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René Daudon

FRENCH IN REVIEW

Second Edition



*with audio-lingual drills
prepared by*

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Preface

This practical review grammar is offered as a permanent, compact reference as well as a text for intermediate and advanced courses. The detailed and comprehensive coverage of grammar and the treatment of vocabulary distinctions have been retained as in the first edition. A complete course is made possible, at the instructor's option, by readings which, while not an integral part of the grammar and vocabulary presentation, invite regular practice in comprehension of the written language. Also as in the first edition, the grammar sections often embrace several unrelated grammatical topics in order to introduce early in the text elements of frequent occurrence that are to be more completely discussed later. This arrangement and the later more comprehensive presentation of the various topics can thus obviate the need for extended class discussion, leaving more time for drills or for correction of written work.

The new edition consists of twenty lessons. The plan of each lesson is substantially the same as in the previous edition: grammar, vocabulary distinctions, reading selection followed by a vocabulary, and, in this edition, questions on the reading. An important new feature lies in the sets of drills which have been interposed between the different grammar and vocabulary distinctions sections of the lessons — and tape-recorded to encourage oral as well as written facility. Credit for these must go to Professor Micheline Dufau, who has prepared them out of her laboratory experience at New York University. The author has provided written translation exercises on grammar and vocabulary distinctions and ten connected passages entitled "Supplementary Compositions," based on the reading selections and somewhat more advanced.

Short fill-in exercises of the type found in the first edition (e.g., French sentences with blanks to be filled in, infinitives to be put in the proper form, English words or expressions to be translated), suitable for supplementary or alternative classroom practice, may be obtained for duplicating by addressing Harcourt, Brace & World, Inc.

The rules of usage have been carefully checked in Ph. Martinon's *Comment on parle en français* (1927), G. and R. LeBidois' *Syntaxe du français moderne* (1938), and M. Grevisse's *Le Bon Usage* (1955), works generally considered in France as authoritative on modern French usage.

The author wishes to express his appreciation to the users of his book who have offered helpful suggestions, and in particular to Professor Walter Meiden of Ohio State University, whose critical reading of the first draft of the manuscript has been a valuable contribution to this text, and to Margaret Dent Daudon, whose suggestions and help in preparing the written exercises and in reading the proofs have been invaluable.

RENÉ DAUDON

March 1962

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Lesson 1

Grammar and Usage

I. USE OF THE PRESENT INDICATIVE

1. The present indicative is used as in English to express in the present: an action or a state, a customary action or state, or a permanent general truth.

Nous sommes heureux.

Ils vont au bord de la mer tous les étés.

L'honnêteté est toujours récompensée.

We are happy.

They go to the seashore every summer.

Honesty is always rewarded.

NOTE Remember that there is only one form of the present indicative in French instead of three forms as in English: **je travaille**, *I work*, *I am working*, *I do work*.

Il travaille dans une usine.

Il travaille en ce moment.

Il travaille bien.

Oui, il travaille très bien.

He works in a factory.

He is working now.

He works well.

Yes, he does work very well.

The construction **être en train de** + infinitive (*to be in the act of* . . . or *to be busy doing something*) is used to translate the English *to be* + present participle when the speaker wishes to emphasize that an action is in progress: **qu'est-ce qu'il fait en ce moment? Il est en train de faire ses devoirs**, *he is (busy) doing his homework*; **il est en train d'écrire un roman**, *he is (in the process of) writing a novel*.

2. The present indicative is used in the **si** clause of a conditional sentence in French when the result clause is in the future or the imperative. It is used to translate into French:

a. The present indicative in the English *if* clause.

Je viendrai si j'ai le temps.	I shall come <i>if I have</i> time.
Si vous avez le temps, venez me voir.	<i>If you have</i> the time, come to see me.

b. The future in an English *if* clause.

Je viendrai de bonne heure si cela vous convient.	I shall come early <i>if it will suit</i> you.
--	--

c. The conditional in an English *if* clause.

S'il vient, je lui demanderai de vous attendre.	<i>If he should come</i> , I shall ask him to wait for you.
S'il vient, demandez-lui de m'attendre.	<i>If he should come</i> , ask him to wait for me.

3. The present is used, NOT the past, with **depuis** and synonymous expressions (see Vocabulary Distinctions) meaning *for* or *since*, to denote an action that began in the past and continues in the present.

J'habite ici depuis quinze ans.	<i>I have been living</i> here for fifteen years.
Il lit depuis trois heures.	<i>He has been reading</i> since three o'clock
Il y a plusieurs heures que je suis ici.	<i>I have been</i> here for several hours.

[I]

Reword the following sentences, replacing **alors** by **si**.

EXAMPLE Vous avez faim? Alors nous mangerons dans cinq minutes
Si vous avez faim nous mangerons dans cinq minutes.

1. Paul vient à midi? Alors nous pourrions l'inviter à déjeuner.
2. Vous vous ennuyez? Alors venez avec nous au cinéma
3. Il fait beau. Alors nous ferons une promenade au bord de la mer.
4. Nous rentrons à minuit. Alors il vaudra mieux prendre un taxi.
5. Vos amis veulent savoir ça? Alors je le leur dirai.
6. Jacques va aux sports d'hiver. Alors il faudra lui acheter des skis.
7. Tu aimes mieux lire? Alors je ne te dérangerai pas.
8. Vous ne comprenez pas? Alors je vais répéter.
9. Jacqueline veut faire un paquet. Alors elle aura besoin de ficelle.
10. Votre frère est en retard? Alors nous l'attendrons.

[II]

From the two statements given to you, form a sentence using **depuis** that will be their logical consequence.

EXAMPLE J'habite New York. J'y suis arrivé il y a trois ans.

J'habite New York depuis trois ans.

1. Je suis ici. Je suis arrivé il y a plusieurs heures.
2. Ma sœur lit un roman. Elle l'a commencé il y a plusieurs heures.
3. Ses parents ont une voiture. Ils l'ont achetée il y a un mois.
4. M. Leblanc enseigne le français. Il a commencé il y a six ans.
5. Philippe répare son auto. Il y a une demi-heure qu'il est dans le garage.
6. Ma mère me tricote un chandail. Elle l'a commencé il y a deux jours.
7. Je suis un cours de français. J'ai commencé il y a quinze jours.
8. Les Bretons parlent une langue celtique. Il y a des siècles qu'ils la parlent.
9. Janine a mal à la tête. Ça a commencé ce matin.
10. Mon frère veut être médecin. Il a décidé cela à l'âge de dix ans.

II. THE IMPERATIVE

The imperative is used only in the second person singular and plural, and the first person plural. No pronoun subject is used with the imperative.

Ecris ta lettre.
Ecrivez cette phrase.
Allons au cinéma.
Travaillons.

Write your (thy) letter.
 Write that sentence.
 Let's go to the movies.
 Let's work.

NOTE. The English word *let* used to form the imperative is not translated in French. But when *let* is used to express a request and means *allow to*, it is translated by the imperative of *laisser*:

Maman, laissez-nous aller au cinéma ce soir.	Mother, let us (allow us to) go to the movies tonight.
Laissez-nous travailler en paix.	Let us (allow us to) work in peace.
Laissez-moi tranquille.	Let (leave) me alone.
Laissez-le vous aider.	Let him help you.

[III]

Make the following sentences imperative, using in turn each of the three imperative forms. Do one form at a time going through all ten sentences.

EXAMPLE Il faut écrire la lettre.

Ecris la lettre.

Ecrivons la lettre.

Ecrivez la lettre.

1. Il faut aller chez le dentiste.
2. Il faut travailler davantage.
3. Il faut finir ce roman.
4. Il faut envoyer ce paquet.
5. Il faut rendre ces livres.
6. Il faut être attentif.
7. Il faut faire attention.
8. Il faut avoir du courage.
9. Il faut savoir obéir.
10. Il faut ouvrir le carton.

[IV]

Using the sentence given to you as a cue to the request you want to make, give first the informal then the formal imperative form.

EXAMPLE Je voudrais étudier ici.

Laisse-moi étudier ici.

Laissez-moi étudier ici.

1. Il voudrait se reposer ici.
2. Jean veut y aller lui-même.
3. Elle voudrait acheter cette revue.
4. Nous voudrions travailler en paix.
5. Ils voudraient rester chez eux.
6. Je voudrais lui raconter cette histoire.
7. Pierre voudrait manger des escargots.
8. Cet enfant voudrait acheter un canif.
9. Il veut dénouer la ficelle.
10. Mireille voudrait écouter cette émission de radio.

III. INTRODUCTION TO THE SUBJUNCTIVE

The subjunctive, an essential means of expression in French, is used much more commonly than it is in English. Although the subjunctive may be found in an independent clause, it occurs most frequently in a subordinate clause introduced by **que**.

One of the most common uses of the subjunctive is after verbs of doubt, verbs expressing wanting, wishing, demanding, and verbs of liking, disliking, and preference. In such cases, the present subjunctive expresses the English present subjunctive as well as the present or future indica-

tive, a subordinate infinitive, or a gerund. The time expressed by the present subjunctive is present or future in relation to the main clause.

Nous doutons *qu'il fasse* cela.

We doubt *that he will do* that.

Elle veut *que vous l'accompagniez*.

She wants *you to accompany* her.

J'exige *qu'il soit puni*.

I demand *that he be punished*.

Il désire* *que je parte* à l'instant.

He wishes* *me to leave* at once.

Je souhaite* *que vous réussissiez*.

I wish* *you to succeed*.

Nous aimons mieux (préférons) *qu'il vienne* plus tard.

We prefer *that he come* later.

J'aime *qu'on soit* ponctuel.

I like people *to be* punctual.

Il insiste (pour) *que vous veniez*.

He insists on *your coming*.

* See Vocabulary Distinctions of this lesson, page 11.

Note that in the above examples the subject of the subordinate clause is different from that of the main clause. When the two clauses have the same subject, an infinitive construction is used, as in English, instead of a subordinate clause with the subjunctive.

Il désire partir.

He wishes to leave.

J'aime être ponctuel.

I like to be punctual.

Nous voulons voir Jean.

We want to see John.

[V]

From the two statements given to you, form a sentence using the subjunctive.

EXAMPLE Il fera cela. Nous en doutons.
Nous doutons qu'il fasse cela.

1. Vous l'accompagnerez chez elle. Elle le veut.
2. Henri sera puni de sa désobéissance. Son père l'exige.
3. Arrivez à l'heure. Votre mère le désire.
4. Nous lisons ce poème encore une fois. Le professeur le veut.
5. Nous savons ce poème par cœur. Le professeur en doute.
6. Elle vend sa voiture. Ses parents l'aiment mieux.
7. Tu réussiras. Je le souhaite.
8. Faites vos devoirs maintenant. Votre mère le préférerait.
9. C'est vrai? Nous le souhaitons.
10. Tu iras en Europe. Tes parents le désirent.

IV. USE OF QUI AND QUE

1. The relative pronoun **qui** (*who, which, that*) refers to PERSONS or THINGS and is used as subject of the verb of the relative clause.

L'homme *qui* vient a l'air fatigué.

The man *who* is coming looks tired.

L'auto *qui* est devant la porte n'est pas à nous.

The car *that* is in front of the door is not ours.

2. The relative pronoun **que** (*whom, which, that*) refers to PERSONS or THINGS and is used as a direct object of the verb of the relative clause (see Note below).

Connaissiez-vous l'étudiant *que* votre sœur a amené?

Did you know the student *whom* your sister brought?

Le chapeau *qu'*elle a acheté est ravissant.

The hat *that* she bought is delightful.

3. **Que** is also a conjunction introducing a subordinate clause. It corresponds to the English *that* expressed or understood.

Il dit *que* vous avez raison.

He says (*that*) you are right.

NOTE Do not forget that **que** CANNOT be omitted in French; beware of such sentences as:

The man $\wedge$ we saw is tall.

L'homme *que* nous avons vu est grand.

The book $\wedge$ I bought is expensive.

Le livre *que* j'ai acheté est cher.

I know $\wedge$ he is here.

Je sais *qu'*il est ici.

In these expressions, *whom, which, or that* are omitted in English but MUST be expressed in French.

[VI]

Make one sentence out of the two, using the relative pronoun **qui**.

EXAMPLE L'homme vient. Il a l'air fatigué.

L'homme qui vient a l'air fatigué.

1. L'auto est devant la porte. Elle n'est pas à nous.
2. L'étudiant vient d'arriver. C'est mon cousin.
3. Le train part à sept heures. Il va à Lyon.
4. Les garçons courent. Ils font partie de l'équipe.
5. Le livre est sur le bureau. Il m'appartient.
6. Son père n'est pas content. Il lui en fait la remarque.
7. Son mari vient d'être malade. Il a mauvaise mine.
8. Jean est toujours pressé. Il est toujours en retard.
9. Les passagers s'installent dans leur cabine. Ils vont faire un long voyage.
10. Mon oncle va prendre sa retraite. Il est heureux de se reposer.