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ELEMENTARY FRENCH

THE ESSENTIALS OF FRENCH GRAMMAR
WITH EXERCISES

BY

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PREFACE

This text-book for beginners is an outgrowth of *Foundations of French*. When a revision of this was first undertaken, the purpose was to adapt it to a wider range of use by the insertion of a greater variety of exercises and the addition of vocabularies. So many incidental alterations and additions have attended the work that an entirely new book has resulted. However, the logical arrangement of topics, and the clearness and simplicity of statement that characterized the earlier volume, are everywhere retained.

At the present time the ideas of American teachers are beginning to be fairly in accord touching the content of the elementary course in French. To meet the demands of this course is the aim of this book, as its title indicates, and it seeks to accomplish little more. It does endeavor, nevertheless, by the character and quantity of material presented, to secure sufficient flexibility to meet, as fully as may be, the diverse conditions that the American educational system presents. Such variations appear in the time allowed by the curriculum, the maturity of the class, the immediate aim of the work, and the method of the teacher. The exercises will readily lend themselves to the molding hand of the instructor who strives to impart a practical command of the living language. The book is equally well adapted to serve in a secondary school and to constitute the nucleus of the first year's work in a college course that does not demand French for entrance. It can be completed in a year and leave ample time for the reading of easy French texts.

Special attention is called to the following features :

(a) Unity and system are obtained by grouping the lessons in natural relations around a common topic, such as the verb, the pronoun, etc.

(b) The French text of each lesson consists of a connected paragraph, generally narrative, and serves as a center around which much of the exercise turns.

(c) The abundant exercises are constantly emphasizing the essential points in a variety of forms, a portion of each being connected discourse. Plenty of material is offered for thorough and effective review.

(d) A practical and simple phonetic reproduction of the earlier portions of the French text is given in the Appendix. Here it is fully available for those who desire it, while it does not, by its intrusion on the page, become an eyesore to instructors who entirely discard such aids.

(e) The lists of sentences taken directly from college papers should prove of great assistance in preparing for entrance examinations.

(f) A concise outline to elementary French inflection and syntax is furnished in the form of questions and references by the "Syllabus of French Grammar." For this we are indebted to Professor Roscoe J. Ham of Bowdoin College, whose scheme has been inserted intact, with the modifications which were necessitated by the arrangement of our text.

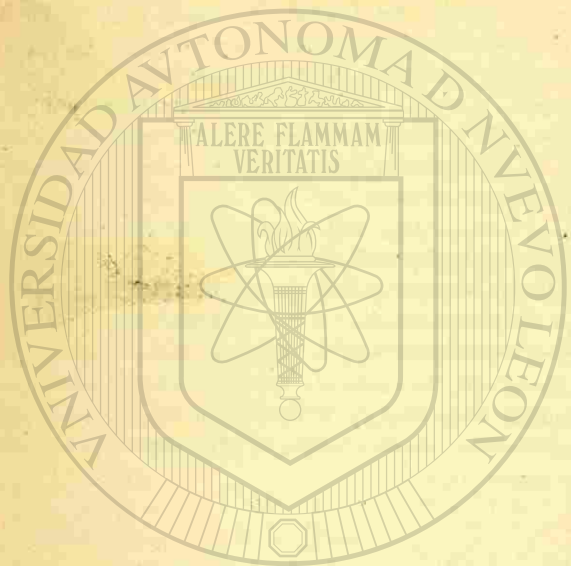
(g) The "tolerances" of the Revised French Syntax are disregarded in the body of the book, but the important points are summarized and illustrated in the Appendix. The consensus of the best opinion is that our text-books should not yet be shaped by these dicta, since they represent merely authorized license, and not prevailing usage.

(h) The completeness and analytical clearness of the English-French vocabulary will prevent many an error in the pupil's work.

Only the more mature and energetic classes will find it practicable to take a whole lesson at a single session. A convenient point of division into two parts is at the end of the Model; into three, after the Drill and the Theme. A concise and yet thoroughly complete and unified course can be secured by assigning only the *Résumé*, in connection with the grammar. In this way one closely follows the plan of the *Foundations*. Some, on the contrary, may prefer to omit the *Résumés* until a certain portion, or even the whole book, is covered, and then assign them in connection with review work.

We desire to acknowledge with gratitude the substantial aid and the valuable suggestions furnished by Professor Roscoe J. Ham of Bowdoin College, whose specific contribution has been mentioned above; by Professor Maro B. Jones of the Case School of Applied Science, Cleveland, Ohio, Mr. Emerson A. Kimball of the Hill School, Pottstown, Pennsylvania, Professor F. M. Josselyn of Boston University, Miss Harriet A. Nichols of the Pennsylvania State College, Professor Albert Pernot of Worcester, Massachusetts; and by many others.

F. D. A.
I. L. F.



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LIST OF ABBREVIATIONS

act.	= active	neg.	= negative
adj.	= adjective	num.	= numeral
adv.	= adverb	obj.	= object
ant.	= anterior	p.	= page
art.	= article	part.	= participle
cond.	= conditional	pass.	= passive
conj.	= conjunction	per.	= person
conj. pron.	= conjunctive pronoun	perf.	= perfect
def.	= definite	pers.	= personal
disj.	= disjunctive	pl.	= plural
ex.	= example	pluperf.	= pluperfect
f.	= feminine	poss.	= possessive
Fr.	= French	prep.	= preposition
fut.	= future	pres.	= present
imp.	= imperfect	pret.	= preterit
inv.	= imperative	pron.	= pronoun
ind.	= indicative	ref.	= reflexive
indef.	= indefinite	reg.	= regular
indir.	= indirect	rel.	= relative
inf.	= infinitive	Sec.	= section
int.	= interrogative	sing.	= singular
intj.	= interjection	sub.	= subject
intr.	= intransitive	subj.	= subjunctive
irr.	= irregular	syn.	= synopsis
m.	= masculine	tr.	= transitive
n.	= noun	v.	= verb

The asterisk (*) indicates an aspirate h.

INTRODUCTION

ALPHABET

1. The letters of the French alphabet are the same as those of the English. **K** and **w** are used only in words derived from other languages.

2. The French names of the letters are :

a	a	g	gé	m	emme	s	esse	y	i grec
b	bé	h	ache	n	enne	t	té	z	zède
c	cé	i	i	o	o	u	u		
d	dé	j	ji	p	pe	v	vé		
e	é	k	ka	q	ku	w	double vé		
f	effe	l	elle	r	erre	x	iks		

NOTE. In oral spelling the consonants are sometimes pronounced with the sound of mute e. Thus **d** is pronounced *de*; **g**, *gue* or *je*; etc.

3. The alphabet is divided into vowels and consonants.

The letters **a**, **e**, **i**, **o**, **u**, and **y** are vowels; the rest are consonants.

NOTE. **I**, **o**, **u**, and **y** often have the value of a consonant when they precede a vowel.

CAPITALS

4. The French use of capital letters is the same as the English, except that proper adjectives, the names of months and days, titles of rank or office, and the personal pronoun *je* (*I*) are not capitalized.

NOTE. In titles of books, names of corporations, and the like, French aims to capitalize but one word, generally the first noun unless it be preceded by a preposition. To this one capital there is

added a capital on any adjective preceding the noun, on any noun connected coördinately with the capitalized noun, and on any adjective preceding this second noun. If an article is used as the first word of a title, it is not capitalized unless it begins a sentence.

ORTHOGRAPHIC MARKS

5. There are certain marks in written French, called accents, placed over vowels. These are not used, as in English, to indicate that the syllable where they stand is to be pronounced more strongly, but, in general, they serve to distinguish the sounds of the vowels.

6. There are three accents: the acute (*aigu*) (´), the grave (*grave*) (`), and the circumflex (*circonflexe*) (^): *étant, père, tête*.

NOTE 1. The acute accent occurs only on *e*; the grave, usually on *e*, rarely on *a* or *u* to distinguish words otherwise spelled alike; the circumflex on any vowel (except *y*).

NOTE 2. The circumflex accent is usually a sign of contraction in the formation of the word, especially of the omission of an *s*: *fête*, from Latin *festa*; compare English *feast*.

NOTE 3. Vowels, except *e*, omit their accent when capitalized.

7. The other orthographic marks are:

(a) The cedilla (*cédille*) (¸), placed under *c* to indicate a soft sound: *ça*.

(b) The diæresis (*tréma*) (¨), placed over the second of two consecutive vowels to denote that it does not unite with the first to form a digraph, but is pronounced separately: *haiïr*.

(c) The apostrophe (*apostrophe*) (´), which indicates the omission of a vowel: *j'ai*.

(d) The hyphen (*trait d'union*) (-), used to join words in close connection: *avez-vous?*

SYLLABLES

8. In dividing words into syllables:

(a) There are as many syllables in a word as there are vowels (or digraphs): *a-mi, par-lent, cou-pe-rai, vic-toi-re, pro-pri-é-tai-re*.

NOTE 1. *E* or *u* when added as explained in Sec. 34, *b*, note, do not form a syllable: *man-gea, guer-re*.

NOTE 2. A mute *e* (Sec. 12, *b*) in the middle of a word following a vowel does not form a syllable: *é-taient, joue-rai*.

NOTE 3. *I, y, o, ou, and u*, when preceding other vowels are often sounded as consonants (Sec. 3, note, Sec. 24, note), and then do not form a syllable: *bien, é-tions, yeux, loin, fouet-ter, lui, é-cuel-le*.

(b) A single consonant (except *x*) at the point of division belongs to the following syllable: *a-mi, a-vant, pa-ro-les, i-né-ga-li-té*.

NOTE. At the end of a line in writing or printing, division is usually avoided between *x* and a vowel (Sec. 45) and before or after *y* followed by a vowel (Sec. 17, note 2).

(c) When there are two or more consecutive consonants the last of these is grouped with the following syllable, the remainder going with the preceding: *ad-mi-ra, es-poir, par-la, don-nai, fil-les, ins-tant*.

(d) Combinations of two consonants, however, consisting of *l* or *r* preceded by *b, c, d, f, g, p, t, v*, are not divided but are treated as a single consonant; also *ch, ph, th*, and *gn*: *ta-ble, cou-vrit, mai-griv, a-che-ta, ga-gna, com-bler, per-dra, ins-trui-re*.

NOTE 1. Observe that these combinations correspond roughly to those that may begin a word.

NOTE 2. Since *h*, unless aspirate (Sec. 36), has no consonantal value, a preceding consonant is put with such an *h* in the following syllable: *si-lhouet-te*.

SOUNDS

To acquire a good pronunciation of French one should hear and imitate a person who pronounces it correctly. Consequently no exhaustive discussion of French sounds is attempted here. The essential points are given in a way that will prove of practical aid, it is hoped, to the English-speaking student. It must be understood, however, that there are numerous exceptions to the following rules. Those found in words most frequently used, especially in words employed in this book, are mentioned.

Sounds of Vowels

9. A has two sounds:

(a) The usual sound is between that of a in **father** and that of a in **pat**: *ami, malle, table, la*.

(b) When it has the circumflex accent, or is followed by s, it usually has a sound between that of a in **father** and a in **paw**: *classe, base, âme, gâter*.

NOTE. A is silent in *avôt*.

10. Ê has the sound of a in **fate** without the vanishing sound of e in **meet** which is heard in long a in English: *été, céda*.

NOTE. This sound is known as closed e (*e fermé*).

11. È and ê have the sound of e in **met**, often somewhat prolonged: *lève, tête*.

NOTE. This sound is known as open e (*e ouvert*).

12. E unaccented has two sounds:

(a) Not at the end of a syllable it has the sound of è (e in **met**, Sec. 11): *tel, pressa*.

NOTE 1. Er when final in words of more than one syllable has the sound of é (a in **fate**, Sec. 10), the r being silent: *parler, premier*.

In *amer, cuiller, enfer, hiver*, however, final r is sounded, the e having its regular sound of è (e in **met**, Sec. 11).

NOTE 2. E has the sound of é (a in **fate**, Sec. 10) in final ez and in the words *piéd, assied(s), clef*, and *et*.

NOTE 3. E in *femme* has the sound of French a (Sec. 9, a).

(b) At the end of a syllable it is sounded as little as possible, whatever sound it has approximating that of e in the expression **the man** when fluently pronounced. This sound is known as **mute e** (*e muet*). Three positions in which it occurs must be noted:

(1) At the end of a word of one syllable. Here it is sounded fully: *le, me*.

NOTE. When such words as *le* and *me* are closely connected in thought with other words, as is almost always the case, the e is more or less obscured. Thus in *le père* the e in *le* is sounded but slightly. In *je le fais* the e in *le* is silent when the expression is uttered fluently.

(2) At the end of a word of more than one syllable. Here it is silent: *malle, apporte, table*.

(3) Not at the end of a word. Here the fullness of its pronunciation is determined by the character of the sounds that precede and follow it. It is sounded rather clearly in *regarda, pesa*; it is sounded slightly in *petit, sera*: it is silent in *samedi, appela*.

NOTE 1. In es at the end of a word of more than one syllable, and in ent at the end of the third person plural of verbs, the e is mute, and the terminations are silent: *lêtes, parles, parlent*.

NOTE 2. See Sec. 34, note, for silent e after g.

13. I (with or without accent) has the sound of i in **machine**: *il, île, midi*.

NOTE. Consonantal i (Sec. 3, note) has the sound of y in **yes**: *bien, étions*.

14. **Ô** has the sound of **o** in **holy** without the vanishing sound of **oo** in **moon** heard in long **o** in English: *côte, nôtre*.

15. **O** unaccented has two sounds:

(a) When it is the final sound of a word it has the sound of **ô** (**o** in **holy**, Sec. 14): *trop, cachot*.

(b) When it is not the final sound of a word it has a more open sound, somewhat like **o** in the Yankee pronunciation of **wholly**: *fol, robe, or*.

NOTE 1. **O** has the sound of **o** in **holy** (Sec. 14) in the terminations **ome** and **one**, and usually when followed by **s** and **z** sounds: *tome, grasse, rose, notion*.

NOTE 2. Consonantal **o** (Sec. 3, note) has the sound of **w** in **was**: *loin*. See also Sec. 25.

16. **U** has no equivalent sound in English. To produce its sound, round or pucker the lips as if to pronounce **oo** in **moon**, and then try to pronounce **e** in **meet**: *du, sucre, mûr*.

NOTE 1. See Sec. 34, note, for silent **u** after **g**.

NOTE 2. Consonantal **u** (Sec. 3, note) has no equivalent sound in English. Its sound may be produced by pronouncing the French vowel **u** in close connection with the following vowel: *lui*.

17. **Y** has the sound of French **i**: *style*.

NOTE 1. Consonantal **y** (Sec. 3, note) has the sound of **y** in **yes**: *yeux*.

NOTE 2. **Y** between vowels, and in **pays** and derivatives, is equivalent to **i-i**. The first **i** goes with the preceding vowel (Sec. 18, 25, 16, note 2); the second, except in **pays**, etc., is consonantal (Sec. 13, note). *Asseyant (assei-yant), appuyai (appui-yai), pays (pai-i)*.

Sounds of Digraphs

18. The vowels in the common groups **ai**, **ei**, **au** (**eau**), **eu** (**œu**), **ou**, however, are not sounded as above, but each group represents a single sound. These are called **digraphs** (or, when three, **trigraphs**).

19. **Ai** has two sounds:

(a) When final in verbs it has the sound of **é** (**a** in **fate**, Sec. 10): *parlai*.

NOTE. **Ai** has the sound of **é** also in *gai, quai, sais, sait*.

(b) Elsewhere it has the sound of **è** (**e** in **met**, Sec. 11): *vrai, faible*.

NOTE. In *faisant* and derived forms **ai** has the sound of mute **e**.

20. **Ei** has the sound of **è** (**e** in **met**, Sec. 11): *reine*.

21. **Au** and **eau** have the sound of **ô** (**o** in **holy**, Sec. 14): *autre, beau*.

22. **Eu** and **œu** have a sound somewhat like **u** in **fur**.

More exactly, their sound may be produced by rounding the lips as if to pronounce **o** in **note**, and pronouncing:

(a) In some words, **é** (Sec. 10): *feu, vœu*.

(b) In other words, **è** (Sec. 11): *neuf, sœur*.

NOTE. **Eu** in forms of *avoir* is like French **u** (Sec. 16): *eus, eusse*.

23. NOTE. **œ** in *œil* and **ue** in *cueillir, orgueil*, and a few other words have the same sound as **eu** (Sec. 22, b).

24. **Ou** has the sound of **oo** in **moon**: *fou*.

NOTE. In a few words **ou** has the sound of **w** in **was**: *oui*.

25. **Oi** is usually classified with the digraphs. It has the sound of **wa**, the **a** being sometimes that of Sec. 9, **a**: *moi*; sometimes that of Sec. 9, **b**: *roi*.

Sounds of Nasal Vowels

26. A vowel or digraph followed immediately in the same syllable by a single **m** or **n** acquires a nasal quality. The **m** or the **n** is silent: *bon, mon-trer, temps, faim*.

NOTE 1. From the rule for dividing words into syllables it will be seen that (disregarding a few exceptions) **m** or **n** must be final or followed by a consonant to produce the nasal sound.

NOTE 2. If the **m** or the **n** be doubled, the preceding vowel is usually not nasal: *bonne*.

27. There are four nasal vowels, represented as follows:

an	am	} have the sound of a in <i>far</i> (more exactly, the sound of a of Sec. 9, <i>b</i>) pronounced through the nose: <i>enfant, temple</i> .
en	em	
in	im	} have the sound of a in <i>fan</i> (more exactly, the sound of è, Sec. 11) pronounced through the nose: <i>fin, simple, nymphe, pain, fain, sein</i> .
yn	ym	
ain	aim	
ein	eim	} have the sound of a in <i>fawn</i> (more exactly, the sound of o of Sec. 15, <i>b</i>) pronounced through the nose: <i>bon, nom</i> .
on	om	
un	um	} have the sound of u in <i>fur</i> (more exactly, the sound of eu of Sec. 22, <i>b</i>) pronounced through the nose: <i>brun, humble, jeun</i> .
eun	eum	

NOTE 1. Final **en** after **é**, **i**, or **y**, has the sound of the nasal **in**; also nasal **en** after **i** in the verbs *tenir* and *venir*: *bien, moyen, tiens, viendra*.

NOTE 2. Before the nasal **in**, **o** has its consonantal sound of **w** in *was*: *loin, moins*.

NOTE 3. **On** in *monsieur* has the sound of mute **e**.

NOTE 4. For final **ent** in verbs, see Sec. 12, *b*, 3, note 1.

Sounds of Consonants

28. Consonants in general have approximately the same sounds as in English. The principal differences are given below.

29. Final consonants are not sounded except **c**, **f**, **l**, and **r**. Likewise of final groups of consonants only **c**, **f**, **l**, and **r** are sounded: *nid, trop, des* (silent); *sec, neuf, nul, pour* (sounded); *neufs* (**f** sounded); *corps* (**r** sounded).

30. (*a*) **C** before **e**, **i**, and **y**, and likewise **ç**, have the soft sound, that of **c** in *certain* (that is, English initial **s**): *cette, ça*.

(*b*) **C** in other positions (except in **ch**) has the hard sound, that of **c** in *cast* (that is, **k**): *col, avec*.

NOTE 1. Final **c**, usually sounded, is silent after nasal **n**: *blanc*; also in *clerc, estomac, porc, tabac*, and a few other words.

NOTE 2. **C** in *second* has the sound of **g** (Sec. 34, *b*).

31. **Ch** usually has the sound of **ch** in *machine*: *chat, chercher*.

NOTE. In some words, mostly those derived from the Greek, **ch** has the sound of **k**: *chrétien, écho, chœur*.

32. NOTE. In pronouncing the English **d**, **l**, **n**, **t**, the tip of the tongue is placed against the hard palate some distance back of the roots of the upper teeth. In French it is generally placed against the upper teeth. An appreciably different sound is produced: *dame, ronde, les, aller, nette, donner, tête*.

33. NOTE. Final **f**, usually sounded, is silent in *clef* and in the plurals *baufs, nerfs, aufs*.

34. (*a*) **G** before **e**, **i**, and **y** has the sound of **s** in *measure*: *geler, large*.

(*b*) **G** in other positions (except in **gn**) has the sound of **g** in *get*: *gai, grand*.

NOTE. After **g**, **e** is often inserted before **a**, **o**, and **u**, to indicate the former (*a*) sound of the **g**, and **u** is often inserted before **e**, **i**, and **y**, to indicate the latter (*b*). In these cases the **e** and the **u** are silent: *mangea, guerre*.

35. **Gn** has the sound of **ny** in *canyon*: *gagner*.

36. **H** is never sounded: *homme, thé*.

In some words, however, initial **h** has sufficient force to prevent elision and linking, as in *huit, haut*. The **h** is then called *aspirate*: otherwise it is called *mute*.

NOTE. A list of words beginning with aspirate **h** is given in the Appendix, page 245.

37. **J** has the sound of **s** in *measure*: *je, jardin*.

38. (a) In **il** final preceded by a consonant, the **l** is sometimes sounded, as in *fil, mil, civil*; sometimes silent, as in *gentil, fusil*.

(b) **Il** final preceded by a vowel has the so-called liquid sound. In this position **il** is sounded like the English consonant **y** in *yes*. The preceding vowel (or digraph) does not unite with the **i**, but retains its individual sound, the **e** of the ending **eil** having the sound of **è** (Sec. 11): *travail, sommeil, seuil*.

(c) **III** when not initial has in most words the liquid sound explained above, that of English **y**: *veille, fille*.

NOTE 1. In the following words **ll** has the sound of single **l**: *mille, ville, tranquille*, and compounds.

NOTE 2. For the tongue position in **l** see Sec. 32.

NOTE 3. In *fil*s (meaning "son") **l** is silent.

39. NOTE. **M** is silent in *automne*. For **m** and **n** nasal, see Secs. 26 and 27. For the tongue position in **n** see Sec. 32.

40. NOTE. **P** is silent in *sept* and *compter*.

41. **Qu** generally has the sound of **k**: *quel, quoique*.

42. **R** is pronounced more prominently than in English: *rose, très, tenir, irai*.

NOTE 1. Two different sounds of this letter are in common use in France. One is a trill of the tip of the tongue, the other a trill of the extremity of the soft palate. Either is correct, though the best usage now favors the latter.

NOTE 2. **R** is silent in *monsieur*.

NOTE 3. For final **er**, see Sec. 12, a, note 1.

43. **S** is usually like English initial **s**, but between two vowels has the sound of **z**: *rose, maison*.

NOTE. Final **s**, usually silent, is sounded in *fil*s, *jadis*, *lis* (usually), *mars, mœurs, ours, sens* (usually), *tous* (as a pronoun).

44. **T** in the combinations **tion, tial, tiel, tieux**, and **tie** usually has the sound of **s**. This is true especially in words that correspond in form and meaning to English words in which **t** has the sound of **sh** (not **ch**) or is represented by soft **c**: *nation, partial, essentiel, ambitieux, démocratique*.

NOTE 1. Final **t**, usually silent, is sounded in *dot, est* (point of compass), *net, ouest*.

NOTE 2. For the tongue position in **t** see Sec. 32.

NOTE 3. Since **h** is always silent, **th** is sounded like English **t**: *thé*.

45. **X** (a) usually has the sound of **ks**: *luxé, exposer*.

(b) has the sound of **gz** in **ex** initial before a vowel or mute **h**: *exemple*.

NOTE. **X** has the sound of **s** in *six, dix, soixante, Bruxelles*; the sound of **z** in *dix-huit, dix-neuf, deuxième, sixième, dixième*.

LINKING

46. A final consonant before an initial vowel sound is often pronounced with this vowel sound when the two words are closely connected in thought. The result of this is that the words are run together and pronounced as one. This is called **linking** (in French, *liaison*): *beaucoup à faire, est-il, un homme*.

47. In linking,

a final **d** is sounded like **t**: *grand enfant*.

a final **f** is sounded like **v**: *neuf hommes*.

a final **g** is sounded like **k**: *long hiver*.

a final **s** or **x** is sounded like **z**: *les amis, dix amis*.

NOTE. When the **m** or **n** of a nasal group is carried forward in linking, much of the nasal quality is lost: *mon ami*.

48. Many words, notably *et, and*, never permit their final consonant to be carried over to a following word.

ELISION

49. A final vowel is often dropped before an initial vowel or mute *h*, an apostrophe taking its place. This is called elision. *J'ai, s'ils, l'homme.*

50. The following words alone undergo elision :

- (a) All monosyllables ending in mute *e*.
- (b) *Jusque*; *lorsque*, *puisque*, and *quoique* before *il*, *ils*, *elle*, *elles*, *on*, and *un*.
- (c) *La*, both the article and the pronoun.
- (d) *Si*, before *il* and *ils*.
- (e) A few special cases, such as *quelqu'un*.

STRESS

51. French words do not, like English, have a strong accent, but each syllable (except most of those containing mute *e*) is clearly pronounced. There is, however, an apparent stress of voice that normally falls on the last syllable. Phrases likewise have a stress falling on the last syllable of their last word.

ELEMENTARY FRENCH

LESSON ONE

ARTICLES

1. In French all nouns, whether the names of animate or inanimate objects, are either masculine or feminine. There is no neuter gender. The gender of the names of animate objects is generally determined by sex; that of the names of inanimate objects must be learned by observation.¹

NOTE. French nouns derived from Latin masculines and neuters are regularly masculine in French; those from Latin feminines are regularly feminine. A considerable number from Latin neuter plurals are also feminine, on account of a misunderstanding as to their derivation.

2. The definite article *the* is expressed :

- (a) Before masculine nouns in the singular by *le*.
- (b) Before feminine nouns in the singular by *la*.
- (c) Before all nouns in the plural by *les*.

the father, <i>le père</i>	the fathers, <i>les pères</i>
the mother, <i>la mère</i>	the mothers, <i>les mères</i>

3. Before nouns beginning with a vowel or mute *h*, *le* and *la* become *l'*. See Introduction, Sec. 50.

the child, <i>l'enfant</i>	the children, <i>les enfants</i>
the man, <i>l'homme</i>	the men, <i>les hommes</i>

¹ See Appendix, p. 245.

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the man, <i>l'homme</i>	the men, <i>les hommes</i>

¹ See Appendix, p. 245.

4. The indefinite article *a* or *an* is expressed :

- (a) Before masculine nouns by *un*.
 (b) Before feminine nouns by *une*.

a book, *un livre*
 a house, *une maison*

5. The definite and indefinite articles are repeated before each noun to which they belong.

the father and brother, *le père et le frère*
 a brother and sister, *un frère et une sœur*

6. The plural of nouns is regularly formed by adding *s* to the singular.

le frère, *the brother* les frères, *the brothers*

7.¹ The present indicative of the verb *être*, *to be*, is conjugated as follows :

je suis	<i>I am</i>	nous sommes	<i>we are</i>
tu es	<i>thou art</i>	vous êtes	<i>you are</i>
il est	<i>he is</i>	ils sont	<i>they (m.) are</i>
elle est	<i>she is</i>	elles sont	<i>they (f.) are</i>

NOTE. Observe that *je*, *I*, is not capitalized. See Introduction, Sec. 4.

8.¹ A verb must be in the same person and number as its subject.

The book is in the room. *Le livre est dans la chambre.*
 The books are in the room. *Les livres sont dans la chambre.*

NOTE. Observe in these examples, where the subject is a noun expressed, that a personal pronoun does not accompany the verb.

¹ Certain sections (7 and 8 for instance) are introduced out of their natural order for the sake of getting a working vocabulary.

9.¹ The regular form for the negative is *ne . . . pas*, *ne* preceding the verb and *pas* following it.

I am not. *Je ne suis pas.*
 You are not. *Vous n'êtes pas.*

NOTE. The *e* of *ne*, *je*, and *de*, like that of the articles *le* and *la*, is elided before a vowel or mute *h*. See Introduction, Sec. 50.

10.¹ Before masculine nouns in the singular, *my* is *mon*; *his*, *son*; *your*, *votre*. Before most feminine nouns in the singular, *my* is *ma*; *his*, *sa*; *your*, *votre*. Before all plurals, *my* is *mes*; *his*, *ses*; *your*, *vos*.

His book is on *my* table. *Son livre est sur ma table.*
 His mother is with *your* sisters. *Sa mère est avec vos sœurs.*

ADDITIONAL WORDS

le mari, <i>the husband</i>	de (d'), <i>of</i>
la femme, <i>the wife</i>	ici, <i>here</i>
l'oncle, <i>the uncle</i>	où, <i>where</i>
la tante, <i>the aunt</i>	qui, <i>who</i>
la fille, <i>the daughter</i>	j'ai, <i>I have</i>
deux, <i>two</i>	a, <i>has</i>

EXERCISE

DRILL. 1. Prefix to the following nouns the proper word for *the*: *livre, maison, sœurs, homme, frères, enfants, table, oncle, hommes.*

2. Prefix to the nouns in 1: (a) the proper word for *my*; (b) the proper word for *your*; (c) the proper word for *his*.

3. Prefix to the singular nouns in 1 the proper word for *a*.

4. Translate into French: *your father; my mother; you are; the children; the man; you are not; a brother; his sisters; she has not; your books; a room; they are not; the table; the men; your daughter.*

¹ See footnote, p. 2.

5. Give the full tense of: (a) je suis dans la maison, tu es dans la maison, etc.; (b) je ne suis pas sur la table, etc.

MODEL. J'ai un père. Je suis l'enfant de mon père. Mon père a une femme. Sa femme est ma mère. Mon père est le mari de ma mère. J'ai deux sœurs. Mes sœurs sont les filles de mon père. Nous sommes ses enfants. J'ai un oncle. Qui est mon oncle? Le frère de ma mère est mon oncle. Ma mère est sa sœur. Où est mon oncle? Il n'est pas ici. Il est avec ma tante. Qui est ma tante? La femme de mon oncle est ma tante. Elle a un frère et une sœur. Je suis ici dans ma chambre. Mon père n'est pas ici. Il est avec ma mère dans sa maison. Mes livres sont ici sur une table. Où sont vos livres? Sur votre table?

THEME. I have a brother. He has a father and mother. His mother is the wife of his father. My brother has two sisters. He has an uncle. Who is his uncle? His uncle is the brother of his father. The wife of his uncle is his aunt. Where is his aunt? She is in the house with the children. Where are his sisters? They are not with my brother; they are here. Where are the books of my sisters? They are on a table in my room. Where are your books?

ORAL. 1. Qui a un père? 2. Où est votre père? 3. Qui est le mari de votre mère? 4. Qui est votre oncle? 5. Où est la femme de votre oncle? 6. Où est ma tante? 7. Qui est ici? 8. Qui est dans votre chambre? 9. Où sont vos livres? 10. Qui a vos livres?

RÉSUMÉ. 1. The men are in the room. 2. Your daughter is not in the room. 3. Who is in the house? 4. I am not his brother. 5. The books are on a table in my room. 6. We are not his children. 7. My uncle and my aunt are here. 8. I have an uncle. 9. My sister is his wife. 10. She is in a house. 11. He has two sisters. 12. Your husband is in the house. 13. Where is the man? 14. The father and mother of the child are here. 15. They (f.) are not with your two sisters.

LESSON TWO

PLURAL OF NOUNS

11. It has been stated in Sec. 6 that nouns in French regularly form their plural by the addition of *s*. The following exceptions are important:

(a) Nouns ending in *s*, *x*, or *z* remain unchanged.

le fils, <i>the son</i>	les fils, <i>the sons</i>
la voix, <i>the voice</i>	les voix, <i>the voices</i>
le nez, <i>the nose</i>	les nez, <i>the noses</i>

(b) Nouns ending in *au* or *eu* add *x*.

l'oiseau, <i>the bird</i>	les oiseaux, <i>the birds</i>
le neveu, <i>the nephew</i>	les neveux, <i>the nephews</i>

The following seven masculine nouns ending in *ou* likewise add *x*: bijou, *jewel*; caillou, *pebble*; chou, *cabbage*; genou, *knee*; *hibou, *owl*; joujou, *plaything*; pou, *louse*.

le bijou, <i>the jewel</i>	les bijoux, <i>the jewels</i>
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NOTE 1. Other nouns ending in *ou* add *s*.

le trou, <i>the hole</i>	les trous, <i>the holes</i>
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NOTE 2. The *h* of *hibou*, as indicated by the asterisk, is aspirate. See Introduction, Sec. 36. Therefore: *the owl, le hibou*.

(c) Most nouns ending in *al* or *ail* change these terminations to *aux*.

le cheval, <i>the horse</i>	les chevaux, <i>the horses</i>
le travail, <i>the work</i>	les travaux, <i>the works</i>

NOTE. For list of exceptions to this section see Sec. 228, a, b.

(d) The following nouns have irregular plural forms:

le ciel, <i>the sky</i>	les cieux, <i>the skies</i>
l'œil, <i>the eye</i>	les yeux, <i>the eyes</i>

12.¹ The present indicative of the verb *avoir*, *to have*, is conjugated as follows:

j'ai	<i>I have</i>	nous avons	<i>we have</i>
tu as	<i>thou hast</i>	vous avez	<i>you have</i>
il a	<i>he has</i>	ils ont	<i>they (m.) have</i>
elle a	<i>she has</i>	elles ont	<i>they (f.) have</i>

13.¹ The present indicative of *être* and *avoir* is conjugated interrogatively as follows:

		<i>être</i>	
suis-je?	<i>am I?</i>	sommes-nous?	<i>are we?</i>
es-tu?	<i>art thou?</i>	êtes-vous?	<i>are you?</i>
est-il?	<i>is he?</i>	sont-ils?	<i>are they? (m.)</i>
est-elle?	<i>is she?</i>	sont-elles?	<i>are they? (f.)</i>
		<i>avoir</i>	
ai-je?	<i>have I?</i>	avons-nous?	<i>have we?</i>
as-tu?	<i>hast thou?</i>	avez-vous?	<i>have you?</i>
a-t-il?	<i>has he?</i>	ont-ils?	<i>have they? (m.)</i>
a-t-elle?	<i>has she?</i>	ont-elles?	<i>have they? (f.)</i>

NOTE 1. The presence of *t* in the forms *a-t-il* and *a-t-elle* is in order to prevent the coming together of two vowels.

NOTE 2. When an interrogative sentence is made negative, the *pas* follows the pronoun.

Am I not?	<i>Ne suis-je pas?</i>
Has he not?	<i>N'a-t-il pas?</i>

ADDITIONAL WORDS

<i>l'aile, the wing</i>	<i>aussi, also</i>
<i>l'animal, the animal</i>	<i>mais, but</i>
<i>le bec, the beak</i>	<i>quatre, four</i>
<i>le bras, the arm</i>	<i>ou, or</i>
<i>la jambe, the leg</i>	<i>un, a, an; one</i>
<i>le quadrupède, the quadruped</i>	

¹ See footnote, p. 2.

EXERCISE

DRILL. 1. Give the plural of: *le nez*; *votre fils*; *le caillou*; *le travail*; *le trou*; *l'homme*; *mon animal*; *l'oiseau*; *le ciel*; *la voix*; *son neveu*; *votre œil*; *un bijou*; *le bec*.

2. Give the singular of: *ses chevaux*; *les enfants*; *mes yeux*; *les nez*; *les hiboux*; *deux bras*; *vos travaux*.

3. Translate into French: *are we? have we not? they have; thou art not; she has; am I not? are they? he is not; you are; you have not; have I? thou hast; have they not? has he? is she not?*

4. Give the full tense of: (a) *j'ai deux yeux*; (b) *je n'ai pas deux nez*; (c) *ai-je son livre?* (d) *n'ai-je pas mes bijoux?* (e) *suis-je son neveu?* (f) *ne suis-je pas dans la chambre?*

MODEL. *Mon frère a deux fils. Ses fils sont mes neveux. Ils ont deux chevaux. Avez-vous un cheval? Le cheval est un animal. Un cheval a deux yeux et quatre jambes. Le cheval est un quadrupède. Un quadrupède a quatre jambes. Un homme est aussi un animal. Il a deux yeux, mais il n'a pas quatre jambes. Un homme n'est pas un quadrupède; il a deux jambes. Il a aussi deux genoux, deux bras et un nez. Le hibou a deux yeux, mais le hibou n'est pas un quadrupède. Le hibou est un oiseau. Un oiseau a un bec et deux ailes. J'ai deux hiboux, mais ils ne sont pas ici. Êtes-vous ici, mes neveux? N'êtes-vous pas avec vos chevaux? Où sont-ils? Dans votre chambre?*

THEME. *My father has four children, two sons and two daughters. I am one of his sons. I have four owls and a horse. My horse has two eyes and four legs. My owls have two eyes, two wings, and a beak. I have two eyes, but I have not four legs. I am not a quadruped. I have also two arms and a nose. Have you four legs, my child? Have you two wings? Are you a bird or a quadruped? Are you not an animal? Have you not two arms?*

ORAL. 1. *Qui a deux fils?* 2. *A-t-il aussi une fille?* 3. *Qui est votre neveu?* 4. *N'a-t-il pas deux chevaux?* 5. *Où est votre*

tante? 6. A-t-elle deux yeux? 7. N'a-t-elle pas aussi deux nez? 8. Êtes-vous un animal? 9. Où est votre frère? 10. Qui est avec votre frère? 11. Où sont vos neveux? 12. Où sont vos oiseaux? 13. Sont-ils dans les trous? 14. Ont-ils un bec ou un nez? 15. Ont-ils une ou deux ailes?

• **RÉSUMÉ.** 1. His son is my nephew. 2. Have you not two arms? 3. A man has one nose, but he has two eyes. 4. They (f.) have two jewels. 5. The animals are not in the room. 6. My brother has also four horses. 7. Am I a quadruped or a bird? 8. Are we not his sons? 9. The owl has not two beaks. 10. The birds are in the sky. 11. The voice of the child. 12. The playthings of the child are on the table. 13. The works of my nephews. 14. The owls are in the holes. 15. A quadruped has four legs.

LESSON THREE

ADJECTIVES — AGREEMENT AND POSITION

14. Adjectives in French vary in form to agree with the number and gender of the words they modify.

15. The plural of adjectives is formed in the same way as the plural of nouns of similar ending.

le petit garçon, *the little boy*
 les petits garçons, *the little boys*
 le mauvais roi, *the bad king*
 les mauvais rois, *the bad kings*

16. The feminine of adjectives is regularly formed by adding *mute e* to the masculine.

le grand jardin, *the large garden*
 la grande ville, *the large city*
 les grands jardins, *the large gardens*
 les grandes villes, *the large cities*

17. When the same adjective modifies nouns of different gender it takes the masculine form.

The boy and girl are *small*. *Le garçon et la fille sont petits.*
 His son and his daughter are *bad*. *Son fils et sa fille sont mauvais.*

18. Very many adjectives in French follow the word they qualify, especially: (a) those denoting color, shape, or nationality; (b) those of participial derivation; (c) those having more syllables than the words they qualify.

the green tree, *l'arbre vert*
 the round table, *la table ronde*
 a French city, *une ville française*¹
 a charming child, *un enfant charmant*
 an excellent man, *un homme excellent*

NOTE 1. The general principle governing the position of an attributive adjective is that if it emphasizes, contrasts, or distinguishes, it tends to follow the noun; if it is merely an epithet, expressing a quality which belongs naturally to the noun, and which therefore is not emphatic, it tends to precede the noun. Observation of French usage is the surest guide. Thus, for the position of *chaud* see the Model on page 10. Certain adjectives vary in meaning according to their position. See Appendix, page 247.

NOTE 2. An adjective modified by a long adverb, or by an adverbial phrase, follows the noun.

an extremely pretty child, *un enfant extrêmement joli*
 a son worthy of his father, *un fils digne de son père*

19. Some of the most common adjectives regularly precede the word they qualify. The most important among these are:

beau, <i>beautiful</i>	grand, <i>large</i>	jeune, <i>young</i>	bon, <i>good</i>
joli, <i>pretty</i>	gros, <i>big</i>	vieux, <i>old</i>	mauvais, <i>bad</i>
vilain, <i>ugly</i>	petit, <i>little</i>	nouveau, <i>new</i>	

an ugly nose, *un vilain nez*

¹ For capitalization of *française*, see Introduction, Sec. 4.

20.¹ As French has no neuter gender, there is no special word for the pronoun *it*. This pronoun, when used as subject, must be translated by *il* or *elle* according to the gender of the noun for which it stands.

I have a book; it is green. *J'ai un livre; il est vert.*
 I have a room; it is small. *J'ai une chambre; elle est petite.*

ADDITIONAL WORDS

la chaise, <i>the chair</i>	chaud, <i>warm, hot</i>
la fenêtre, <i>the window</i>	froid, <i>cold</i>
la feuille, <i>the leaf</i>	dérrière, <i>behind</i>
la fleur, <i>the flower</i>	dix, <i>ten</i>
notre (pl. nos), <i>our</i>	

EXERCISE

DRILL. 1. Give all forms (both numbers and genders) of: petit, joli, mauvais, le, français, excellent, votre, vilain, son.

2. Translate into French: a large table; my round window; his charming daughter; the pretty leaves; a green tree; the French cities; our warm room; a cold house; an excellent man; ten extremely bad boys; a nephew worthy of his uncle.

3. Give the full tense of: (a) je suis petit; (b) n'ai-je pas une sœur charmante? (c) suis-je dans le joli jardin? (d) j'ai une chambre froide.

MODEL. Mon père est un homme excellent. Il a une maison charmante dans une petite ville. Mon oncle a aussi une maison, mais elle est vilaine et elle n'est pas dans une ville. La maison de mon père a dix chambres, mais elles ne sont pas grandes. Ma chambre est jolie, et elle a deux petites fenêtres. Mon frère a une chambre. Elle a une grande fenêtre. La chambre de mon père est une chambre chaude. Les chaises de sa chambre sont grandes

¹ See footnote, p. 2.

et la table est grande et ronde. Nous avons un joli jardin derrière la maison. Les arbres de notre jardin sont petits. Les arbres et les feuilles sont verts, et les fleurs sont jolies. Le roi a aussi une maison, mon garçon. Sa maison est grande et belle. Où est-elle? N'est-elle pas dans une grande ville? Est-elle dans une ville française?

THEME. The father of my nephews is my brother. He has a small house behind the large house of a king. The house of my brother is pretty. His garden is large, and it is behind his house. The trees and the leaves are green. The flowers are not green. His house is in a French city. Here I have an ugly room. In the house of my brother I have a large room. My large room is a pretty room. It has two round windows and four chairs. I am a good boy, but my nephews are not good. Are you a bad boy? Are you worthy of your father? Have you a charming sister? Has she a bad brother?

ORAL. 1. Avez-vous un père charmant? 2. A-t-il une maison? 3. Est-elle grande ou petite? 4. Où est sa maison? 5. N'a-t-elle pas quatre chambres? 6. Sont-elles froides ou chaudes? 7. Avez-vous une chambre dans la maison de votre père? 8. Est-elle chaude ou froide? 9. Où est le jardin de votre père? 10. Est-il ici ou dans une petite ville? 11. Est-il dans une ville française? 12. Sommes-nous dans une grande ville? 13. Qui est un joli garçon? 14. Qui est un homme excellent? 15. Avons-nous un roi?

RÉSUMÉ. 1. The king has an extremely pretty daughter. 2. Two bad boys are behind the tree. 3. The boy and girl are charming. 4. They have ten excellent books. 5. Has she not a charming mother? 6. A large nose is ugly. 7. Where is the round table? Is it in your room? 8. The leaves are small, but the flowers are large. 9. The voices of your daughters are pretty. 10. The owls are in the green trees. 11. A French boy is with my nephews in the city. 12. We have a large warm house with a little garden. 13. Our room is small; it is cold also. 14. My room has four chairs and two windows. 15. He has a flower; is it not pretty?

LESSON FOUR

IRREGULAR FEMININE OF ADJECTIVES

21. It has been stated in Sec. 16 that French adjectives regularly form their feminine by the addition of *e*. The following exceptions are important:

(a) Adjectives ending in *mute e* remain unchanged in the feminine.

le jeune homme, *the young man*
la jeune femme, *the young woman*

(b) Adjectives ending in *f* change *f* to *v* and add *mute e* to form the feminine.

Il est actif. *He is active.*
Elle est active. *She is active.*

(c) Most adjectives ending in *x* change *x* to *s* and add *mute e* to form the feminine.

Il est heureux. *He is happy.*
Elle est heureuse. *She is happy.*

(d) The following adjectives have two forms in the masculine singular, and present further irregularities. The first of the two forms for the masculine singular in the following list is used before words beginning with a consonant; the second, before words beginning with a vowel or *mute h*.

SINGULAR		PLURAL		
MASCULINE	FEMININE	MASCULINE	FEMININE	
beau, bel	belle	beaux	belles	<i>beautiful</i>
nouveau, nouvel	nouvelle	nouveaux	nouvelles	<i>new</i>
vieux, vieil	vieille	vieux	vieilles	<i>old</i>
fou, fol	folle	fous	folles	<i>crazy</i>
mou, mol	molle	mous	molles	<i>soft</i>

(e) Special peculiarities occur in the formation of the feminine of many adjectives, the more common of which are:

MASCULINE	FEMININE	
bas	basse	<i>low</i>
gros	grosse	<i>big</i>
épais	épaisse	<i>thick</i>
cruel	cruelle	<i>cruel</i>
sot	sotte	<i>stupid</i>
bon	bonne	<i>good</i>
cher	chère	<i>dear</i>
sec	sèche	<i>dry</i>
franc	franche	<i>frank</i>
blanc	blanche	<i>white</i>
long	longue	<i>long</i>
frais	fraîche	<i>fresh</i>
doux	douce	<i>sweet</i>
faux	fausse	<i>false</i>
favori	favorite	<i>favorite</i>

NOTE. The first six adjectives in the above list illustrate a common tendency to double a final consonant on the addition of the *e*. The grave accent of the feminine of *cher* and *sec* is due to the fact that a French word may not end in two *mute e* syllables. *Doux* and *faux* are exceptions to Sec. 21, c. For a more complete list of irregular feminines see Sec. 229.

22. The irregular adjectives *tout* (*tous* pl.; *toute, toutes*, f.), *all, every*, and *tel* (*telle* f.), *such*, should be carefully noted with reference to their position when accompanied by an article.

tout le pays, the whole country
tout le monde, everybody (all the world)
tous les jours, every day, all days
un tel homme, such a man
une telle femme, such a woman

23. A few nouns which may be applied to either sex have a feminine form made in the same way as the feminine of adjectives.

le cousin, *the cousin* (m.) la cousine, *the cousin* (f.)
votre ami, *your friend* (m.) votre amie, *your friend* (f.)

NOTE. *Enfant* and many others of this type are the same in both genders.

24. The noun which an adjective modifies is often omitted, and the adjective, preceded by the article, then stands alone, taking the number and gender of the noun it represents. This construction occurs most frequently with nouns that denote persons.

A Frenchman. *Un Français*.¹
The French (people) are here. *Les Français*¹ sont ici.
I am with the little girl. *Je suis avec la petite.*

ADDITIONAL WORDS

noir, *black* maintenant, *now*
rouge, *red* très, *very*
la forêt, *the forest*

EXERCISE

DRILL. 1. Give all forms of: rouge, actif, heureux, mou, blanc, bon, vieux, noir, douce, beau, mauvais, grosse.

2. Give all forms of the French words for: small, young, long, active, old, all, favorite, French, new, dear, such, crazy, worthy.

3. Give the plural of: le jeune homme; le bel enfant; votre chambre basse; la petite; ma chère amie; l'heureux roi; le vieil arbre; le faux garçon.

¹ Adjectives of nationality are capitalized when they are used as nouns designating persons. See Introduction, Sec. 4.

4. Translate into French: his mother is my cousin; such a city; the old man; the whole house; a French city; every room; everybody; the little girls; all your friends; all the warm countries.

5. Give the full tense of: (a) ai-je un cher ami? (b) ne suis-je pas heureux? (c) je suis beau; (d) je suis mauvais tous les jours.

MODEL. Ma tante est très vieille. Elle a deux belles filles qui sont mes cousines. Mes jeunes cousines sont les amies de tout le monde. Ma tante a aussi deux fils, mais ils sont mauvais et sots. Mon oncle, le mari de ma tante, a une grande maison blanche. Elle est dans une forêt épaisse. Mon oncle est maintenant dans une chambre de la maison. Il est dans une chaise basse derrière une table longue. Il a deux nouveaux livres. Ses yeux sont grands et noirs et son nez est gros et rouge. Il est actif et heureux aussi. Tous ses amis sont très bons. Ma tante n'est pas belle, mais elle est heureuse et elle a une voix très douce. Une telle femme est la favorite de tout le pays. Avez-vous une telle tante? Est-elle cruelle et fausse ou charmante et douce?

THEME. My cousin is an excellent man. He is old, but he is active. His wife is not old; she is young and charming. My cousin has a new white house, and the jewels of his wife are beautiful. My cousins have two children, a son and a daughter. The son is bad and false, but the daughter is sweet and happy. The children have four French books. The books are old, but they are good. The boy has not his books; he is with his ugly black horse. His books are not on his round table, they are behind a chair in his room. Where is his sister? She is in the beautiful garden behind the house. The garden is dry and the flowers are not pretty now. The leaves are thick, but they are not green; they are dry. Have you a garden? Are you the favorite of the whole country and the friend of everybody?

ORAL. 1. Avez-vous une cousine? 2. N'est-elle pas belle? 3. Est-elle avec vos amis? 4. Est-elle dans un pays français?

5. N'a-t-elle pas mes nouveaux livres? 6. Où sont-ils? 7. Qui est actif? 8. Qui n'est pas active? 9. Où est votre tante? 10. Est-elle très bonne? 11. Avez-vous un favori? 12. Qui est votre favori? 13. Où sont les feuilles sèches? 14. Sont-elles vertes ou rouges? 15. Où sont les feuilles vertes?

RÉSUMÉ. 1. He has a beautiful tree behind his garden. 2. She is very happy in the old red house. 3. His voice is sweet and low. 4. My new chair is very pretty. 5. We are active, but they (f.) are not active. 6. Your good friend is not beautiful, but she is young. 7. His father and his mother are very frank. 8. We are here in a charming city. 9. All the birds are now in the forest. 10. They are very cruel; are they crazy? 11. Such a man is very false. 12. The whole country is hot and dry. 13. His black eyes are very beautiful. 14. My cousin is the friend of everybody. 15. He has an ugly white horse.

REVIEW

(Lessons One to Four)

A. GENERAL DRILL

1. Give the exceptions to the regular formation of the plural of nouns and adjectives. Illustrate.
2. Give list of nouns ending in *ou* that form the plural by adding *x*.
3. Give plural of: homme, bras, faux, ciel, trou, animal, genou, œil, cheval, la, nez, il, beau, gros, tout, travail, fou.
4. Give all forms of: mauvais, rouge, vieux, blanc, nouveau, bas, mon, mou, heureux, joli, beau, votre.
5. Give feminine singular of: jeune, cher, fou, actif, sec, tel, favori, le, bon, vieux, tout, doux, notre, ami, frais, enfant, épais, sot, son.
6. What adjectives are especially likely to follow their noun?
7. Give list of adjectives that usually precede their noun.

8. Give: pres. ind. of *être*, neg.; of *avoir*, int.
9. Translate into French: the father and uncle; is she not? the leaves are green; his sister; they are here; it is bad; an arm or a leg; a French city; your warm rooms; a new friend; the whole house; every house; such a house; all houses; all the house; the old woman; the charming children; an extremely bad boy; everybody.

B. TRANSLATE INTO FRENCH

1. They have a brother and sister. 2. She has a little cousin (f.). 3. The sons and daughters of my friend are pretty. 4. The French are worthy of a beautiful country. 5. Our sister is not a bad child. 6. Such a woman is not a favorite of everybody. 7. The owl has two extremely big eyes. 8. We are in an old French city. 9. Where is your house? Is it red or black? 10. A quadruped has four legs. 11. The owls are in the old trees, in the large holes. 12. My nephew is a very beautiful child. 13. His aunt is one of our dear friends. 14. I have the soft wing of a little bird. 15. The whole forest is now cold and white.

LESSON FIVE

COMPARISON OF ADJECTIVES AND ADVERBS

25. The comparative of adjectives is regularly formed by prefixing the adverbs *plus*, *more*, or *moins*, *less*, to the positive. The superlative is formed by prefixing the proper form of the definite article to the comparative.

old tree, *vieil arbre*
 older tree, *plus vieil arbre*
 oldest tree, *le plus vieil arbre*

beautiful lady, *belle dame*
 more beautiful lady, *plus belle dame*
 most beautiful lady, *la plus belle dame*

pretty garden, *joli jardin*
 less pretty garden, *moins joli jardin*
 least pretty garden, *le moins joli jardin*

NOTE. An adjective that follows its noun in the positive follows it also in the comparative and superlative. Observe here the repetition of the article.

le jour le plus froid, *the coldest day*

26. The following three adjectives are usually compared irregularly:

bon, <i>good</i>	meilleur, <i>better</i>	le meilleur, <i>best</i>
mauvais, <i>bad</i>	pire, <i>worse</i>	le pire, <i>worst</i>
petit, <i>little</i>	moindre, <i>less</i>	le moindre, <i>least</i>

27. In comparative sentences *than* is expressed by *que*, *as . . . as* by *aussi . . . que*, *so . . . as* by *si . . . que*.

The boy is taller than the girl. *Le garçon est plus grand que la fille.*

He is as rich as his sister. *Il est aussi riche que sa sœur.*

She is not so handsome as she is good. *Elle n'est pas si belle qu'elle est bonne.*

NOTE. *In* after superlative expressions is *de*.

His sister is the most beautiful lady in the city. *Sa sœur est la plus belle dame de la ville.*

28. Adverbs are compared in the same way as adjectives.

As they undergo no variation for agreement, the form of the article in the superlative is always *le*.

often, *souvent*
 oftener (more often), *plus souvent*
 oftenest (most often), *le plus souvent*

29. The following four adverbs are compared irregularly:

beaucoup, <i>much</i>	plus, <i>more</i>	le plus, <i>most</i>
bien, <i>well</i>	mieux, <i>better</i>	le mieux, <i>best</i>
mal, <i>badly</i>	pis, <i>worse</i>	le pis, <i>worst</i>
peu, <i>little</i>	moins, <i>less</i>	le moins, <i>least</i>

30. Many adverbs are formed from adjectives by adding *ment*: (a) to the masculine when it ends in a vowel; (b) to the feminine when the masculine ends in a consonant.

joli, jolie, <i>pretty</i>	joliment, <i>prettily</i>
doux, douce, <i>sweet</i>	doucement, <i>sweetly</i>

Il parle franchement mais cruellement. *He speaks frankly but cruelly.*

NOTE. Adverbs follow the verb they modify.

He often sings. *Il chante souvent.*

ADDITIONAL WORDS

la bouteille, <i>the bottle</i>	anglais, <i>English</i>
le verre, <i>the glass</i>	autre, <i>other</i>
l'eau, <i>the water</i>	pauvre, <i>poor</i>
le vin, <i>the wine</i>	seulement, <i>only</i>
le voisin (la voisine), <i>the neighbor</i>	

EXERCISE

DRILL. 1. Compare upward (with *plus*) and downward (with *moins*): grand, petit, bien, bon, franchement, peu, mauvais, mal, cher, beaucoup.

2. Compare (upward simply): vieille dame, mauvais garçon, belles filles, la chambre chaude, il parle bien, l'eau fraîche, il chante mal, le gros arbre, bel ami, l'homme excellent.

3. Form the French adverbs meaning: coldly, actively, prettily, freshly, dearly.

4. Translate into French: he is better than you; he is as good as you; he is not so good as you; the best boy in the room; she is not so young as your friend; she sings better than you; she has a better book than you; the coldest room in the house; she is as young as your friend; the pretty house; the prettier house; the prettiest house.

5. Give the full tense of: (a) je suis plus grand que l'enfant; (b) je ne suis pas si riche que votre oncle; (c) ne suis-je pas si vieux que son fils? (d) j'ai la chambre la plus froide de la maison.

MODEL. J'ai deux amis, le père et le fils. Le père est un vieil homme, et le fils est un jeune homme. Le père est plus riche que son fils. Le fils est moins riche que son père. Le père a quatre maisons. Elles sont aussi grandes et belles que les maisons d'un roi. Le fils a seulement une maison. Elle n'est pas si grande que les maisons de son père. La femme de mon vieil ami riche est une belle dame, mais la femme de l'autre est plus charmante et moins fausse. Mon ami riche a une bouteille de vin rouge sur sa table tous les jours, mais mon ami pauvre a seulement un verre d'eau fraîche. Le riche parle fausement de ses voisins, mais le pauvre parle bien de tout le monde. Le fils chante très bien; il chante mieux que son père. Mon jeune ami est le meilleur homme de son pays. Un tel homme est souvent un ami plus excellent qu'un homme plus riche.

THEME. I have a brother and sister. My sister is old, but my brother is not so old as my sister. My brother is rich, but my sister is less rich than my brother. She is poorer, but she has the most beautiful jewels in the city. My sister is more handsome than my brother, but my brother is taller; he is as tall as my father. My sister has a charming voice, and she sings well. My mother has a better voice than my sister, and sings more sweetly. My brother also sings. He has a low voice, and sings better than his sister, but he sings less often. Have you a good voice? Have you not a better voice than your brother?

ORAL. 1. Êtes-vous meilleur que vos amis? 2. Qui est le meilleur ami de votre père? 3. Est-il plus jeune que vos amis? 4. Est-il plus vieux que vous? 5. Êtes-vous moins riche que vos amis? 6. Qui est l'homme le plus riche de votre ville? 7. Est-il aussi bon qu'il est riche? 8. Est-il heureux tous les jours? 9. Suis-je riche ou pauvre? 10. Où sont les riches? 11. Sont-ils pires que les pauvres? 12. Qui parle mieux, un vieux ou un jeune? 13. Qui

parle le plus doucement? 14. Avez-vous une voix basse? 15. Êtes-vous plus grand que vos frères?

RÉSUMÉ. 1. The father is better than his son. 2. Everybody is not so rich as you. 3. The white wine is older than the red. 4. The English are less active than the French. 5. The French women are not so tall as the English women. 6. The young man speaks better than his brother. 7. You are bad, they are worse, but we are the worst. 8. His brother speaks oftener than his sister. 9. His little daughter speaks oftener. 10. The new table is the longest table in the room. 11. The king has the most excellent wine in the city. 12. She sings as well as your other neighbors. 13. Has he a bottle of wine or of water on the table? 14. The old lady often speaks very coldly of my poor cousin. 15. Have we only one glass of fresh water?

LESSON SIX

ARTICLES—USE AND CONTRACTION

31. The Definite Article is used in French where it is not found in English:

(a) With nouns taken in a general or inclusive sense; that is, nouns denoting the whole of a class of objects.

Men are mortal. *Les hommes sont mortels.*
Glass is useful. *Le verre est utile.*

NOTE. There are many cases in English where the article is expressed before nouns used inclusively. Observe, for example, the names of plants, animals, and precious stones, in the singular: *the rose is beautiful, the dog is an animal.*

(b) With abstract nouns.

Vice is odious. *Le vice est odieux.*
Virtue is beautiful. *La vertu est belle.*

NOTE. This also is really a type of the general use. *Vice is odious* means that *vice in general, all vice,* is odious.

(c) With names of countries.

France is beautiful. *La France est belle.*
 England is small. *L'Angleterre est petite.*

NOTE. *In* directly before the name of most countries is translated *en*. After *en* in this construction no article is used.

in France, *en France*

(d) With proper names preceded by a title or an adjective, when not used in direct address.

General Mercier, *le général Mercier*
 little Peter, *le petit Pierre*

32. The Indefinite Article is generally omitted in French before an unmodified predicate noun expressing profession, rank, nationality, or religion.

I am a soldier. *Je suis soldat.*
 She is a queen. *Elle est reine.*
 The general is an Englishman. *Le général est Anglais.*
 He is a Christian. *Il est chrétien.*

But, when modified,

My brother is a very good soldier. *Mon frère est un très bon soldat.*
 My brother is a soldier of his king. *Mon frère est un soldat de son roi.*

33. The Definite and Indefinite Articles are omitted before a noun used in apposition merely to add in passing an incidental fact.

Paris, the capital of France, *Paris, capitale de la France*
 the Seine, a river of France, *la Seine, fleuve de la France*

NOTE. However, if the function of the appositive is to distinguish or define, the article is used.

My most excellent friend, John's brother, is here. *Mon ami le plus excellent, le frère de Jean, est ici.*

34. Whenever *de*, *of*, and *à*, *to*, precede the articles *le* and *les*, they contract as follows:

<i>de</i> + <i>le</i> = <i>du</i>	<i>à</i> + <i>le</i> = <i>au</i>
<i>de</i> + <i>les</i> = <i>des</i>	<i>à</i> + <i>les</i> = <i>aux</i>

of the teacher, <i>du maître</i>	to the teacher, <i>au maître</i>
of the teachers, <i>des maîtres</i>	to the teachers, <i>aux maîtres</i>

He gives a book to the teacher. *Il donne un livre au maître.*

NOTE. No contraction takes place before *la* and *l'*.

de la ville, *of the city* à l'homme, *to the man*

35. The French language does not use *'s* to express possession, but the preposition *de*, *of*. Consequently, such expressions as *the boy's book* become *the book of the boy*.

the boy's coat, *l'habit du garçon*
 the woman's dress, *la robe de la femme*

ADDITIONAL WORDS

<i>la couleur</i> , <i>the color</i>	Londres, <i>London</i>
<i>le drapeau</i> , <i>the flag</i>	frais, <i>fresh, cool</i>
<i>l'école</i> , <i>the school</i>	mort, <i>dead</i>
<i>le matin</i> , <i>the morning</i>	déjà, <i>already</i>
<i>le palais</i> , <i>the palace</i>	vu, <i>seen</i>
<i>méchant</i> , <i>wicked</i>	bleu (pl. bleus), <i>blue</i>

EXERCISE

DRILL. 1. Translate into French:

(a) Leaves are green; he is a soldier; England is cold; King John; my uncle, the English general, is here; owls have two eyes; in England; vice is cruel; the Seine, a very long river, is beautiful; water is useful; France is rich; little John; Peter is an excellent man.

(b) Of the father, of the mother, of the child, of the children; to the father, to the mother, to the child, to the children; of the eye; to the garden; to the eyes; to the tree; of the flowers;

of little Peter; to the owl; the window of the palace; one of the men.

(c) the man's garden; his beautiful garden; a boy's coat; his coat; the queen's palace; my father's virtues; John's new chair; the father's favorite.

2. Give the full tense of: (a) je suis soldat; (b) ai-je le livre du garçon? (c) j'ai vu les joujoux du petit Jean; (d) suis-je Anglais?

MODEL. Mon ami, l'oncle du petit Jean, est Français. Il est maître d'école. Maintenant il est en France. Il a déjà vu la Seine, fleuve long et charmant, et Paris, capitale de la France. Paris est la plus belle ville du monde et la plus grande ville du pays. Paris est sur la Seine. Mon ami a aussi vu les palais des rois morts. Les rois sont aussi mortels que les autres hommes. Il a vu les généraux et il parle tous les matins aux soldats. Les habits des soldats français sont souvent bleus, mais les habits des soldats anglais sont rouges. Le drapeau de la France est bleu, blanc et rouge. Le drapeau des méchants et des amis du vice de tous les pays est le drapeau rouge. Les drapeaux rouges sont odieux à tous les bons et à tous les amis de la vertu.

THEME. My brother is now in England. I am not with my brother, but I am here in my warm room. He is in the beautiful cool gardens and in the charming cities. He has already seen all the palaces and all the great works. He is in the city of London, the capital of England, and he speaks of the large houses and of the red coats of the soldiers. The city is larger than Paris, but it is less beautiful. It is on a large river. The queen is dead now and a king is in the palace. My brother has seen General Roberts, the favorite of the English soldiers.

ORAL. 1. Où est Paris? 2. Est-il beau? 3. Où est Londres? 4. Est-il petit? 5. Est-il sur un grand fleuve? 6. Est-il plus beau que Paris? 7. Est-il en Angleterre? 8. Avez-vous vu les soldats de la France? 9. Avez-vous vu les habits des soldats? 10. Sont-ils rouges ou noirs? 11. Avez-vous vu le drapeau de la

France? 12. Est-il plus beau que notre drapeau? 13. Où est l'oncle de votre mère? 14. A-t-il vu la Seine? 15. Est-il soldat ou maître d'école?

RÉSUMÉ. 1. The boy's red coat is thick. 2. Horses have four legs and two eyes. 3. He is at Paris, but his sister is in England. 4. The teacher gives a book to the boys every day. 5. His brother, an English soldier, is here. 6. Have they not already seen the white flags of the soldiers? 7. Vice is odious to man. 8. He often speaks to the children. 9. Old kings are often cruel. 10. The color of the queen's dress is black; the old king is dead. 11. Little Peter has the best book in the house. 12. All countries are not so small as England. 13. London, the capital of England, is the largest city in the world. 14. The coats of the French soldiers are blue. 15. General X. is a Frenchman, but his son is a soldier of the English king. 16. The king in his palace is as mortal as the poorest man. 17. The Seine and all the other rivers of the world are useful to man. 18. The mornings are very cool here. 19. Virtue is dear to every Christian. 20. My cousin John, a charming young man, is an Englishman.

LESSON SEVEN

THE PARTITIVE CONSTRUCTION

36. The use of a noun to denote an indefinite part of the class of objects it represents is called the *partitive* use. In this construction in English *some* or *any* is expressed or may be supplied. In French the thought is expressed regularly by the use of *de* with the proper form of the definite article. The contractions noted in Sec. 34 occur.

some (any) bread, *du pain*
 some (any) meat, *de la viande*
 some (any) water, *de l'eau*
 some (any) books, *des livres*

of little Peter; to the owl; the window of the palace; one of the men.

(c) the man's garden; his beautiful garden; a boy's coat; his coat; the queen's palace; my father's virtues; John's new chair; the father's favorite.

2. Give the full tense of: (a) je suis soldat; (b) ai-je le livre du garçon? (c) j'ai vu les joujoux du petit Jean; (d) suis-je Anglais?

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ORAL. 1. Où est Paris? 2. Est-il beau? 3. Où est Londres? 4. Est-il petit? 5. Est-il sur un grand fleuve? 6. Est-il plus beau que Paris? 7. Est-il en Angleterre? 8. Avez-vous vu les soldats de la France? 9. Avez-vous vu les habits des soldats? 10. Sont-ils rouges ou noirs? 11. Avez-vous vu le drapeau de la

France? 12. Est-il plus beau que notre drapeau? 13. Où est l'oncle de votre mère? 14. A-t-il vu la Seine? 15. Est-il soldat ou maître d'école?

RÉSUMÉ. 1. The boy's red coat is thick. 2. Horses have four legs and two eyes. 3. He is at Paris, but his sister is in England. 4. The teacher gives a book to the boys every day. 5. His brother, an English soldier, is here. 6. Have they not already seen the white flags of the soldiers? 7. Vice is odious to man. 8. He often speaks to the children. 9. Old kings are often cruel. 10. The color of the queen's dress is black; the old king is dead. 11. Little Peter has the best book in the house. 12. All countries are not so small as England. 13. London, the capital of England, is the largest city in the world. 14. The coats of the French soldiers are blue. 15. General X. is a Frenchman, but his son is a soldier of the English king. 16. The king in his palace is as mortal as the poorest man. 17. The Seine and all the other rivers of the world are useful to man. 18. The mornings are very cool here. 19. Virtue is dear to every Christian. 20. My cousin John, a charming young man, is an Englishman.

LESSON SEVEN

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some (any) bread, *du pain*
 some (any) meat, *de la viande*
 some (any) water, *de l'eau*
 some (any) books, *des livres*

I have bread and also meat. *J'ai du pain et aussi de la viande.*
 The teacher gives some books to his son and daughter. *Le maître donne des livres à son fils et à sa fille.*
 Have you any apples? *Avez-vous des pommes?*

NOTE 1. Observe that *de* and *à* are repeated before each noun; so also is the possessive pronoun.

NOTE 2. *Quelque* expresses a more limited quantity than *de*, and is often translated *some little, some few*.

quelque argent, *some little money*
 de l'argent, *some money*
 quelques pommes, *some few apples*
 des pommes, *some apples*

37. The partitive idea is expressed by *de* alone:

(a) When the noun is the direct object of a negative verb.

I have no (not any) bread. *Je n'ai pas de pain.*
 I have no (not a) book. *Je n'ai pas de livre.*
 I have no (not any) books. *Je n'ai pas de livres.*

(b) When the noun is preceded by an adjective.¹

I have some good bread. *J'ai de bon pain.*

But, when the adjective follows,

I have some fresh water. *J'ai de l'eau fraîche.*

NOTE. When a succession of nouns used partitively becomes a mere list or enumeration the partitive sign (*de* and article) is omitted.

We have here bread, meat, apples, wine. *Nous avons ici pain, viande, pommes, vin.*

38. (a) Nouns of measure are followed by *de*, without the article. a bottle of wine, *une bouteille de vin*

(b) Nouns denoting material follow the nouns they limit, and are connected to them by *de*, without the article.

a gold watch (a watch of gold), *une montre d'or*
 a wooden table (a table of wood), *une table de bois*

¹ See Appendix, p. 243, Sec. 1.

39. Adverbs of quantity are followed by *de*, without the article. The ordinary adverbs of quantity are:

assez (de), <i>enough</i>	moins (de), <i>less, fewer</i>
autant (de), <i>as much, as many</i>	peu (de), <i>little, (a) few</i>
beaucoup (de), <i>much, many</i>	plus (de), <i>more</i>
combien (de), <i>how much, how many</i>	tant (de), <i>so much, so many</i>
	trop (de), <i>too much, too many</i>

Le maître a beaucoup d'élèves. *The teacher has many pupils.*
 Il a autant de thé que de café. *He has as much tea as coffee.*
 J'ai assez d'argent. *I have money enough.*
 Elle a trop de robes. *She has too many dresses.*

NOTE 1. *Bien, much, many*, and *la plupart, (the) most*, however, take *de* with the definite article.

bien des hommes, *many men*
 la plupart des hommes, *most men*

NOTE 2. The above adverbs, when used in a strictly adverbial sense without a dependent noun, do not require *de*.

Il parle assez bien. *He speaks well enough.*
 Bien plus souvent. *Much more often.*

ADDITIONAL WORDS

le marchand, <i>the merchant</i>	le lait, <i>the milk</i>
le magasin, <i>the store</i>	la tasse, <i>the cup</i>
la chose, <i>the thing</i>	vend, <i>sells</i>

EXERCISE

DRILL. 1. Translate into French:

(a) To the milk, of the milk, some milk; to the meat, of the meat, some meat; to the water, of the water, some water; to the trees, of the trees, some trees.

(b) He has a horse; we have some horses; has he any white horses? she has horses; you have no white horses; they have no horse; I have some good horses; we have no horses; he has not a horse.

(c) Many stores; some red flowers; too many brothers; enough wine; a glass of milk; a wooden leg; pupils enough; a little money; a little boy; how much gold? as many aunts; water; how many apples? the king's gold; horses; more bread; more happy; as much work; any little pupils; some gold jewels; some few stores; less coffee; little money; most animals; she sings too much.

2. Give full tense of: (a) j'ai de la viande; (b) combien de fleurs ai-je? (c) n'ai-je pas assez d'argent? (d) je n'ai pas de montre d'or; (e) j'ai vu la plupart des villes.

MODEL. Mon père est marchand et son magasin est dans une petite ville. Il a dans son magasin du pain et des pommes, mais il n'a pas beaucoup de viande. Le pain est sur une table de bois, mais ses pommes sont derrière la table. Il vend aussi du lait. Il vend du thé aux vieilles femmes et du café à tout le monde. Il vend beaucoup de choses utiles, mais il ne vend pas d'habits. Il a du vin dans des bouteilles, mais il ne vend pas d'eau. L'eau est dans le fleuve. Tous les marchands ne sont pas riches. Mon père n'a pas trop d'argent, mais il a autant d'argent que la plupart des marchands. Il n'a pas tant d'argent que mon oncle. Mon oncle donne souvent des montres d'or à ses neveux. J'ai une montre d'or, mais je n'ai pas assez d'argent.

THEME. My father has two brothers. One of his brothers is a merchant and the other is a soldier. The merchant has a large store, and he sells coats and dresses to the rich of his city. He has no bread and no meat in his store. He has much money, but he is good, and he gives to the poor as many good things as my father. He has a beautiful white house and excellent horses. He has meat, and coffee or milk every morning. He has also three bottles of red wine every day. The soldier has not so much money as his brothers. He is poor and has no wine on his old wooden table. He has only fresh water or a cup of tea. He is as happy as his brothers, and everybody is his friend. He is a little older than my father.

ORAL. 1. Combien de frères avez-vous? 2. Ont-ils assez d'argent? 3. Ont-ils des montres d'or? 4. N'avez-vous pas une montre d'or? 5. Où est votre montre? 6. Combien (d'argent) avez-vous? 7. Avez-vous autant d'argent que votre frère? 8. Ont-ils moins d'argent qu'un marchand? 9. Où sont les magasins des marchands? 10. Qui est votre marchand favori? 11. N'a-t-il pas de la viande fraîche? 12. A-t-il beaucoup de chevaux? 13. Avez-vous des sœurs? 14. Avons-nous des livres français? 15. Combien d'yeux avez-vous?

RÉSUMÉ. 1. My father's new store has small windows. 2. The boys have some money. 3. My pupils have good books. 4. Milk is white, but apples are red or green. 5. I have more coffee than tea. 6. My gold watch is on the little wooden table. 7. My aunt has some tea, but she has no cup. 8. My father gives too much money to his brother's children. 9. Have you any pretty things? 10. Most cities are on large rivers. 11. We have bread, but we have no meat. 12. He has white flowers in his garden. 13. The merchant sells less tea than coffee. 14. Such a man has no virtue. 15. He has watches and some few hats. 16. The merchant sells as much bread as meat. 17. How many flowers have you in your garden? 18. His store has fewer windows than my house. 19. He speaks much less often than you. 20. Glass is more useful than gold, but wood is the most useful.

REVIEW

(Lessons Five to Seven)

A. GENERAL DRILL

1. Compare the French adjectives meaning: pretty, good, little, bad.
2. Compare the French adverbs meaning: often, well, little, badly, much.
3. Compare downward: grand, cruellement, petit.

4. Form the adverbs meaning: 'dryly, richly, prettily, actively, worthily.

5. Give four cases where the Definite Article is used in French but not in English. Illustrate.

6. What contractions of the article and prepositions occur? With which forms of the article is there no contraction?

7. Define the Partitive Construction. How is it expressed in French? When is the article omitted?

8. Translate into French and complete by inserting in the blanks in turn the word for bread, meat, water, apples: we have some —; he has —; has she any —? I have no —; they have some excellent —; you have some good —; more —; enough —; how much (many) —? most —.

9. Translate into French: the most charming lady; she sings most sweetly; she is young; she is younger than you; she is as young as you; she is not so young as you; the best pupils in the school; horses are useful; in England; the teacher's house; his house; young Peter; I am a merchant; a gold cup; Peter's mother; your blue coats; work is odious to bad boys; my father is a rich merchant; France and England; much less badly; General Montcalm; Paris, a city on the Seine; she has no friend; some few playthings; cool milk enough.

B. TRANSLATE INTO FRENCH

1. My uncle is the oldest man in our city. 2. He is a merchant, and he has many friends in England. 3. Most rich men have gold watches. 4. I have much less money than you. 5. Such men are worse than cruel soldiers. 6. The Seine, a beautiful river of France, is not very long. 7. All the children have bread, and we have enough meat. 8. Good fresh water is better than tea or coffee. 9. The king's son is a bad general, but he speaks very frankly to the soldiers. 10. You have too much money, but I have not money enough. 11. I have meat, good bread, excellent

wine, but I have not a friend. 12. Wood is more useful than gold, and it is less dear. 13. The little girl speaks much better than the older child. 14. His brother, a teacher of French children, has many new books. 15. The Frenchman is not so tall as his English neighbor.

LESSON EIGHT

REGULAR CONJUGATIONS—PRESENT TENSE

40. There are three regular conjugations in French, determined by the ending of the infinitive:

FIRST, infinitive ending in *er*: parl-*er*, to speak.

SECOND, infinitive ending in *ir*: fin-*ir*, to finish.

THIRD, infinitive ending in *re*: romp-*re*, to break.

NOTE. That portion of the verb to which the endings are added is called the stem.

41. There are five forms of a verb from which the other forms may be derived by the application of certain rules. These are called the Principal Parts, and are as follows: Infinitive, Present Participle, Past Participle, First Person Singular of Present Indicative, First Person Singular of Preterit.

42. The Principal Parts of a model verb of the three regular conjugations are:

FIRST CONJUGATION		
INFINITIVE	parler	to speak
PRES. PART.	parlant	speaking
PAST PART.	parlé	spoken
PRES. IND.	je parle	I speak
PRETERIT	je parlai	I spoke

SECOND CONJUGATION

INFINITIVE	finir	<i>to finish</i>
PRES. PART.	fin-iss-ant	<i>finishing</i>
PAST PART.	fini	<i>finished</i>
PRES. IND.	je finis	<i>I finish</i>
PRETERIT	je finis	<i>I finished</i>

THIRD CONJUGATION

INFINITIVE	rompre	<i>to break</i>
PRES. PART.	rompant	<i>breaking</i>
PAST PART.	rompu	<i>broken</i>
PRES. IND.	je romps	<i>I break</i>
PRETERIT	je rompis	<i>I broke</i>

NOTE. Observe carefully the connecting syllable *iss* in the present participle of the second conjugation.

43. The Present Indicative may be formed by applying the following rules :

(a) The First Person Singular of the Present Indicative is one of the Principal Parts. It ends in either *e*, *s*, or *x*. The corresponding sets of endings for the three singular forms of this tense are, reading vertically :

<i>e</i>	<i>s</i>	<i>x</i>
<i>es</i>	<i>s</i>	<i>x</i>
<i>e</i>	<i>t</i>	<i>t</i>

NOTE 1. If *s* in the second series of endings is preceded by *c*, *d*, or *t*, no *t* is added in the third person.

NOTE 2. The third series of endings, *x*, *x*, *t*, is found only in some irregular verbs.

(b) The plural of the Present Indicative is formed by dropping the ending *ant* of the Present Participle and adding *ons*, *ez*, *ent*.

44. In accordance with the above rules, the Present Indicative of the three regular conjugations is :

FIRST CONJUGATION

je parle	<i>I speak, I am speaking, I do speak</i>
tu parles	<i>thou speakest, etc.</i>
il (elle) parle	<i>he (she) speaks, etc.</i>
nous parlons	<i>we speak, etc.</i>
vous parlez	<i>you speak, etc.</i>
ils (elles) parlent	<i>they speak, etc.</i>

SECOND CONJUGATION

je finis	<i>I finish, etc.</i>
tu finis	<i>thou finishest, etc.</i>
il (elle) finit	<i>he (she) finishes, etc.</i>
nous finissons	<i>we finish, etc.</i>
vous finissez	<i>you finish, etc.</i>
ils (elles) finissent	<i>they finish, etc.</i>

THIRD CONJUGATION (Sec. 43, a, note 1)

je romps	<i>I break, etc.</i>	je vends	<i>I sell, etc.</i>
tu romps	<i>etc.</i>	tu vends	<i>etc.</i>
il (elle) rompt		il (elle) vend	
nous rompons		nous vendons	
vous rompez		vous vendez	
ils (elles) rompent		ils (elles) vendent	

45. The Present Indicative in French includes three forms of expression in English, the simple present, the progressive, and the emphatic. Thus, *je parle* corresponds to *I speak, I am speaking, I do speak.*

I am singing.	<i>Je chante.</i>
He is singing.	<i>Il chante.</i>
You are singing.	<i>Vous chantez.</i>
He does not sing.	<i>Il ne chante pas.</i>
We do not sing.	<i>Nous ne chantons pas.</i>

ADDITIONAL WORDS

aimer, *to love, like*
 chanter, *to sing*
 demeurer, *to dwell, live*
 donner, *to give*
 étudier, *to study*
 jouer, *to play*
 passer, *to pass*
 porter, *to carry*
 quitter, *to leave*
 rester, *to remain, stay*
 à la maison, *at home*
 à l'école, *at school*
 la soirée, *the evening*

le paquet, *the bundle*

travailler, *to work*
 trouver, *to find*
 bâtir, *to build*
 choisir, *to choose*
 fleurir, *to bloom*
 punir, *to punish*
 entendre, *to hear*
 perdre, *to lose*
 rendre, *to give back*
 vendre, *to sell*
 le chant, *the song*
 alors, *then*
 quand, *when*

EXERCISE

DRILL. 1. Give present indicative in full of: donner, punir, rendre, étudier, choisir, entendre.

2. Complete these forms in the present tense: tu trouv—; vous perd—; j'aime—; il rend—; ils fin—; elle jou—; il romp—; je chois—; nous bât—; elles fleur—; elle donn—; vous chois—; elles perd—.

3. Translate into French: she speaks; we are not giving; they choose; he is hearing; it blooms; you do work; I am not studying; thou art punishing; we do not play; she is carrying; you are not staying; they are giving back; I do not work; she does not find.

4. Give full tense of: (a) je perds des livres français; (b) je ne trouve pas d'argent; (c) je bâtis une belle maison; (d) je n'étudie pas; (e) je perds de l'argent.

MODEL. Je suis à l'école avec mon frère. Mon père et ma mère demeurent dans une grande ville. Mon père est marchand, et mon oncle travaille dans son magasin tous les jours. Ils vendent

beaucoup, et tous les matins ils portent les paquets aux maisons des riches et des pauvres. Quand ils finissent le travail du jour, ils quittent le magasin et passent la soirée à la maison, où ils choisissent un bon livre. Souvent ils passent la soirée dans le jardin, où ils entendent les chants des oiseaux. Ici à l'école nous étudions beaucoup et nous jouons peu. Le maître est bon, et donne des livres français à ses bons élèves. Il punit les grands garçons quand ils parlent trop et les petits quand ils perdent un livre. Mon frère ne perd pas très souvent ses livres. Quand il trouve des livres, il rend les livres aux élèves. Quand nous sommes à la maison, nous restons dans le jardin où de jolies fleurs fleurissent et où de beaux oiseaux chantent. Alors nous sommes heureux.

THEME. I have only one brother. He lives with his aunt and works in the store of his uncle, a rich old merchant. My brother carries the bundles to the houses of the city. He likes his work, and is very happy. When he finishes his work, he chooses a book and studies with a friend. Often they remain in a garden where the flowers are blooming and where they hear the sweet voices of the birds. Here at school I work much and play very little. The teacher gives work to his pupils, and we study. He punishes his pupils when they lose a book. I do not lose my books; I find the books of my friends. Then I sell the books to my neighbors. I have more money than my brother, but I am less happy.

ORAL. 1. Êtes-vous à l'école? 2. Qui est à la maison? 3. Combien de maisons a votre père? 4. Avez-vous vu sa nouvelle maison? 5. Où est-elle? 6. Qui est marchand? 7. Qui travaille dans le magasin? 8. Qui étudie beaucoup? 9. Qui étudie moins? 10. Qui étudie le plus, vous ou les autres élèves? 11. Qui punit les mauvais garçons? 12. Qui perd ses livres? 13. Qui trouve les livres? 14. Avez-vous votre livre? 15. Qui vend des livres?

RÉSUMÉ. 1. Then he finishes the book and leaves the room. 2. They are breaking the horses. 3. Kings love good soldiers. 4. He remains much in his room, but passes the evenings with his

sister. 5. He works in the garden every day. 6. All children do not study at school as much as you. 7. Who is carrying fresh water to the soldiers? 8. You give good tea, but bad coffee. 9. Good pupils find French books very useful. 10. The flowers are blooming and the birds are singing. 11. The general punishes the good with the bad. 12. We like milk when we stay at home. 13. She is playing with the little children. 14. Bad children lose bundles very often. 15. I do not hear the songs of the birds. 16. We are giving back the money to the king's sons. 17. I am selling better wood than you. 18. His brother has charming children; they live in the capital of France. 19. The king is choosing a new general. 20. Who is building the low houses?

LESSON NINE

REGULAR CONJUGATIONS — PAST TENSES

46. There are two simple past tenses of the Indicative in French, the Imperfect and the Preterit.

47. The Imperfect is formed by dropping the ending *ant* of the Present Participle and adding *ais, ais, ait, ions, iez, aient*. Thus :

FIRST CONJUGATION

je parlais	<i>I was speaking, I used to speak, etc.</i>
tu parlais	<i>thou wast speaking</i>
il parlait	<i>he was speaking, he used to speak, etc.</i>
nous parlions	<i>we were speaking, etc.</i>
vous parliez	<i>you were speaking, etc.</i>
ils parlaient	<i>they were speaking, etc.</i>

SECOND CONJUGATION

je fin-iss-ais	<i>I was finishing, etc.</i>
etc.	<i>etc.</i>

THIRD CONJUGATION

je rompais	<i>I was breaking, etc.</i>
etc.	<i>etc.</i>

48. The First Person Singular of the Preterit is one of the Principal Parts. It ends in *ai, is, or us*. The other five forms of the tense are made by changing :

<i>ai</i> to <i>as, a, âmes, âtes, èrent.</i>
<i>is</i> to <i>is, it, îmes, îtes, irent.</i>
<i>us</i> to <i>us, ut, ûmes, ûtes, urent.</i>

Thus :

FIRST CONJUGATION

je parlai	<i>I spoke, I did speak</i>
tu parlas	<i>thou didst speak</i>
il parla	<i>he spoke, he did speak</i>
nous parlâmes	<i>we spoke, etc.</i>
vous parlâtes	<i>you spoke, etc.</i>
ils parlèrent	<i>they spoke, etc.</i>

SECOND CONJUGATION

je finis	<i>I finished, I did finish</i>
tu finis	<i>etc.</i>
il finit	

nous finîmes
vous finîtes
ils finirent

THIRD CONJUGATION

je rompis	<i>I broke, I did break</i>
tu rompis	<i>etc.</i>
il rompit	

nous rompîmes
vous rompîtes
ils rompirent

49. The Imperfect expresses :

(a) Continued, repeated, or habitual action taking place in past time.

I used to live in France.	<i>Je demeurais en France.</i>
He punished the child often.	<i>Il punissait l'enfant souvent.</i>
They used to sell meat.	<i>Ils vendaient de la viande.</i>
We would play every morning.	<i>Nous jouions tous les matins.</i>
He did not love his children.	<i>Il n'aimait pas ses enfants.</i>

(b) What was going on when something else happened or was going on.

I was playing when I lost the money.	<i>Je jouais quand je perdais l'argent.</i>
We were playing when they were working.	<i>Nous jouions quand ils travaillaient.</i>
He spoke when I was singing.	<i>Il parla quand je chantais.</i>
He was staying in his room.	<i>Il restait dans sa chambre.</i>

50. The Preterit expresses a single act in definite past time :

The king built the palace.	<i>Le roi bâtit le palais.</i>
He did not lose the money.	<i>Il ne perdit pas l'argent.</i>
He spoke when I was singing.	<i>Il parla quand je chantais.</i>
He stayed in my room.	<i>Il resta dans ma chambre.</i>

NOTE 1. Observe that when the English active voice has the auxiliary *was, were, or used to*, the thought demands the Imperfect in French. But when the English has *did* or no auxiliary at all, the tense in French must be determined by the thought.

He did not sell houses.	<i>Il ne vendait pas de maisons.</i>
He did not sell his house.	<i>Il ne vendit pas sa maison.</i>

NOTE 2. The Imperfect is often called the Descriptive Past and the Preterit the Narrative Past. Essentially, as these names indicate, the former describes, the latter narrates. The Preterit is also frequently called the Past Definite.

51.¹ When a personal pronoun is the subject of a sentence, the usual way of asking a question in French is to put the subject immediately after the verb, connecting them by a hyphen. When two vowels are brought together by such an inversion, a *t* is inserted, connected with each word by a hyphen.²

The English generally employs an auxiliary in such constructions. The sentences which are given below illustrate this important difference. Observe especially the rendering of *do* and *does*.

Is he singing?	} <i>Chante-t-il?</i>
Does he sing?	
Are we singing?	} <i>Chantons-nous?</i>
Do we sing?	
Was he singing?	<i>Chantait-il?</i>
Were you singing?	<i>Chantiez-vous?</i>
Did he sing?	} <i>Chanta-t-il?</i> <i>Chantait-il?</i>
Are they not singing?	
Do they not sing?	} <i>Ne chantent-ils pas?</i>
Were they not singing?	
	<i>Ne chantaient-ils pas?</i>

NOTE. A more complete discussion of the manner of asking questions will be given later.

ADDITIONAL WORDS

<i>l'Espagne, Spain</i>	<i>la terre, the land</i>
<i>l'impatience, the impatience</i>	<i>le vaisseau, the vessel</i>
<i>le matelot, the sailor</i>	<i>montrer, to show</i>
<i>la mer, the sea</i>	<i>rapporter, to carry back</i>
<i>le nom, the name</i>	<i>remarquer, to notice</i>
<i>la parole, the word</i>	<i>bientôt, soon</i>
<i>les richesses, the wealth</i>	<i>enfin, finally</i>

¹ See footnote, p. 2.

² See Appendix, p. 244.

EXERCISE

DRILL. 1. Inflect in full the forms thus far given of: (a) *perdre*, *trouver*, *punir*. (b) the verb whose principal parts are *moudre*, *moulant*, *moulu*, *je mouds*, *je moulus*.

2. Locate (i.e. give tense, person, and number of): *quitterent*, *chante*, *chanté*, *vend*, *perdit*, *punissent*, *demeura*, *choisites*, *restant*, *fleurissaient*, *montrait*, *remarquiez*, *jouent*, *finissons*, *choisissions*, *travaillâmes*, *finirent*.

3. Give forms for: pres. 3d sing. of *demeurer*; imp. 2d sing. of *perdre*; pret. 2d pl. of *chanter*; pres. 3d pl. of *punir*; imp. 3d pl. of *fleurir*; pres. 3d sing. of *rompre*; imp. 1st pl. of *choisir*; pres. 3d sing. of *entendre*; pret. 3d pl. of *montrer*; pres. 2d pl. of *finir*.

4. Translate into French: you punish; are you studying? they were finishing; he showed; he does not hear; you were playing; thou art choosing; are we not working? did they not hear? we lost; I am breaking; was he not selling? you are leaving; are they not building? you do not show.

5. Give full tense of: (a) *je punis les matelots*; (b) *j'entendis ses paroles*; (c) *ne quittais-je pas la ville*? (d) *je ne finissais pas le meilleur livre*.

MODEL. La reine Isabelle (*Isabella*) donna à un jeune homme, Colomb (*Columbus*), de petits vaisseaux. Avec ses vaisseaux il quitta une ville de l'Espagne avec beaucoup de matelots. Les matelots montraient souvent de l'impatience sur la grande mer cruelle, mais Colomb parlait des richesses des nouvelles terres. Quand ils entendaient ses paroles ils perdaient l'impatience et travaillaient bien. Enfin ils remarquèrent sur l'eau du bois sec et des feuilles vertes. Les matelots chantèrent, et bientôt ils trouvèrent la nouvelle terre. Ils trouvèrent des hommes rouges, et Colomb donna à la terre le nom de Nouvelle-Espagne. Ils trouvèrent beaucoup d'or et de bijoux, et tous les matelots quittèrent la nouvelle terre riches et heureux.

THEME. Many English sailors used to leave England and used to find new lands. They carried back great wealth and many jewels to the cities of England. They often gave the jewels to the king or queen and sold the red men to the merchants. The king and the merchants used to give vessels to the sailors. One of the sailors, John Cabot, left a city of England and finally found the new land. He noticed some small houses, but he did not find any red men. His son also loved the sea. Some merchants built a vessel and gave the vessel to the son. The son finished the work of the father.

ORAL. 1. Avez-vous vu des matelots? 2. Quittaient-ils la ville? 3. Ne chantaient-ils pas? 4. Qui trouva la nouvelle terre? 5. Punissait-il les mauvais matelots? 6. Montraient-ils de l'impatience? 7. Ne parlait-il pas des richesses aux matelots? 8. Entendirent-ils la voix des hommes rouges? 9. Qui aime la mer? 10. Qui aimait la mer? 11. Aimez-vous la mer? 12. Où sont les grands vaisseaux? 13. Qui bâtit des vaisseaux? 14. Qui bâtit les vaisseaux de Colomb? 15. Où trouva-t-il de l'or?

RÉSUMÉ. 1. I am speaking, but you were speaking. 2. He used to study the names of the rivers of Spain. 3. The new king of your country is a Christian. 4. The red men dwelt in the new land. 5. Are you remaining at home with your friends? 6. Were you hearing the voices of the sea? 7. Cabot's sailors soon noticed the new land. 8. When do you carry back the playthings to the children? 9. Spain has now fewer vessels than England. 10. They used to sell good wood. 11. He used to lose his book every day. 12. John Cabot showed many things to the merchants. 13. Columbus showed his watch to the big red man. 14. Have you tea? My friends like coffee. 15. Do you notice any impatience in my pupils? 16. The sailors of the vessels heard the words of Columbus. 17. The flowers were blooming and the birds were singing. 18. The good love virtue; the bad love vice. 19. Finally the vessel left the land. 20. The sailors did not build any houses in the new land.

LESSON TEN

REGULAR CONJUGATIONS—FUTURE AND CONDITIONAL

52. The Future Tense is formed by adding the endings ai, as, a, ons, ez, ont, to the Infinitive.

If the Infinitive ends in e, this e must be dropped before the endings are added. Thus:

FIRST CONJUGATION

je parlerai	<i>I shall speak</i>
tu parleras	<i>thou wilt speak</i>
il parlera	<i>he will speak</i>
nous parlerons	<i>we shall speak</i>
vous parlerez	<i>you will speak</i>
ils parleront	<i>they will speak</i>

SECOND CONJUGATION

je finirai	<i>I shall finish</i>
etc.	etc.

THIRD CONJUGATION

je romprai	<i>I shall break</i>
etc.	etc.

I shall leave the city to-morrow. *Je quitterai la ville demain.*

If he arrives to-day, I shall stay. *S'il¹ arrive aujourd'hui, je resterai.*

NOTE. The Present, Imperfect, Preterit, and Future are tenses of the Indicative Mood.

53. While the uses of the Future are practically the same as in English, the following peculiarity must be noted: after *quand*, *when*, *aussitôt que*, *as soon as*, and other like words, when they denote future time, the Future must be used. Similar constructions in English are usually in the Present.

He will leave the room when she sings. *Il quittera la chambre quand elle chantera.*

I shall close the window as soon as it snows. *Je fermerai la fenêtre aussitôt qu'il neigera.*

¹ The i of si elides before il and ils. See Introduction, Sec. 50, d.

54. The Conditional is formed by adding the endings ais, ais, ait, ions, iez, aient, to the Infinitive.

If the Infinitive ends in e, this e must be dropped before the endings are added. Thus:

FIRST CONJUGATION

je parlerais	<i>I should speak</i>
tu parlerais	<i>thou wouldst speak</i>
il parlerait	<i>he would speak</i>
nous parlerions	<i>we should speak</i>
vous parleriez	<i>you would speak</i>
ils parleraient	<i>they would speak</i>

SECOND CONJUGATION

je finirais	<i>I should finish</i>
etc.	etc.

THIRD CONJUGATION

je romprais	<i>I should break</i>
etc.	etc.

Such a man would love the sea.

Un tel homme aimerait la mer.

NOTE 1. Observe that the endings of the Conditional are the same as those of the Imperfect.

NOTE 2. The Conditional is a sort of past to the Future, as in English *would* and *should* are the past of *will* and *shall*. The following sentences illustrate this relation:

I think that he will give some money. *Je pense qu'il donnera de l'argent.*

I thought that he would give some money. *Je pensais qu'il donnerait de l'argent.*

55. Neither the Future nor the Conditional may be used in a clause introduced by *si*, *if*. The verb in a French conditional clause is:

(a) Present, when the English verb is present or future.

If the child falls, he weeps.

Si l'enfant tombe, il pleure.

If the child falls (shall fall), he

Si l'enfant tombe, il pleurera.

will weep.

(b) **Imperfect**, when the English verb is past, or is compounded with *should* or *would*.

If the child fell (should fall), he *Si l'enfant tombait, il pleurerait.*
would weep.

If the child were falling, he would *Si l'enfant tombait, il pleurerait.*
weep (be weeping).

NOTE 1. Classical students will observe that the first of the above constructions corresponds to both the simple present and the more vivid future conditions; the second to both the less vivid future and the unreal conditions.

NOTE 2. As illustrated above, the conclusion of a conditional sentence usually corresponds in tense and mood to the English form.

NOTE 3. When *si* has the meaning *whether*, the Future or Conditional may follow it.

He is asking whether (if) you *Il demande si vous resterez.*
will stay.

He was asking whether (if) you *Il demandait si vous resteriez.*
would stay.

ADDITIONAL WORDS

<i>l'année, the year</i>	<i>chasser, to expel</i>
<i>l'étude, the study</i>	<i>entrer dans, to enter (transitive)</i>
<i>la langue, the language</i>	<i>proclamer, to proclaim</i>
<i>la leçon, the lesson</i>	<i>peut-être, perhaps</i>
<i>avancé, advanced</i>	<i>pourquoi, why</i>
<i>trois, three</i>	<i>dit, says</i>

le maître, the teacher (of a primary school)

le professeur, the teacher (of a higher school)

EXERCISE

DRILL. 1. Inflect in full the forms thus far given of: (a) *aimer*, *rendre*, *bâtir*; (b) the verb whose principal parts are *vaincre*, *vainquant*, *vaincu*, *je vaincs*, *je vainquis*.

2. Locate: *perdrons*, *bâtit*, *montras*, *aimeriez*, *chasserions*, *chanté*, *rendre*, *rendra*, *études*, *finirent*, *finiront*, *bâtissant*, *vendrez*.

3. Translate into French: will they play? do they not study? we should not give back; shall we not hear? does he not work? were we choosing? they would bloom; did she proclaim? were they asking? does he not fall?

4. Translate into French: if he loses, he finds; if he loses, he will find; if he lost, he would find; if he were losing, he would find; when I lose, I find; as soon as I speak, he will hear; when he speaks, I shall hear; I asked if John would stay.

5. Give full tense of: (a) *ne parlerai-je pas français?* (b) *si je trouve, je donnerai* (in this sentence and in the two following inflect both verbs); (c) *si je trouvais, je donnerais*; (d) *quand je travaillerai, je ne jouerai pas*.

MODEL. Je suis maintenant à l'école. J'ai aujourd'hui des leçons longues, mais demain les professeurs ne donneront pas de leçons. J'aime mon travail, et mon père dit que je resterai ici quatre années. Aussitôt que mes professeurs penseront que j'ai fini mes études ici, j'entrerai dans une école plus avancée. Si j'étudie bien toutes mes leçons, mes amis pensent que je finirai mes études dans trois années. Si je n'étudiais pas bien, les professeurs chasseraient le mauvais élève, et ma mère et mes sœurs pleureraient. Si je ne finis pas mes études, je quitterai mes livres, et j'entrerai dans le magasin de mon père. Alors je porterai de gros paquets, et je ne jouerai pas avec mes amis. Si les voisins demandent pourquoi je suis à la maison, je proclamerai à tout le monde que j'ai fini mes études.

THEME. My father lives in the city where he has a large store. I work in the store, but I study much every day. To-day my father says that he will sell the store. Then I shall enter the best school in the city, and shall finish my studies in four years. If I should finish my studies in three years I should enter my uncle's store. To-morrow I shall ask if the teachers give long lessons to the pupils. If I should find that every teacher gave long lessons I should choose a less advanced school. I think that I shall like the school if the boys are not bad. My father says that the

teachers expel bad boys. When I leave my mother she will weep and I shall weep also perhaps.

ORAL. 1. Qui donne des leçons aux élèves? 2. Donne-t-il des leçons très longues? 3. S'il donne des leçons plus longues, étudierez-vous? 4. S'il ne donnait pas de leçons, joueriez-vous? 5. Quand étudierez-vous la leçon d'aujourd'hui? 6. Quand finirez-vous vos études? 7. Quand vous restez à la maison, travaillez-vous dans un magasin? 8. Resterez-vous à l'école trois années? 9. Entrerez-vous dans une école plus avancée? 10. Avez-vous choisi l'école? 11. Travaillez-vous bien aujourd'hui? 12. Travaillez-vous mieux demain? 13. Quand pleurez-vous? 14. Quand vous étudierez, pleurerez-vous? 15. Aimez-vous la langue française?

RÉSUMÉ. 1. My uncle will sell his horses to the merchant. 2. The teacher will punish the pupils if they do not study better to-morrow. 3. They will not expel any good pupils. 4. Would he not give back any money to the poor man? 5. The teacher will give long lessons to the bad boys. 6. My neighbor will build the longest house in the city. 7. Your cousins will stay at home to-day. 8. The little girl will weep if she falls. 9. I should hear my friend's voice if he spoke. 10. Will you give back all the money as soon as you work in the store? 11. Will she not close the windows when it snows? 12. We should speak better if we studied. 13. I thought that the rich man would not give any money to the poor. 14. You were asking whether they would arrive to-morrow. 15. Why are you playing with the little children? 16. If he were singing, I should not leave my room. 17. The king is proclaiming that he will expel the bad. 18. He says that he loves the English language better than the French. 19. If you should enter a more advanced school, you would finish your studies in two years. 20. They will perhaps sell all the three stores.

LESSON ELEVEN

REGULAR CONJUGATIONS — IMPERATIVE AND SUBJUNCTIVE

56. The Imperative has but three forms, second person singular, first and second persons plural. These forms are the same as the first person singular and the first and second persons plural of the Present Indicative, the pronoun being omitted. Thus:

FIRST CONJUGATION		SECOND CONJUGATION	
parle	<i> speak </i>	finis	<i> finish </i>
parlons	<i> let us speak </i>	finissons	etc.
parlez	<i> speak </i>	finissez	

THIRD CONJUGATION

romps	<i> break </i>
rompons	etc.
rompez	

Parlez français.

Ne parlons pas anglais.

Ne tombez pas.

Speak French.

Let us not speak English.

Do not fall.

NOTE. Observe that the second person singular and the second person plural have the same translation. The second person plural should be used until further explanation.

57. The Present Subjunctive is formed by dropping the ending *ant* of the Present Participle and adding *e, es, e, ions, iez, ent*. Thus:

FIRST CONJUGATION	SECOND CONJUGATION	THIRD CONJUGATION
je parle	je finisse	je rompe
tu parles	etc.	etc.
il parle		
nous parlions		
vous parliez		
ils parlent		

teachers expel bad boys. When I leave my mother she will weep and I shall weep also perhaps.

ORAL. 1. Qui donne des leçons aux élèves? 2. Donne-t-il des leçons très longues? 3. S'il donne des leçons plus longues, étudierez-vous? 4. S'il ne donnait pas de leçons, joueriez-vous? 5. Quand étudierez-vous la leçon d'aujourd'hui? 6. Quand finirez-vous vos études? 7. Quand vous restez à la maison, travaillez-vous dans un magasin? 8. Resterez-vous à l'école trois années? 9. Entrerez-vous dans une école plus avancée? 10. Avez-vous choisi l'école? 11. Travaillez-vous bien aujourd'hui? 12. Travaillez-vous mieux demain? 13. Quand pleurez-vous? 14. Quand vous étudierez, pleurerez-vous? 15. Aimez-vous la langue française?

RÉSUMÉ. 1. My uncle will sell his horses to the merchant. 2. The teacher will punish the pupils if they do not study better to-morrow. 3. They will not expel any good pupils. 4. Would he not give back any money to the poor man? 5. The teacher will give long lessons to the bad boys. 6. My neighbor will build the longest house in the city. 7. Your cousins will stay at home to-day. 8. The little girl will weep if she falls. 9. I should hear my friend's voice if he spoke. 10. Will you give back all the money as soon as you work in the store? 11. Will she not close the windows when it snows? 12. We should speak better if we studied. 13. I thought that the rich man would not give any money to the poor. 14. You were asking whether they would arrive to-morrow. 15. Why are you playing with the little children? 16. If he were singing, I should not leave my room. 17. The king is proclaiming that he will expel the bad. 18. He says that he loves the English language better than the French. 19. If you should enter a more advanced school, you would finish your studies in two years. 20. They will perhaps sell all the three stores.

LESSON ELEVEN

REGULAR CONJUGATIONS — IMPERATIVE AND SUBJUNCTIVE

56. The Imperative has but three forms, second person singular, first and second persons plural. These forms are the same as the first person singular and the first and second persons plural of the Present Indicative, the pronoun being omitted. Thus:

FIRST CONJUGATION		SECOND CONJUGATION	
parle	<i>speak</i>	finis	<i>finish</i>
parlons	<i>let us speak</i>	finissons	etc.
parlez	<i>speak</i>	finissez	

THIRD CONJUGATION

romps	<i>break</i>
rompons	etc.
rompez	

Parlez français.

Ne parlons pas anglais.

Ne tombez pas.

Speak French.

Let us not speak English.

Do not fall.

NOTE. Observe that the second person singular and the second person plural have the same translation. The second person plural should be used until further explanation.

57. The Present Subjunctive is formed by dropping the ending *ant* of the Present Participle and adding *e, es, e, ions, iez, ent*. Thus:

FIRST CONJUGATION	SECOND CONJUGATION	THIRD CONJUGATION
je parle	je finisse	je rompe
tu parles	etc.	etc.
il parle		
nous parlions		
vous parliez		
ils parlent		

58. The Imperfect Subjunctive is formed by dropping the final letter of the First Person Singular of the Preterit and adding *sse, sses, ^t, ssions, ssiez, ssent*. Thus :

FIRST CONJUGATION	SECOND CONJUGATION	THIRD CONJUGATION
je parlasse	je finisse	je rompisse
tu parlasses	etc.	etc.
il parlât		
nous parlussions		
vous parlassiez		
ils parlaissent		

NOTE. The inflection of the Subjunctive is given here to complete the verb. Its uses will be discussed later.

59. The formation of all the simple tenses of the active voice has now been treated. A summary of the rules by which the several tenses are formed from the principal parts is added at this point:

(a) The **Principal Parts** are: Infinitive (Fr. *infinitif*), Present Participle (Fr. *participe présent*), Past Participle (Fr. *participe passé*), First Person Singular of the Present Indicative, First Person Singular of the Preterit.

(b) The First Person Singular of the Present Indicative (Fr. *indicatif présent*) ends in either *e, s, or x*. The corresponding sets of endings for the three singular forms of this tense are, reading vertically:

e	s	x
es	s	x
e	t	t

NOTE. The ending *t* is omitted in the third singular after *c, d, or t*.

The plural of the Present Indicative is formed by dropping the ending *ant* of the Present Participle and adding *ons, ez, ent*.

(c) The Imperfect (Fr. *imparfait*) or Descriptive Past is formed by dropping the ending *ant* of the Present Participle and adding *ais, ais, ait, ions, iez, aient*.

(d) The First Person Singular of the Preterit, Narrative Past, or Past Definite (Fr. *passé défini*), as it is variously called, ends in *ai, is, or us*. The other five forms of the tense are made by changing:

ai to as, a, âmes, âtes, èrent
is to is, it, îmes, îtes, irent
us to us, ut, ûmes, ûtes, urent

(e) The Future (Fr. *futur*) is formed by adding *ai, as, a, ons, ez, ont*, to the Infinitive, omitting a final *e*.

(f) The Conditional (Fr. *conditionnel*) is formed by adding *ais, ais, ait, ions, iez, aient*, to the Infinitive, omitting a final *e*.

(g) The Imperative (Fr. *impératif*) is the same as the first person singular and the first and second persons plural of the Present Indicative.

(h) The Present Subjunctive (Fr. *subjonctif présent*) is formed by dropping the ending *ant* of the Present Participle and adding *e, es, e, ions, iez, ent*.

(i) The Imperfect Subjunctive (Fr. *subjonctif imparfait*) is formed by dropping the final letter of the First Person Singular of the Preterit and adding *sse, sses, ^t, ssions, ssiez, ssent*.

NOTE 1. For table of verb endings see page 249; for fully inflected models of regular verbs, see page 250.

NOTE 2. The **Synopsis** of a verb is a term applied to a list of the principal parts and the first form in each tense, in order. Thus, the synopsis of *parler* is *parler, parlant, parlé, je parle, je parlais, je parlai, je parlerai, je parlerais, parle, je parle, je parlasse*.

ADDITIONAL WORDS

l'avocat, the lawyer
le médecin, the doctor
le mot, the word

oublier, to forget
parce que, because
sous, under

toujours, always

EXERCISE

DRILL. 1. Form by the rules given the whole conjugation of the verbs whose principal parts are: (a) lire, lisant, lu, je lis, je lus. (b) coudre, cousant, cousu, je couds, je cousis.

2. Give: syn. of finir; syn. of rendre; imv. of punir; imp. subj. of oublier; pres. subj. of vendre; fut. of entendre; pres. subj. of bâtir; imp. subj. of bâtir; imv. of aimer.

3. Give: pres. subj. 1st pl. of trouver; imp. subj. 1st pl. of trouver; imv. 2d sing. of rendre; pret. 3d pl. of entendre; pret. 3d sing. of bâtir; imp. subj. 3d sing. of bâtir; imv. 1st pl. of demeurer; pres. ind. 1st pl. of demeurer.

4. Translate into French: let us sing; stay; let us not lose; we are finding; we were finding; let us find; he speaks French; does he not speak English? does she speak French?

5. Locate the verb forms in the Model below.

MODEL. Mon père est médecin, et il demeure dans une grande ville. Mon frère est élève dans la meilleure école de la ville. Maintenant il est à la maison, mais dans peu de jours il étudiera ses leçons de français avec ses amis. Son professeur est Français, et ne parle pas anglais. Beaucoup de garçons étudient la langue française, et le professeur donne des leçons longues à ses élèves. Quand les mauvais garçons oublient les nouveaux mots, le professeur dit froidement: « Si vous étudiez vos leçons, vous parleriez français. Demain étudiez mieux. » Alors mon frère dit aux garçons: « Étudions la leçon. Le professeur punira si nous jouons trop. » Quand ils parlent anglais le professeur dit avec impatience: « Pourquoi ne parlez-vous pas français? Ne parlez pas anglais. »

Les élèves parlent anglais¹ parce qu'ils n'aiment pas le français.¹
 Aimez-vous votre langue?

THEME. I am now at school in a beautiful city. John, one of the largest pupils, is my favorite friend. My father is a lawyer, but John's father is a doctor. We are studying three languages, but we like best the French language. I do not study so much as John, and I forget more words. The teacher often says: "Speak French always. Do not speak English." My friend says every day: "Let us leave the school and let us play under the trees." If we leave the work the teacher says: "Remain in your room to-morrow. Work better. Why do you play always?" If we do not finish the lesson to-day he will give a longer lesson to-morrow. Would you like a teacher if he gave long lessons?

ORAL. 1. Pourquoi aimez-vous votre père? 2. Aime-t-il ses enfants? 3. Oubliera-t-il ses enfants? 4. Oubliez-vous votre mère? 5. Oubliez-vous souvent vos leçons? 6. Pourquoi oubliez-vous vos leçons? 7. Oubliez-vous les longs mots? 8. Pourquoi parlez-vous anglais? 9. Pourquoi ne parlez-vous pas français? 10. Qui parle le mieux la langue française? 11. Aimez-vous votre langue? 12. Où étudiez-vous? 13. Où jouent les enfants? 14. Si vous tombez, pleurez-vous? 15. Neigera-t-il bientôt?

RÉSUMÉ. 1. The lawyer will sell his horse to the merchant. 2. Let us study every lesson. 3. If the boys study well they will soon speak French. 4. Do not speak English always. 5. Good pupils will not forget all the new words. 6. Why do you speak French? Because the French language is so beautiful. 7. My brother says often: "Let us play to-day under the trees." 8. Your doctor speaks English because he is an Englishman. 9. Let us give some money to my mother's friend; she is very poor. 10. If the boys studied well the teacher would not give long lessons. 11. My brother will leave the school when I think that he is not studying well. 12. Everybody speaks English at London, the capital of England. 13. You will study better when you live with your

¹ Names of languages usually take the article. Not, however, after *parler*.

brother. 14. My sister's school is under beautiful large trees in an old city in Spain. 15. He was asking if I would not give back the money to the poor man. 16. The teacher says to the boys: "Study better to-morrow, or I shall punish every pupil." 17. Let us not forget the French lesson.¹ 18. Close the window and finish your work. 19. If you work well you will finish your studies in two years. 20. He will enter your school and study the French language.

REVIEW

(Lessons Eight to Eleven)

A. GENERAL DRILL

1. Name in proper order the forms that constitute the synopsis of an ordinary verb.
2. Give other names for the imperfect and the preterit.
3. Give the endings of: present indicative plural; imperfect; future; conditional; present subjunctive; imperfect subjunctive.
4. Give the sets of endings of: present indicative singular, preterit, imperative. Which set of these is used in each conjugation?
5. What forms of the verb are derived from: the infinitive; the present participle; the 1st person singular of the present indicative; the 1st person singular of the preterit?
6. Give full conjugation of the verb whose principal parts are *taire, taisant, tu, je tais, je tus*.
7. Give synopsis of *vendre, choisir, chasser*; of the verb whose principal parts are *mettre, mettant, mis, je mets, je mis*.
8. Give: pres. ind. of *travailler*; pret. of *rendre*; pres. ind. of *entendre*; imp. of *étudier*; pret. of *oublier*; pres. ind. of *bâtir*.
9. Locate (in all possible places): *porte, punis, aimes, punissent, quittez, rendit, rendit*.

¹ Say for French lesson *lesson of French*, for English lesson *lesson of English*, etc.

10. Translate into French: she is hearing; they used to build; let us carry; is she choosing? does it not bloom? do you sing? they are forgetting; was he punishing? we were not staying; is he working? are they not thinking? he will not notice; should we not show? she would ask; let us not forget; do not play; it is snowing.

11. Translate into French: he stayed at home every day; Columbus loved his friends; Columbus found a new land; I shall arrive when it snows; if he arrives, I shall sell; if he arrived, I should sell; if he should arrive, I should sell; they ask if he will sell; as soon as it snows, they will arrive.

B. TRANSLATE INTO FRENCH

1. I was playing, but he was carrying wood. 2. Let us punish all the bad. 3. He does not work so well as you, but he works better than his brothers. 4. If he gives John the books, he will study every lesson. 5. Do you pass your evenings at school? 6. My father used to like my sister better than my brother. 7. Many birds would sing in our garden and behind our house. 8. Are they not building some new houses? 9. If I did study, I should forget most of the lessons. 10. The generals are losing too many soldiers. 11. Columbus gave a name to the land. 12. Choose a new coat, but do not bring back the hat. 13. The king loves his sailors, and sailors love the sea. 14. As soon as they are studying, I shall leave the room. 15. Birds have wings and beaks, but men have arms and noses.

LESSON TWELVE

THE PERFECT TENSE

60. There is also, in addition to the Imperfect and the Preterit, a past tense in very common use called the Perfect. This is a compound tense (composed of two words),

and is formed by prefixing the Present Tense of an auxiliary verb (usually *avoir*) to the Past Participle. Thus :

FIRST CONJUGATION		SECOND CONJUGATION	
j'ai parlé	<i>I have spoken</i> <i>I did speak</i> <i>I spoke</i>	j'ai fini	<i>I have finished</i> <i>I did finish</i> <i>I finished</i>
tu as parlé	etc.	etc.	etc.
il a parlé			
nous avons parlé			
vous avez parlé			
ils ont parlé			
THIRD CONJUGATION			
j'ai rompu	<i>I have broken, I did break, I broke</i>		
etc.	etc.		

NOTE. The following sentences illustrate the order with the Perfect in negative and interrogative constructions.

I did not speak.	<i>Je n'ai pas parlé.</i>
Did I speak?	<i>At-je parlé?</i>
Did I not speak?	<i>N'ai-je pas parlé?</i>

61. The Perfect Tense is used :

(a) To express the English perfect (which takes *have* as an auxiliary) except in cases covered by Sec. 62.

I have finished my work. *J'ai fini mon travail.*

(b) As a substitute for the Preterit, a substitution that becomes the common usage in colloquial or informal style for most cases where the Preterit may be used.

I finished my work.	<i>J'ai fini mon travail.</i>
He worked four days.	<i>Il a travaillé quatre jours.</i>
We saw your son yesterday.	<i>Nous avons vu votre fils hier.</i>
I sold the house last year.	<i>J'ai vendu la maison l'année passée.</i>

NOTE 1. The Perfect is mentioned above as a substitute for the Preterit. Theoretically, the Preterit, like the English past, locates the

action at a definite point in a period of time fully elapsed; the Perfect, much like the English perfect, locates it somewhere in time previous to the present. To emphasize this distinction, the Preterit or Narrative Past is sometimes called the Past Definite (Fr. *passé défini*); the Perfect is sometimes called the Past Indefinite (Fr. *passé indéfini*).

NOTE 2. The following is a practical working rule for the beginner, in his choice of the correct tense to represent the English past: If the verb has the active auxiliary *was, were*, or is preceded by *used to*; if it expresses a habit; if it describes the situation in which or along with which an action takes place, use the Imperfect. Elsewhere use the Perfect, reserving the Preterit for formal narrative and matters of historical importance.

NOTE 3. The Preterit will, of course, be regularly met in French texts, since these are generally in formal literary style. Even here the Perfect is the tense of the conversational portions.

62. (a) When an action or state has been begun in the past and has continued into the present, the Present Tense is used, followed by *depuis, since, for*.

I have been speaking (for) an hour. *Je parle depuis une heure.*
I have been at home (for) two days. *Je suis à la maison depuis deux jours.*

How long have you been here? *Depuis quand êtes-vous ici?*

NOTE. When the action is completed in past time, a past tense is used, either alone or with *pendant, during, for*.

He worked (for) two hours this morning. *Il a travaillé (pendant) deux heures ce matin.*

How long did you work? *Combien de temps avez-vous travaillé?*

(b) When an action or state is continued in the past up to a definite past time referred to, the Imperfect is used for the English pluperfect, similarly with *depuis*.

I had been speaking (for) three hours. *Je parlais depuis trois heures.*

How long had you played (been playing) when he spoke? *Depuis quand jouiez-vous quand il a parlé?*

NOTE 1. Observe that *how long* is expressed by **combien de temps** except in cases where the corresponding answer demands **depuis**. It is then expressed by **depuis quand**.

How long	{	will you speak?	Combien de temps	{	<i>parlez-vous?</i>
		do you speak?			<i>parlez-vous?</i>
		did you speak?			<i>avez-vous parlé?</i>
How long	{	have you been speaking?	Depuis quand	{	<i>parlez-vous?</i>
		had you been speaking?			<i>parliez-vous?</i>

NOTE 2. Observe that when **depuis** is required the English usually has the word *been*.

ADDITIONAL WORDS

le camarade, the companion
aimable, kind

ajouter, to add
dit (past part.), said

trop, too

EXERCISE

DRILL. 1. Give the perfect tense of: **punir**; **demander**, negatively (je n'ai pas demandé, etc.); **perdre**, interrogatively (ai-je perdu, etc.); **oublier**, negative-interrogatively (n'ai-je pas oublié, etc.).

2. Translate into French: I sold; has he found? did he find? was he finding? you have not lost; you did not lose; you were not losing; have they not noticed? did they not notice? were they not noticing? have we seen? he saw; did we see? thou hast broken; has she not said? they have added; have I not proclaimed?

3. Translate into French: how long did he work? he worked for an hour; how long have they been working? they have been working two hours; how long do you sing every morning? I sing an hour every morning; how long had she been singing? she had been singing an hour; how long will they stay? they will stay an hour; Columbus was punishing a sailor; I was punishing the boy; Columbus did not build his ships; I built a house; he built a

house last year; he forgot the words; he has forgotten the words; he used to forget the words.

4. Locate the verbs in the Model below.

5. Give the full tense of: (a) je suis ici depuis une heure; (b) je restais depuis deux jours; (c) n'ai-je pas fermé le livre? (d) je n'ai pas vu ce palais.

MODEL. Je demeurais à la maison avec mes frères et mes sœurs depuis dix années quand mon père a remarqué que je jouais trop, et il a pensé que je jouerais moins et que j'étudierais mieux si je ne restais pas avec tous mes jeunes amis. Alors il a choisi l'école où je suis maintenant. Quand je quittais mes amis ils ont pleuré, et ont dit qu'ils n'oublieraient pas le pauvre élève. Ils ont ajouté: « Dans dix heures vous trouverez beaucoup de nouveaux amis. N'oubliez pas les amis qui sont vos camarades depuis longtemps. » Mon père a dit: « Mon fils, tu¹ trouveras de bons professeurs et des camarades aimables. Ils ne demanderont pas si tu es riche ou pauvre. Ils trouveront bientôt si tu es bon ou mauvais. Si un professeur donne des leçons longues, étudie bien, et ne montre pas d'impatience. J'ai travaillé à l'école pendant quatre années, et j'ai aimé mon travail. » Depuis deux jours je suis à ma nouvelle école, et je suis heureux avec mes nouveaux amis. J'ai trouvé une bonne école, des professeurs aimables et beaucoup de camarades.

THEME. I have a brother and a sister. My sister is at home, but my brother has been at school for a year. He studied two years with his sister, but he thought that he would study better with boys. My father asked if he would choose a school, and he has chosen the best school in your city. He did not weep when he left his companions, but has not forgotten his mother. He found many kind friends at school. He has studied every day. When he hears the voices of his friends under his window, he says, "Let's study the French lesson. Do not always play." If he studies well the teacher will speak of his work to his father.

¹ See Sec. 91.

Then his father will give some money to his dear son, and the mother will think that her son is the best boy in the world. Such a son is worthy of his father.

ORAL. 1. Depuis quand êtes-vous ici? 2. Combien de temps resterons-nous? 3. Depuis quand êtes-vous élève? 4. Depuis quand étudiez-vous? 5. Combien de temps avez-vous étudié la leçon d'aujourd'hui? 6. Combien de temps étudiez-vous tous les jours? 7. Combien de temps jouez-vous tous les jours? 8. Combien de temps étudierez-vous la leçon de demain? 9. Avez-vous choisi de bons amis ou de mauvais? 10. Avez-vous trouvé des camarades aimables? 11. Combien de mots avez-vous oublié depuis hier? 12. Où avez-vous vu mes livres? 13. A-t-il neigé hier? 14. Quand a-t-il neigé? 15. Quand avez-vous vu le ciel bleu?

RÉSUMÉ. 1. How long will he stay? He will stay two hours to-day. 2. The doctor added: "I will choose a new school for my children." 3. How long did it snow yesterday? It has been snowing two hours this morning. 4. John Cabot showed the new lands to his son. 5. Where did you find the red apple? 6. They said that the lawyer would not give any money to his friends. 7. How long will you remain at home if it snows? 8. Did we not sell all the wood last year? 9. My companion has been at school for a year. 10. Did she not weep when she saw that the soldiers were not bringing back our flags? 11. He thinks that his nephew has no kind friends. 12. If you close the window, I will finish my work. 13. The bad pupils said that the teacher gave too long lessons. 14. How long had you been working when you heard the boys? 15. My uncle has sold all his white horses. 16. This old man used to live in a very large house. 17. He was studying at Madrid, the capital of Spain, when he saw the king. 18. The merchant used to lose money when he sold good tea. 19. How long have we been playing in the garden? 20. The sailors were singing when they noticed under some trees the little houses of the red men.

LESSON THIRTEEN

INFLECTION AND USE OF *AVOIR*

63. The inflection of the verb *avoir*, *to have*, is:

PRINCIPAL PARTS

<i>avoir, to have</i>	<i>ayant, having</i>	<i>eu, had</i>
<i>j'ai, I have</i>	<i>j'eus, I had</i>	

PRESENT INDICATIVE

<i>j'ai, I have</i>	<i>nous avons</i>
<i>tu as, etc.</i>	<i>vous avez</i>
<i>il a</i>	<i>ils ont</i>

IMPERFECT

j'avais, I was having
etc.

PRETERIT

j'eus, I had
etc.

FUTURE

j'aurai, I shall have
etc.

CONDITIONAL

j'aurais, I should have
etc.

IMPERATIVE

<i>aie, have</i>	<i>ayons, let us have</i>
	<i>ayez, have</i>

PRESENT SUBJUNCTIVE

<i>j'aie</i>	<i>nous ayons</i>
<i>tu aies</i>	<i>vous ayez</i>
<i>il ait</i>	<i>ils aient</i>

IMP. SUBJUNCTIVE

j'eusse
etc.

NOTE. The tenses of which the first person singular alone is given are to be completed by the addition of the regular endings.

64. The third person singular of the various tenses of the verb *avoir* in connection with the pronoun *y*, *there*, has the following special meanings :

il y a	<i>there is (are)</i>	il n'y a pas	<i>there is (are) not</i>
il y avait	<i>there was (were)</i>	etc.	etc.
il y eut	<i>there was (were)</i>	y a-t-il?	<i>is (are) there?</i>
il y aura	<i>there will be</i>	etc.	etc.
il y aurait	<i>there would be</i>	n'y a-t-il pas?	<i>is (are) there not?</i>
il y ait	etc.	etc.	etc.
il y eût			

Il y a un arbre dans le jardin.	<i>There is a tree in the garden.</i>
Il n'y avait pas de bois.	<i>There was no wood.</i>
Y aura-t-il un orage demain?	<i>Will there be a storm to-morrow?</i>
N'y a-t-il pas de vin?	<i>Is there no wine?</i>
Il y a eu un orage hier.	<i>There was a storm yesterday.</i>

NOTE. To express *there is* with accented *there*, calling attention to an object or stating its location, *voilà* is used. *Il y a* merely affirms the existence of the object.

<i>There is your horse (see your horse).</i>	<i>Voilà votre cheval.</i>
<i>There is a horse in the street.</i>	<i>Il y a un cheval dans la rue.</i>
<i>There's a bad boy.</i>	<i>Voilà un mauvais garçon.</i>
<i>There is my desk; here is John's desk.</i>	<i>Voilà mon pupitre; voici le pupitre de Jean.</i>

65. *Avoir* is used with nouns in the following idiomatic expressions where in English is found the verb *to be* with adjectives (the subject being a person or animal) :

avoir chaud	<i>to be warm (hot)</i>	avoir raison	<i>to be right</i>
avoir froid	<i>to be cold</i>	avoir tort	<i>to be wrong</i>
avoir faim	<i>to be hungry</i>	avoir honte	<i>to be ashamed</i>
avoir soif	<i>to be thirsty</i>	avoir peur	<i>to be afraid</i>
avoir sommeil	<i>to be sleepy</i>	avoir besoin	<i>to be in need</i>

I am warm.

J'ai chaud.

Are you hungry?

Avez-vous faim?

I am not afraid of the cold.

Je n'ai pas peur du froid.

I am in need of (I need) some money.

J'ai besoin d'argent.

NOTE. Observe the absence of the partitive sign in the last sentence. When the word which governs a noun used partitively itself requires *de*, the whole partitive construction (*de* and the article) is omitted.

ADDITIONAL WORDS

la classe, <i>the classroom; the class</i>	la porte, <i>the door</i>
le crayon, <i>the pencil</i>	gronder, <i>to scold</i>
l'exercice, <i>the exercise</i>	regarder, <i>to look at</i>
le papier, <i>the paper</i>	réciter, <i>to recite</i>
la plume, <i>the pen</i>	partout, <i>everywhere</i>
	pour, <i>for</i>

EXERCISE

DRILL. 1. Give all the forms of *il y a*: (a) neg., (b) int., (c) neg.-int. Give synopsis of *avoir*. Give perfect of *avoir*.

2. Translate into French: have they not? we shall not have; I had; he would have; let us have; should we not have? I have had; thou art having; does he have? were you having?

3. Translate into French: there was a king; are you hungry? is he not right? there's your brother; would there be a storm? we were ashamed; is there a pen? was she afraid? there are the chairs; were there any pencils? I need some bread; there was a storm; had he no money? is there not a man? will you need the book? here is the pen; he is not thirsty.

4. Give the full tense of: (a) *je n'avais pas peur*; (b) *n'ai-je pas besoin de bois?*

5. Give all tenses of: (a) *il n'y a pas de viande*; (b) *n'y a-t-il pas d'eau partout?* (c) *y a-t-il beaucoup de pommes?*

MODEL. *Voilà ma classe! Dans la classe il y a partout des chaises et des pupitres pour les élèves et une table pour le professeur. Sur la table il y a des crayons, une plume, et quelques livres. La classe a trois fenêtres. Quand il y a un orage, ou quand nous avons froid, nous fermons les fenêtres. Si nous entendons les élèves des autres classes, ou les garçons de la rue, nous fermons*

aussi la porte. Quand je n'ai pas étudié ma leçon, j'ai honte, et souvent j'ai peur. Quand un élève a sommeil le professeur gronde. L'année passée, il y avait dans notre école un mauvais élève. Il avait toujours besoin des exercices des autres quand il travaillait. Il donnait de bons exercices au professeur, mais dans la classe il récitait toujours mal sa leçon. Un maître donne aux petits un peu de pain, s'ils ont faim, mais un professeur ne demande pas si ses grands élèves ont faim ou soif.

THEME. This morning I showed my classroom to my little brother. There were many large boys in the room, but he was not afraid. He noticed the beautiful wooden table of the teacher and the pupils' large desks. For an hour he did not speak. When the pupils sang, he looked at the little boys and sang also. When I was studying my exercises, I gave a pencil and some paper to my brother. Finally he showed his work and said: "See my pretty horse." When I scolded the boy, the teacher said that I was wrong. Soon he was hungry and he found a red apple in the desk. Then he said that he was thirsty and needed some water. After three hours he was hot and sleepy and wept much. We left the room then and I gave some bread and milk to my brother.

ORAL. 1. Avez-vous faim? 2. Avons-nous besoin de pain? 3. Y a-t-il du pain blanc ici? 4. N'y a-t-il pas de viande? 5. Où est le vin? 6. Qui aime le vin? 7. Y a-t-il des chaises dans la classe? 8. Y a-t-il de petites filles dans la classe? 9. Y a-t-il de mauvais élèves dans l'école? 10. Ont-ils honte? 11. Ont-ils peur des bons? 12. Ont-ils besoin des autres? 13. Y a-t-il des exercices sur la table? 14. Sont-ils bons ou mauvais? 15. Qui a les meilleurs exercices?

RÉSUMÉ. 1. Will there not be a storm to-day? 2. There is the doctor; he has a new horse. 3. The children were cold and hungry. 4. If you had no pencil, I should be ashamed of you. 5. Are you not afraid of the soldiers? 6. Have you not looked at my new pen and my paper? 7. The pupils have had new lessons

to-day. 8. I shall scold the pupils when they are sleepy and do not recite well. 9. Are there many large streets in your city? 10. Here is my teacher; he is always right. 11. There are no gardens for the poor. 12. There were apples everywhere last year. 13. Old lawyers are oftener right than wrong. 14. Is there a better desk in the classroom? 15. They used to have as much money as you. 16. The old house had as many doors as windows. 17. How many exercises will there be? 18. See the beautiful jewels! Are they for you? 19. I have been hot and thirsty for an hour, and now I am also sleepy. 20. My friend had already money enough, but he needed a larger house.

LESSON FOURTEEN

AVOIR IN PERFECT TENSES

66. Perfect tenses are made, as in English, by combining the forms of an auxiliary verb (usually *avoir*) with past participles. The simple Perfect (present tense) has already been treated in Sec. 60. Below is given the synopsis of the perfect active tenses of *parler*. Observe the tense names.

PERFECT INFINITIVE (Fr. *infinitif passé*)

avoir parlé *to have spoken*

PERFECT PARTICIPLE (Fr. *participe passé*)

ayant parlé *having spoken*

PERFECT INDICATIVE (Fr. *passé indéfini*)

j'ai parlé *I have spoken*
etc. etc.

PLUPERFECT INDICATIVE (Fr. *plus-que-parfait*)

j'avais parlé *I had spoken*
etc. etc.

PAST ANTERIOR (Fr. *passé antérieur*)

j'eus parlé *I had spoken*
etc. etc.

FUTURE PERFECT (Fr. *futur antérieur*)

j'aurai parlé *I shall have spoken*
etc. etc.

CONDITIONAL PERFECT (Fr. *conditionnel passé*)

j'aurais parlé *I should have spoken*
etc. etc.

PERFECT SUBJUNCTIVE (Fr. *subjonctif passé*)

j'aie parlé
etc.

PLUPERFECT SUBJUNCTIVE (Fr. *subjonctif plus-que-parfait*)

j'eusse parlé
etc.

NOTE. Observe that the perfect conjugation has nothing corresponding to the Past Participle or the Imperative.

67. In the above synopsis there are two forms for *had spoken*. The Past Anterior is used only in clauses introduced by *quand*, *when*, *aussitôt que* or *dès que*, *as soon as*, and other words or phrases indicating immediate priority of action. Elsewhere the Pluperfect is used.

Quand il eut parlé, j'ai quitté la maison. *When he had spoken, I left the house.*
J'ai oublié ses paroles aussitôt qu'il eut parlé. *I forgot his words as soon as he had spoken.*
Il avait parlé hier. *He had spoken yesterday.*

68. The rules of order given for simple tenses apply also to perfect tenses, provided that we consider the auxiliary alone as the verb. Thus, the negative forms are made by placing *ne* before the auxiliary and *pas* after (between the

auxiliary and past participle); interrogative forms by inverting a subject pronoun and the auxiliary.

He had not spoken. *Il n'avait pas parlé.*
Had he spoken? *Avait-il parlé?*
Had he not spoken? *N'avait-il pas parlé?*

69. The principles already laid down to govern the tense in subordinate clauses apply equally to perfect tenses, but concern here only the auxiliary, the participle being invariable from the point of view of tense. This must be observed especially in:

(a) Future clauses introduced by *quand*, etc. (see Sec. 53).

He will give back the money when he has (shall have) sold the house. *Il rendra l'argent quand il aura vendu la maison.*

NOTE. Often in this construction the English omits even the *have*.
I shall play as soon as I finish (shall have finished) my work. *Je jouerai aussitôt que j'aurai fini mon travail.*

(b) Conditions (see Sec. 55).

If they have not worked he will scold. *S'ils n'ont pas travaillé il grondera.*
If they had not worked he would have scolded. *S'ils n'avaient pas travaillé il aurait grondé.*

ADDITIONAL WORDS

le champ, <i>the field</i>	agréable, <i>pleasant</i>
le chien, <i>the dog</i>	visiter, <i>to visit</i>
la ferme, <i>the farm</i>	longtemps, <i>long, a long time</i>
la grange, <i>the barn</i>	il y a, <i>ago</i>
le jour, <i>the day</i> (division of time)	la journée, <i>the day</i> (with its happenings)
il y a deux jours, <i>two days ago</i>	à la campagne, <i>in the country</i>
à la ville, <i>in the city</i>	

EXERCISE

DRILL. 1. Give synopsis of the perfect tenses of: *finir, gronder, perdre.*

2. Inflect throughout the perfect tenses of *regarder.*

3. Give: pluperf. of *perdre*, neg.; fut. perf. of *fleurir*; perf. ind. of *trouver*, neg.-int.; past ant. of *rendre*; pluperf. subj. of *étudier*; cond. perf. of *entendre*, neg.

4. Translate into French: he would have finished; they had not seen; will you not have visited? had she lost? when you had sold; should we not have forgotten? let us not speak; she had not had; I shall not have chosen; as soon as it snows; as soon as he had sung; had you not said? we have said; we said; we were speaking.

5. Locate the verbs in the Model below.

6. Give full tense of: (a) *si j'avais vendu la maison*; (b) *quand j'eus visité les champs*; (c) *n'aurai-je pas trouvé de pommes*?

MODEL. Il y a quelques jours mon maître a dit à ses élèves: « Quand vous aurez fini dix leçons nous passerons un jour à la campagne. » Hier nous avons fini les dix leçons et nous avons visité les belles fermes et la campagne charmante. La femme du maître a envoyé du pain et du café froid. Aussitôt que nous eûmes quitté les rues de la ville notre maître a dit: « Ne jouez pas tant. Regardez les fleurs et les oiseaux. Quand nous aurons trouvé un bel arbre, alors nous resterons longtemps sous l'arbre. » Nous avons vu de belles pommes rouges sur un arbre, mais il y avait dans le champ un grand chien noir et nous avons peur. Nous avons joué longtemps dans la forêt. Après quelques heures nous avons quitté la forêt, ayant passé une journée agréable.

THEME. I dwell in the country. My father has had his farm for ten years. My uncle lives in the city, but he likes the fields and the trees better.¹ He says that he would have had a farm long ago¹ if he had had enough money. I think that he will leave

¹ Place directly after the verb.

the city as soon as he sells his house. Yesterday my cousin visited our farm and saw many new things. I showed the big barn to the little boy, but he was afraid of our big dog. As soon as we had seen the whole barn we visited a forest, where we played a long time. Then my little cousin was thirsty, and we found some cool water under the old trees. Soon he was hungry also, and my mother gave some bread and milk to her nephew. He said that he had passed a pleasant day on the farm.

ORAL. 1. Demeurez-vous à la campagne? 2. Avez-vous visité la ville? 3. Aimez-vous mieux la ville que la campagne? 4. Pourquoi aimez-vous la ville? 5. Pourquoi aimez-vous la campagne? 6. Avez-vous peur des chiens? 7. Où restent les chiens? 8. Où demeurent les oiseaux? 9. Quand avez-vous visité la forêt? 10. Aviez-vous fini vos leçons? 11. Si vous n'aviez pas fini vos leçons, auriez-vous visité la forêt? 12. Pourquoi avez-vous visité la forêt? 13. Y a-t-il des maisons dans la forêt? 14. Où y a-t-il des maisons? 15. Quand êtes-vous le plus heureux?

RÉSUMÉ. 1. I have found the book. 2. They had closed every window of the room. 3. Do you live in the city or in the country? 4. If you had studied yesterday you would not have forgotten so many words. 5. My father sold his farm long ago. 6. He lost his dog ten days ago. 7. As soon as he needs a boy I shall leave the farm. 8. Will they not have money enough when they sell the horses? 9. If I were not cold I would stay here longer. 10. Would we not have loved such a woman? 11. I have been in the barn for two hours. 12. When she had visited every other country in the world she visited France. 13. As soon as we had seen the animals, we were afraid. 14. Birds stay in the fields and forests. 15. Were there not many apples last year? 16. Will you not pass all your days in the country? 17. When did you visit the old palaces? 18. I will give some milk to the child when he is thirsty. 19. Why don't you speak French now? 20. I should have passed many pleasant days if I had had a good horse.

LESSON FIFTEEN

ÊTRE IN PERFECT TENSES

70. The inflection of the verb être, to be, is :

PRINCIPAL PARTS	
être, to be	étant, being
je suis, I am	je fus, I was
PRESENT INDICATIVE	
je suis, I am	nous sommes
tu es etc.	vous êtes
il est	ils sont
IMPERFECT	
j'étais, I was	je fus, I was
etc.	etc.
FUTURE	
je serai, I shall be	je serais, I should be
etc.	etc.
IMPERATIVE	
sois, be	soyez, let us be
	soyez, be

PRESENT SUBJUNCTIVE		IMPERFECT SUBJUNCTIVE	
je sois	nous soyons	je fusse	
tu sois	vous soyez	etc.	
il soit	ils soient		

NOTE. The forms not given are made regularly.

71. Être, as well as avoir, is used as an auxiliary in the formation of perfect tenses. Avoir is used with the great majority of verbs; être with certain intransitive verbs of

motion and transition. The following are the past participles of the most important of these verbs :

allé	gone	arrivé	arrived
venu	come	entré	entered
devenu	become	resté	remained
revenu	come back	tombé	fallen
parti	started	né	born
sorti	gone out	mort	died

I have come.

Je suis venu.

He had started.

Il était parti.

NOTE. Observe constantly this use of être with these verbs to express the English have. Notice also that English sometimes has a similar construction: they are come, she is gone.

72. Below is given the synopsis of the perfect active of aller :

PERF. INF.	être allé	to have gone
PERF. PART.	étant allé	having gone
PERF. IND.	je suis allé	I have gone
PLUPERF. IND.	j'étais allé	I had gone
PAST ANT.	je fus allé	I had gone
FUT. PERF.	je serai allé	I shall have gone
COND. PERF.	je serais allé	I should have gone
PERF. SUBJ.	je sois allé	
PLUPERF. SUBJ.	je fusse allé	

73. The past participle in compound tenses is in reality an adjective, and in certain cases, as explained below, it takes a feminine in e and a plural in s, in accordance with the regular rules for adjectives. Thus :

donné, donnée: donnés, données

74. When être is the auxiliary, the Past Participle agrees in number and gender with the subject.

Elle est arrivée.

She has arrived.

Ils sont venus.

They (m.) have come.

Elles sont entrées.

They (f.) have entered.

75. When *avoir* is the auxiliary, the Past Participle does not vary unless a direct object precedes the verb, in which case the participle agrees with this object.

J'ai perdu la plume.	<i>I have lost the pen.</i>
La plume que j'ai perdue.	<i>The pen which I have lost.</i>
Les livres qu'il a portés.	<i>The books which he carried.</i>

ADDITIONAL WORDS

l'argent, <i>the silver</i>	apporter, <i>to bring</i>
la lettre, <i>the letter</i>	dépenser, <i>to spend</i>
le mois, <i>the month</i>	traverser, <i>to cross</i>
la semaine, <i>the week</i>	acheté (past part.), <i>bought</i>
la pension, <i>the boarding-house</i>	parti de, <i>started from, left</i>
la soie, <i>the silk</i>	à, <i>to, at, in</i>
jaune, <i>yellow</i>	de, <i>of, from</i>
bien des années, <i>many years</i>	

EXERCISE

DRILL. 1. Give synopsis of the perfect tenses of: *rester*, *rendre*.

2. Inflect throughout the perfect tenses of *tomber*.
 3. Give: perf. ind. of *sorti*; perf. subj. of *allé*; pluperf. ind. of *venu*, neg.; cond. perf. of *parti*, int.; pluperf. subj. of *perdre*, neg.; past ant. of *passer*, neg.; fut. perf. of *être*; perf. ind. of *mort*, neg.-int.; fut. perf. of *né*, neg.; perf. subj. of *avoir*.

4. Translate into French: I have gone out; I have seen; she has remained; the pen which I lost; have we not become? will he be? had they not started? they were not; the pen which I had seen; she has been; they (f.) had come; had she had? had I not had? as soon as you had arrived; would they have fallen? let us be useful; the book which I lost; she will not have said; would they not have come back? be not cruel; there will be.

5. Give full tense of: (a) j'étais resté longtemps; (b) je suis arrivé il y a deux jours; (c) la plume que j'ai perdue.

MODEL. Ma sœur a traversé la mer bleue il y a quatre mois. Bientôt elle est arrivée à Paris, où elle est allée à la meilleure pension de la ville. Elle est restée à Paris quelques semaines, mais elle n'a pas vu beaucoup de choses. Tous les matins elle quittait la pension avec des amies qu'elle avait trouvées sur le bateau. Les dames ne visitaient pas toujours les palais. Elles entraient très souvent dans les grands magasins qu'elles avaient vus. Elles restaient souvent dans un magasin pendant de longues heures. Elles seraient restées plus longtemps dans les magasins si elles avaient eu plus d'argent. Mon père a apporté à la maison il y a quelques jours une lettre de ma sœur que j'ai vue. Dans la lettre elle a dit: «J'ai dépensé tout mon argent. Je suis partie de Paris. J'arriverai bientôt à New-York.» Hier elle est entrée dans notre maison quand nous parlions des grands orages sur la mer. Elle a apporté beaucoup de belles choses qu'elle a déjà données à ses amies.

THEME. Some letters came yesterday from my favorite aunt. She left New York three months ago, and arrived after ten days at Paris. She chose a good boarding-house where she remained a few weeks. Then she went to the capital of England, which she liked less than Paris. In the letters she says that she has bought a yellow silk dress for my sister and a pretty silver watch for my brother. She has found the jewels which she lost last year. In ten days she will start from London and will cross the sea. When she arrives in this country she will visit my mother. She will stay a long time and will show the beautiful things she has (will have) brought.

ORAL. 1. Avez-vous été à Paris? 2. Qui est allé à Paris? 3. Quand est-elle allée à Paris? 4. Est-elle restée longtemps à Paris? 5. Est-elle revenue depuis longtemps? 6. A-t-elle vu toute la ville? 7. Où a-t-elle passé les journées? 8. Pourquoi est-elle allée dans les magasins? 9. Pourquoi est-elle revenue à New-York? 10. A-t-elle apporté de belles choses? 11. A-t-elle apporté beaucoup d'argent? 12. Combien d'argent a-t-elle dépensé?

13. Aime-t-elle Paris? 14. Avez-vous une lettre dans votre pupitre? 15. Quand est-elle arrivée?

RÉSUMÉ. 1. The letter which he brought is from Paris. 2. How many weeks are there in a month? 3. We arrived at my boarding-house. 4. I have found the pen which the lawyer lost. 5. The two sisters died yesterday. 6. My friend has been a teacher for many years. 7. The sky is bluer to-day than yesterday. 8. The new teacher, an English soldier, came this morning. 9. We have remained at home with his friends. 10. The silk dresses which the girls had were yellow. 11. Do you like the boarding-house which you have chosen? 12. My sister's friend (f.) died two years ago. 13. The ladies came back long ago. 14. I would have entered if his father had gone out. 15. The trees have died, and all the apples have fallen. 16. The boy gave back the silver watch as soon as the teacher had gone to his room. 17. Where did they stay yesterday? 18. His cousins became rich many years ago. 19. I should have crossed the sea if I had had more money. 20. Had she already spent the money? Had she left the store?

REVIEW

(Lessons Twelve to Fifteen)

A. GENERAL DRILL

1. Give: syn. of *avoir*; pres. subj. of *avoir*; inv. of *avoir*; all forms of *il y a*; all forms of *il y a*, neg.-int.
2. Give: syn. of *être*; pres. subj. of *être*; inv. of *être*.
3. Name, in proper order, the forms that constitute the synopsis of the perfect tenses of a verb.
4. Give synopsis of perfect forms of: *apporter*; *arriver*; *avoir*.
5. Give: perf. subj. of *tomber*; past ant. of *traverser*, neg.; imp. subj. of *penser*; perf. ind. of *rester*, int.; fut. perf. of *avoir*; pluperf. ind. of *choisir*, neg.-int.; cond. perf. of *entrer*; pluperf. subj. of *rendre*, neg.; past ant. of *punir*, neg.
6. Give the list of past participles that take *être* as auxiliary.

7. State both cases of agreement of the Past Participle, and illustrate each.

8. Give complete French sentences containing respectively the following tenses: imperfect; preterit; perfect indicative; pluperfect indicative; past anterior; future perfect; conditional; conditional perfect; imperative.

9. Translate into French: 'did you see? he is wrong; is there not? has he not? had you heard? they talked; was he thirsty? there was not; I had not said; had she gone out? would there not be? we are not afraid; would she have fallen?

10. Translate into French: there is a book on the desk; there's your book; here's my pen; does he need a dog? does he need some horses? as soon as he had bought, he sold; if he has bought, he will sell; if he had bought, he would have sold; they saw some fields; the fields which they saw; the field which I saw; many months ago; he lived in the country.

11. Express and answer in French: how long will it bloom? how long has it been blooming? how long did it bloom? how long had it been blooming? has it been blooming long?

B. TRANSLATE INTO FRENCH

1. I had not seen the horses which you have sold. 2. Will she not need some yellow silk? 3. His mother came yesterday, but her father has been here for a week. 4. I was often wrong two years ago. 5. How long have you been studying the lesson? 6. I have studied for two hours this morning, and I have not yet finished. 7. If they had gone out, I would have sung better. 8. We shall have money enough when we sell the house. 9. Where did he find the letters which he has brought? 10. I am cold; is there no fire in the house? 11. Columbus crossed the sea long ago. 12. There's my sister; her black eyes are beautiful. 13. She had been visiting here for two weeks when she died. 14. When he had finished he closed the books. 15. There's a pretty red leaf; it has fallen from the tree.

LESSON SIXTEEN

INTERROGATION

76. When the subject is a personal pronoun, a sentence is made interrogative by inverting the subject and the verb (the auxiliary in a compound tense), and connecting them by a hyphen,¹ as already explained in Sec. 51 and 68. If, however, the subject is in the First Person Singular, *est-ce que*, *is it that*, is generally prefixed to the affirmative order.

Do you sing?	<i>Chantez-vous?</i>
Have you sung?	<i>Avez-vous chanté?</i>
Has she sung?	<i>A-t-elle chanté?</i>
Do I sing?	<i>Est-ce que je chante?</i>

NOTE 1. The following tenses illustrate the application of these principles to the conjugation of simple and compound tenses:

PRES. IND. of chanter, interrogatively

est-ce que je chante?	<i>do I sing? am I singing?</i>
chantes-tu?	<i>dost thou sing? art thou singing?</i>
chante-t-il?	<i>does he sing? is he singing?</i>
chantons-nous?	<i>do we sing? are we singing?</i>
chantez-vous?	<i>do you sing? are you singing?</i>
chantent-ils?	<i>do they sing? are they singing?</i>

PLUPERF. IND. of chanter, interrogatively

est-ce que j'avais chanté?	<i>had I sung? had I been singing?</i>
avais-tu chanté?	<i>hadst thou sung? etc.</i>
avait-il chanté?	<i>had he sung?</i>
avions-nous chanté?	<i>had we sung?</i>
aviez-vous chanté?	<i>had you sung?</i>
avaient-ils chanté?	<i>had they sung?</i>

¹ See Appendix, p. 244, Sec. 3, a.

NOTE 2. Certain monosyllabic forms of the First Person Singular of the Present Indicative are regularly inverted in questions. Prominent among these are *j'ai* and *je suis*. Thus, in conjugation:

PRES. IND. of être, interrogatively

suis-je?	<i>am I?</i>
es-tu?	<i>art thou?</i>
etc.	etc.

PERF. IND. of chanter, interrogatively

ai-je chanté?	<i>have I sung? did I sing?</i>
as-tu chanté?	<i>hast thou sung? didst thou sing?</i>
etc.	etc.

NOTE 3. Other cases of inversion in the First Person Singular occur, though rarely. When a verb form ends in *e* mute, it takes an acute accent before *je* in inversion to prevent a succession of mute syllables.

Do I sing?	<i>Chanté-je?</i>
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77. When the subject is a noun, a sentence is made interrogative:

(a) By placing the subject first and repeating it by the proper form of the personal pronoun after the verb.

Is the evening beautiful?	<i>Le soir est-il beau?</i>
Is the night stormy?	<i>La nuit est-elle orageuse?</i>

(b) By prefixing *est-ce que* to the declarative order.

Is the sky clear?	<i>Est-ce que le ciel est clair?</i>
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NOTE. The construction with *est-ce que* is especially used, with either a noun or a pronoun subject, when the question involves surprise.

Isn't he here?	<i>Est-ce qu'il n'est pas ici?</i>
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78. Questions introduced by interrogative words such as *quand*, *où*, *combien*, take the inverted order if the subject

be a personal pronoun; if the subject be a noun, either the inverted order or the order explained in Sec. 77, a.

Where is he?	<i>Où est-il?</i>
Where is my father?	<i>Où est mon père?</i> <i>Où mon père est-il?</i>
How much does he work?	<i>Combien travaille-t-il?</i>
How much does the book cost?	<i>Combien coûte le livre?</i> <i>Combien le livre coûte-t-il?</i>
When did he start?	<i>Quand est-il parti?</i>

NOTE 1. The inverted order may not be used with a subject noun when a verb is in a compound tense. The following may be expressed in but one way.

When did your brother start?	<i>Quand votre frère est-il parti?</i>
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NOTE 2. Observe that in these questions no hyphen is used when a subject noun is placed after the verb; also that the interrogative word always begins the sentence.

79. Any question to which the answer *yes* is expected may be asked by adding *n'est-ce pas*, *is it not so*, to the affirmative statement.

I am rich, am I not?	<i>Je suis riche, n'est-ce pas?</i>
Are they not rich?	<i>Ils sont riches, n'est-ce pas?</i>
He talks well, does he not?	<i>Il parle bien, n'est-ce pas?</i>
You will forget, won't you?	<i>Vous oublierez, n'est-ce pas?</i>

ADDITIONAL WORDS

la pluie, the rain	Marie, Mary
la voiture, the carriage	parler de, to talk about
le voyage, the journey	oui, yes
neuf, new (newly made)	non, no
nouveau, new (different)	bonjour, good morning
le soir, the evening (division of time)	
la soirée, the evening (with its happenings)	

EXERCISE

DRILL. 1. Conjugate interrogatively: pres. ind. of *perdre*; fut. perf. of *finir*; pluperf. of *aller*; imperf. subj. of *bâtir*; perf. ind. of *tomber*; pret. of *coûter*.

2. Make interrogative: *il est ici*; *votre père était venu*; *elle serait entrée*; *les oiseaux chantent*; *les fleurs fleuriront*; *j'ai regardé*; *vos amis ont perdu un enfant*; *mon chien est blanc*; *sa sœur n'est pas belle*.

3. Translate into French: when did the child fall? she will sing, won't she? how much did they sell? are the boys bad? didn't he come? why do birds sing? where are the men? will John enter? she is here, isn't she?

4. Give full tense of: (a) *quand suis-je parti?* (b) *est-ce que j'aurai trouvé?* (c) *pourquoi avais-je vendu?* (d) *est-ce que je dépensais tout?*

MODEL. Bonsoir, quand êtes-vous arrivée de Paris? —¹ Je suis arrivée hier. — Et votre mère est-elle revenue aussi? — Non, elle n'est pas revenue. — Est-elle partie de Paris? — Oui; mais elle est restée à Londres. — Quand quittera-t-elle Londres? — Aussitôt que mon père aura fini son travail. — Votre voyage a-t-il été bon? — Oui, très bon. — Les journées ont-elles été claires? — Oui, et chaudes aussi; mais nous n'avons pas eu de nuits agréables. — Vous avez apporté de belles choses, n'est-ce pas? — Quelques robes de soie neuves et des bijoux. Voici les robes. Ne sont-elles pas belles? — Oui, très belles. Combien ont-elles coûté? — Mon père a acheté les robes et il n'a pas dit combien elles ont coûté, mais je pense que la soie n'est pas si chère à Paris qu'à New-York. Voilà les bijoux que j'ai achetés. — Je ne regarderai pas vos bijoux aujourd'hui. Voilà ma voiture. Bonne nuit.

THEME. "Good evening, Mary, when did you return? You visited your mother, didn't you?" "Yes; I left my new school and with my sister passed a week at home. I returned yesterday."

¹ The dash is employed in French conversational discourse to indicate a change of speaker.

"Didn't your sister Mary return with you?" "No; she will soon visit France. She has already bought some new dresses for the journey." "Are the dresses which she has chosen red or blue?" "They are black; her aunt died a month ago. They are very thick also." "Why are they so thick?" "Because the days are often stormy and the evenings are always cold on the sea." "How much will the dresses cost?" "They will cost less than the dresses which you brought from New York last year. But let's talk about your school now. My brother says that women always talk about dresses."

ORAL. 1. Votre père est-il à la maison? 2. Où demeure votre père? 3. Votre mère a-t-elle été sur la mer? 4. Aime-t-elle la mer? 5. La mer est-elle noire? 6. Les nuits sont-elles longues maintenant? 7. Les journées sont-elles orageuses maintenant? 8. Les enfants restent-ils dans la maison? 9. Quand jouent-ils dans la rue? 10. Les hommes parlent-ils toujours des chevaux? 11. Parlez-vous souvent de vos leçons? 12. La pluie tombe-t-elle maintenant? 13. Les hiboux demeurent-ils dans les trous? 14. Les hommes sont-ils mortels? 15. Vous avez fini la leçon, n'est-ce pas?

RÉSUMÉ. 1. When did you become rich? 2. Where were you when the rain was falling? 3. The nights were stormy, were they not? 4. Are little children always hungry? 5. Had she not already bought some new coats? 6. Did he not sing this morning? 7. Yes, I would have bought a new carriage if I had had money enough. 8. Let us look at the gold pen which he has brought. 9. Good morning. Is not Mary here? John thought that she would arrive soon. 10. Where did you sell the flowers which you had found? 11. There's your friend; she has a new dress. 12. Were the days clear during your journey? 13. There are beautiful palaces at Paris, are there not? 14. Are the pens better than the pencils? No, but they cost less. 15. When the soldiers enter the city shall I be happy? 16. Women talk about pretty dresses, don't they? 17. Everybody went out two hours ago. 18. Will there not soon be beautiful evenings? 19. Would he have fallen if we had closed the window? 20. When did the sailor start for his vessel?

LESSON SEVENTEEN

NEGATION

80. A negative relation is expressed in French by two words. The first of these is *ne*, which always precedes the verb. The second word differs to express different negative ideas. The most common of these negative expressions are:

ne . . . pas	<i>not</i>	ne . . . guère	<i>scarcely</i>
ne . . . point	<i>not at all</i>	ne . . . rien	<i>nothing</i>
ne . . . plus	<i>no more, no longer</i>	ne . . . personne	<i>nobody</i>
ne . . . jamais	<i>never</i>	ne . . . que	<i>only</i>

I did not speak.

He never speaks.

Has he nothing?

He has only four pencils.

Je ne parlai pas.

Il ne parle jamais.

N'a-t-il rien?

Il n'a que quatre crayons.

NOTE 1. Observe that *point*, *plus*, etc., are not accompanied by *pas*, but replace it.

NOTE 2. The following examples illustrate the use of the negative in the conjugation of simple tenses:

PRES. IND. of chanter, negatively

je ne chante pas	<i>I am not singing, I do not sing</i>
tu ne chantes pas	<i>thou art not singing, etc.</i>
il ne chante pas	<i>he is not singing, etc.</i>
etc.	etc.

PRES. IND. of chanter, neg-interrogatively

est-ce que je ne chante pas?	<i>am I not singing? etc.</i>
ne chantes-tu pas?	<i>art thou not singing? etc.</i>
ne chante-t-il pas?	<i>is he not singing? etc.</i>
etc.	etc.

81. In a negative expression in which the verb is omitted the *ne* also is omitted, and the second part of the negative alone is used.

No more pencils. *Plus de crayons.*
When will he be here? Never. *Quand sera-t-il ici? Jamais.*

NOTE. *Ne* . . . *que* may be used only in connection with a verb expressed. In other situations, and sometimes here, *only* is translated by *seulement*.

Only my father is here. *Seulement mon père est ici.*
He has only one son. *{ Il n'a qu'un fils.*
{ Il a seulement un fils.

82. After the verbs *oser*, *to dare*, *cesser*, *to cease*, *pouvoir*, *to be able*, *savoir*, *to know*, the *pas* of the negative *not* is very frequently omitted.

Je n'ose parler. *I dare not speak.*

83. In compound tenses the second part of the negative is placed between the auxiliary and the past participle. *Personne*, however, takes the position of the corresponding English word, and *que* immediately precedes the word whose meaning it restricts.

He has not been here. *Il n'a pas été ici.*
Has he not been there? *N'a-t-il pas été là?*
He has heard nobody. *Il n'a entendu personne.*
He sold yesterday only a few pencils. *Il n'a vendu hier que quelques crayons.*

NOTE. The following examples illustrate the application of this principle to the conjugation of perfect tenses:

	PLUPERF. IND. of chanter, negatively
je n'avais pas chanté	<i>I had not sung</i>
tu n'avais pas chanté	<i>thou hadst not sung</i>
il n'avait pas chanté	<i>he had not sung</i>
etc.	etc.

PLUPERF. IND. of chanter, neg.-interrogatively

est-ce que je n'avais pas chanté?	<i>had I not sung?</i>
n'avais-tu pas chanté?	<i>hadst thou not sung?</i>
n'avait-il pas chanté?	<i>had he not sung?</i>
etc.	etc.

84. When an infinitive is negated, both negative words usually precede the infinitive, except in the case of *personne* and *que*, which maintain their normal position.

He prefers not to speak. *Il aime mieux ne pas parler.*
He prefers to speak only French. *Il aime mieux ne parler que français.*

85. *Rien* and *personne*, being originally nouns, may be used as the subject of a sentence. In this case they stand first in their clause, the *ne* preserving its regular position.

Personne n'est ici. Nobody is here.

86. *Neither . . . nor* is expressed:

(a) With two finite verbs (not infinitives or participles) by *ne* before the first verb and *ni ne* before the second.

She neither speaks nor hears. *Elle ne parle ni n'entend.*

(b) With other words by *ne* before the main verb and *ni* before each of the words affected.

He has neither the pencil nor the pen. *Il n'a ni le crayon ni la plume.*
Neither the father nor the mother is here. *Ni le père ni la mère n'est ici.*

He has neither bought nor sold. *Il n'a ni acheté ni vendu.*

NOTE. After *ni* neither *de* nor the article is used in the partitive sense.

Il n'a ni crayons ni plumes. *He has neither (any) pencils nor (any) pens.*

87. The majority of adverbs when they modify a verb follow the same rules for order as **plus**, **jamais**, etc. ; that is, they **directly follow** the verb in simple tenses, and in compound tenses they are placed **between** the auxiliary and the past participle. This is especially true in the case of short simple adverbs such as **bien**, **mal**.

Il parlera bientôt.	<i>He will soon speak.</i>
Il a bien parlé.	<i>He has spoken well.</i>
Il est toujours venu.	<i>He has always come.</i>
Parlera-t-il jamais?	<i>Will he ever speak?</i>

NOTE 1. The adverbs **hier**, **aujourd'hui**, **demain**, **ici**, **là**, **partout**, never come between the auxiliary and the past participle.

He came **yesterday**. *Il est venu hier.*

NOTE 2. Short simple adverbs that modify an infinitive are apt to precede it. Compare Sec. 84.

Je n'ose **trop** parler. *I dare not speak too much.*

NOTE 3. For rhetorical effect an adverb that modifies the verb is sometimes placed at the beginning of a sentence.

Everywhere there were soldiers. *Partout il y avait des soldats.*

ADDITIONAL WORDS

le printemps, <i>the spring</i>	au printemps, <i>in (the) spring</i>
l'été, <i>the summer</i>	en été, <i>in (the) summer</i>
l'automne, <i>the autumn</i>	en automne, <i>in (the) autumn</i>
l'hiver, <i>the winter</i>	en hiver, <i>in (the) winter</i>
la saison, <i>the season</i>	les gens, <i>the people</i>
la neige, <i>the snow</i>	sans, <i>without</i>
le soleil, <i>the sun</i>	encore, <i>still</i>

EXERCISE

DRILL. 1. Give : imp. of **punir**, neg. ; perf. of **entrer**, neg.-int. ; fut. perf. of **aimer**, neg. ; past ant. of **rendre**, neg.-int. ; pret. of **pleurer**, neg.-int. ; perf. subj. of **bâtir**, int. ; inv. of **donner**, neg. ;

cond. perf. of **tomber**, neg.-int. ; imp. subj. of **étudier**, neg. ; pluperf. of **être**, neg.

2. Translate into French : we are never ; they have nothing ; in the spring ; she does not work ; have you never seen ? do men no longer forget ? she has sung well ; will he not have spoken ? she remained here ; he has only one book ; nothing is ugly ; it scarcely ceased ; in the summer ; no more soldiers ; he prefers not to stay ; nobody was here ; she had always entered ; I had seen there only you ; she will not sing at all ; there is no longer any snow ; I saw nobody ; we dare not remain ; I neither give nor sell ; they punish neither the good nor the bad ; he sells neither bread nor meat ; she went yesterday ; never does he work.

3. Give full tense of : (a) je n'aime ni la mère ni le père ; (b) je n'ai ni or ni argent ; (c) je n'ai ni vendu ni donné ; (d) est-ce que je n'étais pas sorti ?

MODEL. Il y a quatre saisons dans l'année, et toute saison a trois mois. Il y a des gens qui trouvent le printemps la plus charmante de toutes les saisons, mais la plupart des gens aiment mieux l'été. Au printemps nous n'avons guère de neige, et les nuits ne sont plus si longues qu'en hiver, mais il y a encore trop d'orages. Nous n'avons que peu de journées claires. Mais en été les jours sont longs et chauds, et les nuits ne sont jamais froides. En été les fleurs fleurissent et les oiseaux chantent. Ni les vieux ni les jeunes ne restent maintenant dans la maison, mais tous visitent la campagne. Ici les hommes travaillent sur les fermes, et le travail ne cesse qu'avec le jour. En automne il n'y a ni feuilles ni fleurs sur les arbres. Les jours sont encore beaux, mais tout le monde pense que l'hiver arrive. En hiver il y a de la neige partout. Il n'y a personne dans la rue, et les hommes n'osent sortir sans un habit très épais. Plus de fleurs dans les jardins. Les petits oiseaux ont faim, mais ils ne trouvent plus rien. Les enfants restent à la maison et pensent que le printemps arrivera bientôt.

THEME. There are in the year only four seasons. Pupils like the summer better than the other seasons, because then nobody

gives any lessons, and because they do not study at all. In summer everybody lives in the country. Here neither the days nor the nights are so warm as in the city. In autumn the leaves fall from the trees, the flowers bloom no longer, and the birds scarcely sing. In winter, the season of snow, there are neither flowers nor leaves in the gardens. No more apples on the trees. I never cross the street without a thick coat, and I find nobody in the white forests. Pupils remain in the school and the work never ceases. The children do not dare to play in the fields. In the spring the birds have returned, the sun has become warmer, and the pupils think that the warm season will soon arrive.

ORAL. 1. Combien de saisons y a-t-il? 2. L'hiver est-il votre saison favorite? 3. Combien de mois y a-t-il dans une saison? 4. Quand avons-nous les jours les plus longs? 5. Quand les nuits sont-elles froides? 6. Quand y a-t-il des feuilles sur les arbres? 7. Quand tombent-elles? 8. Quand les pommes sont-elles rouges? 9. Où sont les pommes rouges en automne? 10. Quand n'y a-t-il rien sur les arbres? 11. Quand le ciel est-il plus beau? 12. Pourquoi la terre est-elle blanche en hiver? 13. N'osez-vous traverser la rue en hiver? 14. Quand les écoles finiront-elles? 15. Qui est à la campagne en été?

RÉSUMÉ. 1. There is scarcely any snow at Paris. 2. Are the nights ever longer than the days in summer? 3. In the spring the nights are often stormy, are they not? 4. You sang badly to-day; were you afraid? 5. There are many people who have neither silver nor gold. 6. Did he not sing very well? 7. Nobody stays in the house when the evenings are warm. 8. The soldiers found nothing in the city. 9. You dare not remain there without your friends. 10. The cities which she visited have no longer any palaces. 11. When will you finish the lesson? — Never. 12. He built only two houses. 13. Is the sun lower in winter than in summer? 14. She would neither have scolded nor punished the boys. 15. There are many apples on the trees every autumn, are there not? 16. He gave no money at all to his children.

17. Everywhere milk is dear in winter, isn't it? 18. Will there not soon be many beautiful days? 19. He would neither give nor sell any bread. 20. He prefers still not to work.

REVIEW

(Lessons Sixteen to Seventeen)

A. GENERAL DRILL

1. Give synopsis of: **entrer**, compound (perfect) tenses, neg.-int.; **finir**, simple tenses, int.; **rompre**, compound tenses, int.
2. Give: pres. subj. of **coûter**, neg.; fut. of **perdre**, int.; pret. of **vendre**, neg.-int.; past ant. of **acheter**, neg.; pluperf. subj. of **tomber**, int.; perf. ind. of **avoir**, neg.-int.; perf. ind. of **bâtir**, int.; cond. perf. of **arriver**, neg.-int.
3. Make interrogative: il a acheté un habit; il n'a pas acheté un habit; votre père a acheté un habit; votre père n'a pas acheté un habit; il aime ses amis; il n'aime pas ses amis; j'entends les oiseaux; je n'entends pas les oiseaux; votre père aime ses enfants; votre père n'aime pas ses enfants.
4. Translate into French: when do you work? when does your friend work? when did you stay here? when did your friend stay here?
5. Give a French sentence containing: **est-ce que**; **n'est-ce pas**.
6. Modify (a) le garçon entend, (b) les garçons ont entendu, by adding the negatives: never, nothing, no longer, scarcely, not at all, nobody.
7. Give list of verbs with which the negative **pas** may be omitted.
8. State the position of adverbs: (a) with adjectives; (b) with simple tenses; (c) with compound tenses; (d) with infinitives.
9. Translate into French: they finished only one lesson; they finished yesterday only one lesson; no more snow! she prefers not to play; he dares not work badly; in spring; in the summer;

he has neither seen nor heard; he is neither working nor playing; he loves neither his father nor his mother; he has neither brothers nor sisters; often he passes there; he worked well; he worked yesterday.

B. TRANSLATE INTO FRENCH

1. I saw nobody and I found nothing. 2. Has he sent any playthings to the boys? 3. There are only a few red flowers in your garden, but you have many white flowers. 4. His nephews are rich, are they not? They have many jewels and beautiful carriages. 5. To-morrow I shall pass the day in the country, if the rain does not fall. 6. Does your friend stay long? No, she will stay only a week. 7. Who carries now any red men to England? Nobody. 8. Nobody is hungry, but everybody prefers to eat now. 9. We sell neither bread nor meat. 10. Was I not talking about our country's flag? 11. Did the teacher's daughter not enter the classroom an hour ago? 12. I shall neither lose nor sell the books which you have chosen. 13. We dare not cross the stormy sea in winter. 14. There is snow in summer there, is there not? 15. He prefers not to ask whether she is old.

LESSON EIGHTEEN

CONJUNCTIVE PERSONAL PRONOUNS

88. Personal Pronouns are divided into two classes, conjunctive and disjunctive.

89. Conjunctive pronouns are used as subject, direct object, and indirect object of a verb expressed. In all other cases the personal pronoun has the disjunctive form.

NOTE. By the indirect object is meant the object before which in English the preposition *to* is expressed or understood: as *I give it to him* (indir. obj.); *I give him* (indir. obj.) *the book*.

90. Conjunctive pronouns have distinct forms for subject, direct object, and indirect object. The forms are:

		SUBJECT		DIRECT OBJECT		INDIRECT OBJECT	
Sing.	1st Per.	je	<i>I</i>	me	<i>me</i>	me	<i>to me</i>
	2d Per.	tu	<i>thou</i>	te	<i>thee</i>	te	<i>to thee</i>
	3d Per.	{m. il	<i>he, it</i>	le	<i>him, it</i>	lui	<i>to him</i>
		{f. elle	<i>she, it</i>	la	<i>her, it</i>	lui	<i>to her</i>
Pl.	1st Per.	nous	<i>we</i>	nous	<i>us</i>	nous	<i>to us</i>
	2d Per.	vous	<i>you</i>	vous	<i>you</i>	vous	<i>to you</i>
	3d Per.	{m. ils	<i>they</i>	les	<i>them</i>	leur	<i>to them</i>
	{f. elles	les		leur			

NOTE 1. *De* and *à* do not contract before *le* and *les* when the latter are pronouns.

Il aime à le montrer. *He loves to show it.*

NOTE 2. *Le, la, me, and te* elide before a vowel or mute *h*.

Il m'aime. *He loves me.*

91. The second person plural subject pronoun, *vous*, is generally used (like the English pronoun *you*) in addressing one person as well as more than one. *Tu* is used, however, in addressing in the singular near relations, friends, small children, and servants, when they are intimately known; in general those whom one may address in English usage by the first name.

NOTE. A past participle or an adjective in agreement with the subject pronoun *vous* is singular when *vous* refers to one person; plural when to more than one.

Mon ami, vous êtes venu. *My friend, you have come.* (R)

Mes amis, vous êtes venus. *My friends, you have come.*

92. Conjunctive object pronouns directly precede the verb of which they are the object, except in the affirmative imperative, where they follow. When the objects thus follow the verb, they are connected with it by a hyphen, and *me* and *te* become *moi* and *toi*.

he has neither seen nor heard; he is neither working nor playing; he loves neither his father nor his mother; he has neither brothers nor sisters; often he passes there; he worked well; he worked yesterday.

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		{f. elle	<i>she, it</i>	la	<i>her, it</i>	lui	<i>to her</i>
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	2d Per.	vous	<i>you</i>	vous	<i>you</i>	vous	<i>to you</i>
	3d Per.	{m. ils	<i>they</i>	les	<i>them</i>	leur	<i>to them</i>
	{f. elles	les		leur			

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Il nous aime.	<i>He loves us.</i>
Je lui ai donné un livre.	<i>I have given him (her) a book.</i>
Le cachera-t-il?	<i>Will he hide it?</i>
Il ne l'aime pas.	<i>He does not like it.</i>
Entendez-le.	<i>Hear him.</i>
Regardez-moi.	<i>Look at me.</i>
Ne les cachez pas.	<i>Do not hide them.</i>
Me voici!	<i>Here I am!</i>

NOTE. Observe that these pronouns precede the auxiliary in a compound tense, that they still precede in questions, and that they follow *ne*. *Voilà* and *voici*, like verbs, are preceded by object pronouns.

93. When two conjunctive pronouns are objects of the same verb the one in the third person is placed nearer the verb. If both are third person, *le*, *la*, *les*, precede *lui*, *leur*; that is, they are then arranged in alphabetical order.

Il me le montre.	<i>He shows it to me.</i>
Montrez-le-moi.	<i>Show it to me.</i>
Ne nous le montrez pas.	<i>Do not show it to us.</i>
Il le leur apporte.	<i>He brings it to them.</i>
Apportez-le-leur.	<i>Bring it to them.</i>
Ne les lui apportez pas.	<i>Don't bring them to him (her).</i>
Le lui donne-t-il?	<i>Is he giving it to him (her)?</i>

NOTE. The following table presents, in a form for memorizing, all possible combinations.

(a) Used in all cases except with affirmative imperatives, and coming directly before the verb. (b) Used with affirmative imperatives, coming directly after the verb, with hyphens.

me	{ le la les	nous	{ le la les	-le -la -les	moi	-le -la -les	-le -la -les	nous
te	{ le la les	vous	{ le la les	-le -la -les	toi	-le -la -les	-le -la -les	vous
le	le	le	le	-le	-le	-le	-le	
la	lui	la	leur	-la	-la	-la	-la	leur
les	les	les	les	-les	-les	-les	-les	

94. As French has no neuter gender, the English pronoun *it*, as subject or object, must be expressed by a pronoun of the same gender as the noun for which the *it* stands.

You have a pencil; it is black.	<i>Vous avez un crayon; il est noir.</i>
He has a house; it is white.	<i>Il a une maison; elle est blanche.</i>
Where is the flag? I want to look at it.	<i>Où est le drapeau? Je veux le regarder.</i>
Where is the house? I will show it to you.	<i>Où est la maison? Je vous la montrerai.</i>

95. In order to avoid repetition, the conjunctive object pronoun is often used to represent a preceding word or phrase. If the conjunctive object stands for a definite noun or pronoun, it agrees in number and gender. If it stands for an adjective or a whole phrase or clause it is always *le*.

Êtes-vous l'homme? Je le suis.	<i>Are you the man? I am (he).</i>
Êtes-vous sa mère? Je la suis.	<i>Are you his mother? I am (she).</i>
Êtes-vous heureux? Je le suis.	<i>Are you happy? I am (it).</i>
Le vendra-t-il? Je le pense.	<i>Will he sell it? I think so (it).</i>

NOTE. Observe above that the object pronoun is sometimes used with intransitive verbs; also that in the English equivalent there is usually no word corresponding to this pronoun.

ADDITIONAL WORDS

facile, <i>easy</i>	quelque chose, <i>something</i>
louer, <i>to praise</i>	chercher, <i>seek, look for</i>

PRES. IND. of *vouloir* (irregular), *to wish, want*

je veux	nous voulons
tu veux	vous voulez
il veut	ils veulent

EXERCISE

DRILL. 1. Give pres. ind. of: *vouloir*, neg.; *vouloir*, neg.-int.
 2. Translate into French: I want it; I do not want them; give it to me; do not give it to him; punish them; where is the pen? I have it; they want you; she thinks so; he gives them to me; my daughter, do you love us? does he want it? she wants to hear me; carry them to them; do not bring them to me; give it to him; give it to them; are you his aunt? I am; he will show it to us; do not praise them; have we given them to her? my friend, you are tall; had he not given it to us? my son, stay here; thou hast loved; here we are! there they are!

3. Continue through all the forms (i.e. each person in both numbers) the object pronouns in heavy type: (a) *il me* veut, *il te* veut, etc.; (b) *il me* le donne; (c) regardez-*moi*; (d) donnez-*le-moi*; (e) ne *me* le donnez pas.

4. Give full tense of: (a) *veux-je* de l'argent? (b) *je* veux aller à la maison.

MODEL. Mon père m'a dit ce matin: «Je visiterai la grande ville. Reste à la maison, mon fils. Le maître t'a donné des leçons faciles. Étudie-les bien. Ne les oublie pas. Si tu es bon je te donnerai de jolies choses. Je chercherai un petit cheval noir. Si je trouve un tel cheval je te l'apporterai.» Il ne nous a pas dit les choses qu'il donnerait à ma mère et à ma sœur, mais il leur apportera quelque chose. Je veux un cheval depuis longtemps. S'il avait dit qu'il me donnerait une montre je ne serais pas si heureux. Elle serait utile, mais un cheval est plus utile; ne le pensez-vous pas? S'il m'apportait un joujou, je le lui rendrais. J'ai déjà assez de joujoux, mais je suis grand maintenant et je les ai cachés. Mes sœurs veulent des robes neuves et ma mère veut du café et du thé.

THEME. For a few days my teacher had been giving me easy lessons and I had been studying them well. My father noticed it and gave me some money. There is no school to-day, and this

morning I said to my mother: "I have some money; my father gave it to me. To-day I shall visit the store, and I want to bring you something. Do you want the new dress which you saw yesterday? If you want it I will bring it to you. I think that my father would like a gold pen, it would be useful in his work; do you think so also?" She said to me: "I think so; but, my son, where is the money? Hide it well and do not lose it. If you have still any money this evening, give it to me." When I arrived at the store I looked for my money, but I had lost it in the street. I was ashamed and I returned home, but I had bought nothing.

ORAL. (Use pronouns in replies wherever possible.) 1. Aimez-vous votre père? 2. Pourquoi l'aimez-vous? 3. Votre père vous aime-t-il? 4. Pourquoi vous aime-t-il? 5. A-t-il un cheval? 6. Vous le donnera-t-il? 7. Voulez-vous un cheval? 8. Aimez-vous mieux un chien? 9. Avez-vous trouvé votre exercice? 10. Où l'avez-vous trouvé? 11. L'aviez-vous fini? 12. Votre petit frère a-t-il des joujoux? 13. Les cache-t-il? 14. Les lui avez-vous donnés? 15. Qui les lui a donnés?

RÉSUMÉ. 1. He will bring me some fresh meat to-morrow. 2. Forget me, if you wish, but do not forget them. 3. Hé said: "My son, work well, and you will be useful." 4. Where is the book? He has hidden it. 5. Show me the dress which he gave her. 6. My little brother had a good apple, but he gave it to me. 7. Pupils like a teacher if he gives them easy lessons. 8. You have a new pen; give it to me. 9. Do not give it to her. 10. You are charming, my sister. 11. Are the lawyers rich? They are. 12. When will you give the books back to me? 13. Will the teacher give them something? 14. Have you looked for me long? 15. I have a pencil; he sold it to me. 16. Show them my jewels, but do not give them to them. 17. Is his house old? I do not think so. 18. If he builds any houses, he will sell them to me. 19. Is your aunt the boy's mother? Yes, she is. 20. If you find my hat, bring it to me.

LESSON NINETEEN

DISJUNCTIVE PERSONAL PRONOUNS

96. The Disjunctive Personal Pronouns are :

	SINGULAR	PLURAL
First Per.	moi	nous
Second Per.	toi	vous
Third Per.	m. lui	eux
	f. elle	elles

97. The general use of the disjunctive pronouns has already been defined in Sec. 89. They are employed in every case where a personal pronoun is needed except when such pronoun is the subject, direct object, or indirect object of a verb expressed. The most frequent occasions for their use are :

(a) As the object of prepositions.

for me, *pour moi* behind him, *derrière lui*

(b) As the predicate nominative after forms of être.

It is I. *C'est moi.* It is you. *C'est vous.*
It is he. *C'est lui.* It is she. *C'est elle.*

NOTE. *Il* in sentences like the above, when it is the subject of être followed by a noun or pronoun, is *ce* (before a vowel *c'*).

(c) In shortened expressions in which the verb is omitted.

He is more active than they (are). *Il est plus actif qu'eux.*

(d) When the subject or object (direct or indirect) of a verb consists of two pronouns, or a noun and a pronoun. The two words are often summed up, especially when they are of different persons, by the proper conjunctive pronoun.

He and I spoke also.

Lui et moi, nous avons parlé aussi.

He and she spoke.

Lui et elle ont parlé.

Henry and I both spoke.

Henri et moi, nous avons parlé tous les deux.

I heard thee and him.

Je vous ai entendus, toi et lui.

I gave it to her and to them.

Je l'ai donné à elle et à eux.

(e) Together with a conjunctive subject or object pronoun for emphasis.

I am here.

Moi, je suis ici.

Henry insulted me.

Henri m'a insulté, moi.

He is here.

Lui est ici.

NOTE. Observe that the disjunctive subject *lui* may stand alone without a conjunctive form.

(f) With *à* to express an indirect object accompanying a direct object that is not of the third person.

He will introduce me to him.

Il me présentera à lui.

He will introduce you to us.

Il vous présentera à nous.

NOTE. No reference is made to the order of disjunctive pronouns, since it corresponds to the English usage.

98. The disjunctive pronouns form with *même* (mêmes, pl.),¹ even, same, intensive pronouns. Thus :

lui-même, himself

eux-mêmes, themselves

Je l'ai vu moi-même. I saw him myself.

ADDITIONAL WORDS

le camarade, the comrade, chum

autour de, around

le journal, the newspaper

avant, before (in time)

le lit, the bed

devant, before (in place)

sauver, to save

malgré, in spite of

après, after

pour, for, in order to

je vais, I go

près de, near

camarade de chambre, room-mate

¹ See Appendix, p. 244, Sec. 3, b.

PRES. IND. of *pouvoir*, to be able, can

je peux (puis)	nous pouvons
tu peux	vous pouvez
il peut	ils peuvent

EXERCISE

DRILL. 1. Continue the following through all the forms of the pronouns in heavy type: (a) elle est partie avant moi (toi, etc.); (b) il est plus grand que moi; (c) je suis ici moi-même.

2. Translate into French: in spite of them; it was she; he and she are here; he heard me himself; can he not save them? with her; more happy than I; it will be he; don't introduce me to her; they came themselves; save her; I saw you and him; *he* has started; before to-morrow; before the window; can he forget? near the king; in order to hear them; we can build it; we have built it; we want to build it; you and I will save them.

3. Give the full tense of: (a) je l'ai vu moi-même; (b) je puis entendre la pluie; (c) ne puis-je pas beaucoup donner?

MODEL. Je veux parler un peu avec vous de ma chambre. J'ai un camarade de chambre, Henri, et lui et moi nous avons une chambre seulement. Nous n'avons qu'un petit lit, mais il est assez grand quand nous avons sommeil tous les deux. Quand Henri a sommeil le soir¹ avant moi je vais à la chambre d'un voisin pour étudier. A la porte il entend mes mots: «C'est moi,» et alors j'entre. Je ne puis jamais étudier sans mes camarades. Devant le lit de ma chambre il y a deux chaises et près du lit il y a une table. Il y a des livres sur la table et souvent des journaux aussi. Souvent mon camarade de chambre a froid quand, moi, j'ai chaud. Alors il ferme les fenêtres malgré moi parce qu'il est plus grand que moi. Hier il est tombé dans le fleuve et je l'ai sauvé moi-même. Aujourd'hui tout le monde

¹ The adverbial phrase *in the morning* (*mornings*) is expressed by *le matin*; similarly *in the evening* (*evenings*) by *le soir*.

me loue parce que j'ai sauvé mon grand camarade. Si vous me visitez je vous présenterai à lui.

THEME. Yesterday I visited my brother who is at school. He has a pretty room, and with him there is a tall boy, his room-mate. This boy is French and does not speak English well. He wants to speak English, and you insult him much if you speak French before him. When I arrived at the door, I was afraid and said: "Henry, it is I, your little brother." When my brother heard my voice he said: "Enter the room; don't be afraid." I found them both in the room. My brother was before his table in order to study better. Behind him on the bed was his chum. There were some newspapers on a chair near them and many pretty things around the room. When his chum had finished his exercises my brother introduced me to him.

ORAL. 1. Qui est votre camarade de chambre? 2. Est-il plus grand que vous? 3. Combien de choses avez-vous dans votre chambre? 4. Combien de tables avez-vous dans la chambre? 5. Les avez-vous achetées vous-même? 6. Où les avez-vous achetées? 7. Qui vous a présenté votre camarade? 8. Me le présenterez-vous? 9. Qui a fermé votre fenêtre? 10. Pensez-vous que c'est moi? 11. L'a-t-il fermée malgré vous? 12. Qui a vu mon livre? 13. Y a-t-il une rue devant votre fenêtre? 14. Voulez-vous quitter la classe avant le soir? 15. Êtes-vous venu ici pour étudier?

RÉSUMÉ. 1. Where are John's sisters? He came without them. 2. It was he, was it not? 3. He is younger than I. 4. You will be here yourself, won't you? 5. My room-mate can always study his lessons mornings,¹ but I am often sleepy then. 6. He has some beautiful flowers; will he give them to us? 7. If you speak to him, he will introduce you to me. 8. Is there a friend here? Yes, *he* is here. 9. Both Henry and he have gone to the city. 10. Punish her if you wish, but do not punish him. 11. When we came out of the wood, the blue river was before us. 12. There's a

¹ See footnote, p. 94.

good room; show it to him. 13. You and she started before me, didn't you? 14. Stay near me if you are afraid. 15. There are many newspapers on the bed. 16. I found you and them behind the house. 17. John insulted *him*. 18. John was behind me, and his brother arrived after him. 19. Many men died around the king in order to save the city. 20. She remained in spite of me, and he also.

LESSON TWENTY

EN AND Y

99. The pronoun *en* is used to take the place of the preposition *de* and an object pronoun when the pronoun refers to a thing (rarely when it refers to a person). This occurs with all the various meanings of *de*, *of* (including the partitive use), *from*, *with*, etc. Thus:

(a) When *de* means *of* (not partitive).

Voilà le livre; il *en* a parlé. *There is the book; he has spoken of it.*

Voilà mes bijoux; elle *en* parle. *There are my jewels; she speaks of them.*

Avez-vous mon livre? J'*en* ai besoin. *Have you my book? I need it (have need of it).*

(b) When *de* is partitive.

Avez-vous de l'argent? J'*en* ai. *Have you any money? I have some (of it).*

En a-t-il? *Has he any (of it)?*

Il n'*en* a pas. *He has none (of it).*

Combien de livres avez-vous? J'*en* ai deux. *How many books have you? I have two (of them).*

(c) When *de* means *from*.

Est-il parti de la maison de son ami? Il *en* est arrivé hier. *Has he started from his friend's house? He came from it yesterday.*

(a) When *de* means *with*.

J'aime le café; remplissez-*en* ma tasse. *I like coffee; fill my cup with it.*

(e) When *en* is used for *its* (or *their*), the usual construction when the word modified by *its* is a direct object or is the subject or predicate of *être*.

J'aime Paris; les rues *en* sont belles. *I love Paris; its streets (the streets of it) are beautiful.*

Vos villes sont belles; j'*en* aime les jolis jardins. *Your cities are beautiful; I like their pretty gardens.*

NOTE. In the above constructions *en* is now seldom used to refer to a person.

I speak of *him*. *Je parle de lui.*

I speak of it. *J'en parle.*

100. The pronoun *y* is used to take the place of the preposition *à* (sometimes *en* and *dans*) and an object pronoun when the pronoun refers to a thing (rarely when it refers to a person). This occurs with all the various meanings of *à*, *to*, *at*, *in*, etc. Thus:

(a) When *à* means *to*.

Répondez-vous à la lettre? J'*y* réponds. *Are you replying to the letter? I am replying to it.*

(b) When *à* means *at*.

J'étais à Paris; mon père *y* demeure. *I was at Paris; my father lives there (at it).*

(c) When *à* means *in*.

Êtes-vous à la ville? J'*y* suis. *Are you in the city? I am there (in it).*

(d) When *à* is used in special verbal constructions such as *penser à*, *to think about* (*of*).

J'ai une nouvelle maison; j'*y* pense. *I have a new house; I am thinking about (of) it.*

NOTE 1. Observe that **y** often translates *there*. When *there* is emphatic **là** must be used; otherwise **y**.

I am here, but he is there. *Je suis ici, mais il est là.*
 I was in the city and he was there too. *J'étais à la ville et il y était aussi.*

NOTE 2. In the above constructions **y** is now seldom used to refer to a person.

I think of him. *Je pense à lui.*
 I think of it. *J'y pense.*

NOTE 3. When the English *to* is merely the sign of the indirect object (Sec. 89, note), **à** does not usually appear in French with pronouns, but the special forms of the conjunctive are used. Hence there is no occasion here for **y**.

I am giving to him. *Je lui donne.*
 I am giving to it. *Je lui donne.*

However, when *to* is used after verbs of motion it is not the sign of the indirect object. Hence **y** is here used with reference to things.

I am going to him. *Je vais à lui.*
 I am going to it. *J'y vais.*

101. **En** and **y** are really conjunctive object pronouns, and precede or follow the verb according to the principle laid down in Sec. 92 for such pronouns. If used with other object pronouns **en** and **y** follow. If they are used together, **en** follows **y**.

Je les **y** porterai. *I shall carry them there.*
 Je leur **en** apporterai. *I shall bring them some (of it).*
 Il **y en** a là. *There is some there.*
 Vendez-**en**. *Sell some.*

NOTE. Before **en** and **y**, contrary to Sec. 92, we have **m'** and **t'** instead of **moi** and **toi**.

Donnez-**m'en**. *Give me some.*

ADDITIONAL WORDS

le bouton, *the button* le commis, *the clerk*
 la charrette, *the cart* le fruit, *the fruit* (one sort)
 le client, *the customer* les fruits, *the fruit* (collectively)
 penser à, *to think of, about* (fix the mind on)
 penser de, *to think of* (have an opinion of)
 répondre, *reply, answer*

PRES. IND. of *aller, to go*

je vais	nous allons
tu vas	vous allez
il va	ils vont

EXERCISE

DRILL. 1. Translate into French: have you any pens? I have enough; I have ten; give me two; give me some; he was thinking of me; I was speaking of him; give her some; do not give him any; there are some; I shall be there; you have some letters, reply to them; I like the garden, its flowers are charming; he has two brothers, I have one; bring the fruit here, not there; he is going to her; they are going to it; is there none? I give some to him; he carried them there; look for some; bring me some; do not bring me any; I will fill the bottle with it; there was some; there was some there; I replied to him.

2. Answer the following, using **en** or **y** in each reply: A-t-elle des robes? Pensez-vous à la pluie? Avons-nous peur des orages? Pourquoi aimez-vous votre ville? Répondrez-vous à mes mots? Chantait-elle du printemps? Demeurerait-il à Londres? Combien d'yeux avez-vous? Sont-elles parties du palais? Jouent-ils à la campagne?

3. Inflect through the tenses: (a) il y en a; (b) n'y en a-t-il pas? (c) il n'y en a pas.

4. Give full tense of: (a) j'en ai honte; (b) j'y vais; (c) ne vais-je pas répondre? (d) je pense à la dame; (e) j'en suis revenu.

MODEL. Je suis allée ce matin dans un magasin. Quand j'y suis arrivée j'ai dit au marchand : « Avez-vous de bons fruits ? » Il m'a répondu : « Oui, j'en ai beaucoup. En voulez-vous ? — Vos fruits sont-ils arrivés de la campagne aujourd'hui ? — Oui, ils en sont arrivés ce matin. Je pensais à mes clients quand je les ai achetés. — Apportez m'en. — J'en remplirai votre voiture. Avez-vous besoin de viande aussi ? — Non, je n'en ai pas besoin, moi, mais ma sœur en aura besoin demain. Lui en apporterez-vous ? — Oui, je ne l'oublierai pas. — Je veux aussi des boutons pour l'habit de mon petit garçon. Son habit est neuf, mais il en a perdu tous les boutons. En avez-vous ? — Non, mais il y en a près d'ici dans l'autre magasin. Mon commis y en a acheté hier. Il m'en a parlé ce matin. — J'y vais pour en acheter. J'en ai grand besoin. » Alors je suis sortie et je suis allée à l'autre magasin où j'ai trouvé des boutons.

THEME. I am a clerk in my uncle's store. I have been there for a year, and I work in it every day. My uncle thinks well of me. He and I sell many things there, but in the summer the customers like best his good fruit. It is always fresh because I go to the country every morning to look for some. I always find some, and I fill my cart with it. When I arrive at the store I carry some to the customer's houses if they wish any. When I have not enough, a customer often says to me, "Bring me some this evening." I answer him, "I will bring you some if there is any still at the store." If I do not forget it I go to his house and carry him some. If I forget it he has none.

ORAL. 1. Avez-vous des livres? 2. Combien en avez-vous? 3. Les avez-vous apportés à la classe? 4. Allez-vous à la ville? 5. Quand y allez-vous? 6. Pourquoi y allez-vous? 7. Pourquoi n'aimez-vous pas votre chambre? 8. Où avez-vous acheté votre habit? 9. Est-il venu du magasin? 10. Quand votre tante est-elle allée à Paris? 11. Quand en est-elle partie? 12. Me donnerez-vous de bonnes choses? 13. Les apporterez-vous à la maison? 14. Avez-vous répondu à toutes vos lettres? 15. Parlez-vous souvent de vos leçons?

RÉSUMÉ. 1. Have you any good fruit? Yes, I have some. 2. Give some to the queen. 3. If you have any red wine, give me a glass of it. 4. He has never been in the forest, but he is going there. 5. We had no bread yesterday, but we have some this morning. 6. How many buttons have you? I had two, but I have lost them. 7. You have much good wood; give some to her. 8. Have you been in the city long? Do you like its stores? 9. I have been there only a week. 10. Didn't he wish cold water? I filled his glass with it. 11. I will carry a glass of it to her. 12. I have only a little meat, and I cannot sell any to his customers. 13. Are there no flowers on the table? There are many in the garden. 14. Did both his brothers speak of my cart? Yes, they often spoke of it. 15. The house is pretty, but its windows are very small. 16. If you have my letters, reply to them. 17. If his clerk does not show them, I will show some to you myself. 18. Give me some, but do not give him any. 19. Will the child not think often of his mother? He will think of her. 20. Are there not many pupils in the school? Yes, there are many.

REVIEW

(Lessons Eighteen to Twenty)

A. GENERAL DRILL

1. Give list of: (a) conjunctive direct object pronouns; (b) conjunctive indirect object pronouns; (c) disjunctive pronouns; (d) intensive pronouns.
2. Give rule for position of conjunctive object pronouns: (a) with reference to the verb; (b) with reference to each other.
3. Translate into French: have you fallen, my son? have you fallen, my friend? have you fallen, my friends? he is praising them; he is selling them a horse; will they like it? do not sell them; they did not see her; sell it to me; do not sell it to me; will you sell it to me? will he sell me it? sell it to him; do

not sell it to him; he sold them to them; he did not sell them to me; if you have the newspaper, bring it with you; are you his sister? I am not; will he punish them? I think so; is she pretty? he thinks so; do they not want me?

4. Give six French sentences, illustrating as many uses of disjunctive pronouns.

5. Translate into French: I shall visit him; I shall visit with him; he started without me; it is I; it was not he; he is taller than I; she and I entered the room; I saw you and them; I saved the child; did she introduce them to you? she found it herself; before to-morrow; before the palace; near the garden; she has come in order to sing; she cannot weep; can they not remain?

6. Explain the exact nature of *en* and of *y*.

7. Translate into French: there is my farm; are you going there? were you speaking of it? were you not thinking of it? there's my uncle; were you speaking of him? are you going to him? will you give it to him? I have some chairs; have you any? has he none? how many do you want? fill the cart with them; have you been to the city? I was crossing its most beautiful street; when are you going there? its streets are dry now; when did your friend come from it? there are some books there; bring some, but do not bring the best; carry some to them there.

B. TRANSLATE INTO FRENCH

1. Give it to me but do not give any to him. 2. He and I studied our lesson two hours this morning. 3. If you had found the watch which I had lost, I should have been very happy. 4. Did you send any money to my niece's friend? 5. If they had any, they would give me a little. 6. I heard you and John in the garden when I entered. 7. If you have too many dogs, give me one. 8. I am going to him, but I am not going to give much to him. 9. When you arrive at the city and need some good fruit, I will bring you some. 10. Is the sea always blue there? I do not

NOTE. The abbreviations for these titles are: *monsieur*, M.; *messieurs*, MM.; *madame*, M^{me}; *mesdames*, M^{mes}; *mademoiselle*, M^{lle}; *mesdemoiselles*, M^{lles}.

109. The possessive pronouns are:

	SINGULAR		PLURAL		
	M.	F.	M.	F.	
Sing.	1st Per.	le mien la mienne	les miens les miennes		<i>mine</i>
	2d Per.	le tien la tienne	les tiens les tiennes		<i>thine</i>
	3d Per.	le sien la sienne	les siens les siennes		<i>his, hers</i>
Pl.	1st Per.	le nôtre la nôtre	les nôtres les nôtres		<i>ours</i>
	2d Per.	le vôtre la vôtre	les vôtres les vôtres		<i>yours</i>
	3d Per.	le leur la leur	les leurs les leurs		<i>theirs</i>

His book and mine.

Son livre et le mien.

Your house is red; his is white.

Votre maison est rouge; la sienne est blanche.

NOTE. A friend of mine (*thine*, etc.) is commonly expressed by *un de mes* (tes, etc.) amis.

110. After the verb *être*, ownership is expressed by the preposition *à* with a disjunctive pronoun.

The cow is mine (belongs to me). *La vache est à moi.*

NOTE. The distinction between the use of *à* with the disjunctive and that of the possessive to express possession is important. The former expresses simple ownership; the latter distinguishes one from another. For example, with the question, *Whose cow is it?* the answer, *The cow is mine*, is *La vache est à moi*. When the question is, *Which cow is mine?* the answer, *The red cow is mine*, is *La vache rouge est la mienne*.

111. It is to be observed carefully that the possessives agree with the thing possessed and not with the possessor. Thus:

Son jardin may be translated *her garden* as well as *his garden*, *son* not *sa* being used, because *jardin* is masculine; while to say *his*

pen we must say *sa plume* because *plume* is feminine. Also, *mon livre et le sien*, *my book and hers*; not *la sienne*, because *livre* is masculine.

NOTE. Whenever, to avoid ambiguity, it is necessary to distinguish between *his* and *her*, recourse is had to the disjunctive.

his garden, *son jardin à lui*
her garden, *son jardin à elle*

ADDITIONAL WORDS

la bouche, <i>the mouth</i>	la patte, <i>the paw</i>
les cheveux, <i>the hair</i>	le pied, <i>the foot</i>
la dent, <i>the tooth</i>	la tête, <i>the head</i>
l'os, <i>the bone</i>	méchant, <i>cross, naughty</i>
l'oreille, <i>the ear</i>	casser, <i>to break</i>
chez, <i>at (to) the house (home) of</i>	
chez le médecin, <i>at (to) the doctor's</i>	
chez lui, <i>at (to) his house (home)</i>	

PRES. IND. of *devoir*, *to owe, must, ought*

je dois	nous devons
tu dois	vous devez
il doit	ils doivent

EXERCISE

DRILL. 1. Prefix to the nouns below the proper forms for (a) *his*, (b) *our*, (c) *their*, (d) *her*: *main*, *école*, *piéd*, *yeux*, *amies*, *cheveux*.

2. Insert in the blanks below the proper form for (a) *yours*, (b) *hers*, (c) *theirs*, (d) *his*, (e) *ours*: *mes livres et —*; *mes dents et —*; *ma plume et —*; *mon cheval et —*.

3. Translate into French: *thy school*; *your sisters*; *a cousin of hers*; *this dog is mine*; *he has red hair*; *their father and mother*; *men ought to work*; *my house is black*, *his is yellow*; *your best pupils*; *he must be dead*; *close your book*; *do not close your eyes*; *your mother*; *did he lose his life?* *the black*

horse is mine, *the white horse is yours*; *his mother*; *her father*; *their fathers*; *his friend and ours*; *our friends*.

4. Continue the following through all the forms of the pronouns in heavy type: (a) *j'ai perdu la mienne (la tienne, etc.)*; (b) *j'aime mon (ton, etc.) père*; (c) *les miennes sont utiles*; (d) *ce lit est meilleur que le mien*; (e) *il a mes chiens*.

MODEL. Hier je suis allé chez madame votre tante, mon amie. Elle demeure avec un de ses fils dans sa plus belle maison à lui. Elle a les cheveux blancs, les yeux bleus et la bouche petite. Quand je suis entré chez eux, il y avait un chien et un chat sous la table. J'ai dit à madame votre tante: « Votre chien et votre chat sont de bons amis, n'est-ce pas? » Elle m'a répondu: « Le chien est à mon fils; le chat seulement est à moi. Son chien n'aime pas mon chat, et il lui a mordu la patte et en a cassé l'os. Les chiens ne doivent jamais demeurer avec les chats. » Elle m'a montré les deux animaux et dit: « Le mien n'est jamais méchant, mais le sien m'a mordu le doigt il y a quelques semaines. Je suis allée chez notre médecin, et il m'a coupé toute la main pour me sauver la vie. »

THEME. Yesterday I visited your uncle at his house. Your uncle is one of my best friends, and his wife, your aunt, is also my friend. He is tall, and he has red hair and blue eyes; but his wife is not so tall as he, and she has black hair and black eyes. They live near here in the country, and I often go to their house. Children ought not to visit too often, but I love them both very much. I think that their house is charming; its doors are large, and its windows are beautiful. Your aunt gave me a cat, and she said that she had one for you. Mine is white and yours is black. There was in the barn a large dog, and your aunt said that he belonged to your uncle. He was cross and he had a big head and long teeth. The other day he bit a man and broke a bone of his leg.

ORAL. 1. Qui est votre plus cher ami? 2. A-t-il les cheveux noirs? 3. Avez-vous vu un de mes amis? 4. Quand suis-je allé

chez madame votre tante? 5. Où demeure-t-elle? 6. A-t-elle des animaux? 7. Le chien était-il à elle? 8. Pourquoi n'aimait-elle pas le chien? 9. Le chat aimait-il le chien? 10. Ce livre est-il à vous? 11. Est-ce que le livre vert est le mien? 12. Qui vous a cassé le doigt? 13. Ne dois-je pas parler français? 14. Voulez-vous mon journal? 15. Voulez-vous le mien ou le leur?

RÉSUMÉ. 1. She closed her school a week ago. 2. Your sister ought never to punish her children. 3. Men often cut off their fingers at that work. 4. His horse and dog are both old. 5. Your teeth are whiter than his. 6. Your eyes and hers are black. 7. Their youngest sister has beautiful hair. 8. This ~~little~~ child is a brother of his. 9. Our doctor has few books; has yours¹ many? 10. My son, yours, and his are at my house. 11. The dog bit the cat's paw and broke it. 12. He asked if your father would give my sister his arm. 13. His mother is no longer thy friend. 14. How many feet has man? He has two. 15. A cross dog bit his hand, but the doctor saved his life. 16. I have broken the pencil, but it was mine. 17. How many bones are there in the ear? 18. Your father had gone to the lawyer's when mine entered the house. 19. Does your brother wish some water? There is some on the table. 20. Both your house and ours will belong to him to-morrow.

LESSON TWENTY-TWO

DEMONSTRATIVES

112. Words used closely to define or point out an object, such as *this* and *these* in English, are called demonstratives. There are two kinds of demonstratives, adjectives and pronouns. The former are used with a noun expressed; the latter to take the place of a noun omitted.

¹ When the subject of a sentence is a possessive pronoun, the order is the same as when a noun is the subject. See Sec. 77.

113. The demonstrative adjectives are:

	SINGULAR	PLURAL
Masculine	ce (cet before a vowel or mute h)	ces
Feminine	cette	ces
ce gant, <i>this</i> (or <i>that</i>) <i>glove</i>		ces gants, <i>these</i> (or <i>those</i>) <i>gloves</i>
cet habit, <i>this</i> (or <i>that</i>) <i>coat</i>		ces habits, <i>these</i> (or <i>those</i>) <i>coats</i>
cette bague, <i>this</i> (or <i>that</i>) <i>ring</i>		ces bagues, <i>these</i> (or <i>those</i>) <i>rings</i>

114. Special emphasis upon the Demonstrative Adjective is expressed by the adverbs *ci*, *here*, and *là*, *there*, placed after the modified noun and connected with it by a hyphen. Such emphasis is especially involved in contrasts.

Cet homme-ci est grand, mais ces garçons-là ne sont pas grands. *This man is tall, but those boys are not tall.*

115. The demonstrative pronouns are:

	SINGULAR	PLURAL
Masculine	celui <i>this, that</i>	ceux <i>these, those</i>
Feminine	celle <i>this, that</i>	celles <i>these, those</i>

These forms are used:

(a) Before possessive phrases introduced by *de*.

Ma bourse et celle de Marie. *My purse and Mary's (that of Mary).*

(b) As the antecedent of a relative pronoun. In this use they not only represent the English demonstratives, *that*, *the one*, *those*, etc., but also the English third personal pronouns, *he*, *him*, *she*, *her*, *they*, the conjunctive pronouns not being used as the antecedent of relatives.

Ma plume est bonne, mais celle que vous avez est meilleure. *My pen is good, but that (the one) which you have is better.*

Celui qui est riche est heureux. *He (the one) who is rich is happy.*

Ceux qui sont beaux ne sont pas toujours bons. *Those (the ones) who are beautiful are not always good.*

J'aime celle que vous punissez. *I love her (the one) whom you are punishing.*

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LESSON TWENTY-TWO

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J'aime celle que vous punissez. *I love her (the one) whom you are punishing.*

116. When the demonstrative pronouns are not defined by a phrase or a relative clause, *ci* or *là* is added to them, forming *celui-ci* (*this, this one*), *celui-là* (*that, that one*), etc.

Cette maison-ci est bonne, mais celle-là est meilleure. *This house is good, but that is better.*

Voici deux malles; celle-ci est grande, celle-là est petite. *Here are two trunks; this one is large, that one is small.*

NOTE. When referring to a preceding word, *celui-là* is often to be translated *the former*; *celui-ci*, *the latter*.

Jean et Marie sont ici; celui-là est riche, celle-ci est pauvre. *John and Mary are here; the former is rich, the latter is poor.*

117. *Ceci* and *cela* (*ca* colloquially) are employed as neuter pronouns to express *this* and *that* when used to refer to something clearly understood but not definitely mentioned.

I heard that. *J'ai entendu cela.*
Give me this. *Donnez-moi ceci.*

118. *Ce* is also used as a neuter pronoun, to replace the personal pronouns *il*, *ils*, *elle*, *elles* and the demonstrative pronouns, as the subject of *être* when followed by a noun, a pronoun, or a superlative adjective.

It (*this*) is a handkerchief. *C'est un mouchoir.*
She is my sister. *C'est ma sœur.*
It is I. *C'est moi.*
It (*this*) is the most beautiful velvet. *C'est le plus beau velours.*

In most other cases the personal pronoun is used.

He is rich. *Il est riche.*
Where is that book? It is Henry's. *Où est ce livre? Il est à Henri.*

NOTE 1. In this construction the verb always agrees with *ce* in the third person singular unless the predicate is in the third person

plural, in which case the verb itself is usually¹ in the third person plural.

It is he. *C'est lui.*
It is we. *C'est nous.*
It is they. *Ce sont eux.*
These are my brothers. *Ce sont mes frères.*

NOTE 2. When *it* as subject does not denote a definite thing, but is used as an expletive to refer to a clause or idea, the distinction in the use of *ce* and *il* is somewhat intricate. Roughly, it may be stated as follows: if the idea referred to has already been mentioned use *ce*; if not, use *il*. Also use *ce*, if in English *that* may be substituted for *it*.

She has started, it (*that*) is clear. *Elle est partie, c'est clair.*
It is clear that she has started. *Il est clair qu'elle est partie.*
It is easy to play. *Il est facile de jouer.*

ADDITIONAL WORDS

Guillaume, <i>William</i>	le parapluie, <i>the umbrella</i>
Julie, <i>Julia</i>	le soulier, <i>the shoe</i>
l'armoire, <i>the closet</i>	le tailleur, <i>the tailor</i>
le drap, <i>the cloth</i>	porter, <i>to carry, wear</i>
les habits, <i>the clothes</i>	emporter, <i>to carry away</i>
la paire, <i>the pair</i>	suspendre, <i>to hang</i>

PRES. IND. of *faire*, *to make, do*

je fais	nous faisons
tu fais	vous faites
il fait	ils font

EXERCISE

DRILL. 1. Prefix the proper form of the demonstrative adjective to: vie, homme, tête, drap, souliers, écoles.

2. Translate into French: this glove; that glove; my glove and John's; my glove and his; the former . . . the latter; this is good, that is poor; a book better than my mother's; did he say

¹ See App., p. 244, Sec. 2.

that? did he speak of it? reply to this; my rings and the ones which you have; our dresses and Julia's; she who is here; the ones which you want.

3. Translate into French: it is his; it is a trunk; it is new; it is a new trunk; they are old; they are pupils; it is John's; this is John's; he is one of my friends; he is a good doctor; she is our sister; it is I; it is they; it is good; it is better; it is the best; it is clear that you are hungry; he was afraid, that is clear.

4. Continue through the various forms of the disjunctive: (a) *c'est moi*; (b) *ce n'est pas moi*.

5. Give pres. ind. of *faire*, (a) neg.; (b) neg-int.

MODEL. Voici la chambre où je demeure avec mon camarade, Guillaume. C'est un garçon excellent et l'élève le plus riche de l'école. Toutes les choses que vous regardez ne sont pas à moi, beaucoup en sont à lui. Nous avons deux tables: la table ronde est la mienne, mais la table longue est la sienne. La mienne m'est très chère parce que celle qui me l'a donnée est morte. Ce lit-ci est le sien et celui-là est le mien. Nous cachons toujours nos vieux souliers sous les lits, et nous y trouvons souvent nos parapluies quand nous les cherchons. Nous suspendons nos habits dans l'armoire quand nous y pensons, mais souvent je trouve les miens sur un des lits. Mes habits ne sont pas si beaux que ceux de mon camarade, parce qu'un tailleur fait les siens. Mes gants sont meilleurs que ceux de Guillaume, mais il en a plus que moi. Mon père ne me donne que peu d'argent, mais celui de Guillaume lui en remplit sa bourse. Je veux vous présenter Jean et Henri; celui-ci est mon cousin, celui-là est le frère de Guillaume.

THEME. We shall have no more school for ¹ three weeks, and I am going to go to my home. Think of that! It is a long journey. I shall wear this coat, but I shall hang that one in my closet. I shall need these gloves and this pair of shoes. If my trunk were large enough I would carry ² also Julia's black velvet dress. She is my

¹ *For* denoting a period of future time is *pour* and not *pendant*.

² *Carry* here means *carry away*: hence *emporter*.

sister, and she is going to make the journey with me. William and Mary are going to make the journey with us also. The former is my cousin; the latter is one of my friends. I have in my trunk Julia's handkerchiefs and Mary's also. I want one of my umbrellas because there is much rain at this season. I prefer the one which my father gave me. I wish also to carry some cloth to my tailor. He is an excellent tailor. He makes all my clothes and they are the best in the school. There's my purse and my ring. Now I shall close the trunk and leave the old school.

ORAL. 1. Où est votre chambre? 2. Cette chambre-là, est-ce la vôtre? 3. Est-ce aussi celle de votre camarade? 4. Est-ce une bonne chambre? 5. Est-ce la meilleure? 6. Avez-vous quelque chose dans la main? 7. Est-ce une plume? 8. Est-ce la mienne? 9. Est-ce celle que je vous ai donnée? 10. Allez-vous faire un voyage? 11. Allez-vous chez M. votre père? 12. Demeure-t-il dans une grande maison? 13. Est-ce une maison de bois? 14. Est-elle neuve? 15. Est-elle meilleure que celles de votre oncle?

RÉSUMÉ. 1. These coats and this pair of gloves are mine. 2. My umbrella is better than my father's. 3. This cloth is old, but that is still older. 4. I used to have many of these shoes. 5. He has often spoken to me of that. 6. This man has his umbrella and the one which I brought. 7. Julia had some new and old cloth. 8. The former was yellow; the latter was white. 9. Show me this, but do not show me that. 10. William's wines are better than John's. 11. It was they. 12. It is a very beautiful umbrella. 13. There are two trunks in the closet; this one is new, but that one is old. 14. Her mother, mine, and my cousin's will all be there. 15. The tailor will hang in my closet the clothes which he is making. 16. He who is rich ought to give much. 17. He filled these purses with gold. 18. It is beautiful, but it is not mine. 19. These are the pens which I have found; they are John's, are they not? 20. They are the largest trees in the whole country.

LESSON TWENTY-THREE

RELATIVE PRONOUNS

119. The English relatives, *who, whom, which, and that*, are expressed in French by *qui, que, or lequel*, according to the following tabular arrangement:

Subject of a verb	qui	} (persons, animals, and things)
Object of a verb	que	
Object of a preposition	qui	} (persons)
	lequel	

my friend *who* is here, *mon ami qui est ici*
 the man *whom* I love, *l'homme que j'aime*
 the man *for whom* I work, *l'homme pour qui je travaille*
 the portrait *which* is here, *le portrait qui est ici*
 the key *which* I lost, *la clef que j'ai perdue*
 the book *in which* I study, *le livre dans lequel j'étudie*
 the room (into) *which* I entered, *la chambre dans laquelle je suis entré*
 the picture *that* I find, *le tableau que je trouve*

NOTE. As the object of the prepositions *entre, between,* and *parmi, among,* *lequel* must be used to refer to either persons or things.

120. *Lequel* is formed by the union of the definite article *le* and the adjective *quel*. *Lequel*, therefore, varies to agree in number and gender with its antecedent. Its forms are *lequel, laquelle, lesquels, lesquelles*.

la chaise devant *laquelle* je suis, *the chair before which I am*
 les salles dans *lesquelles* j'ai été, *the rooms in which I have been*

NOTE 1. All relatives except *lequel* are invariable in respect to number and gender.

NOTE 2. The *le* of *lequel* contracts with a preceding *de* or *à* in conformity with the rules laid down in Sec. 34, forming *duquel, desquelles, auquel, auxquels*, etc.

le château *duquel* nous parlions, *the castle of which we were speaking*

121. The variable *lequel* is often used instead of the invariable *qui* and *que*, especially in order to show more clearly which word is the antecedent in ambiguous cases.

the wife of the doctor *who* is here, *la femme du médecin lequel (or qui) est ici*
 the doctor's wife *who* is here, *la femme du médecin laquelle est ici*

122. Instead of *de* (in all its meanings) and an object relative, *dont* is very generally used.

l'église *dont* (or *de laquelle*) je parle, *the church of which I speak*
 les pommes *dont* (or *desquelles*) il a rempli la charrette, *the apples with which he filled the cart*

123. The English relative *whose* is equivalent to *of whom* or *of which*. It is expressed, therefore, either by *dont*, or by *de* with *qui* or *lequel*. The noun modified by *whose* takes the definite article, and if it is the object of a verb it must follow the verb.

the man *whose* son (of whom the son) is here, *l'homme dont (or de qui) le fils est ici*
 the man *whose* son I punished (of whom I punished the son), *l'homme dont (or de qui) j'ai puni le fils*

NOTE. When the noun modified by *whose* is the object of a preposition, *de* with *lequel* (never *dont*) is used, whether the antecedent be a person or thing.

the man to *whose* son I speak, *l'homme au fils duquel je parle*

124. The adverb *où, where*, is often used in cases in which a relative is found preceded by *to, at,* or *in* in English.

the house at which she is, *la maison où elle est*
 the day when (in which) he started, *le jour où il est parti*
 the parlor where (in which) I was, *le salon où j'étais*

NOTE. Similarly *d'où*, from *where*, *whence*, and *par où*, through *where* (*which*), are often used instead of *duquel*, *par lequel*, etc.

the house *whence* they came, *la maison d'où ils sont venus*
 the city through which we have come, *la ville par où nous sommes venus*

125. A preposition is frequently placed at the end of English relative clauses. It never occurs in this position in French, but must always precede the relative pronoun.

the man whom I work for, *l'homme pour qui je travaille*
 the book that I study in, *le livre dans lequel j'étudie*
 the church that you are speaking of, *l'église dont vous parlez*
 the apples which he filled his cart with, *les pommes dont il a rempli sa charrette*
 the room that I was in, *la salle où j'étais*

126. The English relative *what* is equivalent to *that which*. In French there is no one word for this construction, both parts being expressed. Thus:

Subject of a verb	ce qui
Object of a verb	ce que
Object of a preposition	ce . . . quoi

I am selling what (that which) is here. *Je vends ce qui est ici.*

I am selling what (that which) I have. *Je vends ce que j'ai.*

He gave me what I was thinking of (that of which I was thinking). *Il m'a donné ce à quoi je pensais.*

NOTE. In phrases in which the relative *ce . . . quoi* is used with the preposition *de*, the *de* *quoi* becomes *dont* in accordance with Sec. 122. If the preposition is other than *à* or *de*, the *ce* is frequently omitted.

You have done that of which I was speaking. *Vous avez fait ce dont je parlais.*

I will give you what you need (that of which you have need). *Je vous donnerai ce dont vous avez besoin.*

This is what he does it with. *Voilà avec quoi il le fait.*

127. The relative may never be omitted in French.

the carpet (which) I sold, *le tapis que j'ai vendu*
 the man I spoke to, *l'homme à qui j'ai parlé*
 the boy (who is) with you, *le garçon qui est avec vous*
 all (that which) he has, *tout ce qu'il a*

128. The following table contains concisely the gist of the above:

<i>who</i> (<i>that</i>)	= <i>qui</i>
<i>whom</i> (<i>that</i>)	= <i>que</i> , object of verb = <i>qui</i> , object of preposition
<i>which</i> (<i>that</i>)	= <i>qui</i> , subject of verb = <i>que</i> , object of verb = <i>lequel</i> , object of preposition
<i>whose</i> (<i>of whom</i> , <i>of which</i>)	= <i>dont</i>
<i>what</i> = <i>that which</i>	
<i>that</i> = <i>ce</i> ; <i>which</i>	= <i>qui</i> , subject of verb = <i>que</i> , object of verb = <i>quoi</i> , object of preposition

ADDITIONAL WORDS

<i>dernier</i> , <i>last</i>	<i>prochain</i> , <i>next</i>
<i>ensuite</i> , <i>afterwards</i>	<i>tout de suite</i> , <i>immediately</i> , <i>at once</i>
	<i>hier soir</i> , <i>yesterday evening</i> , <i>last night</i>
	<i>la semaine dernière</i> , <i>last week</i>

EXERCISE

DRILL. 1. Supply in the following blanks the proper relative word or phrase: *la chaise* — vous avez ; *j'ai entendu* — il a dit ; *la table* — je l'ai cachée ; *il vendra* — est à lui ; *la ville* — elle demeure ; *donnez-moi tout* — vous avez ; *le marchand de* — nous parlions ; *l'avocat à* — vous parliez ; *le garçon* — j'ai vu le frère ; *l'homme dans la maison de* — je demeure.

2. Write French sentences containing respectively each of the following words or phrases: *qui*, *où*, *laquelle*, *que*, *auxquels*, *dont*, *ce que*, *desquelles*, *ce qui*, *d'où*, *ce à quoi*, *par où*, *ce dont*.

3. Translate into French: the tailor who makes coats; the tailor's wife who makes dresses; the friend whom I love; the aunt with whom I live; the garden he was playing in; some pens which are good; the doctor of whom I spoke; he will sell what he makes; the man with him; the pens that are new; the words that we have forgotten; the picture at which you are looking; the table at which you are; all he bought; the parlors of which we spoke; the teacher whose pupils I saw; the teacher whose pupils are good; the countries she visited; give back what is in your hand; I saw what I had spoken of; the house of which I was thinking; what is mine is yours; the friends among whom he lives.

MODEL. Je vais vous parler un peu d'une petite ville par où j'ai passé l'été dernier. Il y avait dans cette ville un grand château qui était à un roi français il y a longtemps. Je n'y ai trouvé qu'une vieille femme dont le fils m'a montré le château. Quand le fils eut apporté les grosses clefs qu'il avait cherchées longtemps, nous sommes entrés tout de suite dans une salle longue, dont le tapis était de beau velours, et où il y avait beaucoup de tableaux, dont le plus grand était le portrait du roi lui-même. La prochaine chambre était celle du roi, dans laquelle nous avons trouvé son lit et sa table, sur laquelle était un de ses livres. Le garçon m'a dit tout ce que sa mère lui avait dit de ce roi et de son château. Alors il m'a montré une petite église dont j'ai regardé longtemps les belles fenêtres. Ensuite j'ai donné un peu d'argent au garçon et il l'a porté à sa mère, pour qui il travaillait.

THEME. The key that I found in the street last night belonged to a merchant of this city. The store in which I used to work many years ago is his son's. The latter has a beautiful house before which we shall soon pass. The castle, of which I was speaking to you last week belongs to him also. He built it in the country whence he came, and it is the largest (into) which I have ever entered. The son of the woman who visited him last month lives there now, but he will leave it next week. The merchant

wants to sell immediately all that he has here and will live in the castle himself. In one of the large rooms there are many pictures which he has bought at London and Paris. Near this is the parlor in which he has hung his father's portrait. The chairs with¹ which he has filled every room are old and have cost much. Before the castle there are some trees under which he has built a little church. He is rich, he has what he wishes, and he is happy.

ORAL. 1. Où sont les grands châteaux? 2. Qui y a demeuré? 3. Quand y ont-ils demeuré? 4. Ont-ils beaucoup de grandes salles? 5. Y a-t-il aussi des portraits? 6. Avez-vous mon portrait? 7. Avez-vous un portrait dans votre montre? 8. Avez-vous perdu de l'argent? 9. Où est l'argent que vous avez trouvé? 10. Est-ce à vous? 11. Tous les livres que vous avez sont-ils à vous? 12. Avez-vous acheté tout ce qui est à vous? 13. Est-ce mon livre que vous avez perdu? 14. Où est le livre dont je parle? 15. Quand allez-vous étudier la leçon que j'ai donnée?

RÉSUMÉ. 1. I found the key which you lost. 2. The carpet which I sold you is good. 3. I entered the room in which she was working. 4. The horse to which you gave some water is John's. 5. What I have is mine and not yours. 6. The lady whose son arrived yesterday is very old. 7. This is the parlor in which we spoke last week. 8. He is the man to whom I gave the picture last night. 9. Will you give me what I find (shall have found) at your house? 10. The forest of which we were speaking belongs to him. 11. Will you sell the house I entered last week? 12. I have forgotten what I was thinking of. 13. He whom thou lovest is dead. 14. Give back the portrait to her who lost it. 15. The king's mother, who had started, came back at once. 16. I found them in the castle in which I had lost them. 17. Afterwards he gave me all he had of them. 18. These are the houses to which he carries wood every day. 19. Give me at once the book you have. 20. He to whom you gave the money has come back.

¹ Fill with in this sense is *remplir avec*, not *remplir de*, since all the space of the room is not filled.

LESSON TWENTY-FOUR

INTERROGATIVES

129. *Who* and *whom*, when interrogative pronouns, are expressed by *qui*.

Who is doing that?	<i>Qui fait cela ?</i>
Who is this man?	<i>Qui est cet homme ?</i>
Whom did you find?	<i>Qui avez-vous trouvé ?</i>
Of whom are you speaking?	<i>De qui parlez-vous ?</i>

NOTE. In sentences of the type below, in which *whom* is without an antecedent, it is an interrogative pronoun used in an indirect question. Use therefore the interrogative *qui* and not the object relative *que*.

He is asking *whom* you want. *Il demande qui vous voulez.*

130. *Whose*, when an interrogative pronoun, is expressed by *à qui* when it denotes possession; by *de qui* when it denotes relationship.

Whose book is this (to whom is this book)?	<i>À qui est ce livre ?</i>
Whose husband is he (of whom is he the husband)?	<i>De qui est-il le mari ?</i>
Whose son is that boy?	<i>De qui ce garçon est-il le fils ?</i>

131. *What*, when an interrogative pronoun, is expressed variously as shown in the following table:

Subject of a verb	<i>qu'est-ce qui</i>
Object of a verb	} <i>que</i>
Predicate nominative	
Object of a preposition	<i>quoi</i>
What is blooming there?	<i>Qu'est-ce qui fleurit là ?</i>
What is your father doing?	<i>Que fait votre père ?</i>
What will death be?	<i>Que sera la mort ?</i>
Of what are you speaking?	} <i>De quoi parlez-vous ?</i>
What are you speaking of?	

132. *What*, when an interrogative adjective, is expressed by *quel*, *quelle* (f.); pl. *quels*, *quelles* (f.).

What prince?	<i>Quel prince ?</i>
What princesses?	<i>Quelles princesses ?</i>

NOTE 1. This is true even when the noun that *what* modifies does not immediately follow it, and it is thus apparently a pronoun.

What (color) is the color of this house? *Quelle est la couleur de cette maison ?*

NOTE 2. *Quel* has the meaning *what a* in exclamatory sentences.
Quel soldat ! *What a soldier !*

133. *Which* is expressed:

(a) When an interrogative adjective, by the proper form of *quel*.

Which book?	<i>Quel livre ?</i>
Which houses?	<i>Quelles maisons ?</i>

(b) When an interrogative pronoun, by the proper form of *lequel*.

Which (man) is your uncle?	<i>Lequel est votre oncle ?</i>
Do you love your niece? Which one?	<i>Aimez-vous votre nièce ? Laquelle ?</i>
Which (pupil) of your pupils is the best?	<i>Lequel de vos élèves est le meilleur ?</i>
Which (pupils) of your pupils are the best?	<i>Lesquels de vos élèves sont les meilleurs ?</i>

134. Instead of the simple forms, *qui*, *que*, *quoi*, interrogative phrases of the type of *qu'est-ce qui* in Sec. 131 are very frequently used. These phrases consist of *est-ce* preceded by an interrogative pronoun and followed by a relative. In determining the proper form of these the regular rules apply.

The phrase *qu'est-ce qui* in the French for *what is blooming* means in full *what is it that*. *What*, being an interrogative

pronoun in the predicate nominative, becomes *que* (*qu'*); *that*, being a subject relative, becomes *qui*. Hence, *qu'est-ce qui*.

The various examples in Sec. 129 and Sec. 131 may then be expressed:

Who is doing that? (Who is it that is doing that?)	<i>Qui est-ce qui fait cela?</i>
Who is this man? (Who is it that it is, this man?)	<i>Qui est-ce que c'est cet homme?</i>
Whom did you find? (Who is it that you found?)	<i>Qui est-ce que vous avez trouvé?</i>
Of whom are you speaking? (Of whom is it that you are speaking?)	<i>De qui est-ce que vous parlez?</i>
What is this thing? (What is it that this thing (is)?)	<i>Qu'est-ce que cette chose?</i>
What is your father doing? (What is it that your father is doing?)	<i>Qu'est-ce que votre père fait?</i>
Of what are you speaking? (Of what is it that you are speaking?)	<i>De quoi est-ce que vous parlez?</i>

NOTE. *What is* is generally expressed by a still more complex form, *qu'est-ce que c'est que*.

What is that? *Qu'est-ce que c'est que cela?*

135. The following table contains concisely the gist of the above:

<i>who</i>	= <i>qui</i> or <i>qui est-ce qui</i> (<i>que</i>)
<i>whom</i>	= <i>qui</i> or <i>qui est-ce que</i>
<i>which</i>	= <i>quel</i> , adjective
	= <i>lequel</i> , pronoun
<i>what</i>	= <i>qu'est-ce qui</i> , subject of verb
	= <i>que</i> or <i>qu'est-ce que</i> , object of verb
	= <i>quoi</i> , object of preposition
	= <i>quel</i> , adjective
<i>whose</i>	= <i>à qui</i> , to denote ownership
	= <i>de qui</i> , to denote relationship

ADDITIONAL WORDS

Dieu, <i>God</i>	le paysan, <i>the peasant</i>
l'allié, <i>the ally</i>	le prêtre, <i>the priest</i>
l'armée, <i>the army</i>	le propriétaire, <i>the landlord</i>
la bataille, <i>the battle</i>	la victoire, <i>the victory</i>
la guerre, <i>the war</i>	brave, <i>brave</i>
le nombre, <i>the number</i>	avoir lieu, <i>take place</i>

EXERCISE

DRILL. 1. Give English sentences containing: *who* (rel.); *who* (int.); *whom* (rel.); *whom* (int.); *which* (rel.); *which* (int. pron.); *which* (int. adj.); *what* (rel.); *what* (int. pron.); *what* (int. adj.). Translate these English sentences into French.

2. Give French sentences containing respectively each of the following interrogatives: *quels*, *que*, *qu'est-ce qui*, *de qui*, *qui est-ce que*, *quoi*, *où*, *qu'est-ce qui*, *laquelle*, *qui est-ce qui*, *à qui*, *est-ce que*.

3. Translate into French: *whom* do you want? *what* have you? *to whom* are you singing? *whose* son are you? *what* is under the tree? *which* pen have you? *what* is the color of the flag? *what* makes the rain? *what* a boy! *who* are they? *whose* horse is this? *what* are you making? *which* is your niece? *what* is he thinking of? *what* is this?

4. Give the full tense of: (a) *qui est-ce que j'ai vu?* (b) *qu'est-ce que je fais?* (c) *de quoi est-ce que je parle?* (d) *quel drapeau ai-je aimé?*

MODEL. *Qui* parlait avec vous? — *Ma* nièce, *Julie*. — *De qui* est-elle la fille? — *De ma* sœur, *Marie*. — *De quoi* parliez-vous? — *D'une* grande bataille. — *De quelle* bataille? — *De la* grande bataille de *Waterloo*. — *Qu'est-ce qu'elle* en a dit? — *Que* c'était une des plus grandes batailles du monde. — *Quand* cette bataille a-t-elle eu lieu? — *Il* y a bien des années. — *Quelles* armées y avait-il dans la bataille? — *La* française et l'anglaise avec leurs

alliés. — Quels généraux étaient à la tête de ces armées? — Napoléon, de l'armée française, et Wellington, de l'anglaise. — Laquelle des armées était la plus grande? — Celle des Français, je pense. — Lesquels des soldats étaient les plus braves? — Je n'y puis répondre. Ils étaient tous braves. — A qui était la victoire? — Aux Anglais et à leurs alliés. — Qu'est-ce que les soldats étaient? — C'étaient des paysans. Les princes et les propriétaires étaient restés à la maison, et les pauvres paysans étaient allés à la guerre. — Aimez-vous la guerre? — Non; toute guerre est cruelle. La guerre est l'alliée de la mort. — Dieu la veut-il? — Non; ni Dieu ni les prêtres ne la veulent, mais les hommes sont cruels, et il y aura toujours la guerre et des soldats.

THEME. "What is that?" "A man who wishes to speak to you is at the door." "Who is it?" "It is the general." "What general?" "The prince, Princess Mary's brother." "Of what does he wish to speak to me?" "Of the battle, I think. You were there, were you not?" "Yes; it is the greatest victory of the war." "Which army lost the greater number of soldiers?" "Our king's." "Which lost the greater number of flags?" "The other army." "What is the color of their flags?" "Red and blue." "Whose soldiers were the bravest?" "Our general's." "Who were his soldiers?" "They were peasants." "If the peasants are in the armies, who works for the landlords?" "The landlords themselves. The priests leave their churches also and go to the fields. A man can work for God in the fields as well as in churches." "Whose are the churches?" "They are God's. But I am talking too much. Whom did you see? Of what does he wish to speak to me? I am going to him immediately."

ORAL. 1. Quel livre est le vôtre? 2. Lequel est votre livre français? 3. Quelle est la couleur de votre livre? 4. Qui avez-vous vu ce matin? 5. De qui cette petite est-elle la fille? 6. A qui est ce grand livre-ci? 7. De qui êtes-vous le fils? 8. De quoi parlons nous dans la classe? 9. A quoi pensez-vous maintenant? 10. A qui pensez-vous? 11. Lequel de vos amis est le plus riche?

12. Lequel est le meilleur? 13. Quelle est la couleur de notre drapeau? 14. Qu'est-ce que vous avez là? 15. Qu'est-ce qui est tombé?

RÉSUMÉ. 1. Which general does the army love? 2. Which of the generals is the bravest? 3. Which is the priest and which is the soldier? 4. Whose wife is this beautiful lady? 5. Whose house is this? 6. Who came to the merchant's yesterday? 7. What did the merchant sell him? 8. With whom did you go to the church? 9. Of what are you thinking now? Of the great number of those whom death has carried away. 10. Who is it that has so much money? Not I. 11. What a beautiful flag! 12. What flowers did you find in my uncle's house? 13. To whom did God give the victory? To the allies. 14. He will ask me whom I am seeking. 15. What was the longest battle in the war? 16. Whose coat is it? It is mine. 17. What did the landlord give and to whom did he give it? 18. Who was she, the princess or the peasant's daughter? 19. What is the color of the sky? 20. What do the peasants think of that which has taken place?

REVIEW

(Lessons Twenty-one to Twenty-four)

A. GENERAL DRILL

1. Give a complete list: (a) of possessive adjectives; (b) of possessive pronouns.

2. Give French sentences containing: la leur; les siennes; les vôtres; notre; nôtre.

3. Translate into French: his house; her father; my school; your best friend; a friend of mine; the book is mine; his book and theirs; thy father and brother; he will save her life; I closed my eyes; they have black eyes; this picture is mine, that is yours; she is to sing; at our house; Mr., Mrs., and Miss White; at her aunt's.

4. Give the list of: (a) demonstrative adjectives; (b) demonstrative pronouns.
5. When are the particles *ci* and *là* added: (a) to demonstrative adjectives; (b) to demonstrative pronouns?
6. Give French sentences containing: *cet*; *celle*; *ceux*; *ceci*.
7. Translate into French: it is I; it is mine; it is good; it is better; it is the best; it is they; it was we; that was my mother; the former and the latter; this is a new book, that is clear; it is good to work; my work and my brother's; my pen and the one which she wants; he who had arrived; I told you that; yours is smaller than Mary's.
8. Give the list of ordinary relative pronouns, and illustrate each in a French sentence.
9. What word expresses: who (rel.); who (int.); whom (rel.); whom (int.); which (rel.); which (int. pron.); which (int. adj.); what (rel.); what (int. adj.); what (int. pron.); whose (rel.); whose (int.)?
10. State and illustrate the longer type of interrogative pronouns.
11. Give French sentences containing: *dont*; *où*; *auxquels*; *quoi*; *duquel*; *quels*.
12. Translate into French: the man who is here; the friend whom I love; the man with whom I live; the man whose son is here; the merchant whose horse I bought; I want what I have; I want what is here; she loves all that is beautiful; the room in which I was; I hear him whom I am seeking; the child I want is here; they who are poor are often happy; the man whose house I live in.
13. Translate into French: what was here? what was it? whose pencil is it? whose daughter is that pretty girl? who is here? whom do you hear? what do you hear? with whom is he? of whom is he thinking? what were your friends doing? which son is it? what a big tree! which of your eyes? what is the lesson?

B. TRANSLATE INTO FRENCH

1. A friend was with me when I fell and broke my leg.
2. What was blooming there in their aunt's garden? 3. What was there in the field where he and your brother were playing yesterday? 4. Their horses, his, and his brother's, all used to be mine.
5. This man has black eyes, that one has blue. 6. Whose house is this? It is the oldest in the country and its windows are very low. 7. Which is the little girl for whom he made those new shoes? 8. Whom did you see in the carriage in which we came? 9. That fruit is good, but it is not mine; it is theirs. 10. The little wooden barn behind which the peasant was working is the one of which we were speaking, is it not? 11. I will not forget her of whom you spoke. 12. My friend's cousin, who has been traveling in France for many months, gave me this cloth. 13. She had on her head a few large red leaves. 14. I shall never ask him what he is thinking about. 15. I should have forgotten that myself, if she had not spoken of it.

C. THEME

A peasant used to sell his butter¹ and eggs every day in a great city which was on the sea-coast. When he had returned from the city he used to relate to his neighbors and friends the wonderful things he had seen during the day. One evening he said that there was a fish in the harbor so large and so long that it closed the entrance of the harbor, and that its head was caught between two small islands. Everybody left the village at once and started for the city in order to see the big fish. The peasant who had related the story, when he saw that everybody had started, said: "All my neighbors are going to the city. Is this story true? Am I going to remain here alone and miss this wonderful sight? Not at all." Thereupon, he set out in order to see with the others the big fish.

¹ See Vocabulary for this and other new words.

LESSON TWENTY-FIVE

NUMERALS — CARDINALS

136. The following examples will be sufficient to illustrate the formation of all cardinal numbers :

1	<i>un, f. une</i>	70	<i>soixante-dix</i>
2	<i>deux</i>	71	<i>soixante et onze</i>
3	<i>trois</i>	72	<i>soixante-douze</i>
4	<i>quatre</i>	73	<i>soixante-treize</i>
5	<i>cing</i>	74	<i>soixante-quatorze</i>
6	<i>six</i>	75	<i>soixante-quinze</i>
7	<i>sept</i>	76	<i>soixante-seize</i>
8	<i>huit</i>	77	<i>soixante-dix-sept</i>
9	<i>neuf</i>	78	<i>soixante-dix-huit</i>
10	<i>dix</i>	79	<i>soixante-dix-neuf</i>
11	<i>onze</i>	80	<i>quatre-vingts</i>
12	<i>douze</i>	81	<i>quatre-vingt-un</i>
13	<i>treize</i>	82	<i>quatre-vingt-deux</i>
14	<i>quatorze</i>	83	<i>quatre-vingt-trois</i>
15	<i>quinze</i>	90	<i>quatre-vingt-dix</i>
16	<i>seize</i>	91	<i>quatre-vingt-onze</i>
17	<i>dix-sept</i>	92	<i>quatre-vingt-douze</i>
18	<i>dix-huit</i>	97	<i>quatre-vingt-dix-sept</i>
19	<i>dix-neuf</i>	100	<i>cent</i>
20	<i>vingt</i>	101	<i>cent un</i>
21	<i>vingt et un</i>	125	<i>cent vingt-cinq</i>
22	<i>vingt-deux</i>	200	<i>deux cents</i>
23	<i>vingt-trois</i>	205	<i>deux cent cinq</i>
30	<i>trente</i>	1000	<i>mille</i>
31	<i>trente et un</i>	1015	<i>mille quinze</i>
32	<i>trente-deux</i>	1400	<i>mille quatre cents</i>
40	<i>quarante</i>	2000	<i>deux mille</i>
50	<i>cinquante</i>	4235	<i>quatre mille deux cent trente-cinq</i>
60	<i>soixante</i>	1,000,000	<i>un million</i>

NOTE 1. Observe in the foregoing list :

(a) Numbers less than one hundred formed of more than one word always have a connective. In *twenty-one, thirty-one, forty-one, fifty-one, sixty-one, and seventy-one*, it is *et*; elsewhere it is a hyphen.¹ Numbers greater than one hundred have no connective other than the one required between the tens and units.

(b) *Vingt* and *cent* are made plural when multiplied, if no number follows.²

(c) *Cent* and *mille* are used without the definite article.

(d) The numbers are invariable for gender, except *un*.

NOTE 2. (a) The final consonants of *cing, six, sept, huit, neuf, and dix* are sounded when counting or at the end of a phrase, final *x* being sounded like *s*. Before a word beginning with a vowel sound the regular rules of linking prevail. Before a word beginning with a consonant these final letters are silent.

(b) There is no elision before *huit* and *onze*.

137. In expressing the time of day, *heure, hour*, is used for *o'clock*. Time past the hour is expressed by the number for the hour and *et*; time previous to the hour, by the hour and *moins*.

one o'clock, *une heure*

two o'clock, *deux heures*

half-past three, *trois heures et demie*

(a) quarter past five, *cing heures (et) (un) quart*

(a) quarter of ten, *dix heures moins (un) quart*

five minutes past eleven, *onze heures (et) cinq (minutes)*

six minutes of eight, *huit heures moins six (minutes)*

What time is it?

Quelle heure est-il?

It is a quarter past six.

Il est six heures (et) (un) quart.

I shall start at four.

Je partirai à quatre heures.

NOTE. Twelve o'clock is never expressed by *douze heures, noon* being *midi, midnight* *minuit*.

half-past twelve (P.M.), *midi et demi*

¹ App. p. 244, Sec. 3, c.

² App. p. 244, Sec. 4, a.

138. In expressing a person's age, *avoir* is used and not *être*. Thus:

How old are you (what age have you)? *Quel âge avez-vous?*
 I am thirty years old (I have thirty years). *J'ai trente ans.*
 She is six. *Elle a six ans.*

139. (a) In expressing the price of a thing, the definite article is used before the noun denoting the unit of measure.

This cloth costs five francs a meter. *Ce drap coûte cinq francs le mètre.*
 I sell eggs at a franc a dozen. *Je vends les œufs un franc la douzaine.*

But observe:

The French sell cloth by the meter. *Les Français vendent le drap au mètre.*

(b) A unit of time is expressed by *par*.

He earns ten francs a day. *Il gagne dix francs par jour.*
 He sings twice (two times) a week. *Il chante deux fois par semaine.*

(c) The size of an object is expressed as follows:

This table is two meters long. *Cette table a deux mètres de long (longueur).*
Cette table est longue de deux mètres.
 How long is this table? *Combien de longueur a cette table?*
Quelle longueur a cette table?
De quelle longueur est cette table?

ADDITIONAL WORDS

le beurre, <i>the butter</i>	la livre, <i>the pound</i>
le fromage, <i>the cheese</i>	le franc, <i>the franc</i> (about \$0.20)
la pomme de terre, <i>the potato</i>	le sou, <i>the sou</i> (about \$0.01)
le sel, <i>the salt</i>	le centime, <i>the centime</i> (about \$0.001)
le sucre, <i>the sugar</i>	de (followed by a numeral), <i>than</i>
le kilo, <i>the kilogram</i>	confier, <i>to entrust</i>
le litre, <i>the liter</i>	rapporter, <i>to bring back</i>

combien avez-vous, *how much (money) have you?*

EXERCISE

- DRILL. 1. Count from 1 to 110.
 2. Express in French: 82, 121, 780, 71, 1400, 59, 397, 483, 3677, 505.
 3. Express in terms of French money: \$3.00, \$0.40, \$0.56, \$1.10, \$0.08, \$1.80.
 4. Express in French: how old is she? he is twenty-one; what time is it? it is four o'clock; he sells eggs by the dozen; it is twelve o'clock; the newspaper arrives twice a week; it is half past three; this wood is four feet long; it is a quarter of eleven; pens cost fifty centimes a dozen; it is eight twenty-three; it was a quarter past twelve; he will enter the house at nine; how much money has he in his pocket?
 5. Give in French the multiplication table of five (*cinq fois un font cinq, cinq fois deux font dix*, etc.); the table of three; of seven; of eight.

MODEL. Une mère a dit un jour à son jeune fils: «Tu as maintenant treize ans. Tu peux aller pour moi au magasin et en rapporter ce que j'y ai acheté. Mais, combien veux-tu? Deux livres de beurre, à un franc la livre: deux francs; un kilo de fromage: un franc cinquante centimes; trente livres de pommes de terre, à neuf centimes la livre: deux francs soixante-dix centimes; un paquet de sel: dix centimes; du sucre pour cinq francs; trois douzaines d'œufs, à seize sous la douzaine: deux francs quarante; un litre de vin: deux francs cinquante. Combien cela fait-il, mon fils?—Quinze francs, ma mère.—Non, mon fils, cela fait plus de¹ quinze francs; c'est seize francs vingt centimes, n'est-ce pas? Combien de centimes y a-t-il dans un franc?—Il y en a cent, ma mère.—Tu as raison. Donne cet argent au marchand et rapporte-moi les paquets dans ta petite charrette. Est-elle assez grande?—Je le pense, ma mère, elle est longue d'un mètre.—Si tu ne peux tout rapporter à une fois, tu

¹ *Than*, before cardinal numbers, is expressed by *de*.

peux y aller deux fois. Il est onze heures moins un quart. Sois ici à onze heures et demie et je te donnerai un franc d'argent. — Mais, ma mère, mon cousin Henri gagne deux francs quand il travaille pour sa mère. — N'oublie pas quel âge il a ; il a plus de quatorze ans. Ne parle plus. Si tu n'es pas ici avant midi je te punirai.»

THEME. (The pupil should write all numbers in French and calculate and fill in the blank totals.) Henry, I am going immediately into the country. You have been my clerk for ten years, you are now twenty-seven years old, and I shall entrust my store to you for seventeen days. I have bought in the city many things, and they will arrive to-morrow. They are: 100 kilograms of butter at ¹ 1 franc a kilogram, — francs; 300 kilograms of potatoes at 2 sous a kilogram, — francs; 120 pounds of eggs (I bought them by the pound, sell them by the dozen) at 9 sous a pound, — francs — centimes; 80 kilograms of cheese at 17 sous a kilogram, — francs — centimes; a wooden table which is ten meters long, 41 francs; that makes — francs — centimes. You will find salt enough in the store. There is also more than 1000 pounds of sugar, but less than 100 liters of wine. Work well; do not forget that we have a large store in which we make (*gagner*) more than 50,000 francs a year. Arrive at the store mornings at a quarter of seven and do not close the doors before half past six.

ORAL. 1. Quelle heure est-il? 2. A quelle heure arrivez-vous à l'école? 3. A quelle heure allez-vous à la maison? 4. A quelle heure finit la classe? 5. Quel âge avez-vous? 6. Quel âge a votre père? 7. A quel âge serez-vous homme? 8. A quel âge serez-vous vieux? 9. Combien coûtent les œufs? 10. Combien gagnez-vous par mois? 11. Combien de leçons de français avez-vous par semaine? 12. Combien de leçons avez-vous par jour? 13. Combien de fois allez-vous chez vous par an? 14. Combien de longueur a cette table? 15. Combien d'heures y a-t-il dans un jour?

RÉSUMÉ. 1. 151; 281; 800. 2. 1521; 2999; 21,371; 61,901. 3. That lawyer earns 100,000 francs a year. 4. How long is this

¹ In computation *à* is expressed by *à* before the price of each article.

house? All these houses are more than twenty-five meters long. 5. He sold me two liters of potatoes. 6. The merchant sold me ten pounds of cheese. 7. How many soldiers did the general have with him? He has 3500 now. 8. There are twelve months or 365 days in a year. 9. He arrived at half-past eight yesterday morning. 10. Do not bring back more than ten liters of wine. 11. This merchant enters his store every morning at 7.50. 12. How many pounds are there in a kilogram? 13. Merchants sell butter by the pound, eggs by the dozen, and gloves by the pair. 14. How old is your father? He is seventy-nine years old. 15. Are there eighty meters of this cloth? How much does it cost a meter? 16. It is 12.13 A.M.; when shall we arrive at the city? 17. There is only a little salt in this country. 18. Where is the general whose soldiers entered the city at noon? 19. Here is the store in which I bought the best sugar. 20. Which of these ladies are the ones to whom you entrusted your purse?

LESSON TWENTY-SIX

NUMERALS — ORDINALS

140. Ordinals are formed from cardinals by adding *ième*, omitting final *e* if there is one.

troisième, *third* quatrième, *fourth*
vingt et unième, *twenty-first*

The exceptions to this rule are:

premier, première (*f.*), *first*
second, seconde (*f.*), *second* (in a series of two)
deuxième, *second* (in a series of more than two)
cinquième (*u* inserted), *fifth*
neuvième (*f* changes to *v*), *ninth*

NOTE. The abbreviated forms of the ordinals are:

premier, 1 ^{er}	dixième, 10 ^e
première, 1 ^{ère}	centième, 100 ^e
deuxième, 2 ^e	etc.

141. The following are the names of the months. They are written in French without capitals.

January	<i>janvier</i>	July	<i>juillet</i>
February	<i>février</i>	August	<i>août</i>
March	<i>mars</i>	September	<i>septembre</i>
April	<i>avril</i>	October	<i>octobre</i>
May	<i>mai</i>	November	<i>novembre</i>
June	<i>juin</i>	December	<i>décembre</i>

142. The following are the names of the days of the week, also written without capitals.

Monday	<i>lundi</i>	Thursday	<i>jeudi</i>
Tuesday	<i>mardi</i>	Friday	<i>vendredi</i>
Wednesday	<i>mercredi</i>	Saturday	<i>samedi</i>
	Sunday	<i>dimanche</i>	

143. In dates, the cardinals are used except for the first, the masculine definite article always preceding. No preposition is used in connection with them.

November 8th, *le huit novembre*
 the twenty-fifth of December, *le vingt-cinq décembre*
 the first of March, *le premier mars*
 on the Fourth of July, *le quatre juillet*

144. Years above one thousand may be expressed in two ways. Thus, 1899 may be read *mil huit cent quatre-vingt-dix-neuf* or *dix-huit cent quatre-vingt-dix-neuf*. The former is the more common, though the use of the latter is increasingly prevalent. In expressing years one thousand is *mil*.¹

NOTE. *In* before the number of a year is *en*.

He was born in 1815. *Il naquit* (Preterit)² *en 1815*.

She died in 1856. *Elle mourut* (Preterit) *en 1856*.

¹ App. p. 244, Sec. 4, b.

² When a person is no longer living, the French use the Preterit or the Perfect to express *was born*, etc. When a person is still living, the Perfect is used.

145. In titles of sovereigns the cardinals are used except for first and sometimes second, in which cases the ordinals are used.

Louis I, *Louis premier* (1er)
 Louis II, *Louis deux* or *second* (II)
 Henry IV, *Henri quatre* (IV)
 Louis XV of France, *Louis quinze* (XV) *de France*

NOTE. Observe that the definite article is omitted with names of countries used in connection with a sovereign.

146. Fractional parts with denominators greater than four are expressed by the ordinals.

one fifth, *un cinquième* three eighths, *trois huitièmes*

The following are the other fractional parts :

one half, *un demi* one third, *un tiers*
 one fourth, *un quart*

NOTE. When *demi* precedes the noun, it is connected by a hyphen and is invariable; when it follows the noun, it is variable. But see App. page 244, Sec. 5.

une demi-heure, *half an hour*

une heure et demie, *one hour and a half*

ADDITIONAL WORDS

<i>l'Allemagne</i> , <i>Germany</i>	<i>couronner</i> , <i>to crown</i>
<i>les États-Unis</i> , <i>the United States</i>	<i>durer</i> , <i>to last</i>
<i>l'empereur</i> , <i>the emperor</i>	<i>éclater</i> , <i>to break out</i>
<i>la partie</i> , <i>the part</i>	<i>loin</i> , <i>far</i>
<i>le président</i> , <i>the president</i>	<i>allemand</i> , <i>German</i>
<i>le règne</i> , <i>the reign</i>	<i>presque</i> , <i>almost</i>
<i>la révolution</i> , <i>the revolution</i>	<i>en janvier</i> , <i>in January</i>
<i>la république</i> , <i>the republic</i>	<i>le dimanche</i> (les dimanches), <i>Sundays</i>
<i>le siècle</i> , <i>the century</i>	<i>lundi dernier</i> , <i>last Monday</i>

EXERCISE

- DRILL.** 1. Give the ordinals from 1st to 110th.
 2. Express in French the dates: March 2, 1872; July 4, 1840; Aug. 1, 1180; Dec. 26, 1833; Jan. 13, 1871; the date of your birth; the date of to-day.
 3. Translate into French: our school finishes in June; we go home Fridays; the second of May; my chum was born in 1892; Lincoln was born on Feb. 12, 1809; William the Second of England; William II of Germany; a century and a half; we remain at home Saturdays; a half-day; his twenty-first year; my first watch; the first of April; in December; in the book; in the city; in 1999; Louis XI; the fifth day; the second president; he came (on) Tuesday.
 4. Answer in French: deux tiers de trois quarts est —; deux cinquièmes et sept dixièmes font —; trois huitièmes moins un quart est —; un demi d'un onzième est —; six fois trois septièmes font —; quatre fois six francs douze sous font —; combien de centimes y a-t-il dans un franc? combien de mois y a-t-il dans une année? combien de pieds y a-t-il dans un mètre?

MODEL. La France a eu des rois, des empereurs et des présidents. Elle a eu beaucoup de rois, mais le plus grand de tous fut Louis XIV, qui naquit le 16 septembre 1638 et mourut le 1^{er} septembre 1715. Il n'avait que cinq ans quand il est devenu roi, et son règne a duré soixante-douze ans, presque trois quarts d'un siècle. Sous le règne de Louis XVI éclata la grande révolution qui a duré presque six ans. Après la révolution le général Bonaparte, né le 15 août 1769, est devenu le maître de la France, à l'âge de trente ans. Il fut couronné empereur le 18 mai 1804 sous le nom de Napoléon I^{er}. Les Français l'ont aimé beaucoup, mais il mourut, loin de la France, à six heures moins cinq du soir le 5 mai 1821, à l'âge de 51 ans. La France est devenue république pour la première fois en 1793, mais elle l'a été en nom seulement. La seconde république a duré moins de cinq ans.

Sous Napoléon III éclata la guerre entre la France et l'Allemagne qui dura du 15 juillet 1870 au 28 janvier 1871. Enfin elle est devenue république pour la troisième fois et l'est encore. Il y a eu huit présidents dont M. Thiers, choisi le 13 février 1871, fut le premier. Maintenant (en 1907) M. Fallières est président et l'est depuis le 18 février 1906. Sous leurs présidents les Français ont été heureux, et nous pensons qu'ils le seront toujours.

THEME. Washington was the first president of the United States. He was born Feb. 22, 1732, and was president from 1789 to 1797. He died Dec. 14, 1799. John Adams, who was born Oct. 19, 1735, was the second president. He was president only for four years, and died July 4, 1826. The third was Jefferson. He was born April 2, 1743, and died July 4, 1826, the day of Adams' death. He bought from Napoleon, emperor of the French, a large part of our country. Madison, the fourth president, was born March 16, 1751. He was president during the second war between England and the United States. After Madison, Monroe was the fifth president. He was born April 28, 1758, and died July 4, 1831. The sixth president was the second Adams, son of John Adams. The former was born July 11, 1767, when his father was 31 years old. He died in 1848, twenty-four years after his father. These six presidents were at the head of our country forty years, two fifths of a century. Since 1829 we have had nineteen presidents.

ORAL. 1. Quand êtes-vous né? 2. Quel jour avons-nous aujourd'hui? 3. Quels mois sont en été? 4. Quels mois ont trente jours? 5. Quels mois en ont trente et un? 6. Quel jour de la semaine avons-nous aujourd'hui? 7. Quels jours avons-nous la classe de français? 8. Qui est l'empereur allemand? 9. Qui est président de la France? 10. Quelle partie de quarante-deux est sept? 11. Quel est le quart de trois cents? 12. Quand allez-vous à l'église? 13. Quand finira notre école? 14. Combien de mois y a-t-il dans une année? 15. Quel est le huitième mois?

RÉSUMÉ. 1. The shortest day is in December; the longest is in June. 2. Washington, the first president of the United States, was born February 22, 1732. 3. August, the eighth month of the year, has thirty-one days. 4. Thirty minutes make half an hour. 5. Henry VIII of England was crowned in 1509, and died in 1547. 6. 7 is the fourth part of 28. 7. $\frac{1}{2}$ and $\frac{1}{4}$ make $1\frac{1}{4}$. 8. Her sister was born on the 11th of August, 1872. 9. The reign of William I, one of the greatest kings of England, lasted from 1066 to 1087. 10. There are more than 1,900,000 men in the army of Germany. 11. This room is warmer evenings than in the morning. 12. What part of 1000 is 100? 13. She had only a few francs in her purse last Tuesday. 14. The English built that city more than three centuries ago; it is one of the oldest in this country. 15. Ten times eleven make one hundred and ten. 16. Sunday is the first day of the week, and Saturday the last. 17. He sells books here Wednesdays and Fridays at 7.50. 18. There were only three generals and 16,000 soldiers in that republic when the last war broke out. 19. The prince who arrived last evening had two thirds of his father's army with him. 20. There is a large number of pupils in the first class, seventy-one at the least.

LESSON TWENTY-SEVEN

REFLEXIVE VERBS

147. A reflexive or pronominal verb is a verb which has for its object a personal pronoun referring to the same person or thing as the subject: *he cuts himself*.

148. The pronouns used with reflexive verbs are called reflexive pronouns. They are:

	SINGULAR	PLURAL
First Per.	me <i>myself</i>	nous <i>ourselves</i>
Second Per.	te <i>thyself</i>	vous <i>yourselves</i>
Third Per.	se $\left\{ \begin{array}{l} \textit{himself} \\ \textit{herself} \end{array} \right.$	se <i>themselves</i>

NOTE. There is a sort of a disjunctive reflexive of the third person, *soi, one's self, itself*, which is rarely used except after prepositions in general statements.

On ne doit pas penser à soi. *One ought not to think of himself.*

But in a special case:

Jean ne doit pas penser à lui-même. *John ought not to think of himself.*

149. The position of reflexive pronouns is the same as that of conjunctive object pronouns (Sec. 92, 93, etc.). *Se*, however, precedes all other object pronouns.

Il se blesse.

He hurts himself.

Vous ne vous dépêchez pas.

You do not hurry.

Il se le chante.

He is singing it to himself.

150. The auxiliary used in conjugating reflexive verbs is always *être*. When the reflexive pronoun is the direct object of the verb, the past participle agrees with it. When the pronoun is the indirect object, the participle is invariable.

Elle s'est coupée.

She has cut herself.

Elle s'est cassé le bras.

She has broken her arm (to herself has broken the arm).

Nous ne nous y étions pas perdus. *We had not lost ourselves in it.*

151. The synopsis, together with the present indicative in full, of *se trahir, to betray one's self*, is:

	SIMPLE TENSES	
INFINITIVE	se trahir	<i>to betray one's self</i>
PRES. PART.	se trahissant	<i>betraying one's self</i>
PRES. IND.	je me trahis	<i>I betray myself</i>
	tu te trahis	<i>thou betrayest thyself</i>
	il se trahit	<i>he betrays himself</i>
	nous nous trahissons	<i>we betray ourselves</i>
	vous vous trahissez	<i>you betray yourselves</i>
	ils se trahissent	<i>they betray themselves</i>

IMPERFECT	je me trahissais	<i>I was betraying myself</i>
PRETERIT	je me trahis	<i>I betrayed myself</i>
FUTURE	je me trahirai	<i>I shall betray myself</i>
CONDITIONAL	je me trahirais	<i>I should betray myself</i>
IMPERATIVE	trahis-toi	<i>betray thyself</i>
PRES. SUBJ.	je me trahisse	
IMP. SUBJ.	je me trahisse	

PERFECT TENSES

PERF. INF.	s'être trahi	<i>to have betrayed one's self</i>
PERF. PART.	s'étant trahi	<i>having betrayed one's self</i>
PERF. IND.	je me suis trahi tu t'es trahi il s'est trahi nous nous sommes trahis vous vous êtes trahis ils se sont trahis	<i>I have betrayed myself</i> etc.
PLUPERF. IND.	je m'étais trahi	<i>I had betrayed myself</i>
PAST ANT.	je me fus trahi	<i>I had betrayed myself</i>
FUT. PERF.	je me serai trahi	<i>I shall have betrayed myself</i>
COND. PERF.	je me serais trahi	<i>I should have betrayed myself</i>
PERF. SUBJ.	je me sois trahi	
PLUPERF. SUBJ.	je me fusse trahi	

NOTE. A reflexive pronoun used as the object of a dependent infinitive takes the person and number of the subject of the governing verb.
We do not wish to hurry. *Nous ne voulons pas nous dépêcher.*

152. The rules given already for the formation of negative and interrogative conjugations apply without change to reflexives. The following examples are sufficient to illustrate:

PRESENT INDICATIVE	PLUPERFECT INDICATIVE
INTERROGATIVE	
est-ce que je me trahis ?	est-ce que je m'étais trahi ?
te trahis-tu ?	t'étais-tu trahi ?
se trahit-il ?	s'était-il trahi ?
etc.	etc.

NEGATIVE

je ne me trahis pas	je ne m'étais pas trahi
tu ne te trahis pas	tu ne t'étais pas trahi
il ne se trahit pas	il ne s'était pas trahi
etc.	etc.

NEGATIVE-INTERROGATIVE

est-ce que je ne me trahis pas ?	est-ce que je ne m'étais pas trahi ?
ne te trahis-tu pas ?	ne t'étais-tu pas trahi ?
ne se trahit-il pas ?	ne s'était-il pas trahi ?
etc.	etc.

153. (a) A French reflexive verb is often equivalent to an English intransitive verb or verbal phrase.

arrêter, <i>to stop</i> (tr.)	s'arrêter, <i>to stop</i> (intr.)
casser, <i>to break</i> (tr. or intr.)	se casser, <i>to break</i> (intr.)
sauver, <i>to save</i>	se sauver, <i>to run away</i>
tromper, <i>to deceive</i>	se tromper, <i>to be mistaken</i>
coucher, <i>to put to bed</i>	se coucher, <i>to go to bed</i>
porter, <i>to carry</i>	se porter, <i>to be (in health)</i>
écrier, (simple verb not used)	s'écrier, <i>to exclaim</i>

NOTE. In translating into French special care must be observed in dealing with verbs which when intransitive involve the French reflexive of the verb that is their equivalent when transitive.

He stopped the horse.	<i>Il a arrêté le cheval.</i>
He stopped before me.	<i>Il s'est arrêté devant moi.</i>

(b) A French reflexive verb with preposition is often equivalent to an English transitive verb, or an English intransitive verb or verbal phrase with preposition. ®

approcher, <i>to bring near</i>	s'approcher de, <i>to approach</i>
moquer, <i>to mock</i>	se moquer de, <i>to make fun of</i>
passer, <i>to pass</i>	se passer de, <i>to do without</i>
réjouir, <i>to gladden</i>	se réjouir de, <i>to rejoice at</i>

154. The plural reflexive pronouns are often used to denote reciprocal action. To distinguish this from the

reflexive, l'un l'autre, *the one the other*, in the case of two persons, or les uns les autres, *the ones the others*, in the case of more than two, are often added.

We love each other.

Nous nous aimons.

They (two) love each other.

Ils s'aiment l'un l'autre.

They (several) flatter one another.

Ils se flattent les uns les autres.

ADDITIONAL WORDS

attendre, *to wait for, expect*

difficile, *difficult*

grimper, *to climb*

fatigué, *tired*

rentrer, *to return*

fidèle, *faithful*

comment, *how*

malade, *sick*

aimable, *kind*

plein, *full*

content (de), *satisfied (with)*

vrai, *true*

comment vous portez-vous? *how do you do?*

EXERCISE

- DRILL.** 1. Give full conjugation of trahir in simple tenses.
 2. Give: pret. of se couper; cond. of se réjouir, neg.; perf. of se blesser, int.; pres. subj. of se passer, neg.-int.; imp. of se trahir, int.; inv. of se sauver; past ant. of se coucher, neg.-int.; imp. subj. of s'arrêter; syn. of se porter; fut. perf. of se perdre, neg.; inv. of s'aimer, neg.
 3. Express in French: he had cut; he had cut himself; she had cut herself; she had broken her finger; she has broken her pencil; they would have gone to bed; he punishes himself; he punishes his children himself; we were stopping; we stopped the cart; hurry; let us hurry; shall I show myself? I was not mistaken; did he not love himself? he did not love himself; they loved each other; we love one another; would you not have hurt yourself? she approached me; can you do without us? are you not satisfied with me? he exclaimed; "How are you?" we shall find it ourselves; we found ourselves; he deceived me; had she betrayed herself? some money which I can do without; I cannot do without it; he is talking to himself.

4. Give full tense of: (a) je m'approche de la forêt; (b) je ne me coupe pas; (c) je coupe le bois moi-même; (d) ne me suis-je pas déjà couché?

MODEL. J'ai un cher camarade, et nous nous aimons beaucoup l'un l'autre. Nous ne pouvons nous passer de pommes, et hier matin je suis sorti de l'école avant six heures pour en chercher. Je me suis arrêté dans une rue et j'y ai attendu mon fidèle camarade. A six heures et demie il est arrivé. « Comment te portes-tu? » s'écria-t-il; « nous avons un travail difficile; des paysans cruels et bientôt nous nous approchions d'un arbre où nous avions trouvé de belles pommes l'année passée. Mais cette fois nous nous sommes trompés; sur l'arbre il n'y avait que des feuilles. Après quelques minutes nous avons trouvé un second arbre qui était près d'une maison. Celui-ci était plein de notre fruit favori, et j'ai grimpé dans cet arbre. Nous nous flattions que nous serions contents de nos pommes, mais quand j'étais dans les feuilles, et quand je chantais doucement, mon camarade s'est écrié: « Dépêche-toi; voilà un paysan et son chien. » Lui s'est sauvé tout de suite. Moi, je suis tombé de l'arbre, je me suis blessé à la jambe et à la tête, et le chien m'a mordu le bras. Le paysan m'a grondé et je me suis dépêché de rentrer à l'école. J'y ai trouvé mon camarade et je lui ai dit qu'il m'avait trahi. Les élèves se sont moqués de moi, et je me suis couché fatigué et malade.

THEME. One day I visited two of my friends in the country. We love one another much, and we visit one another often. When I arrived at their house I saw a large dog of which I was afraid. I did not dare approach the door. Then my friends exclaimed, "Hurry; we have been waiting for you a long time. Enter, the dog will not bite you." I entered and played all day with my friends. We looked for some apples, a fruit which boys will not do without if there is any. We found a tree full of this fruit, and we climbed into this tree at once. I fell from the tree and hurt¹

¹ Idiom with blesser: me blesser au bras, *to hurt my arm.*

my arm. Then we crossed a field where there were some cows. As soon as I had seen them I said, "There are some cows; I am afraid. Let us run away." My friends made fun of me and said, "Stop; you are mistaken. These cows are our good friends." I rejoiced at it because I like the fields, but I am afraid of cows. At six o'clock I returned home and went to bed very tired, but satisfied with my day in the country.

ORAL. 1. Vous êtes-vous dépêché ce matin? 2. A qui parlez-vous? 3. Vous parlez-vous? 4. Votre camarade s'est-il blessé? 5. Ne s'est-il pas coupé? 6. Comment vous portez-vous? 7. Monsieur votre père se porte toujours bien, n'est-ce pas? 8. Vous portez-vous mieux en été ou en hiver? 9. Madame votre mère se porte-t-elle bien? 10. Vous aimez-vous les uns les autres? 11. Quand vous couchez-vous? 12. M'avez-vous attendu longtemps? 13. Pouvez-vous vous passer de pain? 14. Vous trompez-vous? 15. Ne me suis-je pas trompé?

RÉSUMÉ. 1. He always flatters himself. 2. He stopped before my friend's house. 3. They did not go to bed immediately. 4. She was very kind and waited for me a long time. 5. He betrays his best friends. 6. It is true that she is mistaken. 7. Don't make fun of the sick man. 8. Both tea and coffee are useful, but I can always do without them. 9. This lesson is easy, but he who does not study will find it difficult. 10. The city was full of faithful soldiers. 11. All these children loved one another. 12. Those two friends love each other and are happy. 13. Why does she rejoice at the death of her friend? 14. He has broken his leg. 15. The boy climbed into the tree and his friends ran away. 16. "How do you do?" said he¹ to us. 17. The army easily approached the city. 18. We are satisfied with our new horses. 19. "I am tired," she exclaimed.¹ 20. How did you hurt your arm?

¹ If a quotation wholly or in part precedes the governing verb of saying, this verb and its subject are inverted as in questions.

LESSON TWENTY-EIGHT

PASSIVE VOICE

155. The Passive Voice of transitive verbs is formed in French by combining the Past Participle with the auxiliary être. Thus, the synopsis of the passive of *sauver*, *to save*, is:

SIMPLE TENSES

INFINITIVE	être sauvé	<i>to be saved</i>
PRES. PART.	étant sauvé	<i>being saved</i>
PRES. IND.	je suis sauvé	<i>I am saved</i>
IMPERFECT	j'étais sauvé	<i>I was saved</i>
PRETERIT	je fus sauvé	<i>I was saved</i>
FUTURE	je serai sauvé	<i>I shall be saved</i>
CONDITIONAL	je serais sauvé	<i>I should be saved</i>
IMPERATIVE	sois sauvé	<i>be saved</i>
PRES. SUBJ.	je sois sauvé	
IMP. SUBJ.	je fusse sauvé	

PERFECT TENSES

PERF. INF.	avoir été sauvé	<i>to have been saved</i>
PERF. PART.	ayant été sauvé	<i>having been saved</i>
PERF. IND.	j'ai été sauvé	<i>I have been saved</i>
		<i>I was saved</i>
PLUPERF. IND.	j'avais été sauvé	<i>I had been saved</i>
PAST ANT.	j'eus été sauvé	<i>I had been saved</i>
FUT. PERF.	j'aurai été sauvé	<i>I shall have been saved</i>
COND. PERF.	j'aurais été sauvé	<i>I should have been saved</i>
PERF. SUBJ.	j'aie été sauvé	
PLUPERF. SUBJ.	j'eusse été sauvé	

NOTE. In the Passive Voice the Past Participle must agree with the subject, since être is the auxiliary. See Sec. 74.

Elle est sauvée. *She is saved.*
Ils ont été trouvés. *They have been found.*

my arm. Then we crossed a field where there were some cows. As soon as I had seen them I said, "There are some cows; I am afraid. Let us run away." My friends made fun of me and said, "Stop; you are mistaken. These cows are our good friends." I rejoiced at it because I like the fields, but I am afraid of cows. At six o'clock I returned home and went to bed very tired, but satisfied with my day in the country.

ORAL. 1. Vous êtes-vous dépêché ce matin? 2. A qui parlez-vous? 3. Vous parlez-vous? 4. Votre camarade s'est-il blessé? 5. Ne s'est-il pas coupé? 6. Comment vous portez-vous? 7. Monsieur votre père se porte toujours bien, n'est-ce pas? 8. Vous portez-vous mieux en été ou en hiver? 9. Madame votre mère se porte-t-elle bien? 10. Vous aimez-vous les uns les autres? 11. Quand vous couchez-vous? 12. M'avez-vous attendu longtemps? 13. Pouvez-vous vous passer de pain? 14. Vous trompez-vous? 15. Ne me suis-je pas trompé?

RÉSUMÉ. 1. He always flatters himself. 2. He stopped before my friend's house. 3. They did not go to bed immediately. 4. She was very kind and waited for me a long time. 5. He betrays his best friends. 6. It is true that she is mistaken. 7. Don't make fun of the sick man. 8. Both tea and coffee are useful, but I can always do without them. 9. This lesson is easy, but he who does not study will find it difficult. 10. The city was full of faithful soldiers. 11. All these children loved one another. 12. Those two friends love each other and are happy. 13. Why does she rejoice at the death of her friend? 14. He has broken his leg. 15. The boy climbed into the tree and his friends ran away. 16. "How do you do?" said he¹ to us. 17. The army easily approached the city. 18. We are satisfied with our new horses. 19. "I am tired," she exclaimed.¹ 20. How did you hurt your arm?

¹ If a quotation wholly or in part precedes the governing verb of saying, this verb and its subject are inverted as in questions.

LESSON TWENTY-EIGHT

PASSIVE VOICE

155. The Passive Voice of transitive verbs is formed in French by combining the Past Participle with the auxiliary être. Thus, the synopsis of the passive of *sauver*, *to save*, is:

SIMPLE TENSES

INFINITIVE	être sauvé	<i>to be saved</i>
PRES. PART.	étant sauvé	<i>being saved</i>
PRES. IND.	je suis sauvé	<i>I am saved</i>
IMPERFECT	j'étais sauvé	<i>I was saved</i>
PRETERIT	je fus sauvé	<i>I was saved</i>
FUTURE	je serai sauvé	<i>I shall be saved</i>
CONDITIONAL	je serais sauvé	<i>I should be saved</i>
IMPERATIVE	sois sauvé	<i>be saved</i>
PRES. SUBJ.	je sois sauvé	
IMP. SUBJ.	je fusse sauvé	

PERFECT TENSES

PERF. INF.	avoir été sauvé	<i>to have been saved</i>
PERF. PART.	ayant été sauvé	<i>having been saved</i>
PERF. IND.	j'ai été sauvé	<i>I have been saved</i>
		<i>I was saved</i>
PLUPERF. IND.	j'avais été sauvé	<i>I had been saved</i>
PAST ANT.	j'eus été sauvé	<i>I had been saved</i>
FUT. PERF.	j'aurai été sauvé	<i>I shall have been saved</i>
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PERF. SUBJ.	j'aie été sauvé	
PLUPERF. SUBJ.	j'eusse été sauvé	

NOTE. In the Passive Voice the Past Participle must agree with the subject, since être is the auxiliary. See Sec. 74.

Elle est sauvée. *She is saved.*
Ils ont été trouvés. *They have been found.*

156. The negative and interrogative forms of the passive voice are made according to the rules that apply to perfect tenses. The following examples are sufficient to illustrate:

IMP. IND. PASSIVE	PLUPERF. IND. PASSIVE
INTERROGATIVE	
est-ce que j'étais sauvé?	est-ce que j'avais été sauvé?
étais-tu sauvé?	avais-tu été sauvé?
était-il sauvé?	avait-il été sauvé?
étions-nous sauvés?	avions-nous été sauvés?
etc.	etc.
NEGATIVE	
je n'étais pas sauvé	je n'avais pas été sauvé
tu n'étais pas sauvé	tu n'avais pas été sauvé
il n'était pas sauvé	il n'avait pas été sauvé
nous n'étions pas sauvés	nous n'avions pas été sauvés
etc.	etc.
NEGATIVE-INTERROGATIVE	
est-ce que je n'étais pas sauvé?	est-ce que je n'avais pas été sauvé?
n'étais-tu pas sauvé?	n'avais-tu pas été sauvé?
n'était-il pas sauvé?	n'avait-il pas été sauvé?
n'étions-nous pas sauvés?	n'avions-nous pas été sauvés?
etc.	etc.

157. The agent or instrument after a passive verb is expressed:

(a) By *par*, when the verb denotes a specific action.

He was bitten by the dog. *Il a été mordu par le chien.*

(b) By *de*, when the verb denotes an emotion.

He is loved by his friends. *Il est aimé de ses amis.*

NOTE. Passive English sentences are often transposed in French, the agent being made subject:

This wood was cut by my brother. *Mon frère a coupé ce bois.*

158. The Passive Voice is used less freely in French than in English. In English it has two uses: first, to denote an action being performed upon the subject, *the wood was (being) cut yesterday*; second, to denote the state resulting from passive action, *the wood was cut and lying in the shed*. The second of these alone is represented in French by the passive form of the verb.

The boy is found. *Le garçon est trouvé.*
 The lesson was finished. *La leçon était finie.*
 The boy was killed by the dog. *Le garçon fut (a été) tué par le chien.*

159. The first construction of Sec. 158 — that is, when an action is actually being performed, either at a definite time or habitually — is expressed:

(a) By the reflexive. This is found especially in expressions denoting that the action spoken of is permanent.

Where is this animal found? *Où se trouve cet animal?*
 French is spoken in Brussels. *Le français¹ se parle à Bruxelles.*
 Many verbs are conjugated with *être*. *Bien des verbes se conjuguent avec être.*

(b) By the use of the indefinite pronoun *on*, *one*, *we*, *you*, *they*, and the third person singular of the active verb. In such expressions the subject in English becomes the direct object in French.

Wood is sold (one sells wood). *On vend du bois.* ®
 French is spoken here. *On parle français ici.*
 She was often punished. *On la punissait souvent.*
 The book has been lost. *On a perdu le livre.*
 The book will be given to the boy. *On donnera le livre au garçon.*

¹ Names of languages require the article except after the verb *parler* and the preposition *en*.

160. *On* is also used in general for an indefinite subject

On parle.

Somebody speaks.

On ne travaille pas les dimanches.

People do not work Sundays.

On ne fume pas ici.

No smoking here.

Fume-t-on ici?

Do they smoke here?

NOTE 1. In the matter of position *on* is treated as a personal pronoun.

NOTE 2. *On* frequently becomes *l'on* when preceded by *et*, *si*, *ou*, *où*, or *que*; seldom, however, when a word closely following has the initial *l*.

Elle ne restera pas si *l'on* fume dans votre chambre. *She will not stay if there is smoking in your room.*

NOTE 3. Since *on* is always grammatically of the third person, the corresponding possessive adjective is *son*; the corresponding reflexive is *se*.

On aime ses amis.

We love our friends.

On peut se passer de café.

You (people) can do without coffee.

ADDITIONAL WORDS

le Canada, *Canada*

comme, *like, as*

frapper, *to knock*

encore, *again, still*

important, *important*

EXERCISE

DRILL. 1. Give full conjugation of *mordre*, in simple active tenses.

2. Give: imp. ind. pass. of *trahir*, neg.; perf. ind. pass. of *perdre*, int.; pres. ind. pass. of *donner*, neg.-int.; past ant. active of *se trouver*, int.; pluperf. subj. pass. of *aimer*; cond. perf. active of *vendre*, neg.-int.; fut. pass. of *choisir*, neg.; pluperf. ind. pass. of *entendre*, int.; fut. perf. pass. of *oublier*, neg.-int.; inv. pass. of *sauver*.

3. Express in French: he was heard; it had been lost; we shall not be saved; were they not hidden? would it have

been brought? was he not chosen? are you punished? is he not deceived?

4. Translate into French: somebody is singing; owls are found in forests; English is spoken here; the chair was broken by the boys; no playing in this room; the windows are closed at six o'clock; the doors are closed evenings; you cannot live in one room; we ought to love our friends; we love John; people flatter their friends; those horses will be sold; horses are sold there; she is loved by all; our house was being built.

MODEL. La langue française est la langue de la France et de quelques autres pays du monde, et on donne le nom de Français à ceux qui la parlent. C'est une des plus belles langues du monde, et presque tout le monde l'aime et veut la parler. Il y a deux siècles, on la trouvait très utile si l'on voulait faire un long voyage, parce qu'elle se parlait presque partout. C'est encore une langue importante, et il y a des millions de personnes qui la parlent aujourd'hui. Il y a beaucoup de Français dans notre pays, mais un grand nombre de ceux-ci sont venus du Canada, où l'on parle aussi le français. On peut entendre cette langue dans presque toutes les villes des États-Unis. On remarque souvent dans les magasins qui veulent des clients français des enseignes comme celles-ci: « Ici on parle français. Ici on trouve un commis français. On ne fume pas ici. » Cette langue n'est pas difficile si on l'étudie bien, mais on ne peut la parler sans beaucoup de travail. J'ai dit à tous mes amis qui veulent la parler: « Visitez la France; vous pouvez y entendre le meilleur français et vous le parlerez bientôt vous-même. »

THEME. I visited Paris last summer. I had passed two weeks at Brussels, where French is spoken, and when I noticed the charming streets of the capital of France I exclaimed to my friends: *nous avons arrivé*. They made fun of me because I had forgotten that the verb *arriver* is conjugated with *être*. Paris is on the Seine, and its first houses were built many centuries ago. People praise its great palaces, in whose rooms they have hung

many of the most beautiful pictures in the world. The city has large stores, and many gardens are found in it. Here people look at the flowers, they hear the birds, they smoke and they play, but at ten o'clock in (of) the evening most of these gardens are closed. Around the city there are green fields where pretty little houses, white, yellow, and red, are hidden under the trees. I was introduced to Mr. Fallières, the president of the republic, who lives in one of the palaces. He was elected (*élu*) president in 1906. But somebody is knocking. We will speak again of Paris when you visit me to-morrow.

ORAL. 1. Où le français se parle-t-il? 2. Se parle-t-il à New-York? 3. Se parle-t-il chez vous? 4. Qui a perdu sa montre? 5. A-t-elle été trouvée? 6. Où l'a-t-on trouvée? 7. Trouve-t-on de l'or dans cette ville? 8. Où trouve-t-on de l'or? 9. Où se trouvent les Français? 10. Où se trouvent les hiboux? 11. Quand trouve-t-on des pommes? 12. Quels verbes se conjuguent avec *être*? 13. Est-ce que l'on a frappé? 14. Peut-on fumer ici? 15. Où vend-on des livres?

RÉSUMÉ. 1. All the wood was sold long ago. 2. English has been spoken in that city for a long time. 3. Much gold is found in this country. 4. French is still spoken in Brussels. 5. The bottle had been filled with coffee. 6. Animals are found in all countries. 7. Good meat is sold there. 8. Somebody was speaking of Canada when I entered. 9. This house was built by my father. 10. Fresh water is always found in this garden. 11. If you knock at the door you can enter my room. 12. This book will be given to the teacher to-morrow. 13. This city was built two hundred years ago. 14. We ought to give to the poor as much money as we can. 15. If people smoke they lose much money. 16. You can find many Frenchmen in this country. 17. There is much smoking in the cities of France. 18. More verbs are conjugated with *avoir* than with *être*. 19. We ought always to do all we can for our friends. 20. Not everybody who speaks French like a Frenchman is French.

REVIEW

(Lessons Twenty-five to Twenty-eight)

A. GENERAL DRILL

1. Count up to 21. Pronounce the numbers up to 21 in connection with *ami(s)*; in connection with *maison(s)*; in connection with *hibou(x)*.

2. When are connectives used to join the words of which a numeral is composed? What connectives are used? When are numerals pluralized?

3. Count from 80 to 102.

4. Give the ordinals up to twenty-second.

5. Give the names of the months. The names of the days of the week.

6. Give French sentences containing respectively: *demie*, *cents*, *seconde*, *tiers*, *en* (prep.), *en* (pron.), *se*, *soi*, *ont été*, *l'on*, *par*, *mil*.

7. Express in French: 1581; it is 10.20 o'clock; it is 12.03 P.M.; it was 2.15; is it 7.55? how old is he? he is thirty-one; eggs cost a franc a dozen; sugar is sold by the pound; he came twice a week; this room is ten meters long; how long is this street? Aug. 11, 1906; on the second of September; Henry VIII of England; Peter the First; £, ₤, ₤^s; \$3.33 (French money); more than ten; she was born in 1887; she died in 1903; he sings Sundays; I shall arrive on Thursday; they came in October; last July.

8. Give French sentences containing the translation of *himself* and *herself*: (a) as a reflexive pronoun; (b) as an intensive pronoun.

9. When may passive sentences in English be translated by the passive in French? Illustrate by sentences the French substitutes for the passive voice.

10. Give the list of reflexive pronouns. State their position in respect to the verb and to other pronouns.

11. Give synopsis of: **se couper** in simple tenses; **se couper** in perfect tenses; **perdre** in simple tenses of the passive voice; **perdre** in perfect tenses of the passive voice.

12. Give affirmatively, negatively, interrogatively, negative-interrogatively: cond. of **se mordre**; pluperf. of **s'arrêter**; pret. pass. of **trouver**; perf. pass. of **faire**.

13. Translate into French: does he forget himself? look at yourself, John; she is mistaken; she had broken her arm; they love themselves; they (two) love each other; they (three) love one another; we stopped; we stopped the cow; I don't want to go to bed; wait for me; are you well? she was satisfied with it; I hurt his head; were you hurt by the carriage? she was carried to her room; many lessons are forgotten; no crossing here; somebody is knocking; people love their friends.

B. TRANSLATE INTO FRENCH

1. How many pupils have you in your school? I have less than two hundred in mine. 2. Books have been made in this street many years. 3. Last Friday, December 21st, was the shortest day in the year. 4. How many pounds of butter have you? I have more than seventeen. 5. You are mistaken; William II of England was killed in an English forest. 6. I shall carry away what he gives me, and I shall be satisfied with it. 7. When he fell he hurt his arm and lost his watch. 8. He and she are old friends, and they love each other much. 9. There are fifty-two weeks and one or two days in a year. 10. There are three months in summer, June, July, and August; June, the shortest, is the most beautiful month in the year. 11. One-third of three-fourths is seven-eighths of what number? 12. Did your friends for whom you were waiting not come? 13. He makes fun of those who earn less than ten francs a day. 14. We entrust much to the presidents of the United States. 15. Most houses are built of wood.

LESSON TWENTY-NINE

ORTHOGRAPHIC CHANGES OF THE FIRST CONJUGATION

161. To keep the soft sound of the **c** of the infinitive throughout all forms, verbs ending in **cer** take a cedilla under the **c** wherever a **a** or **o** follows.

Nous commençons (Inf. commencer). *We commence.*
Je plaçais (Inf. placer). *I was placing.*

162. To keep the soft sound of the **g** of the infinitive throughout all forms, verbs ending in **ger** take an **e** after the **g** wherever a **a** or **o** follows.

Nous partageons (Inf. partager). *We share.*
Je mangeais (Inf. manger). *I was eating.*

163. Verbs ending in **oyer** and **uyer** change **y** to **i** before mute **e**. Verbs ending in **ayer** may or may not undergo this change. Verbs in **eyer** never change.

J'appuie (Inf. appuyer). *I lean.*
Ils emploient (Inf. employer). *They employ.*
Il payera. }
Il paiera (Inf. payer). } *He will pay (for).*

NOTE. Such a mute **e** occurs in the endings **e**, **es**, **ent**, and in the **er** of the Future and Conditional.

164. The verbs having in the last syllable but one of the infinitive an unaccented **e** followed by a single consonant (that is, infinitives ending in mute **e** + a single consonant + **er**) take a grave accent over this **e** before mute **e** in order that the word may not end in two mute syllables. The following forms of **lever**, *to raise*, serve as illustrations:

PRES. IND.	je lève	nous levons
	tu lèves	vous levez
	il lève	ils lèvent

FUT.	je lèverai	
COND.	je lèverais	
IMV.		levons
	lève	levez
PRES. SUBJ.	je lève	nous levions
	tu lèves	vous leviez
	il lève	ils lèvent

NOTE. Instead of taking the grave accent over the e, verbs in *eler* and *eter* double the l or t before mute e. However, *acheter*, to buy, *geler*, to freeze, and a few rare verbs do not double the consonant, but follow the rule.

J'appelle (Inf. appeler).	<i>I call.</i>
Ils jetteront (Inf. jeter).	<i>They will throw.</i>
Il achète (Inf. acheter).	<i>He buys.</i>

165. Verbs having an é in the last syllable but one of the infinitive change this é to è before mute e except before *er* in the future and conditional.

Je cède (Inf. céder).	<i>I yield.</i>
Il règne (Inf. régner).	<i>He reigns.</i>

But,	
Je céderai.	<i>I shall yield.</i>

NOTE. Verbs in which the é is not separated from the ending *er* by a consonant retain the é throughout.

Il crée (Inf. créer).	<i>He creates.</i>
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ADDITIONAL WORDS

<i>aboyer</i> , to bark	<i>se lever</i> , to arise, get up
<i>amener</i> , to bring (a person)	<i>nettoyer</i> , to clean
<i>annoncer</i> , to announce	<i>obliger</i> , to force
<i>s'appeler</i> , to be named	<i>pardonner</i> , ¹ to pardon
<i>espérer</i> , to hope	<i>tard</i> , late
<i>comment vous appelez-vous?</i> what is your name?	
<i>de bonne heure</i> , early	

¹ See Remark on following page.

REMARK. Certain verbs, of which *payer*, *pardonner*, and *demander* are examples, take a direct object of the thing and an indirect object of the person.

Je lui demande un livre.	<i>I ask him for a book (a book to him).</i>
Je le lui demande.	<i>I ask him for it (it to him).</i>
Je lui pardonne.	<i>I pardon him.</i>
Je le lui pardonne.	<i>I pardon him for it (it to him).</i>
Je lui paye le pain.	<i>I pay him for the bread (the bread to him).</i>
Me le payerez-vous?	<i>Will you pay me for it (it to me)?</i>

EXERCISE

DRILL. 1. Give full conjugation of *casser* in simple active tenses.

2. Select the forms of the following verbs that undergo the orthographic variations which are mentioned in this lesson, and tell what the variation is in each case: *placer*, *obliger*, *aboyer*, *amener*, *espérer*.

3. Give: (a) pres. ind. 1st pl. of *annoncer*, *manger*, *appeler*, *obliger*, *placer*. (b) pres. ind. 1st sing. of *nettoyer*, *payer*, *amener*, *régner*, *jeter*, *penser*, *acheter*, *geler*, *placer*, *appeler*, *créer*, *appuyer*. (c) fut. 1st sing. of *lever*, *céder*, *employer*, *partager*, *payer*, *créer*, *appeler*, *espérer*.

4. Give: syn. of *commencer*; syn. of *aboyer*; syn. of *céder*; pret. of *placer*; pres. subj. of *acheter*; pres. ind. of *employer*; inv. of *obliger*; pres. subj. of *se lever*; cond. of *appeler*; imp. of *manger*.

5. Write in French: what is his name? will you get up early? they used to eat late; he is paying for the flags; would not the king yield? they are bringing some wood; he will bring her with him; was the boy's name John? let us share our money; he asked for a franc; he asked them for a franc; he asked them for it; he asked his brother for it; I paid for the books; I paid him for the fruit; I paid him for them; I pardoned her; did she not pardon him?

MODEL. La garde¹ de Frédéric II, qui régnait sur la Prusse, était composée de soldats choisis dans les régiments de son armée. Quand on lui amenait un nouveau soldat, le roi lui posait ces trois questions : « Quel âge avez-vous ? — Depuis quand êtes-vous dans mon armée ? — Est-ce que l'on vous donne exactement votre habillement et votre solde ? » Une fois un jeune Français qui ne parlait pas allemand fut² choisi pour la garde parce que sa figure et sa taille étaient belles. Son capitaine lui annonça² qu'on lui poserait trois questions et lui enseigna les réponses dans l'ordre exact. Quand le roi arriva, il commença par la deuxième question et demanda au soldat : « Depuis quand êtes-vous dans mon armée ? — Vingt ans, sire. — Comment vingt ans ? Quel âge avez-vous donc ? — Un an, sire. — Vous ou moi, avons perdu l'esprit. — L'un et l'autre, sire, exactement. — On ne m'a jamais parlé comme ça, dit le roi. Vous parlez comme si j'étais fou. » Le jeune Français, qui avait épuisé tout l'allemand qu'on lui avait enseigné, gardait le silence le plus profond quand le roi le questionna encore. Le pauvre jeune homme montrait par son silence qu'il ne parlait pas la langue allemande. Frédéric II devina alors la cause de ses réponses folles et s'amusa beaucoup de cette aventure.

THEME. I am a Frenchman, but I have been living in a city of Prussia for many years. The Emperor William, who is reigning there, was seeking fine soldiers for his army, and they brought me to him. I arrived at the palace early, and he was eating. When I was announced he arose at once from [the]³ table and said :⁴ "If I am satisfied with you I will employ you. If you enter my

¹ From this point the general vocabularies must be consulted for some of the words in the Model and Theme, the lists of Additional Words being restricted to those that specially illustrate the text and those that are required in the Drill.

² Note in this and following selections a freer use of the preterit. It is the ordinary tense of literary narration. The perfect will, however, be found in the conversational portions of these narratives.

³ Words enclosed in brackets are to be omitted.

⁴ Use pret. 3d sing.: dit.

army I hope that you will be faithful. I will pay you for your services and give you good clothes." Then he asked me : "What is your name ?" He was speaking German, which I do not speak well, and I thought that he was asking : "How old are you ?" I replied to him : "Twenty years." He made fun of me and said : "I am not seeking crazy soldiers, but I need young men who speak my language and whose face and form are handsome." My friends were much amused at this adventure.

ORAL. 1. Comment vous appelez-vous ? 2. Comment votre père s'appelle-t-il ? 3. Son frère s'appelle-t-il ainsi ? 4. Comment s'appelle cela ? 5. Avez-vous payé votre livre ? 6. A quelle heure vous levez-vous ? 7. A quelle heure vous couchez-vous ? 8. Vous êtes-vous levé de bonne heure ce matin ? 9. Vous levez-vous plus tard en hiver ou en été ? 10. Quel animal aboie ? 11. Pourquoi aboie-t-il ? 12. Qui régnait sur la Prusse ? 13. Qui règne sur la Prusse maintenant ? 14. Qu'est-ce que le roi Frédéric cherchait ? 15. Qu'a-t-il trouvé ?

RÉSUMÉ. 1. When I entered the store the merchant was placing some cloth in (at) his window. 2. What was the man's name ? He was named William. 3. Let us announce to them that the victory is ours. 4. They go to bed late and arise early. 5. My brother's dog always barks at midnight. 6. They used to commence their work at eight o'clock every day. 7. I would pay him for the watch if I had money enough. 8. How long has the king reigned ? 9. God created all (that which) there is in the world. 10. I would throw the book into the street if it were mine. 11. I will buy you a hundred pounds of sugar ; do you wish as much ? 12. He will clean my watch, I hope. 13. Will you employ me for this work ? I can earn two francs a day, I think. 14. I was eating when they approached me. 15. Is your father's name Henry or John ? 16. He who works most is the happiest. 17. They share two fifths of that field. 18. Don't lean your arm on the table. 19. "We are hungry," they exclaimed, "let us eat some fruit." 20. As soon as the boy is called, bring him to me.

LESSON THIRTY

IRREGULAR VERBS

166. There are in French many verbs which are not inflected exactly like the model of either of the three conjugations. However, the great majority of their forms may be made by knowing their principal parts and applying the rules for verb formation. For convenience, the list of rules by which verbs are inflected is repeated at this point.

167. (a) The Principal Parts are: Infinitive, Present Participle, Past Participle, First Person Singular of the Present Indicative, First Person Singular of the Preterit.

(b) The First Person Singular of the Present Indicative ends in either *e*, *s*, or *x*. The corresponding sets of endings for the three singular forms of this tense are, reading vertically:

<i>e</i>	<i>s</i>	<i>x</i>
<i>es</i>	<i>s</i>	<i>x</i>
<i>e</i>	<i>t</i>	<i>t</i>

(c) If *c*, *d*, or *t* precedes *s* in the First Person Singular of the Present Indicative, no *t* is added in the Third Person Singular.

(d) The Plural of the Present Indicative is formed by dropping the ending *ant* of the Present Participle and adding *ons*, *ez*, *ent*.

(e) The Stem Vowel of the Third Person Plural of the Present Indicative is the same as that of the First Person Singular.

(f) The Imperfect is formed by dropping the ending *ant* of the Present Participle and adding *ais*, *ais*, *ait*, *ions*, *iez*, *aient*.

(g) The First Person Singular of the Preterit ends in *ai*, *is*, or *us*. The other five forms of the tense are made by changing:

<i>ai</i> to <i>as</i> , <i>a</i> , <i>âmes</i> , <i>âtes</i> , <i>èrent</i>
<i>is</i> to <i>is</i> , <i>it</i> , <i>îmes</i> , <i>îtes</i> , <i>irent</i>
<i>us</i> to <i>us</i> , <i>ut</i> , <i>ûmes</i> , <i>ûtes</i> , <i>urent</i>

(h) The Future Tense is regularly formed by adding *ai*, *as*, *a*, *ons*, *ez*, *ont*, to the Infinitive. When the Infinitive ends in mute *e*, this *e* must be dropped before the endings are added.

(i) The Conditional is regularly formed by adding *ais*, *ais*, *ait*, *ions*, *iez*, *aient*, to the Infinitive. When the Infinitive ends in mute *e*, this *e* must be dropped before the endings are added.

(j) If the Future is irregular, the Conditional is always similarly irregular.

(k) The Imperative is the same as the First Person Singular and the First and Second Persons Plural of the Present Indicative.

(l) The Present Subjunctive is formed by dropping the ending *ant* of the Present Participle and adding *e*, *es*, *e*, *ions*, *iez*, *ent*.

NOTE. In most verbs the first person singular of the Present Subjunctive can also be formed from the third person plural of the Present Indicative by dropping the *nt*. The stem vowel of each person then remains unchanged from the Present Indicative.

(m) The Imperfect Subjunctive is formed by dropping the final letter of the First Person Singular of the Preterit and adding *sse*, *sse*, *^t*, *ssions*, *ssiez*, *ssent*.

(n) **Y** generally changes to *i* before mute *e*.

168. The following scheme of verb-formation may be helpful in inflecting irregular verbs :

PRINCIPAL PARTS	DERIVED PARTS
Infinitive	Future.
	Conditional.
Pres. Part.	Present Indicative Plural.
	Imperfect.
	Imperative Plural.
	Present Subjunctive.
Past Part.	Compound Tenses with <i>avoir</i> and <i>être</i> .
First Sing. Pres. Ind.	Present Indicative (and <i>Imv.</i>) Singular.
First Sing. Pret.	Preterit.
	Imperfect Subjunctive.

REMARK. There are given in this and the succeeding lessons the principal parts of the irregular verbs. Any form not made in accordance with the rules in Sec. 167 is given. The compounds of a verb are in general conjugated like the single verb ; i.e., *renvoyer*, to send back, is conjugated like *envoyer*.

169. *Envoyer, to send, envoyant, envoyé, envoi, envoyai.*

FUT. j'enverrai

170. *Aller, to go, allant, allé, vais, allai.*

PRES. IND.	je vais	nous allons
	tu vas	vous allez
	il va	ils vont
FUT.	j'irai	
IMV.		allons
	va	allez
PRES. SUBJ.	j'aïlle	nous allions
	tu aïlles	vous alliez
	il aïlle	ils aillent

NOTE. All verbs ending in *er* except *envoyer* and *aller* are regular.

171. *Aller* in the sense of *going to* is often used before an infinitive to express an immediate future. *Aller* governs a following infinitive directly, that is, without requiring a preposition.

I am going to send (I shall send).	<i>Je vais envoyer.</i>
I was going to send.	<i>J'allais envoyer.</i>
I am going to hear him.	<i>Je vais l'entendre.</i>
I will go (and) speak to him.	<i>J'irai lui parler.</i>

ADDITIONAL WORDS

le cadeau, the present, the gift	chaque, each
le chemin, the road	chacun(e), each one
le feu, the fire	plusieurs, several
la grammaire, the grammar	quelqu'un(e), somebody, anybody
la règle, the rule	seul, alone, only
s'en aller, to go away	
aller chercher, to go for	
envoyer chercher, to send for	

EXERCISE

- DRILL. 1. Form all the simple tenses of the verb whose principal parts are *vaincre, vainquant, vaincu, vaincs, vainquis*.
2. Give : syn. of *aller* ; syn. of *s'en aller* ; pret. of *aller*, int. ; pres. subj. of *envoyer* ; pres. subj. of *s'en aller*, neg. ; past ant. of *s'en aller* ; imp. subj. of *s'en aller*, neg.-int. ; *imv.* of *s'en aller*.
3. Write in French : he is going to send ; he is going to the city ; he is going away ; he is going to bed ; send me something ; go away ; do not go away ; she went away alone ; each grammar ; every grammar ; go and speak to him ; somebody will go ; did she not go away ? he will send for me ; I shall go for the children.

MODEL. Les bons cordonniers sont rares en Irlande et ils ne se trouvent que dans les grandes villes. Un propriétaire, qui s'appelait Curran, envoyait chercher ses souliers à Dublin, ainsi que

plusieurs de ses voisins. Pour éviter le voyage chacun avait sa forme qui remplaçait son pied chez le cordonnier. Une fois le domestique de Curran, envoyé à Dublin pour acheter des souliers, emporta avec lui les formes de plusieurs amis de son maître. Curran avait remarqué que les souliers du pauvre garçon étaient usés et il lui avait donné assez d'argent pour en acheter une paire neuve. Notre homme remercia son maître et s'en alla seul par le chemin le plus court, très content de son cadeau. Quelques jours après, il rentra avec une paire pour chaque ami de son maître. « J'espère, lui dit celui-ci, que tu t'es acheté des souliers neufs avec l'argent que je t'ai donné. — Ne vous fâchez pas, répondit le domestique, quand je suis arrivé chez le cordonnier, j'ai trouvé que j'avais oublié ma forme. » La pensée que son pied remplacerait sa forme n'était point venue à l'esprit du digne garçon.

THEME. There used to be only a few good shoemakers in Ireland, and the landlords and all those who needed fine shoes used to send to large cities for them. The road was often long, and many rich landlords had their lasts which they would send in order to replace the foot at the shoemaker's. One of these landlords who was called Curran said to his servant: "Go to Dublin to-morrow and buy me some shoes. I will send also these lasts, and you will bring some shoes for my friends. Buy a pair for yourself also; yours are worn out." The man thanked him and started for the city. Soon he returned and said to his master: "I have no last; how can I buy me any shoes?" Curran was very much amused, and said to him: "My good fellow, will not your foot replace the last?"

ORAL. 1. Avez-vous bien étudié cette leçon? 2. En avez-vous étudié chaque règle? 3. Trouvez-vous cette grammaire facile? 4. Quand allez-vous mieux étudier? 5. Quand allons-nous finir cette grammaire? 6. Vous a-t-on donné un cadeau? 7. En avez-vous envoyé un à quelqu'un? 8. Qu'avez-vous envoyé? 9. A qui l'avez-vous envoyé? 10. Votre camarade s'en est-il allé?

11. Quelle est la capitale de l'Irlande? 12. Qui est-ce qui y est allé? 13. Quel cadeau lui a-t-on donné? 14. S'est-il acheté de souliers neufs? 15. Pourquoi n'en a-t-il pas acheté?

RÉSUMÉ. 1. Each one sent him a present. 2. Let us go for the fruit by the shortest road. 3. We ought to go to (the) church every Sunday. 4. The old man went home alone. 5. You will send for my grammar to-morrow, won't you? 6. He was going to finish the boat yesterday. 7. Who is going to speak this evening? 8. I went to his house, but he had gone away. 9. If they go away I will send them something. 10. You are hungry; will you not eat something? 11. Everybody is cold; is there no fire? 12. This grammar is easier than the other. 13. These boats go better than those. 14. Each mother loves her children better than those of others. 15. How many rules are there in this grammar? 16. They went away a week ago Thursday. 17. You are not going to go away at 10.10 to-morrow evening, I hope. 18. The king will never send back the soldiers. 19. Have you eaten any apples? Yes, I have eaten several. 20. The peasant will buy many horses and several cows if he has money enough.

LESSON THIRTY-ONE

IRREGULAR VERBS

172. Partir, *to start*, partant, parti, pars, partis.

Similarly, dormir, *to sleep*, mentir, *to lie*, sentir, *to feel*, to smell, servir, *to serve*, sortir, *to go out*, se repentir, *to repent*.

173. Faillir, *to fail*, faillant, failli, faux, faillis.

NOTE. Many forms of this verb are not in use.

174. The preterit and perfect of *faillir* are often used directly with a following infinitive, in the sense of *nearly*, *almost*.

J'ai failli partir.
Je faillis tomber.

I nearly started (failed to start).
I almost fell (came near falling).

plusieurs de ses voisins. Pour éviter le voyage chacun avait sa forme qui remplaçait son pied chez le cordonnier. Une fois le domestique de Curran, envoyé à Dublin pour acheter des souliers, emporta avec lui les formes de plusieurs amis de son maître. Curran avait remarqué que les souliers du pauvre garçon étaient usés et il lui avait donné assez d'argent pour en acheter une paire neuve. Notre homme remercia son maître et s'en alla seul par le chemin le plus court, très content de son cadeau. Quelques jours après, il rentra avec une paire pour chaque ami de son maître. « J'espère, lui dit celui-ci, que tu t'es acheté des souliers neufs avec l'argent que je t'ai donné. — Ne vous fâchez pas, répondit le domestique, quand je suis arrivé chez le cordonnier, j'ai trouvé que j'avais oublié ma forme. » La pensée que son pied remplacerait sa forme n'était point venue à l'esprit du digne garçon.

THEME. There used to be only a few good shoemakers in Ireland, and the landlords and all those who needed fine shoes used to send to large cities for them. The road was often long, and many rich landlords had their lasts which they would send in order to replace the foot at the shoemaker's. One of these landlords who was called Curran said to his servant: "Go to Dublin to-morrow and buy me some shoes. I will send also these lasts, and you will bring some shoes for my friends. Buy a pair for yourself also; yours are worn out." The man thanked him and started for the city. Soon he returned and said to his master: "I have no last; how can I buy me any shoes?" Curran was very much amused, and said to him: "My good fellow, will not your foot replace the last?"

ORAL. 1. Avez-vous bien étudié cette leçon? 2. En avez-vous étudié chaque règle? 3. Trouvez-vous cette grammaire facile? 4. Quand allez-vous mieux étudier? 5. Quand allons-nous finir cette grammaire? 6. Vous a-t-on donné un cadeau? 7. En avez-vous envoyé un à quelqu'un? 8. Qu'avez-vous envoyé? 9. A qui l'avez-vous envoyé? 10. Votre camarade s'en est-il allé?

11. Quelle est la capitale de l'Irlande? 12. Qui est-ce qui y est allé? 13. Quel cadeau lui a-t-on donné? 14. S'est-il acheté de souliers neufs? 15. Pourquoi n'en a-t-il pas acheté?

RÉSUMÉ. 1. Each one sent him a present. 2. Let us go for the fruit by the shortest road. 3. We ought to go to (the) church every Sunday. 4. The old man went home alone. 5. You will send for my grammar to-morrow, won't you? 6. He was going to finish the boat yesterday. 7. Who is going to speak this evening? 8. I went to his house, but he had gone away. 9. If they go away I will send them something. 10. You are hungry; will you not eat something? 11. Everybody is cold; is there no fire? 12. This grammar is easier than the other. 13. These boats go better than those. 14. Each mother loves her children better than those of others. 15. How many rules are there in this grammar? 16. They went away a week ago Thursday. 17. You are not going to go away at 10.10 to-morrow evening, I hope. 18. The king will never send back the soldiers. 19. Have you eaten any apples? Yes, I have eaten several. 20. The peasant will buy many horses and several cows if he has money enough.

LESSON THIRTY-ONE

IRREGULAR VERBS

172. Partir, *to start*, partant, parti, pars, partis.

Similarly, dormir, *to sleep*, mentir, *to lie*, sentir, *to feel*, to smell, servir, *to serve*, sortir, *to go out*, se repentir, *to repent*.

173. Faillir, *to fail*, faillant, failli, faux, faillis.

NOTE. Many forms of this verb are not in use.

174. The preterit and perfect of *faillir* are often used directly with a following infinitive, in the sense of *nearly*, *almost*.

J'ai failli partir.
Je faillis tomber.

I nearly started (failed to start).
I almost fell (came near falling).

175. Courir, *to run*, courant, couru, cours, courus.

FUT. je courrai.

176. Ouvrir, *to open*, ouvrant, ouvert, ouvre, ouvris.

Similarly, couvrir, *to cover*, offrir, *to offer*, souffrir, *to suffer*.

177. Venir, *to come*, venant, venu, viens, vins.

PRES. IND. Third Pl.		ils viennent
PRETERIT	je vins	nous vîmes
	tu vins	vous vîtes
	il vint	ils vinrent
FUT.	je viendrai	
PRES. SUBJ.	je vienne	nous venions
	tu viennes	vous veniez
	il vienne	ils viennent

Similarly, tenir, *to hold*.

178. Venir de followed by an infinitive signifies *to have just*.

Je viens de partir. *I have just started (am coming from starting).*

Je venais de partir. *I had just started (was coming from starting).*

NOTE. Observe the idiom when venir is followed by the infinitive directly.

Venez acheter des livres. *Come to buy (and buy) some books.*

Il l'est venu acheter. *He came to buy (and bought) it.*

Il vient le faire. *He is coming to do it.*

179 Mourir, *to die*, mourant, mort, meurs, mourus.

FUT.	je mourrai	
PRES. SUBJ.	je meure	nous mourions
	tu meures	vous mouriez
	il meure	ils meurent

ADDITIONAL WORDS

le bœuf, <i>the ox</i>	quelquefois, <i>sometimes</i>
l'ours, <i>the bear</i>	surtout, <i>especially</i>
le poisson, <i>the fish</i>	tout à coup, <i>suddenly</i>
le renard, <i>the fox</i>	trop, <i>too, too much</i>
au moins, <i>at least</i>	vite, <i>fast</i>
autrefois, <i>formerly</i>	appartenir, <i>to belong</i>
fort, <i>very much</i>	devenir, <i>to become</i>
se servir de, <i>to use (serve one's self with)</i>	

EXERCISE

DRILL. 1. Give: syn. of tenir; syn. of mourir; pres. ind. of mentir; pret. of tenir; pres. subj. of offrir; pres. ind. of servir; imp. subj. of mourir.

2. Translate into French: he sleeps; she would run; they come; we have suffered; hold! you will die; you came; I am covering; thou dost lie.

3. Give: pres. ind. 3d sing. of sentir; pres. subj. 2d pl. of courir; past part. of offrir; pres. subj. 3d sing. of venir; pres. ind. 3d pl. of mourir; pret. 2d pl. of venir.

4. Translate into French: he has just died; he had just died; he is going to die; it belonged to us; they are becoming old; does he use his carriage? I used my two hands; he used to repent of it; we almost died; come and eat; do you repent of your vices?

MODEL. Il y avait une fois dans une petite ville un prédicateur qui se flattait que sa voix était très belle, et qu'elle attendrissait beaucoup ses auditeurs. Un jour après qu'il eut prêché ardemment pendant plus de deux heures, il resta dans l'église pour se reposer. Comme il allait enfin sortir, il vit une pauvre vieille qui était restée seule dans l'église vide, et qui sanglotait fort. Le brave homme s'est approché d'elle et lui dit: « Ma pauvre femme, pourquoi pleurez-vous si amèrement? — Hélas, répondit-elle, je ne puis vous le dire. » Quand le prédicateur entendit cette réponse,

il pensa que c'était sa belle voix qui l'avait attendrie, et il lui parla encore, cette fois pour la consoler. Mais elle pleura de plus en plus. A la fin elle s'écria: « Cessez, mon bon monsieur, ou mon cœur crèvera. Depuis longtemps, j'avais un âne bon et fidèle qui portait mes fruits au marché. Il est mort il y a quelques jours. Quand j'entends votre voix, elle me rappelle mon pauvre âne et mon cœur est sur le point de crever.»

THEME. There was once a peasant who worked every Sunday and never entered a church. Several weeks ago a young man came to preach in his town. As he was approaching the church he noticed that the peasant was working in the field. He called him and said to him: "Do not work any more to-day. Come with me to the church. I am going to preach, and the people think that I have a fine voice." The peasant said that he preferred to work, and remained in the field. Later the preacher saw his man near the door of the church and flattered himself that he had come to hear his beautiful voice. When he was returning home he found the man again in the same field. "I am pleased with you," said he, "because you came to hear me to-day." "No, sir, you are mistaken," replied the peasant; "I had lost my donkey and I heard his voice in the church; at least I thought so."

ORAL. 1. A quelle heure êtes-vous venu? 2. Quand viendrez-vous me visiter? 3. Dormez-vous bien toujours? 4. Sent-on le froid en hiver? 5. Voulez-vous sentir mes fleurs? 6. Qu'est-ce que je vous offre? 7. Couvrirez-vous le feu ce soir? 8. Mourrions-nous tous? 9. Que tenez-vous dans la main? 10. A qui appartiennent ces chaises? 11. La vieille femme a-t-elle entendu la voix de l'âne? 12. Pourquoi la femme sanglotait-elle? 13. Qu'a-t-elle dit au prédicateur? 14. Courez-vous souvent quand vous venez à l'école? 15. Qui peut courir le plus vite?

RÉSUMÉ. 1. A dog barked suddenly and we ran away. 2. He often lies when I ask how many fish he has. 3. Does he not start at half past six to-morrow evening? 4. You almost fell when you went out of the room. 5. Do we always use all that God has

given us? 6. Let us smell the flowers she has sent us. 7. Sometimes we sleep too late mornings, especially Sundays. 8. Perhaps his friends will not weep when he dies. 9. If you open all the windows we shall feel the cold too much. 10. Will the ladies of whom you were speaking come to visit us? 11. A fox runs faster than a bear. 12. You have just offered him a beautiful present; has he given you one? 13. Open this window and close that. 14. He was cold and also suffered very much from (the) hunger. 15. Louis XIV, one of the greatest kings of France, died Sept. 1, 1715. 16. Let us cover the fire and go to bed. 17. Formerly these oxen belonged to our father. 18. The fifth day God also created the fish, great and small. 19. All men do not become great, but all can be good. 20. You, at least, do not need so much sleep as I.

REVIEW

(Lessons Twenty-nine to Thirty-one)

A. GENERAL DRILL

1. Name all forms in which verbs in *cer* and *ger* undergo orthographic change.
2. Name the mute endings found in the first conjugation.
3. What change occurs in conjugating verbs ending in *yer*? Where does it occur? How does it depend on the preceding vowel?
4. How does the inflection of verbs having *é* in the last syllable but one differ from that of verbs having *e* in that position?
5. What verbs ending in *ler* and *ter* are exceptional in conjugation?
6. Name verbs that illustrate respectively: Sec. 167, *c*; 167, *e*; 167, *j*; 167, *l*, note; 167, *n*.
7. Give principal parts of: *partir*; *sortir*; *faillir*; *ouvrir*.
8. Give synopsis of: *aller*; *envoyer*; *s'appeler*; *courir*; *venir*; *mourir*.

9. Give : pres. subj. of *aller* ; inv. of *aller* ; imp. of *manger* ; pres. subj. of *renvoyer* ; pres. ind. of *s'en aller*, int. ; pres. ind. of *payer* ; pres. ind. of *mentir* ; fut. of *souffrir* ; pres. subj. of *mener* ; pres. ind. of *tenir* ; pret. of *venir* ; cond. of *espérer* ; pres. subj. of *mourir* ; pres. ind. of *mourir* ; inv. of *s'appeler*.

10. What verbs are inflected like : *partir*? *ouvrir*?

11. Translate into French : he was going to send it ; they were going to send it back ; do you like to go to bed early? he almost died from the cold ; I almost forgot it ; his name is John ; he has just offered it ; you had just eaten ; come and pay us for these books ; she had gone away ; let us go away ; I have used the boat ; the boat used to belong to me ; bring me the book ; bring him with you ; does he get up early? he is coming to visit me early ; I went for my chum ; send for me ; I shall never pardon them ; she asked me for the flowers.

B. TRANSLATE INTO FRENCH

1. There's the school to which he used to send his children years ago. 2. We are poor, but we are satisfied with what we have. 3. My friend went away at half past four, as soon as she had arisen. 4. What is your name, my little girl? What a pretty hat you have! 5. These men have no money ; we just gave them some bread and meat. 6. You will not get up early if you go to bed so late, my son. 7. As soon as I call, send him to me. 8. I am going to start to-day at a quarter of five, if all goes well. 9. Let us not forget that God has given us all that we have. 10. Many dogs that bark bite also, but not all. 11. He has employed two of his clerks for more than eleven years ; he cannot do without them. 12. If you bring it to me this evening or to-morrow morning, I shall be at home, and I will pay you for it. 13. He has hurt himself and has sent for a doctor. Which, the old one or the young one? 14. My father had formerly the most beautiful black hair, but it has become white now. 15. Will he not use the gifts which somebody has given him?

LESSON THIRTY-TWO

IRREGULAR VERBS

180. *Devoir*, to owe, devant, dû (due, f.), dois, dus.

FUT.	je devrai	
PRES. SUBJ.	je doive	nous devons
	tu doives	vous deviez
	il doive	ils doivent

181. *Devoir* is used :

(a) To express obligation from the standpoint of duty. If a general principle is involved, the Present is always used ; if a particular instance, the Conditional is more commonly found.

People ought to (should, must) go to bed early. *On doit se coucher de bonne heure.*

He ought to go to bed now. *Il devrait se coucher maintenant.*

He ought not to have remained. *Il n'aurait pas dû rester.*

(b) To express a probability inferred from known circumstances.

It is very late ; you must be sleepy. *Il est très tard ; vous devez avoir sommeil.*

You must have wept when you heard that. *Vous avez dû pleurer quand vous avez entendu cela.*

(c) To express what is to be done in accordance with some destiny or plan.

I am to start to-morrow. *Je dois partir demain.*

I was to start yesterday. *Je devais partir hier.*

182. *Recevoir*, to receive, recevant, reçu, reçois, reçus.

FUT.	je recevrai	
PRES. SUBJ.	je reçoive	nous recevions
	tu reçoives	vous receviez
	il reçoive	ils reçoivent

NOTE 1. Before o and u, the c takes cedilla.

Similarly, all verbs ending in *cevoir*.

NOTE 2. Verbs like *recevoir*, including *devoir*, are sometimes classified as a distinct conjugation.

183. *Pouvoir, to be able, can, pouvant, pu, peux (puis), pus.*

PRES. IND. Sing.	je peux (puis)	
	tu peux	
	il peut	
FUT. ALERE FLAMM	je pourrai	
IMV. VERITATIS	(wanting)	
PRES. SUBJ.	je puisse	nous puissions
	tu puisses	vous puissiez
	il puisse	ils puissent

184. *Savoir, to know, sachant, su, sais, sus.*

PRES. IND. PL.		nous savons
		vous savez
		ils savent
IMP.	je savais	
FUT.	je saurai	
IMV.		sachons
	sache	sachez

NOTE. When *can* in English signifies mental ability in the sense of *know how to*, it is rendered in French by *savoir*, followed by an infinitive directly.

Je sais parler français. *I can (know how to) speak French.*
 Je suis malade et je ne puis parler. *I am sick and I cannot (am not able to) speak.*

185. *Voir, to see, voyant, vu, vois, vis.*

FUT.	je verrai
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ADDITIONAL WORDS

<i>apercevoir, to perceive</i>	<i>obéir à, to obey</i>
<i>descendre, to come down, descend</i>	<i>sembler, to seem</i>
<i>revoir, to see again</i>	<i>se souvenir de, to remember</i>
<i>se souvenir que, to remember that</i>	

EXERCISE

DRILL. 1. Give: syn. of *savoir*; syn. of *recevoir*; pres. ind. of *devoir*; imp. subj. of *apercevoir*; pres. ind. of *pouvoir*; pres. subj. of *savoir*; pres. subj. of *revoir*.

2. Translate into French: they would know; they see; I receive; know; thou shalt owe; they are perceiving; he will be able; you can; we were knowing.

3. Give: pres. subj. 3d sing. of *devoir*; pret. 3d sing. of *recevoir*; pres. subj. 2d pl. of *pouvoir*; pret. 1st pl. of *voir*; past part. of *devoir*; imv. of *voir*.

4. Translate into French: he owes a hundred francs; he ought to speak well; he ought to speak well now; he ought to have spoken better; he must speak; he is to speak; he was to speak; he can speak; he is sleepy and he can't speak; he is going to speak; he has just spoken; he almost spoke; I shall obey my father; I shall obey him; he remembered me; I shall remember it; I remembered that he was sick.

MODEL. Deux musiciens se disputaient sur leur habileté à jouer la musique la plus difficile sur le piano. « Je parie, dit l'un d'eux, que je sais composer un morceau que vous ne pourrez pas jouer jusqu'au bout et que je jouerai, moi. — Composez; et je parie que je le jouerai. — Venez demain chez moi, et nous verrons. » Le lendemain le morceau était composé, et le musicien qui avait accepté le pari a commencé à jouer. « Mais, mon cher ami, dit-il tout en jouant, vous vous moquez de moi; c'est de la musique assez facile pour un commençant! — Attendez, » dit l'autre. Vers la fin du morceau il vit un passage dans lequel une main étant à une extrémité du piano, et l'autre à l'autre extrémité, il y avait une note tout au milieu. Le joueur s'arrêta: « Impossible, dit-il. Je vois que je ne puis jouer cette note. Mais vous, vous ne pourrez la jouer, vous-même. — Ceci n'est pas difficile, » répondit l'autre, et il se place devant le piano. Il commença à jouer le morceau, et, quand il fut arrivé au fameux passage, il joua la note avec . . . son nez, et gagna le pari.

THEME. Once two musicians were disputing over their ability to play difficult music on the piano. "I bet ten francs," said the one, "that I can play the most difficult music that you can (subj. *puisse*) compose." "I accept the bet," said the other. "Come to my house to-morrow. A piece will be then composed and we shall both play. The one who finishes it will receive the money." The next day the piece was composed. The first player was the musician who had made the bet. He saw before him on the piano an easy piece. "I am not a beginner," said he to the other. "Wait," said the latter. The player was going to finish when he found a passage in which there was a note for the middle of the piano while the hands were at the two extremities. He could not play it. "That is impossible," said he to his friend. "We shall see," replied the latter, and he placed himself before the piano. How could he play the difficult note? Can you tell me? I do not think so. He played it with his third hand — his nose. And he won the bet.

ORAL. 1. Pouvez-vous courir vite? 2. Pouvez-vous voir ces mots? 3. Peut-on voir le froid? 4. Peut-on sentir la peur? 5. Doit-on bien étudier? 6. Auriez-vous dû étudier davantage? 7. Devons-nous quitter la classe bientôt? 8. Pourquoi ne pouvez-vous courir plus vite qu'un cheval? 9. Pourquoi ne savez-vous pas parler français? 10. Payerez-vous tout ce que vous devez? 11. Pouvez-vous jouer la musique difficile? 12. Quel était le pari des deux musiciens? 13. Pourquoi la note était-elle difficile? 14. Comment le premier musicien l'a-t-il jouée? 15. Combien a-t-il gagné?

RÉSUMÉ. 1. I ought to know how to speak French. 2. I ought never to have come. 3. Don't go for the doctor yourself. 4. I cannot come down now. 5. You must not ask for wine. 6. Children ought to obey their fathers and mothers. 7. Men have for a long time lived in houses. 8. I shall always remember the house where I was born. 9. I am to see him every morning. 10. Your sister knows that, does she not? 11. The king

pardoned the man who killed his son. 12. I received the letter which you sent me. 13. You have eaten nothing to-day; you must be hungry. 14. People ought not to be ashamed of what they do. 15. This lesson seems easier than the others. 16. When shall I see your friend again? 17. I was to go to the city last evening, but it snowed. 18. He can work well, but he cannot build a house. 19. When I was coming down the street, I perceived the lost child. 20. I will send for the pictures as soon as I see (have seen) you.

LESSON THIRTY-THREE

IRREGULAR VERBS

186. Valoir, *to be worth*, valant, valu, vau, vau, valus.

PRES. IND. Third Pl.		ils valent
FUT.	je vaudrai	
PRES. SUBJ.	je vaille	nous valions
	tu vailles	vous valiez
	il vaille	ils valient

187. Vouloir, *to wish, want*, voulant, voulu, veu, voulu.

FUT.	je voudrai	
IMV.		veillons (voulons)
	veille (veux)	veillez (voulez)
PRES. SUBJ.	je veuille	nous voulions
	tu veuilles	vous vouliez
	il veuille	ils veuillent

NOTE 1. The forms of the imperative enclosed in parenthesis are rarely used. The other forms have ordinarily the meaning *please, be good enough to*.

Veillez me le donner. Please give it to me.

NOTE 2. *Will you have* in the sense of *do you wish* is translated by *vouloir*.

Will you have some bread? Voulez-vous du pain?

188. *Asseoir, to seat, asseyant, assis, assieds, assis.*

FUT. j'assiérai

NOTE. Y does not change to i before mute e.

189. *Falloir, to be necessary, (Pres. Part. wanting,) fallu, il faut, il fallut.*

IMP. il fallait

FUT. il faudra

PRES. SUBJ. il faille

NOTE. *Falloir* is an impersonal verb, i.e. it is found only in the third person singular.

190. *Falloir* is followed by the infinitive or the subjunctive. Either may be used when the subject is a pronoun; the subjunctive must be used when the subject is a noun. In the former case the logical subject becomes the indirect object.

Il faut partir.

It is necessary to start.

Il leur faut partir.

It is necessary for them to start (they must start).

Il lui a fallu partir.

It was necessary for him to start (he had to start).

Il me faudra partir.

I shall be obliged to start (shall have to start).

Il faut que Jean parte.

It is necessary that John start (John must start).

NOTE 1. *Falloir* must be carefully distinguished from *devoir*. *Falloir* denotes obligation from the standpoint of *necessity*; *devoir* from the standpoint of *duty*.

You ought to (must) obey God.

Vous devez obéir à Dieu.

The law must be obeyed.

Il faut obéir à la loi.

You must start early.

Il vous faut partir de bonne heure.

NOTE 2. *Falloir* is translated *need* when a noun directly follows.

He needs another (one more) pencil.

Il lui faut encore un crayon.

I need another (a different) horse.

Il me faut un autre cheval.

My father needs a coat.

Il faut un habit à mon père.

ADDITIONAL WORDS

le déjeuner, *the breakfast*

le couteau, *the knife*

le goûter, *the luncheon*

la cuiller, *the spoon*

le dîner, *the dinner*

la fourchette, *the fork*

le souper, *the supper*

la nappe, *the tablecloth*

l'assiette, *the plate*

la serviette, *the napkin*

s'asseoir, *to sit down*

être assis, *to be seated*

vouloir bien, *to be willing*

vouloir dire, *to mean*

en vouloir à, *to have a grudge against*

valoir mieux, *to be better, be worth more*

EXERCISE

DRILL. 1. Give: syn. of *vouloir*; syn. of *s'asseoir*; pres. ind. of *valoir*; pres. subj. of *vouloir*; pres. ind. of *asseoir*; pres. subj. of *s'asseoir*; pres. subj. of *valoir*.

2. Locate: *faudra*; *vaudras*; *voudrait*; *je m'assis*; *vaille*; *asseyons*; *valions*.

3. Give: imp. 1st pl. of *valoir*; imv. 2d sing. of *vouloir*; cond. 3d pl. of *asseoir*; pres. subj. 3d sing. of *falloir*; imp. subj. 3d pl. of *s'asseoir*; pres. subj. 1st pl. of *vouloir*; pres. ind. 3d pl. of *vouloir*; pres. ind. 3d pl. of *valoir*.

4. Translate into French: it is worth ten francs; it is better to work; he wants to work; he is willing to work; I mean your brother; I have a grudge against your brother; he has a grudge against them; he was seated; he was sitting down; you must run; you have run; your friend must run; you ought to run now; you had to run; you will have to run; he needs a cup; shall you buy a cup? will you bring a cup? will you have a cup of tea? please stay.

MODEL. On avait volé à un paysan un cheval qui valait deux cents francs. Il se rendit à une foire pour en acheter un autre. Pendant qu'il parcourait le champ de foire il trouva enfin son

cheval volé parmi ceux qui étaient en vente. « Ce cheval est à moi, dit-il à l'homme qui était assis près du cheval pour le garder. On me l'a volé il y a trois jours. — Ce n'est pas possible, répondit l'autre, je l'ai depuis trois ans. — Impossible, répondit le paysan en plaçant tout à coup les mains sur les yeux du cheval: Voyons, de quel œil est-il borgne? » La dispute commençait à attirer une foule assez grande, et le voleur devait répondre sans hésitation. « De l'œil gauche, » dit-il. Le paysan ôta sa main et cet œil gauche était clair et brillant. « Oh! je me suis trompé, » répondit l'autre tout de suite; je veux dire de l'œil droit. — Il n'est borgne ni de l'œil droit, ni de l'œil gauche, dit alors le paysan, ôtant l'autre main. Il est évident que vous êtes un voleur. Il faut que vous me rendiez mon cheval et que vous alliez avec moi devant un magistrat. »

THEME. Several years ago a man stole a horse from a peasant. The latter looked for it a long time, and at last found it at a fair. The horse was on sale, and the man who had it said it was worth much money. The peasant found a magistrate, and the two approached the stolen animal. "This is my horse," said the peasant, "and the man who is sitting there is the thief." The other replied immediately when he saw the magistrate: "This horse is mine, and it has belonged to me for three years." "Let us see," continued the peasant, and he covered both eyes of the horse. "The horse is blind in one eye; which is it, the left or the right?" "The left," said the other, without hesitation. "You are mistaken," replied the peasant. "I meant the right," said the man who was with the horse, looking at the crowd with fear. "You must guess again," replied the peasant, and he showed both eyes of the horse clear and brilliant. It was evident that the man had stolen the horse and that it belonged to the peasant.

ORAL. 1. Combien vaut ce livre? 2. Vaut-il mieux étudier toutes les leçons? 3. Voulez-vous du papier? 4. En voulez-vous à vos amis? 5. Êtes-vous assis? 6. Voulez-vous vous asseoir? 7. Voulez-vous bien vous lever? 8. Vous fallait-il vous lever?

9. Faut-il que vous étudiez? 10. Vous faut-il du papier? 11. Qui avait perdu un cheval? 12. Combien valait ce cheval volé? 13. Combien vaut un cheval borgne? 14. Comment a-t-on trouvé le voleur? 15. En voulez-vous aux voleurs?

RÉSUMÉ. 1. It is necessary to send for the doctor this morning. 2. He is seated, and I prefer to sit down. 3. I need a new napkin; bring me one. 4. I am willing to go to eat my breakfast, but it snows. 5. I did not know what you meant when you spoke. 6. I do not want to sit down here; sit down yourself. 7. I am hungry, and it will be better to eat a good dinner than a luncheon. 8. It is necessary that your friends eat (the) supper now. 9. We need another spoon and a large cup. 10. I have a grudge against the merchant who sold me such cloth. 11. They must both eat a cold dinner. 12. Will you have the tablecloth which I have bought? 13. The ladies seated themselves in the parlor after the supper. 14. My mother will need more than seven dozen eggs. 15. The boy has to go for the doctor. 16. The man whose son is sick ought to be here. 17. He deceives me, but I have no grudge against him. 18. Do you not remember that you are to obey him? 19. It is not necessary for us to become rich. 20. They had to ask him for their dinner, but they did not wish to do it.

LESSON THIRTY-FOUR

IRREGULAR VERBS

191. *Naître, to be born, naissant, né, nais, naquis.*

NOTE. The stem syllable always has *ai* before *t*.

192. *Connaître, to know, connaissant, connu, connais, connus.*

NOTE 1. The stem syllable always has *ai* before *t*.

Similarly, *paraître, to appear.*

NOTE 2. *Connaître, to know a person; savoir, to know a fact.*

193. *Mettre, to put, mettant, mis, mets, mis.*
 194. *Craindre, to fear, craignant, craint, crains, craignis.*
 Similarly, all verbs ending in *aindre, eindre, oindre.*

195. *Prendre, to take, prenant, pris, prends, pris.*

PRES. IND. Third Pl.		ils prennent
PRES. SUBJ.	je prenne	nous prenions
	tu prennes	vous preniez
	il prenne	ils prennent

196. *Dire, to say, tell, disant, dit, dis, dis.*

PRES. IND. Second Pl.	vous dites
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NOTE. Compounds of *dire* are regular in the second person plural of the Present Indicative, except *redire, to say again.*

197. *Écrire, to write, écrivant, écrit, écris, écrivis.*

198. *Lire, to read, lisant, lu, lis, lus.*

ADDITIONAL WORDS

le blé, <i>the wheat</i>	apprendre, <i>to learn</i>
la pêche, <i>the peach</i>	comprendre, <i>to understand</i>
la poire, <i>the pear</i>	dire (à, p. 155, Remark), <i>to tell</i>
le raisin, <i>the grape</i>	enseigner (à, p. 155, Remark), <i>to teach</i>
la montagne, <i>the mountain</i>	mûrir, <i>ripen</i>
la nature, <i>the nature</i>	peindre, <i>to paint</i>
	se mettre à, <i>to begin to</i>
	prendre à, <i>to take from</i>

EXERCISE

- DRILL. I. Give: syn. of *prendre*; syn. of *peindre*; pres. ind. of *paraître*; pret. of *craindre*; pres. ind. of *dire*; pres. subj. of *écrire*; imp. subj. of *lire*; pres. ind. of *mettre*; pres. ind. of *naitre*.
 2. Translate into French: he knows me; she puts; fear not; they are taking; you say; we say; I was writing; he had written; are you reading? does he know what you say?

3. Give: pres. subj. 3d pl. of *craindre*; pres. subj. 1st pl. of *prendre*; pret. 2d pl. of *dire*; pres. subj. 2d sing. of *écrire*; pret. 2d sing. of *lire*; imp. 2d pl. of *naitre*; imp. subj. 3d sing. of *mettre*.

4. Translate into French: Queen Isabella was born; I was born; I know you; take the horse from the barn; we begin to fear; we began to read; do you understand this? he is learning the verbs; he will teach them; say that to her; tell him that; you appear sick.

MODEL. L'autre jour mon ami, le capitaine B., du vaisseau *la France*, m'écrivit ce conte-ci: «J'ai connu sur notre vaisseau deux bons amis, l'un Anglais et l'autre Irlandais. Celui-ci était l'homme le plus simple du monde et disait toujours quelque chose de¹ bizarre. Dans une bataille la semaine dernière l'Anglais a perdu sa jambe. Ensuite il a vu son ami et lui a crié: — Je viens de perdre ma jambe. Prenez-moi sur vos épaules et portez-moi à la cabine. — L'Irlandais l'avait pris dans ses bras et s'approchait de la cabine quand un coup de canon emporta la tête de son ami. Notre homme ne s'en aperçut pas et continua son chemin. On lui demanda: — Où allez-vous? Il répondit: — Je porte mon ami au chirurgien. — Ne voyez-vous pas, dit l'autre, qu'il a perdu la tête? — Mon Dieu! s'écria-t-il avec surprise quand il vit le corps sans tête; il me dit lui-même qu'il avait perdu la jambe. Je ne sais pas comment il a pu se tromper.»

THEME. I was reading the other day a letter which a friend of mine, Captain B., had written to my brother. In this letter he wrote of two men on his vessel who were great friends, the one English, the other Irish. In a battle a cannon-shot carried away the Englishman's leg. He cried to the Irishman who was near him: "Carry me to my cabin and go for the surgeon." Immediately the friend carried him to his cabin and put him on his bed. Then he went for the surgeon, whom he feared very much. When he had found him he said to him: "My friend has lost his head." "You have lost yours, you mean," replied

¹ *Quelque chose* and *rien*, like adverbs of quantity, require *de* before a following dependent noun. Sec. 39.

the surgeon cruelly. "No, I mean that he has lost his leg," continued the Irishman with much fear; "we must hurry." When they arrived at the cabin of the Englishman he was gone. "Where is the man who has lost his leg?" asked the surgeon coldly. "I don't know," answered our man, "but I think that he must have gone out to look for his leg."

ORAL. 1. Quand êtes-vous né? 2. Quel âge avez-vous? 3. Connaissez-vous le président? 4. Savez-vous comment il s'appelle? 5. Vous mettez-vous à bien étudier? 6. Où avez-vous mis votre livre? 7. Savez-vous peindre? 8. Comprenez-vous le français? 9. Comprenez-vous tout ce que je dis? 10. Lisez-vous souvent les journaux? 11. Où demeureraient les deux amis de notre conte? 12. Lequel a perdu la jambe? 13. Quelle jambe a-t-il perdu? 14. Qu'est-ce qui vaut mieux, une tête ou une jambe? 15. Qu'est-ce qui est le plus rare?

RÉSUMÉ. 1. Wheat begins to ripen in June. 2. His teacher taught him (the) French grammar. 3. The girl learned the names of all the kings of England. 4. I know your father, but I do not know where he is. 5. He wished to take all that was given him. 6. Let us put pears and peaches on their plates. 7. Marie Antoinette was born November 2, 1755, and died October 16, 1793. 8. I do not yet know him, but I fear him. 9. Did you put any grapes on the table? Yes, I put some there. 10. You ought to have a grudge against this man. 11. I do not understand why the French language appears so difficult. 12. Did you take that money from his purse? 13. God has written his laws in the book of nature. 14. Have I received the letter which she wrote? 15. I cannot read what he has written. 16. "I am your friend," he said. 17. He told me¹ he was my friend. 18. Great rivers descend from the mountains to the sea. 19. As soon as they had seated themselves, the teacher entered the room. 20. I do not wish to know what he said.

¹ The conjunction **that** is here understood; it must always be expressed in French.

LESSON THIRTY-FIVE

IRREGULAR VERBS

199. *Suivre, to follow, suivant, suivi, suis, suivis.*

200. *Vivre, to live, vivant, vécu, vis, vécus.*

NOTE. *Vivre, to live, exist; demeurer, to live in, dwell.*

201. *Faire, to make, do, faisant, fait, fais, fis.*

PRES. IND. PL.	nous faisons
	vous faites
	ils font
FUT.	je ferai
PRES. SUBJ.	je fasse

202. *Faire* governs infinitives directly in the sense of *to have a thing done, or to make somebody do something.*

I am having him write (causing him to write). *Je le fais écrire.*

I am having my friend write. *Je fais écrire mon ami.*

I am having it written (causing somebody to write it). *Je le (la) fais écrire.*

I am having a letter written. *Je fais écrire une lettre.*

NOTE. Observe in the above sentences that *faire* and the object infinitive are not separated; an accompanying pronoun precedes both, an accompanying noun follows both. However, when *faire* is affirmative imperative, the subject of the infinitive follows *faire* directly as if it were the object of *faire*.

Have him come. *Faites-le venir.*

203. In this construction the infinitive is the object of *faire* and may itself have both subject and object. In the first two examples in Sec. 202 the subject only is expressed;

the surgeon cruelly. "No, I mean that he has lost his leg," continued the Irishman with much fear; "we must hurry." When they arrived at the cabin of the Englishman he was gone. "Where is the man who has lost his leg?" asked the surgeon coldly. "I don't know," answered our man, "but I think that he must have gone out to look for his leg."

ORAL. 1. Quand êtes-vous né? 2. Quel âge avez-vous? 3. Connaissez-vous le président? 4. Savez-vous comment il s'appelle? 5. Vous mettez-vous à bien étudier? 6. Où avez-vous mis votre livre? 7. Savez-vous peindre? 8. Comprenez-vous le français? 9. Comprenez-vous tout ce que je dis? 10. Lisez-vous souvent les journaux? 11. Où demeureraient les deux amis de notre conte? 12. Lequel a perdu la jambe? 13. Quelle jambe a-t-il perdu? 14. Qu'est-ce qui vaut mieux, une tête ou une jambe? 15. Qu'est-ce qui est le plus rare?

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LESSON THIRTY-FIVE

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	vous faites
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Have him come. *Faites-le venir.*

203. In this construction the infinitive is the object of *faire* and may itself have both subject and object. In the first two examples in Sec. 202 the subject only is expressed;

in the last two the object only is expressed. If both subject and object are expressed, the subject takes the indirect object form.

I am having him read the book. *Je lui fais lire le livre.*
 I am having him read it. *Je le lui fais lire.*
 I am having the boy read it. *Je le fais étudier au garçon.*
 I shall have the tailor make a new coat. *Je ferai faire un habit neuf au tailleur.*

NOTE. Pronouns have the special indirect object forms of Sec. 90; observe that nouns are made indirect by the use of à.

204. *Laisser*, to let, *entendre*, and *voir* likewise govern object infinitives. The rules in similar constructions with *faire* apply here, except that, when the infinitive has both subject and object expressed, the subject pronoun may be in the direct form if the object is a noun.

I shall let him come. *Je le laisserai venir.*
 I shall let him read the book. *Je lui (le) laisserai lire le livre.*
 I shall let him read it. *Je le lui laisserai lire.*
 I let my sister read the book. *J'ai laissé lire le livre à ma sœur.*
 I heard him scold her. *Je la lui ai entendu gronder.*
 I heard him say those words. *Je lui (P)ai entendu dire ces mots.*
 I saw the boy fall. *J'ai vu tomber le garçon.*
 I shall see him build the house. *Je lui (le) verrai bâtir la maison.*

NOTE. An infinitive after *entendre* and *voir* often represents an English present participle.

I see him running. *Je le vois courir.*
 I heard him coming in. *Je l'ai entendu entrer.*

205. *Faire* is used in expressions of the weather.

It is fine (weather). *Il fait beau (temps).*
 It is hot. *Il fait chaud.*
 It is windy. *Il fait du vent.*

206. *Plaire*, to please, *plaisant*, *plu*, *plais*, *plus*.

PRES. IND. Third Sing. *il plaît*.

207. *Croire*, to believe, think, *croyant*, *cru*, *crois*, *crus*.

NOTE. Observe the following idiomatic use of the infinitive after *croire* and other verbs of believing, etc.

Je crois être ici. *I think I am here.*
Je crois l'avoir vu. *I think I have seen him.*

But, when the subject changes,

Je crois que Jean est ici. *I think John is here.*
Je crois que Jean l'a vu. *I think John has seen him.*

208. *Conduire*, to lead, *conduisant*, *conduit*, *conduis*, *conduisis*.

Similarly, all verbs ending in *uire* except *luire*, to shine, and *nuire*, to injure, which differ only in having as past participles *lui* and *nu*.

ADDITIONAL WORDS

<i>entendre dire</i> , to hear (by report)	<i>l'étoile</i> , the star
<i>faire mal à</i> , to hurt, harm	<i>la glace</i> , the ice
<i>faire savoir</i> , to inform	<i>la lune</i> , the moon
<i>faire voir</i> , to show, display	<i>le nuage</i> , the cloud
<i>plaire à</i> , to please	<i>la paix</i> , the peace
<i>traduire</i> , to translate	<i>le vent</i> , the wind
	<i>s'il vous plaît</i> , if you please

EXERCISE

DRILL. 1. Give: syn. of *croire*; syn. of *vivre*; pres. ind. of *suivre*; pret. of *vivre*; pres. ind. of *faire*; pres. ind. of *plaire*; prés. subj. of *croire*; imp. subj. of *conduire*.

2. Translate into French: she would make; you are doing; follow; he lives; she pleases; they believe; I had led; I had injured.

3. Give: pres. ind. 1st sing. of *suivre*; pres. ind. 1st sing. of *être*; pres. ind. 3d sing. of *vivre*; pret. 3d sing. of *voir*; pres. subj. 1st pl. of *faire*; inv. 2d pl. of *faire*; pres. subj. 2d sing. of *plaire*; past part. fem. of *croire*; pres. subj. 3d pl. of *luire*.

4. Translate into French: he still lives; he lives here; have her read; have her read your letter; have your letter read; have her read it; have your sister read it; let her read it; I saw her read it; I heard her reading it; I heard that she read it; it is cold; he is cold; the room is cold; it was windy; does she please your father? I think he is sick; I think I am sick; you hurt me.

MODEL. Les omnibus et les tramways à Paris n'admettent qu'un nombre fixe de voyageurs. Quand la limite est atteinte, le conducteur fait apparaître un écriteau portant le mot *Complet*. Ce mot veut dire que l'on n'admettra personne. Un voyageur américain qui ne connaissait pas cette coutume dit un jour à un de ses amis, au commencement de son séjour à Paris: « Que veut dire donc ce mot *Complet* que je vois si souvent sur les omnibus? — Comment? dit l'autre qui vit une occasion de s'amuser aux dépens de son ami, comment! vous ne l'avez pas encore visité? — Visité quoi? — Mais, *Complet*. C'est un endroit charmant; il vous faut voir cela, mon cher. » L'Américain suivit quelques jours chaque omnibus qui portait ce mot, mais le conducteur ne l'admettait point. Enfin il lui fallut quitter Paris, et il n'a jamais vu *Complet*.

THEME. I have heard my friend speak of an American who was visiting Paris and who did not know the French language very well. He could not understand what the word *Complet* meant¹ which he often saw on the omnibuses of the city. One day he said to a friend, "Where is *Complet*? Be good enough to inform me at once. It must be a charming place because so many tram-cars go there." "What?" replied his friend, "have you not been there yet?" "I have wanted to go there many times, but the conductor would not let me enter the omnibus," said the American

¹ Arrange in French: what meant the word *Complet* which . . .

sadly. "You must visit it while you are in Paris," continued the friend. "All the Americans visit it. Take an omnibus or tram-car which displays the sign *Complet*, and you will easily find the place." Our traveler believed all that his friend had said to him, and followed for many days every omnibus and every tram-car which led, as he believed, to this famous place. At last he saw that his friend was making fun of him, and he left the city; but he had not seen *Complet*.

ORAL. 1. Fait-il beau aujourd'hui? 2. Faisait-il chaud hier? 3. Quand fait-il le plus chaud? 4. Dans quel mois fait-il le plus de vent? 5. Votre père vit-il encore? 6. Demeure-t-il à la ville? 7. Votre travail lui plaît-il? 8. Croyez-vous parler bien le français? 9. Avez-vous traduit toute la leçon? 10. Combien d'étoiles y a-t-il? 11. Que veut dire le mot *Complet* sur les omnibus? 12. Combien de voyageurs admet un omnibus? 13. Qui a voulu voir *Complet*? 14. Il l'a vu, n'est-ce pas? 15. Pourquoi ne l'a-t-il jamais vu?

RÉSUMÉ. 1. The soldiers will follow their generals faithfully. 2. The general showed that he wanted peace. 3. I do not want to live if he has to die. 4. When it is hot you ought not to make your horse run. 5. Did you let the boys eat the peaches? 6. Sit down, if you please, and let me speak. 7. He thinks he saw me starting from the city early yesterday morning. 8. I will have him translate the French lesson (lesson of French). 9. It is cold this evening; there will soon be ice on the river. 10. If you study too late, it will hurt your eyes. 11. He informed me why he had done it. 12. I have never had your daughter make me a dress. 13. If it should be fine weather to-morrow it would please me very much. 14. Every road leads to Rome. 15. The moon is behind the clouds and I do not see many stars. 16. He would make William learn the lesson if he could. 17. It is windy, and I believe much rain will fall to-morrow. 18. I am going to have a new coat made. 19. I need a new hat, and I must have another pair of shoes. 20. A large army was seen approaching the city.

REVIEW

(Lessons Thirty-two to Thirty-five)

A. GENERAL DRILL

1. Give principal parts of: **voir**; **valoir**; **asseoir**; **naître**; **paraître**; **mettre**; **prendre**; **dire**; **écrire**; **lire**; **suivre**; **vivre**; **plaire**; **conduire**; **nuire**.
2. Give synopsis of: **devoir**; **savoir**; **vouloir**; **falloir**; **peindre**; **faire**; **croire**; **croître** (Sec. 230, *o*).
3. Give present indicative of: **apercevoir**; **savoir**; **valoir**; **asseoir**; **naître**; **connaître**; **dire**; **plaire**.
4. Give present subjunctive of: **devoir**; **pouvoir**; **valoir**; **vouloir**; **s'asseoir**; **prendre**; **faire**; **croire**.
5. Give imperative of: **savoir**; **vouloir**; **prendre**.
6. Give: fut. of **revoir**; cond. of **asseoir**; imp. of **savoir**; pret. of **suivre**; pret. of **plaire**; imp. subj. of **naître**; imp. subj. of **valoir**.
7. What verbs are conjugated like: **recevoir**? **craindre**? **conduire**?
8. Locate: **sait**; **soit**; **vit** (two places); **vois**; **vais**; **vaut**; **vent**; **faillit** (two places); **crainit**; **croit**; **croit**; **suis** (two places); **fit**; **fût**; **devenait**; **devinait**; **devait**.
9. Give past participle and first person singular preterit of: **devoir**; **savoir**; **voir**; **vouloir**; **mettre**; **craindre**; **prendre**; **faire**; **dire**; **écrire**; **lire**; **conduire**; **luire**.
10. Write French sentences containing respectively some form of: **devoir**; **falloir**; **pouvoir**; **savoir**; **connaître**; **entendre**; **entendre dire**.
11. Translate into French: I can read; I can run as fast as he; I could write a year ago; I was able to go; the sun shines, it must be warm; they must follow him; John must follow him; I had to follow him; will you have some water? I want to live; I am willing to live in that house; I knew my lesson; I knew your aunt; I am having a house built; I had him build a house; I shall

have my brother build a house; I had him build it; I shall have her make it; I shall make her go away; it is windy; it will be hot; it was cold; this season is cold; are you cold? I hear him talking; I saw him fall; he was to write that; she obeys her mother; I need another plate (two ways); it is better to run away; tell me that; he took a pencil from his pocket; he let us come; let us sing (two ways); I think I see the moon; I think you can see the stars.

B. TRANSLATE INTO FRENCH

1. I shall send my brothers all the money I can when they go away.
2. We ought to do all we can for others in this life.
3. If one wishes to be happy, he must obey God's laws.
4. We had just arrived when it began to snow.
5. They were to come before eight o'clock, but they have not yet arrived.
6. I know the man well, but I do not know where he lives.
7. You must run to the store and buy me some silk.
8. Sit down to the table at once; you must be hungry.
9. I heard him say that he wishes to use these knives.
10. The lawyer whom you used to know is a brother of mine.
11. In what part of the forest did you lose your dog? I think I saw him yesterday evening.
12. We both need a hat; do they sell them here?
13. The priest has been writing a long time, and he will write several hours yet.
14. Do you know what I mean?
15. I shall tell him to have her do it to-day.

LESSON THIRTY-SIX

INFINITIVES — PARTICIPLES — PREPOSITIONS

209. An infinitive dependent upon another verb may or may not be connected to it by a preposition. This is determined by the governing verb. The usage with each verb must be learned. It may be found by observing French texts or by consulting a lexicon.

(a) The following verbs, among many others, generally govern the infinitive directly :

aimer mieux	<i>to prefer to</i>	falloir	<i>to be necessary to</i>
aller	<i>to go to (and)</i>	oser	<i>to dare to</i>
compter	<i>to intend to</i>	pouvoir	<i>to be able to</i>
désirer	<i>to desire to</i>	savoir	<i>to know how to</i>
devoir	<i>to be to</i>	venir	<i>to come to (and)</i>
espérer	<i>to hope to</i>	valoir mieux	<i>to be better to</i>
faire	<i>to make, cause to</i>	vouloir	<i>to wish to</i>

Je désire aller chez moi. *I desire to go home.*

(b) The following verbs, among many others, generally require *de* before a dependent infinitive :

cesser de	<i>to cease to</i>	essayer de	<i>to try to</i>
commander de	<i>to command to</i>	finir de	<i>to finish</i>
craindre de	<i>to fear to</i>	négliger de	<i>to neglect to</i>
défendre de	<i>to forbid to</i>	oublier de	<i>to forget to</i>
demandeur de	<i>to ask to</i>	permettre de	<i>to permit to</i>
se dépêcher de	<i>to hasten to</i>	promettre de	<i>to promise to</i>
dire de	<i>to tell to</i>	refuser de	<i>to refuse to</i>
empêcher de	<i>to prevent from</i>	venir de	<i>to have just</i>

Je crains d'aller avec lui. *I fear to go with him.*

Je lui dirai d'aller à Paris. *I will tell him to go to Paris.*

NOTE. Finir par, when it is followed by an infinitive, is translated *finally, at last*.

Nous finirons par le croire. *We shall finally believe it.*

(c) The following verbs, among many others, generally require *à* before a dependent infinitive :

aider à	<i>to help to</i>	décider à	<i>to persuade to</i>
aimer à	<i>to like to</i>	enseigner à	<i>to teach to</i>
apprendre à	<i>to learn to</i>	inviter à	<i>to invite to</i>
s'attendre à	<i>to expect to</i>	se mettre à	<i>to begin to</i>
commencer à	<i>to begin to</i>	renoncer à	<i>to give up</i>
consentir à	<i>to consent to</i>	réussir à	<i>to succeed in</i>

Il a consenti à venir. *He consented to come.*

Il a renoncé à venir. *He gave up coming.*

210. When a dependent infinitive denotes **purpose** it must be preceded by **pour, in order to, to**.

One must eat to live. *Il faut manger pour vivre.*

211. When the subject of an English subordinate clause is the same as the subject of the principal clause, an **infinitive** generally replaces the finite construction in the subordinate clause.

I fear that I am sick. *Je crains d'être malade.*

I expect that I shall speak. *Je m'attends à parler.*

212. In English, when a verb is the object of a preposition, the Present Participle (so-called) is the form used. In French the Infinitive is used (except after *en*).

He entered without speaking. *Il est entré sans parler.*

He entered after speaking (having spoken). *Il est entré après avoir parlé.*

213. The Present Participle is used :

(a) As in English, to denote an attendant circumstance. It is then generally introduced by the preposition *en*, which in this use may be translated *while, in, by*. Sometimes the *en* is emphasized by prefixing *tout*.

Elle est entrée *en* parlant. *She entered (while) speaking.*

En parlant on apprend à parler. *By speaking we learn to speak.*

Elle a répondu *tout en* pleurant. *She replied (even) while weeping.*

(b) As a simple adjective. See Sec. 18, *b*.

Il a deux enfants charmants. *He has two charming children.*

De l'eau courante. *Running water.*

NOTE 1. Observe that in the latter of these uses the participle varies in form to agree with the noun it modifies. In the former it does not.

NOTE 2. The past participle when not used as an auxiliary agrees with the noun it modifies. For its agreement as auxiliary see Sec. 74, 75.

214. The uses of *à, to, at, in, dans, into, in, en, in*, present some difficulty.

A denotes position at; *dans*, position inside of; while *en* forms with its object an expression equivalent to an adverb.

Jean tient un livre *à* la main. *John holds a book in his hand.*
 Jean est *dans* sa chambre. *John is in his room.*
 Il les vend *en gros*. *He sells them wholesale (in great quantities).*

215. *To, at, or in*, before names of cities and towns, is expressed by *à*; before feminine singular names of countries, by *en*; before masculine and plural names of countries, by *à* with the definite article.

He was *in* Paris. *Il était à Paris.*
 He is going *to* Vienna. *Il va à Vienne.*
 They are *in* Europe. *Ils sont en Europe.*
 They came *into* Spain. *Il sont venus en Espagne.*
 He lives in Canada. *Il demeure au Canada.*
 You live in the United States. *Vous demeurez aux États-Unis.*

NOTE. If a feminine name of a country is modified, *to, in* or *into* is translated by *dans* and the article.

He lives in beautiful Austria. *Il demeure dans la belle Autriche.*

216. *From*, before names of cities and feminine singular names of countries, is expressed by *de*; before masculine and plural names of countries, by *de* with the definite article.

I come *from* Rome. *Je viens de Rome.*
 He comes *from* Russia. *Il vient de Russie.*
 He comes *from* Canada. *Il vient du Canada.*
 He comes *from* the United States. *Il vient des États-Unis.*

217. Nouns are frequently combined by the use of *de* and *à*.

(a) *De* is used when the second noun expresses the material, place, or contents of the first.

une fourchette *d'argent*, a silver fork
 le fromage *de Suisse*, Swiss cheese
 un ver *de terre*, an earthworm
 un verre *de vin*, a glass of wine

(b) *A* is used when the second noun denotes the purpose, use, or means of motion of the first.

un verre *à vin*, a wineglass
 un couteau *à papier*, a paper-knife
 un bateau *à vapeur*, a steamboat

EXERCISE

DRILL. Translate into French:

1. To dare to lie; to come to speak; to fear to lie; to try to run; to teach to write; to begin to study; to learn to read; to consent to come; to come and see; in order to clean.

2. Without speaking; while running; after having spoken; after having entered; after blooming; to give up working; after eating; to prevent from opening; to finish selling; to succeed in buying; I finally learned it.

3. I think he loves it; I think I love it; I ask him¹ to come; I want to be rich; he commanded her¹ to speak; tell her¹ to speak; will you forbid me¹ to go out? it was better to start; he prefers to see him; I shall finally succeed; it is better not to lie.

4. He has his hat in his hand; he hid it in his hand; live in peace; in London; at Paris; from London; to New York; in England; to France; to Canada; in the United States; into Germany; in beautiful Austria; from Austria; from Canada; from France; from the United States; a teacup; a cup of tea; a wooden plate; a bread-plate; a lost dog; a lost purse.

MODEL. Il y avait une fois un homme riche qui demeurait au Canada. Sa femme était très malade. Les médecins de ce

¹ Use indirect object. Compare Remark, p. 155.

pays ne pouvaient la guérir, et son mari l'amena aux États-Unis. Plus tard il fut obligé de quitter les États-Unis et d'aller en Europe. Ils voulaient rester en Angleterre, mais la femme devint de plus en plus malade. De Londres ils allèrent en France où ils croyaient trouver les meilleurs médecins. Enfin le mari en trouva un et lui demanda de venir visiter sa femme. « Je le veux bien, dit le médecin, mais combien me payerez-vous? — Je vous payerai deux cents francs si vous la guérissez ou si vous la tuez, » répondit le mari. Le médecin fit de son mieux, mais la femme finit par mourir. Plus tard il demanda ses honoraires, mais l'homme lui dit: « Avez-vous guéri ma femme? — Non. — L'avez-vous tuée? — Non, je ne l'ai pas tuée, vous le savez bien. — Alors je ne vous dois rien. »

THEME. I read the other day of a rich Englishman who did not like to pay what he owed. His daughter fell sick, and he took her at once from England to the United States because he had heard tell that the fees of the doctors are not so large there. After staying a week he decided to go from the United States to France. As soon as he had arrived at Paris he sought the best doctor in the city and asked him to try to save his daughter's life. "How much am I to receive?" asked the doctor. "I will give you five hundred francs if you cure her and two hundred francs if you kill her," replied the Englishman. The doctor accepted and did his best, but the girl died. When he came to ask for his fees the Englishman refused to see him. At last he let him enter his room. "Where is my money?" demanded the doctor. "You have earned nothing," replied the Englishman. "Did you not promise to pay me?" "If you cured her, yes. Did you cure her?" "It was impossible." "Or if you killed her. Did you kill her?" "No, as you well know." "Then I owe you nothing. Good-by."

ORAL. 1. Espérez-vous parler français dans six mois? 2. Aimez-vous mieux lire ou étudier? 3. Craignez-vous d'être seul à minuit? 4. Avez-vous fini d'étudier? 5. Avez-vous appris à traduire vite? 6. Avez-vous réussi à apprendre ces règles? 7. Qu'avez-vous à

la main? 8. Qu'avez-vous dans votre malle? 9. Êtes-vous allé à Paris? 10. Avez-vous demeuré au Canada? 11. Aimez-vous à demeurer aux États-Unis? 12. Où trouve-t-on les meilleurs médecins? 13. Peuvent-ils guérir tout le monde? 14. Le médecin français a-t-il guéri la femme? 15. Combien a-t-il reçu?

RÉSUMÉ. 1. It began to snow and he ceased to work. 2. The general commanded his army¹ to start early. 3. Do you dare to go to Europe in a steamboat? 4. The soldiers took the city without losing a man. 5. He finally forbade me¹ to go there. 6. He sent for a doctor while running to his dying sister's. 7. The king desired to go out from Spain peacefully if he could. 8. He did not know that they had given up going to England. 9. The teacher was seated in the room, a book in his hand. 10. The merchant persuaded his son¹ not to take the glass of wine. 11. Let us put the wine in the wineglass. 12. Many sick people go from the United States to France. 13. One must work in order to have money enough to live. 14. I think I live in the best city in the country. 15. These vessels cross the sea from England to Canada every month. 16. He had a grudge against me, but he consented to invite me to his dinner. 17. The men refused to finish building the house. 18. They hope to receive soon several dozen bottles of French wine. 19. I desire to know how to speak French when I start. 20. Teachers desire to teach more than pupils are willing to learn.

LESSON THIRTY-SEVEN

THE SUBJUNCTIVE MOOD

218. The fundamental distinction between the Indicative and the Subjunctive is that the former is used to express a **certainty**, the latter an **uncertainty**, or an idea that lies in the mind as possible or impossible, desirable or undesirable, etc.

¹ See footnote, p. 191.

With one apparent exception, the Subjunctive is used only in subordinate clauses.

219. The Present Subjunctive (rarely the imperfect) is used in **principal clauses** to express a wish or a command. It is then usually introduced by **que**, and is called the **hortatory subjunctive**. Among other uses it supplements the imperative in the forms that the latter lacks.

May I be happy.	<i>Que je sois heureux.</i>
Let him come.	<i>Qu'il vienne.</i>
(Long) live the king!	<i>Vive le roi!</i>

NOTE. This construction is in reality a subordinate clause following a verb of wishing understood. See Sec. 222, b.

(I wish that) I may be happy.	<i>(Je veux) que je sois heureux.</i>
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220. The tense of the subjunctive in a subordinate clause is determined by the verb in the principal clause. If the principal verb is present or future, a following subjunctive is put in the present tense; if the principal verb is a past tense or the conditional, a following subjunctive is put in the imperfect tense.¹

NOTE. This rule applies to compound tenses in a subordinate clause if the auxiliary alone be considered the verb, the full resulting forms being respectively the perfect and pluperfect subjunctives.

221. The Subjunctive is used in **subject clauses** after most **impersonal verbs** that do not denote **certainty**. The most common impersonals that require the Subjunctive are:

il faut	<i>it is necessary</i>	il convient	<i>it is suitable</i>
il semble	<i>it seems</i>	il vaut mieux	<i>it is better</i>
il importe	<i>it is important</i>	il est possible	<i>it is possible.</i>

It is necessary that the doctor come (the doctor must come). *Il faut que le médecin vienne.*

It was not possible for John to come (that John should come). *Il n'était pas possible que Jean vînt.*

¹ App. p. 244, Sec. 6.

NOTE. When used with an indirect object in positive assertion, **il semble** takes the Indicative.

It seems to me that you are wrong. *Il me semble que vous avez tort.*

222. The Subjunctive is used in **object clauses**:

(a) After verbs and expressions denoting emotion, such as joy, sorrow, fear, surprise, and expectation.

I am glad that you have come. *Je suis bien aise que vous soyez venu.*

I did not fear that he would lie. *Je ne craignais pas qu'il mentît.*
I was surprised that he came so often. *Je m'étonnais qu'il vînt si souvent.*

(b) After verbs and expressions of wishing, ordering, permitting, and their opposites.

I wish him to come (that he come). *Je veux qu'il vienne.*

I wished him to come (that he might come). *Je voulais qu'il vînt.*

You ordered him to come (that he come). *Vous ordonnâtes qu'il vînt.*

I shall not permit him to come (that he come). *Je ne permettrai pas qu'il vienne.*

(c) After verbs of **thinking** or **believing** when they are used **negatively** or **interrogatively**.

I do not believe (that) he is right. *Je ne crois pas qu'il ait raison.*

Do you think (that) he is coming? *Croyez-vous qu'il vienne?*

But, when affirmative,

I think he is coming. *Je crois qu'il vient.*

NOTE 1. If the speaker expresses himself as certain in his own mind that the matter referred to is a fact, the Indicative is used.

She does not believe that her father is dead (but he is). *Elle ne croit pas que son père est mort.*

NOTE 2. After verbs of **knowing** and **saying** the Indicative may be used in nearly all cases.

Did you say that he had come? *Avez-vous dit qu'il était venu?*

NOTE 3. Verbs of doubting and denying, since in their affirmative sense they amount respectively to interrogative and negative verbs of believing, likewise require the subjunctive in a following dependent clause.

I doubt that (whether) he will come. *Je doute qu'il vienne.*

I deny that he is faithful. *Je nie qu'il soit fidèle.*

223. In the following constructions the Subjunctive in an object clause is accompanied by *ne*, which is not to be translated:¹

(a) After affirmative verbs of fearing and equivalent expressions.

I fear that he will come. *Je crains qu'il ne vienne.*

I do not fear that he will come. *Je ne crains pas qu'il vienne.*

I fear that he will not come. *Je crains qu'il ne vienne pas.*

I am going away lest (for fear that) he (will) come. *Je m'en vais de crainte qu'il ne vienne.*

(b) After negative and interrogative verbs of doubting and denying and equivalent expressions.

I do not doubt that he will come. *Je ne doute pas qu'il ne vienne.*

(c) After empêcher, to prevent.

He prevented John from coming. *Il a empêché que Jean ne vînt.*

NOTE. *Ne* is also similarly used in a clause following an affirmative comparative.

She is more beautiful than she thinks. *Elle est plus belle qu'elle ne (le)² pense.*

ADDITIONAL WORDS

car, for (conj.)

cependant, however

désormais, henceforth

plaindre, to pity

se plaindre, to complain

regretter, to regret

¹ See App. p. 244, Sec. 7.

² For use of *le*, compare Sec. 95.

EXERCISE

DRILL. Translate into French: 1. Let them speak; may we live long; it seems that he is here; it seemed that he was here; I am glad he is here; he was glad I was here; he was happy here; I want him to come; I wanted my sister to come; I shall forbid that he come; I forbid him to come; I think he will do it; do you think he will do it? I thought he would do it; they do not believe the moon is round; I think I am becoming tall; it seemed to me that it was useful.

2. I fear he has started; I do not fear he has started; I fear he has not started; I do not fear he has not started; I feared he would start; I feared he had started; I doubt whether he is good; I do not think that he is good; I shall prevent the child from falling; I prevented him from falling; she is older than I thought.

MODEL. Quand j'étais chez moi l'année dernière j'ai vu dans un bateau un homme et un garçon qui pêchaient à la ligne. Le garçon n'obéissait pas à son camarade, mais se penchait sur l'eau. Je craignais qu'il ne tombât dans l'eau et je ne m'étonnais pas de le voir enfin perdre l'équilibre. L'homme a fait de son mieux, mais il n'a pu empêcher qu'il ne disparût dans l'eau. Je ne crois pas qu'il ait attendu un instant; il ôta son habit tout de suite et se jeta à l'eau. Ils reparurent bientôt tous les deux et sont montés dans le bateau. Quand ils arrivèrent où j'étais, je les félicitai. « Le garçon est-il votre fils? ai-je demandé à l'homme. — Pas du tout, répondit-il. — Votre neveu ou votre cousin, je pense. — Ni neveu, ni cousin. — Alors vous méritez encore plus pour lui avoir sans doute sauvé la vie. — Je ne sais pas. Il avait tous les vers et je n'aurais pu en trouver davantage.»

THEME. When I was in Canada last summer I used to fish very often with an old Frenchman whom I knew very well, who knew where all the big fish were found, and who would take me there. Once we had fished all day, but had caught (taken) nothing, and we were very tired. I had just said to the Frenchman: "I

fear you are mistaken. I don't believe there are any fish here," when a large fish seized my line. On trying to stand up in the boat, I fell into the water in spite of myself. I did not want to lose the fish, but I preferred not to lose my life. When my comrade saw that he could not prevent me from falling, he threw himself into the water and aided me to climb into the boat. I thanked him much and wanted him to accept some money, but he refused it. "It seems to me that I deserve nothing," said he. "It was not possible for me to leave you in the water. One cannot catch fish without worms, and you had them all in your pocket."

ORAL. 1. Êtes-vous content d'être ici? 2. Êtes-vous content que notre classe soit petite? 3. Voulez-vous étudier davantage? 4. Voulez-vous que je vous donne des leçons plus courtes? 5. Croyez-vous avoir toujours raison? 6. Croyez-vous que la grammaire ait toujours raison? 7. Avez-vous peur des leçons longues? 8. Avez-vous peur qu'il ne vous faille étudier mieux? 9. Étudiez-vous plus que je ne le crois? 10. Vous plaignez-vous de votre camarade? 11. Aimez-vous à pêcher à la ligne? 12. Combien de poissons avez-vous pris dans une journée? 13. Combien de gros poissons y avait-il? 14. Vous êtes-vous servi de vers pour les prendre? 15. Pourquoi l'homme a-t-il sauvé le garçon?

RÉSUMÉ. 1. I wish that my father would send me some money. 2. Are you surprised that your brother has gone so far? 3. May she be happy! 4. He did not doubt that his friend had betrayed him, but he did not complain of it. 5. I know that he would pity us if he knew it. 6. He would not permit me even to open the door. 7. I desire him to learn only the last lesson. 8. May God fill your life with peace! 9. He feared that it would be windy, for there were many black clouds everywhere. 10. I do not think he has more books than I. 11. I fear that he will not know me. 12. I regretted very much that you were sick. 13. He prevented my father from stopping them for fear that he would arrive too late. 14. She and I doubt whether he knows what he is saying. 15. However, as soon as he had entered he began to speak. 16. If

we must go away, let us go away as good friends. 17. He asked me how I could do without those books. 18. Henceforth I shall not permit the children to remain at home. 19. The class must learn to-morrow's lesson better. 20. It was not possible for my father to come yesterday.

LESSON THIRTY-EIGHT

THE SUBJUNCTIVE MOOD

224. The subjunctive is used in adjective clauses (those introduced by a **relative pronoun**):

(a) When the antecedent is a **superlative** or a noun modified by a word of similar restrictive meaning, such as *seul*, *premier*, etc.

It is **the best** book I have ever read. *C'est le meilleur livre que j'aie jamais lu.*
He is **the only** man I know here. *C'est le seul homme que je connaisse ici.*

(b) When the antecedent is something **desired** or **hoped for**.

Buy me a house which is (may be) beautiful. *Achetez-moi une maison qui soit belle.*
I want some fruit that is better than his. *Je veux des fruits qui soient meilleurs que les siens.*

NOTE. When the antecedent is definite the Indicative is used.

He bought me a house which is beautiful. *Il m'a acheté une maison qui est belle.*

225. The Subjunctive is used in the following **adverbial** clauses:

(a) In clauses of **concession** or **proviso**. These are introduced by:

bien que	<i>although</i>	sans que	<i>without that</i>
quoique	<i>although</i>	supposé que	<i>supposing that</i>
pourvu que	<i>provided that</i>	à moins que	<i>unless</i>

fear you are mistaken. I don't believe there are any fish here," when a large fish seized my line. On trying to stand up in the boat, I fell into the water in spite of myself. I did not want to lose the fish, but I preferred not to lose my life. When my comrade saw that he could not prevent me from falling, he threw himself into the water and aided me to climb into the boat. I thanked him much and wanted him to accept some money, but he refused it. "It seems to me that I deserve nothing," said he. "It was not possible for me to leave you in the water. One cannot catch fish without worms, and you had them all in your pocket."

ORAL. 1. Êtes-vous content d'être ici? 2. Êtes-vous content que notre classe soit petite? 3. Voulez-vous étudier davantage? 4. Voulez-vous que je vous donne des leçons plus courtes? 5. Croyez-vous avoir toujours raison? 6. Croyez-vous que la grammaire ait toujours raison? 7. Avez-vous peur des leçons longues? 8. Avez-vous peur qu'il ne vous faille étudier mieux? 9. Étudiez-vous plus que je ne le crois? 10. Vous plaignez-vous de votre camarade? 11. Aimez-vous à pêcher à la ligne? 12. Combien de poissons avez-vous pris dans une journée? 13. Combien de gros poissons y avait-il? 14. Vous êtes-vous servi de vers pour les prendre? 15. Pourquoi l'homme a-t-il sauvé le garçon?

RÉSUMÉ. 1. I wish that my father would send me some money. 2. Are you surprised that your brother has gone so far? 3. May she be happy! 4. He did not doubt that his friend had betrayed him, but he did not complain of it. 5. I know that he would pity us if he knew it. 6. He would not permit me even to open the door. 7. I desire him to learn only the last lesson. 8. May God fill your life with peace! 9. He feared that it would be windy, for there were many black clouds everywhere. 10. I do not think he has more books than I. 11. I fear that he will not know me. 12. I regretted very much that you were sick. 13. He prevented my father from stopping them for fear that he would arrive too late. 14. She and I doubt whether he knows what he is saying. 15. However, as soon as he had entered he began to speak. 16. If

we must go away, let us go away as good friends. 17. He asked me how I could do without those books. 18. Henceforth I shall not permit the children to remain at home. 19. The class must learn to-morrow's lesson better. 20. It was not possible for my father to come yesterday.

LESSON THIRTY-EIGHT

THE SUBJUNCTIVE MOOD

224. The subjunctive is used in adjective clauses (those introduced by a **relative pronoun**):

(a) When the antecedent is a **superlative** or a noun modified by a word of similar restrictive meaning, such as *seul*, *premier*, etc.

It is **the best** book I have ever read. *C'est le meilleur livre que j'aie jamais lu.*
He is **the only** man I know here. *C'est le seul homme que je connaisse ici.*

(b) When the antecedent is something **desired** or **hoped for**.

Buy me a house which is (may be) beautiful. *Achetez-moi une maison qui soit belle.*
I want some fruit that is better than his. *Je veux des fruits qui soient meilleurs que les siens.*

NOTE. When the antecedent is definite the Indicative is used.
He bought me a house which is beautiful. *Il m'a acheté une maison qui est belle.*

225. The Subjunctive is used in the following **adverbial** clauses:

(a) In clauses of **concession** or **proviso**. These are introduced by:

bien que	<i>although</i>	sans que	<i>without that</i>
quoique	<i>although</i>	supposé que	<i>supposing that</i>
pourvu que	<i>provided that</i>	à moins que	<i>unless</i>

I did not see him, although he was here. *Je ne l'ai pas vu, quoiqu'il fût ici.*

He will come provided that it is not cold. *Il viendra pourvu qu'il ne fasse pas froid.*

NOTE. In a clause introduced by *à moins que* the subjunctive is accompanied by *ne*.¹

He will come unless it is cold. *Il viendra à moins qu'il ne fasse froid.*

(b) In clauses of doubtful time. These are introduced by *avant que*, *before*, *jusqu'à ce que*, *until*, etc.

I will start before it is cold. *Je partirai avant qu'il fasse froid.*

They will not start until I come. *Ils ne partiront pas jusqu'à ce que je vienne.*

(c) In clauses of purpose. These are introduced by *pour que* or *afin que*, *in order that*.

I give you the book in order that you may read it. *Je vous donne le livre afin que vous le lisiez.*

(d) In clauses introduced by an indefinite relative pronoun or adjective, such as *qui que*, *whoever*, *quoi que* (pron.) or *quel que* (adj.), *whatever*.

I will speak to him whoever he may be. *Je lui parlerai, qui que ce soit.*

I will speak to him whatever he may do. *Je lui parlerai quoi qu'il fasse.*

I will speak to him whatever be his native land. *Je lui parlerai quelle que soit sa patrie.*

226. In conditions contrary to fact the Subjunctive (imperfect or pluperfect) may be used in either clause or in both clauses. This use is rather infrequent in ordinary style.

¹ See App., p. 244, sec. 7.

Its most common occurrence is in conditions expressed by an inversion and not by *si*.

If he had come, I would not have stayed. *S'il fût venu je ne fusse pas resté.*

Were he here I should be glad (of it). *Fût-il ici, j'en serais bien aise.*

227. In the following cases, where the rules of this lesson and those of the preceding require the Subjunctive, the Infinitive is generally used instead:

(a) In most of the constructions of Sec. 222 and 225 if the subject of the dependent clause is the same as the subject of the main clause.

I fear I am sick. *Je crains d'être malade.*
I must eat before I start. *Il me faut manger avant de partir.*
I wish to read (that I read). *Je veux lire.*
I come to eat (that I may eat). *Je viens afin de manger.*

(b) In the constructions of Sec. 221 if the subject of the dependent clause is the person to whose standpoint the impersonal verb or expression refers. See Sec. 190.

It is necessary for him to come (he must come). *Il lui faut venir.*
It was not possible for him to come (that he should come). *Il ne lui était pas possible de venir.*

NOTE. The infinitive in these cases is introduced (if by anything) by a preposition and not by a conjunction. See Sec. 209. Observe the following list of conjunctions and the corresponding prepositions, their forms being similar but not identical.

	CONJ. (used with Subj.)	PREP. (used with Inf.)
before	<i>avant que</i>	<i>avant de</i>
in order that (to)	<i>pour que, afin que</i>	<i>pour, afin de</i>
until	<i>jusqu'à ce que</i>	<i>jusqu'à</i>
without	<i>sans que</i>	<i>sans</i>

ADDITIONAL WORDS

lorsque, *when* (not interrogative)

pendant que, *while* (pure time)

tandis que, *while* (with an element of concession)

EXERCISE

DRILL. 1. Place the following expressions in French in the proper mood and tense after *il viendra*: because it is cold; although it is cold; when it is cold; unless it is cold; before it is cold; as soon as it is cold; if it is not cold; in order that it be cold; provided that it is cold; in spite of the cold; until it is cold; where it is cold; whatever he has.

2. Translate into French: the best pupil I have had; the horses which he sold; give me a horse that is afraid of nothing; the only man I know; had he fallen, I should have fallen; I will tell him, whoever he be; I will buy it, whatever it is; I will return, whatever be the road; I ran in order to escape; he would not sing unless I sang.

MODEL. Un vieux paysan entra un jour chez un opticien et demanda des lunettes. On lui en donna une paire qu'il mit sur son nez. Après avoir regardé un journal une minute il rendit les lunettes en disant: «Je ne crois pas que cette paire soit bonne: essayons-en une autre.» On lui en donna une autre paire, mais il dit encore: «Celle-ci ne vaut rien: montrez-en d'autres.» Il essaya une troisième paire, une quatrième et une cinquième, mais il ne put s'en servir. «Je crains que vous n'avez pas de lunettes avec lesquelles je puisse lire, dit-il en se levant pour sortir. — Essayez encore celles-ci,» dit l'opticien. Le paysan les mit sur son nez et essaya encore une fois de lire le journal. En passant, le marchand s'est aperçu qu'il tenait le journal à l'envers. «Quoi? s'est-il écrié, ne savez-vous pas lire? — Non, si je savais lire quel besoin aurais-je de lunettes? répondit le paysan. Écoutez: notre maître d'école ne sait pas distinguer A de B sans ses lunettes, mais quand il les a sur le

nez, il peut lire tout. Il me faut avoir des lunettes comme les siennes, des lunettes qui fassent lire.»

THEME. In the town where I used to live there was an old man who could not distinguish A from B. A friend of mine who wished to amuse himself once said to him: "Why don't you buy some spectacles? If you can find some which are good enough you will be able to read the newspaper." As soon as the man had heard that, he went to the optician's in the neighboring town. Having entered the store, he ordered the merchant to bring him the best pair of spectacles he had. They brought him a pair, but they were not what he needed. "These are not good," cried he, "show me a better pair." The poor merchant tried several pairs, but the man could not read. At last the optician said angrily: "You are holding the paper upside down. I bet that you cannot read. I don't believe that you can distinguish one letter from another. I have no spectacles for you." "You are right," replied the old man. "It is true that I cannot read. If I could read I should not be looking for spectacles. I must find some spectacles which will make me read. I am afraid you do not have them. Good-day."

ORAL. 1. Quel est le premier livre que vous ayez lu? 2. Quel est le meilleur livre que vous ayez lu? 3. Quand l'avez-vous lu? 4. Par qui est-il écrit? 5. Avez-vous étudié le français avant de venir ici? 6. L'avez-vous étudié avant que je vous aie vu? 7. L'étudierez-vous jusqu'à ce que vous le parliez bien? 8. Si vous le parliez bien, en seriez-vous content? 9. Êtes-vous venu ici afin d'étudier? 10. Êtes-vous venu ici afin que je puisse vous enseigner? 11. Vous faut-il des lunettes? 12. Aimez-vous bien porter des lunettes? 13. Pouvez-vous voir une petite chose sans lunettes? 14. Pouvez-vous lire sans lunettes? 15. Voulez-vous des lunettes qui vous fassent lire le français?

RÉSUMÉ. 1. I will work until I finish the whole lesson. 2. One must be good in order to be happy. 3. Her brother has the largest dog I have ever seen. 4. I am not going to do it, whatever

you may say to me. 5. He is not forgotten although he died many years ago. 6. If he came mornings, I would buy meat of him. 7. He will not go unless it is fine. 8. I was afraid he would fall while he was running. 9. It is important that you know every lesson. 10. My niece will go provided she has money enough. 11. Bring us a book that we shall like. 12. I am no longer his friend, because he harmed me. 13. She does not want to come here for fear you will punish her. 14. Had he been at home I would have entered at once. 15. May your brothers succeed in that difficult work. 16. The king fears you will not be faithful. 17. Did your sister think you were sleeping? 18. I shall pay him for the wheat when he asks me for the money. 19. Whoever he be, we will lead him to the prince. 20. I feel that there are some pupils here who cannot yet write (the) French easily.

REVIEW

(Lessons Thirty-six to Thirty-eight)

A. GENERAL DRILL

1. Name five verbs that govern an infinitive directly. Five that require *de*. Five that require *à*.
2. What form of the verb is used as the object of a preposition? Illustrate.
3. Give French sentences containing respectively: (a) a present participle without agreement; (b) a present participle which agrees; (c) a past participle without agreement; (d) a past participle which agrees.
4. What gender are most names of countries we have met? What exceptions are to be noted?
5. How are *at*, *in*, and *from* expressed: (a) with names of countries? (b) with names of cities?
6. When is the Subjunctive used in a principal clause? Illustrate.

7. How is the tense of the Subjunctive in a subordinate clause determined?

8. What is an impersonal verb? What construction follows?

9. Give sentences in which *in* is translated respectively by *à*, *dans*, *en*, *de*.

10. When is the Subjunctive used in relative clauses? Illustrate.

11. What is the construction after: *although?* *unless?* *until?* *in order that?* *in order to?* *because?* Illustrate each.

12. Give the cases where *ne* is used and not translated.

13. Give French sentences containing: *tout en*; *pour*; *pour que*; *car*; *avant*; *avant de*; *avant que*; *devant*; *jusqu'à*; *quand*; *lorsque*; *pendant*; *pendant que*; *à moins que*; *mette*; *fit*.

14. Complete these sentences: *je suis bien aise que vous . . .*; *je suis bien aise de . . .*; *je ne doutais pas que les fruits . . .*; *je veux qu'il . . .*; *il fallait que mon ami . . .*; *je sais que la maison . . .*; *il avait peur que je . . .*; *c'est un plus grand pays que . . .*; *c'est le plus grand pays que . . .*; *il m'aime bien que . . .*; *s'il fit beau . . .*; *je le veux, quoi que . . .*; *je jouais tandis que vous . . .*

15. Translate into French: I forbid him to come; I shall prevent him from coming; I think he will do it; I thought he would do it; do you think he will do it? I started before it snowed; I shall start before it snows; I wish to remain; I fear to remain; I like to remain; I came in order to remain; I shall finally remain; I gave up remaining; he told me to remain; can you not remain? I think I know her; I think he knows her; his silver cup; her teacup; may it be clear; when shall we finish this lesson? in Paris; in Prussia; in Canada; in the United States.

B. TRANSLATE INTO FRENCH

1. I fear that he will never learn to read and write.
2. I shall not go down until it ceases to rain.
3. While she was running to school, she almost fell in the street.
4. Buy me an umbrella

that is more useful than this one. 5. Let us stay in the United States this summer. 6. My brother must have a new coat made before his best friend comes. 7. France is more beautiful than I thought. 8. Would you like this English grammar? It is the best that I have ever used. 9. They came to France in order to see her, but she had already started for Germany. 10. He prefers to write nothing while he is in the country. 11. Let us hope it will be fine when we start for Europe. 12. I feared that he would not introduce you to me, although I asked him to. 13. My father has given my sister many books, and I should have given her some too if she had asked me for them. 14. I did not make him go out, but I permitted him to remain where he was. 15. If he must go away, let him go away, and may God be with him.

LESSON THIRTY-NINE

SUPPLEMENTARY LESSON

Certain matters of inflection which are necessary for an elementary knowledge of French, but which are not contained in the preceding lessons, are here presented.

228. Exceptions to the plural of nouns ending in *al* and *ail* treated in Sec. 11, *c*:

(a) The following nouns ending in *al* form their plural by adding *s*: *bal, ball, cal, callosity, carnaval, carnival, chacal, jackal, régal, feast.*

(b) The following nouns ending in *ail* form their plural by adding *s*: *détail, detail, épouvantail, bugbear, éventail, fan, gouvernail, rudder, portail, portal, sérail, seraglio.*

229. Irregular feminine of adjectives, supplementary to Sec. 21:

(a) For feminine of adjectives ending in *e, f,* and *x,* see Sec. 21, *a, b, c.*

(b) Adjectives ending in *eur* in the masculine usually change *eur* to *euse*. But *majeur, major, mineur, minor, meilleur, better,* and all adjectives in *érieur,* form their feminine by adding *e*. Ex., *flatteur, f. flatteuse, flattering; extérieur, f. extérieure, outer.*

(c) Adjectives ending in *er* in the masculine terminate in the feminine in *ère*; a few in *et,* namely *complet, complete, concret, concrete, discret, discreet, inquiet, anxious, replet, fat, secret, secret,* terminate in the feminine in *ète*. The addition of the grave accent is in order to comply with the rule of French euphony by which a word may not end in two mute syllables. Ex., *cher, f. chère; complet, f. complète.*

(d) Many adjectives ending in a single consonant preceded by a vowel double the final consonant on the addition of the mute *e*. The following and some others of similar termination fall under this rule:

<i>ancien, ancient</i>	<i>épais, thick</i>	<i>net, clear</i>
<i>bas, low</i>	<i>gentil, pretty</i>	<i>nul, no</i>
<i>bon, good</i>	<i>gras, fat</i>	<i>pareil, similar</i>
<i>cadet, younger</i>	<i>gros, big</i>	<i>sot, foolish</i>
<i>chrétien, christian</i>	<i>italien, italian</i>	<i>sujet, subject</i>
<i>cruel, cruel</i>	<i>moyen, middle</i>	<i>vermeil, vermilion</i>

(e) The following unclassified list of adjectives presents special irregularities:

M.	F.	
<i>aigu</i>	<i>aiguë</i>	<i>sharp</i>
<i>ambigu</i>	<i>ambiguë</i>	<i>ambiguous</i>
<i>beau, bel</i>	<i>belle</i>	<i>beautiful</i>
<i>blanc</i>	<i>blanche</i>	<i>white</i>
<i>bref</i>	<i>brève</i>	<i>short</i>
<i>coi</i>	<i>coite</i>	<i>quiet</i>
<i>doux</i>	<i>douce</i>	<i>sweet</i>
<i>expès</i>	<i>expresse</i>	<i>express</i>

M.	F.	
faux	fausse	<i>false</i>
favori	favorite	<i>favorite</i>
fou, fol	folle	<i>crazy</i>
frais	fraîche	<i>fresh</i>
franc	franche	<i>frank</i>
grec	grecque	<i>Greek</i>
jumeau	jumelle	<i>twin</i>
long	longue	<i>long</i>
malin	maligne	<i>sly</i>
mou, mol	molle	<i>soft</i>
nouveau, nouvel	nouvelle	<i>new</i>
public	publique	<i>public</i>
roux	rousse	<i>red</i>
sec	sèche	<i>dry</i>
tiers	tierce	<i>third</i>
traître	traïtesse	<i>treacherous</i>
turc	turque	<i>Turkish</i>
vieux, vieil	vieille	<i>old</i>

230. Additional Irregular Verbs:

(a) Acquérir, *to acquire*, acquérant, acquis, acquiers, acquis.

PRES. IND. Third Pl. ils acquièrent

FUT. j'acquerrai

PRES. SUBJ. j'acquière nous acquérons

tu acquières vous acquérez

il acquière ils acquièrent

Similarly, compounds of *quérir*.(b) Assaillir, *to assail*, assaillant, assailli, assaille, assaillis.Similarly, *tressaillir*, *to be startled*.(c) Bouillir, *to boil*, bouillant, bouilli, bous, bouillis.(d) Cueillir, *to gather*, cueillant, cueilli, cueille, cueillis.

FUT. je cueillerai, not je cueillirai.

(e) Fuir, *to flee*, fuyant, fui, fuis, fuis.(f) Haïr, *to hate*, haïssant, haï, hais, hais.

NOTE. There is no diæresis in the singular of the present indicative or imperative.

(g) Vêtir, *to clothe*, vêtant, vêtu, vêts, vêtis.(h) Mouvoir, *to move*, mouvant, mû (mue f.), meus, mus.

FUT. je mouvrai

PRES. SUBJ. je meuve nous mouvions

tu meuves vous mouviez

il meuve ils meuvent

NOTE. There is no accent in the past participle of compounds of *mouvoir*.(i) Pleuvoir, *to rain*, pleuvant, plu, il pleut, il plut.

FUT. il pleuvra

NOTE. An impersonal verb.

(j) Pourvoir, *to provide*, pourvoyant, pourvu, pourvois, pourvus.(k) Battre, *to beat*, battant, battu, bats, battis.(l) Boire, *to drink*, buvant, bu, bois, bus.

PRES. SUBJ. je boive nous buvions

tu boives vous buviez

il boive ils boivent

(m) Conclure, *to conclude*, concluant, conclu, conclus, conclus.(n) Coudre, *to sew*, cousant, cousu, couds, cousis.(o) Croître, *to grow*, croissant, crû (crue f.), crois, crûs.(p) Maudire, *to curse*, maudissant, maudit, maudis, maudis.(q) Moudre, *to grind*, moulant, moulu, mouds, moulus.(r) Résoudre, *to resolve*, solve, résolvant, résolu, résous, résolu.(s) Rire, *to laugh*, riant, ri, ris, ris.(t) Suffire, *to be sufficient*, suffisant, suffi, suffis, suffis.(u) Taire, *to say nothing of*, taisant, tu, tais, tus.(v) Vaincre, *to conquer*, defeat, vainquant, vaincu, vaincs, vainquis.

ADDITIONAL WORDS

se battre, *to fight*s'émouvoir de, *to be stirred by*se résoudre à, *to be resolved to*(se) rire de, *to laugh at*se taire, *to be silent*

EXERCISE

1. My youngest sister was suddenly assailed by some soldiers.
2. A dog barked and the Italian woman was very much startled.
3. Girls carry fans to balls. 4. The twin sisters have been gathering flowers for half an hour. 5. The armies of to-day are clothed better than the ancient (ones). 6. I, at least, will not flee. 7. They often give feasts to the Turkish women in the seraglios. 8. She is discreet and works well and will acquire much money. 9. The water is boiling; now we will drink some tea. 10. Those who are treacherous always hate their friends. 11. I am glad it is raining now, because everything is extremely dry. 12. When we are hungry again who will provide us such good things? 13. The whole country has been stirred by this complete victory. 14. The English will learn the details of the battle. 15. The peaches on the trees are growing every day. 16. She was sewing secretly to make a present for her husband. 17. The Turkish army does not fight better than the Greek. 18. Go away and be resolved to become a man. 19. They are to fight to-morrow; will they defeat the Italians? 20. They will conclude peace this evening, and this city will no longer be subject to the king. 21. The sailors were cursing because the vessels had lost their rudders. 22. That sly girl is laughing at me now. 23. Are not two carnivals a year too many? 24. Close the outer door and be silent. 25. He used to drink so much wine that he could not speak clearly. 26. He was grinding the wheat in order to make fresh bread. 27. Their sharp voices made me flee into my quiet room. 28. Your younger sister heard what I said: that is sufficient. 29. These churches are similar to the ancient ones. 30. What is your favorite color?

SENTENCES FOR GENERAL REVIEW

NOTE. The pupil will not have all the material required by these sentences until he has completed the lessons.

1. I must be in Boston to-morrow at noon. 2. You are right. I didn't come for fear that it would rain. 3. She does not believe that her mother has come. 4. I fear that you will stay longer than they want you. 5. She loves flowers so much, and these are the most beautiful I have ever seen. 6. As soon as I had gone to bed, it began to rain. 7. How long did you stay at your aunt's? I didn't know that she had come home. 8. Did you and he wait for me long? I did not want to come too early. 9. When will your brother begin to grind that wheat? 10. We ought not to tell all we know. 11. Have you not done all you can for the poor of the city? 12. I was replying to his letter when you came in and spoke to me. 13. Do you think that what you have done pleases him? No, I don't think so. 14. The old horse used often to be beaten to make him work. 15. Give me back my pen when you find yours, for I need mine very often. 16. When I was young I knew how to speak French, but now I have forgotten how (it). 17. I have only a few pictures, but a friend of mine has his house full. 18. You will have to come. A dog has bitten my hand, and I can scarcely write. 19. It has snowed for several days, but I see now a little blue sky, and I hope it will soon be clear. 20. We cannot get along without eating and drinking if we wish to live.
21. We have resolved not to start until it is fine. 22. He needs some money at once. It will be better to come to him while he stays at my house. 23. I am going to tell you something which, I hope, will make you very happy. 24. I arose early and went to have my watch cleaned. 25. Wood is more useful than gold or silver, but it is not worth so much. 26. Nobody can prevent my father from saying what he thinks. 27. The table before which

ADDITIONAL WORDS

se battre, *to fight*s'émouvoir de, *to be stirred by*se taire, *to be silent*se résoudre à, *to be resolved to*(se) rire de, *to laugh at*

EXERCISE

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21. We have resolved not to start until it is fine. 22. He needs some money at once. It will be better to come to him while he stays at my house. 23. I am going to tell you something which, I hope, will make you very happy. 24. I arose early and went to have my watch cleaned. 25. Wood is more useful than gold or silver, but it is not worth so much. 26. Nobody can prevent my father from saying what he thinks. 27. The table before which

you were seated used to belong to my father many years ago. 28. When the sun rises we will try to finish the work which we began last evening. 29. The snow has closed both the road to (of) the city and that to the mountains. 30. I saw a friend of yours on the steamboat, but she did not speak to me. 31. During the war of 1861 each army lost more than 500,000 men. 32. It was the wife of the doctor whom you know, who sent me this book. 33. If you are afraid, close your eyes and give me your hand. 34. He stayed several years at my house, but I never knew whose son he was. 35. While I was at the window, I saw her approach the door. 36. I was mistaken; it was not my keys but my father's which I had lost. 37. They say that you let your sick father remain alone. What were you thinking of? 38. We ought to love those who hate us, and give to those who injure us. 39. What a beautiful red flower! Have you many in your garden? 40. I have lived in this room for a long time, and I love it more than one would think.

41. I have just seen him, but I did not know how to tell him what I wanted. 42. This man lost more money than that one had. 43. He who has money ought to be willing to pay what he owes. 44. They are to eat at our house to-morrow if they don't have to go to the city early. 45. Nobody will know what I was thinking of when you entered my poor room. 46. I heard that you had brought many things with you, and I came to see what you bought at Paris. 47. Don't try to do more than you can, but do well what you do. 48. He reads only Sundays, and cannot read the tenth part of the books that are given him. 49. Everybody ought to use all that God has given him, in order to be useful. 50. When you need anything ask me for it. 51. I will hurry as much as I can, but I fear I shall arrive there too late. 52. "The king is dead; long live the king," they began to exclaim. 53. When winter comes, all the leaves will die, and the trees will no longer be beautiful. 54. I wish that I might see my father again. 55. If you find us a book that we like, we will get up early to read it.

56. He is leading such a life that it would be better for him to die. 57. We gather apples in autumn and keep many until spring comes. 58. It was not possible to learn what his name is. 59. I am glad that you have found my pencil. I feared it would never be seen. 60. He was not willing to come at all, for he was afraid it would be cold.

61. I shall not go away unless it be necessary. 62. Bring me some wood that is cut easily, and I will make you a boat. 63. We came here to buy some presents, but each of us is too tired. 64. Provided he can start this evening, he will be with you to-morrow morning. 65. The victory would have been ours before night had fallen, if all the generals had not been killed. 66. Did he not almost freeze before he finished his work? 67. Whatever you do, remember that you are a Frenchman. 68. Eat a good breakfast before starting, and you will not be cold. 69. The soldiers ought to cover their fires and go to bed early this evening. 70. Although I pity him, I cannot give him any money, for I have none. 71. When I finish reading these books, I will send them to you. 72. Where are the oxen and the sheep that belong to me? Try to find them. 73. I shall never be able to persuade him to cease smoking. 74. As for me, I am resolved to do it, and nobody can prevent me. 75. She is to go to see him, although he refused to let her enter. 76. Peaches grow in every country where the winters are not too cold and the summers too hot and dry. 77. Let him take what he wants; there will be enough for me. 78. I shall obey my father, although I expect never to see him again. 79. I will have him make the table if he can do it better than I. 80. Do you wish coffee every morning while you live at my house?

81. All men who were born before 1880 must go to the war. 82. While working she fell from a window and almost killed herself. 83. It is I who taught her to paint. 84. He told me that he hoped to finish the letter in half an hour. 85. He has a grudge against every happy person, because he is not happy himself.

86. That lawyer finally went back to Paris, where he died. 87. When I asked him for something to drink, he gave me a wine-glass filled with French wine. 88. I am going to have him make a coat like yours for my brother. 89. Work while it is day, for the night cometh when (in which) nobody can work. 90. As soon as I knew that his wife had a grudge against me I tried to please her. 91. I heard him say that he hated me, but I don't believe he knew that I heard him. 92. I heard her voice, and without opening my eyes I knew it was she. 93. There are no longer any bears in these woods. 94. He who loves his father and mother will obey them. 95. Whose umbrella is this? It is good, but it is not the best. 96. I sent what he bought me to those who had the greatest need of it. 97. My sisters would not have gone away if it had not been necessary. 98. She was born with a silver spoon in her mouth. 99. I was at Paris last summer, and I want to go to Switzerland next summer. 100. Let us go away at once, lest he follow us.

APPENDIX

I. PHONETIC TRANSCRIPTION

In preparing this phonetic reproduction of the models of the first fifteen exercises, the alphabet of the *Association Phonétique Internationale* was taken as the basis of the system of characters. Entire freedom, however, has been taken in adopting different symbols wherever such modifications seem to lessen, for the English-speaking pupil, the initial difficulty of becoming accustomed to a phonetic alphabet. All characters needing explanation are noted on page 216, the references being to sections of the Introduction.

The division between words as units is entirely disregarded. Groups of syllables that are normally pronounced together without pause are connected by hyphens. In the interest of the beginner such groups are reduced to the minimum length whenever option is allowed. The rounded sounds of *u* and *eu* are represented by small capitals in order to attract peculiarly the attention. Nasal vowels are uniformly represented by the *tilde*. The use of the apostrophe to represent in general *mute e* appears most likely to suggest pictorially the proper value to be attached. Long vowels are indicated by heavy type.

As no simple phonetic notation containing the characters of one's vernacular can accurately represent the minor shades of sound, the instructor must be constantly on the alert, to illustrate and to correct. It is often advisable for the pupil to pronounce the phonetic reproductions before reading the models themselves, in order that he may not be influenced by the ordinary unphonetic spelling of French words.

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KEY TO VOWEL CHARACTERS

- a, between a in father and a in pat. (Sec. 9, a.)
 a, between a in father and a in paw. (Sec. 9, b.)
 é, a in fate. (Sec. 10.)
 ê, e in met. (Sec. 11; 12, a; 19, b; 20.)
 ə, mute e, pronounced fully. (Sec. 12, b, 1 and 3.)
 ĩ, mute e, pronounced slightly. (Sec. 12, b, 3.)
 ee, i in machine or ee in meet. (Sec. 13; 17.)
 o, o in holy. (Sec. 14; 15, a; 22.)
 ɔ, o in wholly. (Sec. 15, b.)
 u, rounded i in machine. (Sec. 16.)
 é, rounded ê. (Sec. 22, a.)
 ê, rounded è. (Sec. 22, b.)
 oo, oo in moon. (Sec. 24.)
 ã, a in far, nasalized. (Sec. 27.)
 ê, a in fan, nasalized. (Sec. 27.)
 õ, a in fawn, nasalized. (Sec. 27.)
 Ê, u in fur, nasalized. (Sec. 27.)

NOTE. The consonants employed have approximately the sounds that an English-speaking pupil will naturally attach to them. Y is the consonant, y in yes. Characters in heavy type indicate long vowels. They should be somewhat prolonged in pronunciation.

MODEL ONE

zhé-ê-pêr. zh'suee-lã-fã d'mõ-pêr. mõ-pêr a-un-fam. sa-fam è-ma-mêr. mõ-pêr è-l'ma-ree d'ma-mêr. zhé-dé-sêr. mé-sêr sã-lé-feey d'mõ-pêr. noo-som-sé-zã-fã. zhé-ê-nõkl. kee-è-mõ-nõkl? l'frêr d'ma-mêr è-mõ-nõkl. ma-mêr è-sa-sêr. oo-è-mõ-nõkl? eel-nè-pa-zee-see. ee-lè-ta-vèk-ma-tât. kee-è-ma-tât? la-fam d'mõ-nõkl è-ma-tât. èl-a-ê-frêr é-un-sêr. zh'suee-zee-see dã-ma-shãbr. mõ-pêr nè-pa-zee-see. ee-lè-ta-vèk-ma-mêr dã-sa-mè-zõ. mé-leevr sã-tee-see sur-run-tabl. oo-sõ-vo-leevr? sur-võtr-tabl?

MODEL TWO

mõ-frêr a-dé-fees. sé-fees sã-mé-n'vé. eel-zõ-dé-sh'vo. avé-voo-zê-sh'val? lã-sh'val è-tê-na-nee-mal. ê-sh'val a-dé-zyé é-katr-zhãb. lã-sh'val è-tê-kwad-ru-pèd. ê-kwad-ru-pèd a-katr-zhãb. ê-nom è-to-see ê-na-nee-mal. ee-la-dé-zyé mè-zeel-na-pa-katr-zhãb. ê-nom nè-pa-zê-kwad-ru-pèd; ee-la-dé-zhãb. ee-la-o-see dé-zh'noo, dé-bra é-ê-né. lã-ee-boo a-dé-zyé, mè-lã-ee-boo nè-pa-zê-kwad-ru-pèd. lã-ee-boo è-tê-wa-zo. ê-wa-zo a ê-bèk é-dé-zèl. zhé-dé-ee-boo mè-zeel-n'sõ-pa-zee-see. èt-voo-zee-see, mé-n'vé? nèt-voo-pa-za-vèk-vo-sh'vo? oo-sõ-teel? dã-võtr-shãbr?

MODEL THREE

mõ-pêr è-tê-nom-èk-sè-lã. ee-la-un-mè-zõ-shar-mât dã-zun-p'teet-veel. mõ-nõkl a-o-see un-mè-zõ, mè-zèl-è-vec-lèn é èl-nè-pa dã-zun-veel. la-mè-zõ d'mõ-pêr a-dee-shãbr, mè-zèl-n'sõ-pa-grãd. ma-shãbr è-zhã-lee é-èl-a-dé-p'teet-f'nêtr. mõ-frêr a-un-shãbr. èl-a-un-grãd-f'nêtr. la-shãbr d'mõ-pêr è-tun-shãbr-shod. lé-shéz d'sa-shãbr sõ-grãd é-la-tabl è-grãd-é-rõd. noo-za-võ-zê-zhã-lee-zhar-dé dè-ryèr-la-mè-zõ. lé-zarbr d'nõtr-zhar-dé sõ-p'tee. lé-zarbr é-lé-fÿy sõ-vèr, é-lé-fÿr sõ-zhã-lee. l'rwã-a-o-see un-mè-zõ, mõ-gar-sõ. sa-mè-zõ è-grãd-é-bèl. oo-è-tèl? nè-tèl-pa dã-zun-grãd-veel? è-tèl dã-zun-veel-frã-sèz?

MODEL FOUR

ma-tât è-trè-vyèy. èl-a-dé-bèl-feey kee-sõ-mé-koo-zeen. mé-zhèn-koo-zeen sã-lé-za-mee d'too-l'mõd. ma-tât a-o-see dé-fees, mè-zeel-sõ-mò-vè-zé-so. mõ-nõkl, l'ma-ree d'ma-tât, a-un-grãd-mè-zõ-blãsh. èl-è-dã-zun-fã-rè é-pès. mõ-nõkl è-

mê-t'nã dã-zun-shãbr d'la-mè-zõ. ee-lè-dã-zun-shèz-bas dè-ryèr-un-tabl-lõg. ee-la-dé-noo-vo-leevr. sé-zyé-sõ-grã-zè-nwar é-sõ-né è-gro é-roozh. ee-lè-tak-teef è-è-ré-zo-see. too-sé-za-mee sõ-trè-bõ. ma-tãt-nè-pa-bèl, mè-zèl-è-tè-réz é-èl-a-un-vwa trè-doos. un-tèl-fam è-la-fa-vo-reet d'too-l'pé-ee. a-vé-voo-zun-tèl-tãt? è-tèl-kru-èl-é-fos oo-shar-mãt-é-doos?

MODEL FIVE

zhé-dé-za-mee, l'pèr-é-l'fees. l'pèr-è-tè-vyè-yom, é-l'fees è-tè-zhèn-om. l'pèr-è-plu-reesh k'sõ-fees. l'fees-è-mwè-reesh k'sõ-pèr. l'pèr-a-katr-mè-zõ. èl-sõ-to-see-grãd-é-bèl k'lé-mè-zõ d'è-rwa. l'fees-a-sèl-mã un-mè-zõ. èl-nè-pa-sec-grãd k'lé-mè-zõ d'sõ-pèr. la-fam-d'mõ-vyè-ya-mee-reesh è-tun-bèl-dam, mè-la-fam-d'lotr è-plu-shar-mãt é-mwè-fos. mõ-na-mee-reesh a-un-boo-tèy-d'vè-roozh sur-sa-tabl too-lé-zhoor, mè-mõ-na-mee-povr a-sèl-mã è-vèr-do-frèsh. l'reesh-parl-fos-mã d'sé-vwa-zè, mè-l'povr parl-byè d'too-l'mõd. l'fees-shãt-trè-byè; eel-shãt-myé-k'sõ-pèr. mõ-zhèn-a-mee è-l'mè-yè-rom d'sõ-pé-ee. È-tè-lom è-soo-vã è-na-mee-plu-zèk-sè-lã kè-nom-plu-reesh.

MODEL SIX

mõ-na-mee, lõkl-du-p'tee-zhã, è-frã-sè. ee-lè-mètr-dé-kol. mê-t'nã ee-lè-tã-frãs. ee-la-dé-zha-vu-la-sèn, flèv-lõ-é-shar-mã, é-pa-ree, ka-pee-tal-d'la-frãs. pa-ree-è-la-plu-bèl-veel du-mõd é-la-plu-grãd-veel du-pé-ee. pa-ree è-sur-la-sèn. mõ-na-mee a-o-see-vu lé-pa-lè-dé-rwa-mor. lé-rwa-sõ-to-see-mor-tèl k'lé-zotr-zom. ee-la-vu lé-zhé-né-ro é-eel-parl too-lé-ma-tè-zo-sol-da. lé-za-bee dé-sol-da-frã-sè sõ-soo-vã-blé, mè-lé-za-bee dé-sol-da-zã-glè sõ-roozh. l'dra-po-d'la-frãs è-blé,

blã é-roozh. l'dra-po-dé-mé-shã é-dé-za-mee-du-vees d'too-lé-pé-ee è-l'dra-po-roozh. lé-dra-po-roozh-sõ-to-dyé a-too-lé-bõ é-a-too-lé-za-mee-d'la-vèr-tu.

MODEL SEVEN

mõ-pèr-è-mar-shã é-sõ-ma-ga-zè è-dã-zun-p'tect-veel. ee-la-dã-sõ-ma-ga-zè du-pè é-dé-pom, mè-zeel-na-pa-bo-koo-d'vyãd. l'pè è-su-run-tabl-d'bwa, mè-sé-pom sõ-dè-ryèr-la-tabl. eel-vã-to-see du-lè. eel-vã-du-té o-vyèy-fam é-du-ka-fé a-too-l'mõd. eel-vã-bo-koo-d'shoz-zu-teel, mè-zeel-n'vã-pa-da-bee. ee-la-du-vè dã-dé-boo-tèy, mè-zeel-n'vã-pa-do. lo-è-dã-l'flèv. too-lé-mar-shã n'sõ-pa-reesh. mõ-pèr-na-pa-tro-dar-zhã, mè-zee-la-o-tã-dar-zhã k'la-plu-par-dé-mar-shã. eel-na-pa-tã-dar-zhã k'mõ-nõkl. mõ-nõkl don-soo-vã dé-mõtr-dor a-sé-n'vé. zhé-un-mõtr-dor, mè-zh'né-pa-za-sé-dar-zhã.

MODEL EIGHT

zh'suee-za-lé-kol a-vèk-mõ-frèr. mõ-pèr-é-ma-mèr d'mèr-dã-zun-grãd-veel. mõ-pèr-è-mar-shã, é-mõ-nõkl-tra-vay dã-sõ-ma-ga-zè too-lé-zhoor. eel-vãd-bo-koo, é-too-lé-ma-tè eel-porl-lé-pa-kè-zo-mè-zõ dé-reesh-zé-dé-povr. kã-teel-fee-nees l'tra-vay-du-zhoor, eel-keet-l'ma-ga-zè é-pas-la-swa-ré a-la-mè-zõ, oo-eel-shwa-zees-tè-bõ-leevr. soo-vã eel-pas-la-swa-ré dã-l'zhar-dè oo-eel-zã-tãd lé-shã-dé-zwa-zo. ee-see a-lé-kol noo-zé-tu-dyõ-bo-koo é-noo-zhoos-pé. l'mètr-è-bõ, é-eel-don-dé-leevr-frã-sè a-sé-bõ-zé-lèv. eel-pu-nee-lé-grã-gar-sõ kã-teel-parl-tro é-lé-p'tee kã-teel-pèrd-tè-leevr, mõ-frèr-n'pèr-pa-trè-soo-vã sé-leevr. kã-teel-troov-dé-leevr, eel-rã-lé-leevr-zo-zé-lèv. kã-noo-som-za-la-mè-zõ, noo-rè-stõ dã-l'zhar-dè oo-d'zho-lee-flèr flèr-rees, é-oo-d'bo-zwa-zo-shãt. a-lõr noo-som-zè-ré.

MODEL NINE

la-rèn-ee-za-bèl dɔ-na a-ē-zhèn-om, kɔ-lɔ̃, dɔ-p'tee-vè-so. a-vèk-sé-vè-so eel-kee-ta un-veel-d'lès-pany a-vèk-bo-koo-d'ma-tlo. lé-ma-tlo-mɔ̃-trè-soo-vā d'lē-pa-syās sur-la-grād-mèr-kru-èl, mè-kɔ-lɔ̃-par-lè dé-ree-shès-dé-noo-vèl-tèr. kâ-teel-zā-tā-dé-sé-pa-rɔl eel-pèr-dè-lē-pa-syās é-tra-va-yè-byè. ā-fè eel-rə-mar-kèr sur-lo du-bwa-sèk é-dé-fèy-vèrt. lé-ma-tlo-shā-tèr, é-byè-to eel-troo-vèr-la-noo-vèl-tèr. eel-troo-vèr-dé-zom-roozh, é-kɔ-lɔ̃-dɔ-na a-la-tèr l'nɔ̃-d'noo-vèl-ès-pany. eel-troo-vèr-bo-koo-dɔr é-d'bee-zhoo, é-too-lé-ma-tlo kee-tèr-la-noo-vèl-tèr reesh-zé-è-ré.

MODEL TEN

zh'suee-mē-t'nā a-lé-kɔl. zhé o-zhoor-duèe dé-l'sɔ̃-lɔ̃g, mè-d'mē lé-prɔ-fè-sèr n'dɔ-n'rɔ̃-pa-d'lɔ̃-sɔ̃. zhèm-mɔ-tra-vay, é-mɔ̃-pèr-dee k'zhə-rès-tré-ee-see-katr-a-né. o-see-to-k'mé-prɔ-fè-sèr-pā-srɔ̃ k'zhé-fee-nee-mé-zé-tud-zee-see, zhā-trə-ré-dā-zun-é-kɔl-plu-za-vā-sé. see-zhé-tu-dee-byè toot-mé-l'sɔ̃, mé-za-mee-pās k'zhə-fee-nee-ré-mé-zé-tud dā-trwa-za-né. see-zh'né-tu-dyé-pa-byè, lé-prɔ-fè-sèr-sha-srè l'mɔ̃-vè-zé-lèv, é-ma-mèr-é-mé-sèr plè-rə-rè. see-zhə-n'fee-nee-pa-mé-zé-tud, zh'kee-tré-mé-leevr, é-zhā-trə-ré-dā-l'ma-ga-zè-d'mɔ̃-pèr. a-lɔr zh'pɔr-tré-d'gro-pa-kè, é-zhə-n'zhoo-ré-pa-za-vèk-mé-za-mee. see-lé-vwa-zè-d'mād poor-kwa-zh'suee-a-la-mè-zɔ̃, zh'prɔ-klamré-a-too-l'mɔ̃d k'zhé-fee-nee-mé-zé-tud.

MODEL ELEVEN

mɔ̃-pèr-è-mé-d'sè, é-eel-d'mèr-dā-zun-grād-veel. mɔ̃-frèr-é-té-lèv dā-la-mè-yè-ré-kɔl-d'la-veel. mè-t'nā ee-lè-ta-la-mè-zɔ̃, mè dā-pé-d'zhoor ee-lé-tu-dy'ra-sé-l'sɔ̃-d'frā-sè a-vèk-sé-za-mee. sɔ̃-prɔ-fè-sèr-è-frā-sè, é-n'parl-pa-zā-glè. bo-koo-

d'gar-sɔ̃ é-tu-dee-la-lāg-frā-sèz, é-l'prɔ-fè-sèr-dɔn-dé-l'sɔ̃-lɔ̃g a-sé-zé-lèv. kâ-lé-mɔ̃-vè-gar-sɔ̃-zoo-blee-lé-noo-vo-mo, l'prɔ-fè-sèr-dee-frwa-d'mā: see-voo-zé-tu-dee-yé-vo-l'sɔ̃, voo-par-l'ryé-frā-sè. d'mē é-tu-dyé-myé. a-lɔr mɔ̃-frèr-dee-to-gar-sɔ̃: é-tu-dyɔ̃-la-l'sɔ̃. l'prɔ-fè-sèr-pu-nee-ra see-noo-zhoo-ɔ̃-tro. kâ-teel-parl-tā-glè l'prɔ-fè-sèr-dee-ta-vè-kè-pa-syās: poor-kwa-n'par-lé-voo-pa-frā-sè? n'par-lé-pa-zā-glè. lé-zé-lèv-parl-tā-glè par-skeel-nèm-pa-l'frā-sè. è-mé-voo-vɔtr-lāg?

MODEL TWELVE

zhə-d'mè-rè-za-la-mè-zɔ̃ a-vèk-mé-frèr-zé-mé-sèr d'puee-dee-za-né kâ-mɔ̃-pèr-a-rə-mar-ké k'zhə-zhoo-è-tro, é-ee-la-pā-sé k'zhə-zhoo-rè-mwè é-k'zhé-tu-dy'rè-myé see-zhə-n'rès-tè-pa-za-vèk-too-mé-zhèn-za-mee. a-lɔr ee-la-shwa-zee-lé-kɔl oo-zh'suee-mē-t'nā. kâ-zh'kee-tè-mé-za-mee eel-zɔ̃-plè-ré, é-ɔ̃-dee-keel-noo-blee-rè-pa l'povr-é-lèv. eel-zɔ̃-ta-zhoo-té: dā-dee-zèr voo-troo-vré-bo-koo-d'noo-vo-za-mee. noo-blyé-pa-lé-za-mee kee-sɔ̃-vo-ka-ma-rad-d'puee-lɔ̃-tā. mɔ̃-pèr-a-dee: mɔ̃-fees, tu-troo-vra-d'bɔ̃-prɔ-fè-sèr é-dé-ka-ma-rad-zè-mabl. eel-nɔ̃-d'mā-drɔ̃-pa see-tu-è-reesh-oo-povr. eel-troo-vrɔ̃-byè-to see-tu-è-bɔ̃-oo-mɔ̃-vè. see-è-prɔ-fè-sèr-dɔn-dé-l'sɔ̃-lɔ̃g, é-tu-dee-byè, é-n'mɔ̃tr-pa-dè-pa-syās. zhé-tra-va-yé-a-lé-kɔl pā-dā-katr-a-né, é-zhé-è-mé-mɔ̃-tra-vay. d'puee-dé-zhoor zh'suee-za-ma-noo-vèl-é-kɔl, é-zh'suee-zè-ré a-vèk-mé-noo-vo-za-mee. zhé-troo-vé-un-bɔn-é-kɔl, dé-prɔ-fè-sèr-zè-mabl, é-bo-koo-d'ka-ma-rad.

MODEL THIRTEEN

vwa-la-ma-klas! dā-la-klas ee-lyā-par-too dé-shèz-é-dé-pu-peetr poor-lé-zé-lèv é-un-tabl poor-l'prɔ-fè-sèr. sur-la-tabl ee-lyā-dé-krè-yɔ̃, un-plum, é-kèlk-leevr. la-klas-a-trwa-f'nètr.

kã-tee-lya-ê-nô-razh, oo-kã-noo-za-vô-frwa, noo-fêr-mô-lé-f'nêtr. see-noo-zã-tã-dô-lé-zé-lév-dé-zotr-klas, oo-lé-gar-sô-d'la-ru, noo-fêr-mô-zo-see la-pôrt. kã-zh'né-pa-zé-tu-dyé-ma-l'sô, zhé-ôt, é-soo-vã zhé-pêr. kã-tê-né-lév-a-so-méy l'pro-fê-sêr-grôd. la-né-pa-sé, ee-lya-vé dã-notr-é-kol ê-mô-vé-zé-lév. ee-la-vé too-zhoor bã-zwê-dé-zég-zêr-sees-dé-zotr, kã-teel-tra-va-yè. eel-dô-nè-d'bô-zég-zêr-sees o-pro-fê-sêr, mè-dã-la-klas eel-ré-see-tè-too-zhoor-mal sa-l'sô. Ê-mêtr-dôn-o-p'tee ê-pé-d'pê, seel-zô-fê, mè-zê-pro-fê-sêr nã-d'mãd-pa see-sé-grã-zé-lév ô-fê-oo-swaf.

MODEL FOURTEEN

ee-lya-kèlk-zhoor mô-mêtr-a-dee-ta-sé-zé-lév: kã-voozo-ré-fee-nee-dee-l'sô noo-pa-srô-zê-zhoor a-la-kã-pany. ee-êr noo-za-vô-fee-nee-lé-dee-l'sô é-noo-za-vô-vee-zee-té lé-bèl-fêrm é-la-kã-pany-shar-mât. la-fam-du-mêtr a-ã-vwa-yé-du-pê é-du-ka-fé-frwa. o-see-to-k'noo-zum-kee-té-lé-ru-d'la-veel notr-mêtr-a-dee: n'zhoo-é-pa-tã. rã-gar-dé-lé-flêr-zé-lé-zwa-zo. kã-noo-zo-rô-troo-vé-ê-bé-larbr, a-lãr noo-rè-strô-lô-tã soo-larbr. noo-za-vô-vu-d'bèl-pôm-roozh su-rê-narbr, mè-zee-lya-vé dã-l'shã ê-grã-shyé-nwar é-noo-za-vyô-pêr. noo-za-vô-zhoor-é-lô-tã dã-la-fô-rè. a-prè-kèlk-zêr noo-za-vô-kee-té-la-fô-rè, è-yã-pa-sé-un-zhoor-né-a-gré-abl.

MODEL FIFTEEN

ma-sêr-a-tra-vèr-sé-la-mèr-blé ee-lya-katr-mwa. byè-to-èl-è-ta-ree-vé-a-pa-ree, oo-èl-è-ta-lé a-la-mè-yèr-pã-syô-d'la-veel. èl-è-rès-té-a-pa-ree kèlk-s'mèn, mè-zèl-na-pa-vu-bo-koo-d'shoz. too-lé-ma-tê èl-kee-tè-la-pã-syô a-vèk-dé-za-mee kèl-a-vè-troo-vé-sur-l'ba-to. lé-dam n'vee-zee-tè-pa too-zhoor lé-pa-lè. èl-zã-trè trè-soo-vã dã-lé-grã-ma-ga-zê kèl-za-vè-vu. èl-rès-tè

soo-vã dã-zê-ma-ga-zê pã-dã-d'lôg-zêr. èl-srè-rès-té plu-lô-tã dã-lé-ma-ga-zê see-èl-za-vè-tu-plu-dar-zhã. mô-pêr-a-a-pôr-té-a-la-mè-zô ee-lya-kèlk-zhoor un-lêtr-d'ma-sêr k'zhé-vu. dã-la-lêtr èl-a-dee: zhé-dé-pã-sé-too-mô-nar-zhã. zh'suee-par-tee-d'pa-ree. zha-ree-vrè-byè-to a-"New York." ee-êr èl-è-tã-trè-dã-notr-mè-zô kã-noo-par-lyô dé-grã-zo-razh-sur-la-mèr. el-a-a-pôr-té-bo-koo-d'bèl-shoz kèl-a-dé-zha-dô-né a-sé-za-mee.

II. DRILL SENTENCES FROM COLLEGE PAPERS

The following sentences are selected from entrance examination papers given within the last few years by various representative colleges in this country.

THE PARTITIVE CONSTRUCTION, ETC.

1. There are good words and bad ones.
2. There were many books on the table.
3. Some bread but not much meat.
4. I have no friends in this city, but I have some in America.
5. Do you want some coffee? No, I do not want any. That is fortunate, for there isn't any.
6. How many letters have you received to-day? We have received three.
7. He never has any pens; he takes ours.
8. The old soldier tells the children long stories of the war.
9. If you have plenty of books give him some and give them some too, but do not give her any.
10. Have you any friends in that town? Yes, I have many there.
11. You gave me some bread, but did you give her any?
12. He has several hats, many books, a dozen cravats, and little money, but he pleases most of the girls.
13. How many books have you there? We have more than ten.
14. How many brothers have you? I have three.
15. She asked me to give her some money, but I told her I had none.
16. We have meat, potatoes, and good bread, but we have neither butter nor milk.
17. He has much money, and he gives some to these poor people.
18. Most men have water enough, and many men have too much wine.
19. How many pens have you? Give me some. I have none. Well, here are some good pens.
20. Do

you say that you have some fine horses? No, I haven't any horses, but I know a man who has some. 21. We shall give them some meat, some good bread, and some fresh water. 22. I am going to ask him for some money. I have not any books. 23. Have you any paper? If you have enough will you not give me some? 24. We have pencils, but we have brought no pens. Will you lend me one? 25. There is no smoke without [a] fire.

AGREEMENT OF THE PAST PARTICIPLE

1. Have you received the letter which I wrote to you yesterday? 2. The books which I have read are very interesting. 3. She has gone to the address which you had given to her. 4. She saw them at the market this morning. 5. Has he read the letter that she has written him? 6. Our sisters have gone away; they will be at home on Thursday. 7. The lady you saw at your aunt's yesterday has come here, too. 8. Give me back the four letters which I gave you yesterday. 9. All the flowers that we had planted had perished. 10. They were sorry that their friends had departed.

NEGATION AND INTERROGATION

1. I have never traveled in Europe. 2. He has neither friends nor money. 3. He has so many friends there that I think he will not stay here much longer. 4. There is never anybody at your house. 5. Are not horses useful animals? 6. Nobody has found her. 7. She has seen nobody. 8. Nothing has been done. 9. I told it only to my father. 10. Don't do that now. 11. Where did you see all those boys? 12. Is the Italian language difficult? 13. We shall speak to you no more. 14. Did he not speak to you of me? 15. Nobody has been forgotten.

PERSONAL PRONOUNS

1. Take it to him, if you please. 2. I will give it to him when I see him this evening. 3. When will he give it to you? 4. This pen is not very good; do not give it to him, give it to me. 5. I have seen many of them there. 6. He will give it to me. 7. Where are the

letters? Have you given them to her? 8. I have given her all that you gave me. 9. He does not send it to you. 10. I have brought them to you. 11. Has he sent her to them? 12. Give them some. Do not give them any. 13. She has put herself there. 14. I have introduced myself to you. 15. You have introduced yourself to her. 16. I gave her a book. They did not give her a book. 17. Give it to me; don't give it to him. 18. He and I are going to see them there. 19. Introduce them to him; she has introduced herself to me. 20. I have spoken of it to her and to them. 21. He is taller than I, but I am stronger than he. 22. Give one of them to your brother, but do not give him more than one. 23. Look at me; look at him. 24. Give it to me; do not give it to them. 25. I will speak to her about it if you want me to. 26. I shall have a new hat; my mother has promised it to me. 27. Will you not give me this apple? 28. You and he were there, were you not? 29. Give me the grammar you promised me and of which I spoke to you yesterday; I will return it to you. 30. If you do not, I shall try to oblige you to give it to him. 31. I will give it to you if I do not need it myself. 32. Have you given the toys to the children? Yes, I have given them to them. 33. You have given them to him as well as to me, and he follows you. 34. Do not send them to us. 35. I love you and I will show it to you. 36. That book is very instructive; lend it to me. Will you not lend it to her? 37. I speak of these books, not of that one there; John gave them to me. 38. Give it to me in spite of him. 39. While I was out she came in. 40. Can he send it to her? Yes, he can.

POSSESSIVES AND DEMONSTRATIVES

1. This book is mine, but that is my sister's. 2. Your city is large and beautiful; our village is small and pretty. 3. This picture is handsome; I do not like that one. 4. There are some books on the table; the red ones are his, the blue ones are yours. 5. This morning I washed my hands. 6. These are serious orders. Give them to her, but do not give them to me. 7. Yes, she is pretty and happy; indeed, she is the best of the family. 8. My house is prettier than his, but his is larger than mine. 9. Is this table yours or mine? 10. My house is larger than yours, but yours is finer than mine.

11. This wine is cool, but this water is not cool. 12. I like this one better than that one. 13. My house is larger than yours. 14. Paul's letters and William's; Paul and William's letters. 15. Give her this book and those of the teacher, they are more interesting than hers; they are good French books. 16. Is it your aunt who lives there? 17. His exercises are good, but hers are always better. 18. These apples are better than those, but I have some which are best of all. 19. Is this pen yours? No, sir, it is his. There is mine on the table. 20. They have black hair and blue eyes. 21. She has cut her hand. 22. Is that book yours or your brother's? 23. To whom does this hat belong? It belongs to my brother. 24. Is this your book, or is it hers? 25. That man has spent his fortune and that of his wife. 26. Your house is small, but ours is smaller still. 27. Here is my book; there is theirs. 28. His house is already finished; they have not yet begun hers. 29. We have lost our horse, but we have my brother's. 30. It is not a good pen; I cannot use it.

RELATIVES AND INTERROGATIVES

1. What is that large building on the other side of the street? 2. Which of these gentlemen is the one who was at your house last night? 3. I know what amuses you. 4. Of what are you thinking? 5. To which one of his children did he leave the principal part of his fortune? 6. I saw him who was with you day before yesterday. 7. Whom have you seen? Nobody. 8. What have you seen? I have seen nothing. 9. Which of the two shall I give you? 10. It was he who told me that. 11. Here is the man of whom we were speaking. 12. Which one of these young girls is your sister? 13. Who is the gentleman of whom you spoke? 14. What do you see? We do not see anything. 15. What have you done? Whom have you seen? 16. Which book do you prefer, this one or that one? 17. Where did you find the book which you are reading? 18. What is the project of which you were talking? 19. We have not yet received what we have been promised. 20. Of which table are you speaking? 21. Did you see what he had? 22. What have you told her? 23. What is that? Is it mine or yours? 24. What pleases you? 25. What is the boy doing? 26. Do you know what that is? 27. Do you know

of whom she is speaking? 28. The lady of whom we are speaking is the one who came here for you last night. 29. What have they read? I know what they are reading now. 30. Who has come? Whom have you seen? 31. What is happening? Tell me what has happened. 32. Who is it? It is I. 33. She who plays does not always dance well. 34. I want to know of what you are thinking. 35. What pleases me does not please everybody. 36. You do not know what you are talking about. 37. I know the man whose son is your friend. 38. Is the book in which you are reading interesting? 39. The person of whom I spoke has come; all she said was reasonable. 40. Take a book. Which one do you prefer? 41. What is her name? What is your name? What a pretty name! 42. To which of the children did he give the cake? 43. This is the house of which you have spoken. 44. The persons you are speaking of have not arrived. 45. I looked for the house in which he lived, but I had forgotten in which of the two streets it was.

NUMBERS, ETC.

1. How many young persons are there here? Eighty-one, I believe, or ninety-one. 2. It was June fourth, 1898. 3. Charles XII, King of Sweden, was born on the 27th of June, 1682. 4. He lost his mother in his eleventh year and was barely fifteen years old when his father died. 5. That tree is thirty feet high. 6. In 1877, on the third of July, this old city of Louis XIV had 253,796 inhabitants. 7. In half an hour we shall have been here an hour and a half. 8. At what o'clock did your mother go out? 9. Gambetta was born October 30, 1838, and died on December 31, 1882. 10. At what time did she arrive? At half-past twelve. 11. What time is it? It is already eleven o'clock. 12. Corneille was born at Rouen the 6th of June, 1606. 13. How old is that little child? 14. How many men did you see in the street? I saw 987. 15. The fifteenth of July, 1876. 16. It is a quarter past two; no, it is a quarter to three. 17. Were you in Paris the thirteenth of last month? 18. What day of the month is (have we) to-day? 19. To-day is the seventh of August. 20. How wide is this room? It is ten feet wide. 21. Eggs cost a

franc a dozen. 22. Sugar is sold by the pound. 23. He came twice a week. 24. This room is ten meters long. 25. If I am ill to-morrow I shall go to bed at six o'clock.

VERB IDIOMS

1. Are your brothers in the garden? No, they are reading in the parlor. 2. How long have you lived in France? 3. What do you call this child? He is called Paul. 4. Come! Let us hurry. Do not give it to him. 5. If it were not so hot I should go out. 6. Here is the letter I have just received from them. 7. Did you read the newspapers every day when you were in the country? 8. If I were you I wouldn't do that. 9. When you go home tell your brother I should like to see him. 10. We are not going for a drive; we prefer to go for a walk. 11. When it rains the grass grows everywhere and we must run and get umbrellas. 12. It is easy to read French. It is not easy to speak it. 13. He is hungry; let him eat. 14. That is the land I used to love. 15. You are right and I am wrong. 16. I am going out; I go to see the man every week. 17. The two cousins loved each other when they lived in this city, but they have not written to each other for years. 18. They have just decided this matter. 19. Do you know that gentleman? 20. Let us speak French. 21. I have not yet read the paper, but I am going to read it immediately. 22. You will have left the city before midnight. 23. They have been in Paris since Wednesday. 24. How long did your sisters stay in Paris? 25. Are you enjoying yourself? 26. An old woman came to see me. 27. I feel that the window is open. Have it closed. 28. I should set out to-morrow if I were rich enough. 29. As soon as you are there and have time, will you go and see my brother? 30. We have been told that our friends were deceived. 31. We had been in Paris several months when our friends arrived. 32. When you have completed your exercises I will correct them for you. 33. How long have you been living in America? 34. While I was at church my brother was taking a walk on the mountain. 35. When it is fine weather we shall go to France. 36. She likes French better than German. 37. We had just read your letter when you entered the house. 38. Go and study your lesson. 39. They have just arrived;

I saw them running. 40. If we wished to do it, we could. 41. We make them do their work. 42. We ought to have done so. 43. I shall make him do what I wish him to do. 44. The whole book was torn by the children. Why didn't you take it away from them? 45. I must go out whether it rains or not. 46. The children went to bed at eight o'clock and they will get up at six. 47. I intended to start on the first of January, but I had to wait until the third. 48. I had just heard the news when your letter came. 49. If I am not mistaken you are very sleepy. 50. Did they not fall asleep as soon as they went to bed?

THE SUBJUNCTIVE MOOD

1. He is the richest man I know. 2. I am afraid you will succeed. 3. Do you think I am right? 4. There are two apples which she has bought. 5. Whatever men may do, they cannot escape death. 6. I am afraid my father is not well enough to go with us. 7. I doubt whether he will be able to come. 8. I have told him nothing which could influence him. 9. Whatever she says, do not answer. 10. I never hear from my aunt unless I write to her. 11. I do not think she was here ten days ago. 12. I am not afraid of him, though he is older than I. 13. Do you think it will be cold to-morrow? 14. How many books have you read since you have been here? 15. I am afraid he will find the horse when he arrives. 16. Everybody desires that the war may soon be finished. 17. She was glad that her father had come. 18. At what time do you think he will come? 19. I think he will not come before eight or nine. 20. We wished that he might come. 21. It is possible for us to be at your house on Saturday next. 22. We regret that you have not received our letter. 23. You must work until I am ready. 24. I fear that he cannot, will not, or does not know how to do it. 25. I do not doubt that he too has the courage to do the same thing. 26. He has not a single friend who is true to him. 27. She was sorry you had left before she came. 28. Those he brought us are the finest I ever saw. 29. Do you wish to go yourself or do you wish us to go? 30. I doubt whether he will be willing to give it to you. 31. It is possible that it may rain, but I do not think so. 32. We fear that we may not be forgiven this time. 33. I am sure that you could not have written your exercise

in half an hour. 34. I regret that you have not received your letter in time. 35. However rich they may be, they cannot lend you all the money you need. 36. Although he is only twenty years old, he is a captain in the army. 37. Give me your hand and let us be friends. 38. I fear that it is neither mine nor yours. 39. It is the finest thing one can see. 40. The crowd was so great that they could hardly cross the street.

1. Do you study your lessons in the morning? I do every day. 2. These apples are mine; those are yours; which do you like better? 3. Henry d'Albret was the grandfather of Henry the Fourth of France. 4. This old house is the priest's; you must visit it with me. 5. We are going to have some friends to dinner this evening. 6. I have bought some trees and I have planted them. 7. Where are the six roses I bought this morning? 8. Here are four of them; I gave two of them to your sister. 9. She was sewing when we came. 10. Tell him so if you wish to; he will not believe it. 11. Mr. White is the richest man in our city. 12. What is the matter with that boy this morning? 13. Are they not all good friends? Some are, but others are not. 14. Do you not hear the noise in the street? It is the soldiers who have just arrived. 15. Do you not know any stories? 16. If he could seek three days he would not find his friends. 17. There are few old books in our house now, but there were many a year ago. 18. The man who was looking at the horse in the street was near the window. 19. Victor Hugo, the greatest French poet of the last century, was born in France in 1802. 20. Of what were you thinking when I spoke to you of the books that you had lost? 21. That young girl is intelligent; she has beautiful blue eyes. 22. Will you come with me into the garden? 23. The population of France is larger than that of Italy, but not so large as that of the United States. 24. I see a book on the table; whose is it? It is your brother's. 25. We were going to leave the house when he arrived. 26. I shall buy that picture for them. 27. These are the books which were given me. 28. He has not seen so much of it as I. 29. He is an American, and Americans like to travel. 30. Since my

arrival in Paris I have been so busy that I have not found time to make any calls. 31. As soon as I have read the books which you sent last week I will return them to you in order that you may lend them to other friends. 32. When we finish our lessons we go into the orchard and eat ripe apples. 33. Have you told them that we cannot see one another? 34. How many times have you been to the city this week? 35. Your brother brought us some roses this morning, and he would have brought some to them if they had asked him for any. 36. Are you always at home on Sunday, or do you go away? 37. Have the kindness to bring me my hat. 38. I show it to you, but he shows it to them. 39. That does not please him. 40. It is a good picture in which one sees blue sky, green water, and some pretty ships. 41. If you have books and if you have no friends, come to me and speak to me of it, but do not speak to them. 42. They have been obliged to go to her brother's. 43. Do you know which of the horses your father sold yesterday? 44. The man of whom you speak is my friend. 45. Have you told them that I am here? 46. The weather is fine, but I wish it were not so hot. 47. They have no more money, and so they must stay at home. 48. I promised him to do it, and I must do it. 49. I liked that book so well that I had my pupils read it. 50. There are several steamboats on the blue waters of the sea.

51. They say that this little child speaks English as well as French. 52. His name and his father's are better known than mine. 53. If I were in good health I would often go to Europe and I would always spend a few months in Paris. 54. We shall set out for London on the twenty-first of June. 55. Good day, sir. Good evening, madam. 56. How long have you been here? I have been here three weeks. 57. How old are you? I am older than my brother. 58. Your brother has your pencils, but I have some paper and pens. 59. The coats are for sale, but not the dresses; the latter are new, the former old. 60. What are you looking at? I am looking at these flowers. 61. I asked her for the salt, but her friend gave me bread. 62. If I had a great deal of money I should go to Europe. 63. We can not find them where you left them, although we have searched for them. 64. Mary is the youngest of all the children, but she is not the best. 65. Must you go away at once? 66. If she had written me I should

have answered her letter. 67. It is easy to do that, for it has already been done. 68. Do you think he is richer than the king? 69. The gentleman for whose house I offered so much has bought another. 70. The water which you see has risen from the earth to the sky whence it had just fallen again. 71. This is indeed the best grammar I know. 72. His mother was born in France. 73. The man of whom you speak has just gone out. 74. Do you wish us to go there for him or do you wish him to go himself? 75. The two men are older than their sister.

76. Do not deceive yourself by thinking that your rich brother is the only man who knows it. 77. Which of these comedies have you read? 78. The reign of Louis the Fourteenth is the longest reign in the history of France. 79. Why have you not liked each other? 80. The man of whom you spoke is my brother. 81. We should like the best there is; that is the least you can do. 82. Perhaps you had not been told so; well, it's true and I'm glad of it. 83. Do not speak to me until you can speak to me in French or German. 84. Your brother must not go before I return. 85. Francis the First was twenty years of age when he began to reign. 86. You must finish this letter, not that one. 87. Your sister was one of my best pupils. 88. Which of those young girls is her niece? The one to whom you were speaking just now. 89. If you have some of those books, and if you have plenty, give him some and give them some too, but do not give her any. 90. I am very hungry; will you please give me some bread, some water, and some apples? 91. Have your friends gone away? Yes, but they will return Monday. 92. One cannot do without money. It is useful everywhere. 93. What have you done with the books which you have read? John asked me for them and I gave them to him. 94. Here is my uncle's son of whom you have just spoken to me. 95. The eleventh of September, 1698. 96. This is a book which is interesting. 97. Who wants this pretty flower? Give it to me, but do not give it to them. 98. He has some money, but he would like to have more. 99. I think I can do it. 100. The soldiers who were entering the town knocked at the first door they saw.

101. What were you doing here when I came in an hour ago?
102. Nobody is hungry, but everybody would prefer to eat now

because it is half-past six and one ought to eat and drink something. 103. She held in her hand a small white flower and some large red leaves. 104. Who told you that we were going away next Monday, he? 105. I got up this morning with a headache. 106. What are you looking for? I am looking for a man to help me in my business. 107. If he had never been idle he would not be poor now. 108. The republic is loved and praised by everybody. 109. If you come to see me do not come too late. 110. Have they already read the new French novel? Lend it to them when you have finished it. Let him see it also. 111. My brother has told me the precise hour at which he was at the tailor's. 112. You and John have been walking here for an hour and a half. 113. Do not give them to them. 114. Have you found any metals in those mountains? We have found very little iron there. 115. If they should come alone I could not help seeing them. 116. We have just written a long letter. 117. I fear that he cannot do all that he wishes for us and for the others whom he has known. 118. He took off his hat when he came into the room. 119. Would you have gone to bed so soon if I had come? 120. He says he gave it to her. 121. If that letter is longer than this, give it to me to read. 122. I was yesterday asking myself whether we might hope to see him before autumn. 123. If he has no money I will lend him all he needs. 124. When my friend spends the evening with us we always read one of his stories. 125. I wish you to finish that exercise at once.

126. I shall go to France and England in two months, and I shall remain in Paris twelve days. 127. Do you often hear from your cousin's children? 128. John, with his brother, started by the principal road in order to arrive at home easily before seven o'clock. 129. We had not forgotten how much we used to enjoy ourselves when we were children. 130. My brother and sister have gone away. They will not be back until Wednesday next. 131. Few boys play the piano; most girls play it. 132. The man whom you see there is one of my friends. 133. Who has my pen? Did I not give it to you? No, sir, you gave it to them. 134. We think of them and often speak of them. 135. Those are the gentlemen of whom we were speaking yesterday. 136. Does he think that we always tell him what we are going to do? He is mistaken. 137. There were

many people in town last night. 138. I knew that man ten years ago. 139. What a beautiful woman I have seen this morning! If I had found her whom I sought I should have given her all that I had. 140. She can hardly be found by those who do not know her. 141. Give me this book. I will give it to you. 142. Gold and silver are products of the earth. 143. When you went to the house we remained here. 144. Kindly read this for me; it is very easy. 145. They go to see him to carry him flowers and books. 146. I saw many of them in France. 147. This gentleman is a Frenchman from the south of France. 148. What prevents him, then, from going to Europe if he pleases and when he pleases? 149. There is much difference between the customs of the French and ours. 150. I have left all our books at school.

151. Whom do you desire to see? Is it I or my brother? It is you whom I desire to see. 152. The man who is speaking is my friend. 153. This is my youngest brother; but perhaps you already know him. 154. You have excellent pens and very good paper; give me some, if you please. 155. To-day they are visiting their friends; tomorrow they will have left for France, from whence they will go to England. 156. I will write him a letter and you can send it to him on arriving at Boston. 157. Are you hungry? No, but I am quite thirsty. 158. I fear he will come too early. 159. It seems to me that you are never at home. 160. If it were not so cold it would rain. 161. He has been in Paris several months, has he not? 162. Let us not take a walk; it is two o'clock and we shall dine soon. 163. Try to prevent him from coming. 164. My friend, you must study all these verbs. 165. This apple is bad; don't give it to him. 166. If he is at home, he will receive it at five o'clock. 167. Are there any good pens with which I can write? No, sir, I have none. 168. People say that they love one another. 169. When one seeks truth, one finds it. 170. I intend to go to the country if it is hot. 171. I have bought some flowers to decorate the table because we are going to have some friends to dinner this evening. 172. I neither hope nor fear. 173. If you love me, show it to me by coming to see me often. 174. If it rains to-morrow we shall not go until it stops raining. 175. Neither he nor I could read the newspapers which they sent us.

176. Did your friend come to tell you the news I had just told him? 177. I doubt he has the courage. 178. My brother has just arrived. 179. I am ashamed of your conduct. 180. I will send another letter, for I said nothing of our departure in the one I sent him yesterday. 181. I will give them to them, for they are hungry. 182. If you wish to study I shall lend you some books. 183. He spoke very loud, which made us smile, didn't it? 184. When I see her I shall speak to her about it. 185. My good old uncle has very interesting books in his little brown house. 186. I went to bed at eleven o'clock. 187. She has just arrived from London. 188. They arose at twenty minutes after six. 189. Are these the children to whose father I have written? 190. If she had brought me cherries I should have eaten them. 191. These histories are longer and less interesting than those novels. 192. I went to New York yesterday. 193. Where is the old lady whom I have seen with you? She has gone to France also. 194. Are they not French? They are, and I am very glad they are not English. 195. The Alps are the highest mountains in Europe. 196. I have introduced her to you. 197. I shall not give it to you; I shall give it to this boy. 198. Tell it to him now if he is not asleep; but if he is, do not tell it to any one. 199. I wish I had one of the English novels I saw on your parlor table some time ago. 200. Why don't you go and see him? Have you thought of it?

III. SYLLABUS OF ESSENTIAL TOPICS

A. PRONUNCIATION

1. Which letters of the alphabet are commonly vowels? (Int. Sec. 3.)
2. How many syllables are there in a word? (Int. Sec. 8, *a*.)
3. With what syllable are medial consonants grouped? (Int. Sec. 8, *b, c, d*.)
4. Name and describe the accents and their use. (Int. Sec. 5, 6.)
5. Which vowel has its various sounds determined largely by its accent? (Int. Sec. 10, 11, 12.)
6. What are the sounds of *a*? (Int. Sec. 9.)
7. What are the sounds of *é, è, and ê*? (Int. Sec. 10, 11.)
8. When does *mute e* occur? (Int. Sec. 12, *b*.)
9. What is the sound of *mute e*? (Int. Sec. 12, *b*.)
10. What is the sound of unaccented *e* when not *mute*? (Int. Sec. 12, *a*.)
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10. What is the sound of unaccented *e* when not *mute*? (Int. Sec. 12, *a*.)
11. What

is the sound of *i*? (Int. Sec. 13.) 12. What are the sounds of *o*? (Int. Sec. 14, 15.) 13. How is the sound of *u* produced? (Int. Sec. 16.) 14. What is the value of *y*? (Int. Sec. 17.) 15. Define a digraph. A trigraph. (Int. Sec. 18.) 16. Name the digraphs and trigraphs. (Int. Sec. 18.) 17. What are the sounds of *ai* and *ei*? (Int. Sec. 19, 20.) 18. What is the sound of *au* and *eau*? (Int. Sec. 21.) 19. What is the sound of *ou*? (Int. Sec. 24.) 20. How are the sounds of *eu* and *œu* produced? (Int. Sec. 22, 23.) 21. What is the sound of the combination *oi*? (Int. Sec. 25.) 22. What groupings of letters represent a nasal sound? (Int. Sec. 26.) 23. How many distinct nasal sounds are there, and what is the sound of each? (Int. Sec. 27.) 24. What groups of letters may represent the several nasal sounds? (Int. Sec. 27.) 25. When is nasal *en* sounded like nasal *in*? (Int. Sec. 27, note 1.) 26. Describe the sound of nasal *oin*. (Int. Sec. 27, note 2.) 27. Do the French consonants correspond in sound to the English consonants? (Int. Sec. 28.) 28. Which consonants are usually sounded when final? (Int. Sec. 29.) 29. What are the special rules in the terminations *er*, *ez*, *es*, and *ent*? (Int. Sec. 12, *a*, note 1; note 2; 12, *b*, 3, note 1.) 30. What are the sounds of *c* and *ch*? (Int. Sec. 30, 31.) 31. What are the sounds of *g* and *gn*? (Int. Sec. 34, 35.) 32. Explain the phonetic value of *h*. (Int. Sec. 36.) 33. What is the sound of *j*? (Int. Sec. 37.) 34. What combinations of letters represent the liquid sound? (Int. Sec. 38, *b*, *c*.) 35. Describe the pronunciation of the groups that involve the liquid sound. (Int. Sec. 38, *b*, *c*.) 36. What is the sound of *qu*? (Int. Sec. 41.) 37. Comment on the pronunciation of *r*. (Int. Sec. 42, and note 1.) 38. When is *s* sounded like *z*? (Int. Sec. 43.) 39. When is *t* sounded like *s*? (Int. Sec. 44.) 40. What are the sounds of *x*? (Int. Sec. 45.) 41. Define linking (or *liaison*). (Int. Sec. 46.) 42. Does linking always occur when a final consonant precedes an initial vowel? (Int. Sec. 46, 48.) 43. What consonants suffer a change of sound in linking? (Int. Sec. 47.) 44. Define elision. (Int. Sec. 49.) 45. Enumerate the cases where elision occurs. (Int. Sec. 50.) 46. Comment on the emphasis of syllables. (Int. Sec. 51.)

B. ARTICLES AND NOUNS

47. Give the forms of the definite and indefinite articles. (Sec. 2, 3, 4.) 48. Give the contractions of the definite article with prepositions. (Sec. 34.) 49. Give four rules for forming the plural of nouns. Illustrate. (Sec. 11, *a*, *b*, *c*.) 50. Give three lists of exceptions to the last two rules in the preceding topic. (Sec. 11, *b*; 228, *a*, *b*.) 51. What is the plural of *œil* and of *ciel*? (Sec. 11, *d*.) 52. What is the general principle based on derivation for determining the gender of a noun? Illustrate. (Sec. 1, note.) 53. Give rules, based on endings, for determining the gender of a noun. (App., p. 246, C.) 54. How is the possessive case of a noun expressed in French? Illustrate. (Sec. 35.) 55. Define the general or inclusive use of a noun and state how it is expressed in English and in French. Illustrate. (Sec. 31, *a*, *b*.) 56. State and illustrate two additional cases where the definite article is used in French but not in English. (Sec. 31, *c*, *d*.) 57. Define the partitive use of a noun and illustrate its mode of expression in English. (Sec. 36.) 58. State and illustrate the principal methods of expressing the partitive use in French. (Sec. 36; 37, *a*, *b*, and note; 65, note; 86, note.) 59. Explain and illustrate the partitive construction of a noun denoting material. (Sec. 38, *b*.) 60. What is the construction after an adverb of quantity? Illustrate. (Sec. 39.) 61. Name the ordinary adverbs of quantity. (Sec. 39.) 62. State and illustrate the partitive construction after *bien* and *la plupart*. (Sec. 39, note 1.) 63. Give two rules for the omission of the indefinite article. Illustrate. (Sec. 32, 33.)

C. DESCRIPTIVE ADJECTIVES

64. Give rule and three general exceptions for forming the feminine singular of adjectives from the masculine singular. (Sec. 21, *a*, *b*, *c*.) 65. Give the feminine singular of the adjectives given in Sec. 229, *d*. What common peculiarity do they show? 66. Give the feminine singular of the adjectives given in Sec. 229, *e*. Also of *flatteur*, *meilleur*, *cher*, *complet*, *secret*. (Sec. 229, *b*, *c*.) 67. How is the plural of adjectives formed? Illustrate. (Sec. 15.) 68. Give meaning and all forms of *beau*, *nouveau*, *vieux*, *fou*, *mou*. (Sec. 21, *d*.)

69. Explain and illustrate the agreement of adjectives. (Sec. 14, 17.)
 70. How are adjectives compared? Illustrate. (Sec. 25.) 71. Compare *bon*, *petit*, and *mauvais*. (Sec. 26.) 72. How is *than*, which follows comparatives, translated? Illustrate. (Sec. 27; p. 131, footnote; Sec. 223, note.) 73. State and illustrate how *in* is translated after superlatives. (Sec. 27, note.) 74. What is the general principle that determines the position of adjectives with respect to the noun they modify? (Sec. 18, note 1.) 75. What classes of adjectives are especially likely to follow the noun? (Sec. 18, and note 2.) 76. What adjectives are especially likely to precede the noun? (Sec. 19.)

D. ADVERBS

77. How are adverbs derived from adjectives? Illustrate. (Sec. 39; App. p. 248.) 78. How are adverbs regularly compared? (Sec. 28.) 79. Compare *beaucoup*, *bien*, *mal*, *peu*. (Sec. 29.) 80. Discuss the position of adverbs. (Sec. 87 and notes.)

E. PRONOUNS AND PRONOMINAL ADJECTIVES

81. Give the forms of the conjunctive personal pronouns. (Sec. 90.) 82. Give the forms of the disjunctive personal pronouns. (Sec. 96.) 83. Name the reflexive pronouns. (Sec. 148 and note.) 84. Distinguish between *tu* and *vous*. (Sec. 91.) 85. State and illustrate the position of the conjunctive object pronouns with reference to the verb. (Sec. 92, 149.) 86. When two personal pronouns are objects of the same verb what must be their position with reference to each other? Illustrate. (Sec. 93, 149.) 87. What is the general principle that determines the use of the conjunctive and disjunctive pronouns? (Sec. 89.) 88. State and illustrate seven uses of the disjunctive. (Sec. 97, 98.) 89. In what cases must the third personal pronoun in English be rendered by a demonstrative in French? Illustrate. (Sec. 115, *b*; 118.) 90. Discuss and illustrate the use of *le*, *la*, and *les* after *être* or to represent a clause. (Sec. 95.) 91. Explain the exact nature of *en*, and illustrate five types of its use. (Sec. 99, *a-e*.) 92. Explain the nature of *y*, and illustrate four uses. (Sec. 100, *a-d*.) 93. Define and illustrate the

position of *en* and *y*. (Sec. 101.) 94. How does the presence of *en* or *y* modify the form of certain personal pronouns following an imperative? (Sec. 101, note.) 95. Comment on the indefinite pronoun *on* and its English equivalents. Illustrate. (Sec. 159, *b*; 160.) 96. What is the characteristic that distinguishes pronominal adjectives from pronouns? (Sec. 102, 112.) 97. Give the forms of the possessive adjectives. (Sec. 103.) 98. When must *mon*, *ton*, and *son* be used instead of *ma*, *ta*, and *sa*? Illustrate. (Sec. 105.) 99. Describe and illustrate two substitutes for the possessive adjectives. (Sec. 99, *e*; 107.) 100. Give the forms of the possessive pronouns. (Sec. 109.) 101. State and illustrate the manner of expressing ownership. (Sec. 110.) 102. Name the English demonstrative adjectives, and state how they are expressed in French. Illustrate. (Sec. 112, 113.) 103. Describe and illustrate the emphatic forms of the demonstrative adjectives. (Sec. 114.) 104. Give all forms of the simple demonstrative pronouns. (Sec. 115.) 105. Give the forms of the compound demonstrative pronouns. (Sec. 116.) 106. Define the difference in use between the simple and the compound demonstrative pronouns. Illustrate. (Sec. 115, *a, b*; 116.) 107. Give the neuter demonstrative pronouns. (Sec. 117, 118.) 108. When does the neuter *ce* replace personal pronouns? Illustrate. (Sec. 118.) 109. Distinguish between *c'est* and *il est* as translations of *it is*. Illustrate. (Sec. 118 and note 2; 137.) 110. State and illustrate how the following relatives are to be rendered in their various constructions: *who*, *whom*, *which*, *that*. (Sec. 119, 128.) 111. How is the relative *whose* rendered? (Sec. 123.) 112. How is the relative *what* rendered? (Sec. 126, 128.) 113. Give the forms and contractions of *lequel*. (Sec. 120.) 114. State and illustrate three special uses of *lequel*. (Sec. 119, note; 121; 123, note.) 115. Comment on the position of a noun modified by *dont*. Illustrate. (Sec. 123.) 116. When may *où* replace a preposition and relative? (Sec. 124.) 117. State and illustrate how the following interrogatives are to be rendered in their various constructions: *who* (Sec. 129, 135); *whom* (Sec. 129, 135); *whose* (Sec. 130, 135); *which* (Sec. 133, 135); *what* (Sec. 131, 132, 135). 118. Explain the composition of the longer forms of the interrogative pronouns. Illustrate. (Sec. 134.)

F. CONJUGATION OF THE VERB

119. State what forms of a verb are called the principal parts, and name the forms derived from each. (Sec. 41, 168.) 120. Name the simple tenses in order. (Sec. 59, *b-i*.) 121. State and illustrate the regular formation of each simple tense. (Sec. 59, *b-i*.) 122. When is the ending *t* of the third singular of the present indicative dropped? (Sec. 43, note 1.) 123. Distinguish between the three regular conjugations. (Sec. 40.) 124. Illustrate the complete conjugation of simple tenses by inflecting a verb in each conjugation. (App. XI, p. 250, 251.) 125. Define what is meant by the synopsis of a verb and illustrate by giving the synopsis of a verb in each of the three conjugations. (Sec. 59, note 2.) 126. Name the perfect tenses in order. (Sec. 66.) 127. What forms of simple tenses are lacking in the perfect conjugation? (Sec. 66, note.) 128. What auxiliaries are used in forming perfect tenses? (Sec. 66, 71, 150.) 129. Illustrate the conjugation of perfect tenses by inflecting a verb with each auxiliary. (App. XI, p. 254.) 130. Describe the formation of the passive conjugation. Illustrate in both simple and perfect tenses. (Sec. 155; App. XI, p. 255.) 131. Describe the formation of the reflexive conjugation. Illustrate in both simple and perfect tenses. (Sec. 151, 152.) 132. Describe and illustrate the formation of the interrogative conjugation. (Sec. 76, 152, 156.) Of the negative conjugation. (Sec. 83, 152, 156.) Of the negative-interrogative conjugation. (Sec. 83, 152, 156.) 133. What is the irregularity in the conjugation of verbs whose infinitives end in *cer*? (Sec. 161.) In *ger*? (Sec. 162.) In *yer*? (Sec. 163.) 134. What is the irregularity in the conjugation of verbs of the *lever* class? (Sec. 164.) Of the *céder* class? (Sec. 165.) 135. Comment on the special peculiarities of verbs whose infinitives end in *eler* and *eter*. (Sec. 164, note.) In *éer*. (Sec. 165, note.) 136. Give the meaning, principal parts, and conjugation of the following irregular verbs. (a) *Verbs all of whose forms are derived regularly from the principal parts*: bouillir (Sec. 230, *c*); dormir (Sec. 172); mentir (Sec. 172); partir (Sec. 172); sentir (Sec. 172); servir (Sec. 172); sortir (Sec. 172); couvrir (Sec. 176); offrir (Sec. 176); ouvrir (Sec. 176); souffrir (Sec. 176); luire (Sec. 208); nuire (Sec. 208);

-onduire, and its class (Sec. 208); craindre, and its class (Sec. 194); assaillir (Sec. 230, *b*); battre (Sec. 230, *k*); conclure (Sec. 230, *m*); coudre (Sec. 230, *n*); croître (Sec. 230, *o*); écrire (Sec. 197); faillir (Sec. 173); haïr (Sec. 230, *f*); lire (Sec. 198); maudire (Sec. 230, *p*); mettre (Sec. 193); moudre (Sec. 230, *q*); résoudre (Sec. 230, *r*); rire (Sec. 230, *s*); suffire (Sec. 230, *t*); suivre (Sec. 199); se taire (Sec. 230, *u*); vaincre (Sec. 230, *v*); vêtir (Sec. 230, *g*); vivre (Sec. 200). (b) *Verbs whose forms present special irregularities beyond those shown by the principal parts*: acquérir, and its class (Sec. 230, *a*); aller (Sec. 170); s'en aller (Sec. 170); s'asseoir (Sec. 188); boire (Sec. 230, *l*); connaître (Sec. 192); courir (Sec. 175); croire (Sec. 207); cueillir (Sec. 230, *d*); devoir (Sec. 180); dire (Sec. 196); envoyer (Sec. 169); faire (Sec. 201); falloir (Sec. 189); fuir (Sec. 230, *e*); mourir (Sec. 179); mouvoir (Sec. 230, *h*); naître (Sec. 191); paraître (Sec. 192); plaire (Sec. 206); pleuvoir (Sec. 230, *i*); pouvoir (Sec. 183); pourvoir (Sec. 230, *j*); prendre (Sec. 195); recevoir, and its class (Sec. 182); savoir (Sec. 184); tenir (Sec. 177); valoir (Sec. 186); venir (Sec. 177); voir (Sec. 185); vouloir (Sec. 187).

G. SYNTAX OF THE VERB

137. What three forms of expression does the French present tense represent? (Sec. 45.) 138. When is the English present tense expressed by the French future? Illustrate. (Sec. 53.) 139. When does the French present translate the English perfect? Illustrate. (Sec. 62, *a*.) 140. Distinguish between the use of the imperfect, the preterit, and the perfect. Illustrate. (Sec. 49, 50, 61.) 141. When is the English pluperfect represented in French by the pluperfect? (Sec. 67.) By the past anterior? (Sec. 67.) By the imperfect? (Sec. 62, *b*.) 142. What English construction does the French conditional usually represent? (Sec. 54.) 143. What point of view renders compound tenses in general conformable to the rules that govern the tense of simple forms? (Sec. 68, 220, note.) 144. How are conditions expressed in French? Illustrate. (Sec. 55; 69, *b*; 226.) 145. How are clauses of concession or proviso expressed? (Sec. 225, *a*.) Clauses of time? (Sec. 53; 69, *a*; 225, *b*.) Of purpose?

(Sec. 225, *c.*) Of result? (By the indicative introduced by *de sorte que, so that.*) 146. Explain the origin, form, and use of the hortatory subjunctive. Illustrate. (Sec. 219.) 147. Give the general rule for determining the tense of the subjunctive in subordinate clauses. Illustrate. (Sec. 220.) 148. Give the rule for the subjunctive after impersonal verbs and expressions. (Sec. 221.) 149. What mood is used after verbs of emotion? (Sec. 222, *a.*) After verbs of wishing, ordering, etc.? (Sec. 222, *b.*) After verbs of thinking or believing? (Sec. 222, *c.*) After verbs of knowing or saying? (Sec. 222, *c.*, note 2.) 150. State and illustrate the two cases where the subjunctive is used in relative clauses. (Sec. 224.) 151. Name the important conjunctions that introduce clauses requiring the subjunctive. (Sec. 225, *a, b, c.*) 152. Explain and illustrate the construction after indefinite relatives. (Sec. 225, *d.*) 153. State and illustrate five cases where the redundant *ne* is used. (Sec. 223, *a, b, c; c.*, note; 225, *a*, note.) 154. Distinguish between the subjunctive and the infinitive in subordinate clauses. Illustrate. (Sec. 227, *a, b.*) 155. Name six verbs that govern the infinitive without a preposition, six that require *de*, and six that require *à*. (Sec. 209, *a, b, c.*) 156. State completely the form and location of nouns and pronouns used as subject and object of an infinitive that is the direct object of *faire*. Illustrate. (Sec. 202, 203.) 157. What verbs govern an infinitive in a manner similar to *faire*? What difference may they exhibit? (Sec. 204.) 158. Explain and illustrate the agreement of the present participle. (Sec. 213, note 1.) 159. State and illustrate the four cases in which the past participle used in a compound tense agrees with the subject. (Sec. 74, 75, 150, 155, note.) 160. What form of the verb is used as the object of a preposition? Illustrate. (Sec. 212.) 161. What are the two common substitutes for the passive voice? Illustrate. (Sec. 159, *a, b.*)

H. NUMERALS

162. Give the simple cardinal numbers and explain the manner in which they are combined to form the higher numbers. (Sec. 136, and note 1.) 163. How are the ordinals formed from the cardinals? State the exceptions. (Sec. 140.) 164. State and illustrate two

cases where in French the cardinal is employed for the English ordinal. (Sec. 143, 145.) 165. How is the time of day expressed? Illustrate. (Sec. 137.)

I. SPECIAL WORDS

166. Give the principal negative expressions. (Sec. 80.) 167. Define and illustrate the position of *ne*. (Sec. 80.) Of the second element of the negative expressions. (Sec. 80, 83, 84.) 168. State the peculiarities in the position of *personne, rien, and que*. (Sec. 83, 84, 85.) 169. When may *ne* be omitted? (Sec. 81.) 170. When may *pas* be omitted? (Sec. 82.) 171. State and illustrate the distinction between *falloir* and *devoir*. (Sec. 190, note 1.) 172. Distinguish between the prepositions *à, en, and dans*. (Sec. 214, 215.) 173. State four special cases where *en* is used for *in*. (Sec. 144, note; lesson XVII, additional words; lesson XXVI, additional words; Sec. 215.) 174. How are *to, at, in, and from* expressed before names of countries and cities? (Sec. 215, 216.) 175. Distinguish between *de* and *par* (Sec. 157); *avant* and *devant* (lesson XIX, additional words); *y* and *là* (Sec. 100, note 1).

IV. REVISED FRENCH SYNTAX

In the interests of the simplification of the French syntax, especially with a view to doing away with arbitrary distinctions, the French Minister of Public Instruction issued a decree dated February 26, 1901, allowing certain usages previously considered incorrect. These reforms have not come into general use either in France or in the United States, and the ultimate acceptance of some of them at least is questionable. Accordingly these changes have not been introduced in this volume. Those, however, which concern topics treated in this book, are mentioned below.

1. **The Partitive Article.** In the partitive construction the article is allowed with the preposition *de* when the noun is preceded by an adjective. Compare Sec. 37, *b.* Hence, *I have some good bread* may be *j'ai du bon pain* as well as *j'ai de bon pain*.

2. *C'est, ce sont.* *C'est* may be used in place of *ce sont* when the verb is followed by a substantive in the third person plural. Compare Sec. 118, note 1. Hence, *it is they* may be *c'est eux* as well as *ce sont eux*.

3. *Hyphen.* (a) No hyphen is required between a verb and a following subject pronoun. Compare Sec. 76. Hence, *have you?* may be *avez-vous?* as well as *avez-vous?*

(b) No hyphen is required between the component parts of an intensive pronoun. Compare Sec. 98. Hence, *myself* may be *moi même* as well as *moi-même*.

(c) No hyphen is required between the parts of a numeral. Compare Sec. 136, note 1, a. Hence, *seventeen* may be *dix sept* as well as *dix-sept*.

4. *Numerals.* (a) *Vingt* and *cent* may be made plural when multiplied, and followed by another numeral. Compare Sec. 136, note 1, b. Hence, *eighty-one* may be *quatre-vingts-un* as well as *quatre-vingt-un*.

(b) *One thousand*, when used in dates, may be written *mille*. Compare Sec. 144. Hence, the year 1899 may be *mille huit cents quatre-vingts-dix-neuf* as well as *mil huit cent quatre-vingt-dix-neuf*.

5. *Demi.* When *demi* precedes its noun, it does not require a hyphen and may agree as any adjective. Compare Sec. 146, note. Hence, *a half hour* may be *une demie heure* as well as *une demi-heure*.

6. *Sequence of Tenses.* The present subjunctive may be used in place of the imperfect subjunctive after clauses whose verb is in the present conditional. Compare Sec. 220. Hence, *it would be necessary for him to come* may be *il faudrait qu'il vienne* as well as *il faudrait qu'il vînt*.

7. *Ne in Subordinate Clauses.* The redundant *ne* often found in subordinate clauses after verbs and expressions of fearing, denying, doubting, and preventing, after comparatives, and after *à moins que*, need never be inserted. Compare Sec. 223, 225, a,

note. Hence, *I fear that he will come* may be *je crains qu'il vienne* as well as *je crains qu'il ne vienne*.

V. ASPIRATE H

The following list contains the more common words that begin with an aspirate h. See Introduction 36.

hache	hameau	hardi	hennir	homard	housse
hagard	hanche	hareng	herisser	honte	houx
haie	hangar	haricot	héron	horde	huée
haillon	hanneton	harnais	héros	hors	huguenot
haine	hanter	harpe	hêtre	hotte	huit
haïr	happer	hasard	heurter	houblon	hune
hâle	harangue	hâte	hibou	houille	huppe
halle	harasser	hausser	hideux	houle	hurler
halte	harcèler	haut	hiérarchie	houlette	hussard
hamac	hardes	Havre	hisser	houppe	hutte

VI. GENDER OF NOUNS

No rules can be given to determine the gender of all French nouns. While it must be understood that there are exceptions to each of them, the following rules cover the great majority of cases:

A. Gender determined by derivation. See Sec. 1, note.

B. Gender determined by meaning.

1. Nouns are usually **masculine** that are the names of:

(a) Males (human and animal).

(b) Trees, shrubs, and metals.

(c) Seasons, months, days, and the points of the compass.

Infinitives and other parts of speech when used as nouns are masculine.

2. Nouns are usually **feminine** that are the names of:

(a) Females (human and animal).

(b) Fruits and flowers.

(c) Countries, cities, and rivers, ending in **mute e**.

C. Gender determined by ending.

When the gender is not determined by the meaning, the following rules and exceptions hold very generally:

1. Nouns are **masculine** when they do not end in **mute e**.

EXCEPTIONS. Nouns ending in **ion, son, té, and tié**, and abstract nouns in **eur**, are **feminine**.

2. Nouns are **feminine** when they end in **mute e** (especially if preceded by a **double consonant** or a **vowel**).

EXCEPTIONS. Nouns ending in **acle, age, asme, isme, ège, ème, tère**, are **masculine**.

D. Gender of compound nouns.

The gender of compound nouns is determined as follows:

1. If they consist of two nouns, they have the gender of the first part. Ex., **le chou-fleur**, *the cauliflower*.

2. If they consist of a noun and another part of speech, they have the gender of the noun, except compounds of a noun and a verb, which are always **masculine**. Ex., **le sous-sol**, *the basement*; **le porte-manteau**, *the portmanteau*.

3. If they consist of two words of which neither is a noun, they are **masculine**. Ex., **le passe-partout**, *the master-key*.

VII. PLURAL OF NOUNS

The plural of nouns has been treated in Sec. 6 and 11.

A. The following nouns present special irregularities:

aïeul	{ aïeuls aïeux	grandfathers ancestors
bétail	bestiaux	cattle
ciel	{ ciels cieux	artificial skies, climates skies, heavens
œil	{ œils (in compound words) yeux	eyes
travail	{ travaux travaux	official reports works

B. The plural of compound nouns is formed as follows:

1. If they consist of two nouns, or a noun and an adjective, both parts take the plural form. Ex., **le chou-fleur**, *the cauliflower*; pl. **choux-fleurs**.

2. If they consist of two nouns separated by a preposition, the first noun alone takes the plural form. Ex., **l'arc-en-ciel**, *the rainbow*; pl. **arcs-en-ciel**.

3. If they consist of a noun and some other part of speech, not an adjective, the noun alone takes the plural form. Ex., **le sous-sol**, *the basement*; pl. **sous-sols**.

NOTE. Most compound nouns formed by joining a shortened form of a verb with a following noun that is the object of the verb may be used in the plural without change. Ex., **le coupe-tête**, *the headsmen*; pl. **coupe-tête** or **coupe-têtes**.

4. If they consist of two words, neither of which is a noun, the plural is like the singular. Ex., **le passe-partout**, *the master-key*; pl. **passe-partout**.

VIII. POSITION OF ADJECTIVES

The position of adjectives has been briefly treated in Sec. 18 and 19. Several adjectives vary in position according to their meaning. The following are the most conspicuous examples:

	BEFORE ITS NOUN	AFTER ITS NOUN
brave	worthy, good	brave
cher	dear (beloved)	dear (costly)
dernier	the last (of a series)	last (just passed)
grand	great	tall
honnête	honest	polite
méchant	poor	wicked
nouveau	additional	newly made
pauvre	poor (pitiable)	needy
petit	small, short	petty, mean
propre	own	clean
seul	only	alone
triste	a poor sort of	sad

IX. FORMATION OF ADVERBS

A. When the masculine of an adjective ends in a vowel, the corresponding adverb is formed by adding **ment** to the masculine. Ex., *joli, pretty*; *joliment, prettily*.

B. When the masculine of an adjective ends in a consonant, the corresponding adverb is formed by adding **ment** to the feminine. Ex., *doux, sweet*; *doucement, sweetly*.

C. The following irregularities must be noted:

1. Some adjectives change a mute *e* to *é* on the addition of the ending **ment**. The more common of these are: *aveugle, com-mode, commun, conforme, confus, énorme, obscur, précis, profond, uniforme*. Ex. *aveugle, blind*; *aveuglement, blindly*.

2. When the masculine of an adjective ends in **ant** or **ent**, these endings are changed to **am** and **em** respectively before the addition of **ment**. Ex., *méchant, wicked*; *méchamment, wickedly*.

3. Adjectives having two forms in the masculine singular form the adverb by adding **ment** to the feminine. Ex., *fou, mad*; *follement, madly*.

4. The following special irregularities deserve notice:

ADJECTIVE	ADVERB
bref	brèvement
gentil	gentiment
impuni	impunément
traître	traîtreusement

X. VERBAL ENDINGS

CONJUGATION	INFINITIVE	PRESENT PARTICIPLE	PAST PARTICIPLE	PRESENT	IMPERATIVE	PRETERITE	FUTURE	CONDITIONAL	IMPERATIVE	PRESENT PARTICIPLE	PAST PARTICIPLE	IMPERATIVE	PRESENT	IMPERATIVE
I	er		é	e es e ons ez ent	ais ais ait ions iez aient	ai as a âmes âtes èrent	erai eras era erons erez eront	erais erais erait erions eriez eraient	e ons ez	er-ais er-ais er-ait er-ions er-iez er-aient	ai as âmes âtes èrent	erai eras era erons erez eront	erais erais erait erions eriez eraient	e es ât ions iez aient
II	ir		i	is is it issions issiez issent	iss-ais iss-ais iss-ait issions issiez issent	is is it imes ites irent	irai iras ira irons irez iront	irais irais irait irions iriez iraient	is issions issiez issent	ir-ais ir-ais ir-ait ir-ions ir-iez ir-aient	is imes ites irent	irai iras ira irons irez iront	irais irais irait irions iriez iraient	iss-e iss-es iss-e iss-ions issiez issent
III	re		u	is s (t) ons ez ent	ais ais ait ions iez aient	is is it imes ites irent	r-ai r-as r-a r-ons r-ez r-ont	r-ais r-ais r-ait r-ions r-iez r-aient	e s ons ez	r-ais r-ais r-ait r-ions r-iez r-aient	is imes ites irent	r-ai r-as r-a r-ons r-ez r-ont	r-ais r-ais r-ait r-ions r-iez r-aient	isse isses it issions issiez issent

XI. REGULAR CONJUGATIONS

	Rules for Formation	1st Conjugation
<i>Prin. Parts</i>	The Prin. Parts are: Infinitive Present Participle Past Participle 1st Sing. of Pres. Ind. 1st Sing. of Preterit.	parler parlant parlé je parle je parlai
<i>Pres. Ind.</i>	Endings of Sing.: e s x es s x e t(-) t The Pl. is formed by omitting the ending ant of the Pres. Part. and adding ons, ez, ent.	je parle tu parles il parle nous parlons vous parlez ils parlent
<i>Imperfect (Des. Past)</i>	Omit the ending ant of the Pres. Part. and add ais, ais, ait, ions, iez, aient.	je parlais tu parlais il parlait nous parlions vous parliez ils parlaient
<i>Preterit (Narr. Past) (Past Def.)</i>	Endings: ai is us as is us a it ut âmes îmes ûmes âtes îtes ûtes èrent irent urent	je parlai tu parlais il parla nous parlâmes vous parlâtes ils parlèrent
<i>Future</i>	Add to the Inf. (omitting a final e) ai, as, a, ons, ez, ont.	je parlerai tu parleras il parlera nous parlerons vous parlerez ils parleront
<i>Conditional</i>	Add to the Inf. (omitting a final e) ais, ais, ait, ions, iez, aient.	je parlerais tu parlerais il parlerait nous parlerions vous parleriez ils parleraient
<i>Imperative</i>	Same as the Pres. Ind. 1st Sing. and 2d Pl.	parle parlons parlez
<i>Pres. Subj.</i>	Omit the ending ant of the Pres. Part. and add e, es, e, ions, iez, ent.	je parle tu parles il parle nous parlions vous parliez ils parlent
<i>Imp. Subj. (Past Subj.)</i>	Omit the last letter of the 1st Sing. Preterit and add sse, sses, t, ssions, ssiez, ssent.	je parlasse tu parlasses il parlât nous parlâssions vous parlâssiez ils parlâssent

REGULAR CONJUGATIONS

2d Conjugation	3d Conjugation	3d Conjugation (stem ending in d)
finir finissant fini je finis je finis	rompre rompant rompu je romps je rompis	vendre vendant vendu je vends je vendis
je finis tu finis il finit nous finissons vous finissez ils finissent	je romps tu romps il rompt nous rompons vous rompez ils rompent	je vends tu vends il vend nous vendons vous vendez ils vendent
je finissais tu finissais il finissait nous finissions vous finissiez ils finissaient	je rompais tu rompais il rompait nous romptions vous rompiez ils rompaient	je vendais tu vendais il vendait nous vendions vous vendiez ils vendaient
je finis tu finis il finit nous finîmes vous finîtes ils finirent	je rompis tu rompis il rompit nous rompîmes vous rompîtes ils rompirent	je vendis tu vendis il vendit nous vendîmes vous vendîtes ils vendirent
je finirai tu finiras il finira nous finirons vous finirez ils finiront	je romprai tu rompras il rompra nous romprons vous romprez ils rompront	je vendrai tu vendras il vendra nous vendrons vous vendrez ils vendront
je finirais tu finirais il finirait nous finirions vous finiriez ils finiraient	je romprais tu romprais il romprait nous romprions vous rompiez ils rompraient	je vendrais tu vendrais il vendrait nous vendrions vous vendriez ils vendraient
finis finissons finissez	romps rompons rompez	vends vendons vendez
je finisse tu finisses il finisse nous finissions vous finissiez ils finissent	je rompe tu rompes il rompe nous rompons vous rompiez ils rompent	je vende tu vendes il vende nous vendions vous vendiez ils vendent
je finisse tu finisses il finît nous finissions vous finissiez ils finissent	je rompisse tu rompisses il rompit nous rompissions vous rompiez ils rompissent	je vendisse tu vendisses il vendit nous vendissions vous vendissiez ils vendissent

COMPOUND TENSES

I. **Perfect Tenses.** The perfect tenses of a verb are formed by prefixing to its past participle the various simple tenses of *avoir*, "to have" (sometimes *être*, "to be"). *Avoir* and *être*, when thus used in the formation of compound tenses, are called auxiliaries. Their conjugation, which is irregular, is given on the opposite page. The perfect conjugation with both auxiliaries, together with the tense-names, is given in full on page 254.

NOTE. — *Être*, instead of *avoir*, is used as the auxiliary in forming the perfect tenses of the following intransitive verbs denoting motion or change of condition: *aller*, *partir*, *sortir*, *venir*, *devenir*, *revenir*, *arriver*, *entrer*, *rester*, *tomber*, *naître*, *mourir* (rarely of a few others); also of reflexive verbs.

II. **Passive Voice.** The passive voice of a verb is formed by prefixing to its past participle the various tenses, simple and perfect, of the auxiliary *être*, "to be." The passive conjugation is given in full on page 255.

III. **Agreement of Past Participle.** When *être* is the auxiliary, whether in the perfect or in the passive conjugation, the past participle varies like an adjective to agree with the subject in number and gender. It then adds *s* in the masculine plural, *e* in the feminine singular, and *es* in the feminine plural.

NOTE 1. Past participles ending in *s* are alike in masculine singular and plural.

NOTE 2. In ordinary conjugation it may be assumed that the subject pronouns are masculine. In the plural, however, attention must always (when *être* is the auxiliary) be paid to the agreement of the past participle.

CONJUGATION OF AUXILIARIES

<i>Prin. Parts</i>	avoir ayant eu j'ai j'eus	être étant été je suis je fus
<i>Pres. Ind.</i>	j'ai tu as il a nous avons vous avez ils ont	je suis tu es il est nous sommes vous êtes ils sont
<i>Imperfect</i>	j'avais tu avais il avait nous avions vous aviez ils avaient	j'étais tu étais il était nous étions vous étiez ils étaient
<i>Preterit</i>	j'eus tu eus il eut nous eûmes vous eûtes ils eurent	je fus tu fus il fut nous fûmes vous fûtes ils furent
<i>Future</i>	j'aurai tu auras il aura nous aurons vous aurez ils auront	je serai tu seras il sera nous serons vous serez ils seront
<i>Conditional</i>	j'aurais tu aurais il aurait nous aurions vous auriez ils auraient	je serais tu serais il serait nous serions vous seriez ils seraient
<i>Imperative</i>	aie ayons ayez	sois soyons soyez
<i>Pres. Subj.</i>	j'aie tu aies il ait nous ayons vous ayez ils aient	je sois tu sois il soit nous soyons vous soyez ils soient
<i>Imp. Subj.</i>	j'eusse tu eusses il eût nous eussions vous eussiez ils eussent	je fusse tu fusses il fût nous fussions vous fussiez ils fussent

PERFECT TENSES

	With avoir	With être
<i>Prin. Parts</i> The first two are called respectively Perf. Inf. and Perf. Part.	avoir sauvé ayant sauvé j'ai sauvé j'eus sauvé	être allé étant allé je suis allé je fus allé
<i>Perf. Ind.</i> (<i>Past Indef.</i>) Pres. Ind. of auxiliary + Past Part.	j'ai sauvé tu as sauvé il a sauvé nous avons sauvé vous avez sauvé ils ont sauvé	je suis allé tu es allé il est allé nous sommes allés vous êtes allés ils sont allés
<i>Plusperf. Ind.</i> Imperfect of auxiliary + Past Part.	j'avais sauvé tu avais sauvé il avait sauvé nous avions sauvé vous aviez sauvé ils avaient sauvé	j'étais allé tu étais allé il était allé nous étions allés vous étiez allés ils étaient allés
<i>Past Anterior</i> Preterit of auxiliary + Past Part.	j'eus sauvé tu eus sauvé il eut sauvé nous eûmes sauvé vous eûtes sauvé ils eurent sauvé	je fus allé tu fus allé il fut allé nous fûmes allés vous fûtes allés ils furent allés
<i>Fut. Perf.</i> Fut. of auxiliary + Past Part.	j'aurai sauvé tu auras sauvé il aura sauvé nous aurons sauvé vous aurez sauvé ils auront sauvé	je serai allé tu seras allé il sera allé nous serons allés vous serez allés ils seront allés
<i>Cond. Perf.</i> Cond. of auxiliary + Past Part.	j'aurais sauvé tu aurais sauvé il aurait sauvé nous aurions sauvé vous auriez sauvé ils auraient sauvé	je serais allé tu serais allé il serait allé nous serions allés vous seriez allés ils seraient allés
<i>Imperative</i>	wanting	wanting
<i>Perf. Subj.</i> Pres. Subj. of auxiliary + Past Part.	j'aie sauvé tu aies sauvé il ait sauvé nous ayons sauvé vous ayez sauvé ils aient sauvé	je sois allé tu sois allé il soit allé nous soyons allés vous soyez allés ils soient allés
<i>Plusperf. Subj.</i> Imp. Subj. of auxiliary + Past Part.	j'eusse sauvé tu eusses sauvé il eût sauvé nous eussions sauvé vous eussiez sauvé ils eussent sauvé	je fusse allé tu fusses allé il fût allé nous fussions allés vous fussiez allés ils fussent allés

PASSIVE VOICE

Simple Tenses		Perfect Tenses	
<i>Prin. Parts</i>	être sauvé étant sauvé je suis sauvé je fus sauvé	<i>Prin. Parts</i>	avoir été sauvé ayant été sauvé j'ai été sauvé j'eus été sauvé
<i>Pres. Ind.</i>	je suis sauvé tu es sauvé il est sauvé nous sommes sauvés vous êtes sauvés ils sont sauvés	<i>Perf. Ind.</i>	j'ai été sauvé tu as été sauvé il a été sauvé nous avons été sauvés vous avez été sauvés ils ont été sauvés
<i>Imperfect</i>	j'étais sauvé tu étais sauvé il était sauvé nous étions sauvés vous étiez sauvés ils étaient sauvés	<i>Plusperf. Ind.</i>	j'avais été sauvé tu avais été sauvé il avait été sauvé nous avions été sauvés vous aviez été sauvés ils avaient été sauvés
<i>Preterit</i>	je fus sauvé tu fus sauvé il fut sauvé nous fûmes sauvés vous fûtes sauvés ils furent sauvés	<i>Past Anterior</i>	j'eus été sauvé tu eus été sauvé il eut été sauvé nous eûmes été sauvés vous eûtes été sauvés ils eurent été sauvés
<i>Future</i>	je serai sauvé tu seras sauvé il sera sauvé nous serons sauvés vous serez sauvés ils seront sauvés	<i>Fut. Perf.</i>	j'aurai été sauvé tu auras été sauvé il aura été sauvé nous aurons été sauvés vous aurez été sauvés ils auront été sauvés
<i>Conditional</i>	je serais sauvé tu serais sauvé il serait sauvé nous serions sauvés vous seriez sauvés ils seraient sauvés	<i>Cond. Perf.</i>	j'aurais été sauvé tu aurais été sauvé il aurait été sauvé nous aurions été sauvés vous auriez été sauvés ils auraient été sauvés
<i>Imperative</i>	sois sauvé soyons sauvés soyez sauvés	<i>Imperative</i>	wanting
<i>Pres. Subj.</i>	je sois sauvé tu sois sauvé il soit sauvé nous soyons sauvés vous soyez sauvés ils soient sauvés	<i>Perf. Subj.</i>	j'aie été sauvé tu aies été sauvé il ait été sauvé nous ayons été sauvés vous ayez été sauvés ils aient été sauvés
<i>Imp. Subj.</i>	je fusse sauvé tu fusses sauvé il fût sauvé nous fussions sauvés vous fussiez sauvés ils fussent sauvés	<i>Plusperf. Subj.</i>	j'eusse été sauvé tu eusses été sauvé il eût été sauvé nous eussions été sauvés vous eussiez été sauvés ils eussent été sauvés

ORTHOGRAPHIC IRREGULARITIES OF THE FIRST
CONJUGATION

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Placer to place plaçant placé place plaçai	place places place plaçons placez placent	plaçais plaçais plaçais placions placiez plaçaient	plaçai etc. placèrent (3d Pl.) plaçasse etc.
Manger to eat mangeant mangé mange mangeai	mange manges place mangeons mangez mangent	mangeais mangeais mangeait mangions mangiez mangeaient	mangeai etc. mangèrent (3d Pl.) mangeasse etc.
Nettoyer to clean nettoyant nettoyé nettoie nettoyai	nettoie nettoies nettoie nettoyons nettoyez nettoient	nettoyais etc.	nettoyai etc. nettoyasse etc.
Payer to pay payant payé paie payai	paie paies paie payons payez paient	payais etc.	payai etc. payasse etc.
Mener to lead menant mené mène menai	mène mènes mène menons menez mènent	menais etc.	menai etc. menasse etc.
Appeler to call appelant appelé appelle appelai	appelle appelles appelle appelons appelez appellent	appelais etc.	appelai etc. appelasse etc.
Jeter to throw jetant jeté jette jetai	jette jettes jette jetons jetez jettent	jetais etc.	jetai etc. jetasse etc.
Céder to yield cédant cédé cède cédai	cède cèdes cède cédons cédez cèdent	cédais etc.	cédai etc. cédasse etc.

ORTHOGRAPHIC IRREGULARITIES OF THE FIRST
CONJUGATION

Future Conditional	Imperative	Pres. Subj.	Remarks
placerais etc. placerais etc.	place plaçons placez	place etc.	Placer is a model of verbs ending in cer , in which c takes a cedilla before a and o , to show that it remains soft.
mangerais etc. mangerais etc.	mange mangeons mangez	mange etc.	Manger is a model of verbs ending in ger , in which g is added before a and o , to show that the g remains soft.
nettoierais etc. nettoierais etc.	nettoie nettoyons nettoyez	nettoie nettoies nettoie nettoyions nettoyez nettoiez nettoient	Similarly all verbs ending in oyer and uyer change y to i before an ending or a syllable whose vowel is a mute e .
paierais etc. paierais etc.	paie payons payez	paie paies paie payions payiez paient	Similarly all verbs ending in ayer generally change y to i before an ending or a syllable whose vowel is a mute e . Sometimes, especially in older French, the y is retained throughout.
mènerais etc. mènerais etc.	mène menons menez	mène mènes mène menions meniez mènent	Similarly all verbs ending in e-consonant-er (except those ending in eler and eter) change e to è before an ending or a syllable whose vowel is a mute e .
appellerais etc. appellerais etc.	appelle appelons appelez	appelle appelles appelle appelions appelez appellent	Similarly most verbs ending in eler double the l before an ending or a syllable whose vowel is a mute e . Geler , modeler , and peler (which are conjugated like mener) are the commonest exceptions.
jetterais etc. jetterais etc.	jette jetons jetez	jette jettes jette jetions jetiez jettent	Similarly most verbs ending in eter double the t before an ending or a syllable whose vowel is a mute e . Acheter (which is conjugated like mener) is the commonest exception.
céderais etc. céderais etc.	cède cédons cédez	cède cèdes cède cédions cédiez cèdent	Similarly all verbs ending in é-consonant (or consonants-er), change é to è before an ending whose vowel is a mute e . No change occurs here in Fut. and Cond.

XII. IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Aller to go allant allé vais allai	vais vas va allons allez vont	allais etc.	allai etc. allasse etc.
Envoyer to send envoyant envoyé envoie envoyai	envoie envoies envoie envoyons envoyez envoient	envoyais etc.	envoyai etc. envoyasse etc.
Acquérir to acquire acquérant acquis acquiés acquis	acquiers acquiers acquiert acquérons acquérez acquièrent	acquerrais etc.	acquis etc. acquisse etc.
Assaillir to assail assaillant assailli assailli assaillis	assaille assailles assaille assaillons assaillez assaillent	assaillais etc.	assaillis etc. assaillisse etc.
Bouillir to boil bouillant bouilli bous bouillis	bous bous bout bouillons bouillez bouillent	bouillais etc.	bouillis etc. bouillisse etc.
Courir to run courant couru cours courus	cours cours court courons courez courent	courais etc.	cours etc. courusse etc.
Cueillir to gather cueillant cueilli cueille cueillis	cueille cueilles cueille cueillons cueillez cueillent	cueillais etc.	cueillis etc. cueillisse etc.
Dormir to sleep dormant dormi dors dormis	dors dors dort dormons dormez dorment	dormais etc.	dormis etc. dormisse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
irai etc. irais etc.	va allons allez	aille ailles aille allions alliez aillent	Forms its perfect tenses with être.
enverrai etc. enverrais etc.	envoie envoyons envoyez	envoie envoies envoie envoyions envoyiez envoient	Similarly renvoyer.
acquerrai etc. acquerrais etc.	acquiers acquérons acquérez	acquière acquières acquière acquérons acquérez acquèrent	Similarly all verbs ending in quérir.
assaillirai etc. assaillirais etc.	assaile assaillons assaillez	assaile etc.	Similarly tressaillir.
bouillirai etc. bouillirais etc.	bous bouillons bouillez	bouille etc.	
courrai etc. courrais etc.	cours courons courez	coure etc.	Similarly parcourir and other com- pounds.
cueillirai etc. cueillirais etc.	cueille cueillons cueillez	cueille etc.	Similarly recueillir and accueillir.
dormirai etc. dormirais etc.	dors dormons dormez	dorme etc.	Similarly endormir and other com- pounds.

IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Failir to fail faillant failli faillis	faux faux faut faillons failliez faillent	faillais etc.	faillis etc. faillisse etc.
Fuir to flee fuyant fui fuis fuis	fuis fuis fuit fuyons fuyez fuient	fuyais etc.	fuis etc. fuisse etc.
Hair to hate haissant hai hais hais	hais hais hait haïssons haïssez haissent	haïssais etc.	hais etc. haïsse etc.
Mourir to die mourant mort meurs mourus	meurs meurs meurt mourons mourez meurent	mourais etc.	mourus etc. mourusse etc.
Offrir to offer offrant offert offre offris	offre offres offre offrons offrez offrent	offrais etc.	offris etc. offrisse etc.
Ouvrir to open ouvrant ouvert ouvre ouvris	ouvre ouvres ouvre ouvrons ouvrez ouvrent	ouvrais etc.	ouvris etc. ouvrisse etc.
Partir to start partant parti pars partis	pars pars part partons partez partent	partais etc.	partis etc. partisse etc.
Sentir to feel sentant senti sens sentis	sens sens sent sentons sentez sentent	sentais etc.	sentis etc. sentisse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
faudrai etc. faudrais etc.	wanting	faulle etc.	There is also found a Fut. faillirai, etc., and a similar Cond. Many forms of this verb are no longer in use.
fuirai etc. fuïrais etc.	fuis fuyons fuyez	fuïe fuïes fuïe fuyions fuyiez fuïent	Similarly s'enfuir.
haïrai etc. haïrais etc.	hais haïssons haïssez	haïsse etc.	On account of the dieresis the circumflex accent is omitted in all forms.
mourrai etc. mourrais etc.	meurs mourons mourez	meure meures meure mourions mouriez meurent	Forms its perfect tenses with être.
offrirai etc. offrirais etc.	offre offrons offrez	offre etc.	Similarly souffrir.
ouvrirai etc. ouvrirais etc.	ouvre ouvrons ouvrez	ouvre etc.	Similarly couvrir, and compounds.
partirai etc. partirais etc.	pars partons partez	parte etc.	Similarly its compounds except répartir. Partir forms its perfect tenses with être.
sentirai etc. sentirais etc.	sens sentons sentez	sente etc.	Similarly mentir, se repentir, and compounds.

IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Servir to serve servant servi sers servis	sers sers sert servons servez servent	servais etc.	servis etc. servisse etc.
Sortir to go out sortant sorti sors sortis	sors sors sort sortons sortez sortent	sortais etc.	sortis etc. sortisse etc.
Tenir to hold tenant tenu tiens tins	tiens tiens tient tenons tenez tiennent	tenais etc.	tins (see Remarks) etc. tinsse etc.
Venir to come venant venu viens vins	viens viens vient venons venez viennent	venais etc.	vins (see Remarks) etc. vinsse etc.
Vêtir to clothe vêtant vêtu vêts vêtis	vêts vêts vêt vêtons vêtez vêtent	vêtais etc.	vêtis etc. vêtisse etc.
Asseoir to seat asseyant assis assieds assieds	assieds assieds assied asseyons asseyez asseyent	asseyais etc.	assis etc. assisse etc.
Avoir to have ayant eu ai eus	ai as a avons avez ont	avais etc.	eus etc. eusse etc.
Devoir to owe devant dû dois dus	dois dois doit devons devez doivent	devais etc.	dus etc. dusse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
servirai etc. servirais etc.	sers servons servez	serve etc.	Similarly desservir.
sortirai etc. sortirais etc.	sors sortons sortez	sorte etc.	Similarly ressortir, to go out again. Both form their perfect tenses with être.
tiendrai etc. tiendrais etc.	tiens tenons tenez	tienne tienne tienne tenions teniez tiennent	Preterit tins, tins, tint, tinmes, tintes, tinrent. Similarly its compounds.
viendrai etc. viendrais etc.	viens venons venez	vienne viennes vienne venions veniez viennent	Preterit vins, vins, vint, vinmes, vintes, vinrent. Similarly its compounds. Venir forms its perfect tenses with être.
vêtirai etc. vêtirais etc.	vêts vêtons vêtez	vête etc.	Similarly its compounds.
assiérai etc. assiérais etc.	assieds asseyons asseyez	asseye etc.	Other forms are often found, especially Pres. Part. assoyant, and derived forms accordingly. Similarly seoir and its compounds.
aurai etc. aurais etc.	aie ayons ayez	aie aies ait ayons ayez aient	Similarly ravoir. Avoir is conjugated in full on page 253.
devrai etc. devrais etc.	dois devons devez	doive doives doive devions deviez doivent	Past Part. f. due. Similarly redevoir.

IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Falloir to be necessary fallu il faut il fallut	il faut	il fallait	il fallut il fallût
Mouvoir to move mouvant mû meus mus	meus meus meut mouvons mouvez meuvent	mouvais etc.	mus etc. musse etc.
Pleuvoir to rain pleuvant plu il pleut il plut	il pleut	il pleuvait	il plut il plût
Pouvoir to provide pourvoyant pourvu pourvois pourvus	pourvois pourvois pourvoit pourvoyons pourvoyez pourvoient	pourvois etc.	pourvus etc. pourvusse etc.
Pouvoir to be able pouvant pu peux (puis) pus	peux (puis) peux peut pouvons pouvez peuvent	pouvais etc.	pus etc. pusse etc.
Recevoir to receive recevant reçu reçois recevez reçus	reçois reçois reçoit recevons recevez reçoivent	recevais etc.	reçus etc. reçusse etc.
Savoir to know sachant su sais sais	sais sais sais savons savez savent	savais etc.	sus etc. susse etc.
Valoir to be worth valant valu vaux valus	vaux vaut vaut valons valez valent	valais etc.	valus etc. valusse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
il faudra	wanting	il faille	An impersonal verb.
il faudrait			
mouvrai etc.	meus	meuve meuves meuve mouvions mouviez meuvent	Past Part. f. mue. Similarly its compounds, except that in these the Past Part. lacks circumflex accent.
mouvrais etc.	mouvons mouvez		
il pleuvra	wanting	il pleuve	An impersonal verb.
il pleuvrait			
pourvoirai etc.	pourvois	pourvoie pourvoies pourvoie pourvoyions pourvoyiez pourvoient	
pourvoirais etc.	pourvoyons pourvoyez		
pourrai etc.	wanting	puisse puisses puisse puissions puissiez puissent	
pourrais etc.			
recevrai etc.	reçois	reçoive reçoives reçoive recevions receviez reçoivent	Similarly all compounds of -cevoir.
recevrais etc.	recevons recevez		
saurai etc.	sache	sache saches sache sachions sachiez sachent	
saurais etc.	sachons sachez		
vaudrai etc.	vaux	vaille vailles vaille vailions valiez vaillent	Similarly its compounds except prévaloir, which has in Pres. Subj. prévale, etc.
vaudrais etc.	valons valez		

IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Voir to see voyant vu vois vis	vois vois voit voyons voyez voient	voyais etc.	vis etc. visse etc.
Vouloir to wish voulant voulu veux voulus	veux veux veut voulons voulez veulent	voulais etc.	voulus etc. voulusse etc.
Battre to beat battant battu bats battis	bats bats bat battons battez battent	battais etc.	battis etc. battisse etc.
Boire to drink buvant bu bois bus	bois bois boit buvons buvez boivent	buvais etc.	bus etc. busse etc.
Conclure to conclude concluant conclu conclus conclus	conclus conclut conclut concluons concluez concluent	concluais etc.	conclus etc. conclusse etc.
Conduire to lead conduisant conduit conduis conduisis	conduis conduis conduit conduisons conduisez conduisent	conduisais etc.	conduisis etc. conduisisse etc.
Connaître to know connaissant connu connais connus	connais connais connait connaissons connaissez connaissent	connaissais etc.	connus etc. connusse etc.
Coudre to sew cousant cousu couds cousis	couds couds coud cousons cousez cousent	cousais etc.	cousis etc. cousisse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
verrai etc. verrais etc.	vois voyons voyez	voie voies voie voyions voyiez voient	Similarly entrevoir and re-voir.
voudrai etc. voudrais etc.	veux voulons voulez	veille veilles veille voulions vouliez veillent	A second form for the Imp. is <i>veille, veillons, veuillez.</i>
battrai etc. battrais etc.	bats battons battez	batte etc.	Similarly <i>abattre</i> and other compounds.
boirai etc. boirais etc.	bois buvons buvez	boive boives boive buvions buviez boivent	Similarly its compounds.
conclurai etc. conclurais etc.	conclus concluons concluez	conclue etc.	
conduirai etc. conduirais etc.	conduis conduisons conduisez	conduise etc.	Similarly all verbs ending in <i>uire</i> except <i>luire, reluire, and nuire.</i>
connaîtrai etc. connaîtrais etc.	connais connaissons connaissez	connaisse etc.	Similarly <i>paraître, paître,</i> and compounds.
coudrai etc. coudrais etc.	couds cousons cousez	couse etc.	Similarly its compounds.

IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Craindre to fear craignant craint craignons craignez craignis	crains crains craint craignons craignez craignent	craignais etc.	craignis etc. craignisse etc.
Croire to believe croyant cru crois crus	crois crois croit croissons croyez croient	croyais etc.	crus etc. crusse etc.
Croître to grow croissant crû crois crûs	crois crois croit croissons croissez croissent	croissais etc.	crûs etc. crûsse etc.
Dire to say disant dit disons dites dis	dis dis dit disons dites disent	disais etc.	dis etc. disse etc.
Écrire to write écrivait écrit écrivis écrivis	écris écris écrit écrivons écrivez écrivent	écrivais etc.	écrivis etc. écrivisse etc.
Être to be étant été suis fus	suis es est sommes êtes sont	étais etc.	fus etc. fusse etc.
Faire to make faisant fait fais fis	fais fais fait faisons faites font	faisais etc.	fis etc. fisse etc.
Joindre to join joignant joint joignons joignez joignis	joins joins joint joignons joignez joignent	joignais etc.	joignis etc. joignisse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
craindrai etc. craindra etc.	crains craignons craignez	craigne etc.	Similarly all verbs ending in <i>aindrè</i> .
croirai etc. croirais etc.	crois croissons croyez	croie croies croie croiyons croiez croient	
croîtrai etc. croitrais etc.	crois croissons croissez	croisse etc.	Past Part. <i>f. crue</i> .
dirai etc. dirais etc.	dis disons dites	dise etc.	Similarly <i>redire</i> . Other compounds of <i>dire</i> have <i>-disez</i> in the ad pl. of the Pres. Ind. and Impv. For <i>maudire</i> see page 270.
écrirai etc. écrivais etc.	écris écrivons écrivez	écrive etc.	Similarly <i>décrire</i> and all other verbs ending in <i>crire</i> .
serai etc. serais etc.	sois soyons soyez	sois sois soit soyons soyez soient	Conjugated in full on page 253.
ferai etc. ferais etc.	fais faisons faites	fasse etc.	Similarly <i>satisfaire</i> and other compounds.
joindrai etc. joindrais etc.	joins joignons joignez	joigne etc.	Similarly all verbs ending in <i>oindrè</i> .

IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Lire to read lisant lu lis lus	lis lis lit lisons lisez lisent	lisais etc.	lus etc. lusse etc.
Luire to shine luisant lui luis	luis luis luit luisons luissez luisent	luisais etc.	wanting wanting
Maudire to curse maudissant maudit maudis maudis	maudis maudis maudit maudissons maudissez maudissent	maudissais etc.	maudis etc. maudisse etc.
Mettre to put mettant mis mets mis	mets mets met mettons mettez mettent	mettais etc.	mis etc. mise etc.
Moudre to grind moulant moulu mouls mouls	mouls mouls moud moulons moulez moulent	moulais etc.	mouls etc. moulusse etc.
Naître to be born naissant né nais naquis	nais nais nait naissions naissez naissent	naissais etc.	naquis etc. naquise etc.
Peindre to paint peignant peint peins peignis	peins peins peint peignons peignez peignent	peignais etc.	peignis etc. peignisse etc.
Plaire to please plaisant plu plais plus	plais plais plaît plaisons plaisez plaisent	plaisais etc.	plus etc. plusse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
lirai etc. lirais etc.	lis lisons lisez	lise etc.	Similarly its compounds.
luirai etc. luirais etc.	luis luisons luissez	luisse etc.	Similarly reluire and nuire. The latter however has Preterit nuisis, etc.
maudirai etc. maudirais etc.	maudis maudissons maudissez	maudisse etc.	
mettrai etc. mettrais etc.	mets mettons mettez	mette etc.	Similarly commettre and other compounds.
moudrai etc. moudrais etc.	mouls moulons moulez	moule etc.	Similarly its compounds.
naîtrai etc. naîtrais etc.	nais naissions naissez	naisse etc.	Similarly renaître. Both form their perfect tenses with être.
peindrai etc. peindrais etc.	peins peignons peignez	peigne etc.	Similarly all verbs ending in eindre.
plairai etc. plairais etc.	plais plaisons plaisez	plaise etc.	Similarly its compounds.

IRREGULAR VERBS

Prin. Parts	Pres. Ind.	Imperfect	Preterit Imp. Subj.
Prendre to take prenant pris prends pris	prends prends prend prenons prenez prennent	prenais etc.	pris etc. prise etc.
Résoudre to resolve résolvant résolu résous résolus	résous résous résout résolvons résolvez résolvent	résolvais etc.	résolu etc. résolusse etc.
Rire to laugh riant ri ris ris	ris ris rit rions riez rient	riaais etc.	ris etc. rissa etc.
Suivre to follow suivant suivi suis suivis	suis suis suis suivons suivez suivent	suivais etc.	suivis etc. suivisse etc.
Suffire to be sufficient suffisant suffi suffis suffis	suffis suffis suffit suffisons suffisez suffisent	suffisais etc.	suffis etc. suffisse etc.
Taire to be silent taisant tu tais tus	tais tais tait taisons taisez taisent	taisais etc.	tus etc. tusse etc.
Vaincre to conquer vainquant vaincu vaines vainquis	vaincs vaincs vainc vainquons vainquez vainquent	vainquais etc.	vainquis etc. vainquisse etc.
Vivre to live vivant vécu vis vécus	vis vis vit vivons vivez vivent	vivais etc.	vécus etc. vécusse etc.

IRREGULAR VERBS

Future Conditional	Imperative	Pres. Subj.	Remarks
prendrai etc. prendrais etc.	prends prenons prenez	prenne prennes prenne prenions preniez prennent	Similarly apprendre and other compounds.
résoudrai etc. résoudrais etc.	résous résolvons résolvez	résolve etc.	
rirai etc. rirais etc.	ris rions riez	rie etc.	Similarly sourire.
suivrai etc. suivrais etc.	suis suivons suivez	suive etc.	Similarly poursuivre.
suffirai etc. suffirais etc.	suffis suffisons suffisez	suffise etc.	
tairai etc. tairais etc.	tais taisons taisez	taise etc.	
vaincrai etc. vaincrais etc.	vaincs vainquons vainquez	vainque etc.	Similarly convaincre. ®
vivrai etc. vivrais etc.	vis vivons vivez	vive etc.	Similarly its compounds.

XIII. KEY TO IRREGULAR VERB FORMS

Below are given in alphabetical order the forms of irregular verbs which the beginner is likely to find difficult to trace to their infinitives. A plus sign (+) after a form stands for the various personal endings, the stem alone being given. By "etc." is denoted the forms derived from the part of the verb mentioned immediately preceding.

The common prefixes which aid in forming compound verbs are also inserted. The student should omit the prefix and then trace the verb to the proper infinitive. Thus, for example, take the form *permettre*. *Per* is explained as a prefix. *Mit*, the remainder of the form, is found to be from *mettre*. Hence the full form *permettre* is derived from the infinitive *permettre*.

A, Prefix.	ait, Pr. Sub. 3 S., <i>avoir</i> .
a, Pr. I. 3 S., <i>avoir</i> .	ap, Prefix.
ab, Prefix.	as, Pr. I. 2 S., <i>avoir</i> .
absolu, P. P., <i>absoudre</i> .	assej+, Pr. P., etc., <i>asseoir</i> .
absolu+, Pret., etc., <i>absoudre</i> .	assi+, Pret., etc., <i>asseoir</i> .
absolv+, Pr. P., etc., <i>absoudre</i> .	assied+, Pr. I. S., <i>asseoir</i> .
absou+, Pr. I. S., <i>absoudre</i> .	assiér+, Fut., etc., <i>asseoir</i> .
ac, Prefix.	assis, P. P., <i>asseoir</i> .
acquerr+, Fut., etc., <i>acquérir</i> .	at, Prefix.
acqui+, Pret., etc., <i>acquérir</i> .	aur+, Fut., etc., <i>avoir</i> .
acquier+, Pr. I. S., <i>acquérir</i> .	ay+, Pr. Sub.; Imv., <i>avoir</i> .
acquière+, Pr. I. Pl.; Pr. Sub., <i>acquérir</i> .	Bat+, Pr. I. S., <i>battre</i> .
acquis, P. P., <i>acquérir</i> .	boiv+, Pr. I. Pl.; Pr. Sub., <i>boire</i> .
ad, Prefix.	bou+, Pr. I. S., <i>bouillir</i> .
ai, Pr. I. 1 S., <i>avoir</i> .	bu, P. P., <i>boire</i> .
ai+, Pr. Sub.; Imv., <i>avoir</i> .	bu+, Pret., etc., <i>boire</i> .
aill+, Pr. Sub., <i>aller</i> .	

ABBREVIATIONS. Fut. = future. I. = indicative. Imv. = imperative. Pl. = plural. P. P. = past participle. Pr. = present. Pret. = preterit. Pr. P. = present participle. S. = singular. Sub. = subjunctive.

Ceign+, Pr. P., etc.; Pret., etc., <i>ceindre</i> .	cru+, Pret., etc., <i>croire</i> .
cein+, Pr. I. S., <i>ceindre</i> .	crû, P. P., <i>croître</i> .
ceint, P. P., <i>ceindre</i> .	crû+, Pret., etc., <i>croître</i> .
chu, P. P., <i>choir</i> .	cuis+, Pr. P., etc.; Pret., etc., <i>cuire</i> .
circon, Prefix.	cuit, P. P., <i>cuire</i> .
clo+, Pr. I. S., <i>clore</i> .	
com, Prefix.	De, Prefix.
con, Prefix.	dé, Prefix.
connai+, Pr. I. S., <i>connaître</i> .	décher+, Fut., etc., <i>déchoir</i> .
connaiss+, Pr. P., etc., <i>connaître</i> .	déchoy+, Pr. P., etc., <i>déchoir</i> .
connu, P. P., <i>connaître</i> .	déchu, P. P., <i>déchoir</i> .
connu+, Pret., etc., <i>connaître</i> .	dés, Prefix.
conquerr+, Fut., etc., <i>conquérir</i> .	di+, Pr. I. S.; Pret., <i>dire</i> .
conqui+, Pret., etc., <i>conquérir</i> .	dis, Prefix.
conquier+, Pr. I. S., <i>conquérir</i> .	dis+, Pr. P., etc., <i>dire</i> .
conquière+, Pr. I. Pl.; Pr. Sub., <i>conquérir</i> .	dit, P. P., <i>dire</i> .
conquis, P. P., <i>conquérir</i> .	dites, Pr. I. 2 Pl., <i>dire</i> .
contre, Prefix.	dor+, Pr. I., <i>dormir</i> .
cous+, Pr. P., etc.; Pret., etc., <i>coudre</i> .	du+, Pret., <i>devoir</i> .
cousu, P. P., <i>coudre</i> .	dû, P. P., <i>devoir</i> .
couvert, P. P., <i>couvrir</i> .	
craign+, Pr. P., etc.; Pret., etc., <i>craindre</i> .	É, Prefix.
crain+, Pr. I. S., <i>craindre</i> .	écriv+, Pr. P., etc.; Pret., etc., <i>écrire</i> .
crain+, Pr. P., <i>craindre</i> .	en, Prefix.
croi+, Pr. I. S., <i>croire</i> .	entre, Prefix.
croi+, Pr. I. S., <i>croître</i> .	enverr+, Fut., etc., <i>envoyer</i> .
croiss+, Pr. P. etc., <i>croître</i> .	envoi+, Pr. I.; Pr. Sub., <i>envoyer</i> .
croy+, Pr. P., etc., <i>croire</i> .	es, Pr. I. 2 S., <i>être</i> .
cru, P. P., <i>croire</i> .	est, Pr. I. 3 S., <i>être</i> .
	ét+, Pr. P., etc., <i>être</i> .
	été, P. P., <i>être</i> .

ABBREVIATIONS. Fut. = future. I. = indicative. Imv. = imperative. Pl. = plural. P. P. = past participle. Pr. = present. Pret. = preterit. Pr. P. = present participle. S. = singular. Sub. = subjunctive.

éteign+, Pr. P., etc., Pret., etc.,
éteindre.
éteign+, Pr. I. S., *éteindre.*
éteint, P. P., *éteindre.*
êtes, Pr. I. 2 Pl., *être.*
eu, P. P., *avoir.*
eu+, Pret., etc., *avoir.*
Fai+, Pr. I. S., *faire.*
faill+, Pr. Sub., *faillir.*
faillie, Pr. Sub., *faillir.*
fais+, Pr. P., etc., *faire.*
fait, P. P., *faire.*
faites, Pr. I. 2 Pl., *faire.*
fallu, P. P., *faillir.*
fass+, Pr. Sub., *faire.*
fau+, Pr. I. S., *faillir.*
faudr+, Fut., etc., *faillir* or
faillir.
faut, Pr. I. 3 S., *faillir.*
fer+, Fut., etc., *faire.*
fi+, Pret., etc., *faire.*
font, Pr. I. 3 Pl., *faire.*
fu+, Pret., etc., *être.*
fuy+, Pr. P., etc., *fuir.*

Gis+, Pr. P., etc., *gésir.*
git, Pr. I. 3 S., *gésir.*
Haïss+, Pr. P., etc., *haïr.*

Im, Prefix.
in, Prefix.

ABBREVIATIONS. Fut. = future. I. = indicative. Imv. = imperative.
Pl. = plural. P.P. = past participle. Pr. = present. Pret. = preterit. Pr. P.
= present participle. S. = singular. Sub. = subjunctive.

inter, Prefix.
ir+, Fut., etc., *aller.*

Joign+, Pr. P., etc., Pret., etc.,
joindre.
join+, Pr. I. S., *joindre.*
joint, P. P., *joindre.*

Li+, Pr. I. S., *lire.*
lis+, Pr. P., etc., *lire.*
lu, P. P., *lire.*
lu+, Pret., etc., *lire.*
luis+, Pr. P., etc., *luire.*

Maudiss+, Pr. P., etc., *maudire.*
maudit, P. P., *maudire.*
mé, Prefix.
men+, Pr. I. S., *mentir.*
met+, Pr. I. S., *mettre.*
meu+, Pr. I.; Pr. Sub., *mouvoir.*
meur+, Pr. I.; Pr. Sub., *mourir.*
mi+, Pret., etc., *mettre.*
mis, P. P., *mettre.*
mort, P. P., *mourir.*
moud+, Pr. I. S., *moudre.*
moul+, Pr. P., etc., *moudre.*
moulu, P. P., *moudre.*
moulu+, Pret., *moudre.*
mourr+, Fut., etc., *mourir.*
mu+, Pret., etc., *mouvoir.*
mû, P. P., *mouvoir.*

Nai+, Pr. I. S., *naître.*
naïss+, Pr. P., etc., *naître.*

naqu+, Pret., etc., *naître.*
né, P. P., *naître.*
nuis+, Pr. P., etc.; Pret., etc.,
nuire.

Ob, Prefix.
offert, P. P., *offrir.*
ont, Pr. I. 3 Pl., *avoir.*
ouvert, P. P., *ouvrir.*

Pai+, Pr. I. S., *paître.*
paiss+, Pr. P., etc., *paître.*
par, Prefix.
par+, Pr. I. S., *partir.*
parai+, Pr. I. S., *paraître.*
paraiss+, Pr. P., etc., *paraître.*
paru, P. P., *paraître.*
paru+, Pret., etc., *paraître.*
peign+, Pr. P., etc., Pret., etc.,
peindre.
pein+, Pr. I. S., *peindre.*
peint, P. P., *peindre.*
per, Prefix.
peu+, Pr. I., *pouvoir.*
plai+, Pr. I. S., *plaire.*
plaïgn+, Pr. P., etc.; Pret., etc.,
plaire.
plain+, Pr. I. S., *plaire.*
plaint, P. P., *plaire.*
plais+, Pr. P., etc., *plaire.*
pleu+, Pr. I.; Pr. Sub., *pleuvoir.*
plu, P. P., *plaire* or *pleuvoir.*
plu+, Pret., etc., *plaire* or *pleu-
voir.*

poign+, Pr. P., etc., Pret., etc.,
poindre.
poin+, Pr. I. S., *poindre.*
point, P. P., *poindre.*
pour, Prefix.
pourr+, Fut., etc., *pouvoir.*
pré, Prefix.
pren+, Pr. P., etc., *prendre.*
prenn+, Pr. I. Pl.; Pr. Sub.,
prendre.
pri+, Pret., etc., *prendre.*
pris, P. P., *prendre.*
pro, Prefix.
pu, P. P., *pouvoir* or *paître.*
puis, Pr. I. 1 S., *pouvoir.*
puiss+, Pr. Sub., *pouvoir.*

R, Prefix.
re, Prefix.
ré, Prefix.
res, Prefix.
résolu, P. P., *résoudre.*
résolu+, Pret., etc., *résoudre.*
résolv+, Pr. P., etc., *résoudre.*
résou+, Pr. I. S., *résoudre.*
ri, P. P., *rire.*
ri+, Pr. P. etc.; Pret., etc., *rire.*

Sach+, Pr. P., etc., *savoir.*
sai+, Pr. I. S., *savoir.*
saur+, Fut., etc., *savoir.*
se, Prefix.
sé, Prefix.
sé+, Pr. P., etc., *seoir.*

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 ser+, Fut., etc., *être*; or Pr. I. S.,
servir.
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 sis, P. P., *seoir*.
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 sor+, Pr. I. S., *sortir*.
 souffert, P. P., *souffrir*.
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 su, P. P., *savoir*.
 su+, Pret., etc., *savoir*.
 sub, Prefix.
 sui+, Pr. I. S., *suiivre*.
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- Tai+, Pr. I. S., *taire*.
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vaincre.
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 valu, P. P., *valoir*.
 valu+, Pret., etc., *valoir*.
 vas, Pr. I. 2 S., *aller*.
 vau+, Pr. I. S., *valoir*.
 vaudr+, Fut., etc., *valoir*.
 vécu, P. P., *vivre*.
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 voi+, Pr. I. S., *voir*.
 vont, Pr. I. 3 Pl., *aller*.
 voudr+, Fut., etc., *vouloir*.
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The plural form is given of all nouns and adjectives whose plural is different from the singular and not formed by adding *s*. The feminine form is given of all adjectives whose feminine is different from the masculine and not formed by adding *e*. The principal parts of the irregular verbs found throughout the lessons are given. All orthographic irregularities in the stem of verbs included are noted. Words whose initial *h* is aspirate are marked with an asterisk.

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 quel âge avez-vous, how old are you?
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 aile, *f.* wing.
 aimable, *adj.* kind.
 aimer, *v. reg.* love, like.
 aimer mieux, prefer.
 ainsi, *adv.* thus.
 ainsi que, as well as.
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 aller chercher, go for.
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 alors, *adv.* then.
 ambigu, *adj.* (f. ambiguë) ambiguous.

amener, *v. reg.* (amèn + before mute syllables) bring (a person).
 amèrement, *adv.* bitterly.
 américain, *adj.* American.
 ami, *m.* (*f.* amie) friend.
 amuser, *v. reg.* amuse.
 s'amuser de, enjoy, be amused at.
 an, *m.* year.
 ancien, *adj.* (*f.* ancienne) ancient, old.
 âne, *m.* donkey.
 anglais, *adj.* English.
 anglais, *m.* English (the language).
 Anglais, *m.* Englishman.
 Angleterre, *f.* England.
 animal, *m.* (*pl.* animaux) animal.
 année, *f.* year.
 annoncer, *v. reg.* (annonç + before a or o) announce.
 août, *m.* August.
 apercevoir, *v. irr.* (apercevant, aperçu, aperçois, aperçus) perceive.
 s'apercevoir de, perceive, notice.
 apparaître, *v. irr.* (apparaissant, apparu, apparais, apparus) appear.
 faire apparaître, display.
 appartenir, *v. irr.* (appartenant, appartenu, appartiens, appartins) belong.
 appeler, *v. reg.* (appell + before mute syllables) call.
 s'appeler, be named.
 comment vous appelez-vous, what is your name?
 apporter, *v. reg.* bring (a thing).
 apprendre, *v. irr.* (apprenant, appris, apprend, appris) learn.
 approcher, *v. reg.* bring nearer.
 s'approcher de, approach.
 appuyer, *v. reg.* (appui + before mute syllables) lean.

après, *prep.* after.
 après que, *conj.* after.
 arbre, *m.* tree.
 ardemment, *adv.* fervently.
 argent, *m.* money; silver.
 armée, *f.* army.
 armoire, *f.* closet.
 arrêter, *v. reg.* stop (*tr.*).
 s'arrêter, stop (*intr.*).
 arriver, *v. reg.* arrive.
 as, *pres. ind. 2d sing. of avoir*, hast; didst.
 assaillir, *v. irr.* (assaillant, assailli, assaille, assaillis) assail.
 asseoir, *v. irr.* (asseyant, assis, assieds, assis) seat.
 s'asseoir, sit down.
 être assis, be seated.
 assez [de], *adv.* enough.
 assiette, *f.* plate.
 assis, *past. part. of asseoir*, seated.
 atteindre, *v. irr.* (atteignant, atteint, atteins, atteignis) reach.
 attendre, *v. reg.* wait [for], expect.
 s'attendre à, expect.
 attendrir, *v. reg.* move (in feelings).
 attirer, *v. reg.* attract.
 au, *contraction of à le*, to the.
 auditeur, *m.* hearer.
 aujourd'hui, *adv.* to-day.
 auquel, *contraction of à lequel*.
 aur +, *fut., cond., of avoir*.
 aussi, *adv.* also; as.
 aussi . . . que, as . . . as.
 aussitôt que, *conj.* as soon as.
 autant [de], *adv.* as much, as many.
 automne, *m.* autumn.
 en automne, in [the] autumn.
 autour de, *prep.* around.
 autre, *adj.* other.
 autrefois, *adv.* formerly.

Autriche, *f.* Austria.
 aux, *contraction of à les*, to the.
 auxquels, *contraction of à lesquels*.
 av +, *imp. of avoir*.
 avancé, *adj.* advanced.
 avant, *prep.* before (in time).
 avant de, before (*with inf.*).
 avant que, *conj.* before.
 avec, *prep.* with.
 aventure, *f.* affair.
 avez, *pres. ind. 2d pl. of avoir*, have; did.
 avocat, *m.* lawyer.
 avoir, *v. irr.* (ayant, eu, ai, eus) have.
 il y a (avait, etc.), there is (was, etc.); ago.
 avons, *pres. ind. 1st pl. of avoir*, have; did.
 avril, *m.* April.
 ayant, *pres. part. of avoir*.
 ay +, *inv. pl., pres. subj. pl., of avoir*.

B

bal, *m.* ball (dance).
 bas, *adj.* (*f.* basse) low.
 bataille, *f.* battle.
 bateau, *m.* (*pl.* bateaux) boat.
 bateau à vapeur, steamboat.
 bâtir, *v. reg.* build.
 battre, *v. irr.* (battant, battu, bats, battis) beat.
 se battre, fight.
 beau, *adj.* (before a vowel bel; *f.* belle; *m. pl.* beaux) beautiful, handsome.
 il fait beau, it is fine (weather).
 beaucoup [de], *adv.* much, many.
 bec, *m.* beak.
 bel, *see* beau.
 belle, *f.* of beau.

besoin, *m.* need (*n.*).
 avoir besoin, be in need.
 avoir besoin de, need (*v.*).
 beurre, *m.* butter.
 bien, *adv.* well; much, many.
 bien des, many.
 bien que, *conj.* although.
 bientôt, *adv.* soon.
 bijou, *m.* (*pl.* bijoux) jewel.
 bizarre, *adj.* queer.
 blanc, *adj.* (*f.* blanche) white.
 blé, *m.* wheat.
 blessé, *v. reg.* hurt.
 bleu, *adj.* (*m. pl.* bleus) blue.
 bœuf, *m.* ox.
 boire, *v. irr.* (buvant, bu, bois, bus) drink.
 bois, *m.* wood.
 de bois, wooden.
 bon, *adj.* (*f.* bonne) good, good-natured, pleasant.
 bonjour, *m.* good morning.
 borgne, *adj.* blind in one eye.
 bouche, *f.* mouth.
 bouillir, *v. irr.* (bouillant, bouilli, bous, bouillis) boil.
 bourse, *f.* purse.
 bout, *m.* end.
 bouteille, *f.* bottle.
 bouton, *m.* button.
 bras, *m.* arm.
 brave, *adj.* brave; good.
 bref, *adj.* (*f.* brève) short.
 brillant, *adj.* brilliant.
 Bruxelles, *m.* Brussels.

C

c', *clided form of ce*.
 ça, *dem. pron.* that.
 cabine, *f.* cabin.
 cacher, *v. reg.* hide.

cadeau, *m.* (*pl.* cadeaux) present, gift.
 cadet, *adj.* (*f.* cadette) younger.
 café, *m.* coffee.
 caillou, *m.* (*pl.* cailloux) pebble.
 cal, *m.* callosity.
 camarade, *m.* companion, comrade, chum.
 camarade de chambre, room-mate.
 campagne, *f.* country (apart from city).
 à la campagne, in the country.
 Canada, *m.* Canada.
 canon, *m.* cannon.
 coup de canon, cannon-shot.
 capitaine, *m.* captain.
 capitale, *f.* capital.
 car, *conj.* for.
 carnaval, *m.* carnival.
 casser, *v. reg.* break (*tr.*).
 se casser, break (*intr.*).
 cause, *f.* cause.
 ce, *dem. pron.* he, she, it, they; this, that, these, those.
 ce que, what, that which.
 ce qui, what, that which.
 ce . . . quoi, that which.
 est-ce que, is it that? Sec. 76.
 n'est-ce pas, is it not? Sec. 79.
 ce, *dem. adj.* (before a vowel *cet*; *f.* *cette*; *pl.* *ces*) this, that.
 ceci, *dem. pron.* this.
 céder, *v. reg.* (*céd* + before mute endings) yield.
 cela, *dem. pron.* that.
 celle, *f.* of celui.
 celui, *dem. pron.* this, that, the one; he, him.
 cent, *num. adj.* [a] hundred.
 centime, *m.* centime (one hundredth of a franc).
 cependant, *adv.* however.

ces, *pl. of ce (adj.)*, these, those.
 cesser, *v. reg.* cease.
 cet, *see ce (adj.)*.
 cette, *f. of ce (adj.)*.
 ceux, *pl. of celui*, these, those, the ones; they.
 chacal, *m.* jackal.
 chacun, *pron.* (*f.* *chacune*) each one.
 chaise, *f.* chair.
 chambre, *f.* room.
 champ, *m.* field.
 champ de foire, fair-ground.
 chant, *m.* song.
 chante, *pres. ind. 3d sing. of chanter*, sings.
 chanter, *v. reg.* sing.
 chaque, *adj.* each.
 charmant, *adj.* charming.
 charrette, *f.* cart.
 chasser, *v. reg.* expel.
 chat, *m.* cat.
 château, *m.* (*pl.* châteaux) castle.
 chaud, *adj.* warm, hot.
 avoir chaud, be warm, be hot.
 chemin, *m.* road, way.
 cher, *adj.* (*f.* *chère*) dear.
 chercher, *v. reg.* look for, seek.
 aller chercher, go for.
 envoyer chercher, send for.
 cheval, *m.* (*pl.* chevaux) horse.
 cheveux, *m. pl.* hair.
 chez, *prep.* at (to) the house (home) of.
 chien, *m.* dog.
 chirurgien, *m.* surgeon.
 choisir, *v. reg.* choose.
 chose, *f.* thing.
 quelque chose, something.
 chou, *m.* (*pl.* choux) cabbage.
 chrétien, *adj.* (*f.* *chrétienne*) Christian.

ci, Sec. 114, 116.
 ciel, *m.* (*pl.* cioux) sky.
 cinq, *num. adj.* five.
 cinquante, *num. adj.* fifty.
 cinquième, *num. adj.* fifth.
 clair, *adj.* clear.
 classe, *f.* classroom, class.
 clef, *f.* key.
 client, *m.* customer.
 cœur, *m.* heart.
 coi, *adj.* (*f.* *coite*) quiet.
 colère, *f.* anger.
 Colomb, *m.* Columbus.
 combien [de], *adv.* how much? how many? how much [money]?
 combien de temps, how long?
 commander, *v. reg.* command.
 comme, *adv.* like, as.
 commençant, *m.* beginner.
 commencement, *m.* beginning.
 commencer, *v. reg.* (*commenç* + before a or o) commence.
 comment, *adv.* how?
 comment, *intj.* what!
 commis, *m.* clerk.
 complet, *adj.* (*f.* *complète*) complete, full.
 composer, *v. reg.* compose, make up.
 comprendre, *v. irr.* (*comprenant*, *compris*, *comprends*, *compris*) understand.
 compter, *v. reg.* intend.
 conclure, *v. irr.* (*concluant*, *conclu*, *conclus*, *conclus*) conclude.
 concret, *adj.* (*f.* *concrète*) concrete.
 conducteur, *m.* conductor.
 conduire, *v. irr.* (*conduisant*, *conduit*, *conduis*, *conduisis*) lead.
 confier, *v. reg.* entrust.
 conjuguer, *v. reg.* conjugate.

connaître, *v. irr.* (*connaissant*, *connu*, *connais*, *connus*) know, be acquainted with.
 consentir, *v. irr.* (*consentant*, *consenti*, *consens*, *consentis*) consent.
 consoler, *v. reg.* comfort.
 conte, *m.* story.
 content, *adj.* satisfied.
 content de, satisfied with.
 continuer, *v. reg.* continue, go on.
 convenir, *v. irr.* (*convenant*, *convenu*, *conviens*, *convins*) be suitable.
 cordonnier, *m.* cobbler.
 corps, *m.* body.
 coucher, *v. reg.* put to bed.
 se coucher, go to bed.
 coudre, *v. irr.* (*cousant*, *cousu*, *couds*, *cousis*) sew.
 couleur, *f.* color.
 coup, *m.* stroke.
 tout à coup, suddenly.
 coup de canon, cannon-shot.
 couper, *v. reg.* cut [off].
 courir, *v. irr.* (*courant*, *couru*, *cours*, *courus*) run.
 couronner, *v. reg.* crown.
 court, *adj.* short.
 cousin, *m.* (*f.* *cousine*) cousin.
 couteau, *m.* (*pl.* couteaux) knife.
 couteau à papier, paper-knife.
 coûter, *v. reg.* cost.
 coutume, *f.* custom.
 couvrir, *v. irr.* (*couvrant*, *couvert*, *couvre*, *couvris*) cover.
 craindre, *v. irr.* (*craignant*, *craint*, *crains*, *craignis*) fear.
 crainte, *f.* fear.
 de crainte que, for fear that, lest.
 crayon, *m.* pencil.
 créer, *v. reg.* create.

crever, *v. reg.* (crèv+ before mute syllables) burst, break.
 crier, *v. reg.* cry, shout.
 croire, *v. irr.* (croyant, cru, crois, crus) believe, think.
 croître, *v. irr.* (croissant, crû, crois, crûs) grow.
 croy+, *prés. part. and derived forms of croire.*
 cruel, *adj. (f. cruelle)* cruel.
 cruellement, *adv.* cruelly.
 cueillir, *v. irr.* (cueillant, cueillis, cueille, cueillis) collect.
 cuiller, *f.* spoon.

D

d', *elided form of de.*
 dame, *f.* lady.
 dans, *prep.* in, into, among.
 davantage, *adv.* more.
 de, *prep.* of, from, with; after superlatives, in; *partitive*, some, any, a; *with inf.* to; by; followed by numeral, than.
 de la (l'), of (in) the; some, any.
 ne . . . pas de, not any, no, not a.
 décembre, *m.* December.
 décider, *v. reg.* persuade.
 défendre, *v. reg.* forbid.
 déjà, *adv.* already.
 déjeuner, *m.* breakfast.
 demain, *adv.* to-morrow.
 demander, *v. reg.* ask, ask for.
 demeurer, *v. reg.* dwell, live.
 demi, *adj.* (Sec. 146, note) half.
 dent, *f.* tooth.
 dépêcher, *v. reg.* hasten (*tr.*).
 se dépêcher, hurry, hasten (*intr.*).
 dépens, *m.* expense.
 dépenser, *v. reg.* spend.

depuis, *prep.* since, for.
 depuis quand, how long?
 dernier, *adj. (f. dernière)* last.
 derrière, *prep.* behind.
 des, *contraction of de les*, of (in) the; some, any.
 dès que, *conj.* as soon as.
 descendre, *v. reg.* come down, descend.
 désirer, *v. reg.* desire.
 désormais, *adv.* henceforth.
 desquels, *contraction of de lesquels*.
 détail, *m.* detail.
 deux, *num. adj.* two.
 tous les deux, both.
 devant, *prep.* before (in place).
 devenir, *v. irr.* (devenant, devenu, deviens, devins) become.
 devenu, *past part. of devenir*, become.
 deviner, *v. reg.* guess.
 devoir, *v. irr.* (devant, dû, dois, dus) owe, must, ought, should; be to.
 Dieu, *m.* God.
 mon Dieu, Heavens! goodness!
 difficile, *adj.* difficult.
 digne, *adj.* worthy.
 dimanche, *m.* Sunday.
 dîner, *m.* dinner.
 dire, *v. irr.* (disant, dit, dis, dis) say, tell.
 dire à, *tell*.
 entendre dire, hear (by report).
 discret, *adj. (f. discrète)* discreet.
 disparaître, *v. irr.* (disparaissant, disparu, disparaiss, disparus) disappear.
 dispute, *f.* dispute.
 disputer, *v. reg.* dispute.
 se disputer, dispute.
 distinguer, *v. reg.* distinguish.
 dit, *prés. ind. 3d sing. of dire*, says.

dit, *past part. of dire*, said.
 lix, *num. adj.* ten.
 doigt, *m.* finger.
 doi+, *prés. ind. of devoir*.
 domestique, *m. f.* servant.
 donc, *adv.* then.
 donne, *prés. ind. of donner*, gives.
 donner, *v. reg.* give.
 dont, *rel. pron.* of whom, of which, whose.
 dormir, *v. irr.* (dormant, dormi, dors, dormis) sleep.
 douce, *f. of doux*.
 doucement, *adv.* sweetly, softly.
 doute, *m.* doubt.
 sans doute, doubtless.
 douter, *v. reg.* doubt.
 doux, *adj. (f. douce)* sweet, gentle.
 douzaine, *f.* dozen.
 douze, *num. adj.* twelve.
 drap, *m.* cloth.
 drapeau, *m. (pl. drapeaux)* flag.
 droit, *adj.* right.
 du, *contraction of de le*, of (in) the; some, any.
 dû, *past part. of devoir*.
 duquel, *contraction of de lequel*.
 durer, *v. reg.* last.

E

eau, *f. (pl. eaux)* water.
 éclater, *v. reg.* break out.
 école, *f.* school.
 à l'école, at school.
 écouter, *v. reg.* listen.
 écrier, *v. reg.*: s'écrier, exclaim.
 écrire, *v. irr.* (écrivant, écrit, écris, écrivis) write.
 écriteau, *m. (pl. écriteaux)* sign.
 effet, *m.* effect.
 en effet, actually.

église, *f.* church.
 élève, *m. f.* pupil.
 elle, *pers. pron.* she, it, her.
 elle-même, herself, itself.
 elles, *pers. pron.*; *sub.* they; *disj.* them, they.
 elles-mêmes, themselves.
 émouvoir, *v. irr.* (émouvant, ému, émeus, émus) move (in feelings).
 s'émouvoir de, be moved by.
 empêcher, *v. reg.* prevent.
 empêcher de, prevent from.
 empereur, *m.* emperor.
 employer, *v. reg.* (emploi+ before mute syllables) employ.
 emporter, *v. reg.* carry away.
 en, *pron.* of it (them), from it (them), with it (them), some, any.
 en . . . le (la, les), its.
 en, *prep.* in; while, by.
 encore, *adv.* still, again, yet.
 encore un[e], another, one more.
 encore une fois, once more.
 endroit, *m.* place, spot.
 enfant, *m. f.* child.
 enfin, *adv.* finally.
 enseigne, *f.* sign.
 enseigner, *v. reg.* teach.
 ensuite, *adv.* afterwards.
 entendre, *v. reg.* hear.
 entendre dire, hear (by report).
 entrer, *v. reg.* enter (*intr.*).
 entrer dans, enter (*tr.*).
 envers, *m.* wrong side.
 à l'envers, upside down.
 envoyer, *v. irr.* (envoyant, envoyé, envois, envoyai) send.
 envoyer chercher, send for.
 épais, *adj. (f. épaisse)* thick.
 épaule, *f.* shoulder.
 épouvantail, *m.* scarecrow.

épuiser, *v. reg.* exhaust.
 équilibre, *m.* balance.
 es, *pres. ind. 2d sing. of être*, art, are; hast, have.
 Espagne, *f.* Spain.
 espérer, *v. reg.* (*espèr* + *before mute endings*) hope.
 esprit, *m.* mind.
 essayer, *v. reg.* (*sometimes essai* + *before mute syllables*) try.
 est, *pres. ind. 3d sing. of être*, is; has.
 est-ce que, is it that? Sec. 76.
 n'est-ce pas, is it not? Sec. 79.
 et, *conj.* and.
 ét +, *imp. ind. of être*.
 étant, *pres. part. of être*.
 États-Unis, *m. pl.* United States.
 été, *m.* summer.
 en été, in [thé] summer.
 été, *past part. of être*.
 êtes, *pres. ind. 2d pl. of être*, are.
 étoile, *f.* star.
 étonner, *v. reg.* astonish.
 s'étonner, be surprised.
 être, *v. irr.* (*étant, été, suis, fus*) be; *as active auxiliary*, have.
 étude, *f.* study.
 étudier, *v. reg.* study.
 eu, *past part. of avoir*.
 Europe, *f.* Europe.
 eu +, *prét., imp. subj., of avoir*.
 eux, *pers. pron.* them, they.
 eux-mêmes, themselves.
 éventail, *m.* fan.
 évident, *adj.* evident.
 éviter, *v. reg.* avoid.
 exact, *adj.* exact.
 exactement, *adv.* exactly.
 excellent, *adj.* excellent.
 exercice, *m.* exercise.
 exprès, *adj.* (*f. expresse*) express.

extérieur, *adj.* exterior.
 extrêmement, *adv.* extremely.
 extrémité, *f.* extremity.

F

fâcher, *v. reg.* offend.
 se fâcher, become angry.
 facile, *adj.* easy.
 faillir, *v. irr.* (*faillant, failli, faux, faillis*) fail; + *inf.* almost, nearly.
 faim, *f.* hunger.
 avoir faim, be hungry.
 faire, *v. irr.* (*faisant, fait, fais, fis*) make, do; + *inf.* have, cause, make.
 falloir, *v. irr.* (—, *fallu, il faut, il fallut*) be necessary, be obliged to, must, have to, need.
 fameux, *adj.* (*f. fameuse*) famous.
 fass +, *pres. subj. of faire*.
 fatigué, *adj.* tired.
 fausse, *f.* of faux.
 faut, *pres. ind. 3d sing. of falloir*.
 faux, *adj.* (*f. fausse*) false.
 favori, *adj.* (*f. favorite*) favorite.
 femme, *f.* wife; woman.
 fenêtre, *f.* window.
 fer +, *fut., cond., of faire*.
 ferme, *f.* farm.
 fermer, *v. reg.* close, shut.
 feu, *m.* (*pl. feux*) fire.
 feuille, *f.* leaf.
 février, *m.* February.
 fidèle, *adj.* faithful.
 figure, *f.* face.
 fille, *f.* daughter; girl.
 fils, *m.* son.
 fin, *f.* end.
 à la fin, at last.

finir, *v. reg.* finish.
 finir de, + *inf.* finish.
 finir par, + *inf.* finally.
 fixe, *adj.* fixed, limited.
 flatter, *v. reg.* flatter.
 flatteur, *adj.* (*f. flatteuse*) flatter-ing.
 fleur, *f.* flower.
 fleurir, *v. reg.* bloom.
 fleuve, *m.* river.
 foire, *f.* fair.
 champ de foire, fair-ground.
 fois, *f.* time.
 une fois, once.
 deux fois, twice.
 encore une fois, once more.
 fol, *see* fou.
 folle, *f.* of fou.
 font, *pres. ind. 3d pl. of faire*.
 forêt, *f.* forest.
 forme, *f.* last.
 fort, *adv.* very much.
 fou, *adj.* (*before a vowel*, fol; *f. folle*; *m. pl. fous*) crazy.
 foule, *f.* crowd.
 fourchette, *f.* fork.
 frais, *adj.* (*f. fraîche*) fresh, cool.
 franc, *adj.* (*f. franche*) frank.
 franc, *m.* franc (a French coin worth about 19 cents).
 français, *adj.* French.
 français, *m.* French (the language).
 Français, *m.* Frenchman.
 France, *f.* France.
 franchement, *adv.* frankly.
 frapper, *v. reg.* knock.
 Frédéric, *m.* Frederick.
 frère, *m.* brother.
 froid, *adj.* cold.
 avoir froid, be cold.
 froid, *m.* cold.

froidement, *adv.* coldly.
 fromage, *m.* cheese.
 fruit, *m.* fruit (of one sort); *pl.* fruit (collectively).
 fuir, *v. irr.* (*fuyant, fui, fuis, fuis*) flee.
 fumer, *v. reg.* smoke.
 fu +, *prét., imp. subj., of être*.

G

gagner, *v. reg.* earn, gain, make.
 gant, *m.* glove.
 garçon, *m.* boy.
 garde, *f.* guard (body of troops).
 garder, *v. reg.* keep, guard.
 gauche, *adj.* left.
 geler, *v. reg.* (*gèl* + *before mute syllables*) freeze.
 général, *m.* (*pl. généraux*) general.
 genou, *m.* (*pl. genoux*) knee.
 gens, *m. f. pl.* people.
 gentil, *adj.* (*f. gentille*) well-behaved.
 gilet, *m.* vest.
 glace, *f.* ice.
 goûter, *m.* luncheon.
 gouvernail, *m.* rudder.
 grammaire, *f.* grammar.
 grand, *adj.* large, tall.
 grange, *f.* barn.
 gras, *adj.* (*f. grasse*) fat.
 grec, *adj.* (*f. grecque*) Greek.
 grimper, *v. reg.* climb.
 gronder, *v. reg.* scold.
 gros, *adj.* (*f. grosse*) big.
 en gros, wholesale.
 guère, *adv.* but little.
 ne . . . guère, scarcely.
 guérir, *v. reg.* cure.
 guerre, *f.* war.
 Guillaume, *m.* William.

H

- habileté, *f.* skill, ability.
 habillement, *m.* clothing.
 habit, *m.* coat; *pl.* clothes.
 *haïr, *v. irr.* (haïssant, haï, hais, hais)
 hate.
 *haut, *adj.* high.
 hélas, *intj.* alas!
 Henri, *m.* Henry.
 hésitation, *f.* hesitation.
 heure, *f.* hour; o'clock, time.
 de bonne heure, early.
 heureux, *adj.* (*f.* heureuse) happy.
 *hibou, *m.* (*pl.* hiboux) owl.
 hier, *adv.* yesterday.
 hier soir, last evening.
 hiver, *m.* winter.
 en hiver, in [the] winter.
 homme, *m.* man.
 honoraires, *f. pl.* fee.
 *honte, *f.* shame.
 avoir honte, be ashamed.
 *huit, *num. adj.* eight.

I

- ici, *adv.* here.
 il, *pers. pron.* he, it.
 il y a, there is (are); ago.
 ils, *pers. pron.* they.
 impatience, *f.* impatience.
 importer, *v. reg.* be important.
 impossible, *adj.* impossible.
 inquiet, *adj.* (*f.* inquiète) uneasy.
 instant, *m.* moment.
 insulter, *v. reg.* insult.
 inviter, *v. reg.* invite.
 ir +, *fut., cond., of aller.*
 irlandais, *m.* Irishman, Irish.
 Irlande, *f.* Ireland.
 Isabelle, *f.* Isabella.
 italien, *adj.* (*f.* italienne) Italian.

J

- j', *elided form of je.*
 jamais, *adv.* ever; never.
 ne . . . jamais, never.
 jambe, *f.* leg.
 janvier, *m.* January.
 jardin, *m.* garden, small park.
 jaune, *adj.* yellow.
 je, *pers. pron.* I.
 Jean, *m.* John.
 jeter, *v. reg.* (jett + before mute syl-
 lables) throw.
 jeudi, *m.* Thursday.
 jeune, *adj.* young.
 joli, *adj.* pretty.
 joliment, *adv.* prettily.
 jouer, *v. reg.* play.
 joueur, *m.* player.
 joujou, *m.* (*pl.* joujoux) plaything.
 jour, *m.* day (period of time).
 journal, *m.* (*pl.* journaux) news-
 paper.
 journée, *f.* day (with its happen-
 ings).

- juillet, *m.* July.
 juin, *m.* June.
 Julie, *f.* Julia.
 jumeau, *adj.* (*f.* jumelle) twin.
 jusqu'à, *prep.* even to, as far as.
 jusqu'à ce que, until.

K

- kilo, *m.* kilogram.

L

- L' *elided form of le and la.*
 la, *f. of le; art. the; pron. her, it.*
 là, *adv.* there. Sec. 114, 116.
 laisser, *v. reg.* let.
 lait, *m.* milk.
 langue, *f.* language.

- laquelle, *f. of lequel.*
 le, *art.* (*f.* la; *pl.* les) the.
 le, *pers. pron.* (*f.* la; *pl.* les) him,
 it; so.
 leçon, *f.* lesson.
 lendemain, *m.* next day.
 lequel, *rel. pron.* (*f.* laquelle, *pl.*
 lesquels, lesquelles) which, that,
 whom, who.
 lequel, *int. pron.* (*f.* laquelle, *pl.* les-
 quels, lesquelles) which?
 les, *pl. of le; art. the; pron.*
 them.
 lesquels, *pl. of lequel.*
 lettre, *f.* letter.
 leur, *pers. pron.* to them, them.
 leur, *poss. adj.* their.
 leur: le leur, *poss. pron.* theirs.
 lever, *v. reg.* (lèv + before mute syl-
 lables) raise.
 se lever, arise, get up.
 lieu, *m.* (*pl.* lieux) place.
 avoir lieu, take place.
 ligne, *f.* line.
 limite, *f.* limit.
 lire, *v. irr.* (lisant, lu, lis, lus) read.
 lis +, *pres. part. and derived forms*
 of lire.
 lit, *m.* bed.
 litre, *m.* liter.
 livre, *m.* book.
 livre, *f.* pound.
 loin, *adv.* far.
 Londres, *m.* London.
 long, *adj.* (*f.* longue) long.
 long, *m.* length.
 longtemps, *adv.* long, a long time.
 longueur, *f.* length.
 lorsque, *conj.* when.
 louer, *v. reg.* praise.
 lu, *past part. of lire.*

- lui, *pers. pron.; indir. obj.* to him,
 him, to her, her, to it; *disj.*
 him, it, he.
 lui-même, himself, itself.
 luire, *v. irr.* (luisant, lui, luis, luisis)
 shine.
 lundi, *m.* Monday.
 lune, *f.* moon.
 lunettes, *f. pl.* spectacles.

M

- m', *elided form of me.*
 M., *abbreviation for monsieur.*
 ma, *f. of mon, my.*
 madame, *f.* (*pl.* mesdames) Mrs.,
 Madame.
 mademoiselle, *f.* (*pl.* mesdemoiselles)
 Miss.
 Madrid, *m.* Madrid.
 magasin, *m.* store.
 magistrat, *m.* magistrate.
 mai, *m.* May.
 main, *f.* hand.
 maintenant, *adv.* now.
 mais, *conj.* but.
 mais, *intj.* why!
 maison, *f.* house.
 à la maison, at home.
 maître, *m.* teacher (of a primary
 school).
 maître d'école, schoolmaster.
 majeur, *adj.* important, great.
 mal, *adv.* badly.
 mal, *m.* (*pl.* maux) evil, harm.
 faire mal à, hurt, harm.
 malade, *adj.* sick.
 malgré, *prep.* in spite of.
 malin, *adj.* (*f.* maligne) mischie-
 vous.
 manger, *v. reg.* (mange + before a or
 o) eat.

- marchand, *m.* merchant.
 marché, *m.* market.
 au marché, to market.
 mardi, *m.* Tuesday.
 mari, *m.* husband.
 Marie, *f.* Mary.
 mars, *m.* March.
 matelot, *m.* sailor.
 matin, *m.* morning.
 le matin, in the morning, mornings.
 maudire, *v. irr.* (maudissant, maudit, maudis, maudis) curse.
 mauvais, *adj.* bad.
 me, *pers. pron.*; *dir. obj.* me; *indir. obj.* to me, me; *ref.* myself.
 méchant, *adj.* cross, naughty, wicked.
 médecin, *m.* doctor, physician.
 meilleur, *adj.* better.
 le meilleur, [the] best.
 même, *adj.* same.
 même, *adv.* even.
 mentir, *v. irr.* (mentant, menti, mens, mentis) lie (tell a falsehood).
 mer, *f.* sea.
 mercredi, *m.* Wednesday.
 mère, *f.* mother.
 mériter, *v. reg.* deserve.
 mes, *pl.* of mon, my.
 mesdames, *pl.* of madame.
 mesdemoiselles, *pl.* of mademoiselle.
 messieurs, *pl.* of monsieur.
 mètre, *m.* meter.
 mettre, *v. irr.* (mettant, mis, mets, mis) put.
 se mettre à, begin to.
 midi, *m.* noon, twelve o'clock.
 mien: le mien, *poss. pron.* (*f.* la mienne) mine.
 mieux, *adv.* better.
 le mieux, [the] best.
 faire de son mieux, do one's best.
- mil, *num. adj.* thousand (in dates).
 milieu, *m.* (*pl.* milieux) middle.
 tout au milieu, right in the middle.
 mille, *num. adj.* thousand.
 million, *num. adj.* million.
 mineur, *adj.* lesser, smaller.
 minuit, *m.* midnight, twelve o'clock.
 minute, *f.* minute.
 mis, *past part.* of mettre.
 mi-, *pret., imp. subj.*, of mettre.
 Mlle, *abbreviation* for mademoiselle.
 MM., *abbreviation* for messieurs.
 Mme, *abbreviation* for madame.
 moi, *pers. pron.* me, to me, I.
 moi-même, myself.
 moindre, *adj.* less.
 le moindre, [the] least.
 moins [de], *adv.* less, fewer.
 le moins, [the] least.
 au moins, at least.
 à moins que, unless.
 mois, *m.* month.
 mol, *see* mou.
 molle, *f.* of mou.
 mon, *poss. adj.* (*f.* ma; *pl.* mes) my.
 monde, *m.* world.
 tout le monde, everybody.
 monsieur, *m.* (*pl.* messieurs) Mr., sir.
 montagne, *f.* mountain.
 monter, *v. reg.* climb.
 montre, *f.* watch.
 montrer, *v. reg.* show.
 moquer, *v. reg.* mock.
 se moquer de, make fun of.
 morceau, *m.* (*pl.* morceaux) piece, selection.
 mordre, *v. reg.* bite.
 mort, *past part.* of mourir, died.
 mort, *adj.* dead.
 mort, *f.* death.
 mortel, *adj.* (*f.* mortelle) mortal.

- mot, *m.* word.
 mou, *adj.* (before a vowel mol; *f.* molle; *m. pl.* mous) soft.
 mouchoir, *m.* handkerchief.
 moudre, *v. irr.* (moulant, moulu, mouds, moulus) grind.
 mourir, *v. irr.* (mourant, mort, meurs, mourus) die.
 mourut, *pret. 3d sing.* of mourir, died.
 mouvoir, *v. irr.* (mouvant, mû, meus, mus) move.
 moyen, *adj.* (*f.* moyenne) average.
 mûrir, *v. reg.* ripen.
 musicien, *m.* musician.
 musique, *f.* music.

N

- n', *elided form* of ne.
 naître, *v. irr.* (naissant, né, nais, nakis) be born.
 Napoléon, *m.* Napoleon.
 nappe, *f.* tablecloth.
 naquit, *pret. 3d sing.* of naître, was born.
 nature, *f.* nature.
 ne, *adv.* not.
 ne . . . guère, scarcely.
 ne . . . jamais, never.
 ne . . . pas, not.
 ne . . . pas de, no, not any, not a.
 ne . . . personne, nobody.
 ne . . . plus, no more, no longer.
 ne . . . point, not at all.
 ne . . . que, only.
 ne . . . rien, nothing.
 ne . . . ni ne, neither . . . nor.
 ne . . . ni . . . ni, neither . . . nor.
 ne . . . plus rien, no longer anything.
 n'est-ce pas, is it not so? Sec. 79.
- né, *past part.* of naître, born.
 négliger, *v. reg.* (néglige + before a or o) neglect.
 neige, *f.* snow.
 neiger, *v. reg.* (neige + before a or o) snow.
 net, *adj.* (*f.* nette) clear.
 nettoyer, *v. reg.* (nettoi + before mute syllables) clean.
 neuf, *adj.* (*f.* neuve) new (newly-made).
 neuf, *num. adj.* nine.
 neuvième, *num. adj.* ninth.
 neveu, *m.* (*pl.* neveux) nephew.
 nez, *m.* nose.
 ni, *adv.* nor.
 ne . . . ni ne, neither . . . nor.
 ne . . . ni . . . ni, neither . . . nor.
 nièce, *f.* niece.
 nier, *v. reg.* deny.
 noir, *adj.* black.
 nom, *m.* name.
 nombre, *m.* number.
 non, *adv.* no.
 nos, *pl.* of notre, our.
 note, *f.* note.
 notre, *poss. adj.* (*pl.* nos) our.
 nôtre: le nôtre, *poss. pron.* ours.
 nous, *pers. pron.*; *sub.* we; *dir. obj.* us; *indir. obj.* to us, us; *disj.* us, we; *ref.* ourselves.
 nous-mêmes, ourselves.
 nouveau, *adj.* (before a vowel nouvel; *f.* nouvelle; *m. pl.* nouveaux) new (different).
 novembre, *m.* November.
 nuage, *m.* cloud.
 nuire, *v. irr.* (nuisant, nuï, nuis, nuisis) injure.
 nuit, *f.* night.
 nul, *adj.* (*f.* nulle) no.

O

obéir [à], *v. reg.* obey.
 obliger, *v. reg.* (oblige + *before a or o*) oblige.
 occasion, *f.* chance.
 octobre, *m.* October.
 odieux, *adj.* (*f.* odieuse) odious.
 œil, *m.* (*pl.* yeux) eye.
 œuf, *m.* egg.
 offrir, *v. irr.* (offrant, offert, offre, offris) offer.
 oh, *intj.* oh!
 oiseau, *m.* (*pl.* oiseaux) bird.
 omnibus, *m.* omnibus.
 on, *pron.* one, we, you, they; somebody, people. Sec. 159, 160.
 oncle, *m.* uncle.
 ont, *pres. ind. 3d pl. of avoir*, have; did.
 onze, *num. adj.* eleven.
 opticien, *m.* optician.
 or, *m.* gold.
 d'or, gold (*adj.*).
 orage, *m.* storm.
 orageux, *adj.* (*f.* orageuse) stormy.
 ordonner, *v. reg.* order.
 ordre, *m.* order.
 oreille, *f.* ear.
 os, *m.* bone.
 oser, *v. reg.* dare.
 ôter, *v. reg.* take off.
 ou, *conj.* or.
 où, *adv.* where; at which, in which.
 d'où, whence, from where.
 par où, through which.
 oublier, *v. reg.* forget.
 oui, *adv.* yes.
 ours, *m.* bear.
 ouvrir, *v. irr.* (ouvrant, ouvert, ouvre, ouvris) open.

P

pain, *m.* bread.
 paire, *f.* pair.
 paix, *f.* peace.
 palais, *m.* palace.
 papier, *m.* paper.
 paquet, *m.* bundle.
 par, *prep.* through; by, a.
 paraître, *v. irr.* (paraissant, paru, parais, parus) appear.
 parapluie, *m.* umbrella.
 parce que, *conj.* because.
 parcourir, *v. irr.* (parcourant, parcouru, parcours, parcourus) pass through.
 pardonner [à], *v. reg.* pardon.
 pareil, *adj.* (*f.* pareille) like, similar.
 pari, *m.* bet.
 parier, *v. reg.* bet.
 Paris, *m.* Paris.
 parle, *pr. ind. 3d sing. of parler*, speaks.
 parler, *v. reg.* speak, talk.
 parler de, talk about, speak of.
 parole, *f.* word.
 partager, *v. reg.* (partage + *before a or o*) share.
 parti, *past part. of partir*, started.
 parti de, started from, left.
 partie, *f.* part.
 partir, *v. irr.* (partant, parti, pars, partis) start.
 partout, *adv.* everywhere.
 pas, *adv.* not.
 ne . . . pas, not.
 ne . . . pas de, no, not any, not a.
 pas du tout, by no means.
 passage, *m.* passage.
 passé, *adj.* past.
 passer, *v. reg.* pass.
 se passer de, do without.

patrie, *f.* native land.
 patte, *f.* paw.
 pauvre, *adj.* poor.
 payer, *v. reg.* (sometimes *pai + before mute syllables*) pay, pay for.
 pays, *m.* country.
 paysan, *m.* peasant.
 pêche, *f.* peach.
 pêcher, *v. reg.* fish.
 pêcher à la ligne, fish, angle.
 peindre, *v. irr.* (peignant, peint, peins, peignis) paint.
 pencher, *v. reg.* lean (*tr.*).
 se pencher, lean (*intr.*).
 pendant, *prep.* during, for.
 pendant que, *conj.* while.
 pensée, *f.* thought.
 penser, *v. reg.* think.
 penser à, think of, think about (put the mind on).
 penser de, think of, think about (have an opinion of).
 pension, *f.* boarding-house.
 perdre, *v. reg.* lose.
 père, *m.* father.
 permettre, *v. irr.* (permettant, permis, permets, permis) permit.
 personne, *f.* person; *m.* nobody.
 ne . . . personne, nobody.
 petit, *adj.* little, small.
 peu [de], *adv.* little, few.
 peur, *f.* fear.
 avoir peur, be afraid.
 peut-être, *adv.* perhaps.
 peu +, *pres. ind. of pouvoir*.
 piano, *m.* piano.
 pied, *m.* foot.
 Pierre, *m.* Peter.
 pire, *adj.* worse.
 le pire, [the] worst.
 pis, *adv.* worse.
 le pis, [the] worst.
 placer, *v. reg.* (plaç + *before a or o*) place.
 plaindre, *v. irr.* (plaignant, plaint, plains, plaignis) pity.
 se plaindre, complain.
 plaie, *v. irr.* (plaisant, plu, plais, plus) please (*intr.*).
 plaie à, please (*tr.*).
 s'il vous plaît, if you please.
 plein, *adj.* full.
 pleurer, *v. reg.* weep.
 pleuvoir, *v. irr.* (pleuvant, plu, il pleut, il plut) rain.
 pluie, *f.* rain.
 plume, *f.* pen.
 plupart, *f.* greater part, most.
 la plupart, most.
 plus [de], *adv.* more; no more, no longer.
 le plus, [the] most.
 ne . . . plus, no more, no longer.
 de plus en plus, more and more.
 plusieurs, *adj.* several.
 poche, *f.* pocket.
 point, *adv.* not at all.
 ne . . . point, not at all.
 point, *m.* point.
 poire, *f.* pear.
 poisson, *m.* fish.
 pomme, *f.* apple.
 pomme de terre, potato. ®
 portail, *m.* front, portal.
 porte, *f.* door.
 porter, *v. reg.* carry, bear; wear.
 se porter, be (in health).
 comment vous portez-vous, how do you do?
 portrait, *m.* portrait.
 poser, *v. reg.* put.

possible, *adj.* possible.
 pou, *m.* (*pl.* poux) louse.
 pour, *prep.*; with *noun* for; with
inf. in order to.
 pour que, *conj.* in order that.
 pourquoi, *adv.* why.
 pour +, *fut., cond., of* pouvoir.
 pourvoir, *v. irr.* (pourvoyant, pourvu,
 pourvois, pourvus) provide.
 pourvu que, *conj.* provided that.
 pouvoir, *v. irr.* (pouvant, pu, peux,
 pus) be able, can.
 prêcher, *v. reg.* preach.
 prédicateur, *m.* preacher.
 premier, *adj.* (*f.* première) first.
 prendre, *v. irr.* (prenant, pris, prends,
 pris) take.
 prendre à, take from.
 près de, *prep.* near.
 présenter, *v. reg.* introduce.
 président, *m.* president.
 presque, *adv.* almost.
 prêtre, *m.* priest.
 prince, *m.* prince.
 princesse, *f.* princess.
 printemps, *m.* spring.
 au printemps, in [the] spring.
 pris, *past part. of* prendre.
 prochain, *adj.* next.
 proclamer, *v. reg.* proclaim.
 professeur, *m.* teacher.
 profond, *adj.* deep.
 promettre, *v. irr.* (promettant, pro-
 mis, promets, promis) promise.
 propriétaire, *m.* landlord.
 Prusse, *f.* Prussia.
 pu, *past part. of* pouvoir.
 public, *adj.* (*f.* publique) public.
 puis, *pres. ind. 1st sing. of* pouvoir.
 puiss +, *pres. subj. of* pouvoir.
 punir, *v. reg.* punish.

pupitre, *m.* desk.
 pu +, *pret., imp. subj., of* pouvoir.

Q

qu', *elided form of* que.
 quadrupède, *m.* quadruped.
 quand, *conj.* when.
 quarante, *num. adj.* forty.
 quart, *m.* quarter.
 quatorze, *num. adj.* fourteen.
 quatre, *num. adj.* four.
 que, *rel. pron.* which, whom, that
 ce que, what, that which.
 que, *int. pron.* what?
 qu'est-ce qui, what?
 qu'est-ce que, what?
 que, *conj.* that; than, as; with *subj.*
 may, let.
 aussi . . . que, as . . . as.
 si . . . que, so . . . as.
 ne . . . que, only.
 quel, *int. adj.* (*f.* quelle) what? which?
 what a!
 quelque, *adj.* some little, some;
pl. some few, some, several, a
 few; whatever.
 quelque chose, something.
 quelqu'un[e], somebody, anybody.
 quelquefois, *adv.* sometimes.
 question, *f.* question.
 questionner, *v. reg.* question.
 qui, *rel. pron.* who, whom, which,
 that.
 ce qui, what, that which.
 qui, *int. pron.* who? whom?
 à qui, whose?
 de qui, whose?
 qui est-ce qui, who?
 qui est-ce que, whom? who?
 qui que, whoever.
 quinze, *num. adj.* fifteen.

quitter, *v. reg.* leave.
 quoi, *rel. pron.* what.
 ce . . . quoi, what, that which.
 quoi que, whatever.
 quoi, *int. pron.* what?
 quoique, *conj.* although.

R

raisin, *m.* grape.
 raison, *f.* reason.
 avoir raison, be right.
 rappeler, *v. reg.* (rappel + before
 mute syllables) recall, remind of.
 rapporter, *v. reg.* bring back, carry
 back.
 rare, *adj.* rare.
 recevoir, *v. reg.* (recevant, reçu, reçois,
 reçus) receive.
 réciter, *v. reg.* recite.
 refuser, *v. reg.* refuse.
 régál, *m.* feast, treat.
 regarder, *v. reg.* look at.
 régiment, *m.* regiment.
 règle, *f.* rule.
 règne, *m.* reign.
 régner, *v. reg.* (règn + before mute
 endings) reign.
 regretter, *v. reg.* regret.
 reine, *f.* queen.
 réjouir, *v. reg.* gladden.
 se réjouir de, rejoice at.
 remarquer, *v. reg.* notice.
 remercier, *v. reg.* thank.
 remplacer, *v. reg.* (remplaç + before
 a or o) replace.
 remplir, *v. reg.* fill.
 remplir de, fill with.
 renard, *m.* fox.
 rendre, *v. reg.* give back.
 se rendre, betake one's self.
 renoncer [à], *v. reg.* give up.
 rentrer, *v. reg.* return, go back.
 renvoyer, *v. irr.* (renvoyant, ren-
 voyé, renvoie, renvoyai) send
 back.
 réparaître, *v. irr.* (reparaissant,
 reparu, reparais, reparus) re-
 appear.
 repentir, *v. irr.* (repentant, repentí,
 repens, repentis): se repentir,
 repent.
 replet, *adj.* (*f.* replète) corpulent.
 répondre, *v. reg.* reply [to], answer.
 réponse, *f.* reply, answer.
 reposer, *v. reg.* rest (*tr.*).
 se reposer, rest (*intr.*).
 république, *f.* republic.
 résoudre, *v. irr.* (résolvant, résolu,
 résous, résolu) resolve.
 se résoudre à, be resolved.
 rester, *v. reg.* remain, stay.
 réussir [à], *v. reg.* succeed [in].
 revenu, *past part. of* revenir, come
 back.
 revoir, *v. irr.* (revoyant, revu, révois,
 revis) see again.
 révolution, *f.* revolution.
 riche, *adj.* rich.
 richesses, *f. pl.* riches.
 rien, *adv.* nothing, anything.
 ne . . . rien, nothing.
 rire, *v. irr.* (riant, ri, ris, ris) laugh.
 se rire de, laugh at.
 robe, *f.* dress.
 roi, *m.* king.
 Rome, *m.* Rome.
 rompre, *v. reg.* break.
 rond, *adj.* round.
 rouge, *adj.* red.
 roux, *adj.* (*f.* rousse) red, sandy.
 rue, *f.* street.
 Russie, *f.* Russia.

S

s', *elided form of se or si*.
sa, *f. of son, his, her, its*.
sai+, *pres. ind. sing. of savoir*.
saisir, *v. reg. seize*.
saison, *f. season*.
salle, *f. room*.
salon, *m. parlor*.
samedi, *m. Saturday*.
sangloter, *v. reg. sob*.
sans, *prep. without*.
sauver, *v. reg. save*.
se sauver, *run away*.
savoir, *v. irr. (sachant, su, sais, sus)*
know, know how, can.
faire savoir, *inform*.
se, *ref. pron. himself, herself, itself,*
themselves.
sec, *adj. (f. sèche) dry*.
second, *num. adj. second*.
secret, *adj. (f. secrète), secret*.
Seine, *f. Seine*.
seize, *num. adj. sixteen*.
séjour, *m. stay*.
sel, *m. salt*.
semaine, *f. week*.
sembler, *v. reg. seem*.
sentir, *v. irr. (sentant, senti, sens,*
sentis) feel, smell.
sept, *num. adj. seven*.
septembre, *m. September*.
ser+, *fut., cond., of être*.
sérail, *m. seraglio*.
serviette, *f. napkin*.
servir, *v. irr. (servant, servi, sers,*
servis) serve.
se servir de, *use*.
ses, *pl. of son, his, her, its*.
seul, *adj. alone, only*.
seulement, *adv. only*.

si, *adv. so*.
si . . . que, so . . . as.
si, *conj. if; whether*.
siècle, *m. century*.
sien: *le sien, poss. pron. (f. la sienne)*
his, hers, its.
silence, *m. silence*.
simple, *adj. simple*.
sire, *m. my lord*.
six, *num. adj. six*.
sœur, *f. sister*.
soie, *f. silk*.
soif, *f. thirst*.
avoir soif, *be thirsty*.
soir, *m. evening (period of time)*.
le soir, *in the evening, evenings*.
hier soir, *last night*.
soirée, *f. evening (with its happen-*
ings).
soi+, *inv., pres. subj., of être*.
soixante, *num. adj. sixty*.
soldat, *m. soldier*.
solde, *f. wages*.
soleil, *m. sun*.
sommeil, *sleep*.
avoir sommeil, *be sleepy*.
sommes, *pres. ind. 1st pl. of être,*
are; have.
son, *poss. adj. (f. sa; pl. ses) his,*
her, its.
sont, *pres. ind. 3d pl. of être, are;*
have.
sorte, *f. sort*.
de sorte que, *so that*.
sorti, *past part. of sortir, gone*
out.
sortir, *v. irr. (sortant, sorti, sors,*
sortis) go out.
sot, *adj. (f. sotté) stupid*.
sou, *m. sou (one twentieth of a franc),*
cent.

souffrir, *v. irr. (souffrant, souffert,*
souffre, souffris) suffer.
soulier, *m. shoe*.
souper, *m. supper*.
sous, *prep. under*.
souvenir, *v. irr. (souvenant, souvenu,*
souviens, souvins): se souvenir
de (que), remember (that).
souvent, *adv. often*.
soy+, *inv., pres. subj., of être*.
sucré, *m. sugar*.
suffire, *v. irr. (suffisant, suffi, suffis,*
suffis) be sufficient.
suis, *pres. ind. 1st sing. of être, am;*
have.
Suisse, *f. Switzerland*.
suite, *f. succession*.
tout de suite, *immediately, at once*.
suivre, *v. irr. (suivant, suivi, suis,*
suivis) follow.
sujet, *adj. (f. sujette) subject, liable*.
supposer, *v. reg. suppose*.
supposé que, *supposing that*.
sur, *prep. on*.
surprise, *f. surprise*.
surtout, *adv. especially*.
suspendre, *v. reg. hang*.

T

t, *see Sec. 13, note 1*.
ta, *f. of ton, thy, your*.
table, *f. table*.
taille, *f. form*.
tailleur, *m. tailor*.
taire, *v. irr. (taisant, tu, tais, tus)*
say nothing of.
se taire, *be silent*.
tandis que, *conj. while*.
tant [de], *adv. so much, so many*.
tante, *f. aunt*.
tapis, *m. carpet*.
tard, *adv. late*.
tasse, *f. cup*.
te, *pers. pron.; dir. obj. thee, you;*
indir. obj. to thee, thee, to you,
you; ref. thyself, yourself.
tel, *adj. (f. telle) such*.
un tel, *such a*.
temps, *m. time; weather*.
combien de temps, *how long?*
tenir, *v. irr. (tenant, tenu, tiens,*
tins) hold.
terre, *f. land*.
tes, *pl. of ton, thy, your*.
tête, *f. head*.
thé, *m. tea*.
tien: *le tien, poss. pron. (f. la tienne)*
thine, yours.
tiers, *adj. (f. tierce) third*.
tiers, *m. third*.
toi, *pers. pron. thee, to thee, you, to*
you, thou.
toi-même, *thyself*.
tomber, *v. reg. fall*.
ton, *poss. adj. (f. ta; pl. tes) thy,*
your.
tort, *m. wrong*.
avoir tort, *be wrong*.
toujours, *adv. always*.
tout, *adj. (m. pl. tous) all, every*.
tout le (la), the whole.
tous les, *every, all*.
tous les deux, *both*.
tout le monde, *everybody*.
tout ce qui (que), *all (that)*.
tout, *adv. entirely*.
tout à coup, *suddenly*.
tout de suite, *immediately, at once*.
tout en, *[even] while*.
traduire, *v. irr. (traduisant, traduit,*
traduis, traduisis) translate.
trahir, *v. reg. betray*.

traître, *adj.* (*f.* *traîtresse*) treacherous.

tramway, *m.* street-car.

travail, *m.* (*pl.* *travaux*) work.

travailler, *v. reg.* work.

traverser, *v. reg.* cross.

treize, *num. adj.* thirteen.

trente, *num. adj.* thirty.

très, *adv.* very.

trois, *num. adj.* three.

tromper, *v. reg.* deceive.

se tromper, be mistaken.

trop [*de*], *adv.* too much, too many; too.

trou, *m.* hole.

trouver, *v. reg.* find.

tu, *pers. pron.* thou, you.

tuer, *v. reg.* kill.

turc, *adj.* (*f.* *turque*) Turkish.

U

user, *v. reg.* wear out.

utile, *adj.* useful.

un, *art.* (*f.* *une*) a, an.

un, *num. adj.* (*f.* *une*) one.

l'un[*e*] l'autre, Sec. 154.

les un[*e*]s les autres, Sec. 154.

l'un et l'autre, both.

V

va, *pres. ind. 3d sing. of aller.*

vache, *f.* cow.

vaincre, *v. irr.* (*vainquant, vaincu, vaincs, vainquis*) conquer, defeat.

vais, *pres. ind. 1st sing. of aller, go.*

vaisseau, *m.* (*pl.* *vaisseaux*) vessel, ship.

valoir, *v. irr.* (*valant, valu, vaux, valus*) be worth.

valoir mieux, be better.

vapeur, *f.* steam.

vas, *pres. ind. 2d sing. of aller.*

vau+, *pres. ind. sing. of valoir.*

velours, *m.* velvet.

vend, *pres. ind. 3d sing. of vendre, sells.*

vendre, *v. reg.* sell.

vendredi, *m.* Friday.

venir, *v. irr.* (*venant, venu, viens, vins*) come.

venir de, + *inf.* have just.

vent, *m.* wind.

il fait du vent, it is windy.

vente, *f.* sale.

en vente, on sale.

venu, *past part. of venir, come.*

ver, *m.* worm.

ver de terre, earthworm.

verbe, *m.* verb.

vermeil, *adj.* (*f.* *vermeille*) vermilion.

verre, *m.* glass.

verre à vin, wineglass.

verr+, *fut., cond., of voir.*

vers, *prep.* towards.

vert, *adj.* green.

vertu, *f.* virtue.

vêtir, *v. irr.* (*vêtant, vêtu, vêts, vêtis*) clothe.

veuillez, *inv. 2d pl. of vouloir, please, be good enough to.*

veu+, *pres. ind., inv., pres. subj., of vouloir.*

viande, *f.* meat.

vice, *m.* vice.

victoire, *f.* victory.

vide, *adj.* empty.

vie, *f.* life.

vieil, *see vieux.*

vielle, *f. of vieux.*

viendr+, *fut., cond., of venir.*

vien+, *pres. ind., pres. subj., of venir.*

Vienne, *f.* Vienna.

vieux, *adj.* (*before a vowel vieil; f.* *vieille*) old.

vilain, *adj.* ugly, homely.

ville, *f.* city.

à la ville, in the city.

vin, *m.* wine.

vingt, *num. adj.* twenty.

vin+, *pret. and derived forms of venir.*

visiter, *v. reg.* visit.

vit, *pret. 3d sing. of voir, saw.*

vite, *adv.* fast.

vivre, *v. irr.* (*vivant, vécu, vis, vécus*) live, exist.

vive le roi, long live the king.

voici, *intj.* here is (are).

voilà, *intj.* there is (are); see!

voir, *v. irr.* (*voyant, vu, vois, vis*) see.

faire voir, show, display.

voisin, *m.* (*f.* *voisine*) neighbor.

voiture, *f.* carriage.

voix, *f.* voice.

voler, *v. reg.* steal.

voleur, *m.* thief.

vont, *pres. ind. 3d pl. of aller.*

vos, *pl. of votre, your.*

votre, *poss. adj.* (*pl.* *vos*) your.

vôtre: le vôtre, *poss. pron.* yours.

vouloir, *v. irr.* (*voulant, voulu, veux, voulus*) wish, want.

vouloir bien, be willing.

vouloir dire, mean.

en vouloir à, have a grudge against.

vous, *pers. pron. sub.; you; dir. obj. you; indir. obj. to you, you; disj. you; ref. yourself, yourselves.*

vous-même, yourself.

voyage, *m.* journey.

voyageur, *m.* traveler.

voy+, *pres. part. and derived forms of voir.*

vrai, *adj.* true.

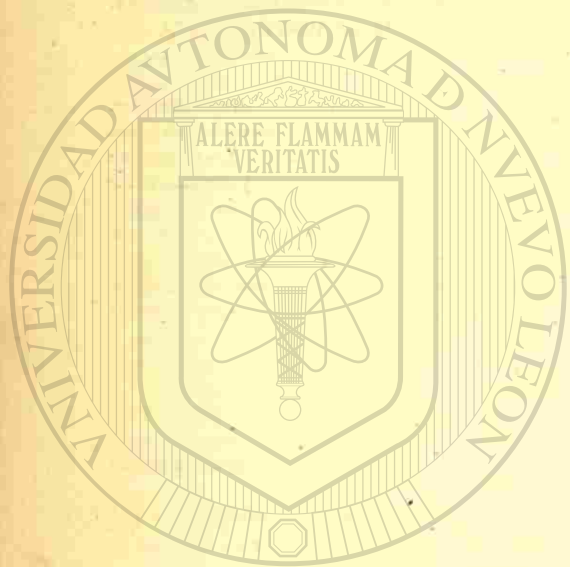
vu, *past part. of voir, seen.*

Y

y, *pron.* at it (them), to it (them), in it (them), there.

il y a, there is (are); ago.

yeux, *pl. of œil.*



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ENGLISH-FRENCH VOCABULARY

The plural form is given, in the French, of all nouns and adjectives whose plural is different from the singular and not formed by adding *s*. The feminine form is given, in the French, of all adjectives whose feminine is different from the masculine and not formed by adding *e*. Adjectives for which no position is designated regularly follow the noun with which they are used. All verbs not marked irregular belong to the regular conjugations. Section numbers appended to a word show the section where it is explained or discussed. An asterisk precedes all nouns whose initial *h* is aspirate.

- A**
- a, un, une, 4; 32; *with units of measure*, le, 139 a; *with units of time*, par, 139 b.
not a, né (n') . . . pas de, 37 a.
ability, habileté *f*.
able: be able [to], pouvoir, *v. irr.*, p. 94; 183, 209 a.
about: think about, fix the mind on, penser à; have an opinion of, penser de.
talk about, parler de.
accept, accepter.
acquire, acquérir, *v. irr.*, 230 a.
active, actif (*f. active*).
add, ajouter.
address, adresse *f*.
advanced, avancé.
adventure, aventure *f*.
afraid: be afraid, avoir peur.
after, après.
afterwards, ensuite.
again, encore.
see again, revoir, *v. irr.*, 185.
- age, âge *m*.
ago, il y a (*precedes the expression of time*).
all, tout (*m. pl. tous*), tous les, 22.
not at all, ne . . . point, 80.
all [that], tout ce qui (que).
ally, allié (*f. alliée*).
almost, presque; faillir, *v. irr.*, 173.
alone, seul.
Alps, Alpes *f. pl.*
already, déjà.
also, aussi.
although, quoique, bien que, 225 a.
always, toujours.
am, suis; *as auxiliary*, 45.
America, Amérique *f*.
amuse, amuser.
be amused at, s'amuser de.
an, un, une, 4.
ancient, ancien (*f. ancienne*).
and, et.
angrily, en colère.
animal, animal (*pl. animaux*).
announce, annoncer, *stem irr.*, 161.

another, *one more*, encore un[e]; *a different*, un[e] autre.
 one another, les un[e]s les autres, 154.
 answer, répondre [à].
 any, *adj.* du, de la, de l', des, 36, 37; *pron.* en, 99 b.
 not any, ne (n') . . . pas de, 37 a.
 anybody, quelqu'un[e].
 appear, paraître, *v. irr.*, 192.
 apple, pomme *f.*
 approach, s'approcher de.
 April, avril *m.*
 are, sommes, êtes, sont, 7; *as auxiliary*, 45.
 arise, se lever, *stem irr.*, 164.
 arm, bras *m.*
 army, armée *f.*
 around, autour de.
 arrival, arrivée *f.*
 arrive, arriver (*perf. tenses with être*).
 art, es; *as auxiliary*, 45.
 as, que, comme.
 as . . . as, aussi . . . que, 27.
 as much (many), autant [de], 39.
 as soon as, aussitôt que, dès que, 53, 67.
 ashamed: be ashamed, avoir *honte.
 ask, demander, 89 *note*, 209 b.
 ask for, demander, *remark*, p. 155.
 asleep: fall asleep, s'endormir, *v. irr.*, 172.
 assail, assaillir, *v. irr.*, 230 b.
 at, à, 34; *with units of price*, 139 a; *footnote*, p. 132.
 at the, au, à la, à l', aux, 34.
 at it (them), y, 100 b.
 at home, à la maison; chez soi, etc.
 at school, à l'école.
 at the house (home) of, chez.
 at (to) the doctor's, chez le médecin.

August, août *m.*
 aunt, tante *f.*
 Austria, Autriche *f.*
 autumn, automne *m.*
 in [the] autumn, en automne.
 away, *prefix*, en (em).
 carry away, emporter.
 go away, s'en aller, *v. irr.*, 170.
 run away, se sauver.

B

back, *prefix*, re.
 be back, être de retour.
 bring back, rapporter.
 give back, rendre.
 send back, renvoyer, *v. irr.*, 169.
 bad, mauvais (*precedes noun*).
 badly, mal.
 ball, bal *m.*
 barely, ne . . . guère, 80.
 bark, aboyer, *stem irr.*, 163.
 barn, grange *f.*
 battle, bataille *f.*
 be, être, *v. irr.*, 70; *with nouns of feeling*, avoir, *v. irr.*, 63, 65; *expressing dimension*, avoir, *v. irr.*, 63, 139 c; *in health*, se porter; *weather*, faire, *v. irr.*, 202, 205.
 be to, devoir, *v. irr.*, 180, 181 c, 209 a.
 beak, bec *m.*
 bear, ours *m.*
 beat, battre, *v. irr.*, 230 b.
 beautiful, beau (bel; *f.* belle; *m. pl.* beaux; *precedes noun*), 21 d.
 because, parce que.
 become, *past part.* devenu, 71.
 become, devenir, *v. irr.*, 177 (*perfect tenses with être*).
 bed, lit *m.*
 go to bed, se coucher.

been, été; 62.
 before, *in place*, devant; *in time*, avant; *before inf.*, avant de; *conj.*, avant que.
 begin [to], commencer [à], *stem irr.*, 161, 209 c; se mettre [à], *v. irr.*, 193.
 beginner, commençant *m.*
 behind, derrière.
 believe, croire, *v. irr.*, 207.
 belong, appartenir, *v. irr.*, 177.
 belong to, être à, 110.
 best, [the], *adj.* le meilleur (*precedes noun*); *adv.* le mieux.
 do one's best, faire de son mieux.
 bet, *n. pari m.*; *v.* parier.
 betray, trahir.
 better, *adj.* meilleur (*precedes noun*); *adv.* mieux.
 to be better, valoir mieux, 209 a.
 between, entre.
 big, gros (*f.* grosse; *precedes noun*).
 bird, oiseau *m.* (*pl.* oiseaux).
 bite, mordre.
 black, noir.
 blind, aveugle.
 blind in one eye, borgne.
 bloom, fleurir.
 blue, bleu (*m. pl.* bleus).
 boarding-house, pension *f.*
 boat, bateau *m.* (*pl.* bateaux).
 boil, bouillir, *v. irr.*, 230 c.
 bone, os *m.*
 book, livre *m.*
 born, né, 71.
 be born, naître, *v. irr.*, 191.
 was born, est né, naquit, etc. (*footnote*, p. 134).
 both, tous (toutes) les deux.
 bottle, bouteille *f.*
 bought, *past part.* acheté.
 boy, garçon *m.*
 brave, brave.
 bread, pain *m.*
 break, casser, rompre.
 break out, éclater.
 breakfast, déjeuner *m.*
 brief, bref (*f.* brève).
 brilliant, brillant.
 bring, *a thing*, apporter; *a person*, amener, *stem irr.*, 164.
 bring back, rapporter.
 brother, frère *m.*
 brown, brun.
 Brussels, Bruxelles *f.*
 build, bâtir.
 building, bâtiment *m.*
 bundle, paquet *m.*
 business, affaires *f. pl.*
 busy, occupé.
 but, mais.
 butter, beurre *m.*
 button, bouton *m.*
 buy, acheter, *stem irr.*, 164 *note*.
 by, par, de, 157; *with units of measure*, à; en, 213 a.

C

cabbage, chou *m.* (*pl.* choux).
 cabin, cabine *f.*
 cake, gâteau *m.* (*pl.* gâteaux).
 call, *n. visit*, visite *f.*; *v.*, appeler, *stem irr.*, 164, *note*.
 can, *physical ability*, pouvoir, *v. irr.*, 183, 209 a; *mental ability*, savoir, *v. irr.*, 184, 209 a.
 Canada, Canada *m.*
 cannon, canon *m.*
 cannon-shot, coup de canon.
 cannot, *see can not*.
 capital, capitale *f.*
 captain, capitaine *m.*

- carnival, carnaval *m.*
 carpet, tapis *m.*
 carriage, voiture *f.*
 carry, porter; *carry away*, emporter.
 carry away, emporter.
 carry back, rapporter.
 cart, charrette *f.*
 castle, château *m.* (*pl.* châteaux).
 cat, chat *m.*
 catch, *of fish*, prendre, *v. irr.*, 195.
 caught, *past part.* pris.
 cause to, faire, *v. irr.*, 201, 202.
 cease [to], cesser [de], 209 *b.*
 centime, centime *m.*
 century, siècle *m.*
 chair, chaise *f.*
 Charles, Charles.
 charming, charmant.
 cheese, fromage *m.*
 cherry, cerise *f.*
 child, enfant *m. f.*
 choose, choisir.
 Christian, chrétien (*f.* chrétienne).
 chum, camarade *m.*
 church, église *f.*
 at church, à l'église.
 city, ville *f.*
 in the city, à la ville.
 class, classe *f.*
 classroom, classe *f.*
 clean, nettoyer, *stem irr.*, 163.
 clear, clair.
 clearly, clairement.
 clerk, commis *m.*
 climb, grimper. *climbs*
 close, fermer.
 closet, armoire *f.*
 cloth, drap *m.*
 clothe, vêtir, *v. irr.*, 230 *g.*
 clothes, habits *m. pl.*
 cloud, nuage *m.*
 coat, habit *m.*
 coffee, café *m.*
 cold, *n.* froid *m.*; *adj.* froid.
 be cold, avoir froid.
 it is cold, *weather*, il fait froid.
 coldly, froidement.
 color, couleur *f.*
 Columbus, Colomb.
 come, *past part.* venu, 71.
 come, venir, *v. irr.*, 177 (*perf. tenses*
 with être); *infj.* allons!
 come and, venir, 177, 178 *note*
 (*perf. tenses with être*).
 come back, *past part.* revenu, 71.
 come down, descendre.
 come in, entrer (*perf. tenses with*
 être).
 comedy, comédie, *f.*
 command, commander, 89 *note*,
 209 *b.*
 commence [to], commencer [à], *stem*
 irr., 161, 209 *c.*
 companion, camarade *m.*
 complain, se plaindre, *v. irr.*,
 194.
 complete, *adj.* complet (*f.* com-
 plète); *v.* finir.
 compose, composer.
 comrade, camarade *m.*
 conclude, conclure, *v. irr.*, 230 *m.*
 conductor, conducteur *m.*
 conjugate, conjuguer.
 conquer, vaincre, *v. irr.*, 230 *v.*
 consent [to], consentir [à], *v. irr.*,
 172, 209 *c.*
 continue, continuer.
 cool, frais (*f.* fraîche).
 correct, corriger, *stem irr.*, 162.
 cost, coûter.
 could, *was able*, pouvais, *etc.*; *would*
 be able, pourrais, *etc.*, 183.

- country, *division of territory*, pays
m.; *not the city*, campagne *f.*;
native land, patrie *f.*
 in the country, à la campagne.
 courage, courage *m.*
 cousin, cousin (*f.* cousine).
 cover, couvrir, *v. irr.*, 176.
 cow, vache *f.*
 cravat, cravate *f.*
 crazy, fou (fol; *f.* folle; *m. pl.* fous),
 21 *d.*
 create, créer, 165 *note*.
 cross, *adj.* méchant.
 cross, *v.* traverser.
 crowd, foule *f.*
 crown, couronner.
 cruel, cruel (*f.* cruelle).
 cruelly, cruellement.
 cry, crier.
 cup, tasse *f.*
 cure, guérir.
 curse, maudire, *v. irr.*, 230 *p.*
 custom, coutume *f.*
 customer, client *m.*
 cut, couper.
 cut off, couper.
 December, décembre *m.*
 decorate, orner.
 deny, nier, 222 *note* 3.
 depart, partir, *v. irr.*, 172 (*perf.*
 tenses with être).
 departure, départ *m.*
 descend, descendre.
 deserve, mériter.
 desire [to], désirer, 209 *a.*
 desk, pupitre *m.*
 detail, détail *m.*
 did, *as auxiliary*, 48, 60, 76,
 80.
 die, mourir, *v. irr.*, 179.
 died, est mort, mourut, *etc.*
 died, *past part.* mort, 71.
 crown, couronner.
 difference, différence *m.*
 difficult, difficile.
 dine, dîner.
 dinner, dîner *m.*
 discreet, discret (*f.* discrète).
 display, faire voir.
 dispute, se disputer.
 distinguish, distinguer.
 do, faire, *v. irr. p. III*; 201; *as aux-*
 iliary, 45, 56, 76, 80.
 do with, faire de.
 do without, se passer de.
 do one's best, faire de son
 mieux.
 doctor, médecin *m.*
 does, *as auxiliary*, 45, 76, 80.
 dog, chien *m.*
 donkey, âne *m.*
 door, porte *f.*
 doubt, douter, 222 *note* 3.
 down: come down, descendre.
 upside down, à l'envers.
 dozen, douzaine *f.*
 dress, robe *f.*
 drink, boire, *v. irr.*, 230 *l.*

D

drive: go for a drive, se promener
en voiture.
dry, sec (*f.* sèche).
during, pendant.
dwell, demeurer.

E

each, chaque.
each one, chacun[e].
each other, l'un[e] l'autre, 154.
ear, oreille *f.*
early, de bonne heure.
earn, gagner.
easily, facilement.
easy, facile.
eat, manger, *stem irr.*, 162.
egg, œuf *m.*
eight, *huit.
eighth, *huitième.
eightieth, quatre-vingtième.
eighty, quatre-vingts.
elected, *past part.* élu, 198.
eleven, onze.
eleventh, onzième.
emperor, empereur *m.*
employ, employer, *stem irr.*, 163.
England, Angleterre *f.*
English, anglais.
Englishman, Anglais.
enjoy one's self, s'amuser.
enough, assez [de], 39.
be good enough, veuillez, 187 note
1.
enter, *tr.* entrer dans; *intr.* entrer
(*perf. tenses with être*).
entrance, entrée *f.*
entrust, confier.
escape, échapper à.
especially, surtout.
Europe, Europe *f.*
even, même.

evening, *division of time*, soir *m.*;
with its happenings, soirée *f.*
evenings, le soir.
in the evening, le soir.
yesterday evening, hier soir.
ever, jamais.
every, tous (toutes) les; tout (*m. pl.*
tous).
everybody, tout le monde.
everywhere, partout.
evident, évident.
excellent, excellent.
exclaim, s'écrier.
exercise, exercice *m.*
expect, attendre.
expel, chasser.
extremely, extrêmement.
extremity, extrémité *f.*
eye, œil *m.* (*pl.* yeux).

F

face, figure *f.*
fail, faillir, *v. irr.*, 173.
fair, foire *f.*
faithful, fidèle.
faithfully, fidèlement.
fall, tomber (*perf. tenses with être*).
fall asleep, s'endormir, *v. irr.*, 172.
false, faux (*f.* fausse).
family, famille *f.*
famous, fameux (*f.* fameuse).
fan, éventail *m.*
far, loin.
farm, ferme *f.*
fast, vite.
father, père *m.*
favorite, favori (*f.* favorite).
fear, *n.* peur *f.*; *v.* craindre, *v. irr.*,
194, 209 *b.*, 222 *a.*
for fear that, de crainte que, 223 *a.*
feast, régal *m.*

February, février *m.*
feel, sentir, *v. irr.*, 172.
fees, honoraires *f. pl.*
fellow, garçon *m.*
few, peu [de], 39.
a few, quelques, peu [de].
some few, quelques.
fewer, moins [de], 39.
field, champ *m.*
fifteen, quinze.
fifteenth, quinzième.
fifth, cinquième.
fiftieth, cinquantième.
fifty, cinquante.
fight, se battre, *v. irr.*, 230 *k.*
fill, remplir.
fill with, remplir de; remplir avec
(*footnote, p. 119*).
finally, enfin.
find, trouver.
fine, beau (bel; *f.* belle; *m. pl.* beaux;
precedes noun), 21 *d.*
to be fine, *weather*, faire beau.
finger, doigt *m.*
finish, finir [de], 209 *b.*
fire, feu *m.* (*pl.* feux).
first, premier (*f.* première).
fish, *n.* poisson *m.*; *v.* pêcher.
five, cinq.
flag, drapeau *m.* (*pl.* drapeaux).
flatter, flatter.
flee, fuir, *v. irr.*, 230 *e.*
flower, fleur *f.*
follow, suivre, *v. irr.*, 199.
foot, pied *m.*
for, pour; *with expressions of time*,
depuis, pendant, 62; *conj. car*.
forbid [to], défendre [de], 209 *b.*
force, obliger, *stem irr.*, 162.
forest, forêt *f.*
forget [to], oublier [de], 209 *b.*

forgive, pardonner [à].
fork, fourchette *f.*
form, taille *f.*
former, the, celui-là (celle-là, *etc.*),
116 note.
formerly, autrefois.
fortieth, quarantième.
fortunate, heureux (*f.* heureuse).
fortune, fortune *f.*
forty, quarante.
four, quatre.
fourteen, quatorze.
fourteenth, quatorzième.
fourth, quatrième; *in fractions*,
quart *m.*
fox, renard *m.*
franc, franc *m.*
France, France *f.*
Francis, François.
frank, franc (*f.* franche).
frankly, franchement.
freeze, geler, *stem irr.*, 164 note.
French, français.
Frenchman, Français.
fresh, frais (*f.* fraîche).
Friday, vendredi *m.*
friend, ami (*f.* amie).
from, de, d'.
from the, du, de la, de l', des,
34.
from it (them), en, 99 *e.*
fruit, one sort, fruit *m.*; *collectively*,
fruits *m. pl.*
full, plein.
fun, plaisanterie *f.*
make fun of, se moquer de.

G

garden, jardin *m.*
gather, cueillir, *v. irr.*, 230 *d.*
general, général *m.* (*pl.* généraux).

gentleman, gentilhomme *m.* (*pl.* gentilshommes); monsieur *m.* (*pl.* messieurs).

German, allemand.

Germany, Allemagne *f.*

get, chercher.

get up, se lever, *stem irr.*, 164.

gift, cadeau *m.* (*pl.* cadeaux).

girl, fille *f.*, jeune fille.

give, donner.

give back, rendre.

give up, renoncer à, 209 *c.*

gives, donne.

glad, bien aise, 222 *a.*

gladden, réjouir.

glass, verre *m.*

glove, gant *m.*

go, aller, *v. irr.*, p. 99; 170 (*perf. tenses with être*).

go and, aller, *v. irr.*, 170, 171.

go away, s'en aller, *v. irr.*, 170.

go for, aller chercher.

go out, sortir, *v. irr.*, 172 (*perf. tenses with être*).

go to, aller, *v. irr.*, 171.

go to bed, se coucher.

God, Dieu *m.*

gods, dieux *m. pl.*

gold, *n. or m.*; *adj.* d'or.

good, bon (*f.* bonne; *precedes noun*).

good morning, bonjour *m.*

be good enough to, veuillez, 187 *note 1.*

good-by, adieu *m.* (*pl.* adieux), au revoir.

gone, allé, 71.

gone out, sorti, 71.

grammar, grammaire *f.*

grandfather, grandpère *m.*, aïeul *m.*

grape, raisin *m.*

grass, herbe *f.*

Greek, grec (*f.* grecque).

green, vert.

grind, moudre, *v. irr.*, 230 *g.*

grow, croître, *v. irr.*, 230 *o.*

grudge: have a grudge against, en vouloir à.

guess, deviner.

H

had, avais, etc., 63; ai eu, etc., 66; *as auxiliary*, 62, 67, 72.

hair, cheveux *m. pl.*

half, demi, 146 *note*.

half an hour, une demi-heure.

hand, main *f.*

handkerchief, mouchoir *m.*

handsome, beau (bel; *f.* belle; *m. pl.* beaux; *precedes noun*), 21 *d.*

hang, suspendre.

happen, arriver (*perf. tenses with être*).

happy, heureux (*f.* heureuse; *precedes noun*).

harbor, port *m.*

hardly, à peine.

harm, faire mal à.

has, a, 12; *as auxiliary*, 60, 62, 66, 72.

hast, as.

hasten [to], se dépêcher [de], 209 *b.*

hat, chapeau *m.* (*pl.* chapeaux).

hate, *haïr, *v. irr.*, 230 *f.*

have, avoir, *v. irr.*, 63; ai, avons, avez, ont, 12; *as auxiliary*, 60, 62, 66, 72; *causative*, faire, *v. irr.*, 201, 202.

have (had) to, falloir, *v. irr.*, 189, 190.

will you have, do you want, voulez-vous?

he, il, *conj. pron.*; lui, *disj. pron.*; ce, 118.

he who, celui qui, 115 *b.*

head, tête *f.*

headache, mal (*m.*) à la tête.

health, santé *f.*

be in good health, être en bonne santé; se porter bien.

hear, entendre; *by report*, entendre dire.

hear from, recevoir des nouvelles de.

help, assist, aider [à], 209 *c*; avoid, s'empêcher de.

henceforth, désormais.

Henry, Henri.

her, *pers. pron.*: *dir. obj.* la; *indir. obj.* lui; *obj. prep.*, elle. *Poss. adj.* son, sa, ses, 103; lui (se) . . . le (la, les), 107; à elle, 111 *note*.

her who, celle qui, 115.

here, ici.

here is (are), voici.

hers, le sien (*f.* la sienne), 109; à elle, 110.

a friend of hers, un de ses amis.

herself, *ref. se*; *intensive*, elle-même.

hesitation, hésitation *f.*

hide, cacher.

high, *haut; grand (*precedes noun*).

him, *dir. obj.* le; *indir. obj.* lui; *obj. prep.* lui.

himself, *ref. se*; *intensive*, lui-même.

his, *poss. adj.* son, sa, ses, 10, 103; lui (se) . . . le (la, les), 107; à lui, 111 *note*; *poss. pron.* le sien (*f.* la sienne), 109; à lui, 110.

history, histoire *f.*

hold, tenir, *v. irr.*, 177.

hole, trou *m.*

home: at home, à la maison; chez soi (moi, etc.).

to (at) my (his, etc.) home, chez moi (lui, etc.).

hope [to], espérer, *stem irr.*, 165, 209 *a.*

horse, cheval *m.* (*pl.* chevaux).

hot, chaud.

be hot, avoir chaud, 65; *weather*, faire chaud, 205.

hour, heure *f.*

half an hour, une demi-heure.

house, maison *f.*

at (to) the house of, chez.

at (to) my (his, etc.) house, chez moi (lui, etc.).

how, comment.

how long, depuis quand, combien de temps, 62.

how much (many), combien [de], 39.

however, cependant.

hundred, cent.

a hundred, cent.

hundredth, centième.

hungry: be hungry, avoir faim, 65.

hunt, chasser.

hurry [to], se dépêcher [de], 209 *b.*

hurt, blesser; faire mal à.

husband, mari *m.*

I

I, je, j', *conj. pron.*; moi, *disj. pron.*

ice, glace *f.*

idle, paresseux (*f.* paresseuse).

if, si.

ill, malade.

immediately, tout de suite.

impatience, impatience *f.*

important, be, importer, 221.

impossible, impossible.
 in, dans, en; *after superlatives, de, 27 note; before names of countries, en, 215; à; before years and months, en.*
 in it (them), y, 100 c.
 in the city, à la ville.
 in the country, à la campagne.
 indeed, en effet.
 influence, *v. exercer une influence sur, 161.*
 inform, faire savoir.
 inhabitant, habitant *m.*
 injure, nuire, *v. irr., 208.*
 instructive, instructif (*f. instructive*).
 insult, *v. insulter.*
 intelligent, intelligent.
 intend [to], compter, 209 a.
 interesting, intéressant.
 into, dans.
 introduce, présenter.
 invite [to], inviter [à], 209 c.
 Ireland, Irlande *f.*
 Irish, irlandais.
 iron, fer *m.*
 is, est; *as auxiliary, 45.*
 is it not, n'est-ce pas, 79.
 here is, voici.
 there is, il y a; voilà, 64 note.
 island, île *f.*
 it, *subj.* il, elle, lui; ce, 118; *obj. v.* le, la; *obj. prep.* lui, elle.
 Italian, italien (*f. italienne*).
 Italy, Italie *f.*
 its, *poss. adj.* son, sa, ses, 103; *en . . . le (la, les), 99 c; poss. pron. le sien (f. la sienne), 109.*
 itself, *ref. se, soi; intensive, lui-même, elle-même.*

J

January, janvier *m.*
 jewel, bijou *m.* (*pl. bijoux*).
 John, Jean.
 journey, voyage *m.*
 joyfully, avec joie.
 Julia, Julie.
 July, juillet *m.*
 June, juin *m.*
 just: have just, viens (*vient, etc.*) de, 178.
 just now, tout à l'heure.

K

key, clef *f.*
 kill, tuer.
 kilogram, kilo *m.*
 kind, aimable.
 kindly: kindly read, veuillez lire, 187 note.
 kindness, bonté *f.*
 have the kindness to, veuillez, 187 note.
 king, roi *m.*
 knee, genou *m.* (*pl. genoux*).
 knife, couteau *m.* (*pl. couteaux*).
 knock, frapper.
 know, *a thing, savoir, v. irr., 184; a person, connaître, v. irr., 192.*
 know how, savoir, *v. irr., 184 note, 209 a.*

L

lady, dame *f.*
 land, terre *f.*
 native land, patrie *f.*
 landlord, propriétaire *m.*
 language, langue *f.*
 large, grand (*precedes noun*).
 last, *n. forme f.*

last, *adj. dernier (f. dernière), passé.*
 at last, enfin.
 last Monday, lundi dernier.
 last night, hier soir.
 last year, l'année passée.
 last, *v. durer.*
 late, tard.
 latter, the, celui-ci (*celle-ci, etc.*), 116 note.
 laugh, rire, *v. irr., 230 s.*
 laugh at, [se] rire de.
 law, loi *f.*
 lawyer, avocat *m.*
 lead, conduire, *v. irr., 208.*
 leaf, feuille *f.*
 lean, appuyer, *stem irr., 163.*
 learn [to], apprendre [à], *v. irr., 195, 209 c.*
 least, [the], *adj. le (la) moindre (precedes noun); adv. le moins.*
 at least, au moins.
 leave, quitter.
 left, *past part. parti de, 71.*
 left, *adj. gauche.*
 leg, jambe *f.*
 lend, prêter.
 less, *adj. moindre (precedes noun); adv. moins [de].*
 lesson, leçon *f.*
 lest, *conj. que . . . ne, de crainte que, 223 a; prep. de crainte de.*
 let, *as auxiliary in inv., 56; que, 219; laisser, 204.*
 letter, lettre *f.*
 lie, mentir, *v. irr., 172.*
 life, vie *f.*
 like [to], aimer [à], 209 c.
 should (would) like, *cond. of vouloir, v. irr., 187.*
 like, *prep. comme.*
 line, ligne *f.*

liter, litre *m.*
 little, *adj. petit (precedes noun); adv. peu [de], 39.*
 some little, quelque.
 live, *dwell, demeurer; exist, vivre, v. irr., 200.*
 London, Londres *m.*
 long, *adj., long (f. longue); adv., longtemps.*
 how long, *in expressions of time, depuis quand, combien de temps, 62; in dimensions, combien de longueur, 139 c.*
 a long time, longtemps.
 be long, *in dimensions, avoir long (longueur), 139 c.*
 longer: no longer, ne (n') . . . plus, 80.
 look at, regarder.
 look for, chercher.
 lose, perdre.
 loud, fort.
 louse, pou *m.* (*pl. poux*).
 love, aimer.
 low, bas (*f. basse*).
 luncheon, goûter *m.*

M

Madam, madame, Mme (*pl. mesdames, Mmes*).
 Madrid, Madrid *m.*
 magistrate, magistrat *m.*
 make, faire, *v. irr., p. III; 201; in profits, gagner.*
 man, homme *m.*
 young men, jeunes gens *m. pl.*
 many, beaucoup [de]; bien [des], 39
 as many, autant [de], 39.
 how many, combien [de], 39.
 so many, tant [de], 39.
 too many, trop [de], 39.

March, mars *m.*
 market, marché *m.*
 Mary, Marie.
 master, maître *m.*
 matter, affaire *f.*
 what is the matter with him,
 qu'a-t-il ?
 may, pouvoir, *v. irr.*, 183, 209 *a*;
 que, 219; 225 *c, d.*
 May, mai *m.*
 me, *obj. v. me, moi; obj. prep.*
 moi.
 mean, vouloir dire.
 meat, viande *f.*
 merchant, marchand *m.*
 metal, métal *m.* (*pl. métaux*).
 meter, mètre *m.*
 middle, milieu *m.* (*pl. milieux*).
 midnight, minuit *m.*
 might, *v.*, 222 *b.*
 milk, lait *m.*
 million, million *m.*
 mine, le mien (la mienne), 109; à
 moi, 110.
 a friend of mine, un de mes amis.
 minute, minute *f.*
 miss, manquer.
 Miss, mademoiselle, M^{lle} (*pl. mes-*
 demoiselles, M^{lles}).
 mistaken, be, se tromper.
 Monday, lundi *m.*
 money, argent *m.*
 month, mois *m.*
 moon, lune *f.*
 more, plus [de], 39.
 no more, ne (n') . . . plus, 80.
 morning, matin *m.*
 good morning, bonjour.
 mornings, le matin.
 in the morning, le matin.
 mortal, mortel (*f. mortelle*).

most, [the], le (la) plus; la plupart,
 39 note 1.
 mother, mère *f.*
 mountain, montagne *f.*
 mouth, bouche *f.*
 move, mouvoir, *v. irr.*, 230 *h.*
 Mr., monsieur, M. (*pl. messieurs*,
 MM.).
 Mrs., madame, M^{me} (*pl. mesdames*,
 M^{mes}).
 much, beaucoup [de]; bien [des], 39.
 as much, autant [de], 39.
 how much, combien [de], 39.
 so much, tant [de], 39.
 too much, trop [de], 39.
 very much, fort.
 music, musique *f.*
 musician, musicien *m.*
 must, *inférence*, devoir, *v. irr.*, *p. 106*,
 180, 181 *a, b*, 209 *a*; *necessity*,
 falloir, *v. irr.*, 190 note 1.
 my, mon, ma, mes, 10, 103; me . . .
 le (la, les), 107.
 myself, *ref. me; intensive*, moi-
 même.

N

name, nom *m.*
 named: be named, s'appeler, *stem*
irr., 164 note.
 what is your name, comment vous
 appelez-vous ?
 napkin, serviette *f.*
 Napoleon, Napoléon.
 native land, patrie *f.*
 nature, nature *f.*
 naughty, méchant.
 near, près de.
 nearly, faillir, *v. irr.*, 173, 174.
 necessary: be necessary, falloir,
v. irr., 189, 190, 209 *a.*

need, avoir besoin de; falloir, *v. irr.*,
 190 note 2.
 neglect [to], négliger [de], *stem irr.*,
 162, 209 *b.*
 neighbor, voisin (*f. voisine*).
 neighboring, voisin.
 neighborly, voisin.
 neither . . . nor, ne (n') . . . ni ne (n'),
 ne (n') . . . ni . . . ni, 86.
 nephew, neveu *m.* (*pl. neveux*).
 never, ne (n') . . . jamais, 80.
 new, *different*, nouveau (nouvel; *f.*
 nouvelle; *m. pl. nouveaux*; *pre-*
cedes noun), 21 *d*; *newly-made*,
 neuf (*f. neuve*).
 news, nouvelle *f.*
 newspaper, journal *m.* (*pl. journaux*).
 next, prochain.
 next year, l'année prochaine.
 niece, nièce *f.*
 night, nuit *f.*
 last night, hier soir.
 nine, neuf.
 ninetieth, quatre-vingt-dixième.
 ninety, quatre-vingt-dix.
 ninth, neuvième.
 no, non; *partitive*, ne (n') . . . pas
 de, 37 *a.*
 no longer, ne (n') . . . plus, 80.
 no more, ne (n') . . . plus, 80.
 nobody, ne (n') . . . personne, 80, 85.
 noise, bruit *m.*
 none, n'en . . . pas, 99 *b.*
 noon, midi *m.*
 nor: neither . . . nor, ne (n') . . . ni
 ne (n'), ne (n') . . . ni . . . ni, 86.
 nose, nez *m.*
 not, ne (n') . . . pas, 80.
 not a, ne (n') . . . pas de, 37 *a.*
 not any, ne (n') . . . pas de, 37 *a.*
 not at all, ne (n') . . . point, 80.

note, note *f.*
 nothing, ne (n') . . . rien, 80.
 notice, remarquer.
 novel, roman *m.*
 November, novembre *m.*
 now, maintenant.
 number, nombre *m.*

O

obey, obéir à.
 oblige [to], obliger [à], *stem irr.*,
 162, 209 *c.*
 be obliged to, falloir, *v. irr.*, 189,
 190.
 o'clock, heure *f.*, 137.
 two o'clock, deux heures.
 twelve o'clock, noon, midi *m.*;
 midnight, minuit *m.*
 October, octobre *m.*
 odious, odieux (*f. odieuse*).
 of, de, d'; *in dates*, 143.
 of the, du, de la, de l', des, 34.
 of it (them), en, 99 *a.*
 of which, dont, 123.
 think of, *fix the mind on*, penser
 à; *have an opinion of*, penser
 de.
 quarter of ten, dix heures moins
 [un] quart.
 offer, offrir, *v. irr.*, 176.
 often, souvent.
 old, vieux (vieil; *f. vieille*; *precedes*
noun), 21 *d.*
 how old are you, quel âge avez-
 vous ?
 I am ten years old, j'ai dix ans,
 138.
 omnibus, omnibus *m.*
 on, sur; *in dates*, 143.
 once, une fois.
 at once, tout de suite.

one, *num. adj.* un, une; *indef. pron.* on, 159, 160.
 one another, les un[e]s les autres, 154.
 one's self, se, soi, 148 *note*.
 the one who, celui (celle) qui, 115 *b*.
 only, *adv.* seulement, ne (n')... que, 80; *adj.* seul, ne (n')... que.
 open, *v.* ouvrir, *v. irr.*, 176; *adj.* ouvert.
 optician, opticien *m*.
 or, ou.
 orchard, verger *m*.
 order, *n.* ordre *m.*; *v.* ordonner, 222 *b*.
 in order to, pour, afin de.
 in order that, pour que, afin que, 225 *c*.
 other, autre.
 each other, l'un[e] l'autre, 154.
 some... others, les un[e]s... les autres.
 ought, devoir, *v. irr.*, *p.* 106; 180, 181 *a*.
 our, notre, nos, 103; nous... le (la, les) 107.
 ours, le nôtre, 109; à nous, 110.
 ourselves, *ref.* nous; *intensive*, nous-mêmes.
 out, dehors.
 break out, éclater.
 go out, sortir, *v. irr.*, 172 (*perf. tenses with être*).
 outer, extérieur.
 owe, devoir, *v. irr.*, *p.* 106, 180.
 owl, *hibou *m.* (*pl.* hiboux).
 ox, bœuf *m*.

P

paint, peindre, *v. irr.*, 194.
 pair, paire *f*.
 palace, palais *m*.

paper, papier *m*.
 pardon, pardonner [à].
 Paris, Paris *m*.
 parlor, salon *m*.
 part, partie *f*.
 pass, passer.
 passage, passage *m*.
 past, *in expressions of time*, et, 137.
 at half past three, à trois heures et demie.
 Paul, Paul.
 paw, patte *f*.
 pay, payer, *stem often irr.*, 163.
 pay for, payer, *remark p.* 155.
 peace, paix *f*.
 peach, pêche *f*.
 pear, poire *f*.
 peasant, paysan (*f.* paysanne).
 pebble, caillou *m.* (*pl.* cailloux).
 pen, plume *f*.
 pencil, crayon *m*.
 people, les gens *m. f. pl.*; on, 160.
 perceive, apercevoir, *v. irr.*, 182.
 perhaps, peut-être.
 perish, périr.
 permit, permettre, 193, *remark p.* 155, 209 *b*.
 person, personne *f*.
 young persons, jeunes gens *m. pl.*
 persuade [to], décider [à], 209 *c*.
 Peter, Pierre.
 piano, piano *m*.
 picture, tableau *m.* (*pl.* tableaux).
 piece, morceau *m.* (*pl.* morceaux).
 pity, plaindre, *v. irr.*, 194.
 place, *n.* lieu *m.* (*pl.* lieux), endroit *m.*; *v.* placer, *stem irr.*, 161.
 take place, avoir lieu.
 plant, planter, semer, *stem irr.*, 164.
 plate, assiette *f*.

play, jouer; *a musical instrument*, jouer de.
 plaything, joujou *m.* (*pl.* joujoux).
 pleasant, agréable.
 please, *intr.* plaire, 206; *tr.* plaire à; *veuillez*, 187 *note* 1.
 pleased with, content de.
 if you please, s'il vous plaît.
 plenty, assez.
 pocket, poche *f*.
 poet, poète *m*.
 poor, pauvre (*App.*, *p.* 247).
 population, population *f*.
 portrait, portrait *m*.
 possible, possible.
 potato, pomme de terre *f.* (*pl.* pommes de terre).
 pound, livre *f*.
 praise, louer.
 preach, prêcher.
 precise, précis.
 prefer, aimer mieux, 209 *a*.
 present, cadeau *m.* (*pl.* cadeaux).
 president, président *m*.
 prettily, joliment.
 pretty, joli (*precedes noun*).
 prevent [from], empêcher [de], 209 *b*.
 priest, prêtre *m*.
 prince, prince *m*.
 princess, princesse *f*.
 principal, principal (*pl.* principaux).
 proclaim, proclamer.
 product, produit *m*.
 project, projet *m*.
 promise, promettre, *v. irr.*, 193, *remark p.* 155, 209 *b*.
 provide, pourvoir, *v. irr.*, 230 *f*.
 provided that, pourvu que, 225 *a*.
 Prussia, Prusse *f*.
 punish, punir.

pupil, élève *m. f.*
 purse, bourse *f*.
 put, mettre, *v. irr.*, 193.

Q

quadruped, quadrupède *m*.
 quarter, quart *m*.
 queen, reine *f*.
 quite, assez.

R

rain, *n.* pluie *f.*; *v.* pleuvoir, *v. irr.*, 230 *i*.
 raise, lever, *stem irr.*, 164.
 read, lire, *v. irr.*, 198.
 ready, prêt.
 reasonable, raisonnable.
 receive, recevoir, *v. irr.*, 182.
 recite, réciter.
 red, rouge.
 refuse [to], refuser [de], 209 *b*.
 regret, regretter, 222 *a*.
 reign, *n.* règne *m.*; *v.* régner, 165.
 rejoice [at], se réjouir [de].
 relate, raconter.
 remain, rester (*perf. tenses with être*).
 remember, se souvenir de, *v. irr.*, 177.
 repent, se repentir, *v. irr.*, 172.
 replace, remplacer, *stem irr.*, 161.
 reply, répondre, répliquer.
 republic, république *f*.
 resolve, résoudre, *v. irr.*, 230 *r*.
 resolve to, se résoudre à.
 return, come back, rentrer, revenir, *v. irr.*, 177 (*perf. tenses with être*); give back, rendre.
 revolution, révolution *f*.
 rich, riche.
 right, droit.
 be right, avoir raison.

ring, bague *f.*
 ripe, mûr.
 ripen, mûrir.
 river, fleuve *m.*
 road, chemin *m.*
 room, chambre *f.*, salle *f.*
 room-mate, camarade de chambre.
 rose, rose *f.*
 round, rond.
 rudder, gouvernail *m.*
 rule, règle *f.*
 run, courir, *v. irr.*, 175.
 run away, se sauver.
 Russia, Russie *f.*

S

sadly, tristement.
 said, *past part.* dit.
 sailor, matelot *m.*
 sale, vente *f.*
 on sale, en vente.
 for sale, à vendre.
 salt, sel *m.*
 same, même (*precedes noun*).
 satisfied with, content de.
 Saturday, samedi *m.*
 save, sauver.
 say, dire, *v. irr.*, 196.
 says, dit.
 scarcely, ne (n') . . . guère, 80.
 school, école *f.*
 at school, à l'école.
 schoolmaster, maître (*m.*) d'école.
 scold, gronder.
 sea, mer *f.*
 sea-coast, côte *f.*
 season, saison *f.*
 seat, asseoir, *v. irr.*, 188.
 seated, assis.
 second, *in series of two*, second;
in longer series, deuxième.

secretly, secrètement.
 see, voir, *v. irr.*, 185; *behold*, voilà!
 see again, revoir, *v. irr.*, 185.
 seek, chercher.
 seem, sembler.
 it seems, il semble, 221.
 it seems to me, il me semble, 221
note 1.
 seen, vu.
 Seine, Seine *f.*
 seize, saisir.
 sell, vendre.
 sells, vend.
 send, envoyer, *v. irr.*, 169.
 send back, renvoyer, *v. irr.*, 168.
 send for, envoyer chercher.
 September, septembre *m.*
 seraglio, sérail *m.*
 serious, sérieux (*f. sérieuse*).
 servant, domestique *m.*
 serve, servir, *v. irr.*, 172.
 service, service *f.*
 set out, partir, *v. irr.*, 172 (*perf. tenses with être*).
 seven, sept.
 seventh, septième.
 seventieth, soixante-dixième.
 seventy, soixante-dix.
 several, plusieurs.
 sew, coudre, *v. irr.*, 230 *n.*
 shall, 52, 69.
 share, partager, *stem irr.*, 162.
 she, elle; ce, 118.
 she who, celle qui, 115 *b.*
 shine, luire, *v. irr.*, 208.
 ship, navire *m.*
 shoe, soulier *m.*
 shoemaker, cordonnier *m.*
 short, court.
 shot, coup *m.*
 cannon-shot, coup de canon.

should, 54, 66, 181.
 show, montrer; faire voir.
 shut, fermer.
 sick, malade.
 side, côté *m.*
 sight, vue *f.*
 sign, signe *f.*
 silent: be silent, se taire, 230 *n.*
 silk, soie *f.*
 silver, argent *m.*
 similar, pareil (*f. pareille*).
 since, depuis.
 sing, chanter.
 single: a single, un seul.
 sings, chante.
 sir, monsieur (*pl. messieurs*).
 sister, sœur *f.*
 sit down, s'asseoir, *v. irr.*, 188.
 six, six.
 sixteen, seize.
 sixteenth, seizième.
 sixth, sixième.
 sixtieth, soixantième.
 sixty, soixante.
 sky, ciel *m.* (*pl. cieux*).
 sleep, dormir, *v. irr.*, 172.
 sleepy: be sleepy, avoir sommeil.
 sly, malin (*f. maligne*).
 small, petit (*precedes noun*).
 smell, sentir, *v. irr.*, 172.
 smile, sourire, *v. irr.* (*like rire*)
 230 *s.*
 smoke, *n. fumée f.*; *v. fumer*.
 snow, *n. neige f.*; *v. neiger, stem irr.*, 162.
 so, si; le, 95.
 so . . . as, si . . . que, 27.
 so much (many), tant [de], 39.
 soft, mou (mol); *f. molle*; *m. pl. mous*, 21 *d.*
 soldier, soldat *m.*

solve, résoudre, *v. irr.*, 230 *r.*
 some, *adj.* du, de la, de l', des, 36;
 de, 37; *pron.* en, 99 *b.*
 some little, quelque.
 some few, quelques.
 some . . . others, les un[e]s . . .
 les autres.
 somebody, on, 159 *b.*, 160; quel-
 qu'un[e].
 something, quelque chose.
 sometimes, quelquefois.
 son, fils *m.*
 song, chant.
 soon, bientôt.
 as soon as, aussitôt que, dès que,
 53, 67.
 sorry, fâché.
 sou, sou *m.*
 south, midi *m.*
 Spain, Espagne *f.*
 speak, parler.
 speak about, parler de.
 speaks, parle.
 spectacles, lunettes *f. pl.*
 spend, money, dépenser; time, passer.
 spite: in spite of, malgré.
 spoon, cuiller *f.*
 spring, printemps *m.*
 in [the] spring, au printemps.
 stand up, se lever, *stem irr.*, 164.
 star, étoile *f.*
 start, partir, *v. irr.*, 172 (*perf. tenses with être*).
 started, *past part.* parti, 71.
 started from, parti de.
 stay, rester (*perf. tenses with être*).
 steal, voler.
 steal from, voler à.
 steam, vapeur *f.*
 steamboat, bateau (*m.*) à vapeur.

still, encore.
 stir: be stirred by, s'émouvoir de.
 stop, *tr.* arrêter; *intr.* s'arrêter.
 store, magasin *m.*
 storm, orage *m.*
 stormy, orageux (*f.* orageuse).
 story, histoire *f.*, conte *m.*
 street, rue *f.*
 strong, fort.
 study, *n.* étude *f.*; *v.* étudier.
 stupid, sot (*f.* sotté).
 subject, sujet (*f.* sujette).
 succeed [in], réussir [à], 209 *c.*
 such, tel (*f.* telle; *precedes noun*).
 such a, un tel (*f.* une telle).
 suddenly, tout à coup.
 suffer, souffrir, *v. irr.*, 176.
 sufficient: be sufficient, suffire, *v. irr.*, 230 *t.*
 sugar, sucre *m.*
 suitable, be, convenir, *v. irr.*, 177, 221.
 summer, été *m.*
 in [the] summer, en été.
 sun, soleil *m.*
 Sunday, dimanche *m.*
 supper, souper *m.*
 supposing that, supposé que, 225 *a.*
 sure, sûr.
 surgeon, chirurgien *m.*
 surprised: be surprised, s'étonner, 222 *a.*
 Sweden, Suède *f.*
 sweet, doux (*f.* douce).
 sweetly, doucement.
 Switzerland, Suisse *f.*

T

table, table *f.*
 tablecloth, nappe *f.*
 tailor, tailleur *m.*

take, prendre, *v. irr.*, 195.
 take from, prendre à.
 take away, enlever, *stem irr.*, 164
 take place, avoir lieu.
 talk about, parler de.
 tall, grand (*precedes noun*).
 tea, thé *m.*
 teach, enseigner, 89 *note*, 209 *c.*
 teacher, of a primary school, maître *m.*; of a higher school, professeur *m.*
 tear, déchirer.
 tell, dire à, *v. irr.*, 196; a story, raconter.
 ten, dix.
 tenth, dixième.
 than, que; followed by a numeral, de.
 thank, remercier.
 that, *dem. adj.* ce, cet, cette, 113; *emphatic*, ce (cet, cette) . . . -là, 114. *Dem. pron.* celui, celle, 115; *emphatic*, celui(celle)-là, 116; cela, ça, 117; ce, 118.
 that, *rel. pron.* qui, que, lequel (laquelle, etc.), 119, 120.
 that which, ce qui, ce que, ce . . . quoi, 126.
 that of which, ce de quoi, ce dont 126 *note*.
 all that, tout ce qui (que).
 that, *conj.* que.
 the, le, la, l', les, 2, 3; omitted, 33.
 thee, *obj. v.* te, toi; *obj. prep.* toi.
 their, leur, 103; leur (se) . . . le (la) les), 107.
 theirs, le leur, 109; à eux, à elles, 110; en . . . le (la, les), 99 *a.*
 them, *dir. obj.* les; *indir. obj.* leur; *obj. prep.* eux, elles.
 themselves, *ref. se*; *intensive*, eux mêmes, elles-mêmes.

then, alors.
 there, y, 100; là, 100 *note 1*.
 there is (was, etc.), il y a (avait, etc.), 64.
 there is, calling attention, voilà!
 thereupon, là-dessus.
 these, *dem. adj.* ces; *emphatic*, ces . . . -ci, 114. *Dem. pron.* ceux, celles, 115; *emphatic*, ceux(celles)-ci, 116; ce, 118.
 they, ils, elles, *conj. pron.*; eux, elles, *disj. pron.*; ce, 118; *indefinite*, on, 159 *b.*
 they who, ceux (celles) qui, 115 *b.*
 thick, épais (*f.* épaisse).
 thief, voleur *m.*
 thine, le tien (*f.* la tienne), 109; à toi, 110.
 thing, chose *f.*
 think, penser; croire, *v. irr.*, 207.
 think about (of), fix the mind on, penser à; have an opinion of, penser de.
 third, troisième; in fractions, tiers (*f.* tierce).
 thirsty: be thirsty, avoir soif.
 thirteen, treize.
 thirteenth, treizième.
 thirtieth, trentième.
 thirty, trente.
 this, *dem. adj.* ce, cet, cette, 113; *emphatic*, ce (cet, cette) . . . -ci, 114. *Dem. pron.* celui, celle, 115; *emphatic*, celui(celle)-ci, 116; ceci; ce, 118.
 those, *dem. adj.* ces; *emphatic*, ces . . . -là, 114. *Dem. pron.* ceux, celles, 115; *emphatic*, ceux(celles)-là, 116; ce, 118.
 thou, tu, *conj. pron.*; toi, *disj. pron.*
 though, quoique, bien que, 225 *a.*
 thousand, mille; in dates, mil. a thousand, mille.
 thousandth, millième.
 three, trois.
 through, par.
 through which, par où.
 throw, jeter, *stem irr.*, 164 *note*.
 Thursday, jeudi *m.*
 thy, ton, ta, tes, 103; te . . . le (la, les), 107.
 thyself, *ref. te*; *intensive*, toi-même.
 time, temps *m.*; occasion, fois *f.*; as multiplicative, fois *f.*
 in time, à temps.
 a long time, longtemps.
 what time is it, quelle heure est-il?
 two times two are four, deux fois deux font quatre.
 tired, fatigué.
 to, à; as sign of *indir. obj.* 89, 90; with countries, en; in order to, pour.
 to the, au, à la, à l', aux, 34.
 to it (them), y, 100 *a.*
 to the house of, chez.
 to-day, aujourd'hui.
 to-morrow, demain.
 too, trop; also, aussi.
 too much (many), trop [de], 39.
 tooth, dent *f.*
 town, ville *f.*
 in town, en ville.
 toy, joujou *m.* (*pl.* joujoux).
 tram-car, tramway *m.*
 translate, traduire, *v. irr.*, 208.
 travel, voyager, *stem irr.*, 162.
 traveler, voyageur *m.*
 treacherous, traître (*f.* traitresse).
 tree, arbre *m.*

true, accurate, vrai; loyal, fidèle.
trunk, malle *f.*
truth, vérité *f.*
try [to], essayer [de], *stem some-*
times irr., 163, 209 *b.*

Tuesday, mardi *m.*

Turkish, turc (*f. turque*).

twelfth, douzième.

twelve, douze.

twentieth, vingtième.

twenty, vingt.

twenty-first, vingt et unième.

twice, deux fois.

twin, jumeau (*f. jumelle; m. pl.*
jumeaux).

two, deux.

U

ugly, vilain (*precedes noun*).

umbrella, parapluie *m.*

uncle, oncle *m.*

under, sous.

understand, comprendre, *v. irr.*, 195.

United States, États-Unis *m. pl.*

unless, à moins que, 225 *a.*

until, *conj.* jusqu'à ce que, 225 *b*;
prep. jusqu'à.

upside down, à l'envers.

us, nous.

use, se servir de.

used to, 47.

useful, utile.

V

velvet, velours *m.*

verb, verbe *m.*

very, très.

very much, fort.

vessel, vaisseau *m. (pl. vaisseaux)*.

vice, vice *m.*

victory, victoire *f.*

Vienna, Vienne *f.*

village, village *m.*

virtue, vertu *f.*

visit, *n.* visite *f.*; *v.* visiter.

voice, voix *f.*

W

wait, attendre.

wait for, attendre.

walk, marcher; se promener, *stem*
irr., 164.

go for a walk, se promener [à
pied], 164.

take a walk, se promener, 164.

want vouloir, *v. irr.*, *p. 89*; 187,
209, *a.*

war, guerre *f.*

warm, chaud.

to be warm, avoir chaud.

was, étais, *etc.*, 70; ai été, *etc.*, 66;
as active auxiliary, 47.

wash, laver.

watch, montre *f.*

water, eau *f. (pl. eaux)*.

we, nous; *indefinite*, on, 159 *b.*

wealth, richesses *f. pl.*

wear, porter.

weather, temps *m.*

Wednesday, mercredi *m.*

week, semaine *f.*

last week, la semaine dernière.

weep, pleurer.

well, bien; *intj.* eh bien!

were, étions, *etc.*, 70; avons été,
etc., 66; *as active auxiliary*, 47.

what, *rel. pron.* ce qui, ce que, *ce. . .*
quoi, 126; *int. pron.* que, quoi,
131; qu'est-ce qui, qu'est-ce

que, 134; *int. adj.* quel, 132.

what a, quel, 132.

what is that, qu'est-ce que c'est
que cela?

whatever, *pron.* quoi que; *adj.*
quel que, 225 *d.*

wheat, blé *m.*

when, quand, lorsque, 53, 67; *int.*
quand; où, 124.

whence, d'où.

from whence, d'où.

where, où.

from where, d'où.

whether, si; que.

which, *rel. pron.* qui, que, lequel
(laquelle, *etc.*), 119, 120; *int.*
pron. lequel (laquelle, *etc.*),
133 *b*; *int. adj.*, quel, 133 *a.*

of (from, with) which, dont, 122,
duquel (de laquelle, *etc.*),
120.

to (at, in) which, auquel (à laquelle,
etc.), 120; où, 124.

through which, par où.

that of which, ce de quoi, ce dont,
126 *note*.

while, *time*, pendant que; *conces-*
sion, tandis que; en, 212.

white, blanc (*f. blanche*).

who, *rel. qui*; *int. qui*, qui est-ce qui,
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whoever, qui que, 225 *d.*

whole: the whole, tout le, *etc.*

wholesale, en gros.

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of (from, with) whom, dont, 123,
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why, pourquoi.

wicked, méchant.

wide, large.

width, largeur *f.*

wife, femme *f.*

will, 52, 69.

William, Guillaume.

willing, be, vouloir bien, *v. irr.*
187, 209, *a.*

win, gagner.

wind, vent *m.*

window, fenêtre *f.*

windy: it is windy, il fait du
vent.

wine, vin *m.*

wineglass, verre à vin.

wing, aile *f.*

winter, hiver *m.*

in [the] winter, en hiver.

wish, vouloir, *v. irr.*, *p. 89*; 187.

with, avec.

with it (them), en, 99 *d.*

without [a], *prep.* sans; *conj.* sans
que, 225 *a.*

do without, se passer de.

woman, femme *f.*

wonderful, étonnant.

wood, bois *m.*

wooden, de bois.

word, *in speech*, parole *f.*; *gram-*
matical unit, mot *m.*

work, *n.* travail *m. (pl. travaux)*;
v. travailler.

world, monde *m.*

worm, ver *m.*

worn out, usé.

worse, *adj.* pire (*precedes noun*);
adv. pis.

worst, [the], *adj.* le pire (*precedes*
noun); *adv.* le pis.

worth, be, valoir, *v. irr.*, 186.

worthy, digne.

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 to be wrong, avoir tort.

Y

year, *as a date, an m.; as a whole,*
année f.
 yellow, jaune.
 yes, oui.
 yesterday, hier.
 yesterday evening, hier soir.
 day before yesterday, avant-hier.
 yield, céder, *stem irr.*, 165.
 you, vous; *familiar, tu, toi, 91; in-*
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young, jeune (*precedes noun*).
 youngest, of a family, cadet (*f.*
cadette).
 your, votre, vos, 10, 103; vous . . .
 le (la, les) 107; *familiar, ton,*
etc.; te . . . le (la, les).
 yours, le vôtre, 109; à vous, 110;
familiar, le tien, etc., 109; à toi,
 110.
 yourself, *ref. vous, familiar, te;*
intensive, vous-même, familiar,
toi-même.
 yourselves, *ref. vous; intensive,*
 vous-mêmes.

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 to be wrong, avoir tort.

Y

year, as a date, an *m.*; as a whole,
année f.
 yellow, jaune.
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 you, vous; *familiar*, tu, toi, 91; *in-*
definite, on, 159.

young, jeune (*precedes noun*).
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