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Contents

Foreword for language teachers	vii
Introduction for students	viii
Glossary of grammar terms	x
Verbs	2
The three conjugations	2
The present tense	4
The present tense: regular -er (first conjugation) verbs	4
The present tense: regular -ir (second conjugation) verbs	12
The present tense: regular -re (third conjugation) verbs	20
The present tense: spelling changes in -er verbs	28
The present tense: irregular verbs	36
The imperative	43
Reflexive verbs	50
The imperfect tense	57
The future tense	67
The conditional	77
The perfect tense	86
The pluperfect tense	97
The passive	105
The present participle	113
Impersonal verbs	121
The subjunctive	127
Verbs followed by an infinitive	137
Other uses of the infinitive	146
Solutions	151
Main index	171
Verb tables	1-116
Verb index	117-130

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Foreword for language teachers

The **Easy Learning French Verbs & Practice** is designed to be used with both young and adult learners, as a group revision and practice book to complement your course book during classes, or as a recommended text for self-study and homework/coursework.

The text specifically targets learners from *ab initio* to intermediate or GCSE level, and therefore its structural content and vocabulary have been matched to the relevant specifications up to and including Higher GCSE.

The approach aims to develop knowledge and understanding of verbs and to improve the ability of learners to apply it by:

- minimizing the use of grammar terminology and providing clear explanations of terms both within the text and in the **Glossary**
- illustrating all points with examples (and their translations) based on topics and contexts which are relevant to beginner and intermediate course content

The text helps you develop positive attitudes to grammar learning in your classes by:

- giving clear, easy-to-follow explanations
- prioritizing content according to relevant specifications for the levels
- highlighting useful **Tips** to deal with common difficulties
- summarizing **Key points** at the end of sections to consolidate learning

In addition to fostering success and building a thorough foundation in French grammar and verbs, the optional **Grammar Extra** sections will encourage and challenge your learners to further their studies to higher and advanced levels.

Introduction for students

Whether you are starting to learn French for the very first time or revising for your GCSE exams, the **Easy Learning French Verbs & Practice** is here to help. This easy-to-use guide takes you through all the basics you will need to use French verbs correctly and understand modern, everyday French.

Newcomers can sometimes struggle with the technical terms they come across when they start to explore the grammar of a new language. The **Easy Learning French Verbs & Practice** explains how to get to grips with all the verb tenses you will need to know, using simple language and cutting out jargon.

The text is divided into sections, each dealing with a particular area of verbs. Each section can be studied individually, as numerous cross-references in the text point you to relevant points in other sections of the book for further information.

Every major section begins with an explanation of the area of grammar covered on the following pages. For quick reference, these definitions are also collected together on pages x–xii in a glossary of essential grammar terms.

What is a verb?

A **verb** is a 'doing' word which describes what someone or something does, what someone or something is, or what happens to them, for example, *be, sing, live*.

Each point in the text is followed by simple examples of real French, complete with English translations, to help you understand the rules. Underlining has been used in examples throughout the text to highlight the point being explained.

- If you are telling someone NOT TO DO something, you put the object pronouns BEFORE the verb.

Ne me dérange pas.

Don't disturb me.

Ne leur parlons pas.

Let's not speak to them.

Ne le regardez pas.

Don't look at him/it.

In French, as with any foreign language, there are certain pitfalls which have to be avoided.

Tips and **Information** notes throughout the text are useful reminders of the things that often trip learners up.

Tip

je changes to **j'** in front of a word starting with a vowel, most words starting with **h**, and the French word **y**.

Key points sum up all the important facts about a particular area of grammar, to save you time when you are revising and help you focus on the main grammatical points.

KEY POINTS

- ✓ The imperative has three forms: **tu**, **nous** and **vous**.
- ✓ The forms are the same as the **tu**, **nous** and **vous** forms of the present tense, except that the final **-s** is dropped in the **tu** form of **-er** verbs.
- ✓ Object pronouns go before the verb when you are telling someone not to do something, but after the verb with a hyphen when you are telling someone to do something.
- ✓ **avoir**, **être**, **savoir** and **vouloir** have irregular imperative forms.

After each Key point you can find a number of exercises to help you practise all the important points. You can find the answers to each exercise on pages 152-170.

If you think you would like to continue with your French studies to a higher level, check out the **Grammar Extra** sections. These are intended for advanced students who are interested in knowing a little more about the structures they will come across beyond GCSE.

Grammar Extra!

When a verb takes **avoir**, the past participle usually stays in the masculine singular form, as shown in the table for **donner**, and does not change for the feminine or plural forms.

Il a fini sa dissertation.

He's finished his essay.

Elles ont fini leur dissertation.

They've finished their essay.

Finally, the supplement at the end of the book contains **Verb Tables**, where 115 important French verbs (both regular and irregular) are declined in full. Examples show you how to use these verbs in your own work. If you are unsure of how a verb conjugates in French, you can look up the **Verb Index** on pages 117-130 to find either the conjugation of the verb itself, or a cross-reference to a model verb, which will show you the pattern that verb follows.

We hope that you will enjoy using the **Easy Learning French Verbs & Practice** and find it useful in the course of your studies.

Glossary of Grammar Terms

ADVERB a word usually used with verbs, adjectives or other adverbs that gives more information about when, where, how or in what circumstances something happens, for example, *quickly, happily, now*.

AGREE (to) to change word endings according to whether you are referring to masculine, feminine, singular or plural people or things.

AGREEMENT changing word endings according to whether you are referring to masculine, feminine, singular or plural people or things.

ARTICLE a word like *the, a* and *an*, which is used in front of a noun. See also **definite article** and **indefinite article**.

AUXILIARY VERB a verb such as *be, have* and *do* when it is used with a main verb to form tenses, negatives and questions.

BASE FORM the form of the verb without any endings added to it, for example, *walk, have, be, go*. Compare with **infinitive**.

CLAUSE a group of words containing a verb.

CONDITIONAL a verb form used to talk about things that would happen or would be true under certain conditions, for example, *I would help you if I could*. It is also used to say what you would like or need, for example, *Could you give me the bill?*

CONJUGATE (to) to give a verb different endings according to whether you are referring to *I, you, they* and so on, and according to whether you are referring to past, present or future, for example, *I have, she had, they will have*.

CONJUGATION a group of verbs which have the same endings as each other or change according to the same pattern.

DEFINITE ARTICLE the word *the*. Compare with **indefinite article**.

DEMONSTRATIVE PRONOUN one of the

words *this, that, these* and *those* used instead of a noun to point out people or things, for example, *That looks fun*.

DIRECT OBJECT a noun referring to the person or thing affected by the action described by a verb, for example, *She wrote her name; I shut the window*. Compare with **indirect object**.

DIRECT OBJECT PRONOUN a word such as *me, him, us* and *them* which is used instead of a noun to stand in for the person or thing most directly affected by the action described by the verb. Compare with **indirect object pronoun**.

ENDING a form added to a verb, for example, *go > goes*, and to adjectives and nouns depending on whether they refer to masculine, feminine, singular or plural things.

FEMININE a form of noun, pronoun or adjective that is used to refer to a living being, thing or idea that is not classed as masculine.

FUTURE a verb tense used to talk about something that will happen or will be true.

IMPERATIVE the form of a verb used when giving orders and instructions, for example, *Shut the door!; Sit down!; Don't go!*

IMPERFECT one of the verb tenses used to talk about the past, especially in descriptions, and to say what was happening or used to happen, for example, *I used to walk to school; It was sunny at the weekend*. Compare with **perfect**.

IMPERSONAL VERB one which does not refer to a real person or thing and where the subject is represented by *it*, for example, *It's going to rain; It's 10 o'clock*.

INDEFINITE ARTICLE the words *a* and *an*. Compare with **definite article**.

INDEFINITE PRONOUN a small group of pronouns such as *everything, nobody* and

something, which are used to refer to people or things in a general way, without saying exactly who or what they are.

INDIRECT OBJECT a noun used with verbs that take two objects. For example, in *I gave the carrot to the rabbit*, *the rabbit* is the indirect object and *carrot* is the direct object. Compare with **direct object**.

INDIRECT OBJECT PRONOUN when a verb has two objects (a direct one and an indirect one), the indirect object pronoun is used instead of a noun to show the person or the thing the action is intended to benefit or harm, for example, *me* in *He gave me a book* and *Can you get me a towel?* Compare with **direct object pronoun**.

INDIRECT QUESTION used to tell someone else about a question and introduced by a verb such as *ask*, *tell* or *wonder*, for example, *He asked me what the time was*; *I wonder who he is*.

INFINITIVE the form of the verb with *to* in front of it and without any endings added, for example, *to walk*, *to have*, *to be*, *to go*. Compare with **base form**.

IRREGULAR VERB a verb whose forms do not follow a general pattern or the normal rules. Compare with **regular verb**.

MASCULINE a form of noun, pronoun or adjective that is used to refer to a living being, thing or idea that is not classed as feminine.

NEGATIVE a question or statement which contains a word such as *not*, *never* or *nothing*, and is used to say that something is not happening, is not true or is absent, for example, *I never eat meat*; *Don't you love me?*

NOUN a 'naming' word for a living being, thing or idea, for example, *woman*, *desk*, *happiness*, *Andrew*.

NUMBER used to say how many things you are referring to or where something comes in a sequence.

OBJECT a noun or pronoun which refers to a person or thing that is affected by the action described by the verb. Compare with **direct object**, **indirect object** and **subject**.

OBJECT PRONOUN one of the set of pronouns including *me*, *him* and *them*, which are used instead of the noun as the object of a verb or preposition. Compare with **subject pronoun**.

PART OF SPEECH a word class, for example, *noun*, *verb*, *adjective*, *preposition*, *pronoun*.

PASSIVE a form of the verb that is used when the subject of the verb is the person or thing that is affected by the action, for example, *we were told*.

PAST HISTORIC one of the verb tenses used to talk about the past when referring to completed actions, whether they happened recently or a long time ago and regardless of how long they lasted.

PAST PARTICIPLE a verb form which is used to form perfect and pluperfect tenses and passives, for example, *watched*, *swum*. Some past participles are also used as adjectives, for example, *a broken watch*.

PERFECT one of the verb tenses used to talk about the past, especially about actions that took place and were completed in the past. Compare with **imperfect**.

PERSON one of three classes: the first person (*I*, *we*), the second person (*you* singular and *you* plural), and the third person (*he*, *she*, *it* and *they*).

PERSONAL PRONOUN one of the group of words including *I*, *you* and *they* which are used to refer to yourself, the people you are talking to, or the people or things you are talking about.

PLUPERFECT one of the verb tenses used to describe something that had happened or had been true at a point in the past, for example, *I'd forgotten to finish my homework*.

PLURAL the form of a word which is used to refer to more than one person or thing. Compare with **singular**.

PREPOSITION is a word such as *at*, *for*, *with*, *into* or *from*, which is usually followed by a noun, pronoun or, in English, a word ending in *-ing*. Prepositions show how people and things relate to the rest of the sentence,

for example, *She's at home; a tool for cutting grass; It's from David.*

PRESENT a verb form used to talk about what is true at the moment, what happens regularly, and what is happening now, for example, *I'm a student; I travel to college by train; I'm studying languages.*

PRESENT PARTICIPLE a verb form ending in *-ing* which is used in English to form verb tenses, and which may be used as an adjective or a noun, for example, *What are you doing?; the setting sun; Swimming is easy!*

PRONOUN a word which you use instead of a noun, when you do not need or want to name someone or something directly, for example, *it, you, none.*

PROPER NOUN the name of a person, place, organization or thing. Proper nouns are always written with a capital letter, for example, *Kevin, Glasgow, Europe, London Eye.*

REFLEXIVE PRONOUN a word ending in *-self* or *-selves*, such as *myself* or *themselves*, which refers back to the subject, for example, *He hurt himself.; Take care of yourself.*

REFLEXIVE VERB a verb where the subject and object are the same, and where the action 'reflects back' on the subject. A reflexive verb is used with a reflexive pronoun such as *myself, yourself, herself*, for example, *I washed myself.; He shaved himself.*

REGULAR VERB a verb whose forms follow a general pattern or the normal rules. Compare with **irregular verb**.

SINGULAR the form of a word which is used to refer to one person or thing. Compare with **plural**.

STEM the main part of a verb to which endings are added.

SUBJECT the noun in a sentence or phrase that refers to the person or thing that does the action described by the verb or is in the state described by the verb, for example, *My cat doesn't drink milk.* Compare with **object**.

SUBJECT PRONOUN a word such as *I, he, she* and *they* which carries out the action described by the verb. Pronouns stand in for nouns when it is clear who is being talked about, for example, *My brother isn't here at the moment. He'll be back in an hour.* Compare with **object pronoun**.

SUBJUNCTIVE a verb form used in certain circumstances to express some sort of feeling, or to show doubt about whether something will happen or whether something is true. It is only used occasionally in modern English, for example, *If I were you, I wouldn't bother.;* *So be it.*

TENSE the form of a verb which shows whether you are referring to the past, present or future.

VERB a 'doing' word which describes what someone or something does, what someone or something is, or what happens to them, for example, *be, sing, live.*

The present tense: spelling changes in -er verbs

- ▶ Learning the patterns shown on pages 4–5 means you can now work out the forms of most **-er** verbs. A few verbs, though, involve a small spelling change. This is usually to do with how a word is pronounced. In the tables below the form(s) with the irregular spelling is/are underlined.

Verbs ending in -cer

- ▶ With verbs such as **lancer** (meaning *to throw*), which end in **-cer**, **c** becomes **ç** before an **a** or an **o**. This is so the letter **c** is still pronounced as in the English word *ice*.

Pronoun	Example verb: lancer
je	lance
tu	lances
il, elle, on	lance
nous	<u>lançons</u>
vous	lancez
ils, elles	lancent

Verbs ending in -ger

- ▶ With verbs such as **manger** (meaning *to eat*), which end in **-ger**, **g** becomes **ge** before an **a** or an **o**. This is so the letter **g** is still pronounced like the **s** in the English word *leisure*.

Pronoun	Example verb: manger
je	mange
tu	manges
il, elle, on	mange
nous	<u>mangeons</u>
vous	mangez
ils, elles	mangent

Verbs ending in -eler

- ▶ With verbs such as **appeler** (meaning *to call*), which end in **-eler**, the **l** doubles before **-e**, **-es** and **-ent**. The double consonant (**ll**) affects the pronunciation of the word. In **appeler**, the first **e** sounds like the vowel sound at the end of the English word *teacher*, but in **appelle** the first **e** sounds like the one in the English word *pet*.

Pronoun	Example verb: appeler
j'	<u>appelle</u>
tu	appelles
il, elle, on	<u>appelle</u>
nous	appelons
vous	appelez
ils, elles	<u>appellent</u>

- The exceptions to this rule are **geler** (meaning *to freeze*) and **peler** (meaning *to peel*), which change in the same way as **lever** (see page 30).
- Verbs like this are sometimes called '1, 2, 3, 6 verbs' because they change in the first person singular (**je**), second person singular (**tu**), and third person singular and plural (**il/elle/on** and **ils/elles**).

Verbs ending in -eter

- With verbs such as **jeter** (meaning *to throw*), which end in **-eter**, the **t** doubles before **-e**, **-es** and **-ent**. The double consonant (**tt**) affects the pronunciation of the word. In **jeter**, the first **e** sounds like the vowel sound at the end of the English word *teacher*, but in **jette** the first **e** sounds like the one in the English word *pet*.

Pronoun	Example verb: jeter
je	jette
tu	jettes
il, elle, on	jette
nous	jetons
vous	jetez
ils, elles	jettent

- The exceptions to this rule include **acheter** (meaning *to buy*), which changes in the same way as **lever** (see page 30).
- Verbs like this are sometimes called '1, 2, 3, 6 verbs'.

Verbs ending in -yer

- With verbs such as **nettoyer** (meaning *to clean*), which end in **-yer**, the **y** changes to **i** before **-e**, **-es** and **-ent**.

Pronoun	Example verb: nettoyer
je	nettoie
tu	nettoies
il, elle, on	nettoie
nous	nettoyons
vous	nettoyez
ils, elles	nettoient

- Verbs ending in **-ayer**, such as **payer** (meaning *to pay*) and **essayer** (meaning *to try*), can be spelled with either a **y** or an **i**. So **je paie** and **je paye**, for example, are both correct.
- Verbs like this are sometimes called '1, 2, 3, 6 verbs'.

Changes involving accents

- With verbs such as **lever** (meaning *to raise*), **peser** (meaning *to weigh*) and **acheter** (meaning *to buy*), **e** changes to **è** before the consonant + **-e**, **-es** and **-ent**. The accent changes the pronunciation too. In **lever** the first **e** sounds like the vowel sound at the end of the English word *teacher*, but in **lève** and so on the first **e** sounds like the one in the English word *pet*.

Pronoun	Example verb: lever
je	lève
tu	lèves
il, elle, on	lève
nous	levons
vous	levez
ils, elles	lèvent

- With verbs such as **espérer** (meaning *to hope*), **régler** (meaning *to adjust*) and **préférer** (meaning *to prefer*), **é** changes to **è** before the consonant + **-e**, **-es** and **-ent**.

Pronoun	Example verb: espérer
j'	espère
tu	espères
il, elle, on	espère
nous	espérons
vous	espérez
ils, elles	espèrent

- Verbs like this are sometimes called '1, 2, 3, 6 verbs'.

KEY POINTS

- ✓ In verbs ending in **-cer** and **-ger**:
c → ç and g → ge in the **nous** form.
- ✓ In verbs ending in **-eler** and **-eter**:
l → ll and t → tt in all but the **nous** and **vous** forms.
- ✓ In verbs ending in **-yer**:
y → i in all but the **nous** and **vous** forms (optional in **-ayer** verbs).

Test yourself

28 Fill the gap with the correct form of the present tense.

- a Tu me le ballon? (**lancer**)
- b Nous une nouvelle gamme. (**lancer**)
- c Je très peu à midi. (**manger**)
- d Nous au restaurant demain. (**manger**)
- e Vous l'..... bientôt? (**appeler**)
- f Mes parents m'..... tous les samedis. (**appeler**)
- g Si tu ne le veux pas, tu le (**jeter**)
- h La baignoire n'est pas propre, tu la? (**nettoyer**)
- i Aujourd'hui, il (**geler**)
- j On avoir de bons résultats. (**espérer**)

29 Cross out the unlikely items.

- | | |
|--|--|
| a Les enfants en mangent au petit déjeuner. | des croissants/de la glace/de la confiture/
du beurre |
| b Je la jette à la corbeille à papier. | de la monnaie/une enveloppe/de l'eau/
la facture |
| c Il gèle souvent en hiver. | en Écosse/en Suisse/à Tahiti/en Suède |
| d Ma petite amie les préfère. | les chiens méchants/les pains aux raisins/
les meubles anciens/les promenades à vélo |
| e Il s'appelle | Monsieur Aubery./Marie./Nicolas./
Docteur LeDuc. |
| f Nous vous appelons | bientôt./dimanche matin./ce soir./
quand il gèle. |
| g Elle espère | pouvoir vous aider./y aller./se casser
la jambe./avoir un bébé. |
| h Mon oncle pèse 50 kg. | Il mange beaucoup./Il mange peu./
Il est gros./Il fume trop. |
| i La salle de bains n'est pas très propre. | J'ai quatre enfants./Tu la nettoies pour moi?/
J'aime beaucoup le ménage./
J'en suis contente. |
| j Le professeur pose une question. | Ils se lèvent./Tous les enfants lèvent
le doigt./Même Julien lève le doigt./
Nous levons le doigt. |

Test yourself

30 Translate the sentences into French. You can make questions simply by adding a question mark to a statement.

- a Are we eating after the concert?
.....
- b I'm called Lucie.
.....
- c Do I throw the bottles in the bin?
.....
- d Are you throwing the leftovers away? (Use **vous**.)
.....
- e I always peel apples and pears.
.....
- f Is she sending him a card?
.....
- g We eat a lot when we're on holiday.
.....
- h Do you prefer American films? (Use **tu**.)
.....
- i We hope to go there next year.
.....
- j I'm adjusting the seat.
.....

31 Match the sentences that have a connection.

- | | |
|---|-----------------------------|
| a Pauline a de gros problèmes. | Nous mangeons des pâtes. |
| b Nous lui envoyons la facture à la fin du mois. | Il en achète beaucoup. |
| c Nos amis sont végétariens. | C'est normal, n'est-ce pas? |
| d Ces chaussures sont jolies. | J'espère pouvoir l'aider. |
| e Luc adore les jeux électroniques. | Tu les essaies? |

Test yourself

32 Fill the gap with the correct present tense form of the most appropriate verb.

- a Les livres sont en désordre, nous les
- b Ce n'est pas son vrai nom, mais nous l' Skip.
- c Il ses vêtements par terre.
- d Elle m' un SMS tous les soirs.
- e Nous aller en Chine.
- f Tout va bien, j'
- g Vous la main, les enfants, vous ne criez pas.
- h Depuis sa crise cardiaque, nous léger.
- i C'est normal, si nous cassons quelque chose, nous le
- j Il est bon, ce plombier, tu l' et il arrive tout de suite.

33 Replace the highlighted word or words with the correct form of *préférer*.

- a Souvent elle **aime mieux** aller à pied.
- b Tu **choisis toujours** des couleurs sombres.
- c Les garçons **aiment mieux** jouer dehors.
- d En général nous **choisissons** des places côté fenêtre.
- e Vous **aimez mieux** des glaces, les filles?
- f Beaucoup de gens **choisissent** les modèles économiques.
- g Nous **aimons mieux** faire nos achats en ligne.
- h Lesquels **choisissez-vous**?
- i Si tu **veux**, on commence demain.
- j Nous **aimons mieux** les voitures diesel.

Test yourself

34 Make a sentence with the elements given.

a pour qui/tu/acheter/ces jolies fleurs?

.....

b nous/loger/à l'hôtel

.....

c ils/enlever/les ordures/deux fois par semaine

.....

d la femme de chambre/nettoyer/la salle de bains

.....

e nous/déménager/lundi

.....

f on/peler/les concombres pour cette salade

.....

g ce livre/révéler/beaucoup de choses intéressantes

.....

h nous/lever/nos verres à Alice et Jacques

.....

i combien de temps/vous/espérer/rester/y?

.....

j le client/régler/la note/en espèces

.....

Test yourself

35 Translate the sentences into French.

a They're buying a microwave.

.....

b The lake freezes in winter.

.....

c I'm taking off my shoes, they're dirty.

.....

d We buy our bread at the supermarket.

.....

e We're hoping to have better luck next time.

.....

f The children call me grandma.

.....

g Do you call that a luxury hotel? (*Use vous.*)

.....

h You always throw the towels on the floor. (*Use tu.*)

.....

i They pay me at the end of the month.

.....

j She's trying on the black shoes.

.....

Solutions

- f** On pèle les concombres pour cette salade.
- g** Ce livre révèle beaucoup de choses intéressantes.
- h** Nous levons nos verres à Alice et Jacques.
- i** Combien de temps vous espérez y rester?
- j** Le client règle la note en espèces.
- 35**
- a** Ils achètent un four à micro-ondes.
- b** Le lac gèle en hiver.
- c** J'enlève mes chaussures, elles sont sales.
- d** Nous achetons notre pain au supermarché.
- e** Nous espérons avoir plus de chance la prochaine fois.
- f** Les enfants m'appellent mamie.
- g** Vous appelez ça un hôtel de luxe?
- h** Tu jettes toujours les serviettes par terre.
- i** Ils me payent *or* Ils me paient à la fin du mois.
- j** Elle essaye *or* Elle essaie les chaussures noires.
- 36**
- a** ont
- b** avons
- c** allons
- d** a
- e** fais
- f** est
- g** font
- h** partent
- i** sommes
- j** va
- 37**
- a** Tu as l'air triste. **Qu'est-ce qu'il y a?**
- b** J'ai une sœur aînée. **Comment s'appelle-t-elle?**
- c** Il fait froid ce matin. **On reste à la maison?**
- d** Ce soir on a des invités. **On leur fait une tarte aux pommes?**
- e** Élodie et Luc font des bêtises. **Ils n'ont rien d'intéressant à faire?**
- 38**
- a** Tu as les mains
- b** Elles ont les cheveux
- c** J'ai les hanches
- d** Tu as les cheveux
- e** Elles ont les mains
- f** Tu as les mains
- g** Elle a la jambe
- h** Il a le cœur
- i** Tu as les oreilles
- j** Elles ont les bras
- 39**
- a** Qu'est-ce que vous faites le week-end?
- b** Tout va bien, merci.
- c** Elle ne va pas à l'école: elle a trois ans.
- d** D'habitude nous allons en France, mais cette année nous allons en Italie.
- e** Qu'est-ce qu'il y a à voir ici? – Rien.
- f** Lisa est kinésithérapeute.
- g** Il fait froid, tu vas allumer le chauffage?
- h** Il n'y a pas de pain, je vais à la boulangerie.
- i** Je n'ai pas de monnaie. – Ça ne fait rien.
- j** Le train part dans trois minutes.
- 40**
- a** a
- b** sont
- c** fait
- d** font
- e** ai
- f** va
- g** faites
- h** a
- i** vais
- j** as
- 41**
- a** fait du
- b** font du
- c** fais de l'
- d** faites du
- e** fait du
- f** faisons de l'
- g** font du
- h** fait de la
- i** fait du
- j** faites du
- 42**
- a** Je vais bien.
- b** Il fait beau.
- c** Ils ont six ans.