

COURSE GUIDE

FRE121 FRENCH GRAMMAR I

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CONTENTS	PAGES
Introduction.....	3
What you will learn in this course.....	3
Course aims.....	3
Course objectives.....	4
Working through this course.....	4
Course materials.....	4
Study units.....	4
Assignment file.....	4
Assessment.....	4
Tutor marked assignment (tmas).....	5
Final examination and grading.....	5
Course marking scheme.....	5
How to get the best from this course?.....	6
Summary.....	7

INTRODUCTION

FRE 121 is a 2-credit, one-semester course in the first year of B.A French degree of The National Open University of Nigeria. It will be available to all students as a core course. The course is made up of a Course Guide and Twenty (20) Study Units. It covers grammatical structures in terms of tenses: present tense, future tense, past tense, the imperfect and conditional tenses. This course guide tells you briefly what you should expect from the course, and what the units look like. It also intimates you on how you can get the best from the course. Finally this course guide gives you information on the assessment procedures.

WHAT YOU WILL LEARN IN THIS COURSE

FRE 121: FRENCH GRAMMAR I is to introduce you to the basic grammar of French language. This course is centred around conjugation of French verbs. It will expose you to various techniques of how to conjugate various groups of French verbs into various tenses.

COURSE AIMS

The central aim of this course is to equip you with basic building blocks with which you can build a strong communicative ability in written expression and written comprehension in French.

This will be accomplished by aiming at:

- To tell you about the importance of verbs in the grammar of any human language like French.
- To draw your attention on how to identify various types of verbs in French Language.
- To teach you various techniques, through which you can conjugate French verbs into various tenses, taking into consideration their mood (mode) and aspects.

COURSE OBJECTIVES

On successful completion of this course, you should be able to:

1. State the importance of verbs in the grammar of any natural-language.
2. Identify the three types of French verbs (according to their endings)
3. Classify French verbs into regular and irregular groupings
4. State the techniques and steps to follow when conjugating French regular and irregular verbs into various tenses
5. State the modal conditions that set indicative, subjunctive, imperative and conditional moods apart.
6. Identify the endings and other grammatical traits with which one

could classify the conjugation of French verbs on consideration of their tenses and moods.

7. apply the verbs in context appropriately

WORKING THROUGH THIS COURSE

To successfully complete this course, you are strongly advised to read and also visit all the websites recommended. You should also work through the exercises earnestly. You should also read recommended books and any other materials that you can lay your hands on that will help you in understanding the contents of the course.

Note that each unit contains self-assessment questions and also tutor-marked assignments. Make sure you are faithful in following every instruction.

COURSE MATERIALS

Major materials of the course are:

1. Course guide
2. Study unit
3. Textbook
4. Assignment file
5. Presentation schedule

STUDY UNITS

Apart from the course guide, there are Twenty (20) study units in this course. The units are as follows:

ASSIGNMENT FILE

This course material also contains an Assignment File where more than twenty assignments are provided. The assignments carry 40% of the total mark for the course. The mark you obtain in the assignment will count towards the final mark you obtain for this course.

ASSESSMENT

The assessment of this course is divided into two main parts. The first part is made up of all the tutor-marked assignments and the second part is a written examination. The assignments must be submitted to your tutor for formal assessment in accordance with the deadline stated by the tutor.

Note that the work submitted to your tutor for assessment will count for 40% of your total course mark. You will sit for a final examination of

three hours duration at the end of the course. This examination will also count for 60% of your total course mark.

TUTOR MARKED ASSIGNMENT (TMAs)

There are twenty tutor-marked assignments in this course. You need to submit only six of the twenty assignments of which the highest four marks will be taken into consideration. Each assignment counts 10% toward your total course mark. Whenever you complete any of your assignment, send it together with a TMA (tutor- marked assignment) form, to your tutor. Make sure that each assignment reaches your tutor on or before the deadline given to you.

FINAL EXAMINATION AND GRADING

The final examination for FRE121 will be of three hours duration and it carries 60% of the total course grade. The examination will reflect the types of self-testing, and tutor-marked assignments. The examination covers information from all parts of the course.

Therefore, you need to revise before you sit for the final examination. You may need to revise the self-assessment tests and all tutor marked

COURSE MARKING SCHEME

As stated earlier, the assessment in this course consists of two parts - the Tutor-Marked Assignments and the Final examinations.

There are twenty (20) Tutor-Marked Assignments (TMAs) and one set of Final Examinations. Each of the assignments will be marked over 20 marks making 400 marks at the end of the course. The 400 marks will eventually be converted to just 40%. This will be worked out using the following formulae:

$$\begin{array}{r} \text{Marks obtained} \quad 40 \\ 400 \quad \times \quad 1 \end{array}$$

The Final Examinations will then be graded over 60%. The table below shows clearly the breakdown of the course marking scheme.

ASSESSMENT	MARKS ALLOTTED
TMA: 1 to 20 <i>FRENCH GRAMMARI</i>	Each TMA carries 10 marks with obtained marks based on 10%; 3 best assignments will be chosen for computation, making 30% of the Total Course Score.
Final Examinations	70% of the Total Course Score
TOTAL COURSE SCORE	100%

HOW TO GET THE BEST FROM THIS COURSE?

One of the advantages of distance learning is that you as the student can work on a study material at your own pace. While there is a fixed timetable for traditional students in the universities, you are the one to fix your own timetable as a student of National Open University of Nigeria. Therefore, to get maximum result from this course, you will need to create the most convenient time for yourself. If you believe you can study better in the morning then chose a period in the morning to study the units in this course. But if you prefer working in the afternoon or in the evening, then choose appropriately.

All the units in this course have the same structure. It is to help you get familiar with the content of the course so easily. Meanwhile, note that the course material has been written using instructional language. You are certain to get the best from this course if you follow instructions in its totality. You will also have several self-assessment exercises as you read and study the content of each unit.

Although the answers you give to those questions are not to be submitted, nevertheless, you are strongly advised to make use of them to assess yourself.

Very strategically, each unit has its learning objectives. You have not completed a unit until you are able to perform the actions stipulated in the objectives. Visiting and working with the websites

recommended will help you a great deal. Do you know something? If others have done it before, then you too can do it.

SUMMARY

This course has been designed to introduce you primarily to conjugation Of tenses and their usage in French language. The projected outcome of this course is that at the end of the course, you would have had a solid background in the study of tenses in French language. you will be instructed to do several exercises as you go along in the study of French grammar.

I welcome you to Twenty exciting Study Units in French grammar II.


**COURSE
GUIDE**

CONTENTS	PAGES
MODULE 1.....	9
UNIT 1 L 'Article (Article).....	9
UNIT 2 Les Noms{ Nouns}.....	19
UNIT 3 Les prénoms{Pronouns}.....	30
UNIT 4: Les Adjectifs Et Leurs Functions (Adjectives And Their Functions).....	39
MODULE 2.....	49
UNIT 1: Les Verbes Et Leurs Functions { Verbs And Their Functions}.....	49
UNIT 2: Conjugation Of <u>ER</u> And Other Irregular Verbs Into “Présent De L’indicatif”.....	62
UNIT 3: Conjugation Of ‘Re’ Irregular Verbs Into Présent De L’indicatif.....	70
UNIT 4: Conjugation Of Ir / Oir Irregular Verbs Into Présent De L’indicatif.....	78
MODULE 3.....	85
UNIT 1 Les Verbes Et Les Phrases Verb And Sentences.....	85
UNIT 2 Les Adverbes et Leur Functions (Adverbs And Their Functions).....	93
UNIT 3 Les Préposition (Prepositions).....	104
UNIT 4 Les Conjunctions Et Leur Functions (Conjunctions And Their Functions).....	111
MODULE 4.....	122
UNIT 1 Sentences Structure In French.....	122
UNIT 2 Types Of Sentences: Simple Sentence.....	131
UNIT 3 Complex Sentences.....	138
UNIT 4 Reading And Reason For Reading.....	149

MODULE 1

UNIT 1	L 'Article (Article}
UNIT 2	Les Noms{ Nouns}
UNIT 3	Les prénoms{Pronouns}
UNIT 4:	Les Adjectifs Et Leurs Functions (Adjectives And Their Functions)

Unit 1: L 'Article (Article}

Units Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 How the Articles are used
 - 1.3.1 Indefinite Article before an Adjective
 - 1.3.2 The definite Article,le,la, les Self- Assessment Exercises 1
 - 1.3.3 Omission of Articles in French
 - 1.3.4 The Partitive Article (les articles partitifs)
- Self- Assessment Exercises 2
- 1.4 Summary
- 1.5 References/Further Readings
- 1.6 Possible Answers to Self-Assessment Exercise(s) within the content



1.1 Introduction

In the course of your study in secondary school, you must have come across articles. In this Unit, you will be introduced to articles in French, namely indefinite article, definite article and the partitive article. You will be taught how to use these articles, while describing a profession, appearing before geographical names, titles, when preceding an adjective, when preceding a proper noun, before the name of a language, before a day, when an article refers to a specific action, before numbers, etc. An indefinite article is used to introduce an object or a thing to the listener while the definite article elaborates on the known or partier presented object / thing.



1.2 Learning Outcomes

Upon successful completion of this unit you should be able to:

- Differentiate between the definite articles, indefinite articles and the partitive articles;

- Use the articles to form sentences; and
- Identify when they can be omitted in sentences.



1.3 How the Articles are used

- (a) The indefinite articles **un**, and **une** are used before objects-things and persons
- (b) The indefinite articles **un**, and **une** are used generally before an abstract noun qualified by an adjective. Example: Avec **un** parfait amour / with a perfect love.
- **un** caillou d'**une** élégance extraordinaire
an extraordinary elegant stone
- (c) You must take note that the indefinite article is omitted when stating a person's occupation, rank, religion or nationality. For example:
- Bashir est Banquier / Bashir is a Banker
 - Kabiru est général / Kabiru is a General
 - Marie est catholique / Mary is a Catholic

1.3.1 Indefinite Article before an Adjective

But before an adjective, there must be an indefinite article to determine the adjectival phrase:

- Sadiq est un voleur / Sadiq is a thief
- Monsieur Mayowa est un avare / Mr Mayowa is greedy.
- Esthiet est un Vaurien / Esthiet is good for nothing

You can see that the examples above do not denote regular occupation but they refer to specific qualitative descriptive adjectives.

- (c) an indefinite article is used when a noun is qualified.
Example ; Raymond Gonzallez, son frère est un musicien célèbre.
- (d) But indefinite articles are not used after verbs like devenir, naître, mourir, nommer élire, créer and rester. Example : Il devient sergent / He became a sergent
- Baba Jimeta a été élu Maire de la communauté de Yola. / Baba Jimeta has been elected as Mayor of Yola Community.

- Musa Lamba est resté simple soldat. / Musa Lamba remained a simple soldier
- (e) Before numbers like **cent** and **mille**, indefinite articles, are in used.
Example: Cent Togolais / hundred Togolises
- mille Nigerians / Thousand Nigerians
- (f) We do not use indefinite article.
After **sans ni** and **quel**
Example: Quel dommage! / what a pity
- Il est venu sans chapeau ni gants
He came without a cape nor gloves

You have to pay special attention to the use of **a** in the following time phrases.

- trois fois par jour / three times a day
- Quatre fois par mois / Four times in a month
- Il gagne (=N=100 :00) Cent naira pur mois
- He earns (=N=100 :00) hundred naira a month

1.3.2 The definite Article, le, la, les

These are the French definite articles. They are used in presenting noun/objects which have been discussed earlier. They generally appear before collective and common nouns in French.

- a) Examples:
 - Le diamant et l'or / The diamond and the gold
 - L'homme est le plus grand créateur des créatures

Please note that only in plural form can the proper noun take an article in French e.g. Les Kofi sont venu me voir. (les Kofi sont... _)

- b) Before abstarct nouns :
Examples : -
La vérité / The truth
 - Le courage / courage
 - Le mensonge / Lies
 - La charité / charity
- c) Before geographical names:
Examples :
 - Le Nigeria / Nigeria
 - La Guinée / Guinee.

- Mont Kilimanjaro / Kilimanjaro Mountain
 - d) Before titles:
Example :
 - Le roi de Kano / King of Kano
 - Le général Obasanjo / General Obasanjo
 - e) Before names preceded by an adjective:
Example :
 - Le pauvre roi. / The poor king
 - La petite Aisatou. / Little Aisatou
 - f) Before adjectives preceding a titular / professional noun
 - Monsieur le président. / Mr. President
 - Madame la directrice. / The directresse
 - Monsieur le docteur. / The doctor
 - s
 - g) Before parts of the body:
Examples:
 - Mariam lève les bras
Mariam lift the hands
 - Mohammed s'est cassé le cou
Mohammed broke his neck
 - La femme a la barbe
The bearded woman
 - h) Before expressions of weight:
Example: Trois cent vingt naira la livre
 - i) Before the name of a language:
Example: Le Houssa est une langue nigérienne
 - j) Before a day of the week used in general sense:
Example:
Pauline assiste a mes cours le mardi
But not when the day is specified ; Monsieur Audu viendra lundi
 - k) Used where possessive adjectives will be used in English
Example: Elle entra les mains dans les poches
She entered with hands in the pocket
- Usually after avoir:
- Faridah a le front haut et les cheveux epairs
 - Faridah has a bulging fore head and thin hair

- 1) Action where the indefinite article would have been used in English.
 Examples: Cing naira **la** bouteille. / =N=5.00 a bottle
 - Vingt kobo **la** livre. 20.00a pound
 - Trente naira **le** mètre. / =N=30 :00 a metre

N.B The French use the singular when speaking of words like head, life, hat, of which each person possesses only one.

- Then you hear **Odile leur sauvera la vie en Sierra Leon** (Odile saved their lives in Sierra Leone)
- Monsieur Hassan et Madam Zainab secouent la tête (they shook their heads)
- Melle Marthe et Monsieur. Pierre otèrent le chapeau (they took off their hats)

*Note Otèrent le chapeau
 Otèrent leurs chapeaux

Self-Assessment Exercises 1

You have been taught what an indefinite article is and its uses; Complete this exercise by selecting the correct indefinite article before the following noun phrases:

- petite fille
- enfant gaté
- musician célèbre

1.3.3 Omission of Articles in French

- (m) articles are not used with
- (1) collective compound nouns – madame, monsieur
 - (2) with proper nouns that are singular. Olu, Ade .

But we use it when monsieur, madame, mademoiselle precede names

Example - Monsieur le docteur

- Monsieur le président
- Madame le professeur

(n) In some proverbs and idioms as **avoir besoin de, trouver moyen de, changer d'avis tenir tête a**

(o) In headings, book titles, notices, postal addresses.

- Dictée
- Grammaire
- Livre I chapitre 3
- Histoire de France

(p) In enumeration, the article comes after the noun (but not necessarily) omitted.

Examples:

- enfants, hommes, femmes, tous étaient présents au cocktail.

Self Assessment Exercise

Having seen the definite article and its uses, now do this exercise. Select the definite article that matches the underlisted:

- | | | |
|-----------|------------|-----------|
| - Table | - Femmes | - cahier |
| - Radio | - Chaise | - garçon |
| - Maison | - Voitures | - enfants |
| - Marmite | - tête | |

Possible answers

- | | | |
|--------------|---------------|---------------|
| - La table | - Les femmes | - Les entants |
| - La radio | - La Chaise | - Le Cahier |
| - La Maison | - La Voitures | - Le garçon |
| - La Marmite | - La tête | |

You have learned about the definite articles and their uses, you will now be introduced to the Partitive article in the next section.

1.3.4 The Partitive Article (les articles partitifs)

The Partitive articles, as the name implies are articles formed as a result of grammatical partition of a proposition **de** or **a** and the indefinite and definite articles. These partitive articles could be seen in singular, plural, masculine as well as feminine forms. Examples are as follows:

- (a) J'ai besoin d'un bon exemple pour vous prouver juste.
I need a good example to prove you right
- (b) J'apprends la nouvelle d'une fille
I learnt a girl's story
- (c) Tunde va **au** Togo semaine prochaine
Tunde will go to Togo next week
- (d) Fatima vient **du** cinéma
Fatima is coming from the cinema

- (e) Il est né **aux** états unies
 (f) Nous mangeons **de la** viande
 We are eating meat
 (g) Vous allez a léglise ? d
 Are you going to the Church ?
 (h) Venez – vous des États unies
 Are you from the United States ?
 (i) Les professeurs vont **à la** Guinée Espagnol

You should note that the underlined words such as 'un, d'une, d'un, à la, à l', au, **aux**, **du**, **de la**, **des**, **de l'**' etc are partitive articles. It is easy to explain the grammatical formation of **d'un**, **d'une**, **de la**, **de l'**, **à la** etc that shows easily the existence of the preposition the indefinite and definite articles respectively. But you are implored to note how it is formulated, that is how, the partitive articles are formulated just as in the following examples:

- a) à + le = au
 b) à + la = à la
 c) à + les = aux
 d) de + un = d'un
 e) de + une = d'une
 f) de + la = de la
 g) de + la = de la
 h) de + l' = de l'
 i) de + les = des

De la is used before feminine objects, things etc. De la denotes the English word **some** or **of the** De is used before masculine objects, things etc, to denote the English word **some** or **of the** Des is the plural of objects, things, persons, etc. The partitive article must be used, therefore when some is understood in English.

For example: Mairo mange **du pain** de la viande et **des** pommes de terre et elle boit **de l'eau**

Mairo is eating bread some meat, and some Irish potatoes and she is drinking water.

All these become **de** after negative

Examples :

- Je n'ai pas **de** viande
I have no meat
- Il n'ya pas d'llumettes
There are no matches

But after expression of quantity or after verbs of quality

Example:

- un morceau **de** viande
a piece of meat
- autant **de** livres
much books
- un litre d'huile **de** Palm
one litre of palm oil
- tant **de** livres
many books
- peu d'eau
a little water
- combine **de** livres?

When an adjective precedes the noun –

Examples:

- **beaucoup** de mondes
many people
- De **belles** maisons
Beautiful house
- De **bons** amis
good friends

But when an adjective or a noun came together to form a single idea like in;

- des **jeunes** gens
young men
- des **jeunes** filles
young girls
- des **petits** enfants
young children
- des **petits** poids
little weights

It is habitual to use **des** instead of **de**, Bien encore, la *plupart* are followed by **des** plus the article.

Example :

- Bien **des** gens
most people
- La plupart des livres
most books
- voulez vous encore **de la** viande ?
would you like some meat again

- Bien **du** pain
more bread
- Bien **de la** biere
more beer
- Je ne bois que **de l'esu**
I only take water
- Bien **des** fois
most of the time

Self-Assessment Exercises 2

You have seen the difference between the definite, indefinite and partitive article, now how can you make use of the following partitive articles in a sentence? Take note that the following sentences contain partitive articles but wrongly placed. You should study the sentence carefully. Re-arrange them by using the proper partitive articles.

- Il y a beaucoup **du** gens.
- La plupart **de les** filles sont malades
- Il mange **de la** l'eau ne boit que **de la** l'eau.

1.4.1 (Title of the sub-section)



1.4 Summary

In this Unit, you have learned about articles. The definite article **le, la**, for masculine, feminine and **les, des** for masculine, feminine plural. The partitive du (masculine) **de la** (feminine) **de l'** (masculine and feminine) and the plural meaning **some** is used before nouns that cannot be counted or that indicate an undetermined quantity.



1.5 References/Further Readings

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1.6 Possible Answers to SAEs

1- Possible answers

- une petite fille
- un enfant gâté
- une musicien célèbre

2- Possible answers:

- Il ya beacoup de gens
- La plupart des filles sont malade
- Je ne bois que de l'eau
- Il mange du pain du pomme de terre, et il boit de la bierre

Unit 2: LES NOMS

Units Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 The Process of Noun Formation
- 2.4 The Feminine of Nouns
 - 2.4.1 Les Noms Pluriels (Plural Nouns)
- Self-Assessed Assignment 1
 - 2.4.2 Noms Composés {Compound Nouns}
 - 2.4.3 Compound Nouns Containing Preposition
- Self-Assessed Assignment 2
- 2.5 Summary
- 2.6 References/Further Readings
- 2.7 Possible Answers to Self-Assessment Exercise(s) within the content



2.1 Introduction

This unit will introduce you to nouns in French. Just as there are nouns in the study of English language, so also you can find nouns in French language. All nouns in French are either masculine or feminine. But this classification by gender is somehow complex. Nouns are used to denote things either animate or inanimate, and the gender is purely coincidental. For people and animals the gender is determined by the sex. The two nouns may then belong to the same family. Let us look at the classification of nouns.

People

Masculine

Le fils (m) - son
 Le garçon (m) - boy
 L'homme (m) - man
 Le héros (m) - hero
 Le dieu(m) - god
 Le oncle (m) - uncle

Feminine

La mademoiselle- lady
 La fille – girl
 La femme – woman
 La héroïne – heroine
 La déesse – Goddess
 La tante – aunt



2.2 Learning Outcomes

At the end of this Unit you should be able to:

- Define a noun;
- Distinguish the feminine nouns from the masculine nouns;

- Make use of the noun in a sentence correctly;
- State when the exceptions can be applied i.e. sometimes in French a noun denotes both male and female, like “une personne”, la police, la peau, “une image” etc.



2.3 The Process of Noun Formation

In French you will come across nouns classified according to their gender, either feminine or masculine, just as it has been explained to you in the introduction of this Unit.

Animals

Masculine

Le cheval
Le coq
Le singe
Le taureau

Feminine

La jument
La poule
La guenon
La vache

a) Some nouns have the same form in both masculine and feminine. You must be aware of the fact that there are exceptions to the rule in French grammar. When you want to use the following nouns in a sentence, bear in mind that they have the same gender for feminine and masculine. Example;

Masculine

L'artiste
Le camarade
La touriste

Feminine

L'artiste
La camarade
La touriste

b) Normally in French the feminine of a noun is formed by adding an e to the masculine form. You can see that in the list of nouns below:

Masculine

Le cousin
L'ami
L'étudiant

Feminine

La Cousine – (cousin)
L'amie – friend
L'étudiante – student

2.4 The Feminine of Nouns

You observe that the formation of the feminine all ended with an “e” which means you can easily differentiate the masculine noun from the feminine noun.

For some masculine nouns ending in “n” or “t”, the consonant **n** will be doubled before ending an “**e**” to form the feminine. Look at the list below:

Masculine

Le lion
Le paysan
Le chat
Le Cadet

Feminine

La lionne
La paysanne
La Chatte
La Cadette

(d) You will notice some form of feminine noun ending in “er”. Being formed with ère like this list below;

Masculine

Le boulanger
L'étranger
L'ouvrier
Le couturier

Feminine

La boulangère
L'étrangère
L'ouvrière
La couturière

(e) The feminine form of a noun ending in “eur” can be formed with – euse – For example; flatteur - flatteuse

(f) You will also come across some masculine nouns ending in “teur” that later end in trice in the feminine. Like the following:

Masculine

Le directeur
L'inspecteur
Le manipulateur

Feminine

La directrice
L'inspectrice
La manuplatrice

(g) You must pay attention, a few nouns in “eur” do not have feminine even when describing a female.

Example: Le chauffeur
Le professeur
Le docteur

Note: A few nouns whether referring to male or female are always feminine. For example:

une relation
La personne
La victime

There are few nouns, whether referring to male or female that are always masculine. Example;

Masculine

L'auteur
 Le diplomate
 L'écrivain
 Le juge
 Le peintre
 Le poète
 Le soldat
 Le témoin

Some nouns ending in “**f**” change to “**ve**” in the feminine. Examples of such are:

Masculine

Le juif
 Le veuf

Feminine

La juive
 La veuve

Most nouns ending in “**x**” change to “**se**” in the feminine.
 For example,

Masculine

L'époux
 L'orgueilleux

Feminine

L'épouse
 L'orgueilleuse

Noms

2.4.1 Les Noms Pluriels (Plural Nouns)

The Plural of nouns is usually formed by adding “**s**” to the singular form. This is true of both masculine and feminine nouns.

For example:

Feminine

La maison (f)
 Le patron (m)
 La patronne (f)

P

Plural

Les maisons (f, p)
 Les Patrons (N.P)
 Les Patronnes (f.p)

(b) Nouns ending in “**x**” “**s**,” or “**z**” do not change in the plural form.

Examples :

Singular

Le poids (m)
 La croix (f)
 Le pils (m)
 Le nez (m)

Plural

Les poids (p)
 Les croix (p)
 Les pils (p)
 Les nez (p)

(c) Nouns ending in “**al**” change “**aux**” in the plural form apart from some noun like bal which takes “**s**” to form the plural form. Examples

Singular

Le canal
 Le journal
 L'hôpital
 Le cheval
 Le rival

Plural

Les canaux
 Les journaux
 Les hôpitaux
 les chevaux
 les rivaux

Note : Surnames do not change when they are in plural form :

Example:

Koffi est venu avec sa famille

- Les Koffi sont venus nous voir-

(d) Nouns ending in "**au**", **eau** or "**eu**", take '**aux**' "**eux**" in the plural form

Example

Singular

Le noyau
 Le manteau
 Le jeu

Plural

Les noyaux
 Les manteaux
 Les jeux

(e) Apart from **bijou**, **caillou**, **chou**, **genou**, **hibou** and **joujou** that take an additional "**x**" to form their plural, all nouns that end in "**ou**" take additional "**s**":

Example:

Singular

un fou
 un Indou
 Le trou

Plural

des fous
 Les Indous
 Les trous

(f) There are some few nouns with irregular plurals

Example:

Singular

Le ciel
 L'oeil

Plural

Les cieux
 Les yeux

Bear in mind that from these plural forms, just as you were told earlier, there are some exceptions to the "rule" of French language, and these exceptions are often more in number than the rule so you must pay much attention to that.

- (g) Nouns ending with an “ail” form the plural “s” except for a few examples;

Singular

Le travail

Le vitrail

Plural

Les travaux

Les vitraux

The regular nouns that form their plurals with an “s” are:

Singular

Le rail

Le detail

Plural

Les rails

Les details

- (h) The plural form of some compound nouns are derived by

(j) adding “s” to the two words concerned if the compound noun is formed by the combination of noun + noun, adjective + noun, or noun + adjective. Example:

- (q) chef – lieu = chefs = lieux (N + N)
 (r) bonhomme = bonhommes (A + N)
 (s) Coffre – fort = coffres – forts (N + A)

The few exceptions in this rule are : Soutiens gorge (N + N), Timbres – Poste (N + N) nouveaunes (A + N)

(i) In a situation where the compound noun formed by the combination of a noun and complement, which is introduced by a preposition, only the noun will have the plural mark: Example;

- (t) Pot de vin = Pots de vin
 (u) Eau de vie= eaux de vie
 (v) Salle a manger = Salles a manger

(j) Plural form of foreign nouns in French follow the grammatical rule of their original language when changing to plural :

- un gentleman = des gentlemen
 - Le sportman = les sportmen

(k) You will also come across some nouns usually used in the plural form. Example

Les oiseaux

Les environs

Les fianciailles

Les frais

Les funerailles

Les gens

Les lunettes

Les mathématiques

Les moeurs

Les vacancs

Note: Le ciseau (chisel) la lunette (a kind of telescope) and la vacance (vacancy) carry different meaning in the singular.

Having studied the plural of nouns, just reflect on what you have learned in this aspect by answering the exercises below:

Self-Assessment Exercises 1

Having studied and known what a noun is all about, the masculine and the feminine of nouns, complete this exercise.

Give the feminine of the following masculine nouns:

- (a) Le garçon
- (b) Le boulanger
- (c) Le maçon
- (d) Le coiffeur
- (e) Le chauffeur
- (f) Le lion
- (g) Le chat
- (h) L-artiste
- (i) Le coq
- (j) L'inspecteur

2.3.1 mmmmmm

In-text Question

2.4.2 Noms Composés – Compound Nouns

In French, we have nouns compounded out of fused words. These nouns form their plurals as one word nouns. For example :

Singular

un passport
un purboire
un portefeuille

Plural

des passports
des purboires
des portefeuilles

while others form their plurals with each of the two words such as;

Singular

monsieur
madame
mademoiselle

Plural

messieurs
mesdames
mesdemoiselles

Singular

unbonhomme
un gentilhomme

Plural

des bonshommes
des gentils hommes

Note : The various rules (and their exceptions) for the plural formation of compound nouns are so complex, even for a French speaker, only a few general statements will be made here, some compound nouns that are composed from adjectives and nouns pluralise both parts of the compound noun, such as;

<u>Singular</u>	<u>Plural</u>
Le beau-frère	Les beaux frères (brother in law)
Le choufleur	Les choux fleurs (Cauli Howers)
Le Cerf-volant	Les cerfs-volants (Kites)
Le rouge – gorge	Les rouges – gorges (Robins)
Le Coffre – fort	Les Coffres – forts (Safes)

Some compound nouns composed of verbs and nouns do not change in the plural. Example :

<u>Singulier/singular</u>	<u>Pluriel/plural</u>
Le Casse/cou devils)	Les Casses-Cou (dare)
Le gratte-ciel scrappers)	Les grattes-ciel (sky-)
Le coup-papier (appointment)	Les rendez-vous
Le porc-brise (wind- shield)	Les porcs-brise

Some compound nouns that are composed from verbs and nouns pluralise the nouns only such as:

<u>Singulier/singular</u>	<u>Pluriel/plural</u>
Le Couvre lit covers)	Les couvre-lits (Bed)
Le passe-montagne	Les passe-montagne
Le pique-nicks (picknicks)	
Le porte-paraphie (umbrella hanger)	Les portes-parapluies

The following compound nouns take an “s” in the singular but do not change in the plural. Example:

- Le Casse-missette (nut cracker)
- Le cure – dents (tooth pick)
- Le Chasse – mouches (fly’s watter)

Le port – bagages (luggage rack)
 Le porte – avions (air-craft carrier)

2.4.3 Compound Nouns Containing Preposition

Compound nouns that contain a preposition are often invariable.

Example;

Le, les pieds – à – terre / temporary, lodging
 Le, les hors – d’oeuvres / appetizers

But, le chef – d’oeuvres, les chefs – d’oeuvres (master pieces)

L’arc – en-ciel, les arcs – en-ciel (rainbows) whenever a compound noun is composed of certain invariable words, that word always remaining invariable.

For example:

L’après-midi (masculine)
 Les après-midi (afternoons)

An adjective that is part of a compound noun is pluralised such as:

Singulier/singular

Le nouveau-né

Le nouveau-venu

Le dernier-né

Pluriel/plural

Les nouveaux-nés

Les nouveaux-venus (new comers)

Les derniers-nés
 (Last-born children)

You will discover in French grammar, that words borrowed from other languages take an “s” in the plural form for example ;

Singulier/singular

L’agenda (m)

L’album (m)

L’alibi (m)

Le club (m)

Le forum (m)

La jeep (m)

Pluriel/plural

Les agenda

Les albums

Les alibis

Les clubs

Les forums

Les jeeps

Self-Assessment Exercises 2

Write the feminine of the following:

- (a) L'auteur
- (b) Le poète
- (c) Le juge
- (d) Le diplomate
- (e) Le soldat



2.5 Conclusion

In this unit you have learned how to identify and differentiate nouns, like fils, fille, garçon, père, héros etc. Plural of nouns as les maisons, les patrons, and compound nouns such as le-couvre-lit, le casse-noisettes, le cuire-dents.



2.6 References/Further Readings

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**2.7 Possible Answers to SAEs****Possible Answers 1**

- (a) La fille
- (b) La boulangere
- (c) La mason
- (d) La coiffeuse
- (e) La chauffeur
- (f) La lionne
- (g) La chatte
- (h) L'artiste
- (i) La poule
- (j) L'inspectrice

Possible answers 2

- (a) L'auteur
- (b) Le poète
- (c) Le juge
- (d) Le diplomate
- (e) Le soldat

Unit 3: PRONOUNS (Les Pronoms)

Units Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 What is a pronoun?
 - 3.3.1 The Personal Pronouns and How they are Used
 - 3.3.2 The Position of “**Il**” and “**Elle**”
 - 3.3.3 Emphatic Pronouns
- Self-Assessment Exercise 1
 - 3.3.4 The Use of the Pronoun ‘Soi’
 - 3.3.5 Reflexive Pronouns
 - 3.3.6 Direct Object Pronouns
 - 3.3.7 The Direct Pronouns
 - 3.3.8 Double Object Pronouns
- Self-Assessment Exercise 2
- 3.4 Summary
- 3.5 References/Further Readings
- 3.6 Possible Answers to Self-Assessment Exercise(s) within the content



3.1 Introduction

In Unit 2 you have studied nouns in French and their uses. In this unit you will be taught about French pronouns and their uses.



3.2 Learning Outcomes

By the end of this unit you should be able to:

- Differentiate a pronoun from a noun;
- Use French pronoun in sentences; and
- Determine where to position pronouns while making sentences in French.



3.3 What is a pronoun?

A pronoun is a grammatical word that can be used to replace a noun in a given sentence. There are different types of pronouns, the personal pronouns, the interrogative pronouns, the demonstrative pronouns, reflexive pronoun and the possessive pronouns. We shall take them one after the other as the case may be.

3.3.1 The Personal Pronouns and How they are Used

A Personal pronoun can be used as a subject of a verb. The speaker is called the first person, the one spoken to is the second person; and the one spoken of is the third person. They could all be in singular or in plural forms.

	<u>Singulier/singular</u>	<u>Pluriel/plural</u>
1st Person	Je	Nous
2 nd Person	tu	vous
3rd Person	Il/Elle	Ils/Elles

On is a convenient indefinite pronoun used only as a subject. Commonly used in everyday conversation, it can have the meaning of “**we**” “**someone**” “**one**” “**people**” “**everyone**”. In writing, it can also mean “**I**” “**he**” “**she**” “**You**” “**they**”. When “**on**” is used with “**être**” or with an adjective, the verb **être** of the adjective accords with the number and gender of the person or persons represented by “**on**”.

Look at these sentences:

“**On**” va au cinéma? - Shall we go to the cinema?
Ah bon! j’en doute! - Oh! I doubt it !

There are two pronouns in French used to express “you “**tu**” and “**vous**”. The familiar “**tu**” is used to address relatives, friends, class mates, children, subordinates, and animals. “**Vous**” is used when speaking to an adult, a superior, a stranger or more than one person.

For example :

Marc as-tu fini de taquiner ton frère?
Marc will you stop teasing your brother ?

Bonjour Madame Alpha. Comment allez-vous?
Good morning Mrs. Alpha. How are you?

Bonjour mes enfants. Comment allez-vous?
Good morning children, how are you?

3.3.2 The Position of “Il” and “Elle”

Il and **Elle** stand for persons (“**he**” or “**she**”) as well as for animals and inanimate objects well (“**it**”). The gender of the pronoun is the same as the gender of the noun it replaces.

You can see this from the following sentences:

- (a) Jean se promene avec son chien. IL en est très fier.
Jean is taking a walk with his dog. He is very proud of it
- (b) J'aime la vitesse mais elle tue
I like speed but it kills
- (c) Ma chatte est gourmande. Elle mange toute la journée.

My cat is a glutton. It (She) eats all day long. If you observe very well, in sentence (a) you can see that the name Jean was replaced by Il ___. In sentence (b), La vitesse was replaced by the pronoun, Elle instead of repeating la vitesse; Elle takes its position. In sentence (c), La Chatte which is the subject was replaced by Elle.

Having studied the personal pronouns and their uses, complete these exercises.

Self-Assessment Exercises 1

Underline the pronouns in the following sentences.

- (a) La fille est malade, Elle ne mange pas
(b) Pierre ne mange plus les mangues, il en a assez.
(c) Patricia et moi n'allons pas à la plage. On_ va au marché.

3.3.3 Emphatic Pronouns

The emphatic pronoun to the subject pronouns the emphatic pronouns are:

<u>Singulier/singular</u>	<u>Pluriel/plural</u>
moi	nous
toi	vous
lui	eux
Elle	Elles
Soi	

The emphatic pronouns are used to emphasize the subject or the object in declarative or interrogative sentences. For example:

J'abite à Paris. Et toi?
I live in Paris. And you?
Où est-ce-que tu l'as connu lui?
Where did you meet him ?

Usually an emphatic pronoun is used after a preposition as in these sentences.

- a). Voulez-vous tous Promenez avec moi?
Do you want to go for a walk with me ?
- b.) Mettez vous derrière lui.
Go behind him,

In the first sentence, the emphatic pronoun came after the preposition **avec** while in the second sentence, the emphatic pronoun **lui** came later after the preposition **derrière**.

The emphatic pronouns are used after verbs that take the preposition **à** and **de** and after verbs of motion such as the following sentences.

Je penserai a toi / I'll think of you
Laissez venire a moi / Let the little children come to me
Les petits enfants.

Il se mefie de toi / He is suspicious of you.

An emphatic pronoun can be used with **ce** and **être**. Like in these sentences.

Qui est le plus bête ? **C'est** lui
Who is the stupidest ? It's him.
Ce **sont eux** qui le disent.
They are (the people) saying it.

The emphatic pronoun can also be used after an order. When **en** is used, **moi** and toi became **m'** and **t'**. Like in these sentences:

0
Ecoute-moi! / Listen to me!
Parlez-men ! / Talk to me about it!

3.3.4 The Use of the Pronoun 'Soi'

Soi as a pronoun is used after a preposition when the subject of the verb is "**on**"; "**Chacun**" or "**personne**". For example:

- (a) Chacun pour soi / To each his own
(b) On n'a jamais confiance / one only trust oneself.
(a) Qu 'en soi même

Même after emphatic pronoun is used to personalize the emphasize so as to relate with the used pronouns e.g.the idea of "self"

Look at the following sentences:

Je préfère le faire moi même / I prefer to do it myself
 C'est eux- même qui me l'ont dit. They told me themselves

3.3.5 Reflexive Pronouns

Reflexive Pronouns are those used with pronominal verbs (**S'habiller**, **Se reveiller**, **se laver**, **se lever**). They too correspond to the subject pronouns.

<u>Singulier/singular</u>	<u>Pluriel/plural</u>
me	nous
te	vous
se	se

'**se**' is also used with the infinitives and '**habiller**'. ('to get dressed'); **se lever** ("to get up")

Look at the following sentences:

Nous nous amusons à la ville / We enjoy ourselves in town.
 Vous vous ennuyez à la campagne / You are getting bored in the country.

3.3.6 Direct Object Pronouns

The direct object pronoun receives the action of the verb. It is placed before the verb.

<u>Singulier/singular</u>	<u>Pluriel/plural</u>
me/me	nous/us
te/you	vous/you
le/him	les/them
la/her/it	

Look at the following sentences:

- (a) Si tu n'es pas gentile je ne t'aimerai plus / If you are not nice, I won't love you any more.
 (b) Ma vieille robe? Je l'ai donnée aux pauvres. / My old dress? I gave it to the poor.
 (c) Le jeune chien la léchait gentiment / The young dog licked her gently.

If you look at the first sentence, '**t**' represents the direct object pronoun which is **te**.

In sentence (b), **l** represents the direct object pronoun which is **robe**.

In sentence (c), **la** represents the direct object pronoun of feminine gender.

3.3.6 The Direct Pronoun

The direct pronoun denotes the person to, for, or from whom something is given, told, sent etc.

It is placed before the verb:

<u>Singulier/singular</u>	<u>Pluriel/plural</u>
me / to me	nous/to us
te / to you	vous/to you
lui / to him / to her	leur/to them

like in the following sentences:

- Maman va leur telephoner / Mama is going to phone them.
- Je lui ai donné leur numéro / I gave her their phone number
- Est-ce-que je te l 'ai donné aussi / Did I give it to you also?

In the first sentence “**leur**” repre sented the indirect object pronoun.

In the second sentence “**lui**” represented the indirect object pronoun.

In the third sentence “**te**” represented the indirect object pronoun.

Table of Personal Pronouns

<u>Subject</u>	<u>Direct Object</u>	<u>Indirect Object</u>	<u>Reflexive</u>
je (j')	me (m')	me (m')	me (m')
tu	te (t')	te (t')	te (t')
Il/Elle	le (l')	lui	se (s')
on	le (l')	lui	se (s')
Nous	la (l')	nous	nous
Vous	Nous	vous	vous
Ils/Elles	Les		se {s' }

Emphatic

moi	nous
toi	vous
lui/Elle	eux
Soi	elles

3.3.7 Double Object Pronouns

More than one object pronoun may be used in a sentence. In that case, the pronoun appear in a certain order before the verb.

<u>Singulier/singular</u>	<u>Pluriel/plural</u>
me	nous, les

te le (l') lui	vous
se la, (l') leur	en verb

Look at these sentences.

- (a) Je **le lui** ai dit hier. / I said it to him yesterday
- (b) **Nous lui** en avais parlé / We speak to him about it yesterday
- (c) Tu **les** y'as vues? / Did you see them there?
- (d) Ne **m'**em parle plus / Don't tell me about that

Self-Assessment Exercises 2

Use the following verbs to make a sentence- **se laver, se promener.**



2.4 Conclusion

This unit has introduced you to pronouns, and their types (personal pronouns, demonstrative pronouns, possessive pronouns etc). The subsequent units will be built on this.



2.5 References/Further Readings

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2.6 Possible Answers to SAEs

Possible Answers to SAEs 1

(a) Elle, (b) Il, (c) On

Possible Answers 2

-Nous nous sommes lavés à la rivière

-Je me suis promené seule

Unit 4: LES ADJECTIFS ET LEURS FONCTIONS (ADJECTIVES AND THEIR FUNCTIONS)

Units Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Classification of Different Types of Adjectives
 - 4.3.1 The Demonstrative Adjective {Les Adjectifs Demonstratifs}
 - 4.3.2 The Possessive Adjectives {Les Adjectifs Possessifs}
- Self-Assessment Exercise 1
 - 4.3.3 Interrogative Adjectives {Les Adjectifs Interrogation}
 - 4.3.4 Qualificative Adjectives (Adjectif Qualificatifs)
 - 4.3.5 The Position of Qualificative Adjectives {Les Positions des Adjectifs Qualificatifs}
 - 4.3.6 Agreement of Qualificative Adjectives {L'accord des adjectifs}
 - 4.3.7 Interrogative Adjectives (adjectives interrogatifs)
 - 4.3.8 Indefinite Adjectives (Adjectifs indefinis)
- Self-Assessment Exercise 2
- 4.4 Summary
- 4.5 References/Further Readings
- 4.6 Possible Answers to Self-Assessment Exercise(s) within the content



4.1 Introduction

In this Unit, you will be introduced to adjectives and their functions. You should be familiar with what an adjective is in the course of your French studies in the secondary school. An adjective is a grammatical word that is used to qualify a noun, a person, an object, and even another adjective in a given sentence. In French, an adjective must agree in gender and number with whatever it qualifies. In other words, it is used as a direct nominal modifier or a predicator. It qualifies nouns, persons, or objects in the masculine, feminine singular or masculine, feminine plural. For example:

Masculine, feminine, singular and plural

Le cahier vert – the green note book

La robe verte – the green dress

Les cahiers verts – the green note books

Les robes vertes – the green dresses

Le cahier et la robe sont verts – The note book and the dress are green.



4.2 Learning Outcomes

By the end of this study you will be able to:

- Identify an adjective;
- Classify the types of adjective in French; and
- Make use of french adjectives in sentences correctly.



4.3 Classification of Different Types of Adjectives

There are five adjectives, namely the qualitative adjective, possessive adjectif, demonstrative, interrogative and, indefinite adjectives. Each of these adjectives when used in a sentence must agree in number and gender with the noun it is qualifying. We shall study them one by one.

4.3.1 The Demonstrative Adjective

- (i) There is the singular form
ce, cet (masculine)
cette (feminine) This, that.
 plural form – **ces**; these, those.

The demonstrative adjective precedes and agrees in number and gender with the noun it modifies. The noun masculine form **ce** is used before a noun beginning with a vowel or a mute “**h**”

Example:

Ce matin – this morning

Cet été – this, that summer

Cette plage – this (that) beach

Ces millions de bain – these, those, swimming suits.

- (ii) When it is necessary to make a distinction between “this” and “that” or “these” and “those” – “**Ca**” and “**la**” may be added to the noun – “**ci**” referring to things close to the speaker, “**là**” things at a distance.
 Examples:

“**ce**” plat “**ci**” est meilleur que **ce** plat – “**la**”.

This dish is better than that dish.

A demonstrative adjective exhibit the noun it qualifies. For example;

- “**ce**” livre et “**cette**” lampe

This book and this lamp.

- **ces** garçons et **ces** filles

These boys and these girls

However when a noun is preceded by several descriptive adjectives applying to the noun, the demonstrative adjective is not repeated.

Example;

- Ce bel et bon homme
This beautiful and good man.

4.3.2 The Possessive Adjective

The possessive adjectives are placed before the noun and agree in number and in gender with the thing possessed, not the possessor. We have the masculine and feminine, singular and masculine plural of possessive adjectives for examples;

<u>Masculine Singular</u>	<u>Feminine Singular</u>
Mon, ton, son	ma, ta sa
My, your, his/her	my, your, her (her)

Masculine and feminine plural

Mes, tes, ses
My, your, his (her)
Nos, vos, leur
Our, your, their

Masculine and Feminine Singular

Mon crayon	-	my pencils
Ton stylo	-	your pen
Son frère	-	his (her) brother
Ma table	-	my table
Ta chaise	-	your chair
Sa soeur	-	her sister
Mes cahiers	-	my note books
Tes livres	-	your text books

Masculine and Feminine Singular

Ses parents	-	his (her) parents
Notre maison	-	our house
Votre appartement	-	your apartment
Leur mère	-	their mother
Nos voitures	-	our cars
Vos télévision	-	your television
Leurs parents	-	their parents
Mes cahiers	-	my note books
Tes livres	-	your text books

Note: Before a noun beginning with a vowel, or a mute “**h**” the masculine forms **mon**, **ton**, and **son** are used instead of **ma**, **ta**, and **sa**.

Example:

Mon aventure (feminine) my adventure

Ton heritage (feminine) - Your heritage.

Son équipe (feminine) his (her) team.

Self-Assessment Exercises 1

Add SAEs to measure what learners have learnt in this section. It may be in essay or MCQs format. At least 2 SAEs should be added in this box

1. mmmmm
2. mmmmm

4.3.3 Interrogative Adjectives

	Masculine		Feminine	
Singular	Quel	Quel bruit	Quelle	Quelle idée
Plural	Quels	Quels amis	Quelles	Quelles jolies robes

4.3.4 Qualificative Adjective (Adjectif Qualificatifs)

The commonest and the greatest number of the adjectives are the qualificative adjectives. They describe the noun they are qualifying.

Example: un petit garçon (A small boy).

4.3.5 The Position of a Qualificative Adjective

A qualificative adjective in French could be placed before a noun (anté posé), after the noun (postposé) and before or after the noun (anté ou postposé)

(i) Les Antéposés: French qualificative adjectives that express beauty, stature age, quality of good or bad usually come before the noun they qualify in French. Qualificative adjectives in this category are: Beau (beautiful), bon (good), grand (big), gros (but), haut (high) jeune (young), joli (pretty, nice), long (long) mauvais (bad), meilleur (better), petit (small, little) vieux (old), nouveau (new); faux (wrong), vrai (true).

Examples:

- (a) un livre détaillé - A detailed book
- (b) un homme intéressant – An interesting man
- (c) une information originale - original information

(ii) Les anté ou posposés: Some qualificative adjectives in French could be placed either before or after the noun they are qualifying. But each of these adjectives would have a different meaning when they come before the noun or after the noun: i.e. the meaning. Their meaning when they occur before the noun would have changed from their meaning when they occur after the noun:

- | | |
|---|--|
| - Ancien: un ancien élève
(An ex-pupil) | un maison ancienne
(An ancient house) |
| - Brave: un brave homme
(A fine man) | un homme brave
(A brave (courageous) man) |
| - Certain: un certain document
(A particular document) | une information certaine
(A proved information) |
| - cher: mon cher père
(my dear father) | un livre cher
(an expensive book) |
| - Dernier :le dernier mois
(last month December) | le mois dernier
(the last month finished) |
| - Dur: un dur métier
(a difficult job} | un metal dur
(a hard metal) |
| - Grand: un grand homme
(a great (big) man) | un homme grand
(a tall man) |
| - Meme:même montre
(the same identical watch) | la montre même
(the watch also) |
| - pauvre: Le Pauvre homme!
(poor fellow) | Un homme pauvre
(a poor man) |
| - Propre: mon propre livre
(my own book) | mon pantalon propre
(my clean trousers) |

4.3.6 Agreement of Qualificative Adjectives:

When an adjective that ends in consonant is qualifying a masculine singular noun, the form of this adjective will not change. But when it is qualifying a feminine noun, an additional “**e**” is added, an additional “**s**” is added if it is qualifying a masculine plural noun. But it will be an additional “**es**” when it is marking feminine plural noun: Examples:

- | | |
|----------------------|----------------|
| - un petit garçon | - A small boy |
| - une petite fille | - A small girl |
| - Des petits garçons | - Small boys |

- Des petites filles - Small girls

Note: Adjectives ending in s or x do not change in their plural form when they are marking masculine plural nouns. Examples:

- Les gros hommes sont affreux.

1. Some adjectives, with some specific consonants ending them, change their spellings and pronunciation when they are used with feminine nouns: Examples:

- EI: Bel = belle, naturel = naturelle
- EI: Pareil = Pareille
- F: Neuf = neuve, actif = active, bref = brève
- Er: Complet = complète, secrèt = secrète
- En: Européen = Européene
- IEN: Ancien = Ancienne
- Il: Gentil = Gentille
- ON: Bon = Bonne
- AN: Paysan = Paysanne
- ER: Leger = légère, flatteux = flatteuse
- EUX: Heureux = hereuse, joyeux = joyeuse
- OUX: Jaloux = Jalouse
- S: Gross: Grosse, bas = basse, épais = épaisse

The feminine plural of qualificative adjectives in this category is formed by an additional s to the feminine singular form.

2. There are some qualificative adjectives although their formation of feminine form is also irregular, they are different in nature to those explained above: Example:

- C: blanc = blanche, sec = seche
White dry
- Ux: dou = douce, faux = fausse
- U: mou = molle, fou = folle
- Is: frais = fraîche
- T: sot = sotté
- G: long=longue
- Ic: public=publique
- I: favori = favorite

Feminine plural is formed by adding ‘s’ to the feminine singular.

3. There are some special irregular qualificative adjectives that have two form of masculine singular. Their first masculine singular form is usually ending in vowel – beau. But when this type is to

be followed by a noun whose initial letter is a vowel too, there will arise a new pronunciation, another form of masculine qualificative adjective with ending in consonant is introduced (**bel**) to be used in the place of the first one (**beau**) when the adjective is to follow any word with a vowel or a silent “**h**” for example:

- (i) **beau – bel** = un **bel** avion, un **bel** homme
- (ii) **nouveau – nouvel** = un nouvel étudiant
- (iii) **vieux – viel** = un **viel** ami
- (iv) **fou – fol** = un **fol** amour

1.0 Note that feminine singular, masculine plural, and feminine plural of these adjectives are not affected by this irregularity.

- (v) **beau, belle, beaux, belles**
- (vi) **nouveaux, nouvelle, nouveaux, nouvelles**
- (vii) **fou, folle, fous, folles**
- (viii) **vieux, vieille, vieux, vieilles**

4.3.7 Interrogative Adjectives (**adjectifs interrogatifs**)

Although they are used much as mark of exclamation in sentences they perform the functions of adjective. They agree in gender and in number with the noun they are qualifying. They are:

- (i) Quel (mas, sing): Quel livre
- (ii) Quelle (fem, sing): Quelle fille qui chante bien!
- (iii) Quels (mas, plur): Quels enfants ‘intelligents?’
- (iv) Quelles (fem, plur): Quelles maisons?

4.3.8 Indefinite Adjectives (**Adjectifs indéfinis**)

Note: You must be very careful while studying the indefinite adjectives or else it will be taken to be indefinite pronouns. They look so much alike that even a good grammarian has to differentiate them with the aid of the functions they perform in a given sentence. Their examples are as follows:

- (i) Quelques étudiants ont volé mes livres
- (ii) Plusieurs élèves échoueraient cette année
- (iii) Certain garçon parmi vous est un voleur
- (iv) J’ai lu différent livres sur diverses matières
- (v) Chaque soldier doit aller à la guerre
- (vi) Vous pouvez commander toute une nation

(vii) Je n'aime pas cette paraille sottise que tous ces livres racontent.

Note: The indefinite adjectives agree also in number and in gender with the noun they are qualifying.

Having learned the various adjectives, the qualificative, the possessive, the demonstrative adjectives, the plural and singular forms of adjectives, the masculine and feminine forms, do the following exercises:

Self-Assessment Exercises 2

From the list of adjectives and names of objects, choose and match them to form a sentence placing each word in its right position

Adjective

- a) blanche
- b) interessant
- c) roux
- d) mechant
- e) gentile

Nouns of Objects

- un village
- des cheveux
- un chien
- une fille
- une porte



4.4 Summary

This learning experience has introduced you to French adjectives, types of adjectives; that is qualificative, demonstrative, possessive, indefinite and interrogative adjectives. You have also learned these adjectives according to their genders in French, how they have to agree in number too. Subsequent studies will built on this



4.5 References/Further Readings

Akeusola Olu: (1992) Basic French Grammar for Beginners, Tobak Publishers, Lagos (Revised in 2004)

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International

**4.6 Possible Answers to SAEs****Possible answers 1**

- (a) c'est un national = masculine singular
- (b) cet été je voyagerai = masculine singular
- (c) Elle aime cette plage = feminine singular
- (d) Ces filles ne sont pas contentes = feminine plural
- (e) Cette veste m'appartient = feminine singular

Possible answers 2

- a. une porte blanche
- b. un village intéressant
- c. des cheveux roux
- d. un chien méchant
- e. une fille gentile

MODULE 2

UNIT 1: Les Verbes Et Leurs Fonctions { Verbs And Their Functions }

UNIT 2: **Conjugation Of ER And Other Irregular Verbs Into “Présent De L’indicatif”**

UNIT 3: **Conjugation Of ‘Re’ Irregular Verbs Into Présent De L’indicatif**

UNIT 4: Conjugation Of **Ir / Oir** Irregular Verbs Into **Présent De L’indicatif**

Unit 1: Les Verbes Et Leurs Fonctions { Verbs And Their Functions }

Units Structure

1.1 Introduction

1.2 Learning Outcomes

1.3 How the Verbs are Divided

1.3.1 THE PRESENT TENSE – ER VERBS

1.3.2 Some Conjugated verbs in different Sentences

Self-Assessment Exercises 1

1.3.2.1 Verb of the Second Group

Self-Assessment Exercises 2

1.3.2.2 Verbs of the Third group with “re” ending

1.3.3 **Passé Composé**

1.3.4 The Future Tense

Self-Assessment Exercises 3

1.4 Summary

1.5 References/Further Readings

1.6 Possible Answers to Self-Assessment Exercise(s) within the content

**1.1 Introduction**

In this Unit, you will be introduced to verbs and their functions. There is no doubt that you have come across verbs during your course in French studies in secondary school. Remember a verb is the life- wire of sentences in a given language. Therefore, in this unit you must pay adequate attention so that you can easily understand and comprehend these sets of learning experiences. There is no way to be versatile in the use of language without the use of French verbs. This study will take you through a summary of the different verb tenses as shown below. Sometimes you will be required to fill in gap in certain tenses drills

which have been deliberately created to help you cope with the demands of French Grammar.

Tenses resumé

Infinitif – avoir

Infinitif – passé – avoir eu (to have had)

Participe présent – ayant (having)

Participe passé – ayant eu (having had)

Présent de l’indicatif (mood) j’ai (I have, I am)

Passé composé. J’ai eu (I had)

Future simple. J’aurai (I shall have, I will have)

Infinitif – Etre (to be)

Participe présent – étant (being)

Participe Passé – ayant été (having been)

Présent de l’indicatif – je suis (I am)

Passé composé- j’ai été (I was)

Futur simple – je serai (I shall be, I will be)



1.2 Learning Outcomes

By the end of this unit, you should be able to:-

- Conjugate verbs into présent, past and future tenses;
- Classify verbs; and
- Make use of verbs in sentences



1.3 How the Verbs are divided

In French, verbs are divided into three groups. You have the first group which has – “**er**” at the end of the infinitive e.g verbs like “**Aimer**”, in the first person, **j’aime**.

The second group is the verb with an – “**ir**” ending and the present ends in **s** while the present participle in “**issant**” e.g **Finir** (infinitif) “**je finis**” (present)

The third group contains all other verbs; aller, the verbs with – **ir** that have no present indicative tense in “**is**” and the present participle in – **issant**; e.g. **cueillir**, **partir**; and verbs that have their endings as **oir** or **ir** e.g. “**recevoir**”; “**rendre**”. But you must note that most of the newly created verbs are of the first group like; “**téléviser**”, “**atamiser**”, **radiographier**, etc while others are of second group like “**amertir**”.

1.3.1 THE PRESENT TENSE – ER VERBS

2.0 The present tense expresses an action or a state that is taking place at the moment of speaking. You must know that there is a difference in the notion of time at the precise moment in which action is taking place. English, most often acknowledges the duration of the action. For example, *je parle français* is the equivalent of both “I am speaking French” and “I speak French”. English also uses an emphatic expression. “I do speak” which also uses an emphatic expression. However, “I do speak” does not exist in French.

a) As you progress in this Unit, you will discover that the present tense in French is formed by adding the appropriate endings to the stem of the infinitive.

Example:

Verbe Parler (to speak)

Je parle / I speak, I am speaking

Tu Parles / You speak, You are speaking

Il/Elle parle / he speaks, he is speaking

On parle / We, they, people speak

Nous Parlons / we speak, we are speaking

Vous parlez / You speak, You are speaking

Ils/Elles parlent / They speak, They are speaking

3.0 b) A noun, pronoun or a combination of a noun and pronoun may be used as the subject of the verb form.

Example:

Je parle français / I speak French.

Anne et moi, parlons français / Anne and I speak French.

Ils parlent à Mohammed / They are talking to Mohammed

Les garçons parlent mal / The boys speak badly.

On parle des vacances / We are talking about vacation.

c) Negative forms

To form a negative, you will place *ne* (n’) before the verb and *pas* after the verb.

Example:

Je ne parle pas espagnol / I don’t speak Spanish.

Tu ne parles pas bien / You are not speaking well.

On ne parle pas de toi / We are not talking about you.

You must pay much attention to the ending of the second person; you can see that it carries “s” while the first person has an “e” at the end . Here are samples of verbs of the first conjugation.

Aider / to help	monter / to climb
Aimer / to love	montrer / to show
Apporter / to bring	oublier / to forget
Arriver / to arrive	parle / to speak
Chanter / to sing	passer / to pass
Demander / to ask	penser / to think
Donner / to give	porter / to carry
Entrer / to enter	preparer / to prepare
Etudier / to study	raconter / to tell
Fermer / to close, to shut	regarder / to look out
Habiter / to live	rester / to stay
Inviter / to invite	tourner / to turn
Jouer / to play	travailler / to work
Trouver / to find	

1.3.2 Some Conjugated verbs in different Sentences

Go through these sentences, they are conjugated in the present tense – Pay much attention. The verbs are quite different from one another. You have to study similar exercises to put the verbs in brackets in the present tense. But first of all, take a look at the sentences below:

- (a) J’ai un livre / I have a text bok
- (b) Tu as une clé / You have a key
- (c) Elle a un ami / She has a friend
- (d) Nous avons faim / We are hungry
- (e) Ils ont un frère / They (boys) have a brother
- (f) Vous avez soif? / You are thirsty
- (g) Elle a une soeur / She has a sister
- (h) Tu e s docteur / You are a doctor
- (i) Il est fou / He is foolish
- (j) Elle est belle / She is beautiful
- (k) Nous sommes heureux / we are happy
- (l) Vous êtes méchants / You are wicked
- (m) Ils sont gentils / They boys – masculine) are kind
- (n) Elles sont belles / They girls (feminine) are beautiful

Self-Assessment Exercises 1

From the listed verbs, **aller** and **devenir**. Conjugate (them) in the present tense.

1.3.2.1 Verbs of the Second Group

Having seen the first conjugation of verbs with “er” ending, you will now study the second group of verbs with “ir” endings.

Second Conjugation of “ir” verbs

Finir / to finish

Finish, I am finishing etc.

Singular

Je finis

Tu finis

Il/Elle finit

Plural

Nous finissons

Vous finissez

Ils / Elles finissent

You can go through the sentences below, they contain the verb “finir” but different pronouns have been used.

Je finis mes devoirs / I am finishing my home work.

Jean finit son repas / Jean is finishing his meal

Où finissez vous vos vacances / Where are you ending your vacation?

Nous finissons nos achats / We are finishing our shopping

Below are sample verbs of the second conjugation:

Atteindre / to land

Brûler / to brown, to tan

Démolir / to demolish, to pull down

Élargir / to widen, to enlarge

Finir / to finish

Fleurir / to bloom, to blossom

Gémir / to groan, to moan

Grandir / to grow tall.

Grossir / to grow bigger

Guérir / to recover from sickness

Investir / to invest
 Languir / to languish
 Maigrir / to grow thin / or lean
 Obeir / to obey
 Pourir / to rot
 Raccourcir / to shorten
 Ralentir / to slow down
 Reflêchir / to think
 Remplir / to fill, to fill out
 Réunir / to reunite, to gather
 Réussir / to succeed
 Rotir / to roast

In this list of the second conjugation, “**ir**” verbs you have the following to conjugate guérir, grossir, maigrir, ralentir, in the present tense.

Self-Assessment Exercises 2

Conjugate the verb, guérir, maigrir, ralentir, and grossir.

1.3.2.2 Verbs of the Third group with “re” ending

Third conjugation, “**re**” verbs:

Vendre, to sell

I sell, I am selling etc.

<u>Singular</u>	<u>Plural Form</u>
Je vends	Nous vendons
Tu vends	Vous vendez
Il/Elle vend	Ils/Elles vendent

You have seen how, the second group “**re**” verb is conjugated, this is applicable to all the verbs with “re” endings. In the following sentences below you can see how the verb “vendre” is used with different pronouns.

- (a) Je vends ma maison / I am selling my house
- (b) Vendez-vous du beurre? / Do you sell butter?

- (c) Nous vendons aussi des oeufs / We also sell eggs.
- (d) Ils ne vendent rien / They (boys – masculine) sell nothing

Below are sample verbs of the third conjugation. You can take your time to study these verbs and know their properties.

- (e) attendre / to wait for
- (f) défendre / to defend, to forbid
- (g) descendre / to go down
- (h) entendre / to hear
- (i) épandre / to spread
- (j) fondre / to melt
- (k) mordre / to bite
- (l) pendre / to hang
- (m) pondre / to lay eggs
- (n) répandre / to spread, to spill
- (o) rendre / to give back
- (p) tendre / to stretch
- (q) vendre / to sell

Having seen a sample of present tense sentences, you will now find it easier to make sentences in French. The verbs are of “**re**”, “**ir**”, and “**ere**” endings. If you are very observant, you can use these sentences as a guide to further study the conjugation of verbs.

- (a) Je travaille dans un bureau / I work in an office
- (b) Alice vend sa voiture / Alice is selling her car
- (c) Nous ne regardons pas la télévision / We are not watching television.
- (d) Comment trouvez-vous, Jacques? / How do you like Jacques?
- (e) Ils montent au premier / They are going up to the second floor.
- (f) Les Olise n’habitent pas à Nice / The Olises do not live in Nice.
- (g) Vous jouez du bridge? / Do you play bridge?
- (h) Tu portes une jolie robe / You are wearing a pretty dress.

1.2.2.3 Passé Composé

You have studied the present tense verbs with their different groups. You will now be introduced to the “**passé composé**”, there is the “**passé simple**”, but for now you will study the “**passé composé**”.

Le passé composé (the past tense)

The “passé compose is formed with the present tense **avoir** or **être** and a past participle. It is used to describe an action or an event that happened in the past at a precise moment. For example;

- J’ai parlé/, I spoke, I talked etc.

Verbe parler au passé composé

Singular form

J’ai parlé

Tu as parlé

Il /Elle a parlé

Plural form

Nous avons parlé

Vous avez parlé

Ils / Elles ont parlé

Verbe sortir / I went out, etc

Passé composé

Singular form

Je suis sorti(e)

Tu es sorti(e)

Il/Elle est sorti(e)

Plural form

Nous sommes sorti(e)s

Vous êtes sorti(e)s

Ils /Elles sont sorti(e) s

- Il m’a donné un cadeau / He gave me a gift.

- Vous êtes allés en Italie / You went to Italy.

The above sentences are in the past tense. You can see there is great difference in the present form of a sentence and that of the past tense.

Verbe dormir au passé composé

Singular form

J’ai dormi

Tu as dormi

Il/Elle a dormi

Plural Form

Nous avons dormi

Vous avez dormi

Ils / Elles ont dormi

Verbe prendre au passé composé

Singular form

J’ai pris

Tu as pris

Il/Elle a pris

Plural Form

Nous avons pris

Vous avez pris

Ils / Elles ont pris

While forming a sentence you must take many factors into consideration. You have to be sure if the verb in question will take “être” as the auxiliary or “avoir”. You must not forget agreement. The following are the list of “être” verbs.

- aller

- monter

- passer

- revenir

- | | | | |
|-------------|----------|-------------|----------|
| - arriver | - mourir | - rester | - sortir |
| - descendre | - naître | - retrouver | - tomber |
| - entrer | - partir | - retourner | |

The auxiliary “avoir” is used with the majority of verbs in French Grammar.

J’ai mangé une pomme. / I ate an apple

Nous avons maigri cette année. / We lost weight this year.

The verbs **descendre**, **monter**, **rentrer**, and **sortir**, when used as transitive verbs (which take a direct object) are conjugated with “avoir”.

Example:

Nous avons descendu les valises / We took the suit cases downstairs.

There must be no agreement in between the subject and the past participle if the auxiliary “avoir” is used in a direct and simple sentence: “j’ai mangé de la viande”. But where the complement of the direct object comes before the verb that has “avoir” as auxiliary verb, the past participle of the main verb must agree in gender and in the number within the object. The feminine object therefore introduces an additional **e** to the ending of the past participle, while the plurality is reflected by an additional **s** (if it is masculine plural) or additional **es** (if it is masculine plural).

Example:

- La viande que j’ai mangé
- Les livres que vous m’avez donnés
- J’ai vu une fille – Je l’ai vue

3.4 The Future Tense

For the future tense, you will find that the it is formed by adding the future endings to the infinitive of **er**, and **ir** verbs. For **re** verbs, the **e** is dropped before adding the endings.

Example:

Parler.

I will speak etc.

Verbe parler au Futur

Singular form

Je parle rai

tu parleras

Il/Elle on parlera

Plural Form

Nous parlerons

Vous parlerez

Ils / Elles parleront

Verbe Finir au (I will finish) FuturSingular form

Je finirai

Tu finiras

Il/Elle finira

Plural Form

Nous finirons

Vous finirez

Ils / Elles finiront

Verbe vendre au FuturSingular form

Je vendrai

Tu vendras

Il/Elle vendra

Plural Form

Nous vendrons

Vous vendrez

Ils / Elles vendront

Below are sentences made with some verbs in future tenses. This is for you to practise. Go over it and get acquainted with the tenses. They will help you as you proceed in your study of French grammar because you will be introduced to more complex sentences later on.

- J'apporterai les sandwiches / I will bring the sandwiches?
- Tu étuderas tout l' été / You'll study all summer
- Les fruits pourriront / The fruits will rot.
- Nous nous réfléchirons a votre proposition./ We will think about your proposals.
- Vous défendrez votre pays. / You'll defend your country.

Self-Assessment Exercises 3

Now make use of the following verbs in sentences in the past tense, dormir, manger, prendre.



1.4 Summary

This Unit has introduced you to verbs, the present tense, past tense and future tense. You have also learned how to use these verbs in simple sentences.



1.5 References/Further Readings

Akeusola Olu: (1992) Basic French Grammar for Beginners, Tobak Publishers, Lagos (Revised in 2004)

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Grand Mangin N. Bloch A. (1986) Où en est votre Français? CLE International



1.6 Possible Answers to SAEs

Possible Answers 1

Verbe aller au présent de l'indicatif

Je vais	Nous allons
Tu vas	vous allez
Il va	Ils vont
Elle va	Elles vont

Verbe devenir au présent de l'indicatif

Je deviens	Nous devenons
Tu deviens	Vous devenez
Il } deviant	Ils } deviennent
Elle }	Elles }

Possible Answers 2

(a) Verbe guérir au présent de l'indicatif

Je guéris
tu guéris
Il / Elle guérit
Nous guérissons
Vous guérissez
Ils / Elles guérissent

(b) Verbe maigrir au présent de l'indicatif

Je maigris
tu maigris
Il / Elle maigrit
Nous maigrissons
Vous maigrissez
Ils/Elles maigrissent

(c) Verbe ralentir au présent de l'indicatif

Je ralentis
tu ralentis
Il / Elle ralentit
Nous ralentissons
Vous ralentissez
Ils / Elles ralentissent

(d) Verbe grossir au présent de l'indicatif

Je grossis
tu grossis
Il / Elle grossit
Nous grossissons
Vous grossissez
Ils/Elles grossissent

Possible Answers 3

Verbe manger au passé composé

Singular form

J'ai mangé

Tu as mangé

Il/Elle a mangé

Plural Form

Nous avons mangé

Vous avez mangé

Ils / Elles ont mangé

Unit 2: Conjugation of ER and other irregular verbs into “Présent de l’indicatif”

Units Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 General Technics Guiding The Conjugation Of Er And Other Regular Verbs Into Présent L’indicatif’
- 2.4 Exceptionalities in the Conjugation of Er and other Regular Verbs into Présent de l’indicatif.
 - 2.4.1 The –cer verbs
 - 2.4.2 The –ger verbs:
 - 2.4.3 The e-er verbs: The –ecer, -ener, -eper, -erer-eser, -ever, -evrer
 - 2.4.4 The é: er verbs
 - 2.4.5 The **eler** and **eter** verbs
 - 2.4.6 The –ver verbs:
- 2.5 Summary
- 2.6 References/Further Readings
- 2.7 Possible Answers to Self-Assessment Exercise(s) within the content



2.1 Introduction

In this Unit you will be introduced to the conjugation of er and other irregular verbs into “**présent de l’indicatif**”. You will be taught the easiest way to know the techniques of French Grammar, which you could apply in conjugating French verbs into présent de l’indicatif. It is in this Unit also you will be exposed to some minor peculiarities of some er verbs (irrespective of the notion of their being regular). The knowledge gained from this Unit will prepare you for the next Unit on how to conjugate French verbs into **présent de l’indicatif**.



2.2 Learning Outcomes

By the end of this Unit you should be able to:

- Identify the stem/radical of er verbs;
- Identify the er ending / termination of er verbs;
- Identify the morphemes (suffixation) with which the endings could be replaced thereby facilitating grammatically correct conjugation; and

- Identify some verbs that are noted as being regular but have some peculiarities.



2.3 General Techniques to conjugating Er and other Regular Verbs into Présent de l'indicatif

Apart from the verb aller (to go) (conjugated below) which is irregular, almost all verbs in the er group are regular verbs.

Aller:

Je vais / I am going
 tu vas / You are going / You go
 Il/Elle va/ He / She is going / He/She goes
 Nous allons / we are going / we go
 Vous allez / You are going / you go
 Ils / Elles vont/ They are going / they go

The general rule for the conjugation of these other er verbs is getting the infinitive divided or separated into the stem/radical and the ending. You then replace the ending, by adding these underlisted new endings to the stem or radical so as to form your conjugated verbs:

e for 1st person singular
e s for 2nd person singular
est for 3rd person singular
ons for 1st person plural
ez for 2nd person plural
ent for 3rd person plural

For example you will follow this technique, and conjugate the verb parler (to speak) into présent de l'indicatif.

Parl	er
↓	↓
Verbal stem/radical	verbal ending / termination

The radical / stem of the infinitive parler is parl while the ending is er. The rule says that we drop this er ending and replace it as follows:

<u>e</u> for 1 st person singular	=	je parle
<u>es</u> for 2 nd person singular	=	tu parles
<u>est</u> for 3 rd person singular	=	Il/Elle parle
<u>ous</u> for 1 st person plural	=	Nous parlons

<u>ez</u> for 2 nd person plural	=	Vous parlez
<u>ent</u> for 3 rd person plural	=	Ils/Elles Parlent

Note that for verbs conjugated into the French présent de l'indicatif, tense has two meanings and grammatical functions in English. It could be present continuous tense, Je parle/ I speak; and it could be present continuous tense, Je parle/ I am speaking. Care should be taken when translating from English to French or vice versa.

You also have to note that although 2nd person plural form “vous”, is for two or more people. It is allowed in French to be used as a mark of respect for a single person also. So you could say:
- Où allez-vous monsieur? / Where are you going sir?

Another example of the er group is the verb Aimer (to like / to love). The radical / stem of the infinitive aimer is aim- while the ending is er. The rule says that we drop this er ending and replace it as follows:

J'aime: I like / I love
 Tu aimes: You like / love
 Il / Elle aime: He / She likes / loves
 Nous aimous: We like / love
 Vous aimez: You like / love
 Ils/Elles aiment: They like / love

A lot of verbs are conjugated in this way.

Note: You will discover that it is j'aime instead of je aime. In French, when the verb to be conjugated starts with a initial vowel, the vowel is dropped before the vowel of the pronoun. The dropped vowel is indicated by an apostrophe, (').

2.4 Exceptions in the Conjugation of Er and other Regular Verbs into Présent de l'indicatif.

Even though verbs in the er group are said to be regular, there are some minor peculiarities you have to know for some of these verbs. These sets are special and hence have to be treated as such. Examples are:

2.4.1 The -cer verbs

In French, the letter c plays dual phonological role when you see it in words. It is pronounced as /k/ when it precedes vowels **a**, **o**, **u**. Whereas it is pronounced as /s/ when it is in front of vowels **i**, and **e**. Where it precedes any of the vowels **a**, **o**, **u** and it needs to pronounced /s/, the phonological rule says that you must put “cedille” (,) at the

bottom of the ç (ç), so do not be surprised to see this strange mark in the conjugation of verbs like *placer*/ to place.

Example:

Je place	Nous pla <u>ç</u> ons
Tu places	vous placez
Il/Elle place	Ils/Elle placent

2.4.3 The -ger verbs:

Just like ç, letter g also plays a dual role in the French phonology; it is pronounced as /g/ when it precedes vowels like a, o, u. But it is pronounced as /ʒ/ when it precedes vowels i and e. In a situation where the infinitive dictates that the g must have /ʒ/ sound, even when it is to be followed by either a, o, or u, the French phonological/ cum grammatical rule says that you must add an additional e before you write the vowels a, o, or the u. And so in verbs like *manger* – (to eat), you normally have “nous mangeons”.

Je mange	Nous mange <u>o</u> ns
Tu manges	Vous mangez
Il/Elle mange	Ils/Elles mangent

Note: The -guer verbs (such as *blaguer*) are not affected by this rule.

2.4.4 The e-er verbs: The -ecer, -ener, -eper, -eser, -ever, -evrer

Verbs have one peculiarity. In their infinitive forms, they have a closed silent e in the last syllable of their stem. It is this e that is next to the single or double consonants that end their stem: lev/er. When conjugating this verb, e changes from a closed silent -e to an opened è sound in the first person, second person, third person singular and third person plural. And to mark this change in pronunciation – an accent “grave” is put on the e as to become è. The verb “lever” that falls into this category, lever / to rise.

Je lève	Nous lev <u>o</u> ns
Tu lève	Vous lève <u>z</u>
Il/Elle lève	Ils/Elles lève <u>nt</u>

2.4.5 The é: er verbs

There are some other verbs in French grammar whose letter e in the last syllable of the infinitive carries an acute accent (aigu-) already in the infinitive. This acute accent (´) when the verb is conjugated, normally changes to a grave accent (˘) – é in the 1st person, 2nd person, 3rd person singular and 3rd person plural. This peculiarity abounds among the – ébrer – écer, éder, égler, égner, éguer, émer, éler, éner, éper, équeter, er, éser, éter, étrer, éver verbs.

Example : célébrer to celebrate

Je célèbre	Nous célébrons
Tu célèbre	Vous célébrez
Il/Elle célèbre	Ils/Elles célèbrant

You will discover that this peculiarity does not affect the 1st and 2nd person plural of groups 3.1.3 and 3.1.4 of our exceptions. There is no problem of change in the pronounciation e at these levels)

2.4.6 The eler and eter verbs

When conjugating the eler and eter verbs, the single l or t in the infinitive is doubled in the 1st person, 2nd person and 3rd person plural. This change becomes inevitable so as to allow for easy pronounciation. You must note that the e before the i or t is pronounced /ə/ in the infinitive whereas you would want it pronounced /ɛ/ when used in the 1st, 2nd 3rd person singular and 3rd person plural. In order to facilitate this pronounciation, you must double the i or the t. Where these consonants are not doubled in the 1st and 2nd person plural, the pronounciation of e remains the same. Examples are:

Appeler – to call

Je appelle	Nous appellons
Tu appelles	Vous appelez
Il/Elle appelle	Ils/Elles appellent

Jeter – to throw

Je jette	Nous jettons
Tu jettes	Vous jetez
Il/Elle jette	Ils/Elles jettent

Note: There are exceptions to this general rule. Some **-eler** and **-eter** verbs do not double their i or t in the 1st, 2nd, 3rd persons singular and 3rd person plural, so as to aid the transition in pronunciation of the vowel e, from /ə/ to /ɛ/ sound before the consonant t or i. from /ə/to/Σ/so.und They are verbs like **modeler, celer, deceler, receler, ciseler, démanteler, écarteler, geler, congeler, surgiler, marteler, peler, acheter, racheter, bégueter, and coaster**. They only take accent grave (`) on the e in the 1st, 2nd, 3rd person singular, and 3rd person plural. Example is acheter – to buy.

J'achète	Nous achetons
Tu achètes	Vous achetez
Il/Elle achète	Ils/Elles achètent

2.4.7 The -ver Verbs:

You must have been taught in phonetics (as well as in French phonology), that consonant y is taken to be a semi-vowel or semi consonant. It is also viewed by some linguists as a variant of i sound. This means y could be easily be changed to vowel (i) or vice versa. That explains why the semi vowel in the infinitive of **-yer** verbs change to I in the 1st, 2nd, 3rd persons singular and 3rd persons plural. A good example of this peculiarity can be seen in the conjugation of the infinitive envoyer/ to send in the present tense:

J'envoie	Nous envoyons
Tu envoies	Vous envoyez
Il/Elle envoie	Ils/Elles envoient

You must have noticed that the y does not change in the 1st and 2nd person plural. It is retained so as to maintain good pronunciation at these levels.

Self-Assessment Exercises 1

Having learned about the general techniques guiding the conjugation of **-er** verbs and other regular verbs into **présent de l'indicatif**, do the following exercises.



2.5 Summary

This unit has taught you about general techniques governing the conjugating of **er** verbs into **présent de l'indicatif**. Also you must have expanded your verbal vocabulary, improved your technique in conjugation of verbs, and enriched through the examples. Subsequent units will be built on this knowledge.



2.6 References/Further Readings

Akeusola, O. (1992) Basic French Grammar for Beginners, Lagos, Tobak Publishers, Lagos

Akeusola, O. (1995) French Grammar for Anglophone Students, Tobak Publishers, Lagos

Bescherelle (1990) La Conjugaison 12,000 verbes, Paris Hâtier

**2.7 Possible Answers to SAEs****Possible Answers**

Conjugate these verbs into “présent de l’indicatif” **célébrer** and **manger**

Verbe célébrer

Je célèbre	Nous célébrons
Tu célèbres	Vous célébrez
Il/Elle célèbre	Ils/Elles célèbrent

Verbe manger

Je mange	Nous mangeons
Tu manges	Vous mangez
Il/Elle mange	Ils/Elles mangent

Unit 3: CONJUGATION OF ‘RE’ IRREGULAR VERBS INTO PRÉSENT DE L’INDICATIF

Units Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 The General Technics Guiding the Conjugation of re Irregular Verbs Into présent de l’indicatif
- 3.4 The Three Common Irregular Verbs
- 3.5 Technics And Examples Guiding The Conjugation Of **Re** Verbs Into **présent de l’indicatif**
 - 3.5.1 The être verbs
 - 3.5.2 The ‘Ndre’ Irregular Verbs
 - 3.5.3 The ‘Aindre’ Verbs
 - 3.5.4 The Group of “Faire” and “Dire”
 - 3.5.5 The Aire, Aitre, Ditre Verbs And Others
- Self-Assessment Exercises
- 3.6 Summary
- 3.7 References/Further Readings
- 3.8 Possible Answers to Self-Assessment Exercise(s) within the content



3.1 Introduction

This unit will introduce you to the conjugation of **re** as irregular verbs into présent de l’indicatif . In this unit you will be taught about the modern technics with which a French Grammar learner could apply in conjugating French **re** irregular verbs into présent de l’indicatif when you made the conjugation of the **re** verb, enhance your understanding in the subsequent unit.



3.2 Learning Outcomes

By the end of this Unit you should be able to:

- Identify the stem/ radical of re irregular verbs;
- Identify the re ending / terminaison of these irregular verbs; and
- Identify the morphemes (suffixation) with which the endings could be replaced.



3.3 The General Techniques Guiding the Conjugation of re Irregular Verbs into Prèsent de l'indicatif

As you have been informed earlier, the **-er** verbs are the only ones with the largest number of regular verbs. Apart from **-er** verbs, other verbs, such as **re** verbs which you are about to learn, are irregular. The general rule of conjugating the **re** verbs is that you divide the infinitive into two: the stem/radical, and the ending. You then replace the ending **-er** with **-s, -t, -ons, -ez, or -ent**.

A verb is considered to be irregular when its stem (and even the endings in some other cases like infinitive **faire, dire**) changes from one person to another. Compare these two conjugations (danser/ to dance and **être** /to be)

- Danser:

Je danse	Nous dansons
Tu dances	Vous dansez
Il/Elle danse	Ils/Elles dansent

- Être:

Je suis	Nous sommes
Tu es	Vous <u>êtes</u>
Il/Elle est	Ils/Elles sont

You will observe that while **dans-**, the stem of the infinitive, **danser** is invariable in the 1st person, 2nd person and 3rd person singular and plural, the same thing cannot be said of the stem of the infinitive **être**. It changes from person to person, hence its been classified as irregular. Before we go further, you can go through the conjugation of these three common irregular verbs used often by French speakers.

3.4 The Three Common Irreguular Verbs

(a) Être:

Je suis	Nous sommes
Tu es	Vous <u>êtes</u>
Il/Elle est	Ils/Elles sont

(b) Avoir:

J'ai suis	Nous avons
Tu as	Vous <u>avez</u>
Il /elle a	Ils/Elles ont

(c)

Je vais	Nous allons
Tu vas	Vous <u>allez</u>
Il/Elle va	Ils/Elles vont

Note: Although there is a similarity in the conjugation of the 3rd person plural of the three verbs, you should note that the 3rd person plural of **être** takes a consonant ‘s’ while that of **avoir** has none, and there is a **y** in place of the “s” in the conjugation of **aller**.

3.5 Techniques and Examples Guiding the Conjugation Of **Re** Verbs into Prèsent de l’indicatif.

Here, the general rule established for conjugating verbs in this group states that you divide the infinitive into the stem, and ending. You will then drop the re ending of the infinitive, and replace it with -s, -s, -t/-d, -ons, -ez, -ent, endings. The -t/-d in the 3rd person singular is used in infinitives that are among the dre, andre, endre, ondre, and ordre groups. Here, instead of adding the consonant -t of the 3rd person singular to the consonant -d that ends the stem, you will use -d in place of -t that ends the 3rd person singular in the conjugation of other groups. For example: **rend/re**, **prend/re**.

(a) Rendre – to give back

Je rends	Nous rendons
Tu rends	Vous rendez
Il/Elle rend	Ils/Elles rendent

(b) Prendre - to take

Je prends	Nous prenons
Tu prends	Vous prenez
Il/Elle prend	Ils/Elles prennent

Note: In the case of **prendre** and other verbs in its group, you should drop -d in the plural form, and double the n in the stem of the 3rd person plural.

3.5.1 The Être verbs

When conjugating this set of verbs, note that one of the double -t is dropped in their singular form, but maintained in plural forms.

Example:

(a) Battre – to beat

Je bats	Nous battons
Tu bats	Vous battez
Il/Elle bat	Ils/Elles battent

(b) Mettre – to put

Je mets	Nous mettons
Tu mets	Vous mettez
Il/Elle met	Ils/Elles mettent

3.5.2 The ‘Ndre’ Irregular Verbs

You should note that this group of verbs drops the **-d** that ends their radical / stem in all facets of conjugation. They take additional **-gn-** before their verbal endings in the plural forms. This unusual addition is to facilitate pronunciation.

(a) Peindre – to paint

Je peins	Nous peignons
Tu peins	Vous peignez
Il/Elle peint	Ils/Elles peignent

(b) Joindre – to join

Je joins	Nous joignons
Tu joins	Vous joignez
Il/Elle joint	Ils/Elles joignent

3.5.3 The ‘Aindre’ Verbs

This group maintains the **-c** that ends the stem in the plural form of the infinitive. But this single consonant **-c** is replaced by **-qu** in the plural form; and the **-t** is dropped in the 3rd person singular form.

Example:

(a) Vaincre – to conquer

Je vains	Nous vainquons
Tu vains	Vous vainquez
Il/Elle vainc	Ils/Elles vainquent

3.5.4 The group of “Faire” and “Dire”

Note that these two verbs have a similar peculiarity, their ending in the 2nd person plural is completely different from that of the others. Even the 3rd person plural of **faire** is also different. They are irregular:

(a) Faire – to do / make

Je fais	Nous faisons
Tu fais	Vous faites
Il/Elle fait	Ils/Elles font

(b) Dire – to say / tell

Je dis	Nous disons
Tu dis	Vous dites
Il/Elle dit	Ils/Elles disent

3.5.5 The Aire, Aitre, Ditre Verbs And Others

You will need to study and master this group, because it encompasses a lot of irregular verbs. Some allow the vowel i that ends the stem to change to -y in the 1st and 2nd persons plural, some do not only maintain the vowel i, they take an additional g after it, before taking the verbal ending; others go to the extent of duplicating the additional g, while some change their radical (stem) completely:

(a) Distraire – to entertain

Je distrais	Nous distrayons
Tu distrais	Vous distrayez
Il/Elle distrait	Ils/Elles distraient

(b) Plaire – to please

Je plais	Nous plaisons
Tu plais	Vous plaisez
Il/Elle plait	Ils/Elles plaisent

(c) Connaître – to know //(object)

Je connais	Nous connaissons
Tu connais	Vous connaissez
Il/Elle connaît	Ils/Elles connaissent

(d) Naître– to be born

Je nais	Nous naissons
Tu nais	Vous naissez
Il/Elle naît	Ils/Elles naissent

(e) Croire – to believe

Je crois	Nous croyons
Tu crois	Vous croyez
Il/Elle croit	Ils/Elles croient

(f) Boire – to drink

Je bois	Nous buvons
Tu bois	Vous buvez
Il/Elle boit	Ils/Elles boivent

(g) Conclure – to conclude

Je conclus	Nous concluons
Tu conclus	Vous concluez
Il/Elle conclut	Ils/Elles concluent

(h) Absoudre– to absolve

Je absous	Nous absolvons
Tu absous	Vous absolvez
Il/Elle absout	Ils/Elles absolvent

(i) Suivre – to follow

Je suis	Nous suivons
Tu suis	Vous suivez
Il/Elle suit	Ils/Elles suivent

(j) Vivre – to live

Je vis	Nous vivons
Tu vis	Vous vivez
Il/Elle vit	Ils/Elles vivent

(k) Lire – to read

Je lis	Nous lisons
Tu lis	Vous lisez

Il/Elle lit Ils/Elles lisent

(l) Rire – to laugh

Je ris Nous rions
 Tu ris Vous riez
 Il/Elle rit Ils/Elles rient

(m) Cuire – to cook

Je cuis Nous cuisons
 Tu cuis Vous cuisez
 Il/Elle cuit Ils/Elles cuisent

Self-Assessment Exercises 1

Conjugate the following verbs in **présent de l'indicatif** : batter, baïre, vaincre



3.5 Summary

In this Unit you have learned about the rules governing conjugation of the re verbs into “**présent de l'indicatif**.” Do not forget that all verbs in this category are irregular.



3.6 References/Further Readings

Akeusola, O. (1992) Basic French Grammar for Beginners, Lagos, Tobak Publishers, Lagos

Akeusola, O. (1995) French Grammar for Anglophone Students, Tobak Publishers, Lagos

Bescherelle (1990) La Conjugaison 12,000 verbes, Paris Hâtier

**3.7 Possible Answers to SAEs****Possible Answers
Answers****(a) Battre**

Je bats	Nous battons
Tu bats	Vous battez
Il/Elle bat	Ils/Elles battent

(b) Boire

Je bois	Nous buvons
Tu bois	Vous buvez
Il/Elle boit	Ils/Elles boivent

(c) Vaincre – to conquer

Je vains	Nous vainquons
Tu vains	Vous vainquez
Il/Elle vaint	Ils/Elles vainquent

Unit 4: CONJUGATION OF IR / OIR IRREGULAR VERBS INTO PRESENT DE L'INDICATIF

Units Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 The General Technics Guiding the Conjugation of **ir** and **oir** Irregular Verbs into présent de l'indicatif
 - 4.3.1 The **ir** Verbs With Double **S** In Their Plural Form
 - 4.3.2 Second Sets of "**ir**" Verbs
 - 4.3.3 The **ir** Verbs that Take Endings Of **er** Verbs
 - 4.3.4 Other **ir** Verbs
 - 4.3.5 The '**oir**' Verbs
- Self-Assessment Exercises
- 4.4 Summary
- 4.5 References/Further Readings
- 4.6 Possible Answers to Self-Assessment Exercise(s) within the content



4.1 Introduction

This unit will introduce you to the conjugation of other irregular verbs such as **ir** and **oir** verbs into **présent de l'indicatif**. You will also learn about the modern technics with which as a French Grammar learner could be able to conjugate French irregular verbs into présent de l'indicatif. This will enhance your knowledge on the conjugation of all French irregular verbs.



4.2 Learning Outcomes

By the end of this Unit you should be able to:

- Identify the stem/ radical of irregular verbs such as **ir** and **oir**;
- Identify the **ir** and **oir** ending / termination of these irregular verbs; and
- Identify the morphemes (suffixes) with which the endings could be replaced.



4.3 The General Techniques Guiding the Conjugation of -ir and -oir Irregular verbs into Prèsent de l'indicatif

The **-ir** verbs can be divided into two groups. One group consists of those that double **s** in the plural form when conjugated, and the second group consists of verbs whose consonant is not doubled.

As it is done in the **-re** verbs, the general rule of conjugating the **-ir/-oir** is that you divide the infinitive into two, the stem/radical, and the ending. You then replace the ending **-ir/-oir** with **-s**, **-ss**, **-t**, **-ous**, **-ez**, and **-ent**. But you must take note that verbs in this category, change their radical/stems because they are irregular. They end with only these **:-s, -ss, -t, -ous, -ez, and -ent.**

4.3.1 The **Ir** Verbs With Double **s** in their Plural Form

You have to note that these verbs follow general rule in the conjugation of their singular form. But they introduce double **s** before taking the verbal endings in the plural form. Examples are as follow: Finir/ to finish, haïr/ to hate.

Je finis	Nous finissons
Tu finis	Vous finissez
Il/Elle finit	Ils/Elles finissent

4.3.2 Second Sets of “**Ir**” Verbs

Remember that the other **ir** verbs, although their stem may change, they do not have double **s** or double any of their consonants in all their plural form except the 3rd person plural of some of their plural conjugation. Verbs in this group are more than those of the first type.

Examples:

(a) Tenir – to hold

Je tiens	Nous tenons
Tu tiens	Vous tenez
Il/Elle tient	Ils/Elles tiennent

(b) Venir – to come

Je viens	Nous venons
Tu viens	Vous venez
Il/Elle vient	Ils/Elles viennent

(c) Sentir – to smell / taste

Je sens	Nous sentons
Tu sens	Vous sentez
Il/Elle sent	Ils/Elles sentent

(d) Vêtir – to clothe / to dress

Je vêtis	Nous vêtons
Tu vêtis	Vous vêtez
Il/Elle vêtis	Ils/Elles vêtent

4.3.3 The Ir Verbs that take endings of Er Verbs

There are some “**ir**” verbs, that although belong to the group conjugated above, they end in **-e**, **-es**, **-e**, **-ons**, **-ez**, **-ent**, as if they are “**er**” verbs. The infinitive of these verbs only drops the **-ir** from their stem to take **-e**, **-es**, **-e**, **-ous**, **-ez**, and **-ent** endings. Examples of these are found in verbs like the following:

(a) Offrir – to offer

J’offre	Nous offrons
Tu offres	Vous offrez
Il/Elle offre	Ils/Elles offrent

(b) Couvrir – to cover

Je couvre	Nous couvrons
Tu couvres	Vous couvrez
Il/Elle couvre	Ils/Elles couvrent

(c) Cueiller– to pluck

Je cueille	Nous cueillons
Tu cueilles	Vous cueillez
Il/Elle cueille	Ils/Elles cueillent

4.3.4 Other Ir Verbs

You need to be very conversant with other “**ir**” verbs. These set belongs to a group with different peculiarities which are not easy to explain. Sometimes their radical changes completely from what is given in the infinitive. And in some other cases you only modify the radical.

But they all belong to the **s, s, e, ons, ez, ent** endings. Their examples could be found in verbs like.

(a) Bouillir – to boil

Je bous	Nous bouillons
Tu bous	Vous bouillez
Il/Elle bout	Ils/Elles bouillent

(b) Dormir – to sleep

Je dors	Nous dormons
Tu dors	Vous dormez
Il/Elle dort	Ils/Elles dorment

(c) Courir – to run

Je Cours	Nous Courons
Tu Cours	Vous Courez
Il/Elle Court	Ils/Elles Courent

(d) Mourir – to die

Je meurs	Nous mourons
Tu meurs	Vous mourez
Il/Elle meurt	Ils/Elles meurent

(e) Servir – to serve

Je sers	Nous servons
Tu sers	Vous servez
Il/Elle sert	Ils/Elles servent

(f) Fuir – to run away

Je fuis	Nous fuyons
Tu fuis	Vous fuyez
Il/Elle fuit	Ils/Elles fuient

Note: As the semi vowel **y** in the **-yer** verb changes to **i** in the singular form and 3rd person plural, so also the **i** in the group of **fuir** changes to **y** in the 1st and 2nd persons plural forms here.

4.3.5 The ‘Oir’ Verbs

As you have been earlier told about the “oir” verbs in the previous unit, they are purely irregular. You have to bear this in mind whenever you come across them. Like the “ir” and “re” verbs, each of ‘oir’ verbs contain two or more peculiarities that we have already studied in verbs of other groups. They will not be reclassified again in detail. Nevertheless, here are some examples, and description of the conjugation of some of them.

(a) Recevoir – to receive

Je reçois	Nous recevons
Tu reçois	Vous recevez
Il/Elle reçoit	Ils/Elles reçoivent

(b) Voir – to see

Je vois	Nous voyons
Tu vois	Vous voyez
Il/Elle voit	Ils/Elles voient

(c) Pouvoir – to be able

Je peux	Nous pouvons
Tu peux	Vous pouvez
Il/Elle peut	Ils/Elles peuvent

(d) Savoir – to know

Je sais	Nous savons
Tu sais	Vous savez
Il/Elle sait	Ils/Elles savent

(e) Devoir – to be obliged

Je dois	Nous devons
Tu dois	Vous devez
Il/Elle doit	Ils/Elles doivent

(f) Mouvoir – to move

Je meus	Nous mouvons
Tu meus	Vous mouvez
Il/Elle meut	Ils/Elles mouvent

(g) Valoir – to be worth

Je vau	Nous valons
Tu vau	Vous valez
Il/Elle vant	Ils/Elles valent

(h) Vouloir – to want /to wish

Je veu	Nous voulons
Tu veu	Vous voulez
Il/Elle vent	Ils/Elles veulent

(i) Asseoir – to sit

J’assieds	Nous asseyons
Tu assieds	Vous asseyez
Il/Elle assied	Ils/Elles asseyent

Self-Assessment Exercises

1) Conjugate the following verbs into *présent de l’indicatif* –

- a) valoir
- b) dormir
- c) sortir



4.4 Summary

In this Unit you have learned about the rules governing conjugation of the *re* verbs into “**présent de l’indicatif**.” Do not forget that all verbs in this category are irregular.



4.5 References/Further Readings

Akeusola, O. (1992) Basic French Grammar for Beginners, Lagos, Tobak Publishers, Lagos

Akeusola, O. (1995) French Grammar for Anglophone Students, Tobak Publishers, Lagos

Bescherclle (1990) La Conjugaison 12,000 verbes, Paris Hâtier



4.6 Possible Answers to SAEs

Possible Answers

Answers

(a) Battre

Je bats	Nous battons
Tu bats	Vous battez
Il/Elle bat	Ils/Elles battent

(b) Boire

Je bois	Nous buvons
Tu bois	Vous buvez
Il/Elle boit	Ils/Elles boivent

(c) Vaincre – to conquer

Je vains	Nous vainquons
Tu vains	Vous vainquez
Il/Elle vaint	Ils/Elles vainquent

MODULE 3

- UNIT 1** Les Verbes Et Les Phrases Verb And Sentences
UNIT 2 Les Adverbes et Leur Fonctions (Adverbs And Their Functions)
UNIT 3 Les Préposition (Prepositions)
UNIT 4 Les Conjunctions Et Leur Fonctions (Conjunctions And Their Functions).

Unit 1: LES VERBES ET LES PHRASES/ VERBS AND SENTENCES

Units Structure

- 1.1 Introduction
 1.2 Learning Outcomes
 1.3.1 The Verb “**Avoir**” and “**être**”
 1.3.2 The Verb “**Être**”
 1.3.3 The Verb “**Avoir**”
 1.3.4 The Imperfect Tenses
 1.3.5 The Conditional Tense
 Self-Assessment Exercises
 1.6 Summary
 1.7 References/Further Readings
 1.8 Possible Answers to Self-Assessment Exercise(s) within the content



1.1 Introduction

In the previous units, you studied the present, past and future tenses. You have also studied how to use them in simple sentences. This unit will introduce you to verbs in continuation of our study of French Grammar. You will examine the construction of more sentences and other verbs, which you have not been taught before now. They include the imperfect tense, the verb “**être**” and “**avoir**”, and the conditional and the imperative moods.

For each verb in this unit, you will study some examples, and explanations.

You will be asked to go over each of the verbs. For each sequence, you will be given an exercise to do, to test your understanding. This will help you know if you have grasped the use of these verbs or not.



1.2 Learning Outcomes

By the end of this study you will be able to:

- Conjugate the verbs “**Être**” and “**Avoir**” ;
- Identify the imperfect tense and its uses;
- Identify the conditional tenses; and
- Identify the imperative mood and its uses.



1.3 The Verb “Être”

As it was stated in the introduction, you are going to study the verb “**Être**” and “**Avoir**”. These verbs are the two basic verbs used in presenting oneself and showing possession. The present tense form of “**Être**” and “**Avoir**” are also used as auxiliaries in the perfect tenses.

You must have come across these verbs “**Être**” and “**Avoir**” in the course of your previous studies in French.

Example: “**Être**” + Nationality

- Il est Nigerian/He is a Nigerian
- Tu es Sénégalaise?/Are you a Senegalise?

Être + Profession

- Je suis infirmière/I am a nurse
- Tu es tailleur?/Are you a tailor?

Être + Adjectif

- Elle est belle/She is beautiful
- Il est gentil/He is kind
- Vous êtes intelligent/You are intelligent

1.3.1 The Verb “Avoir”

The verb “**Avoir**” is used as auxiliary verb to majority of verbs when conjugated into passé composé such as:

- J’ai mangé une pomme/ I ate an apple
- Nous avons maigri cette année/ We lost weight this year

However, the following verbs take the auxiliary verb **être** when conjugated into passé composé.

These verbs are in the infinitive form

Verb	Meaning	Past Participle
Arriver	to go	allé
Descendre	to go down	descendu
Devenir	to become	devenu
Entrer	to enter	entré
Monter	to climb	monté
Mourir	to die	mort
Naître	to be born	né
Rester	to remain, to stay	resté
Retourner	to turn	retourné
Sortir	to go out	sorti
Tomber	to fall	tombé
Venir	to come	venu
Partir	to go, to leave	parti
Rentrer	to go back, to go home	rentré
etc		

For example:

-Elle est tombée sur l'escalier/ She fell on the stairs

-Il est né le 1^{er} Decembre/ He was born on 1st December

Note: The verbs **descendre**, **monter**, **rentrer** and **sortir**, when used as transitive verbs (when it takes a direct object) are conjugated with avoir.
For example:

-Nous avons descendu les valises/ We took the suitcases down stairs.

Having studied the verb "avoir", do this exercise.

You can see this verb is conjugated in the simple past tense (passé composé). A lot of anglo-phone students make the mistake of translating the tense as being present perfect tense. For example,

-J'ai été means/ I was not / I have been

-Je suis allé/ means I went not / I am gone

The general rule of conjugating this tense says that you add the past participle of the verb you want to conjugate, to the auxiliary avoir or être (as the case may be):

(Avoir or être + participe passé du verbe)

For example: Manger - to eat, Venir- to come

J'ai mangé	Je suis venu(e)
Tu as mangé	Tu es venu(e)
Il/Elle a mangé	Il/Elle est venu(e)
Nous avons mangé	Nous sommes venu (e) s
Vous avez mangé	Vous êtes venu(e)s
	Il/Elles sont venue (e) s

Formation of Past Participle

The past participle of all **er** verbs is easy to form, you drop the **r** at the end of the infinitive, and put an acute accent on the final **'e'** (é).

For example :

Manger	-	mangé
Aller	-	allé

But in the case of other verbs in other groups, being that these verbs are usually irregular, it is difficult to profer a general rule that can be used to form their past participle. Some drop their endings to be replaced with **u** :_ like Vouloir = voulu, some only drop the last consonant of the infinitive, like : finir = **fini** and some others derived theirs from some other source.

Thus, as learners of the language, you are advised to learn the past participle of a verb alongside the infinitive when acquiring new vocabulary.

3.1.3 The Imperfect Tense

The imperfect tense could be used as a form of French simple past tense e.g. J'étais/Iwas, and its uses vary. The imperfect tense is a tense of description. It describes an action or a state that took place in the past, without defining its duration or its time of completion.

For example, when you want to recount your childhood experience or an event that took place in a long time, such as:

-Il habitait Londres pendant la guerre/ He lived in London during the war.

But when one indicates the duration, another past tense must be used. (passé, compose, passé simple)

Example:

-Il a habité (Il habita) Londres pendant dix ans/ He lived in London for ten years.

The imperfect tense is used to describe physical or mental state that existed in the past such as this sentence.

-Il avait mal à la tête et ne se souvient de rien/ He had a headache and remembered nothing.

The imperfect tense is used to express a habitual action that existed in the past for example:

-Elle tondait la pelouse tous les jours/ She mowed the lawn every day

In forming the imperfect tense, you use the appropriate stem, radical or the first person plural of the indicative tense (minus, the ons). For example:

- Parler (parlons)

-Je parlais/ I was speaking/, used to speak, etc.

The imperfect endings are **-ais, ait, ions, rez, aient**

By now you are conversant with the imperfect tense, and can conveniently use it in sentences. Now, complete this exercise.

3.1.4 The Conditional Tense

The endings of the present conditional are like those of the future tense, added to the whole infinitive.

Parler	Finir
I would speak, etc	I would finish, etc
Je parlerais	Je finirais
Tu parlerais	Tu finirais
Il/Elle parlerait	Il/Elle finirait
Nous parlerions	Nous finirions
Vous parleriez	Vous finiriez
Il/Elle parleraient	Ils/Elles finiraient

The conditional usually expresses an eventuality. The cause or condition for this eventuality can be implicit or explicit.

The eventuality can be contained in a Si/If clause, in which case it is explicit.

-Si tu parlais plus fort on t'entendrait/ If you spoke louder we would hear you.

-Je grossirais si je mangeais plus/ I would put on weight if I ate more.

-Si vous m'inviter, je resterais/If you invited me, I would stay.

When the eventuality is implied in the conditional clause, the cause and condition are implicit, for example,

-Aimeriez vous être balayeur de mes?/ Would you like to be a street sweeper?

-Auriez-vous l'audace de m'accuser de voler?/ Would you have the audacity to accuse me of stealing?

The conditional is also used to make request or a refusal more polite
Example:

-J'aimerais te parler/ I would like to speak to you

-Je ne voudrais pas le voir/ I would not want to see him.

You can now see how simple and straight forward it is to use the verb “être” to make a sentence. You can use it to describe your profession, to specify your nationality and to qualify some things. complete the following exercise and see if you have really understood how the verb “Être” is used.

Self-Assessment Exercises

Conjugate these verbs (parler, danser) using the auxiliary verb "avoir" in the past tense (passé composé)

Use each of the following verbs in their imperfect form in a sentence:

Regarder, sortir, prendre

1.6 Summary

This unit has introduced you to verbs and sentences. The auxiliary verb **Être** and **Avoir**, the conditional and the imperfect sentences, and how they are used.



1.7 References/Further Readings

Akeusola, O. (1992) Basic French Grammar for Beginners, Lagos, Tobak Publishers

Asobele, T. S. J. (2001) Essentials of French Grammar. For Predominantly English Speaking Learners. The Rehoboth Lintos, Lagos

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1.8 Possible Answers to SAEs

Possible Answers 1

Verbe + Parler

J'ai parlé
 Tu as parlé
 Il/Elle a parlé
 Nous avons parlé

Verber + danser

J'ai dansé
 Tu as dansé
 Nous avons dansé
 Vous avez dansé

Possible Answers 2

- a) Au'temps passé je regardais la télévision
- b) Elle souriais toujours
- c) Pièrre prenais le train pour voyager

Unit 2: ADVERBS AND THEIR FUNCTIONS

Units Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Position of Adverbs {La position des adverbes}
 - 2.3.1 Inversion and Position of Adverbs
- 2.4 Masculine Singular Objectives Ending in “ant” and “-ent”
 - 2.4.1 The Position of Adverb of Manner
 - 2.4.2 Some Adverbs of Time in Constructed Sentences
- 2.5 Adverb of Quantity
 - 2.5.1 Comparism of Adverbs
 - 2.5.2 Equality
 - 2.5.3 Adverbial Expression
- 2.6 Summary
- 2.7 References/Further Readings
- 2.8 Possible Answers to Self-Assessment Exercise(s) within the content



2.1 Introduction

In Module 1, unit 4 you learned about adjectives and their functions. You have known how to use adjectives in French sentences. In this unit, you will learn about adverbs and their uses.

Adverbs are grammatical words that modify verbs in given sentences. There are adverbs of manner, adverbs of quantity, adverbs of time, place, quality, interrogative and negation.



2.2 Learning Outcomes

Upon successful completion of this unit, you should be able to:

- Identify the French adverbs;
- Differentiate the adverbs of manner from that of quantity, etc; and
- Use the French adverbs correctly in sentences.



2.3 How to Use These Adverbs

Adverb of Manner: Most adverbs of manner are formed by adding the suffix “-ment” to the feminine singular form of the adjective as in the following:

1.	Masculine	Feminine	
	Grave	Grave	Gravement/seriously
	Long	Longue	Longuement/for a long
	time, at length		
	Complet	Complète	Complètement/completely
	Vif	Vive	Vivement/vivaciously

2. A few adjectives change the mute-“e”- to -‘é-’ before the suffix. Such as these ones:

énorme	énormément	enormously
Profondé	profondément	deeply

3. Usually when the masculine form of the adjective ends with a vowel —“**ent**” is added to the masculine form as in the following:

	Masculine	Feminine	
Joli	jolie	joliment - prettily	
Vrai	vraie	vraiment – really	

Note: the adjective gai (gaie for feminine) however, becomes gaiment/gaily.

2.3.1 Position of Adverbs

- Il lui parle poliment
- Il a très bien parlé

Adverbs by their very nature of modifying verbs, occur after verbs as in (a) and (b) above. But in definite adverbs of time and place they occur after past participle. For example:

Il est venue ici la veille de son départ.

Adverbs ending in “**ment**” go after the past participle often. But for emphasis, here is an exception to the rule. “**Exceptionnellement** il n’y aura pas de courrier demain”. For once there will be no mail tomorrow

2.3.2 Inversion and Position of Adverbs

The following adverbs when placed at the beginning of the sentence require an inversion of the verb. For example,

Peut - être - a - t - il tort
Aussi pense t-il-à son sort
Sans doute l'as-t-il cru

You can see that all the adverbs were placed at the beginning of the sentences thereby causing an inversion of the verb.

The following adverbs usually come before an infinitive:

bien	trop
mieux	beaucoup
Moi	toujours
jamais	

Look at these sentences:

Pour bien comprendre
Il lui demanda pour mieux comprendre
Il ne faut pas trop insister sur cela
Pour toujours s'exprimer en français correctement

2.3.3 Masculine Singular Adjectives Ending in “-ant” and –“ent”

Masculine singular adjectives ending in –“**ant**” and –“**ent**” form adverbs ending in –“**amment**” and “**emment**” (which replace the –“**nt**” ending of the adjective)

For example :

Suffisant	Suffisamment	Sufficiently
Prudent	Prudemment	Prudently

Note: A common exception to this rule is “**lent**” – slow.

Masculine	Feminine		
Lent	lente	lentement	slowly

Some common adverbs of manner not ending in e-“**ment**” include:

Ainsi / like	plutôt / rather
Bien / well	tard/ late
Debout / up, standing	tôt / early

Comment / how	vite / quickly
Express / on purpose	volontiers / glowly
Mal / badly	ensemble / together

If the adjective ends in a consonant, you should add “-ment” to the feminine. For example:

heureux	heureusement
grand	grandement
franc	franchement

The following is the list of irregular adverbs, which take on an acute accent on the “e” of the feminine adjective.

énorme	énormément
precise	précisément
avengle	avenglément
commum	Communément
confus	Confusément
profond	Profondément
obscur	Obscurément
commode	Commodément
exprès	Expressément
immense	Immensément

2.3.4 The Position of Adverbs of Manner

Adverbs of modifying verbs in a simple tense is usually placed after the verb like in the following sentence:

Je vous l’envoie directement/ I am sending it to you directly
-“directement” is the adverb of manner

For perfect tenses, the position of adverbs vary. As a guide, place adverbs of more than one syllable after the verb, and those of one syllable between the auxiliary and the past participle as in this sentence:

Je vous l’ai envoyé directement/ I sent it to you directly

The past participle is **envoyé**. Short adverbs come before an infinitive like:

Apprenez à bien conduire! / Learn to drive well!

The adverb is **bien**.

Adverbs of manner are placed before the adjective or adverb they modify. For example,

Elle est bien habillée / She is well dressed
Il parlait plutôt mal / He spoke rather badly.

Adverbs of time are : **après, tôt, sur le-champ, de nouveau.**

Look at the following sentences:

Il est venu **si tôt**.
Le professeur est arrivé **après** mon départ.
Je lui ai remis l'argent **sur-le-champ**.

Self-Assessment Exercises 1

Now use the following adverbs of manner in sentences: gravement, longuement, profondément, and vraiment.

2.3.5 Some Adverbs of Time in Constructed Sentences

- Tantôt on réussit, tantôt on échoue./ Sometimes you succeed, sometimes you fail.
- Je suis resté sur place/ I remained in one place.
- Les crises éclatèrent de nouveau/ Crises broke out anew.
- Enfin le Sultan de Sokoto parut/The Sultan of Sokoto finally appeared
- Je suis rentrée tard/ I got home late.
- Tôt ou tard on saura qui a tort/ Sooner or later we shall know who is wrong
- Un visage à la fois triste et comique parfois/An unhappy look and sometimes comic.
- Paul m'a vu quelques mois auparavant/ Paul saw me some months before
- De temps à autre je l'appelait/ I do call her from time to time.
- Désormais je n'assisterai pas aux soirées/ Henceforth, I will not attend parties.

- Jusqu'ici je n'ai pas trouvé mon mari/ Uptill now I have not found my husband.

2.3.5.1 Adverbs of Quantity

Adverbs of quantity are used with a verb before a comparative, before a noun with “**de**” and before the adverb plus, **moins** and **trop**. Look at some of the adverbs of quantity below:

Assez	enough
Autant	as much
Beaucoup	much, a lot
Combien	how much
Ne ... guère	hardly
Peu	little
D'avantage	more
Plus	more
Moins	less
Très	very
Trop	too much
Pas du	not at all
Tout	not at all
La plupart	most

For example in the following sentences:

- Il est beaucoup plus bavard que moi./ He is more talkative than I
- Je n'ai pas assez d'argent/ I do not have enough money

“**Bien des**” is used in the sense of beaucoup de. It is followed by a noun, as in the following sentence:

- Bien des voyages se terminent mal/ Many trips end badly

Moins and plus take “**de**” to express quantity.

Example:

- Plus **de** mille naira a été dépensé/ More than a thousand naira has been spent.
- Moins **d'**un jour et demie on peut arriver au village/ In less than a day and half one can reach the village
- Vous mangez **plus/moins** que moi./ You eat more/less than I

You should try to distinguish between “**au moins**” et “**du plus**”. “**Au moins**” is for expressing a minimum, while “**du plus**” is for expressing a maximum.

Example :

Madame Pedro l’a prononcé **au moins** de six fois
Je suis venu à ton bureau **plus de** trois aujourd’hui.

Use of “**tant**” et “**autant**” (so much, so many, so as much, as many)

Look at these sentences:

- Il a tant d’argent/ He has more money.
- Il a tant d’amis/ He has so many friends.
- Il a tant voyagé/ He travelled so much.

Aussi is used before an adjective or an adverb

-Vous avez courru **aussi** vite que moi/ You ran as fast as I did

Note: If the sentence is negative, **si** is used instead of **aussi**. For example,

- Elle n’est pas **si** timide/ She is not as timid as you think
- Il ne travaille pas **si** vite/ He does not work as fast as he seems to
- Vous ne partez pas aujourd’hui Lucy? Si, je pars en ce moment même/
Lucy are you not going today? Of course, I am going at the moment
- Il n’y aura pas de place pour nous ce soir au métro – mais si!
This evening, there will be no space for us on the métro. Of course yes (there will be)!

The adverb of quantity **tellement**, au juste, peu.

- Maculey était **tellement**, surpris
Maculey was so surprised
- Où est le professeur? Je ne sais pas au juste.
Where is the teacher, I do not know exactly.

2.3.5.2 Comparison of Adverbs

Regular comparison of adverbs is like that of adjectives, with “**plus**”, “**aussi**” and “**moins**” placed before the adverb and “**que**” after inequality.

Example:

-Je mange moins mal ici qu'au restaurant/ I eat less badly here than in a restaurant

-Nous voyageons plus régulièrement cette année que l'année dernier / We are travelling more regularly than last year.

2.3.5.3 Equality

- Elle parle aussi bien que son père/ She speaks as good as her father

Superlative à

-Le plus souvent, il dort après le repas/ Most often he sleeps after meals.

More adverbs:

ensemble	together
d'ou	where
en bas	downstairs
auprès (de)	near
D'ici	hence
Par derrière	from behind
Proche	close to, close by (near)
Trop tôt	too soon
Combien de temps	how long
À présent	now, at present
Maintenant	now, at present
Autrefois	formerly
Après demain	day after tomorrow
Avent hier	day before yesterday
Longtemps	for a long time
La veille	the day before
Le lendemain	the day after
Quelquefois	sometimes
À jamais	forever
Déjà	already
Souvent	often
Presque jamais	hardly ever
Non plus	neither
À peine	scarcely
Adroite	to the right
Pas seulement	not only
En effet	really (in deed)
À gauche	to the left
À peu près	almost
Surtout	above all

En même temps at the same time

2.3.5.4 Adverbial Expressions

à la folie	madly
à l'aveugle	blindly
d'un ton sévère	sternly
d'une manière expressive	expressively
d'une façon négligeante	carelessly
avec succès	successfully
sans cesse	incessantly
d'une voix calme	calmly
à pas lents	slowly
à tâtons	gropingly
à pas rapide	quickly, rapidly

You should be aware of the invariable nature of adjectives that are used adverbially.

Examples:

Aller (tout) droit	to go straight
S'arrêter net	to stop dead
Coûter cher	to be costly
Frapper dur	to strike hard
Frapper juste	to strike correctly
Parler haut	to speak loudly
Parler bas	to speak quietly
Sentir bon/mauvais	to smell nice/unpleasant
Tenir bon	to hold firm/stand firm
Travailler ferme	to work hard
Voir clair	to see clearly.

Self-Assessment Exercises 2

Self Assessment Exercise

Underline the adverbs in the following sentences:

- Ibrahim a autant de mangues que Tunder
- Iyang toucher d'en faire autant de travail
- C'est d'autant plus déplorable que son père
- Il a tant d'argent et tant d'amis



2.6 Summary

In this unit you have learned about adverbs of quality and of manner. You have learned, how to use the adverbs, **longuement**, **completement**, **vivement**, etc. Their distinction and their comparison were also discussed



2.7 References/Further Readings

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2.8 Possible Answers to SAEs

Possible Answers 1

- a) Son fils est gravement malade
- b) Patrick a longuement parlé
- c) La parole m'a profondément touché
- d) Je suis vraiment fâché

Possible Answers 2

- a) autant

- b) autant
- c) autant, plus
- d) tant

Unit 3: LES PRÉPOSITION (PREPOSITIONS)

Units Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 The Preposition **à**
- 3.4 The Preposition **De**
- 3.5 “**À**”, “**De**”, and “**En**” with names of place
- 3.6 The use of “**Par**”
- 3.7 “**Pour**” (For)
- 3.8 Summary
- 3.9 References/Further Readings
- 3.10 Possible Answers to Self-Assessment Exercise(s) within the content



3.1 Introduction

You have learned about adverbs in the previous unit, and how they are used in simple sentences. In this unit, you will study prepositions. Like adverbs and conjunctions, prepositions are invariable. They are grammatical words that are used to establish a relationship between two words or two groups of words in a sentence. They may precede or come after nouns, verbs, adverbs or phrases. The basic prepositions are **à**, **de**, **dans**, **par**, **avec**, **sans**, **avant**, **après**, **devant**, **derrière**, **chez**, **pour**, **contre**, and **depuis**.



3.2 Learning Outcomes

At the end of this Unit you should be able to

- Identify prepositions in French sentences;
- Differentiate between **à** preposition, and **a** of the auxiliary **avoir** verb; and
- Place prepositions correctly in sentences.



3.3 The Preposition **à**

The Preposition **à** is used to form an adverbial or adjectival phrases which denote (meaning) at, to, in, on. It can also follow an infinitive verb. Ex ample of such verbs are:

- (a) aider quelqu'un à – to help someone (to)
- (b) s'amuser à – to amuse oneself (by)
- (c) avoir à – to have to
- (d) apprendre à – to learn how (to)
- (e) continuer à – to continue (to)

Example :

-Il est tellement malade qu'il a de la peine à se lever/ He so is sick that he has difficulty getting up.

The infinitive verb in the sentence is **se lever**.

-Chantal apprend à patiner/ Chantal is learning to skate.

The infinitive verb in the sentence is **patiner**.

À can be used to indicate a place, time or a position.

Example:

- À droite – to the right
- À Loisir – at leisure
- À mon avis – in my opinion
- À la campagne – in the country side
- À pied – on foot
- À la main – hand made
- À ce moment là – at that time

À can follow a verb before an indirect object. For example:

- Tu as donné cette viande aux enfants? Non, je l'ai donné au chien
- Did you give this meat to the children? No, I gave it to the dog.

À can also be used to indicate possession. For example;

- Cette voiture est à toi? Non! Elle est à christophe
- This car is yours? No, it is Christophe's.

Having learned about the preposition **à**; and how it placed in a sentence, now do this exercise.

3.4 The Preposition “De”

(1) **De** can come after a verb, and before an infinitive verb. Here are verbs that take **de** before an infinitive verb.

- S'arreter de - to stop to
- Cesser de - to stop to
- Choisir de - to choose to
- Décider de - to decide to
- Se dépêcher de to hurry to

- Essayer de - to try to
- Finir de - to finish
- Oublier de - to forget
- Refuser de - to forget
- Avoir de la chance de - to be lucky to
- Avoir envie de - to want to
- Avoir hâte de - to be in a hurry to
- Avoir le droit de - to have the right to
- Avoir le temps de - to have the time to
- Avoir raison de - to have right to
- Avoir tort de - to be wrong to
- Avoir assez de - to have enough of

For example: Il s'arrête de courir – He stops running.

Note: “**De**” is also used before an infinitive to form a predicate.

For example: A vous de jouer!
Your turn to play!

(2) You can also use “**de**” to form an adverb.

Example: loin - from far away

(3) “**De**” can also be used to form an adjective.

For example:

- C'est tout ce qu'il y a de plus beau?/ It could not be more true
- Qu'est ce que tu as fais de beau?/ What did you do that was interesting?

(4) “**De**” is also used to form a relation of time point of view, cause, reason or manner. Example:

- De l'heure - per hour
- De jour - per day
- De caractere - as for his / her character?
- D'instincte - by instinct
- De depot - in spite
- D'habitude - habitually

(5) Just as you have learned that “**à**” also can be used to show possession, so also “**De**” can be used to show possession. Example:

c'est le tableau **de** Nicole
That is Nicole's painting

(6) **De** can also follow adverb of quantity, for example:

Julie a beaucoup d'argent/ Julie has a lot of money

Beaucoup is an adverb of quantity and you can see that it is followed by "**De**"

(7) **De** can also be placed after a noun that indicates quantity or measure or after a collective noun. Such as

Un litre **de** lait - a litre of milk
 Un verre **d'**eau - a glass of water
 Une tasse **de** café - a cup of coffee

Note: There is a difference in meaning between expressions using a noun "**à**" and those using a noun + "**de**". For example

Un verre "**de**" vin - a glass of wine
 Un verre "**à**" vin - a wine glass

(8) "**De**" is used to express dimensions, to denote difference in age and measurement, and to denote English expressions of time. For example:

- La piece "**à**" cinq metres de long./The flat is five metres long.
- Il est le plus âgé "**dé**" deux ans./ He is older by two years
- Il est plus grand que Marc "**dé**"deux centimetres/ He is two centimetres taller than Marc.
- Cinq heures **du** matin /Five o' clock in the morning (5:A.M).
- Dix heures du soir / Ten o' clock in the evening (10:P.M).

(9) "**De**" is also used in many adjectival phrases like the following:

- Digne "**de**" foi - worthy of confidence
- Plein **d'**enthousiasme - full of enthusiasme
- Dur d'oreille - hard of hearing

3.5 "**À**", "**De**", and "**En**" with names of places.

To

{	à	cities	
	au, aux	countries (masculine) continent, provinces	à Paris, à New York au Portugal, aux Etats Unis.
}	En	countries (feminine or Beginning with a vowel Or mute " h ")	en Hollande en Tunisie

From	de	cities, countries, continents	de Marseille
		provinces (feminine or masculine) beginning with a vowel or a mute "h"	de Boston. D'Allemagne
		de + definite article (countries, continents)	du Quebec, des Pays Bas
	des		des provinces

For example:

-Je vais à Beaune, **en** Bourgogne/I am going to Beaune, in Burgandy

-Les Martins sont allés **en** Havre, en Normandy/The Martins went to Havre, in Normandy

-Paul revient de Maroc. Il est allé à Marrakech/ Paul is coming back from Morocco. He went to Marrakech

-Revenant d'un voyage **en** Italie et Portugal, Il est rentré Fourbu **aux** Etats Unis./Coming back from a trip to Italy and Portugal, he returned to the United States, exhausted.

Note: When noun of a place is modified; "**en**" is replaced by dans.

For example:

- Il va **en** Espagne - He is going to Spain

- Il va dans l'Espagne - He is going into Spain

Note: When an idea of "inside" a city is conveyed, "**dans**" is used instead of "**à**" j'habite **en** plein dans Lyon. I live in the center of Lyon.

Note: When nouns of place are modified; "**de**" is replaced by "**de la**" or "**du**". For example:

-Ils viennent **de** la belle province **de** Quebec/ They came from the beautiful province of Quebec

-Nous aimons les quartiers **du** vieux Paris/We love the distinct of Old Paris.

Note: Some cities contain an article in their names; which contracts with **à** or **dé**. Example :

-Mes parents reviennent **du** Caire (le Caire)/ My parents are coming from Cairo.

Note: Because de + le = du, that is why it is written "**du** Caire" (le Caire).

You have learned about when the preposition “de”, or à is used in a sentence. Now do complete these sentences, and see if you have really understood what you have learnt.

Self Assessment Exercise

Underline all the entire preposition in these sentences.

- Ali s’est habitué à dormir tôt
- Tu vas m’aider à faire la vaisselle
- J’ai de la peine à parler
- Monique s’intéresse à jouer



3.6 Summary

This unit has introduced you to the functions of affixes such as prefix and suffix and their borrowed words from other languages into French language. Subsequent units will be built on this.



3.7 References/Further Readings

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3.8 Possible Answers to SAEs

Possible Answers

- Ali s'est habitué à dormir tôt
- Tu vas m'aider à faire la vaisselle
- J'ai de la peine à parler
- Monique s'intéresse à jouer

Unit 4: VOCABULARY USE OF DICTIONARY

Units Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Commonly used Words and Phrases
 - 4.3.1 Commonly used Items
 - 4.3.2 Types of Meals
 - 4.3.3 Some Menu
- 4.4 The Human Body
 - 4.4.1 The Family and Relatives
- 4.5 Summary
- 4.6 References/Further Readings
- 4.7 Possible Answers to Self-Assessment Exercise(s) within the content



4.1 Introduction

You will be taught how to make use of a French dictionary. You have been using a monolingual dictionary previously in your secondary school to look for the meanings of difficult words in English. You will also see the French words and their meanings in English.



4.2 Learning Outcomes

By the end of this unit, you should be able to:

- Use a bilingual dictionary;
- Identify meaning of French words in English; and
- Correctly select the most suitable expression to use in French.



4.3 Commonly Used Words and Phrases

Current Expressions

Bonjour!	Good morning / Good day!
Bonsoir!	Good evening!
Bonne nuit!	Good night!
Salut!	Hi!
Comment-allez-vous?	How are you?
Comment vas-tu?	How are you?
Ça va?	How is it going?
Bien, très bien	Well, very well

Pas mal merci	Not bad, thank you
Au revoir	Good-bye
À bientôt!	See you soon!
À demain!	See you tomorrow!
À Lundi!	See you Monday!
D'accord!	Ok
Monsieur	Mr., Sir
Madame	Mrs., Lady
Mademoiselle	Miss, Ms, Young Lady
Oui, Madame!	Yes, madam!
Non, Monsieur!	No, sir
S'il vous plait	Please sir / Excuse me sir
Merci beaucoup	Thank you very much!
Je vous en prie)	
De rien)	You are welcome
Il n'y a pas de quoi)	
Excusez-moi)	Excuse me sir. I'm sorry sir
Je m'excuse	I am sorry
Pardon	I beg your pardon

4.4 Nationalities and Languages

Allemand	l'allemand (m)	German
Anglais	l'anglais (m)	English
Chinois	Le Chinois	Chinese
Espagnol	L'espagnol (m)	Spanish
Français	Le Français (m)	French
Italien	l'italien (m)	Italian
Japonais	Le Japonais	Japanese
Portugais	Le Portugais	Portuguese
Russe	Le Russe	Russian

4.5 Commonly Used Items

Le cahier (m) (d'exercices)	notebook (work book)
La carte (m)	map
La corbeille (f) à papiers	waste paper basket
La craie (f)	chalk
Le crayon (m)	pencil
L'encre (f)	ink
L'enveloppe	envelope
L'examen (m)	examination, test
La gomme (f)	eraser
Le livre (m)	textbook
La lettre (f)	letter
Le papier (m)	paper
Le stylo (m)	pen

Le tableau (m)

chalkboard

Le timbre (m)

stamp

Types of Beverages

La bière (f)

beer

La boisson (f)

drink, beverage

Le café (m)

coffee

Le café crème (m)

coffee with crème

Le chocolat (m)

chocolate

Le cèdre (m)

ceder

L'eau (f)

water

La glace (f)

ice

Le jus d'orange (m)

orange juice

L'eau minérale (f)

mineral water

Le jus de pamplemousse (m)

grape fruit juice

Le lait (m)

milk

La limonade (f)

lemon soda

Le thé (m)

tea

Le vin (m)

wine

Types of Food Items

Les aliments (m)

Food

Le beurre (m)

butter

Le biscuit (m)

cracker

Le bonbon (m)

candy

Les conserves (f)

canned food

Le croissant (m)

crescent roll

Le frommage (m)

cheese

Le gâteau (m)

cake

La glace (f)

ice cream

L'huile (f)

oil

Le moutarde (m)

mustard

La nouille (f)

noodle

Le pain (m)

bread

Le pâté (m)

pâté

Le pâté de foie gras (m)

goose lever pâté

Le petit gâteau (m)

cookie

Le petit pain (m)

roll

Le poire (m)

pepper

Le riz

rice

Le sandwich (m)

sandwich

Le sel (m)

salt

Le Spaghetti (m)

spaghetti

Le sucre (m)

sugar

La tarte (f)

pie

Le vinaigre (m)

vinegar

Types of Meat

L'agneau (m)	Lamb
Le bifteek (m)	steak
Le bœuf (m)	beef
La côtelette (f)	cutlet, cheap
L'escalope (f)	cutlet
Le foie (m)	liver
Le gigot (m)	leg of lamb
Le jambon (m)	ham
Le lard (m)	bacon
Le mouton (m)	lamb
Le porc (m)	pork
Le rognon (m)	kidney
Le rosbif (m)	roast beef
La saucisse (f)	sausage
Le saucisson (m)	salami
Le veau (m)	veal

Fowl Family

Le canard (m)	duck
La dinde (f)	turkey
L'oie (f)	goose
Le poulet (m)	chicken
La volaille (f)	fowl

Fish Family

La crevette (f)	shrimp
L'huitre (f)	oyster
La langouste (f)	lobster
La morue (f)	cod
La moule (f)	mussle
La palourde (f)	clam
Le poisson (m)	fish
La sardine (f)	sardine
Le saumon (m)	salmon
La truite (f)	trout

Types of Vegetables

L'ail (m)	garlic
L'artichaut (m)	artichoke

L'asperge (f)	asparagus
La carotte (f)	carrot
Le céleri (m)	celery
Le chou (m)	cabbage
Le chou-fleur (m)	cauli flower
L'épinard (m)	Spinach
Le haricot vert (m)	green bean
La laitue (f)	lettuce
La légume (f)	vegetable
Le maïs (m)	corn
L'oignon (m)	onion
L'olive (f)	olive
Le persil (m)	parsley
Le petit pois (m)	pea
Le poivron (m)	pepper
La pomme de terre (f)	potato
La tomate (f)	tomatoes

Some Fruits and Nuts

L'abricot (m)	apricot
L'airelle (f)	cranberry
L'amande (f)	almond
L'ananas (m)	pineapple
L'avocat (m)	avocado
La banane (f)	banana
La cacahuète (f)	peanut
La cerise (f)	cherry
Le citron (m)	lemon
La date (f)	date
La figue (f)	fig
La fraise (f)	strawberry
La framboise (f)	raspberry
Le fruit (m)	fruit
Le melon (m)	melon cantaloupe
Le mûre (m)	blackberry
La myrtille (f)	blue berry
La noisette (f)	hazel nut
La noix (f)	walnut
L'orange (f)	orange
Le pamplemousse (m)	grape fruit
La pastèque (f)	watermelon
La pêche (f)	peach
La poire (f)	pear
La pomme (f)	apple
La prune (f)	plum

Le raisin (m) grape

4.6 Types of Meals

Le casse croûte (m)	heavy snack
Le déjeuner (m)	lunch (midday meal)
Le dîner (m)	dinner (evening meal)
Le goûter (m)	afternoon snack (for children)
Le petit déjeuner (m)	breakfast
Le repas (m)	meal
Le super (m)	supper (late evening)

You have seen quite a number of vocabulary lists and their meanings. Do this exercise, and see if you can conveniently make use of the vocabulary in simple French sentences.

Self-Assessment Exercises 1

Self Assessment Exercise

Use each of the following words in a sentence

- a) la carte b) timber c) je vous en prie
 d) lan gromage, and la casse croûte.

4.6.1 Menu

La (sauce) béaarmoise	hot sauce with butter, egg yolks, shallots and tarragon
La bouillateaisse	fish soup
Le civer de lapin	rabbit stew
Le croûton	crouton
Le desert	dessert
L'entrée (f)	first course
Les escargots (m)	snails
Les fruits de mer (m)	seafood
La sauce (f) hollandaise	hot sauce with butter, egg yolks and lemon
Le hors d'oeuvre	hors d'oeuvre
La mayonnaise	mayonnaise

La note-chen	in restaurant
L'oeuf dur (m)	hard-boiled egg
L'omelette (f)	omelet
Le plat du jour	the special (of the day)
Le plateau de fromages	cheese tray
Le pat-age	thick soup
Le pour boire tip	
La quiche	quiche
Le ragoût	meal stew
Le rôtit	roast
La salade	salad
La sauce	de salade (dressing)
La soupe	soup
La vinaigrette	dressing of mustard, vinegar and oil

The Table

L'assiette (f)	plate
La cafetière (f)	coffee pot
La corbeille à pain	bread basket
Le couteau (m)	knife
La cuillère (à soupe) {f}	soup spoon
La fourchette (f)	fork
La nappe (f)	table cloth
Le plat (m)	serving dish
Le plateau (m)	tray
Le poivrier (m)	pepper mill
La salière (f)	salt shaker
Le sucrier (m)	sugar bowl
La théière (f)	tea pot
La vaisselle (f)	dishes
Le verre (m)	glass
Mettre le couvert	to set the table
Debarasser la table	to clear the table

4.7 The Human Body

La barbe (f)	beard
La bouche (f)	mouth
Le bras (m)	arm
Les cheveux (m/p)	hair
La cheville (f)	ankle
Le cil (m)	eyelash
Le coeur (m)	heart
Le coude (m)	elbow
La dent (f)	tooth

Le doigt (m)	finger
Le doigt de pied (m)	toe
Le dos (m)	back
L'épaule (f)	shoulder
L'estomac (m)	stomach
La figure (f)	face
Le foie (m)	liver
Le front (m)	forehead
Le genou (m)	knee
La gorge (f)	throat
La jambe (f)	leg
La joue (f)	cheek
La langue (f)	tongue
La lèvre	lip
La main (f)	hand
Le menton (m)	chin
La moustache (f)	mustache
Le nez (m)	nose
L'oeil (m) - les yeux	eye
L'ongle (m)	nail
L'oreille (f)	ear
La paupière (f)	eyelid
La peau (f)	skin
Le pied (m)	foot
Le poignet (m)	wrist
La poitrine (f)	chest
Le sourcil (m)	eyebrow
La tête (f)	head
Le visage (m)	face

4.8 The Family and Relatives

L'arrière – grand – mere (f)	great grand mother
L'arrière – grand – père (m)	great grand father
Le beau-fils (m)	son-in-law
Le beau-frère (m)	brother-in-law
Le beau-père (m)	father-in-law
La belle-mère (f)	mother-in-law
La belle-fille (f)	stepdaughter, daughter-in-law
La belle-mère (f)	mother-in-law, stepmother
La belle-soeur (f)	sister-in-law
La bru (f)	daughter-in-law
Le cousin (m) - la cousine	cousin
L'enfant (m / f)	child
L'époux, l'épouse	spouse
La famille (f)	family

La femme (f)	wife
La fille (f)	daughter
Le fils (m)	son
Le gendre (m)	son-in-law
La grand-mère (f)	grandmother
Le grand-père (m)	grandfather
Le mari (m)	husband
La femme (f)	wife
La mère	mother
Le neveu	nephew
La nièce	niece
Les parents (m)	parents, relatives
Le père (m)	father
La petite-fille	granddaughter
Le petit-fils	grandson
Les petits-enfants (m)	grandchildren
La soeur	sister
La taite	aunt

Self-Assessment Exercises 2

Having seen the above vocabularies, try to use the following in simple French sentences

- a) La langue b) la peau c) Notre famille
 d) mon neveu e) mon oncle



4.7 Summary

This unit has introduced you to two things: How to acquire vocabularies and how to use the vocabularies in simple French words. Subsequent unit will be built on this.



4.8 References/Further Readings

Asobele, T. S. J. (2001) Essentials of French Grammar: For Predominantly English Speaking Learners. The Rehoboth Lintos, Lagos

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4.9 Possible Answers to SAEs

Possible Answers 1

- a) Le professeur utilise la carte du monde en classe de geographie
- b) Rachel a acheté un timbre pour sa lettre
- c) Je vous remercie de m'avoir envoyé ce cadeau: Je vous en prie
- d) La fromage qu'on vient d'acheté est pourrie

Possible Answers 2

- a) Ma langue est rouge
- b) Ma mère a des boutons sur sa peau
- c) Notre famille est grande
- d) Mon neveu vient d'arriver ce matin
- e) Le colonel est mon oncle

MODULE 4

- UNIT 1** Sentences Structure In French
UNIT 2 Types Of Sentences: Simple Sentence
UNIT 3 Complex Sentences
UNIT 4 Reading And Reason For Reading

Unit 1: Sentences Structure In French**Units Structure**

- 1.1 Introduction
 1.2 Learning Outcomes
 1.3 Nine Elements of the French Grammar
 1.3.1. Closed System Elements
 1.3.2 Open and Closed Systems Compared
 1.3.3 Approaches to Analysis of the Elements
 1.3.4 The Traditional Approach
 Self-Assessment Exercises
 1.4 Summar
 1.5 References/Further Reading

**1.1 Introduction**

In the previous units, you learned about French vocabulary development, the infix, suffix and prefix. You have been taught about the French morpheme, its functions and how all these could be used to form different words in French.

In this unit, you will learn about the French sentence, structure and the classification of its different elements that make up the sentence.

**1.2 Learning Outcomes**

By the end of this unit you should be able to:

- Classify the elements of French sentence;
- Analyse the functions of the grammatical elements in a French sentence; and
- Identify the nine elements of French grammar, articles, nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections.



1.3 Nine Elements of the French Grammar

The following is a grouping of the element entries you can identify in the first instance.

Substantifs	Bases	Expansions
1. Articles	5. Verbs	8. Conjunctions
2. Nouns	6. Adverbes	9. Interjections
3. Adjectifs	7. Preposition	
4. Pronouns		

These are the elements that we call variables in grammar. It is common knowledge that the above elements can undergo various forms of inflectional changes and modifications to reflect various conditions, possession, plurality, time and nature of reference, among others.

Let us consider the following sentences:

- 1) Les livres de Kofi / Kofi's books
(la possession de livre – objet pluriel)
- 2) Paul et Nana sont gentils / Paul and Nana are kind.
(verbe pluriel)
- 3) Mohammed a téléphoné à ses parents / Mohammed phoned his parents
(une référence au passé)
- 4) Sanusi est un lion sur le champ / Sanusi is a lion on the farm
(Une référence au temps présent)
- 5) Ma femme est plus gentille que son amie / My wife is kinder than her friend
(Une phrase de comparaison)

In the above sentences, it is quite clear that nouns, verbs, adjectives and adverbs belong to a variable class. The elements also constitute a class in the sense that the choice of one item does not exclude the choice of other items of the same grammatical utterance. For example,

- 6) Maryam lit et comprend très bien / Maryam reads and understands quite well.
(Noun + Verbe + Conjunction + Adverbe + Adverbe)

- 7) Maryam, Haruna, Ojo, Kayode et Kodjo sont intelligents et humbles / Maryam, Haruna, Ojo, Kayode and Kodjo are intelligent and humble.
(Nom + Nom + Nom + Nom + Conjonction + Verbe + Adjectif + Conjonction + Adjectif)
- 8) L'éloquent grand garçon noir est arrivé tôt / The dark eloquent big boy arrived early.
(Article Modifiant + Adjectif + Adjectif + Nom + Adjectif)

Specifically, example 6, illustrates the fact that the choice of the verb – “**lit**” does not prevent the choice of another verb – “**comprend**” (coming after the conjunction **et**). The choice of the adverb **très** does not prevent the choice of another adverb – **bien**. Similarly, examples 7 and 8 show respectively that as many nouns as meaning can allow may be listed just as numerous adjectives can feature in the structure of the utterance.

Finally, there is the issue of “**openness**” in the term open class. This is justified because items within the group of elements can be added to infinitum because there can hardly be any time in our lives, we can rightly claim to be able to list all nouns, all verbs, all adjectives and all adverbs in any natural language, French, for instance. This situation is explicable in terms of the dynamic and changing nature of natural languages and the variations in situation, which determine and justify language use.

1.3.1 Closed System Elements

Closed system elements constitute the opposite of open class elements. Items in the closed system constitute a system in the following ways:

They share similar structural capabilities, the major one being that the choice of one item excludes the choice of other items within the category (g) for instance.

- 9) Il aime les grenouilles / He loves frogs
(Prénoun + verbe + article + noun)
- 10) Le livre est sur la table / The textbook is on the table
(Un modifiant spécifique + noun + verbe + preposition + article + noun)
- 11) Abigail et Janet sont des belles filles / Abigail and Janet are beautiful girls.

(Nom + Conjonction + Nom + Verbe + Article + Adjectif + Nom)

- 12) Bravo! Et félicitations! On a combattu nos opposants / Bravo and congratulations! We have conquered our opponents.
(Interjection + Conjonction + Interjection + Prénom + Verbe + Prénom + Nom)

You can notice in examples (9) to (12), the choice of the pronoun **il**–, of the conjunction **et** in example (11), and of the interjections **Bravo!** and **Félicitations!** In example (12). Example (12) does not in each case, permit the consecutive choice of any other item within the same category.

Therefore, under normal circumstances you cannot say:

- 9 (b) Il le aime grenouilles
10(b) Le livre est Presque sur la table
11(b) Abigail et Janet mais pas Yetunde sont des belles.
12(b) Bravo! Oh! on a combattu nos opposants.

Examples (9b) to (12b) are largely meaningless unless they are taken to be exercises in which students of the language have to select from the options given, the one (s) which best fit (s) into a given context. Indeed, if students had to do such exercises, the entries would probably have been thus:

- 9 (b) Il/le/ils
10 (b) Sur / auprès de / sons
11(b) et / pourtant / mais
12(b) Bravo! Oh! Hurray!
15(b) Helas! / Oh! / Hurray!

You will observe that where two conjunctions occur consecutively in speech or in writing, for example

- 16 Et / encore
17 Et / quoique

One of them is usually superfluous as only one is required to create necessary linkage in the expression. Also, bear in mind that where two interjections feature in speech or in writing, it is always adequate to use one to express the excitement (as in example 15), or any other emotion, as the case may be.

(i) Another reason for considering pronouns, prepositions, conjunctions and interjections to be within the closed system is that it is relatively less easy to “identify” items within this system when they occur in isolation. For example, if the word **et**, **sur**, **Helas!** **Nos** were pronounced to an anxious crowd, such a crowd would be left thoroughly frustrated as it would be relatively very difficult for them to “identify” the items, and assign meanings!

(ii) There are two other items as listed earlier in section 3.1 above, which are often considered to belong to the closed system. These are demonstratives, for example, *this*, *that* and the specific and the non-specific, modifiers – *the* and *un*, *une*, *l’* (sometimes referred to, in traditional terms, as the definite and indefinite articles). They share among others, the characteristics of not permitting a consecutive occurrence of its members in the structure of an utterance. For instance, with these sets of items we can have:

- 18) Le bic
- 19) un bic
- 20) cet garçon
- 21) ce homme

but cannot have

- 18(a) Le un bic
- 21(a) Cet un homme

(iii) Another reason why pronouns, prepositions, conjunctions, interjections, articles and demonstratives are generally said to constitute a closed system is that they do not readily lend themselves to inflectional variation. For instance, forms like

- 22 “ets” plural of *et*
- 23 “maiss” plural of *mais*
- 24 “iled” non past tense of *il*
- 25 “ohit” past tense of *oh!*
- 26 “souss” plural of *sous*

are unknown in the French language. With regards to the term “**closed**” used in characterizing this sub-group, we see justification in the fact that membership of this sub-group cannot be added to indefinitely. Closed system items are also highly restricted in number. For example, there are only three specific modifiers (definite articles). **Le**, **la** (**l’**) and **les** and only three non-specific modifiers (indefinite articles **un**, **une**, **des**, partitive articles).

In a similar way, we can, with minimum difficulty, list all pronouns, all prepositions, all conjunctions, all interjections and all demonstratives in French and perhaps many other languages. The items in this system are also restricted because it is not easy to readily create new conjunctions or new demonstratives in French for instance. The following illustrations will further highlight the difference between the two sets of items.

1.3.2 Open and Closed Systems Comparison

A	B	C	D	E	F
Il	(Ahmed)	Prend	Un	Bon	Plat

The illustration contains six words arranged in columns A – F. Columns A and D contain closed system items (a pronoun and a non-specific modifier) (indefinite article. Columns B, C, E and F contain open class items (noun, verb, adjective and noun). If you have to fill in items of the pronoun class to replace the pronoun, “he”, you would find the task impossible as there can be no time. You would rightly claim that you have listed all the relevant nouns, verbs and adjectives.

1.4 Approaches to the Analysis of the Elements

Grammatical elements in French may be analysed through the following approaches, traditional, positional, and inflectional.

As you will see in the following section, each of these approaches has its merits and problems.

1.4.1 The Traditional Approach

The French grammar element can be said to derive its element from a very important academic tradition known as “**grammaire traditionnelle**”. Traditional grammar depends on rules as the basis for its operation as was to be expected, there was always a clear distinction between what was “right” and what was “wrong”. The traditional approach accordingly incorporates this notion of “right” and “wrong”. This is why it is generally known to be prescriptive. It stipulates rules about how the various grammatical elements must be used irrespective of shifts of contexts or changes of situation. For example, the traditional approach states a noun is the name of a particular person, animal, place or things. In a number of cases this explanation may be considered adequate. In a sentence like...

- John aime Pauline

You can see that John and Pauline are nouns – names of particular persons. However, when you have a sentence like:

- i) The joy she gave me is the beauty of my life
- ii) Eating is good for you.

- Son retard habituel à l'école a offensé chaque Professeur.

It has been observed that more is being taught about the items, which occupy the nominal position and less about the name of a particular person, place or thing.

Similarly, traditional grammar indicates that a verb is a doing word. Some traditional definitions extend this to a verb is a doing or an action word. In practice, we know that the verb does a lot more than the functions traditionally associated with it.

Self-Assessment Exercises



1.5 Summary

In this unit, you learned about the French sentence structure and how the different elements can be classified. You have also learned how to make use of these elements in French sentences.



1.6 References/Further Readings

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Unit 2: Types of Sentences: Simple Sentence

Units Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Three Different Types of Sentences
- 2.4 Simple Sentence
- 2.5 Five Different Types of Phrases
- Self-Assessment Exercises
- 2.6 Summary
- 2.7 References/Further Readings
- 2.8 Possible Answers to Self-Assessment Exercise(s) within the content



2.1 Introduction

You must have come across the classification of French sentences in the course of your study as either simple or complex. In this unit, you will learn more about simple types of sentences, like declarative sentence, interrogative sentence and imperative sentence.



2.2 Learning Outcomes

By the end of this unit you will be able to:

- Identify the characteristics of each type of simple sentences; and
- Use the different types of sentences correctly.



2.3 Three Different Types of Sentences

a) Declarative Sentence

The declarative sentence is a type of sentence that is used to state ideas. It can be used to make a statement of fact or doubt. It can be expressed in a positive or negative forms, such as:

- Je suis infirmière
- Nous sommes des étudiants
- Olu ne te connaît pas
- Il fait beau temps
- C'est mon ami Aba

b) Interrogative Sentence

We use interrogative sentences to clear doubts. Interrogative sentences could either be marked by tone, lexical marker or even inversion marker. A tonal marker ends with high pitched sound. It is through the high pitched tonal mark that one would know that the sentence is a question for its structure looks like that of an affirmative sentence, e.g.

- Vous partez ce soir?
- Nous ne parlerions plus de cet événement?

Whereas a lexical marker of the interrogative sentence has some lexical items indicating a question e.g.

- Est-ce que vous partez ce soir?
- E-st-ce qu'on parlera de cet événement?

The lexical items “Est-ce que” in the two examples are the lexical markers of the interrogative sentence. Interrogative sentences which use inversion markers would only allow for the inversion of the subject-verb order of the sentence to verb-subject order. The tone will also rise at the end of the sentence to denote interrogation e.g.

- Partez-vous ce soir?
- Ne parlerions nous plus de cet événement?

We can also note an interrogative sentence as a yes-no question (thus asking an affirmative question) or the form of a negative sentence e.g.

- Vous sortez ce matin?
- Vous ne sortez pas ce matin?

c) Imperative Sentence

Any sentence that is used in giving out command and to express our surprise or disappointment is what we call imperative sentence. This type of sentence could also be in negative or positive form.

- Ne me regardez plus!
- S-ortez de la classe!
- C'-est finis entre nous!

3.2 Simple Sentence

A simple sentence could be broadly divided into two, the subject and the predicate. The performer and the action in any given sentence is the subject. The subject is the word or group of words that we speak about in a sentence while the predicate tells us about or what is done by the subject as in:

Dinatu + dort en classe

Elle + dort en classe

La petite Dinatu + dort en classe

In the above examples, you can see that Dinatu in the first example is a noun and the performer of the action expressed in the predicate is **dort en classe**. This noun being the same of any person, animal, place or thing be it physical or metaphysical, seen or abstract, could be replaced by a pronoun. We should note that a pronoun is any grammatical word that could be used instead of a noun. That is why the pronoun ‘**elle**’ could conveniently stand in for “**Dinatu**” at the same subject position. It is possible also for us to use some grammatical words to vividly describe the noun better for the understanding of the listener. This is where the adjective and other determinants come in. “**La petite Dinatu**”. All these elements occupy the subject position, while the predicate in the simple sentence could be divided into two, the base and the object. The base comprises of the grammatical word, that express the action performed (**verb**) and how it was performed (**adverb**) so instead of saying “**Dinatu dort en classe**”, we could say “la petite Dinatu marche lentement vers, le petit garçon”. We would discover that the verb is “**marche**”, the adverb is “**lentement**”. The preposition is “**vers**”, which could be seen as being part of the base is the link word between the verb (or verb plus adverb) and the second part of the predicate, which is the object. The object of a sentence, whether noun or pronoun, is the person or thing to whom the action done by the subject as expressed by the verb happened. So, we could have a single noun, pronoun or even a combination of noun and adjective as object of a sentence – “**la petite fille**”.

The implication of this analysis is that a noun, just like other components of a simple sentence, could be a single word or group of words. When these parts of speech are single, they are distinct but when each of them is made up of a group of words, they become phrasal.

A phrase is a group of words often without a finite verb of its own, and thus being unable to make a complete sense. It is a group of related words used as a single part of a speech. A phrase could be described in

relation to the component parts of its structure. We could conveniently have at least five different types of phrases in French sentences, nominal, verbal, adjectival, adverbial and prepositional phrases. In French language, we call these phrases Groupe Nominal (GN), Groupe Verbal (GV), Groupe d'adjectif (GAJ), Groupe d'adverbe (GAD) and Groupe de Preposition (GPR).

2.3 Five Different Types of Phrases

a) Noun Phrase (Groupe Nominal)

A noun phrase comprises of a noun(s) and the qualifiers. A qualifier modifies, qualifies or even sets apart a noun from other nouns, determinants or qualifiers in any given sentence. A noun phrase could occupy the subject and the object positions, e.g.

Kalu le petit fils de madame Orji, vient de s'inscrire à l'université d'Ibadan pour étudier l'anglais.

You can see that the phrase is long, which could have been shortened to, "Kalu étudie l'anglais". But in order to describe **Kalu** being the subject, and **anglais** as the object, more qualifiers are added, these qualifiers are modifying either **Kalu** or **anglais** and are what helps in building the nominal phrases.

b) Verb Phrase (Groupe Verbal)

A verb phrase is made up of the main verb and its auxiliaries. The main verbs are either action verbs or linking verbs and the auxiliary may be used with either of the two kinds.

- Kalu aurait voulu faire l'anglais
- Kalu a décidé de faire l'anglais
- Kalu a fait l'anglais

The grammatical elements underlined are the verb and phrases in the sentences. Everything could be reduced to either "Kalu **fait** l'anglais" or "Kalu **fit** l'anglais"

c) Adjectival Phrase (Groupe d'Adjectif)

An adjectival phrase is a group of grammatical elements comprising of adjectives or even nouns functioning as modifier in a sentence. An adjective is usually the head of the adjectival phrase, and other adjectives will only be modifying the head adjective e.g.

- La plus jeune** fille parle bien l'allemand
 -Nadine a mangé **la plus petite** mangue **bien mûre**

The underlined words are the adjectival phrases. This group of words qualify the noun, and this group could stand either as the subject or object qualifier.

d) **Prepositional Phrase (Group de Préposition)**

When we talk of prepositional phrase, we mean a group of words, of which preposition is the head. In the prepositional phrase, the preposition propels some other words like nouns or adjectives. The fact that the head is a preposition makes the phrase a prepositional phrase e.g.

- Le chat **sur le mur** miole
 -Le chat est **sur le mur**
 -Le directeur a amené sa voiture **au garage**. Le plus proche.
 -La pluie a commencé **depuis le matin**

e) **Adverbial Phrase (Le Groupe D'Adverbe)**

An adverbial phrase comprises of the head adverb and the other related words working as modifiers of the verb. The entire phrase would perform the function of the adverb in a sentence.

- Kola a reçu son ami **dans une manière joyeuse**
 -Le **caméleon part avec lenteur**
 -Je mange **avec une rapidité incroyable**

You can see that the underlined words could be replaced with one single adverb like **joyusement** and **rapidement**. But the entire group of words are modifying more than a single adverb. These are the adverbial phrases.

Self-Assessment Exercises

- What are the differences between an interrogative sentence and the imperative sentence?
- b) What type of sentences are these?
- i) Je suis une étudiante rejetée
 ii) Vous êtes marié?
 iii) Aishatu n'été pas en classe hier



2.4 Summary

In this unit you have learned about complex sentences that expresses more than one idea. Also you have learned more about clauses, either they are dependent or independent. You can now differentiate both simple and complex sentences.



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2.6 Possible Answers to SAEs

Possible Answers

a) An interrogative sentence could either be tonally marked, lexically marked or even inversion marked. It is through the presence of one of these that, one will know whether the sentence structure is interrogative or not. An imperative sentence is any sentence used in issuing out commands, or to express surprise or disappointment it is what we call imperative sentence, e.g.

Sortez de ma voiture!

Voyez cette image si belle?

- b) What type of sentences are these?
 - i) Phrase déclarative
 - ii) Phrase interrogative
 - iii) Phrase déclarative

Unit 3: COMPLEX SENTENCES

Units Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 What is a Clause?
 - 3.3.1 Independent Clauses
 - 3.3.2 Dependent Clauses
- 3.4 Nominal Clauses
 - 3.4.1 Interrogative Nominal Clauses
 - 3.4.2 Infinitive Nominal Clauses
 - 3.4.3 Participe Présent Nominal Clauses
- 3.5 Summary
- 3.6 References/Further Readings
- 3.7 Possible Answers to Self-Assessment Exercise(s) within the content



3.1 Introduction

As discussed in the previous unit, a complex sentence is any sentence that expresses more than one idea. Thus, it has at least two or more verbs. One of the most common features of a complex sentence is its having different clauses (prepositions).



3.2 Learning Outcomes

By the end of this unit, you should be able to:

- Identify a complex sentence;
- Identify a clause;
- Identify both independent and dependent clauses;
Use each of the clauses in sentences correctly; and Differentiate the false relative from the true relative



3.3 What is a Clause?

A clause can be described as a group of grammatical words that could make a statement about someone or something. Unlike a phrase that cannot express a complete meaningfully sensible statement (for it does not have a verb of its own), a clause has a verb of its own and could thus stand by itself to express a complex thought. This thought, may then be

independently complete in meaning and in logic or it may depend on some other additional grammatical words or another clause to have its full meaning. Each clause has its own subject and predicate. When we are talking about clauses in French language, we call them “les propositions”. For the purpose of this study, the word “clauses” or “propositions” could be interchangeably used for they mean the same thing or are referred to the same idea.

Clauses or propositions could be divided into two major classes.

- a) Independent clauses (les propositions, indépendentes)
- b) Dependent clauses (les propositions dépendentes)

3.3.1 Independent Clauses

An independent clause is a clause that could stand on its own and would not need any other grammatical words or clause to complete its thought so as to have a complete meaning, e.g.

Je suis professeur: j’enseigne la géographie.

Each of these juxtaposed sentences are independent of the other. Thus, they are independent clauses. It is this independent clause that some grammarians call principal clause. A principal clause or an independent clause (la proposition principale ou la proposition indépendante) can be a simple sentence, coordinating or joined sentence or even a juxtaposed sentence. Examples of these are:

- a) Je suis infirmière
- b) Je suis étudiante: Je suis en classe secondaire
- c) Je suis mécanicien et j’ai un garage

In the above sentence, the first sentence is an independent clause. In the second sentence, although there are two ideas, these two ideas are juxtaposed with the aid of the colon mark. Thus, each of them is independent of each other. The third sentence has two ideas, just like the second sentence. But rather than juxtaposing the ideas, we can see that coordinating conjunction ‘et’ is used to link the two principal clauses together. This type of clause is called coordinating principal or independent clause.

3.3.2 Dependent Clauses

A dependent clause (une proposition dépendante) is any clause whose complete meaning and logic in a sentence depends on another (principal dependant or independent) clause. It is a clause that needs other grammatical words or even another clause to complete its thought.

The thought or idea and the message expressed in this kind of clause will be incomplete in meaning and logic if the principal or the independent clause, that the dependent clause is relying upon, is removed. Some grammarians, viewing it from this perspective, refer to it as a secondary clause, e.g.

Quand ma soeur chante
Si je sors de la classe
Lorsque Maman me gronde.

One could start to wonder what happens next: When my sister sings in the above example {1}. A complete clause that serves as its principal clause needs to be introduced then. So we could have a complete sentence (both in thought and in message) like this:

Quand ma soeur chante, on lui donne beaucoup d'argent.

If a logical analysis is to be done on these two clauses, one could say that none of them is completely dependent. Unlike the example used to illustrate the independent clause: “**Je suis professeur: et j’enseigne le français**” whereby each of the clauses are independent of each other, and thus have a complete thought each, none of the two clauses in the example illustrating dependent clauses can.

- i) Principal clause (la proposition principale)
- ii) Subordinate clause (la proposition subordonnée)

Example :

Elle dormait quand je voudrais sortir

In the above example, elle dormait is the principal clause

3.4 Subordinate Clause

The subordinate clause is the secondary clause in a sentence. The idea expressed in the subordinate clause will wholly depend on the principal

clause before it can have meaning. “**Quand je voudrais sortir**” is the subordinate clause in the above example. There are at least three types of (subordinate) dependent clauses in French Language and they are:

- a) Nominal Clauses
- b) Adjectival Clauses
- c) Adverbial Clauses

3.4.1 Nominal Clauses

A nominal clause is a dependent clause used as a noun in a sentence. The whole clause referred to as a nominal clause, just like a nominal phrase, would be able to perform the grammatical function of a noun in the chosen sentence. There are at least four types of nominal clause in French.

- i) Nominal Clauses with “**Que**”: This is a type of nominal clause formed with the aid of conjunction “**Que**”. Nominal clause formed in this process could occupy the subject or object position of a sentence just like an ordinary noun, e.g.

Subject

Qu’il avait volé l’argent est un croyable
 Que je sorte sans ma voiture, est-ce que tu penses

In most cases, a phrase like “**le fait**” is deleted. If it should be added, the nominal aspect of the phrase will show better – **Le fait qu’il avait volé l’argent** est incroyable

Direct Object

Je sais **qu’il ne réussira jamais à l’examen**
 Kehinde espère que tu viennes demain.

3.4.1.1.1 Interrogative Nominal Clauses

This type of nominal clause is interrogative in nature. But this interrogative is neither completely rhetorical nor direct questioning type. The common feature between it and interrogative sentences is that it makes use of interrogative pronoun like **qui, comment, quel, que, si**, etc. It could stand in also in the subject or object position, for example:

Subject

Comment elle le sais, je ne sais pas!

Comment il serait convaincu, personne ne peut le deviner
Si elle sort aujourd'hui je le saurais

Objective

Personne ne peut expliquer comment il a réussi à l'examen
La seule question c'est qui prendra le taureau par les cornes?
Vous savez si mon mari est là?

3.4.1.1.2 Infinitive Nominal Clauses

This is a kind of nominal clause that has an infinitive as the head of the (nominal) clause. This infinitive could stand-alone or be preceded by preposition *de*, *à*, *pour*, *par*, *sans*, etc. It could occur in the subject or object position of the sentence.

Example :

Subject

- Manger cinq fois par jour est trop
- Monter d'un escalier à l'autre c'est fatiguant pour moi
- Pour réussir à l'examen n'est pas facile

Object

- Ma seule ambition c'est de réussir à cet examen.
- Ce que Abiola sait bienfaire est de manger trois fois par jour
- L'erreur qu'il a commise c'est pour m'avoir laissé sans argent.

3.4.1.2Participe Présent Nominal Clauses

In this type of clauses the “present participle of the verb (most especially avoir or être) is used as the head of these clauses e.g.

- Ayant terminé le travail, il rentra chez lui.
- Etant fatigué de bavarder, elle se fait
- En mangeant du riz, il boit du café aussi
- Je l'ai vu en sortant du bureau
- Olu l'a entendu chantant la gloire du roi

It could be seen from the above examples that this type of clause could occur in both the subject and the object positions of a sentence. And note also that it can be preceded sometimes by the preposition “en”.

Adjectival Clauses

An adjectival clause is a dependent clause used as an adjective in a sentence. It qualifies a noun as does adjectives. And it also answers questions like which one, how many, how much, what kind, etc. Example :

- Voila la maison où j'habite
- Je vous présente le fusil avec quoi il a commis le crime
- C'est ma soeur qui sait bien danser

Each of the underlined adjectival clauses are qualifying nouns like “maison”, and “soeur” in the above examples. And the whole clauses could be conveniently replaced by single qualitative adjectives like “habitée”, ‘criminel’ and “danseuse”.

Adverbial Clauses

The grammatical function of an adverbial clause in a sentence is to modify the main verb or even another adverb in a sentence. Just like proper adverbs, a dependent adverbial clause used as an adverb could indicate manner, time, place, degree, result or reason. For example:

- Time: Aishatu se tait quand elle voit le professeur
- Manner: Elles se sont battus comme les soldier le font au champ de bataille
- Place: Vous serez arrêtez là où vous urinez
- Reason: Le politicien donne à manger aux peuples pour qu'ils votent pour lui
- Degree: Tolu ne fait pas bien à l'examen comme Tunde l'aurait fait
- Result: Funsho avait bien fait a l'examen au point qu'on lui donne des bourses

Just as you could have two types of dependent clauses, subordinate clauses (Les propositions subordonnées) could also be divided into three clauses.

- a) Les subordonnées relatives
- b) Les subordonnées complétives
- c) Les subordonnées circonstancielles

Les Subordonnées Relatives

The relative subordinate clause shows the relationship between the subject or the object of the principal clause and the subordinate clause. The relative clause is (introduced by relative pronoun) in most cases by

an antecedent, in form of noun or pronoun to which the relative pronoun or adverb of the clause will be referring, e.g.

Je regarde l'enfant qui mange

The clause “**qui mange**” is a relative clause referring to the object of the principal clause “**l'enfant**” and introduced by a relative pronoun “**qui**”. Relative clauses can be divided into two groups:

- 1) Les vraies relatives (the true relative clauses)
- 2) Les fauses relatives (the false relative clause)

1) True Relative Clauses (les vraies relatives): These type of clauses can never play the role of verb compliments but as compliment to any nominal or pronominal antecedent to which the relative pronoun of the relative clause will be referring e.g.

Voilà le bonhomme don't je vous parle
C'est Monsieur Ali qui est mon tuteur

This kind of clause could be sub-divided into two categories, namely:

Les vraies relatives determinatives
Les vraies relatives explicatives

i) Les Vraies Relatives Determinatives: This is a kind of relative clause that is completive in nature. It gives its nominal or pronominal antecedent a kind of determinative classification that could make us tell it apart easily from any other ideas or persons e.g.

L'enfant qui est imbécile de naissance le trouvaient difficile à rien comprendre

L'homme qui est aveugle de naissance ne connaît point les images

Monsieur Tunde qui enseigne la grammaire ne sait pas jouer au tam-tam.

ii) Les Vraies Relatives Explicatives: Just like the name implies, these kind of relative clauses give detailed, useful and necessary information on its antecedent so that we could recognize fully and easily what is said about this antecedent, e.g.

-Monsieur Daoudou, qui est le Directeur du village, vient d'être nommé ministre.

The sentence will have its full meaning. But in order to explain or describe well the particular Monsieur Daoudou we are talking about, the

true explicative relative clause qui est le “**Directeur du village**” was introduced. This then brings us to a simple rule of generalization that “les vraies relatives explicatives” are in most cases a sort of opposition.

Note that all true relatives could be reduced to a participle, an adjective or even to a noun, thus playing the role of an attribute or an epithete in a sentence, e.g.

-Je regarde l'enfant qui mange” could then be

-Je regarde l'enfant mangeant

That the mode of true relative clauses is always in indicative or conditional, it can never for any reason be in the subjunctive mode.

2) False Relative Clauses (Les Fauses Relatives): The false relative clauses are the kinds that, although they look like relative clauses, they are not. Instead of their being complements to the nominal or pronominal antecedent of the first clause, this type of clauses play the role of being complement to circumstance. This is why some grammarians refer to them as “Les Relatives Circumstanciellles” or the circumstantial relative clauses. If care is not taken one could mistakenly take the circumstantial relatives to be true relative clauses.

Just like the true relative clause, this false relative clause could conveniently have antecedent, which is usually a noun, e.g.

Je cherche un étudiant qui puisse reussir sans lire
Montrez-moi un sold et qui n'ait pas peur en face de la mort

Note that in the above examples, the clause “qui puisse reussir sans lire” is not to be seen in relation to the nominal antecedent. ‘L’enfant’: But it is referring to a circumstantial consequence that could befall any child that refuses to read. The same thing applies to the second example. The clause “qui n'ait pas peur de la mort”, is not a true relative clause referring to the nominal antecedent. ‘Un soldat’: But the clause is only saying the true circumstance of human condition, that is, the possibility of anybody, may be a soldier or civilian, to completely maintain his calm even at the point of death. They are then circumstantial (false relative) clauses. These fake or circumstantial (relative) clauses could refer to the following;

- a) The cause of an action (la cause)
-Son oncle qui vient de payer une poste radio est particulièrement fier

One cannot say that the clause “qui vient de payer une poste radio” indicates the reason or the cause of the uncle’s pride (parce qu’il vient de payer une poste radio)

b) The Objective (le but)

-Je cherche un homme qui m’apprenne à conduire

The objective of my looking for a man in the first clause is explained well in the circumstantial.

Relative clause: that could teach me how to drive
(pour qu’il m’apprenne à conduire)

c) The Concession (La Concession)

-Les politicians africains, qui soient des nationalists. Africains prenaient cependant plaisir à détruire le continent.

One would understand this concessional circumstantial clause, if one should introduce a conjunction like ‘quoi que les politicians africains soient des nationalists africains ...

d) The consequence (La Consequence)

Je cherche un étudiant “qui puisse réussir sans lire
J’aime celui qui n’obeisse sans me forcer à crier tons les temps”

e) The Condition (A Condition)

Je refuserais d’accepter. Comme ami, un homme qui soit imbécile

The clause “qui soit imbécile” is the condition at which the speaker would refuse the friendship of a man (sil soit imbecile)

Note that the mode of circumstantial (false) relative clauses is subjonctif in most cases.

Having learnt so much about the different types of complex sentences, complete this exercise.

Self-Assessment Exercises

Indicate against each sentence whether it is an independent clause, dependent clause or subordinate clause.

- a) Elle partait quand je rentrais
- b) Fatima est infirmière
- b) Je suis mariée et j'ai deux enfant
- c) quand mon bébé pleure.
- d) Si on m'attaque.



3.5 Summary

In this unit, you have learned about types of sentences, such as **interrogative**, **declarative**, and **imperative** sentence.



3.6 References/Further Readings

- Akeusola, O (1995) French Grammar for Anglophone Students, Lagos. Tobak Publishers.
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3.7 Possible Answers to SAEs

Possible Answers

- a) Dependent Clause
- b) Independent Clause
- c) Independent Clause
- d) Dependent Clause
- e) Dependent Clause

Unit 4: READING AND REASON FOR READING

Units Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Reading
- 4.4 Let's Look at the Following Text
- 4.5 Observation: Some Expression
- 4.6 Summary
- 4.7 References/Further Readings
- 4.8 Possible Answers to Self-Assessment Exercise(s) within the content



4.1 Introduction

In the previous units, you learned about French vocabulary and you have learned about how they are formed. In this unit, you will learn about reading and the reason for reading.



4.2 Learning Outcomes

By the end of this study you should be able to:

- Read some French texts or some things written in French;
- Identify the meaning of some French words;
- Identify different forms, genres and styles; and
- Build your vocabulary through the texts you read.



4.3 Reading

Reading is a complex process that provides a bridge between speech and writing. In learning to read texts in French, you will build on the knowledge and skills you have developed through oral communication. Reading French texts offers you the opportunity to practice the oral aspects.

A well-balanced programme will provide you with opportunities to read for comprehension, consolidation of language, which you have learned orally, vocabulary building, information, enjoyment and practice correct pronunciation and intonation.

4.4 Let's Look at the Following Text

Un Lauréat se Presente

En août 1996, à Atlanta, un jeune noir, sud-africain, âgé de vingt cinq ans, du nom de Josia Thugwane, remporte, contre toute attente, la victoire au marathon, une des courses les plus prestigieuses des jeux olympiques. Mais qui est ce jeune homme auparavant inconnu? Le voici qui se présente.

Le journaliste: "Félicitations, Monsieur Thugwane. Nos lecteurs s'intéressent à vous-même?"

M. Thugwane: Je suis né dans une petite ville à deux heures de Johannesburg. Actuellement, je travaille pour une compagnie minière. Après avoir renoncé à une carrière de footballeur, j'ai commencé à pratiquer la course sans entraîneur, dans les collines du Transvaal de l'est. Ce n'est qu'au surs d'un stage de préparation de six semaines au Nouveau-Mexique que, pour la première fois, des entraîneurs m'apportent leur soutien. Ils sont très efficaces. Toutes les jeunes recrues, ils les font travailler très dur. Ils leur font faire de nombreuses exercices pour s'améliorer.

Le journaliste: "Avant de terminer pourriez-vous nous parler de vos ambitions vis-à-vis du marathon et donner quelques conseils aux jeunes?"

M. Thugwane: À l'avenir je compte encore participer au marathon. Quand aux jeunes, je souhaiterais leur apprendre que faire du sport, c'est s'entraîner l'esprit à se discipliner.

Le journaliste: Merci beaucoup, Monsieur. Au revoir. "Jadis simple fonctionnaire local. M. Thugwane est désormais un athlète de pointe dont la victoire a, en outre, valeur de symbole: reconnaître l'Afrique du sud comme force dans les courses de fond et confirmer aux sud-Africains que les hommes sont égaux.

4.4.1 Observation: Some Expressions

Faire du sport, c'est s'entraîner l'esprit à se discipliner.

Dormir, c'est se rafraîchir.

Continuez:

- a) Vouloir, c'est avoir besoin de quelque chose
- b) Connaître, c'est avoir une idée de quelque chose
- c) Manger, c'est se donner de l'énergie
- d) Apprendre, c'est détruire l'ignorance.
- e) Se dominer, c'est être soumis à quelqu'un.
- f) Être riche, c'est avoir tout ce que'on a besoin.
- g) Être heureux, c'est d'avoir la joie

Self-Assessment Exercises

1. Having gone through the text, read it a second time, identify difficult words.

2. Relevez les verbes qui se trouvent dans le texte.



4.5 Summary

In this unit, you have learned about reading and reasons for reading. You were taught how to write out the difficult words by looking them up into the bilingual dictionary to know the meanings. Furthermore you

have learned how to compose some simple sentences using the infinitive verbs from the passage you have read.



4.6 References/Further Readings

Asobele, T. S. J. (2001) Essentials of French Grammar. For Predominantly English Speaking Learners. The Rehoboth Lintos, Lagos

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4.7 Possible Answers to SAEs

Possible Answers 1

- 1) Lauréat: (nom masculin) une personne qui remporte un prix dans un concours.
- 2) Entraîneur: (nom masculine) une personne qui forme un athlète reconnu.
- 3) Athlète de pointure: un sportif reconnu important.
- 4) Courses de fond: (nom masculine pluriel) courses sur une longue distance.

You can now see how the difficult words have been underlined, and then explained. As you continue to read any type of text in French, you are expected to jot down the difficult words and check their meaning up in the bilingual dictionary for clearer explanation.

Possible Answers 1

- 1) Faire du sport, c'est bon pour la santé
- 2) Manger trop, au contraire, nuit à la santé
- 3) Construire prend du temps mais détruire est facile