

CHAPITRE 1

NEGATIVE STATEMENTS

Allez, viens! Level 1, p. 26

In English An affirmative statement can be contradicted or made negative by adding the word **not** or its contraction, such as **isn't** or **don't**. Compare the following sentences:

AFFIRMATIVE
They are French.
She is reading a good book.
I like chocolate.

NEGATIVE
They are **not** French.
She **isn't** reading a good book.
I **don't** like chocolate.

- A.** Check the appropriate column to tell whether the English statements below are affirmative or negative. Underline any words that make the statements negative.

	AFFIRMATIVE	NEGATIVE
1. My sister is <u>not</u> going home until later.	_____	_____ ✓
2. They are from San Francisco.	_____	_____
3. I <u>can't</u> see well without my glasses.	_____	_____
4. She <u>doesn't</u> like to play with dolls.	_____	_____
5. I'm studying French and English.	_____	_____
6. Our car <u>wouldn't</u> start this morning.	_____	_____

In French An affirmative statement can be made negative by placing **ne** in front of the verb and **pas** after it. Compare the following sentences:

AFFIRMATIVE
Je parle français.

NEGATIVE
Je **ne** parle **pas** français.

When the verb begins with a vowel (or vowel sound), **ne** becomes **n'** and forms a contraction. In French, the use of **n'** before a vowel is not optional.

J'aime le chocolat.

Je **n'**aime **pas** le chocolat.

- B.** Check the appropriate column to tell whether the French statements below are affirmative or negative. Underline any words that make the statements negative.

	AFFIRMATIVE	NEGATIVE
1. J'ai quatorze ans.	_____ ✓	_____
2. Elle <u>n'aime pas</u> les escargots.	_____	_____
3. Thuy et Isabelle adorent le cinéma.	_____	_____
4. Tu <u>n'as pas</u> douze ans.	_____	_____

5. Nous n'aimons pas regarder la télévision. _____
6. Eric aime bien voyager. _____

C. Rewrite the following French sentences as negative statements.

1. J'aime les examens.

2. Tu préfères la pizza.

3. Sandrine aime danser.

4. François adore le sport.

5. Tu as onze ans.

6. Vous aimez nager.

7. Nous adorons la salade.

D. How are negative statements in French and English similar? How do they differ?

Similarities: _____

Differences: _____

In English A noun can be a person, a place, an object, an animal, or an idea. Often a noun is introduced by the definite article **the**.

- I went to **the** party with Paul. (*party* is a singular noun)
- She returned **the** books to Marion. (*books* is a plural noun)
- The** girl ran a good race. (*girl* is a singular noun)
- I gave **the** boys some money for a snack. (*boys* is a plural noun)

Just as we use **the** with both singular and plural nouns, we also use it both with nouns that are clearly masculine (like the word *boys*) and nouns that are clearly feminine (like the word *girl*). Most nouns in English—words like *table*, *house*, or *cars*—are neither masculine nor feminine; that is, they have no gender.

A. Circle each definite article in the following English sentences and underline the noun that follows each article. Then check the appropriate boxes to tell whether each noun you underlined is singular (S) or plural (P) and whether it can be classified as masculine (M), feminine (F), or whether it has no gender.

1. They bought the house next door.
2. She made a chocolate cake for the boys.
3. The businessman is wearing a funny tie.
4. She put the new tools away.
5. The ship sailed to Martinique.
6. John painted the houses in one day.
7. The girls love the cat.

S	P	M	F	no gender
✓				✓

In French There are four forms of the definite article: in French, **le**, **la**, **l'**, and **les**. The form that is used depends on the gender (masculine or feminine) and the number (singular or plural) of the noun. While only some nouns in English have a gender, all French nouns are either masculine or feminine.

- Use **la** with feminine nouns: **la** pizza **la** glace
- Use **le** with masculine nouns: **le** chocolat **le** sport
- Use **l'** with any singular noun that begins with a vowel (or a vowel sound) whether they are masculine or feminine: **l'**école (*feminine*) **l'**escargot (*masculine*)
- Use **les** with all plural nouns whether they are masculine or feminine: **les** écoles (*feminine*) **les** escargots (*masculine*)

B. Circle the definite articles in the following French sentences, then underline the noun each article goes with. Check the appropriate boxes to tell whether each noun you underline is singular (S) or plural (P) and whether it is masculine (M) or feminine (F). (You may need to look some of the nouns up in your book to tell what gender they are.)

1. Sophie adore (la) glace.
2. Ils aiment bien le magasin.
3. Tu n'aimes pas les hamburgers?
4. Je préfère les frites.
5. Vous aimez l'anglais?

S	P	M	F
✓			✓

C. Complete the following French sentences with the correct definite article.

1. Tu aimes le football?
2. J'adore _____ vacances.
3. Moi aussi, j'aime _____ plage à Miami.
4. Tu aimes _____ école?
5. Jean n'aime pas _____ examens.
6. Etienne préfère _____ chocolat.
7. Tu aimes _____ escargots?
8. J'aime _____ français, mais je n'aime pas _____ anglais.

Compare Now, compare the following sentences:

J'aime **les** frites. I like French fries.

Notice that in the English sentence, there is no definite article. We only need a definite article in English if we're talking about a specific thing. (I like **the** French fries at that restaurant.) In French, nouns are almost always preceded by an article. When you learn a new noun be sure to learn the gender too, so you can use the right article with it.

D. If the sentences in Activity C were in English, only one of them would contain a definite article. Which one? In what way is this sentence different from the others?

In English Every sentence has a subject. You can tell who or what the subject is by asking yourself who is doing something or what is being described. The subject may be a noun or a pronoun. In the following sentences, the subject is highlighted:

- The students** like their new teacher. (noun)
- Sam** has a blue car. (proper noun)
- I** am fourteen. (pronoun)

Pronouns are words that stand for a noun or a proper noun. The subject pronouns in English are **I, you, he, she, it, we, and they**. Notice how the pronoun below is used to avoid repeating the subject once it has been made clear.

Thomas lives next door. **He** is from Louisiana.

A. Underline the subjects in each of the following sentences. Then look at the sentences again and circle the subjects that are pronouns.

1. She plays tennis every day.
2. The pilot landed the plane with ease.
3. The movers are carrying a grand piano.
4. You look great today!
5. Marie is seldom late.
6. We like pizza.
7. They're very happy.

In French The subject of a French sentence is also the person or thing that is doing something or is being described. Just as in English, it can be a proper name, a noun, or a pronoun.

- Sophie** aime le chocolat. (proper name)
- Les amis** adorent la pizza. (noun)
- Il** s'appelle Lucien. (pronoun)

French pronouns also stand for a noun or a proper noun. The subject pronouns in French are **je** or **j'** (*I*), **tu** (*you*), **il** (*he*), **elle** (*she*), **nous** (*we*), **vous** (*you*), **ils** (*they*), and **elles** (*they*).

To say *you*, use **tu** to talk to a friend or a family member. Use **vous** to talk to more than one person or an adult who is not a family member.

To say *they*, use **elles** when you are talking about two or more females. Use **ils** when talking about a group of males or when talking about a mixed group of males and females.

B. Underline the subjects of the following sentences. Then read the sentences again and circle the subject pronouns.

1. Vous aimez le français?
2. Lisette adore le sport.
3. Monsieur et Madame Hupert aiment le cinéma.
4. J'ai quatorze ans.
5. Nous aimons les escargots.
6. M. Roland n'aime pas faire du sport.
7. Elle adore le chocolat.

C. Underline the subjects in the following French sentences. Then write the subject pronoun that could replace each subject.

- | | |
|---|-------------|
| 1. <u>Nicole</u> aime regarder la télé. | <u>Elle</u> |
| 2. Philippe n'aime pas faire le ménage. | _____ |
| 3. Michèle et moi aimons nager. | _____ |
| 4. Jean préfère écouter de la musique. | _____ |
| 5. Danielle adore le français. | _____ |
| 6. M. et Mme Roland aiment nager. | _____ |
| 7. Claudette et Marie-Claire ont seize ans. | _____ |
| 8. Bruno et Robert aiment faire du ski. | _____ |

D. Look again at the subject pronouns you wrote in the last three items in Activity C. In your own words, explain why you chose each pronoun.

1. M. et Mme Roland:

2. Claudette et Marie Claire:

3. Bruno et Robert:

In English Verbs are words that express actions or states of being. The endings of most present-tense verbs in English change only when the subject, or the doer of the action, is *he, she, it*, or a proper name like *Marion*. This is called subject-verb agreement. With these subjects, an **-s** is added at the end of the verb.

<i>I</i>	sing	we	sing
<i>you</i>	sing	you	sing
<i>he, she, it</i>	sings	they	sing

A. Underline the subjects in the following English sentences. Then go back and underline the verb that goes with each subject. Two of the verbs end in an **-s** because they go with a singular subject. Circle those two endings.

1. We ride our bikes to school sometimes.
2. Gary rides his bike to school, too.
3. Jeannette and Sandra like football.
4. Sandra likes school, too.
5. You and Peter go to the movies on Fridays.
6. I play sports after school.

In French French verb forms vary much more than English verb forms, but they follow predictable patterns. Once you learn the pattern of a group of verbs, you'll know how to form other verbs within that group. For example, if you know the forms of **aimer**, an **-er verb**, you can use hundreds of verbs that end in **-er**. Look at the endings of the verb forms for **aimer**.

<u>j'</u> aime	<u>nous</u> aimons
<u>tu</u> aimes	<u>vous</u> aimez
<u>il/elle</u> aime	<u>ils/elle</u> aiment

To use any of the many other **-er** verbs like **aimer**, just take off the **-er** at the end of the verb, and add the ending you need. Make sure the ending is the one that goes with the subject of the sentence. For example, if je (or j') is the subject of the verb, the ending you add will be **-e**.

B. Underline the subject and the verb in the following French sentences. Then go back and circle the ending of each verb.

1. Tu aimés bien l'école?
2. Micheline adore les maths.
3. Les amis parlent au téléphone.
4. J'étudie les maths.
5. Nous adorons les vacances.
6. M. et Mme Blanchard, vous regardez la télé?

C. Complete the following sentences with the correct form the of the **-er** verb in parentheses.

1. Je nage (nager) surtout le week-end.
2. Ils _____ (regarder) la télé.
3. Tu _____ (écouter) de la musique classique?
4. Nous _____ (danser) très bien.
5. Paul et Sandrine, vous _____ (étudier) le français.
6. Mme Bertrand _____ (voyager) beaucoup.
7. Tu _____ (aimer) faire du sport?
8. Elles _____ (regarder) la télé.
9. Il _____ (parler) français.

D. In your own words, explain how you can figure out the forms of unfamiliar **-er** verbs. Use the verb **parler** as an example.

CHAPITRE 2

CONTRADICTING A NEGATIVE STATEMENT

Allez, viens! Level 1, p. 54

In English Contradicting a negative statement or question means giving an affirmative response to a negative statement or question. In English, you can emphasize disagreement by changing the pitch of your voice or adding stress to important words.

-You don't like spinach, do you?
-Yes, I do.

A. In each of the following conversations, does the second sentence affirm or contradict the first sentence?

	AFFIRM	CONTRADICT
1. —Is he going to the store? —Yes, he is.	✓	_____
2. —She's not wearing a blue dress, is she? —Yes, she is.	_____	_____
3. —They don't have the right answer. —Yes, they do.	_____	_____
4. —The last day of school is June 1st. —Yes, it is.	_____	_____
5. —We aren't going skiing? —Yes, we are.	_____	_____
6. —She isn't going with him, is she? —Yes, she is.	_____	_____

In French To contradict a negative statement or response, instead of changing the pitch of your voice or adding stress to certain words, you use the word **si** instead of **oui** in your response.

-Tu n'aimes pas les maths?
-**Si**, j'aime bien les maths.

B. Would you use **si** or **oui** to respond affirmatively to the following? (Remember: responding affirmatively to a negative statement or question means that you disagree with the statement and you want to contradict it.)

	SI	OUI
1. Tu as seize ans?	_____	✓ _____
2. Elle n'aime pas voyager?	_____	_____

- 3. Il est huit heures. _____
- 4. Vous n'aimez pas les escargots? _____
- 5. Nous avons histoire à neuf heures. _____
- 6. Nous n'avons pas chimie à onze heures? _____

C. Write affirmative responses to the following statements or questions.

- 1. Vous aimez le sport?

Oui, j'aime le sport.

- 2. Mélanie n'aime pas les sciences?

- 3. Tu n'as pas chimie ce matin?

- 4. Thuy adore l'anglais.

- 5. Michel et Suzanne n'ont pas espagnol.

- 6. Elle n'aime pas voyager.

D. Write a conversation in which two students discuss a third friend's course schedule and the classes he or she likes. They agree about some things, but disagree about others. Use both **si** and **oui** in your dialogue.

E. How do you contradict a negative statement in English? _____

In French? _____

How is it different in the two languages? _____

In English A regular verb follows a predictable pattern. In the present tense, you generally add an **-s** to form the third person singular of the verb. Otherwise, the verb forms remain the same.

Irregular verbs do not follow this pattern and their forms may vary widely. Compare the following.

REGULAR

I **want** a pizza.
You **want** a sandwich.
She **wants** some soup.

IRREGULAR

I **am** sleepy.
We **are** athletic.
It **is** fascinating.

A. Underline the verbs in the following sentences. Are they regular or irregular?

	REGULAR	IRREGULAR
1. We <u>play</u> in the school band.	✓	_____
2. She is a good girl.	_____	_____
3. I have a black and white rabbit.	_____	_____
4. You go to the store on Tuesdays.	_____	_____
5. Her father always bakes cookies.	_____	_____
6. They rest after the game.	_____	_____
7. Sandy loves pizza.	_____	_____
8. They are very tired.	_____	_____

In French Most verbs follow a regular pattern. The ending is removed and the appropriate ending is added based on the subject. Some verbs are irregular because they do not follow this pattern.

REGULAR

j'aime
tu aimes
elle aime
nous aimons
vous aimez
ils aiment

IRREGULAR

j'ai
tu as
elle a
nous avons
vous avez
ils ont

B. Underline the verbs in the following sentences. Are they regular or irregular?

	REGULAR	IRREGULAR
1. J' <u>adore</u> le sport.	✓	_____
2. Tu as quels cours aujourd'hui?	_____	_____
3. Vous parlez au téléphone.	_____	_____
4. Nous aimons surtout le chocolat.	_____	_____
5. Ils regardent la télévision.	_____	_____
6. Elle a chimie maintenant.	_____	_____
7. Lucie étudie le français.	_____	_____
8. Eugène et Carole ont allemand.	_____	_____

C. Complete the following sentences with the correct form of the verb in parentheses.

1. Le matin, tu as (avoir) quoi?
2. Céline _____ (aimer) la chimie et les maths.
3. Eric _____ (avoir) arts plastiques le lundi et le mercredi.
4. Nous _____ (adorer) chanter dans la chorale.
5. Vous _____ (avoir) sport cet après-midi?
6. J' _____ (avoir) étude le mardi et le jeudi.
7. Nous _____ (aimer) bien la pizza.

D. Compare the verbs in the chart above. In your own words, explain how regular **-er** verbs differ from irregular verbs, such as **avoir**.

CHAPITRE 3

INDEFINITE ARTICLES

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In English Unlike definite articles, indefinite articles are used to introduce unspecified nouns. The indefinite articles in English are **a** and **an**. The article **a** is used to introduce nouns beginning with a consonant or consonant sound, and **an** is used to introduce nouns beginning with a vowel or vowel sound.

I need **a** backpack for school. Julie brings **an** eraser to class.

Adjectives such as *some*, *few*, or *several* can be used to introduce plural, unspecified nouns.

I need *some* books. Julie needs a *few* erasers.

- A.** Underline the articles in the following sentences. Check the appropriate column to tell whether they are definite or indefinite articles.

	DEFINITE	INDEFINITE
1. I brought <u>in</u> the plants last night.	✓	_____
2. Lucy is carrying a heavy suitcase.	_____	_____
3. You don't have the herbal shampoo?	_____	_____
4. The test wasn't very hard.	_____	_____
5. An ant just crawled onto my foot.	_____	_____
6. Did you mail a card to Aunt Ruthie?	_____	_____
7. Did you give the book to John?	_____	_____

In French The French indefinite articles are **un**, **une**, and **des**. While the use of **a** or **an** in English is determined by whether the noun that follows begins with a vowel or a consonant sound, in French, the indefinite article used is determined by the gender of the noun and whether it is singular or plural.

Use **une** with feminine singular nouns and **un** with masculine singular nouns.

une montre (feminine) **un** roman (masculine)

Use **des** with plural nouns whether they are masculine or feminine.

des baskets (feminine and plural) **des** ordinateurs (masculine and plural)

In negative sentences, use **de** (or **d'** before a vowel or vowel sound) instead of **un**, **une**, or **des**. Compare the following sentences.

J'ai un stylo.	→ Je n'ai pas de stylo.
J'ai une calculatrice.	→ Je n'ai pas de calculatrice.
J'ai des feuilles de papier.	→ Je n'ai pas de feuilles de papier.

B. Underline the indefinite articles in the following sentences. Check the appropriate column to tell whether they are singular or plural and masculine or feminine.

1. Vous avez un crayon rouge?
2. C'est une règle?
3. Elle a un sac noir.
4. Nous avons des feuilles de papier.
5. Jing-Yu a un ordinateur.
6. Tu as une gomme?
7. Il a une cassette?
8. Nous n'avons pas de livres.

S	P	M	F
✓		✓	

C. Check the appropriate boxes to tell which indefinite article belongs in the following sentences.

1. Marie n'a pas ____ ordinateur.
2. Il me faut ____ crayon noir.
3. Tu as ____ baskets bleues?
4. Je n'ai pas ____ sac à dos.
5. Vous avez ____ trousse violette?
6. J'ai ____ stylos rouges.
7. Je n'ai pas ____ stylos rouges.
8. Tu as ____ feuilles de papier?

un	une	des	de	d'
				✓

D. Write a simple sentence in French that contains a definite article.

Rewrite the same sentence using an indefinite article.

Explain the difference in meaning between the two sentences.

In English Demonstrative adjectives point out people and things. They must agree in number with the nouns they describe.

SINGULAR

this I like **this** backpack.
that I need **that** pen.

PLURAL

these Do you like **these** notebooks?
those She wants **those** pencils.

A. Underline the demonstrative adjectives in the sentences below. Check the appropriate column to tell whether they are singular or plural.

	SINGULAR	PLURAL
1. <u>This</u> homework is not mine.	✓	_____
2. Did you make that pie?	_____	_____
3. How did he guess those answers?	_____	_____
4. These toys belong to Katie.	_____	_____
5. I bought that little red car.	_____	_____
6. Did you write these stories?	_____	_____

In French The singular demonstrative adjectives are **ce**, **cette**, and **cet**. All three of these words can mean *this* or *that*. Use **cette** with feminine singular nouns. Use **ce** with masculine singular nouns that begin with a consonant, and **cet** with masculine singular nouns that begin with a vowel or a vowel sound.

cette cassette (f.) **ce** bracelet (m.) **cet** ordinateur (m.)

Use **ces** with plural nouns whether they are masculine or feminine and whether they begin with a consonant or a vowel sound. **Ces** can mean either *these* or *those*.

ces cassettes **ces** ordinateurs

In English, you can use *this* and *that* or *these* and *those* to distinguish between objects. To say *that* or *those* in French, add **-là** to the end of the noun.

Do you like *this* watch (*these* watches)?
 Vous aimez **cette** montre (**ces** montres)?
 I prefer *that* watch (*those* watches).
 Je préfère **cette** montre-**là** (**ces** montres-**là**).

B. Underline the demonstrative adjectives in the sentences below. Check the appropriate columns to tell whether they are singular or plural and masculine or feminine.

1. Elle aime bien ce stylo rouge.
2. Tu n'aimes pas cette cassette?
3. Nous préférons ces tee-shirts bleus.
4. Pauline adore ce disque compact.
5. Il n'achète pas ce short gris.
6. Vous aimez ces montres?

S	P	M	F
✓		✓	

C. Complete the following sentences with the appropriate demonstrative adjectives.

1. Elle préfère ce sac vert.
2. Tu n'aimes pas _____ hamburgers?
3. Il achète _____ cassette de Céline Dion?
4. Je voudrais _____ classeurs-là.
5. Lisette n'aime pas _____ stylos rouges.
6. Marc adore _____ ordinateur!
7. Je n'aime pas _____ trousse violette.

D. How do the articles affect the meanings of the following sentences? Explain the differences in your own words.

Il me faut **une** cassette. Il me faut **la** cassette. Il me faut **cette** cassette.

In English An adjective is a word that describes a noun or pronoun. The spelling of an adjective doesn't change when describing masculine and feminine nouns, or singular and plural nouns.

The test was **difficult** .
 We met our **new** neighbors yesterday.
 I bought a pair of **black** jeans.

A. Underline the adjectives in the following sentences and circle the nouns they describe.

1. Donna has a cute brother with big, blue eyes
2. The huge locomotive made a loud noise.
3. Our server spilled icy beverages on the clean floor.
4. Does Estéban know the secret combination?
5. He reads a lot of exciting mysteries.

In French The spelling of most adjectives changes according to the gender (masculine or feminine) and number (singular or plural) of the nouns they describe. Adjectives are usually placed after the nouns they describe. Compare the adjectives in the following sentences:

Masculine Singular	J'ai un <u>crayon</u> noir .
Feminine Singular	Tu as une <u>montre</u> noire .
Masculine Plural	Elle a des <u>crayons</u> noirs .
Feminine Plural	Il a des <u>montres</u> noires .

To make most adjectives feminine, you add an **e**: **une montre noire**

To make most adjectives plural, you add an **s**: **des crayons noirs, des montres noires**

If the adjective ends in an unaccented **e**, you do not have to add another **e**: **une montre rouge**

Some adjectives do not change form, such as **orange** and **marron**.

B. Underline the descriptive adjectives in the following sentences and circle the nouns they describe.

1. Vous aimez cette calculatrice grise?
2. Il me faut trois cahiers jaunes.
3. Sarah achète ces classeurs rouges.
4. J'aime mieux les stylos bleus.
5. C'est combien, ce portefeuille marron?
6. Ils ont des stylos rouges.
7. Il a une maison blanche.

C. Complete the items below using one item from each of the boxes below. Be sure to make the adjectives agree with the nouns they describe.

un	des
ces	d'
cet	une
cette	ce

montre(s)	classeur(s)
sweat-shirt	trousse(s)
ordinateur(s)	baskets
sac(s)	jean(s)

	gris
violet	vert
noir	rouge
jaune	blanc
bleu	

1. Je voudrais une montre _____.
2. Tu as _____ ?
3. Mylène n'a pas _____.
4. Vous aimez _____ ?
5. Il adore _____.
6. Tu as _____ ?

D. Compare the French sentences in Activity B with the English sentences in Activity A. How is the placement of adjectives in the French sentences different from English?

CHAPITRE 4

QUESTION FORMATION

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In English You can change a statement into a yes-or-no question by adding **do, does, or did** to the beginning of the question. In some cases, you can change a statement into a yes-or-no question by reversing the order of the subject and verb or helping verb.

STATEMENTS

She rollerskates.
I like baseball.
He is French.

QUESTIONS

Does she rollerskate?
Do you like baseball?
Is he French?

In English, you can also ask a question by raising the pitch of your voice. Asking a question in this way can express surprise or doubt.

She's leaving for Paris.

She's leaving for Paris?

A. Rewrite the following statements as yes-or-no questions.

STATEMENT

1. You're going to lunch at noon.
2. She likes ice skating and skiing.
3. It's cold outside.
4. They live in Miami, Florida.
5. You will play tennis with me.
6. She likes to go to the movies.

QUESTION

Are you going to lunch at noon?

In French You can change a statement into a yes-or-no question by raising the pitch (**intonation**) of your voice. You can also add **est-ce que** (or **est-ce qu'** before a vowel or a vowel sound) to the beginning of the sentence.

STATEMENTS

Tu fais du vélo.
Ils jouent aux cartes.

QUESTIONS

Tu fais du vélo? **Est-ce que** tu fais du vélo?
Ils jouent aux cartes? **Est-ce qu'**ils jouent aux cartes?

B. Rewrite the following statements as questions using **est-ce que**.

STATEMENT

QUESTION

1. Tu aimes nager.

Est-ce que tu aimes nager? _____

2. Hervé fait du patin.

3. Lucie joue au golf.

4. Ils voyagent à Paris.

5. On fait de l'aérobic.

6. Vous faites une promenade.

7. Il pleut.

8. Il fait froid en automne.

C. How is question formation in French and English similar? How is it different?

Similarities: _____

Differences: _____

In English To talk about sports and other activities in English, you can use a variety of verbs. Some of the most common verbs used in this context are **to play, to do, to make, and to go.**

We **are going** fishing.
 He **is doing** the dishes.
 Can you **make** a cake for tomorrow?
 Steven **plays** chess.

A. Complete the following sentences with an appropriate verb.

1. Sam and Juan are playing basketball.
2. My baby sister likes to _____ the hokie-pokie.
3. Tara _____ most of her clothes.
4. Do you _____ the piano?
5. When are we _____ swimming?
6. Doesn't his brother _____ minor league baseball?

In French The verb **faire** can convey several different meanings. It can mean *to do, to make, to play,* or be used in certain expressions as an action verb. It can also be used to convey weather. Compare the meanings of the following sentences:

Nous faisons nos devoirs.	We <i>do/are doing</i> our homework.
Ils font du sport.	They <i>play</i> sports.
Tu fais un sandwich.	You're <i>making</i> a sandwich.
Je fais du ski .	I <i>ski</i> / I <i>am skiing</i> .
Il fait beau.	The weather is nice.

In English An adverb is a word or phrase that tells when, where, how, how much, how long, to what extent, or how often. Adverbs modify verbs or verb phrases, adjectives, or other adverbs.

The squirrels **quickly** gathered the nuts. (The adverb *quickly* modifies the verb *gathered*; it tells **how** the squirrels gathered.)

She goes to work **very** early. (The adverb *very* modifies the adverb *early*.)

The movie was **too** long. (The adverb *too* modifies the adjective *long*.)

We play tennis **every day**. (The adverb phrase *every day* modifies *play tennis*; it tells **how often** we play tennis.)

In English, the placement of adverbs is generally variable.

Quietly, he opened the door.

He opened the door **quietly**.

He **quietly** opened the door.

A. Underline the adverbs in the following sentences. Then, circle the word or words each one modifies.

1. She quietly tiptoed up the stairs.
2. You can truly imagine what life was like in the 1800s.
3. I always read the newspaper in the morning.
4. This sauce is too spicy.
5. Do you sometimes think about going to Europe?
6. He was really surprised about the party.

In French The placement of adverbs in French is not as variable as it is in English. Longer adverbs and adverb phrases may be placed either at the beginning or the end of a sentence.

D'habitude, je joue au tennis le samedi.

Je fais du ski **une fois par semaine**.

Short adverbs are usually placed after a verb they modify.

Je fais **souvent** du théâtre.

The negations, such as **ne... pas** and **ne... jamais** go around the verb.

Je **ne** joue **jamais** au basket.

Je **ne** fais **pas** de ski.

B. Underline the adverbs in the following sentences. Then, circle the word or words each one modifies.

1. Tu (joues) quelquefois au football?
2. Est-ce qu'il fait souvent froid?
3. Je parle rarement au téléphone.
4. D'habitude, nous faisons du camping.
5. Il ne neige jamais en été.
6. De temps en temps, Corinne fait du théâtre.
7. Ils font du jogging deux fois par semaine.

C. Write sentences using adverbs of frequency to tell how often you do the following things.

1. faire la vaisselle

Je fais la vaisselle trois fois par semaine.

2. faire de l'aérobic
-

3. jouer au football
-

4. jouer au tennis
-

5. faire les devoirs
-

6. faire de la vidéo
-

7. jouer aux cartes
-

D. Compare the placement of adverbs in the English sentences with their placement in the French sentences. In what ways is the placement similar? How is it different?

Similarities: _____

Differences: _____

CHAPITRE 5

THE IMPERATIVE

Allez, viens! Level 1, p. 152

In English An imperative is a command, request, or strong suggestion to do (or not do) something. Commands are formed by using the infinitive form of the verb without the word *to*. Notice that no subject is stated in imperatives.

Go to bed.
Do the dishes, please.
Here, **take** one!
Please **don't wake her up!**

A. Decide whether each item is a statement (**S**), a question (**Q**), or an imperative (**I**).

1. Are you going to eat that? Q
2. This is my little brother. _____
3. Have some pie. _____
4. Don't forget the milk! _____
5. May I help you? _____
6. Please pass the potatoes. _____
7. Is he watching television again? _____
8. Go to bed early. _____

In French In French imperatives, the subject is also understood. Because French has two forms of *you*, **tu** and **vous**, it has two different ways of commanding someone to do something.

tu		vous	
statement:	command:	statement:	command:
Tu regardes la télévision.	Regarde la télévision!	Vous regardez la télévision.	Regardez la télévision!
Tu fais tes devoirs.	Fais tes devoirs.	Vous faites vos devoirs.	Faites vos devoirs!

Use the **tu** form of the imperative with people you normally address as **tu**, such as friends, classmates, or family members. Remember, **tu** is not only informal, it is also singular. Use the **vous** form of the imperative when speaking to more than one person, even if they are a group of close friends or family. You also use the **vous** form of the imperative with anyone you normally address as **vous**, such as your teacher and other adults to whom you show respect. With **-er** verbs, you drop the final **s** when forming a command with **tu**.

B. Add the missing end punctuation to the following sentences. Add a period to statements, a question mark to questions, and an exclamation point to imperatives.

1. Ecoute ce CD !
2. Est-ce que tu as une montre _____
3. Donnez-moi un sandwich _____
4. Il est cinq heures _____
5. On va au café _____
6. Prends un steak-frites _____
7. Nous faisons une promenade _____
8. Allons au cinéma _____

C. Give a group of your friends some advice based on their comments below.

1. Nous avons un examen lundi.

Etudiez!

2. Nous avons très soif.
-

3. Il fait du soleil.
-

4. Nous avons faim.
-

D. Now give your friend's little sister some advice based on her comments.

1. J'ai faim.

Prends un sandwich.

2. J'aime la musique.
-

3. Je voudrais faire du sport.
-

4. J'ai soif.
-

E. Look at the verbs in the second box. Which verb form changes when the statement becomes a command? How is it different?

CHAPITRE 6

■ DAYS OF THE WEEK

Allez, viens! Level 1, p. 173

In English To say that you regularly do something on a particular day of the week, you make the day plural (*Sundays*) or you can use an adjective, such as *every* (*every Sunday*). If you are talking about something that is going to happen on one specific day, you use the singular (*on Saturday*). Notice the difference in meaning between the following sentences:

- Louise has a piano lesson on Saturday.
- Louise has piano lessons on Saturdays.
- Louise has piano lessons **every** Saturday.

A. Check the appropriate column to tell whether the following sentences refer to events that occur regularly or will occur on one specific day.

	REGULARLY	ONE SPECIFIC DAY
1. They leave for Hawaii on Wednesday.	_____	_____ ✓
2. I do homework every Sunday.	_____	_____
3. Marla goes swimming on Mondays.	_____	_____
4. On Friday I have a doctor's appointment.	_____	_____
5. You ride the bus on Thursdays.	_____	_____
6. Her birthday party is on Saturday.	_____	_____

In French If you want to say you do something regularly on a particular day of the week add **le** in front of the day and leave it singular. Compare the meanings of these sentences.

Nous allons au cinéma samedi.
We're going to the movies Saturday.

Nous allons au cinéma **le** samedi.
We go to the movies on Saturdays.

B. Check the appropriate column to tell whether the following sentences refer to events that occur regularly or will occur on one specific day.

	REGULARLY	ONE SPECIFIC DAY
1. Samedi, je joue au hockey.	_____	_____ ✓
2. Elle va à la piscine le dimanche.	_____	_____
3. Nous allons voir une pièce mercredi.	_____	_____
4. Le mardi et le jeudi, on a informatique.	_____	_____
5. Louise arrive lundi matin.	_____	_____
6. Nous dînons au restaurant le vendredi.	_____	_____

C. Write six sentences in French. In half of your sentences, tell something you do regularly on a particular day of the week. In the other sentences, tell what you are going to do on specific days this week.

1. **Le lundi, je vais au centre commercial.** _____
2. _____
3. _____
4. _____
5. **Vendredi, je vais aller au théâtre.** _____
6. _____
7. _____
8. _____

D. Compare the following two sentences. Besides the differences pointed out above, what other difference do you notice about days of the week?

We're going to the beach Saturday. On va à la plage samedi.

In English You can use the progressive form of the verb **to go** with the infinitive of another verb to talk about the near future.

We **are going to eat** some ice cream.

In this sentence, the verb phrase **are going** places the action of the sentence in the future. The action verb **to eat**, in its infinitive form, tells what you *are going to do*.

Of course, you can also use the verb **to go** to tell where you are going. In such sentences, it is followed by a place rather than an infinitive of another verb.

She **is going to town** on Wednesday.
Sandra **is going to the mall**.

A. Do the following sentences imply near future, or simply tell where someone is going?

	NEAR FUTURE	WHERE
1. We're going to take a test on Friday.	_____ ✓ _____	_____
2. Chris is going to take the train.	_____	_____
3. They are going to the movies.	_____	_____
4. Amy is going to sing in the choir.	_____	_____
5. My mother is going to the gym.	_____	_____

In French You can use the verb **aller** with a place to tell where you're going.

Je **vais** à l'école.

You can also use **aller** with an infinitive to tell what you're going to do or what's going to happen.

Je **vais acheter** un CD.
Lisette **va faire du ski**.

B. Do the following sentences imply near future, or simply tell where someone is going?

	NEAR FUTURE	WHERE
1. Nous allons à la piscine.	_____	_____ ✓ _____
2. Mathilde va au musée.	_____	_____
3. Ils vont faire une promenade.	_____	_____
4. Vous allez jouer au football.	_____	_____
5. Mes parents vont faire un pique-nique.	_____	_____

C. Underline the conjugated forms of **aller** in the following sentences. Then circle the infinitive phrases that accompany them.

1. Michèle ne va pas prendre un coca.
2. Tu vas avoir beaucoup de devoirs.
3. Ils vont aller au musée.
4. Vous allez faire les vitrines dimanche?
5. Nous allons regarder un film samedi.
6. Je vais jouer au tennis.

D. Write four sentences telling where you're going to go next week and what you will do.

1. Je vais aller à l'école.
2. _____
3. _____
4. _____
5. _____

E. Which of the sentences in Activity C is negative? What does this sentence tell you about the placement of **ne... pas** when talking about the near future?

In English A contraction is a shortened form of a word or groups of words. A contraction contains an apostrophe to show where letters have been left out.

Mom **isn't** going to like this.
 She **wouldn't** want to go, would she?
 I'm the only one here right now.

English contractions are commonly formed with the word **not** and forms of the verbs **to be, to do, to have, will, and can**. These contractions are not required. In fact, in formal writing, such as school papers or business letters, contractions may be inappropriate. Nevertheless, both of the following sentences are correct in the right circumstances.

I **do not** know. I **don't** know.

A. Underline the contractions in the following sentences.

1. You shouldn't just play all day.
2. He's going to be very pleased.
3. I've got a secret.
4. We don't know whether the story's true or not.
5. I can't tell if she's crying or laughing.
6. He doesn't understand the assignment.

In French The use of contractions in French is not optional, whether the situation is formal or informal. In some cases their purpose is to facilitate pronunciation. A contraction can make a sentence "flow" better by avoiding the placement of two vowel sounds together.

J'aime le football.

Other uses of French contractions are not related to pronunciation. Rather, some very particular circumstances call for the use of contractions. For example, the preposition **à** always forms a contraction when combined with the articles **le** or **les**, but **à** does not combine with **la** or **l'**.

Tu vas...	au musée? aux Etats-Unis? à la piscine? à l' école?
-----------	--

B. Underline the contractions in the following sentences. If there is no contraction, leave the sentence as it is.

1. Vous allez au stade?
2. Micheline ne va pas à l'université.
3. Mes amis parlent au téléphone.
4. Lucie aime jouer aux cartes.
5. Nous adorons aller à la plage.
6. Les élèves vont au centre commercial.

C. Tell where the following people are going by completing the sentences with the appropriate form of **à plus le, la, l', or les**.

1. Michèle va à la piscine.
2. Je vais _____ musées.
3. Yvonne et Corinne vont _____ Maison des jeunes.
4. Vous allez _____ café.
5. Tu vas _____ école.
6. Nous allons _____ théâtre.

D. Underline the contractions in the following sentences. In what ways are they different?

Nous allons au cinéma. J'adore le cinéma.

In English Information questions differ from yes-or-no questions because they ask for specific information. You can recognize information questions by listening for question words.

Where is he going?
Why is the sky blue?
Who is at the door?
What are you doing?
When will the show start?
How are you feeling?

A. Underline the question words in the following sentences.

1. What is going on?
2. When does summer vacation begin?
3. Why doesn't she call me back?
4. What time is it?
5. How did you do that?
6. Who is at the door?

In French Information questions in French can also be recognized by their question words.

Quand est-ce que le train arrive?
Qu'est-ce que tu fais?

Unlike most English questions, in French the question word or words may be placed at the end of a sentence or the beginning.

A quelle heure est-ce qu'on va au stade?
 On va au stade **à quelle heure**?

In conversational English, simple one-word questions are often used, but in French, such one-word questions sound abrupt and are incomplete. To make your questions convey a more complete idea, you can add the word **ça**. Compare the following short dialogues.

-I'm going to New York.
 -When?

-Je vais à New York.
 -Quand ça?

B. Underline the question words in the following sentences.

1. Et demain, tu veux faire quoi?
2. Tu vas au zoo avec qui?
3. Quand est-ce que la bibliothèque ferme?
4. Qu'est-ce que tu veux faire?
5. Où est-ce qu'on va maintenant?
6. Le film commence à quelle heure?
7. Avec qui est-ce que tu vas au cinéma?

C. What question words are missing from the following conversation?

1. - On va au théâtre ce week-end. Tu veux aller avec nous?

- _____?

- Samedi soir.

2. - _____?

- Au théâtre Molière.

3. - _____?

- Avec Thomas et Sylvie.

- Bon, d'accord. A samedi.

D. How is the response to the following question different from a short response to a similar question in English? Illustrate your answer with a sample English response.

-On prend le déjeuner à quelle heure?

-A onze heures et demie.

CHAPITRE 7

■ POSSESSION

Allez, viens! Level 1, p. 204

In English You can show that something belongs to someone by adding 's to a noun or a proper noun.

the **boy's** dinner **Karen's** homework

You can show possession for regular plural nouns by adding an apostrophe to the end of the word.

our **dogs'** leash

You can also show possession in English by using **of**. The preposition **of** may be combined with *the* or with a possessive adjective.

the plays **of** Shakespeare
the strap **of** her purse

A. Underline the words that show possession in the following sentences.

1. Don't pull the cat's tail!
2. Is that Bob's cat?
3. That's our neighbors' newspaper.
4. Would you mind closing the principal's door?
5. The book's binding is cracked.
6. The teacher's book fell to the floor.
7. The hands of the clock are broken.

In French Unlike in English, in French, you do not use 's to show possession. You can show possession by using the preposition **de** (*of*). With a proper noun, use **de** alone or use **d'** before a vowel or a vowel sound.

C'est le cousin **de** Stéphane. Ce sont les parents **d'**Elisabeth.

To show possession with a noun, use **de** along with the noun and its definite article (**le, la, les, or l'**).

C'est la calculatrice **de** l'élève.
Voici le bracelet **de** la petite fille.

When **de** combines with **le** or **les**, a contraction is formed.

C'est le mari **du** professeur. (de + le professeur)
Ce sont les devoirs **des** étudiants. (de + les étudiants)

B. Underline the words that show possession in the following sentences.

1. Voilà le livre du professeur.
2. Elle aime bien la cousine de Philippe.
3. Tu as la montre d'Isabelle?
4. Ce sont les petits-enfants des voisins de Sophie.
5. C'est le chien de la fille de Maxime.
6. J'ai des livres du professor.

C. Complete the following sentences with the appropriate possessive words.

1. Voilà la montre de Christine.
2. Vous avez les sacs _____ copines de Marc?
3. Ce sont les frères _____ père de Cédric.
4. Charlotte est la cousine _____ amie de Florence.
5. C'est la fenêtre _____ chambre de Christophe.
6. Ce sont les chiens _____ Eugène?

D. In your own words, explain how possession in French is similar to English. How is it different?

Similarities: _____

Differences: _____

In English Another way to show possession is by using possessive adjectives. In English, the possessive adjectives are **my, your, his, her, its, our, and their.**

my watch **his** car **their** books **our** friends

A. Underline the possessive adjectives in the following sentences.

1. The Smiths bought their first house last month.
2. His hamster is sleeping in its nest.
3. Where did I put my keys?
4. You've finished your chores already?
5. It's great to hear that our soccer team won.

In French You can also show possession by using possessive adjectives. French possessive adjectives agree in gender (masculine or feminine) and in number (singular or plural) with the noun that is possessed.

	Masculine	Feminine	Plural
my	mon	ma	mes
your	ton	ta	tes
his/her/its	son	sa	ses

Notice the different ways to say **my** in the following sentences.

C'est **mon** cahier. (**Cahier** is masculine and singular.)

C'est **ma** tante. (**Tante** is feminine and singular.)

Ce sont **mes** parents. (**Parents** is plural.)

Use the masculine singular forms **mon, ton, and son** before feminine nouns that begin with a vowel or a vowel sound.

Voilà **mon** amie Sylvie.

Quelle est **ton** adresse?

The plural possessive adjectives also agree with the nouns they modify, but there are fewer forms. Notice that the masculine singular and feminine singular forms are the same.

	Singular	Plural
our	notre	nos
your	votre	vos
their	leur	leurs

B. Underline the possessive adjectives in the following sentences.

1. Sa sœur est très mignonne.
2. Leurs enfants sont pénibles.
3. Range ta chambre!
4. Votre fils a deux ans?
5. Nous faisons nos devoirs maintenant.
6. C'est une photo de ma grand-mère.
7. Il n'a pas son cahier.

C. Complete the following paragraph with the appropriate possessive adjectives.

Je vous présente ma (my) famille. J'ai un frère. Je n'ai pas de sœur.
 _____ (my) frère s'appelle Frédéric. Il a un chat. _____ (his) chat
 s'appelle Lou-Lou. _____ (our) parents s'appellent Lucie et Georges. Ils ont deux
 poissons rouges. _____ (their) poissons s'appellent Plif et Plouf. Et toi, tu as un
 chien, n'est-ce pas? Comment s'appelle _____ (your) chien?

D. What are the possible meanings of the phrases below? In your own words, explain how the use of third person possessive adjectives in French is different from English.

son frère

sa sœur

ses cousins
