

Verbs with infinitives ending in **-re** form a third group of regular verbs, often called 'third conjugation' verbs. To form the present tense conjugations of these verbs, drop the **-re** from the infinitive and add the third conjugation endings (**-s, -s, -, -ons, -ez, -ent**) to the resulting stem. As you listen, note especially that the final **-d** and **-ds** in the singular forms are silent. In the third person plural the **'d'** consonant sound of the stem is pronounced because of the **-ent** ending. Can you hear the difference in the pronunciation of the singular and plural forms of the third person? (il vs. ils)

<b>descendre</b> 'to go down'	
je <b>descends</b>	nous <b>descendons</b>
tu <b>descends</b>	vous <b>descendez</b>
il/elle/on <b>descend</b>	ils/elles <b>descendent</b>
past participle: <b>descendu</b>	

Here is a list of common regular **-re** verbs:

<b>attendre</b> , to wait for	<b>rendre</b> , to hand in, give back
<b>dépendre de</b> , to depend (on)	<b>rendre visite à quelqu'un</b> , to visit someone
<b>entendre</b> , to hear	<b>répondre</b> , to answer, respond
<b>pendre</b> , to hang	<b> vendre</b> , to sell
<b>perdre</b> , to lose	

Not all verbs ending in **-re** follow this pattern, however. Irregular **-re** verbs include **prendre, mettre, suivre** and **vivre**.



<b>Un flic descend</b> la rue. Tex panique et file.	A cop is coming down the street. Tex panics and runs off.
Agent de police: <b>Attendez! Attendez ...</b> Monsieur, vous <b>venez</b> des T-shirts?	Policeman: Wait! Wait...Sir, are you selling t-shirts?
Tex <b>répond</b> : Euh, oui, monsieur l'agent.	Tex answers, "Yes, sir."
Agent de police: Vous n'avez pas de permis. Hé, hé, vous êtes déporté.	Policeman: You do not have a permit. Hey, hey, you are deported.















**fill in the blanks**

Give the correct form of the verb indicated in parentheses.

1. Corey \_\_\_\_\_ son vélo pour avoir de l'argent. (vendre)
2. Fiona, tu \_\_\_\_\_ la musique? (entendre)
3. Joe-Bob demande au prof: Est-ce que vous \_\_\_\_\_ nos examens aujourd'hui? (rendre)
4. Tex \_\_\_\_\_ la rue Guadalupe. (descendre)
5. Joe-Bob et Corey \_\_\_\_\_ souvent leurs devoirs. (perdre)
6. Tex et Tammy vont \_\_\_\_\_ visite à Paw-Paw. (rendre)
7. Tex: J' \_\_\_\_\_ mes étudiants à Quacks. (attendre)
8. Corey à Tex: Nous \_\_\_\_\_ visite à Joe-Bob. Tu viens? (rendre)
9. Joe-Bob et Corey: Nous \_\_\_\_\_ le week-end avec impatience. (attendre)
10. Corey, pourquoi est-ce que tu ne \_\_\_\_\_ pas? (répondre)
11. Joe-Bob ne \_\_\_\_\_ jamais aux questions du prof. (répondre)
12. Tex et Tammy, vous \_\_\_\_\_? (entendre)

### listening comprehension

Listen to the following sentences and decide if they refer to Tammy (singular) or Fiona and Bette (plural).

1.  \_\_\_Tammy \_\_\_Fiona et Bette
2.  \_\_\_Tammy \_\_\_Fiona et Bette
3.  \_\_\_Tammy \_\_\_Fiona et Bette
4.  \_\_\_Tammy \_\_\_Fiona et Bette
5.  \_\_\_Tammy \_\_\_Fiona et Bette
6.  \_\_\_Tammy \_\_\_Fiona et Bette
7.  \_\_\_Tammy \_\_\_Fiona et Bette
8.  \_\_\_Tammy \_\_\_Fiona et Bette
9.  \_\_\_Tammy \_\_\_Fiona et Bette
10.  \_\_\_Tammy \_\_\_Fiona et Bette
11.  \_\_\_Tammy \_\_\_Fiona et Bette
12.  \_\_\_Tammy \_\_\_Fiona et Bette