



Manuel de Grammaire

Lopez Island Secondary School

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As you read this manual, please keep in mind the following:

- This handbook aims to touch the essential points of French grammar. It is not intended to replace a complete text. If you control what is included here, you'll do great, though.
- Words that are defined for the first time are underlined.
- Most sections are divided in four levels, starting with *Niveau de base* and reaching to *Niveau supérieur*.
- You may wish to complete the *Niveau de base* in all sections before studying the next levels.
- When you wish to practice what you learned, exercises are available from the teacher.
- This is a work in progress: do not expect perfection.
- Please forward suggestions and corrections to rtetu@lopez.k12.wa.us

Section I, Définitions

A. Niveau de base

1. Five most important parts of speech

a) Verbes/verbs

(1) Verbs are words describing action or state of being.

marcher/to walk; [il] **a/he has;** [nous] **allons/we go;** [je] **suis/I am**

b) Noms/nouns

(1) Nouns are words describing a person, place, thing, or idea.

étudiant or étudiante [student], *Sophie, Paris, école* [school], *marteau* [hammer], *amour* [love]

c) Pronoms/pronouns

(1) Pronouns are words taking the place of a noun.

elle [she], *lui* [him], *toi* [you]

d) Adjectifs et articles/adjectives and determiners

(1) Adjectives and determiners are words describing nouns.

bon [bon], *distant, mauvais* [bad], *bleu, grand* [tall], *court, le, la ou les* [the], *un* [a]

e) Les adverbes/adverbs

(1) Adverbs are words describing a verb or an adjective.

Bien [well], *mal* [badly], *intelligemment* [intelligently]

2. Name versus function

a) What a word is as a part of speech is its name; what a word does is its function.

(1) In the sentence, “*Pierre loves her*”:

Pierre is a noun, functioning as the subject/le sujet;

loves is a verb, functioning as the verb/le verbe;

her is a pronoun, functioning as the object/le complément d'objet.

3. Three basic functions

a) Verb

(1) The verb expresses the action or state of being in the sentence.

(2) A sentence or a clause usually has at least one verb, written or implied.

(3) A sentence is a word or group of words that make sense standing by itself. It starts with a capital letter and ends with a punctuation mark. The punctuation marks that end sentences are “?”, “!” and “.”

Does Sophie love Pierre?

(4) A clause is a group of words that has its own subject and verb, but may not make sense standing by itself.

The heart has its reasons (Clause 1) which reason knows nothing of. (Clause 2)

b) Subject

(1) The subject does the action or is in the state of being.

Paul talks a lot. **Sophie** is smarter than me. **Pierre and Paul** walk to the village.

c) Object

(1) The object receives the action of a verb. Not all verbs have objects.

Pierre slapped **Paul**. Sophie sent **a long letter**.

4. Gender and number

a) In reference to number, words in English and French can be singular or plural.

(1) Singular refers to a single item; plural refers to more than one.

A **cow** (singular) and many **pigs** (plural). *Une vache et beaucoup de cochons*.

b) As for gender, all words in French and some words in English are feminine or masculine.

(1) You know the Titanic? **She** was a beauty! **Pierre est un homme** et **Sophie est une fille**.

B. Niveau novice

1. Three more parts of speech
 - a) *Les prépositions/prepositions*
 - (1) Prepositions are words that relate other words to each other.
behind, above, away from, until, devant, droite
 - b) *Les conjonctions/conjunctions*
 - (1) Conjunctions are words that connect words or clauses.
Et [and], *ou* [or], *mais* [but]
 - c) *Les interjections/interjections*
 - (1) Interjections are words that express feelings on their own.
Golly! Hé! Ouille!
2. *Les verbes auxiliaires/auxiliary verbs*
 - a) Some verbs help to conjugate the verb that holds the actual meaning; they are auxiliary verbs.
Pierre **had** eaten the whole cake by the time Sophie asked him for a slice.
3. *Le participe passé/past participle*
 - a) This is the form of the verb used in a compound verb in alliance with an auxiliary
Paul had **eaten** the whole cake by the time Sophie asked him for a slice.
4. *Les temps et les modes/tenses and moods*
 - a) The *temps* [tense] of a verb tell us when an action takes place.
Sophie **will go** to Lyon next month. She **went** to Marseille last month.
 - b) The *mode* [mood] of a verb tells us about the intent or mood of the action.
Paul **goes** to Lyon. Paul **would go** to Lyon if he could. **Go** to Lyon, Paul!

C. Niveau avancé

1. *Le participe présent/present participle*
 - a) In French, this is the form of the verb used as an adjective or as the description of an action.
Sophie est charmante. L'appétit vient en mangeant.
2. *Les verbes pronominaux/reflexive verbs*
 - a) Reflexive verbs are preceded by a reflexive pronoun.
(1) *Nous nous appelons les Lobos* [We **call ourselves** the Lobos].
3. *Les verbes transitifs et intransitifs/transitive and intransitive verbs*
 - a) If a verb can be followed by an object, it is transitive. If not, it is intransitive.
(1) Paul **likes** [transitive] Sophie. Pierre **left** [intransitive] at seven.
4. *L'élation/elision.*
 - a) When we drop letters from a word and replace them with an apostrophe, we have an *élision*.
(1) *Le l'homme; t à l'école.*

D. Niveau supérieur

- a) *Le passif/the passive voice/*
 - a) A verb form in which the subject of the verb is the object of the action.
(1) Paul **est invité** par Pierre.

Section 2, Verbes

A. Niveau de base

1. Conjugation

- a) You conjugate when you match the form of a verb to the subject and to the period of time intended by the sentence.

Paul and Pierre is happy to see you. Paul and Pierre **are** happy to see you.

- b) We usually name a verb by its infinitive present form.

To eat, to drive, to succeed

- c) Verbs are conjugated in relation to three points of view, named persons

(1) If it is related to "I" or "we", it is the first person

(2) If it is related to "you", it is the second person.

(3) If it is related to "he", "she", "it", "Pierre", or "they", it is the third person.

- d) We usually list conjugated verbs in the following order:

(1) First, singular persons: je [I], tu [you/thou], il [he], elle [she].

I love, you love, he/she loves; *j'aime, tu aimes, il/elle aime*

(2) Second, plural persons: *nous* [we], *vous* [you], *ils* [they, masc.], *elles* [they, fem.].

We love, you love, they love; *nous aimons, vous aimez, ils/elles aiment*

2. Regular verbs and irregular verbs

- a) Regular verbs follow conjugation rules with few if any exceptions.

Paul parle à Sophie. Ils parlent à Pierre. [Paul **talks** to Sophie; they **talk** to Pierre.]

- b) Irregular verbs do not follow standard conjugation rules.

D'habitude, Paul va à l'école les lundis, mais il est allé à Friday Harbor la semaine dernière.

Paul usually **goes** to school on Mondays, but he **went** off island last week.

- c) Regular verbs are identified by their endings in the infinitive form: most end in *-er*, a few in *-ir*, and fewer still with *-re*.

Aimer, finir, entendre

3. Present tense (of the indicative)/Le présent (de l'indicatif)

- a) Regular verbs are conjugated by replacing the infinitive ending with the present ending.

(1) Verbs ending in *-er*. The endings are *-e, -es, -e, -ons, -ez, -ent*

J'aime, tu aimes, il/elle aime, nous aimons, vous aimez, ils/elles aiment

(2) Verbs ending in *-ir*. The endings are *-is, -is, -it, -issons, -issez, -issent*

Je finis, tu finis, il/elle finit, nous finissons, vous finissez, ils/elles finissent

(3) Verbs ending in *-re*. The endings are *-s, -s, -[nothing], -ons, -ez, -ent*

J'entends, tu entends, il/elle entend, nous entendons, vous entendez, ils/elles entendent

- b) Nine essential verbs are irregular and conjugated as follows:

(1) Être/to be

Je suis, tu es, il/elle est, nous sommes, vous êtes, ils/elles sont

(2) Avoir/to have

Je ai, tu as, il/elle a, nous avons, vous avez, ils/elles ont

(3) Aller/to go

Je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont

(4) Venir/to come

Je viens, tu viens, il/elle vient, nous venons, vous venez, ils/elles viennent

(5) Faire/to make/to do

Je fais, tu fais, il/elle fait, nous faisons, vous faites, ils/elles font

(6) Vouloir/to want

Je veux, tu veux, il/elle veut, nous voulons, vous voulez, ils/elles veulent

(7) Pouvoir/to be able to, "can"

Je peux, tu peux, il/elle peut, nous pouvons, vous pouvez, ils/elles peuvent

(8) Dire/to say

Je dis, tu dis, il/elle dit, nous disons, vous dites, ils/elles disent;

(9) Prendre/to take

Je prends, tu prends, il/elle prend, nous prenons, vous prenez, ils/elles prennent

4. Near future

- a) To refer to the near future informally, use the conjugated form of *aller* in front of the infinitive form of the verb, as you do in English.

Pierre va manger chez Paul [Pierre is going to eat at Paul's house].

5. Near past

- a) To refer to near past informally, use the conjugated form of *venir* followed by *de* and the infinitive form of the verb.

Pierre vient de manger chez Paul. [Pierre just ate at Paul's house].

B. Niveau novice

1. Le participe passé

- a) The participe passé (past participle) is used to conjugate compound tenses. These are tenses that require an auxiliary verb along with the original verb.

Sophie **had helped** Pierre by the time the ambulance arrived.

- b) The *participe passé* of regular verbs is formed by replacing the infinitive ending with:

- (1) -é for verbs ending in -er;
(2) -i for verbs ending in -ir;
(3) -u for many verbs ending in -re.

- c) The *participe passé* of irregular verbs must be memorized. Here are nine irregular verbs.

être: été;	avoir: eu;	aller: allé	venir: venu	faire: fait
vouloir: voulu	pouvoir: pu	dire: dit	prendre: pris	

2. Le passé composé

- a) The *passé composé* is a past tense for actions that happened once or occasionally in the past.

Sophie **has built** a rocket before.

- b) Use an auxiliary verb at the present tense and the *participe passé* to make a *passé composé*.

Sophie a déjà construit une fusée [Sophie has built a rocket before].

- c) Almost all verbs use *avoir* as an auxiliary.

J'ai recyclé, tu as recyclé, elle a recyclé, nous avons recyclé, vous avez recyclé, ils ont recyclé.

- d) Fourteen verbs always use *être* as an auxiliary. They are: *aller, venir, entrer, sortir, arriver, partir, monter, descendre, tomber, passer, rester, retourner, naître, mourir*, and their derivatives, like *devenir*.

Je suis allé, tu es venu, elle est entrée, nous sommes sortis, vous êtes arrivés, elles sont parties

- e) For these 14 verbs, the past participle must agree in number and gender with the subject.

Elle est entrée, il est sorti, et nous sommes restés.

3. L' imparfait

- a) The *imparfait* is used in three ways

- (1) To describe actions that happened regularly or continuously in the past.

Paul se levait à sept heures tous les jours [Paul **got up** at seven every day].

- (2) To describe actions that were ongoing when something else happened.

Paul se levait quand Pierre est arrivé [Paul **was getting up** when Pierre arrived].

- (3) To describe states of mind or circumstances.

Il pleuvait tout le temps à Concrete [It **was** always **raining** in Concrete].

- b) Except for *être*, which uses the stem *ét-*, all verbs are conjugated by replacing the present tense ending for *nous* with *-ais, -ais, -ait, -ions, -iez, -aient*

Aimions gives us *J'aimais, tu aimais, elle aimait, nous aimions, vous aimiez, ils aimaien*t

J'étais, tu étais, elle était, nous étions, vous étiez, ils étaient

4. Le plus-que-parfait de l'indicatif
- The plus-que-parfait is a past tense for actions that were completed before other actions in the past.
Sophie avait déjà construit une petite fusée avant de créer l'Aries. [Sophie **had** already **built** a small rocket before creating the Aries.]
 - Use an auxiliary verb at the imperfect tense and the *participe passé* to make a plus-que-parfait.
Sophie avait déjà mangé lorsque Paul est arrivé avec une pizza. [Sophie **had** already **eaten** when Paul arrived with a pizza.]
 - The same fourteen verbs that use *être* as an auxiliary for the *passé composé* use it for the plus-que-parfait. This holds true for all compound conjugation forms.

C. Niveau avancé

- Le conditionnel*
 - The *conditionnel* mood is used to express the effect of causes.
Paul jouerait au foot si il faisait beau. [Paul **would play** soccer if it was nice weather.]
 - The *conditionnel présent* is usually created by adding the imperfect ending to the infinitive form.
J'aimerais, tu aimeras, elle aimeraît, nous aimerions, vous aimerez, ils aimeraient
 - Some verbs have irregular stems instead of using the infinitive for the *conditionnel*.

<i>Être: ser-, serais;</i>	<i>avoir: aur-, aurais;</i>	<i>aller: ir-, irais;</i>
<i>venir: viendr-, viendrais;</i>	<i>faire: fer-, ferais;</i>	<i>savoir: saur-, saurais;</i>
<i>voir: verr-, verrais;</i>	<i>devoir: devr-, devrais;</i>	<i>pouvoir: pourr-, pourrais;</i>
<i>vouloir: voudr-, voudrais;</i>	<i>courir: courr-, courrais;</i>	<i>recevoir: recevr-, recevais;</i>
<i>mourir: mourr-, mourrais;</i>	<i>envoyer: enverr-, enverrais;</i>	<i>tenir: tiendr-, tiendrais;</i>
<i>falloir: faudr-, faudrais;</i>	<i>pleuvoir: pleuvr-, pleuvrais;</i>	<i>valoir: vaudr-, vaudrais;</i>

 All stem-changing verbs are made by adding “r” to the *elle* form: *acheter, achèterais*
 - The *conditionnel passé* is used to express the effect of causes in the past. It is created by adding a *participe passé* to an auxiliary at the *conditionnel présent*.
Paul aurait joué au foot si il avait fait beau. [Paul **would have played** soccer if it had been nice weather.]
- Le futur*
 - The *futur* tenses of the *indicatif* are used to describe events that happen in the future.
Paul jouera au foot demain. [Paul **will play** soccer tomorrow.]
 - The *futur simple* is usually created by adding the following endings to the infinitive form: *-ai, -as, -a, -ons, -ez, -ont*. Note the similarity to the verb *avoir*.
J'aimerai, tu aimeras, elle aimera, nous aimerons, vous aimerez, ils aimeront
 - The verbs who had irregular stem at the *conditionnel* have the same stems at the *futur*.

<i>Être: ser-, serai; avoir: aur-, aurai; etc.</i>
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 - The *futur antérieur* is used to describe an event happening in the future before an other event. It is created by adding a *participe passé* to an auxiliary at the *futur simple*.
Paul aura diné avant d'aller chez lui. [Paul will have eaten dinner before going home.]
- Agreement of the *participe passé*
 - The past participle must agree with the direct object of a verb that comes before the verb.
Pierre a invité Sophie et Nicole. Il les a invitées [Pierre has invited them.]
 - This rule applies to reflexive pronouns that act as a direct object.
Sophie s'est levée tôt. Nicole s'est acheté une voiture.
- L'impératif*
 - The *impératif* mood expresses orders or commands. Except for *être* and *avoir*, use the *tu, nous* and *vous* forms of the present indicative; for verbs in *-er* and *aller*, drop the *s* with *tu*.
Mange! [Eat!] Mangeons! [Let's eat!] Allez! [Go!] Suivez-moi! [Follow me!]

D. Niveau supérieur

1. Le subjonctif

- a) The *subjonctif* mood is used to express wish, will, emotion, hope, uncertainty, or desire.
Je souhaite que tu ailles à Boston. [I wish that you went to Boston.]
- b) If the main clause and the subordinate clause have the same subject, use the infinitive instead.
Je souhaite aller à Boston. [I wish to go to Boston.]

- c) The *subjonctif* mood is used with impersonal expressions, such as:

<i>il faut que</i>	<i>il est nécessaire que</i>	<i>il est important que</i>	<i>il est [im]possible que</i>
<i>il est temps que</i>	<i>il vaut mieux que</i>	<i>il se peut que</i>	<i>il est indispensable que</i>

- d) The *subjonctif présent* is usually created in two parts:

- (1) by using the stem from the third person plural at the present indicative and adding these endings for the singular persons and the third person of the plural: *-e, -es, -e, -ent*

Que j'aime, que tu aimes, qu'il aime, qu'ils aiment. Que je boive, que tu boives.

- (2) by using the *imparfait* stem and adding these endings for *nous* and *vous*: *-ions, -iez*

Que nous aimions, que vous aimiez. Que nous buvions, que vous buviez.

- e) Some verbs that have irregular stems at the present indicative keep those stems:

Ils ouvrent: que j'ouvre; ils écrivent: que j'écrive; ils disent: que je dise.

- f) The verbs *être, avoir, faire, pouvoir, savoir, falloir, valoir* are irregular

Que je sois, que tu sois, qu'elle soit, que nous soyons, que vous soyez, qu'ils soient

Que j'aie, que tu aies, qu'elle ait, que nous ayons, que vous ayez, qu'ils aient

- g) The verbs *faire, pouvoir, savoir, falloir, valoir* have irregular stems

*pouvoir: puiss-, que je puisse savoir: sach-, que je sache falloir: faill-, qu'il faille
valoir: vaill-, que je vaille faire: fass-, que je fasse*

2. The subjonctif passé

- a) The *subjonctif passé* is composed of an auxiliary at the *subjonctif présent* and a past participle.

J'ai souhaité que tu aies terminé la vaisselle. I wished that you had finished the dishes.

3. L'infinitif passé

- a) The *infinitif passé* is used to express an action that happened before another one, somewhat like the plus-que-parfait. *Après* always precedes the *infinitif passé*.

Après avoir mangé son omelette, il a commandé une crème brûlée. [After having eaten his omelette, he ordered a crème brûlée.]

4. Le passé simple

- a) The *passé simple* of the *indicatif* is used like the *passé composé* but in formal writing..

Paul joua au foot hier. [Paul **played** soccer yesterday.]

- b) The *passé simple* of verbs in *-er* is created by adding these endings to the infinitive stem: *-ai, -as, -a, -âmes, -âtes, -èrent*.

Pierre et Sophie mangèrent chez Bocuse. [Pierre and Sophie ate at Bocuse.]

- c) The *passé simple* of verbs in *-ir* and *-re* is usually created by adding these endings to the infinitive stem: *-is, -is, -it, -îmes, -îtes, -irent*.

Pierre et Sophie finirent leur dîner. [Pierre and Sophie finished their dinner.]

- d) The stem of many verbs in *-ir* and *-re* is irregular, either using the past participle stem or an irregular stem, but they are all created by adding one of these sets of endings: *-us, -us, -ut, -ûmes, -ûtes, -urent; -ins, -ins, -int, -îmes, -îtes, -inrent; or -is, -is, -it, -îmes, -îtes, -irent*.

Quand Pierre et Sophie vinrent manger chez Bocuse, les plats leur plûtent beaucoup. [When Pierre and Sophie came to Bocuse, the dishes pleased them a lot.]

- e) Few French-speaking people use the *passé simple* or the *passé antérieur* anymore.

5. Le passé antérieur

- a) The *passé antérieur* of the *indicatif* is used like the *plus-que-parfait* but only in formal writing.

Sophie eut mangé lorsque que Paul l'invita. [Sophie **had eaten** when Paul invited her.]

Section 3, Noms

A. Niveau de base

1. *Les noms communs*
 - a) *Les noms communs* are common nouns that describe persons, places, things or ideas without naming them. They are not capitalized.
*Paul est un **homme**.* [Paul is a **man**.]
 - b) Common nouns are almost always preceded by a determiner or adjective.
*Paul est **l'homme** qui a peinturé **notre** école.* [Paul is **the** man who painted **our** school.]
2. *Les noms propres*
 - a) *Les noms propres* are proper nouns that describe persons, places, things or ideas by naming them. They are always capitalized.
*De **Vinci** est un homme.* [**Da Vinci** is a man.]
 - b) Proper nouns are only preceded by a determiner or adjective if it is part of their name.
*De **Vinci** a peint **la Joconde**.* [**Da Vinci** painted **the Mona Lisa**.]
3. *Les noms féminins*
 - a) The feminine derivation of a masculine noun is often created by doubling the ending consonant and adding *-e* to the masculine noun.
*Sophie a un chat et une **chatte**.* [Sophie has a **male cat** and a **female cat**.]
 - b) Proper nouns are only preceded by a determiner or adjective if it is part of their name.
*De **Vinci** a peint **la Joconde**.* [**Da Vinci** painted **the Mona Lisa**.]
4. *Le pluriel des noms réguliers* [The plural of regular nouns]
 - a) You add *-s* to most nouns to make them plural.
*Paul et Pierre sont des **hommes**.* [Paul and Pierre are men.]
 - b) Nouns ending with *-s* do not require a second *-s*.
*Pierre a des **bras** forts.* Pierre has strong **arms**.]

B. Niveau novice

1. Plural of nouns ending in *-al*.
 - a) Most masculine nouns ending in *-al* and *-ail* change into *-aux* at the plural form.
*Sophie a lu deux **journaux** ce matin.* [Sophie read two **newspapers** this morning.]

C. Niveau avancé

1. Plural of nouns ending in *-eau*, *-eu*, *-ou*.

- a) Nouns ending in *-eau*, *-eu*, *-ou* use *-x* instead of *-s* at the plural form.

Sophie coupe ses cheveux avec des ciseaux. [Sophie cuts her **hair** with **scissors**.]

D. Niveau supérieur

1. Gender of geographical nouns.

- a) Nouns ending with a silent *-e* are generally feminine.

Sophie a visité la Belgique et la Thaïlande. [Sophie visited **Belgium** and **Thailand**.]

- b) Some nouns ending with a silent *-e* are masculine.

Paul a visité le Mexique et le Cambodge. [Paul visited **Mexico** and **Cambodia**.]

- c) Geographical names that do not end with a silent *-e* are generally masculine

Pierre a visité le Canada et le Bénin. [Pierre visited **Canada** and **Benin**.]

E.

Section 4, Articles, adjectifs et adverbes

A. Niveau de base

1. L'accord des adjectifs/The agreement of adjectives
 - a) Adjectives must match the gender and number of the nouns they modify. This is called l'accord/ the agreement.
 - (1) If the noun is feminine, you usually add *-e*.
Une maison verte [a **green** house].
 - (2) If the noun is plural, you usually add *-s*.
Des garages verts [(some) **green** garages]; *des maisons vertes* [(some) **green** houses].
2. Les articles/articles
 - a) Les articles définis/definite articles
 - (1) You use the *article défini* when referring to a specific noun.
Le garçon [**the** boy]; **la fille** [**the** girl]; **les maisons** [**the** houses]; **l'homme** [**the** man].
 - (2) For the singular, the definite articles are *le* for masculine nouns and *la* for feminine.
Le père [the father]; **la mère**.
 - (3) If the singular word begins with a vowel sound, the definite article becomes *l'*.
L'époux [the male spouse]; **l'épouse** [the female spouse].
 - (4) For the plural, the definite article is always *les*.
Les garçons; **les filles**; **les époux**; **les épouses**.
 - b) Les articles indéfinis/indefinite articles
 - (1) You use the *article indéfini* when referring to a non-specific noun.
Un garçon [**a** boy]; **une fille** [**a** girl]; **des maisons** [(some) houses].
 - (2) For the singular, the indefinite articles are *un* for masculine and *une* for feminine.
Un père [the father]; **une mère**.
 - (3) For the plural, the definite article is always *des*. It is usually omitted in English
Des garçons; **des filles**.
3. Le partitif/The partitive
 - a) You use the *partitif* when referring to a noun you cannot count or to part of a whole.
*Paul voudrait boire **de la** limonade* [Paul would want to drink **some** lemonade.]
 - b) If the noun is masculine singular, *de le* becomes *du*.
*Pierre voudrait boire **du** thé.* [Pierre would want to drink **some** tea.]
 - c) If the noun is plural, *de les* becomes *des*.
*Sophie voudrait manger **des** amandes.* [Sophie would want to eat **some** almonds.]
4. Les adjectifs possessifs/Possessive adjectives
 - a) We usually list possessive adjectives in the following order:
 - (1) First, singular persons: mon, ma, mes [my], ton, ta, tes [your], son, sa, ses [his/her]
Mon père, **ma mère**, **mes parents**; **son père**, **sa mère**, **ses parents**.
 - (2) Second, plural persons: notre, nos [our]; votre, vos [your], leur, leurs [their].
Notre père, **nos parents**; **votre mère**, **vos parents**; **leur mère**, **leurs parents**.
 - (3) The gender of the adjective agrees with the noun it modifies, not the owner.
Son père [his father/her father]; **sa mère** [his mother/her mother].
5. La position des adjectifs
 - a) We usually list possessive adjectives in the following order:
 - (1) First, singular persons: mon, ma, mes [my], ton, ta, tes [your], son, sa, ses [his/her]
Mon père, **ma mère**, **mes parents**; **son père**, **sa mère**, **ses parents**.

B. Niveau novice

1. Les *adjectifs démonstratifs*/demonstrative adjectives
 - a) You use demonstrative adjectives to point to a noun.
Ce garçon n'est pas Pierre. [This boy is not Pierre.]
 - b) For the singular, the demonstrative adjectives are *ce* for masculine nouns and *cette* for feminine.
Ce garçon est Pierre et cette fille est Sophie. [This boy is Pierre and this girl is Sophie.]
 - c) If a masculine singular word begins with a vowel sound, the definite article becomes *cet*.
Cet homme [this man].
 - d) For the plural, the definite article is always *ces*.
Ces garçons; ces filles; ces hommes.
2. L'article indéfini à la forme négative/the indefinite article in negative sentences.
 - a) When using the *article indéfini* in the negative form, it becomes *de* or *d'*.
Pierre a un vélo mais pas d'auto. [Pierre has a bike but no car.]
3. Le partitif à la forme négative
 - a) When using the *partitive* in the negative form, it becomes *de* or *d'*.
Sophie boit du thé mais pas de café. [Sophie drinks tea but not coffee.]
4. Plural of adjectives ending in *-al*.
 - a) Masculine adjectives ending in *-al* change into *-aux* at the plural form.
*Paul a visité un parc **municipal** et trois parcs **nationaux**.*
5. Feminine of adjectives ending with a consonant.
 - a) You must double the ending consonant with some adjectives before adding *-e* for the feminine.
*Pierre n'est pas **canadien** et Sophie n'est pas **canadienne**.*
 - b) You must change the ending consonant with some adjectives before adding *-e* for the feminine.
*Pierre n'est pas **malheureux** et Sophie n'est pas **malheureuse**.*
6. *Le comparatif* et *le superlatif*/the comparative and the superlative.
 - a) You use the comparative to compare two items. You use *moins...que* [less ... than], *plus ... que* [more ... than], and *aussi ... que* [as ... as].
*Pierre est **moins** grand **que** Sophie.* [Pierre is less tall than Sophie.]
*Sophie est **plus** grande **que** Pierre.* [Sophie is more tall than Pierre.]
*Pierre est **aussi** grand **que** Paul.* [Pierre is as tall as Paul.]
 - b) You use the superlative to claim that an item is at the ultimate level. You use *le moins...* [the least ...] and *le plus...* [the most ...].,
*Pierre est **le moins** intelligent.* [Pierre is the least intelligent.]
*Sophie est **la plus** intelligente.* [Sophie is the most intelligent.]

C. Niveau avancé

1. Tout + article défini
 - a) The adjective *tout* followed by a definite article means “the whole.”
*Toute la classe a écouté l'*histoire de Pierre*.* [The whole class listened to Pierre's story.]

2.

D. Niveau supérieur

1. blah
 - a) bla
- 2.

E.

Section 5, Pronoms

A. Niveau de base

1. Les pronoms de sujet/ subject pronouns
 - a) Subject pronouns describe who or what accomplishes an action or has a state of being.
 - b) We usually list subject pronouns in the following order:
 - (1) First, singular persons: je/j' [I], tu [you/thou], il [he], elle [she], on [one/we].
J'aime, tu aimes, il/elle aime, on aime.
 - (2) Second, plural pronouns: nous [we], vous [you], ils [they, masc.], elles [they, fem.].
Nous aimons, vous aimez, ils/elles aiment.
 - c) *Tu* is used in informal settings, *vous* is used in formal settings.
Pierre, est-ce-que tu veux une glace? Gendarme Denjarme, voulez-vous une glace?
 2. Les pronoms d'objet direct/direct object pronouns
 - a) Direct object pronouns answers to the question words “Whom?” or “What? (object)”
 - b) We usually list direct object pronouns in the following order:
 - (1) First, singular persons: *me* [me], *te* [you], *le/l'* [him], *la* [her].
Je l'aime, tu me vois, elle te regarde. [I love **her**, you see **me**, she looks at you.]
 - (2) Second, plural pronouns: *nous* [us], *vous* [you], *les* [them].
Je les aime, tu nous vois, elle vous regarde. [I love **them**, you see **us**, she looks at **you**.]
 - c) The object pronoun comes immediately before the verb for which it is the object.
Tu veux la demander, ta question? {Do you want to ask it, your question?}
 3. Les pronoms d'objet indirect/indirect object pronouns
 - a) Direct object pronouns answers to the question words “To whom?” or “To What?”
 - b) We usually list direct object pronouns in the following order:
 - (1) First, singular persons: *me* [me], *te* [you], *lui/l'* [him/her].
Gendarme Denjarme lui donne une contravention. [Officer Denjarme gives him a ticket.]
 - (2) Second, plural pronouns: *nous* [us], *vous* [you], *leur* [them].
Je les aime, tu nous vois, elle vous regarde. [I love **them**, you see **us**, she looks at **you**.]
 - c) The object pronoun comes immediately before the verb for which it is the object.
Tu veux la demander, ta question? {Do you want to ask it, your question?}

B. Niveau novice

1. *Les pronoms accentués*/stress pronouns
 - a) We usually list subject pronouns in the following order:
 - (1) First, singular persons: *moi* [me], *toi* [you/thou], *lui* [him], *elle* [she].
 - (2) Second, plural pronouns: *nous* [us], *vous* [you], *eux* [them, masc.], *elles* [them, fem.].
 - b) Stress pronouns sometime reinforce the subject.
Nous, nous aimons Lyon et vous, vous aimez Aix-en-Provence.
 - c) They follow prepositions and *c'est*.
Sophie va à Lyon avec toi.
 - d) They precede or follow the conjunctions *et* and *ou*.
Sophie va à Lyon avec toi; toi et moi, nous allons à Aix avec elle.
 - e) They are used in sentence fragments without a verb.
Et toi? Tu vas à Lyon aussi.

- f) They precede *même* to signify “self.”
Moi-même, je vais à Bayeux. [**Myself**, I go to Bayeux.]
2. *Les pronoms réflexifs/reflexive pronouns*
- We usually list reflexive pronouns in the following order:
 - First, singular persons: me [myself], te [yourself/thou], se [himself/herself].
 - Second, plural pronouns: *nous* [us], *vous* [you], *se* [themselves].
 - Reflexive pronouns are used with reflexive verbs.
Elle se lève [She gets (**herself**) up] et tu **te** rases [you shave **yourself**].
 - In the negative form, *ne* precedes the reflexive pronoun.
Sophie ne se lève pas tard.
 - When a reflexive verb follows a helping verb, the reflexive pronoun agrees with the subject.
*Tu vas **te** lever tard.*

C. Niveau avancé

1. *Les pronoms relatifs/relative pronouns*
- There are two relative pronouns, *qui* and *que*. They are used to combine sentences.
 - Qui* replaces the subject.
*Sophie est une femme. Elle habite à Lopez. Sophie est une femme **qui** habite à Lopez.* [Sophie is a woman **who** lives on Lopez]
 - Que* replaces the object.
*Sophie est une femme. Pierre adore Sophie. Sophie est une femme **que** Pierre adore.* [Sophie is a woman **whom** Pierre worships.]
 - Que* becomes *qu'* before a vowel; *qui* does not change.
*Sophie est la femme **qu'** Alain aime et **qui** aime Alain.* [Sophie is the woman **whom** Alain loves and **who** loves Alain.]
 - Qu'est-ce-que* and its variations are often used to begin a sentence
 - If the question has a person as its expected answer, it should begin with *qui*.
***Qui** est-ce-que Paul adore? Paul adore Sophie!*
 - If the question has a thing as its expected answer, it should begin with *que*.
***Qu'**est-ce-que Paul adore? Paul adore les escargots!*
 - If a subject is the expected answer, the expression should end with *qui*.
*Qui est-ce-**qui** adore Sophie? Paul adore Sophie!*
 - If an object is the expected answer, the expression should end with *que*.
*Qui est-ce-**que** Paul veut inviter à la danse? Paul veut inviter Sophie à la danse.*
 - If *que* is preceded by a preposition, it becomes *quo*.
*Avec **quo** est-ce-que Pierre*
2. *Les pronoms interrogatifs/interrogative pronouns*
- Interrogative pronouns are used in a question when replacing a noun and the word “which”.
Lequel est ton chien? [Which one is your dog?]
 - For the masculine, they are *lequel* and *lesquels*; for the feminine, they are *laquelle* and *lesquelles*.
*Je vois deux vaches; **laquelle** appartient à Pierre?* [I see two cows, which one belongs to Pierre?]
3. *Les pronoms démonstratifs/demonstrative pronouns*
- Demonstrative pronouns are used replacing a noun and a demonstrative adjective.
*Lequel est ton chien? **Celui-ci?** [Which one is your dog? **This one?**]*
 - For the masculine, they are *celui* and *ceux*; for the feminine, they are *celle* and *celles*.
*Quelle vache appartient à Pierre? **Celle-là?** [Which cow belongs to Pierre? That one?]*
 - Demonstrative pronouns use *-ci* and *-là* just like demonstrative adjectives.

- (1) Use *-ci* for objects or persons that are relatively near.
Celles-ci devraient étudier mieux que celles qui sont à Concrete.
- (2) Use *-là* for objects or persons that are relatively far.
Bob, va me trouver ceux-là [Bob, go find me those ones.]

4.

D. Niveau supérieur

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- a)

Section 6, Ponctuation

A. Niveau de base

1. Five.

B. Niveau novice

1. Th.

C. Niveau avancé

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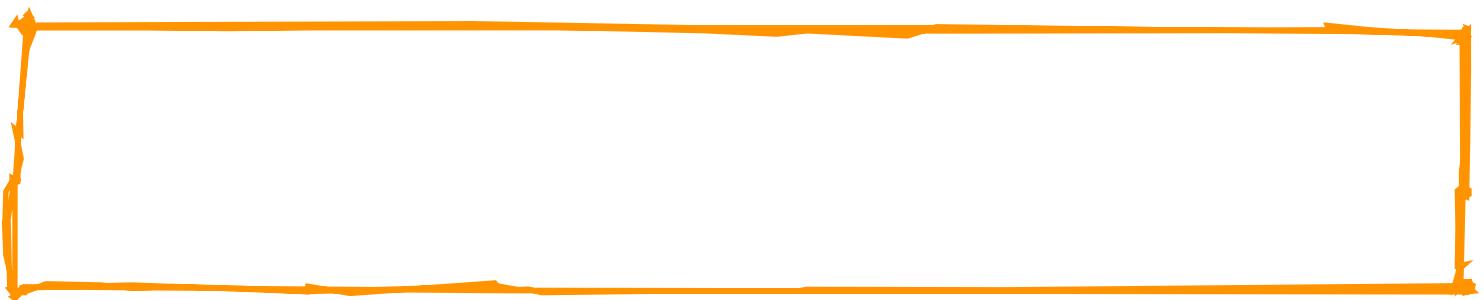
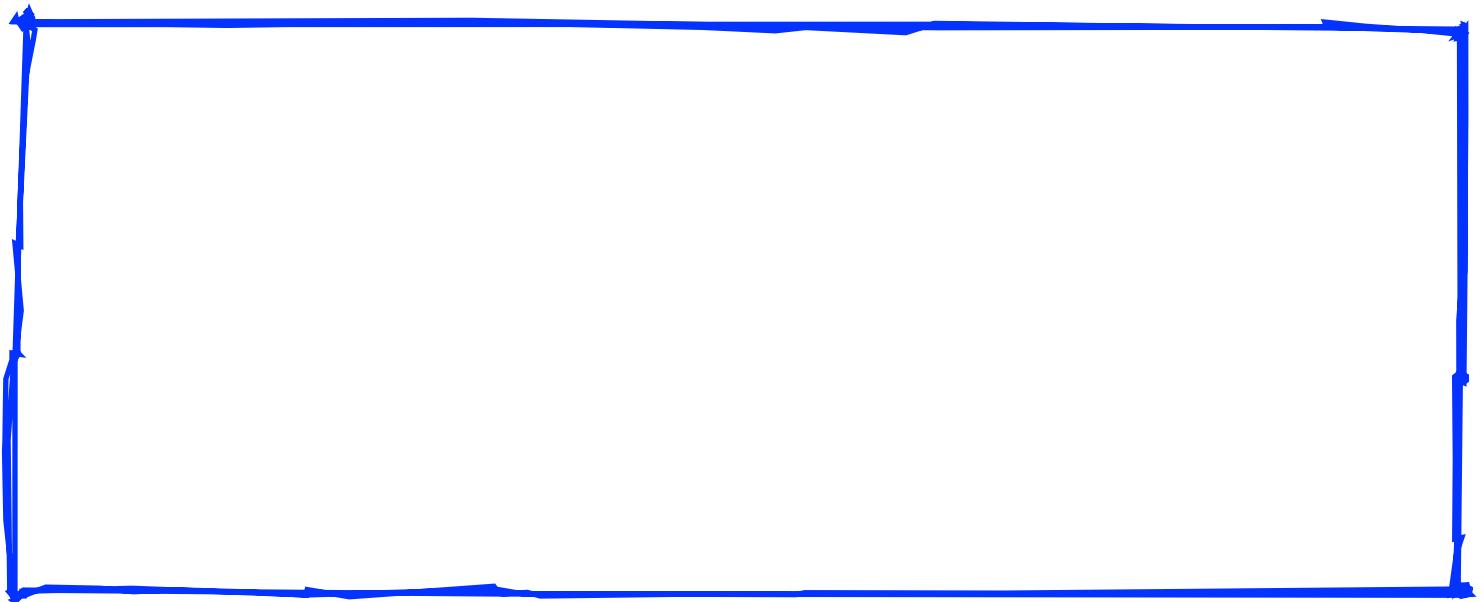
D. Niveau supérieur

1. blah

a) bla

2.

E.



Section 7, Règles diverses

A. Niveau de base

1. Les formes de phrases/types of sentences.
 - a) La forme affirmative/the affirmative.
 - (1) Most sentences use the *forme affirmative*. They make a statement.

Paul mange beaucoup de pain. [Paul eats a lot of bread.]
 - b) La forme négative/the negative form.
 - (1) Some sentences express the opposite. They deny the statement.
 - (2) The simplest form of the *négatif* uses the compound adverb *ne ... pas* on each side of the verb.

Paul ne mange pas beaucoup de pain. [Paul **does not** eat a lot of bread.]
 - c) La forme interrogative/the interrogative form.
 - (1) Some sentences use the *forme interrogative*. They question a statement.
 - (2) There are many ways to form the interrogative;; the simplest one requires you to add a question mark at the end of the sentence and to accentuate the end of the sentence.

Paul mange beaucoup de pain? [Paul eats a lot of bread?]
 - (3) Another one adds *Est-ce-que* to the beginning of the statement.

Est-ce-que *Paul mange beaucoup de pain?* [Does Paul eat a lot of bread?]

B. Niveau novice

1. The formal type of *forme interrogative*.
 - a) You can form an interrogative sentence by inverting the position of subjects and verbs.

Manges-tu du pain? [Do you eat bread?]

 - (1) If the subject is a singular noun, you add *-t-il*, *-t-elle* or *-t-on* after the verb.

Mange-t-il du pain? *Mange-t-elle un croissant?* *Mange-t-on beaucoup de sirop d'érable à Québec?*
 - (2) You may leave the noun at the beginning of the sentence for emphasis.

Paul mange-t-il du pain? *Sophie mange-t-elle un croissant?*
2. *Le pronom qui*/the pronoun *qui*.
 - a) *Qui* may be used to form a question.

Qui aime Sophie? [Who loves Sophie?]
Qui est-ce-que Sophie aime? [Whom does Sophie love?]
3. More on the *forme négative*/the negative form.
 - a) There are many ways beside *ne ... pas* to express negation
 - (1) All of them have a positive counterpart.
 - (2) *Ne ... jamais* [never] is the opposite of *toujours* [always].

Paul ne mange jamais de boudin. [Paul **never** eats blood pudding.]
 - (3) *Ne ... plus* [no longer, no more] is also the opposite of *toujours* [still].

Pierre ne mange plus de boudin. [Pierre **no longer** eats blood pudding.]
 - (4) *Ne ... rien* [nothing] is the opposite of *toujours* [always].

Sophie ne mange rien de chez McDo. [Sophie eats **nothing** from McDonalds.]
 - (5) *Ne ... personne* [nobody] is the opposite of *quelqu'un* [somebody].

Paul ne voit personne. [Paul sees **nobody**.]

C. Niveau avancé

1. The position of negative expressions in a sentence.
 - a) A negative expression used with a compound verb goes around the auxiliary verb.
*Bob **n'est pas** allé au LVM.*
 - b) A negative expression goes around any pronoun surrounding a verb, except subject pronouns.
*Nicole a emprunté le collier de Sophie et elle **ne** le lui a **jamais** rendu* [Nicole borrowed Sophie's necklace and she has never returned it to her.]
 - c) *Ne...personne* does not follow this rule; *personne* follows the past participle
*Nicole **n'a invité personne** à son dîner de Noël* [Nicole has invited nobody to her Christmas dinner.]
2. Object pronouns at the *impératif* in affirmative commands.
 - a) In affirmative commands, object pronouns follow the verb, with a hyphen between them.
*Donnez-**lui** une chance!* [Give him a chance!]
3. Subordinate clauses
 - a) In a complex sentence if the verb in the main clause is in the *futur*, the verb in a subordinate clause beginning with *quand* must also be in the *futur*, unlike in English.
*J'irai au Louvres **quand** je **serai** à Paris.* [I will go to the Louvres when I am in Paris.]
 - b) In a complex sentence, if the verb in a subordinate clause beginning with *si* is in the present, the verb of the main clause must be in the *futur simple*.
*J'**irai** au Louvres **si** je vais à Paris.* [I will go to the Louvres if I go to Paris.]
 - c) In a complex sentence, if the verb in a subordinate clause beginning with *si* is in the *imparfait*, the verb of the main clause must be in the *conditionnel présent*.
*J'**irais** au Louvres **si** j'allais à Paris.* [I would go to the Louvres if I went to Paris.]
4. Follow the auxiliary verb *faire* with an infinitive to express an action done for someone.
Sophie fait laver sa moto par Pierre. [Sophie has Pierre wash her motorcycle.]
5. In affirmative commands, object pronouns follow the verb, with a hyphen between them.
*Donnez-**lui** une chance!* [Give him a chance!]
Note: The object pronoun *me* becomes *moi*.
*Donnez-**moi** une chance!* [Give me a chance!]

D. Niveau supérieur

1. More expressions requiring the *subjonctif*
 - a) The *subjonctif* mood is used with impersonal expressions, such as:

<i>il semble que</i>	<i>il est utile que</i>	<i>il est naturel que</i>	<i>il est préférable que</i>
<i>il est urgent que</i>	<i>il est rare que</i>	<i>il est bon que</i>	<i>il est dommage que</i>
 - b) The *subjonctif* mood is used with conjunctions such as:

<i>afin que</i>	<i>à moins que</i>	<i>avant que</i>	<i>bien que</i>
<i>de peur que</i>	<i>de sorte que</i>	<i>jusqu'à ce que</i>	<i>malgré que</i>
<i>pourvu que</i>	<i>quoique</i>	<i>sans que</i>	
 - c) The *subjonctif* mood is used to conjugate the *impératif* with *être* and *avoir*
Sois! Soyons! Soyez! and *Aies! Ayons! Ayez!*
 - d) The *subjonctif* mood is **not** used with conjunctions such as:

<i>après que</i>	<i>aussitôt que</i>	<i>étant donné que</i>	<i>dès que</i>	<i>malgré (no que)</i>
<i>même si</i>	<i>parce que</i>	<i>pendant que</i>	<i>puisque</i>	<i>tandis que</i>

Section 8, Mots problématiques

A. Niveau de base

1. Some common irregular verbs are conjugated as follows:
 - a) *Croire*/to believe
Je crois, tu crois, il/elle croit, nous croyons, vous croyez, ils/elles croient, p.p. cru
 - b) *partir*/to leave
Je pars, tu pars, il/elle part, nous partons, vous partez, ils/elles partent, p.p. parti
 - c) *sortir*/to exit
Je sors, tu sors, il/elle sort, nous sortons, vous sortez, ils/elles sortent, p.p. sorti
 - d) *dormir*/to sleep
Je dors, tu dors, il/elle dort, nous dormons, vous dormez, ils/elles dorment, p.p. dormi
 - e) *Voir*/to see
Je vois, tu vois, elle voit, nous voyons, vous voyez, ils voient, p.p. vu
2. *Promener, acheter, se lever*
 - a) When the first *e* is followed by a syllable with a silent *e*, the first *e* is accented.
Je me promène, nous nous promenons; tu achètes, nous achetons.
3. *S'appeler*
 - a) When the first *e* is followed by a syllable with a silent *e*, the *ll* is doubled.
Je m'appelle, vous vous appellez.
4. Verbs ending in *-ger*.
 - a) When the verb has an ending that begins with a the hard vowels *a* or *o*, an *e* is inserted between the *g* and the ending.
Nous mangeons, ils mangeaient.
5. Verbs ending in *-cer*.
 - a) When the verb has an ending that begins with a the hard vowels *a* or *o*, the *c* becomes *ç*.
Nous plaçons, ils plaçaient.
6. Irregular comparatives and superlatives
 - a) The adjective *bon* becomes *meilleur* and *le meilleur* when comparing.
*Au match de foot, Pierre a compté un point, Paul deux et Sophie trois. Pierre est bon, Paul est **meilleur** et Sophie est **la meilleure**.*
 - a) The adjective *mauvais* becomes *pire* and *le pire* when comparing.
*Au match de golf, Pierre a compté 100 point, Paul 120 et Sophie 140. Sophie est mauvaise, Paul est **pire** et Pierre est **le pire**.*
 - a) The adverb *bien* becomes *mieux* and *le mieux* when comparing.
*Au match de foot, Pierre a compté un point, Paul deux et Sophie trois. Pierre joue **bien**, Paul joue **mieux** et Sophie joue **le mieux**.*
 - a) The adjective *mal* becomes *pis* and *le pis* when comparing, although this use is often replaced now by *plus mal* and *le plus mal*.
*Au match de golf, Pierre a compté 100 point, Paul 120 et Sophie 140. Sophie joue **mal**, Paul joue **pis/plus mal** et Sophie joue **le pis/le plus mal**.*

B. Niveau novice

1. Some common irregular verbs are conjugated as follows:

- a) *Savoir*/to know (a fact)

Je sais, tu sais, il/elle sait, nous savons, vous savez, ils/elles savent, p.p.: su

- b) *Connaitre*/to know (as in to be acquainted)

Je connais, tu connais, elle connaît, nous connaissons, vous connaissez, ils/elles connaissent, p.p.: connu

- c) *Rire*/to laugh

Je ris, tu ris, elle rit, nous rions, vous riez, ils rient, p.p.: ri

- d) *Boire*/to drink

Je bois, tu bois, elle boit, nous buvons, vous buvez, ils boivent, p.p.: bu

- e) *Ouvrir*/to open and *offrir*/to offer. Those verbs are conjugated like verbs ending in -er

J'offre, tu offres, elle offre, nous offrons, vous offrez, ils offrent, p.p.: ouvert and offert

- f) *Écrire*/to write

J'écris, tu écris, elle écrit, nous écrivons, vous écrivez, ils écrivent, p.p.: écrit

- g) *Lire*/to (to)

Je lis, tu lis, elle lit, nous lisons, vous lisez, ils lisent, p.p.: lu

- h) *C*/to (to)

Je, tu, elle, nous, vous, ils, p.p.

- i) *C*/to (to)

Je, tu, elle, nous, vous, ils, p.p.

2. The verb *savoir* is used for facts, while *connaitre* is used for being acquainted with a place, a person, a thing, or an idea.

Je connais M. Jacobs, et je sais qu'il travaille à l'école.

3. Qu'est-ce-que

- a) *Qu'est-ce-que* is sometimes used as an exclamation.

Qu'est-ce-qu'il est idiot, ce Pierre!

- b) *Qu'est-ce-que* and its variations are often used to begin a sentence

- (1) If the question has a person as its expected answer, it should begin with *qui*.

Qui est-ce-que Paul adore? Paul adore Sophie!

- (2) If the question has a thing as its expected answer, it should begin with *que*.

Qu'est-ce-que Paul adore? Paul adore les escargots!

- (3) If a subject is the expected answer, the expression should end with *qui*.

Qui est-ce-qui adore Sophie? Paul adore Sophie!

- (4) If an object is the expected answer, the expression should end with *que*.

Qui est-ce-que Paul veut inviter à la danse? Paul veut inviter Sophie à la danse.

- (5) If *que* is preceded by a preposition, it becomes *quoi*.

Avec quoi est-ce-que Pierre

4. *Rien ne...* and *personne ne...*

- a) Those negative expressions are used as the subject of a sentence.

Personne ne déteste Bob [Nobody hates Bob.]

C. Niveau avancé

1. Some common irregular verbs are conjugated as follows:
 - a) *Servir*/to serve
Je sers, tu sers, elle sert, nous servons, vous servez, ils servent, p.p. servi
 - b) *Vivre*/to live
Je vis, tu vis, elle vit, nous vivons, vous vivez, ils vivent, p.p. vécu
 - c) *Suivre*/to follow
Je suis, tu suis, elle suit, nous suivons, vous suivez, ils suivent, p.p. suivi
 - d) *C/*to (to)
Je, tu, elle, nous, vous, ils, p.p.
2. Verbs ending with *-yer*.
 - a) For *envoyer*, *employer*, and *payer*, “y” becomes “i” except at the infinitive, or with *nous* and *vous*.
Vous employez le même détergent que j’emploie [You use the same detergent that I use.]
 - b) For verbs ending in *-ayer*, “y” can become “i” or stay the same except at the infinitive, or with *nous* and *vous*, when it must stay a “y.”.
Je pagaye mon kayak [I paddle my kayak.]

D. Niveau supérieur

1. Some common irregular verbs are conjugated as follows:
 - a) *Devoir*/to owe, to be expected to, should, must, ought to
Je dois, tu dois, elle doit, nous devons, vous devez, ils doivent, p.p. dû
2. Here are some interesting expressions

E.