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En bons termes | dixième édition

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CONTENTS

Preface xiv

Glossary of Grammatical Terms xvii

CHAPITRE 1

Faisons connaissance 1

Vocabulaire utile 2

Grammaire et exercices oraux

- 1.1 Présentations 2
- 1.2 L'alphabet 4
- 1.3 Les sons du français 4
- 1.4 Les pronoms personnels sujets 5
- 1.5 Le verbe *être* au présent de l'indicatif — forme affirmative 7
- 1.6 Le verbe *être* à la forme interrogative avec *Est-ce que* 8
- 1.7 Le verbe *être* à la forme négative 9
- 1.8 Adjectifs — masculin et féminin 10
- 1.9 Adjectifs — singulier et pluriel 12
- 1.10 L'accord des adjectifs avec les pronoms personnels sujets 12

Exercices écrits 13

Situations – Conversations 14

Prononciation

- I. L'accent tonique et les groupes rythmiques 15
- II. L'intonation dans les phrases déclaratives 15
- III. L'intonation dans les phrases interrogatives 15

CHAPITRE 2

Une chambre confortable 17

Vocabulaire utile 18

Grammaire et exercices oraux

- 2.1 *Qu'est-ce que c'est? / C'est, ce sont* 18
- 2.2 Noms — genre et nombre 19
- 2.3 L'article indéfini — *un / une / des* 20
- 2.4 Le verbe *avoir* 22
- 2.5 L'adjectif — genre et nombre 24

2.6 Place des adjectifs 27

2.7 Les nombres 30

Exercices écrits 31

Situations – Conversations 33

Composition 33

Prononciation

I. Enchaînement 33

II. Liaison 34

CHAPITRE 3

Parle-moi de toi 35

Vocabulaire utile 36

Grammaire et exercices oraux

3.1 Verbes réguliers et verbes irréguliers 37

3.2 Présent de l'indicatif des verbes en *-er* 37

3.3 L'article défini 39

3.4 Prépositions de lieu 40

3.5 Contractions (*de à* et *de*) 41

3.6 Interrogation — l'inversion 41

3.7 L'impératif 43

3.8 Verbes suivis de prépositions 45

3.9 Rappel: *avoir* à la forme négative suivi d'un article indéfini 45

3.10 Le verbe irrégulier *aller* 46

3.11 Les pronoms toniques 48

3.12 Jours — mois — saisons — date 49

3.13 Les adjectifs interrogatifs 50

Exercices écrits 52

Lecture: *Quel est ton signe?* 54

Situations – Conversations 56

Compositions 57

Prononciation

I. L'élision 57

II. La lettre **h** 57

III. Un / Une 57

IV. Le / La / Les 58

CHAPITRE 4

La ville de Québec 60

Vocabulaire utile 61

Grammaire et exercices oraux

4.1 Les verbes réguliers en *-ir* 62

4.2 L'heure 64

- 4.3 Le verbe irrégulier *venir* 66
- 4.4 Rappel: *de* (from) + nom de ville 66
- 4.5 La possession: préposition *de* — adjectifs possessifs 68
- 4.6 Les adverbes interrogatifs 70
- 4.7 *Aller* + infinitif (le futur proche) 71
- 4.8 Les nombres 73

Exercices écrits 74

Lecture: *Un petit tour dans Québec* 77

Situations – Conversations 79

Compositions 80

Prononciation

- I. Consonnes finales — consonnes finales + **e** muet 80
- II. **o** ouvert — **o** fermé (/ɔ/ – /o/) 80

CHAPITRE 5

À votre santé! 82

Vocabulaire utile 83

Grammaire et exercices oraux

- 5.1 Les verbes réguliers en *-re* 84
- 5.2 Les adjectifs démonstratifs 86
- Le corps humain 86
- 5.3 *Venir de* + infinitif (le passé immédiat) 88
- 5.4 Les verbes irréguliers *vouloir* et *pouvoir* 88
- 5.5 Les expressions idiomatiques avec *avoir* 90

Exercices écrits 92

Lecture: *Quelques chiffres étonnants* 94

Situations – Conversations 96

Compositions 97

Prononciation: Contraste **i**, **u**, **ou** (/i/ – /y/ – /u/) 98

CHAPITRE 6

Le magasinage et la mode 99

Vocabulaire utile 100

Grammaire et exercices oraux

- 6.1 Modifications orthographiques de quelques verbes réguliers en *-er* 100
- 6.2 *Amener* — *apporter* — *emmener* — *emporter* 103
- 6.3 L'article partitif 104
- 6.4 Le verbe irrégulier *devoir* 106
- 6.5 Les pronoms interrogatifs *qui* et *que* 108
- 6.6 Construction — verbe + infinitif 109
- 6.7 Les pronoms relatifs *qui* et *que* 112

Exercices écrits 114
Lecture: *Optez pour l'achat de vêtements d'occasion et recyclés* 116
Les vêtements 119
Expressions utiles 120
Situations – Conversations 120
Compositions 121
Prononciation
I. E fermé / e ouvert (/e/ – /ɛ/) 122
II. La lettre c 123
III. La lettre g 123

CHAPITRE 7

Les études et la carrière 124

Vocabulaire utile 125
Grammaire et exercices oraux
7.1 Le verbe irrégulier *partir* 126
7.2 Le verbe irrégulier *faire* 128
7.3 *Quel temps fait-il?* 130
7.4 Les pronoms interrogatifs *qui* et *quoi* après une préposition 131
7.5 *Il y a* 131
7.6 *Il faut* 132
7.7 Les pronoms personnels objets directs 134
7.8 Les expressions de quantité 136
7.9 Noms de profession avec *être* 138
7.10 *C'est, Ce sont; Il / Elle est; Ils / Elles sont* 139
Exercices écrits 140
Lecture: *"Partout, il y a de la place pour tout le monde"* 143
Situations – Conversations 145
Compositions 146
Prononciation
I. Comment reconnaître les voyelles nasales? 146
II. Le son /r/ — r + voyelle — consonne + r 147

CHAPITRE 8

Les sports 148

Vocabulaire utile 149
Grammaire et exercices oraux
8.1 Les verbes irréguliers *prendre* et *mettre* 150
8.2 Les pronoms objets indirects 152

- 8.3 Les verbes irréguliers *savoir* et *connaître* 154
- 8.4 Le passé composé avec *avoir* 155
- 8.5 // *y a* + une expression de temps 158
- 8.6 Le pronom relatif *où* 159
- 8.7 L'adjectif *tout* 160

Exercices écrits 161

Lecture: *Toutes les raisons de courir* 163

Situations – Conversations 165

Compositions 167

Prononciation: Les voyelles nasales /ã/ et /õ/

- I. Le son /ã/ 167
- II. Le son /õ/ 168
- III. Contraste /ã/ – /õ/ 168

CHAPITRE 9

Les voyages 169

Vocabulaire utile 170

Grammaire et exercices oraux

- 9.1 Le passé composé avec *être* 170
- 9.2 L'accord du participe passé des verbes conjugués avec *avoir* 173
- 9.3 Les pronoms *en* et *y* 174
- 9.4 Les verbes irréguliers *dire*, *écrire*, *lire*, *rire* et *sourire* 177
- 9.5 Les prépositions avec les noms géographiques 178
- 9.6 Les noms de nationalité 181
- 9.7 Les moyens de transport 182

Exercices écrits 184

Lecture: *L'autre île du Prince-Édouard* 187

Situations – Conversations 189

Compositions 190

Prononciation

- I. La voyelle nasale /ɛ̃/ 190
- II. Contraste /ɛ̃/ – /ɛ/ 191

CHAPITRE 10

Arts et spectacles 192

Vocabulaire utile 193

Grammaire et exercices oraux

- 10.1 Les verbes pronominaux 194
- 10.2 Verbes pronominaux à sens idiomatique 196
- 10.3 Place et forme du pronom réfléchi 198

10.4 Place des pronoms objets avant le verbe 199

10.5 *Depuis* + présent de l'indicatif 202

10.6 Les adverbes 203

10.7 Les articles et la négation — rappel 205

Exercices écrits 206

Lecture: *Totem: la mémoire animale* 208

Situations – Conversations 210

Compositions 211

Prononciation

I. Le son **a** (/a/) 211

II. Le **r** final 211

CHAPITRE 11

Les jeunes et la vie 213

Vocabulaire utile 214

Grammaire et exercices oraux

11.1 Le comparatif de l'adjectif 214

11.2 Le superlatif de l'adjectif 217

11.3 Le verbe irrégulier *voir* 219

11.4 Le verbe irrégulier *croire* 220

11.5 Le passé composé des verbes pronominaux 221

11.6 Quelques autres verbes pronominaux 223

Exercices écrits 224

Lecture: *Une expérience éclairante* 225

Situations – Conversations 228

Compositions 228

Prononciation: Le son **l** (/l/) 229

CHAPITRE 12

Bon appétit 230

Vocabulaire utile 231

Grammaire et exercices oraux

12.1 L'imparfait 232

La nourriture 235

Testez vos connaissances en nutrition 237

12.2 Le pronom interrogatif *lequel* 239

12.3 Le verbe irrégulier *boire* 240

Exercices écrits 241

Lecture: *Les arnaques de la malbouffe* 242

- Situations – Conversations 245
- Compositions 246
- Prononciation: Les sons **eu** fermé et **eu** ouvert (/ø/ – /œ/)
- I. **Eu** fermé (/ø/) 247
- II. **Eu** ouvert (/œ/) 247

CHAPITRE 13

La famille 248

- Vocabulaire utile 249
- Les membres de ma famille 250
- Les étapes de la vie 252
- Grammaire et exercices oraux
 - 13.1 Contrastes entre l'imparfait et le passé composé 253
 - 13.2 L'imparfait avec *depuis* 256
 - 13.3 Le verbe irrégulier *recevoir* 257
 - 13.4 Les pronoms démonstratifs 258
 - 13.5 Le comparatif et le superlatif de l'adverbe 260
- Exercices écrits 261
- Lecture: *Sainte famille* 263
- Situations – Conversations 264
- Compositions 265
- Prononciation: **E** caduc (/ə/) 266

CHAPITRE 14

L'Acadie et la mer 268

- Vocabulaire utile 269
- Grammaire et exercices oraux
 - 14.1 Le futur 270
 - 14.2 Le futur avec *quand*, *dès que*, *tant que* 272
 - 14.3 *Quelqu'un / personne — quelque chose / rien* 273
 - 14.4 Les pronoms objets et l'impératif 275
 - 14.5 Place des pronoms après l'impératif 276
 - 14.6 Le verbe irrégulier *tenir* 278
 - 14.7 Le verbe irrégulier *vivre* 278
 - 14.8 Le pronom relatif *dont* 279
- Exercices écrits 281
- Lecture: *Il y a 390 ans, Port-Royal* 282
- Situations – Conversations 285
- Compositions 285

Prononciation: **E** caduc (suite)

- I. Deux consonnes prononcées + /ə/ 285
- II. Contraste: **e** caduc prononcé / non prononcé 286

CHAPITRE 15

Un auteur francophone 287

Vocabulaire utile 288

Grammaire et exercices oraux

- 15.1 Le conditionnel présent 288
- 15.2 La phrase conditionnelle 291
- 15.3 Le verbe *devoir* (imparfait, passé composé, futur, conditionnel présent) 293
- 15.4 Les pronoms possessifs 295
- 15.5 Le verbe irrégulier *suivre* 297

Exercices écrits 298

Lecture: *Un écrivain primitif* 299

Situations – Conversations 302

Compositions 302

Prononciation

- I. Le son **s** (/s/) 302
- II. Contraste /s/ – /z/ 303

CHAPITRE 16

Les nouvelles technologies 304

Vocabulaire utile 305

Grammaire et exercices oraux

- 16.1 Le conditionnel passé 306
- 16.2 Le plus-que-parfait 307
- 16.3 La phrase conditionnelle au passé 309
- 16.4 Les adjectifs indéfinis *chaque* et *aucun* 310
- 16.5 Verbes suivis de *à* ou *de* + infinitif 311
- 16.6 Expressions d'enchaînement logique 313

Exercices écrits 314

Lecture: *Injuste le progrès!* 316

Situations – Conversations 318

Compositions 318

Prononciation: Les semi-voyelles **oué** et **ué** (/w/ – /ɥ/)

- I. Le son **oué** (/w/) 319
- II. Le son **ué** (/ɥ/) 319
- III. Contraste /w/ – /ɥ/ 319

CHAPITRE 17

L'environnement 320

Vocabulaire utile 321

Grammaire et exercices oraux

- 17.1 Le futur antérieur 321
- 17.2 Les verbes irréguliers *ouvrir, offrir, souffrir* 324
- 17.3 Le participe présent 325
- 17.4 La négation 327
- 17.5 *Ne... que* (la restriction) 329

Exercices écrits 330

Lecture: *La forêt qui chante* 332

Situations – Conversations 333

Compositions 335

Prononciation: La semi-voyelle /j/ (le yod)

- I. **I** ou **y** + voyelle prononcée 335
- II. Voyelle + **il** ou **ille** 335
- III. La combinaison de sons /ij/ 335

CHAPITRE 18

Les Cajuns de la Louisiane 336

Vocabulaire utile 337

Grammaire et exercices oraux

- 18.1 Le subjonctif présent 338
- 18.2 Emploi du subjonctif après des expressions impersonnelles 341
- 18.3 Les pronoms relatifs *ce qui, ce que, ce dont* 343
- 18.4 Le verbe irrégulier *battre* 344
- 18.5 Les pronoms relatifs précédés d'une préposition 345

Exercices écrits 347

Lecture: *Les écrivains et la Louisiane* 349

Situations – Conversations 350

Compositions 351

Prononciation

- I. **Ch**: le son /ʃ/ et le son /k/ 351
- II. **Gn**: le son /ɲ/ 351
- III. **Th**: le son /t/ 352

CHAPITRE 19

Les autochtones 353

Vocabulaire utile 354

Grammaire et exercices oraux

19.1 Le subjonctif des verbes irréguliers 354

19.2 La voix passive 357

19.3 Le verbe irrégulier *s'asseoir* 360

Exercices écrits 361

Lecture: *Indignée avant l'heure* – Maud Watt 362

Situations – Conversations 364

Compositions 365

Prononciation

I. Le son **p** (/p/) 365

II. Le son **t** (/t/) 365

III. Le son **k** (/k/) 366

CHAPITRE 20

L'emploi 367

Vocabulaire utile 368

Grammaire et exercices oraux

20.1 Le subjonctif après certaines conjonctions 369

20.2 Emploi de l'infinitif à la place du subjonctif 370

20.3 *Faire* + infinitif 372

20.4 *Rendre* + adjectif 374

20.5 Le verbe irrégulier *conduire* 374

20.6 Les pronoms indéfinis 375

Exercices écrits 378

Lecture: *Filer à la française* 379

Situations – Conversations 381

Compositions 383

Prononciation: **S + i** ou **u** 383

CHAPITRE 21

L'humeur et l'humour 384

Vocabulaire utile 385

Grammaire et exercices oraux

21.1 L'antériorité dans le passé: le plus-que-parfait 386

21.2 L'infinitif passé 387

21.3 Le verbe irrégulier *valoir* 389

21.4 Le discours indirect 389

Exercices écrits 394

Lecture: *Quoi, vous ne riez plus!* 395

Situations – Conversations 397

Compositions 398

Prononciation: Liaisons interdites et liaisons obligatoires 398

CHAPITRE 22

Les droits de la personne 400

Vocabulaire utile 401

Grammaire et exercices oraux

22.1 Le subjonctif passé 401

22.2 Le verbe *manquer* 404

22.3 Le verbe irrégulier *fuir* 405

22.4 Les verbes irréguliers en *-indre* 406

Exercices écrits 407

Lecture: Hymne national “*Ô Canada*” 408

Situations – Conversations 410

Compositions 410

Prononciation: Les groupes figés 410

La conjugaison des verbes 412

La nouvelle orthographe 420

Vocabulaire — Français / Anglais 422

Vocabulaire — Anglais / Français 440

Index 451



PREFACE

En bons termes is a first-year French program that aims to develop a basic proficiency in the four language skills (listening, speaking, reading, and writing) while fostering an awareness of the French presence in North America. It is designed to encourage and enable students to communicate in French not as a “foreign” language but as an alternative mode of expression for everyday living in the North American, and especially in the Canadian, context.

The progressive acquisition, reinforcement, and creative use of language structures quickly give students the necessary confidence to express themselves. This is very much a core program, providing a solid foundation on which students may later build. Difficulties are broken down and presented in stages with numerous exercises to ensure assimilation through interactive use in the classroom. Some grammatical forms traditionally presented at this level have been deliberately omitted so that more time can be devoted to a thorough study of forms more commonly used—for instance, no mention is made of the *passé simple*, whereas the forms and uses of the *passé composé* receive a more detailed treatment than is commonly afforded them.

One of the major changes that we've made in this edition is to use *la nouvelle orthographe* throughout the chapters. This increased exposure to *la nouvelle orthographe* will help students familiarize themselves with this new way of spelling. However, we know that many instructors continue to prefer the traditional spelling, so we have included both traditional and reformed spelling for affected words the first time they appear in the text. This edition also includes an appendix on *la nouvelle orthographe* featuring words commonly used at an introductory level, and we encourage students to refer to this appendix if they have specific questions. This tenth edition includes a number of updates, particularly in the vocabulary used in the examples and exercises, that take into account the recent changes in everyday life. Of particular note is that many of the reading passages have been replaced with new material that better reflects contemporary concerns and realities.

Format

The textbook consists of 22 chapters, each organized according to the following pattern (Chapters 1 and 2 present slight variations):

Vocabulaire utile: A list of words (divided into nouns, adjectives, verbs, adverbs, and prepositions) and expressions is provided, relating to the chapter readings and exercises, and representing a basic vocabulary to be memorized.

Grammaire et exercices oraux: This section is subdivided into separate grammatical units, each followed by a series of oral exercises. The title of each unit is in French so that students may become

familiar with French grammatical terms, but the explanations are given in English to facilitate study and review outside the classroom. These explanations are simple and point out differences between French and English. The oral exercises progress from substitution and transformation drills to personalized questions and mini-dialogues. They provide ample material for classroom interaction.

Exercices écrits: These are assigned by the instructor for work outside the classroom and serve as reinforcement. They cover all the material studied in the previous section.

Lecture et questions: The reading passage incorporates grammatical structures studied in the chapter and provides additional vocabulary. A number of reading passages focus on various aspects of French culture in North America, whereas others discuss current issues (such as the environment and employment) or common interests (sports and travelling).

Each reading passage is followed by a vocabulary list and a set of questions. The questions are designed to test comprehension after the text has been read and studied in class. The vocabulary list provides contextual translations for words the students have not previously encountered.

Situations – Conversations: A range of activities (dialogues, role-playing exercises, and conversation in groups) allow choice and ensure full participation of all students. With supervision, the students can actively use the structures and vocabulary acquired in the chapter to express their feelings and opinions and to interact dynamically with each other and the instructor.

Prononciation: These sections cover all the basic problems of French pronunciation for English-speaking students. Apart from guiding students through areas such as intonation and liaison, recognition of nasal vowels, and association of letters or letter groups with particular sounds, they provide numerous drills to help the student develop correct articulatory habits and distinguish between related sounds.

Supplementary Materials

Student Supplements

MyFrenchLab

(www.myfrenchlab.com) This online learning system was created specifically for students in university and college language courses. It brings together—in one convenient, easily navigable site—a wide array of language learning tools and resources, including a Pearson eText, a *Cahier de laboratoire*, and practice exercises. Readiness check pre- and post-tests and English grammar tutorials supplement the knowledge each student needs to have to be successful in each chapter of the course. Instructors can use the system to make assignments, set grading parameters, track student progress, and communicate with students. A student access code (required for registration at www.MyFrenchLab.com) provides 12 months of access from registration date, and is provided free of charge with every new textbook, or can be purchased online or at the local campus bookstore. Pearson eText gives students access to the text whenever and wherever they have access to the Internet. eText pages look exactly like the printed text, offering powerful new functionality for students and instructors. Users can create notes, highlight text in different colours, create bookmarks, zoom, click hyperlinked words and phrases to view definitions, and view in single-page or two-page view. Pearson eText allows for quick navigation to key parts of the eText using a table of contents and provides full-text search. The eText may also offer links to associated media files, enabling users to access videos, animations, or other activities as they read the text.

The *Cahier de laboratoire* is also available in a print edition (ISBN 978-0-13-90232-7). Each unit in the *cahier* corresponds to a chapter in the textbook and includes additional exercises on structures, a listening comprehension exercise, a dictation, and pronunciation drills. See your local sales representative for details and access.

Instructor Supplements

Instructors may use **MyFrenchLab** to set assignments, readings, and class activities. They can also access the full instructor support package of supplementary teaching materials on this site, including the Instructor's Manual and the Instructor's Solutions Manual. Instructor access will be arranged through your Pearson representative or the Faculty Sales and Service Department.

Audio content for use in conjunction with the *Cahier de laboratoire* is available through MyFrenchLab. The audio resources contain both the answers in the cahier, as well as tracks to accompany the *Prononciation* sections of the textbook.

The following instructor supplements are available in the Instructor's Resources folder in MyFrenchLab, or for downloading from a password-protected section of Pearson Canada's online catalogue (www.pearsoned.ca/highered). Navigate to your book's catalogue page to view a list of those supplements that are available. See your local sales representative for details and access.

A *Guide du maître/Instructor's Manual* provides suggestions on using the text material and transcriptions of the dictation exercises found in the *Cahier de laboratoire* in MyFrenchLab. Included in the *Guide du maître* is an **Audio Correlation Guide**, which contains the track list for the audio resources, linking each track to the corresponding exercise in the *Cahier*.

An **Instructor's Solutions Manual** contains solutions to all the in-text exercises.

Learning Solutions Managers Pearson's Learning Solutions Managers work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources, by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Canada sales representative can provide you with more details on this service program.

**Michel A. Parmentier
Diane Potvin**

GLOSSARY OF GRAMMATICAL TERMS

Adjective (*l'adjectif*)

An adjective is a word that modifies a noun or pronoun. The classification of adjectives in French and in English is based on the way they modify a noun.

Descriptive or qualitative (*qualificatifs*) adjectives indicate a quality:

a light shirt *une chemise légère*

An attributive descriptive adjective is directly connected to the noun it modifies, as in the example above, while a predicate descriptive adjective is connected to the noun or pronoun it modifies by a linking verb:

She is tall. *Elle est grande.*

Demonstrative (*démonstratifs*) adjectives point out particular persons or things:

this pen *ce stylo*

Interrogative (*interrogatifs*) adjectives ask a question about a noun:

Which pen? *Quel stylo?*

Possessive (*possessifs*) adjectives indicate possession or “belonging” to someone or something. They agree in gender and number with the thing possessed, not with the possessor or person who owns the thing. A possessive adjective agrees with the noun that it modifies:

your friends *vos amis*
my chair *ma chaise*

All adjectives in French agree in gender and number with the noun they modify.

Adverb (*l'adverbe*)

An adverb is an invariable word (it never changes its form) used mostly to modify a verb, an adjective or another adverb while expressing quantity, degree, time, place or manner:

He eats little. *Il mange peu.*
a very large tree *un très grand arbre*
She eats too fast. *Elle mange trop vite.*

Antecedent (*l'antécédent*)

The antecedent of a pronoun is the word (a noun or pronoun) that this pronoun replaces. In the following example, “the book” (*le livre*) is the

antecedent of the relative pronoun “that” (*que*):

I am reading the book that you lent me.
Je suis en train de lire le livre que tu m'as prêté.

Article (*l'article*)

An article is a word we use before a noun to indicate whether we are talking about a specific or non-specific item. In French, some articles are also used to refer to a general category of items or to an indeterminate quantity.

The definite (*défini*) article is used to refer to particular items:

The instructor is looking at the students.
Le professeur regarde les étudiants.

However, in French, the definite article is used to refer to a general category as well as before abstract nouns:

Books are expensive.
Les livres sont chers.

Charity is admirable.
La charité est admirable.

The indefinite (*indéfini*) article is used to refer to unspecified items. In French, the plural form *des* must be used before plural nouns:

a boy, a girl *un garçon, une fille*
boys, girls *des garçons, des filles*

The partitive (*partitif*) article is used in French when speaking about a *part* of a whole. It is used before singular mass nouns (referring to items that are not countable: *de la musique*) and nouns that are always plural, like *des gens*: people (in the plural, the partitive article is identical to and has the same function as the plural form of the indefinite article). The partitive article refers to an undetermined quantity of the item, and thus corresponds to “some” or “any.” While “some” or “any” are frequently omitted in English, in French the partitive article must be stated:

I want (some) salad.
Je veux de la salade.

I don't want (any) salad.
Je ne veux pas de salade.

Auxiliary verb (*le verbe auxiliaire*)

An auxiliary verb helps another verb form compound tenses. In French, *avoir* and *être* are the two auxiliary verbs, which, when conjugated in the various tenses and followed by the past participle of the main verb, form the compound tenses (*passé composé*, *plus-que-parfait*, etc.) of that verb. *Avoir* is the auxiliary verb of most French verbs, whereas *être* is only used with about 16 verbs that can be readily memorized.

Clause (*la proposition*)

A clause is part of a complex sentence (see *sentence*) and is made up of at least a subject and a verb.

The main clause can, by itself (or with the addition of a pronoun such as *that*), be a complete sentence, whereas the subordinate clause cannot stand alone.

For instance, consider the following sentences:

We eat *when we are hungry*.
She believes *that she will succeed*.

“We eat” and “she believes (that)” are the main clauses: They can stand on their own and be complete sentences, while “when we are hungry” and “that she will succeed” cannot: They are subordinate clauses, i.e., they are dependent on a main clause.

Comparison of adjectives and adverbs

(*la comparaison*)

When we compare two things or persons, or two events or processes, we may indicate that these two items possess a particular quality to the same degree, or that one possesses it to a greater or lesser degree than the other one. Thus, we may use a comparative (*comparatif*) form of equality (as... as — *aussi... que*), of superiority (more... than — *plus... que*) or inferiority (less... than — *moins... que*).

The superlative (*superlatif*) form (the most: *le, la, les plus*; the least: *le, la, les moins*) is used to indicate the highest or lowest degree.

Conditional (see mood and conditional sentence)**Conditional sentence** (*la phrase conditionnelle*)

A conditional sentence expresses a hypothetical statement and is made up of two clauses. An “if” clause stating the condition and a main clause stating the result:

If I had money, I would buy this car.
Si j'avais de l'argent, j'achèterais cette voiture.

Conjunction (*la conjonction*)

There are two types of conjunctions: coordinating (*conjonctions de coordination*) and subordinating (*conjonctions de subordination*).

Coordinating conjunctions (*et, mais, ou* — “and, but, or” — are the most commonly used in French) link words or groups of words of equal grammatical value (i.e., two adjectives, two verbs, two clauses):

My father is tall and blond.
Mon père est grand et blond.

Subordinating conjunctions link a subordinate clause to a main clause.

In French they are

comme (*since, as*), *quand* (*when*), *si* (*if, whether*), *que* (*that*),

and all the expressions that include *que*, such as *bien que* (*although*), *parce que* (*because*), *pour que* (*in order to*).

Contraction (*la contraction*)

In French, contractions are compulsory combinations of two words into a new unit:

au (*à + le*), *auxquels* (*à + lesquels*), *des* (*de + les*), etc.

Imperative (see mood)**Indicative** (see mood)**Indirect speech** (*le discours indirect*)

Whereas direct speech is a word-for-word quotation, indirect speech is a report of what has been said:

Il m'a dit: “Je suis très occupé aujourd'hui.”
(direct speech)
He told me: “I'm very busy today.”

Il m'a dit qu'il était très occupé ce jour-là.
(indirect speech)
He told me that he was very busy that day.

The switch from direct to indirect speech entails several modifications:

- the quote becomes a subordinate clause;
- the subject of the quote may change;
- the tense of the verb may change under certain conditions;

d) some words and expressions of time and space may change.

Infinitive (*l'infinitif*)

The infinitive is the basic form of the verb, the form that it is listed under in the dictionary. In French, its ending is used to classify verbs with a regular conjugation (-er, -ir, or -re).

Intonation (*l'intonation*)

In French, as well as in English, variations in the pitch of the voice (producing intonation contours) may be used to differentiate one utterance from another, in particular to differentiate statements and questions:

Tu t'en vas demain. Tu t'en vas demain?
You're leaving tomorrow. *You're leaving tomorrow?*

Inversion of word order (*l'inversion*)

Normally, the subject precedes the verb. Inversion consists in placing the verb before the subject. In French, it is used mainly (but not exclusively) to phrase a question.

If the subject is a pronoun, it is placed after the verb, with a hyphen in between:

Voulez-vous une tasse de thé?
Would you like a cup of tea?

If the subject is a noun, the noun remains before the verb, but a subject pronoun of the same gender and number as the noun is added after the verb (or after the auxiliary verb in compound tenses):

Tes parents regardent-ils la télé?
Do your parents watch TV?

Les enfants ont-ils mangé tout le gâteau?
Did the children eat the whole cake?

Mood (*le mode*)

Verbs are used in various moods that indicate the attitude of the speaker toward what he or she is saying. The indicative mood is used to report events factually; the imperative mood is used to give orders; the conditional mood presents an event as a possibility or an impossibility; the subjunctive mood is used almost exclusively in subordinate clauses to relate an event that follows from a certain attitude or proviso.

Moods are subdivided into tenses.

Negation (*la négation*)

Negation in French always consists of two words: *ne* and another word that may be an adverb such as *pas*, an adjective (*aucun, aucune*), or a pronoun (*rien, personne*). *Ne* is always placed before the verb, while the second element is most often (except with the infinitive) placed after the verb or the auxiliary verb in compound tenses.

Noun (*le nom*)

A noun is a word that represents a person, a place, an object, an event, an idea, an activity. In French, all nouns have a gender: They are either masculine or feminine. They also have a number: singular or plural. Except in a limited number of particular cases, nouns in French are preceded by an article or some other determining word.

Object (*le complément d'objet*)

An object is a noun or pronoun that is related to the action of the verb or to a preposition.

The direct object receives the action of the verb directly, i.e., without a preposition (it answers the question *what?* or *whom?*):

Les enfants regardent **un film**.
The children are watching a movie.
(The children are watching what?)

The indirect object is related to the verb by the preposition *à* (it answers the question *to what?* or *to whom?*):

Elle a prêté sa voiture **à son amie**.
She lent her car to her friend.
(She lent her car to whom?)

The object of a preposition is a noun or pronoun preceded by any preposition (except the preposition *à* (to) when it acts as a link between the verb and its indirect object). In the following sentence, *la gare*, *six heures*, and *nos enfants* are objects of prepositions (*devant, à, avec*):

Nous serons devant la gare, **à six heures**, avec nos enfants.
We'll be in front of the station at six o'clock with our children.

Participle (*le participe*)

The past participle is combined with the auxiliary verb in compound tenses:

j'ai mangé	nous serions sortis
<i>I have eaten</i>	<i>we would have gone out</i>

Many past participles are used as descriptive adjectives:

un homme fatigué	des tables vernies
<i>a tired man</i>	<i>varnished tables</i>

Passive voice (*la voix passive*)

A sentence is said to be in the passive voice when the subject of the verb, instead of performing an action upon something or someone else (active voice), is being acted upon (whoever or whatever performs the action is then called the *agent*):

(Active) Le professeur a félicité Miriam.
The instructor congratulated Miriam.

(Passive) Miriam a été félicitée par le professeur.
Miriam was congratulated by the instructor.

Preposition (*la préposition*)

A preposition is a functional word that relates a noun, pronoun, or infinitive to another part of the sentence:

Le livre est **sur** la table.
The book is on the table.

C'est le livre **de** Paul.
That's Paul's book.

J'ai besoin **de** toi.
I need you.

Elle apprend à conduire.
She's learning to drive.

Pronominal verbs (*les verbes pronominaux*)

Pronominal verbs are verbs that are preceded by a reflexive pronoun, which must agree with the subject. Most pronominal verbs have non-reflexive constructions as well.

Usually, the presence of a reflexive pronoun indicates a *reflexive* or *reciprocal* action upon the subject:

Je me regarde dans le miroir.
I am looking at myself in the mirror.

Nous nous écrivons souvent.
We often write to each other/one another.

However, a number of pronominal verbs do not express a reflexive or pronominal action but have an idiomatic meaning. Some of these verbs only exist in the pronominal form, like “se souvenir (de)” (*to remember*). They may also be verbs whose pronominal form has a meaning that is different from their non-pronominal form:

attendre *to wait* s'attendre (à) *to expect*

Finally, the pronominal form of certain verbs may be used instead of the passive voice to indicate a general or habitual fact:

Ces stylos se vendent partout.
Those pens are sold everywhere.

Pronoun (*le pronom*)

A pronoun is a word used in place of a noun (or sometimes another word like another pronoun or an adjective, or even a whole clause). The word it replaces has usually been mentioned previously and is called its antecedent. In the following example, “les étudiants” is the antecedent of the pronoun “ils”:

Les étudiants sont entrés. Ils se sont assis.
The students came in. They sat down.

In French as in English, there are different kinds of pronouns: The main difference is that in French a pronoun must generally agree in gender and number with the noun that it replaces.

Personal (*personnels*) pronouns change their form according to their function in the sentence (subject, direct or indirect object, object of preposition); stress pronouns are mostly used for emphasis or as objects of prepositions; reflexive pronouns precede pronominal verbs.

A demonstrative (*démonstratif*) pronoun points out particular persons or things:

Je prends cette valise. Toi, prends **celle-là**.
I'm taking this suitcase. You take that one.

Indefinite (*indéfinis*) pronouns refer to unidentified persons or things:

Quelque chose est arrivé: **quelqu'un** me l'a dit.
Something happened: Someone told me.

An interrogative (*interrogatif*) pronoun is used in a question:

Qui a pris mon stylo?
Who took my pen?

A possessive (*possessif*) pronoun replaces a possessive adjective + a noun; it must agree in gender and number with the noun it replaces:

J'ai pris mon vélo et Hélène a pris **le sien**.
(son vélo)
I took my bicycle and Helen took hers.

A relative (*relatif*) pronoun introduces a relative subordinate clause:

As-tu vu la voiture que Sylvie a achetée?
Have you seen the car Sylvie bought?

Relative clause (*la proposition relative*)

A relative clause is a subordinate clause introduced by a relative pronoun. It is usually placed right after its antecedent but may be separated from the latter by a preposition.

While the relative pronoun may be omitted in English, it must always be expressed in French:

La voiture **qu'**il a achetée coûte cher.
The car he bought is expensive.

When the relative pronoun is the object of a preposition, in English the preposition is often placed at the end of the relative clause, but it must always precede the relative pronoun at the beginning of the relative clause in French:

Je n'ai pas encore rencontré la fille avec laquelle Paul sort.
I have not yet met the girl Paul is going out with.

Sentence (*la phrase*)

A sentence is a group of words organized around a verb and expressing a complete thought.

A sentence may be

- declarative: it expresses a statement;
- interrogative: it asks a question;

— imperative: it issues an order or suggestion (what characterizes an imperative sentence is that it has no subject and can therefore consist only of the verb);

— exclamative: it expresses an emotion (in many exclamative sentences, the verb is omitted).

All sentences may be affirmative or negative.

A simple sentence consists of a single clause; a complex sentence consists of a main clause and at least one subordinate clause.

Subject (*le sujet*)

The subject of a verb is the noun or pronoun representing *who* or *what* performs the action (or is acted upon in a passive sentence).

Subjunctive (*see mood*)

Tense (*le temps*)

The tenses of a verb indicate *when* the action or condition expressed by the verbs takes place. Simple tenses consist of one verb form; compound tenses consist of two verb forms: the auxiliary verb (*avoir* or *être* in French), which is conjugated, and the past participle of the main verb.

Verb (*le verbe*)

The majority of French verbs are regular (*réguliers*): They are conjugated according to a fixed pattern. There are three groups of regular verbs. Their infinitives end in *-er* (first group); in *-ir* (second group); and in *-re* (third group). Dropping the infinitive ending (*terminaison*) leaves the stem (*radical*). Regular verbs are conjugated in the various tenses by adding a particular set of endings to the stem.

Irregular (*irréguliers*) verbs are those that do not follow an established pattern and must be memorized individually.

Transitive (*transitifs*) verbs take an object; intransitive verbs do not.

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CHAPITRE 1



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Thèmes

- Les salutations
- Les présentations
- Description des personnes

Grammaire

- | | | | |
|-----|--|------|---|
| 1.1 | Présentations | 1.7 | Le verbe <i>être</i> à la forme négative |
| 1.2 | L'alphabet | 1.8 | Adjectifs — masculin et féminin |
| 1.3 | Les sons du français | 1.9 | Adjectifs — singulier et pluriel |
| 1.4 | Les pronoms personnels sujets | 1.10 | L'accord des adjectifs avec les pronoms personnels sujets |
| 1.5 | Le verbe <i>être</i> au présent de l'indicatif — forme affirmative | | |
| 1.6 | Le verbe <i>être</i> à la forme interrogative avec <i>Est-ce que</i> | | |

VOCABULAIRE UTILE

Les salutations

Bonjour	Good morning
Monsieur	Sir
Bonsoir	Good evening
Madame	Madam
Salut	Hi; bye
Mademoiselle	Miss

Les adieux

Au revoir	Goodbye
À demain	See you tomorrow
À plus tard	See you later
À la prochaine	Until next time
À bientôt	See you soon
Bonne journée	Have a good day
Bonne soirée	Have a good evening

Les présentations

Je m'appelle Nathalie.	My name is Nathalie.
Comment vous appelez-vous?	What is your name?
Comment allez-vous?	How are you?
Je vais bien, merci.	I am fine, thank you.

Autres formules

Comme ci comme ça	So-so	Pardon	I beg your pardon
Je ne sais pas	I don't know	Excusez-moi	Excuse me
Je ne comprends pas	I don't understand	Pas mal	Pretty good

GRAMMAIRE ET EXERCICES ORAUX

1.1 Présentations

LE PROFESSEUR:
LES ÉTUDIANTS:
LE PROFESSEUR:

CARLO:
LE PROFESSEUR:
CARLO:
LE PROFESSEUR:
CATHY:
LE PROFESSEUR:
CATHY:
LE PROFESSEUR:

Bonjour!*

Bonjour Monsieur.
Je m'appelle Paul Duval. Comment vous appelez-vous, Monsieur?
Je m'appelle Carlo Sullo.
Comment allez-vous?
Je vais bien, merci.
Comment vous appelez-vous, Mademoiselle?
Je m'appelle Cathy Takeda.
Comment allez-vous?
Très bien, merci.
Et vous, Madame, comment vous appelez-vous?

HEATHER: Je m'appelle Heather Francis.
 LE PROFESSEUR: Comment allez-vous?
 HEATHER: Pas mal, merci. Et vous?
 LE PROFESSEUR: Je vais bien, merci.
 (At the end of the class)
 LE PROFESSEUR: Au revoir / À demain / À plus tard / À la
 prochaine / À bientôt / Bonsoir.*

French ways of greeting

Most French-speaking students greet each other with “Bonjour” or “Salut.” Friends and younger people (even if they are strangers) generally use “tu” rather than “vous.”

Getting acquainted

PAUL: Salut!
 RON: Salut!
 PAUL: Je m'appelle Paul. Comment t'appelles-tu?
 RON: Je m'appelle Ron.
 PAUL: Comment ça va?
 RON: Ça va bien, merci. Et toi?
 PAUL: Comme ci comme ça.



EXERCICES ORAUX

a. Répétez selon le modèle.

Modèle: Bonjour Monsieur.

Bonjour Monsieur.

1. Bonjour Madame.
2. Bonjour Mademoiselle.
3. Bonsoir Monsieur.
4. Bonsoir Madame.
5. Salut Didier.
6. Comment vous appelez-vous?
7. Ça va?
8. Comment ça va?
9. À plus tard.
10. À demain.
11. Comme ci comme ça.
12. Pardon.
13. Salut.
14. Excusez-moi.
15. Comment allez-vous?
16. Comment t'appelles-tu?
17. Je m'appelle Jeanne.
18. Très bien, merci.
19. Je vais bien, merci.
20. Au revoir.
21. À bientôt.
22. À la prochaine.

* In Canada, “Bonjour” and “Bonsoir” are often used when parting as well as in greeting. “Bonne nuit” (Good night) is used only when a person is going to bed.

23. Bonne nuit.
24. Bonne journée.
25. Bonne soirée.

26. Je ne sais pas.
27. Je ne comprends pas.

- b. Students can act out the two sets of dialogues to differentiate between the formal and informal exchanges.

Formal exchange—teacher/student (use “vous”)

Informal exchange—student/student (use “tu”)

1.2 L'alphabet

In this chart, each letter of the alphabet is followed by phonetic symbols between slash marks, which indicate how the name of the letter is pronounced in French.

a	/a/	e	/ə/	i	/i/	m	/ɛm/	q	/ky/	u	/y/	y	/igrɛk/
b	/be/	f	/ɛf/	j	/ʒi/	n	/ɛn/	r	/ɛr/	v	/ve/	z	/zɛd/
c	/se/	g	/ʒe/	k	/ka/	o	/o/	s	/ɛs/	w	/dublə ve/		
d	/de/	h	/aʃ/	l	/ɛl/	p	/pe/	t	/te/	x	/iks/		

1.3 Les sons du français

French sounds are given below in phonetic symbols, accompanied by their most common spellings.

Vowel sounds

/i/	pirate, physique, ami	/y/	unité, mur
/e/	aimer, école, les, répéter	/ø/	deux, bleu
/ɛ/	elle, perte, mère, taire, seize	/œ/	neuf, professeur
/a/	la, papa, après, chocolat	/ə/	je, de, retourner
/ɑ/	bas, pâte	/ã/	anglais, enfin
/u/	nous, vous, debout	/õ/	bon, mon, savon
/o/	beau, gros, faux	/ẽ/	vingt, bain, rein
/ɔ/	sort, coffre	/œ̃/	un, brun

Semi-vowels

/j/	rien, bille
/y/	huit, bruit
/w/	oui, toi

Consonants

/p/	pot, après, pape	/z/	rose, raison, zéro
/b/	balle, robe	/ʃ/	chaise, architecte
/t/	table, rater	/ʒ/	je, manger
/d/	dire, radis	/m/	mari, femme
/k/	kilogramme, beaucoup, quatre	/n/	non, nous, bonne
/g/	garçon, guide	/ɲ/	montagne, cogner
/f/	finance, philosophie	/r/	ramener, arriver, rapport
/v/	vol, arriver	/l/	le, livre, allumer
/s/	silence, classe, dix, cire, garçon		



EXERCICES ORAUX

a. Répétez les lettres et les mots suivants.

a e i o u m d p k r v w y
 mu lot dit bar fol le papa mini taxi rose date musique
 mademoiselle quatre coco chose avis manger embrasser

b. Épelez (spell).

pomme	ignoble	potiche	vocabulaire
chaise	bureau	coffre	craie
table	tapis	magnifique	yoyo
madame	photographe	classe	violon

c. Épelez votre nom.

Modèle: Je m'appelle John Kowalski.

J-o-h-n K-o-w-a-l-s-k-i

1.4 Les pronoms personnels sujets

A pronoun is a word used in place of one or more nouns. It may stand for a person, place, thing, or idea. Instead of repeating the proper noun “Paul” in the following example, a pronoun can be used:

Paul is an athlete. Paul goes to practice every day.

Paul is an athlete. He goes to practice every day.

The French subject pronouns

je / j'	I	nous	we
tu	you	vous	you
il	he/it	ils	they (m.)
elle	she/it	elles	they (f.)
on	one/people		

Observe that

- 1) **Je** is used before verbs beginning with a consonant: **je suis**.
J' is used before a vowel: **j'ai**.
- 2) The **s** in **nous**, **vous**, **ils**, and **elles** is not pronounced when the verb begins with a consonant, but when the verb begins with a vowel, a **liaison** occurs:

nous	sommes
nous	avons
- 3) The pronoun **on** corresponds to “one,” “someone,” or “somebody” in English. It can also be used to mean “we,” “they,” and “you.”
- 4) **Tu** and **vous** both correspond to “you” in English. **Tu** is used as an informal form of address when talking to, for example, a friend, a child, a member of your family, an animal, or to anyone in a situation that allows for informality. **Vous** is used in two distinct ways: 1) to address one person formally, i.e., someone you have met for the first time or someone for whom you want to show respect, or, generally, a stranger; 2) to address a group (more than one person).

* Note

To allow for practice of both the *tu* and the *vous* forms and to avoid ambiguities, the following conventions have been adopted throughout the exercises in this book:

- a) When addressing the instructor, students use the formal **vous** form:

INSTRUCTOR: Est-ce que je suis sévère?

STUDENT: Oui, *vous* êtes sévère.

- b) When addressing each other, students use the **tu** form:

STUDENT 1: Est-ce que *tu* es énergique?

STUDENT 2: Oui, je suis énergique.

- c) When the instructor asks a question using **tu**, he/she is asking an individual student to provide information about him/herself (the student answers with **je**):

INSTRUCTOR: Est-ce que *tu* es modeste?

STUDENT: Oui, *je* suis modeste.

d) When the instructor asks a question using **vous**, he/she is asking an individual student to provide information about the whole group of students in the class (the student answers with **nous**):

INSTRUCTOR: Est-ce que *vous* êtes sympathiques?

STUDENT: Oui, *nous* sommes sympathiques.

1.5 Le verbe *être* au présent de l'indicatif — forme affirmative

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		she				
on		one				



EXERCICES ORAUX

a. Répondez affirmativement.

Modèle: Je suis énergique?

Oui, vous êtes énergique.

- | | |
|--|-------------------|
| 1. Tu es dynamique? | Oui, je _____. |
| 2. Tu es modeste? | Oui, je _____. |
| 3. Tu es optimiste? | Oui, je _____. |
| 4. Tu es réaliste? | Oui, je _____. |
| 5. Je suis raisonnable? | Oui, vous _____. |
| 6. Je suis calme? | Oui, vous _____. |
| 7. Nous sommes calmes? | Oui, nous _____. |
| 8. Nous sommes énergiques? | Oui, nous _____. |
| 9. Vous êtes dynamiques? | Oui, nous _____. |
| 10. Vous êtes optimistes? | Oui, nous _____. |
| 11. Hélène, elle est optimiste? | Oui, elle _____. |
| 12. Paul, il est dynamique? | Oui, il _____. |
| 13. Hélène et Julie,
elles sont raisonnables? | Oui, elles _____. |
| 14. Paul et Marc, ils sont énergiques? | Oui, ils _____. |

b. Complétez par un pronom sujet approprié.

- | | |
|-------------------------|----------------------------|
| 1. _____ es riche. | 4. _____ suis raisonnable. |
| 2. _____ sommes calmes. | 5. _____ êtes sympathique. |
| 3. _____ sont timides. | 6. _____ est modeste. |

c. Complétez par la forme appropriée du verbe *être*.

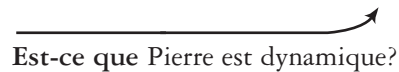
- | | |
|--------------------------|----------------------------|
| 1. Elles _____ timides. | 5. Ils _____ sympathiques. |
| 2. Elle _____ réaliste. | 6. Nous _____ riches. |
| 3. Je _____ modeste. | 7. Tu _____ dynamique. |
| 4. Vous _____ énergique. | 8. Paul _____ raisonnable. |

1.6 Le verbe *être* à la forme interrogative avec *Est-ce que*

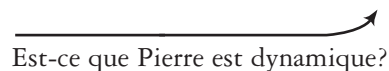
To ask a question orally in French, you may simply give the declarative sentence a rising intonation instead of a descending one. Compare:



Another way to ask a question, both when speaking and writing, is to insert the expression **Est-ce que** before the declarative sentence:



As with all oral questions requiring a “yes” or “no” answer, the intonation rises at the end of a question with **Est-ce que**:



The verb *être* in questions using *Est-ce que*

- | | |
|-------------------------------|----------------------------------|
| Est-ce que je suis dynamique? | Est-ce que nous sommes calmes? |
| Est-ce que tu es riche? | Est-ce que vous êtes réalistes? |
| Est-ce qu'il est sympathique? | Est-ce qu'ils sont timides? |
| Est-ce qu'elle est modeste? | Est-ce qu'elles sont énergiques? |
| Est-ce qu'on est optimiste? | |

* Note

Before *il(s)*, *elle(s)*, and *on*, which begin with vowel sounds, the *e* at the end of *Est-ce que* is replaced by an apostrophe.



EXERCICES ORAUX

a. Répétez le verbe *être* en mettant la phrase à la forme interrogative.

Modèle: Je suis riche.

Est-ce que tu es riche?

- | | |
|------------------------------------|--------------------------------------|
| 1. Tu es calme. | Est-ce que je _____ ? |
| 2. Il est sympathique. | Est-ce qu'il _____ ? |
| 3. Nous sommes modestes. | Est-ce que vous _____ ? |
| 4. Vous êtes optimistes. | Est-ce que nous _____ ? |
| 5. Elles sont jeunes. | Est-ce qu'elles _____ ? |
| 6. Je suis réaliste. | Est-ce que tu _____ ? |
| 7. Ils sont optimistes. | Est-ce qu'ils _____ ? |
| 8. David est énergique. | Est-ce que David _____ ? |
| 9. Marie est pessimiste. | Est-ce que Marie _____ ? |
| 10. David et Marie sont timides. | Est-ce que David et Marie _____ ? |
| 11. Thérèse et Louise sont calmes. | Est-ce que Thérèse et Louise _____ ? |
| 12. On est dynamique. | Est-ce qu'on _____ ? |

b. Posez une question selon le modèle.

Modèle: Vous / optimiste

Est-ce que vous êtes optimiste?

- | | |
|------------------------|--------------------------------|
| 1. Tu / riche | 5. Suzanne et Albert / timides |
| 2. Robert / dynamique | 6. Elles / raisonnables |
| 3. Lucie / sympathique | 7. Graham et Henri / jeunes |
| 4. Vous / énergiques | 8. Il / modeste |

1.7 Le verbe *être* à la forme négative

Negation is expressed by two words placed before and after the verb: **ne... pas** or **n'... pas** when the verb begins with a vowel.

Je	ne suis pas modeste.	Nous	ne sommes pas contents.
Tu	n'es pas timide.	Vous	n'êtes pas raisonnables.
Pierre / Il	} n'est pas riche.	Ils	} ne sont pas pessimistes.
Suzanne / Elle		Elles	
On			