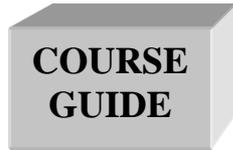




**NATIONAL OPEN UNIVERSITY OF NIGERIA**

**DEPARTMENT OF LANGUAGES**

**FRE101 - FRENCH GRAMMAR I**



**FRE 101  
FRENCH GRAMMAR I**

**COURSE DEVELOPER**

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## **INTRODUCTION**

FRE101: FRENCH GRAMMAR I IS A ONE – SEMESTER, 2 CREDIT UNITS COURSE IN THE FIRST YEAR OF B.A. (HONS) DEGREE IN FRENCH AND INTERNATIONAL STUDIES. THE COURSE INTRODUCES YOU TO THE BASIC GRAMMAR OF FRENCH LANGUAGE.

FRE101 PREPARES YOU FOR A MORE ADVANCED GRAMMAR THAT WILL BE TAUGHT IN FRE 102 – FRENCH GRAMMAR II. IT IS IMPORTANT TO NOTE THAT IN ANY NATURAL LANGUAGE, GRAMMAR IS THE LIFE WIRE THAT PAVES WAY FOR LEARNERS TO READ, UNDERSTAND, AND ANALYSE THE GRAMMATICAL STRUCTURE. THUS, THIS COURSE IS DESIGNED TO ENHANCE YOUR COMPETENCE IN FRENCH GRAMMAR. IT ALSO ENABLES YOU TO PUT WHAT YOU ARE LEARNING INTO PRACTICE VIA GRAMMAR EXERCISES DURING THE PROGRAMME.

THE COURSE GUIDE WILL GIVE YOU A BRIEF OF THE COURSE CONTENT, COURSE GUIDELINES AND SUGGESTIONS AND STEPS TO TAKE WHILE STUDYING THE COURSE MATERIALS.

## **COURSE AIMS**

THIS COURSE AIMS AT INTRODUCING YOU TO THE BASICS OF FRENCH GRAMMAR. THIS WILL BE ACHIEVED BY:

EXPOSING YOU TO THE VARIOUS PARTS OF SPEECH IN FRENCH;  
USING THEM CORRECTLY IN SENTENCES.

THE ABOVE-MENTIONED AIMS WILL BE ACHIEVED THROUGH:

INTRODUCING YOU TO THE SUBSTANTIVES WHICH COMPRISES OF ARTICLES, B) NOUNS, C) PRONOUNS, D) ADJECTIVES;  
THE BASIS, NAMELY A) VERBS, B) ADVERBS, C) PREPOSITION;  
AND  
THE EXPANSIVES, NAMELY A) CONJUNCTIONS, B) INTERJECTIONS.  
INTRODUCING YOU TO RULES TO HELP USE THE PARTS OF SPEECH IN SENTENCES.

## *Course Objectives*

THE OBJECTIVES OF EACH UNIT HAS BEEN SPECIFIED, AND ALL OBJECTIVES ARE FOUND AT THE BEGINNING OF EACH UNIT TO WHICH YOU CAN MAKE REFERENCE DURING YOUR STUDY IN ORDER TO CHECK ON YOUR PROGRESS. IT IS NECESSARY TO ALWAYS CHECK THE OBJECTIVES AFTER EACH UNIT, TO SEE IF YOU HAVE ACHIEVED THE STATED OBJECTIVES IN THAT UNIT.

THE OBJECTIVES OF EACH UNIT HAVE BEEN SPECIFIED BELOW. IF YOU ARE ABLE TO MEET THESE OBJECTIVES AS STATED BELOW, YOU WOULD HAVE ACHIEVED THE AIMS OF THIS COURSE.

ON SUCCESSFUL COMPLETION OF THE COURSE YOU SHOULD BE ABLE TO:-

STATE THE IMPORTANCE OF PARTS OF SPEECH IN ANY NATURAL LANGUAGE

IDENTIFY THE NINE PARTS OF SPEECH IN FRENCH LANGUAGE.

DIFFERENTIATE EACH OF THE PARTS OF SPEECH FROM ONE ANOTHER.

USE THE NINE PARTS OF SPEECH CORRECTLY IN FRENCH LANGUAGE.

### *Working through This Course*

TO COMPLETE THIS COURSE, YOU ARE REQUIRED TO READ THE STUDY UNIT, SET BOOKS AND OTHER MATERIALS RELATED TO FRENCH GRAMMAR. EACH UNIT CONTAINS A SELF-ASSESSMENT EXERCISES. YOU WILL ALSO HAVE TO SUBMIT YOUR TUTOR-MARKED ASSIGNMENTS TO YOUR TUTORS.

THE COURSE WILL TAKE YOU ABOUT 15 WEEKS TO COMPLETE. BELOW ARE THE COMPONENTS THAT MAKE UP THE COURSE, WHAT YOU HAVE TO DO AND HOW YOU ALLOCATE YOUR TIME TO EACH UNIT IN ORDER TO COMPLETE THE COURSE SUCCESSFULLY ON TIME.

### *Course Materials*

MAJOR COMPONENTS OF THE COURSES ARE:

COURSE GUIDE

STUDY UNITS

TEXT BOOKS

ASSIGNMENT

### **STUDY UNITS**

#### **MODULE 1**

UNIT 1           ARTICLE (L'ARTICLE)

UNIT 2           LES NOUNS

UNIT 3           PRONOUNS (LES PRONOMS)

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

## **MODULE 2**

- UNIT 1: LES VERBES ET LEURS FONCTIONS (VERBS AND THEIR FUNCTIONS)
- UNIT 2: CONJUGAISON DES VERBES QUI SE TERMINENT EN -ER ET D'AUTRES VERBES IRREGULIERS AU PRESENT DE L'INDICATIF (CONJUGATION OF VERBS ENDING WITH -ER AND OTHER IRREGULAR VERBS INTO "PRESENT DE L'INDICATIF")
- UNIT 3: CONJUGAISON DES VERBES IRREGULIERS QUI SE TERMINENT EN -RE AU PRESENT DE L'INDICATIF (CONJUGATION OF IRREGULAR VERBS ENDING WITH 'RE" INTO PRESENT DE L'INDICATIF')
- UNIT 4: (CONJUGAISON DES VERBES IRREGULIERS QUI SE TERMINENT EN -OR/-OIR AU PRESENT DE L'INDICATIF (CONJUGATION OF IR / OIR IRREGULAR VERBS INTO PRESENT DE L'INDICATIF)

## **MODULE 3**

- UNIT 1 LES VERBES ET LES PHRASES (VERB AND SENTENCES)
- UNIT 2 LES ADVERBES ET LEURS FONCTIONS (ADVERBS AND THEIR FUNCTIONS)
- UNIT 3 LES PREPOSITION (PREPOSITIONS)
- UNIT 4 LES CONJONCTIONS ET LEUR FONCTIONS (CONJUNCTIONS AND THEIR FUNCTIONS)

## **MODULE 4**

- UNIT 1 LES INTERJECTIONS (INTERJECTIONS)
- UNIT 2 VOCABULAIRE I (VOCABULARY DEVELOPMENT I)
- UNIT 3 VOCABULAIRE DEVELOPMENT II
- UNIT 4 VOCABULAIRE II (VOCABULARY USE OF DICTIONARY)

## **MODULE 5**

- UNIT 1 STRUCTURE DES PHRASES (SENTENCE STRUCTURE)
- UNIT 2 LES PHRASES SIMPLES (SIMPLE SENTENCES)
- UNIT 3 LES PHRASES COMPLEXES (COMPLEX SENTENCES)
- UNIT 4 LA LECTURE ET SON IMPORTANCE (READING AND REASON FOR READING)

UNITS 1 – 4 FOCUS ON THE SUBSTANTIVES; UNITS 5 –7 INTRODUCE THE BASIS, WHILE UNITS 8 – 9 DISCUSS THE EXPANSIVES. THE TOPICS ARE INTRODUCED BEGINNING FROM THE SIMPLE TO THE COMPLEX; BUT ALL YOU NEED TO DO IS TO FOLLOW THE INSTRUCTIONS GIVEN TO YOU IN EACH OF THE UNIT. THIS WILL FACILITATE AND ENHANCE YOUR UNDERSTANDING OF EACH OF THE UNITS, SINCE EVERY UNIT HAS ITS OBJECTIVES, READING MATERIALS, EXPLANATIONS. IN ADDITION, EACH UNIT CONTAINS SELF-ASSESSMENT EXERCISES AND TUTOR MARKED ASSIGNMENTS. ALL THESE WILL ASSIST YOU ACHIEVING THE LEARNING OBJECTIVES OF EACH UNITS AND THE WHOLE COURSE

## **REFERENCES/ FURTHER READING**

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

Adeleke, Joseph (2014): *A Short French Grammar, 2<sup>nd</sup> edition*, Lagos: Gad Press and Ventures Ltd.

Ajiboye, Tunde (2005): *Common Errors in French*. Ibadan: Bunty Press Ltd.

Akeusola, Olu (1995): *French grammar for Anglophone Students*, Tobak Publishers, Lagos.

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Asobele, S.J. Timothy (2001): *Essentials of French Grammar for Predominantly English-Speaking Learners*. Lagos: The Rehoboth Links.

Bescherelle (1990) : *La Conjugaison 12,000 Verbes*, Paris, Hâtier.

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Glaud, Ludivine; Lannier, Muriel & Loiseau, Yves (2015) : *Grammaire essentielle du français A1-A2*. Paris: Editions Didier.

Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

## **ASSIGNMENT FILE**

THERE IS AN ASSESSMENT FILE WHERE MORE THAN TWENTY ASSIGNMENTS ARE PROVIDED. THE ASSIGNMENTS MUST BE SUBMITTED TO YOUR TUTOR FOR FORMAL ASSESSMENT IN ACCORDANCE WITH THE DEADLINE STATED BY THE TUTOR.

THE WORK SUBMITTED TO YOUR TUTOR FOR ASSESSMENT WILL COUNT FOR 30% OF YOUR TOTAL COURSE MARK. OUT OF THE 4 ASSESSMENT YOU ARE GOING TO SUBMIT. YOU WILL SIT FOR A FINAL EXAMINATION OF THREE HOURS DURATION AT THE END OF THE COURSE. THIS EXAMINATION WILL COUNT FOR 70% OF YOUR TOTAL COURSE MARK.

## **TUTOR MARKED ASSIGNMENT (TMA)**

THERE ARE TWENTY TUTOR-MARKED ASSIGNMENTS IN THIS COURSE. THE HIGHEST THREE MARKS WILL BE RECORDED. EACH ASSIGNMENT COUNTS FOR 10% TOWARD YOUR TOTAL COURSE MARK. WHEN YOU HAVE COMPLETED YOUR ASSIGNMENTS, SEND THEM TO YOUR TUTOR INCLUDING YOUR FORM, AND MAKE SURE YOU DO THAT ON OR BEFORE THE DEADLINE.

## ***FINAL EXAMINATION AND GRADING***

THE FINAL EXAMINATION FOR FRE 107 WILL BE FOR TWO HOURS DURATION AND IT CARRIES A TOTAL MARK OF 70% OF THE TOTAL COURSE GRADE. THE EXAMINATION WILL COVER EVERY ASPECT OF THE COURSE, THE SELF TESTS, AND TUTOR MARKED ASSIGNMENTS. IT IS

USEFUL TO REVIEW YOUR SELF-TESTS, TUTOR-MARKED ASSIGNMENTS AND THE TUTOR'S COMMENTS ON THEM BEFORE THE EXAMINATION.

## COURSE MARKING SCHEME

The table below shows the breakdown of the course marking.

ASSIGNMENT	MARKS
ALL ASSIGNMENTS	FOUR ASSESSMENTS, BEST THREE MARKS OUT OF FOUR COUNT @ 10% EACH = 30% COURSE MARKS
FINAL EXAMINATION	70 % OF OVERALL COURSE MARKS
TOTAL	100% OF COURSE MARKS

## COURSE OVERVIEW

THIS TABLE BRINGS TOGETHER THE UNITS, THE NUMBER OF WEEKS YOU SHOULD TAKE TO COMPLETE THEM AND THE ASSIGNMENTS THAT FOLLOW THEM.

UNIT	TITLE	WEEKLY ACTIVITIES	ASSESSMENT (END OF UNIT)
	COURSE GUIDE	WEEK 1	
1	L'ARTICLE (ARTICLE)	WEEK 1	ASSIGNMENT 1
2	LES NOMS (NOUNS)	WEEK 2	ASSIGNMENT 2
3	LES PRONOMS (PRONOUNS)	WEEK 2	ASSIGNMENT 3
4	Les Adjectifs Et Leurs Fonctions (ADJECTIVES AND THEIR FUNCTIONS)	WEEK 3	ASSIGNMENT 4
	<b>MODULE 2</b>		
1	LES VERBES ET LEURS FONCTIONS (VERBS AND THEIR FUNCTIONS)	WEEK 4	ASSIGNMENT 1
2	CONJUGATION OF ER AND OTHER IRREGULAR VERBS INTO "PRÉSENT DE L'INDICATIF"	WEEK 4	ASSIGNMENT 2
3	CONJUGATION OF 'RE' IRREGULAR VERBS INTO PRÉSENT DE L'INDICATIF	WEEK 5	ASSIGNMENT 3
4	CONJUGATION OF IR / OIR IRREGULAR VERBS INTO PRÉSENT DE L'INDICATIF	WEEK 5	ASSIGNMENT 4
	<b>MODULE 3</b>		
1	LES VERBES ET LES PHRASES (VERBS AND PHRASES)	WEEK 6	ASSIGNMENT 1

2	<b>LES ADVERBES ET LEURS FONCTIONS</b> (ADVERBS AND THEIR FUNCTIONS)	WEEK 6	ASSIGNMENT 2
3	LES PREPOSITION (PREPOSITIONS)	WEEK 7	ASSIGNMENT 3
4	<b>LES CONJONCTIONS ET LEURS FONCTIONS</b> (CONJUNCTIONS AND THEIR FUNCTIONS)	WEEK 7	ASSIGNMENT 4
	<b>MODULE 4</b>	WEEK 8	
1	LES INTERJECTIONS (INTERJECTIONS)	WEEK 9	ASSIGNMENT 1
2	VOCABULAIRE I (VOCABULARY DEVELOPMENT I)	WEEK 10	ASSIGNMENT 2
3	VOCABULAIRE II (VOCABULARY DEVELOPMENT II)	WEEK 11	ASSIGNMENT 3
4	VOCABULAIRE – EMPLOI DU DICTIONNAIRE (VOCABULARY USE OF DICTIONARY)	WEEK 11	ASSIGNMENT 4
	<b>MODULE 5</b>		
1	STRUCTURE DES PHRASES (SENTENCE STRUCTURE IN FRENCH)	WEEK 12	
2	TYPES DE PHRASES: PHRASE SIMPLE TYPES OF SENTENCES: SIMPLE SENTENCE	WEEK 13	
3	PHRASE COMPLEXE TYPES OF SENTENCES: COMPLEX SENTENCES	WEEK 14	
4	LECTURE (READING AND REASON FOR READING)	WEEK 15	
	REVISION	WEEK 16	
	FINAL EXAMINATION	WEEK 17	
	TOTAL	17 WEEKS	

## HOW TO GET THE MOST OF THIS COURSE

YOU ARE AWARE THAT YOU WILL NOT BE MEETING FACE TO FACE WITH YOUR LECTURER AS IN THE CONVENTIONAL CLASSROOM SITUATION. THE COURSE UNITS REPLACE THE LECTURER. YOU ARE EXPECTED TO WORK THROUGH THESE COURSE UNITS AT YOUR OWN PACE, AND AT A TIME AND PLACE THAT SUIT YOU BEST. IN THE RECORDED TEXTS IT IS THE LECTURER SPEAKING TO YOU. THE UNITS TELL YOU WHAT TO DO: WHEN TO LISTEN TO A TEXT, WHEN TO ANSWER COMPREHENSION QUESTION, WHEN TO SUMMARIZE OR UNDERTAKE ANY OTHER ASSIGNMENT. IT IS JUST IN THE SAME WAY AS A LECTURER WOULD DO IN A NORMAL CLASSROOM THAT THE STUDY UNITS DIRECT YOU IN THE EXERCISE TO UNDERTAKE AT APPROPRIATE POINTS. YOU HAVE TO FOLLOW THIS STRICTLY.

EACH OF THE STUDY UNITS FOLLOWS A COMMON FORMAT. THE FIRST ITEM IS AN INTRODUCTION TO THE SUBJECT MATTER OF THE UNIT. IT GIVES YOU AN IDEA OF HOW THE PARTICULAR UNIT IS INTEGRATED WITH THE OTHER UNITS AND THE COURSE AS A WHOLE. NEXT IS A SET OF LEARNING OBJECTIVES WHICH HELP YOU TO KNOW WHAT YOU SHOULD BE ABLE TO DO BY THE TIME YOU HAVE COMPLETED THE UNIT. YOU SHOULD USE THESE OBJECTIVES TO GUIDE YOUR STUDY. WHEN YOU HAVE FINISHED THE UNIT, YOU MUST GO BACK AND CHECK WHETHER YOU HAVE ACHIEVED THE OBJECTIVES. IF YOU MAKE THIS YOUR HABIT YOU WILL SIGNIFICANTLY IMPROVE YOUR CHANCES OF PASSING THE COURSE.

THE MAIN BODY OF THE UNIT IS AN AURAL COMPREHENSION PASSAGE WITH THE ACCOMPANYING COMPREHENSION QUESTIONS. SELF TESTS ARE INTERSPERSED THROUGHOUT THE UNITS AND ANSWERS ARE GIVEN AT THE END OF THE UNITS. THESE TESTS ARE DESIGNED TO HELP YOU ACHIEVE THE OBJECTIVES OF THE UNIT AND PREPARE YOU FOR THE ASSIGNMENTS AND THE EXAMINATION. YOU SHOULD DO EACH TEST AS YOU COME TO IT IN THE STUDY UNIT.

THE FOLLOWING IS A PRACTICAL STRATEGY FOR WORKING THROUGH THE COURSE. IF YOU RUN INTO ANY TROUBLE, CONTACT YOUR TUTOR. REMEMBER THAT YOUR TUTOR'S JOB IS TO HELP YOU. WHEN YOU NEED HELP, DON'T HESITATE TO ASK YOUR TUTOR TO PROVIDE SUCH HELP.

READ THIS COURSE GUIDE THOROUGHLY,

ORGANISE A STUDY SCHEDULE. REFER TO THE "COURSE OVERVIEW" FOR MORE DETAILS. NOTE THE TIME YOU ARE EXPECTED TO SPEND ON EACH UNIT AND HOW THE ASSIGNMENTS RELATE TO THE UNITS, THE DATES OF YOUR TUTORIALS, DATES FOR SUBMISSION OF YOUR TUTOR-MARKED ASSIGNMENTS. ALL THIS INFORMATION SHOULD BE GATHERED IN ONE PLACE. FOR EXAMPLE, YOU COULD WRITE IT IN YOUR DIARY OR WALL CALENDAR OR AN ORGANIZER. IN OTHER WORDS, YOU SHOULD WRITE DOWN YOUR STUDY SCHEDULE.

HAVING ESTABLISHED YOUR STUDY SCHEDULE ENSURE THAT YOU ABIDE BY IT. DO NOT, FOR ANY REASON WORK BEHIND THIS SCHEDULE. IF YOU GET INTO ANY DIFFICULTY WITH YOUR SCHEDULE, LET YOUR TUTOR KNOW BEFORE IT IS TOO LATE FOR HELP.

READ THE INTRODUCTION AND THE OBJECTIVES FOR THE UNIT.

ASSEMBLE THE STUDY MATERIALS. INFORMATION ABOUT WHAT YOU NEED FOR A UNIT IS GIVEN IN THE "OVERVIEW" AT THE BEGINNING OF EACH UNIT.

IT IS IMPORTANT FOR YOU TO DO THE ASSIGNMENTS ON THEIR DUE DATES. ENSURE THAT YOU CONSULT THE ASSIGNMENT FILE

TO KNOW THE NEXT ASSIGNMENT. YOU WILL LEARN A LOT BY CAREFULLY DOING THE ASSIGNMENTS.

REVIEW THE OBJECTIVES FOR EACH STUDY UNIT TO CONFIRM THAT YOU HAVE ACHIEVED THEM. IF YOU FEEL UNSURE ABOUT ANY OF THE OBJECTIVES, REVIEW THE STUDY MATERIAL OR CONSULT YOUR TUTOR.

WHEN YOU ARE SATISFIED THAT YOU HAVE ACHIEVED A UNIT'S OBJECTIVES, YOU CAN THEN START ON THE NEXT UNIT. PROCEED UNIT BY UNIT THROUGH THE COURSE AND TRY TO PACE YOUR STUDY SO THAT YOU KEEP YOURSELF ON SCHEDULE.

WHEN YOU HAVE SUBMITTED AN ASSIGNMENT TO YOUR TUTOR FOR MARKING, DO NOT WAIT FOR ITS RETURN BEFORE STARTING ON THE NEXT UNIT. KEEP TO YOUR SCHEDULE. WHEN THE ASSIGNMENT IS RETURNED TO YOU, PAY PARTICULAR ATTENTION TO YOUR TUTOR'S COMMENTS, BOTH ON THE TUTOR-MARKED ASSIGNMENT FORM AND ALSO WRITTEN ON THE ASSIGNMENT. CONSULT YOUR TUTOR AS SOON AS POSSIBLE IF YOU HAVE ANY QUESTIONS OR PROBLEMS.

AFTER COMPLETING THE LAST UNIT, REVIEW THE COURSE AND PREPARE YOURSELF FOR THE FINAL EXAMINATION. CHECK THAT YOU HAVE ACHIEVED THE UNIT OBJECTIVES (LISTED AT THE BEGINNING OF EACH UNIT) AND THE COURSE OBJECTIVES (LISTED IN THIS COURSE GUIDE).

## **TUTORS AND TUTORIALS**

12 HOURS OF TUTORIALS PROVIDED IN SUPPORT OF THIS COURSE. YOU WILL BE NOTIFIED OF THE DATES, TIMES AND LOCATION OF THESE TUTORIALS, TOGETHER WITH THE NAME AND PHONE NUMBER OF YOUR TUTOR, AS SOON AS YOU ARE ALLOCATED A TUTORIAL GROUP.

YOUR TUTOR WILL MARK AND COMMENT ON YOUR ASSIGNMENTS, KEEP A CLOSE WATCH ON YOUR PROGRESS AND ON ANY DIFFICULTIES YOU MIGHT ENCOUNTER AND PROVIDE ASSISTANCE TO YOU DURING THE COURSE. YOU MUST MAIL YOUR TUTOR-MARKED ASSIGNMENTS TO YOUR TUTOR WELL BEFORE THE DUE DATE (AT LEAST TWO WORKING DAYS ARE REQUIRED). THEY WILL BE MARKED BY YOUR TUTOR AND RETURNED TO YOU AS SOON AS POSSIBLE.

DO NOT HESITATE TO CONTACT YOUR TUTOR BY TELEPHONE, E-MAIL, OR DISCUSSION BOARD IF YOU NEED HELP. THE FOLLOWING MAY BE CIRCUMSTANCES IN WHICH YOU WOULD NEED HELP. CONTACT YOUR TUTOR IF:

YOU DO NOT UNDERSTAND ANY PART OF THE STUDY UNITS.

YOU HAVE DIFFICULTY WITH THE SELF-TESTS OR EXERCISES.

YOU HAVE A QUESTION OR PROBLEM WITH AN ASSIGNMENT, WITH YOUR TUTOR'S COMMENTS ON AN ASSIGNMENT OR WITH THE GRADING OF AN ASSIGNMENT.

I INTENDS TO INTRODUCE YOU TO THE BASIC FOUNDATION OF FRENCH GRAMMAR. ON SUCCESSFUL COMPLETION OF THIS COURSE, YOU WILL BE EQUIPPED WITH THE BASIC FOUNDATION OF FRENCH GRAMMAR AS IT IS THE RUDIMENTS YOU NEED TO IMPROVE YOUR WRITTEN AND SPOKEN FRENCH.

**YOU WILL BE ABLE TO:**

STATE THE IMPORTANCE OF PARTS OF SPEECH IN A NATURAL LANGUAGE.

IDENTIFY THE NINE PARTS OF SPEECH OF FRENCH LANGUAGE

DIFFERENTIATE THE DIFFERENT PARTS OF SPEECH OF FRENCH LANGUAGE IN A FRENCH SENTENCE.

STATE THE CONDITIONS THAT SET THE SUBSTANTIFS, BASES AND EXPANSIFS PART.

USE THESE PARTS OF SPEECH CORRECTLY IN SENTENCES.

WE WISH YOU SUCCESS IN THE COURSE AND HOPE THAT YOU WILL FIND THE PROGRAMME INTERESTING AND VERY REWARDING.

YOU SHOULD TRY YOUR BEST TO ATTEND THE TUTORIALS. THIS IS THE ONLY CHANCE TO HAVE FACE TO FACE CONTACT WITH YOUR TUTOR AND TO ASK QUESTIONS WHICH ARE ANSWERED INSTANTLY. YOU CAN RAISE ANY PROBLEM ENCOUNTERED IN THE COURSE OF YOUR STUDY. TO GAIN THE MAXIMUM BENEFIT FROM COURSE TUTORIALS, PREPARE A QUESTION LIST BEFORE ATTENDING THEM. YOU WILL LEARN A LOT FROM PARTICIPATING ACTIVELY IN DISCUSSIONS.

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*French Grammar I*

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## **MODULE 1**

UNIT 1	Les articles (Article}
UNIT 2	Les noms (Nouns }
UNIT 3	Les prénoms {Pronouns }
UNIT 4:	Les adjectifs et leurs fonctions (Adjectives and their functions)

### **UNIT 1 ARTICLES (Les articles)**

#### **CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Body
3.1	How the Articles are used
3.1.1	Indefinite Article before an Adjective
3.1.2	The definite Article, le, la, les
3.1.3	Omission of Articles in French
3.1.4	The Partitive Article (les articles partitifs)
4.0	Conclusion
5.0	Summary
6.0	Tutor Marked Assignment (TMA)
7.0	References/Further Readings

#### **1.0 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.

#### **2.0 OBJECTIVES**

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

- Differentiate between definite articles, indefinite articles and the partitive articles;
- Use the articles to form sentences; and
- Identify when they can be omitted in sentences.

### 3.0 MAIN BODY

#### 3.1 How the Articles are used

The indefinite articles **un**, and **une** are used before objects-things and persons

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

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

#### 3.1.1 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.

an indefinite article is used when a noun is qualified.

Example ; Raymond Gonzallez, son frère est un musicien célèbre.

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

Before numbers like **cent** and **mille**, indefinite articles, are in used.

Example: Cent Togolais / hundred Togolese  
Mille Nigerians / Thousand Nigerians

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 par mois

He earns (=N=100 :00) hundred naira a month

### Self-Assessment Exercise 1

Complete this exercise by selecting the correct indefinite article before the following noun phrases:

petite fille

enfant gâté

musician célèbre

### 3.1.2 The definite articles : 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.

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 venus me voir. (les Kofi sont... \_)

Before abstract nouns :

Examples : -

La vérité / The truth

Le courage / courage

Le mensonge / Lies

La charité / charity

Before geographical names:

Examples :

Le Nigeria / Nigeria

La Guinée / Guinee.

Le Mont Kilimanjaro / Kilimanjaro Mountain

Before titles:

Example :

Le roi de Kano / King of Kano

Le général Obasanjo / General Obasanjo

Before names preceded by an adjective:

Example :

Le pauvre roi. / The poor king

La petite Aisatou. / Little Aisatou

Before adjectives preceding a tutular / professional noun

-Monsieur le président. / Mr. President

-Madame la directrice. / The directresse

- Monsieur le docteur. / The doctor s

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

Before expressions of weight: Example: Trois  
cent vingt naira la livre

Before the name of a language:

Example: Le Houssa est une langue nigériane

Before a day of the week used in general sense:

Example:

Pauline assiste à mes cours le mardi

But not when the day is specified ; Monsieur Audu viendra lundi

Used where possessive adjectives will be used in English  
Example: Elle est entrée les mains dans les poches  
She entered with hands in the pocket

Usually after avoir:

Faridah a le front haut et les cheveux épais  
Faridah has a bulging forehead and thin hair

Action where the indefinite article would have been used in English.

Examples: Cinq 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 a sauvé la vie en Sierra Leone** (Odile saved their lives in Sierra Leone)

Monsieur Hassan et Madam Zainab secouent la tête (Mr Hassan and Mrs Zainab shook their heads)

Melle Marthe et Monsieur. Pierre ont enlevé le chapeau (they took off their hats)

### 3.1.3 Omission of Articles in French

Articles are not used with collective compound nouns – madame, monsieur 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 .....

In some proverbs and idioms as **avoir besoin de, trouver moyen de, changer d'avis, tenir tête à**

In headings, book titles, notices, postal addresses.

Dictée

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

Examples:

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

### Self Assessment Exercise 2

Select the definite article that matches the underlisted:

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

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

### 3.1.4 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:

J'ai besoin **d'un** bon exemple pour vous prouver que vous avez raison -I need a good example to prove you right

J'apprends la nouvelle **d'une** fille - I learnt a girl's story

Tunde vient **de** l'école - Tunde is coming from school

Fatima vient **du** cinéma

Fatima is coming from the cinema

Il vient **des** Etats Unis

He comes from the United Staes.

Nous mangeons **de la** viande

We are eating meat

Venez – vous **des** Etats Unis ?

Are you from the United States ?

You should note that the underlined words such as ' **un, d'une, d'un, 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:

de + un = d'un  
de + une = d'une  
de + la = de la  
de + la = de la  
de + l' = de l'  
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'y a pas **d'**allumettes  
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** palme  
one litre of palm oil

tant **de** livres  
many books  
peu **d'**eau  
a little water  
combine **de** livres?  
How many books?

When an adjective precedes the noun –

Examples:

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

But when an adjective or a noun come 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 Exercise 3

You have seen the difference between the definite, indefinite and partitive article, now can you make use of the following partitive articles in a sentence? The following sentences contain partitive articles but wrongly placed. Study the sentence carefully, and re-arrange them by using the correct partitive articles.

- a. Il y a beaucoup du gens.
- b. La plupart de les filles sont maladies
- c. Il mange de la l'eau ne boit que de la l'eau.
- d. Il mange de la pain, du pomme de terre, et il boit des bières.

#### 4.0 CONCLUSION

In this unit, you have been introduced to the use of definite articles **le, la** indefinite articles **un, une, des**, and partitive articles **du, de l'** in sentences. Subsequent units will be build on this.

#### 5.0 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.

#### 6.0 TUTOR MARKED ASSIGNMENT

(1) Fill the gaps with the correct articles either definite or indefinite.

- a. ---- petite maison est inondée
- b. ---- veritable circuit de vitesse
- c. Il a bu - - eau toute de suite
- d. Je mange --- pain ; -- -beurre et - - - confiture.
- e. Donne -moi - --- fruits
- f. ---- or précieux
- g. -----mère ---- Ladi
- h. ----- gourmandise est ----- péché
- i. ----- docteur Freud
- j. Tu as ----- allumettes?

Each correct answer carries 1 mark  
The total score is 10 marks

## 7.0

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#### Possible answers to SAE 1

une petite fille  
un enfant gâté  
un musicien célèbre

#### Possible answers to SAE 2

- La table	- Les femmes	Les enfants
- La radio	- La chaise	Le cahier
- La maison	- La voiture	Le garçon
- La marmite	- La tête	

## UNIT 2 LES NOMS

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 THE PROCESS OF NOUN FORMATION
  - 3.2 The Feminine of Nouns
    - 3.2.1 Les noms pluriels (Plural Nouns)
    - 3.2.2 Self-Assessed Assignment
    - 3.2.3 Noms composés (Compound Nouns)
    - 3.2.4 Compound Nouns Containing Preposition
- 4.0 Conclusion
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- 6.0 Tutor Marked Assignment (TMA)
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### 1.0 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  
L'oncle (m) - uncle

##### Feminine

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

### 2.0 OBJECTIVES

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; and  
State when the exceptions can be applied

### **3.0 THE MAIN CONTENT**

#### **3.1 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 boeuf  
Le coq  
Le singe  
Le taureau

###### **Feminine**

La vache  
La poule  
La guenon  
La vache

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

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

### 3.2 The Feminine of Nouns

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

#### Masculine

Le lion  
Le paysan  
Le chat  
Le Cadet

#### Feminine

La lionne  
La paysanne  
La chatte  
La cadette

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

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

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 manipulatrice

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

## Self Assessment Exercise 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:

Le garçon  
Le boulanger  
Le maçon  
Le coiffeur  
Le chauffeur  
Le lion  
Le chat  
L-artiste  
Le coq  
L'inspecteur

**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 “**v e**” 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.

**Masculine**

L' époux

L'orgueilleux

**Feminine**

L'épouse

L'orgueilleuse

### 3.2.1 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.

**Feminine**

La maison (f)

Le patron (m)

La patronne (f)

**Plural**

Les maisons (f, p)

Les patrons (m. p)

Les Patronnes

Nouns ending in “x ” “s\_”, ” or “z” do not change in the plural form.

**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-

Nouns ending in “**au**”, **eau** or “**eu**”, take ‘**aux**’ “**eux**” in the plural form

Example:

<u>Singular</u>	<u>Plural</u>
Le noy <u>eu</u>	Les noy <u>eu</u> x
Le mant <u>eu</u>	Les mant <u>eu</u> x
Le j <u>eu</u>	Les j <u>eu</u> x

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:

<u>Singular</u>	<u>Plural</u>
un fou	des fou <u>s</u>
un Indou	Les Indou <u>s</u>
Le trou	Les trou <u>s</u>

- (f) There are some few nouns with irregular plurals

Example:

<u>Singular</u>	<u>Plural</u>
Le ciel	Les cie <u>x</u>
L’oeil	Les yeu <u>x</u>

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.

Nouns ending with an “**ail**” form the plural “**s**” except for a few.  
Examples;

<u>Singular</u>	<u>Plural</u>
Le travail	Les trava <u>ux</u>
Le vitrail	Les vitrau <u>x</u>

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

**Singular**

Le rail

Le détail

**Plural**

Les rails

Les détails

The plural form of some compound nouns are derived by 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:

chef – lieu = chefs-lieux (N + N)

bonhomme = bonhommes ( Adj + N)

Coffre – fort = coffres – forts (N + Adj)

The few exceptions in this rule are :

Soutiens gorge (N + N),

Timbres – poste (N + N)

Nouveau-nés (Adj + N)

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;

Pot de vin = Pots de vin

Eau de vie= eaux de vie

Salle a manger = Salles àmanger

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

You will also come across some nouns usually used in the plural form.

Example

Les oiseaux

Les environs

Les fiançailles

Les frais

Les funérailles

Les gens

Les lunettes

Les mathématiques

Les mœurs

Les vacances

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:

### 3.2.2 Self-Assessment Exercise 2

Give the plural form of the following nouns.

- |                   |               |
|-------------------|---------------|
| (a) le boulanger  | (e) Le patron |
| (b) la menteuse   | (f) Le croix  |
| (c) le professeur | (g) Le canal  |
| (d) le manteau    | (h) Le jeu    |

### 3.2.3 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 pourboire  
un portefeuille

#### Plural

des passports  
des pourboires  
des portefeuilles

While other nouns form their plurals with each of the two words such as;

#### Singular

monsieur  
madame  
mademoiselle  
Un bonhomme  
un gentilhomme

#### Plural

messieurs  
mesdames  
mesdemoiselles  
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;

#### Singular

Le beau-frère  
Le chou-fleur  
Le cerf-volant  
Le rouge – gorge  
Le coffre – fort

#### Plural

Les beaux frères (brother in law)  
Les choux fleurs ( Cauli Howers)  
Les cerfs-volants (Kites)  
Les rouges – gorges (Robins)  
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	Les casses-cou (dare devils)
Le gratte-ciel	Les grattes-ciel (sky-scrapers)
Le rendez-vous	Les rendez-vous
Le pare-brise	Les pares-brise (wind-shield)

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	Les couvre-lits (Bed covers)
Le passe-montagne Le pique-nick (pick nicks)	Les passe-montagne Les pique-nicks
Le porte-parapluie	Les portes-parapluies (umbrella hanger)

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

- Le casse-noisette (nut cracker)
- Le cure – dents (tooth pick)
- Le chasse – mouches (fly’s watter)
- Le port – bagages (luggage rack)
- Le porte – avions (air-craft carrier)

### 3.2.4 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’œuvres / appetizers

But, le chef – d'œuvres, les chefs – d'œuvres (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  
Le 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 Exercise 3**

Write the feminine of the following:

L'auteur  
Le poète  
Le juge  
Le diplomate  
Le soldat

## **4.0 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.

## 5.0 SUMMARY

This unit has introduced you to nouns and their forms in the masculine, feminine and plural of nouns. Also discussed were compound nouns.

## 6.0 TUTOR MARKED ASSIGNMENT

The following nouns are in masculine, change them into feminine noun:

Le maître  
Le conte  
L' âne  
L'hôte  
Le prince

Give the plural of nouns of the following:

- (a) Le bijou            (d) Le joujou  
(b) Le caillou        (e) Le pou  
(c ) Le genou

Each correct answer carries 2marks, the grand total is =10marks.

## 7.0 REFERENCES / FURTHER READINGS

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## **Possible Answers to SAE 1**

La fille  
La boulangère  
La mason  
La coiffeuse  
La chauffeur  
La lionne  
La chatte  
L'artiste  
La poule  
L'inspectrice

## **Possible answers to SAE 2**

a-Les boulangers  
b-Les menteuses  
c-Les professeurs  
d-Les manteaux

e-Les patrons  
f-Les croix  
g-Les canaux  
h-Les jeux

## **Possible answers to SAE 3**

a. L'auteur  
b. Le poète  
  
c. Le juge  
  
d. Le diplomate  
  
e. Le soldat

## **UNIT 3 PRONOUNS (Les pronoms)**

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- 2.0 Objectives
- 3.0 Main Body
  - 3.1 What is a pronoun?
  - 3.2 The Personal Pronouns and How they are Used
  - 3.3 The Position of “**Il**” and “**Elle**”
  - 3.4 Emphatic Pronouns
    - 3.4.1 The Use of the Pronoun ‘Soi’
    - 3.4.2 Reflexive Pronouns
    - 3.4.3 Direct Object Pronouns
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- 7.0 References/Further Readings

### **1.0 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.

### **2.0 OBJECTIVES**

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.

### **3.0 MAIN BODY**

#### **3.1 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 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 <sup>nd</sup> 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 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:

Jean se promène avec son chien. IL en est très fier.  
Jean is taking a walk with his dog. He is very proud of it  
J'aime la vitesse mais elle tue I like speed but it kills  
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 it's 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 Exercise 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.
- d. On va au marché.

## 3.4 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

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 proposition **à** and **de** and after verbs of motion such as the following sentences.

Je penserai à toi / I'll think of you  
Laissez venir à moi les petits enfants / Let the little children come to me.  
Il se méfie 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:

Ecoute-moi! / Listen to me!  
Parlez-m'en ! / Talk to me about it!

### 3.4.1 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:

Chacun pour soi / To each his own  
On n'a jamais confiance qu'en soi même/ one only trust oneself.

'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-mêmes qui me l'ont dit. They told me themselves

### 3.4.2 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.

### Self Assessment Exercise 2

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

### 3.4.3 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:

- Si tu n'es pas gentil je ne t'aimerai plus / If you are not nice, I won't love you anymore.
- Ma vieille robe? Je l'ai donnée aux pauvres. / My old dress? I gave it to the poor.
- 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 the second sentence, **l** represents the direct object pronoun which is **robe**.

In the third sentence, **la** represents the direct object pronoun of feminine gender.

### 3.4.4 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 téléphoner / 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**” represented 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')	m e (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

### 3.4.5 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.

#### Singulier/singular

me  
te le (l') lui  
se la, (l') leur

#### Pluriel/plural

nous, les  
vous  
en verb

Look at these sentences.

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

## 4.0 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.

## 5.0 Summary

In this unit, you have learned to identify French pronouns and how they are used in sentences. You now know when to use the direct object pronoun, the indirect object pronoun, emphatic pronoun and the others of them in French.

## 6.0 Tutor Marked Assignment

Underline the direct object Pronouns.

- Si t u ne m'accompagne pas, je ne viendrai plus te voir.
- Mon pullover ? Je l'ai donné à ma sœur.
- La jeune fille le caressait passionnément
- Si tu veux t'amuser ne t'amuse pas avec Robert.

Each sentence carries one mark.

Use the following personal pronouns in a sentence

- Je, Il, Nous, Vous, tu.

Each sentence carries one mark. The grand total=10marks

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### Possible Answers to SAE 1

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

### Possible Answers to SAE 2

- Nous nous sommes lavés à la rivière
- Je me suis promené seule

## **UNIT 4: LES ADJECTIFS ET LEURS FONCTIONS (ADJECTIVES AND THEIR FUNCTIONS)**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Classification of Different Types of Adjectives
    - 3.1.1 Demonstrative Adjective {Les adjectifs démonstratifs}
    - 3.1.2 Possessive Adjectives {Les adjectifs possessifs}
    - 3.1.3 Interrogative Adjectives {Les adjectifs interrogatifs}
    - 3.1.4 Qualificative Adjectives (Adjectif qualificatifs)
    - 3.1.5 Position of Qualificative Adjectives {La place des adjectifs qualificatifs}
    - 3.1.6 Agreement of Qualificative Adjectives {L'accord des adjectifs}
    - 3.1.7 Interrogative Adjectives (Les adjectifs interrogatifs)
    - 3.1.8 Indefinite Adjectives (Les adjectifs indéfinis)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignments
- 7.0 References /Further Readings

### **1.0 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.

## 2.0 OBJECTIVES

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.

## 3.0 MAIN CONTENT

### 3.1 Classification of Different Types of Adjectives

There are five adjectives, namely the qualitative adjective, possessive adjective, 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.

#### 3.1.1 Demonstrative Adjectives

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 set 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** millots de bain – these, those, swimming suits.

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, “**la**” things at a distance. Examples:

**Ce** plat **ci** est meilleur que **ce** plat **la**.  
This dish is better than that dish.

A demonstrative adjective exhibits 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.

### 3.1.2 Possessive Adjectives

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;

#### Masculine Singular

Mon, ton, son

My, your, his/her

#### Feminine Singular

ma, ta, sa

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 pencil

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 télévisions - 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 Exercise 1

Having been taught about the demonstrative adjective and the possessive adjectives, look at the sentences below and place the appropriate adjective and indicate whether masculine singular or feminine singular.

- a. ---- est un national
- b. ---- été je voyagerai
- c. Elle aime ---- plage
- d. ----- homme est gentil
- e. ----- filles ne sont pas contentes
- f. ----- veste m'appartient

### 3.1.3 Interrogative Adjectives

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

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?

### 3.1.4 Qualificative Adjectives (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/little boy).

### 3.1.5 Position / Placement of Qualificative Adjectives

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

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 (big), 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

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

### 3.1.6 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.

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

Et: Complet = complète, secret = secrète

En: Européen = Européene

IEN: Ancien = Ancienne

Il: Gentil = Gentille

ON: Bon = Bonne

AN: Paysan = Paysanne

ER: Léger = légère,

EUX: Heureux = heureuse, joyeux = joyeuse, flatteur = flatteuse

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.

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 = sèche

White dry

Ux: doux = 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.

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 th is 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:

**beau – bel** = un **bel** avion, un **bel** homme

**nouveau – nouvel** = un **nouvel** étudiant

**vieux – viel** = un **viel** ami

**fou – fol** = un **fol** amour

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

**beau, belle, beaux, belles**

**nouveaux, nouvelle, nouveaux, nouvelles**

**fou, folle, fous, folles**

**vieux, vieille, vieux, vieilles**

### 3.1.7 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:

Quelques étudiants ont volé mes livres

Plusieurs élèves vont échouer cette année

Certains garçons parmi vous est un voleur

J’ai lu différents livres sur diverses matières

Chaque soldat doit aller à la guerre

Vous pouvez commander toute une nation

Je n’aime pas cette pareille 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 Exercise 2

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

<u>Adjective</u>	<u>Nouns of Objects</u>
a) blanche	un village
b) interessant	des cheveux
c) roux	un chien
d) mechant	une fille
e) gentile	une porte

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### 4.0 CONCLUSION

This Unit has introduced you to adjectives, types of adjectives and their uses. Furthermore, you know when to use each of them, according to gender and number.

### 5.0 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 build on this.

## 6.0 TUTOR MARKED ASSIGNMENT

Fill the empty spaces with the appropriate adjective listed here muette, grand, rouge, vide, égoïste

- a. une maison \_\_\_\_\_
- b. la fille est \_\_\_\_\_
- c. une jupe \_\_\_\_\_
- d. la femme est \_\_\_\_\_
- e. un homme \_\_\_\_\_

Give the feminine of the following:

- a. beau
- b. gentil
- c. breton
- d. algérien
- e. moyen

Each correct answer carries 1mark. Grand Total=10 marks.

## 7.0 REFERENCES / FURTHER READINGS

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## Possible answers to SAE 1

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

## Answers to SAE 2

une porte blanche  
un village intéressant  
des cheveux roux  
un chien méchant  
une fille gentille

## 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}

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#### 1.0 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 – eu (having had)

Présent de l'indicatif (mood) j'ai (I have)

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 – 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)

## 2.0 OBJECTIVES

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

Classify French verbs

Conjugate verbs into 'présent', past and future tenses; and

Make use of verbs in sentences.

## 3.0 MAIN CONTENT

### 3.1 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**”, “**manger**”, **radiographier**, etc while others are of second group like “amortir”.

### 3.1.1 THE PRESENT TENSE – ER VERBS

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.

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:

#### **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

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. Ells  
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.

#### **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	

### 3.2 Some conjugated verbs in sentences

Go through these sentences. They are conjugated in the present tense. Pay much attention because 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 (masculine) have a brother
- (f) Vous avez soif? / You are thirsty
- (g) Elle a une soeur / She has a sister
- (h) Tu es docteur / You are a doctor
- (i) Il est fou / He is mad
- (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 (feminine) are beautiful

#### Self-Assessment Exercise 1

Conjugate these verbs, **aller** and **devenir**, in the present tense.

### 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.

#### Conjugation of “ir” verbs

##### **Finir / to finish**

<u>Singular</u>	<u>Plural</u>
Je finis	Nous finissons
Tu finis	Vous finissez
Il/Elle finit	Ils / Elles finissent

Go through the sentences below with the conjugated form of the verb “finir” in the present tense.

Je finis mes devoirs / I am finishing my homework.

Jean finit son repas / Jean is finishing his meal

Vous finissez vos vacances / You are ending your vacation

Nous finissons nos achats / We are finishing our shopping

Below are other verbs of the second group:

Attenir / to land

Brûner / 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

Pourrir / to rot

Raccourcir / to shorten

Ralentir / to slow down

Reflechir / 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 Exercise 2

Conjugate the verb, guérir, maigrir, ralentir, and grossir in the present tense

You can now comfortably pick any of the second group conjugations verbs that end with “**IR**” and make use of them in simple sentences. Examples:

Ma fille a grossi / my daughter has grown fat  
J’ai beaucoup maigri / I have grown so much lean or thin.  
Elle est guérie / She has recovered / She is healed.

### 3.2.2 Verbs of the Third group with “re” ending in the present tense

#### 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.

Je vends ma maison / I am selling my house  
Vendez-vous du beurre? / Do you sell butter?  
Nous vendons aussi des oeufs / We also sell eggs.  
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.

attendre / to wait for  
détendre / to defend, to forbid  
descendre / to go down  
entendre / to hear

épandre / to spread  
fonder / to melt  
mordre / to bite  
pendre / to hang  
ponder / to lay eggs  
répandre / to spread, to spill  
rendre / to give back  
tendre / to stretch  
vendre / to sell

Having seen samples of present tense sentences, you will now find it easier to make sentences in French.

The third group of verbs include also verbs whose infinitive have “re”, “ir”, and “ere ” endings.

Here are sentences as a guide to further study the conjugation of verbs.

Je travaille dans un bureau / I work in an office  
Alice vend sa voiture / Alice is selling her car  
Nous ne regardons pas la télévision / We are not watching television.

Comment trouvez-vous, Jacques? / How do you like Jacques?

Ils montent au premier / They are going up to the second floor.

Les Olise n’habitent pas à Nice / The Olises do not live in Nice.

(g) Vous jouez du bridge? / Do you play bridge?

Tu portes une jolie robe / You are wearing a pretty dress.

### 3.3 Passé Composé

You have studied the present tense verbs with their different groups.

You will now be introduced to the “ **passé composé**”, which is equivalent to the Past tense in English.

The “passé composé is formed with the present tense **avoir** or **être** and the past participle of the main verb. 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.

#### 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.

### **Self Assessment Exercise 3**

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

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 the agreement. The following are the list of verbs that use “être” when they are conjugated in the ‘passé composé’.

- |             |          |             |           |
|-------------|----------|-------------|-----------|
| - 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.

Verbs such as **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.

**Note:** 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 uses “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 mangée  
 Les livres que vous m’avez donnés  
 J’ai vu une fille – Je l’ai vue

### 3.4 The Future Tense

The future tense 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:

#### Verbe ‘parler’ au futur

<u>Singular form</u>	<u>Plural Form</u>
Je parlerai	Nous parlerons
tu parleras	Vous parlerez
Il/Elle on parlera	Ils / Elles parleront

#### Verbe ‘finir’ au futur

<u>Singular form</u>	<u>Plural Form</u>
Je finirai	Nous finirons
Tu finiras	Vous finirez
Il/Elle finira	Ils / Elles finiront

#### Verbe ‘vendre’ au futur

<u>Singular form</u>	<u>Plural Form</u>
Je vendrai	Nous vendrons
Tu vendras	Vous vendrez
Il/Elle vendra	Ils / Elles vendront

Below are sentences made with some verbs in future tenses. This is for you to practice. Go over them 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 étudieras tout l'été / You'll study all summer  
Les fruits pourriront / The fruits will rot.  
Nous nous réfléchirons à votre proposition./ We will think  
about your proposals.  
Vous défendrez votre pays. / You'll defend your country.

#### **Self-Assessment Exercise 4**

Construct sentences in the future tense using these verbs: aller, rendre, sortir

#### **Self-Assessment Exercise 5**

Go through this passage written by a 100-level student on a daily time routine. Underline all conjugated verbs in the passage.

“Chaque matin je me lève à six heures. Je fais ma prière. Je vais à la salle de bains. Je me lave. Je brosse les dents. Je m'habille. Je fais la vaisselle. Je fais ma serviette. Je prends mon petit déjeuner. Je quitte la maison, Je prends l'autobus pour aller à l'école. Arrivé à l'école, je me mets au rang. Je quitte le rang pour la salle de classe. Je m'assieds dans ma place. J'assiste au cours. Pendant l'intervalle je rentre en classe. A midi je pars chez moi.”

### **4.0 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.

### **5.0 CONCLUSION**

In this Unit you have learned French verbs and their functions according to time, present past and future tense. The subsequent study will be built on this.

### **6.0 TUTOR MARKED ASSIGNMENT**

Change the infinitive verbs in bracket into the correct form.

Je suis (aller) au marché, pour acheter des ignames.

Pierre a (quitter) la maison ce matin.

Tu (danser) à la musique jazz.

Elle (acheter) une voiture neuve.

Maryam (parler) à son professeur.

Mais son père (dormir) dans la chambre.

Leur mère (sortir) de la maison

Les enfants (écouter) leur mère.

Each correct answer carries 1 mark. The grand total =10marks.

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## **Possible Answers to SAE 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    } devient    Ils    } deviennent  
Elle }            Elles }

5

1

5

1

## Possible answers to SAE 2

### Verbe guérir au présent de l'indicatif

Je guéris

Tu guéris

Il / Elle guérit

Nous guérissons

Vous guérissez

Ils / Elles guérissent

### Verbe maigrir au présent de l'indicatif

Je maigris

Tu maigris

Il / Elle maigrit

Nous maigrissons

Vous maigrissez

Ils/Elles maigrissent

### (c) Verbe ralentir

### (d) Verbe grossir

Je ralentis

Tu ralentis

Il / Elle ralentit

Nous ralentissons

Vous ralentissez

Ils / Elles ralentissent

Je grossis

Tu grossis

Il / Elle grossit

Nous grossissons

Vous grossissez

Ils/Elles grossissent

## Possible Answers to SAE 3

### Verbe manger au passé composé

J'ai mangé

Tu as mangé

Il/Elle a mangé

Nous avons mangé

Vous avez mangé

Ils / Elles ont mangé

### **Verbe dormir au passé composé**

J'ai dormi	Nous avons dormi
Tu as dormi	Vous avez dormi
Il/Elle a dormi	Ils / Elles ont dormi

### **Verbe prendre au passé composé**

J'ai pris	Nous avons pris
Tu as pris	Vous avez pris
Il/Elle a pris	Ils / Elles ont pris

### **Possible Answers to SAE 4**

J'I rai	Nous irons
tu iras	Vous irez
Il/Elle ira	Ils / Elles vont

### **Verbe sortir au futur**

Je sortirai	Nous sortirons
Tu sortiras	Vous sortirez
Il/Elle sortira	Ils / Elles sortiront

### **Possible Answer to SAE 5**

“Chaque matin je me lève à six heures. Je fais ma prière. Je vais à la salle de bains. Je me lave. Je brosse les dents. Je m'habille. Je fais la vaisselle. Je fais ma serviette. Je prends mon petit déjeuner. Je quitte la maison. Je prends l'autobus pour aller à l'école. Arrivé à l'école, je me mets au rang. Je quitte le rang pour la salle de classe. Je m'assieds dans ma place. J'assiste au cours. Pendant l'intervalle je joue au football avec mes amis. Après l'intervalle je rentre en classe.”

## UNIT 2      Conjugation of -ER and other irregular verbs into “Présent de l’indicatif”

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- 4.0 Conclusion
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- 7.0 References / Further Readings

### 1.0 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**.

### 2.0 OBJECTIVES

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.

### 3.0 MAIN CONTENT

#### 3.1 General Techniques in 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:

for 1<sup>st</sup> person singular e  
s for 2<sup>nd</sup> person singular  
est for 3<sup>rd</sup> person singular  
ons for 1<sup>st</sup> person plural ez  
for 2<sup>nd</sup> person plural ent  
for 3<sup>rd</sup> 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:

for 1 <sup>st</sup> person singular	je parle
<u>es</u> for 2 <sup>nd</sup> person singular	tu parles
<u>est</u> for 3 <sup>rd</sup> person singular	Il/Elle parle
<u>ous</u> for 1 <sup>st</sup> person plural	Nous parlons
<u>ez</u> for 2 <sup>nd</sup> person plural	Vous parlez
<u>ent</u> for 3 <sup>rd</sup> 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 2<sup>nd</sup> 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

/ 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, (').

### **3.2 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:

#### **3.2.1 Verbs that end with -cer**

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

Example:

Je place	Nous plaçons
Tu places	vous placez
Il/Elle place	Ils/Elle placent

### 3.2.4 Verbs that end with -ger:

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

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

### 3.2.5 Verbs that end with -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 levons
Tu lève	Vous lèvez
Il/Elle lève	Ils/Elles lèvent

### 3.2.4 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 1<sup>st</sup> person, 2<sup>nd</sup> person, 3<sup>rd</sup>

person singular and 3<sup>rd</sup> person plural. This peculiarity abounds among the – ébrer - écer, -éder, -égler, -égner , - éguer, -émer,-éler, -éner, -éper, -équer, -erer, -éser, -éter, -étrer, -éververbs.

Example : célébrer to celebrate

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

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

### 3.2.5 Verbs that end with eler and eter

When conjugating the eler and eter verbs, the single i or t in the infinitive is doubled in the 1<sup>st</sup> person, 2<sup>nd</sup> person and 3<sup>rd</sup> person plural. This change becomes inevitable so as to allow for easy pronunciation. 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 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and 3<sup>rd</sup> person plural. In order to facilitate this pronunciation, you must double the i or the t. Where these consonants are not doubled in the 1<sup>st</sup> and 2<sup>nd</sup> person plural, the pronunciation of e remains the same. Examples are:

Appeler – to call

J'appelle	Nous appelons
Tu appelles	Vous appelez
Il/Elle appelle	Ils/Elles appellent

Jeter – to throw

Je jette	Nous jetons
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 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular and 3<sup>rd</sup> 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 /ɛ/ sound They are verbs like **modeler**, **celer**, **deceler**, **receler**, **ciseler**, **démanteler**, **écarteler**, **geler**, **congeler**, **surgiler**, **marteler**, **peler**, **acheter**, **racheter**, **bégueter**. They only take accent

grave ( ) on the e in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular, and 3<sup>rd</sup> person plural. Example is acheter – to buy.

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

### Self Assessment Exercise 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:

Conjugate these verbs into “présent de l'indicatif” **célébrer** and **Manger**.

#### 3.2.7 Verbs ending with **-ver**:

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 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular and 3<sup>rd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> person plural. It is retained so as to maintain good pronunciation at these levels.

## 4.0 CONCLUSION

In this Unit, you have learned the rules governing the conjugation of **-er** verbs into **présent de l'indicatif**. Although this group of conjugated verbs is said to be the largest of all the regular verbs, you have also discovered some peculiarities in the conjugation of some the group's verbs.

## 5.0 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.

## 6.0 TUTOR MARKED ASSIGNMENT

Conjugate the following verbs into présent de l'indicatif. Parler, Monter, Balayer, Souigner, Danser

Each correct conjugation carries 2marks ,the grand total =10marks

## 7.0 REFERENCES/ FURTHER READINGS

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## UNIT 3 CONJUGATION OF ‘RE’ IRREGULAR VERBS INTO PRÉSENT DE L’INDICATIF

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- 1.0 Introduction
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  - 3.2 The Three Common Irregular Verbs
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    - 3.3.2 The ‘Ndre’ Irregular Verbs
    - 3.3.3 The ‘Aindre’ Verbs
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    - 3.3.5 The Aire, Aitre, Ditre Verbs And Others
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### 1.0 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.

### 2.0 OBJECTIVES

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.

### 3.0 MAIN CONTENT

#### 3.1 The General Techniques Guiding the Conjugation of re Irregular Verbs into Pr sent 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 ** tre** e /to be)

Danser:

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

 tre:

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

You will observe that while **dans-**, the stem of the infinitive, **danser** is invariable in the 1<sup>st</sup> person, 2<sup>nd</sup> person and 3<sup>rd</sup> person singular and plural, the same thing cannot be said of the stem of the infinitive ** tre**. It changes from person to person, hence it has 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.

#### 3.2 The Three Common Irregular Verbs

** tre:**

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

**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 3<sup>rd</sup> person plural of the three verbs, you should note that the 3<sup>rd</sup> person plural of **être** takes a consonant ‘s’ while that of **avoir** has none, and there is a **v** in place of the “s” in the conjugation of **aller**.

### 3.3 Techniques and Examples Guiding the Conjugation of **-Re** Verbs into **Présent 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 3<sup>rd</sup> 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 3<sup>rd</sup> person singular to the consonant **-d** that ends the stem, you will use **-d** in place of **-t** that ends the 3<sup>rd</sup> person singular in the conjugation of other groups. For example: **rend/re, prend/re**.

Rendre – to give back

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

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 3<sup>rd</sup> person plural.

#### 3.3.1 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:

### Battre – to beat

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

### Mettre – to put

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

### 3.3.2 Irregular verbs ending with ‘-ndre’

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.

#### Peindre – to paint

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

#### Joindre – to join

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

### 3.3.3 Irregular verbs ending with ‘-aincre’

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 3<sup>rd</sup> person singular form.

Example:

#### Vaincre – to conquer

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

### 3.3.4 The group of “Faire” and “Dire”

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

#### Faire – to do / make

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

#### Dire – to say / tell

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

### 3.3.5 Irregular verbs ending with -aire, -aitre, -aitre 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 1<sup>st</sup> and 2<sup>nd</sup> persons plural, some do not only maintain the vowel i, they take an additional s after it, before taking the verbal ending; others go to the extent of duplicating the additional s, while some change their radical (stem) completely:

#### Distraire – to entertain

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

#### Plaire – to please

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

#### Connaître – to know /(object)

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

Naître– to be born

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

Croire – to believe

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

Boire – to drink

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

Conclure – to conclude

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

Absoudre– to absolute

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

Suivre – to follow

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

Vivre – to live

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

Lire – to read

Je lis	Nous lisons
Tu lis	Vous lisez
Il/Elle lit	Ils/Elles lisent

Rire – to laugh

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

Cuire – to cook

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

### **Self-Assessment Exercise 1**

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

## **4.0 CONCLUSION**

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.

## **5.0 SUMMARY**

## **6.0 TUTOR MARKED ASSIGNMENT**

Conjugate the following verbs into **présent de l'indicatif**: Prendre, rire, comprendre, rire, montrer.

Each correct conjugation carries 2marks, the grand total=10marks

## 7.0 REFERENCES/ FURTHER READINGS

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### Answers to SAE 1

#### Battre

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

#### Boire

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

#### 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

## CONTENTS

- 1.0 Introduction
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    - 3.1.1 The **ir** Verbs With Double **s** In Their Plural Form
    - 3.1.2 Second Sets of “**ir**” Verbs
    - 3.1.3 The **ir** Verbs that Take Endings Of **er** Verbs
    - 3.1.4 Other **ir** Verbs
    - 3.1.5 The ‘**Oir**’ Verbs
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignments (TMAs)
- 7.0 References / Further Readings

## 1.0 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.

## 2.0 OBJECTIVES

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

Identify the stem/ radical of irregular verbs such as **ir** and **oir**;

Identify ending / termination of **ir** and **oir** and other irregular verbs; and

Identify the morphemes (suffixes) with which the endings could be replaced.

## 3.0 MAIN CONTENT

### 3.1 The General Techniques Guiding the Conjugation of -ir and -oir Irregular verbs into Présent 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**.

### 3.1.1 Verbs ending with **-ir** 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, hair/ to hate.

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

### 3.1.2 Other irregular verbs ending with “**Ir**”

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 3<sup>rd</sup> person plural of some of their plural conjugation. Verbs in this group are more than those of the first type.

Examples:

Tenir – to hold

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

Venir – to come

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

Sentir – to smell / taste

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

Vêtir – to clothe / to dress

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

### 3.1.3 **-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, -ons, -ez, and -ent** endings. Examples of these are found in verbs like the following:

Offrir – to offer

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

Couvrir – to cover

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

Cueillir– to pluck

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

### 3.1.4 Irregular verbs ending with **-Ir**

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.

### Bouillir – to boil

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

### Dormir – to sleep

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

### Courir – to run

Je cours	Nous courons
Tu cours	Vous courez
Il/Elle court	Ils/Elles courent

### Mourir – to die

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

### Servir – to serve

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

### 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 3<sup>rd</sup> person plural, so also the **i** in the group of **fuir** changes to **y** in the 1<sup>st</sup> and 2<sup>nd</sup> persons plural forms here.

### 3.1.5 Verbs ending with ‘oir’

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.

#### Recevoir – to receive

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

#### Voir – to see

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

#### Pouvoir – to be able

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

#### Savoir – to know

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

#### Devoir – to be obliged

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

#### Mouvoir – to move

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

#### Valoir – to be worth

Je vaux	Nous valons
Tu vaux	Vous valez
Il/Elle vaut	Ils/Elles valent

Vouloir – to want /to wish

Je veux	Nous voulons
Tu veux	Vous voulez
Il/Elle veut	Ils/Elles veulent

Asseoir – to sit

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

### **Self-Assessment Exercise 1**

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

valoir  
dormir  
sortir

## **4.0 CONCLUSION**

This unit has taught you about the “**ir**” and “**oir**” verbs. And you have learned how to conjugate them. The next unit will build on this.

## **5.0 SUMMARY**

In this unit you have learned about the “**ir**” and “**oir**” verbs, their peculiarities. You also now know that it is the group with the largest number of irregular verbs, and examples have been provided in a simplified way. By now you must have mastered this group of verbs, and you can conveniently conjugate different groups of verbs with “**ir**” and “**oir**” endings.

## **6.0 TUTOR MARKED ASSIGNMENT**

Conjugate the following verbs in présent de l’indicatif.

Offrir  
Tenir  
Assaillir  
Bouillir  
Recevoir

Each correct conjugation carries 2 marks, the grand total =10marks

## 7.0 REFERENCES/ FURTHER READINGS

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

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### Answers to SAE 1

(a)	Je veux	Nous voulons
	Tu veux	Vous voulez
	Il/Elle veut	Ils/Elles veulent

Sortir

Je sors	Nous sortons
Tu sors	Vous sortez
Il/Elle sort	Ils/Elles sortent

dormir

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

## MODULE 3

- UNIT 1 Les verbes et les phrases (Verbs And Sentences)
- UNIT 2 Les adverbess et leur fonctions (Adverbs And Their Functions)
- UNIT 3 Les préposition (Prepositions)
- UNIT 4 Les conjonctions et leur fonctions (Conjunctions And Their Functions).

### UNIT 1 LES VERBES ET LES PHRASES/ VERBS AND SENTENCES

#### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The Verb “ **Avoir**” and “**être**”
    - 3.1.1 The Verb “**Être** ”
    - 3.1.2 The Verb “ **Avoir**”
    - 3.1.3 The Imperfect Tenses
    - 3.1.4 The Conditional Tense
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References / Further Readings

#### 1.0 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.

## 2.0 OBJECTIVES

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.

## 3.0 MAIN CONTENT

### 3.1 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 Senegalese?

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

You can now see how simple and straight forward it is to use the verb “êtr” 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.

You can also use the verb “**être**” to question. For example:

Question: Tu **es** professeur ?/ Are you a lecturer or teacher ?

Response: Oui, je suis professeur

Or

“Non, je ne suis pas professeur”

Question: Il **est** étudiant?/Is he a student?

Note: Je + **être** becomes je suis

Tu + **être** becomes tu es

Il/Elle on + être becomes il/elle est

Nous + **être** becomes Nous Sommes

Vous + **être** becomes vous êtes

Ils/Elles + **être** becomes ils/elles sont

You may wonder why this is so, but as you continue in this study it will become clear to you.

### Self-Assessment Exercise 1

The following words in these sentences have been jumbled, and the words are wrongly placed. Rearrange, and write out the sentences correctly.

La est femine malade

La gentille est fille

Es Togolais tu?

Beau il est garçon un

#### 3.1.1 The Verb “Avoir”

The verb “**Avoir**” is used as auxillary verb to majority of verbs wh en 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 auxillary verb **être** when conjugated into passé compose.

These verbs are in the infinitive form

<b>Verb</b>	<b>Meaning</b>	<b>Past Participle</b>
Aller	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 tombeé sur l'escalier/ She fell on the stairs

-Il est né le 1<sup>er</sup> décembre/ He was born on 1<sup>st</sup> December

Note: When **descendre**, **monter**, **rentrer** and **sortir** are used as transitive verbs (when they take a direct object), they are conjugated with 'avoir'. For example:

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

### **Self-Assessment Exercise 2**

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

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

-J'ai été / I was not / I have been  
-Je suis allé/ 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/I was, 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, composé, 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.

#### Self-Assessment Exercise 3

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

**Regarder, sortir, prendre**

### 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 I would speak, etc	Finir 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	Il/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'invitez, 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 rue?/ 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

## 4.0 CONCLUSION

In this unit, you have learned about the uses of auxiliary verb **Être** and **Avoir**, the conditional and the imperfect tenses, and have used them in sentences.

## 5.0 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.

## 6.0 TUTOR-MARKED ASSIGNMENT

The words in the following sentences have been jumbled up. Rearrange and write each of them correctly.

Nigerian est il?  
Est la banane mûre  
Garçon est le méchant  
Infirmière est elle  
Va cinéma il au

Underline the present conditional in these sentences.

Je parlerais à la femme  
Nous danserions à l'école  
Nous finirions notre devoir  
Je viendrais si vous m'invitez  
Si tu riais plus fort le bébé se réveillerait

Each correct answer carries 1 mark, the grand total =10marks

## 7.0 REFERENCES/ FURTHER READINGS

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### **Answers to SAE 1**

La femme est malade  
La fille est gentille  
Tu es Togolais?  
Il est un beau garçon

### **Answers to SAE 2**

#### **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 to SAE 3**

Au temps passé je regardais la télévision  
Elle souriait toujours  
Pierre prenait le train pour voyager

## **UNIT 2    ADVERBS AND THEIR FUNCTIONS**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Position of Adverbs {La position des adverbes}
    - 3.1.1 Inversion and Position of Adverbs
  - 3.2 Masculine Singular Objectives Ending in “**ant**” and “**-ent**”
    - 3.2.1 The Position of Adverb of Manner
    - 3.2.2 Some Adverbs of Time in Constructed Sentences
  - 3.3 Adverb of Quantity
    - 3.3.1 Comparism of Adverbs
    - 3.3.2 Equality
    - 3.3.3 Adverbial Expression
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References / Further Readings

### **1.0 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.

### **2.0 OBJECTIVES**

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

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

### 3.0 MAIN CONTENT

#### 3.1 How to Form and 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.	<b>Masculine</b>	<b>Feminine</b>	
	Grave	Grave	Gravement/seriously
	Long	Longue	Longuement/for a long time, at length
	Complet	Complète	
	Complètement/completely		
	Vif	Vive	Vivement/vivaciously

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

énorme	énormément	enormously
Profonde	profondément	deeply

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

<b>Masculine</b>	<b>Feminine</b>	
Joli	jolie	joliment - prettily
Vrai	vraie	vraiment – really

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

#### 3.2 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 and (b) above. But in definite adverbs of time and place they occur after past participle. For example:

Il est venu **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

### 3.1.2 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'a-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.

### 3.2 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.

<b>Masculine</b>	<b>Feminine</b>		
Lent	lente	lentement	slowly

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

Ainsi / like	plutôt / rather
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Bien / well	tard/ late
Debout / up, standing	tôt / early
Comment / how	vite / quickly
Express / on purpose	volontiers / gladly
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
précis	précisément
aveugle	aveuglément
commun	Communément
confus	Confusément
profond	Profondément
obscur	Obscurément
commode	Commodément
exprès	Expressément
immense	Immensément

### 3.2.1 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

For perfect tenses, the position of adverbs varies. 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 Exercise 1

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

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### 3.2.2 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.

### 3.3 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 tout	not at all
La plupart	most

For example :

-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 nairas a été dépensé/ More than a thousand naira has been spent.  
-Moins **d'** un jour et demi 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 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. Example:

- 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)!

Other adverbs 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.

## Self-Assessment Exercise 2

Underline the adverbs in the following sentences:

Ibrahim a autant de mangues que Tunde  
Iyang tente de faire autant de travail  
C’est d’autant plus déplorable que son père  
Il a tant d’argent et tant d’amis

### 3.3.1 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 dernière / We are travelling more regularly than last year.

### 3.3.2 Equality

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

### Superlative adverbs

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

**More adverbs:**

ensemble	together
d’où	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
Avant 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
A droite	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

### 3.3.3 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.

#### 4.0 CONCLUSION

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.

#### 5.0 SUMMARY

This unit has introduced you to adverbs, types of adverbs, adverbs of quality and adverbs of manner and all the various forms.

#### 6.0 TUTOR-MARKED ASSIGNMENT

Underline the adverbs in the following sentences:

Mariam a bien reçu votre lettre.  
Elle me raconté des histoires peu intéressantes.  
L'immeuble est plutôt petit.  
Je suis tellement surprise de vous voir.  
Hassan est beaucoup plus intelligent que Paul.

Use these adverbs in sentences:

Timide, bien, beaucoup, directement, and tôt

Each section carries 5 marks. The grand total =10Marks

#### 7.0 REFERENCES / FURTHER READINGS

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

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Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

**Possible Answers to SAE 1**

Son fils est gravement malade  
Patrick a longuement parlé  
La parole m'a profondément touché  
Je suis vraiment fâché

**Answers to SAE 2**

autant  
autant  
autant, plus  
tant

## UNIT 3 LES PRÉPOSITION (PREPOSITIONS)

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The Preposition **à**
  - 3.2 The Preposition **De**
  - 3.3 “**À**”, “**De**”, and “**En**” with names of place
  - 3.4 The use of “**Par**”
  - 3.5 “**Pour**” (For)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References / Further Readings

### 1.0 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**.

### 2.0 OBJECTIVES

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.

### 3.0 MAIN BODY

#### 3.1 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:

aider quelqu'un à – to help someone (to)  
s'amuser à – to amuse oneself (by)  
avoir à – to have to  
apprendre à – to learn how (to)  
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 laver.

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

The infinitive verb in the sentence is patiner.

The preposition 'à' can also 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.

### Self-Assessment Exercise 1

Underline all the 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

### 3.2 The Preposition “De”

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

- S’arrêter 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
- A 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 courrir – 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!

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

Example: **de** loin - from far away

“**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?

“**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 caractère - as for his / her character?

D'instincte - by instinct  
De dépit - in spite  
D'habitude - habitually

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

**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**”

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

Un litre <b>de</b> lait	a litre of milk
Un verre <b>d'</b> eau	a glass of water
Une tasse <b>de</b> café	a cup of coffee

Note: There is a difference in meaning between nouns preceded with expressions “ à ” and those preceded with “ de ” . For example

Un verre ” **de** ” vin - a glass of wine  
Un verre “ à ” vin - a wine glass

“ **De** ” is used also to express dimensions, to denote difference in age and measurement, and to denote English expressions of time. For example:

La pièce “ à ” cinq mètres de long./ A five meter long flat.  
Il est le plus âgé “ de ” deux ans./ He is older by two years  
Il est plus grand que Marc “ de ” 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).

“ **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

### 3.3 “À”, “De”, and “En” with names of places.

To	{	<b>à</b>	cities	
		<b>au, aux</b>	countries (masculine) continent, provinces	à Paris, à New York au Portugal, aux États-
		Unis.		
		<b>En</b>	countries (feminine or Beginning with a vowel Or mute “ <u>h</u> ”)	en Hollande en Tunisie
From	{	<b>de</b>	cities, countries, continents provinces (feminine or masculine) beginning with a vowel or a mute “ <u>h</u> ”	de Marseille d’Hollande. d’Allemagne
			<b>de</b> + definite article (countries, continents) des	du Quebec, des Pays Bas des provinces

For example:

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

-Les Martins sont allés **au** 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 fatigué **aux** États 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).

## Self-Assessment Exercise 2

Use the preposition “**de**” in three different sentences.

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Use the preposition “**à**” in three different sentences.

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### Other prepositions are as follows:

Après	-	after
D’après	-	according to
Auprès de	-	close to
Avant	-	before
Contre	-	against
Dans	-	in, inside
Depuis	-	since, from
Dès	-	at, as soon as
Devant	-	in front of
Pendant	-	during
Entre	-	between
Envers	-	toward
Hors	-	out of
Jusque	-	up to, all the way to
Parmi	-	among
Sous	-	under
Sur	-	over, on
Vers	-	toward

These prepositions can be used in sentences such as the following sentences:

- Nous habitons là **depuis** vingt, ans/ We have lived there for twenty years.
- Ils suivirent la route de Lyon **depuis** Orleans **jusqu'à** Braune/  
They followed the road to Lyon, from Orleans to Beaune.
- Ils se dirigent **vers** le jardin/ They are going toward the garden.
- Soyez gentil **envers** votre frère/ Be nice to your brother.

### 3.4 The use of "**Par**"

"**Par**", may be used in the sense of "**by**" (agent or nouns) "**through**" "**out of**" "**in**" "**or**" "**on**".

Example:

On est parti par le train/We left by train  
Regarde par la fenêtre!/Look out through the window!  
Ne sors pas par un temps pareil!/ Don't go out in such a weather!  
Nous nous voyons deux fois par an!/We see each other twice a year!

### 3.5 "Pour" (For)

"**Pour**" may mean "for". "in" place of "among" "In the interest of" etc. For example:

Ce gateau est pour mon filleul./This cake is for my God-son  
Je repondrai pour toi./ I'll answer for you  
Mourir pour son pays./ To die for one's country.  
Je ne fais rien pour l'instant./ I am doing nothing for the moment  
Nous partons demain pour Berlin./We are living for Berlin tomorrow

## 4.0 SUMMARY

In this unit you have been introduced to the following prepositions , "**À**", "**De**", "**Pour**", "**En**" and "**Dans**". You also learned how to use them in sentences.

## 5.0 CONCLUSION

In this Unit, you have learned about preposition and the types of prepositions. The subsequent units will be built on this.

## 6.0 TUTOR MARKED ASSIGNMENT

Utilisez La Préposition "à" dans cinq phrases.

Soulignez les prépositions qui se trouvent dans les phrases suivantes,

- a. Ma maison se trouve à droite de l'hôpital.
- b. Le professeur est dans la classe
- c. Il va en Espagne
- d. C'est pour quelle occasion?
- e. Le vent est contre le bateau.

Each correct answer carries 2 marks. The grand total =10marks

## 7.0 REFERENCES / FURTHER READINGS

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

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Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

### Answers to SAE 1

The à in each sentence is a preposition.

### Possible Answers to SAE 2

- a)-une fourchette d'or
- c'est quelque chose de bon
- c'est le livre de tare.
- b)
  - Ali va à l'école
  - C'est une brosse à dent
  - Cette voiture est à vendre

## UNIT 4

LES

### CONJUNCTIONS ET LEUR FUNCTIONS (CONJUNCTIONS AND THEIR FUNCTIONS)

#### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Definition of Conjunctions and their Types
  - 3.2 Conjunction of Co-ordination
    - 3.2.1 How to Use Conjunctions
  - 3.3 Conjunctions of Subordination
    - 3.3.1 Subordonnées de temps {Subordination of time}
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (TMAs)
- 7.0 References / Further Readings

#### 1.0 INTRODUCTION

In the previous Unit you studied prepositions and their functions. You also learned how to use the prepositions in sentences. In this unit you will learn about the French conjunctions, and their usage.

#### 2.0 OBJECTIVES

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

- Differentiate a conjunction from a preposition in French;
- Identify the different types of conjunction in French;
- Use French conjunction in sentences; and
- Place them in their correct position in sentences.

#### 3.0 MAIN BODY

##### 3.1 Definition of Conjunctions and their Types

Conjunctions like prepositions and adverbs are invariable. Conjunctions connect two or more words, clauses, phrases or group of words (that have the same functions) in a sentence. There are two classes of conjunctions: Conjunctions of coordination and conjunctions of subordination.

## 3.2 Conjunction of Coordination

### **Liaison structurelle**

et – and  
comme – as  
ensuite – then  
ni – neither, nor

### **Cause**

Alors – well,  
Puis – then  
Aussi – also,  
Car – since  
En effet – indeed  
Afin que – so that  
Parce que – because

### **Consequence**

Donc – thus, then  
Alors – thus, then  
Par conséquent – in consequence  
De toute façon – in any case  
Aussi – thus, also  
Ainsi – so  
C'est pourquoi – that's why

### **Transition**

or – now, then

### **Opposition**

Mais – but  
Or – but  
Au contraire – but on the  
Et – and  
Cependant – however  
D'ailleurs – aside, this  
En tout cas – In any case  
Soit .... Soit – either, ..... or  
C'est – à – dire – that is to say

### 3.2.1 How to Use Conjunctions

Conjunctions link two or more clauses, and not one conjunction per clause. Example :

- Ils sont tout allés au cinéma **car**, il faisait très mauvais.
- Je suis fatigué, **car** je suis sorti, du bureau pour me soulager.

You can see in the above sentences that **car** is the conjunction that links the two clauses of the sentence together. Having seen how conjunctions are used in sentences, do this exercise.

### Self-Assessment Exercise 1

Underline the conjunctions in the following sentences.

J'avais beaucoup de travaux à faire, alors, je ne me suis pas ennuyé.  
Ngozi reste toujours à la maison comme elle attend son amie Marie.  
Mohammed le fera certainement, car il réussit toujours.

---

### 3.3 Conjunctions of Subordination

The conjunctions of subordination serve to connect a dependent clause to the main clause. We think on two or more clauses (les prépositions) out of which one will be the principal (main), and the remaining clauses would be subordinate or dependent on the principal. The extent of this dependency varies from one sentence to another. It is the subordinating conjunction used in the sentence that would introduce the idea of the dependency. We call this dependency “circumstantial subordination” or **subordonnée circonstancielle** in French. Using this classification, they could be divided into **Surbordonnées de temps, Surbordonnées de cause, Surbordonnées de conséquences, Surbordonnées ed but, Surbordonnées de concession, Surbordonnées de condition, Surbordonnées de manière.**

#### 3.3.1 Surbordonnées de temps

This describes clauses that depend on the principal in relationship to time. They answer questions like “when, how long, since” etc. Action expressed in these clauses could be simultaneous (concurrent actions in which that of the subordinate takes place at the same time with the principal ).

These clauses could be introduced by subordinating conjunctions like quand, comme, lorsque, alors que, pendant que, tandis que, en même temps que, tant que, aussitôt que, dès que, après que, depuis que, à mesure que , avant que, jus qu'à ce que , en attendant que etc. Look at these examples :

Ade fumait **quand** il était malade  
Olu était malade **après qu'il** avait fumé  
Je mange **comme** je boié  
Tu dois terminer ce travail **avant que** je revienne

**Note:** When subordinating conjunctions like **avant que, jusqu'à ce que, , en attendant que** are used, the verb that will follow them must automatically be in a subjunctive form.

**Surbordonnés de cause** are secondary clauses that express the reason or cause of action narrated in the principal. They are introduced by conjunctions like **parce que, d'autant plus que, c'est que, selon que, suivant que, sait que, ce n'est pas que, puisque, vu que, étant donné que, sous prétexte que,** etc. For example;

- a. Il travaille parce qu'il a besoin d'argent
- b. Comme il veut réussir, il travaille beaucoup
- c. Puisque l'ordre du monde est réglé par la mort j'aimerais vivre sans appel.
- d. Ce n'est pas que j'ai faim, je veux gaspiller son argent seulement.

**Note** that conjunctions like **soit que, ce n'est pas que** normally take the subjunctive form.

**Surbordonnées de manière** expresses the way and manner by which the action is done. They are introduced by conjunctions like **de manière que, de façon que, de sorte que, sans que** etc. For example :

Il a travaillé de manière qu'il retourne à votre bureau  
Ade ne lit pas de façon qu'il réussisse à l'examen.

**Sans que** is always used with a subjunctive form! But all other conjunctions in this category could either go with indicative or subjunctive form.

**Surbordonnés de conséquence** express the outcome of the action done or expressed in the principal. They are introduced by conjunctions like **si bien que, de sorte que, de manière que, de façon que, au point que, si grand que** etc. For example:

Sa peur est si grande qu'il se mit a courir.  
Je mange à ma faim de sorte que je ne meure de faim.  
Il travaille trop de façon qu'il tombe malade.

Note that only si bien que can take indicative mood. All other conjunctions in this category can either be indicative or subjunctive mood.

**Surbordonées de but** express the aim or objective of the action expressed in the principal. They can be introduced by conjunctions like pour que, afin que, de crainte que, de peur que, etc.

For example :

Je lui écris pour qu'il ne puisse (pas) m'oublier  
Je l'accompagne à l'école de peur qu'il n'assiste aux  
cours  
Ola achète du riz afin qu'il mange à sa faim

Note that all the conjunctions in this category are expressed in subjunctive mood.

**Surbordonées de concession** express ideas of simple opposition in the alternative, introduced in the principal clause. They can be introduced by conjunctions like même si, quand même, bien que, quoi que, encore que, alors que, tandis que, pendant que, soit que, soit que etc.

For example :

Je veux sortir même si Tunde ne vient plus  
J'aimerais vous parlez au cas où vous serez libre  
Je sortirais avec toi à condition que tu viennes avec une  
voiture.

Note: Conjunctions like à condition que , pour ou que, à moins que , pour peur que, à supposer que , are normally expressed in subjunctive mood while conjunctions like au cas où are normally followed by conditional tense.

**Surbordonées de comparaison** express simple comparison between the idea of the subordinate clause and the principal. They are introduced by conjunctions like comme, ainsi que, de même, tant que, autant que, aussi, etc.

Debo sait jouer au football comme il sait lire  
Tolu parle en français de même qu'il parle en anglais  
Je ne voyage pas autant que vous croyez.  
Il fait le droit aussi qu'il enseigne à l'université

#### **4.0 SUMMARY**

This unit has introduced you to conjunctions of coordinating conjunctions of subordination and their types. And you have learned about their functions, and how to use them in sentences.

#### **5.0 CONCLUSION**

In this Unit you have learned about conjunctions and their types. You have also learned the use of these conjunctions.

#### **6.0 TUTOR MARKED ASSIGNMENTS (TMAs)**

Underline the conjunctions in each of these sentences.

Ils sont allés au cinéma, car il faisait très mauvais.  
De toute façon, j'avais beaucoup de travaux à faire.  
J'avais beaucoup de travaux à faire, alors je ne me suis pas ennuyé.  
Janine s'est achetée un nouveau chapeau bien qu'elle en ait de douzaines  
Il n'ose pas sortir de peur que le vent ne le décoiffe  
Je veux pourtant qu'il sorte, parce qu'il ne prend jamais l'air  
J'aimerais danser au cas la musique commence  
Je mangerais à condition qu'on me donne de la nourriture.  
Agatha parle haoussa de même qu'elle parle yoruba  
Mantu sait jouer au football comme il sait écrire

Each correct answer carries 1 mark, the grand total=10 marks

## 7.0 REFERENCES / FURTHER READINGS

Akeusola, O. (1992) Basic French Grammar for Beginners, Lagos, Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

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Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

### Answers to SAE 1

(1) J'avais beaucoup de travaux à faire, alors je ne me suis pas ennuyé.

Ngozi reste toujours à la maison comme elle attend son amie Marie.

Mohammed le fera certainement, car il réussit toujours

## **MODULE 4**

UNIT 1	Les Interjections
UNIT 2	Vocabulary Development I
UNIT 3	Vocabulary Development II
UNIT 4	Vocabulary: Use Of Dictionary

### **UNIT 1 LES INTERJECTIONS**

#### **CONTENT**

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Types of interjections
3.2	How each of these interjections can be used in a sentence
3.3	Interjections that express a call or a demand in French
3.4	Adjectival interjection
3.5	Nominal interjection
3.6	Verbal interjection
4.0	Conclusion
5.0	Summary
6.0	Tutor – Marked Assignment
7.0	References

#### **1.0 INTRODUCTION**

An interjection is a word, group of words or phrase used as exclamation to show emotion or the state of mind of the speaker. An interjection could solely form a sentence or be a principal part of the sentence. In most cases, it is the combination of the intonation and the context of the sentence that depicts the interjection and its meaning in the sentence.

#### **2.0 OBJECTIVES**

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

Identify an interjection; and  
Distinguish an interjection from other parts of speech like adjectives, conjunctions, prepositions, etc.

### 3.0 MAIN CONTENT

#### 3.1 Types of Interjections

Interjections that express emotion in French are:

- regret: Helás !
- pain: Aie! Ah! oh! Eh!
- surprise: Ha! Ça! Oh – la, la la! Dame!
- indignation: Comment ! Quoi ! Non !
- indifference: Bah ! Bof ! Piff !
- encouragement: Bien ! Bon ! Bravo !
- appraisal: Bon ça va !
- disgust: Pouah ! Hou !

#### 3.2 How each of these interjections can be used in a sentence

- Regret: (a) Helas, J'ai oublié mon sac á la maison !  
(b) Helas, On a raté l'avion!  
(c) Helás, Ma voiture a été volée !  
(d) Helas Il a renversé la boîte du lait !  
(e) Helás Tu m'as déjà tué!
- Pain: (a) Aie ! Tu a sali ma robe neuve.  
Aie ! Il m'a piétiné.  
Aie ! Je suis blessé (e)  
Aie ! J'ai coupé la main  
Ah ! J'ai mail au ventre  
Oh !T u m'a fais du mal  
Eh ! Ne touche plus ma plaie, ça me fait du mal.  
Ah !Oū est-ce que j'ai laissé ma serviette.
- Surprise: (a) Ha ! Tu ne te rappelles plus de moi?  
Ha ! Quelle surprise !  
Ha ! Je ne crois pas qu' elle soit là.  
Ça ! Ce n'est pas possible!  
Ça ! C'est un cadeau magnifique.  
Ça ! C'est chic je ne savais pas que tu parles  
français.  
Oh – la, la, la ! Ce n'est pas ce que je pens e !  
Oh – la, la, la ! Ma fille est si intelligent e!  
Dame ! Je ne crois pas que mon père m'offrira une  
voiture.  
Dame ! Mon mari est un bon cuisinier.

Indignation: (a) Comment ! Tu ne penses pas très disponible pour la réunion?

Comment ! Mark croit qu'il ne va pas payer la somme qu'il me doit?

Quoi ! Le professeur a raté son cours?

Quoi ! Vous avez oublié la date de votre naissance.

Quoi ! Tu as perdu ton portemonnaie !

Nou ! Je n'ai rien à faire avec toi?

Nou ! Elle n'aime pas le voyage.

Indifference: (a) Bah ! Tant pis pour elle !

Bah ! Le retour du Président de l'étranger ne me dit rien moi!

Bah ! Ne me dérange plus !

Bof ! Elle n'a rien à faire avec cette affaire.

Piff ! Cela m'est égal!

Piff ! Vous pouvez faire n'importe quoi !

Encouragement:

Bien ! Ne retourne plus!

Bien ! Raconte-moi d'autres choses!

Bons ! Tu as fait beaucoup d'efforts !

Bons ! Je t'achèterai une jolie montre!

Bravo ! L'équipe du Ghana a remporté la coupe du monde

Bravo ! Adamu est le premier à arrivé à l'école.

Bravo ! Ma fille a gagné le lotto de ce mois.

Appraisal: Bon ça va ! N'abandonne plus ton petit frère.

Bon ça va ! Vous avez bien fait le travail.

Bon ça va ! Les étudiants ont bien étudié.

Bon ça va ! Le bébé a pris du poids.

### 3.3 Interjections that express a call or a demand in French are:

Attention: He ! Ho ! Ecoutez ! Tenez, Hep !

He ! revenez !

He ! on vous appelle !

He ! ne touche pas ma voiture !

He ! vous n'entendez pas !

Ecoutez ! Je n'accepterai pas cette histoire que vous me racontez.  
Ecoutez ! On vous demande de sortir !  
Tenez ! Ne revenez plus me raconter des histoires !  
Hep ! J'en ai assez maré de vous !

Silence: Hesh ! ahut ! silence !

Hesh ! Ne parle plus !  
Hesh ! Tais-toi !  
Chut ! Ne pleure plus !  
Chut ! Il y a quelqu'un !  
(e) Chut ! Elle arrive !  
Silence ! Tout le monde !

Reduction in mood: Doucement !, Allons ! lentement !

Doucement ! Ne pousse pas les petits !  
Doucement ! Si non tu renverseras la table !  
Doucement ! Fati la route est bouilleuse !  
Allons ! nous ne retournons plus !  
Allons ! Mark viendra nous voir !  
Lentement ! Maman n'oublie pas que tu es malade !  
Lentement ! ne cours pas comme ça, tu vas tomber.  
Lentement ! grand-mère, tu sais que tu es vieille.

Having seen all types of interjections, do the exercise below and see if you have understood what an interjection is and how to use the different types of interjections.

### **Self-Assessment Exercise 1**

Make use of the following interjections in a sentence:

(a) Ah ! (b) Bravo ! (c) Doucement ! (d) Aie ! (e) oh !

Apart from these, French interjections can be classified according to different classes i.e. adjectival, nominal, verbal, pronominal, and prepositional interjections.

### 3.4 Adjectival interjections

We have - Ah ! bon ! Oh, it's good / is that so !

- (a) Ah ! Bon ! tu es déjà là !  
(b) Ah ! Bon ! elle est ta soeur !

c'est bien ! / it's good  
Eh bien ! / good  
Trop tard ! / too late  
Bien entendu / quite clear  
Á la bonne heure ! / at a good time

- c'est bien ! tu peux rester avec moi !
- c'est bien ! dit lui de venir !
- Eh bien ! qu'est ce que tu veux me dire ?
- Trop tard ! l'avion a quitté !
- Trop tard J'ai rattré la voiture !
- Bien entendu ! je l'informerai !
- Bien entendu ! Elle ira demain !
- Bien entendu ! Papa je serai attentive.
- Il faut que tu viennes á la bonne heure !
- Mon père a l'habitude de retourner du bureau á la bonne heure !

### 3.5 Nominal Interjections

Mon Dieu, quel horreur ! / My God what a horror !

Mon Dieu quel soleil ! / My God what a sun !

Quel Diable ! il m'a blessé ce chien ! / What a devil ! This dog has wounded me !

Jesus Christ ! tu m'a beaucoup surpris ! / Jesus Christ ! you have surprised me so much !

### 3.6 Verbal Interjections

Tiens ! Garez ! Voilà ! tenez ! Regardez !

Tiens ! Ma mère arrive !

Tenez ! Ma montre je veux me laver !

Garez ! la voiture sous l'ombre !

Regardez ! Il y a un grand homme qui court !

Voilà ! Mes deux amis Frank et Olu !

### 3.7 Pronuncial Interjections

Allo !    Helas !    olalah !    Ah !    Hey !

Allo ! qui est á l'appareil !  
Oalah ! tu me fais rire !  
Ah ! c'est toi Mohammed !  
Hey ! on vous appelle !

### 4.0 CONCLUSION

In this unit, you learned about interjections, types of interjections and their uses. With this, you can now identify the different interjections, and also use each of them comfortably and correctly in French sentences.

### 5.0 SUMMARY

In this unit you have been introduced to all you need to know about interjection and its uses. You should be able to conveniently write or identify sentences in French using interjections correctly.

### 6.0 TUTOR – MARKED ASSIGNMENT

Here is a conversation between Mohammed and Aisata, underline all the interjections found in the text.

Mohammed:            Ah ! la voilà !    La petite Aisata, elle vient de la rivière avec ses amies. Oh ! Aisata, tiens ! tu portes un seau lourd !

Aisata:                He ! ça ce n'est pas lourd !

Mohammed:            Bien ! je peux t'aider ma petite Aisata !

Aisata:                Non ! je peux le porter !

Mohammed:            Ah ! Bon ! tu es devenue une grande fille !

Aisata:                Ha ! je suis une grande fille maintenant !

Each correct answer carries 1 mark, The total marks =10 marks

## 7.0 REFERENCES/FURTHER READINGS

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

Akeusola, Olu (1995): *French grammar for Anglophone Students*, Tobak Publishers, Lagos.

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Bescherelle (1990) : *La Conjugaison 12,000 Verbes*, Paris, Hâtier.

Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

### Possible Answers to SAE 1

Ah !où est-ce que tu es parti !

Bravo !j'ai gagné le concours !

Doucement ! tu risques de verser l'eau sur mes cahiers.

Aie !Hassan, tu m'a blessé !

Non !je ne pars pas avec vous !

## UNIT 2 VOCABULARY DEVELOPMENT I

### CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 What is a Prefix, Suffix and Infix?
  - 3.2 Three Major Processes of French Words Formation
    - 3.2.1 Words Borrowed from the Greek and other Languages
    - 3.2.2 Some Based Morphemes
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (TMAs)
- 7.0 References / Further Readings

### 1.0 INTRODUCTION

In the previous Unit you have learned about types of sentences and their uses. In this Unit you will learn about vocabulary development. Just as in English language, the French language also has a way of developing its vocabulary. In this unit you will learn about affixation which covers suffix and infix. It also has infixation.

### 2.0 OBJECTIVES

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

- Use a prefix, a suffix, and an infix;
- Distinguish between a prefix, an infix, and a suffix; and
- Use the prefix, and suffix in French grammar.

### 3.0 MAIN BODY

#### 3.2 What is a Prefix, a Suffix and an Infix?

Let us look at the term Affixing

The term affixing refers to a morphological process whereby a morpheme is added to a lexical item or element, as the case may be in order to form another word. Words made up of only one morpheme, are referred to, in morphological terms, as the root. Affixes can be added to a root which now serves as the foundation for word building. The word “**mondial**” for example, has two morphemes “**monde** and **ial**”. Of these, the one that is of word status and therefore the root morpheme is “**mon d-**”. The

addition that is made to it i.e. the “ **affix**”, is “- **ial**” so, the root and the affix make up the word “ **mondial**”.

In a similar way, the word “ **recommencer**” (with three morphemes) can be shown to have the root “ **commenc-**” and two “ **affixes**” **re-** and – **er**. Like the “ **ial**” of the “ **mondial**”, – **er** is the suffix. It is commonly known that the affix before the root is the **prefix**, and the affix after the root is the **suffix**. In the example above, **re-** is the **prefix**. These two processes of the prefixation and suffixation are the major affixation (and hence the major morphological) processes known in French. In some languages, affixes are inserted within the roots or stems. Such affixes are therefore referred to as infixes, i.e. occurring within a root of a stem but in some other languages’ infixes are known to occur frequently e.g. Yoruba =

Omo +ti +ko +to+ omo = Omokomo

When therefore we talk about natural languages, we can generally identify prefixation, suffixation and infixation as the major affixation (and hence the major morphological) processes. A root morpheme which permits affixation, (whether prefixation or suffixation) can be regarded as the base morpheme in that process.

### 3.2 Three Major Processes of French Word Formation

#### Emprint or Borrowed Words

For a word to be formed in any language there must be a base morpheme. It is this base morpheme that either stands on its own to have a meaning or allows itself to be fused on its own to have a meaning or allows itself to be fused with other morphemes or even compounded with another word of the same or different linguistic class. In French language, this base morpheme is called “ **le radical**”. Most of the base morphemes are borrowed from languages like Greek, Latin, Spanish, English, German, and even Arabic. Sometimes these borrowed words could maintain the original meaning they are known for in the language where they are borrowed from or their meaning could suit the French morphological/ semantic rule and structure. Most words that have their endings in “ **tion**” **té** and **eur**” e.g. election, **nation**, **difficulté**, **ferveur** etc were borrowed from Latin.

Several adjectives like **passif**, **actif**, **fragile**, **fiddle**, **légal**, etc were borrowed from Latin; so also verbs like **adorer**, **députer**, **naviguer**, **recencer**. Others are **agenda**, **maximum**, **intérium**, **pensum**, **ultimatum**. In the case of some other borrowed words, there is little modification to the original word from the Latin when it gets into the French language. For example :

Advocatum	-	avocat
Articulum	-	article
Auscultaire	-	ausculter
Classicum	-	classique
Hospitale	-	hôpital
Mobilem	-	mobile
Potinem	-	potion
Redemptionem		redemption
Separare	-	séparer

### 3.2.1 Words Borrowed from the Greek and other Languages

These words borrowed from the Greek language got into French through Latin, because Latin speakers have been making use of these Greek words. It became easier for the French elite to bring them through Latin into French. Some of such words are; **école, église, cimetièrre, diable, orgue perdrix, prêtre, anarchie, démocratique, démagogie, dispute, épigraphie, auto, socio** etc.

French language factors like music, architectural designs, marine cum navigation, military and warfare are behind most words borrowed from Italian into French language. Examples are; **adagio, andante, opera, arcade, balcon, coupole, niche, pilastre, boussole, galerie, golfe, pilote, arsenal, bataillon, escrime, infanterie, soldat, bandit, banque, patron**, etc.

Words borrowed from Spanish, just like in the case of Italian language, artistic, commercial, social and sporting rapport exists between the French people and the Spanish. Some of these words are: **camarade, casque, guitare, nègre, rectify, tomate, épinard**, etc.

Words borrowed from German language into French include **képi, sabre, bière, blague, vampire** etc.

Words borrowed from the English Language include those of sporting activities e.g “La coupe mondiale”, tennis, sportsmen, football, basketball, etc. Other words are **antelopes, banquet, bébé, film, cellubrid, express, flirt, gentleman, weekend, spleen, wagon, flanelle, fury, pamphlet, rail, touriste, tunnel** etc.

Words were also borrowed from the Arabic language into the French language although, they were first brought into French through Spanish or Italian. Some lexicologists or morphologists have the tendency of

classifying them as either Italian or Spanish borrowed words. Their examples are: **alchimie, alambic, alcool, algebra, arabesque, babouche, douane, fez, gazelle, harem, magasin, minaret, pastèque, Sultan, talisman, tariff, timbale, zouave** etc.

Apart from these various words borrowed from different languages that we have enumerated above, there are some other base words borrowed from Indo-European languages into the French language. The major difference between these base words (racine and radical) in French language is that while other borrowed words from borrowed languages can stand on their own (after a little or with no modification nor change in form) and have meaning, the base words would need to be fused to either a prefix, infix or suffix so as to form a new word.

Note that base words borrowed from other languages can stand on their own. One reason why they are not classified as words with affixes, is that no matter the number of affixes fused to them, the newly derived words still portray the original meaning of the base morpheme. Examples of these are:

### 3.2.2 Some Based Morphemes

Base Morpheme	Meaning	Words Formed
- hag	Drive, make something move	agir, agilité, actualisé
-b(v)ain	Open legs to march	venire, Avénement, acrobate
cap -	Take, seize, trap	capture, captivité, captive, accaparer, captiver
cap-	Head	capitate, chapeau, caption, capitaine, capitalisme, chapitre, capuchon
cadi	Fall	Cadaver, caduc
dic-	To describe with words, notice	dire, dictionnaire, diction, dictée
doc-	To teach, to show	document, docile, doctorat
duc-	To drive	conduire, conducteur
Fab-	To narrate, to tell	fatum, fable
Fac, fee	To do, to make	Facile, difficile, effectif
Fav-	To favour	Favoriser, faveur, favorable
Jug-	To tie together	Jugulaire, conjugal, conjuncture
Lee-	To be tied by an affinity	Lecture, election, intellectual

Lockw	To speak	Location, locuteur, eloquent, soliloque
Mac-	Big	Maximal, magnifique
Men -	Brain, human thinking faculty	Mental
Mic	small	Microbe, microscope
Mob (v)	To move	Mobile, mouvement, mobilité
mon-	To show, to teach	Montrer, monument, moniteur
noc-	harmful	Nocif, nocturne
ple-	Filled, surplus	Plain, suppléant
pets -	To ask for reason, desire to know or report	Petition
pos -	To present, to represent	Position, opposition, pose
ree-	To direct	Recseur, directeur, règle
sem-	One	Simple
sek -	To follow	Conséquent, consécutif

### Self-Assessment Exercise 1

Identify the languages from which each of these words were borrowed.

- (a) Avocat (b) douane (c) école (d) bébé (e) képi  
 (f) pilote (g) diable (h) guitare (i) nation (j) bandit

## 4.0 CONCLUSION

In this unit, you have learned about vocabulary development, the position of affixes, their derivations, as well as the use of borrowed or loan words from other languages in the process of word formation.

## 5.0 SUMMARY

This Unit has introduced you to functions of affixes and their derivations and the languages from which they are being borrowed.

## 6.0 TUTOR MARKED ASSIGNMENTS (TMAs)

What are the principal languages that formed most of French morphemes, and the Lexics.

Quel est le sens des radicaux suivants

- (a) Hag - (b) jug - (c) mic - (d) pet -

(e) sen -                      (f) duc -

The number 1{1} carries 4marks, while the number{2} carries6marks

## **7.0 REFERENCES / FURTHER READINGS**

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

Akeusola, Olu (1995): *French grammar for Anglophone Students*, Tobak Publishers, Lagos.

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Bescherelle (1990) : *La Conjugaison 12,000 Verbes*, Paris, Hâtier.

Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

### **Answers to SAE 1**

(a) Latin      (b) Arabic      (c) Greek                      (d) English (e)  
German  
(f) Italian      (g) Greek      (h) Spanish                      (i) Latin      (j) Italian

## **UNIT 3    VOCABULARY DEVELOPMENT II**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Affixation
  - 3.2 Borrowed Prefixes from Latin
  - 3.3 Principal Prefixes Borrowed from Greek Language
    - 3.3.1 Other Prefixes Borrowed from Greek Language
    - 3.3.2 Suffixes Borrowed from the Latin Language
    - 3.3.3 Suffixes Borrowed from the Greek Language
  - 3.4 Formation of Words through Parasynthetics
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (TMAs)
- 7.0 References / Further Readings

### **1.0 INTRODUCTION**

In the previous unit you learned about affixes and word formation. You also learned about borrowed words from other languages that have become part of the French language. This unit is a continuation of the previous unit. You will learn more about borrowed words, and the process of using prefixes and suffixes to form new words.

### **2.0 OBJECTIVES**

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

- Know more about vocabulary development;
- Use suffixes to form words;
- Use prefixes to form words; and
- Use both suffixes, prefixes and other forms of words to make correct sentences in French.

### **3.0 MAIN BODY**

#### **3.1 Affixation**

Apart from the borrowed words or borrowed base morphemes that constitute a large part of French vocabulary, affixation plays a very important role in formation of new words in French language. Affixation is the process by which a secondary morpheme (affix) is

attached to a base morpheme. The affix is attached to the beginning, or to the end of the base morphemes. It is referred to as prefix if it is attached to the beginning of the word. If it is in the middle of the morpheme it is infix, at the end of the morpheme it is (suffix). The new word that is formed can be either a noun, adjective, verb or even an adverb. An example in English is “re-join-der”.

In French, the base morpheme allows its being fused to a prefix or to a suffix in order to form new words. Just like the borrowed base words that came from other various languages of the world, so French affixes (the prefix and the suffix) are also borrowed largely from other languages, mostly Latin and Greek. Examples are as follows:

### 3.2 Borrowed Prefixes from Latin

<b>Prefix</b>	<b>Meaning</b>	<b>New Word Formed</b>
ab – a – abs	Separation, far from	Abjurer, absteni r
at – ad – ac- af, ag -, as al- , un- ap -, ar -	Direction towards	Adjoindre, accourir, affuer, aller, amener, apporter, arranger, arriver etc.
ante- anti	Before	anténatal, antédiluvian, antidater, antichambre
béné – bien	Well	Bénédiction, bénévole, bienvenu, bienfaisant
circum- circon	Surrounding, around	Circonstance
com -, con -, col -, cor -, co -	With	Compatriote, collaborer, correspondre, coheriter, contourner
contra- contre	Against, at the side of	Contravention, contrefaçon, contradicteur, contredire, contrepoison, contremaître
dis – dif- din, dés -, dé-	Detachment, complete separation	Disparaître, diffusion, digression, déplaire, désoudres, dégarnir
en -, em -	Inside, in there	Enlever, emmener
ex-, es, ef-, e-, el-	Beyond, out of extraction	Exporter, essoufler, effeuiller, efforcer, eliminer
extra-	Outside of, at the extreme degree of	Extraordinaire, extravaguer
for-, four-,	Inside within	Forclos, fourvoyer.

fau. Hor-		Faubourg, hormis
in-, im-, il-, ir-, en-, em-	In, on	Inclus, importer, illuminer, irruption, encaisser, empocher
inter-, entre-	At the middle, reciprocity	Interposer, intervetir, entrenêler, entrevoir, entrevue
mal-, male-, mau-	Bad, negation	Malfaiteur, malédiction, maudire
més-, mé-	négation	Mésestimer, mécontent, médire
mi-	Half	Minuit, mi- temps
non-	negation	Non sens, non-lieu
oh-, oc-, of-, op-,	Opposition, in front of, against	Obstacle, Occasion, Offrir, opposer, objecter.
Par- per-	Completely, almost	Parfait, parcourir, préférer , permanent, perforer
Pén-, péné-	Almost	Péninsile, pénéplaine
Posti-, puis-	After	Postscolaire, posthume
Pré-, pres-	Before, at the the head of, on, in front of	Préposer, prédominer, préférer, pressentir
Pro-, pour-,	Before, in the place of in continuation of	Prolonger, proposer, pronom, pourchasser
Quadri-	Four	Quadrilatère, quadragénaire , quadrimoteur
Re-, ré-, ir-	Before, repetition	Revenir, regression, rapporter, redire, repater
rétro-	Before	Retrograder
Semi	Half	Semi circulaire, semidirect
Sub-, sue, sug-, sup, sous	Under	Subordinner, succomber, suggérer, supporter, sousestimer, soumettre, suspendre
Super-, sou-, sur	At the top of	Supraterrestre, suprasensitive
Sus	Higher	Suspendu, susdit, susnommé
Trans-, tra-, tres-, tre	Beyond	Transporter, traverser, Trébutter, tresspasser
Tri-, tri-, tré-	Three	Triporteur, tricycle trépied
Ultra-, outré-	Beyond, excess of	Ultra modeme, outrême

Vice-, vi-	In place of	Vice-admiral, vice-président, visconte
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### 3.3 Principal Prefixes Borrowed from Greek Language

Prefix	Meaning	New Word Formed
e-, an-,	Without, negation	Amoral, anarchie, athée
Anthi-	of two sides in circle	Amphithéâtre, amphibie
Ame-	Turning upside down	Anachrosisme
Anti-, anté	Against, opposition	Antiolote, antichrist, antialcoolique
Opo-	Far from changing from	Anthéposé, opostasie
Archi-, arch-	At the highest order, at the head of, prominence	Archevêque, archipitre, archifou, archidus
Cata-	Changing, descendency	Catachresse, catastrophe, catalogue
Dio-	Through, towards	Dialogue, diaphone
di-	In two, double	Dithrongue, diptère
Dys-	With difficulty, in a bad state	Dypepsie, dysentrie
Epi-	More than, above	Épidemie, épisode, épitaphe, épilogue
Eu, ev-	Fine, well	Euphorie, évangile, eurythme
Hémar-	Half	Hémisphère, hémipère
Hypo-	Under	Hypotension, hypodermique
Méta-	After, beyond, changing	Métaphysique, métamorphose
Para	At the side of, against	Paraphrase, parasite, paramilitaire, paratomerre
péin	Around	Périmètre, periscope, péristyle
Syr-, syn-	With, togetherness	Synonyme, sympathie, synthèse

#### 3.3.1 Other Prefixes Borrowed from Greek Language

Prefix	Meaning	New Word Formed
Aero-	Air	Aéroport
Anthropo-	Man	Anthropologie
Auto-	Self	Automobile
Baro-	Gravity	Baromètre
Biblio-	Book	Bibliographie

Bio-	Life	Biographie
caco-	Bad	Cacophonie
Centi-	hundredth	Centimeter
Chrono-	Time	Chronometer
Cosmo-	World	Cosmopolite
Curvi-	Curve	Curviligne
Déca-	Ten	Décagramme
Déci	Tenth	Deciliter
Demo	People	Démocratie
Équi-	equality	Équilibre
Pastro-	stomach	Gastromie
Géo-	Land	Géologie
Hecto-	hundred	Hectometer
Hélio	Sun	Héliothérapie
Vhém-	Blood	Hémopysie
Hydro-	Water	Hydrophie
xiso-	equality	Isochrome
Kilo-	thousand	Kilogramme
Litho-	Stone	Lithographie
Mégalo-, mega-	Big	Mégalomane
Micro-	Small	Microphonie
Milli	Thousandth	Milligramme
Miso-	Hatred	Misogyne
Mono-	Lonely, alone, one	Monologue
Multi-	numerous	Multicolore
Myriad-	Ten thousand	Myriametre
Nécro-	Dead	Nécropole
Néo-	New	Néologisme
Oligo-	Few, small number	Oligarchie
Omni-	All, ever	Omnipotent
Ortho-	Correct, right	Orthographie
Pan-	All	Panorama
Patho-	Suffering	Pathologie
Philo-	Friend	Philosophe
Photo-	Light	Photographie
Poly-	numerous	Polycopie
Proto-	First	Prototype
Pseudo	False	Pseudonyme
Pscho-	Soul	Psychologie
Pyro-	Fire	Pyrogravure
télé	Far away	Télégraphe
Térra	Four	Térrasyllable
Théo-	God	Théologie
Thermo-	Heat	Thermometer

Topo-	Place	Topographe
Typo, type-	character	Typographe
Uni-	Unity	Uniforme
zoo	Animal	Zoologie

### 3.3.2 Suffixes Borrowed from the Latin Language

Suffixes	Meaning	New Word Formed
Ambule-	Something that moves	Sommanibule
-cide	Something that kills	Insecticide, genocide
-cole	Something related to farming	Agricole, apicole
-culteur	Something that carries	Calofère
-fique	Something that produces	frigorifique, sudorifique
-forme	Which has the form of	Uniforme
-pure	Which produces	Ovipure, vivipure
-pede	Something to do with legs	Centipede, quadrupède

### 3.3.3 Suffixes Borrowed from the Greek Language

-algie	Pain	Névolgie
-arque	One who commands	Monarque
-archie	commandment	Monarchie, anarchie
-hole	Which throws, launch	Dischole, hyperbole
-céphole	Something which has a long head	Brachcéphale
-crate	He who dominates	Autocrate, democrate
-crotrie	Domination, government	Bureaucratique, Autocratique
-gène	Which produces	Hétérogène
-gramme	Writing	Cablegramme, télégramme
(Noun) Graphe	Who writes or records on	Musicographe, photographe
V (Adj) graphie	What is written	Logographie
-ide	Which has the form of	Ovoide
-logie	Scientific study	Biologie, psychologie
-logue	Which studies	Neurologue
-mancie	Divination	Carroumancie
-mane	Someone who is crazy or possessed of doing something	Megalomane, bibliomane
-mètrie	The art of measurement	Thermométrie

-nome	Which rules or regulates	Métronome
-nome	The art of ruling or regulation	Gastronomie, astronomie
-onyme	name	Homonyme, synonyme
-pathe	Source of sickness	Néuropathie
-pathie	sickness	Hémopathie
-phagie	Which eats	Anthrophage
-phagie	Eating (action)	Hémophagie
-phile	One who likes	Francophile
-photo	One who is tormented (horror) by	Vérophoto
-phobie	Afraid (horror) of	Hydrophobie
-phone	Which transmits sounds	Téléphone
-phonie	Sound transmission	Radiophonie
-phore	Which bears	Sémaphone
-scopie	The art of observing	Radioscopie
-technie	science	Radiothèque
-thèque	depot	Discothèque
-thérapie	The art of treating or curing	Hydrothérapie
-tomie	The art of cutting	Gastronomie

### 3.4 Formation of Words through Parasynthesis

If by affixation, we mean a new word could be formed by either adding another morpheme to the beginning of the root morpheme (prefix) or to the end of the root morpheme (suffix), what about when a new word is formed by attaching prefix and suffix morphemes at the same time? We call this kind of affixation, **parasynthesis**. They are a special type of affixation whereby the root morpheme or the base is doubly affixed (both in prefix and in suffix). It could be described as a kind of hyper-affixation in the formation of new words. Examples could be found in verbs, adjectives and adverbs.

Herbe	→	désherber	(dés + herbe + er)
belle	→	embellir	(em + belle + ir)
branche		embranchement	(dés + herbe + er)
riche		enrichir	(en + riche + ir)
courage		décourager	(dé + courage + er)
heureux		malheureusement	(mal + heureuset + ment)
habit		désahabiller	(dés + habille + er)

You will note that parasynthesis could even serve as a new base or root morpheme for prefixes or suffixes to be added to them so as to form new words. For example:

Herbe	→	désherber	redesherber	desherbement
belle	→	embellir		embellissement
rich		enrichir		enrichissement
courage		encourager		encouragement
poison		empoisonner		empoisonnement

### Self-Assessment Exercise 1

Underline the prefix in these words

- (a) encourager                      (b) remonter                      (c) important  
 (d) déjeuner                      (e) inexpressive

## 4.0 CONCLUSION

In this Unit you have learned more about borrowed words from other languages like Greek, Latin, Arabic and English into the French language. How prefixes and suffixes can be used to form new words.

## 5.0 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.

## 6.0 TUTOR MARKED ASSIGNMENT

Give examples of five (5) free morphemes

Each correct answer carries 2marks, the grand total=10marks

## 7.0 REFERENCES / FURTHER READINGS

- Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.  
 Akeusola, Olu (1995): *French grammar for Anglophone Students*, Tobak Publishers, Lagos.  
 Akeusola, Olu (2004): *Basic French Grammar for beginners*, Tobak Publishers, Lagos.  
 Bescherelle (1990) : *La Conjugaison 12,000 Verbes*, Paris, Hâtier.  
 Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

### Possible Answers to SAE 1

- (a) en                      (b) re                      (c) im                      (d) déjeuner  
 (e) in

## **UNIT 4 VOCABULARY USE OF DICTIONARY**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Commonly used Words and Phrases
  - 3.2 Commonly used Items
  - 3.3 Types of Meals
    - 3.3.1 Some Menu
  - 3.4 The Human Body
    - 3.4.1 The Family and Relatives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References / Further Readings

### **1.0 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.

### **2.0 OBJECTIVES**

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

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

### **3.0 MAIN BODY**

#### **3.1 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 plaît	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

### 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

### 3.2 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
Envelope	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 bifteck (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 roisbif (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 traite (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)	crambery
L'amande (f)	almond
L'ananas (m)	pineapple
L'avocat (m)	avacado
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

### 3.3 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 Exercise 1

Use each of the following words in a sentence

- a) la carte      b) timbre      c) je vous en prie  
d) le casse-croûte.

#### 3.3.1 Menu

La (sauce) béarnaise	hot sauce with butter, egg yolks, shallots and tarragon
La bouillabaisse	fish soup
Le civet de lapin	rabbit stew
Le croûton	crouton
Le dessert	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'œuvre	hors d'oeuvre
La mayonnaise	mayonnaise
La note-cheen	in restaurant
L'œuf 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	salad 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
Débarrasser la table	to clear the table

### 3.4 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 cœur (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'œil (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

### 3.4.1 Family and Relatives

L'arrière grand – mère (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-sœur (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 sœur	sister
La tante	aunt

### Self Assessment Exercise 2

Use the following in simple French sentences.

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

## 4.0 CONCLUSION

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.

## 5.0 SUMMARY

In this unit you have learned about vocabularies. You have also learned how to make use of these words in French sentences.

## 6.0 TUTOR-MARKED ASSIGNMENT

Write the dictionary meaning of following words.  
Use each word in a sentence.

- a) Mayonnaise                      b) ragout                      c) nappe  
d) cheveux                            e) épouse

Each correct meaning and sentence carries 2 marks, the grand total =10marks

## 7.0 REFERENCES / FURTHER READINGS

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

Akeusola, Olu (2004): *Basic French Grammar for beginners*, Tobak Publishers, Lagos.

Bescherelle (1990) : *La Conjugaison 12,000 Verbes*, Paris, Hâtier.

Lee, Wendy et al. (2004): *Collins Easy Learning French Grammar*. Glasglow: Harper Collins.

### Possible Answers to SAE 1

Le professeur utilise la carte du monde en classe de géographie

Rachel a acheté un timbre pour sa lettre

Je vous remercie de m'avoir envoyé ce cadeau : Je vous en prie

Le fromage qu'on vient d'acheter est pourrie

Ce matin j'ai le casse-croûte

### Possible Answers to SAE 2

Ma langue est rouge

Ma mère a des boutons sur sa peau

Notre famille est grande

Mon neveu vient d'arriver ce matin

Le colonel est mon oncle

## **MODULE 5**

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

### **UNIT 1 SENTENCE STRUCTURE IN FRENCH**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Nine Elements of the French Grammar
  - 3.2 Closed System Elements
    - 3.2.1 Open and Closed Systems Compared
  - 3.3 Approaches to Analysis of the Elements
    - 3.3.1 The Traditional Approach
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References / Further Readings

#### **1.0 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.

#### **2.0 OBJECTIVES**

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.

### 3.0 MAIN BODY

#### 3.1 Nine Elements of the French Grammar

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

<u>Substantifs</u>	<u>Bases</u>	<u>Expansions</u>
1. Articles	5. Verbs	8. s Conjunction
2. Nouns	6. Adverbs	9. Interjections
3. Adjectives	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:

Les livres de Kofi / Kofi's books  
(la possession de livre – objet pluriel)

Paul et Nana sont gentils / Paul and Nana are kind.  
(verbe pluriel)

Mohammed a téléphoné à ses parents / Mohammed phoned his  
parents  
(une référence au passé)

Sanusi est un lion au champ / Sanusi is a lion on the farm  
(Une référence au temps présent)

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,

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

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)

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.

### 3.2 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.

Il aime les grenouilles / He loves frogs  
(Prénoun + verbe + article + noun)

Le livre est sur la table / The textbook is on the table  
(Un modificateur spécifique + noun + verbe + préposition + article + noun)

Abigail et Janet sont des belles filles / Abigail and Janet are beautiful girls.

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

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:

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

Examples (a) to (1d) 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.

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

..... Et / encore .....

..... Et / quoi que

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 this example: Hélas! / Oh!), or any other emotion, as the case may be.

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, Hélas! 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!

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:

Le bic  
 un bic  
 ce garçon  
 cet homme

but cannot have ....

- (a) Le un bic
- (b) Cet un homme ....

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.

### 3.2.1 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.

### 3.3 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.

#### 3.3.1 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:

The joy she gave me is the beauty of my life

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.

### 4.0 CONCLUSION

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

## 5.0 SUMMARY

This unit has introduced you to French sentence, structure and its elements. Subsequent units will build on this.

## 6.0 TUTOR-MARKED ASSIGNMENT

Insert appropriate elements into these sentences:

- a. Marianne est la fille du ministre
- b. Mon père est un ingénieur
- c. Khalifa, Monsour, Monique et Adèle sont des étudiants.
- d. Maureen lit à haute voix
- e. Helène est une aime infirmière

Each correct answer carries 2 marks. The grand total = 10 marks

## 7.0 REFERENCES / FURTHER READINGS

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## **UNIT 2    TYPES OF SENTENCES: SIMPLE SENTENCE**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Three Different Types of Sentences
  - 3.2 Simple Sentence
  - 3.3 Five Different Types of Phrases
- 4.0 Conclusion
- 5.0 Summary
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### **1.0 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.

### **2.0 OBJECTIVES**

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.

### **3.0 MAIN BODY**

#### **3.1 Three Different Types of Sentences**

##### **Declarative Sentence**

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

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

## **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 ?
- Est-ce qu'on parlera de cet évènement ?

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 ?

## **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! -Sortez 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).

### 3.3 Five Different Types of Phrases

#### 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.

#### 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"

#### 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.

### **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**

### **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 **caméléon part avec lenteur**
- Je mange **avec une rapidité incroyable**

You can see that the underlined words could be replaced with one single adverb like **joyeusement** and **rapidement**. But the entire group of words are modifying more than a single adverb. These are the adverbial phrases.

### **Self-Assessment Exercise 1**

What are the differences between an interrogative sentence and the imperative sentence?

What type of sentences are these?

- Je suis une étudiante rejetée
- Vous êtes marié?
- Aishatu n'était pas en classe hier

## 4.0 CONCLUSION

In this unit, you have learned about types of sentences, such as **interrogative**, **declarative**, and **imperative** sentence.

## 5.0 SUMMARY

You have learned about types of sentences, mainly simple sentences and how to use them in grammar. Subsequent units will be built on this.

## 6.0 TUTOR-MARKED ASSIGNMENT

Give two examples of sentences each where the imperative is negative and interrogative.

Give examples to show how a declarative sentence can be a negative sentence?

Indicate what type of sentences are the following:

Regardez quelle chaleur!  
Vous êtes au marché?

Each correct answer carries 2½marks, the grand total=10marks

## 7.0 REFERENCES / FURTHER READINGS

Ade Ojo, Samuel (2002): *A comprehensive Revision Handbook of French Grammar*. Ibadan: Signal Educational Services Ltd.

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### Possible Answers to SAE 1

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?

What type of sentences are these?

- Phrase déclarative
- Phrase interrogative
- Phrase déclarature

## **UNIT 3 TYPES OF SENTENCES: COMPLEX SENTENCES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 What is a Clause?
    - 3.1.1 Independent Clauses
    - 3.1.2 Dependent Clauses
  - 3.2 Nominal Clauses
    - 3.2.1 Interrogative Nominal Clauses
    - 3.2.2 Infinitive Nominal Clauses
    - 3.2.3 'Participle Présent' Nominal Clauses
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References / Further Readings

### **1.0 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).

### **2.0 OBJECTIVES**

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.

### **3.0 MAIN BODY**

#### **3.1 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.

Independent clauses (les propositions, indépendantes)

Dependent clauses (les propositions dépendantes)

### 3.1.1 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:

Je suis infirmière

Je suis étudiante: Je suis en classe secondaire

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.

### 3.1.2 Dependent Clauses

A dependent clause (une proposition dépendante) is any clause whose complete meaning and logic in a sentence depends on another (principal dependent 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.

- i. Quand ma sœur chante
- ii. Si je sors de la classe
- iii. Lorsque Maman me gronde.

One could start to wonder what happens next: When my sister sings in the above example {i}. 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 sœur 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.

Principal clause (la proposition principale)

Subordinate clause (la proposition subordonnée)

Example :

Elle dormait quand je voudrais sortir

In the above example, elle dormait is the principal clause

#### 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:

Nominal Clauses  
Adjectival Clauses  
Adverbial Clauses

### 3.2 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.

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.

#### 3.2.1 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?

### **3.2.2 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 fatigant 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 bien faire est de manger trois fois par jour
- L'erreur qu'il a commise c'est pour m'avoir laissé sans argent.

### **3.2.3 'Participe 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 de terminer 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 :

-Voilà la maison où j'habite.

-Je vous présente le fusil avec quoi il a commis le crime.

-C'est ma sœur 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 soldats le font au champ de bataille

Place: Vous serez arr tez 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:

Les vraies relatives (the true relative clauses)

Les fauses relatives (the false relative clause)

1) True Relative Clauses (les vraies relatives): These types 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 dont 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 déterminatives

Les vraies relatives explicatives

**Les vraies relatives déterminatives:** 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.

**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.

**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 circonstancielle*” 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 réussir 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 réussir 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;

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)

### **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)

### **The Concession (La concession)**

-Les politiciens africains, qui sont des nationalistes 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 politiciens africains sont des nationalistes africains ...

### **The consequence (La consequence)**

Je cherche un étudiant “qui puisse réussir sans lire \_\_\_\_\_  
J’aime celui qui n’obéisse sans me forcer à crier tons les temps

### **The Condition (la 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 (qu’il soit imbecile)

Note that the mode of circumstantial (false) relative clauses is subjunctive in most cases.

Having learnt so much about the different types of complex sentences, complete this exercise.

## Self-Assessment Exercise 1

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
- c. Je suis mariée et j'ai deux enfants
- d. Quand mon bébé pleure.
- e. Si on m'attaque.

## 4.0 CONCLUSION

This unit has taught you all you need to know about complex sentences and their clauses.

You can conveniently write and identify complex and simple sentences and their clauses. You also were taught about the true and the false relatives and the true relatives, nominal and adverbial clauses, etc.

## 5.0 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.

## 6.0 TUTOR-MARKED ASSIGNMENT

- a. What is a complex sentence? Give an example.
- b. What is a simple sentence? Give an example
- c. Define an independent clause. Give an example
- d. What is an interrogative nominal clause? Give an example
- e. What is an infinitive clause? Give an example

Each correct answer carries 2 marks, the grand total =10marks

## 7.0 REFERENCES / FURTHER READINGS

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## **Answers to SAE 1**

Dependent Clause  
Independent Clause  
Independent Clause  
Dependent Clause  
Dependent Clause

## **UNIT 4 READING AND REASON FOR READING**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
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  - 3.2 Let's Look at the Following Text
  - 3.3 Observation: Some Expression
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References / Further Readings

### **1.0 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.

### **2.0 OBJECTIVES**

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

- Read some French texts;
- Identify the meaning of some French words;
- Identify different forms, genres and styles; and
- Build your vocabulary through the texts you read.

### **3.0 MAIN BODY**

#### **3.1 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.

### 3.2 Let's Look at the Following Text

Un lauréat se présente

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. Quant 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.

#### Self-Assessment Exercise 1

Having gone through the text, read it a second time, identify difficult words.

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.

### 3.3 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 ignorance.
- e. Se dominer, c'est être soumis à quelqu'un.
- f. Être riche, c'est avoir tout ce qu'on a besoin.
- g. Être heureux, c'est d'avoir la joie

#### Self-Assessment Exercise 2

Complétez ces phrases

Faire du sport, .....

Manger trop, au contraire .....

Construire prend du temps mais .....

#### Self-Assessment Exercise 3

Relevez les verbes qui se trouvent dans le texte.

remporter  
s'intéresser

parler  
être

pratiquer  
apporter

revoir  
donner

présenter	renoncer	se marier	terminer
connaître	commencer	avoir	souhaiter
pouvoir	préparer	espérer	apprendre
faire			
s'entraîner			
discipliner			
reconnaître			
confirmer			

You can see from the above that there were quite a number of verbs in the text you were asked to read. You can even make use of the verbs to make sentences either in the present, past or future tense.

#### **4.0 CONCLUSION**

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.

#### **5.0 SUMMARY**

This unit has introduced you to reading texts in French, and you were taught why you need the reading exercise.

#### **6.0 TUTOR-MARKED ASSIGNMENT**

Read the text below and explain the underlined words.

La lutte traditionnelle africaine

La lutte, qui se rapproche du “wrestling”, est probablement le sport le plus ancien d’Afrique.

La chasse doit évidemment être antérieure à la lutte, mais puisque son but principal est de pourvoir aux besoins alimentaires des gens, on ne la considère normalement pas comme un sport.

La lutte est la mise à l’épreuve la plus rude de l’énergie physique humaines. Guerriers, chasseurs et cultivateurs, tous y participent pour tester leurs forces contre celles d’un adversaire ... Mais quel intérêt les gens ont-ils à vouloir pratiquer la lutte?

Ce que les lutteurs jouissent d'un grand, prestige, car la force physique est une qualité très appréciée, et le champion de lutte est l'un des hommes les plus privilégiés de tout le village on lui offre beaucoup de cadeaux et il est l'objet de l'attention des plus belles femmes du village. Mais devenir un champion de lutte ne se réalise pas du jour au lendemain. Il faut des années d'entraînement et de participation aux concours, non seulement dans son propre village mais également dans les villages avoisinants.

Plus un lutteur prend part aux concours, plus il développe son habileté et plus il apprend à maîtriser son équilibre, des qualités très importantes pour la pratique de ce sport.

**Note:** The words underlined are:

Se approcher de ....., Pouvoir aux besoins de quelque chose; jouir de quelque chose; avoisinant.

Write out six verbs you discovered in this text.

## **7.0 REFERENCES / FURTHER READINGS**

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**s to SAE 1**

Lauréat: (nom masculin) une personne qui remporte un prix dans un concours.

Entraîneur: (nom masculine) une personne qui forme un athlète reconnu.

Athlète de pointure: un sportif reconnu important.

Courses de fond: (nom masculine pluriel) courses sur une longue distance.

**Answers to SAE 2**

Faire du sport, c'est bon pour la santé

Manger trop, au contraire, nuit à la santé

Construire prend du temps mais détruire est facile