



LIS209

INTRODUCTION TO FRENCH I

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Introduction

Welcome to LIS209: Introduction to French I. This is a two-credit unit course available for students in the Undergraduate Library and Information Science Programme at the two hundred level. The course provides an opportunity for students to acquire a basic knowledge and understanding of the French language. French is often considered the language of the modern man. A French lesson is a cultural journey into the world of fashion, gastronomy, the arts, architecture as well as library and information science.

In today's global society, proficiency in the French language is an important skill. French is an international language. This obvious fact makes it essential for professionals everywhere to master the language in order to conduct research and to communicate with their peers the world over. For librarians in Anglophone countries like Nigeria, learning French means learning the special terminologies in the field of library and information science as well as the general vocabulary and grammar of the French language. In recent times, there has been a growing need for librarians with sound working knowledge of the French language because of the presence of several foreign researchers who are citizens of the neighbouring francophone African countries.

Besides, globalisation, regionalism, African integration and cooperation as well as migration have diversified the population of Nigeria hence, she needs more bilingual librarians. This course unit is, therefore, meant to equip Nigerian librarians with the knowledge of special French language for librarians to enable them serve better the francophone population that uses Nigerian libraries.

This course guide provides the necessary information about the contents of the course and the materials needed to be familiar with for a proper understanding of the subject-matter. It is designed to help get the best of the course by enabling productive thinking about the principles underlying the issues under study and the projects executed in the course of study and thereafter. It also provides some guidance on the way to approach the tutor-marked assignments (TMA). Of course, on-the-spot guidance from the tutorial classes can be received and it is advised that these be approached with all seriousness. Overall, this course guide will fill an important vacuum in the field of Library and Information Services, especially as it teaches the French language vocabulary for Library services, names of library objects in French as well as categorisation of these objects into masculine and feminine genders.

Course Aims

The aims of this course are to:

- i. explain French phonetical sounds and phonology as well as the intonation and stress;
- ii. equip you with the basic French vocabulary to enable you attend to Francophone users of the library, as the case may arise;
- iii. provide you with a broad range of French knowledge as regard names of items of the library furniture and book materials.
- iv. expose you to other working knowledge of French in daily life operations in a library environment.

Course Objectives

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

- i. differentiate between the French sounds to understand your French interlocutors;
- ii. identify library materials by their names in French;
- iii. greet your Francophone library clientele using the appropriate French language structures;
- iv. explain the idea of gender of things in French and differentiate between masculine and feminine objects in a library and in the word beyond the library;
- v. use the appropriate verbs in the context of library operations.

Working through the Course

It is advisable that you should carefully study each unit, beginning with this *study guide*, especially since this course provides an opportunity for you to understand the major language structures you require in the French language about the library.

Course Materials

1. Course guide
2. Study units
3. Textbooks
4. Assignment file
5. Presentation schedule.

Study Units

There are a total of three modules and each module has four units. This brings the course to a total of twelve units. Some units may be longer and/or deeper than others depending on the scope of the course that is in focus. The modules and the units in the course are as follows:

MODULE 1: THE FRENCH LETTERS OF ALPHABET AND SOUNDS

UNIT 1: The French Letters of alphabet

UNIT 2: The nasal sounds

UNIT 3: The oral sounds

UNIT 4: The silent letter

MODULE 2: MEETING WITH PEOPLE

UNIT 1: Greetings

UNIT 2: Introducing oneself

UNIT 3: Asking other people about themselves

UNIT 4: Introducing our age and professions

MODULE 3: IDENTIFYING PEOPLE AND OBJECTS

UNIT 1: Identifying people (les personnes)

UNIT 2: Objects in a classroom (la salle de classe)

UNIT 3: Clothings (les vêtements)

UNIT 4: Objects in a library

Each of the units contained in each module has a table of contents, an introduction and a list of objectives. The main content in turn precedes each unit including Self-Assessment Exercises

(SAEs). At the end of each unit, you will find one or more Tutor-Marked Assignment (TMA) which you are expected to work on and submit for marking.

Textbooks and References

At the end of each unit, there is a list of relevant reference materials which students may wish to consult as the need arises. The list is, however, not exhaustive and sacrosanct. Students are encouraged to cultivate the habit of consulting as many relevant materials as they are able to do within the time available.

Assessment

Two types of assessment are involved in the course: the Self-Assessment Exercises (SAEs) and the Tutor-Marked Assignment (TMA) questions. Students' answers to the SAEs are not meant to be submitted even though they are important. They are also important since they give students an opportunity to assess their own understanding of the course content. On the other hand, Tutor-Marked Assignments (TMA) are to be carefully answered and kept in your assignment file for submission and marking. This will form 30% of the total score in the course.

Tutor Marked Assignment

At the end of every unit, you will find a Tutor-Marked Assignment which you should answer as instructed and put in your assignment file for submission. However, this Course Guide does not contain any Tutor-Marked Assignment question. The Tutor-Marked Assignment questions are provided from Unit 1 to Unit 12.

Final Examination and Grading

The final examination for LIS209 will take two hours and carry 70% of the total course grade. The examination questions will reflect the SAEs and TMAs that you have already worked on. It is advisable for students to spend the time between their completion of the last unit and the examination in revising the entire course. They will certainly find it helpful to also review both the SAEs and TMAs before the examination.

Course Marking Scheme

The following Table sets out how the actual course marking is broken down.

Assessment	Marks
Four assignments (the best four of all the assignments submitted for marking).	Four assignments, each marked out of 10%, but highest scoring three selected, thus totalling 30%
Final Examination	70% of overall course score.
Total	100% of course score.

Course Overview Presentation Scheme

Units	Title of Work	Week Activity	Assignment (End-of-Unit)
Course Guide			
MODULE 1: THE FRENCH LETTERS OF ALPHABET AND SOUNDS			
UNIT 1	THE FRENCH LETTERS OF ALPHABET	Week 1	Assignment 1
UNIT 2	THE NASAL SOUNDS	Week 2	Assignment 1
UNIT 3	THE ORAL SOUNDS	Week 3	Assignment 1
UNIT 4	THE SILENT LETTERS	Week 4	TMA 1 to be submitted
MODULE 2: MEETING WITH PEOPLE			
UNIT 1	GREETINGS	Week 5	Assignment 1

Units	Title of Work	Week Activity	Assignment (End-of-Unit)
UNIT 2	INTRODUCING ONESELF	Week 6	Assignment 1
UNIT 3	ASKING OTHERS ABOUT THEMSELVES	Week 7	Assignment 1
UNIT 4	INTRODUCING OUR AGE AND PROFESSIONS	Week 8	TMA 2 to be submitted
MODULE 3: IDENTIFYING PEOPLE AND OBJECTS			
UNIT 1	IDENTIFYING PEOPLE (LES PERSONNES)	Wee 9	Assignment 1
UNIT 2	OBJECTS IN A CLASSROOM (LA SALLE DE CLASSE)	Week 10	Assignment 1
UNIT 3	LES VETEMENTS (CLOTHINGS)	Week 11	Assignment 1
UNIT 4	OBJECTS IN A LIBRARY	Week 12	TMA 3 to be submitted
	Revision	Week 13-14	
	Examination	15-17	
	Total	17Weeks	

What You Will Learn In the Course

Introduction to French I provides you with the basic French language structures that will enable you offer Library and Information services to library users in the French language. It equips you

with the phonetics and phonology of the French language which will lead to your competence in the listening and spoken French. The course will also teach you the French language as you require in the process of interacting with Francophone library users. This includes proper greetings, self-introduction and many other patterns of interactional language requirements. In addition, you will learn the French verbs that are commonly associated with library services. You will learn the nature of these French verbs, their groupings and conjugation at least in the present tense. Most importantly, the course will teach the French for Library and Information services: the names of library objects (furniture, book materials and other technical terms).

What You Will Need for the Course

Students would have to purchase textbooks and other materials recommended to enable them have a broader understanding of issues treated in the course. They would also need quality time in a study-friendly environment every week. For those who are computer-literate, they should be prepared to visit recommended websites. They should also cultivate the habit of visiting reputable physical libraries accessible to them.

Tutors and Tutorials

There are fifteen (15) hours of tutorials provided in support of the course. Students will be notified of the dates and location of these tutorials together with the name and phone number of the tutor as soon as they are allocated a tutorial group. The tutor will mark and comment on students assignments and keep a close watch on their progress. Students should ensure they send their Tutor-Marked Assignments promptly and also feel free to contact the tutor in case of any difficulty with their self-assessment exercise, Tutor-Marked Assignment or the grading of an assignment. In any case, it is advised that students should endeavour to attend the tutorials regularly and punctually. Students are advised to always take a list of such prepared questions to the tutorials and participate actively in the discussions.

Conclusion

In conclusion, all the features of this course guide have been designed to facilitate learning in order that you achieve the aims and objectives of the course. They include the aims and objectives, course summary, course overview, Self-Assessment Exercises and Tutor-Marked Assignments.

Students should ensure that they make maximum use of them in their study so as to achieve maximum results.

Summary

LIS209: Introduction to French I. This is a two-credit unit course available for students in the undergraduate Library and Information Science Programme at the two hundred level. The course provides an opportunity for students to acquire a basic knowledge and understanding of the French language which is often considered the language of the modern man. A French lesson is a cultural journey into the worlds of fashion, gastronomy, the arts, architecture as well as library and information science.

In today's global society, proficiency in the French language is an important skill. French is an international language making it essential for professionals everywhere to master the language in order to conduct research and to communicate with their peers around the world. For librarians in Anglophone countries like Nigeria, learning French means learning the special terminologies in the field of library and information science as well as the general vocabulary and grammar of French language. In recent times, there has been a growing need for librarians with sound working knowledge of the French language because of the presence of several foreign researchers who are citizens of the neighbouring francophone African countries.

Besides, globalisation, regionalism, African integration and cooperation as well as migration have diversified the population of Nigeria hence, she needs more bilingual librarians. Thus, this unit is meant to equip Nigerian librarians with the knowledge of the special French language for librarians to enable them serve better the francophone population that uses Nigerian libraries. I wish you success in this course and I hope that you will find it both interesting and useful.

MODULE 1: THE FRENCH LETTERS OF ALPHABET AND SOUNDS

UNIT 1: The French Letters of alphabet

UNIT 2: The nasal sounds

UNIT 3: The oral sounds

UNIT 4: The silent letter

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MODULE 1: THE FRENCH LETTERS OF ALPHABET AND SOUNDS**UNIT 1: THE FRENCH LETTERS OF ALPHABET****CONTENTS**

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1.0 Introduction

The letters of alphabet of any language are the building blocks of that language. Trying to learn how to write in French without first learning its letters of alphabet is a bit like trying to build a brick-house without touching the individual bricks! It is impossible to do a good job that way. Once you start recognising symbols and words, you will be encouraged by your own progress and motivated to learn even faster. Even learning the basics of the letters of alphabet will allow you to start recognising simple French words and it will feel great!

Completely mastering the French letters of alphabet, no matter how long it takes, will give you an excellent head start in learning how to write and read in the language. It will offer you a solid

foundation on which to build the other language skills. You therefore have to set for yourself a goal to learn the letters of alphabet so that you will be able to recite it in your sleep.

The French language letters of alphabet are based on the Latin letters of alphabet (also called the Roman letters of alphabet). Originally, they were 25 letters. With 'w' having been added by the mid-nineteenth century, they are now 26 letters of alphabet. The French and English letters of alphabet are the same and they are also known as the Roman letters of alphabet. The 26 letters are divided into:

- 20 Consonants (*les consonnes*): B C D F G H J K L M N P Q R S T V W X Z
- 6 Vowels (*les voyelles*): A E I O U Y

However, the pronunciation of all these letters of alphabet varies from one another. Learning these letters of alphabet is essential in being able to pronounce French words and in learning how to spell words in French. In addition to the normal letters of alphabet, there are several additional accents on French words and combinations that you can learn to increase your fluency.

2.0 Objectives

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

- i. pronounce correctly the sounds of the French letters of alphabet;
- ii. enumerate and explain the French accents;
- iii. pronounce French words correctly, respecting the accents;
- iv. spell French words correctly;
- v. recognise or identify the French sounds anytime you hear them;

3.0 Main Content

3.1 The letters of alphabet

In the Table below, we have provided all the French letters of alphabet with a clue on how to pronounce them. Try saying them in order to practise pronunciation:

A (ahh),	B (bay)	C (say)	D (day)	E (euh)
F (ef)	G (jhay)	H (ahsh)	I (ee)	J (jhee)
K (kaa)	L (el)	M (em)	N (en)	O (oo)
P (pay),	Q (kew)	R (err)	S (es)	T (tay)
U (e-w),	V (vay)	W (dubl-vay)	X (iks)	Y (ee-greck)
Z (zed)				

https://www.youtube.com/watch?v=OGkbK9-_BRE

Another way of getting the correct pronunciation of the letters of alphabet is by practising them in assimilated words. Below is an assimilation exercise.

Letter	Name in French	Pronunciation
Aa	<u>/a/</u> (ah)	like a in <i>father</i>
Bb	<u>/be/</u> (bay)	like b in <i>maybe</i>
Cc	<u>/se/</u> (say)	before <i>e</i> and <i>i</i> : like c in <i>centre</i> before <i>a</i> , <i>o</i> , or <i>u</i> : like c in <i>cat</i>
Dd	<u>/de/</u> (day)	like d in <i>dog</i>
Ee	<u>/ə/</u> (uh)	approximately like u in <i>burp</i>
Ff	<u>/ɛf/</u> (ehf)	like f in <i>fog</i>
Gg	<u>/ʒe/</u> (jhay)	before <i>e</i> and <i>i</i> : like s in <i>measure</i> before <i>a</i> , <i>o</i> , or <i>u</i> : like g in <i>get</i>
Hh	<u>/aʃ/</u> (ahsh)	See Supplementary Notes below: never pronounced
Ii	<u>/i/</u> (ee)	like ea in <i>team</i>
Jj	<u>/ʒi/</u> (jhee)	like s in <i>measure</i>
Kk	<u>/ka/</u> (kah)	like k in <i>kite</i>
Ll	<u>/ɛl/</u> (ehl)	like l in <i>lemon</i>
Mm	<u>/ɛm/</u> (ehm)	like m in <i>minute</i>
Nn	<u>/ɛn/</u> (ehn)	like n in <i>note</i>
Oo	<u>/o/</u> (oh)	<i>closed</i> : approximately like u in <i>nut</i> <i>open</i> : like o in <i>nose</i>
Pp	<u>/pe/</u> (pay)	like p in <i>pen</i>
Qq	<u>/ky/</u> (kew)	like k in <i>kite</i>
Rr	<u>/ɛʁ/</u> (ehr)	force air through the back of your throat near the position of gargling, but sounding soft

Ss	<u>/ɛs/</u> (<i>ehs</i>)	like s in <i>sister</i> at beginning of word or with two s's or like z in <i>amazing</i> if only one s
Tt	<u>/te/</u> (<i>tay</i>)	like t in <i>top</i>
Uu	<u>/y/</u> (<i>ew</i>)	say the English letter e , but make your lips say <i>oo</i>
Vv	<u>/ve/</u> (<i>vay</i>)	like v in <i>violin</i>
Ww	<u>/dubləve/</u> (<i>doo-blvay</i>)	depending on the derivation of the word, like v as in <i>violin</i> , or w in <i>water</i>
Xx	<u>/iks/</u> (<i>iks</i>)	either /ks/ in <i>socks</i> , or /gz/ in <i>exit</i>
Yy	<u>/igʁɛk/</u> (<i>i-grehk</i>)	like ea in <i>leak</i>
Zz	<u>/zɛd/</u> (<i>zehd</i>)	like z in <i>zebra</i>

However, the letters ⟨w⟩ and ⟨k⟩ are rarely used except in loan and regional words. The phoneme /w/ is usually written ⟨ou⟩; the /k/ is usually written ⟨c⟩ anywhere except before ⟨e, i, y⟩, ⟨qu⟩ before ⟨e, i, y⟩, and sometimes ⟨que⟩ at the end of words. However, ⟨k⟩ is common in the metric prefix kilo- (originally from Greek *khilia* ‘a thousand’): *kilogramme*, *kilomètre*, *kilowatt*, *kilohertz*, etc.

3.2 The accented French letters of alphabet

In addition, French uses several accents on her letters of alphabet. This is specifically with the vowels. The accents help to produce the desired vowel sound. Basically, there are five French accents. These are the deep accent (l’accent grave), the strident accent (l’accent aigu), the accent circumflex, the trema (le tréma) and the cedilla (la cédille).

1. The deep accent (l’accent grave)

The deep accent takes the form of very tiny backward slash (') on top of a vowel, slanting from the left to the right. Examples of the deep accent on letters of alphabet are as shown below:

à	è	ù
bric-à-brac / vis-à-vis/là	espèce / lèvres / pièce	où/

Examples:

2. The strident accent (l’accent aigu)

The strident accent takes the form of very tiny forward slash (') on top a vowel, slanting from the right to the left. This accent applies only with letter 'e'. Examples of the strident accent on letters of alphabet are as shown below:

é	éducation / péché / armée / révéler / thé / téléphone / Hervé / arrivé / répéter
---	--

3. Accent circumflex

This accent has the shape of 'v' turned upside down (^) on top of a vowel. It is used on all the vowels except 'y'. This is as shown below:

Â	ê	î	ô	û
âge, tâche, appât, château, châssis, châtiment, châtaigne, opiniâtre, hâte	fête, forêt, intérêt	île, naître, abîme, maître	hôte, côte, hôpital, hôtel	<i>jeûne,</i> <i>août,</i> <i>sûr,</i> <i>dû,</i> <i>mûr</i>

4. Le tréma (The trema)

The trema is in form of two little dots on top of a letter. This is as shown below:

Ë	ï
Noël, canoë, aiguë, Ciguë	naïf, mais, caraïbe, <i>coïncidence,</i> <i>Jamaïque</i>

5. The cedilla (la cédille)

The cedilla (la cédille) is a tiny tail under the letter ‘c’ in French words. Its function is to give the letter ‘c’ an s sound. For example, the French word for boy, *garçon*, has a cedilla. This is used on the letter ‘c’ to make it sound like an English ‘s’: ç.

Ç	Leçon, français, façon, ça
---	----------------------------

3.3 The orthographic ligature: œ

It is combination of two letters which are regarded as mandatory contraction of ‘o e’ in certain French words. Examples of such words include the following:

œ
sœur, œuvre, bœuf, chœur, cœur, manœuvre, mœurs, œil

3.4 Pronunciation Drills



There are several websites on the internet that can help improve on your pronunciation skills. You only need to google and you will get more than you need.

4.0 Conclusion

Your French pronunciation may not be perfect. If possible, you can use the audio-visual aids on YouTube to help you say the letters of alphabet so you can practise and master to how the French letters of alphabet are pronounced. There is no need to attempt to pronounce French sound as if it is English. You can easily forget the basics. To avoid this, there is need for a continuous practice.

5.0 Summary

The French letters of alphabet are derived from the Latin letters of alphabet. Originally, these letters were 25. With 'w' having been added by the mid-nineteenth century, there are now 26 letters

of alphabet. The French letters of alphabet and the English letters of alphabet are the same and they are also known as the Roman letters of alphabet. However, the pronunciation of each of these letters of alphabet is almost different one from the other. Learning how to pronounce them is essential to French words as well as learning how to spell words in French. In addition to the normal letters of alphabet, there are several additional accents on French words and combinations that you can learn to increase your fluency.

6.0 Tutor-Marked Assignment

1. How many letters of alphabet are there in the French language?
2. How many consonants are there in the French language?
2. How many vowels are there in the French language?
3. List and explain the accented French letters of alphabet.

7.0 References/Further Readings

1. French › Introductory lessons › The alphabet · L'alphabet.
https://en.wikibooks.org/wiki/French/Lessons/Alphabet#Letters_and_examples
2. How to Pronounce the Letters of the French Alphabet. <https://www.wikihow.com/Pronounce-the-Letters-of-the-French-Alphabet>
3. <https://www.youtube.com/watch?v=N0woSj5XaX4>

UNIT 2: THE NASAL SOUNDS

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3.2 The opposition/contrast between the nasal sounds

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3.2.2 The opposition/contrast between / ð/ and /ã/

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 Introduction

The sound produced in a speech process comes about as a stand-alone letter of alphabet or a combination of two or more letters of alphabet. Nasal sound refers to pronunciation sound in which air escapes through the nose but not through the mouth as it is blocked by the lips or the tongue. This means that a certain combination of letters of alphabet gives us the nasal sound. Most nasal sounds are voiced. In fact, the nasal sound is among the most common sounds across languages. This means that all nasal consonants and nasal vowels are produced through the nose.

Experience has shown that the pronunciation of words in the French language poses problems to Nigerian learners. These problems can be explained by differences in the phonetic systems of the Nigerian languages. A known difference between the two systems is the presence of nasal vowels in French and their absence in many Nigerian languages.

2.0. Objectives

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

- i. define nasal sound
- ii. list nasal sounds in French
- iii. differentiate between the oral sound and the nasal sound.
- iv. produce nasal sounds correctly in spoken French.

3.0 Main Content

3.1 The nasal sound

A nasal sound is one that is produced in a manner that the air-flow escapes mainly through the nose. In fact, for some linguists, when we talk of ‘nasal’ vowels in French, we are referring to certain characteristically French vowel sounds that are produced by expelling air through the nose. It requires making new facial expressions to get the perfect sound. It requires rounding and positioning your nose more than you thought necessary: pushing your mouth forward and tightening the muscles in your mouth and throat or rounding your lips and pushing them forward as the case may be. It is a lot of work for learners, but once you have mastered it, speaking the ‘language of love’ is definitely enjoyable.

Nasal sounds in French pronunciation generally sound unnatural to English speakers because the sounds do not occur naturally in any English words. As an English speaker, you have developed hearing and speaking patterns that clash with the French sound system. The challenge becomes tougher when you are required to alternate between oral and nasal sounds with speed, precision and ease. Nevertheless, there is no need to get frustrated as these tendencies are fortunately predictable and fixable once you become aware of them.

It is very important to know how to recognise a nasal sound. It occurs when the letter ‘m’ or ‘n’ is preceded by any vowel. This can be seen in the following circumstances:

*Any vowel preceding the letter ‘n’ at the beginning, middle or end of a word produces a nasal sound. Most of the time, in French, the consonant ‘n’ is, on its own, not pronounced when it comes after a vowel except in order to produce a nasal sound. For example, in the word ‘pantal**on**’, (which means ‘trouser’ in English), the vowel ‘o’ is linked to the final ‘n’ to form a nasal sound. Indeed, ‘n’ combines with any preceding vowel to form a nasal sound. Once ‘n’ comes after the vowels ‘a’, ‘e’, ‘i’, ‘o’ or ‘u’, the consonant ‘n’ forms a nasal sound. Examples are in words like *dent*, *chante*, *f**in***, *p**ain***, among many others.

*Any time a vowel precedes the letter ‘m’ anywhere in a word, it produces a nasal sound. Examples are found in some words like *bom**be***, *lam**pe***, *im**portant***, among many others. The French language has four nasal sounds viz, /ã/, /ẽ/, /õ/ and /œ/.

3.1.1 The /ã/ sound

The International Phonetical Association (IPA) represents /ã/, closed ‘a’ with a tilde. This sound, often represented by ‘an’, is the nasal version of the ‘closed a’. In other words, you have to make sure you pronounce the ‘closed a’ correctly first. Just remember there is no ‘n’ in it. It is like you began to say ‘n’ and did not finish it. An example is the ‘en’ in ‘pente’. The Table below illustrates more on this.

Symbol	Alphabet combination	Examples
/ã/:	en/an/am/em	centre , pantalon , rentrer , sandales , randonnée , médicaments , ventre , jambe , empêcher

Here is the practice of the ‘nasal a’: -pente -banc -lent -temps. For example: Cet **enfant** apprend **lentement**. For more pronunciation drill on this sound, follow the following website, using your Android phones or your laptop for details: <https://www.laits.utexas.edu/fi/html/pho/10.html>.

3.1.2 The /ẽ/ sound

This sound occurs under the following conditions:

- When the letter ‘i’ is followed by the consonant ‘n’ or ‘m’ at the beginning or the end of a word
- Anytime the letter or vowel ‘i’ is followed by the letter or consonant ‘m’ and another consonant.

To produce the sound [ẽ], the position of the lips is wide, with the air passing through the nose. The Table below shows the phonetical symbol, the sound and the letter combinations that produce the sound and examples of words with such combinations.

Symbol	Alphabet combination	Examples
/ẽ/:	in/im/ein/ain/ein	moins , ceinture , bain , imperméable , alpin , peinture , main , mincir

For pronunciation drill on this sound, kindly follow the following website, using your Android phones or your laptop for details: <https://www.laits.utexas.edu/fi/html/pho/10.html>

3.1.3 The /ɔ̃/ sound

This sound occurs under the following conditions:

- When the letter or vowel 'o' is followed by the letter or consonant 'n' or 'm' at the beginning or the end of a word.

- Anytime the letter or vowel 'o' is followed by the letter or consonant 'm' and another consonant.

The Table below shows the phonetical symbol, the sound and the letter combinations that produce the sound and examples of words with such combinations.

Symbol	Alphabet combination	Examples
/ɔ̃/:	on/om	talon, décontracté, tombé, bon, longue, son, pont, onze, content, maison, trompe

For pronunciation drill on this sound, kindly follow the following website, using your Android phones or your laptop for details: <https://www.laits.utexas.edu/fi/html/pho/10.html>

3.1.4 The /œ/ sound

This sound occurs under the following conditions:

- When the letter or vowel 'u' is followed by the letter or consonant 'n' or 'm' at the beginning, middle or end of a word.

- Anytime the letter or vowel 'u' is followed by the letter or consonant 'm' and another consonant.

The Table below shows the phonetical symbol, the sound and the letter combinations that produce the sound and examples of words with such combinations.

Symbol	Alphabet combination	Examples

/ œ̃/:	un/um	un, brun, humble.
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For most speakers, especially Parisians and younger people, ‘un’ is usually pronounced as /ɛ/ rather than /œ̃/. For pronunciation drill on this sound, kindly follow the following website, using your Android phones or your laptop for details: <https://www.laits.utexas.edu/fi/html/pho/10.html>

You can extend your pronunciation drills by consulting the follow the website below using your computer or your Android phone. Watch and practise pronouncing the French nasal sounds:

https://www.youtube.com/watch?v=t5pFy_pu-Tw

3.1 The opposition/contrast between the nasal sounds

3.1.1 The opposition/contrast between /ɛ̃/ and /œ̃/

The letter combinations *ain, aim, ein, in, im, ym, yn* and *ien* all form one single nasalised vowel sound /ɛ̃/ as in the following French words: **pain, faim, enceinte, brin, prince, impossible, nymphe, pharynx, mien**. To produce the sound /ɛ̃/, the position of the lips is wide or unrounded. On the contrary, the letter combination ‘u’ + ‘n’ is pronounced as one single nasalised vowel that produces the sound /œ̃/ as in French words: **brun, un, lundi, commun, humble**. In /œ̃/, the position of the lips is round. Try to read these two sentences and observe the position of your lips as you pronounce the nasal vowels in each of the sentences:

1. *Un bain est bien pour quelqu'un qui craint le parfum.*
2. *Un lundi j'ai vu un brun parfum qui est commun.*

3.1.2 The opposition/contrast between /ɔ̃/ and /ɑ̃/

The /ɔ̃/ sound is produced with the combination of ‘o’ + ‘n’. In producing the sound /ɔ̃/ as in words like ‘bon’, the position of the lips is round. This makes the sound a round vowel. However, to pronounce the sound /ɑ̃/ as in words like ‘banc’, the position of the lips is not round but a bit wide. Try to read the following two sentences and observe the position of your lips as you pronounce the nasal vowels in each of the sentences.

- *Le dindon est moins bon que le chapon aux marrons.*

- *La transe de la danse est tentante à cent pour cent.*

4.0 Conclusion

One important thing about learning the French language is the capacity to distinguish between the various distinctive sounds of the letters of alphabet. As such, acquiring the right pronunciation of the oral and nasal sounds is one of the necessary steps in getting to read and speak the French language like the real Frenchman. Thus, it is equally necessary to thoroughly practise with the YouTube pronunciation videos. In fact, the presence of these audio-visual aids on the internet has provided the opportunity for fresh learners of the French language, like you, to learn the language faster and in an interesting atmosphere.

5.0 Summary

In this unit, you have learnt about the nasal sounds in the French language. You have learnt that the nasal sound refers to sound pronunciation in which air escapes through the nose but not through the mouth as it is blocked by the lips or tongue. We have also learnt to differentiate between nasal vowels that ordinarily seem to be similar in sound. A mastery of these distinctive sounds will lead to a good foundation in the learning of the French language.

6.0 Tutor-Marked Assignment

1. Define a nasal sound.
2. With examples, name the four nasal sounds that you know in French.
3. With examples, explain the difference between /ɔ̃/ and /ɑ̃/ nasal sounds in French.

7.0 References/Further Readings

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- Lucile, C. & Annie-Claud, M. (1998). *Phonétique progressive du français*. Paris: CLE international.

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http://www.hku.hk/french/starters/fonetik/fonetik_main.htm

UNIT 3: THE ORAL VOWEL AND SEMI-VOWEL SOUNDS

CONTENTS

1.0 Introduction

2.0 Objectives

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3.1 The oral sound

3.2 The opposition between oral vowel sounds

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CONTENTS

1.0 Introduction

In the preceding units, we have learnt about the nasal sounds. We have focused on how the nasal sounds are produced. We have learnt that a nasal vowel is one that is produced in a manner that the air flows through the nose. We have also learnt the differences between the nasal sounds as they oppose to one another, even though they might have some semblance in their sounds. In this unit, therefore, you will be introduced to the oral vowel sound system of French. You will learn the pronunciation of the French oral vowels and semi-vowels by practising the pronunciation of each of these sounds. You are strongly advised to visit the website recommended for the purpose of profitable learning of these sounds.

2.0 Objectives

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

- i. define an oral vowel sound
- ii. list the French oral vowels
- iii. pronounce each of the French oral vowels
- iv. write few French words to identify each of the French oral vowel sounds.
- v. differentiate between the oral vowels sounds that are similar.

3.0 Main Content

3.1 The oral vowel sound

The French word for vowel is '*voyelle*'. A vowel can be defined as a speech sound produced when the air that is released from the lungs for the purpose of a speech gets out through the mouth without meeting any obstacle in the speech organs. Try to pronounce the sound /o/ as found in the word 'go' and you will find out that the sound /o/ comes out through the mouth freely without any obstacle anywhere. The sound /o/ is a vowel. In French, vowels are divided into three types: oral vowels, nasal vowels and the semi-vowels. In this unit, you will learn only the oral vowels and semi-vowels.

There are twelve oral vowels in French. These twelve oral vowels are given here as follows:

1. [i] as in French words: **dit**, **lit**, **type**, **physique**, **ignorer**, **vie**
2. [e] as in French words: **thé**, **parler**, **donné**, **été**
3. [ɛ] as in French words: **dès**, **père**, **mais**, **lait**, **paquet**
4. [a] as in French words: **sac**, **patte**, **sale**, **pas**, **rat**
5. [ɑ] as in French words: **pâte**, **théâtre**, **âge**, **dégât**, **tâche**
6. [ɔ] as in French words: **donner**, **comment**, **porte**, **homme**
7. [o] as in French words: **pot**, **dos**, **peau**, **chaud**, **impôt**
8. [u] as in French words: **doux**, **sous**, **bout**, **goût**, **bouffon**
9. [y] as in French words: **du**, **sur**, **sûr**, **rue**, **but**, **vendu**
10. [ø] as in French words: **deux**, **jeu**, **jeudi**, **heureux**, **feu**
11. [œ] as in French words: **sœur**, **peur**, **heure**, **seul**, **œuf**
12. [ə] as in French words: **le**, **de**, **ce**, **fenêtre**, **demande**

To appreciate the oral vowel sound, one would need to, once again, follow the website <https://www.youtube.com/watch?v=dbYKzUM9H5c> on the internet to access YouTube site to listen and watch videos for pronunciation drills on these vowels. You are highly encouraged to do that repeatedly so as to get the correct pronunciation.

3.2 The opposition between oral vowel sounds

3.2.1 The opposition between /a/ and /ɑ/

Traditionally, these two vowel sounds, /a/ and /ɑ/, are a bit different from each other in their pronunciation. While /a/ as in *date*, *sac* and *sale* is a short vowel sound pronounced with a short duration of time, /ɑ/ as in *âge*, *dégât* and *tâche* is a long vowel sound pronounced with a longer and ‘dragged’ duration of time. Meanwhile, you should not bother yourself much about the differences in these two vowel sounds because, nowadays, the distinction between them is no

longer stressed. By implication, they are today considered to be the same vowel. In other words, whether ‘a’, ‘à’ or ‘â’ in spelling, you pronounce /ɑ/.

For more pronunciation drill on this sounds, kindly follow the following website, using your Android phones or your laptop for details <https://www.youtube.com/watch?v=QXeBSiWBjXo>

3.2.2 The opposition between /o/, /ø/ and /ə/

These three vowel sounds sound very much alike but they are different. While /o/ as in *dos*, *peau* and *beau* is pronounced with total round lips, /ø/ as in *deux*, *yeux*, *jeu* is pronounced not only with round lips but also with the lips protruded in front. If you are familiar with the English language, you will not find it difficult to pronounce the vowel sound /o/ as it also exists in English and in your mother tongue. For vowel sounds /ø/ and /ə/ which do not exist in your mother tongue, you might encounter a little difficulty in pronouncing them if this is the first time you are coming across them or if you have not properly mastered them. If you practise the pronunciation of these vowel sounds adequately, you will in no time overcome the difficulty in their pronunciation. For more pronunciation drill on these vowel sounds, kindly follow the following website, using your Android phones or your laptop for details: <https://www.youtube.com/watch?v=sH0gDxzOmwY>

3.2.3 The opposition between /u/ and /y/

There is a great tendency that, as a beginner, you will want to pronounce these two vowel sounds the same way. However, they are two distinct sounds of the French language. Again, as a speaker of English, you will not need to spend much time learning the pronunciation of /u/ because the sound exists in English as in words like *put*, *push* and *look*. In the case of the vowel sound /y/ as in *tu*, *vu*, *but*, you will need to spend quality time to learn its pronunciation because it does not exist in English. To pronounce the vowel sound /y/, all you need do is to let your lips be in half round position and then try to pronounce sound /u/. Another fundamental thing to note here is that while the vowel sound /u/ is graphically represented by letters ‘ou’ in French as in *sous*, *toute*, *bout*, *pour*, the vowel sound /y/ is represented by letter ‘u’ as in *sur*, *but*, *vendu* and *vu*. For more pronunciation drill on this vowel sound, kindly follow the website: <https://www.youtube.com/watch?v=x4XFrRnCOvM> using your Android phones or your laptop for details.

3.2.4 The opposition between /ɛ/ and /œ/

Also, as a beginner in the French language, you will likely pronounce these two vowel sounds differently. To pronounce /ɛ/ as in *père, mère, tête* and *lait*, the position of your lips will be totally flat. This vowel sound exists in English as in words like *many, ten, men, rest*; so you will quickly know its pronunciation in French; but in the case of /œ/ which does not exist in English, you need to do more practices through your audio tape. In order to pronounce this sound as in *peur, heure, sœur* and *meuble*, put your lips at a round position and try to pronounce the first sound [œ]. For more pronunciation drill on this sound, kindly follow the website: <https://www.youtube.com/watch?v=wtbFi2TFwWs> using your Android phones or your laptop.

4.0 Conclusion

Through this unit, you have learnt about the twelve oral vowel sounds of French language. If you have thoroughly followed the instructions, by now you should be able to pronounce these vowel sounds when you come across them in French words and expressions. If you still find it difficult to pronounce one or more of these vowel sounds, go over them again and again by listening to the tape and follow the instructions adequately. You are advised to master all the twelve vowel sounds properly before you go to the next unit of this course. The learning of how to pronounce the vowel sounds of a language is something that must not be rushed since it is an important basic aspect of that language. If you can pronounce French words well, then you have laid a solid foundation for yourself in French.

5.0 Summary

In this unit, you have been introduced to the sound system of the French language. You have learnt that a vowel sound is different from a consonant sound and that there are oral vowel sounds, nasal vowel sounds and semi-vowel sounds in French. You have learnt that there are twelve oral vowels in French with some pairs having very similar but different sounds. Through the tape that accompanies this material and the activities you have done using the two websites recommended, you have practically gone through the learning of these twelve vowel sounds. By now, you are supposed to be able to pronounce these vowel sounds and write few words to illustrate each of them.

6.0 Tutor-Marked Assignment

1. How will you define an oral vowel sound?
2. How many oral vowels does the French language have?
3. Give 5 French words to identify each of the following French vowel sounds:
 - i. [y]
 - ii. [ɔ]
 - iii. [a]
 - iv. [o]
 - v. [i]
4. Describe the position of the lips when pronouncing the following French sounds:
 - i. [ø]
 - ii. [e]
 - iii. [ɛ]
 - iv. [œ]
 - v. [u]

7.0 REFERENCES/FURTHER READINGS

- Alo, P.O. (1999). *Eléments de base en phonétique et le phonétisme du français*. Lagos: Rothmed Int.
- Lucile, C. & Annie-Claud, M. (1998). *Phonétique progressive du français*. Paris: CLE international.

http://www.hku.hk/french/starters/fonetik/fonetik_main.htm

<https://www.youtube.com/watch?v=dbyKzUM9H5c>

<https://www.youtube.com/watch?v=QXeBSiWBjXo>

<https://www.youtube.com/watch?v=sH0gDxzOmwY>

<https://www.youtube.com/watch?v=x4XFrRnCOvM>

<https://www.youtube.com/watch?v=wtbFi2TFwWs>

UNIT 4: SILENT LETTERS IN FRENCH

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3.0 Main Content

3.1 Silent letters in French

3.1.1 The silent 'e'

3.1.2 The silent 'e' and gender

3.2 Silent consonants

3.3 Omission of sounds in speech

4.0 Conclusion

5.0 Summary

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7.0 References/Further Readings

CONTENTS

1.0 Introduction

In unit 3, you learnt about some oral vowel sounds that are usually produced by releasing air through the mouth without any obstruction. To learn further about French letters of alphabet, sounds and pronunciation, you will be introduced to the phenomenon of silent letters in French. You will be learning, in this unit, situations where the letter ‘e’, though a vowel, is not pronounced. Apart from the letter ‘e’, you will also be learning about the final consonant letters that are not pronounced. Also, this unit will be teaching you a pronunciation characteristic in French where some sounds are silent in a group of words. To be able to understand the three aspects of silent letters as presented in this unit, you will compulsorily need to make use of YouTube that is freely available on various internet websites.

2.0 Objectives

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

- identify the silent ‘e’ in French
- recognise when the letter ‘e’ is pronounced in French
- identify silent final consonants and their exceptions in French
- explain the pronunciation characteristic of omission of sounds in French speech.

3.0 Main Content

3.1 Silent Letters in French

In language generally, a silent letter refers to a letter written but not pronounced in the oral delivery of speech. In both English and French, there are letters written but are silent in pronunciation.

Examples of such English words include *name*, *type* and *some*. The final letter ‘e’ in all the three words is not heard in pronunciation. This same scenario exists conspicuously in French. In the words *père*, *parle*, and *sale*, the final letter ‘e’ is silent in pronunciation. As you begin to learn this phenomenon of silent letters in French, note that the case of silent letters is more rampant in French than in English. For instance, while a final consonant is always pronounced in English, the reverse is the case in French. Most French final consonants are silent. For adequate learning of the silent letters in French, carefully watch and listen to the video on the following website: https://www.youtube.com/watch?v=v_Pe0xWRGUU

3.1.1 Silent letter ‘e’ in French

Generally in language, letters appear in three different positions. A letter can appear at the beginning, in the middle or at the end of a word. When it appears at the beginning, we say it is in the initial position; when it is in the middle, then it is in the middle or medial position and when it is at the end of a word, we say it is in the final position. Letter ‘e’ can be found in the three positions in French. When this letter appears at the initial position, it is compulsorily pronounced.

Scenario 1: Look at the position of letter ‘e’ in these words as examples: *essence*, *essayer*, *effacer*, *examen*, *effectif*, *expert*, *erreur*, *elle*, *essai*, and *exode*. You are advised to check up the pronunciation of these words on your systems or handsets. You will notice that each of the words listed above begins with letter ‘e’. Owing to its position (initial) in the words, it is compulsorily pronounced. However, when letter ‘e’ appears either in the middle of a word (in front of a single pronounceable consonant), it is always silent.

Scenario 2: Look at the position of letter ‘e’ in these words and confirm their pronunciation on YouTube: *élever*, *amener*, *asseoir*, *emmener*, *étouffement*, *ensemencer*, *événement*, *étinceler*, *gouvernement*, and *glissement*. In all the above ten words, letter ‘e’ appears in the middle and it is silent in pronunciation.

Scenario 3: Meanwhile, there are situations where letter ‘e’ appears in the middle of a word and it is pronounced. Try to check the pronunciation of the following examples on YouTube: *fenêtre*, *tenir*, *venir*, *petit*, *demander*, *recourir*, *cependant*, *second*, *mener* and *secrétaire*.

Scenario 4: The silent ‘e’ is more notorious when it appears as the final letter in a word. As a matter of fact, there is no exception to the silent letter ‘e’ when it is the final letter in a word. Listen to the pronunciation of the following words on YouTube and take particular note on the silent letter ‘e’ at the end of each of them: *porte, femme, parle, école, montre, portable, française, cassette, étudiante* and *classe*.

Kindly follow the video <https://www.youtube.com/watch?v=q2J21fDDdJg> on the internet for more explanation.

3.1.2 The silent ‘e’ and feminine gender

The letter ‘e’ plays a pronunciation role in French grammatical words such as nouns and adjectives where the feminine gender is marked by letter ‘e’. Listen to the pronunciation of the following pairs of words on YouTube:

Masculine	Feminine
1. étudiant	étudiante
2. nigérian	nigériane
3. grand	grande
4. petit	petite
5. anglais	anglaise

You will have noted that in the masculine nouns and adjectives, the final consonants are not pronounced; but in the corresponding feminine nouns and adjectives, the introduction of the feminine marker ‘e’ has made possible the pronunciation of the final consonants that are silent in the masculine. Visit <https://www.youtube.com/watch?v=q2J21fDDdJg> for more explanations.

NB: You must take note here that when we are talking of silent letter ‘e’, we are not in any way including its accented forms. The accented forms of letter ‘e’ are ‘é’, ‘è’, ‘ê’ and ‘ë’. These

accented forms of letter ‘e’ are never silent. You will be learning the pronunciation of accented letters in the next unit (unit 6).

3.2 Silent consonants

You need to know that some consonants in French at the end of word (final consonants) are usually pronounced in French. They are ‘b’, ‘c’, ‘f’, ‘k’, ‘l’, ‘q’, ‘r’. You can visit <https://www.youtube.com/watch?v=q2J21fDDdJg> for details. Apart from these seven, the rest of the consonants in French remain silent when they appear as the last letter in a word. Many Anglophone beginners in French have pronunciation problem in this area of final consonant because in English, final consonants are always pronounced as against what exists in French. In French words *petit*, *dans*, *maisons*, *grand*, the final consonants are not pronounced.

3.2 Silent letters by omission

Closely related to the silent letter ‘e’ and final consonants is another pronunciation phenomenon known as ‘omission of sounds in speech’. There are occasions in French pronunciation where some letters that are ordinarily not silent become silent as a result of the need for fluency in speech. For example, while a beginner in French will pronounce every syllable in *Je ne sais pas*, someone who is used to French will say: *Je n’ sais pas*. A very fluent person will further reduce the length of the speech by saying something like *J’ sais pas*. The omission of sound in this example can be explained further like this:

1. Je ne sais pas – four syllables
2. Je n’ sais pas – three syllables (sound ‘ə’ omitted).
3. J’ sais pas - two syllables (sounds /ə/ and /n/ are omitted).

When you listen to the pronunciation of the expressions below on YouTube you will notice that the letters written in bold style are omitted in the speech.

1. Ce **n**’est pas que je **n**’ai pas faim
2. Dans **le** mois **de** mai
3. Petit à **petit**
4. Qu’est-ce que tu fais?

5. Henri, **je te** parle!
6. Tu **me** fais rire
7. Fais **ce** que tu veux...

Meanwhile, omission of sounds like this in French is not something that is a must. It only shows that the speaker is fluent. However, it is good if you can begin to practise it as you speak French.

4.0 Conclusion

All the aspects of silent letters in French that you have learnt in this unit are very critical to your understanding of French pronunciation. So, you are advised to go over this unit again and again so as to make sure you have understood and internalise them as part of skills in spoken French.

5.0 Summary

In this unit, you have learnt about the silent letter 'e', the final consonants that are silent and the omission of sounds in French speech. By now you have been able to identify situations where letter 'e' must be pronounced and situations where it must remain silent. You are also supposed to be able to identify final consonants that are pronounced and those that are silent. Finally, you have learnt the importance of sounds omission for the purpose of fluency in French. This unit is critical to your understanding of French pronunciation and so, you should make sure you have mastered what you have learnt in this unit.

6.0 Tutor Marked Assignment

1. Give five French words where letter 'e' is not silent
2. Give five French words where letter 'e' is silent.
3. Give five French words where the final consonant letter is silent.
4. Give five French expressions where sounds can be omitted for the purpose of fluency.

Underline the omitted sound(s) in each of the expressions.

7.0 References/Further Readings

Alo, P.O. (1999). *Eléments de base en phonétique et le phonétisme du français*. Lagos: Rothmed Int.

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Eruanga, O. (2004). *A New Approach to Contemporary French*. Lagos: Omoge Press LTD.

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MODULE 2: MEETING WITH PEOPLE

UNIT 1: GREETINGS

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6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 Introduction

Learning the French language involves learning the correct ways of greeting in French. The French people consider it as good manners to greet everyone you meet. So, whether you are speaking to a clerk, a waiter or just bumping into someone on the street, take time to say a polite **‘Bonjour’** before you proceed. This also means that when you step on the bus or the train, you should say a quick **‘Bonjour’** to anyone within hearing distance. In addition, how you greet your boss in the office or your tutor is different from how you greet your father or any other family member or a friend. Your greeting is formal in the former situation but informal in the latter. The verb forms and personal pronouns used for each context change. This unit will expose you to different ways of greetings

2.0 Objectives

By the time you finish this unit, you will be able to:

- perform proper greeting in two situations, informal and formal;
- exchange seasonal greetings with your fellow French speakers in your home country or in messages online;
- ask how someone is doing using the ways common in conversational context;
- use the parting greetings appropriately as the situation demands.

3.0 Main Content

3.1 Dialogue

Read these dialogues with a friend and try to understand them especially the context in which they take place, putting emphasis on the formal and informal context of greeting.

3.1.1 Dialogue 1

FRENCH GREETINGS - LES SALUTATIONS

The infographic illustrates various French greetings and their contexts:

- Greetings:**
 - Bonjour:** "Bonjour, Vous allez bien?" (Formal) and "Bonjour, Oui très bien" (Informal).
 - Salut!** "Salut! Tu vas bien?" (Informal).
 - Coucou!** "Coucou! Ça va, et toi?" (Very informal).
 - Salut ciao** (Very informal).
 - Au revoir** (Formal goodbye).
 - bonne nuit** (Good night).
 - ~~bonjour~~ ~~adieu~~ (Crossed out).
- Time of Day Contexts:**
 - Le matin:** Illustration of a person waking up.
 - Le midi:** Illustration of a person eating at a table.
 - L'après-midi:** Illustration of a person working at a desk.
 - Le soir:** Illustration of a person relaxing on a sofa.
 - La nuit:** Illustration of a person sleeping in bed.

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3.1.2 Dialogue 2



3.1.3 Dialogue 3

Discussion entre Dominique et Pat (Conversation between Dominique and Pat)

<i>Dominique</i> : Bonjour.	Hello.
<i>Pat</i> : Bonjour.	Hello.
<i>Dominique</i> : Comment ça va?	How's it going?
<i>Pat</i> : Ça va très bien, merci. Et vous ?	It's going very well. Thank you. And you?
<i>Dominique</i> : Ça va aussi, merci.	Yes, it's going ok. Thank you.
<i>Pat</i> : Au revoir. Bonne journée.	Good-bye. Have a nice day.
<i>Dominique</i> : Au revoir. Bonne journée.	Good-bye. Have a nice day.

3.1.4. Formal Conversation

Person 1: Bonjour, Madame.

Person 2: Bonjour, comment allez-vous?

Person 1: Je vais bien, merci. Et vous?

Person 2: Je vais bien, aussi. Merci.

3.1.5 Informal Conversation

Person 1: Salut, comment ça va?

Person 2: Ça va bien, et toi?

Person 1: Très bien.

3.2 Common ways of greeting

The most common ways of greeting someone in French are:

- Salut. (Hello; Hi. [Informal])
- Bonjour. (Hello; Good morning.)
- Bonsoir. (Good evening.)

3.3 Common ways of asking how someone is doing

The most common ways of asking how someone is doing are:

- **Comment ça va?** (How's it going?)
- **Comment vas-tu?** (How are you? [Informal])
- **Comment allez-vous?** (How are you? [Formal])
- **Ça va?** (How's it going? [Informal])

3.4 Common ways of answering how someone is doing

As you would expect, when someone asks you how you are doing, there are many possible responses.

- **Ça va bien.** (It's going well).

- **Tout va bien.** (Everything is going well).
- **Je vais bien, merci.** (I'm fine, thank you).
- **Je vais très bien.** (I'm very well).
- **Je ne vais pas très bien.** (I'm not doing very well).
- **Je vais comme-ci, comme-ça.** (I'm so-so).

Once you have said that you are fine or good or so-so, it is customary to ask how the other person is doing. You can do this easily by saying '**Et toi?**' (And you? [Informal]) or '**Et vous?**' (And you? [Formal]).

3.5 Common parting greetings

Knowing some common French parting greetings or how to say good-bye will be indispensable when travelling to French-speaking countries. Saying good-bye in French will quickly become your second nature because you will use them day in and day out with everyone you come across. As many ways as there are to greet someone, you will find a lot of ways of saying goodbye as well.

- **Au revoir.** (Good-bye).
- **Salut.** (Good-bye. [Informal])
- **À bientôt.** (See you soon).
- **À tout de suite.** (See you in a minute).
- **À plus tard.** (See you later).
- **À la prochaine.** (Until next time).
- **À demain.** (See you tomorrow).
- **À la semaine prochaine.** (See you next week).
- **À lundi.** (See you on Monday).
- **Bonne journée!** (Have a good day!)
- **Bonne chance!** (Good luck!)
- **Bonne nuit.** (Good night. Used only when someone is going to sleep or retiring for the evening.)

3.6 Season greetings

It is also very good to know some of the greetings at specific times of the year. Even if you are not living in France, knowing these greetings will help you engage these seasons with your fellow French speakers in your home country or in messages online. It will also be important if you are writing seasonal greeting cards to those same people in French. Knowing at least ten phrases will help you keep some variety in your writing (and will inevitably impress those receiving the cards!).

Joyeux Noël!	- Merry Christmas!
Bonne année!	- Happy New Year!
Joyeuses fêtes!	- Season's Greetings!
Bonnes Pâques!	- Happy Easter!
Bon anniversaire!	- Happy Birthday!
Joyeux anniversaire!	- Happy Birthday!

3.5.1 Audio-visual activity

<https://www.francaisimmersion.com/french-greetings-hello-bonjour-salutations/>

<https://www.francaisimmersion.com/french-greetings-hello-bonjour-salutations/>

4.0 Conclusion

Greetings are of utmost importance in any language. This is simply because they decide the tone and the direction of the conversation in such a language. If you go wrong with the greetings, there are chances that the rest of your conversation is not going to be very pleasant. There is a strict formal and informal code of conduct that is to be followed when speaking French. ‘Vous’ is used formally, while ‘tu’ is used informally. It is better to use ‘tu’ only when you speak to someone you know very well; otherwise, it is more advisable to keep the conversation formal. A handshake should always accompany the greetings when greeting someone formally. In case it is informal, you may follow the greetings with a kiss on both cheeks. The French language can be best learned by listening to the way the French speak and by imitating their ways. It is good to dazzle all your French acquaintances by using these greetings whenever and wherever applicable. It is equally

good to remember to follow the basic etiquette such as shaking hands or kissing on the cheeks along with the greetings.

5.0 Summary

In this unit, you have learned how to greet in various contexts: informal and formal ways of asking someone how he is doing; common ways of answering how someone is doing as well as common parting greetings and seasonal greetings. You have analysed the greeting situations to establish appropriate grammatical structures such as personal subject pronouns and verb construction in the simple present tense. You should also have made use of these grammatical structures for holding simple conversations and composing simple sentences in French.

6.0 Tutor-Marked Assignment

(A) Fill in the gap to complete the following sentences:

1. Comment ---- va?
2. Comment ----tu?
3. Comment allez----?
4. ---- va bien.
5. Tout ---- bien. (Everything is going well).
6. ---- vais bien. Merci.

(B).i. List 5 parting greetings in French that you know.

ii. List 5 seasonal greetings in French that you know.

7.0 References/Further Readings

Bescherelle. (1990). *La Grammaire Pour Tous*. Paris: Hatier.

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<https://www.francaisimmersion.com/french-greetings-hello-bonjour-salutations/>

UNIT 2: INTRODUCING ONESELF

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Informal greetings
 - 3.2 Formal greetings
 - 3.3 Grammar of self-introduction
 - 3.3.1 Personal Pronouns (Subject) (**Les pronoms personnels sujets**)
 - 3.3.3 Verbs (**Les verbes**)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 Introduction

To many of us, this might be our first attempt at learning how to speak French. The best first step of learning French is to create a personal French vocabulary. This is because in learning any foreign language like French, you need to focus on learning the aspects of the language that are relevant to you, your life and your reasons for learning French. It is therefore, most appropriate to start from the basic step – introducing oneself in French. This unit will introduce you to the correct ways of introducing yourself in French. The unit will expose you to different contexts of self-introduction. This is because, the way and manner we introduce ourselves to our mates or friends (informal) is quite different from the way and manner we introduce ourselves to our superior, boss or teacher (formal). With your superior, boss or teacher your self-introduction will be very formal.

2.0 Objectives

At the end of this unit, you will be able to:

- a. perform proper self-introduction in two situations, informal and formal;
- b. analyse the self-introduction situations to establish correct grammatical structures such as personal pronouns (subject);
- c. integrate what you have learned for effective conversational practice;
- d. compose simple sentences consisting of verbs and nouns using correct grammatical rules.

3.0 Main Content

3.1 Informal Greetings

Picture A illustrates self-introduction among equals (informal atmosphere).

- You will have to listen to the accompanying audio-visual recording on the -----



3.1.1 Dialogue 1:

Ingrid: Salut, je m'appelle Ingrid. Enchanté de te rencontrer. Merci.

(Hi, My name is Ingrid. Nice to meet you. Thanks)

Marie: Salut, mon nom c'est Marie. Enchanté de te rencontrer aussi. Merci

(Hi, My name is Mary. Nice to meet you too. Thanks)

Ingrid: De rien *(You are welcome)*

Marie: Au revoir. *(Goodbye)*

3.2 Formal Greetings

Picture **B** illustrates self-introduction between a company director and a visiting journalist (formal atmosphere).



3.2.1 Dialogue 2

Journaliste: Bonjour/Bonsoir monsieur. Je m'appelle Jean Ott. Je suis enchanté de vous rencontrer.

(Good morning/good evening sir. My name is Jean Ott. I am pleased to meet you.

Directeur: Bonjour/Bonsoir. Je m'appelle François Le Pen. Enchanté de te rencontrer. Merci

(Good morning/evening. My name is François Le Pen. Nice to meet you. Thanks)

Journaliste: Je vous en prie.

(You are welcome).

3.3 Audio-video exercise

Before we move further, take off sometime and watch the videos on YouTube on the follow sites:

- <https://www.youtube.com/watch?v=ujDtm0hZyII>

- <https://www.youtube.com/watch?v=C3zVVwrRWJA>

3.3 La Grammaire

The two dialogues contain some grammatical structures that we need to understand so that we shall be able to form our own simple sentences in French as our need may be. These are:

- Personal Pronouns (Subject) (**Les Pronoms personnels (sujet)**)
- Verbs (**Les verbes**).

3.3.1 Personal Pronouns (Subject) (**Les Pronoms personnels (sujet)**)

The first thing we need to understand here is a subject of a sentence. A subject of a sentence is the person or the thing that is causing the action in a sentence. Thus, a Personal Pronoun (Subject) (**Le Pronom personnel (sujet)**) is the pronoun of the person or thing causing the action in the sentence. In Dialogues 1 and 2, you will identify some Personal Pronouns such as ‘Je’ and ‘Vous’. These pronouns are very important in your first effort at making simple French sentences. All these are presented in a tabular form below:

Person	Singular	Plural
1 st person	Je (<i>I</i>)	Nous (<i>We</i>)
2 nd person	Tu (<i>You</i>)	Vous (<i>You</i>)
3 rd person	Il/Elle (<i>He/She</i>)	Ils/Elles (<i>They</i>)

You will notice that the 3rd person alone has Masculine singular ⇒ ‘Il’ and Masculine plural ⇒ ‘Ils’. It also has Feminine singular ⇒ ‘Elle’ and Feminine plural ⇒ ‘Elles’. Some examples:

Je m’appelle Indi (*My name is Indi*)

Nous nous appelons Indi (*Our name is Indi*)

Tu t’appelles Jean (*Your name is Jean*)

Vous vous appelez Jean (*Your name is Jean*)

Il/Elle s'appelle ----- (His/Her name is ----) **Ils/Elles** s'appellent (*Their name is -----*)

Note the use of *Tu* and *Vous*:

1. The 2nd person 'Tu' is singular. It is used as a mark of familiarity. For example, friends and family members use 'Tu' to address one another. They use 'Tu' to greet. This is evident in Dialogues 1 and 2. 'Tu' is used for informal situations. It is impolite or rude if it is used for a stranger or a superior officer.

2. The 2nd person 'Vous' can be singular or plural. When addressing your tutor or a teacher (un professeur), you are expected to use 'Vous' as a sign of respect. Similarly, you use 'Vous' (singular) to address a Head of State and other dignitaries.

Again, when addressing a group of friends, you use 'Vous' (Plural) just as when addressing a group of dignitaries. 'Vous' (Singular) is the polite form. It is used in formal situations as in Dialogue 2. However, some strangers do not mind being addressed using 'Tu'.

3.3.2 Verbs (Les verbes).

If this is the first time you are in the French language lesson, the term 'verb conjugation' may be new to you. Conjugation is very important in French because verbs change their form to match the subject pronoun and the tense of a sentence. Thus, the procedure of making a verb to match with a subject pronoun and the tense is called verb conjugation. Here, you will learn the conjugation, in the simple present tense of some verbs emanating from the dialogue so that you can know how to use them to express your communication needs. These verbs are:

1. Rencontrer (to meet with ...)

Je rencontre un ami ce soir

(I am meeting a friend this evening)

Tu rencontres un ami ce soir

(You are meeting a friend this evening)

Il/Elle rencontre un ami ce soir

(He/She is meeting a friend this evening)

Nous rencontrons un ami ce soir

(We are meeting a friend this evening)

Vous rencontrez un ami ce soir

(You are meeting a friend this evening)

Ils/Elles rencontrent un ami ce soir

(They are meeting a friend this evening)

2. être (*To be*)

Je suis enchanté de te rencontrer

Nous sommes enchantés de te rencontrer

(I am glad to meet with you)

Tu es enchanté de nous rencontrer

(You are glad to meet with us)

Il/Elle est enchanté de te rencontrer

(He/She is glad to meet with you)

(We are glad to meet with you)

Vous êtes enchanté de nous rencontrer

(You are glad to meet with us)

Ils/Elles sont enchanté de te rencontrer

(They are glad to meet with you)

3. s'appeler (To be called/known as...)

This verb has already been conjugated above.

4.0 Conclusion

It is very important to know that the French people are very conscious of the ways of doing everything. It is quite necessary that you know how to introduce yourself well or how not to introduce yourself in different contexts. It is very possible some ways of introducing oneself may be funny to some people. The vast majority of the people will find such ways plain stupid. In addition, remember that body gestures communicate much more than you think. It is much better to learn to look people in the face or shake them when introducing yourself.

5.0 Summary

In this unit, you have learned how to greet both in informal and formal situations. You have analysed the greeting situations to establish appropriate grammatical structures such as Personal Pronouns (Subject) and verb construction in the simple present tense. This should help you to make use of these grammatical structures for holding simple conversations and composing simple sentences in French.

6.0 Tutor-Marked Assignment

1. What do you understand by informal context of self-introduction?
2. What do you understand by formal context of self-introduction?
3. Explain the difference between 'Tu' and 'Vous'.

7.0 References/Further Readings

Godard, R.et.al. (1991). *TransAfrique 1-5*. London: Macmillan. **(SEE COMMENTS ABOVE)**

Onyemelukwe, I.M. (1998). *French for All Beginners*. Zaria: ABU Press.

<https://www.youtube.com/watch?v=ujDtm0hZyII>

UNIT 3: ASKING OTHER PEOPLE ABOUT THEMSELVES

CONTENTS

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Dialogue: Self-introduction and asking other people to introduce themselves

3.1.1 Audio-visual activity

3.2 Language structure/La Grammaire

3.2.1. Asking or saying where one lives: Le verbe **‘habiter’**

3.2.1.1 Audio-visual activity

3.2.2 Asking or saying where one comes from: Le verbe **‘venir’**

3.2.2.1 Audio-visual activity

3.3.3 The adjective of nationality

3.3.3.1 Audio-visual activity

3.3.4 The Pronouns ‘toi’, ‘moi’, ‘vous’, among others

3.3.4.1 Audio-visual activity.

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 Introduction

In the preceding unit, you have learnt how to introduce yourself in a formal and informal context using the appropriate language items. In this unit, you will learn how to introduce yourself and ask someone else to introduce himself or herself. The introduction varies depending on what aspects of a person’s identity are requested or he or she is willing to disclose. Such information may include surname (le nom), first name (le prénom), age (l’âge), residence (le domicile), nationality (la nationalité), among other things.

2.0 Objectives

At the end of this unit, you will be able to:

- introduce yourself properly;
- ask someone to introduce himself or herself;
- use correctly the adjectives of nationality and languages spoken.
- analyse the episodes of introduction to establish the grammatical structures used.



3.0 Main Content

3.1 Dialogue

Jacques: *Bonjour mademoiselle.*

Jacqueline: *Bonjour monsieur.*

Jacques: *Je m'appelle Jacques, Jacques Tunde. Je viens du Nigéria. Je suis Nigérian, mais j'habite à Accra. Et toi?*

Jacqueline: *Moi, je m'appelle Jacqueline. Je suis Togolaise. J'habite à Lomé.*

Jacques: *Jacqueline et Jacques, quelle coïncidence!*

Jacqueline: *Enchanté. Au revoir*

Jacques: *Enchantée. A bientôt.*

3.1.1 Audio-video activity

Before we move further, take off sometime and watch the videos on YouTube on the follow site:

<https://www.youtube.com/watch?v=NtPulb0Df0Q>

3.2 Language structure/La Grammaire

There are several grammatical issues in this dialogue that we need to analyse and understand very well. Such an understanding can help us to start forming simple and short sentences in French to express our needs. The issues we need to pay attention to here are the verbs, the adjectives and pronouns.

A verb is very fundamental in our ability to express our communication needs in French. It expresses our thoughts, intentions, desires and actions. As we stated earlier, conjugation is very important in French because verbs change their form to match the Pronoun (Subject) and the tense of a sentence. Thus, the procedure of making a verb to match with a Pronoun (Subject) and the tense is called verb conjugation. Here again, you will learn the conjugation, in the simple present tense, of some verbs emanating from the dialogue so that you can know how to use them to express your communication needs. These verbs are:

3.2.1 Asking people where they live and telling where you live: Verb ‘habiter’ (to live in...)

The verb ‘**habiter**’ is very important in asking people where they live or telling people where you live. Curiosity is human nature. It is just human nature that when we meet with people for the first time we get curious to know much about them including where they live or where they come from. The verb ‘habiter’ is very important when to know where people live. We have to master the conjugation of this verb.

	Singular	Plural
1st person	J’habite (I live in)	Nous habitons (We live in)

2nd person	Tu habites (You live in)	Vous habitez (You live in)
3rd person	Il/Elle habite (He/She lives in)	Ils/Elles habitent..... (They live in)

In French, to ask people where they live, you need to know the interrogative (question) form. There are three scenarios to ask:

Scenario 1

Question	Answer
Où est-ce que tu habites?	- J'habite à + name of a town = J'habite à Abuja/Jos/Lafia. - J'habite au + name of masculine country= J'habite au Nigéria/ Japon/ Ghana/ Sénégal. - J'habite en Amérique/ Inde/ Egypte/ Ethiopie/ Espagne.
Où est-ce qu'il/elle habite?	- Il/Elle habite à Lagos/Abuja/Jos/Lafia/Minna/Enugu/Ibadan. - Il/Elle habite au Nigéria/Japon/Ghana/Sénégal/Cameroun. - Il/Elle habite en Amérique/Inde/Égypte/Éthiopie/Espagne.
Où est-ce qu'ils/elles habitent?	- Ils/Elles habitent à Lagos/Abuja/Jos/Lafia/Minna. - Ils/Elles habitent au Nigéria/Japon/Ghana/Sénégal/Togo. - Ils/Elles habitent en Amérique/Inde/Egypte/Ethiopie.

Scenario 2

Question	Answer
Où habites-tu?	The answers are the same as in Scenario 1 above
Où habite-il/elle?	

Où habitent-ils/elles?	
------------------------	--

Scenario 3

Question	Answer
Tu habites où?	The answers are the same as in Scenario 1 above
Il/Elle habite où?	
Ils/Elles habitent où?	

*Remember that in a formal context, you must to use ‘Vous’ instead of ‘Tu’.

3.2.1.1 Audio-visual activity

Once again, let us take time, watch and listen to the videos on YouTube on the following sites:

<https://conjugaison.frenchcircles.ca/habiter-present/>

3.2.2 Asking or saying where one comes from: Le verbe ‘venir de’ (to come from...)

It is still in the same human nature that when we meet with people for the first time we get curious to know much about them, including where they are from. We shall learn how to conjugate the verb ‘venir’ so that we can use it freely to express our need to find out from people where they come from.

	Singular	Plural
1st person	Je viens de (<i>I come from</i>)	Nous venons de (<i>We come from</i>)
2nd person	Tu viens de (<i>You come from</i>)	Vous venez de (<i>You come from</i>)
3rd person	Il/Elle vient de	Ils/Elles viennent de.....

	<i>(He/She comes from)</i>	<i>(They come from)</i>
--	---------------------------------	-------------------------------

Once you know how to conjugate the verb ‘venir’, you need to know the interrogative (question) form on how to ask and answer in French where you come from. There are several ways of framing the interrogative. For example:

Question	Answer
D’où viens-tu?	Je viens de Benue/Kogi/Abuja/Lagos/Kaduna.
D’où venez-vous (polite form)	Je viens de Benue/Kogi/Abuja/Lagos/Kaduna.
D’où venez-vous (plural form)	Nous venons de Benue/Kogi/Abuja/Lagos.

3.2.2.1 Audio-visual activity

Let us take time to watch and listen to the videos on YouTube on the follow site:

<https://www.youtube.com/watch?v=g0qjOOfpAqg>

3.3. The adjective of nationality (L’adjectif de nationalité)

Knowing the names of **different nationalities** (*les nationalités*) will not only allow you to tell something about yourself but also it will help you to **get to know better** the person you are interacting with, especially if he or she is a foreigner. Every country has an adjective in French that can be used to describe its people or nationals. It is very important to know how to say your nationality and that of other people in French.

i. When you talking about yourself, you can say:

Country	Singular masculine	Singular feminine	Plural masculine	Plural feminine
Le Nigéria	Je suis Nigérian	Je suis Nigériane	Nous sommes Nigérians	Nous sommes Nigérianes
Le Niger	Je suis Nigérien	Je suis Nigérienne	Nous sommes Nigériens	Nous sommes Nigériennes

Le Bénin	Je suis Béninois	Je suis Béninoise ^e	Nous sommes Béninois	Nous sommes Béninois ^{es}
Le Togo	Je suis Togolais	Je suis Togolaise ^e	Nous sommes Togolais	Nous sommes Togolais ^{es}
Le Ghana	Je suis Ghanéen	Je suis Ghanéenne ^e	Nous sommes Ghanéens	Nous sommes Ghanéennes ^{es}
La France	Je suis Français	Je suis Française ^e	Nous sommes Français	Nous sommes Françaises ^{es}
L'Angleterre	Je suis Anglais	Je suis Anglaise ^e	Nous sommes Anglais	Nous sommes Anglaises ^{es}
L'Amérique	Je suis Américain	Je suis Américaine ^e	Nous sommes Américains	Nous sommes Américaines ^{es}

ii. When you talking about other people, you can say:

Country	Singular masculine	Singular feminine	Plural masculine	Plural feminine
L'Algérie	Tu es Algérien	Tu es Algérienne ^e	Vous êtes Algériens	Vous êtes Algériennes ^{es}
Le Burkina Faso	Tu es Burkinabé	* Tu es Burkinabé	* Vous êtes Burkinabés	* Vous êtes Burkinabés
Le Cameroun	Tu es Camerounais	Tu es Camerounaise	Vous êtes Camerounais	Vous êtes Camerounaises ^{es}
Le Tchad	Tu es Tchadien	Tu es Tchadienne	Nous sommes Tchadiens	Nous sommes Tchadiennes ^{es}
La Chine	Il est Chinois	Elle est Chinoise ^e	Ils sont Chinois	Elles sont Chinoises ^{es}
La Belgique	Il est Belge	Elle est Belge	Ils sont Belges	Elles sont Belges

3.3.1 Audio-visual activity

<https://www.youtube.com/watch?v=RcA-qwrMPa8>

<https://www.youtube.com/watch?v=zSLp5hs7sQ8>

https://www.youtube.com/watch?v=js1eD6Yay_o

3.4. Les pronoms ‘toi’, ‘moi’, ‘vous’

In the dialogue above, you have come across words like ‘moi’ (*Me*) and ‘toi’ (*You (singular)*). These are what we call disjunctive pronouns. They are used to stress or emphasise the subject pronouns.

As the English translations indicate, the words *toi*, *moi* and *lui* refer, respectively, to the English pronouns ‘you’, ‘me’, and ‘him’. In French, there is a corresponding disjunctive pronoun for each Pronoun (Subject), as shown in the Table below:

Pronoun Subject	Disjunctive Pronoun
Je	Moi (I)
Tu	Toi (You)
Il	Lui (He)
Elle	Elle (She)
Nous	Nous (We)
Vous	Vous (You)
Ils	Eux (They)
Elles	Elles (They)

3.4.1 Audio-visual activity

<https://www.youtube.com/watch?v=uHvsSlXjK38>

<https://www.youtube.com/watch?v=yreEkavicaU>

<https://www.youtube.com/watch?v=uPsVc6JsfAo>

4.0 Conclusion

Greetings and introduction between people who do not know each other very well are usually followed by a little conversation by asking one another questions and sharing information about

each other. Many friendships have developed from little conversations that lead people to discover their convergence of interests. By mastering these simple sentence structures, you will soon be able to make a little conversation with everyone you meet. Mastering a few common expressions to build your conversation skills in this regard is quite necessary. Almost everyone who masters these French skills and uses these expressions are so very French that you may even pass for a native of France when you use them.

5.0 Summary

In this unit, you have learned how to introduce yourself and ask someone else to introduce himself or herself. The introduction varies depending on what aspects of a person's identity are requested or he or she is willing to disclose. Such information may include surname (le nom), first name (le prénom), age (l'âge), residence (le domicile) and nationality (la nationalité), among other things. In addition, you have learned several grammatical issues in the dialogues that we treated as we analysed and understood these dialogues very well. Such an understanding can help you to start forming simple and short sentences in French based on your needs. To this effect, much attention was paid on the verbs, the adjectives and pronouns.

6.0 Tutor-Marked Assignment

1. Conjugate the verb in bracket in the present tense according to the pronoun subject

- i. Je (habiter) à Lagos.
- ii. Vous (venir) de la France.
- iii. Ils (être) Anglais.
- iv. Tu (habiter) à Los Angeles?
- v. Nous (venir) du Tchad

2. Complete the following sentences with: *à, au, en*

- i. Nous habitons ----- Lagos.
- ii. Elle habite ----- Amérique.
- iii. Elles habitent ----- Nigéria.

iv. Vous habitez ----- Abuja.

v. Olu habite ----- Inde.

7.0 References/Further Readings

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<https://www.youtube.com/watch?v=NtPulb0Df0Q>

<https://conjugaison.frenchcircles.ca/habiter-present/>

<https://www.youtube.com/watch?v=g0qjOOfpAqg>

<https://www.youtube.com/watch?v=RcA-qwrMPa8>

<https://www.youtube.com/watch?v=zSLp5hs7sQ8>

https://www.youtube.com/watch?v=js1eD6Yay_o

UNIT 4: INTRODUCING OUR AGE AND PROFESSIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Dialogues
 - 3.2 Verbs (*être* and *travailler*)
 - 3.3 Common ways of asking/declaring one's age
 - 3.4 Common ways of asking one's profession and possible professions
 - 3.5 Common professions and work places
 - 3.6 Counting numbers in French
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

CONTENTS

1.0 Introduction

As the saying goes, “Rome was not built in a day”. Therefore, one cannot finish learning French in a day. Rather, as the French saying goes “Petit à petit oiseau fait son nid” (Little by little the bird makes its nest), we shall acquire good vocabulary for our basic communication needs in French. The fact is that once you meet a stranger and you gradually get to know each other, the desire to know more about each other comes natural. In general, most of the things you would like to know about each other are age, level of education and the type profession both of you practise.

It is deemed necessary for you to learn some of basic language items you need in the course of exchanging information about each other with a friend you have newly met.

2.0 Objectives

At the end of this unit, you will be able to:

- i. ask your new acquaintance how old he or she is;
- ii. ask one's profession/place of work;
- iii. say the name of your work place;
- iv. give such information about yourself if asked in return; and
- v. know how to count numbers in French.

3.0 Main Content

3.1 Dialogue

Marc: Salut, Julien. Ça va? (Hello, Julien, how are you?)

Julien: Ça va très bien. (I am fine)

Marc: Quel âge as-tu? (How old are you?)

Julien: J'ai 28 ans, je suis étudiant. Et toi? (I am 28 years, I am a student. And you?)

Marc: Moi, j'ai 30 ans et je suis médecin. (Me, I am 30 years and I am a medical doctor).

Julien: Où est-ce que tu travailles? (Where do you work?)

Marc: Je travaille dans un hôpital en ville. (I work in a hospital in the town).

Julien: Enchanté, Marc. Au revoir. (Delighted, Marc. Goodbye).

Marc: A bientôt, Julien. (See you soon).

3.2. The verbs (*avoir*, *être* and *travailler*)

You might have already learnt that in French a verb must be conjugated in a sentence. Conjugation means using a verb according to time (tense) and the subject (the person or thing causing the action

of the sentence). We shall master the conjugation of the three verbs we have used in the above dialogue so that we shall know the logic of using them in our communication needs.

3.2.1 The verb *avoir*

	Singular	Plural
1 st person	J' ai (<i>I have.....</i>)	Nous avons (<i>We have.....</i>)
2 nd person	Tu as (<i>You have</i>)	Vous avez (<i>You have</i>)
3 rd person	Il/Elle a (<i>He/She has</i>)	Ils/Elles ont (<i>They have</i>)

3.2.2 The verb *être*

Persons	Singular	Plural
1 st person	Je suis (<i>I am</i>)	Nous sommes (<i>We are.....</i>)
2 nd person	Tu es (<i>You are.....</i>)	Vous êtes (<i>You are.....</i>)
3 rd person	Il/Elle est (<i>HE/She is.....</i>)	Ils /Elles sont (<i>They are.....</i>)

3.3.3 The verb *travailler*

Persons	Singular	Plural
1 st person	Je travaille (<i>I work ...</i>)	Nous travaill ons (<i>We work</i>)
2 nd person	Tu travailles (<i>You work ...</i>)	Vous travaillez..... (<i>You work</i>)
3 rd person	Il/Elle travaille (<i>He/She works...</i>)	Ils/Elles travail lent (<i>They work</i>)

3.3 Common ways of asking/declaring age

3.3.1. Asking about someone's age

Imagine you meet with a new friend and you want to ask his/her age. In English, you say, 'How old are you?' The response might be, 'I'm 30 years old!' You will notice that in English, we use the verb 'to be' in these sentences: *I am, You are, She is*, and so on and so forth. However, in

French, we talk about age using a different verb: *avoir*, which actually means, 'to have'. This is the verb you will use in your question and answer about age. Good enough, we have already learnt how to use the verb *avoir*. When you want to ask someone for his or her age, you would say it this way:

Question: *Quel âge as-tu?* (How old are you ?)

Answer : *J'ai 28 ans.* (I am 28 years old)

NB:

- i. When you say how old you are or someone says how old he or she is, there is always the need to add *ans* (which means 'years.')
- ii. In everyday conversation, the word order in the question may vary:
 - You will often hear '*Quel âge as-tu?*'
 - But sometimes the sentence would rather be inverted: '*Tu as quel âge?*'
- iii. In a formal context, do not forget that you will need to be polite by using the '*Vous*' form: '*Quel âge avez-vous?*' Or the inverted word order: '*Vous avez quel âge?*'

3.3.2 Asking someone else's age

Let's say that, now you want to ask someone how old her/his brother is. Again, you need to use the correct form of *avoir* together with the subject for 'He/She', '*Il/Elle*'. The question will be:

- *Quel âge a-t-il?* Or remember the inverted way which changes the word order just a little:
Il/Elle a quel âge?
- And she would answer: *Il/Elle a 10 ans.*

NB: Do not forget that you will need to change the pronoun (*Il* or *Elle*) depending on the person you are talking about. Here are some questions and answers about age, based on what we just went over:

Question	Answer
----------	--------

<i>Quel âge as-tu?</i>	<i>J'ai 22 ans.</i>
<i>Il a quel âge?</i>	<i>Il a 10 ans.</i>
<i>Elle a quel âge?</i>	<i>Elle a 10 ans</i>
<i>Ils ont quel âge?</i>	<i>Ils ont 10 ans</i>
<i>Quel âge avez-vous? (polite form)</i>	<i>J'ai 60 ans.</i>

You can visit the following websites to watch YouTube videos on this:

<https://www.youtube.com/watch?v=Fw4g2Dod4vI>

<https://www.youtube.com/watch?v=sRd9JaEtO8E>

<https://www.youtube.com/watch?v=z7ErW49uH7U>

3.4 Common ways of asking one's profession and possible professions

One of the best ways of keeping the conversation going in French is to turn things around and ask your conversation partner several questions about themselves. That means you can even ask him/her what he/she does for a living:

- ☐ *Dans quel domaine travailles-tu ?* – ‘What field do you work in?’
- ☐ *Quelle est ta profession ?* – ‘What is your profession?’
- ☐ *Quel est ton métier ?* – ‘What is your job?’
- ☐ *Que fais-tu comme travail ?* – ‘What do you do for work?’

The common answer to these various questions is just one:

Answer: - *Je suis acteur/actrice.* (I am an actor).

- *Je suis dentiste.* (I am a dentist).

Other common professions are:

- ☐ *infirmier/infirmière* (nurse)
- ☐ *médecin* (doctor)
- ☐ *enseignant/enseignante/instituteur/institutrice* (teacher)
- ☐ *boulangier/boulangère* (baker)
- ☐ *brasseur/brasseuse* (brewer)
- ☐ *boucher/bouchère* (butcher)
- ☐ *chanteur/chanteuse* (singer)
- ☐ *charpentier/charpentière* (carpenter)
- ☐ *coiffeur/coiffeuse* (hairstylist)

- ☐ *couturier/couturière* (dressmaker)
- ☐ *dessinateur/dessinatrice* (designer)
- ☐ *écrivain/écrivaine* (writer)
- ☐ *musicien/musicienne* (musician)

- *avocat/avocate* (lawyer)
- *prêtre* (priest)

3.6 Common professions and work places

It will be a great knowledge for you if you know the names of places of work where various professionals practise their profession. The following are examples of such places. You can say:

- Je suis *infirmier/infirmière* (nurse): Je travaille dans un hôpital/une clinique.
- Il est *médecin* (doctor): Il travaille dans un hôpital/une clinique.
- Nous sommes *enseignants* (teachers): Nous travaillons dans une école.
- Tu es *boulangier/boulangère* (baker): Tu travailles dans une boulangerie.
- Ils sont *brasseurs* (brewers): Ils travaillent dans une brasserie.
- Elles sont *bouchères* (butchers): Elles travaillent dans une boucherie.

You can visit the following website to learn more about names of places people work in French:

<https://www.french-games.net/frenchvocabulary?topic=Workplaces&level=secondary>

You can also watch and listen to the videos on professions and work places on YouTube on the following websites:

<https://www.youtube.com/watch?v=2XuxsdhRFhg>
<https://www.youtube.com/watch?v=MGYa-NP00fA>
<https://www.youtube.com/watch?v=ApOpvOmQU9U>

3.7 Counting numbers in French

The French people use the same figures for numbers as the English people. However, the French words for numbers are completely different from those in English. We shall learn how count the French numbers in words from 0 – 100. Listen carefully to these videos on YouTube on your

Les nombres en français

0 zéro	10 dix	20 vingt	30 trente
1 un	11 onze	21 vingt-et-un	31 trente-et-un
2 deux	12 douze	22 vingt-deux	32 trente-deux
3 trois	13 treize	23 vingt-trois	33 trente-trois
4 quatre	14 quatorze	24 vingt-quatre	34 trente-quatre
5 cinq	15 quinze	25 vingt-cinq	35 trente-cinq
6 six	16 seize	26 vingt-six	36 trente-six
7 sept	17 dix-sept	27 vingt-sept	37 trente-sept
8 huit	18 dix-huit	28 vingt-huit	38 trente-huit
9 neuf	19 dix-neuf	29 vingt-neuf	39 trente-neuf
40 quarante	50 cinquante	60 soixante	70 soixante-dix
41 quarante-et-un	51 cinquante-et-un	61 soixante-et-un	71 soixante-et-onze
42 quarante-deux	52 cinquante-deux	62 soixante-deux	72 soixante-douze
43 quarante-trois	53 cinquante-trois	63 soixante-trois	73 soixante-treize
44 quarante-quatre	54 cinquante-quatre	64 soixante-quatre	74 soixante-quatorze
45 quarante-cinq	55 cinquante-cinq	65 soixante-cinq	75 soixante-quinze
46 quarante-six	56 cinquante-six	66 soixante-six	76 soixante-seize
47 quarante-sept	57 cinquante-sept	67 soixante-sept	77 soixante-dix-sept
48 quarante-huit	58 cinquante-huit	68 soixante-huit	78 soixante-dix-huit
49 quarante-neuf	59 cinquante-neuf	69 soixante-neuf	79 soixante-dix-neuf

80 quatre-vingts	90 quatre-vingt-dix
81 quatre-vingt-un	91 quatre-vingt-onze
82 quatre-vingt-deux	92 quatre-vingt-douze
83 quatre-vingt-trois	93 quatre-vingt-treize
84 quatre-vingt-quatre	94 quatre-vingt-quatorze
85 quatre-vingt-cinq	95 quatre-vingt-quinze
86 quatre-vingt-six	96 quatre-vingt-seize
87 quatre-vingt-sept	97 quatre-vingt-dix-sept
88 quatre-vingt-huit	98 quatre-vingt-dix-huit
89 quatre-vingt-neuf	99 quatre-vingt-dix-neuf

LES GRANDS NOMBRES

100 cent	800 huit-cents
101 cent-un	900 neuf-cents
200 deux-cents	1.000 mille
202 deux-cent-deux	2.000 deux-mille
300 trois-cents	10.000 dix-mille
305 trois-cent-cinq	100.000 cent-mille
400 quatre-cents	1.000.000 un-million
500 cinq-cents	2.000.000 deux-millions
600 six-cents	1.000.000.000 un-milliard
700 sept-cents	2.000.000.000 deux-milliards

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www.woodwardfrench.com

handsets, desktop or laptop and repeat the pronunciation of the numbers.

- <https://www.youtube.com/watch?v=H2-REbL2OU0>
- <https://www.youtube.com/watch?v=H2-REbL2OU0>

4.0 Conclusion

Expressing age in French is tricky both grammatically and vocabulary-wise. Besides, asking a woman her age is considered quite impolite in French, especially if you are a man. If you are

curious and still want to know, be highly crafty about it: ‘Est-ce que je peux me permettre de te demander ton âge?’ This translates literally into ‘May I allow myself to ask for your age’ but it would be the polite way to ask a woman her age in French. In addition, knowing how to express age leads you to knowing numbers. This helps you to know how to call out your phone numbers, dates, times, and prices in French. As you will see, learning the numbers in French is a bit like doing mathematics; but it is very simple mathematics.

Furthermore, in order to make learning French at your age meaningful you need to know how to discuss about professions and places of work in French. It is impossible to list all possible professions, but there are some common ones you should know.

5.0 Summary

In this unit, you have learnt how to meet with people, to get to know them better by exchanging information about you with your new acquaintances. Such information include knowing each other’s age, profession and place of work. We have paid particular attention on how to ask and declare your age in French. We have learnt that in English, you say, ‘*How old are you?*’ The responses might be, ‘I’m 30 years old!’ You will notice that in English, we use the verb ‘*to be*’ in these sentences: *I am, You are, She is*, and so on and so forth. However, in French, we talk about age using a different verb: ‘*avoir*’, which actually means, ‘*to have*’. You have also learnt how to conjugate French verbs that are very essential in expressing age, talking about professions and places of work. You have equally learnt how to count numbers in French.

6.0 Tutor-Marked Assignment

1. How do you tell someone that you are 20 years old?

(a) Je suis 20 ans.

(b) Je vais 20 ans.

(c) J’ai 20 ans.

2. How do you ask someone’s age? _____ *as-tu?*

(a) Comment âge

(b) Quel âge

(c) Combien âge

3. How do you ask in French which work people do?

(a) Où est-ce que tu travailles?

(b) Quelle est ta profession?

(c) Comment travailles-tu?

7.0 References/Further Readings

Dominique. P. et al. (1997). *Le Nouveau (WHAT?) Sans Frontières*. Paris: Eds. CLE International (**SUPPLY NAMES OF AUTHORS IN FULL**)

Mbuko, L. (1992). *Junior Essays for J.S. French*. Kaduna: Lynn Publishers.

Godard, R. et al. (1991). *TransAfrique 9.5*. London: Macmillian. (**SEE ABOVE**)

Onyemelukwe, I.M. (1998). *French for All Beginners*. Zaria: ABU Press.

- <https://www.youtube.com/watch?v=Fw4g2Dod4vI>
- <https://www.youtube.com/watch?v=sRd9JaEtO8E>
- <https://www.youtube.com/watch?v=z7ErW49uH7U>
- <https://www.french-games.net/frenchvocabulary?topic=Workplaces&level=secondary>
- <https://www.youtube.com/watch?v=2XuxsdhRFhg>
- <https://www.youtube.com/watch?v=MGYa-NP00fA>
- <https://www.youtube.com/watch?v=ApOpvOmQU9U>
- <https://www.youtube.com/watch?v=H2-REbL2OU0>
- <https://www.youtube.com/watch?v=H2-REbL2OU0>

MODULE 3: IDENTIFYING PEOPLE AND OBJECTS

UNIT 1: IDENTIFYING PEOPLE

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1.0 Introduction

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3.4 Stressed Pronouns (**Les pronoms disjoints**)

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5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 Introduction

It is a very common human tendency to make enquiry about any stranger. In some of the preceding units, we learnt how to enquire about people in French as regards their identity by asking them their names, where they come from and what they do. At times, we find ourselves in a situation where we even have to enquire in the French language about the identity of people we know well. Imagine you are in your house and someone knocks at the door and you have to speak in French to know who is knocking. Or, your phone rings, you only see the number, no name. You will surely be curious to ask in French to know who is calling. You have to ask, “Who is it?” Sometimes, a person you know very well is in company of another person whom you do not know. Imagine that your friend has visited you and you have to find out from him who the attractive girl accompanying him is; and you have to ask in French. In this unit, we shall learn how to inquire about someone’s identity using the interrogative, ‘Qui est-ce’ or ‘Qui est-ce que’ (Who is this?).

2.0 Objectives

By the time you finish this unit, you will be able to:

- ask questions correctly to identify a person or some people;
- give a proper response to identify a person or some people;
- analyse carefully episodes of identification of persons using relevant grammatical structures such as ‘Qui est-ce?’ and ‘C’est...?’
- use these grammatical structures correctly to compose simple sentences in French.

3.0 Main Content

3.1 Dialogue

Dialogue 1 : *Grrriinnng grrriinnngg (Qui est-ce?)*



Agnès: Allô, Allô. (*Hello, Hello*)

Jacques: Qui est-ce au téléphone? (*Who is on the telephone?*)

Agnès: C'est moi, Agnès, une amie de Marie. (*It's me, Agnes, Mary's friend*)

Jacques: Ah, Agnès, comment ça va? (*Ah, Agnes, how are you ?*)

Agnès: Très bien. Marie est là? (*Very fine. Is Mary at home?*)

Jacques: Oui, elle est là. (*Yes, she is at home*)

Agnès: Bon, j'arrive tout de suite, au revoir. (*Good. I will be there shortly. Good bye.*)

Dialogue 2 : Bam, bam (Qui est-ce?)



Pierre: Qui est à la porte?

Mireille: C'est moi Mireille.

Pierre: Ah! Bon, entre.

Mireille: Bonsoir Pierre, comment ça va?

Pierre: Bien. Assieds-toi.

DIALOGUE 3: (Qui est-ce?)



Paul: Bonjour, Kola. (*Good morning, Kola*)

Kola: Bonjour, Paul. Mais, qui est cette fille. (*Good morning, Paul. Who is this lady?*)

Paul: C'est Clementine. (*She is Clementine*)

Kola: C'est ta copine? (*Is she your girlfriend?*)

Paul: Non. Elle est mon camarade de classe. (*No, she is a classmate*)

Kola: Enchantée, Clementine. (*It's my pleasure, Clementine*)

Clemntine: Enchanté, Kola. (*It's my pleasure, Kola*)

You can now visit the following website to watch and listen to the YouTube video available:

<https://www.youtube.com/watch?v=t9eUpvSRJkY>

3.2 The interrogative (L'interrogation): 'Qui est-ce?'

There are several ways of asking questions in French. In the Dialogues above, we have come across the interrogative phrase:

i. *Qui est-ce?* (Who's that?/Who is it?/Who is there?).

When you want a person to identify himself or identify someone else, you ask the question 'Qui est-ce?' In Dialogue 1, Jacques did not know who was calling him on the phone. So, he asked, '*Qui est-ce?*' In Dialogue 2, Pierre hears a knock on his door and wants to know who is there at the door. So, he asks '*Qui est-ce?*' In Dialogue 3, Paul, who is in company of Clementine, meets his friend, Kola. Kola is curious to know Clementine. So, he asks Paul: '*Qui est cette fille?*' (Who is this girl?).

To the answer the question '*Qui est-ce*', you can say:

- C'est moi, Abu. (*It is me, Abu*)

Question: Qui est-ce ?

- C'est Clementine. (*She is Clementine*)

Question: Qui est-ce ?

- C'est une amie. (*She is a friend*)

Question: Qui est-ce ?

- C'est Clementine, mon camarade de classe. (*She is Climentine, my classmate*)

ii. Another way of asking for a person's identity is done in a manner that requires just the confirmation of the person's identity. In this case, you use the phrase 'C'est + a person's name?'

For example:

C'est Abu? (*Is it Abu?*)

- Oui, c'est Abu. (*Yes, it's Abu*)

C'est Clementine? (*Is it Clementine?*)

- Oui, c'est Clementine. (*Yes, it's Clementine*)

C'est ton camarade? (*Is it your classmate?*)

- Oui, c'est mon camarade de classe. (*Yes, it's my classmate*)

C'est Monsieur Mustapha? (*Is it Mr. Mustapha?*)

- Oui, c'est Monsieur Mustapha. (*Yes, it's Mr. Mustapha*)

C'est toi, madame Mustapha? (*Is it you, Madam Mustapha*)

- Oui, c'est moi, madame Mustapha. (*Yes, it's me, Madam Mustapha*)

3.3 Possessive adjectives (Les adjectifs possessifs)

In the Dialogue 3 (between Kola and Paul), you have come across the following sentences:

- C'est **ta** coupine? (*Is she **your** girlfriend?*)

- Non. C'est **mon** camarade de classe. (*No, she is **my** classmate*)

'*ta*' and '*mon*' are what we call possessive adjectives. Possessive adjectives are the words used to indicate to whom or to what something belongs. French possessive adjectives are similar to English possessive adjectives but there are some differences in form because possessive adjectives in French have gender differentiation and number. They also depend on the person who is talking, and then agreement with the object in question: they agree with the *possessee* or the *object*

possessed - not the possessor. In other words, if I am talking, it does not matter whether I am a girl or a boy, what matters is the gender and number of what is being possessed. This is particularly hard for English speakers since in English you choose the possessive adjective according to the gender and number of the subject: for a man, *his dog(s)*, for a woman, *her dog(s)*. The gender or number of the dog does not matter. The Table below presents a summary of the French possessive adjectives which are also explained in detail in the sub-headings that follows.

English	<i>Masculine</i>	<i>Feminine</i>	<i>Before vowel</i>	<i>Plural (for the two genders)</i>
my	mon	ma	mon	mes
your (<i>tu</i> form)	ton	ta	ton	tes
his, her, its	son	sa	son	ses
our	notre	notre	notre	nos
your (<i>vous</i> form)	votre	votre	votre	vos
their	leur	leur	leur	leurs

For practical activity, you can visit the following website to watch and listen to YouTube videos:

<https://www.youtube.com/watch?v=hAVeK8p8cEE>

<https://www.youtube.com/watch?v=hAVeK8p8cEE>

3.4 Stressed Pronouns (Les pronoms disjoints)

Stressed pronouns, also known as ***disjunctive pronouns***, are used to emphasise a noun or pronoun.

There are 8 forms in French:

<i>English</i>	<i>French</i>
Me	Moi
You	Toi
Him	Lui
Her	Elle

Us	Nous
You	Vous
Them (masculine)	Eux
Them (feminine)	Elles

French *stressed/disjunctive pronouns* correspond in some ways to their English counterparts but they are a bit different in other ways. Thus, their English translations sometimes require different sentence structures altogether.

For practical activity, you can visit the following website to watch and listen to YouTube videos:

<https://www.youtube.com/watch?v=yreEkavicaU>

<https://www.youtube.com/watch?v=uHvsSlXjK38>

<https://www.youtube.com/watch?v=uPsVc6JsfAo>

4.0 Conclusion

‘Qui est-ce?’ meaning ‘Who is it?’ is to ask about someone’s identity, but there is something you should know. There are other ways of inquiring about someone’s identity. You can equally say ‘C’est qui ça?’ or ‘Qui est là?’ However, ‘Qui est-ce?’ is the most polite way of asking for someone’s identity.

5.0 Summary

In this unit, you have learnt how to inquire about someone’s identity, using the interrogative ‘Qui est-ce?’ or ‘Qui est-ce que?’ This happens when you are in your house and someone comes to knock on the door and you want to know who is knocking. Or, it happens when your phone rings and you see only the number with no name. You will surely be curious to know who is calling. You can even use this French phrase when you see a person you know very well in company of another person you do not know and you have to ask the identity of the unknown person. This has led us to do analysis of some grammatical structures such as the possessive pronouns and the

disjunctive pronouns, used in constructing simple sentences in French to enquire or give information on one's identity.

6.0 Tutor-Marked Assignment

1. Complete the following sentences with *mon, ma, or mes*. Example:

Question: Qui est-ce? (ami)

Answer: C'est mon ami

- i. Qui est-ce? (femme)
- ii. Qui est-ce? (fils)
- iii. Qui est-ce? (fille)
- iv. Qui est-ce? (amis)
- v. Qui est-ce? (mère)

2. Complete the following sentences with *moi, toi, lui, elle, nous, vous, eux ou elles*.

- 1. , je vais à la plage.
- 2. Nous avons soif, apportez une bouteille d'eau, s'il vous plaît.
- 3. Marie parle français, mais , il parle seulement l'anglais.
- 4. Je vais au cinéma, et vous? aussi, nous allons avec vous.
- 5. Luc est malade, mais ses enfants, , ils vont très bien.

7.0 References/Further Readings

Dominique. P. et al. (1997). *Le Nouveau (WHAT) Sans Frontières*. Paris: Eds. CLE International
(SUPPLY ALL THE OTHER NAMES OF THE OTHER AUTHORS)

Mbuko, L. (1992). *Junior Essays for J.S. French*. Kaduna: Lynn Publishers.

Godard, R. et al. (1991). *TransAfrique 1-5*. London: Macmillan. (SEE ABOVE)

Onyemelukwe, I.M. (1998). *French for All Beginners*. Zaria: ABU Press.

<https://www.youtube.com/watch?v=t9eUpvSRJkY>

<https://www.youtube.com/watch?v=hAVeK8p8cEE>

<https://www.youtube.com/watch?v=hAVeK8p8cEE>

<https://www.youtube.com/watch?v=yreEkavicaU>

<https://www.youtube.com/watch?v=uHvsSlXjK38>

<https://www.youtube.com/watch?v=uPsVc6JsfAo>

UNIT 2: IDENTIFICATION OF OBJECTS IN THE CLASSROOM

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1.0 Introduction

Most of you might have been dreaming of studying overseas, maybe in France. Perhaps, this dream has not yet come to reality. However, you can take French lessons before one of these days you will find yourself in France. As you have found yourself in a classroom to learn French in Nigeria, you will need to know some basic vocabulary about objects in the classroom. In this lesson, you can step into the French lecture room and see what vocabulary you can acquire about the classroom environment.

2.0 Objective

By the time you finish this unit, you will be able to:

- ask questions correctly to identify a thing or things;
- give a proper response to identify a thing or things by name;
- analyse carefully episodes of identification of things using grammatical structures such as ‘C’est un/une’ ‘Ce sont.....’
- compose simple sentences in French using correct grammatical rules of gender.

3.0 Main Content

3.1 Dialogues

You are advised to visit this website and listen to video at least two times so that you understand the interrogative phrase and the answers: <https://www.youtube.com/watch?v=2ogykNYcUcw>

Dialogue 1:

Okon is asked by the teacher to identify the names of some objects in French in the classroom.

Professeur: Qu’est-ce que c’est?

Okon: C’est un stylo.

C’est un livre.

C’est un crayon.

C'est un cahier.

C'est une gomme.

C'est une table.

C'est une chaise.

C'est une règle.

C'est un tableau.

C'est le cartable.

Ce sont des cahiers.

3.1.1 The interrogative (L'interrogation): 'Qu'est-ce que c'est?'

In order to ask questions to identify an object or thing, you will make use of 'Qu'est-ce que c'est?'

When you are asked such a question, your proper response should be:

- C'est un + name of a (masculine) object
- C'est une + name of a (feminine) object
- Ce sont des + names of the objects (both masculine and feminine)

Or you can say:

- C'est le + name of a (masculine) object
- C'est la + name of a (feminine) object
- Ce sont les + names of the objects (both masculine and feminine)

3.1.2 Gender of objects and indefinite articles

As a beginner French learner, one question you will always ask yourself is why objects carry the articles 'un', 'une', 'des', 'le', 'la', and 'les'. The articles are determinants (just like 'a' and 'an' or 'the' in English) that introduce a noun to show that the thing referred to is specific or non-specific. When an article serves as a determinant for a specific noun, it is called a definite article.

For example:

- La voiture rouge appartient à Ali (Ali is the owner of the red car).
- Achebe a écrit le roman *Le monde s'effondre* (Chinua Achebe wrote the novel, *Things Fall Apart*).

However, when an article serves as a determinant for a non-specific noun, it is called an indefinite article. For example:

- Elle a acheté un roman (*She bought a novel*).
- Il a fréquenté une école laïque (*He went to a public school*).

One thing you must know is whether an object is feminine or masculine. After hours of trying to figure out why ‘stylo’ (biro) is masculine and ‘chaise’ (chair) is feminine, you will come to the inevitable conclusion that the gender of French nouns is quite arbitrary. Nevertheless, you must get it clear that there is only one way of knowing the gender of a noun: **to learn it by heart**. This is one of the myths about the French language. After going over it several times, you can actually get to know the gender of a French noun with more than 80% accuracy just by looking at it. Examining the dialogue very well, you can see that the nouns go by their gender using the indefinite or definite articles. We have classified them in the Table below according to the masculine and feminine genders.

3.1.2.1 Indefinite articles (un, une, des)

Masculine singular objects (indefinite article ‘un’)	Feminine singular objects (indefinite article ‘une’)	Masculine plural objects (des)	Feminine plural objects (des)
un stylo	une gomme	des stylos	des gommes
un livre	une table	des livres	des tables
un tableau	une chaise	des tableaux	des chaises
un cahier	une règle	des cahiers	des règles
un crayon	une chair	des crayons	des chairs

un torchon	une craie	des torchons	des craies
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For more understanding of the phenomenon, visit the following website:

<https://www.youtube.com/watch?v=zsW1V9FfwjU>

<https://www.youtube.com/watch?v=2oqyKNYcUcw>

3.1.2.2 The definite articles (le, la, les)

The Table below shows definite articles (le, la, les) which serve as the determinant of a distinct and specific noun:

Masculine singular objects (definite article 'le')	Feminine singular objects (definite article 'la')	Masculine plural objects (les)	Feminine plural objects (les)
le stylo	la gomme	les stylos	les gommes
le livre	la table	les livres	les tables
le tableau	la chaise	les tableaux	les chaises
le cahier	la règle	les cahiers	les règles
le crayon	la porte	les crayons	les portes
le torchon	la craie	les torchons	les craies

For more understanding of the phenomenon, visit the following website:

<https://www.youtube.com/watch?v=054MD3i3RDE>

4.0 Conclusion

It is important for you to know names of objects in the French language in the classroom as it will help to develop the tools to discuss classroom experiences and even express needs within the classroom setting using names of the objects involved. Above all, you will ask for and give objects their definite and indefinite articles and understand how to make vocabulary plural including the amount of items being described.

5.0 Summary

In this unit, you have learnt two important things: first, identifying objects in a classroom by their names; and second, using the articles (definite and indefinite) to identify the objects discussed. In this case, you have studied the definite and the indefinite articles (their singular and plural as well as their gender). This knowledge will help you in providing the basis to increase the knowledge of other aspects of the French language.

6.0 Tutor-Marked Assignment

Transform the nouns you have identified into plural form:

- | | |
|-----------------|-------------|
| - un banc | - la banque |
| - une fenêtre | - le pays |
| - un cahier | - la femme |
| - un calendrier | - l'homme |
| - une montre | - le chien |

7.0 References/Further Readings

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UNIT 3: ABOUT CLOTHING

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Dialogue

3.1.1 Names and kinds of clothings) (Les noms et gendres des vêtements)

3.1.2 Colours (Les couleurs)

3.1.3 Adjectives (Les adjectifs)

3.1.4 Verbs (Les verbes)

3.2 ‘Je voudrais....’

3.3 ‘C’est cher’

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References/Further Readings

1.0 Introduction

Your competence in a language will be nothing if you cannot hold a conversation in that language. If you are learning French, chances are that you will end up in a shop where French is spoken. You might find yourself in a shop in a francophone environment. It could even be a store in Paris, Lyon or Marseille or elsewhere.

By now, you probably know that for most French people, including salespeople and shopkeepers, having to speak in English for helping a customer is a scary and painful prospect. For this reason, to make shopping in French an enjoyable experience, you need to have at least an idea of the things to say in French when interacting with a salesman or woman. Let us look at an example of a conversation that has to do with shopping in French.

This unit will be an interesting experience for ladies because it focuses specifically on teaching you some of the basic vocabulary you need in a boutique when you want to buy clothes.

2.0 Objectives

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

- specify in French names of the types of clothes you would like to buy.
- engage in a conversation, in good simple French, with a friend in a boutique about the cloth you want to buy.
- engage in a simple conversation in French with a seller of the cloth want to buy.

3.0 Main Content

3.1 Dialogues (Dans une boutique)

You are advised to follow the dialogue in the link below. It is a simple dialogue between friends in a boutique: <https://www.youtube.com/watch?v=AS2hZLF9mDY>

Amina: Que penses-tu de cette robe? (*What do you think of this dress?*)

Brigitte: Elle est très jolie. J'aime beaucoup la couleur. *(It is very pretty. I really like the colour)*

Amina: C'est combien? *(How much is it?)*

Brigitte: N1500. C'est bon marché. *(N1500. It is cheap)*

Amina: C'est dommage qu'elle ne soit pas à ma taille. C'est la seule qui reste. *(It's unfortunate, it is not my size. It is the only one left).*

Brigitte: Regarde celle-ci. Elle est très jolie aussi. Tu devrais l'essayer. *(Look at this one. It is also pretty. You need to try it on).*

Amina: Tu as raison. Je vais l'essayer. *(You are right. I will try it on).*

Brigitte: D'accord. En attendant, je vais regarder les chemises. *(Alright. Meanwhile, I will take a look at the shirts).*

Amina: Alors, comment me trouves-tu? *(So, how do I look?)*

Brigitte: Cette robe te va bien! *(That dress looks good on you).*

Amina: Je vais l'acheter alors. En plus, elle ne coûte pas très chère. Et toi? Tu as trouvé une chemise? *(I will buy it, then. Besides, it is not very expensive. And you? Have you found a shirt?)*

Brigitte: Ouais, mais elles sont toutes affreuses. Par contre, j'ai trouvé ce pantalon. Il me plaît beaucoup. *(Yes. But they are all hideous. However, I have found these trousers. I like them a lot).*

Amina: Moi, j'ai besoin d'une nouvelle jupe et d'un manteau rouge. *(I need a new skirt and a red coat).*

Brigitte: J'ai vu des manteaux là-bas, près des vestes. Mais ils sont tous noirs et bleus. *(I saw some overall over there, near the jackets. But they are all black and blue).*

Amina: Je vais voir les jupes, alors. Qu'est-ce que tu penses de celle-ci? *(I will look at the skirts then. What do you think about this one?)*

Brigitte: Je trouve qu'elle est trop courte. Regarde celle-ci. Elle est plus élégante. (*I think it is too short. Take a look at this one. It is more elegant*).

Amina: Je suis d'accord avec toi. Je vois que tu as très bon goût. Je vais la prendre. Et toi, tu as tout ce dont tu as besoin? (*I agree with you. I see that you have very good taste. I will take it. What about you? Do you have all you need?*)

Brigitte: Je voudrais acheter un pull-over mais ceux qui sont ici sont très grands pour moi. (*I would like to buy a sweater but the ones here are too big for me*).

Amina: Bien, allons-nous dans un autre magazine. (*Good, let us go to another shop*).

Brigitte: Bonne idée. Passons à la caisse, alors. (*Let us go to the cash desk, then*).

3.1.1 Clothes and gender

You need to learn some words for clothes in **French**. The first thing you must know is that clothes also have gender in French. The feminine clothes carry *une, la* or *les*, while the masculine gender clothes carry *un, le* or *les*. Thus, you do not just know the names of clothes. You also know their gender. This section will teach you how to talk about names and gender of clothes that are suitable for your French. You must listen closely to the pronunciation on the links provided below and practise saying these items of clothing in French.

<https://www.youtube.com/watch?v=rRJ0tCmOVfA>

<https://www.youtube.com/watch?v=X4reKGAoIVU>



3.1.2 Colours (*Les couleurs*)

Learning **colours in French** (*Les couleurs*) is really not that difficult. You will find that you will be able to name all the primary colours in a short time. Whether you would like to prepare for a clothes shopping spree in a French-speaking country or look for the pronunciation of colours related to genders (pink for girls, blue for boys), this lesson has the answers you need. Whatever your reason, learning French words for colours is a funny way of increasing your essential French vocabulary and getting the hang of a few basic grammar concepts. Below is an image containing the basic colours in French:



You are advised to listen closely to the pronunciation of the colours on the links provided below and practise saying these items of colour in French.

<https://www.youtube.com/watch?v=ld7x0xv72Uk>

3.1.2.1 Colours: Gender and agreement

There are some basic rules governing the gender and agreement of colours.

- All colours in French that end with consonants are considered to be masculine. As such, for their plural form, you just add an 's'.
- However, to make them feminine you must add letter 'e' for feminine singular and 'es' for feminine plural. For examples: **vert (green)**

Masculine singular	Masculine plural	Feminine singular	Feminine plural
Vert	Verts	Verte	vertes
<i>Le pantalon est vert</i>	<i>Les pantalons sont verts</i>	<i>La jupe est verte</i>	<i>Les jupes sont vertes</i>

When an adjective ends in 's' or 'x', there is no difference between the masculine singular and masculine plural forms except with feminine. For example: **gris (grey)**

Masculine singular	Masculine plural	Feminine singular	Feminine plural
Gris	gris	grise	grises
<i>Un gris jeans</i>	<i>Des gris jeans</i>	<i>Une grise chemise</i>	<i>Des grises chemises</i>

Nevertheless, there are some colours in French that, by nature, end with the letter 'e'. For such colours, there is no difference between the masculine and feminine forms. Example: **rouge (red)**

Masculine singular	Masculine plural	Feminine singular	Feminine plural
Rouge	rouges	Rouge	rouges
<i>Un tee-shirt rouge</i>	<i>Des Tee-shirt rouges</i>	<i>Une veste rouge</i>	<i>Des vestes rouges</i>

3.1.3 Adjectives and gender

In the dialogue above, you have met adjectives like 'joli' (pretty), 'courte' (short), 'bon' (good) and 'élégante' (elegant). They also follow the same rules governing the use of colours in terms of gender and agreement. For example: **bon (good)**

Masculine singular	Masculine plural	Feminine singular	Feminine plural
bon	bons	bonne	bonnes
<i>Le pantalon est bon</i>	<i>Les jeans sont bons</i>	<i>La jupe est bonne</i>	<i>Les jupes sont bonnes</i>

3.2 Verbs

A verb constitutes a major grammatical element which helps in the organisation of a sentence so as to arrive at the meaning of the sentence. It constitutes the kernel of the meaning of a sentence.

All other elements of a sentence revolve around a verb so as to attain their functions as well as create meaning of the sentence. For example:

- *Tous les jours, Magnus achète un cornet de crème au coin de sa rue.*

- *La voiture tourne à gauche vers la maison.*

- *Il mange beaucoup aujourd'hui.*

- *Nous allons à l'école tous les cinq jours de la semaine.*

In the four examples given above, it is basically through the underlined verbs that the meaning of the sentences is obtained. There are certain issues about the use of a verb in French that you need to know before you can use a verb to convey your message or idea to your listeners. We shall discuss them briefly.

3.2.1 Infinitive verbs

The infinitive verb (le verbe infinitif) is the form of a verb that does not bear the mark of 'person', 'gender', nor 'tense'. It is from the infinitive form that a verb graduates to other forms through the process of conjugation. (The process of conjugation will be treated in the next section). For example:

- *Nous parlons français.* (*Parler* is infinitive form of the verb while *parlons* is the conjugated form of the verb).

- *Il finit son travail en avance.* (*Finir* is the infinitive form of the verb and *finit* is the conjugated form of the verb).

- *Jacques descend de l'escalier.* (*Descendre* is the infinitive form of the verb and *descend* is the conjugated form of the verb)

3.2.2 Stem of a verb

The ‘stem’ of a verb is also called the radical (le radical) of a verb. It is the minimal part of a verb to which the ‘endings’ (les terminaisons) are added in the process of conjugation. To obtain the ‘stem’ or ‘le radical’ of most verbs, one just needs to delete the ending of the infinitive form of the verb (the endings **-er, -ir, -oir ou -re**). For example, for ‘*trouver*’, the radical is ‘*trouv-*’. For ‘*bondir*’, the radical is ‘*bond-*’ and for ‘*courir*’, the radical is ‘*cour-*’. For ‘*devoir*’, the radical is ‘*dev-*’, and for ‘*apprendre*’, the radical is ‘*apprend-*’.

ATTENTION: Certain verbs, especially the auxiliary verbs ‘*aller*’ and ‘*avoir*’, have more than one radical, depending on the tense.

- *Aller*: in ‘*allons*’ (present), the radical is ‘*all-*’; in ‘*iront*’ (future), the radical is ‘*ir-*’.
- *Être*: in ‘*étais*’ (imperfect), the radical is ‘*ét-*’; in ‘*serai*’ (future), the radical is ‘*ser-*’.

3.2.3 The endings (Les terminaisons) of a verb

‘Les terminaisons’ in French are the endings that are added to the radical of a verb in the process of conjugation. ‘Les terminaisons’ of verbs vary depending on the ‘personal’ group (1st, 2nd and 3rd), the mode and the tense. This will be treated further in the section on conjugation.

Once one is able to master the addition of the right ‘terminaisons’ to the radical, such a person will be able to do the correct conjugation of verbs. Thus, the radical (le radical) + ending (terminaison) is equalled to conjugation.

3.2.4 Persons

There are three persons which are usually represented by personal pronouns. Again, they have their singular and plural forms in the French language. These are:

1 st Person (pronoun) singular – ‘Je’	plural – ‘Nous’
2 nd Person (pronoun) singular – ‘Tu’	plural – ‘Vous’
3 rd person (pronoun) singular – ‘Il/Elle’	plural – ‘Ils/Elles’

Thus, the process of conjugation (la conjugaison) pays attention and adheres strictly to the rules guiding the use of verbs based on their ‘personal’ group.

3.2.5 Conjugation (La conjugaison)

Conjugation (La conjugaison) is the process that governs the use of verbs. In the French language, verbs are used in strict compliance to the following: persons; tense; verb ‘terminaisons’ based on verb groups; and mode.

In the dialogue we have treated here-above, there are several verbs the meaning of which we need to know and the manner of conjugating them to create meaning in a sentence. These are *être*, *aimer*, *aller*, *regarder*, *acheter*, *coûter*, *trouver* and *prendre*. You will learn how to conjugate these verbs based on the explanations we have given.

The verbs ‘**avoir**’, ‘**être**’ and ‘**aller**’ are called auxiliary verbs. We shall learn why these verbs are regarded as auxiliary verbs as we proceed.

3.2.5.1 Avoir (to be)

The French verb ‘*avoir*’ (to have) is one of the most frequently used of all French verbs. It is also an auxiliary verb. This means that it is used to form compound tenses such as in the *passé composé*. Since most French verbs use ‘*avoir*’ to form their compound tenses, it is essential to memorise and understand it. The conjugation of ‘*avoir*’ is irregular. This means that its conjugation is so complicated that you just have to memorise it. The Table below shows the conjugation of ‘*avoir*’ in the present tense indicative mode.

Person	Singular	Plural
1 st person	J' ai (<i>I have</i>)	Nous avons (<i>We have</i>)
2 nd person	Tu as (<i>You have</i>)	Vous avez (<i>You have</i>)
3 rd person	Il/Elle a (<i>He/She has</i>)	Ils/Elles ont (<i>They have</i>)

You are advised to follow the given link to view the YouTube videos on the conjugation and use of the verb ‘*avoir*’ according to the persons in the present tense:

<https://www.youtube.com/watch?v=oLxEv4o31M4>

<https://www.youtube.com/watch?v=sA82J16mNfU>

J' **ai** deux soeurs

Tu **as** deux soeurs

Il/Elle **a** deux soeurs

Nous **avons** deux soeurs

Vous **avez** deux soeurs

Ils/Elles **ont** deux soeurs

3.2.5.2 The verb 'être' (to be)

The French verb 'être' (to be) is also one of the most important verbs you could learn in French. 'Être' means 'to be'; and it is a highly irregular French verb that can be found everywhere in simple daily conversations, idiomatic expressions, written language and elsewhere. This makes it a must-learn verb for anyone who is starting to learn French. The Table below shows the conjugation of the verb 'être' in the present tense indicative mode.

Person	Singular	Plural
1 st person	Je suis (<i>I am</i>)	Nous sommes (<i>We are</i>)
2 nd person	Tu es (<i>You are</i>)	Vous êtes (<i>You are</i>)
3 rd person	Il/Elle est (<i>He/She is</i>)	Ils/Elles sont (<i>They are</i>)

You are advised to follow the given link to view the YouTube videos on the conjugation and use of the verb 'être' according to the persons in the present tense:

<https://www.youtube.com/watch?v=seKqVKAQqBg>

<https://www.youtube.com/watch?v=CbxrZMePugU>

<https://www.youtube.com/watch?v=jlvM5lK39Qs>

3.2.5.3 The verb ‘aller’ (to go)

The French verb ‘*aller*’ (to go) is also one of the most important verbs you could learn in French. ‘*Aller*’ means ‘to go’. Again, it is a highly irregular French verb that can be found everywhere. That makes it a must-learn verb for anyone who is starting to learn French. The Table below shows the conjugation of the verb ‘*aller*’ in the present tense indicative mode.

Person	Singular	Plural
1 st person	Je vais (<i>I go</i>)	Nous allons (<i>We go</i>)
2 nd person	Tu vas (<i>You go</i>)	Vous allez (<i>You go</i>)
3 rd person	Il/Elle va (<i>He/She goes</i>)	Ils/Elles vont (<i>They go</i>)

You are advised to follow the given link to view the YouTube videos on the conjugation and use of the verb ‘*aller*’ according to the persons in the present tense:

<https://www.youtube.com/watch?v=Ru9pCQDV1eE>

<https://www.youtube.com/watch?v=dAOHRL843IY>

3.2.5.4 The verb ‘aimer’ (to love/like)

Conjugating the verb ‘*aimer*’ is fairly easy because it belongs to the biggest group of French verbs called the ‘-er’ verbs which are also known as regular verbs. The endings for regular verbs ‘-er’ are as follows:

Je = e,	Nous = ons,
Tu = es,	Vous = ez,
Il/Elle = e,	Ils/Elles = ent

Steps to conjugating ‘aimer’ and pronunciation

To conjugate the verb '*aimer*', we do the following:

1. Take off the '-er' ending to get the stem '*aim-*'.
2. Add to the stem the endings which depend on the noun or personal pronoun (Subject) of the sentence. Here is how the verb '*aimer*' looks when conjugated and how it is pronounced:

- J'aime (ehm)
- Tu aimes (ehm)
- Il/Elle/On aime (ehm)
- Nous aimons (ehmohn)
- Vous aimez (ehmay)
- Ils/Elles aiment (ehm)

NB: Note that the '*Je*' contracts before a vowel to '*J'*'.

You are advised to follow the given link to view the YouTube videos on the conjugation and use of the verb '*aimer*' according to the persons in the present tense:

<https://www.youtube.com/watch?v=j2ZRDp2agIM>

https://www.youtube.com/watch?v=f_F4YVy_KRs

3.2.5.5 The verb '*regarder*' (to look/watch)

The verb '*regarder*' means 'to watch' or 'to look at' in English. This sub-unit will teach you how to use '*regarder*' correctly when you speak and write in French. Here is the conjugation chart for '*regarder*':

VERB: <i>regarder</i>		
Subject Pronoun	<i>Regarder</i> Conjugation	Translation
<i>Je</i>	<i>Je regarde</i>	I watch; I look/I am looking at

<i>Tu</i>	<i>Tu regardes</i>	You watch; You look/You are looking at
<i>Il/Elle/On</i>	<i>Il/Elle/On regarde</i>	He/She watches; He/She looks/ He/She is looking at
<i>Nous</i>	<i>Nous regardons</i>	We watch; We look/We are looking at
<i>Vous</i>	<i>Vous regardez</i>	You watch; You look/You are looking at
<i>Ils/Elles</i>	<i>Ils/Elles regardent</i>	They watch; They look/They are looking at

The conjugation of the verb ‘*regarder*’ is the same as the other verbs that follow the pattern for verbs ending in ‘-er’. Since this verb fits the normal pattern of verbs ending in ‘-er’, we call this a ‘regular’ ‘-er’ verb. You can follow the given link to view the YouTube videos on the conjugation and use of the verb ‘*regarder*’ according to the persons in the present tense:

<https://www.youtube.com/watch?v=OL7GCNRSz5Y>

<https://www.youtube.com/watch?v=-8YxoQgCJjo>

3.2.5.6 The verb ‘*acheter*’ (to buy)

In this lesson, we will learn how to use in a real life the French verb ‘*acheter*’, which means ‘to buy’. We will explore its slightly irregular ‘-er’ conjugation. This verb is unique from other regular ‘-er’ verbs, like ‘*donner*’ and ‘*parler*’, because of the way the accents change in its different forms. Let us look at the whole verb in its conjugated forms.

VERB: ‘<i>acheter</i>’		
Subject Pronoun	<i>acheter</i> Conjugation	Translation
Je	<i>J’achète</i>	I buy/I am buying
Tu	<i>Tu achètes</i>	You buy/You are buying
Il/Elle/On	<i>Il/Elle/On achète</i>	He/She/One buys or He/She/One is buying
Nous	<i>Nous achetons</i>	We buy/We are buying

Vous	<i><i>Vous achetez</i></i>	You buy/You are buying
Ils/Elles	<i><i>Ils/Elles achètent</i></i>	They buy/They are buying

You will notice that we have, in bold letters, the normal endings for ‘-er’ verbs in French. This is one great feature of this irregular verb – there is the deep accent (*l’accent grave*) on the conjugated forms of the verb in *Je*, *Tu*, *Il/Elle*, and *Ils/Elles*. However, there is no accent on the conjugated forms of the verb in *Nous* and *Vous*.

Kindly follow the given links to view the YouTube videos on the conjugation and use of the verb ‘*acheter*’ according to the persons in the present tense:

<https://www.youtube.com/watch?v=jrPV28Ha14Q>

<https://www.youtube.com/watch?v=yiKm4Ky9jKU>

3.2.5.7. The verb ‘*coûter*’ (to cost)

The French verb ‘*coûter*’ means ‘to cost’. As a regular ‘-er’ verb, it follows a simple conjugation pattern that you can easily commit to memory. The stem of a regular ‘-er’ verb is the infinitive without the ‘-er’. So, for ‘*coûter*’, the stem is ‘*coût-*’. To properly conjugate the verb, you then add the ending that goes with both the personal pronoun (subject) and the tense you are using. The Table below shows how to say ‘to cost’ in all the simple tenses in French.

Subject Pronoun	<i>coûter</i> Conjugation	Translation
Je	coûte	I cost
Tu	coûtes	You cost
Il	coûte	He costs
Elle	coûte	She costs
Nous	coûtons	We cost

Vous	coûtez	You (plural/formal) cost
Ils	coûtent	They cost
Elles	coûtent	They cost

You are advised to follow the given link to view the YouTube video on the conjugation and use of the verb '**coûter**' according to the persons in the present tense:

<https://www.youtube.com/watch?v=FZtAtRJtYP8>

3.2.5.8. The verb '*trouver*'

The verb '*trouver*' means 'to find'. This is a little easier to remember if you think of 'finding' a treasure 'trove'. Beyond that, you will also need to memorise the verb's conjugation in order to say things like the present tense 'finding'. It is also a regular '*-er*' verb. As you learn the verb, it will reinforce your understanding of the conjugation of other '*-er*' verbs. A quick lesson will introduce you to the essential conjugations of '*trouver*' you will need.

Pronoun Subject	<i>Trouver</i> Conjugation	Translation
Je	trouve	I find/ I am finding
Tu	trouves	You find/ You are finding
Il	trouve	He finds/ He is finding
Elle	trouve	She finds/ She is finding
On	trouve	One finds/ One is finding
Nous	trouvons	We find/ We are finding

Vous	trouvez	You find/You are finding (singular formal/plural)
Ils	trouvent	They find/ They are finding
Elles	trouvent	They find/ They are finding

Kindly follow the given link to view the YouTube video on the conjugation and use of the verb '*trouver*' according to the persons. In the video, five tenses have been treated. You are only concerned with the present tense which is the first lesson of the video:

<https://www.youtube.com/watch?v=CMfKcsFBSTo>

3.2.5.9 The verb '*prendre*' (to take)

The French verb '*prendre*' which commonly means 'to take' is frequently used and very flexible. However, it belongs to a different group of verbs regarded as '**irregular**' verbs. For the reason that it ends with '*-re*', this verb and many others in the group are called 'irregular '*-re*' verbs'. This verb is irregular because the *Je, Tu, Il/Elle/On* forms all keep the '*d*' from the infinitive *prendre*, but the *Nous, Vous, and Ils/Elles* forms drop the '*d*', and the *Ils/Elles* forms even admit an extra '*n*'. One good thing is that '*prendre*' can help you learn similar verbs. The Table below will introduce you to the essential conjugation of '*prendre*' you will need to know:

Pronoun Subject	<i>Prendre</i> Conjugation	Translation
Je	prends	I take/ I am taking
Tu	prends	You take/ You are taking
Il	prend	He takes/ He is taking
Elle	prend	She takes/ She is taking
On	prend	One takes/ One is taking
Nous	prenons	We take/ We are taking

Vous	prenez	You take/ You are taking (singular formal/plural)
Ils	prennent	They take/ They are taking
Elles	prennent	They take/ They are taking

You can apply what you have learned to conjugate these other verbs:

- *Apprendre* = to learn
- *Comprendre* = to understand
- *Entreprendre* = to undertake
- *Méprendre* = to mistake
- *Reprendre* = to retake, take again
- *Surprendre* = to surprise

You follow the given links to view the YouTube video on the conjugation and use of the verb 'prendre' according to the persons in present tense:

<https://www.youtube.com/watch?v=WhHcYofEqxI>

<https://www.youtube.com/watch?v=HOqcZDfexLg>

4.0 Conclusion

Clothing words are essential in describing personal appearance. If you were in a public place and you wanted to point someone out, you would probably mention the person's clothes. Whether you are shopping, describing how you look, how someone else looks or you are chatting about incredible clothes have seen at "RuPaul's Drag Race", you will need to know words for tops, downs, accessories, fabrics and sizes. To make things easy for you, we have introduced you to a collection of words for **talking about clothes in French**. These words will help you purchase clothing if you travel, live or work in French-speaking countries. You will need to go beyond *la chemise* (shirt) or *le pantalon* (trousers) if you want to find stylish and appropriate clothing, especially as the weather conditions change throughout the year.

5.0 Summary

In this unit, you have been taught how to hold a conversation in a boutique when you go to buy new clothes. You have listened to a dialogue and you have performed some activities aimed at consolidating your knowledge of expressions used in market situations. If you are not sure you can engage in simple conversation as regards buying and selling, then you are strongly advised to go over this unit again and again. You should not go to the next unit until you know within yourself that you can engage in simple French conversation as it relates to the subject of this unit.

6.0 Tutor-Marked Assignment

1. Give the names of these clothes and their gender in French:

- i. Sweater
- ii. Shirt
- iii. Jeans
- iv. Pullover

2. Give the feminine form of the following colours:

- i. Bleu
- ii. Gris
- iii. Vert
- iv. Noir
- v. Brun

7.0 References/Further Readings

Antrobus, L. et al (1996). *Bonjour L'Afrique*. Essex: Longman. www.bonjourdefrance.com

(SUPPLY ALL THE NAMES OF ALL THE AUTHORS)

<https://www.youtube.com/watch?v=rRJ0tCmOVfA>

<https://www.youtube.com/watch?v=X4reKGAoIVU>

<https://www.youtube.com/watch?v=ld7x0xv72Uk>

<https://www.youtube.com/watch?v=oLxEv4o31M4>

<https://www.youtube.com/watch?v=sA82J16mNfU>

<https://www.youtube.com/watch?v=seKqVkAQqBg>

<https://www.youtube.com/watch?v=CbxrZMePugU>

<https://www.youtube.com/watch?v=jlzM5lK39Qs>

<https://www.youtube.com/watch?v=Ru9pCQDV1eE>

<https://www.youtube.com/watch?v=dAOHRL843IY>

<https://www.youtube.com/watch?v=j2ZRDp2agIM>

https://www.youtube.com/watch?v=f_F4YVy_KRs

<https://www.youtube.com/watch?v=OL7GCNRSz5Y>

<https://www.youtube.com/watch?v=-8YxoQgCJjo>

<https://www.youtube.com/watch?v=jrPV28Ha14Q>

<https://www.youtube.com/watch?v=yiKm4Ky9jKU>

<https://www.youtube.com/watch?v=FZtAtRJtYP8>

UNIT 4: IN THE LIBRARY

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1.0 Introduction

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CONTENTS

1.0 Introduction



French is often considered the language of the modern man. A French lesson is a cultural journey into the worlds of fashion, gastronomy, the arts, architecture, as well as library and information science. In today's global society, proficiency in the French language is an important skill. French has become the international language, making it essential for professionals everywhere to master the language in order to conduct research and communicate with peers around the world. For

librarians in Anglophone countries like Nigeria, learning French means learning the special terminologies in the field of library and information science as well as the general vocabulary and grammar of the French language. In recent times, there has been a growing need for librarians with sound working knowledge of the French language because of the presence of several foreign researchers who are citizens of the neighbouring francophone African countries. Besides, globalisation, regionalism, African integration and cooperation as well as migration have diversified the population of Nigeria hence, she needs more bilingual librarians. Thus, this unit is meant to introduce Nigerian librarians to the special knowledge of the French language for librarians to enable them serve better the francophone population that uses Nigerian libraries.

2.0 Objectives

At the end of this unit, you will be able to:

- give the French names of the items of furniture that can be found in a library;
- give the French names of the categories of reading materials that can be found in a library;
- use French verbs that are commonly used in the operations of library and information science;
- use the French vocabulary that is commonly employed in library and information science.

3.0 Main Content

3.1 Exposé 1

Carefully listen to the video exposé on the link provided. The exposé is a bilingual presentation in English and French. Listen and watch it carefully while following the transcription. Try to make meaning out it. https://www.youtube.com/watch?v=D6xxc_ezCZI

*Today we are in front of the library. So, I should tell you some words in French: first all, how to say library. Library is “la bibliothèque”, [la-bi-blio-tèk]. In fact, now there is a change of the word. Actually, maybe, few years ago, maybe, ten years ago, five years ago. Now, people do not say **bibliothèque** anymore. People say “**médiatique**”. Why they say “**médiatique**” is because inside this place you do not have only books but you have “media” which means you the music, or the internet access to it. So, we say [mé-dia-tik], [la-mé-dia-tik]. Inside the médiatique or the bibliothèque you have the books: “les livres”. Naturally, if you can see from here “les livres”. And eh, you also have enh.... You can read the books inside or you can borrow the books. So, to*

*borrow the books we can say “**emprunter les livres**” [em-prun-te-le-livr]. And to read the books you will say “**lire les livres**” [lir-le-livr]. And eh, in fact have eh, you can also go on the internet. “**On peut eh.... aller sur l’internet**” [ale-sur-in-te-net].*

*Let’s use together the words to which we have listened today. First, the library. How we say the library in French, we can say ----- (**la bibliothèque**). Bravo!!! And now we don’t say **bibliothèque** anymore. But we say ----- (**la médiatique**) which means **média**. **Media**... books, mp3, mp4, internet. Inside this you find some books. For books, you can say “les livres”. And you can borrow the books. You say --- “**emprunter les livres**”. Or you can read the books: “**lire les livres**”.*

Exposé 2

Carefully listen to the second video exposé on the link provided. The exposé is an English presentation on things that are commonly found in a library. Listen and watch it carefully, while following the transcription. <https://www.youtube.com/watch?v=DHr0oOnBc50>

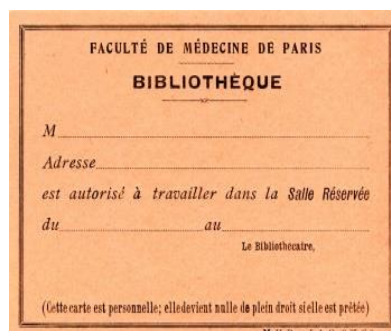
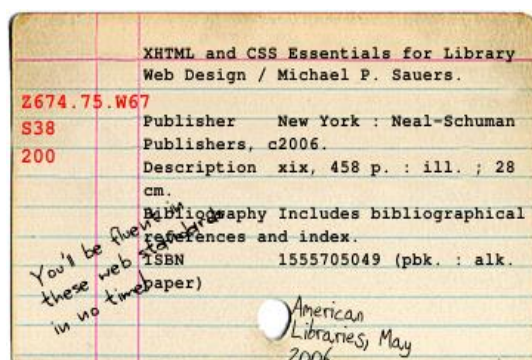
- | | |
|------------------------------------|------------------------------------|
| 1. Online catalogue | 17. CDs |
| 2. Card catalogue | 18. Video tapes |
| 3. Author | 19. Computer software |
| 4. Title | 20. DVDs |
| 5. Library card | 21. Foreign languages section |
| 6. Copier/photocopier/copy machine | 22. Foreign languages books |
| 7. Shelves | 23. Reference section |
| 8. Children’s section | 24. Micro-films or microfiche |
| 9. Children’s book | 25. Micro-film reader |
| 10. Periodical section | 26. Dictionaries |
| 11. Journals | 27. Encyclopedia |
| 12. Magazines | 28. Atlas |
| 13. Newspapers | 29. Reference desk |
| 14. Media section | 30. Reference librarian or library |
| 15. Books on tapes | 31. Checkout desk |
| 16. Audio tapes | 32. Library clerk |

3.2 Names and gender of objects in a library

In the second exposé, you have a long list of objects that are commonly found in a library. The names of these objects are in English. Thus, one of the first steps to make you a bilingual librarian is for you to learn the names of these objects in French. In French, objects are generally categorised into masculine and feminine. As such, we shall not just learn the names of objects in a library. We shall also learn their gender. All the objects that carry ‘*un*’ are masculine while all objects that carry ‘*une*’ are feminine. To make it clearer, we have to place either (m) in front of masculine objects or (f) in front of feminine objects for easy identification of the gender of an object.

- | | |
|----------------------------------|------------------------------------|
| 1. un catalogue en ligne (m) | 11. une cassette audio (f) |
| 2. un catalogue sur fiche (m) | 12. un disque compact (m) |
| 3. un auteur (m) | 13. une cassette vidéo (f) |
| 4. un titre (m) | 14. un logiciel d’ordinateur (m) |
| 5. une carte de bibliothèque (f) | 15. un DVD (m) |
| 6. une machine à copier (f) | 16. un microfilm ou microfiche (m) |
| 7. une étagère (f) | 17. un lecteur de microfilm (m) |
| 8. un hebdomadaire (m) | 18. une encyclopédie (f) |
| 9. un journal (m) | 19. un atlas (m) |
| 10. un livre sur cassette (m) | |

3.3 Illustration in pictures

un catalogue en ligne (m) (*Online catalogue*)une carte de bibliothèque (f) (*library card*)Un catalogue sur fiche (m) (*card catalogue*)Une photocopieuse/machine à copier (f) (*photocopier*)Les étagères/rayonnes (f) (*shelves*)

Des hebdomadaires (m) (*periodicals*)Des journaux (m) (*newspapers*)Un livre sur cassette (m) (*Book in cassette*)Une cassette audio (f) (*audio cassette*)Une cassette vidéo (f) (*video cassette*)Un disque compact (m) (*compact disc*)

It is no doubt that you will not find it easy to pronounce these words. Luckily, you have your Android phones and computers that can assist you to pronounce these words. All you need to do is type the word on Google and send. It will give you the meaning and pronunciation clue.

3.4 Verbs to do with library

In the first YouTube, you have come across verbs that are frequently used in the context of library and information services. You need to master the use of these verbs in your daily language needs in the library context. That means that you have to learn to conjugate the verbs in the simple tense.

The verb '*lire*' (to read)

'*Lire*' is a verb in French that means 'to read' in English. The Table below will teach you how to use that verb. Look at the conjugation and practise a few sentences with the verb. Let us take a look at the verb conjugation in the present tense for all the forms.

Subject Pronoun	<i>Lire</i> Conjugation	Translation
Je	lis	I read/ I am reading
Tu	lis	You read/ You are reading
Il	lit	He reads/ He is reading
Elle	lit	She reads/ She is reading
On	lit	One reads/ One is reading
Nous	lisons	We read/ We are reading
Vous	lisez	You read/ You are reading (singular formal/plural)
Ils	lisent	They read/ They are reading
Elles	lisent	They read/ They are reading

The verb '*emprunter*'

The French verb '*emprunter*' means 'to borrow' in English. In the Table below you will learn how to use this verb in a conversation in simple present tense. Here is the conjugation chart:

Subject Pronoun	<i>Emprunter</i> Conjugation	Translation
Je	emprunte	I borrow/ I am borrowing
Tu	emprunes	You borrow/ You are borrowing
Il	emprunte	He borrows/ He is borrowing
Elle	emprunte	She borrows/ She is borrowing
On	emprunte	One borrows/ One is borrowing
Nous	empruntons	We borrow/ We are borrowing
Vous	empruntez	You borrow/ You are borrowing (singular formal/plural)
Ils	empruntent	They borrow/ They are borrowing
Elles	empruntent	They borrow/ They are borrowing

The verb '*prêter*' (to lend)

One of the services available in a library is lending of books, films and other information materials to public. The French verb for 'lending' is '*prêter*'. We shall learn how to use this verb by first learning its conjugation.

Je prête un livre (*I lend a book*)

Nous prêtons des livres (*We lend books*)

Tu prêtes un livre (*You lend a book*)

Vous prêtez un livre (*You lend a book*)

Il/Elle/On prête un livre (*He/She lend a book*)

Ils/Elles prêtent un livre (*They lend a book*)

You can follow the link: <https://www.youtube.com/watch?v=ELIdDfm2aA0> for the mastery the oral conjugation of the verb.

The verb '*renouveler*' (to renew)

Libraries lend books and other materials to the public for a period of time. At the expiration date of the lending or borrowing, the book or material has to be returned. However, if you still need to use the borrowed book for a longer period, you will have to renew the borrowing or lending period.

The French verb for renew is '**renouveler**'. We shall learn how to use this verb by first learning its conjugation.

*Je **renouvelle** la date d'emprunt*

(I renew the borrowing date)

*Tu **renouvelles** la date d'emprunt*

(You renew the borrowing date)

*Il/Elle **renouvelle** la date d'emprunt*

*Nous **renouvelons** la date d'emprunt*

(We renew the borrowing date)

*Vous **renouvelez** la date d'emprunt*

(You renew the borrowing date)

*Ils/Elles **renouvellent** la date d'emprunt*

(They renew the borrowing date)

3.4 Vocabulary of book materials in French

Just as you have learnt about the masculine and feminine gender in the section about the names and gender of objects, you need to understand that since ‘book’ is a masculine object, all book materials are masculine objects.

1. un roman – *a novel*
2. un roman policier – *a detective novel*
3. un roman fantastique – *a fantasy novel*
4. un livre de science-fiction – *a book of science-fiction*
5. un livre audio – *an audio book*
6. un livre en gros caractères – *a book in large print*
7. un livre des contes et des légendes – *a book of tales and legends*
8. un album – *a picture story book*
9. un roman première lecture – *a first level children’s reading book*
10. un roman deuxième lecture – *a second level children’s reading book*
11. un roman des jeunes – *a book of teenage fiction*
12. une BD (bande dessinée) – *comic strip books*
13. un documentaire – *non-fiction book*

4.0 Conclusion

Even in the age of the Internet, libraries remain an important resource. As such, students of library and information science are most likely to be more effective as they become familiar with basic French library terminologies. They should be equally exposed to a real life typical French library where they can see things for themselves. A field trip to a French library can be both informative and fun. Arrange such a trip with a librarian in advance. Ask the librarian to explain and demonstrate the many resources available. These resources include research assistance, special events and DVD rentals. Be sure to ask the librarian to explain the French word for a particular thing you do not really understand.

5.0 Summary

In this chapter, we have stressed the need for librarians in Anglophone countries like Nigeria to equip themselves with basic French language terminologies in the field of library and information science as well as the general vocabulary and grammar of the French language. This is because, in recent times, there has been a growing need for librarians with sound working knowledge of the French language because of the presence of several foreign researchers who are citizens of the neighbouring francophone African countries. Besides, globalisation and regionalism, African integration and cooperation as well as migration have diversified the population of Nigeria hence, she needs more bilingual librarians. Therefore, we have learnt the following:

- the French names of basic items of furniture that can be found in a library;
- the French names of categories of reading materials that can be found in a library;
- French verbs that are commonly used in the operations of library and information science;
- French vocabulary that is commonly employed in library and information science.

6.0 Tutor-Marked Assignment

1. Give the names of the following in French:

- i. Online catalogue
- ii. Card catalogue
- iii. Author
- iv. Title
- v. Library card
- vi. Copier/photocopier/copy machine
- vii. Shelves
- viii. Children's section
- ix. Children's book
- x. Periodical section

2. Conjugate the following French verbs in the present tense:

i. renouveler

ii. prêter

iii. emprunter

3. Regroup the following objects into masculine or feminine:

i. catalogue en ligne

ii. catalogue sur fiche

iii. auteur

iv. titre

v. carte de bibliothèque

vi. machine à copier

vii. étagère

7.0 References/Further Readings

https://www.youtube.com/watch?v=D6xxc_ezCZI

<https://www.youtube.com/watch?v=DHr0oOnBc50>

<https://www.youtube.com/watch?v=ELIdDfm2aA0>