

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*

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 | <i>to speak</i> |
| PRES. PART. | parlant | <i>speaking</i> |
| PAST PART. | parlé | <i>spoken</i> |
| PRES. IND. | je parle | <i>I speak</i> |
| PRETERIT | je parlai | <i>I spoke</i> |

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 :

| | | |
|----|---|---|
| e | s | x |
| es | s | x |
| e | t | t |

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 | etc. | tu vends | etc. |
| 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*

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*

le paquet, *the bundle*

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 to as, a, âmes, âtes, èrent.</i> |
| <i>is to is, it, îmes, îtes, irent.</i> |
| <i>us to 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 perdis 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? | |

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*, *choisîtes*, *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 will weep. *Si l'enfant tombe, il pleurera.*

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

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

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

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 will stay. *Il demande si vous resterez.*

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

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 vains, je vainquis*.

2. Locate: *perdrons, bâtir, montras, aimeriez, chasserions, chanté, rendre, rendra, études, finirent, finirent, 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, étudiez-vous? 4. S'il ne donnait pas de leçons, joueriez-vous? 5. Quand étudiez-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. Travaillerez-vous mieux demain? 13. Quand pleurez-vous? 14. Quand vous étudiez, pleurez-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 | | |