

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		

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

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

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

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

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

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

e	s	x
es	s	x
e	t	t

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

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

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

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

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

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

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

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

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

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

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

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

ADDITIONAL WORDS

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

oublier, to forget
parce que, because
sous, under

toujours, always

EXERCISE

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

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

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

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

5. Locate the verb forms in the Model below.

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

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

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

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

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

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

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

REVIEW

(Lessons Eight to Eleven)

A. GENERAL DRILL

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

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

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

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

B. TRANSLATE INTO FRENCH

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

LESSON TWELVE

THE PERFECT TENSE

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

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

FIRST CONJUGATION		SECOND CONJUGATION	
j'ai parlé	$\left\{ \begin{array}{l} I \text{ have spoken} \\ I \text{ did speak} \\ I \text{ spoke} \end{array} \right.$	j'ai fini	$\left\{ \begin{array}{l} I \text{ have finished} \\ I \text{ did finish} \\ I \text{ finished} \end{array} \right.$
tu as parlé etc.		etc.	etc.
il a parlé			
nous avons parlé			
vous avez parlé			
ils ont parlé			
THIRD CONJUGATION			
j'ai rompu	$I \text{ have broken, } I \text{ did break, } I \text{ broke}$		
etc.	etc.		

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

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

61. The Perfect Tense is used :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADDITIONAL WORDS

le camarade, the companion	ajouter, to add
aimable, kind	dit (past part.), said
trop, too	

EXERCISE

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

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

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

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

4. Locate the verbs in the Model below.

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

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

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

¹ See Sec. 91.

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

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

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

LESSON THIRTEEN

INFLECTION AND USE OF *AVOIR*

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

PRINCIPAL PARTS

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

PRESENT INDICATIVE

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

IMPERFECT

j'avais, I was having
etc.

PRETERIT

j'eus, I had
etc.

FUTURE

j'aurai, I shall have
etc.

CONDITIONAL

j'aurais, I should have
etc.

IMPERATIVE

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

PRESENT SUBJUNCTIVE

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

IMP. SUBJUNCTIVE

j'eusse
etc.

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

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

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

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

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

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

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

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

I am warm.

Are you hungry?

I am not afraid of the cold.

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

J'ai chaud.

Avez-vous faim?

Je n'ai pas peur du froid.

J'ai besoin d'argent.

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

ADDITIONAL WORDS

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

EXERCISE

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

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

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

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

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

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

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

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

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

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

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

LESSON FOURTEEN

AVOIR IN PERFECT TENSES

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

PERFECT INFINITIVE (Fr. *infinitif passé*)

avoir parlé *to have spoken*

PERFECT PARTICIPLE (Fr. *participe passé*)

ayant parlé *having spoken*

PERFECT INDICATIVE (Fr. *passé indéfini*)

j'ai parlé *I have spoken*
etc. *etc.*

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

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

PAST ANTERIOR (Fr. *passé antérieur*)

j'eus parlé *I had spoken*
etc. etc.

FUTURE PERFECT (Fr. *futur antérieur*)

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

CONDITIONAL PERFECT (Fr. *conditionnel passé*)

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

PERFECT SUBJUNCTIVE (Fr. *subjonctif passé*)

j'aie parlé
etc.

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

j'eusse parlé
etc.

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

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

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

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

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

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

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

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

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

NOTE. Often in this construction the English omits even the *have*.

I shall play as soon as I finish (shall have finished) my work. *Je jouerai aussitôt que j'aurai fini mon travail.*

(b) Conditions (see Sec. 55).

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

ADDITIONAL WORDS

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

EXERCISE

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

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

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

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

5. Locate the verbs in the Model below.

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

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

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

¹ Place directly after the verb.

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

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

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