc.**
  - adjectives ending in **-eux**:  
    - délicieux, délicieuse, délicieux, délicieuses;
    - er: dernier, dernière, derniers, dernières;
    - on or -en: bon, bonne, bons, bonnes;
    - italien, italienne, italiens, italiennes;
    - il or -if: gentil, gentille, gentils, gentilles;
    - sportif, sportive, sportifs, sportives.
  - invariable adjectives such as **marron** (J'ai les yeux marron) and **orange**.
- Possessive adjectives (**mon, ma, mes, ton, ta, tes, son, sa, ses** and **notre, notre, nos, votre, votre, vos, leur, leur, leurs**) come before the noun.  
**C'est ton père? Voici ma mère.**  
Most others follow the noun.
- So, how do you get from **mon/ton/son**, etc. to **mes/tes/ses**?  
And from **intelligent** to **intelligentes**?

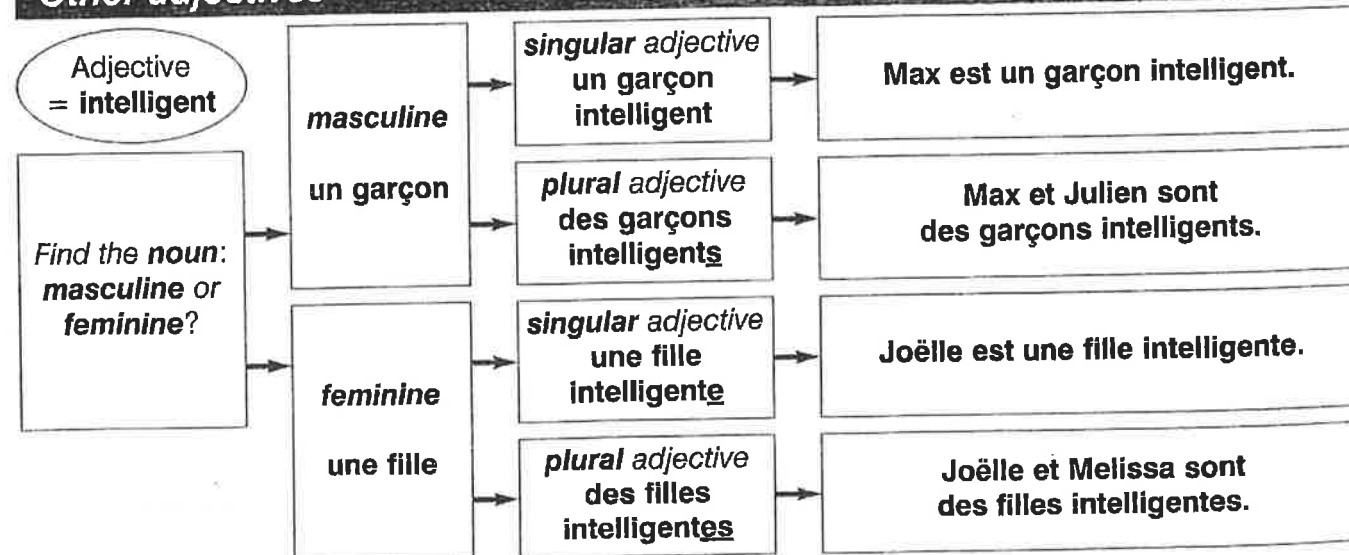


Go with the flow!

### Possessive adjectives



### Other adjectives



- Remember, adjectives always agree with their nouns.
- They generally **follow** the noun.
- Possessive adjectives precede the noun, as do these: **bon, mauvais, petit, grand, jeune, vieux, nouveau, premier, dernier, beau, excellent, gentil, joli, pauvre, autre, gros.**
- If you want to use two adjectives with the same noun, you put them before and after:  
**un bon dossier scolaire.**

### 1 Sporty schools

Pick out the ten adjectives (including two possessives) and write them on the grid provided, filling in the English where necessary.

|   | adjective | English |
|---|-----------|---------|
| a |           |         |
| b |           | heavy   |
| c | sportives |         |
| d |           |         |
| e |           | school  |
| f |           |         |
| g | même      |         |
| h |           |         |
| i |           |         |
| j |           |         |



Dans mon lycée en Bretagne, il y a une section sport-études. Les emplois du temps sont lourds, mais cela nous donne la possibilité de bien réussir aux sports.

On doit avoir des qualités sportives et un bon dossier scolaire. Les sections sport-études peuvent être mixtes, et les élèves suivent le même programme scolaire que le reste des élèves de leur âge. C'est super!

### 2 Logic table

Fill in the gaps on the adjectives grid.

|   | masculine |          | feminine |            |
|---|-----------|----------|----------|------------|
|   | singular  | plural   | singular | plural     |
| a |           | sportifs |          |            |
| b | ennuyeux  |          |          |            |
| c |           |          |          | bonnes     |
| d |           |          | forte    |            |
| e |           |          |          | difficiles |

### 3 Cherchons correspondants

Complete the e-mail text. Translate the adjectives in brackets into French.

Salut!

(My) \_\_\_\_\_ copine Joëlle et moi cherchons des correspondants (English) \_\_\_\_\_.

Joëlle est fille (only) \_\_\_\_\_.

Elle a 16 ans et elle est (tall) \_\_\_\_\_ et (slim) \_\_\_\_\_. Elle est très (sporty) \_\_\_\_\_ et très (funny) \_\_\_\_\_.

Moi, j'ai 15 ans et j'ai un frère (older) \_\_\_\_\_ et une sœur (younger) \_\_\_\_\_.

On habite un appartement (modern) \_\_\_\_\_ en centre-ville. Je suis de taille (average) \_\_\_\_\_ et j'ai les yeux (green) \_\_\_\_\_ et les cheveux (blonde) \_\_\_\_\_ et (long) \_\_\_\_\_.

Répondez-nous!

Amélie et Joëlle

### 4 À toi!

Salut Amélie et Joëlle!

Write a reply to Amélie and Joëlle on behalf of yourself and a friend. Give a full description of both of you, adding, if you wish, more details about members of your family.

## Talking about what you and others do, are doing or regularly do



No need to be tense – just cut and join!

- **aimer** means 'to like', so to say 'I like', replace **-er** with **-e** and start with the personal pronoun **je/j'**:
- J'aime les maths.**  
I like maths.

**Check it out!**  
Learn **-er** verb endings in threes.  
First it's **-e, -es, -e**,  
then **-ons, -ez, -ent**.

### 1 Terminate them!

Complete these sentences.

- Tu aim \_\_\_\_\_ le sport?
- Elle aim \_\_\_\_\_ la musique.
- On aim \_\_\_\_\_ le français.
- Nous aim \_\_\_\_\_ l'histoire.



- If it works for **aimer** it must work for other **-er** verbs, e.g. **trouver, parler, regarder**.

### 2 Fill in the gaps

Add the correct verb endings.

- Je trouv \_\_\_\_\_ l'histoire difficile.  
I find history difficult.
- Comment tu trouv \_\_\_\_\_ le français?  
How do you find French?
- Comment trouv \_\_\_\_\_ -vous les maths?  
How do you find/What do you think of maths?
- Tu parl \_\_\_\_\_ allemand?  
Do you speak German?
- On regard \_\_\_\_\_ beaucoup de vidéos au collège.  
We watch lots of videos at school.

### ► depuis + present tense

You use the present tense with **depuis** (meaning 'since') to say how long something has been going on.

**J'habite ici depuis cinq ans.**  
I have lived here for five years.

### 3 Au collège

Complete the e-mail by writing in the missing verb endings.

Salut!

J'habite à Rouen depuis trois ans. Je vais au collège Jean Racine. Je trouv \_\_\_\_\_ que c'est bien comme collège. Et toi, comment tu trouv \_\_\_\_\_ ton collège?

Tu aime \_\_\_\_\_ les sciences? Moi, j'ador \_\_\_\_\_ ça – c'est ma matière préférée. Ma copine Vanessa préfèr \_\_\_\_\_ le dessin et la musique. Moi aussi, j'appréci \_\_\_\_\_ les cours de musique: on jou \_\_\_\_\_ des instruments de musique et on écout \_\_\_\_\_ de la musique classique, moderne et internationale. Écris-moi bientôt!

Nadia

### 4 À toi!

Write your own e-mail in reply to the one in exercise 3. Talk about subjects you like/dislike and about your friends' preferences.

### Present tense: -ir and -re verbs

► Same method, different endings!



**Check it out (again)!**  
Learn -ir verb endings similarly.  
First, -is, -is, -it,  
Then -iss with the next three,  
Plus -ons, -ez, -ent.



**Check it, check it, check it!**  
The third group of verbs is called -re,  
With endings -s, -s and **nothing**  
... see?  
Then once again the final three  
Are -ons, -ez, -ent.

### 1 Finish them off!

Add the verb endings to complete the sentences.

#### ▼ -ir verbs

- a Je fin\_\_\_\_\_ mes devoirs.  
I'm finishing my homework.
- b Tu fin\_\_\_\_\_ à quelle heure?  
What time do you finish?
- c Le cours (= il) fin\_\_\_\_\_ quand?  
When does the lesson end?

#### ▼ -re verbs

If you think no ending is needed, cross out the gap.

**Example:** Je répond s à ta question.  
I'm answering your question.

- d Elle répond\_\_\_\_\_ au téléphone.  
She's answering over the telephone.
- e Est-ce que tu répond\_\_\_\_\_ souvent en classe?  
Do you often answer in class?

### 2 Au collège – encore!

Put the verbs in brackets into the present tense to complete the description of a school day.

**Example:** Je me lève puis je (**prendre**) prends une douche.  
I get up then I take a shower.

- a Je quitte la maison et je (**prendre**) \_\_\_\_\_ le bus.  
I leave home and take the bus.
- b Je (**descendre**) \_\_\_\_\_ du bus devant le collège à 8 heures 10.  
I get off the bus outside school at 8.10 a.m.
- c J'(**apprendre**) \_\_\_\_\_ l'anglais depuis un mois et c'est difficile!  
I've been learning English for a month now and it's difficult!
- d À midi, on (**prendre**) \_\_\_\_\_ le déjeuner.  
At midday we have/take lunch.

- e Puis j'(**attendre**) \_\_\_\_\_ mes copains dans la cour.  
Then I wait for my mates in the playground.
- f La journée scolaire (**finir**) \_\_\_\_\_ à 16 heures 30.  
The school day finishes at 4.30 p.m.
- g Et toi? Tu (**prendre**) \_\_\_\_\_ le bus?  
Qu'est-ce que tu (**apprendre**) \_\_\_\_\_ comme matières?  
What about you? Do you take the bus?  
What subjects do you learn?

### 3 ➡ À toi!

Write your own e-mail about your school day, using as many -er and -ir verbs as you can. Use the exercise above to help you.

Name/  
Group:

### Irregular present tense verbs

- All of the **-er**, **-ir**, **-re** verbs you've learned so far follow a consistent pattern for their endings, so they're called regular verbs.
- There's a small number of important verbs that are so inconsistent they're called irregular verbs, e.g.



je vais  
tu vas il va  
nous allons

#### être (to be)

|          |         |             |          |
|----------|---------|-------------|----------|
| je suis  | I am    | nous sommes | we are   |
| tu es    | you are | vous êtes   | you are  |
| il est   | he is   | ils sont    | they are |
| elle est | she is  | elles sont  | they are |
| on est   | one is  |             |          |

#### avoir (to have)

|        |          |            |           |
|--------|----------|------------|-----------|
| j'ai   | I have   | nous avons | we have   |
| tu as  | you have | vous avez  | you have  |
| il a   | he       | ils ont    | they have |
| elle a | she has  | elles ont  | they have |
| on a   | one      |            |           |

### 1 Try them!

Practise the two verbs above. Fill in the gaps

- a Je \_\_\_\_\_ fort en maths.  
I'm good at maths.
- b Tu \_\_\_\_\_ faible en géographie?  
Are you weak at geography?
- c Il \_\_\_\_\_ intelligent. He's intelligent.
- d Elle \_\_\_\_\_ ennuyeuse. She's boring.

- e J'\_\_\_\_\_ deux heures de français.  
I've got (I have) two hours of French.
- f Tu \_\_\_\_\_ des devoirs?  
Have you got (do you have) any homework?
- g Nous \_\_\_\_\_ trop de devoirs.  
We've got (we have) too much homework.

- Learn the irregular verbs parrot fashion and you'll be sitting pretty!
- Now see how much you remember about two more key irregulars: **aller** and **faire**.



Jolie Polly!

### 2 Answers on the table

Fill in the gaps using the jumbled answers in the box below.

| aller (to go) |               | faire (to do) |               |
|---------------|---------------|---------------|---------------|
| je            | nous          | je            | nous          |
| <b>vais</b>   | <b>allons</b> |               |               |
| tu            | vous          | tu            | vous          |
|               |               | <b>fais</b>   | <b>faites</b> |
| il/elle/on    | ils/elles     | il/elle/on    | ils/elles     |
|               |               |               | <b>font</b>   |

fait faisons vas  
fais va vont allez

### 3 Where are you going? What are you doing?

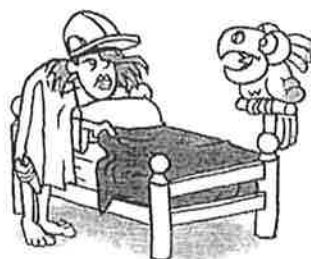
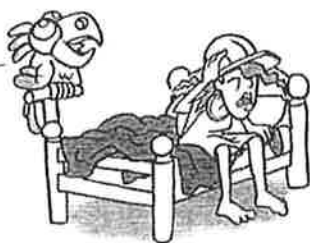
Complete the sentences, using the correct parts of **faire** and **aller**.

- a Tu \_\_\_\_\_ au collège à quelle heure?  
What time do you go to school?
- b Je \_\_\_\_\_ mes devoirs le dimanche soir.  
I do my homework on Sunday evenings.
- c Tu \_\_\_\_\_ de l'espagnol?  
Do you do Spanish?
- d Je ne \_\_\_\_\_ pas au collège le samedi.  
I don't go to school on Saturdays.

### 4 À toi!

Write a school profile of yourself and your friends for your French exchange school's magazine. Use as many irregular present tense verbs as you can, drawing on the exercise above as a model.

Elle se lève  
à 6h30.



Elle se couche  
à 10h.

### Reflexive verbs: present tense

- There's one more special group of verbs left to learn: **reflexives**.
- They're mostly regular **-er** verbs, so the endings are easy to remember:  
(se) **réveiller** – to wake oneself up, (s')**amuser** – to amuse oneself.
- The new part ('oneself') is called the **reflexive pronoun**. It tells you you are doing the action to yourself, and it changes with the personal pronoun.

#### se réveiller (to wake (oneself) up)

|      |                     |       |                        |
|------|---------------------|-------|------------------------|
| je   | <b>me</b> réveille  | nous  | <b>nous</b> réveillons |
| tu   | <b>te</b> réveilles | vous  | <b>vous</b> réveillez  |
| il   | <b>se</b> réveille  | ils   | <b>se</b> réveillent   |
| elle | <b>se</b> réveille  | elles | <b>se</b> réveillent   |
| on   | <b>se</b> réveille  |       |                        |

#### s'amuser (to amuse oneself)

|      |                  |       |                     |
|------|------------------|-------|---------------------|
| je   | <b>m'</b> amuse  | nous  | <b>nous</b> amusons |
| tu   | <b>t'</b> amuses | vous  | <b>vous</b> amusez  |
| il   | <b>s'</b> amuse  | ils   | <b>s'</b> amusent   |
| elle | <b>s'</b> amuse  | elles | <b>s'</b> amusent   |
| on   | <b>s'</b> amuse  |       |                     |

- Two useful reflexive verbs – **se lever** (to get up) and **s'ennuyer** (to be bored) – are irregular **-er** verbs, so you'll need to learn them by heart:

|            |                 |           |                    |
|------------|-----------------|-----------|--------------------|
| je         | <b>me lève</b>  | nous      | <b>nous</b> levons |
| tu         | <b>te lèves</b> | vous      | <b>vous</b> levez  |
| il/elle/on | <b>se lève</b>  | ils/elles | <b>se lèvent</b>   |

|            |                  |           |                      |
|------------|------------------|-----------|----------------------|
| je         | <b>m'ennuie</b>  | nous      | <b>nous</b> ennuyons |
| tu         | <b>t'ennuies</b> | vous      | <b>vous</b> ennuyez  |
| il/elle/on | <b>s'ennuie</b>  | ils/elles | <b>s'ennuient</b>    |

### 1 Do it yourself!

Practise the reflexive verbs above.

- Je \_\_\_\_\_ tard le week-end.  
I wake up late at weekends.
- On \_\_\_\_\_ à quelle heure?  
What time do we wake up?
- Nous \_\_\_\_\_ tôt.  
We wake up early.
- Tu \_\_\_\_\_ avant moi.  
You wake up before me.
- Je \_\_\_\_\_ en cours.  
I amuse/enjoy myself in lessons.
- On \_\_\_\_\_ en dessin.  
We enjoy art.
- Tu \_\_\_\_\_ en cours?  
Do you get bored in lessons?
- Tu \_\_\_\_\_ quelle heure?  
What time do you get up?

### 2 Le collège et moi

Complete this person's description of his/her school routine. Convert the verbs in brackets into the present tense.

J'(habiter) **habite** à Marcy depuis cinq ans. Je (aller) \_\_\_\_\_ au collège Georges Brassens au centre-ville.

Normalement, je (se lever) \_\_\_\_\_ à six heures. J'(avoir) \_\_\_\_\_ cours à 8h15, alors je (prendre) \_\_\_\_\_ le bus avec mes copains. On (s'ennuyer) \_\_\_\_\_ un peu au collège, mais les profs (être) \_\_\_\_\_ sympa. Je (s'amuser) \_\_\_\_\_ beaucoup en sciences – le prof de sciences (être) \_\_\_\_\_ très drôle.

### 3 À toi!

Write your own description of your routine and school, or write an answer to the text above. Include comments on your friends.

### Cheat sheet

- Verbs are mostly regular – a small number are irregular and some are reflexive.
- Use them to talk about things going on now or that happen regularly.
- Sometimes, they can be used for future events, as in English:  
**Samedi, je vais au collège.** On Saturday I'm going (= will be going) to school.
- Used with **depuis** the present tense becomes 'have/has done' or 'have/has been doing':  
**Ils habitent à Bordeaux depuis longtemps.** They have lived in Bordeaux for a long time.



#### Regular verb endings

| aimer | finir   | répondre |
|-------|---------|----------|
| -er   | -ir     | -re      |
| -e    | -is     | -s       |
| -es   | -is     | -s       |
| -e    | -it     | -        |
| -ons  | -issons | -ons     |
| -ez   | -issez  | -ez      |
| -ent  | -issent | -ent     |

#### Three key irregular verbs\*

| avoir      | être        | aller       |
|------------|-------------|-------------|
| j'ai       | je suis     | je vais     |
| tu as      | tu es       | tu vas      |
| il a       | il est      | il va       |
| elle a     | elle est    | elle va     |
| on a       | on est      | on va       |
| nous avons | nous sommes | nous allons |
| vous avez  | vous êtes   | vous allez  |
| ils ont    | ils sont    | ils vont    |
| elles ont  | elles sont  | elles vont  |

\* Learn also **dire** (to say), **faire** (to do), **lire** (to read), **prendre** (to take), **sortir** (to leave), **venir** (to come), **voir** (to see).

#### Reflexive verbs (regular)

##### s'amuser

|              |                   |
|--------------|-------------------|
| je m'amuse   | nous nous amusons |
| tu t'amuses  | vous vous amusez  |
| il s'amuse   | ils s'amusent     |
| elle s'amuse | elles s'amusent   |
| on s'amuse   |                   |

#### Reflexive pronouns

|    |      |
|----|------|
| me | nous |
| te | vous |
| se | se   |

#### Modal verbs\*

##### pouvoir/vouloir

|                |                       |
|----------------|-----------------------|
| je peux/veux   | nous pouvons/voulons  |
| tu peux/veux   | vous pouvez/voulez    |
| il peut/veut   | ils peuvent/veulent   |
| elle peut/veut | elles peuvent/veulent |
| on peut/veut   |                       |

\* Learn also: **devoir** (to have to) and **savoir** (to know [how to]).

#### Reflexive verbs (irregular)

##### se lever

|              |                  |
|--------------|------------------|
| je me lève   | nous nous levons |
| tu te lèves  | vous vous levez  |
| il se lève   | ils se lèvent    |
| elle se lève | elles se lèvent  |
| on se lève   |                  |

##### s'ennuyer

|               |                    |
|---------------|--------------------|
| je m'ennuie   | nous nous ennuyons |
| tu t'ennuies  | vous vous ennuyez  |
| il s'ennuie   | ils s'ennuient     |
| elle s'ennuie | elles s'ennuient   |
| on s'ennuie   |                    |

### Regular, irregular and reflexive verbs

- Remember, there are three types of verbs: **-er, -ir, -re**, most of which fall into the **-er** group and are regular.
- Key irregulars, such as: **aller, avoir, dire, être, faire, partir, prendre, sortir, venir, voir** and modal verbs need to be learned by heart.
- Reflexive pronouns (**me, te, se, nous, vous, se**) generally precede the verb.



*With a bit of D.I.Y. and parrot learning, you'll soon crack the present tense.*

### 1 Present ... or just too perfect?

Fill the gaps with the correct first person singular form.

**Example:** (**habiter**) **J'habite** à Blaye depuis longtemps.

- (**aimer**) J' \_\_\_\_\_ le français. C'est ma matière préférée.
- (**finir**) Je \_\_\_\_\_ toujours mes devoirs.
- (**répondre**) Je \_\_\_\_\_ le plus souvent en classe.
- (**avoir**) J' \_\_\_\_\_ cours tous les jours avec Mme Castillon.
- (**être**) Je \_\_\_\_\_ fort en allemand aussi.
- (**aller**) L'année prochaine, je \_\_\_\_\_ faire deux langues: allemand et espagnol.
- (**faire**) Je \_\_\_\_\_ beaucoup de devoirs le week-end.
- (**s'ennuyer**) Je ne \_\_\_\_\_ jamais en classe.
- (**se coucher**) Je \_\_\_\_\_ tôt.
- (**s'amuser**) Je \_\_\_\_\_ bien au collège.

▲ Now try translating the sentences into English.

### 2 A game of two halves?

Join the jumbled sentence halves to make ten complete sentences.

- |                    |                             |
|--------------------|-----------------------------|
| a Je me            | 1 aimons faire du sport.    |
| b Mes amis         | 2 ton prof de dessin?       |
| c Nous             | 3 fait de l'allemand?       |
| d Qu'est-ce que tu | 4 tu cours samedi matin?    |
| e Avez-            | 5 repose.                   |
| f Est-ce qu'elle   | 6 font beaucoup de devoirs. |
| g Qui est          | 7 peut se reposer.          |
| h Vous aimez       | 8 fais comme matières?      |
| i As-              | 9 faire de l'anglais?       |
| j On               | 10 vous cours ce matin?     |

### 3 Normalement, ...

Fill in the gaps with the right verb – careful, there are more verbs than there are gaps!

Normalement, je (*get up*) \_\_\_\_\_ tôt les jours de la semaine. Je (*prefer*) \_\_\_\_\_ ça parce que je n'(*like*) \_\_\_\_\_ pas trop me dépêcher. Par contre, beaucoup de mes copains (*get up*) \_\_\_\_\_ tard et (*arrive*) \_\_\_\_\_ au collège juste avant les cours, tandis que moi, j'(*arrive*) \_\_\_\_\_ bien à l'avance.

Les cours (*begin*) \_\_\_\_\_ à 8h30 et (*end*) \_\_\_\_\_ à 16h30. Ça (*makes*) \_\_\_\_\_ une longue journée scolaire. Mais le week-end, on (*can*) \_\_\_\_\_ dormir tard. Tant mieux!

|           |           |            |
|-----------|-----------|------------|
| finissent | peut      | se lèvent  |
| fais      | arrive    | préfère    |
| me lève   | finissons | commencent |
| adore     | peux      | aime       |
| arrivent  | arrivons  | fait       |

**Early to bed and early to rise ...**



### 4 ➡ À toi!

#### Au collège à ...

Write an article about your routine and school life, using as many regular, irregular and reflexive verbs as you can. Include questions as well as statements and show you know how to use **depuis**.

### How to tell people (not) to do something

- Once you know the present tense (see sheets 20–22), you'll soon learn to give orders, known in grammar as the **imperative**.

If you're using **tu** ...

**-er verbs (tourner)**

**tu tournes**

Drop **tu** and drop that **s**.

**tourne!** (turn!)

*Pick that 's' up again!*

**-ir verbs (finir)**

**tu finis**

Just drop **tu**.

**finis!** (finish!)

**-re verbs (prendre)**

**tu prends**

**prends!** (take!)

### 1 Do as you're told!

Turn these into orders! And don't forget the English translation!

**Example:** Tu tournes **Tourne!** **Turn!**

- |                |       |       |
|----------------|-------|-------|
| a Tu continues | _____ | _____ |
| b Tu montes    | _____ | _____ |
| c Tu traverses | _____ | _____ |
| d Tu arrives   | _____ | _____ |

Now do the same with **-re verbs**.

**Example:** Tu prends **Prends!** **Take!**

- |               |       |       |
|---------------|-------|-------|
| e Tu descends | _____ | _____ |
| f Tu attends  | _____ | _____ |

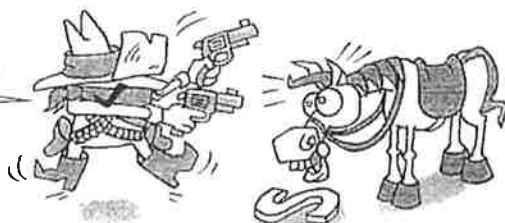
### 2 Now stop it!

Put **ne ... pas** (or **n'... pas**, if the verb starts with a vowel, like **attendre**) around your imperative to tell someone not to do something.

**Examples:** Tu tournes **Ne tourne pas!** **Don't turn!**

- |                |       |       |
|----------------|-------|-------|
| a Tu continues | _____ | _____ |
| b Tu montes    | _____ | _____ |
| c Tu traverses | _____ | _____ |
| d Tu descends  | _____ | _____ |
| e Tu prends    | _____ | _____ |

*Drop that 's'!*



### 3 Message

- a Complete the directions on this note. Add the instructions.

**Example:** (descendre) **Descends** l'avenue.  
(Go down the avenue.)

Joëlle,  
Je suis en ville, au centre commercial.  
(Prendre) \_\_\_\_\_ la première rue à gauche. (Tourner) \_\_\_\_\_ à droite au cinéma. (Continuer) \_\_\_\_\_ tout droit jusqu'au pont.  
Ne (traverser) \_\_\_\_\_ pas le pont. (Monter) \_\_\_\_\_ l'avenue, et (prendre) \_\_\_\_\_ la troisième rue à droite.  
Le centre commercial est juste en face.

- b Translate the instructions into English.

### 4 À toi!

Leave a note telling your French penfriend to join you in town. Choose your location and write instructions for him/her to get to you. Include one or two negatives as well, using the message above to help you.

### ◆ Foundation (2)

Out and about

#### More orders, using vous

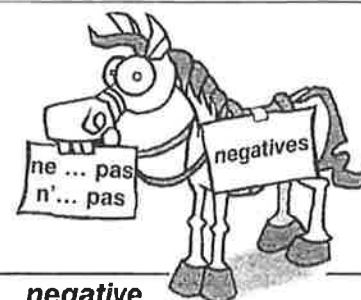
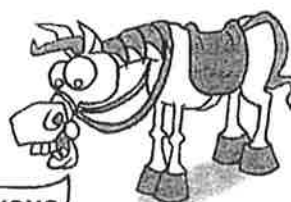
Using **vous** ...

**continuer**  
**finir**  
**descendre**

**vous continuez**  
**vous finissez**  
**vous descendez**

Drop that **vous**.

**continuez!** (continue!)  
**finissez!** (finish!)  
**descendez!** (come down!)



#### 1 I'm talking to you!

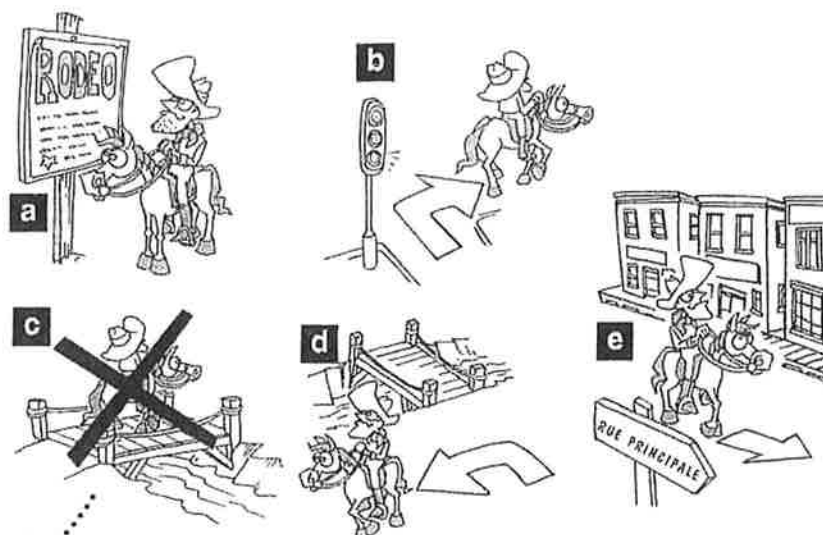
Make more orders – positive and negative.

|     |                | positive   |                  | negative          |                        |
|-----|----------------|------------|------------------|-------------------|------------------------|
| Ex. | Vous continuez | Continuez! | <i>Continue!</i> | Ne continuez pas! | <i>Don't continue!</i> |
|     | Vous attendez  | Attendez!  | <i>Wait!</i>     | N'attendez pas!   | <i>Don't wait!</i>     |
| a   | Vous montez    |            |                  | Ne                |                        |
| b   | Vous passez    |            |                  |                   |                        |
| c   | Vous tournez   |            |                  |                   |                        |
| d   | Vous prenez    |            |                  |                   |                        |
| e   | Vous arrivez   |            |                  |                   |                        |
| f   | Vous traversez |            |                  |                   |                        |
| g   | Vous venez     |            |                  |                   |                        |

#### 2 Get along there!

Help them get to the rodeo. Unjumble the directions below and write them in the correct order beside each letter.

- a Venez au rodéo!
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_



~~Venez au rodéo!~~

Tournez à droite aux feux!

Ne passez pas le pont!

Montez la rue principale!

Tournez à gauche au pont!



#### 3 À toi!

Your correspondent is coming to visit you by car with his/her family. Write them an e-mail directing them to your house from the main street in town (**la rue principale**). Choose your own directions and include negatives, too, where possible. Use the directions to the rodeo to help you.

➤ Remember, imperatives (orders, commands) are the present tense forms of the verb without **tu**, **nous** and **vous**: **continue\***, **continuons**, **continuez**.

➤ Did you know ...?

The two exceptions to the rules above are: **avoir** and **être**:

|                           | (tu)                                                        | (vous)                                                       | (nous)                                                                  |
|---------------------------|-------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>être</b><br>(to be)    | <b>Sois logique!</b><br>Be logical!                         | <b>Soyez logique(s)!</b><br>Be logical!                      | <b>Soyons logiques!</b><br>Let's be logical!                            |
| <b>avoir</b><br>(to have) | <b>N'aie pas peur!</b><br>Have no fear!<br>Don't be afraid! | <b>N'ayez pas peur!</b><br>Have no fear!<br>Don't be afraid! | <b>N'ayons pas peur!</b><br>Let's have no fear!<br>Let's not be afraid! |

\* **-er** verbs are the exception: drop the **-s** ending of the **tu** form.

**-ir** and **-re** verbs keep the **-s**.

## Reflexive imperatives

➤ Reflexive verbs (like **se lever**, **s'habiller**, **s'amuser**, **s'ennuyer**, **se dépêcher**) have one word more than other verbs in the imperative: **toi**, **vous** or **nous**.

### positive

|                                  |                                    |                                        |
|----------------------------------|------------------------------------|----------------------------------------|
| <b>Dépêche-toi!</b><br>Hurry up! | <b>Dépêchez-vous!</b><br>Hurry up! | <b>Dépêchons-nous!</b><br>Let's hurry! |
|----------------------------------|------------------------------------|----------------------------------------|

**Dépêche-toi!**

➤ If they're negative, the word order changes, and **toi** changes to **te** (or **t'** before a vowel):

### negative

|                                              |                                                 |                                                   |
|----------------------------------------------|-------------------------------------------------|---------------------------------------------------|
| <b>Ne te dépêche pas!</b><br>Don't hurry up! | <b>Ne vous dépêchez pas!</b><br>Don't hurry up! | <b>Ne nous dépêchons pas!</b><br>Let's not hurry! |
| <b>Ne t'arrête pas!</b><br>Don't stop!       | <b>Ne vous arrêtez pas!</b><br>Don't stop!      | <b>Ne nous arrêtons pas!</b><br>Let's not stop!   |

## 1 Directions, please!

Translate into French, making sure you distinguish between **tu** and **vous** forms.



**Example:** (to a stranger) Take the first road left.

**Prenez la première rue à gauche.**

a (to a friend) Turn right and take the second left.

b Let's go straight on. \_\_\_\_\_

c (to strangers) Go down the road and turn at the lights.  
\_\_\_\_\_ aux feux.

d (to friends) Choose your route! \_\_\_\_\_

e Let's take the motorway! \_\_\_\_\_ l'autoroute.

f (to a parent) Don't turn left! \_\_\_\_\_

g Let's stop here! \_\_\_\_\_

h (to father) Hurry up! \_\_\_\_\_

i (to a stranger) Don't head towards (**se diriger**) Paris!

j (to cousins) Cross the bridge, turn left and go straight on.

Oh-oh! Reflexives: don't drop **nous** or **vous** ... and change **tu** into **toi**.



## 2 À toi!

**À l'office de tourisme**  
Imagine you're on work experience in a tourist office.

Write down instructions for a new leaflet for French visitors, listing the main facilities in and around the town and how to get there on foot from the tourist office. Use some negatives and reflexive verbs.

### Saying 'where' with nouns

- Most prepositions tell you where someone or something is:

**dans le garage**      in the garage  
**derrière l'hôtel**      behind the hotel  
**près de la piscine**      near (to) the swimming pool

### ➤ Simple prepositions

These don't change at all.

**dans** (in)  
**derrière** (behind)  
**devant** (in front of)  
**sous** (under)  
**sur** (on)

*Where shall I park your car, sir – on the roof, in the garage, behind the hotel or by the swimming pool?*



### 1 Where?

Translate the phrases using the correct preposition.

**Example:** in front of/outside the hotel

devant l' hôtel

- a in the road \_\_\_\_\_ rue.  
 b behind the garage \_\_\_\_\_ garage.  
 c in the youth hostel \_\_\_\_\_ auberge de jeunesse.  
 d on the motorway \_\_\_\_\_ autoroute.  
 e under the bridge \_\_\_\_\_ pont.

- The preposition **à** (to, at)  
 This preposition does change:  
**à** becomes **au** or **à l'** or **à la**.

**masculine** **au camping** at the campsite  
**à l'hôtel** at the hotel

**feminine** **à la gare** at the station  
**à l'auberge de jeunesse** at the youth hostel

### 2 Where's Woody?

Choose either **au**, **à l'** or **à la** to complete these phrases about where Woody is.

**Example:** au jardin public

- a \_\_\_\_\_ hôpital  
 b \_\_\_\_\_ poste  
 c \_\_\_\_\_ centre commercial

### ➤ The preposition **de**

There's a small group of prepositions that end with **de**. This preposition also changes: **de** becomes **du** or **de l'** or **de la**.

**à côté de** (beside, next to)  
**à côté du train** (next to the train)  
**en face de** (opposite, facing)  
**en face du stade** (opposite the stadium)  
**près de** (near/close to)  
**près de la poste** (near the post office)  
**loin de** (far away from)  
**loin de l'église** (far away from the church)

### 3 Where's the tourist information office?

Draw lines to complete the answers from different passers-by.

**Example:**

- |                |             |
|----------------|-------------|
| a à côté ..... | 1 musée     |
| b devant le    | 2 la gare   |
| c derrière la  | 3 église    |
| d en face de   | 4 poste     |
| e au jardin    | 5 du cinéma |
| f près de l'   | 6 public    |

### 4 À toi!

Imagine you're working in a tourist information office for the summer.

Tell French-speaking visitors to the town where the facilities are.

**Example:** la poste – derrière la cathédrale  
 le camping – près du jardin public

Use as many of the prepositions above as you can.

- Remember, prepositions fix the place or time:  
**sur l'autoroute, à midi, sous le pont.**
- They precede nouns and do not change, with the exception of **à** and **de** with masculine singular nouns:  
**au camping, près du camping.**
- de** always becomes **des** in the plural:  
**en face des toilettes.**
- à** always becomes **aux** in the plural:  
**aux feux.**

### Bienvenue à Neuville-les-Plages, en Provence

*Ville animée pendant les grandes vacances, surtout en août, sur les plages, dans le centre moderne de la ville, à midi ou à minuit.*

Ville fleurie avec ses jardins publics, ses fontaines et ses espaces verts.

#### Visitez ...

- son musée de la guerre, en face de l'hôtel de ville
- sa cathédrale, au fond de la rue principale dans la vieille ville
- son célèbre marché, sur la place de la Paix.



#### Profitez de ...

- ses hôtels de luxe sur l'esplanade
- son centre commercial dans la banlieue.

#### 1 Find that preposition!

Fill in the missing prepositions to complete the prepositional phrases.

- a behind the shopping centre  
\_\_\_\_\_ centre commercial
- b next to the post office  
\_\_\_\_\_ poste
- c opposite the hospital  
\_\_\_\_\_ hôpital
- d far away from the railway station  
\_\_\_\_\_ gare
- e before midnight \_\_\_\_\_ minuit
- f near to the underground  
\_\_\_\_\_ métro
- g at the bottom of the main street  
\_\_\_\_\_ rue principale
- h after the traffic lights  
\_\_\_\_\_ feux
- i between the lake and the park  
\_\_\_\_\_ lac et le jardin public

à côté de   après   au fond de   avant  
derrière   en face de   entre   loin de   près de

#### 2 Neuville-les-Plages

Read the publicity leaflet and then complete the grid below, filling in the missing information.

#### 3 ■■■➡ À toi!

Using the text in **Neuville-les-Plages** to guide you, produce your own publicity material for the local tourist office, advertising the facilities and where they are to be found.

Invent the details, if you prefer, but make sure you include plenty of prepositional phrases.

|     | English prepositional phrase | French prepositional phrase |
|-----|------------------------------|-----------------------------|
| Ex. | Welcome to                   | <b>Bienvenue à</b>          |
| a   | in Provence                  |                             |
| b   | during the holidays          |                             |
| c   | in (August)                  |                             |
| d   | on the beaches               |                             |
| e   | in the (modern) town centre  |                             |
| f   | at midday or at midnight     |                             |
| g   | with its parks               |                             |
| h   | opposite the town hall       |                             |
| i   | at the end of main street    |                             |
| j   | in the suburbs               |                             |

### Saying what has happened (avoir verbs)



#### ► Let the crane take the strain!

The perfect tense always has two parts:

part 1: sometimes translated as 'has/have' and is called the **auxiliary verb**;

part 2: the part that turns it into the past, and is called the **past participle**.

#### ► Past participles can be packed into three crates, depending upon their endings:

- 1 -é from -er verbs ⇒ **jouer** (to play) ⇒ **joué** (played)
- 2 -i from -ir verbs ⇒ **finir** (to finish) ⇒ **fini** (finished)
- 3 -u from -re verbs ⇒ **attendre** (to wait) ⇒ **attendu** (waited)

**J'ai joué au volley.**

I played/have been playing volleyball

**Tu as fini le jeu?**

Have you finished/been finishing the game?

**Il a attendu sa copine.**

He waited/has been waiting for his girlfriend.

*Don't forget ...*



### 1 Your turn

Pack these crates perfectly: write in the past participles.

| -ER                     | -IR                     |
|-------------------------|-------------------------|
| bronzer = <b>bronzé</b> | choisir = <b>choisi</b> |
| voyager =               | finir =                 |
| jouer =                 |                         |
| regarder =              |                         |
| louer =                 |                         |
| manger =                |                         |
| visiter =               |                         |

| -RE                       |
|---------------------------|
| attendre = <b>attendu</b> |
| répondre =                |

► To make any of these verbs negative in the perfect tense, put **n'** in front of the part of **avoir** and **pas** straight after it:  
**Je n'ai pas bronzé.**

### 2 What you did on your holidays

Convert the verbs in brackets into the perfect tense to complete the e-mail message.

Salut, toi!

Alors, tes vacances? Tu (**bronzer**) as bronzé sur la

plage? Tu (**jouer**) \_\_\_\_\_ au volley avec tes

copains? Vous (**louer**) \_\_\_\_\_ des vélos?

Tu (**visiter**) \_\_\_\_\_ un peu la région avec tes

parents? Qu'est-ce que vous (**manger**) \_\_\_\_\_?

Est-ce que tu as reçu mon e-mail? Si oui, tu n'as pas

encore répondu. Sinon, je m'excuse!

À bientôt! Chris

### 3 À toi!

Answer the e-mail (left). Tell Chris you didn't sunbathe on the beach (**Je n'ai pas ...**), but you played volleyball and hired bikes with your friends (**On a ...**).

You also visited the region with your parents (**Nous avons ...**).

You and your parents ate seafood (**des fruits de mer**).

You didn't receive his/her e-mail (**Je n'ai pas ...**).

### Saying what has happened (être verbs)



➤ Make sure you have page 31 (**Perfect tense 1**) alongside this one while you study it.

➤ The past participles of **être** verbs can also be packed into three crates, depending upon their endings:

- 1 -é from -er verbs ⇒ **aller** (to go) ⇒ **allé** (gone/went);
- 2 -i from -ir verbs ⇒ **partir** (to leave) ⇒ **parti** (left);
- 3 -u from -re verbs ⇒ **descendre** (to go/come down) ⇒ **descendu** (went/came down).

**Je suis allé en ville.** I went/have been into town.  
**Elle est partie.** She has left.  
**Ils sont descendus ce matin.** They came down this morning.

➤ **Monter Partir Tomber Venir**  
**Aller Retourner Mourir Descendre**  
**Entrer Naître Sortir Arriver**

**Most Perfect Tense Verbs  
Aren't Really Much Different.  
Être Needs Some Attention.**



Memorize the sentence above and it'll help you to recall twelve of the **être** verbs.

Most of them break down into pairs/opposites:

**aller/venir, arriver/partir, entrer/sortir, monter/descendre, naître/mourir.**

- Don't forget the two that don't work in pairs/opposites: **tomber** and **retourner**, plus one that isn't a verb of movement – **rester**.
- Last but not least, the main difference between **être** and **avoir** verbs in the perfect tense is the endings on the past participle – look again at the three examples in the picture above.
- Think of the past participle as a word describing the subject/person: like any adjective, it must match its noun – **elle est partie**; **ils sont descendus**.

### 1 Your turn again

Join the infinitives to their past participles. Complete the sentences, using the past participle to the left of each sentence. Use agreement if necessary.

|           |          |
|-----------|----------|
| aller     | retourné |
| arriver   | venu     |
| entrer    | allé     |
| monter    | tombé    |
| rester    | mort     |
| retourner | parti    |
| tomber    | arrivé   |
| partir    | descendu |
| sortir    | né       |
| venir     | entré    |
| nourir    | sorti    |
| descendre | monté    |
| naître    | resté    |

Elle est retournée .  
 Elles sont \_\_\_\_\_ en voiture.  
 Ils sont \_\_\_\_\_ en ville.  
 (girl speaking) Je suis \_\_\_\_\_ .  
 Ma grand-mère? Elle est \_\_\_\_\_ en 1995.  
 (women speaking) Nous sommes \_\_\_\_\_ .  
 Il est \_\_\_\_\_ hier.  
 (to a boy) Tu es \_\_\_\_\_ à pied?  
 (girl speaking) Je suis \_\_\_\_\_ en France.  
 (to a man) Vous êtes \_\_\_\_\_ ?  
 Les filles sont \_\_\_\_\_ .  
 Paul est \_\_\_\_\_ .  
 Les garçons sont \_\_\_\_\_ à la maison.

(continued  
on page 33)

(continued from page 32)

#### 2 And again ...

Look back at exercise 1 on page 32 and complete these sentences.



**Remember: if the subject (je, tu, nous, etc.) is feminine singular, add an -e; if it's masculine plural, add an -s; for feminine plural, add -es.**

#### Examples:

(retourné: man) Je suis retourné en France.  
 (venu: woman) Tu es venue en voiture, Sara?  
 (resté: boys) Nous sommes restés à la maison.  
 (resté: girls) Nous sommes restées à la maison.

- a (allé: man) Je suis \_\_\_\_\_ en ville.
- b (entré: woman) Tu es \_\_\_\_\_?
- c (monté: girls) Nous sommes \_\_\_\_\_
- d (né: woman) Je suis \_\_\_\_\_ en France.
- e (descendu: boy) Tu \_\_\_\_\_ à quelle heure?
- f (sorti: men) Nous \_\_\_\_\_ de l'hôtel à midi.
- g (tombé: girl) Je \_\_\_\_\_ dans le parc d'attractions.

#### Reflexive verbs in the perfect tense

► For reflexive verbs in the perfect tense, remember to add the extra pronoun – **me, te (t'), se (s'), nous, vous, se (s')**.

**je me suis amusé(e)** I enjoyed myself  
**tu t'es amusé(e)** you enjoyed yourself  
**il s'est amusé** he enjoyed himself  
**elle s'est amusée** she enjoyed herself  
**on s'est amusé** we/you enjoyed ourselves/yourself  
**nous nous sommes amusé(e)s** we enjoyed ourselves  
**vous vous êtes amusé(e)s** you enjoyed yourselves  
**ils se sont amusés** they enjoyed  
**elles se sont amusées** themselves

#### 3 All by yourself?

Put the verbs in brackets into the perfect tense.

**Example:** Je (s'ennuyer) me suis ennuyé en vacances.

- a On (s'ennuyer) \_\_\_\_\_ en vacances.
- b Tu (se lever) \_\_\_\_\_ tard.
- c Il (s'ennuyer) \_\_\_\_\_ à la maison.

#### 4 Questionnaire

Fill in the blanks to complete the questions for a short questionnaire about holidays.

|     |  |   |
|-----|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|     | Parti(e) en vacances                                                                | Resté(e) à la maison                                                                  |
| Ex. | (partir) Tu <u>es parti(e)</u> en vacances?                                         | (rester) Tu <u>es resté(e)</u> à la maison?                                           |
| a   | (aller) Tu _____ où?                                                                | (sortir) Tu _____ avec tes copains?                                                   |
| b   | (rester) Tu _____ à l'hôtel?                                                        | (aller) Vous _____ où?                                                                |
| c   | (s'amuser) Tu _____ amusé?                                                          | (s'amuser) Vous _____ amusés?                                                         |
| d   | (retourner) Tu _____ quand?                                                         |  |

#### 5 À toi!

##### What did you do?

Imagine an interviewer is asking you the questions in exercise 4 above.

First imagine you went away on holiday. Answer the questions in sequence.

**Example:** Oui, je suis parti(e) en vacances.

Then answer as if you stayed at home.

**Example:** Oui, je suis resté(e) à la maison.

### avoir and être verbs

➤ Remember, on pages 31–33 you saw that the perfect tense has two parts:

part 1: **j'ai, tu as, il a**, etc. **or je suis, tu es, il est**, etc.

part 2: past participle, e.g. **joué, visité, fini, parti, attendu**.

➤ Past participles come from infinitives in three groups:

**-er ⇒ -é**

**-ir ⇒ -i**

**-re ⇒ -u**

➤ You use the perfect tense to talk about things you have done or have been doing:

**J'ai joué au tennis.** I (have) played tennis **or** I've been playing tennis.

**Tu es parti en vacances.** You went on holiday **or** You've gone on holiday.

➤ Look again at pages 31–33 to help you answer these questions.

*J'ai construit  
un château de  
sable.*



### 1 To be or to have?

Show you know the difference between **avoir** and **être** verbs in the perfect tense. Write the correct auxiliary in each of the following sentences.

**Example:** J'ai voyagé en Europe.

a J'\_\_\_\_\_ passé quinze jours en Italie.

b Je \_\_\_\_\_ parti en vacances avec mes parents.

c On \_\_\_\_\_ pris l'avion.

d Je me \_\_\_\_\_ ennuyé un peu.

e On \_\_\_\_\_ resté longtemps à l'hôtel.

### 2 Multi-choice holidays

Now choose the correct past participles – strike through the incorrect answers.

**Example:** On est ☐ parti ☒ partie en vacances.

a Je suis ☐ parti ☐ partis ☒ parties seul.

b Tu as ☐ passé ☐ passés tes vacances où?

c Tu es ☐ restée ☐ resté ☒ restés ☐ restées à la maison, Sophie?

d J'ai ☐ loué ☐ louée ☒ loués un vélo.

### 3 Me and my holidays

You probably didn't build a sandcastle, so say what you did do.

**Examples:**

visiter + château **J'ai visité le château.**

aller + en Espagne **Je suis allé en Espagne.**

s'amuser **Je me suis amusé.**

a aller + en France \_\_\_\_\_

b bronzer + sur la terrasse de l'hôtel \_\_\_\_\_

c jouer + au volley-ball \_\_\_\_\_

d aller + en ville \_\_\_\_\_

e danser + à la discothèque \_\_\_\_\_

f manger + des fruits de mer \_\_\_\_\_

g rester + à la maison \_\_\_\_\_

### 4 Question time

Use the sentences above to ask a friend some questions.

**Example:** a Tu es allé en France?

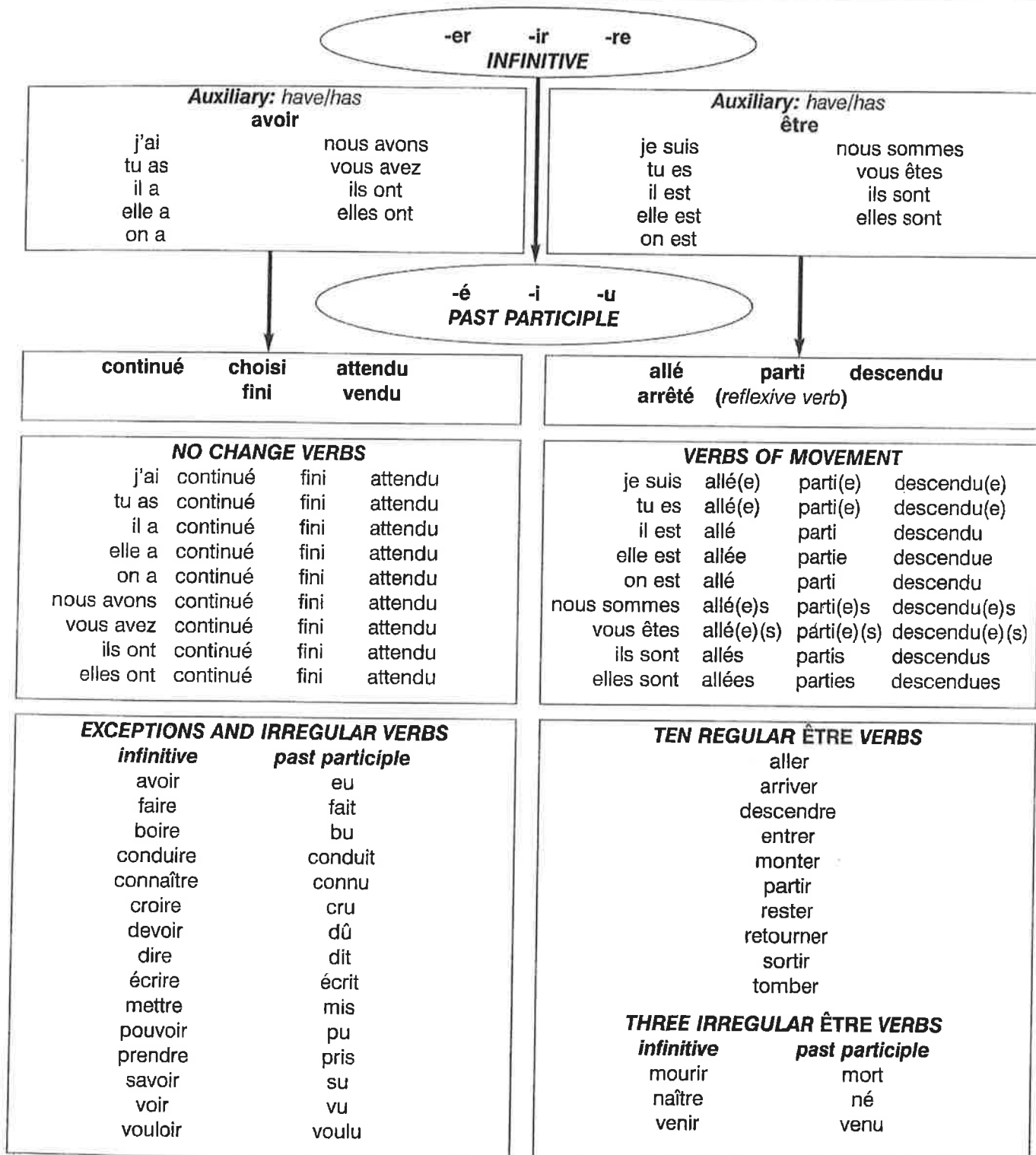
### 5 À toi!

**Either** script your own question and answer session on holidays, using the exercises above to help you, **or** write about what you did, where you went, who with, etc., last weekend, in answer to the question:

**Qu'est-ce que tu as fait ce week-end?**

### Cheat sheet

- The perfect tense has two parts: the **auxiliary** (have/has) and the **past participle**.
- There are two main groups: **avoir** verbs and **être** verbs (including reflexives).
- The past participle endings are mainly: **-er** ⇒ **-é**; **-ir** ⇒ **-i**; **-re** ⇒ **-u**



- Remember, the **auxiliary verb** is either the present tense of **avoir** (most verbs) or **être** (verbs of movement + reflexives).
- **Past participles** end mainly in **-é**, with some **-i** and a few **-u**, the latter including several irregular verbs, such as modals and **avoir**.
- **être** verbs show **agreement** between the subject pronoun (**je, tu**, etc.) and the past participle, e.g. **elle est partie**.



### 1 Drill-grill

Fill in the missing information.

|     | subject | auxiliary    | Infinitive | past participle | English                    |
|-----|---------|--------------|------------|-----------------|----------------------------|
| Ex. | je      | (avoir) j'ai | tourner    | tourné          | I've turned/been turning   |
| a   | tu      | (être)       | partir     |                 |                            |
| b   | il      |              |            | resté           |                            |
| c   | elle    |              | prendre    |                 |                            |
| d   | on      |              |            |                 | we went/have gone          |
| e   | nous    |              | rouler     |                 | we drove/have been driving |
| f   | vous    |              |            | descendu(e)(s)  |                            |
| g   | ils     |              |            |                 | they have waited           |
| h   | elles   |              |            |                 | they came home             |

### 2 Highly irregular

See how many irregular past participles you know or can work out from this partial information.



| infinitive | past participle | English            |
|------------|-----------------|--------------------|
| pleuvoir   | plu             | rained             |
| av_____    |                 | had                |
| b_____     |                 | drank/drunken      |
| c_____     | _____nu         | knew/known         |
| dev_____   |                 | had to             |
| l_____     | _____u          | read               |
| pou_____   |                 | could/been able to |
| sa_____    | s_____          | knew/known         |
| vo_____    |                 | wanted             |
| vo_____    |                 | saw/seen           |
| mettre     | mis             | put                |
| pr_____    |                 | took/taken         |
| com_____   |                 | understood         |
| sur_____   |                 | surprised          |
| conduire   | conduit         | drove/driven       |
| éc_____    |                 | wrote/written      |
| f_____     |                 | did/done           |
| ouv_____   |                 | opened             |
| d_____     |                 | said               |

### 3 Just another day

Put the text into the perfect tense by changing the underlined verbs.

**Example:** Le réveil a sonné, mais je ne me suis pas levé ...

Le réveil sonne, mais je ne me lève pas tout de suite. Je reste encore 10 minutes au lit. Puis maman m'appelle et je me lève, je me lave, je m'habille et je descends dans la cuisine. Papa fini son petit déjeuner et s'en va au bureau à 8 heures. Je décide d'aller chercher les copains, mais je ne trouve personne en ville. Il commence à pleuvoir, mais cela ne dure pas longtemps et le soleil se met à briller. Je rentre, un peu déçu, et j'essaie de faire mes devoirs, mais cela ne marche pas, alors j'écoute mes CD pendant une heure. Papa rentre à 17 heures et on dîne à 19 heures 30, comme d'habitude. Ainsi se déroule encore une journée de vacances.

### 4 ➡ À toi!

Write your own version of this typical day, using a wide range of perfect tense verbs, including irregulars, negatives and reflexives.

**-AIS, -AIS, -AIT, -IONS**  
With an **-IEZ** and **-AIENT**  
That's the imperfect tense –  
**EA-SY!**



► Now you've seen the **endings**, take a look at the **stem**:

(jouer) ⇒ nous jouons ⇒ jou...:

Je jouais au tennis. I used to play tennis.

(choisir) ⇒ nous choisissons ⇒ choisis...

On choisissait les excursions.

We used to choose the trips out.

(prendre) ⇒ nous prenons ⇒ pren...

Tu prenais le petit déjeuner sur la terrasse.

You used to have breakfast on the terrace.

► The imperfect tense is particularly useful when you need to talk about things you 'used to do' regularly in the past, such as holiday activities, what the weather was like, etc.

**Il faisait beau tout le temps.**

It was lovely weather all the time.

**Il ne pleuvait pas le matin.**

It didn't rain in the mornings.

**Tous les jours, j'allais à la plage.**

Every day I used to go to the beach.

**Je jouais au volley avec mes copains.**

I used to play volleyball with my mates.

### 1 Holiday links

Draw lines to make sentences about what these people used to do on holiday and what the weather was like.

- |              |                                      |
|--------------|--------------------------------------|
| a Je jouais. | 1 faisait chaud.                     |
| b On         | 2 allais à la discothèque.           |
| c Il         | 3 bronzait près de la piscine.       |
| d Tu         | 4 au foot sur la plage.              |
| e J'         | 5 regardait la télé dans la chambre. |
| f Elle se    | 6 sortais avec tes copains.          |

### 2 Tell it how it was

Complete the statements. Write the imperfect tense in the gaps.

**Example:** Je jouais au volley sur la plage.

I used to play volleyball on the beach.

- Le soir, tu \_\_\_\_\_ la télé.  
You used to watch TV in the evening.
- Le matin, je \_\_\_\_\_.  
In the morning I used to read.
- Tous les jours à 10 heures, tu \_\_\_\_\_.  
You used to go out at 10 o'clock every day.
- Il \_\_\_\_\_ chaud tout le temps.  
It was/used to be hot all the time.
- Tous les soirs, on \_\_\_\_\_ la radio.  
We'd listen (= used to listen) to the radio every evening.

► Use the expression **il y avait** (there was/were) and **c'était** (it was) to express opinions, too.

**Il y avait une piscine.**

There was a swimming pool.

**C'était super!** It was super!

**Il n'y avait pas de jeunes.**

There weren't any young people.

**C'était moche!** It was rotten!

### 3 À toi!

#### It was great!

a Write a few sentences about what you used to do when you were on holiday.

Add comments about the weather:

**Il faisait chaud/froid/beau.**

Express your opinions, too:

**C'était fantastique/pas mal/ennuyeux.**

b Write an e-mail to your correspondent and ask him/her what he/she used to do, e.g.

**Qu'est-ce que tu faisais?**

What did you used to do?

**Tu sortais avec tes copains?**

Did you used to go out with your mates?

### Combining the perfect with the imperfect tense

➤ To say you were doing something when something else happened, you need the **imperfect** and the **perfect** tenses.

➤ 'Imperfect' here means unfinished: in the example (right), she was still making the sandcastle when the ice cream seller arrived.

➤ You combine these two tenses whenever one action is complete but the other was still going on.

**On faisait un tour en ville quand tu m'as téléphoné.**

We were having a walk around town when you 'phoned me.

**Je me bronçais sur la plage quand les copains sont partis.**

I was sunbathing on the beach when my mates left.

*Je faisais  
un château de  
sable quand le  
vendeur de glaces  
est arrivé.*



### 1 Fire!



Look at the drawings and the clues, then fill the gaps with the imperfect tense to say what people were doing at the hotel when fire broke out.



**Example:**

(prendre une douche)

Je prenais une douche.



a (jouer)

Tu \_\_\_\_\_

au tennis.



b (manger)

Vous \_\_\_\_\_

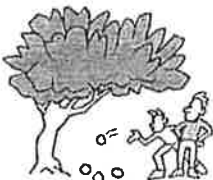
au restaurant.



c (se bronzer)

Il se \_\_\_\_\_

près de la piscine.



d (faire)

Ils \_\_\_\_\_

une partie de boules.



e (écouter)

Elle \_\_\_\_\_

un CD.

### 2 When that happened, we were ...

Fill in the imperfect tenses.

**Example:**

(être) Mes parents étaient à l'hôtel quand l'orage a éclaté.

My parents were at the hotel when the storm broke.

a (être) J' \_\_\_\_\_ en ville avec mes copains quand tu es arrivé.

I was in \_\_\_\_\_

b (visiter) Tu \_\_\_\_\_ le musée quand tes parents ont téléphoné.

c (pleuvoir) Il \_\_\_\_\_ quand on est rentré à l'hôtel.

It was raining \_\_\_\_\_

d (se bronzer) On \_\_\_\_\_ quand l'alarme a sonné.

We were \_\_\_\_\_

▲ Now translate the sentences into English.

### 3 À toi!

Write four or five sentences combining the perfect and imperfect tenses. Refer to the pages on the perfect tense, if necessary, and/or re-use exercise 2, changing the persons and verbs, e.g.

(visiter) **Je visitais la cathédrale quand tu as téléphoné.** I was visiting the cathedral when you 'phoned.

(faire froid) **Il faisait froid quand on est sorti de la piscine.**

It was cold when we got out of the pool.

## Cheat sheet

- You use the imperfect tense to talk about things you **used to do regularly**, for example when you were on holiday.  
**On passait tout le temps sur la plage.** We used to spend all our time on the beach.  
**Je faisais la grasse matinée tous les jours.** I had a lie-in every day.
- It's also used to say 'was/were doing ...' and is often found alongside a perfect tense, to tell you what was still happening when something else occurred.  
**J'étais au lit quand le téléphone a sonné.** I was in bed when the phone rang.
- You use it also to make descriptions in the past and to express opinions.  
**Il faisait chaud.** It was hot.  
**Il y avait beaucoup de jeunes.** There were lots of young people.  
**C'était super.** It was great!
- **être** (to be) is the only exception, though the endings are still the same.  
**j'étais, tu étais, etc.**



| You want to say:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                              | Nous form of the present tense:                                  | Drop <b>nous</b> and cut off <b>-ons</b> to leave: | Imperfect endings:                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------|
| 'I used to swim.'<br>'You were playing tennis.'<br>'It was hot.'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>nager</b><br><b>jouer</b><br><b>faire</b> | <b>nous nageons</b><br><b>nous jouons</b><br><b>nous faisons</b> | <b>nage-</b><br><b>jou-</b><br><b>fais-</b>        | <b>-ais    -ions</b><br><b>-ais    -iez</b><br><b>-ait    -aient</b> |
| <div> <div> <div>je nageais    nous nagions</div> <div>tu nageais    vous nageiez</div> <div>il nageait    ils nageaient</div> <div>elle nageait    elles nageaient</div> <div>on nageait</div> <div>Je nageais.</div> </div> <div> <div>je jouais    nous jouions</div> <div>tu jouais    vous jouiez</div> <div>il jouait    ils jouaient</div> <div>elle jouait    elles jouaient</div> <div>on jouait</div> <div>Tu jouais au tennis.</div> </div> <div> <div>je faisais    nous faisions</div> <div>tu faisais    vous faisiez</div> <div>il faisait    ils faisaient</div> <div>elle faisait    elles faisaient</div> <div>on faisait</div> <div>Il faisait chaud.</div> </div> </div> |                                              |                                                                  |                                                    |                                                                      |

| ODD-ONE-OUT:        | You want to say: | Just take: | Add the endings:                                                                                                                                                                                         |
|---------------------|------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>être</b> (to be) | 'It was great!'  | <b>ét-</b> | <div> <div>j'étais    nous étions</div> <div>tu étais    vous étiez</div> <div>il était    ils étaient</div> <div>elle était    elles étaient</div> <div>on était</div> <div>C'était super!</div> </div> |

➤ Refer to the **Cheat sheet** (page 39) to remind yourself about the imperfect tense.



### 1 Que faisait-on pendant les vacances?

Put the verbs into the imperfect tense and write them in the gaps to say what these people used to do on holiday.

**Example:** (faire) Tu faisais du vélo.

- a (jouer) Tous les jours, ils \_\_\_\_\_ au volley sur la plage.
- b (se promener) Le soir, on \_\_\_\_\_ au bord de la mer.
- c (choisir) Normalement, je \_\_\_\_\_ des excursions.
- d (se bronzer) L'après-midi, elle \_\_\_\_\_ à côté de la piscine.
- e (faire) Le matin, tu \_\_\_\_\_ un tour en ville avec tes copains.

### 2 Do you remember how it used to be?

Complete this person's recollections about last year's working holiday.

**Example:** I used to get up every day at 6 o'clock.

Je me levais tous les jours à 6 heures.

- a I used to catch the bus at 7 o'clock.  
\_\_\_\_\_
- b I was working in my uncle's restaurant.  
\_\_\_\_\_
- c I prepared vegetables and did the washing up every day.  
\_\_\_\_\_
- d They used to pay me 30 euros a day.  
On me \_\_\_\_\_ par jour.
- e The work wasn't difficult.  
\_\_\_\_\_
- f The customers were very nice.  
Les clients \_\_\_\_\_ sympas.
- g In the evenings I'd go out with friends.  
\_\_\_\_\_
- h We used to organize barbecues on the beach.  
Nous \_\_\_\_\_

### 3 Quand tu as téléphoné

What was everyone doing when something else occurred? Fill in the gaps and complete the translations.

**Example:** Je (prendre) prenais une douche quand le directeur de l'hôtel a frappé à la porte.

I was taking a shower when the hotel manager knocked on the door.

- a Tu (lire) \_\_\_\_\_ sur le balcon quand j'ai téléphoné.  
You were \_\_\_\_\_
- b Il (se bronzer) \_\_\_\_\_ sur la terrasse quand ses parents sont arrivés.  
He \_\_\_\_\_
- c Ils (faire) \_\_\_\_\_ du camping quand tu es rentré de tes vacances.  
\_\_\_\_\_
- d Vous (dormir) \_\_\_\_\_ tranquillement quand l'alarme a sonné.  
\_\_\_\_\_
- e Elles (être) \_\_\_\_\_ toujours au restaurant quand le ferry est parti.  
\_\_\_\_\_

### 4 ➡ À toi!

#### Mes vacances

Use the perfect and imperfect tenses to talk about what you did and what you used to do on your holidays last year.

**L'année dernière, je suis parti en vacances avec mes parents. Nous sommes allés à Malaga, en Espagne. Tous les jours, je me levais tard, puis j'allais ...**

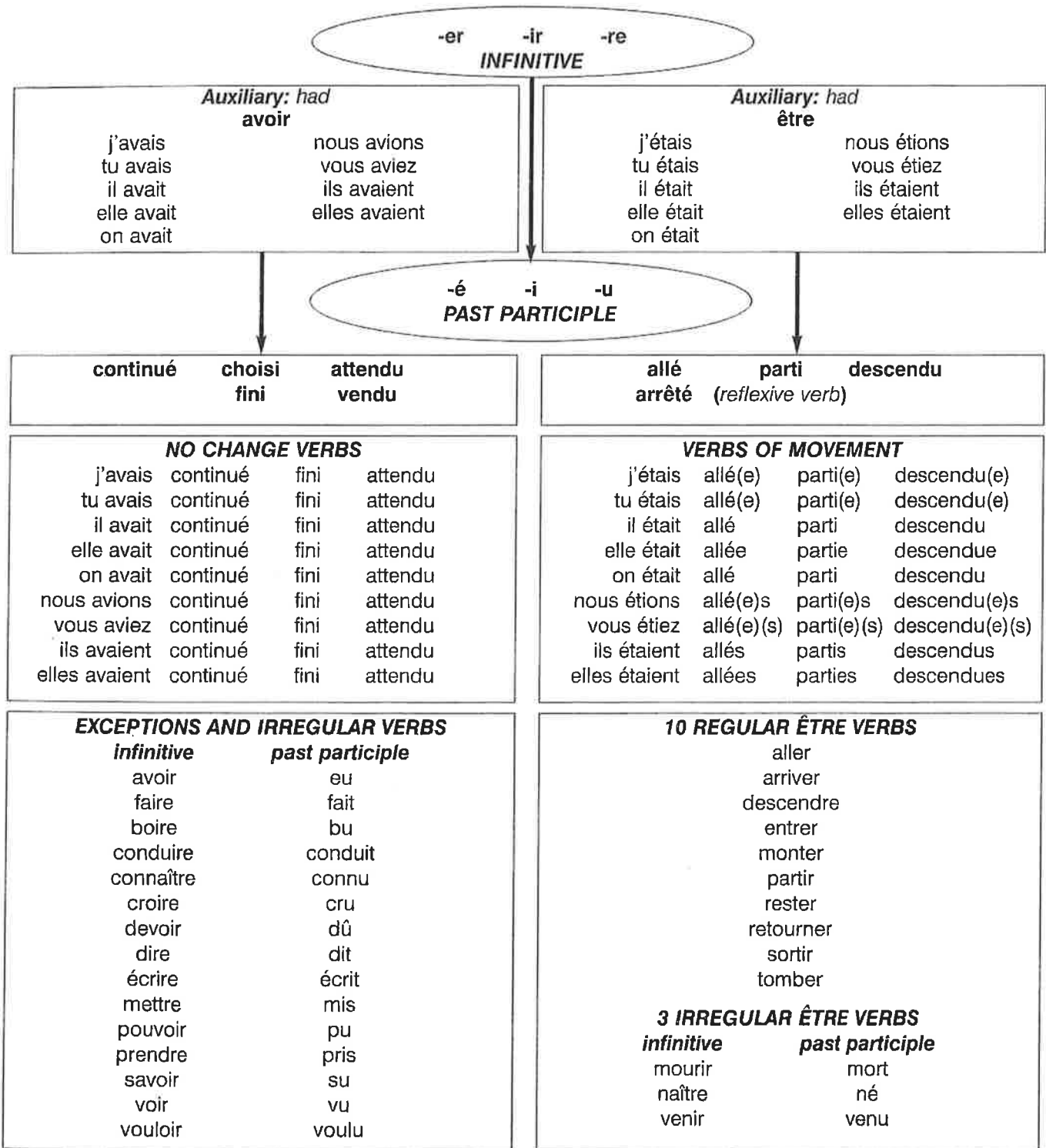
OR

Write about what you did and used to do for your holiday job.

**L'année dernière, je ne suis pas parti en vacances. Je suis resté à la maison. J'ai travaillé dans un bureau pour gagner de l'argent. Normalement, le matin, je répondais au téléphone et je ...**

### Cheat sheet

- The key word for the pluperfect is 'had': **j'avais fini**. I **had** finished.
- The formula for forming the pluperfect is the same as for the perfect tense, but using the imperfect tense of **avoir** and **être** for the auxiliary. **j'ai** ⇒ **j'avais**    **je suis** ⇒ **j'étais**  
**tu as** ⇒ **tu avais**    **tu es** ⇒ **tu étais**; etc.



**REFLEXIVE VERBS**

|                      |                             |
|----------------------|-----------------------------|
| je m'étais arrêté(e) | nous nous étions arrêté(e)s |
| tu t'étais arrêté(e) | vous vous étiez arrêté(e)s  |
| il s'était arrêté    | ils s'étaient arrêtés       |
| elle s'était arrêtée | elles s'étaient arrêtées    |
| on s'était arrêté    |                             |

➤ Refer to the **Cheat sheet** (page 41) to remind yourself about the pluperfect tense.

### 1 Déjà!

Turn the infinitive (in brackets) into a pluperfect tense, to say what had already happened.

**Example:** (aller) J'étais déjà allé à la piscine.

- a (faire) Tu \_\_\_\_\_ déjà \_\_\_\_\_ de l'équitation.
- b (sortir) J' \_\_\_\_\_ déjà \_\_\_\_\_ avec mes copains.
- c (se bronzer) On \_\_\_\_\_ déjà \_\_\_\_\_ sur la plage.
- d (jouer) Nous \_\_\_\_\_ déjà \_\_\_\_\_ au volley.

### 2 Quand tu as téléphoné

Complete the alibis explanations by saying what these people had already done when they received a phone call.

**Example:** (accepter) Il avait déjà accepté l'invitation à la discothèque quand tu lui as téléphoné.

- a (décider) J' \_\_\_\_\_ de rester à l'hôtel quand tu m'as téléphoné.
- b (refuser) Nous \_\_\_\_\_ de faire l'excursion quand nos parents ont téléphoné.
- c (essayer) Tu \_\_\_\_\_ de me contacter quand je t'ai téléphoné?
- d (aller) On \_\_\_\_\_ en ville quand on lui a téléphoné.
- e (se coucher) Je \_\_\_\_\_ quand les copains ont téléphoné.

▲ Now translate the sentences into English.

- The pluperfect is often used in journalism to report what had happened or had been said, such as in articles or news items.
- The perfect tense becomes pluperfect when something is reported:  
«L'hôtel a pris feu pendant la nuit.»  
"The hotel caught fire in the night."

**(On a dit que) l'hôtel avait pris feu pendant la nuit.**

(People said that) the hotel had caught fire during the night.



### 3 Reported speech

Do the same with these headlines and details of reports, by changing the perfect tense into the pluperfect tense.

- a Le directeur de l'hôtel est mort dans l'incendie. \_\_\_\_\_
- b Il a essayé de sauver la vie à quelques clients. \_\_\_\_\_
- c Ils se sont sauvés. \_\_\_\_\_
- d Ils sont sortis par la porte de la cuisine. \_\_\_\_\_
- e Personne n'a vu le directeur rentrer dans l'hôtel. \_\_\_\_\_
- f On a appelé les pompiers tout de suite. \_\_\_\_\_
- g Ils se sont servis de l'eau de la piscine pour éteindre les flammes. \_\_\_\_\_
- h Ils ont sauvé la vie à plusieurs clients. \_\_\_\_\_
- i L'incendie a dû commencer dans le restaurant. \_\_\_\_\_

### 4 ➡ À toi!

#### Accident!

Imagine you are writing a report about an event, an incident or an emergency. Using the pluperfect tense give up to ten details, following the pattern in exercise 3.

It's an '-ing' thing!

*If you know how to form the imperfect tense,  
The present participle's easy – in a sense.*

*If I said 'Take the nous form,*

*I expect you'd guess*

*What's next – that's it: drop the -ons.*

*Then forget -ais, -ais, -ait,*

*There's only one ending: -ant.*

*But what does it mean? That's the thing!*

*It's always a verb that ends in '-ing'.*



### 1 Keep time with us – we're simultaneous!

Make the two verbs simultaneous:  
turn the second into a present  
participle with **en**.

#### Example:

Il se fait mal. (He hurts himself.)

Il plonge dans la piscine. (He dives  
into the pool.)

Il se fait mal en **plongeant dans  
la piscine**. (He hurts himself  
diving into the pool.)

a Elle dit: «C'est moi!»

Elle arrive à la discothèque.

Elle dit: «C'est moi!» en \_\_\_\_\_

b Il se lève. Il finit son café.

Il se lève en \_\_\_\_\_  
son café.

c Ils s'excusent. Ils arrivent en retard  
au restaurant.

Ils s'excusent en \_\_\_\_\_

### Words ending in '-ing'

➤ Learn the grammar rap and you'll find it easy to  
form the present participle.

➤ Often used with **en**, it tells you about something  
that is or was going on at the same time.

**Il s'est cassé la jambe en jouant au volley sur  
la plage.**

He broke his leg (whilst) playing volleyball on the  
beach.

### 2 Vacances désastreuses!

Read this account of a disastrous holiday then complete  
the grid below with the perfect tenses, imperfect tenses  
and present participles.

L'année dernière, je suis parti en vacances avec mes copains.  
C'était affreux! D'abord, en arrivant à l'aéroport en Espagne,  
j'ai reçu une mauvaise nouvelle – mes bagages étaient toujours  
en Angleterre. Donc, j'ai dû emprunter des vêtements à mes  
copains pendant quelques jours. Ça m'embêtait parce que tout  
le monde se moquait de moi – je portais un short orange bien  
trop grand et un T-shirt rose!

Un jour, on m'a refusé l'entrée d'un restaurant, en me disant  
que les autres clients n'appréciaient pas mon 'look'. J'ai essayé  
de persuader le propriétaire de me laisser rentrer, en  
expliquant l'incident de l'aéroport, mais il a refusé d'y croire.

Enfin, on m'a rendu mes bagages, mais j'ai constaté en ouvrant  
ma valise que mon maillot de bain et mes T-shirts neufs n'y  
étaient plus. J'étais si furieux que je n'ai pas fait attention en  
prenant l'escalier, et je me suis cassé la cheville en tombant.

| Perfect tense | Imperfect tense  | Present participle |
|---------------|------------------|--------------------|
| je suis parti | C'était          | en arrivant        |
|               |                  |                    |
| j'ai dû       |                  |                    |
|               | ... se moquait   |                    |
|               |                  |                    |
| on m'a rendu  | n'y étaient plus |                    |
|               |                  |                    |
|               |                  |                    |
|               |                  |                    |

### 3 À toi!

#### Quelles vacances!

Produce your own disastrous holiday story, drawing on the  
text above if you wish. Include at least five examples of both  
the perfect and imperfect tenses and five present participles.

### Using aller + infinitive

*Je vais passer mes vacances au bord de la mer.*



|             | ALLER                  |
|-------------|------------------------|
| je vais     | I'm going ...          |
| tu vas      | you're going ...       |
| il va       | he's going ...         |
| elle va     | she's going ...        |
| on va       | we're/you're going ... |
| nous allons | we're going ...        |
| vous allez  | you're going ...       |
| ils vont    | they're going ...      |
| elles vont  | they're going ...      |

### INFINITIVES

|         |                       |
|---------|-----------------------|
| passer  | ... to spend          |
| partir  | ... to leave, set off |
| faire   | ... to do, make       |
| rester  | ... to stay           |
| louer   | ... to hire, rent     |
| prendre | ... to take           |

► You can make any present tense verb into a future tense by using:

- 1 **aller** (to go) in the present tense, as above;
- 2 the **infinitive** to say what is to happen.

1                      2  
Je vais            partir            en vacances.  
I'm going    to go away    on holiday.

*Je vais faire du camping.*



### 1 Here's what you're going to do!

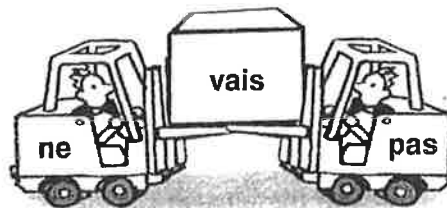
Using the packing crates information above, fill in the missing details.

**Example:** On va partir en vacances.  
We're going to go on holiday.

- Tu \_\_\_\_\_ retourner en France.  
You're going to return to France.
- On \_\_\_\_\_ rester à la maison.  
We're going to stay at home.
- Nous \_\_\_\_\_ réserver un hôtel.  
We're going to book an hotel.
- Je \_\_\_\_\_ voyager en Europe.  
I'm going to travel around Europe.

### It's not going to happen!

► To say it's not going to happen, put **ne ... pas** around the first verb (i.e. the present tense of **aller**, **NOT** around the infinitive!).



**Example:**

Je ne vais pas passer mes vacances en France.  
I'm not going to spend my holidays in France.

### 2 What to do now?

Now fill the gaps with the missing infinitives from the box.

**Example:** On va faire du camping.  
We're going to do some camping.

- Je vais \_\_\_\_\_ mes vacances en France.  
I'm going to spend my holidays in France.
- Nous allons \_\_\_\_\_ un gîte à la campagne.  
We're going to rent a cottage in the country.
- Il va \_\_\_\_\_ de l'alpinisme.  
He's going to do some mountain climbing.
- Tu vas \_\_\_\_\_ le ferry?  
Are you going to take the ferry?

faire

faire

louer

passer

prendre

### 3 À toi!

**I'll tell you what we're going to do**

Send an e-mail to your correspondent, saying what you're going to do on holiday.

**Example:**

Salut!

Je vais partir en vacances.

### Using aller + infinitive

Remember:

- By using the present tense of **aller** followed by an infinitive, you can put any verb into the future, as in English:

**Je vais faire du ski.**

I'm going to do some skiing.

- Putting **ne ... pas** around the part of **aller** makes it negative:

**On ne va pas sortir.**

We're not going to go out.

- Reflexives in the future just need their reflexive pronoun in front of the infinitive:

**Je vais m'amuser.** I'm going to enjoy myself.

**Tu vas te bronzer?**

Are you going to sunbathe (yourself)?

- You can compare this way of expressing the future with the simple future tense on pages 65–68.

### 2 Future plans

Use the clues to write pairs of sentences using **aller** + infinitive.

**Example:** Je ➡ Alpes ➡



Je vais aller dans les Alpes.

Je vais faire de l'alpinisme.

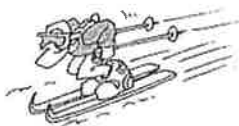
a Nadine ➡ Espagne ➡



Nadine \_\_\_\_\_

Elle \_\_\_\_\_

b Simon ➡ Pyrénées ➡



\_\_\_\_\_

\_\_\_\_\_

c Tu ➡



\_\_\_\_\_

\_\_\_\_\_

### 1 Follow the formula

See how easy it is – translate these sentences using **aller** + infinitive.

**Example:** I'm going to stay at home.

Je vais rester à la maison.

a He's going to go mountaineering.

\_\_\_\_\_

b Are you going to go camping?

\_\_\_\_\_

c I'm going to sunbathe.

\_\_\_\_\_

d Aren't they going to go on holiday?

\_\_\_\_\_

### 3 Vive les vacances!

Read about this girl's holiday plans and convert the underlined present tense verbs to the future, using **aller** + infinitive.

**Example:** Je pars bientôt...

Je vais bientôt partir ...

Je pars bientôt en vacances. Je m'en vais avec mes parents, fin juillet. Nous prenons le bateau à Newhaven et nous nous arrêtons deux ou trois fois en route, car c'est bien loin, le sud de la France. De toute façon, je ne dors pas en route. J'espère qu'il fait beau, parce que je me bronze au bord de la mer ou sur la terrasse de l'hôtel. Une chose est sûre – je ne m'ennuie pas du tout; au contraire, je m'amuse. Je ne pense ni au collège, ni à mes copains qui restent à la maison. Je n'envoie pas de cartes postales non plus! Vive les vacances ensoleillées!

### 4 ➡ À toi!

#### Et mes vacances?

Using the text above for ideas, write about your own holiday plans, including other people, and making sure you use some reflexives and some negatives, all with **aller** + infinitive.

### To do, to be, to ...

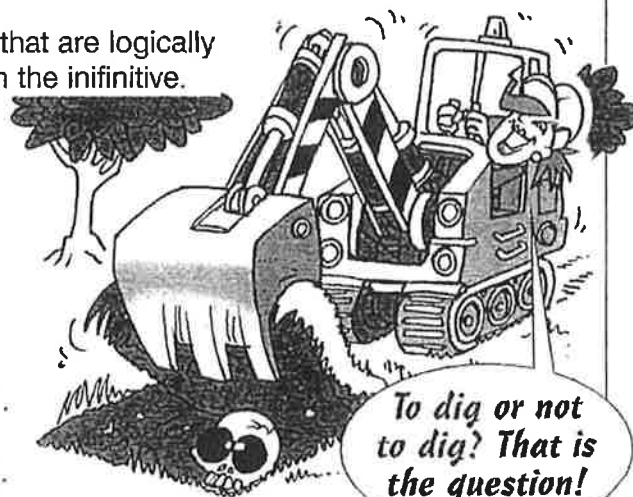
- In French, as in English, there are several key verbs that are logically followed by a second verb, and the second verb is in the infinitive.

|                  |                   |                  |
|------------------|-------------------|------------------|
| I love to ...    | <b>j'adore</b>    | <b>danser</b>    |
| I like to ...    | <b>j'aime</b>     | <b>chanter</b>   |
| I prefer to ...  | <b>je préfère</b> | <b>dormir</b>    |
| I hope to ...    | <b>j'espère</b>   | <b>descendre</b> |
| I'm going to ... | <b>je vais</b>    | <b>réussir</b>   |
| I hate to ...    | <b>je déteste</b> | <b>attendre</b>  |

- If you use the verbs above with an infinitive, you don't need a separate word to translate the word 'to'.

**J'aime danser, mais je n'aime pas chanter.**

I like dancing (to dance) but I don't like singing (to sing).



### 1 To complete ...

Find the infinitive. Fill in the missing letters.

**Example:** J'adore sort ir avec les copains,  
mais je préfère faire de l'équitation.  
I love going out with my mates but I  
prefer horseriding.

- a J'aime regard \_\_\_\_\_ la télé, mais je préfère  
all \_\_\_\_\_ au cinéma.  
I like to watch TV but I prefer going (= to go)  
to the cinema.
- b Tu espères part \_\_\_\_\_ en vacances ou  
tu vas res \_\_\_\_\_ à la maison?  
Are you hoping to go on holiday or  
are you going to stay at home?
- c On va prend \_\_\_\_\_ un taxi ou  
on va atten \_\_\_\_\_ le bus?  
Are we going to take a taxi or  
are we going to wait for the bus?
- d Elle n'aime pas chant \_\_\_\_\_,  
elle préfère dans \_\_\_\_\_.  
She doesn't like singing (= to sing),  
she prefers dancing (= to dance).

### ... or not to complete?

- To make it negative, follow the usual rule:  
put **ne** (or **n'** before a vowel) ... **pas** around  
the first verb (**NOT** around the infinitive!).  
**Je n'aime pas demander.**  
I don't like to ask.

### 2 You need to know when not to!

Make the first verbs negative and complete the  
infinitives.

**Example:** He doesn't like playing on the  
computer.

Il n' aime pas jouer avec  
l'ordinateur.

- a You don't like going into town?  
Tu \_\_\_\_\_ aimes \_\_\_\_\_ all \_\_\_\_\_ en ville?
- b He doesn't hate reading.  
Il \_\_\_\_\_ déteste \_\_\_\_\_ li \_\_\_\_\_.
- c I'm not going to go out.  
Je \_\_\_\_\_ vais \_\_\_\_\_ sor \_\_\_\_\_.
- d She's not hoping to go to the concert.  
Elle \_\_\_\_\_ espère \_\_\_\_\_ all \_\_\_\_\_ au concert.

### 3 IIII ➔ À toi!

#### Pendant les vacances ...

Write a (non-)wish list for your holiday activities.  
Say what you want to do, prefer doing, hate  
doing, hope to do, etc. Try to include other  
people, using **on** and/or **nous**, and include  
some negatives.

#### Example:

Pendant les vacances, ...

... je n'aime pas faire mes devoirs.

Je préfère ...

Je déteste rester à la maison.

Nous préférons aller ...

On espère sortir ...

J'adore ...

### How to say you want to/can/have to do something

- Remember these: **je peux, je veux, je dois?**

These modal verbs do exactly the same as the verbs on the **Infinitives** page (46), so they're followed by a straight infinitive:

**Je ne peux pas sortir.** I can't come out. (I'm not allowed to come out.)

**Tu veux attendre?** Do you want to wait?

**On doit rester à la maison.** We have to stay at home.

*I can ..., I must ...,  
I don't want to...*



- They're irregular, so you'll need to learn the key parts – **je, tu, il/elle/on** and **nous** by heart.

| POUVOIR           | VOULOIR           | DEVOIR            |
|-------------------|-------------------|-------------------|
| (can, able to)    | (want/wish to)    | (must/have to)    |
| je peux           | je veux           | je dois           |
| tu peux           | tu veux           | tu dois           |
| il/elle/on peut   | il/elle/on veut   | il/elle/on doit   |
| nous pouvons      | nous voulons      | nous devons       |
| vous pouvez       | vous voulez       | vous devez        |
| ils/elles peuvent | ils/elles veulent | ils/elles doivent |

- Like any present tense verb, to make them negative, put **ne ... pas** around the modal (first) verb.

**Je ne peux pas jouer ce week-end.** I can't play this weekend.

**Tu ne veux pas voir le match?** Don't you want to see the match?

**On ne doit pas sortir.** We must not go out.

#### 1 You can't, or you don't want to?

Complete the statements using the correct modal verb (first verb).

**Examples:** Tu ne peux pas aller au concert?  
Can't you go to the concert?

- a Je \_\_\_\_\_ rester à la maison.  
I want to stay at home.
- b Tu \_\_\_\_\_ faire un tour avec nous?  
Can you come for a walk round with us?
- c On \_\_\_\_\_ aller au stade.  
We want to go to the stadium.
- d Il \_\_\_\_\_ réparer son vélo.  
He has to repair his bike.
- e Elle \_\_\_\_\_ regarder le match.  
She can watch the match.

#### 2 Now for the infinitives!

Complete the statements using the right infinitive (second verb).

**Example:** On veut aller à la piscine.  
We want to go to the swimming pool.

- a Je ne dois pas \_\_\_\_\_ ce week-end.  
I mustn't go out this weekend.
- b Tu peux \_\_\_\_\_ au cinéma ce soir?  
Can you go the cinema this evening?
- c On veut \_\_\_\_\_ de l'équitation.  
We want to go horseriding.
- d Tu dois \_\_\_\_\_ tes devoirs samedi?  
Do you have to do your homework on Saturday?
- e Je veux \_\_\_\_\_ à la maison.  
I want to stay at home.

#### 3 À toi!

**If you can ...**

Leave a message for a French friend who is staying at someone else's house.

Tell him/her what activities you want to do over the weekend. Ask him/her if he/she can or wants to do the activities. Also ask him/her if he/she has to do something (e.g. stay at home, do homework): **Ce week-end, je veux ... et ... . Et toi? Tu peux ...? Tu veux ...? Tu dois ...?**

Write about four or five sentences.

### Using à or de to translate 'to ...'

➤ On page 46 (**Infinitives**) you can find about a dozen key verbs that are usually followed by the infinitive. Here are a few more that need an extra word (**à** or **de**) before they mean 'to ...'.



|                         |                      |                    |                                     |
|-------------------------|----------------------|--------------------|-------------------------------------|
| aider à to help to      | Tu m'aides <b>à</b>  | faire mes devoirs? | Will you help me to do my homework? |
| apprendre à to learn to | J'apprends <b>à</b>  | nager.             | I'm learning to swim.               |
| arriver à to manage to  | Tu arrives <b>à</b>  | dormir?            | Do you manage to sleep?             |
| commencer à to start to | On commence <b>à</b> | jouer.             | We're starting to play.             |
| inviter à to invite to  | Je t'invite <b>à</b> | manger.            | I'm inviting you to eat.            |

**à**

|                            |                          |                        |                               |
|----------------------------|--------------------------|------------------------|-------------------------------|
| arrêter de to stop         | J'ai arrêté <b>de</b>    | jouer.                 | I've stopped playing.         |
| avoir besoin de to need to | J'ai besoin <b>de</b>    | contacter mes copains. | I need to contact my mates.   |
| décider de to decide to    | J'ai décidé <b>d'</b>    | aller en ville.        | I've decided to go into town. |
| demander de to ask to      | Tu me demandes <b>de</b> | rester?                | Are you asking me to stay?    |
| essayer de to try to       | On essaie <b>de</b>      | téléphoner.            | We're trying to phone.        |
| refuser de to refuse to    | Il refuse <b>de</b>      | sortir.                | He refuses to go out.         |

**de**

### 1 All together now!

Write **à** or **de** in the boxes – if you don't need either of these, cross the box out.

#### Examples:

Elle a décidé **d'** aller à la piscine.

She has decided to go to the swimming pool.

Elle apprend **à** nager.

She's learning to swim.

Elle va **-** passer ses vacances au bord de la mer.

She's going to spend her holidays by the sea.

a J'aime **-** jouer avec l'ordinateur.

b Tu veux **-** aller au cinéma?

c On apprend **-** faire du ski nautique.

d Aide-moi **-** faire mes devoirs!

e On a décidé **-** aller à la discothèque.

f J'adore **-** chanter.

g Tu commences **-** faire du ski nautique?

▲ Now translate the sentences into English.

### 2 **À toi!**

#### What to do in my spare time?

Send a short e-mail to your correspondent telling him/her about what you like to do, hate doing, are learning to do, etc.

Use a variety of activities, making sure some of your infinitives need **à** or **de** before them. Round off by asking him/her what s/he likes, hates, etc. doing.

#### Example:

Salut!

Pendant mon temps libre, j'adore nager, mais je n'aime pas me bronzer.

J'essaie d'aller à la piscine le week-end.

Je déteste rester sur la plage.

Normalement, j'aide ma sœur à faire ses devoirs ...

### Cheat sheet

- A main verb (I'm going to ..., you like to ..., we want to ...) often leads to an infinitive (to do/go/see/...)  
**Je vais partir en vacances.** I'm going to go on holiday.  
**On veut aller au cinéma.** We want to go to the cinema.
- Lots of main verbs, like these two above, don't need anything before the infinitive.
- However, a small but important group of verbs must be followed by **à** or **de** before the infinitive.  
**Jeanne d'Arc a commencé à entendre des voix venant du ciel.**  
 Joan of Arc started to hear voices from heaven.



| Main verb                                                                                                                                                                                                                                                                                                                           |               | Infinitive | Examples                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>adorer</b> (to love): j'adore ...<br><b>aimer</b> (to like): j'aime ...<br><b>aller</b> (to go): je vais ...<br><b>détester</b> (to hate): je déteste ...<br><b>espérer</b> (to hope): j'espère ...<br><b>laisser</b> (to let): je laisse ...<br><b>oser</b> (to dare): j'ose ...<br><b>préférer</b> (to prefer): je préfère ... | →             |            | J'adore nager.<br>J'aime lire.<br>Je vais partir.<br>Je déteste attendre.<br>J'espère gagner.<br>Je laisse passer.<br>J'ose dire.<br>Je préfère rester.                                   |
| <b>Modal verbs</b><br><b>devoir</b> (to have): je dois ...<br><b>pouvoir</b> (to be able): je peux ...<br><b>savoir</b> (to know how): je sais ...<br><b>vouloir</b> (to want): je veux ...                                                                                                                                         | →             |            | Je dois sortir.<br>Je peux regarder?<br>Je sais nager.<br>Je veux comprendre.                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                     |               | -er        |                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                     |               | -ir        |                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                     |               | -re        |                                                                                                                                                                                           |
| <b>aider</b> (to help): j'aide papa ...<br><b>apprendre</b> (to learn): j'apprends ...<br><b>arriver</b> (to manage): j'arrive ...<br><b>commencer</b> (to start): je commence ...<br><b>encourager</b> (to encourage):<br>j'encourage mes copains ...<br><b>inviter</b> (to invite): j'invite ma copine ...                        | → <b>à</b> →  |            | J'aide papa à faire le jardinage.<br>J'apprends à nager.<br>J'arrive à comprendre.<br>Je commence à voir.<br>J'encourage mes copains à rester.<br>J'invite ma copine à danser.            |
| <b>arrêter</b> (to stop): j'ai arrêté ...<br><b>avoir besoin</b> (to need): j'ai besoin ...<br><b>décider</b> (to decide): j'ai décidé ...<br><b>demander</b> (to ask): je te demande ...<br><b>essayer</b> (to try): j'essaie ...<br><b>oublier</b> (to forget): j'ai oublié ...<br><b>refuser</b> (to refuse): je refuse ...      | → <b>de</b> → |            | J'ai arrêté de fumer.<br>J'ai besoin de contacter ...<br>J'ai décidé d'attendre.<br>Je te demande de sortir.<br>J'essaie de dormir.<br>J'ai oublié de téléphoner.<br>Je refuse de croire. |

### Infinitives with and without à or de

- Remember, many verbs are followed by a straight infinitive.  
**J'adore danser.**  
**Nous aimons lire.**  
**Elle déteste nager.**
- Some others first need à or de.  
**Il commence à pleuvoir.**  
**J'ai décidé de rentrer.**
- Look at the **Cheat sheet** (page 49) for more help.

### 1 How many do you know?

A straight infinitive or à or de first?  
Decide what to do with the boxes.

#### Examples:

Il va  travailler.

Il a commencé  travailler.

Il a arrêté  travailler.

a J'ai commencé  faire de l'équitation.

b Tu veux  sortir ce soir?

c On a oublié  téléphoner.

d Elles refusent  danser.

e On préfère  attendre.

f Tu dois  payer.

g Nous essayons  contacter nos copains.

h Laisse-moi  sortir!

i Tu m'invites  danser?

j Voulez-vous  faire de l'alpinisme?

k Je n'arrive pas  dormir.

l Ils ne peuvent pas  prendre le bus.



### 2 Jeanne d'Arc

Read this abridged article on Joan of Arc. Find the seven verbs that are followed by à or de + infinitive in the text and write down their meaning, filling in the gaps in the table where necessary.

À l'âge de douze ans, Jeanne d'Arc a commencé à entendre des voix venant du ciel. Ces voix lui disaient de libérer son pays de l'occupation anglaise. Le Dauphin Charles a encouragé Jeanne à mener l'armée contre ses ennemis.

Jeanne est arrivée à délivrer la ville d'Orléans le 8 mai 1429. Puis elle a aidé Charles à être couronné roi de France à Reims le 17 juillet. Malheureusement, les Bourguignons, alliés des Anglais, l'ont capturée et ont décidé de la vendre aux Anglais. Les Anglais ont refusé de croire que Jeanne avait vraiment entendu des voix venant du ciel.

Elle est devenue sainte en 1920.

|     | verb       | à or de | infinitive | meaning                |
|-----|------------|---------|------------|------------------------|
| Ex. | a commencé | à       | entendre   | (Jeanne) began to hear |
| a   |            |         |            |                        |
| b   |            |         |            |                        |
| c   |            |         |            |                        |
| d   |            |         |            |                        |
| e   |            |         |            |                        |
| f   |            |         |            |                        |

### 3 À toi!

#### Temps libre

Write an e-mail to your correspondent talking about your hobbies and free time activities.

Use a range of verbs + infinitive, including those that require no preposition, those that require à and those that require de. Ask him/her about his/her free time activities, again using infinitive constructions.

### Saying 'this', 'that', 'these', 'those'

➤ To say 'this/that', 'these/those' in French, you must start with the noun:

- for masculine singular nouns use **ce**: **ce T-shirt** – this/that T-shirt
- for feminine singular nouns use **cette**: **cette jupe** – this/that skirt
- for all plural nouns use **ces**: **ces bottes** – these/those boots

\* N.B. If the masculine singular noun begins with a vowel, e.g. **imperméable**, add a **t** to make it easier to pronounce: **cet imperméable** – this/that raincoat

➤ By adding **-ci** (here) or **-là** (there) you can make the distinction between 'this' and 'that' even clearer:

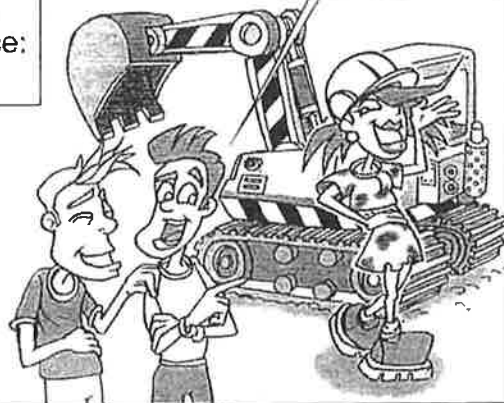
**Vous voulez ce pull-ci ou ce pull-là?**

Do you want this pullover (here) or that pullover (there)?

**Vous essayez cette jupe-ci ou cette jupe-là?**

Are you trying on this skirt (here) or that skirt (there)?

*Regarde-moi ça!  
... ce T-shirt!  
... cette jupe!  
... ces bottes!  
Ce style!*



### 1 This and that

Use the clues provided to help you fill in the right word: **ce**, **cet**, **cette** or **ces**.

**Example:**

**ce** blouson (m) (this/that jacket)

**cette** jupe (f) (this/that skirt)

**ces** chaussettes (pl) (these/those socks)

a \_\_\_\_\_ pantalon (m) (this/that pair of trousers)

b \_\_\_\_\_ robe (f) (this/that dress)

c \_\_\_\_\_ bottes (pl) (these/those boots)

d \_\_\_\_\_ casquette (f) (this/that cap)

e \_\_\_\_\_ short (m) (this/that pair of shorts)

f \_\_\_\_\_ baskets (f) (these/those trainers)

g \_\_\_\_\_ imperméable (m) (this/that raincoat)

### 2 When then?

Try using **ce**, **cet**, **cette** or **ces** with these expressions of time.

Use the clues in the brackets, to find out if the nouns are masculine or feminine.

**Example:** this morning **ce** matin (m)

a this evening \_\_\_\_\_ soir (m)

b this week \_\_\_\_\_ semaine (f)

c this afternoon \_\_\_\_\_ après-midi (m)

d this month \_\_\_\_\_ mois (m)

e this hour \_\_\_\_\_ heure (f)

f this day \_\_\_\_\_ jour (m)

g this year \_\_\_\_\_ année (f)

h this time \_\_\_\_\_ fois (f)

i this weekend \_\_\_\_\_ week-end (m)

### 3 Ce week-end

You're talking to a friend. Tell him/her what you're going to do and wear at different times, and ask him/her what s/he's going to wear this weekend. Fill in the gaps, using **ce** and **ces**.

**Ce** week-end, je vais à un concert. Je vais mettre \_\_\_\_\_ jean, \_\_\_\_\_ blouson, \_\_\_\_\_ chaussettes et \_\_\_\_\_ chaussures. Et toi? Qu'est-ce que tu vas mettre \_\_\_\_\_ week-end?

### 4 À toi!

Think up a number of other occasions when you wear different combinations of clothes.

Following the model in exercise 3, say when you're going out and what you're going to wear, using **ce**, **cet**, **cette** and **ces**.

Occasions when you might go out:  
**ce soir**, **ce matin**, **cet après-midi**, etc.

This one  
... or that  
one?



### How to say 'this/that one', 'these/those ones'

► Sometimes you have to ask the question 'which one(s)?' – especially if you're in a clothes shop! Follow the chart below and you should be able to ask that question and answer it, using 'this/that one' and 'these/those ones'.

| masculine                        |                                      | feminine                        |                                   |
|----------------------------------|--------------------------------------|---------------------------------|-----------------------------------|
| singular                         | plural                               | singular                        | plural                            |
| <b>ce blouson</b><br>that jacket | <b>ces blousons</b><br>these jackets | <b>cette jupe</b><br>that skirt | <b>ces jupes</b><br>these skirts  |
| <b>lequel?</b><br>which one?     | <b>lesquels?</b><br>which ones?      | <b>laquelle?</b><br>which one?  | <b>lesquelles?</b><br>which ones? |
| <b>celui-ci</b><br>this one      | <b>ceux-ci</b><br>these ones         | <b>celle-ci</b><br>this one     | <b>celles-ci</b><br>these ones    |
| <b>celui-là</b><br>that one      | <b>ceux-là</b><br>those ones         | <b>celle-là</b><br>that one     | <b>celles-là</b><br>those ones    |

### 1 This one or that one?

Discuss with your friend what clothes she should wear this weekend.

Fill in the gaps with **celui-ci**, **celui-là**, **celle-ci**, **celle-là**, **ceux-ci** or **celles-là**.

**Example:** – Un jean? (A pair of jeans?)

– Lequel? Celui-ci ou **celui-là**?  
(Which pair? This one or that one?)

– Une jupe?

– Laquelle? Celle-ci ou \_\_\_\_\_-là?

– Un pantalon?

– Lequel? C \_\_\_\_\_-ci ou celui-là?

– Des chaussures?

– Lesquelles? \_\_\_\_\_-ci ou  
\_\_\_\_\_ -là?

### 2 Time to buy new clothes

Complete the conversations in the clothes shop.

**Example:** – Je peux essayer **ce** pantalon?

Can I try on this pair of trousers?

– **Lequel?** Celui-ci ou **celui-là**?

Which one? This one or that one?

**a** – Je peux essayer \_\_\_\_\_ robe?

Can I try on this dress?

– La \_\_\_\_\_? Celle-ci ou \_\_\_\_\_-là?

Which one? This one or that one?

**b** – C'est combien, ces blousons?

How much are these jackets?

– Les \_\_\_\_\_? C \_\_\_\_\_-ci ou ceux-là?

Which ones? These (ones) or those (ones)?

**c** – Je peux essayer \_\_\_\_\_ chaussures?

Can I try on these shoes?

– \_\_\_\_\_? Celles-ci ou \_\_\_\_\_?

Which ones? These (ones) or those (ones)?

**d** – Vous voulez essayer \_\_\_\_\_ jean?

Do you want to try on this (pair) of jeans?

– Lequel? \_\_\_\_\_-ci ou \_\_\_\_\_-là?

Which one? This one or that one?

### À toi!

**vous service!**

Imagine you're a shop assistant. Several customers have asked if they can try on items of clothing, but you're not sure which ones.

Find out by asking questions, as in exercise 2.

Here are the items:

**Ce pull? Lequel? Celui-ci ou celui-là?**

**Ce jean?**

**Ce maillot de bain?**

**Cet imperméable?**

**Ces chaussures?**

**Cette casquette?**

**Ces gants? (m)**

### Demonstrative adjectives

- Remember, like all adjectives, demonstrative adjectives agree with their nouns.

**Voulez-vous essayer ce pantalon, cette jupe, ces blousons ou ces robes?**

- If the noun is masculine singular and it begins with a vowel, add **t** to the demonstrative adjective, for the sake of pronunciation.

**Cet imperméable est moche.**

- Add **-ci** (here) or **-là** (there) to make the distinction between 'this' and 'that' even clearer.

**Vous prenez ce jean-ci ou ce jean-là?**

- Remember also, if you need to ask 'which one(s)?' you must use the following interrogative pronouns:

|       | singular  | plural      |
|-------|-----------|-------------|
| masc. | lequel?   | lesquels?   |
| fem.  | laquelle? | lesquelles? |

#### 1 C'est combien?

Do the shop assistant's work – clarify which garment the customer wants.

Complete the dialogues with **ce, cet, cette, ces** and **lequel? laquelle? lesquels? lesquelles?** followed by **ce ...-ci/là, cette ...-ci/là, ces ...-ci/là**.

**Example:** – C'est combien, cette casquette?  
– Laquelle? Cette casquette-ci ou cette casquette-là?

- a – C'est combien, \_\_\_\_\_ blouson?  
– \_\_\_\_\_? \_\_\_\_\_ blouson \_\_\_\_\_ ou \_\_\_\_\_?
- b – C'est combien, \_\_\_\_\_ manteau?  
– \_\_\_\_\_? \_\_\_\_\_ manteau \_\_\_\_\_ ou \_\_\_\_\_?
- c – C'est combien, \_\_\_\_\_ écharpe?  
– \_\_\_\_\_? \_\_\_\_\_?
- d – C'est combien, \_\_\_\_\_ cravates?  
– \_\_\_\_\_? \_\_\_\_\_?
- e – C'est combien, \_\_\_\_\_ maillots de bain?  
– \_\_\_\_\_? \_\_\_\_\_?

### Demonstrative pronouns

- Like all pronouns, demonstrative pronouns can save a lot of time and effort by avoiding repetition of nouns.

– **C'est combien, ce blouson?**

– **Celui-ci ou celui-là?**

- Refresh your memory:  
this one/that one, these ones/those ones:

|       | singular | plural    |
|-------|----------|-----------|
| masc. | celui-ci | ceux-ci   |
|       | celui-là | ceux-là   |
| fem.  | celle-ci | celles-ci |
|       | celle-là | celles-là |



#### 2 L'embarras du choix

Chris has attached a video file to her e-mail, showing the clothes she wants to wear. But she can't make up her mind. Fill the gaps in the text, using demonstrative adjectives (**ce, cette, etc.**), interrogative pronouns (**lequel?, laquelle?, etc.**) and demonstrative pronouns (**celui-ci, celle-là, etc.**).

Salut!

Je sors \_\_\_\_\_ week-end, alors qu'est-ce que je vais mettre? Un jean? \_\_\_\_\_? Celui-ci ou \_\_\_\_\_? Ou peut-être une jupe? Mais \_\_\_\_\_? \_\_\_\_\_ ou celle-là? Et comme chaussures? \_\_\_\_\_? \_\_\_\_\_ ou \_\_\_\_\_? Ou, si tu préfères, des baskets\* – mais \_\_\_\_\_? \_\_\_\_\_?

Réponds-moi vite!

Chris

\* les baskets (f pl)

#### 3 À toi!

Send an e-mail, like Chris, with a video attachment, seeking your correspondent's advice about clothes to wear for different times and functions – **ce soir, cet été, cette semaine, etc.** Alternatively, ask for advice about which to throw away or give to charity shops.

**Example:** Salut!

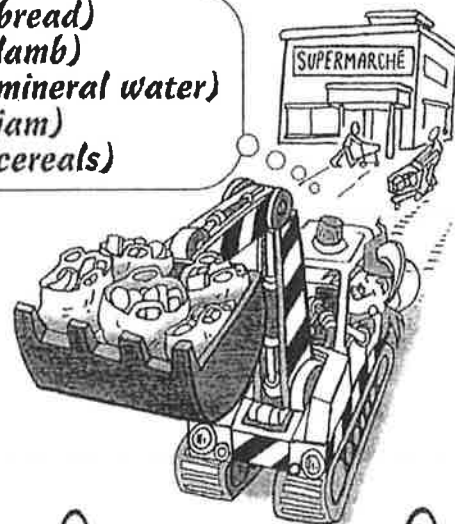
**Je vais jeter quelques-uns de mes vêtements, mais lesquels? ...**

### How to say 'some', 'any', 'no .../none'

➤ You'll need to know how to say 'some' and 'any', especially when you're shopping:

|                |
|----------------|
| le pain        |
| l'agneau       |
| l'eau minérale |
| la confiture   |
| les céréales   |

|                       |                      |
|-----------------------|----------------------|
| ... du pain           | (some bread)         |
| ... de l'agneau       | (some lamb)          |
| ... de l'eau minérale | (some mineral water) |
| ... de la confiture   | (some jam)           |
| ... des céréales      | (some cereals)       |



➤ If you've already looked at **Prepositions** (page 29) you'll recognize what happens to **de** when you put it in front of the definite article (**le, l', la, les**).

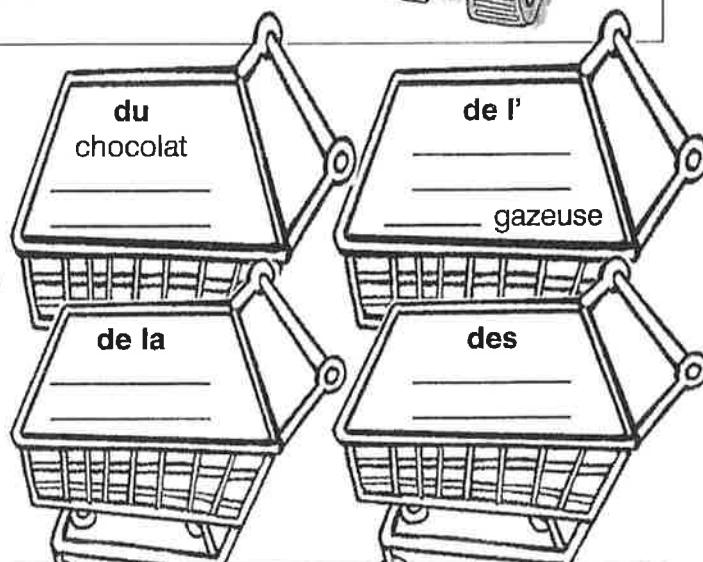
|          |       |              |
|----------|-------|--------------|
| de + le  | du    | du fromage   |
| de + l'  | de l' | de l'huile * |
| de + la  | de la | de la crème  |
| de + les | des   | des pommes   |

\* If the noun begins with a vowel or **h**, the article is **l'**, so to say 'some/any' you use **de l'**.

### 1 Say what you want!

Look at your shopping list, then put the food and drink you've bought into the right basket.

|             |     |          |      |
|-------------|-----|----------|------|
| chocolat    | (m) | limonade | (f)  |
| poisson     | (m) | agneau   | (m)  |
| poulet      | (m) | chips    | (pl) |
| huile       | (f) | pizza    | (f)  |
| eau gazeuse | (f) | frites   | (pl) |



### no .../none

➤ You only need **de** (or **d'** before a vowel) if there **isn't any**, they've got **none**, etc.

**Désolé, il n'y a pas de poisson.**

Sorry, there's no fish.

**Non, il n'y a pas d'eau minérale.**

No, there isn't any mineral water.

### 2 Sorry, we're out of ...

Imagine you're working in a shop in France. Work out what the customers want, then say there isn't any left. Fill in the gaps.

**Example:**

- Il y a **du** chocolat?
- Désolé, il **n'y a pas de chocolat**.

- a** - Il y a \_\_\_\_\_ poisson?
- Désolé, il \_\_\_\_\_
- b** - Il y a \_\_\_\_\_ limonade?
- Désolé, \_\_\_\_\_
- c** - Il y a \_\_\_\_\_ eau minérale?
- Désolé, \_\_\_\_\_
- d** - Il y a \_\_\_\_\_ chips?
- Désolé, \_\_\_\_\_

### en

➤ This useful little pronoun is common in French. **J'ai du café. Tu en veux?**

I've got some coffee. Do you want some (of it)?

**Il y a des pêches. Vous en voulez?**

There are some peaches. Do you want some (of them)?

### 3 À toi!

#### Pique-nique!

Imagine you're organizing a picnic for yourself and your friends.

Leave a message for them, saying what you want from the shops.

**Example:**

**Salut les gars!**

**Pour le pique-nique, il faut:**

**du pain, de la salade ...**

- Remember, you always need **de** + the definite article to say 'some', 'any':

**Je voudrais du thé, de l'eau minérale, de la pizza et des yaourts.**  
I'd like some tea, some mineral water, some pizza and some yoghurts.

- It's called the **partitive article** because you don't want it all, you just want some/part of it, and it is formed like this:

**de + le = du; de + l' = de l'; de + la = de la;**  
**de + les = des**



### 1 Shop till you drop!

Write the shopping list out in French, including the partitive article.

**Example:** some coffee du café

- a some jam \_\_\_\_\_
- b some potatoes \_\_\_\_\_
- c some fizzy water \_\_\_\_\_
- d some chocolate \_\_\_\_\_
- e some pineapple \_\_\_\_\_
- f some fish \_\_\_\_\_
- g some lemonade \_\_\_\_\_
- h some sardines \_\_\_\_\_
- i some meat \_\_\_\_\_

limonade (f) viande (f) ananas (m) poisson (m)  
pommes de terre (f) eau gazeuse (f) café (m)  
confiture (f) chocolat (m) sardines (pl)

### Negatives

- Simply use **de** (or **d'** before a vowel) to say 'no' (cheese, tea, etc.).

**Désolé, je n'ai pas de fromage.**

Sorry, I have no cheese.

**Nous n'avons pas d'agneau.**

We haven't any lamb.

### 2 Out of stock!

Look at the list of unavailable goods – write two sentences for each item.

|        |               |         |
|--------|---------------|---------|
| pâté   | crème         | pâtes   |
| chips  | frites        | huîtres |
| ananas | pamplemousses |         |

**Examples:** Il n'y a pas de chips.

(There are no crisps.)

Nous n'avons pas de chips.

(We've got no crisps.)

- Use the pronoun **en** to make the answers even shorter.

**Vous avez du fromage?**

**Oui, j'en ai.**

**Je voudrais des poires. Vous en avez?**

**Désolé, je n'en ai pas.**

### 3 Oui et non

Using **en**, let the customers know what is and isn't available.

**Example:** – Vous avez des melons?

– Oui, j'en ai.

– Et des fraises?

– Non, je n'en ai pas.

– Du pâté? Il y en a?

– Non, il n'y en a pas.

**a** – Vous avez du café?

– Oui, \_\_\_\_\_

– Non, \_\_\_\_\_

**b** – Il y a des huîtres?

– Oui, \_\_\_\_\_

– Non, \_\_\_\_\_

**c** – Il y a de la soupe?

– \_\_\_\_\_

– \_\_\_\_\_

### 4 ➡ À toi!

**Qu'est-ce qu'il nous reste?**

Check the supplies in the restaurant kitchen where you're working. Report back to the chef to say what's needed. Make your list of fruit, vegetables, fish and seafood, meats and desserts as varied as possible.

**Example:**

**Comme hors-d'œuvres, il y a des tomates, du ..., mais il n'y a pas de/d'...**

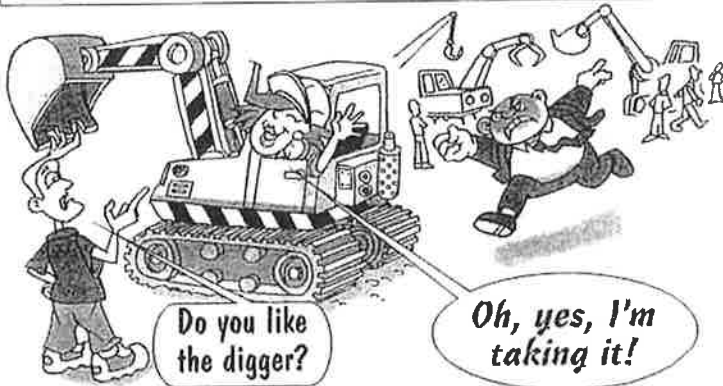
**Et les haricots verts? Il n'y en a pas.**

**Comme fruits de mer/viande/légumes/desserts, il y a ...**

### Save time – say 'it/him', 'her/them'

► Why repeat yourself when you can use a direct object pronoun? Just turn the noun into **le**, **la** or **les** and put it before the verb.

- Tu aimes **le blouson**? Do you like the jacket?
- Oui, je **le prends**. Yes, I'm taking it.
- Tu aimes **la jupe**? Do you like the skirt?
- Oui, je **la prends**. Yes, I'm taking it.
- Tu aimes **les gants**? Do you like the gloves?
- Oui, je **les prends**. Yes, I'm taking them.



### 1 Try it yourself

Replace the underlined nouns with the correct pronouns: **le**, **la** or **les**.

- Example:**
- Tu aimes le chapeau? Do you like the hat?
  - Oui, je **le** prends. Yes, I'm taking it.

- a – Tu aimes la casquette? Do you like the cap?
- Oui, je \_\_\_\_\_ prends. Yes, I'm taking it.
- b – Tu aimes les chaussures? Do you like the shoes?
- Oui, \_\_\_\_\_ Yes, I'm taking them.
- c – Tu aimes le jean?\* Do you like the pair of jeans?
- Oui, \_\_\_\_\_ Yes, I'm taking it/them.

► What if the pronoun **le** or **la** comes before a verb that starts with a vowel? Simple! Make the pronunciation easier – drop the **e** or the **a**, like this:

- Tu aimes **le jogging**? Do you like the tracksuit?
- Oui, je **l'achète**. Yes, I'm buying it.
- Tu aimes **la robe**? Do you like the dress?
- Oui, je **l'achète**. Yes, I'm buying it.

### 2 All in one basket

Look at the noun in brackets. Work out the direct object pronoun (**le**, **l'**, **la** or **les**) and put it in the gap to complete the sentence.

**Example:** (**le blouson**) Tu **l'** essaies?

Are you **trying it on**?

- a (**le pantalon**\*) Il \_\_\_\_\_ prend?
- Is he taking it?
- b (**la jupe**) Tu \_\_\_\_\_ prends?
- Are you \_\_\_\_\_?
- c (**les chaussures**) Je \_\_\_\_\_ achète.
- I'm \_\_\_\_\_
- d (**l'écharpe**) Ils \_\_\_\_\_ achètent?
- Are they \_\_\_\_\_?
- e (**le maillot de bain**) Tu \_\_\_\_\_ essaies?
- \_\_\_\_\_ trying it on?

▲ Now fill in the missing parts of the English, as in the example.

\* Remember, 'trousers', 'jeans' and 'shorts' are plural in English but singular in French: **le pantalon**, **le jean**, **le short**. Think of 'a pair of ...' and you'll be thinking singular!

### 3 À toi!

#### Les vêtements neufs

Your French friend has e-mailed you to tell you about the new clothes s/he has bought. E-mail back, asking if s/he's wearing them this weekend. Write/Ask about five items of clothing, using the direct object pronouns.

**Example:**

Salut!

Alors, ces vêtements neufs, tu les portes ce week-end? Le jean, tu le portes pour aller à la discothèque? Et la chemise, tu la portes?...

Et pour aller au concert? Les....., tu les...?

### Cheat sheet

#### it/him, her/them

- As with all pronouns, you can't use **le/l'/la/les** on their own unless it's clear what nouns they are supposed to be replacing. Drop the noun and put the article in front of the verb.

**Tu aimes le blouson?**

Do you like the jacket?

(**Oui, je prends le blouson.**) = **Oui, je le prends.** Yes, I'm taking it.

- Direct object pronouns work with any verb that takes a direct object (**acheter, finir, prendre, regarder, vendre, voir, etc.**) and with all tenses.

**Où est Paul? Tu l'as vu?**

Where's Paul? Have you seen him?

- Direct object pronouns that come before the past participle make it agree.

**Et Alice? Tu l'as vue?**

And what about Alice, have you seen her?

**Et ses sœurs, tu les as vues?** And her sisters, have you seen them?

- Last but not least, personal pronouns (**me, te, nous, vous**) are also direct object pronouns:

**Il m'a vu.**

He saw me.

**Qui t'a vu?**

Who saw you?

**Ton père, il nous a vus.**

Your father, he saw us.

**Oui, je vous ai vus.**

Yes, I saw you.



#### DIRECT OBJECT PRONOUNS

| it/him                                                                                                                                                                                           | it/her                                                                                                                                                                                         | them                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| le blouson<br>l'ananas<br>le garçon<br>Paul                                                                                                                                                      | la casquette<br>l'eau<br>la fille<br>Alice                                                                                                                                                     | les jupes<br>les melons<br>les garçons et les filles<br>Nadine et Alice                                                                                                                                                              |
| le/l'                                                                                                                                                                                            | la/l'                                                                                                                                                                                          | les                                                                                                                                                                                                                                  |
| ... le blouson?<br>Je <b>le</b> prends.<br>... l'ananas?<br>Je l' <b>ai</b> mangé.<br>... le garçon?<br>Je <b>le</b> connais.<br>... Paul?<br>Je vais <b>le</b> voir.<br>Je l' <b>ai</b> appelé. | ... la casquette?<br>Je <b>la</b> prends.<br>... l'eau?<br>Je l' <b>ai</b> bue.<br>... la fille?<br>Je <b>la</b> connais.<br>... Alice?<br>Je vais <b>la</b> voir.<br>Je l' <b>ai</b> appelée. | ... les jupes?<br>Je <b>les</b> prends.<br>... les melons?<br>Je <b>les</b> ai mangés.<br>... les garçons et les filles?<br>Je <b>les</b> connais.<br>... Nadine et Alice?<br>Je vais <b>les</b> voir.<br>Je <b>les</b> ai appelées. |

# Upgrade: French Grammar

► Look at the **Cheat sheet (Direct object pronouns, page 57)** if you need help.

## 1 Suits you, sir!

Try these pronouns on for size! Be careful with tenses – use the English clues to guide you.

**Example:** Le jogging? Je l'essaie.  
The tracksuit? I'm trying it on.

- a Le pantalon? \_\_\_\_\_  
The (pair of) trousers? I'm trying it/them on.
- b La robe? Je vais \_\_\_\_\_  
The dress? I'm going to try it on.
- c Les chaussures? Je les \_\_\_\_\_  
The shoes? I've tried them on.
- d L'écharpe? \_\_\_\_\_  
The scarf? I'm not going to try it on.
- e L'imperméable? \_\_\_\_\_  
The raincoat? I've tried it on.
- f Le jean? \_\_\_\_\_  
The jeans? I'm not trying them on.

## 2 It fits!

Now try it with different people and different verbs in different tenses. Ask questions.

**Examples:** (casquette – elle – acheté?)  
La casquette, elle l'a achetée?  
(blouson – tu – acheter?)  
Le blouson, tu l'achètes?  
(les gants – il – va essayer?)  
Les gants, il va les essayer?

- a (chemise – tu – vas acheter?)  
\_\_\_\_\_
- b (chaussettes – il – acheté?)  
\_\_\_\_\_
- c (maillot de bain – vous – essayer?)  
\_\_\_\_\_
- d (jupe – tu – essayé?)  
\_\_\_\_\_
- e (chaussures – elle – va prendre?)  
\_\_\_\_\_
- f (robes – on – prendre?)  
\_\_\_\_\_

## Direct object pronouns

◆◆◆ Higher Shopping

### Imperatives

► Use the same word order if your command is negative.

**Ne l'achète pas!** Don't buy it

**Ne les essayez pas!** Don't try them on!

► However, if it's positive, put the direct object pronoun after the command.

**Achète-le!** Buy it!

**Essayez-les!** Try them on!



### 3 Do it!

Translate these commands using direct object pronouns with the imperative.

Give both the **tu** and the **vous** forms.

**Examples:** (casquette) Don't try it on! Buy it!

**Ne l'essaie pas! Achète-la!**

**Ne l'essayez pas! Achetez-la!**

- a (jogging) Don't buy it – try it on!  
\_\_\_\_\_  
\_\_\_\_\_
- b (robes) Don't try them on – and don't buy them!  
\_\_\_\_\_  
\_\_\_\_\_
- c (écharpe) Don't take it! Try it on!  
\_\_\_\_\_  
\_\_\_\_\_

### 4 À toi!

#### Mon nouveau 'look'

Write a letter to your French friend talking about the clothes shopping trip you went on last weekend. Mention several items of clothing you saw and did or didn't buy. Include some short descriptions (**c'était chic/chouette/super/moche/affreux/trop grand/cher/petit**, etc.) to add interest. Make sure you include lots of direct object pronouns.

**Example:**

**Salut Chris!**

**Je suis allé en ville samedi matin et j'ai acheté des vêtements neufs! J'ai vu un jean noir – c'était chouette, mais je ne l'ai pas acheté. Puis, j'ai trouvé une ... Ensuite, ...**

- **Subject pronouns** (*je, tu, il/elle, on*, etc.) generally come first in order of all pronouns.

**Je t'en ai parlé.** I spoke to you about it.

**Tu les lui as donnés?** Did you give them to him?

- After these there is a definite order of **object pronouns**:

**me, te, se, nous, vous, se**

followed by

**le, la, les.**

**On me les a montrés.** They showed them to me.

- Next we have the **indirect object pronouns**: **lui** (to him/her) and **leur** (to them), used for people and animals when à features with the verb, for example with verbs like **parler (à)**, **offrir (à)**, **donner (à)**, **montrer (à)**:

**Et ton père? Je lui en ai parlé.** What about your father? I've spoken to him about it.

**Et les chiens? Je leur ai donné à manger.**

What about the dogs? I've given them something to eat.

**Et ta sœur? Je lui ai montré mes vêtements neufs.**

What about your sister? I showed her my new clothes.

- Note in the examples above and below how English does not always include the word 'to' in the indirect object pronoun:

**Tu lui as offert un cadeau d'anniversaire?** Did you give him/her a birthday present?

- Last but not least, we have **y** and **en**. These last two pronouns are useful in a number of ways, but the best way to remember their correct order is to learn this expression:

**Il y en a beaucoup.** There are lots of them.

- You've seen how to use **en** in the partitive article, especially in shopping:

**Je voudrais des pêches.** I'd like some peaches.

**Vous en voulez combien?** How many/much of them do you want?

- The pronoun **y** (= à ...) means 'to/at ...', and can also mean 'there' (to it).

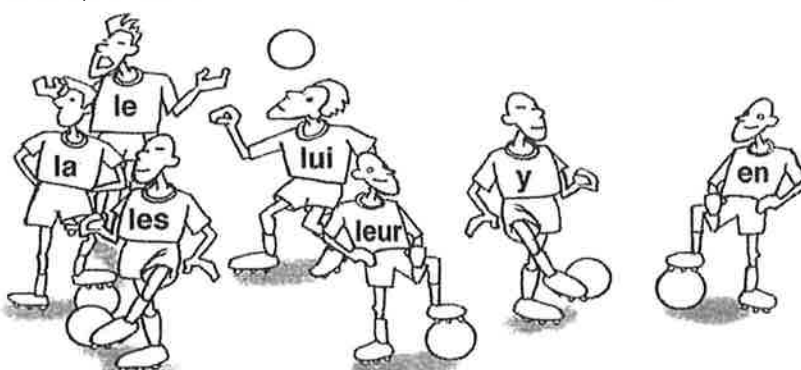
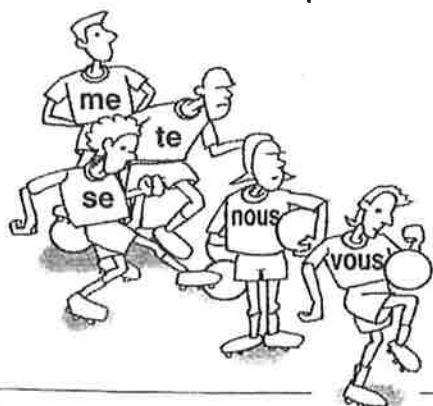
**Paris? J'y vais souvent.** Paris? I go there often.

It can also be used with verbs that are followed by à, such as **penser à** (to think about).

**Tu penses à tes parents?** Do you think about your parents?

**Oui, j'y pense souvent.** Yes, I think about them often.

- Think of the order of pronouns as a line-up of a (football) team, reading from left to right.



### Comparative adjectives: 'healthier', 'lighter', 'better', etc.

- An adjective tells you what someone or something is like:  
**grand** (tall), **petit** (small), **lourd** (heavy), **léger** (light), **délicieux** (delicious).
- The comparative adjective adds\* to the adjective, by telling you how it compares:  
**plus grand** (bigger)  
**plus petit** (smaller)  
**plus lourd** (heavier)
- The adjective still changes its ending, depending on whether the noun is masculine, feminine or plural.

It's big!



It's getting bigger!!



\* It can also take away: if you use **moins** it means 'less...':  
**moins lourd** (less heavy),  
**moins sain** (less healthy).

### 1 Better choose the right one!

Cross out the incorrect boxes to leave the right comparatives.

#### Examples:

- Le yaourt est   que la pizza.  
Yoghurt is lighter than pizza.
- La pizza est   que le poisson.  
Pizza is heavier than fish.
- a Le riz est   que les pâtes.  
Rice is healthier than pasta.
- b Le fromage est   que le yaourt.  
Cheese is more fatty than yoghurt.
- c La viande est   que le poisson.  
Meat is heavier than fish.
- d Les pâtes\* sont   que le riz.  
Pasta (dishes) are heavier than rice.

\* pâtes (feminine plural)

### Exceptions

- Learn these by heart, then try them in the sentences you've produced above, and in **À toi!** below:

**bon** (good) ➔ **meilleur** (better)

**Le riz est meilleur que les spaghettis.**

Rice is (tastes) better than spaghetti.

**La pizza est meilleure que le steak.**

Pizza is (tastes) better than steak.

**mauvais** (bad) ➔ **plus mauvais** (or **pire**)

**Les hamburgers sont pires (plus mauvais) que la pizza.**

Hamburgers are worse than pizza.

### ... que (qu')

- To make your comparisons fuller, you add **que** (or **qu'**) to say 'than':  
**Long John Silver est plus grand que Polly.**  
Long John Silver is bigger than Polly.  
**Polly est plus jolie que Long John Silver.**  
Polly is prettier than Long John Silver.  
Notice how **jolie** has an extra **e** because Polly is female.

### 2 IIII ➔ À toi!

#### À mon avis

Give your opinion on foods, favourite dishes, etc., using comparatives.

#### Example:

**À mon avis, la pizza est plus saine que les hamburgers.**

In my opinion pizza is healthier than hamburgers.

- Remember, most **comparative** adjectives simply require **plus** (or **moins**) ... **que** around the adjective:  
**Le riz est plus sain que les frites.**  
**Les frites sont moins saines que le riz.**  
 Rice is healthier than chips.  
 Chips are less healthy than rice.
- Exceptions:  
**bon** ⇒ **meilleur** (better)  
**mauvais** ⇒ **plus mauvais / pire** (worse)
- To form the **superlative**, go one stage further, adding **le/la/les** before **plus**, not forgetting to make the adjective agree, as always:  
**Les frites sont les plus grasses et les moins saines.**  
 Chips are the greasiest and the least healthy.
- As most adjectives follow the noun, you may have to repeat the article (**le, la, les**) when you're using the superlative:  
**La pizza est le plat le moins sain.** Pizza is the least healthy dish.  
 Here **le moins sain** refers to **le plat**, so the adjective is masculine.

*It's best if you have a balanced diet!*



### 1 Pourquoi le végétarisme?

Support or oppose vegetarianism. Use the comparative of the adjectives listed to say it is more/less healthy, harmful, etc. Make comments, too, on the foods listed. Start off with a general statement.

**Example:** Le végétarisme est plus sain et moins nocif.

(Vegetarianism is healthier and less harmful.)

| Foods          |              | Adjectives |             |
|----------------|--------------|------------|-------------|
| (masculine)    | (feminine)   |            |             |
| le yaourt      | la pizza     | léger/-ère | dégoûtant/e |
| le riz         | la viande    | lourd/e    | sain/e      |
| le poisson     | les céréales | meilleur/e | cher/-ère   |
| les spaghettis | les pâtes    | gras/se    | nocif/-ive  |

### 2 Perhaps it's all a question of taste!

Translate the English in brackets to complete the sentences, which are a mixture of comparatives and superlatives.

**Examples:** Je mange beaucoup de pâtes parce que les pâtes sont (healthier than) plus saines que les frites.

Je trouve que les raviolis (are/taste the best) sont les meilleurs.

- a La salade est (lighter than) \_\_\_\_\_  
la pizza, alors j'en mange beaucoup.
- b Le poisson (tastes/is better than) \_\_\_\_\_  
la viande, et je n'aime pas le goût de la viande non plus.
- c À mon avis, les produits laitiers (are less healthy than) \_\_\_\_\_  
\_\_\_\_\_ les légumes.
- d La pizza est (the most disgusting dish) \_\_\_\_\_  
\_\_\_\_\_.
- e Les frites (are the greasiest) \_\_\_\_\_  
alors j'en mange peu.
- f Le steak-frites est le plat (the least healthy) \_\_\_\_\_.
- g Comme le yaourt est (the least disgusting dairy product) \_\_\_\_\_  
\_\_\_\_\_, j'en mange de temps en temps.

### 3 À toi!

#### Mon régime

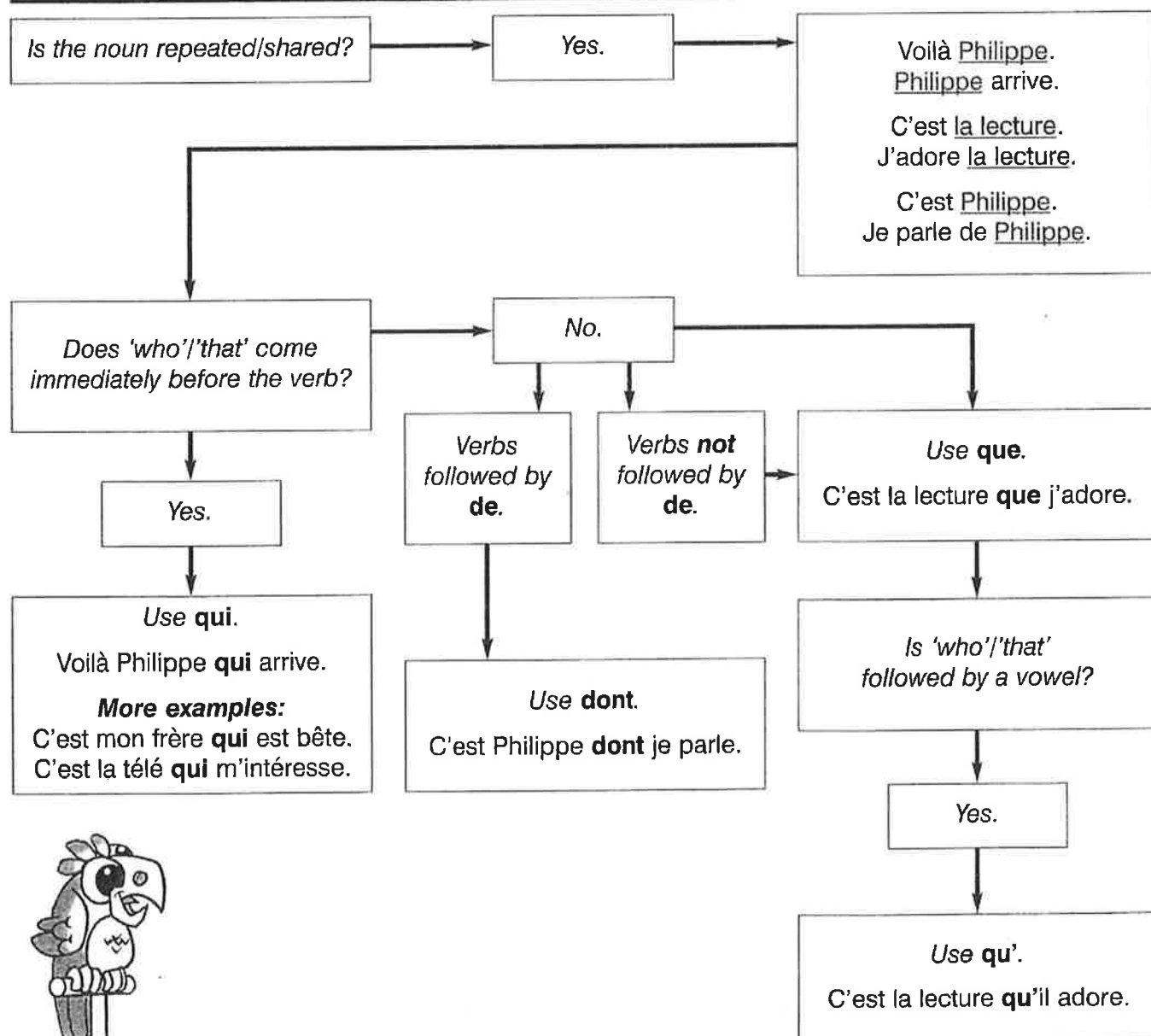
Talk about your diet for an article in a school magazine or in an e-mail to a French friend. Include comments on several types of food, and make sure you use plenty of comparatives and superlatives.  
**Bon appétit!**

### Cheat sheet

#### How to say 'who/that' and 'whom/that'

- **qui** and **que** can only be used to link two sentences that share a noun (or a noun and a pronoun).  
**C'est Philippe. Philippe est égoïste.** ➔ **C'est Philippe qui est égoïste.**  
**C'est Philippe. Il est égoïste.** ➔ **C'est Philippe qui est égoïste.**  
**C'est Philippe. Je n'aime pas Philippe.** ➔ **C'est Philippe que je n'aime pas.**
- Use **qui** if it is the subject of the second sentence, i.e. if the verb follows it immediately.  
**C'est Philippe. Philippe arrive.** ➔ **C'est Philippe qui arrive.**
- Use **que** (or **qu'** before a vowel) if there's a new subject, i.e. another person comes in before the verb.  
**C'est Philippe. Je ne veux pas voir Philippe.** ➔ **C'est Philippe que je ne veux pas voir.**
- Use **dont** (of whom/of which) instead of **que** or **qu'** if the (second) verb is followed by **de**.  
**C'est Philippe. Je parle de Philippe.** ➔ **C'est Philippe dont je parle.**  
 (It's Philippe I'm talking about.)

#### RELATIVE PRONOUNS



#### 1 Two into one

▼ Use the relative pronoun **qui** to produce one sentence from two.

**Example:** Je préfère mon frère.  
Mon frère est plus sympa.

Je préfère mon frère qui est plus sympa.

a Je n'aime pas ma sœur. Ma sœur est égoïste.

b J'adore l'équitation. L'équitation est plus difficile comme sport.

c Ce sont ses parents. Ses parents sont très vexés.

► Look at the **Cheat sheet** (page 62) if you need help.



▼ Now do the same with **que** or **qu'**.

d C'est Mathieu. Je préfère Mathieu.

e C'est son attitude. Je n'aime pas son attitude.

f Voilà ses parents. On ne connaît pas bien ses parents.

#### 2 Qui or que/qu'?

Make the two sentences into one again, this time choosing between **qui** and **que/qu'**.

**Examples:**

C'est quelqu'un. Il aime lire.

C'est quelqu'un qui aime lire.

C'est quelqu'un. Je le déteste.

C'est quelqu'un que je déteste.

a C'est quelqu'un. Elle est très sympathique.

b C'est moi. J'adore mes grands-parents.

c Ce sont ses parents. Je n'aime pas ses parents.

d C'est Paul. J'ai vexé Paul.

e C'est la jalousie. La jalousie m'énervé.

► Use **dont** to translate 'whose' and 'of whom/of which'.

**Le père dont les enfants ont refusé de faire leurs devoirs est parti.**

The father, whose children refused to do their homework, has left.

**La fille dont tu parles est très sensible.**

The girl of whom you speak (you're talking about) is very sensitive.

► You use it with set expressions and verbs that include **de** (e.g. **avoir besoin de**, **avoir peur de**, **avoir honte de**, **s'agir de**, etc.):  
**Le soutien dont j'ai besoin n'est plus là.**  
The support I need (of which I have need) isn't there any more.

**Le garçon dont j'ai peur habite ici.**

The boy I'm afraid of lives here.

**La famille dont il s'agit s'appelle Lebrun.**

The family concerned/we're talking about is called Lebrun.

#### 3 ■■■→ À toi!

##### Relative relatives

Use as many examples of relative pronouns as you can to talk about family, friends, relationships, etc.

**Example:**

**Philippe, dont le père est mon prof d'anglais, est mon meilleur ami.**

### Using **ce qui**, **ce que**, **ce dont**

- Pages 62–63 show you how to replace nouns (and pronouns) with **qui** or **que** and how to use **dont**. These **relative pronouns** follow exactly the same principles and can save you even more time and space.

- Instead of cutting out one noun, you can replace a whole clause/sentence:

**Elle refuse d'accepter mes opinions. Cela m'embête qu'elle refuse d'accepter mes opinions.**  
She refuses to accept my opinions. It annoys me that she refuses to accept my opinions.

**Ce qui m'embête, c'est qu'elle refuse d'accepter mes opinions.**  
What annoys me is (the fact) that she refuses to accept my opinions.

- As before, you use **ce qui** if the verb follows immediately.
  - Use **ce que** (or **ce qu'** before a vowel) if there's someone new involved, i.e. the verb does not follow immediately.
- Il ne me prend jamais au sérieux, ce que je déteste.**

*Don't be a sucker – use **ce qui** and **ce que**!*



#### 1 What's good ...?

Use **ce qui** to turn two sentences into one.

**Example:**

C'est ma sœur. } **Ce qui est bien, c'est qu'elle est ma sœur.**  
C'est bien. }

- a Il s'entend bien avec toi. } \_\_\_\_\_  
C'est bien. } \_\_\_\_\_
- b Elle est timide. } \_\_\_\_\_  
C'est embêtant. } \_\_\_\_\_

#### 2 What I think ...

Now use **ce que** or **ce qu'** to do the same again.

**Example:** Mes parents me comprennent mal.  
Je n'apprécie pas que mes parents me comprennent mal.

**Ce que je n'apprécie pas, c'est que mes parents me comprennent mal.**

- a Elle est timide. Je comprends bien qu'elle est timide.

\_\_\_\_\_ je comprends bien, c'est qu'elle est timide.

- b Je fais de mon mieux au collège. Ils apprécient que je fais de mon mieux au collège.

\_\_\_\_\_ ils apprécient, c'est que je fais de mon mieux au collège.

- c Ses parents sont vexés. Je sais que ses parents sont vexés.

\_\_\_\_\_, c'est que ses parents sont vexés.

#### 3 Ce qui or ce que/qu'?

Complete the sentences with **ce qui** or **ce que** (**ce qu'**).

- a Ils sont égoïstes, \_\_\_\_\_ est surprenant.  
b Vous êtes généreux, \_\_\_\_\_ on apprécie.  
c Ils ont divorcé, \_\_\_\_\_ arrive de temps en temps.  
d Elle s'entend mal avec son père, \_\_\_\_\_ elle déteste.

Although **ce dont** isn't used very often, you'll come across it with verbs that take **de**:

**Ce dont tu parles ne te regarde pas!**

What you're talking about (**of which** you're talking) doesn't concern you!

**Ce dont j'ai besoin, c'est un bon ami.**

What I need (have need **of**) is a good friend.

#### 4 À toi!

**Ce que j'apprécie, ce qui m'énerve ...**

Use as many examples of **ce qui**, **ce que**/**ce qu'** as you can to talk about relationships, things that annoy/please you, etc.

**Example:** **Ce que je déteste, c'est qu'on se dispute tout le temps.**

**Mes parents n'acceptent pas mes copains, ce qui m'énervé.**

### Talking about the future: -er and -ir verbs

|       |
|-------|
| je    |
| tu    |
| il    |
| elle  |
| on    |
| nous  |
| vous  |
| ils   |
| elles |

| INFINITIVES |  |
|-------------|--|
| (-ER)       |  |
| chercher    |  |
| étudier     |  |
| travailler  |  |
| (-IR)       |  |
| choisir     |  |
| finir       |  |
| partir      |  |

| ENDINGS |  |
|---------|--|
| -ai     |  |
| -as     |  |
| -a      |  |
| -ons    |  |
| -ez     |  |
| -ont    |  |

➤ You've already seen on page 44 how to talk about the future, using **aller** + infinitive.

➤ You form the simple future tense of **-er** and **-ir** verbs like this:

- take the infinitive;
- add the endings.

**Tu étudieras à l'université.**

You'll study at university.

**Tu travailleras dans un bureau?**

Will you work in an office?

**Je choisirai un métier.**

I'll choose an occupation.

**Tu finiras tes études.**

You'll finish your studies.

**Je quitterai le collège.**

I'll leave school.



### 1 Here's what to do

Make the future tense by filling the gaps with the missing infinitives.

**Example:** On étudiera à l'université.

We'll study at university.

- Je \_\_\_\_\_ ai mes études.  
I'll finish my studies.
- Tu \_\_\_\_\_ as le collège.  
You'll leave school.
- Elle \_\_\_\_\_ a un métier.  
She'll choose an occupation.
- Tu \_\_\_\_\_ as dans une usine?  
Will you work in a factory?
- J' \_\_\_\_\_ ai à l'université.  
I'll study at university.

### It won't, it won't, it won't!

➤ To say it won't happen, put **ne ... pas** around the verb, or **n' ... pas** when the verb starts with a vowel.

**Je ne quitterai pas le collège.**

I won't leave school.

**Je n'étudierai pas.** I won't study.

### 2 Will they, won't they?

Translate these sentences in the future, using **ne ... pas** or **n' ... pas** for the negatives.

**Example:** You'll leave school.

**Tu quitteras le collège.**

You won't go away on holiday.

**Tu ne partiras pas en vacances.**

- I'll leave school.

I won't study at university.

- Will you work in France?

Tu \_\_\_\_\_ en France?

You won't work in an office.

Tu \_\_\_\_\_ dans un bureau.

- I'll choose an occupation.

Je \_\_\_\_\_ un métier.

I won't work in a factory.

Je \_\_\_\_\_ dans une usine.

### 3 À toi!

#### What will we do?

Write five or six sentences about your and your (pen)friend's career plans. Include a few negatives, and ask your (pen)friend at least two questions, too:

**Example:** **Je ne resterai pas au collège.**

I won't stay at school.

**Tu choisiras un métier?**

Will you choose an occupation?

The future tense is easy,  
It's no riddle.  
-re verbs drop their -e  
And leave the r in the middle.

### Talking about the future: -re and irregular verbs

➤ Remember, page 44 shows you how to talk about the future using **aller** + infinitive.

➤ You form the simple future tense of **-re** verbs just like **-er** and **-ir** verbs, once you've dropped the final **-e**:

- take the infinitive less the **-e**;
- add the endings.

**prendre** ⇒ **je prendrai**

**Je prendrai des vacances.**

I'll take a holiday.

**Tu attendras tes résultats.**

You'll wait for your results.

**J'écrirai des lettres.**

I'll write some letters.

### 2 Deliver the goods

Talk about your future plans, using irregular verbs from the table at the bottom of the page.

**Example:** J'irai à l'université. (**aller**) I'll go to university.

a Je \_\_\_\_\_ un stage. I'll do a course.

b J' \_\_\_\_\_ beaucoup de possibilités.  
I'll have lots of possibilities.

c Je \_\_\_\_\_ continuer mes études.  
I'll have to continue my studies.

d Je \_\_\_\_\_ partir en vacances.  
I'll be able to go on holiday.

### 1 Who'll do what?

Fill in the gaps, using the future tense of **-re** verbs.

**Example:** Tu écriras des lettres.  
You'll write some letters.

a J' \_\_\_\_\_ ai mes résultats.  
I'll wait for my results.

b Tu \_\_\_\_\_ as des vacances.  
You'll take a holiday.

c J' \_\_\_\_\_ ai une année.  
I'll wait for a year.

### 3 IIII ➔ À toi!

#### What will we do?

Using **-re** verbs and irregular verbs, add some more sentences to those you wrote on page 65 about your and your (pen)friend's career plans. Include a few negatives, and ask your (pen)friend at least two questions, too.

**Example:**

**Tu n'iras pas à l'université?** Won't you go to university?  
**Je deviendrai coiffeur.** I'll become a hairdresser.

### Irregular verbs in the future tense

➤ Once you've learned the first part of these irregulars by heart, you'll find it easy to use them in the future tense, because they take the same endings:

|                                |                 |                                                                                  |
|--------------------------------|-----------------|----------------------------------------------------------------------------------|
| <b>aller</b> (to go)           | ⇒ <b>ir-</b>    | ⇒ <b>j'irai</b> (I'll go), <b>tu iras</b> (you'll go) ...                        |
| <b>avoir</b> (to have)         | ⇒ <b>aur-</b>   | ⇒ <b>j'aurai</b> (I'll have), <b>tu auras</b> (you'll have) ...                  |
| <b>devoir</b> (to have to)     | ⇒ <b>devr-</b>  | ⇒ <b>je devrai</b> (I'll have to), <b>tu devras</b> (you'll have to) ...         |
| <b>être</b> (to be)            | ⇒ <b>ser-</b>   | ⇒ <b>je serai</b> (I'll be), <b>tu seras</b> (you'll be) ...                     |
| <b>faire</b> (to do)           | ⇒ <b>fer-</b>   | ⇒ <b>je ferai</b> (I'll do), <b>tu feras</b> (you'll do) ...                     |
| <b>pouvoir</b> (to be able to) | ⇒ <b>pourr-</b> | ⇒ <b>je pourrai</b> (I'll be able to), <b>tu pourras</b> (you'll be able to) ... |
| <b>voir</b> (to see)           | ⇒ <b>verr-</b>  | ⇒ <b>je verrai</b> (I'll see), <b>tu verras</b> (you'll see) ...                 |

### Cheat sheet

- Pages 44 and 45 show you how to use **aller** + infinitive to talk about future events.
- In the simple future tense the key word is 'will'.
- Form it by taking the infinitive (drop the final **-e** from **-re** verbs) and adding the endings, that are more or less the present tense endings of **avoir**.  
**quitter** ➔ **je quitterai**    **choisir** ➔ **je choisirai**    **prendre** ➔ **je prendrai**
- Exceptions relate only to the stem of about ten verbs:  
**aller: ir-**    **avoir: aur-**    **devoir: devr-**    **être: ser-**    **faire: fer-**  
**pouvoir: pourr-**    **savoir: saur-**    **venir: viendr-**    **voir: verr-**    **vouloir: voudr-**
- Note how in French an implied future also requires use of the future tense, even if it is a present tense in English:  
**J'irai à l'université quand je voudrai.** I'll go to uni when I (will) want to.



#### Regular verbs

| Person | Infinitives                                     | Endings     | Examples                        |
|--------|-------------------------------------------------|-------------|---------------------------------|
| je/j'  | <b>-er</b><br>chercher<br>étudier<br>travailler | <b>-ai</b>  | Je chercherai un emploi.        |
| tu     |                                                 | <b>-as</b>  | Tu étudieras à l'université.    |
| il     |                                                 | <b>-a</b>   | Il travaillera dans une usine.  |
| elle   | <b>-ir</b><br>choisir<br>finir<br>partir        | <b>-a</b>   | Elle choisira un métier.        |
| on     |                                                 | <b>-a</b>   | On finira le bac.               |
| nous   |                                                 | <b>-ons</b> | Nous partirons en vacances.     |
| vous   |                                                 | <b>-ez</b>  | Vous prendrez des vacances.     |
| ils    | <b>-re</b><br>prendre<br>attendre<br>écrire     | <b>-ont</b> | Ils attendront leurs résultats. |
| elles  |                                                 | <b>-ont</b> | Elles écriront des lettres.     |

#### Irregular verbs

| Person | Infinitives | Stems          | Endings     | Examples                               |
|--------|-------------|----------------|-------------|----------------------------------------|
| je/j'  | aller       | <b>ir-</b>     | <b>-ai</b>  | J'irai à l'université.                 |
| tu     | avoir       | <b>aur-</b>    | <b>-as</b>  | Tu auras beaucoup de possibilités.     |
| il     | devoir      | <b>devr-</b>   | <b>-a</b>   | Il devra quitter le collège.           |
| elle   | être        | <b>ser-</b>    | <b>-a</b>   | Elle sera contente.                    |
| on     | faire       | <b>fer-</b>    | <b>-a</b>   | On fera un stage.                      |
| nous   | pouvoir     | <b>pourr-</b>  | <b>-ons</b> | Nous pourrions partir en vacances.     |
| vous   | venir       | <b>viendr-</b> | <b>-ez</b>  | Vous viendrez avec nous                |
| ils    | voir        | <b>verr-</b>   | <b>-ont</b> | Ils verront les résultats.             |
| elles  | vouloir     | <b>voudr-</b>  | <b>-ont</b> | Elles voudront étudier à l'université. |

- Remember, take the **infinitive** + the **endings** to form the simple future tense, not forgetting to drop **-e** from **-re** verbs.
- Exceptions, such as **être (je serai)**, only change in the **stem** and not in the endings.

Where  
there's a 'will' ...  
there's a future!



### 2 Après le bac

Change the underlined examples of **aller** + infinitive into the simple future, to say what this girl intends doing after her exams.

Je vais partir (**Je partirai**) en vacances après le bac. Je vais m'en aller (Je m'en \_\_\_\_\_) avec mes parents fin juillet. Nous allons prendre (\_\_\_\_\_) le bateau à Newhaven et nous allons nous arrêter (\_\_\_\_\_) deux ou trois fois en route, car c'est bien loin, le sud de la France. De toute façon, je ne vais pas dormir (\_\_\_\_\_) en route. J'espère qu'il va faire (\_\_\_\_\_) beau et que je vais pouvoir (\_\_\_\_\_) me bronzer au bord de la mer ou sur la terrasse de l'hôtel. Vive les vacances ensoleillées!

### 1 You and your future

Write down what the fortune teller says the future holds in store for you

**Example:** Ton meilleur ami (**quitter**) quittera le collège avant toi.

Your best friend will leave school before you.

- a Tu (**continuer**) \_\_\_\_\_ tes études jusqu'à l'âge de 18 ans.  
You'll continue studying until you're 18.
- b Tu (**passer**) \_\_\_\_\_ le bac.  
You'll sit your bac (A Levels/Highers).
- c Les examens (**être**) \_\_\_\_\_ difficiles.  
The exams will be difficult.
- d Il y (**avoir**) \_\_\_\_\_ un grand choix d'apprentissages.  
There'll be a big choice of apprenticeships.
- e On te (**donner**) \_\_\_\_\_ de bons conseils.  
You'll be given good advice.
- f On te (**dire**) \_\_\_\_\_ d'aller à l'université.  
People will tell you to go to university.
- g Tu (**finir**) \_\_\_\_\_ par devenir chirurgien.  
You'll end up becoming a surgeon.
- h Tous tes amis (**réussir**) \_\_\_\_\_ aussi.  
All your friends will succeed, too.

- You sometimes have to use the future in French when English uses the present.

**Je passerai mon bac quand je voudrai.**

I'll take my bac when I want to.

Here the future is implied: when I will feel like it/will want to do it.

### 3 Translate when you (will) want to!

Show you understand the notion of implied future by translating these sentences – use the example above to guide you. Watch out! Not all of the verbs are irregular.

- a I'll study when I'm at uni.  
\_\_\_\_\_
- b Will you choose an occupation when you leave school?  
\_\_\_\_\_
- c He'll decide when he's doing his course.  
\_\_\_\_\_ son stage.

### 4 À toi!

#### Que fera-t-on?

Speculate about future jobs/careers, etc. of the people in your class. Include irregulars, reflexives and negatives in the future tenses you choose, and include one or two examples of the implied future, too.

### ◆ Foundation

Careers and plans

#### Saying 'would like (to)'

- The conditional is used to say 'would' do something (would like, would go, etc.)
- Using what you already know about the simple future tense (pages 65–66) and about verbs followed by the infinitive (pages 46–48), you can soon master regular verbs like **aimer** and irregulars like **aller**, **faire** and **vouloir** in the conditional.

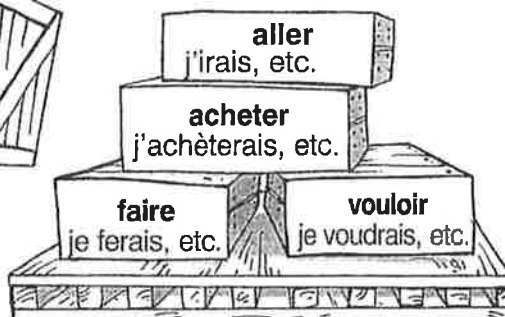
I'd like to be a vet.



I'd like to be at home.



**aimer**  
j'aimerais nous aimerions  
tu aimerais vous aimeriez  
il aimerait ils aimeraient



**aller**  
j'irais, etc.

**acheter**  
j'achèterais, etc.

**faire**  
je ferais, etc.

**vouloir**  
je voudrais, etc.

#### 1 You would, wouldn't you?

Use **aimer** and **vouloir** in the conditional and, with the help of the drawings and jobs box, say what you and others would (not) like to do.

| JOBS (male) | JOBS (female) |
|-------------|---------------|
| mécanicien  | mécanicienne  |
| électricien | électricienne |
| coiffeur    | coiffeuse     |
| médecin     | médecin       |
| professeur  | professeur    |
| infirmier   | infirmière    |
| secrétaire  | secrétaire    |
| vendeur     | vendeuse      |

#### 2 Loto!

What would you do if you won the lottery? What wouldn't you do?

Here's the lead question:

**Que ferais-tu, si tu gagnais à la loterie?**

**Examples:** Je (partir) partirais en vacances. I'd go on holiday.

- a J' (acheter) \_\_\_\_\_ une maison de luxe. I'd buy a luxury house.
- b Je ne (chercher) \_\_\_\_\_ pas d'emploi. I wouldn't look for a job.
- c J' (aller) \_\_\_\_\_ à l'université tout de même. I'd still go to university.

**Examples:**

J' (aimer) aimerais être mécanicien.



a Tu (aimer) \_\_\_\_\_ être \_\_\_\_\_?



b Je ne (vouloir) \_\_\_\_\_ pas être \_\_\_\_\_



c Est-ce que tu (vouloir) \_\_\_\_\_ être \_\_\_\_\_?



#### 3 À toi!

**Et toi?**

Send your (pen)friend an e-mail, asking him/her if s/he would or wouldn't do various things, if s/he won the lottery. Then say what you would and wouldn't do:

**Example:**

Salut,

**Que ferais-tu, si tu gagnais à la loterie? Tu travaillerais? Tu quitterais le collège? ...**

**Moi, si je gagnais à la loterie, je ...**

## Cheat sheet

- In the conditional mood, the key word is 'would'.
- Form it like the simple future, taking the infinitive (less the final **-e** of **-re** verbs) and adding the imperfect endings.  
**trouver** ➔ **je trouverais**      **choisir** ➔ **je choisirais**      **prendre** ➔ **je prendrais**
- Exceptions relate only to the stem of about ten verbs, as for the future tense:  
**aller: ir-**      **avoir: aur-**      **devoir: devr-**      **être: ser-**      **faire: fer-**  
**pouvoir: pourr-**      **savoir: saur-**      **venir: viendr-**      **voir: verr-**      **vouloir: voudr-**
- By using **si + imperfect tense** and a clause containing a **conditional**, you can ask and answer questions about what would happen if certain other things happened:  
**Si je gagnais à la loterie, je n'irais pas à l'université, je serais riche et je ferais du bien avec mon argent.**  
 If I won the lottery, I wouldn't go to uni, I'd be rich and I'd do some good with my money.



### Regular verbs

| Person | Infinitives                                     | Endings       | Examples                          |
|--------|-------------------------------------------------|---------------|-----------------------------------|
| je/j'  | <b>-er</b><br>chercher<br>étudier<br>travailler | <b>-ais</b>   | Je chercherais un emploi.         |
| tu     |                                                 | <b>-ais</b>   | Tu étudierais à l'université.     |
| il     |                                                 | <b>-ait</b>   | Il travaillerait dans une usine.  |
| elle   | <b>-ir</b><br>choisir<br>finir<br>partir        | <b>-ait</b>   | Elle choisirait un métier.        |
| on     |                                                 | <b>-ait</b>   | On finirait le bac.               |
| nous   |                                                 | <b>-ions</b>  | Nous partirions en vacances.      |
| vous   | <b>-re</b><br>prendre<br>attendre<br>écrire     | <b>-iez</b>   | Vous prendriez des vacances.      |
| ils    |                                                 | <b>-aient</b> | Ils attendraient leurs résultats. |
| elles  |                                                 | <b>-aient</b> | Elles écriraient des lettres.     |

### Irregular verbs

| Person | Infinitives | Stems          | Endings       | Examples                                 |
|--------|-------------|----------------|---------------|------------------------------------------|
| je/j'  | aller       | <b>ir-</b>     | <b>-ais</b>   | J'irais à l'université.                  |
| tu     | avoir       | <b>aur-</b>    | <b>-ais</b>   | Tu aurais beaucoup de possibilités.      |
| il     | devoir      | <b>devr-</b>   | <b>-ait</b>   | Il devrait quitter le collège.           |
| elle   | être        | <b>ser-</b>    | <b>-ait</b>   | Elle serait contente.                    |
| on     | faire       | <b>fer-</b>    | <b>-ait</b>   | On ferait un stage.                      |
| nous   | pouvoir     | <b>pourr-</b>  | <b>-ions</b>  | Nous pourrions partir en vacances.       |
| vous   | venir       | <b>viendr-</b> | <b>-iez</b>   | Vous viendriez avec nous                 |
| ils    | voir        | <b>verr-</b>   | <b>-aient</b> | Ils verraient les résultats.             |
| elles  | vouloir     | <b>voudr-</b>  | <b>-aient</b> | Elles voudraient étudier à l'université. |

➤ Look at the **Cheat sheet** (page 70) if you need help with forming the conditional.

#### Si ...

- 'Would' implies that something **could** happen **if** certain conditions were met.
- Use this formula to make statements like these:

**si**   **imperfect**   **conditional**

or

**conditional**   **si**   **imperfect**

**Si j'avais le choix, je quitterais le collège.**  
If I had the choice, I'd leave school.

**S'il était intelligent, il irait à l'université.**  
If he was intelligent he'd go to university.

**Si vous habitez à Paris, vous pourriez aller à la Sorbonne.**  
If you lived in Paris you'd be able to go to the Sorbonne (university).

**Que ferais-tu, si tu gagnais beaucoup d'argent?**  
What would you do if you earned lots of money?

*Je voudrais être vétérinaire.*



**Si j'étais vétérinaire, j'aurais pitié des chiens!**

#### 1 Wishful thinking

Convert the verbs in brackets into the conditional.

**Example:** Je (chercher) chercherais un emploi.

- a Je (quitter) \_\_\_\_\_ le collège.
- b Il (continuer) \_\_\_\_\_ ses études.
- c On (passer) \_\_\_\_\_ le bac.
- d Vous (pouvoir) \_\_\_\_\_ faire un apprentissage.
- e Tu (choisir) \_\_\_\_\_ un métier.

#### 2 On pourrait ...

Produce your own sentences, using **si** + imperfect and the conditional.

**Example:** Si j'(avoir) avais le choix, je (faire) ferais un apprentissage.

- a Si tu (vouloir) \_\_\_\_\_, tu (pouvoir) \_\_\_\_\_ continuer tes études.
- b Si on me (donner) \_\_\_\_\_ de bons conseils, je (réussir) \_\_\_\_\_.
- c S'il me (demander) \_\_\_\_\_, je lui (dire) \_\_\_\_\_ de rester au collège.
- d Si elle (réussir) \_\_\_\_\_ son bac, elle ne (être) \_\_\_\_\_ pas obligée d'être vendeuse.
- e Si elle (vouloir) \_\_\_\_\_, elle (pouvoir) \_\_\_\_\_ devenir médecin.
- f S'ils (attendre) \_\_\_\_\_, ils (pouvoir) \_\_\_\_\_ choisir un métier.
- g Si je (être) \_\_\_\_\_ riche, je (pouvoir) \_\_\_\_\_ faire n'importe quoi.
- h Que (faire) \_\_\_\_\_-tu, si tu (être) \_\_\_\_\_ riche?

#### 3 À toi!

**Si ...**

Imagine what you'd do if you were rich or you could choose to do whatever you liked – make a wish/would do list, including clauses beginning with **si** ...

Then ask your correspondent a few questions about what s/he would do, given the opportunity.

**Examples:**

**Si j'avais le choix, je ne continuerais pas mes études. Je ferais autre chose – j'irais ...**

**Et toi, que ferais-tu, si tu avais beaucoup d'argent? Tu travaillerais quand même? ...**

**Qu'est-ce que tu deviendrais? ...**

### Cheat sheet

- Unlike in 'active' verbs, the subject of a 'passive' verb has no control, because he/she/it has the action done to him/her/it.

**la planète est menacée**      the planet is threatened  
**la mer a été polluée**      the sea has been polluted



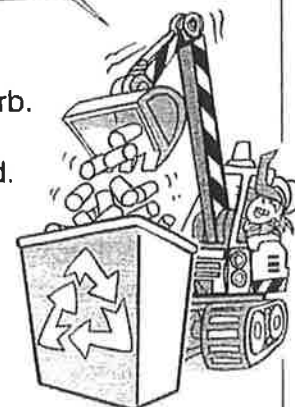
- As you can see in the examples, the passive is almost always used in the third person (singular and plural). Note also how the past participle always agrees with the subject of the verb:

**les forêts ont été détruites**      the forests have been destroyed

- To form the present, imperfect, perfect and future passive tenses, simply take the present, imperfect, perfect and future of **être** and add the appropriate past participle, such as **recyclé**, **trié**, **économisé**, **empoisonné**.

| <b>Present tense<br/>3rd person forms</b>   |   | <b>Past participles</b> | <b>Examples</b>                                                                                                                  |
|---------------------------------------------|---|-------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| il est<br>elle est                          | → | économisé(e)(s)         | L'argent est économisé.<br>L'argent était économisé.<br>L'argent a été économisé.<br>L'argent sera économisé.                    |
| ils sont<br>elles sont                      |   | empoisonné(e)(s)        |                                                                                                                                  |
|                                             |   | menacé(e)(s)            | La planète est menacée.<br>La planète était menacée.<br>La planète a été menacée.<br>La planète sera menacée.                    |
| <b>Imperfect tense<br/>3rd person forms</b> | → | pollué(e)(s)            |                                                                                                                                  |
| il était<br>elle était                      |   | protégé(e)(s)           | Le lac est pollué.<br>Le lac était pollué.<br>Le lac a été pollué.<br>Le lac sera pollué.                                        |
| ils étaient<br>elles étaient                |   | recyclé(e)(s)           |                                                                                                                                  |
|                                             |   | sauvé(e)(s)             | Les journaux sont recyclés.<br>Les journaux étaient recyclés.<br>Les journaux ont été recyclés.<br>Les journaux seront recyclés. |
| <b>Perfect tense<br/>3rd person forms</b>   | → | sauvegardé(e)(s)        |                                                                                                                                  |
| il a été<br>elle a été                      |   | trié(e)(s)              |                                                                                                                                  |
| ils ont été<br>elles ont été                |   | tué(e)(s)               | Le verre est trié.<br>Le verre était trié.<br>Le verre a été trié.<br>Le verre sera trié.                                        |
|                                             |   | utilisé(e)(s)           |                                                                                                                                  |
| <b>Future tense<br/>3rd person forms</b>    | → |                         |                                                                                                                                  |
| il sera<br>elle sera                        |   |                         |                                                                                                                                  |
| ils seront<br>elles seront                  |   |                         |                                                                                                                                  |

*Don't be passive  
– be active!*



- Remember, the vast majority of verbs are in the active voice.  
**Je recycle les cannettes.** I'm recycling cans.  
**Il faut protéger les espèces rares.** It is necessary to/We must protect rare breeds.
- In sentences such as these, the subject (I, it/we) controls the action of the verb. The opposite happens when you use the passive:  
**Les bouteilles ne sont pas recyclées.** The bottles aren't (being) recycled.  
**Les espèces rares sont menacées.** Rare breeds are endangered.
- It's better to **avoid** the passive if you can, by using a reflexive verb or **on**. So, instead of saying **La porte a été fermée** (The door has been shut), it's better to say  
either: **On a fermé la porte.** Someone has shut the door.  
or: **La porte s'est fermée.** The door's closed (itself!).

#### 1 It's been done!

Check the endings of these past participles, adding to them where necessary, to form the correct passive. If none is required, put a dash.

**Examples:** Le container est rempli —.

La mer est polluée e.

- a Le monde est menacé —.
- b Les rivières sont polluées —.
- c Les poissons sont empoisonnés —.
- d La couche d'ozone est percée —.
- e Les bouteilles sont recyclées —.

#### 2 Tense? Passive?

Complete the grid – fill in the missing 3rd person singular tenses for the verbs listed, in the passive.

| Past participle | Present | Perfect | Imperfect               | Future  |
|-----------------|---------|---------|-------------------------|---------|
| recyclé         | est     | a été   | était<br><b>recyclé</b> | recyclé |
| rendu           |         | rendu   |                         | sera    |
| économisé       |         |         |                         |         |
| détruit         |         |         |                         |         |

#### 3 À mon avis

Read this personal view of the dangers facing the world. Underline and translate the seven examples of the passive voice. The first one has been done for you.

la planète est ... menacée  
**the planet is threatened**

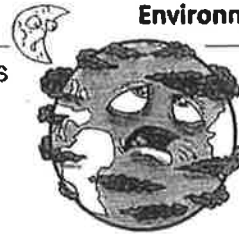
«Ce qui m'embête le plus, c'est qu'on refuse d'accepter que la planète est gravement menacée. La couche d'ozone a été percée, ce qui a augmenté l'effet de serre. En plus, il y a les effets de la pluie acide. À cause des accidents de pétroliers, les océans sont de plus en plus pollués et beaucoup de plages sont recouvertes de pétrole. Des centaines de milliers d'oiseaux ont été tués à la suite de ces accidents de pétroliers. En même temps, les espèces rares sont elles aussi menacées par les chasseurs. Si on ne change pas de comportement, en recyclant et en changeant notre attitude envers les animaux et la nature, notre monde naturel sera bientôt détruit.»

#### 4 À toi!

**Si on ne change pas d'attitude ...**

Now write a short paragraph of your own, listing the alarming facts affecting the environment – use the passive to explain what has been done, what is being done and what will be done, unless things change.

**Example:** Si on ne change pas d'attitude, la planète sera détruite. Les rivières ...



- You already know several impersonal verbs, through expressions of time and weather, and in the expression 'there is/are'.

**il pleut** it's raining  
**il est onze heures** it's 11 o'clock  
**il y a trop de circulation** there's too much traffic

- These are called **impersonal** verbs because the subject is 'it' rather than a person.  
 ➤ The two most common impersonal verbs are generally followed by a straight infinitive (see **Infinitives**, page 49):

**Il faut réduire la pollution.** It is necessary to (We must) reduce pollution.  
**Il vaut mieux utiliser les transports en commun.** It's better to use public transport.

- Like other verbs, impersonal verbs can be used in different tenses.

perfect tense: **Il a fallu téléphoner.** It has been necessary (we've had to) telephone.  
 imperfect tense: **Il fallait agir.** It was necessary to take action.  
 future tense: **Il faudra économiser l'énergie.** It will be necessary to save energy.

### 1 We must, we must!

Suggest solutions to the problems.  
 Make sure the tenses match each time.

▼ Translate the sentences into English.

**Examples:** a We must save the planet.  
 b We'll have to protect rare breeds.

|   | Problème                                   | (Action)   | Solution                   |
|---|--------------------------------------------|------------|----------------------------|
| a | La planète est menacée.                    | (sauver)   | Il faut sauver la planète. |
| b | Les espèces rares seront menacées.         | (protéger) | Il faudra                  |
| c | Les journaux n'étaient pas triés.          | (recycler) | Il                         |
| d | Les poissons ont été empoisonnés.          | (sauver)   |                            |
| e | Les rivières seraient polluées.            | (nettoyer) |                            |
| f | Il y avait trop d'accidents de pétroliers. | (éviter)   |                            |
| g | On va détruire les forêts.                 | (protéger) |                            |

### 2 De bons conseils

Complete these sentences with the right tense of **valoir mieux** (to be advisable/better) and the sensible action to take, from the box (right).

**Example:** Il était huit heures seulement. J'étais fatigué, donc il valait mieux me coucher tôt.

#### (valoir mieux)

il vaudra mieux  
 il a valu mieux  
 il vaudrait mieux  
 il valait mieux  
 il vaut mieux

#### (bons conseils)

refuser l'alcool  
 manger sain  
 me coucher tôt  
 éviter la drogue et le tabac  
 prendre de l'exercice

- a J'ai envie d'aller au fast-food, mais \_\_\_\_\_  
 \_\_\_\_\_  
 b Elle achètera des cigarettes, mais \_\_\_\_\_  
 \_\_\_\_\_  
 c Tu n'as pas bu de vin parce qu' \_\_\_\_\_  
 \_\_\_\_\_  
 d Il a dit qu'il ne ferait pas de sport, pourtant \_\_\_\_\_  
 \_\_\_\_\_

### 3 À toi!

#### Il faut ou il vaut mieux?

Talking about environmental issues or choices and responsibilities, express your own views about what we must do (**il faut ...**) and what it would be advisable to do (**il vaut/vaudrait mieux ...**).

- Although you may only need to recognize it (in its present tense form), the **subjunctive mood** deals with what may/might happen, including doubts, fears, possibilities, necessities, wishes, surprises.

|                                                        |                                              |
|--------------------------------------------------------|----------------------------------------------|
| <b>Je ne crois pas qu'on puisse sauver la planète.</b> | I don't believe that we can save the planet. |
| <b>Je crains qu'il ne soit trop tard.</b>              | I fear it is too late.                       |
| <b>Il est possible que tu aies raison.</b>             | It's possible that you are right.            |
| <b>Il faut qu'on agisse.</b>                           | We must act.                                 |
| <b>Qu'est-ce que tu veux que je fasse?</b>             | What do you want me to do?                   |
| <b>Cela m'étonne que tu me dises ça.</b>               | I'm surprised at you saying that to me.      |

- The subjunctive does exist in English, in expressions such as: 'let', 'may', e.g.

(May) God save the Queen.

Let it be!

Long live the King! (May the King live long!)

Long live the holidays!

**Que Dieu sauve la reine.**

**Ainsi soit-il! or Qu'il en soit ainsi!**

**Vive le roi!**

**Vive les vacances!**



- It is also used after these common expressions:

**quoi que** (whatever)

**avant que** (before)

**sans que** (without)

**Quoi qu'il en soit.**

**Avant qu'il ne soit trop tard.**

**Sans qu'on détruise  
l'atmosphère.**

**à moins que** (unless)

**À moins qu'on ne prenne  
des mesures.**

Whatever the case may be.

Before it's too late.

Without destroying  
the atmosphere.

Unless we take steps.

- The majority of present subjunctive verbs look like the present indicative verbs, because the singular endings (-e, -es, -e) are identical to the -er present tense endings.

The third person plural ending (-ent) follows the same pattern.

The **nous** and **vous** forms look like imperfect tense endings (-ions, -iez).

- Look at these irregular verbs.

| <i>infinitive</i> | <i>present subjunctive</i> |
|-------------------|----------------------------|
| aller             | j'aille, nous allions      |
| avoir             | j'aie, nous ayons          |
| être              | je sois, nous soyons       |
| faire             | je fasse, nous fassions    |
| devoir            | je doive, nous devions     |

| <i>infinitive</i> | <i>present subjunctive</i> |
|-------------------|----------------------------|
| pouvoir           | je puisse, nous puissions  |
| savoir            | je sache, nous sachions    |
| venir             | je vienne, nous venions    |
| vouloir           | je veuille, nous voulions  |

#### 1 Qu'il en soit ainsi!

Underline the nine verbs in the subjunctive. The first one is underlined for you.

Il faut qu'on fasse quelque chose pour protéger l'environnement. Il vaut mieux que ce soit maintenant, sinon il est possible que beaucoup d'espèces rares disparaissent. Quoi qu'on dise, je doute qu'on puisse sauvegarder les forêts. On ne peut pas empêcher que les rivières ne deviennent pollués non plus. Je veux qu'on puisse survivre dans un monde propre et juste. Qu'il en soit ainsi! Vive l'environnement!

▲ Translate the sentences into English.

Example: We must do something to protect the environment ...

#### 2 ■■■➡ À toi!

**Je veux que ...**

Make your own short statement about what you wish may happen, using a number of verbs in the subjunctive. If you add that you have fears, remember to put a so-called redundant **ne** in front of the verb.

**Example:**

**Je veux que les animaux soient libres, mais je crains que l'homme ne continue à les chasser.**

I want animals to be free but I'm afraid man will continue to hunt them.

