

C'est ça!

ESSENTIALS OF FRENCH



GOLDING · JEANTET



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C'est ça! Essentials of French

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PREFACE

Welcome to *C'est ça!*, a brief textbook for your introductory French course. Designed to be completed in two semesters or three quarters, *C'est ça!* presents the essentials of French grammar and a manageable vocabulary for first-year college or university students. Listening, speaking, reading, and writing skills are developed through a variety of engaging activities and features.

Each chapter of *C'est ça!* introduces thematic core vocabulary, short dialogues or narrative passages reflecting real-life situations, and brief grammar presentations. Practice sequences include both exercises for learning basic grammatical forms and constructions, and a wide range of interesting communicative activities that encourage student creativity. French and Francophone culture (particularly African and Canadian) is presented through authentic readings, cultural notes, and realia. In addition, the exclusive Video to accompany *C'est ça!* is tied directly to the text and presents scenes shot on location in France as well as authentic footage from several French and Francophone sources.

C'est ça! features sixteen regular chapters, a preliminary chapter, and eight reading/review sections called **Entractes**. Each regular chapter follows this simple three-part organization:

ESQUISSES. The vocabulary section promotes initial self-expression through visuals and brief dialogues in context. This section introduces practical vocabulary through attractive illustrations and grammar points that are developed in detail later in the chapter.

GRAMMAIRE ESSENTIELLE. This section presents three to six grammar points in a condensed format. Only essential, first-year material is included. Every grammar point is introduced visually through an illustration and caption taken from a dialogue in the preceding **Esquisses** section. Contextualized exercises and activities, including partner/pair and small group work, immediately follow the explanation of each grammar point.

EN AVANT. This culminating three-part section contains realia-based, communicative, and video activities. The **Réalités** activities present colorful pieces of realia from French or Francophone publications, and students answer questions based on their content. The communicative activities of **Bavardons un peu!** encourage personal creativity and interaction among students. **Vidéo-Club** provides activities for students to complete after viewing scenes from the exciting Video to accompany *C'est ça!*

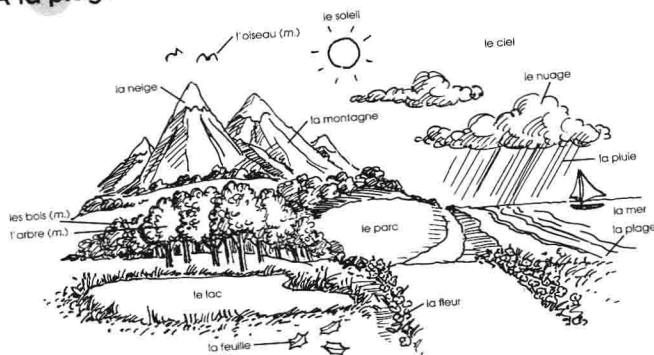
After every two chapters, an **Entracte** section features a reading and an integrative visual review. *C'est ça!* also contains a glossary of grammatical terms, color maps of France and the Francophone world, verb charts, and French-English and English-French vocabularies.

A GUIDED TOUR THROUGH C'EST ÇA!

116 ■ CHAPITRE 5 LE TEMPS ET LES SPORTS

À la plage ou dans le parc?

To the Beach or the Park?



VERBE

passer to pass, to go past

ADJECTIF

sportif/sportive athletic, interested in sports

D'AUTRES MOTS ET EXPRESSIONS

puis then, afterward, next, besides

et puis and then; and besides

tellement so

trop too

vers around, towards

ANNICK: Quelle belle journée! Pas un nuage dans le ciel. Il fait trop chaud pour jouer au tennis. Qu'est-ce que tu as envie de faire?

CHANTAL: Un pique-nique, peut-être?

ANNICK: Bonne idée! Où est-ce qu'on va? à la plage? dans le parc? Tu choisis cette fois.

CHANTAL: Allons dans le parc. Il fait assez frais sous les arbres; et puis, les cyclistes du Tour de France vont passer vers deux heures.

ANNICK: Ah bon? Super! J'ai tellement envie de les voir.

CHANTAL: Moi aussi! Vive le sport!

Present Tense: -ir Verbs

je choisis I choose

tu choisis you choose

Quelle... What a beautiful day!
Qu'est-ce... What / to do

them

ESQUISSES Vocabulary is presented visually through attractive illustrations. Engaging dialogues use new vocabulary and preview the chapter's structures within natural contexts.

GRAMMAR
FORESHADOWING BOXES
Grammar boxes that appear in **Esquisses** foreshadow grammar points that will be fully presented in the chapter's **Grammaire essentielle**.

PRONONCIATION

Intonation

Intonation refers to the rise and fall of the voice in speaking. Changes in intonation tell the listener that an utterance is a question, a statement, or an exclamation. You have seen, for example, that you can change a statement into a yes/no question simply by raising your voice at the end. Compare: **Vous allez en France.** Here are the basic intonation patterns in French.

- In declarative sentences, the intonation rises within each breath group (group of words pronounced in one breath), and falls at the end of the sentence.
Je m'appelle Marie-France. Bonjour, mademoiselle.
- In yes/no questions the intonation rises at the end of the question.
Est-ce que c'est ton père? Il aime le football?

PRONONCIATION The basics of French pronunciation are covered in the first five chapters of the book. (Expanded presentations and practice continue throughout the Workbook/Laboratory Manual and Audiocassette Program.)

GRAMMAIRE ESSENTIELLE

1. The Verb *aller*PRESENT TENSE OF *aller* (to go)

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

1. The verb **aller** is irregular in all forms in the present tense.

Je **vais** à l'université.
Marie et Paul **vont** dans un grand magasin.

I go to the university.

Marie and Paul are going to a department store.

2. The verb **aller** can be used to inquire or comment about someone's health or about conditions in general

—Comment **vas-tu**? / Comment **allez-vous**?
—Je **vais** bien.
—Comment **vont** les cours?
—Assez bien.

How are you? (fam.) / How are you? (form.)

I am fine.

How are classes going?
Pretty well.

Use the verb **aller** to ask how someone is doing.

VISUAL GRAMMAR OPENER Each grammar point opens with a visual presentation recycled from one of the **Esquisses** dialogues and showing the structure used in context.

MARGINAL STUDENT NOTES Helpful notes summarize grammar points for easy reference by students.

Activités

- A Mes préférences.** Ask the questions that elicit the following answers. Use a form of **quel** in each question.

MODÈLE: Je préfère le jus d'orange. →
Quel jus préfères-tu?

- Je préfère le vin blanc.
- J'aime les oranges et les pommes.
- Je préfère le restaurant Le Procopée.
- Comme condiments pour une salade, je préfère le sel, le poivre, l'huile et le vinaigre.
- Je préfère le bœuf et le porc.
- Je préfère le supermarché Casino.

- B Au supermarché.** Use a form of **ce** to specify which items you are buying.

MODÈLE: une bouteille de vin →
J'achète cette bouteille de vin.

- une tarte
- des haricots verts
- un croissant
- des pommes de terre
- une bouteille de ketchup
- un saucisson
- un dessert
- des tomates

- C Préparons le dîner.** Using **quel**, ask a classmate which of the following foods to serve. Your classmate will choose between the paired items, using a form of **ce** and explaining his/her preference.

MODÈLE: salade → Quelle salade va-t-on servir?
On va servir cette salade-là; je préfère la laitue. (pointing to the salad farther away)

or
On va servir cette salade-ci; je préfère les tomates. (pointing to the closer one)



1. viande



2. vin



3. pain



4. légumes

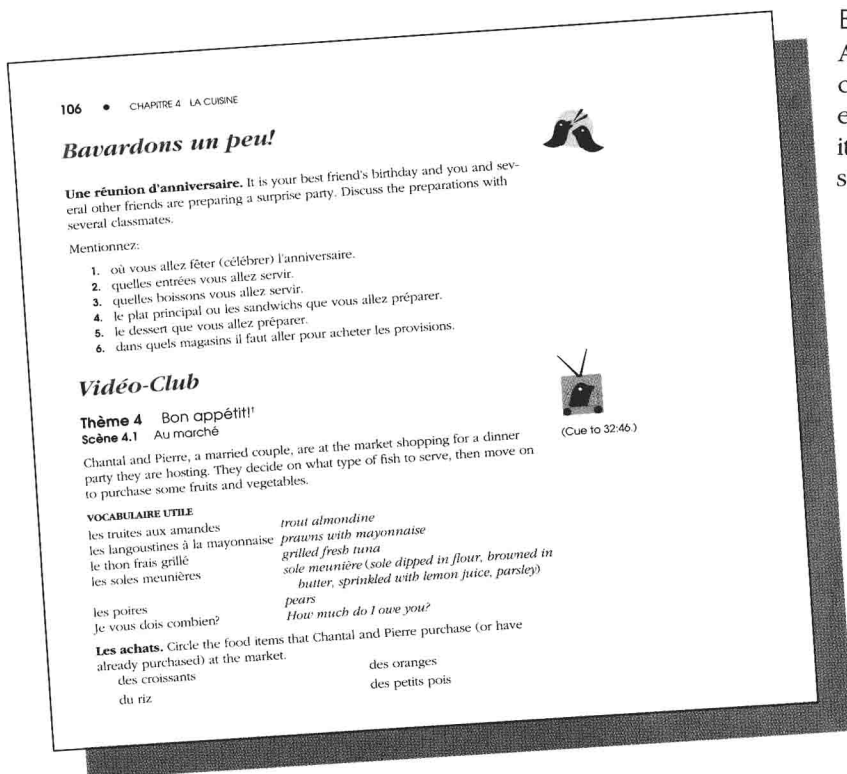


5. desserts

ACTIVITIES Students progress from basic and form-focused activities, such as contextualized fill-in-the-blanks and sentence builders, to more open-ended and communicative ones, such as art- and realia-based, conversational, interview, and survey activities.



RÉALITÉS Colorful pieces of realia illustrate in context the vocabulary and grammar presented in the chapter. Each piece is followed by an interesting comprehension activity.



BAVARDONS UN PEU! At the end of each chapter, communicative activities encourage personal creativity and interaction among students.

VIDÉO-CLUB Activities accompany the exclusive *C'est ça!* video, with scenes shot on location in France and authentic footage from a variety of French and Francophone sources. A handy marginal cue indicates the starting time of each scene for easy classroom use.



ICONS Marginal icons identify partner-pair activities and the **Prononciation, Vidéo-Club, Lecture, and Par écrit** sections.

TABLEAU CULTUREL

LA FRANCE PROFONDE: L'Auvergne. L'Auvergne est une ancienne province au centre de la France. C'est un pays pauvre, montagneux et encore très sauvage: il n'y a pas de très grandes villes, de chemins de fer ou d'autoroutes dans cette région qui reste un vestige de la France d'autrefois. Pour les Français, l'Auvergne représente le passé et la tradition: les exploitations agricoles y sont très petites et fonctionnent encore de manière traditionnelle. On y fait de nombreuses variétés de fromage à partir de lait de vache, de chèvre et de brebis.

Dans les années soixante, beaucoup de jeunes universitaires qui voulaient quitter la ville et la société de consommation, ont essayé de vivre, comme les hippies américains—leurs contemporains—dans des communautés où on respectait la nature et les animaux. Certains y vivent toujours du fruit de leur travail et considèrent que leur choix, loin d'être un retour à un mode de vie arriéré, leur permet au contraire de redécouvrir des valeurs authentiques.

C'est de cette région d'Auvergne que vient le cantal, un célèbre fromage français.

À VOUS!

1. Pourquoi est-ce que l'Auvergne représente le passé et la tradition?
2. Est-ce que vous voudriez vivre dans une région comme l'Auvergne? Pourquoi ou pourquoi pas?

TABLEAU CULTUREL Two to four cultural notes per chapter, illustrated with a full-color photograph, describe engaging and relevant aspects of French and Francophone culture. The notes are in English up through Chapter 6 and in French after that.

À VOUS! Comprehension and open-ended questions appear at the end of each **Tableau culturel** in Chapters 7–16.

ÉTUDE DE MOTS

ADVERBS: A few adverbs used with adjectives will allow you to be more descriptive as you speak and write.

assez <i>somewhat, rather</i>	peu <i>hardly</i>
très <i>very</i>	un peu <i>a little</i>
L'appartement est peu grand,	<i>The apartment is hardly big,</i>
mais il est très joli.	<i>but it is very pretty.</i>
Paul est assez sympathique,	<i>Paul is rather nice, but he is a</i>
mais il est un peu timide.	<i>little shy.</i>

ÉTUDE DE MOTS Useful expressions, cognates, and word-building hints help students recognize patterns and increase their French vocabulary.

AIDE-MÉMOIRE

LEARNING VOCABULARY: Try to use as many methods as possible to learn vocabulary. Say the words aloud, write them down, copy them onto flash cards for rapid recognition, or have a friend say them to you. In addition, try to visualize and mimic actions that involve the vocabulary words. By expanding your study techniques and concentrating on those that fit your particular learning style, you'll find it easier to remember new vocabulary.

AIDE-MÉMOIRE Students are given practical suggestions on how to study and create their own learning aids.

ENTRACTE 4

LECTURE

Avant de lire

SKIMMING FOR THE GIST: When reading authentic French texts, you will improve your comprehension if, prior to an in-depth reading, you skim the text for an overall idea of its content. This will make more difficult passages easier to understand.

The following movie review comes from *Télérama*, a French TV guide. Look at the title and the three headings. What do they tell you about the organization of the article and about the film itself? Does the photo set the scene in any way?

Now quickly read each paragraph. If you do not understand a word, read ahead. Remember that your goal is just to get the gist of each section. When you have finished, skim the review once more, this time jotting down the main point(s) of each section. Finally, read the entire review carefully to find out what happens when an inspector from the health department tries to shut down the residence of a group of Africans living in Paris.

Black micmac



*Excerpted from *Télérama*.

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Film français de Thomas Gilou (1986).
Précédente diffusion: mai 1991.
Jacques Villeret: Michel Le Gorgues.
Issak de Bankolé: Lemmy. Félicité
Wouss: A. Cheik Dou
Kamara: S.
Fiche technique
et Thomas
Musique
87 mn.
Le genre
riche en
L'histoire
XVIII^e
"funny"
riches
resort

de fermeture par les services d'hygiène. Ainsi¹ en a décidé l'inspecteur desdits services, le brave mais têt² Michel. Pour conjurer le sort³ et faire échec à cette funeste décision⁴, les locataires du foyer convoquent les dieux⁵: en l'occurrence un marabout⁶, qu'ils font venir de l'Afrique. Dans l'avion, le marabout rencontre un jeune Noir dynamique, sympathique naïvement la raison de son voyage. Lemmy va se substituer au saint homme pour toucher la prime rondelette convenue.⁷ Ce que j'en pense: "Le succès remporté par cette jolie petite comédie était mérité. D'habitude, les films qui traitent de la communauté noire et dénoncent le racisme latent, ordinaire ou déclaré des Blancs, sont des pamphlets ou des témoignages graves: il en

faut. Mais il faut aussi des comédies comme celles-ci qui disent les mêmes choses sur le ton plaisant du vaudeville et du burlesque. On est ici délicieusement malménagé dans⁸ une succession de situations hilarantes, on sourit et on rit, on comprend les raisons des uns et des autres⁹ et on admire le rythme, le tempo, la frénésie de ces astucieuses combinaisons où gentils truands, grands naïfs et fonctionnaires¹⁰ consciencieux dansent une drôle de sarabande.¹¹ L'interprétation des Noirs est globalement épatante¹² et Jacques Villeret, comme toujours, parfait.

Gilbert Salachas

Après la lecture

- A Black Micmac.** Est-ce que les phrases suivantes sont vraies ou fausses? Si la phrase est fausse, rectifiez-la.
1. *Black Micmac* est un film africain.
 2. C'est un film comique.
 3. À Paris, les services d'hygiène veulent fermer un immeuble habité par des Africains.
 4. Les Africains font venir (*send for*) un saint homme (*holy man*) pour les aider.
 5. Dans l'avion, le saint homme rencontre un jeune truand. Ensemble, ils vont aider les Africains qui vivent à Paris.
 6. Ce film a été un succès.
 7. Le critique aime ce film parce qu'on parle d'un sujet grave, le racisme, dans un contexte burlesque.
 8. Selon (*According to*) le critique, les acteurs ne sont pas très bons.
- B Parlons du film.** Répondez aux questions suivantes.
1. Qui veut fermer le foyer d'Africains? Pourquoi, à votre avis?
 2. Qui est Lemmy? Décrivez-le.
 3. Qu'est-ce que Lemmy va faire? Pourquoi?
 4. Selon le critique, d'habitude (*usually*), comment sont les films qui traitent du racisme? Dans quelle mesure ce film est-il différent?

PAR ÉCRIT

C'est vous le critique! Using the critique of *Black Micmac* as a model, review a film, play, or television show that you've recently seen. Use the elements below to organize your review.

- le titre (du film, de la pièce, de l'émission)
- le genre

ENTRACTE Appearing after every two chapters, the **Entracte** sections feature a variety of readings (two author-written, five authentic, and one literary) accompanied by practical pre-reading strategies (**Avant de lire**) and post-reading comprehension activities (**Après la lecture**).

ENTRACTE • 205

*That's what
"the above-mentioned
"brave... nice but stubborn
"conquer... evade if stubborn
"fate... to fail, thwart this disastrous
"decision
"ferants
"goals
"In... in this case a holy man
"criminal
"use... to substitute himself for the holy
"man in order to get the holy agreed-
"upon sum (of money)
"i.e., What I think of it
"accidents... serious testimonials
"moment... led into
"scout... smiles and laughs
"des uns... everybody's
"pureocrats
"hulabalo
"great, splendid

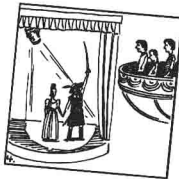
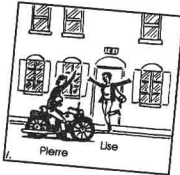
206 • ENTRACTE

- l'histoire (Use the present tense. Your plot synopsis should give your reader only a general idea of what the film is about. Do not attempt to relate the entire plot.)
- votre réaction («Ce que j'en pense»)

MISE EN SCÈNE

Une soirée à la Comédie-Française

Look at the drawings, name the characters, and then describe the events prior to, during, and after the play. Describe each scene as fully as possible, using the **passé composé** (with **avoir** and **être**) and the imperfect, where appropriate. Try to come up with a minimum of four sentences for each scene.



VOCABULAIRE UTILE

aller chercher to pick up
discuter de to discuss
à cause de because of
d'abord first, first of all
puis, ensuite next, then
arriver en retard to arrive late
les heures (/) de pointe rush hour
l'embouteillage (m.) traffic jam

The section concludes with a writing activity (**Par écrit**) and an attractive and stimulating composite drawing (**Mise en scène**). The latter provides a visual review that integrates the vocabulary and grammar from the two previous chapters.

SUPPLEMENTS

C'est ça! is a complete program that includes the following components:

The **Workbook/Laboratory Manual** provides additional exercises on vocabulary and grammar, a complete listening program, and supplemental video activities. With one preliminary chapter and sixteen regular chapters that correspond to the text and audiocassettes, the Workbook/Laboratory Manual is designed for independent study. To assess their progress, students may check their answers against those given in the back of the Workbook.

Recorded by native speakers, the **Audiocassette Program** contains abundant exercises and listening passages to assist students in speaking practice and listening comprehension, either on their first exposure to the material or as a review. The Audiocassette Program is available from the publisher to instructors free of charge and to students for purchase.

The **Tapescript** is a complete transcription of the Audiocassette Program. One copy of the Tapescript is included with each Audiocassette Program sent to language laboratories.

The **Instructor's Manual and Testing Program** contains sample lesson plans, testing materials, a complete videoscript for the Video to accompany *C'est ça!*, supplementary class aids, and methodological suggestions. Included for the instructor are recommendations for teaching difficult points of grammar, hints on how to vary the presentation of each lesson, and strategies to help students avoid common pitfalls and overcome areas of confusion.

The **Video to accompany *C'est ça!*** features scenes filmed on location in France and cultural vignettes containing authentic footage from a variety of French and Francophone sources.

The **McGraw-Hill Video Library of Authentic French Materials** includes one volume of French music videos and one volume of French commercials, each accompanied by an Instructor's Guide.

A set of full-color **Overhead Transparencies** is useful for presenting vocabulary, doing classroom activities, initiating discussion, and reviewing chapter material.

The **McGraw-Hill Electronic Language Tutor (MHELT 2.0)** contains single-response exercises from the text. It is available in Macintosh and IBM formats.

Slides showing various parts of the French-speaking world come with a booklet of commentary and questions for classroom use.

A Practical Guide to Language Learning: A Fifteen-Week Program of Strategies for Success by H. Douglas Brown (San Francisco State University) introduces beginning foreign-language students to the language-learning process. The guide is filled with useful information, practical strategies, exercises, self-tests, and encouraging guidance.

A **Training/Orientation Manual** for use with teaching assistants, by James F. Lee (University of Illinois, Urbana-Champaign), offers practical advice for beginning language instructors and coordinators.

All the components in the *C'est ça!* program are designed to complement your instruction and to enhance your students' learning experience. Please contact your local McGraw-Hill representative for information on the availability and costs of supplemental materials.

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Robert F. Jeantet received a B.A. from Queens College, CUNY, a licence-ès-lettres from the Faculté de Lettres de Nancy, and his Ph.D. from CUNY Graduate Center. He has taught at Queens College, Hofstra University, Carleton College, and Tufts University, and he is now at The University of Akron, where he teaches and directs summer programs in France. A native speaker of French and English, his principal areas of interest are culture and translation.



GLOSSARY OF GRAMMATICAL TERMS

ADJECTIVE A word that modifies, qualifies, or describes a noun or pronoun.

a big house	une grande maison
She is smart	Elle est intelligente .

Demonstrative Adjective An adjective that points out or indicates a noun.

this boy	ce garçon
those books	ces livres

Interrogative Adjective An adjective that expresses *which* or *what* about a noun.

Which notebook?	Quel cahier?
What is your address?	Quelle est votre adresse?

Possessive Adjective An adjective that indicates who possesses the person or thing being discussed.

my sister	ma sœur
their cars	leurs voitures

ADVERB A word that describes a verb, an adjective, or another adverb.

She writes well .	Elle écrit bien .
He is very tall.	Il est très grand.
They are going too quickly.	Ils vont trop vite.

ARTICLE A determiner that precedes a noun.

Definite Article A determiner that indicates a particular person, place, thing, or (in French) a general concept.

the men	les hommes
the country	le pays
the bread	le pain
liberty	la liberté

Indefinite Article An article that indicates an indefinite person, place, or thing.

a woman	une femme
a city	une ville
(some) carrots	des carottes

Partitive Article An article that indicates a part of a whole. *Some* is not always expressed in English, but it is always expressed in French.

(some) chocolate	du chocolat
(some) pie	de la tarte
(some) apples	des pommes

CARDINAL NUMBERS The form of numbers that counts and indicates how many (*one, two, three, etc.*; **un, deux, trois, etc.**).

CLAUSE There are two primary types of clauses: 1. a main, or independent, clause, which contains both a noun and a verb and can stand alone because it expresses a complete thought; 2. a dependent clause, which acquires meaning only in association with an independent (main) clause. Although a dependent clause contains both a subject and a verb, it cannot stand alone because it does not express a complete thought.

I will give Paul the car (main clause) when he arrives (dependent clause).	Je donnerai la voiture à Paul lorsqu'il arrivera.
If I were rich (dependent clause), I would buy a house (main clause).	Si j'étais riche, j'achèterais une maison.

COMPARATIVE The comparison of two nouns or verbs, using adjectives or adverbs.

She is taller than Julien.	Elle est plus grande que Julien.
She runs faster than Julien.	Elle court plus vite que Julien.

CONDITIONAL A verb tense that expresses possible or potential actions.

If I had a lot of money, I would buy that car.	Si j'avais beaucoup d'argent, j' achèterais cette voiture.
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CONJUGATION The six possible forms of a verb for a particular tense.

I speak, you speak, he/she/one/it speaks, we speak, you speak, they speak	je parle, tu parles, il/elle/on parle, nous parlons, vous parlez, ils/elles parlent
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CONJUNCTION A word or phrase that links together words, phrases, or clauses.

Christophe and Diane	Christophe et Diane
He doesn't drink coffee or tea.	Il ne boit ni café ni thé.
I shave, then I get dressed.	Je me rase, puis je m'habille.

DIRECT OBJECT The person, place, or thing receiving the action of a verb.

I see Catherine .	Je vois Catherine .
We are visiting Paris .	Nous visitons Paris .
She is buying an apple .	Elle achète une pomme .

FUTURE A verb tense that expresses what is yet to come, expressed in English with *will* and *shall*.

I will do it.	Je le ferai .
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GENDER A term used to divide nouns into categories. French nouns belong to two genders: masculine and feminine.

IMPERATIVE See Mood.

IMPERFECT (IMPARFAIT) A past tense that has no specific beginning or ending; a past descriptive tense.

We used to swim often.	Nous nagions souvent.
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IMPERSONAL CONSTRUCTION One whose subject is *it*.

It is important that . . .	Il est important que...
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INDICATIVE See Mood.

INDIRECT OBJECT This tells to whom or for whom an action is performed.

Marc gives the present **to Rachel**. Marc donne le cadeau **à Rachel**.

INFINITIVE The form of a verb introduced in English by *to*: *to play*, *to sell*, *to come*. In French dictionaries this form of the verb—**jouer, vendre, venir**—is listed as the main entry.

MOOD A set of categories for a verb, used to indicate the attitude of a speaker toward what he or she is saying: the indicative mood denotes actions or states considered facts; the subjunctive mood is based on a wish, emotion, or doubt; the imperative mood indicates a command.

NOUN A word that denotes a person, place, or thing. A proper noun is a capitalized name.

lawyer, city, newspaper, Diane
avocat, ville, journal, Diane

ORDINAL NUMBERS The form of numbers that points out an order or a series (*first, second, third*, etc.; **premier/première, deuxième, troisième**, etc.).

PASSÉ COMPOSÉ (OR PRESENT PERFECT) A past tense formed in French by the conjugation of an auxiliary verb (**avoir** or **être**) and the past participle. The equivalent tense in English can take several forms.

I **ate** (**have eaten, did eat**). J'**ai mangé**.

PAST PARTICIPLE The form of a verb that represents a completed action or state. It is used with an auxiliary to form the **passé composé**: j'**ai regardé**; il a **vendu**.

PERSON Each verb in a given tense has six forms that indicate the person involved in the action of the verb: singular (one person)—*I* (first person), *you* (second person), *he, she, one, it* (third person); plural (more than one person)—*we* (first person), *you* (second person), *they* (third person).

PREPOSITION A word that shows the relationship of one word (usually a noun or pronoun) to another word in the phrase, clause, or sentence. Prepositions normally indicate position, direction, or time.

near the airport	près de l'aéroport
with him	avec lui
to school	à l'école
before midnight	avant minuit

PRONOMINAL VERB A verb that has a reflexive pronoun as well as a subject pronoun or noun in its conjugated form. Its infinitive can be recognized by the preceding **se**.

to remember: I remember se rappeler: je me rappelle

PRONOUN A word that is used in place of one or more nouns.

Subject Pronoun A pronoun that replaces the noun representing the person or thing performing the action of the verb.

Luc and Julie are playing tennis. Luc et Julie jouent au tennis.

They are playing tennis. **Ils** jouent au tennis.

Object Pronoun A pronoun that can replace a direct object noun (*me, you, him*, etc.; **me, te, le**, etc.) or an indirect object noun (*to me, to you, to him*, etc.; **me, te, lui**, etc.).

I see **Alain**. I see **him**. Je vois **Alain**. Je **le** vois.

I give the book **to Mireille**.
I give the book **to her**.

Je donne le livre **à Mireille**.
Je **lui** donne le livre.

Reflexive Pronoun A direct or an indirect object pronoun that represents the same person as the subject.

I look at **myself** in the mirror. Je **me** regarde dans le miroir.

Demonstrative Pronoun A pronoun that replaces a noun and points out a particular person or thing.

Here are two books. **This one** is interesting but **that one** is boring. Voici deux livres. **Celui-ci** est intéressant mais **celui-là** est ennuyeux.

Interrogative Pronoun A pronoun that asks a question about a person or thing.

Who is he? **Qui** est-il?
What do you prefer? **Qu'est-ce que** vous préférez?

Relative Pronoun A pronoun that represents a noun previously mentioned and introduces a dependent clause.

We are talking to the woman **who** lives here. Nous parlons à la femme **qui** habite ici.

Stressed (Disjunctive) Pronoun A pronoun that is used for emphasis or as the object of a preposition.

You are impossible! Tu es impossible, **toi**!
I work with **him**. Je travaille avec **lui**.

REFLEXIVE VERB A verb whose action is initiated by a subject and is received by the same subject.

He cuts himself when **he** shaves. **Il se coupe** quand **il se rase**.

SENTENCE A statement with a subject and a verb that expresses a complete thought.

Sylvie is a student. Sylvie est étudiante.

SUBJECT The word(s) denoting the person, place, or thing performing the action of a verb.

Salima works here. **Salima** travaille ici.
Our city is very beautiful. **Notre ville** est très belle.
That table costs a lot. **Cette table** coûte cher.

SUBJUNCTIVE *See* Mood.

SUPERLATIVE A form of an adjective or adverb that denotes the highest degree of a particular quality.

the most expensive dress la robe **la plus chère**

TENSE Sets of verb forms (six in each tense) that express past, present, or future time.

VERB The part of speech that expresses the occurrence of an action or the existence of a state or condition.

He **arrived**. Il **est arrivé**.
He **was** tired. Il **était** fatigué.