



NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF ARTS AND SOCIAL SCIENCES

COURSE CODE: FRE 001

COURSE TITLE: WRITTEN EXPRESSION II

COURSE GUIDE

COURSE CODE: FRE 010

COURSE TITLE: Written Expression II

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Introduction

This course is one semester course in the second semester of the certificate course in French. It is a (3) credit course of (20) twenty units. It intends to introduce the students to written expression. It also tests their level of comprehension in French.

This course is essentially necessary for students because it enables them to put into practice the grammar of French they acquire in the course of the study.

The course guide tells you briefly what the course is all about, the course material you will use. It suggests some general guidelines for the amount of time you are likely to spend on each unit of the course in order to complete it successfully. There is also a detailed separate Assignment file.

What you will learn in this Course.

The overall aim of FRE 010: **Written Expression II** is to introduce you to the basic techniques of written expression in French. and to an evaluation of your comprehensive ability in French language.

Course Aims

This course aims at giving you an understanding of basic techniques of written expression and an evaluation of your ability to answer question in French. It also aims at teaching you how to analyze grammatically, texts written in French. This will be achieved by aiming to:

- Introduce you to the basic techniques of French written expression.
- Introduce you to the techniques of elementary composition in French.
- Explain to you how to analyze grammatically texts and passages written in French.
- Introduce you to different language register.

Course Objectives

To achieve the above set out aims, the course sets overall objectives. Each unit has its specific objectives. The unit objectives are found at the beginning of each unit. You need to read them before you start working on the unit. You may want to refer to them during your study of the unit to check on your progress in the course. There is need for you to always look at the unit objectives after completing a unit objectives after completing a unit to ensure that you have done what is required.

Below are the objectives of the course. You would have achieved the aims of the course if you are able to meet these objectives.

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

- Construct simple and correct sentences in French using your own expressions.
- Identify some grammatical elements in the passage.
- Define the register of the texts.
- Analyse correctly different parts and structures of the texts.
- Write simple and correct composition in French.
- Explain some vocabularies related to different registers.

Working through this Course

To complete this course you are required to read the study units, read set of books and other materials related to French written expression. Each unit contains self assessment exercise. You will also have to submit your Tutor Marked Assignment to your tutors.

The course will take you between 20 and 25 weeks to complete. Find below the components of the course, what you have to do and how you should allocate your time to each unit in order to complete the course successfully on time.

Course Materials

Major components of the course are:

1. Course Guide
2. Study Units
3. Text Books
4. Assignment File

Study Units

There are twenty study units in this course. They are:

Module 1

Unit 1: Salutations et les présentations

Unit 2: Rediger des simples textes

Unit 3: Inviter quelqu'un a un anniversaire]

Unit 4: Portrait physique et Moral

Unit 5: Mon Village

Module 2

Unit 1: Annonce

Unit 2: Ma Journée

Unit 3: Mon pays le Nigéria

Unit 4: Mon professeur de Français

Unit 5: Ma Famille

Module 3

Unit 1: Mes dernières Vacances

Unit 2: Lettre personnelle / donner des ordres

Unit 3: Mon dernier anniversaire

Unit 4: Une fête dans mon village

Unit 5: Mon sport favori

Module 4

Unit 1: Pourquoi J'apprend le Français

Unit 2: Le metier que J'aime

Unit 3: Un vol au dortoir

Unit 4: Le Marchand et le voleur

Unit 5: Mon premier jour au Collège

The passages are graded from simple to the most complex. The first time units are written in generally simple and straight forward language. Units 1 – 20 have passages of present, past and future tenses. You will meet sentences that are much more complex in these passages. Each unit has its specific objectives reading materials, explanations and Tutor Marked Assignments. All this will assist you in achieving the learning objectives of the units and the whole course.

Text books / References

Adebayo, Aduke (2008): A Functional French Course for Anglophone Students, Omoleye Publishing Co, Ibadan.

Adebayo Aduke, (1993): Text et travaux de Langue Francaise Omolayo Publishing Co, Ltd, Ibadan.

Ayeleru, Tunde (2000): A Concise Course in French for College and University Students, Kenny D. Ventures.

Adebayo, Aduke (1994): A Functional Course for Anglophone Students, Omoleye Publishing Co, Ibadan.

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

Berard Evelyne et al (1997): Tempo 2, Didier / Hatier, Paris.

Lynn Mbuko (2008) Model Essays in French for Secondary Schools, Bounty Press Limited.

Assignment File

The assessment file of this course is divided into two main parts. The first parts are the Tutor Marked Assignments and the second part is written examination. The assignments must be submitted to your tutor for formal assessment in accordance with the deadline stated by the tutor.

The work submitted to your tutor for assessment will count for 30% of your total course mark. You will sit for a final examination of three hours duration at the end of the course. The examination will also count for 70% of your total course mark.

Tutor Marked Assignments (TMA's)

There are twenty Tutor-Marked Assignments in this course. You need to submit only four of the twenty assignments which counts 10% each. Three of the best assignments will be recorded for you. When you have completed your assignment, send it together with a TMA (Tutor Marked Assignment) form, to your tutor. Make sure that each assignment reaches your tutor on or before the deadline.

Final examination and Grading

The final examination for FRE 010 will be of three hours duration and will carry a total mark of 70% of the total course grade. The examination will reflect the types of self-testing and Tutor Marked Assignments. You need to revise before you sit for the examination. You may also need to revise the self-assessment texts and tutor marked assignments and comments on them before the examination. The examination covers information from all parts of the course.

Assessment	Marks
Assignment 1 – 4	Four Assignment, best three marks of the four count at 10% each = 30% of Course Marks
Final examination	70% of overall course marks
Total	100% of Course Marks

Course Overview

There are twenty (20) units in this course. You are to spend one week on each unit Assignment. Each unit has an assignment which is meant for you to assess yourself.

How to get the most from this course.

The advantage of distance learning is that you can read and work through specifically designed study materials at your own pace, and place. The course materials replace the lecturer that stands before you in face to face situation.

Each of the units has a common format. The first item is an introduction to the subject matter of the unit and how a particular unit links up to each other and the course as a whole. You also have a set of learning objectives of the units. These objectives tell you what you should be able to know on completion of the unit. Having finished the unit, you need to go back to these objectives to confirm whether you have achieved these objectives.

The main body starts with a passage written in French and explanations of grammatical elements and structures. Self –assessments texts are spread all over the units. Working through these texts will help you tremendously to achieve the objectives of the units and prepare you for the assignments and the examination. Do each as you meet them in the unit.

Summary

FRE 010 Written Expression II intends to introduce the basic techniques of written expression in French to you. On successful completion of the course you will be equipped with the basic knowledge of written comprehension. You must also have acquired some vocabularies on different registers you will be able to:

- Answer questions related to written texts
- Identify and explain some grammatical elements in French
- Write simple and correct composition in French
- Analyze structurally French texts of different registers etc.

Module 1

1. Les salutations et les presentations
2. Rédiger des simples textes pour décrire des objets et les autres
3. Inviter quelqu'un à un anniversaire
4. Portrait physique et moral
5. Au village

Module

1. Annonce
2. Ma journée
3. Mon pays le Nigeria
4. Mon professeur de français
5. Ma famille

Module 3

1. Mes dernières vacances
2. lettre personnelle/donner des ordres
3. Mon dernier anniversaire

4. Une fête dans mon village
5. Mon sport favori

Module 4

1. Pourquoi j'apprend le français
2. Le métier que j'aime

3. Un vol au dortoir
4. Le marchand et le voleur
- 5 Mon premier jour au collège

Module 1

Unit 1: Les Salutations et les Présentations

Unit 2: Rédiger des simples textes pour décrire object les autres

Unit 3: Identification des objets

Unit 4: Portrait Physique et Moral

Unit 5: Inviter quelqu'un à un anniversaire

Unit 1

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content

3.1	Les Salutations et les présentations
3.2	Vocabulaire
3.3	Grammaire
3.3.1	Verbe
3.3.2	Adjectif
3.4	Simple Composition
4.0	Conclusion
5.0	Summary
6.0	Tutor Marked Assignment
7.0	References for Further Reading

1.0 Introduction

This unit will introduce you to this course. You will learn how greetings and introductions are done in French language. You will also learn how to write short greetings and introduction in French.

2.0 Objectives

On completion of this unit, the learner should be able to:

Greet or respond to greetings in French

Introduce him/herself to someone correctly in French

Introduce someone correctly

3.0 Main Content

Les salutations et les présentations (Greetings and introduction)

3.1 Dialogue

Monsieur Peter:	Bonjour Monsieur
Monsieur Adewale:	Bonjour Monsieur
Monsieur Peter	; Comment allez vous?
Monsieur Adewale:	Je vais bien, merci. Et vous?
Monsieur Peter:	Je vais bien moi aussi.
	Je m'appelle Peter Kodjo
	est mon pré nom. Comment vous appelez vous?

Monsieur Adewale:	Je m'appelle Taiwo: Adewale est mon pre nom. Bonjour Monsieur Peter
-------------------	---

Dialogue 2	Nse:	Bonjour Edet
	Edet:	Bonjour Nse
	Nse:	Ca Va?
	Edet:	Ca va bien, merci Et toi
	Nse:	Comme ci Comme Ça

Dialogue3:	Odelte:	Salut Monique
	Monique:	Salut Odette
	Madame Aminu:	Bonsoir Monsieur
	Monsieur le directeur:	Bonsoir Madame

Madame Aminu: Bonne nuit, Ma Cherie
Binta: Bonne nuit, Maman

- Dialogue 4 Salut
Saratu se présente (Saratu introduces herself)
(i) Je m'appelle Saratu, je viens de Kano. Je Suis haoussa. Je suis nigériane Kano est au nord du Nigéria
(ii) Moremi se Présente (Moremi introduces herself) Moi je suis moremi. Je viens d'Abeokuta. Abeokuta se trouve à l'ouest du Nigéria.
- Dialogue 5 Présenter un autre Je. te Présente Fermin je t e présente Kunle.
Fermin/Enchanté Kunle
Kunle/Enchanté Fermin
Fermin/Quelle est ta profession?
Kunle/J e suis pharmacien
Fermin/Moi je suis un professeur d'anglais à l'université.
- Dialogue 6 Accueillir un visiteur (welcoming a visitor)
Ibrahim/Bonjour Mademoiselle, ça me fait plaisir de vous voir
Binta/Bonjour monsieur Enchantée de vous voir.
Ibrahim/Asseyez vous! Mettez vous à l'aise!
Asseyez vous! Qu'est ce que vous prenez
Binta/Un fanta, s'il vous plait!
Ibrahim/Alors que faites vous dans la vie
Binta/J e suis journaliste
Ibrahim/Moi, je suis musicien.
- Dialogue 7 Mariam/Bonjour Monsieur.Bienvenue!
Kunle/Merci Mademoiselle! Bonjour!
Mariam/Enchantée de faire votre connaissance! Faites comme chez vous!
Kunle/Merci Enchantée moi aussi
Mariam/Alors qu'est ce que je vous offre?
Kunle/Merci beaucoup, mais rien pour le moment

3.4.0 Exercise

Maintenant saluer le professeur (greet the teacher)

Saluer un{e} ami (e) (Greet a friend)

b. Présentez vous: (introduce yourself)

c. Comment vous appelez-vous? Je m'appelle_ _ _

d. Ou habitez-vous? J'habite_ _ _

e. Vous vous – appelez comment? Je m'appelle_ _ _

f. Quel est votre prénom?

3.4.1 Vocabulaire: Adjective

Pays	Feminin	Feminin
Le Nigéria	Nigerian	Nigeriane
Le Cameroon	Camerounais	Camerounaise
La France	Français	Française
Le Togo	Togolais	Togolaise
Le Niger	Nigerien	Nigerienne
Le Mali	Malien	Malienne
La Russe	Russe	Russe
L'Amérique	Américain	Américaine
La Belgique	Belge	Belge
L'Asie	Asiatique	Asiatique

4.0

In this unit you learned how to introduce yourself to someone in French language. You are now familiar with different forms of greetings and how to welcome someone in French language.

5.0 Summary

This unit has equipped you with the various forms of greetings and how to introduce yourself or someone in French language. You are familiar with a couple of vocabulary that are selected in greeting and introduction.

6.0 Tutor Marked Assignment

- Présentez un/une amice
- Indiquez la nationalité, et la profession.

7.0 Reference Further Reading

Aduke Adebayo (2008) A Functional French course for Anglophone Students. Intec Printers Limited, Ibadan

Girardet, Jacky et al (1996); Panorama1, Cle International Paris.

Monnerie-Goarin et al (1999); Champion1, Cle International, Paris.

Unit 2

Rediger des Simples textes pour decrire les autres

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Mon ami (e) [la fiche d'identité]
 - 3.2 Mon ami (e) [Rédaction]
 - 3.3 Guided composition using information made available in vocabulary
 - 3.4 Mon ami (e) Rédaction
 - 3.5 Individual effort
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This composition will help the learner to use detailed information about his/her friend in writing a descriptive essay relating to the friend.

He/she will learn some vocabularies related to presenting someone. Thi unit will also teach the learner some verbs of first group especially relating to the third person singular.

2.0 Objectives

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

- Use information relating to your friend in writing a descriptive essay
- Use correctly verbs related to presenting someone
- Learn some vocabularies related to presenting someone

3.0 Main Content

3.1 Mon ami (La fiche d'identité)

A Model

1	Nom	Murtala
2	Prénom	Abubakar
3	Date et lieu de naissance	8 Aout 1978 a Maiduguri
4	Age	30 ans
5	Adresse	No 406 Ahmadu Bello Way Gwange Maiduguri
6	Nationalité	Nigerian
7	Profession	Professeur
8	Situation Familiale (a) Mariée (b) Celibataire (c) Divorcée	Celibataire
9	Nombre d'enfants	
10	Gouts	La Musique, la volley

11	Langues parlées	Anglais, Hausa L'Arabe
12	Religion	Musulman

A model of an Essay from the above information Mon ami s'appelle Abubakar Murtala. Il est né le 8 Aout 1978 à Maiduguri. Maiduguri est la capitale de L'état de Borno. Maiduguri est au nord-Est du Nigéria. Il habite numéro 406 Ahmadu Bello Way, Gwange à Maiduguri. Il est Nigérian. Il est celibataire et un Musulman.

Il aime la musique et la volley. Il parle trois langues. Elles sont, l'anglais, le Hausa et l'Arabe.

3.2 Vocabulary Mon Père

1	Nom	Olu
2	Prénom (s)	Adelaja
3	Date et lieu de Neissnce	2 janvier 1934 à Abeokuta
4	Age	75 ans
5	Adresse	No 3, Ahmadu Bello Way, Victoria Island, Lagos
6	Nationalité	Nigerian
7	Profession	Medecin
8	Situation familiale (a) Mariée (b) Celibataire (c) Divorcée	Marié
9	Nombre d'enfants	5
10	Gouts	La tennis le voyage la lecture
11	Langues parlées	Le Russe, L'allenand, L'anglais et Yoruba
12	Réligion	Chrétien.

3.2.0 Redaction (mon père)

Mon pere s'appelle Adelaja Olu. Il est né le 2 janvier 1934 a Abéokuta. Abeokuta est une ville dans l'état d'Ogun à l'ouest du Nigéria. Il a 75ans. Il habite au numéro 3 Ahmadu Bello Way, Victoria Island à Lagos. Il est medecin. Il est mariée et a 5 enfants. Il aime, le jeu de tennis, le voyage et la lecture.

Il parle quatre langues, le russe, l'allemand, l'anglais et le Yoruba.

You can see how easy to construct a small essay in French from the above samples.

3.3 Vocabulary from the two examples or samples given

Ami ___ male friend

Amie ___ female friend

Numéro ___ number

Capitale ___ capital

Professeur ___ lecturer

Célibataire ___ bachelor

Medécin ___ medical doctor

3.4 Now can you answer the following using the above examples reference to fill in the empty spaces.

1. Mon ami est né le_
2. La capitale du Nigeria c'est_
3. Abubakar Murtala habite ou?
4. Il habite avec qui?
5. Abubakar aime_
6. Quel âge a Monsieur Adelaja?
7. Quelle est la profession de Monsieur Adelaja?
8. Est – le que Monsieur Adelaja est Celibataire?
9. Quel est le goût de Monsieur Adelaja?
10. Monsieur Adelaja parle combine des langues?

3.5 The 3.1 and 3.2 examples is given to the leaner as sample essay mon ami (e) under 3.1 and mon père under 3.2. They are to serve as guide for the learner to use to produce his/her own essay.

4.0 Conclusion

In this unit the leaner has learned how to write a short essay about himself//herself in French language.

5.0 Summary

This unit has equipped the learner with the basic techniques of writing a short essay about oneself in French language.

The learner has also learned a couple of vocabularies related to introducing a friend.

Answer to Self Assessment Exercise

1. Mon ami est né le 8août 1978
2. La capitale du Nigéria est Abuja
3. Abubakar Murtala habite à Maiduguri
4. Il habite seule
5. Abubakar aime la musique et la volley
6. Monsieur Adelaja a 75 ans
7. Monsieur Adelaja est un medecin
8. Non, Monsieur Adelaja est marié
9. Monsieur Adela aime le tennis, le voyage et la lecture
10. Monsieur Adelaja parle quatre langues

6.0 Tutor Marked Assignment

- Decrire l'identité de votre père
- Décrire l'identité de votre amie(e)

7.0 References/Further Reading

Functional French Course for Anglophone Students, Adebayo Aduke (2008).

Ayeleru Tunde (2000) A Concise Course in French for College and University Students, Kemmy D. Ventures, Ibadan

Adebayo,Aduke(1994): A Functiona.l French Course for Anglophone students,Omoleye Publishing Co, Ltd Ibadan.

Girard, Jacky(1997):Panorama1, Methode de Francais Cle, International,Paris.

Unit 3 Inviter quelqu'un à un anniversaire

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Inviter quelqu'un à
 - 3.2 un anniversaire
 - 3.3 Vocabulary
 - 3.4 Grammatical Analysis
 - 3.4.1 Verbs
 - 3.4.2 Adjectives
 - 3.5 Simple Friendly letter
- 4.0 Conclusion
- 5.0 Summary

- 6.0 Tutor Marked Assignment
7.0 References/Further Reading

1.0 Introduction

In the previous unit we learnt about how to describe people. In this unit we shall learn how to write simple letter in French to a friend or close companion inviting a friend or close relation to a birthday party. You will learn vocabularies related to informal letters and its structures.

2.0 Objectives

On completion of this unit you should be able to:

Read and answer correctly questions related to an informal letters

Identify some grammatical elements in the informal letters

Write simple letters in French

Now read the following informal letter

3.0 Main Content

Lettre d'invitation a un anniversaire

Lagos le 20 août, 2009

Chère

Aduke,

Comment vastu? J'espère que tout va bien avec toi et tes études. Avec moi on fait le maximum.

Je t'écris pour t'inviter à l'anniversaire de mon grand prere Bolaji. Il aura 40 ans bientôt. En espase d'une semaine, beaucoup des gens vont pêter avec nous a la maison familiale.

L'anniversaire aura lieu le 28 Août, c'est-a- dire le vendredi prochain. Je t'invite avec tas deux soeurs Renu et lola. S'il te plait jet e supplie de venire. Je t'attends.

Il y aura beaucoup a manojer et a boire ce foir la mes salutations a ta mère et tat ante moremi.

Ja m'arrête se ici. Au revoir

Ton anue Sui arè.

Bolanle

Structure:

We shall now examine the structure of the informal letter you have just read. We will now present a format of a letter or that of an informal letter in French.

Formule d'appel Form of greeting		lieu date place, date
	Corps de la lettre Body of the letter	
		Fin de la lettre End of the letter

Above is a format of the invitation letter you have just read. It is structured to have all that you see and at their exact positions. It begins with the place (country/town) that is where the writer is living. Beside it is the date (date, month and year). You also have the form of greeting and where it is placed. Next is the body of the letter, which usually will be in paragraph consisting different ideas.

Finally is the end of the letter, which will portray the kind of compliments used in informal letters.

Note:

The following facts are very necessary.

Where you have the date, usually months are written in small letters. For instance, you write août (august) and not Août.

The form of greetings for an informal letter is usually simple. You use such formats such as Cher/Chère (Dear...) depending on the gender/sex of the person you are writing to. The relationship level determines what you add to these forms of addresses: such as (Cher oncle. (Dear uncle): Chère tante (Dear aunty), Cher Cousin (Dear cousin) etc. in other words you are not compelled to write names such as Olu, Rebecca etc.

The body of the letter must be well arranged, preferably in paragraphs. Note that you must mix pronouns. In other words, depending on who you are addressing, you are to stick to a particular form of pronoun (personnel) (personal pronoun) and all its grammatical elements. For example once you start writing vous, then it has to be so all through and its grammatical attributes such as votre; vas etc... The same thing applies to the use of (Tu). It has to be this and its grammatical attributes (ton, ta, toi, te, etc...)in

informal Letters. You only have such compliments such as:

- Ton ami(e) votre ami (e); ton frère; ta soeur; votre oncle etc
- C'est moi marie; votre cheri, martin
- A toi toujours / A vous toujours (yours always)
- Ton amour/ votre amour (Your love...)
- Au plaisir {it is my pleasure}
- Avec tous mes sentiments (with all my affection)

These are the many ways of ending an informal letter, unlike the official one.

3.2 Vocabulary

The informal letter you read contains some words and expressions you must have come across for the first time. Some of them include:

Bientot _____ soon

Anniversaire _____ birthday anniversary

On fait le maximum _____ we are doing our best

Maison familiale _____ family house

C'est-a-dire _____ that is to say

Ce jour la _____ that day

En l'espace de _____ within...

Now take your bilingual dictionary to look for the meaning of other words and expressions you may not understand.

3.3 Grammatical Analysis

In this unit, you learn the conjugation of certain verbs in French. You will also learn about the adjectives in French.

3.3.1 Verbs

In this formal letter you read, some verbs were used. Some of them will be mentioned and conjugated:

Esperer _____ to hope

Faire ____ to do
Ecrire ____ to write
Fêter ____ to celebrate
Avoir ____ to have
Devoir ____ to owe, must
Venir ____ to come
Être ____ to be

Let us conjugate *Esperer*, *faire*, *écrire*, and *devoir*, as examples (in the present tense)

Verbe *Esperer* au present de l'indicatif

J'espère ____ I hope / I am hoping
Tu espères ____ You hope / you are hoping
Il / Elle espère ____ He/She hopes / " is hoping
Nous espérons ____ We hope are "
Vous espérez ____ You hope " "
Ils / Elles espèrent ____ They hope _ - Je fais ____ I do / I am doing
Tu fais ____ You do / You are doing
Il / Elle fait ____ He / She does / he/she is doing
Nous faisons ____ we do / are doing
Vous faites ____ You do / you are doing
Ils / Elles font ____ They do / they are doing

Verbe *Ecrire* au present de l'indicatif

J'écris ____ I write / I am writing
Tu écris ____ You write / You are writing
Il / Elle écrit ____ He/She writes / He/She is writing
Nous écrivons ____ We write / We are writing
Vous écrivez ____ You write / You are writing
Ils/Elles écrivent ____ They write / They are writing

Verbe *Devoir* au present de l'indicatif

Je dois ____ I must
Tu dois ____ You must
Il/Elle doit ____ He/She must
Nous devons ____ We must
Vous devez ____ You must
Ils/Elles doivent ____ They must

You should now take your conjugation manual and learn further about the conjugation of French verbs.

Self Assessment Exercise

Ecrivez a votre correspondant(e) amie pour l'inviter a passer une partie des grandes vacances avec vous au village.

3.3.2. Adjectives

There are also adjectives in the letter you read in this unit. These adjectives include *familiale*, *prochain* and *intéressant*.

The adjectives in French go with gender and number of a noun. Study carefully the following examples,

Masculine singular Masculine plural

Familiale Familiaux

Prochain Prochains

Intéressant Intéressants

Feminine Singular Feminine Plural

Familiale Familiales

Prochaine Prochaines

Intéressante Intéressantes

3.4 Simple Friendly letter

With the aid of your dictionary and conjugation manual, try and write a simple informal letter. Try of the following option.

- Inviter votre ami(e) a votre pays pour les grandes vacances (invite your friend to your country for the long holidays)
- Invitez votre cousin a la plage (invite your cousin to the beach)

4.0 Conclusion

In this unit, you have learnt about writing a simple informal / friendly letter to invite someone to an occasion or place in french. You have also learnt about the structure of an informal letter and particular words and expressions used when addressing someone as well as when ending the letter.

5.0 Summary

This unit has equipped you with the basic ways of writing an informal letter, and has also equipped you with the conjugation of some new verbs as well as some adjectives in French. You can now write a simple informal letter in French using your own words and expressions.

6.0 Tutor Marked Assignment

1. Qui écrit la lettre d'invitation?
2. L'invitation sagit de quoi?
3. Le père de celui qui écrit la lettre aura quell age?
4. Est – ce que l'anniversaire aura lieu à la plage?
5. La lettre est pour qui

7.0 References/Further Reading

Lnn Mbuko(2008):Model Essays in French for secondary schools, Bounty Press Limited.

Philippe Dominique et (al): 1988: Le Nouveau sans Frontiere CLE International

Answer to Self Assessment Exercise

Cher Obioma,

Comment vas tu? J'espere que tu a bien terminé l'année scolaire. Ici tout le monde va bien.

Je t' écris cette lettre pour t'informer que je vou drais que tu viennes passer la première semaine du moi de novembre avec moi au village. Mes parents sont d'accord que tu viennes. J'en profiterais pour te montrer de beaux endroits historiques et jet e ferias goûter de très bon repas et de bons truits de mon village.

Unit 4:(Portrait Physique et Moral) Le Corps humain

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Mon meilleur(e) ami(e)
3.2	Vocabulary
3.3	Grammatical Analysis
3.4	Verb I
3.5	Adjective I
3.5.1	Simple Composition
3.5.2	Le Corps humain
4.0	Conclusion
5.0	Summary
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1.0 Introduction

In this unit you will learn how to describe people around us, friends relations, colleagues and even ourself. Reading of simple text will make you to understand a simple and interesting text that centres on the human form and how a personality is described. You will learn new vocabularies related to describing someone and vocabularies of the human body.

2.0 Objectives

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

- Read and understand perfectly as well as answer questions related to the passage
- Identify some grammatical elements in the passage
- Describe the physical traits as well as give the characteristic traits of someone using the vocabularies and the grammatical tools available to you, all in a written form.

3.0 Main Content

Read the following passage:

Mon Meilleure amie

Mon amie s'appelle Maimouna Abdullahi. Elle est camerounaise et elle habite à Doula au Cameroun. Elle est journaliste à la radio Camerounaise de Douala. Elle a 26 ans.

Maimouna est grande et élégante. Elle est teint noir. Elle a des cheveux long noirs avec des yeux bruns et un visage rond. Puisqu'elle est peul. Son nez est long. Son visage est toujours souriant et ses joues sont ronds.

Mon amie est très sympathique et très amicale. Elle est courageuse et travaille beaucoup.

3.2 Vocabulary

The text you have just read presented someone's best friend. Apart from nationality, the passage talks about her physical features her height, size, her complexion and other traits such as the colour of her hair her eyes, the shape of her face.

The second paragraph speaks generally about her character or attitude, these include such words as:

Teint ____ Complexion

Cheveux ____ hair
Yeux ____ Eyes
Nez ____ Nose
Visage ____ Face
Joue ____ Cheek
Peul ____ Fulani

Now take up your bilingual dictionary and look for the meaning of other words you may not understand. Note that when you are looking for the meaning of a noun, the gender of the noun is promptly confirmed via the indication of <<nm./nf>> meaning << nom masculin = masculine and une << nom feminine = feminine..

In the case of other grammatical elements such as adjectives adverbs and verbs are indicated via <<adj>> and <<verbe>> respectively. In such a way that there is no confusion.

3.2.1 Grammatical Analysis

In this section you will be exposed to simple present conjugation of verbs in French You will also learn about the adjectives used.

Verb I

In the passage you have just read most of the verbs are of the first group. We shall see the verbs and conjugate some of them

S'appeler: to call, to name, to be called.

Etre ____ to be

Habiter ____ to live

Avoir ____ to have

Let us conjugate the verbs, s'appeler, Habiter, Etre, Avoir as examples. These verbs will be conjugated in the present tense (présent de l'indicatif)

S'appeller to be called

This verb is called a pronominal / reflective verb. It is one such that reflects an action on the doer. In other words, the action expressed through the verb is not meant for a third person, but reflected on the person itself. The principal verb itself is << S' appeler>>. The "S" is actually the <<Se>> which we call the << reflective element>> During conjugation, both sides will transform. The Se / s' transforms another pronoun meant specifically for the subject and the principal verb << appeler>> will also undergo conjugation in line with the corresponding personal pronoun. Now, let us look at its conjugations.

S'appeler

Je m'appelle ____ (My name is)

Tu t'appelles ____ (Your name is)

Il /s'appelle ____ (His name is)

Elle s'appelle ____ (Her name is)

Nous nous appelons ____ (our name(s) is ...)

Vous vous appelez ____ (Your name(s) are ...)

Ils s'appellent ____ their (males) name(s) are)
Elles s'appellent ____ (Their (female(s) are)

The *se/s'* transforms into the pronouns in italics which identifies are (me, te, se, nous, vous, se) the areas where you have the apostrophe has to do with the issue of vowels. That is the vowel beginning the main verb itself. The main verb is also conjugated according to the subject with the necessary endings in place (e-es, e,-ons, ez, ent).

Note that only the third person singular (*il/Elle*) and the third person plural (*ils/Elles*) are allowed to retain the *se/s'* that is the case in all such verbs.

Habiter: To live

Habiter – habit – Add: (- e, -es, e-ons, ez, ent)

J'habite ____ I live / I' am living

Tu habites ____ You live / you are living

Il / Elle habite ____ He/she lives / He/She is living

Nous habitons ____ we live / we are living

Vous habitez ____ You live / you are living

Ils/Elles habite

nt ____ They live / They are living

Être to be

This is an irregular verb, but one of the most popular verbs. It is conjugated as:

Je ____ Suis ____ I am

Tu ____ es ____ You are

Il/Elle ____ est ____ He/She is

Nous ____ Sommes ____ We are

Vous ____ êtes ____ You are

Ils / Elles ____ sont ____ They are

A voir to have

This is another irregular but popular verb. It is a verb that serves several purposes other than just its natural meaning: << to have>> it is conjugated this way:

J'ai ____ I have

Tu as ____ You have

Il / Elle a ____ he/she has

Nous avons ____ we have

Vous avez ____ you have

Ils/ Elle ont ____ they have

Note:

Where you have this indication (), it is to show that in phonation (pronunciation), there lies a <<liaison>> or what we call a <<joining>>. The consonant that ends the personal pronoun with the vowel that begins the conjugated verb and you realize a buzzing sound in most cases a <<z>>. Therefore, for example: nous avons should not be pronounced as (nu avo) but nu zavo) Now take your conjugation manual and learn further about the following pronominal verbs and identify in practice their meaning (se laver, s'habiller, se promener, se lever)

3.5 Adjective I

There are adjectives in the French passage you just read in this unit. They include:

Meilleure ____ best

Grande ____ tall

Long ____ long

Noir ____ black

Rond ____ round

Souriant ____ smiling

Amicale ____ friendly

Courageux ____ courageous

Beaucoup ____ much

Élégante ____ good looking

Note:

Adjectives in French, particularly qualifying adjectives agree in gender and in number with the noun they qualify. That is to say: it is the gender and number of a noun that determines the choice of the adjectives to be used.

Here are some examples:

Masculine singular		Masculine plural
Meilleur		Meilleurs
Grand	grands	
Élégante		Élégante
Feminine singular		feminine plural
Meilleure		Meilleures
Grande	Grandes	
Elegante		Élegantes

Identify other adjectives presented in the text you read in this unit.

3.5.1 Simple Composition

We shall now compose simple essays with the words, verbs and some adjectives we must have acquired in the French text provided in this unit.

Note the structure your sentence will take when it concerns complexion, hair, eyes and so on.

While you say elle a un long nez, elle est élégante. You can only say for the nose Elle a un nez + qualifying adjectives. And also for the eyes. Elle a des yeux + qualifying adjectives.

Note also:

For the complexion the sentence takes the form of << Elle est teint adjective qualificatif (qualifying adjective)

Now with the aid of your dictionary and conjugation manual, compose an essay describing yourself or any other person using all the grammatical elements available to you.

Don't forget to present both the physical features as well as the characteristics trait, of whatever you are describing.

3.5.2 Self Assessment Exercise

Décrivez votre père (Describe your father)

Le Corps Humain

This section presents the human body parts and what they are called in French. Here is a diagram of the human body the various parts and what they are called. Attempt pronouncing them too.

Let us consider the parts and what they are called in French.

La tête __ The head
 Les yeux __ the eyes
 L'oreille __ the ear
 Le nez __ the nose
 La bouche __ the mouth
 La joue __ the cheek
 Le menton __ the chin
 Le cou __ the neck
 Le cou __ the neck
 Le pied __ the leg

L'épaule __ the shoulder
 La poitrine __ the chest
 Le bras __ the arm
 Le ventre __ the belly
 La main __ the hand
 Le doigt __ the finger
 La hanche __ the hip / waist
 La cuisse __ the thigh
 Note:

All the parts are presented to you in their singular forms using appropriate articles. To pluralize the nouns, you only use the plural article <<les>> and the noun will also be pluralized for example.

La main (single) ____ les mains (plural)

Le pied (single) ____ les pieds (plural)

L'ocil (single) ____ les yeux (plural)

4.0 Conclusion

In this unit you have learnt how to describe someone using the necessary verbs and expressions, including some adjectives that can aid in describing some including oneself. You can now comfortably write the physical portraits as well as some characteristics traits of yourself and those of your friends and relatives as well. You have also learnt how to conjugate especially pronominal verbs in the simple present tense.

5.0 Summary

This unit has equipped you with the basic techniques of writing a simple essay, particularly about describing oneself as well as someone in a written form. You have learn about conjugation of some verbs and some adjectives in French. You can also compose a simple essay of this using your own words.

6.0 Tutor Marked Assignment

1. Quelle est la nationalité de Maimouna?
2. Maimouna est petite et mince, n'est ce pas?
3. Maimouna a un visage triste n'est ce pas?
4. Selon le texte Maimouna ne travaille pas est-ce- que vous êtes d'accord?
5. Quelle est le couleur des cheveux de Maimouna?

7.0 References/Further Readings

Solomon Lagos State.

Dominique et al (1988) le nouveau san frontieres l'méthode de francais CLE International.Paris Berger

. Dominique et al (1994): Cadences l méthode de francais, Les Edition Didier Paris.

Answer to Self Assessment

This could be a model answer, each learner is free to use other names for his/her father. And varieties of adjectives adverbs etc.

Mon père s'appelle Aminu Bala. Il a 60 ans. Il est grand de taille et elancé. Il a des cheveux crépu et une longue barbe au menton. Il a des gros yeux noirs percants enfoncés dans leur orbite. Il travaille comme charpentier dans un grand atelier. Mon père aime beaucoup travailler. Il aime tous ses enfants et aussi les enfants de nos voisins. Mon père nous encourage toujours de bien suivre nos études. Il est mon idôle.

Unit 5:Au Village

Contents

- 1.0 Introduction
- 2.0 Objective
- 3.0 Main Content
 - 3.1 An Village
 - 3.2 Vocabulary
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 - 3.3.2 Adjective
 - 3.4 Simple Composition

- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

1.0 Introduction

This unit will introduce you to a simple and interesting passage. The passage is centred on family life in a village. You will learn some vocabularies related to village and family settings. This unit will teach you the conjugation of some verbs of first group and some regular adjectives. You will also learn some basic techniques of writing short composition.

2.0 Objectives

On successful completion of this unit you will be able to:

- Read and answer correctly questions related to the passage
- Identify some grammatical elements in the passage
- Compose simple and correct sentences in your own words and expressions and
- Use some techniques acquired in your own writing exercise

3.0 Main Content

Now read the following passage.

3.1 Nous avons une grande maison familiale dans notre village, Gamboru-Ngala dans l'état de Borno. Je veux d'abord parler de village, mais c'est intéressant. Il se situe sur la route qui mène au frontière du république du Tchad et le Cameroun. On peut le considéré comme le village frontalier.

Dans ce village il n'ya pas d'usine, les indigènes sont généralement des cultivateurs ils produisent des haricots, du blé des arachide, le sorgho et le janjambre.

Je dois mentionner avec un peu de regret qu'il n'ya pas de bonne autoroute qui mène vers mon village. Il ya une grande école secondaire et deux écoles primaire

3.2 Vocabulary

The French passage you have just read describes a village and the kind of life in the village. It also talks of particular family living a typical village life. The words and expressions used are of village and family settings.

These expressions include:

D'abord ____ at first, firstly

Intéressant ____ interesting

Généralement ____ generally

Les indigènes ____ indigenes, inhabitants

Frontalier ____ border

Usine ____ factory

Cultivateurs ____ farmers

Sorgho ____ millets

Jajambre ____ Cucumber

Haricots ____ beans

Blé ____ wheat

Arachide ____ groundnut

Now take your bilingual (French / English) dictionary to look for the meanings of other words and expressions you may not understand. Note that when you are looking for meaning of noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun it gives.

3.3.1 Verb I

French verbs are grouped into three. Each group is identified by its ending. Verbs of the first group have their infinitive endings in ER

Second group verbs have their infinitive endings I-R while the infinitive endings of the third verbs are RE/OIR

The infinitive form of a French verb has two parts. These parts are (i) the stem (ii) the ending.

For example: **danser** the stem is **dans** and the ending is -er.

The French passage you have just read in this unit, contains mainly verbs of the first group. These verbs infinitives end in – ER. I will mention some of them and conjugate a few ones as examples. These will be conjugated in the present tense (présent de l’indicatif)

Parler ____ to speak, to talk

Se situer ____ to be situated

Considérer ____ to consider

S’appeler ____ to be called

Mener ____ to lead

Let us conjugate the verb “parler, considérer, mener” as examples. These will be conjugated in (présent de l’indicatif)

Parler ____ to speak, to talk

parler____ parl _

Add – e, - es, - e, - ons, - ez, - ent

Verbe parlera l’indicatif présent

Je parle ____ I speak / I am speaking

Tu parles ____ you speak / you are speaking

Il /Elle parle ____ you speak / you are speaking

Nous parlons ____ we speak / we are speaking

Vous parlez ____ you speak / you are speaking

Ils / Elles parlent ____ they speak / they are speaking

Verbe Considérer a l’indicatif présent

Je considère ____ I consider / I am considering

Tu considères ____ you consider / you are considering

Il/Elle considère ____ he/she considerer / he/she considering

Nous considérons ____ we consider / we are considering

Vous considérez ____ you consider / you are considering

Ils/Elles considèrent ____ they consider / they are considering

Verbe mener a l’indicatif présent

Je mène ____ I lead / I am leading
 Tu mènes ____ you lead / you are leading
 Il / Elle mène ____ he/she lead / he/she is leading
 Nous menons ____ we lead / we are leading
 Vous menez ____ you lead / you are leading
 Ils / Elles mènent ____ they lead / they are leading

Note that the first (e) in the singular number and the third person plural number take an accent (accent grave) “è”. It must be noted that accent are not for decoration in French. They form parts of French words and grammar.

I believe that these examples (formats) will guide you in the conjugation of the first group in French. There are verbs of second and third groups in the French, passage you read in this unit. They are conjugated differently. You will learn about these verbs as this course progresses. Some of the verbs are;

Avoir ____ to have
 Être ____ to be
 Vouloir ____ to desire, to wish, to want
 Produire ____ to produce
 Vivre ____ to live

Take your conjugation manual and learn from further about the conjugations of French verbs.

3.3.2 Adjectives I

There are adjectives in the French passage you read in this unit.

These adjectives include:

Grande
 Petit
 Intéressant
 Frontalier
 Bonne
 Secondaire
 Primaire

As you might have known, an adjective is a qualifying grammatical element which tells us more about a noun. In French an adjective must agree in number and gender with the noun it qualifies. There are different adjectives qualifying like; demonstrative, possessive adjective etc.

Study the following examples:

Masculine singular	Masc plural	fem sing	Fem plural
Grand	Grands	grande	grandes
Petit	Petits	petite	petites
Intéressant	Intéressants	intéressante	intéressantes
Frontatier	Frontaliers	frontalière	frontalière
Bon	Bons	bonne	bonnes
Sécondaire	Secondaires	sécondaires	sécondaires
Primaire	Primaires	primaires	primaires

Identify other adjectives in the text you read in this unit

3.4 Simple Composition

Let us now compose simple sentences with the following words expressions we have acquired in the French text provided in this unit. Près de, intéressant, se située, frontalier, un regret.

- Ma maison èst près de l'université de Lagos
- J'ai regerdé un filme très interessant
- La classe de shoal se situe au bord de la rivière
- La ville de Banki est une ville frontelièere
- J' ai donné mon bic a Kola avec un regret

Now with the aid of your dictionary and conjugation manual, construct a sentence and with the following expression to show their meaning

Self Assessment Exercise

1. Il s'agit de
2. Il y a
3. En grand quantité
4. Familiale
5. Au pièd de
6. Dans
7. Usine
8. Indigène
9. Autoroute
10. vers

4.0 Conclusion

In this unit you have learned about simple description of a place town and family setting. The French that you read has exposed you to the use of some elements of grammar, like verbs, adjectives etc.

5.0 Summary

This unit has equipped you with the basic techniques of analyzing and writing a text in French language. You have learne about conjugation of some French verbs, and the use of adjective elements like vocabularies, verbs and adjectives. You can also compose simple and correct sentences using your own words and expressions. There is no doubt that what you have learnt in this unit will be useful for you for the next unit on this course.

6.0 Tutor Marked Assignment

- 1.0 Comment s'appel le village?
- 2.0 Quelle est l'occupation principale des gens de ce village?
- 3.0 La route du village mène sur quelle route
- 4.0 Est – ce – qu'il ya des usines dans le village?
- 5.0 Quel est le regret de l'auteur?

7.0 References/Further Reading

Adebayo Aduke (1994) A Functional French Course for Anglophone Students Omoleye publishing unit Co Ibadan.

Ayeleru, Tunde (2000): A Concise Course in French, for college and university students, Kenny D, Ventures, Ibadan.

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Module 2

Unit 1: Annonce du Marriage

Unit 2: Ma Journée

Unit 3: Texte de Biographie

Unit 4: Parler de Project d'avenir

Unit 5: Ma Famille

Unit 1: Annonce du Marriage

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1.0 Introduction

This unit will introduce you to how a simple announcement can be written in French. We mean announcement to be sent out for public consumption e.g. a wedding announcement or an obituary announcement (invitation). You will read and get familiar with a typical French model

of announcement about someone who is about to wed. You will learn vocabulary and expressions related to wedding announcement in French.

2.0 Objectives

On successful completion of this unit you will be able to:

- Read and answer correctly questions related to a wedding announcement
- Formulate with your own words the model of an invitation card ment for wedding
- Identify grammatical elements in an announcement.

3.0 Main Content

3.1 Annonce du Mariage

La famille Atiku de Kano au Nigéria

La famille Mummuni de Kaduna au Nigéria

La famille Ibrahim de Maiduguri au Nigéria

Les familles Bukar de Konduga. Les familles parentés alliées et amies ont la joie de vous annoncer le mariage nuptial de leur fille Amina et leur fils Abubakar, qui aura lieu le 20 Septembre 2009 à Kano à 15 heures dans la cour familiale à Sabon Gari Kano. Elles vous prient de bien vouloir assister aux cérémonies qui auront lieu aux dates suivantes.

Vendredi le 13 Septembre 2009, 13 heures on va faire la présentation de dôte Quartier Sabon Gari à Kano

Vendredi 19 Septembre 2009, à 9heures les deux familles des mariés se reunissent pour fêter avant le grand jour c'est – à- dire le jour du mariage.

Samedi 20 Septembre 2009, 10 heures la transportation des effets dont les parents et amies de la jeune mariée lui ont donné comme cadeau chez son mari.

Puis qu'au nord d'habitude c'est la fille ou la jeune mariée qu'on accompagne avec tant des effets comme le lit, le fridgidaire, les ustensils etc. il y a des cas ou les parent de la fille ou le jeune mariée donne une voiture au couple comme un cadeau.

Dimanche 21 Septembre 2009, les gens continuent de fêter avec les jeunes mariés chez eux. Il y aura beaucoup a manger.

Nous vous remercions de vous joindre à nous en cette période de joie.

Mummuni Abdullahi

Au nom de toutes les familles

3.2 Vocabulary

The notice about the wedding that you've just read contain some words and expressions you might be seeing for the first time. Some of them include:

Familles parentés, alliés et amies, relations, _ allied families and family friends.

Présentation ____ presentation

Dôte ____ dowry

Réunissent ____ to meet

Jeune mariés ____ newly wedded

Quartier ____ ward

Effets ____ goods/furniture, ustensils, fool items

Cadeau ____ gift

Couple ____ couple

You will now take your bilingual dictionary to look for the meaning of words and expressions you may not understand.

Note that when you are looking for the meaning of a noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun.

3.3 Grammar

In this unit, you will be exposed to the simple present tense conjugation of verbs in French, you will also learn about adjectives in French.

Verb III

As we have learned in the previous unit, French verbs are grouped into three. Each group is identified by its ending. Verbs of the first group have their endings in –ER, second group verbs have their infinitive endings in – IR while the infinitive endings of the third group verbs are – RE/OIR.

The infinitive form of a French verb has two parts these parts are the stem and (II) the ending.

In the French wedding announcement you read in this unit, there are verbs in the first group such as: prier, donner, accompagner, continuer, remercier, fêter, annoncer.

There is one verb of the second group, which is réunir, and the third verb group are; vouloir and joindre.

Few of them will be conjugated

Prier ____ to pray

Donner ____ to give

Accompagner ____ to accompany or to escort

Continuer ____ to continue

Remercier ____ to give thanks

Fêter ____ to celebrate

Annoncer ____ to announce

Reunir ____ to assemble

Vouloir ____ to want

Joindre ____ to join

Let us conjugate

The verb of the second group.

Verbe se réunir (this is a reflexive verb)

Je me réunis ____ I met

Tu te réunis ____ You met

Il/Elle se réunit ____ He/she met

Nous nous réunissons ____ We met

Vous vous réunissez ____ You met

Ils/Elles se réunissent ____ They met

The verb of the third group.

Verbe vouloir / to want / to desire / to wish

Verbe faire au présent de l'indicatif

Je veux ____ I want

Tu veux ____ you want

Il/Elle veut ____ he/she wants

Nous voulons ____ we want

Vous voulez ____ you want

Ils/Elles veulent ____ they want

Verbe faire { to do } au présent de l'indicatif

Je fais ____ I do / I am doing

Tu fais ____ you do / you are doing

Il/Elle fait ____ he/she does / he/she is doing

Nous faisons ____ we do / we are doing

Vous faites ____ you do / you are doing

Ils/Elles font ____ they do / they are doing

You can see that an attempt have been made to conjugate both the verbs of second and third groups in the French wedding announcement you read in this unit. They are conjugated differently. You will learn about these verbs as this course progresses. They are the ones been conjugated with the exception of one

Reunir ____ to reunite

Vouloir ____ to want / to desire / to wish

Joindre ____ to join

Avoir ____ to have

Now take your conjugation manual and learn further about the conjugation of French verbs.

3.4.1 Adjectives

Grand

Jeune

Beaucoup

Joie

As you might have known, an adjective is a qualifying grammatical element which tells us more about a noun. In French, adjectives agree in number and in gender with the noun they qualify. There are different types of adjectives like qualifying, demonstrative, possessive adjectives etc.

Study the following examples:

Mas sing

masc plural

fem sing

fem plural

Grand

Grands

Grande

Grandes

Jeune

Jeunes

Jeune

Jeunes

3.4.2 Simple Composition

Let us compose simple sentences with the following words and expressions we have acquired in the French wedding announcement provided in this unit.

Maison familiale, parentés, alliées ,la joie, aura lieu, un cadeau, couple, joindre a nous, chez, gens.

1. Nous sommes dans notre maison familiale
2. Elle est parenté a falmata
3. Abubakar et Musa sont des alliées
4. Mon perè et plein de joie aujord'hui
5. Le mariage de Nike aura lieu le 20 Octobre 2009
6. Hier j'ai reçu un cadeau
7. Le professeur va joindre les étudiants
8. J'ai vu les jeunes couples
9. Amina est chez Kola
10. Il ya beaucoup des gens dans la classe

Now with the aid of your dictionary and conjugation manual, construct a sentence each with the following expression.

Self Assessment Exercise

1. Famille
2. Parentés
3. Mariage
4. 15 heures
5. Bien vouloir
6. Assister
7. Habitude
8. Accompagne
9. A manger
10. période

4.0 Conclusion

In this unit you have learned about simple announcement of a wedding. The French announcement you have read has exposed you to techniques of reading and grammatical analysis of a wedding announcement. You have also learned about the use of these elements of grammar, the verbs, adjectives etc.

5.0 Summary

This unit has equipped you with basic technics of analyzing and writing an announcement in French language. You have also learnt about conjugation of some French verbs and the use of adjectives in French. You can identify some grammatical element through vocabularies, verbs

and adjectives. You can also compose a simple wedding announcement and correct sentences using your own words and expressions.

There is no doubt that what you have learned in this unit will be useful for the rest of the units in this course.

6.0 Tutor Marked Assignment

1. Il ya combien de famille qui font l'annonce?
2. Quels sont les noms des jeunes couples?
3. Le mariage aura lieu quand?
4. Dans quel endroit ou ville?
5. Quel date est fixé pour le mariage?
6. Qu'est ce qui se passe le 18 septembre 2009?
7. Qu'est ce qui se passe le 19 septembre 2009?
8. Quels sont les effets qu'on donne comme cadeau à la jeune mariée?
9. Qu'est ce qui se passe le 21 septembre 2009?
10. Cette cérémonie parle de quoi?

7.0 References/Further Reading

Bescherelle(1990): La conjugaison 12,000 verbes,Paris,Hatier.

Pari Berger, Dominique et al,(1994)Methode Francais, Les EditionsDidier,Paris

Jacky Girardet, Jean – Marie Cridlig (1997) Imprimé en France.

Philippe Dominique et al (1998): Le nouveau sans frontiere; CLE

Answer to self assessment

- 1) L'histoire qu'on nous raconte s'agit d'un marabout.
- 2) Il y'a deux filles dans la classe.
- 3) Les marchandises sont arrivées en grande quantité
- 4) La maison familiale de Marie est grande
- 5) Les enfants jouent au pied de la colline.
- 6) Ma valise est dans la chambre.
- 7) Le Nigeria a de grandes usines.
- 8) Mustapha est un indigène de Koton _Karfe.
- 9) L'autoroute est couverte d'herbes.
- 10) On est arrivé vers 9 heures .

Unit 2: Ma Journée

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Ma Journée
 - 3.2 Vocabulary
 - 3.3 Grammatical analysis
 - 3.4 Simple composition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This unit will introduce you to a short passage also in French. The presentation will show you how someone spends his/her day. You will learn some vocabulary related to daily activities. This unit will also teach you some adverbs used specifically to indicate the sequence of someone's daily activities. You will also be exposed to some basic techniques of short compositions.

2.0 Objectives

On successful completion of this unit you will be able to:

- read and answer questions related to the 2 passages.
- Identify adverbs of time used in describing daily activities and also be able to use them as well in sentences as in your own words.
- Compose simple texts related to describing one's daily activities.

Now read the first interesting passage.

3.0 Main Content

3.1 Ma Journée

Je me reveille le matin à 6heures. D'abord je fais ma prière. Ensuite, je me lave, et puis je m'habille. A 7heures trente je prend mon petit déjeuner. Toujours du café au lait et des gâteaux. Je part pour l'école très vite c'est une école secondaire les cours commencent à 8 heures.

A 10heures c'est la récréation de 30 minutes. A 10 heures 30 on rentre en classe pour suivre les études. Et après à 1:00 heures je rentre à la Maison.

Le soir à 19 heures je suit les informations à la télévision et à 21 heures je me couche.

3.2 Vocabulary

The French passage you read describes a daily routine or activity of someone who is a student. It also talks about the schedule of the person. The words and expressions used are of a typical students routine. These include expressions such as:

D'abord ___ first of all

Ensuite ___ and then/then

Je me reveille ___ I wake up

Fais ma prière ___ say my prayers

Toujours ___ everyday

Suivre ___ to follow

Informations ___ informations/news

Tres vite ___ quickly

Gâteaux ___ cake

Je m'habille ___ I dress up/I get dressed

Je me lave ___ I take my bath

Lait ___ milk

Cours ___ classes

Le récréation ___ break.

Now take your bilingual (French/English) dictionary to look for the meanings of other words and expressions you may not understand. Note that, when you are looking for the meaning of a noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun it gives.

3.3 Grammatical analysis

In this section of the unit you will be exposed to the simple present tense conjugation of verbs in French. You will also learn about adjectives in French.

3.3.1 Verb

In this passage you have just read, we have one verbe of the 1st group ; that is commencer, the second group verbs which are; faire, suivre, rentrer, prendre, while we have reflexive verbs which are se reveiller, se laver, s'habiller et se coucher. The third group verb is "partir"

Commencer ___ to begin/ to start

Faire ___ to do

Se reveiller ___ to wake up

Se laver ___ to bath or to wash oneself

S'habiller ___ to wear or to put on

Se coucher ____ to lie down

Partir ____ to go.

You have already known how to conjugate the 1st group which we have already seen in the previous unit. Therefore we shall learn the conjugation of the 2nd group verb and the third group verb.

Second group verb

Verbe Faire au présent de l'indicatif

Je fais ____ I do

Tu fais ____ you do

Il/Elle fait ____ he/she does

Nous faisons ____ we do

Vous faites ____ you do

Ils/Elles font ____ they do

Reflexive verbs (verbs of action)

Verbe se réveiller au présent de l'indicatif

Je me réveille

Tu te réveilles

Il/Elle se réveille

Nous nous réveillons

Vous vous réveillez

Ils/Elles se réveillent

Verbe se laver au présent de l'indicatif

Je me lave

Tu te laves

Il/elle se lave

Nous nous lavons

Vous vous lavez

Ils/Elles se lavent

Verbe s'habiller au présent de l'indicatif

Je m'habille

Tu t'habille

Il/Elle s'habille

Nous nous habillons

Vous vous habillez

Ils/Elles s'habillent

Verbe se coucher au présent de l'

Je me couche

Tu te couches

Il/Elle se couche

Nous nous couchons

Vous vous couchez

Ils/Elles se couchent

Verbe partir au présent de l'indicatif

Je part

Tu parts

Il/Elle part

Nous nous partons

Vous vous partez

Ils/Elles partent

Note that in the first person plural form of the verbs “commencer” the “C” before “ons”. This change applies to all verbs ending in “cer” verbs in this category include “lancer, commencer, and prononcer”.

Take your conjugation manual and learn further about the conjugation of French verbs.

3.2.2 Adjective

There are adjectives in the passage you have just read in this unit.

These adjectives include:

Petit ____ small

As you might have known an adjective is a qualifying grammatical element which tells more about a noun. In French adjectives agree in number and gender with the noun they qualify. There are different kinds of adjective like qualifying, demonstrative, possessive adjectives etc.

Study the following examples:

Masc sing	Masc plural	Feminine sing	Feminine plural
Petit	Petits	Petite	Petites
Secondaire	Secondaires	Secondaire	Secondaires

3.3.4 Simple Composition

Let us now compose simple sentences with the following words and expressions we have acquired in the French text provided in this unit:

D'abord, Ensuite, toujours, très, vite, fait.

- Attendez moi d'abord
- Chaque matin je fais le gymnastique, ensuite je part au travail
- Kola parle toujours en classe
- Je marche très vite
- Maman prend du café au lait.

Now with the aid of your dictionary and conjugation manual, construct a sentence each with the following expressions to show their message.

- Fais ma prière
- Suivre
- Informations
- Gâteaux
- Je me lave
- Cours
- Ensuite

8. Rentre
9. Petit déjeuner
10. Commencer

A close look at the initial French text shows a chronological order in which the student presents his daily activities from the morning time he wakes up to the time he goes to bed.

This order is very important when one is to describe one's daily activities and the use of adverbs like "d'abord", "ensuite", "puis" "après" and "enfin" becomes paramount.

(c) Let us look at another short passage where the said adverbs are used to describe some one else's daily activities:

... D'abord j'ai fait de la pose, ensuite j'ai fait des achats au marché, j'ai ramené ma mère de l'hôpital, puis, j'ai fait la cuisine, et après, je suis allé au cimetière du soir à l'église. Enfin, je me suis couché vers 21 heures.

Note that there are two adverbs both at the beginning and at the end of the passage respectively ("d'abord" and "enfin") which mark the start and the end of the activities they are very necessary and cannot be inter-changed one for another. The other adverbs like "ensuite" "puis" and "après" which feature in the middle of the passage can on the contrary be used interchangeably all depending on the number of activities and their sequence.

3.4 From a Diary to a composition

Go through the diary below and write out Mr. Adelaja's activities.

Mon Agenda
5 heures réveil
6 heures écoute
7 heures départ
8 heures travail bureau
9 heures travail bureau
10 heures travail bureau
11 heures travail bureau
12 heures travail bureau
13 heures travail bureau
14 heures déjeuner
15 heures retour au bureau
16 heures travail
17 heures travail
18 heures sport
19 heures douche
20 heures dîner
21 heures information
22 heures coucher

Note that all the words and expressions given in the diary are nouns. You will have to change them into verbs and use the third person singular ("") au pronom since the diary is Mr. Adelaja's own. Write short sentences like: Monsieur Adelaja se réveille à 5 heures du matin"

4.0 Conclusion

In this unit, you have learned how to describe the different activities one carries daily. The French text, the short passage and the sample of the diary you have been supplied with in the unit are to expose you to the techniques of relating one's daily activities. The verbs which have been used, coupled with the different adverbs required while relating one's daily activities are to expose you better to the techniques of the description of such activities.

5.0 Summary

This unit has equipped you with the basic technique, of describing in a written form the way you carry out your daily activities and the sequence in which these activities have been carried out. You have learned about adverbs required to help you arrange sequentially all your daily activities in a form of composition.

6.0 Tutor Marked Assignment

Décrivez vos activités journalières in (5 phrases)

Self Assessment Exercise

Decrivez les activités journalières de mlle Kuku selon l'agenda ci dessous: (5 phrases)

7 heures réveil
8 heures travaux dans le restaurant
9 heures déjeuner
10 heures marché
11 heures faire les courses
12 heures cuisine
13 heures cuisine
14 heures servir les clients
15 heures servir les clients
16 heures server les clients
17 heures server les clients
18 heures server les clients
19 heures le nettoyage des restaurant
20 heures rentre a la maison
21 heures information tété
22 heures coucher

8.0 References/Further Reading

Ayeleru,Tunde (2000): A Concise French Course For College and university students.Kenny , Ventures, Ibadan.

Adebayo, Aduke(1994): A Functional French Course For Anglophone Students, Omoleye Publishing Co, Ibadan.

Becherelle (1990): La conjugaison 12, 000 verbes 1, Paris, Hatier

Le village Français du Nigeria: Le villageois, Ajara-Badagry; non publié

Answer to Self Assessment Exercise

D'abord Mademoiselle Kuku se réveille à 7 heures du matin, elle fait quelques travaux au restaurant où elle travaille. Elle prend son petit déjeuner à 9 heures. Elle quitte le restaurant à 10 heures pour faire les achats au marché jusqu'à 11 heures elle fait des courses. À 12 heures elle fait la cuisine, jusqu'à 14 heures. Ensuite, à 15 heures, elle commence à servir les clients qui viennent pour manger au restaurant. Ainsi, de 16 heures à 18 heures les clients continuent à rendre visite au restaurant. À 19 heures mademoiselle Kuku nettoie le restaurant, elle rentre à la maison à 20 heures, ainsi elle suit les informations à la télévision à 21 heures, enfin elle se couche à 22 heures.

Unit 3: Mon Pays Le Nigeria

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Mon pays le Nigeria
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.3.1 Verb
 - 3.3.2 Adjective
 - 3.4 Simple Composition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This unit will introduce to a simple and interesting passage in French. You will read and analyse the grammar. The passage centres on a family set up, what really are the composant of a family. The unit will teach you the conjugation of some verbs both first and second group and some regular adjectives. You will also learn some basic techniques of short composition.

2.0 Objectives

At end of this study you will be able to:

- Read and answer correctly questions related to the passage.
- Identify some grammatical elements in the passage
- Compose simple and correct sentences of your own words and expressions; and
- Use some techniques of writing acquired in your own writing exercise.

3.0 Main Content

3.1 Mon Pays le Nigéria

Mon pays le Nigeria se trouve en Afrique occidentale. Il est limité à l'ouest par le Benin, à l'est par le Cameroun, au nord par le Niger et le Tchad et au sud par l'océan Atlantique.

La capitale politique du Nigeria est Abuja, mais Lagos est l'ancienne capitale. Il y a trente-six états: Les états de Lagos, Ogun, Oyo, Osun, Delta, Bayelsa, Ekiti, Gombe, Nassarawa, Ondo, Kwara, Niger, Kaduna, Kano, Katsina, Sokoto, Borno, Yobe, Bauchi, Anambra, Cross-River, Akwa-Ibom, Kogi, Rivers, Taraba, Enugu, et Jigawa sans compter la capitale fédérale Abuja. Le Nigeria est devenu indépendant en 1960 et une République en 1963. Aujourd'hui, il y a une population de plus de cent vingt millions d'habitants. C'est le pays le plus peuplé d'Afrique. Sa langue officielle est l'anglais.

Il y a environ quatre cents dialectes différents, mais les trois principales sont Igbo, le haoussa et le yorouba. Il y a deux saisons au Nigeria, la saison des pluies, d'avril à Octobre.

Mon pays se trouve dans la zone tropicale,

Les deux principaux fleuves sont le Niger et la Benue. Ils sont importants pour l'agriculture et le transport. Les principaux produits agricoles de mon pays sont le cacao, l'arachide, le coton, le caoutchouc, le bois et l'huile de palm.

L'exploitation la plus importante du pays et le pétrole.

Pourtant il ya d'autres minéraux, mais mon pays gagne beaucoup d'argent du pétrole. Le naira et le Kobo sont les monnaies locales.

Le Nigéria doit son développement au pétrole. Il appartient à plusieurs organisations internationales et il aide quelques fois les petits pays africains. Mon pays est sans aucune doute l'un des pays les plus populaires de l'Afrique.

3.2 Vocabulary

The French vocabulary you have just read describes Nigeria. It also talks about the thirty six states. The date she got its independence and the date it became a republic. It talks about its population, the mineral resources. Petroleum been the principal one and other agricultural products, the major languages spoken and the official language. The words and expression used are of a country setting, its climates and weather inclusive.

These expressions are such as:

Aujourd'hui ____ today

L'arachide ____ groundnut

Appartenir ____ to belong to

L'argent ____ money

Africain ____ African

Aider ____ to help

Bientôt ____ soon

Le bois ____ wood

Le coton ____ cotton

Le Cacao ____ Cocoa

Le caoutchouc ____ rubber

Cent vingt ____ a hundred and twenty

Entouré ____ surrounded

En Afrique ____ in West Africa

Environ ____ about

L'Est ____ East

Limité ____ limited, boarded

Est devenu ____ become (past tense of "devenir")

Le fleuve ____ River

L'huile de palme ____ palm oil

La langue ____ language

Le Minéral ____ mineral

La monnaie ____ currency

Le nord ____ north

L'ouest ____ west

Le pays ____ country

Populaire ____ popular

Le pétrole ____ petroleum

Plus de ____ more than

Pourtant ____ however

Plusieurs ____ several

Le produit ____ product

Quelques fois ____ sometimes
La saison sèche ____ dry season
La saison de pluie ____ rainy season
Sans compter ____ not including
Le sud ____ south
L'un des ____ one of the

You will now take your bilingual dictionary (French/English) to look for the meanings of other words and expressions you may not understand. Note that, when you are looking for the meaning of a noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun it gives.

3.3 Grammatical Analysis

In this section of the unit you'll be exposed to the simple present tense and past tense conjugation of verbs in French. You will also learn about adjectives in French.

3.3.1 Verb

You are already aware that French verbs are grouped into three. Each group is identified by its infinitive endings in – ER, second group verbs have their infinitive endings in – IR while the infinitive endings of the third group verbs are – RE/OIR. There will be no need for us to talk about the two parts of French verbs which we are already familiar with. It has been discussed in the early units of this module.

The verbs in the French passage you have read are the present tense (présent de l'indicatif) and the passé composé (past tense). I will mention a few of them:

Limité
Se trouver
Etre
Devenir
Devoir
Aider
Compter
Jouer
Gagner
Appartenir

The verb “devoir” is the only one use as a “passé composé” verb. (to be found)

We will conjugate the verb “se trouver”(to be found)and “s'appartenir” (to belong) and “gagner” which are not familiar to us.

Verbe se trouver au présent (in the present tense)

Je me trouve ____ I am found
Tu te trouves ____ you are found
Il/Elle se trouve ____ he/she is found
Nous nous trouvons ____ we are found
Vous vous trouvez ____ you are found
Ils/Elles se trouvent ____ they are found

Verbe s' appartenir au présent de l'indicatif (in present the tense)

Je m' appartiens___ I belong

Tu t' appartiens ___ you belong

Il/Elle s' appartient ___ he/she belongs

Nous nous appartenons ___ we belong

Vous vous appartenez ___ you belong

Ils/Elles s' appartiennent___ they belong

Verbe gagner au présent de l'indicatif (in the present tense)

Je gagne ___ I am winning

Tu gagnes ___ you are winning

Il/Elle gagne ___ he/she is winning

Nous gagnons ___ we are winning

Vous gagnez ___ you are winning

Ils/Elles gagnent ___ they are winning

Verbe devoir au passé composé (in the past tense)

J'ai dû___ I was indebted/I owed

Tu as dû___ you were indebted/you owed

Il/Elle a dû___ he/shewas indebted/he/she owed

Nous avons dû___ we were indebted/we owed

Vous avez dû___ you were indebted/you owed

Ils/Elles ont dû ___ they were indebted/they owed

Note that in the present tense of the verb gagner the first person plural has an "e" before "ons". Without it will sound differently. I hope these examples will guide you in the conjugation of verbs of the first group that of the second group in French.

3.3.2 Adjective

There are adjectives in the French passage you read in this unit. These adjectives include:

Ancienne

indépendant

Sèche

Tropicale

Principal

Important

Petit

Populaire

We have read over and over again that an adjective is a qualifying grammatical element which tells us more about a noun. And that in French adjectives must agree in number and in gender with the noun they qualify.

Study the following examples:

Masc Singular

Masc Plural

Feminine sing

Feminine plural

Ancient

anciens

ancienne

anciennes

Indépendent	indépendents	independante	independantes
Sèc	sècs	sèche	sèches
Tropical	tropicals	troopicale	tropicales
Principal	principaux	principale	principales
Important	importants	Importante	Importantes
Petit	petits	petite	petites
Populaire	populaires	populaire	populaires

Identify other adjectives in the French text you read in this unit.

3.4 Simple Composition

Let us compose simple sentences with the following words and expressions we have acquired in the French text provided in this unit:

Aujourd'hui, appartenir, le fleuve, populaire, plus de.

- Aujourd'hui c'est le 8 juillet 2009
- Ma mère appartient à la famille Dikko
- Notre maison est au bord du fleuve niger
- Amina est une fille populaire au collège
- Le gouvernement n'a plus d'argent.

Now with the aid of your dictionary and conjugation manual, construct a sentence each with the following expressions to show their meaning.

- La saison des pluies
- Sans aucune doute
- L'un des
- Quelque fois
- Sans compter
- La saison sèche
- Le plus
- Les principaux produits
- L'ancienne
- Mon pays.

4.0 Conclusion

In this unit, you have learned about simple description of a country, the French text you read have exposed you to the techniques of reading and grammatical analysis of a passage. You have learned about the use of these elements of grammar like verbs, adjectives etc.

5.0 Summary

This unit has equipped you with the basic techniques of analyzing and writing a text in French language. You have learned about conjugation of some French verbs and the use of adjectives in French. You can identify some grammatical elements like vocabularies verbs and adjectives. You can also compose simple and correct sentences using your own words and expressions.

There is no doubt that what you have learned in this unit will be useful for the rest of the units in this course.

6.0 Tutor Marked Assignment

1. Comment s'appelle le pays dont on parle?
2. Où se trouve ce pays?
3. Il y a combien d'états au Nigéria?
4. Quelle est la capitale politique du Nigéria?
5. Il ya combien de dialectes au Nigeria?
6. Quand est ce que le Nigéria est devenu indépendant?
7. Il ya combien des langues principales?
8. Quels sont les deux principaux fleuves?
9. Quels sont les produits agricoles importants?
10. Le Nigéria doit son développement à quoi?

7.0 References/Further Readings

Adebayo, Aduke (1994): A Functional French course for Anglophone Students, Omoleye Publishing co, Ibadan.

Ayeleru, Tunde (2000): A Concise French course for Anglophone Students, Kenny D. Ventures, Ibadan.

Bescherelle (1990): La Conjugaison 12,000 verbes Hatier_ Paris

Unit 4: Mon Professeur de Français

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Mon professeur de Français
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.3.1 Verb
 - 3.3.2 Adjective
 - 3.4 Simple Composition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This unit will introduce you to a personality, in the person of a French teacher. It will describe the French teacher to the extent of comparing the French teacher to someone also. You will learn some vocabulary related to a teacher. This unit will teach you the conjugation of some verbs of the first group and some regular adjectives. You will also learn some basic techniques on how to write short composition French.

2.0 Objectives

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

- Read and answer correctly, questions related to the passage;
- Identify some grammatical elements in the passage;
- Compose simple and correct sentences of your own words and expressions; and
- Use some techniques of writing acquired in your own writing exercise.

3.0 Main Content

3.1 Mon professeur de Français

Mon professeur de français s'appelle Mme Monique Alao. Elle n'est pas Nigériane, elle est française. Son mari est Nigérian. Il vient de l'état d'Edo.

Madame Alao est grande et élancée comme ma mère. Elle a peut-être trente-deux ans. Elle est blonde, ses cheveux sont blonds et ses lèvres sont rouges: elle est belle.

Madame Alao habite à l'école avec sa famille. Elle a trois beaux enfants: un fils et deux filles. Elle a aussi un grand chien qui s'appelle Tigre. Tigre est un chien très méchant et nous ne l'aimons pas du tout. Il nous fait toujours peur.

Mon professeur Madame Alao ne parle ni haoussa, ni yorouba. Elle parle couramment le français qui est sa langue maternelle. Elle est toujours à la mode car elle s'habille à la française. Quelque fois elle s'habille à la nigériane. Elle porte aussi des pagennes.

Madame Alao est chrétienne. Son mari, au contraire, est musulman. Elle nous enseigne bien le français parce qu'elle est française. Elle ne vient jamais en retard en classe et ne manque jamais de cours. Elle connaît le français sur le bout des doigts. Voilà pourquoi toute la classe la surnomme "Madame Bonjour".

Mon professeur est riche. Elle a une belle voiture et pourtant elle vient souvent en classe à pied. Tous mes camarades de classe l'aiment beaucoup parce qu'elle ne nous fait pas couper l'herbe et ne nous bat pas pour rien, comme le professeur de mathématiques.

Elle est très sympathique, mon professeur de français.

3.2 Vocabulary

The French passage you have just read describes a teacher of French and her attributes. It also tries to compare her with another teacher. The words and expressions used are of description. These expressions include:

A pied ____ on foot

Battre pour rien ____ beat without cause

La blonde ____ blond woman

Blond (adj m) ____ blond / fair haired

Le/la camarade de classe ____ class mate

Le chien ____ dog

Couramment ____ fluently

Connaitre ____ to know

Couper ____ to cut

Du tout ____ at all

être à la mode ____ to be fashionable

et pourtant ____ yet

faire peur à ____ to frighten

grosse ____ fat

l'herbe ____ grass
Il nous fait peur ____ he frightens us
la langue maternelle ____ mother tongue.
Manquer ____ to miss
Le mari ____ husband
Musulman (adj n) ____ Muslim
Ne...ni...ni ____ neither ... nor
Ne ... jamais ____ never
La peur ____ fear
Le pagne ____ wrapper
Porter ____ to wear
Rouge ____ red
S'habiller à la française ____ to dress in the French way
S'habiller à la nigériane ____ to dress in the Nigerian way
Souvent ____ often
Surnommer ____ to nickname
Sur le bout des doigts ____ at one's fingertips.

Abbreviation (m) masculine (f) feminine
(Adj) = adjective (adv) adverb.

You will now take your bilingual (French/ English) dictionary to look for the meanings of other words and expressions you may not understand.

3.3 Grammatical Analysis

In this unit you will be exposed to simple present tense conjugation of verbs in French. You will also learn about adjectives in French.

3.3.1 Verb

As you are aware that French verbs are grouped into three. Each group is identified by its ending. In the French passage you just read in this unit, there are mainly verbs of the first group. These verbs infinitives end in – ER. Some of them mentioned are:

S'appeler
être
Venir
Habiter
Avoir
Aimer
Parler
S'habiller
Manquer
Surnommer
Couper

Let us conjugate some of the verbs: parler, aimer, manquer, couper, habiter.

Verbe **parler** au présent de l'indicatif

Je parle
Tu parles
Il/Elle parle
Nous parlons
Vous parlez
Ils/elles parlent

Verbe **aimer** au présent de l'indicatif

J' aime
Tu aime
Il/elle aime
Nous aimons
Vous aimez
Ils/elles aiment

Verbe **manquer** au présent de l'indicatif

Je manque
Tu manques
Il/elle manque
Nous manquons
Vous manquez
Ils/elles manquent

Verbe **couper** au présent de l'indicatif

Je coupe
Tu coupes
Il/elle coupe
Nous coupons
Vous coupez
Ils/elles coupent

Verbe **habiter** au présent de l'indicatif

J'habite
Tu habites
Il/elle habite
Nous habitons
Vous habitez
Ils/elles habitent

3.3.2 Adjectives

Going through the passage you will notice that there are adjectives used. These adjectives are mainly possessive, Eg. Ma, mes, ses, sa, mon, son. (my) just like any other adjective, possessive adjective agrees in number and gender with the noun it qualifies.

Let me explain further by using the table below:

Masc sing	Mas plur	Fem sin	Fem plur
1 st person	mon mes	ma	mes = my

2 nd person	ton	tes	ta	tes = your
3 rd person	son	ses	sa	ses = his/her
1 st person	notre	nos	notre	nos = ours
2 nd person	votre	vos	votre	vos = your
3 rd person	leur	leurs	leur	leurs = their

Please note that unlike in English language, it is gender and number of the possessed object that determine the choice of the possessive adjective not the possessor for example.

Tunde's table = his table

La table de Tunde = sa table

Now construct five sentence using any five possessive adjectives.

3.3.4 Simple Composition

Now that you have gone through the French passage provided, you will attempt to compose some sentences with some identified expressions from the passage. Let us look at the following exercises together.

Elle 'est grosse comme:

Elle a trois beaux

Pas du tout

Tou joirs

Pour rien.

1. Mon amie est grosse comme moi
2. Elle a trois beaux freres
3. Je n'aime pas du tout le café
4. Rabi est toujours souriante
5. On ne travaille pas pour rien.

Self Assessment

Construct simple sentences of your own by using the underlisted words and expressions.

1. Le pagne
2. S'habiller a la francaise
3. Souvent
4. Sur le bout des doights
5. Couramment
6. Etre a la mode
7. Faire peur a
8. Porter
9. Ronge
10. A pied

4.0 Conclusion

In this unit, you have learned some grammatical elements like possessive adjectives, and simple present tense. You have further learned the techniques of simple composition in French.

5.0 Summary

What you have learned in this unit is the basic technique and skills required in reading and analyzing French passages. You have also acquired the necessary skills for construction of simple and correct sentences in French.

6.0 Tutor Marked Assignment

1. Qu'est-ce que le nom du professeur?
2. Elle est de quelle nationalité?
3. Ses cheveux sont de quel couleur?
4. Où est-ce qu'elle habite avec sa famille?
5. Elle a combien d'enfants le professeur de français?
6. Quelle langue parle-t-elle?
7. Madame Alao est musulmane?
8. Comment madame Alao est surnommée?
9. Est-ce que les étudiants l'aiment?
10. Est-ce que madame Alao est toujours à la mode?

7.0 References/Further Reading

Adebayo, Aduke (1994): A Functional Course in French Course for Anglophone Students, Omoleye Publishing co. Ibadan.

Ayeleru, Tunde (2000): A Concise Course in French for College and University Students, Kenny D. Ventures, Ibadan.

Bescherelle(1990): La conjugaison 12,000 Verbes, Hatier - Paris.

Lynn,Mbaku(2008): Model Essays IN French For Secndary Schools, Bounyty Press Limited.

Monnerie _Goarin et al(1999): Champion 1, Clé International.

Answer to self assessment

- 1) Hier mama est allée au lit à 19 heures.
- 2) Ce jour-là est un jour de joie.
- 3) J'ai eu une journée très difficile.
- 4) Le dortoir des étudiants est tout droit.
- 5) L'entrée de l'université n'est pas loin d'ici.

- 6) Le voleur voulait prendre mon sac, malheureusement j'étais là.
- 7) Mon père a pris l'avion d'Abuja ce matin.
- 8) Hier les enfants ont mangé à leur faim.
- 9) Il faut nettoyer la salle de classe.
- 10) On lui a ordonné de n'est pas sortir.

Unit 5: Ma Famille

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Ma famille
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.3.1 Verb
 - 3.3.2 Adjective
 - 3.4 Simple Composition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This unit will introduce you to a short passage in French. The presentation will tell you more about a family setting in French. You will acquire more information about members of a family

and techniques of reading and analyzing of a simple French passage. These techniques will equip you with the necessary skills for writing simple composition in French.

2.0 Objectives

On successful completion of this unit you will be able to:

- Read and answer questions on the passage;
- Define and analyse correctly different elements of grammar used in the text;
- Compose simple and correct sentences in French

Now you will read another interesting passage which centres on the family in a rural area.

3.0 Main Content

3.1 Ma famille

Je m'appelle Andoma Aliyu. Ma famille s'appelle Aliyu. Nous habitons à Makurdi et nous venons de l'état de Benue. Nous sommes huit dans la famille. Il y a mon père monsieur Aliyu, ma mère madame Aliyu, mes soeurs et moi. J'ai cinq soeurs. Elles s'appellent Hélène, Franca, Fatima, Amina et Zainab. Zainab est la dernière – née et elle est têtue.

Je n'ai pas de frères car je suis le fils unique, et l'ainé de la famille. J'ai douze ans. Mes soeurs et moi(nous)sommes à l'école et nous fréquentons l'école sainte Marie à Makurdi.

Mon père est le chef de la famille. Il est grand de taille et il a quarante ans. Il a un teint noir. Mon père est fonctionnaire et travaille au Ministère de l'éducation à Makurdi. Ma mère travaille aussi à Makurdi, mais à l'hôpital général. Elle est infirmière. Malheureusement je n'ai plus des grands parents. Ils sont tous morts.

3.2 Vocabulary

The French passage you just read describes a family and the number of members of the family. It also talks of the number of girls and boys that made up the children, the profession of both the father and the mother. The words and expressions used are a family setting. They include:

Têtue ___ stubborn

Au contraire ___ on the contrary

Fils unique ___ the only child,

Teint noir ___ dark complexion

Chef de ma famille ___ head of the family

Dernière – née (f) ___ last born

L'état (m) ___ state

Fréquentes ___ to attend

Le fonctionnaire ___ civil servant

The abbreviations (m) = masculine: (f) feminine (pl) plural adjective: (adv) = adverb.

Now take your bilingual (French/English) dictionary to look for the meanings of other words and expressions you may not understand. Note that when you are looking for the meaning of a noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun it gives.

3.3 Grammatical Analysis

In the section of the unit you will be exposed to the simple present tense conjugation of verbs in French. You will also learn about adjectives in French.

3.3.1 Verb

French passage you have read is written in the simple present tense present (présent de l'indicatif) and most of the verbs are of the first group with one verb "venir" which is of the second group. You have already known how to conjugate the "er" ending of verb and the "ir" ending of verb. Nevertheless to refresh your memory we shall conjugate some of the "er" ending verb and the only "ir" ending verb. These are; s'appeler, habiter, fréquenter and venir.

Verbe s' appeler
Je m' appelle
Tu t' appelles
Il/Elle s'appelle
Nous nous appelons
Vous vous appelez
Ils/Elles s' appellent

Verbe habiter
J' habite
Tu habites
Il habite
Nous habitons
Vous habitez
Ils/Elles habitent

Verbe fréquenter
Je fréquente
Tu fréquentes
Il/Elle fréquente
Nous fréquentons
Vous fréquentez
Ils/Elles fréquentent

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

3.3.1 Adjective

In the previous unit we were told that French adjective agrees in number and gender with the noun it qualifies. In this unit therefore, there are qualificative, and possessive adjectives.

Qualificative adjective			
Mas sing	Masc plural	Fem sing	Fem plural

Grand	Grands	Grande	Grandes
Noir	Noirs	Noire	Noires

Possessive adjective

Singular	Plural
----------	--------

Mon	Mes
Ma	Mes

Note that “ma” is used for female gender while “mon” for masculine gender while “mes” is used for plural either masculine plural or feminine plural.

3.4 Simple Composition

Now that you have read the passage and worked on the vocabularies contained in the passage, you need to start constructing your own sentences in French. Let us compose simple sentences using the following listed words from the passage.

- Je n’ai pas
- Il ya ...
- Fils unique
- Taille
- Malheureusement
- Grands – parents
- Ma famille ...
- L’hôpital est grand

- Je n’ai pas de soeurs
- Il ya mes soeurs et moi
- Je suis fils unique
- Il est grand de taille
- Je vais voyager, malheureusement je suis malade
- Je n’ai pas des grands-parents
- Ma famille s’ appelle Bukar
- L’hôpital de notre village et grand.

Considering the above sentences, you will notice that simple sentences have been constructed using the eight listed words above. You can be doing this as regularly as possible to improve your writing skills.

Now use the underlisted words and expressions to compose your simple and correct sentences. You must have a subject and a finite verb.

1. La famille
2. Ma mère
3. Un grand
4. Un teint
5. Il ya
6. J’ai cinq ...

7. Je n'ai
8. Aussi a
9. Ils sont ...
10. Mes soeurs

4.0 Conclusion

In this unit you have learned some basic techniques on how to read and answer questions on a written French passage. It also equipped you to be able to define and analyse clearly grammatical elements used in the passage. You have also been equipped with skills needed to compose simple and correct sentences in French.

5.0 Summary

What you have learned in this unit is to equip you with the basic skills needed to read and answer questions on a written French passage. It has also equipped you to be able to define and analyse clearly grammatical elements used in the passage. You have also been equipped with the skills needed to compose simple and correct sentences in French.

6.0 Tutor Marked Assignment

Using your own words and expressions summarise the French passage you read in this passage in six good sentences.

8.0 References/Further Reading

Adebayo, Aduke (1994): A Functional French Course for Anglophone Students, Omoleye Publishing Co. Ltd. Ibadan.

Ayeleru, Tunde(2000): A Concise Course in French for College and University Students, Kenny. D. Ventures, Ibadan.

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Module 3:

Unit 1: Mes dernières Vacances

Unit 2: Lettre Personnelle / donner des ordres

Unit 3: Mon dernier anniversaire

Unit 4: Une fête dans mon village

Unit 5: Mon Sport favori

Unit 1: Mes dernières Vacances

Contents

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- 3.0 Main Contents
 - 3.1 Mes dernières Vacances
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.3.1 Verb
 - 3.3.2 Adjective
 - 3.4 Simple Composition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

In this unit you will read another interesting French text. The register of the passage is that of holidays. You will acquire more information and techniques of reading and analysis of simple written passage in French. These techniques will further equip you with the necessary skills for writing simple composition in French.

2.0 Objectives

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

- Read and answer questions based on the passage;
- Define and analyse correctly different elements of grammar used in the text; and
- Compose simple and correct sentence in French.

Now you will read another interesting passage which centres on holidays.

3.0 Main Content

3.1 Mes dernières Vacances

J'ai passé mes dernières vacances chez ma tante à Ibadan. Ibadan est la capitale de l'état d'Oyo. C'est l'une des plus peuplées d'Afrique noire. Les gens d'Ibadan parlent Yorouba. Ma tante s'appelle madame Adewale. Elle n'a plus de mari parce que son mari est mort. Elle travaille à la banque centrale d'Ibadan.

Le jour du voyage je suis parti pour Ibadan de bonne heure en autobus. Arrivé à Ibadan le soir, ma tante m'attendait à la gare routière d'Ojo. Elle était contente de me revoir. Quelques minutes plus tard, nous sommes partis chez elle.

Arrivé à la maison, j'ai pris ma douche et j'ai mangé un repas délicieux. Le soir nous avons beaucoup bavardé et nous nous sommes couchés très tard.

Chaque matin alors, quand ma tante partait au travail, je me levais à huit heures du matin. Je prenais mon petit déjeuner tout seule. Après avoir mangé je lisais des journaux et des magazines. Chaque après-midi, mes amis Rasheed et Hameed venaient me voir. Nous écoutions aux disques de Daddy Shokey ou de Sunny Ade. Nous partions quelques fois en ville pour faire du shopping – vitrine ou au marché populaire de Dugbe pour faire des courses. Nous visitons aussi des endroits intéressants, par exemple; le zoo de l'université d'Ibadan pour voir les animaux sauvages ou nous partions visiter la grande "Cocoa House".

Chaque soir, mes amis et moi nous allions au cinéma Rex avec ma tante. Pendant les week-ends, ma tante nous emmenait en pique-niques nous nous y amusons beaucoup. Après le pique-nique, je faisais la lessive à la maison ou je regardais une vidéo j'étais très content de rentrer à l'école. Ma tante a payé mes frais de scolarité. Je suis rentré à l'école sain et sauf.

3.2 Vocabulary

Now that you have read the passage, you will need to explain the underlined words in the passage in English. Take your dictionary and look for meanings of those words. This exercise will definitely enhance your vocabulary building and ultimately improve your own writing competence. Here are the underlined words.

Alors que

L'après-midi

Ainsi que

Attendre

L'Afrique noire

Bavarder

Chaque

De bonne heure

Plus tard

Quelle chance

You need to also take your dictionary and look for other words that you may not understand in the passage. Your understanding of the thrust of the passage depends largely on your ability to get the meanings of the key words in the text.

If you read and understand the meaning of the words in the text you will definitely find it easy to discuss the themes of the text and answer any questions based on the passage.

Let me reemphasize that where you have a word that is a noun you need to confirm the gender of such a noun. Your bilingual dictionary will assist you in doing this.

3.3 Grammatical Analysis

You will be introduced to some grammatical elements used in the French passage that you have just read. These elements will help you to compose your own simple composition of French.

3.3.1 Verb

The French passage you have just read is written in simple past tense (passé composé) and in imperfect tense (imparfait). The simple past tense is used to describe an action that was accomplished. To conjugate a verb in the simple past tense, the auxiliary “avoir” (to have) or “être” (to be) depending on the verb concerned, is conjugated in the present form. Then the past participle of the main verb in question is added. For example, if you want to conjugate the verb “penser”, you will first determine the past participle of the verb “penser” which is “pensé” (see your conjugation manual)

Then conjugate “avoir” (to have) in the present tense and add the past participle of “penser” to it

J’ ai pensé

Tu as pensé

Il/Elle a pensé

Nous avons pensé

Vous avez pensé

Ils/Elles ont pensé

Please note that “avoir” is used to conjugate all verbs of action while the auxiliary “être” is used to conjugate all verbs of state and movement and pronominal verbs. Let us consider this example
Arriver = être + arrive

Je suis arrivé (e)

Tu es arrivé (e)

Il/Elle est arrivé (e)

Nous sommes arrivé (e)s

Vous êtes arrivé (e)s

Ils/Elles sont arrivé (e)s

Note that whenever you conjugate any verb in the simple past with auxiliary “être”, the past participle must agree in number and gender with the subject pronoun. Take your conjugation manual and read about “passé composé”. Make a list of five verbs of action and verbs of movement of state and conjugate them in the simple past (passé composé).

3.3.2 Adjectives

Going through the passage you’ll notice that there are some adjectives used. These adjectives are mainly possessive eg “ma, mon, mes” (my) just like any other adjective, possessive adjective agrees in number and gender with the noun it qualifies.

Let me explain further by using the table below:

Masc sing

1st person mon

Mas plur

mes

Fem sing

ma

Fem plur

mes = miss

2 nd person	ton	tes	ta	tes = your
3 rd person	son	ses	sa	ses = his/her
1 st person	notre	nos	notre	nos = our
2 nd person	votre	vos	votre	vos = your
3 rd person	leur	leurs	leur	leurs = their

Please note that unlike in English language it is the gender and number of the possessed object that determines the choice of the possessive adjective not the possessor. For example.

Tunde's table = His table

La table de Tunde = Sa table

Now; construct five sentences using any five possessive adjective.

3.4 Simple Composition

Now that you have gone through the French passage provided you will attempt to compose some sentences with some identified expressions from the passage. Let us look at the following together.

Plustard

Plus peuplés

Mes dernières

Un repas délicieux

Après

1. Le professeur est venu plustard
2. Lagos est plus peuplée qu' Abuja
3. J' ai passés mes dernières vacances à Kano
4. Nous avons mangé un repas délicieux
5. L' avion part dans l'après-midi

Now construct simple sentences of your own by using the underlisted words and expressions.

1. Les gens
2. J' ai pris
3. Journaux
4. Visitons
5. Intéressant
6. Sauvage
7. Cinéma
8. Quelque fois
9. Lessive
10. Frais

4.0 Conclusion

In this unit, you have learned some grammatical elements like possessive adjective, and simple past tense. You have further learned the techniques of simple composition in French.

5.0 Summary

What you have learned in this unit is the basic techniques and skills required in reading and analyzing French passages. You have also acquired the necessary skills for construction of simple and correct sentences in French.

6.0 Tutor Marked Assignment

1. Où est ce que le narrateur a passé ses dernières vacances?
2. Quelle est la capitale d'état d'Oyo?
3. Quel est le nom de la tante du narrateur?
4. Est-ce qu'elle est mariée?
5. Où est-ce que sa tante l'attendait?
6. quelle sorte de repas a-t-il mangé?
7. avec qui prend-t-il son petit déjeuner?
8. quels disques écoutent-ils?
9. quels sont les endroits qu'ils ont visité?
10. Où est-ce qu'ils vont pendant les week-ends.

7.0 References/Further Readings

Adebayo, Aduke(1994):A Functional French Course For Anglophone Students, Omoleye Publishing Co, Ibadan.

Ayeleru, Tunde(2000): A Concise Course in French For College and University Students, Kenny D. Ventures,Ibadan.

Bescherelle(1990): La Conjugaison 12,000 Verbes1, Paris,Hatier.

Unit 2:Lettre Personnelle/donner des ordres

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Lettre Personnelle
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.4 Verb

3.5	Simple Composition
3.6	Donner des ordres
4.0	Conclusion
5.0	Summary
6.0	Tutor Marked Assignment
7.0	References/Further Readings

You will also learn how to give instructions and orders in the course of your daily activities through the prescribed grammatical elements.

1.0 Introduction

This section will show you how to write an informal letter. It will present to us the formal used for an informal letter as well as the register of an informal letter.

2.0 Objectives

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

- Write an informal and an informal letter
- Give instructions and orders

3.0 Main Content

3.1 Lettre Personnelle

An informal letter is mostly hand written. Though the coming of computer has changed that practice, it is now being modified. The normal letter-writing paper is chosen depending on individual taste and the friend whom you are writing to, as well as the effect you want the letter to have on the recipient (white paper or coloured, letter headed or not)

The presentation of an informal letter is not so serious. It is quite different from that of a commercial or official letter.

However we must respect the following presentation or format.

Nom	et	adresse
Lieu et date		
De l'expéditeur		
(Name and address of sender)		
Formule d'appel		
(Form of greeting)		
		Corps de la lettre
		(Body of the letter)

You are writing to a friend

or a relative that already knows your address.

Place (location) and date:

Can equally be omitted or at times simplified

Form of greeting:

The classical ones are:

For a relation: Chère madame, cher monsieur, chère mademoiselle, (if you don't know/if the person is married: chère madame).

Note: never write: Ma chère madame or mon cher monsieur, or even chère madame Dupe, cher monsieur Yusuf (no family name)

For a friend: (ma) chère/ (mon) cher + the first name.

Also you can use << chers amis> ... and other forms of greetings less conventional depending on the relationship existing between yourself and your correspondent

Forms for ending in informal letter:

Friend enough and less formal:

Tres cordialement, (cordially)

(Bien) amicalement, (yours sincerely)

(Avec) toutes mes amitiés (with all my friendship) Bon baisers (kisses)

The Envelope

Whatever format is used, the presentation remains the same:

The address:

Write in all letters: Monsieur / Madame + first name + surname.

Specification of the place / location if there is any residence ... villa ... etc), the number then the name of the street.

If your correspondent lives with someone, specify it before the address:

Chez monsieur... or aux bons soins de (in care of) sometimes you may also have this: S/C which also indicated << in the care of) “ sous couvert de.

The postal code of the town, (if there is any) the post office box number and finally where the city or town is located.

You must note that most of the rules of format above will effectively work if you are in European environment, except if you are writing to a francophone from your own country, in which case you'll have to write his/her address exactly the way he/she gave it to you. But if you are corresponding with someone within your own country it is permitted to write each other in French, but at the level of the envelope, you must not translate the address, as the letter will not get to its destination.

Let us see an example of an informal letter written to a friend. Try to read and understand all that is written in the letter.

Badagry, le 14/09/09

Mon Cher Musa,

Comment ça va? J'espère que tout va bien et la famille? Chez moi, tout le monde va bien.

Je t'écris cette lettre pour te dire que nous sommes en plain examen, et que après mes examens j'aimerais passer mes vacances chez toi à Niamey. Je ne veux pas aller à Lomé chez ma grande mère. C'est mieux pour moi, puis qu'il y aura personne à la maison. Maman et papa sont en France.

Je t'ai acheté beaucoup de cadeaux, et j'ai beaucoup à discuter avec toi, surtout le choix de l'université que je doit faire pour continuer avec mes études. Ah j'ai à peine oublié comment va ton ami Shehu? Et ton chien qui est très mignon.

J'attends ta réponse Musa, en espérant de passer les vacances chez toi. Mes salutations à ton voisin et maimuno

Lawal.

3.2 Vocabulary

The informal letter you have just read was written by someone to his friend, telling him that he wants to spend the holidays with him in home as soon as his examination is over.

You have seen the format the language (form of salutation, the content of the main letter, as well as the end of the letter. You have seen that an informal letter can not only be arranged in paragraphs, but also in blocks provided it is well organized. You have also learned some new verbs conjugated in the simple present tense. Let us take a look at some words and expressions in the letter. They include;

Adresse (nf)

Expéditeur (n m)

Lieu (nm)

Au bons soins (exp)

Tout le monde

Semester

Vacances (nf pl)

You will now take your bilingual dictionary (French/English) to look for the meanings of other words you may not understand. Note that when you are looking for the meaning of a noun, the gender or such indications: << nm/nf>> (meaning masculine = masculine noun and << feminine = feminine noun)

3.3 Grammatical Analysis

In this section you will be exposed to the simple present tense conjugation of verbs in French.

3.4 Verb

In the formal letter you have just read there are some verbs you are definitely meeting for the first time. We would try and conjugate some of them. They are:

Ecrire ____ to write

Esperer ____ to hope / to expect

Dire ____ to say / to tell

Vouloir ____ to want

Venir ____ to come

Attendre ____ to wait for / to expect.

Let us conjugate: < Vouloir: venir; attendre> as examples. These verbs are particularly irregular verbs. You must learn to keep conjugating them at all times.

Verbe vouloir au présent de l'indicatif

Je veux ____ I want

Tu veux ____ you want

Il/Elle veut ____ he/she wants

Nous voulons ____ we want
 Vous voulez ____ you want
 Ils/Elles veulent ____ they want

Verb venir au présent de l'indicatif

Je viens ____ I am coming

Tu viens ____ you come / you are coming

Il/Elle vient ____ he/she comes / he/she is coming

Nous venons ____ we come / we are coming

Vous venez ____ you come / you are coming

Ils / Elles viennent ____ they come / they are coming

Verbe Attendre au présent de l'indicatif

J'attends	___	I wait / I am waiting
Tu attends	___	you wait / you are waiting
I / Elle attend	___	he/she waits / he/she is waiting
Nous attendons	___	wa wait / we are waiting
Vous attendez	___	you wait / you are waiting
Ils/Elles attendent	___	they wait / they are waiting

Note: the presence of some personal pronouns used as objects in the letter when there is an action between two people, the first person is referred to as a subject (sujet), the other is referred to as an (object)

In French, objects are usually placed before the verb. The reverse is the case in English language.

Example I am giving you N100

 ↓ ↓ ↓

 Sub verb object

The French will say the same this way

Je vous donne N100 je te donne N100

↓ ↓ ↓ ↓ ↓

Sub obj verb sub obj verb

Each personal pronoun particularly the one functioning as subject has its own object pronoun for example:

(subj)	(Obj)
Je	me
Tu	te
Il/Elle	se
Nous	nous
Vous	vous
Ils/Elles	se

The object pronouns present different several meanings depending on what the writer wants to say. Let us consider them for example.

Me (me; to me; myself)

Te (you, to you; yourself)

But your object pronouns must be placed before the verb, let us take examples from the informal letter you just read.

Je t'écris
↓ ↓ ↓
Sub obj verb

Meaning <I am writing you this letter>

The explanation is that, the first person writing the letter is the <subject / sujet> and the other person to whom the letter is addressed becomes the <object / objet>. He is the one being placed before the verb and not after.

J'ai beaucoup de cadeaux à te donner...

↓ ↓

Obj verb

(I have many gifts to give to you ...)

There is no doubt that when next you come across this kind of sentence construction, you will be able to decode its meaning. But you will definitely learn more about the use of object pronouns before the end of this course.

3.5 Simple Composition

We shall now compose simple informal letters using your own words and vocabularies you have learned so far. Pay attention to the construction of your sentences. Try and respect the format for writing an informal letter as well as the required language.

3.6 Donner des ordres

This section will present to you how orders, instructions are given in French. To start with, the French gives orders or instructions using what they call the imperative wood. This is used to give the following:

To give instructions / orders

To give advice

To warn / to scold

This mood is structural specially in the grammar of the French language. In most cases, it is constructed without a subject. A normal sentence structure will have a subject at least before the verb is conjugated. For example:

Je	vais	à L'ecole	I am going to school)
↓	↓	↓	↓
Sub	verb	subj	verb

But:

The imperative, since it is meant to give an instruction or an order, will not carry a subject. The instruction or order will be given to the person through the use of a personal pronoun.

Therefore, the order/instruction can come in the form of <Go to school> or something like <come to the house> or even <get out>.

Note1: The imperative mood functions in 3 different levels. It functions at the level of these three personal pronouns: (Tu: Nous: Vous).

That is to say orders and instructions are only given under the territory of these pronouns. For example let us take some few verbs in conjugation

Aller: to go

Tu (vas)

Nous (allons)

Vous (allez) I can say

Vas à l'école (go to school)

Allez à l'école (go to school)

The imperative conjugation at the level of a <vous> can be used to address a singular person, out of respect AND can also be used to address a crowd.

But Note:

The imperative conjugation at the level of <Nous> is the only one that carries a different form of translation. It gives the idea of <let us> / <let us...> why? Because the speaker himself/herself is equally involved in the whole scenario. Therefore, when such instruction (order) is given as <Alons à l'école > it means <let us go to school>.

Other examples:

Sortir: to go out

Mange! (Eat)

Mangeons! (Let us eat)

Mangez! (Eat)

Sors: go out

Sortons: let's go out

Sortez: go out

Note: the second person singular imperative conjugation does not carry <s> in the case of most verbs of the <ER> group.

These are other ways one can give orders or instruction

We can also use the medium of: IL faut (Devoir)

The verb that appears in conjugation as <faut> is from the verb <falloir> meaning <to be necessary or must>. Therefore it renders the same meaning as the verb <Devoir>. The construction is usually: IL faut + verbe. Note that the verb <falloir> is only conjugated with the pronoun <il> for it is referred to as an <impersonal verb>. Let us take some examples.

Giving orders in the negative form:

The only thing you do here is to employ the negative elements available to you to put your sentence into the negative form, depending on what you intend saying. For example, you have such elements as:

<Ne ... pas> (not)

<Ne ... rien> (nothing / anything)

<Ne ... jamais> (never)

If we then say: <Va à l'école> / positive)

We can also say: <Ne va pas> l'école (negative),

Meaning: <Don't go to school.

Other Examples:

Mangez du riz (eat rice) / Ne mangez jamais du riz (never eat rice)

Ecrivez (write) / N'écrivez rien (Don't write anything)

You will now take your conjugation manuals and try to familiarize yourselves with the conjugation of verbs in the imperative form. Also, try to put your sentences in the negative form.

4.0 Conclusion

In this section, you have learned about how to write a simple informal letter using the necessary techniques. You have also learned how instructions and orders are given in French.

5.0 Summary

This section has given you the necessary techniques of writing a simple informal letter and how to give orders and instruction. You are now familiar with the informal letter as well as the language used and equally how informal letters are ended depending on whoever you are writing to.

There is no doubt that what you have learned in this section will be useful for the rest of the units in this course.

6.0 Tutor Marked Assignment

Ecrivez une lettre à votre ami(e) pour l'inviter
Chez vous pour les grandes vacances.

7.0 References/Further Reading

CLE International (1998): Le Nouveau Sans Frontière Méthode de Français CLE International Paris.

Peyrouter, Claude (1991). La Pratique de l'expression écrite, Nathan, Paris.

Bescherelle(1990): La Conjugaison 12,000 Verbes1, Paris Hatier

Lynn, Mbuko(2008): Model Essays in French For Secondary Schools, **Bounty Press Limited**

Unit 3: Mon dernier anniversaire

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1.0 Introduction

In this unit you will read another interesting passage in French. The register of the passage is that of a birthday. You will learn more information on the techniques of reading analysis of simple written passage in French. These techniques will further equip you with the necessary skills for writing simple composition in French.

2.0 Objectives

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

- Read and answer questions based on the passage
- Define and analyse correctly the different elements of grammar used in the text;
- Define the register of the text and
- Compose simple and correct sentences in French.

Now you will read another interesting passage which centres on someone's on a birthday.

3.0 Main Content

3.1 Mon dernier anniversaire

Je suis né le 10 Août 1990. Depuis que je fête mon anniversaire, celui de l'année dernière a été le meilleur. C'est un jour que je n'oublierai jamais.

J'avais treize ans

J'ai fêté mon dernier anniversaire chez mes parents à Abuja. Le matin toute ma famille m'a souhaité bon anniversaire. Habillé d'un nouveau costume que mon père m'a acheté j'ai pris mon petit déjeuner et j'ai commencé à préparer ma fête d'anniversaire. Mes frères et mes sœurs m'ont aidé à arranger le salon.

L'après midi, tout était prêt. J'ai invité tous mes amis et quelques camarades de classe. Ma mère nous a préparé un repas délicieux du riz à la sauce, du poulet grillé, de la salade et de la glace. Elle m'a préparé aussi un grand gâteau d'anniversaire. Nous avons beaucoup mangé et nous avons bien mangé. Elle nous a offert également du Coca Cola, de la limonade et du vin de palme.

Le repas fini, c'était l'heure de couper mon gâteau. Le photographe est arrivé à l'heure. Entouré de mes amis frères et mes soeurs, j'ai coupé mon gâteau. Le photographe nous a photographiés. Tout le monde m'a applaudi m'a félicité et a chanté pour moi, "Bon anniversaire". Ensuite nous avons partagé le gâteau et tout le monde a bu à ma santé. J'étais joyeux

A la fin de la fête, mes amis m'ont donné beaucoup de cadeaux des cartes, des romans et des mouchoirs. Mon père m'a fait cadeau d'une bicyclette et ma mère m'a offert une montre en or. Je les ai tout remerciés. On s'est bien amusé à la fête. L'anniversaire, en effet, était le jour le plus heureux de ma vie.

3.2 Vocabulary

Now that you have read the passage, you will need to know some of the words that are not familiar to you.

Anniversaire ___ birthday

L'année ___ year

Arranger ___ to arrange

Applaudir ___ to applaud / clap / to cheer

Boire à la santé ___ to drink to one's health

Bu (past of boire) ___ drank

La carte ___ card

Le costume ___ suit

Ce matin là ___ that morning

Chanter ___ to sing

Couper ___ to cut

Entourer de ___ to surround by

Fêter ___ to celebrate

Féliciter ___ to congratulate

La glace ___ ice cream

Le gâteau ___ cake

L'heure ___ time

Bon anniversaire ___ happy birthday

La limonade ___ lemonade

Oublier ___ to forget

Offrir ___ to offer

Le mouchoir ___ handkerchief

Naitre ___ to be borne (ne – past tense)

Le poulet grille ___ roasted chicken

Le photographe ___ photographer

Prêt ___ ready

Partager ___ to share

Le plus heureux ___ the happiest

Le riz à la sauce ___ rice and stew

Le salon ___ sitting room

Souhaiter ___ to wish

Tout le monde ___ everybody

Une montre en or ___ a gold watch

La vie ___ life.

Now you also need to take your dictionary to look for other words that you may not understand in the passage your understanding of the thrust of the passage depends largely on your ability to get the meanings of the key words in the text.

If you read and confirm the meaning of the words in the text then you definitely find it easy to discuss the theme of the text and answer any question based on the passage.

Let me emphasise that where you have a word that is a noun, you need to confirm the gender of such noun. Your bilingual dictionary will assist you in doing this.

3.3 Grammatical Analysis

You will be introduced to some grammatical elements used in the French passage that you have just read. These elements will help you to discover some rudimentary aspects of grammar. These elements will help you to compose your own simple sentences and composition of French.

3.3. Verb

The French passage you just read is written in simple past tense (passé composé). The simple past tense is used to describe an action that was accomplished. Let us list the verbs used in the passage.

être, oublier, fêter, habiller, acheter, prendre, commencer, préparer, aidé, arranger, inviter, griller, danser, manger, finir, entourer, couper, photographier, applaudir, porter, féliciter, chanter, faire, offrir, s'amuser, remercier.

Let us conjugate the ones that are not familiar to us; such as; photographier, griller, offrir, and applaudir,

Verbe photographier au passé composé.

J'ai photographié

Tu as photographié

Il/Elle a photographié

Nous avons photographié

Vous avez photographié

Ils/Elles ont photographié

Verbe griller au passé composé

J'ai grillé

Tu as grillé

Il/Elle a grillé

Nous avons grillé

Vous avez grillé

Ils/Elles ont grillé

Verbe offrir au passé composé

J'ai offert

Tu as offert

Il/Elle a offert

Nous avons offert

Vous avez offert
Ils/Elles ont offert

Verbe applaudir au passé composé

J'applaudi

Tu as applaudi

Il/Elle a applaudi

Nous avez applaudi

Vous avez applaudi

Ils/Elles ont applaudi

The last two verbs offrir and applaudir are 3rd group verbs.

3.2 Adjective

Going through passage you will notice that there are some adjectives used. These adjectives are mainly possessive adjectives eg “ma, mon, mes just like we discussed in the previous units we saw how the possessive adjectives differ in the masculine and feminine gender.

Masc Sing	Masc Plur	Fem Sing	Fem Plur
1 st person Mon	Mes	Ma	Mes = My
2 nd person Ton	Tes	Ta	Tes = Your
3 rd person Son	Ses	Sa	Ses = his/her
1 st person Notre	Nos	Notre	Nos = our
2 nd person Votre	Vos	Votre	Vos = Your
3 rd person leur	Leurs	Leur	Leurs = their

Please note that unlike in English language. It is the gender and number of the possessed object that determines the choice of the possessive adjective not the possessor. For example.

Mayowa's boxe = His table

La valise de Mayowa = Sa table

3.3.3 Adverb

An adverb is a part of speech which modifies a verb. It answers the questions “how, where, when? In the French passage you read in this unit, there exist some adverbs like “meilleuer, beaucoup dansé plus heureux, bien mangé”. The functions of these adverbs vary. They are adverbial of manner and purpose. Apart from this type of adverbs, there are some that are formed from the feminine form of French adjectives and they are considered to be regular forms of adverb

Example “heureux” heureux ,heureusement, lent, lente ,lentement

You will meet more of these adverbs as you go on with your French courses. There are also some other adverbs that are irregular and they will not obey the rule I just mentioned. You have to learn these ones as you come across them eg.

Petit Peu
Mauvais Mal

You will now choose three of the listed adverbs from the passage and construct a sentence each with them. You will ensure that your sentence has a subject pronoun, a finite verb and an adverb.

3.3.4 Simple Composition

Now that you have gone through the French passage provided, you will attempt to compose some sentences with some identified expressions from the passage. Let us look at the following exercise together.

Bien mangé
Beaucoup dansé
Plus heureux

J'ai bien mangé chez moi
Hier nous avons beaucoup dansé a la soirée.
Maman est la plus heureuse des femmes
Ma soeur a beaucoup d'amies

Now, construct simple sentences of your own by using the under listed words and expressions.

1. Anniversaire
2. Chanter
3. Le gateau
4. Oublier
5. Le roman
6. Tout le monde
7. Une montre
8. Feliciter
9. Ce matin – la
10. Offrir

4.0 Conclusion

In this unit, you have learned some grammatical elements like possessive adjective, adverbs and simple past tense. You have further learned techniques of simple composition in French.

5.0 Summary

What you have learned in this unit is the basic techniques and skills required in reading and analyzing, French passages. You have also acquired the necessary skills for construction of simple and correct sentences in French.

6.0 Tutor Marked Assignment

1. Quel est l' âge du narrateur?
2. Est – ce que le narrateur a eu un bon anniversaire?
3. Où est – ce qu'il a fête son dernier anniversaire?
4. De quoi s'est – il habillé?
5. A quelle heure la nourriture était prête?
6. Qui a préparé
7. Le photographe est – il arrivé à l'heure?
8. Qui a applaudit?
9. Quels sont les cadeaux qu'il a reçu?
10. Quelle est la nature de cet anniversaire?

7.0 References/Further Reading

Adebayo, Aduke (1994): A Functional French Course for Anglophone Students, Omoleye Publishing Co, Ibadan.

Ayeleru, Tunde (2000): A Concise Course in French for College and University Students, Kenny D. Ventures, Ibadan.

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Unit 4: Une fête dans Mon Village

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1.0 Introduction

This unit will introduce you to a festival in a certain village. You will learn some vocabularies related to the village activities during festivities. You will come across some present tense verbs, mostly the first group verb. You will learn the conjugation of some verbs of the first group and some irregular adjectives. You will also learn some basic techniques of how to write short composition.

2.0 Objectives

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

- Read and answer correctly questions related to the passage;
- Identify some grammatical elements in the passage;
- Compose simple and correct sentences of your own words and expressions; and
- Use some techniques of writing acquired in your own writing exercise.

You will now read the following interesting passage.

3.0 Main Content

3.1 Une fête dans mon village

Igera, mon village est situé au sud –est d'état d'Abia. Il est renommé pour ses événements sociaux et fêtes diverses dont la plus importante et la plus colorée est la fête de la nouvelle igname. Cette fête qui anime mon village une fois par an, est célébrée aussi dans la plupart des villages. Igbo. Naturellement, elle a lieu en août ou en septembre.

Dans mon village, on célèbre la fête de la nouvelle igname le premier jour quand les nouvelles ignames sont récoltées. C'est une fête pour rendre hommage aux ancêtres et aux dieux de l'igname qui selon les villageois, donnent de belles récoltes.

Avant le jour de la fête, personne au village n'ose manger de la nouvelle igname. En effet, c'est interdit. Le jour même de la fête, après la récolte, on ne mange que l'igname.

Le matin de ce jour là presque tout le monde va aux champs pour la récolte. Seuls les vieux et les enfants restent à la maison. Ils surveillent le village et bavardent gaiement en attendant l'arrivée de la nouvelle igname

L'après – midi quand les gens rentrent à la maison, il ya des cris de joie au village. D'abord on fait cuire l'igname et puis, on la pile dans un mortier pour faire une pâte. Ce jour là tout le monde préfère manger de l'igname pilée. C'est très délicieux. Après avoir manger le repas tout le monde s'habille en costume traditionnel et la fête commence. Pendant cette fête on boit de la bière locale et du vin de palme.

Quand on bat le gong du village tout le monde s'assemble à la grande place du village. Il ya des danses et des chansons accompagnées de tams_tams ou des tambours. Il ya aussi des mascarades de toutes sortes qui en roulent dans la poussière, dansent jusqu'au soir. Ils mettent de l'ambiance à la cérémonie. C'est très gai.

Il y a également dans des tournois du lutte ou chaque Lutteur tâche de jeter son adversaire à terre. C'est agréable à voir. Toutes ces activités continuent jusqu'en pleine nuit. Dès ce jour, on commence à manger de la nouvelle igname dans mon village.

3.2 Vocabulary

The French passage you've just read describes a festival and the kind of activities during the festival. Also the words and expressions include:

L'adversaire ___ opponent

Animer ___ to enliven

Attendre ___ to wait for

L'arrivée ___ arrival

L'activité ___ activity

Les ancêtres ___ ancestors

Avoir lieu ___ to take place

Battre ___ to beat

La bière locale ___ local beer

Boit (present tense of boire) ___ drink

Le champ ___ farm

Le costume ___ traditional costume wear

Célèbre ___ to celebrate

Colorée ___ colourful

C'est agréable à voir ___ it is pleasant to see

Le dieu ___ god

La danse ___ dance

Pleine nuit ____ dead of the night
Les événements sociaux ____ social events

Faire ____ cuire to cook
La fête de la nouvelle igname ____ new yam festival
Gai ____ gay / merrey
Le gong ____ gong
La grande place ____ village square
Interdire ____ to forbid
Le jour même ____ the very day
Jeter à terre ____ to throw on the ground
Le lutteur ____ wrestler
Le mascarade ____ masquerade
Le mortier ____ mortar
Ne-personne ____ nobody
Oser ____ to dare / venture
Piler ____ to pound
La pâte ____ yam fufu / pounded yam
La plupart des ____ majority of
La poussière ____ dust
Rendre hommage à ____ to pay homage of
Récolter ____ to harvest
La récolte ____ harvest
Roulant ____ rolling
Seuls ____ only
Surveiller ____ to watch
S'assembler ____ to assemble/gather
S'habiller ____ to get dressed
Le tam – tam ____ African drum
Le tambour ____ drum
Le tournoi de lutte ____ wrestling contest
Tout le monde ____ everybody
Une fois par an ____ once a year
Un cri de joie ____ a shout of joy

You will now take your bilingual (French/English) dictionary to look for the meanings of other words and expressions you may not understand. Note that, when you're looking for the meaning of a noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun it gives.

3.3 Grammatical Analysis

In this section of the unit you'll be exposed to the simple present tense conjugation of verbs in French. You will also learn about adjectives in French.

3.3.1 Verb

We have discussed in the previous units, how French verbs are grouped. The first group, second group and third group. That the verbs of first group have their endings in er, second group have their infinitive endings in – IR while the infinitive endings of the third group verbs are – RE/OIR. Let us take note of the verbs we have in the French passage you have just read.

Célébrer, récolter, rendre, manger, rester, surveiller, bavarder, rentrer, crier, faire, s’habiller, boire, battre, rouler, danser, accompagner, jeter, mettre, voir, continuer and commencer.

Now take a look at these verbs, try to identify the first group, second group and the third group verb accordingly.

Now for more clarification let us still conjugate some of these verbs “Crier” commencer, manger”

Verbe Crier au présent de l’indicatif

Je crie ____ I am shouting

Tu cries ____ you are shouting

Il/Elle crie ____ he/she is shouting

Nous crieons ____ we are shouting

Vous criez ____ you are shouting

Ils/Elles crient ____ they are shouting

Verbe commencer au présent de l’indicatif

Je commence

Tu commences

Il/Elle commence

Nous commençons

Vous commencez

Ils/Elles commencent

You will notice that the first person plural form of the verb “commencer”, the “C” before “ons”. This change applies to all verbs ending in “cer” verbs in this category include “lancer” commencer, prononcer”.

Verbe manger au présent de l’indicatif

Je mange

Tu manges

Il/Elle mange

Nous mangeons

Vous mangez

Ils/Elles mangent

Note that in the first person plural form of the verb. “manger” an “e” is added before the “ons” This goes for all verbs of first group that end in “ger”. That is verb like “manger”, partager, changer, corriger” etc.

3.3.2 Adjective

There are adjectives in the French passage you read in this unit. These adjectives are.

Sociaux

Diverses

Importante

Nouvelle
Ancêtres
Belles
Vieux
Joie
Délicieux
Traditionnelle

As you might have known, an adjective is a qualifying element and which tells us more about noun. In French adjectives agree in number and gender with the noun they qualify. There are different types of adjectives like qualifying, demonstrative, possessive adjectives etc.

Study the following examples:

Masc Sing	Masc Plur	Fem Sing	Fem Plur
Social	Sociaux	Sociale	Sociaux
Important	Importants	Importantes	Importants
Ancien	Anciens	Anciennes	Anciennes
Beau	Beaux	Belle	Belles
Vieu	Vieux	Vieille	Vieilles
Délicieu	Délicieux	Délicieux	Délicieux
Traditionnel	Traditionnels	Traditionnelle	Traditionnelles
Grand	Grands	Grande	Grandes

Identified other adjectives in the text you read in this unit.

3.4 Simple Composition

Let us compose simple sentences with the following words and expressions we have acquired in the French text provided in this unit.

Surveiller, interdire, lutteur, le mascarade, gaiement, les ancêtres, la bière, costume traditionnel, la danse, l'arrivée

1. Les agents de sécurité surveille la présidence
2. Il est interdit de parler ici
3. Les médecins luttent contre le paludisme en Afrique
4. J'ai vu deux mascarades à l'université
5. Les filles dansent gaiement pendant la soirée
6. Nos ancêtres ne sont pas contents
7. La bière locale est délicieuse
8. J'aime m'habiller en costume traditionnel
9. Ma sœur aime bien la danse salsa
10. Nous attendons l'arrivée du Vice Chancelier.

Now with the aid of your dictionary and conjugation manual, construct a sentence each with the following expressions to show their meaning.

Le tam – tam

La grande place

Avoir lieu à

C'est agréable voir

L'activité

En pleine nuit
Une fois par an
Le jour même
Jeter a terre
Célébrer

4.0 Conclusion

In this unit you have learned about simple description of a festival in the village and its activities. The French that you read has exposed you to the techniques of reading and grammatical analysis of a passage. You have also learned about the use of these elements of grammar like verbs, adjectives. You can also compose simple and correct sentences using your own words and expressions.

5.0 Summary

This unit has equipped you with the basic techniques of analyzing and writing a text in French language you have learned about conjugation of some grammatical elements like vocabularies verbs and adjectives. You can also compose simple and correct sentences using your own words and expressions.

There is no doubt that what you have learned about this unit will be useful for the test of the units in this course.

6.0 Tutor Marked Assignment

- 1) Comment s'appelle le village?
- 2) Pourquoi cet village est renommé?
- 3) Quand est-ce qu'on célèbre la fête de nouvelle igname?
- 4) Qui donnent de belles récoltes
- 5) Qu'est –ce qu'on a interdit au village?
- 6) Que font les vieux et les enfants qui restent à la maison?
- 7) Qu'est – ce qu'on fait dans l' après midi du recolte?
- 8) Qu'est ce qu'on boit pendant cetter fête
- 9) Ou est – ce que tout le monde va des qu'on bat le gong?
- 10) Pourquoi c'est agrèable a voir ses activités?

7.0 References/Further Reading

Adebayo, Aduke (1994): A Functional French Course for Anglophone Students, Omoleye Publishing Co, Ibadan.

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Lynn, Mbuko, (2008): Model Essays in French for Secondary Schools, Bountry Press Limited.

Unit 5: Mon Sport Favori

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1.0 Introduction

In this unit you will be introduced to another interesting French passage. You will therefore learn the techniques of analyzing a favorite sport written in French. The text you are about to read has register of foot-ball. You will learn vocabulary of sport and especially, football match. You will also acquire some expressions of how the game is played in French language.

2.0 Objectives

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

- Construct your own simple and correct sentences
- Identify and analyse correctly the grammatical elements that make up a narrative expression, and;
- Distinguish the register of football from any other register.

Now let us read this passage that I find interesting and I am sure you will also enjoy it.

3.0 Main Content

3.1 Mon Sport Favori

Je ne suis pas sportif mais j'aime les activités sportives. Comme l'athlétisme, la boxe et autres, mais mon sport favori c'est le football. C'est un sport populaire.

Le football attire un grand nombre de spectateurs plus que les autres activités sportives. On peut le regarder en direct à la télévision ou écouter l'émission à la radio.

Le jeu de football se compose de vingt – deux joueurs sans compter les réservés. Il ya deux equipes et chaque équipe se compose de onze joueurs y comprise le gardien de but. La personne la plus respectée dans un match de football est l'arbitre. C'est lui qui dirige le match. A l'entrée des équipes au terrain de football on présente les joueurs à l'invité d'honneur, c'est lui qui donne le coup d'envoi. Dès ce moment le match commence. Attention! Il y a des règles a suivre et si, par hasaard un footballeur ne respecte pas ces règles, , il est mis hors du terrain. Il ya deux mis-temps et, à la fin de la première mi-temps, les joueurs se reposent quinze minutes. Après la pause, ils reprennent le match et continuent jus qu'a la fin. Il est interessant de voir comment chaque joueur tâche de passer le ballon aux members de son equipe pour marquer un but et comment chaque gardien de but se dé-place pour attraper la balle.

J'aime surtout le penalty. Quand une équipe va marquer un penalty, tous les spectateurs deviennent surexités. Naturellement l'équipe gagnante est celle qui a marqué le plus de buts.

J'aime le football parceque c'est un bon diversement pour le week-end. On gagne des coupes et de l'argent. Quelques fois on gagne de belles voitures ou de grandes maisons. J'aime surtout Enugu Rangers et Iwuanyanwu Nationale ce sont des clubs formidables. Les super Eagles et les falcons sont aussi des equipes formidables.

Le football est mon sport préféré parce que je peux le jouer dans la cour, devant la maison ou dans un terrain de football.

3.2 Vocabulary

Just as you have been informed, this unit talks about a type of sport, football match. Words and expressions you will meet here are those of football. Also the key players in the game, the rules and regulations of football are also narrated.

Now we shall look at the expressions used in the text you have just read.

Les activités ___ sporting activities

Attirer ___ look out / watch out

Attraper ___ to catch

Un autre ___ another

L'arbitre ___ referee

La boxe ___ boxing

La balle ___ ball

La cour ___ yard / courtyard

Le coup d'envoi ___ kick off

Le divertissement ___ entertainment

Devant ___ in front of

Diriger ___ to direct / control

Devenir ___ to become

En direct ___ live

L'équipe ___ team

Favori ___ favourite

Le footballeur ___ footballer

Gagnante ___ winning

Gagner ___ to win

Hors de ___ outside

Le gardien de but ___ goal-keeper

L'invité d'honneur ___ guest of honour

Jouer ____ to play
Jusqu'à la fin ____ till the end
Le match de football ____ football match
Le membre ____ member
Marquer un but ____ to score a goal
Mettre quelqu'un hors du terrain ____ to send someone out of the field
Le mis – temps ____ half time
Le nombre ____ number
On ____ one (someone)
La place ____ place
Préfééré ____ preferred
Par hazard ____ by chance
La pause ____ break
Passer ____ to pass
Présenter ____ to introduce
Respecté ____ respected
Reprendre ____ to resume / continue
La règle ____ rule
Si ____ if
Se reposer ____ to rest
Se déplacer ____ to move about
Se composer de ____ to consist of
Le spectateur ____ spectator
Surexité ____ over excited
Tâcher de ____ to try to
Le terrain ____ football field / pitch
Y compris ____ including

You will enjoy the text the more if you check for the meaning of any other words or expressions that are you may not know. This will enhance your general understanding of the whole dialogue. Your ability to answer questions based on the text and ability to discuss matter of the text depend largely on your general understanding of the text and the grammatical and lexical components.

3.3 Grammatical Analysis

You will be introduced to elements of grammar used in this unit. This will further reinforce your competence of writing and comprehension of French.

3.3.1 Verb

You have been learning about French verbs since the beginning of this course. You will read about verb in this unit again. Your good mastery of French verbs is partly a prerequisite to good expression, whether written or oral. Here the verbs mostly used are simple present tenses. You have much to learn especially in verbs so you can never exhaust all of them.

Let us look at the verbs used in the French passage you have just read.

Aimer, attirer, regarder, composer, diriger, donner, commencer, suivre, mettre, se reposer, reprendre, continuer, voir, passer, marquer, déplacer, devenir, gagner, pouvoir.

Now take up your pen and look at the verbs listed and classify them according to their groups. We have learned in the previous units that in French language the verbs are classified according to their groups: First group, second group and the third group.

Now let us conjugate some of the above verbs in the present tense.

Suivre ____ to follow

Devenir ____ to become

Continuer ____ to continue

Verbe suivre au présent de l'indicatif

Je suivis

Tu suivis

Il/Elle suivit

Nous suivons

Vous suivez

Ils/Elles suivent

Verbe devenir au présent de l'indicatif

Je deviens

Tu deviens

Il/Elle devient

Nous devenons

Vous devenez

Ils/Elles deviennent

Verbe continuer au présent de l'indicatif

Je continue

Tu continues

Il/Elle continue

Nous continuons

Vous continuez

Ils/Elles continuent

3.3.2 Adjectives

There are adjectives in the French passage you read in this unit. These adjectives include; populaire, grand, surexcités, bon, belles, formidables.

3.4 Simple Composition

Now that you have read the passage and worked on the vocabularies contained in the passage, you need to start constructing your own sentences in French.

Let us compose simple sentences using the following listed words from the passage.

1. Devenir
2. L'équipe
3. Jusqu'à la fin
4. Marquer un but
5. Préféré

1. Salisu est devenu le meilleur joueur de son équipe
2. L'équipe d' Eyimba a gagné le coup de l'année
3. J'ai regardé le film Django jusqu'à la fin
4. L'équipe étoile d' Egypte a marqué le but contre l'équipe wikki du Nigéria
5. Mon fruit préféré c'est la pomme.

Considering the above sentences, you will notice that simple sentences have been constructed using the five listed words above. You can be doing this as regularly as possible to improve your writing skills.

Now use the underlisted words and expressions to compose simple and correct sentences. Your sentence must have a subject and a finite verb,

1. Attention
2. Attraper
3. La cour
4. Le footballeur
5. Le nombre
6. Pause
7. Présenter
8. Respecté
9. Se reposer
10. Y compris

4.0 Conclusion

In this unit you have learned some techniques of analysis of simple passage in French. You have also learned acquisition of vocabularies of the register of football and its key players. You have also learned some elements of grammar like adjectives, verbs and nouns. All these techniques acquired are to develop your written expression in French.

5.0 Summary

What you have learned in this unit is to equip you with the basic skills needed to read and answer question on a written French passage. It has also equipped you to be able to answer questions on a written French passage. It has also equipped you to be able to define and analyse clearly grammatical elements used in the passage. You have also been equipped with skills needed to compose simple and correct sentences in French.

6.0 Tutor Marked Assignment

Using your own words and expressions, summarise the French passage you read in this passage in six good French sentences.

7.0 References/Further Reading

Ayeleru, Tunde (2000): A Concise Course in French for College and University Students, Kenny D. Ventures Ibadan.

Adebayo, Aduke (1994): A Functional French Course for Anglophone Students, Omoleye Publishing Co, Ibadan.

Lynn, Mbuko, (2008): Model Essays in French for Secondary Schools, Bountry Press Limited.

Module 4:

Unit 1: Pourquoi j'apprends le Français

Unit 2: Le métier que J'aime

Unit 3: Un vol au dortoir

Unit 4: Allons voir un match

Unit 5: La maison Rurale et la Residence Secondaire

Unit 1: Pourquoi j'apprend le Français**Contents**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Pourquoi j'apprends le Français
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.3.1 Verb
 - 3.3.2 Adjective
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This unit will introduce you to yet another interesting and simple passage. The passage centres on why the fellow is learning French.

You will learn some vocabularies related to the importance of French language and countries where French language is used. This unit will teach you the conjugation of some verbs in simple future tense. You will also learn some basic techniques of short composition.

2.0 Objectives

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

- read and answer correctly questions related to the passage
- identify some grammatical elements in the passage
- compose simple and correct sentences of your own words and expressions; and
- use some techniques of writing acquired in your own writing exercise.

You will now read the following interesting passage;

3.0 Main Content

3.1 Pourquoi j'apprends le Français

La langue française est la langue maternelle et officielle des français. C'est une langue internationale. On parle aussi français en Belgique, au Luxembourg, au Canada, en Suisse, aux Antilles et dans les pays francophones d'Afrique. J'apprends le français parce que quand j'aurais fini mes études, je ferai le tour du monde. En outre, mon pays le Nigéria est entouré de pays francophones, le Bénin, le Niger, le Cameroun et le Tchad. Comme ses pays voisins parlent français, apprendre le français c'est pour faciliter l'entente et l'amitié entre nous. Je peux aussi faire des affaires dans ces pays. Ensuite, je peux apprendre leurs cultures, surtout la culture française. D'ailleurs la cuisine et le vin français sont connus dans le monde.

Le français comme l'anglais est une langue importante. Il est l'une des langues utilisées dans les organisations Internationales, par exemples, l'Union Africaine, l'Organisation des Nations unies et la Communauté Economique des Etats de l'Afrique de l'Ouest. J'apprend donc le français pour m'aider à travailler comme traducteur ou interprète dans l'une de ces organisations.

D'ailleurs il y a une présence française dans mon pays. Il y a des entreprises françaises comme Peugeot Automobile, Total, Elf et la compagnie Michelin à Port Harcourt. Ici je peux être embauché comme secrétaire bilingue ou bien j'aurai accès à d'autres professions comme l'enseignement, ou le service étranger. Je peux devenir diplomate.

De plus le français est une langue de la technologie et de la médecine moderne. J'apprends le français pour m'aider à poursuivre les études de médecine. Comme ça j'aiderai mon pays à améliorer la santé publique. De même avec. Les études de technologie, j'aiderai mon pays à développer sa technologie.

Finalement j'aime le français parce que mon professeur est très aimable. J'obtiens toujours de bonnes notes en français. Voilà pourquoi le français est pour moi une langue intéressante.

3.2 Vocabulary

As you've noticed, the register of the passage you just read is that of the importance of a French language. Let us identify from the text, words and expressions of the importance of French language.

Améliorer ____ to improve

L'amitié ____ friendship

Les Antilles ____ west Indians
 L'accès ____ access
 Anglophone ____ English – speaking
 Apprendre ____ to learn
 La bonne note ____ good mark
 La Belgique ____ Belgium
 La Compagnie ____ company
 La communauté Economique des Etats de L'Afrique de l'Ouest ____ ECOWAS
 La communauté ____ community
 La cuisine ____ dish/food
 La chanson ____ song
 Connaître ____ to know
 Connu ____ known
 Développer ____ to develop
 Le diplomate ____ diplomat
 Embaucher ____ to engage /sing on
 L'enseignement ____ teaching
 En oûtre ____ besides
 L'entente ____ understanding
 Le français ____ French man
 Faire le tour de ____ to tour
 Faciliter ____ to facilitate
 Faire des affaires ____ to do business
 Finalement ____ finally
 L'interprète ____ interpreter
 J'aurai ____ I shall have
 Je peux ____ I can
 La langue ____ language
 La médecin ____ medicine (course)
 L'organisation des Nations unies ____ United Nations
 L'union Africaine ____ African Union
 Obtenir ____ to gain
 Poursuivre ____ to pursue
 La présence française ____ French française
 La santé publique ____ public health
 Le service étranger ____ external / foreign service
 La Suisse ____ Switzerland
 La secrétaire bilingue ____ bilingual secretary
 Voisin ____ neighbouring
 Le traducteur ____ translator
 Le vin français ____ French wins
 Y ____ there
 Now take your dictionary and look for other words and expressions that you may not understand in the passage. It will help your understanding of the passage.

3.3 Grammatical Analysis

3.3.1 Verb Future Simple

You will see that there is simple use of the simple future in the French text provided. The reason is because the activities are to take place. There are simple future conjugated with the both auxiliary “être” and “avoir”.

Let us look at some of these verbs as they occur in the passage. In the first paragraph, there is the following example, “J’apprends le français parce que quand j’aurai fini mes études, je ferai le tour du monde”.

The underlined expression is the sentence where the simple future is used. The tense is “je ferai” Je is the subject while “de tour” is the direct objet pronoun in this sentence. In the first part of the sentence “quand ‘j’aurai fini mes études” note that the auxiliary verb avoir must agree in number and gender with the direct object pronoun “études”

In the second to the last paragraph the simple future used there is “j’aiderai mon pays à développer sa technologie” the verb aider is put in the simple future in this sentence the underlined verb there is “aider” you can see that this same verb is used twice.

You will need to read more of this in your conjugation manual.

3.3.2 Adjective

You will see that, there is the use of French adjectives in text you just read. You have adjectives like officielle, française, importance, bilingue and interessante.

3.4 Expression of the French Language

As you have noticed in the French passage that you have read in this unit, there is expression of importance French language. The passage show the importance of learning French language. Here are some expressions concerning French language.

La langue maternelle et officielle ____ mother tongue and official

Langue Internationale ____ International language

Apprendre le français ____ learning French

Pour faciliter l’attente ____ to ease understanding

L’amitié ____ friendship

Faire des affaires ____ to do business

Apprendre leur culture ____ to study their culture

Culture française ____ French culture

Le français comme l’anglais ____ French as English

Etre embauché comme ____ to be engaged as

Sécrétaire bilingue ____ bilingual secretary

D’autres professions ____ other professions

M’aider à poursuivre ____ help to pursue

Améliorer ____ to improve

Chansons ____ French songs

Langue interessante ____ interesting language

3.4 Short Composition

Now that you have gone through the detailed analysis of the French language provided in this unit, you can now use the different expressions you have learned to compose correct and intelligible sentences and paragraphs.

You will now compose 10 sentences of your own using a word each from the underlisted expressions.

- | | |
|---------------------------|----------------------|
| i. Je peux | vi. Le traducteur |
| ii. La cuisine | vii. Le vin français |
| iii. Le diplomate | viii. Ameliorer |
| iv. Le français | ix. Service étranger |
| v. Le secrétaire bilingue | x. Voisin |

4.0 Conclusion

In this unit, you've learned more techniques of written expressions in French. You've also acquired some knowledge of elements of grammar like verb conjugation and adjectives.

5.0 Summary

This unit has no doubt equipped you with some vocabularies relating to the importance of French language, and profession. You've also learned how to write simple and descriptive composition using both present and simple future tenses. The skills you've acquired in this unit will surely be useful as you progress in this course.

6.0 Tutor Marked Assignment

Write a composition of two paragraphs in French of a French language teacher that you know and admire or dislike.

7.0 References/Further Reading

Ayeleru, Tunde (2000): A Concise Course in French for College and University Students, Kenny D. Ventures Ibadan.

Adebayo, Aduke (1994): A Functional French Course for Anglophone Students, Omoleye Publishing Co, Ibadan.

Bescherelle (1990): La Conjugaison 12,000 Verbes 1, Paris Hachtier

Lynn, Mbuko, (2008): Model Essays in French for Secondary Schools, Bountry Press Limited

Unit 2:Le métier que j'aime

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Un métier que j'aime
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.3.1 Verb
 - 3.3.2 Adjective
 - 3.4 Simple Composition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This unit will introduce you to read and analyse grammatically a simple and interesting passage in French. The passage centres on the type of job one cities. You will learn some vocabularies related to the type of job. This unit will teach you the conjugation of some verbs of first group and third group and some regular adjectives. You'll also learn some basic techniques of short composition.

2.0 Objectives

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

- Read and answer correctly questions related to the passage;
- Identify some grammatical elements in the passage;
- Compose simple and correct sentences of your own word and expressions; and
- Use some techniques of writing acquired in your own writing exercise.
- You will now read the following interesting passage.

3.0 Main Content

3.1 Le métier que j'aime

J'aime beaucoup le métier du médecin. C'est un des métiers les plus importants dans mon pays. Les médecins soignent les malades et sauvent la vie des victimes d'un accident. Ils travaillent consciencieusement et patiemment tous les jours et quelque fois pendant la nuit. Pour étudier la médecine on met environ six ans. Ce sont des études dures et longues. Après les six ans, on fait une année de pratique avant de faire le service national. C'est pendant cette année de pratique qu'on apprend à s'habituer à la profession.

J'aime la médecine parce que c'est un métier de prestige. En outre, on n'est jamais chômeur parce qu'il y a toujours des malades. Un stéthoscope au cou, un médecin peut travailler n'importe où dans une grande ville ou au village, à l'hôpital public ou privé. Dans tous les cas son travail reste le même. Il examine les malades leur fait des ordonnances et prescrit les médicaments nécessaires.. Quelque fois il les fera opérer si

c'est absolument nécessaire. Pourtant un médecin sait garder ses secrets médicaux. Il ne doit pas discuter en publique de la maladie de ses clients.

Le métier du médecin est également enviable. A l'hôpital, il est assisté de belles infirmières. De plus, il guérit toute sa famille quand elle est malade sans dépenser un Kobo, surtout en cas d'urgence.

Si les médecins ne sont pas très riches, ils gagnent cependant assez d'argent.

J'aime les médecins parce qu'ils sont très sympathiques sans eux beaucoup de malades mouriraient.

3.2 Vocabulary

The French passage you just read describes a medical doctor and the kind of job he does. It also talks about where ever he/she works whether in public or private health centres.

These expressions include:

Cependant ___ however

Chômer ___ unemployed

Le cou ___ neck

Consciencieusement ___ conscientiously

Dépenser ___ to spend (money)

Doit ___ ought

Dans tous les cas ___ in any case

étudier ___ to study

En publique ___ in public

Également ___ equally

En cas d'urgence ___ in an emergency

Faire opérer ___ to operate

Gagner ___ to earn

Garder ___ to keep

Guérir ___ to heal/cure

longue ___ long

l'ordonnance ___ prescription

Le médicament ___ medicine

Mourraient ___ would die

Le médecin ___ doctor

Métier ___ profession/occupation

N'importe où ___ anywhere

Patiemment ___ patiently

Prescrire ___ to prescribe

Privé ___ private

Rester ___ to remain

Le service national ___ national service

Sauver ___ to save

Sait ___ know

Soigneusement ___ carefully

S'habituer à ___ to get used to

Les secrets médicaux ___ medical secrets

Sans ___ without

Si ____ if

Le stéthoscope ____ stethoscope

Une année de pratique ____ year of internship

You will now take your bilingual dictionary (French/English) to look for the meanings of other words and expressions you may not understand. Note that, when you are looking for the meaning of a noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun it gives.

3.3 Verb

As we have learned from previous units, French verbs are classified or identified by its ending. Verbs of the first group have their infinitive endings in – ER, second group verbs have their infinitive endings in –IR while the third group infinitive endings verbs are – RE/OIR.

The verbs used in the French passage you've just read are;

Soigner, travailler, étudier, être, faire, apprendre, s'habiter, aimer, examiner, prescrire, opérer, devoir, discuter, guérir, dépenser et mourir.

Let us conjugate; soigner, prescrire and mourir in the simple present tense. (présent de l'indicatif)

Verbe soigner au présent de l'indicatif(to treat)

Je soigne

Tu soignes

Il/Elle soigne

Nous soignons

Vous soignez

Ils/Elles soignent

Verbe prescrire au présent de l'indicatif(to prescribe drug)

Je prescris

Tu prescris

Il/Elle prescrit

Nous prescrivons

Vous prescrivez

Ils/Elles prescrivent

Verbe mourir au présent de l'indicatif(to die)

Je meurs

Tu meurs

Il/Elle meurt

Nous mourons

Vous mourez

Ils/Elles meurent

Note that the last two verbs conjugation have the same form in the first, second and third person singular, you can see the endings are the same “s”, “s” nd + at the end. You can see also that these verbs are conjugated differently from the verbs with –er endings.

However, there are verbs of second and third groups in the French passage you read in this unit. they are conjugated differently. You will learn about these verbs as this course progresses some of the verbs are;

Etre ____ to be

Faire ____ to do

Apprendre ____ to learn

Devoir ____ ought

Guerir ____ to heal

Mourir and prescrire which we have already been conjugated.

Take your conjugation manual and learn further about the conjugation of French verbs.

3.3.2 Adjective

There are adjectives in the French passage you read in this unit. These adjectives include:

Important

Longues

Chômeur

Nécessaire

Enviabile

Urgence

Riches

Sympathique

Beaucoup

As you might have known, an adjective is a qualifying element which tells us more about a noun. In French, adjectives agrees in number and gender with the noun they qualify. There are different types of adjectives as we have been earlier told.

Identify other adjectives in the French text you read in this unit.

3.4 Simple Composition

Let us compose simple sentences with the following words and expressions we have acquired in the French text provided in this unit.

Dépenser

En publique

Gagner

Guérir

S'habituer à

J'ai dépenser mon argent hier

Je ne parle pas en publique

Ladi a gagné un loto

Shola est déjà guérit

Elle s'est habituer au jeux de basketball.

Now with the aid of your dictionary and conjugation manual, construct a sentence each with the following expressions to show their meaning.

Une année de pratique

Patienmment

Prescrire

L'ordonnance

Chômer
Métier
Gagner
En ces d'urgence
Garder
Doit

4.0 Conclusion

In this unit, you have learned about simple description of a medical doctor, his/her attributes what he/she does. The French text you have just read has taught you about the techniques of reading and grammatical analysis of a passage. You have also learned about the use of these elements of grammar like verbs, adjectives etc.

5.0 Summary

This unit has equipped you with the basic techniques of analyzing and writing a text in French language. you have learned about conjugation of some French verbs and the use of adjectives in French. You can identify some grammatical elements like vocabularies verbs and adjectives. You can also compose simple and correct sentences using, you own words and expressions.

There is no doubt that you have learned in this unit will be useful for the rest of the units in this course.

6.0 Tutor Marked Assignment

1. Quel est le nom du métier que la personne aime?
2. Est-ce que ce métier est vraiment important?
3. Est-ce que c'est une profession qui est patiente?
4. On met combien des années pour étudies ce métier.
5. Qu'est ce qui c'est passé après les six ans
6. Est-ce qu'un medecin peut etre un chômeur?
7. Que fait le médecin aux malades?
8. Est –ce que c'est un metier enviable?
9. Qui sont ceux qui assistent le medecin à l'hôpital
10. Pour quoi le narrateur aime t-il les médecins?

7.0 References/Further Reading

Adebayo, Aduke (1994): A Functional French Course for Anglophone Students, Omoleye Publishing Co, Ibadan.

Ayeleru, Tunde (2000): A Concise Course in French for College and University Students, Kenny D. Ventures Ibadan.

Bescherelle (1990): La Conjugaison 12,000 Verbes 1, Paris Hachtier

Lynn, Mbuko, (2008): Model Essays in French for Secondary Schools, Bountry Press Limited

Unit 3:Un vol au dortoir

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Un vol au dortoir
 - 3.2 Vocabulary
 - 3.3 Grammatical Analysis
 - 3.3.1 Verb
 - 3.3.2 Adjective
 - 3.4 Simple Composition
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

This unit will introduce you to another interesting French passage. The passage centres on theft in a hostel. You will learn some vocabularies related to theft. This unit will teach you the conjugation of some verbs of first group, adjectives, and simple imperfect tense. You will further learn the techniques of simple composition in French. These techniques will further equip you with the necessary skills for writing simple composition in French.

2.0 Objectives

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

- Read and answer questions based on the passage
- Define and analyse correctly different elements of grammar used in the text;
- Define the register of the text and;
- Compose simple and correct sentence in French.

3.0 Main Content

3.1 Un vol au dortoir

Il était une heure du matin et il y a le silence à l'école. Puis qu'il faisait froid, tous les élèves dormaient profondément dans leurs lits. Le responsable du dortoir, Ike Okoye, a éteint la lumière à onze heures et demie. Moi, je dormais mal parce que je ne me sentais pas bien.

Soudain j'ai entendu un bruit sur la veranda du dortoir, je me suis réveillé en sursaut. D'abord j'ai pensé que c'était un des gardiens de nuit mais j'avais tort. C'était un voleur qui a voulu profiter du sommeil des élèves pour voler leur argent et leurs provisions.

Pour se déguiser, cet homme a porté l'uniforme de notre école. Un couteau à la main, il s'est glissé lentement par une des fenêtres. Vite il s'est dirigé vers le débarras. Ensuite, il a commencé à ouvrir les valises des élèves l'une après l'autre. Que faire! J'étais troublé,

si troublé que je suis allé en cachette pour reveiller le responsable du dortoir. Je lui ai parlé tranquillement de ce voleur.

Immédiatement il a allumé doucement la lumière et a crié de toutes ses forces. “Au voleur! Au voleur! “Tout à coup, tous les élèves se sont réveillés. Les uns ont pris des bouteilles, les autres des bâtons. Nous avons couru vers le débarras où nous gardions nos affaires. En nous voyant venir, le voleur a voulu s’échapper avec notre argent et quelques provisions. Il était trop tard. Vite, nous l’avons attrapé et nous l’avons battu. Pauvre homme! Il tremblait de peur. Puis nous l’avons repris toutes nos provisions et notre aide. Quel bruit! Nous avons emmené le voleur sans tarder chez Monsieur Adejoh, le proviseur de l’école. Il a appelé la police.

Le voleur est parti au commissariat de police, nous ne pouvions plus dormir. Nous avons discuté joyeusement de notre succès jusqu’au matin. Quant aux gardiens de nuit, ils dormaient profondément derrière notre dortoir.

3.2 Vocabulary

Now that you have read the passage, you will need to explain the underlined words in the passage in English. Take your dictionary and look for the meanings of those words. This exercise will definitely enhance your vocabulary building and ultimately improve your own writing competence. Here are the underlined words.

Avoir tort/ to be at fault/to be wrong.

Allumer/ to light

Appeler/ to call

Les affaires/ business

Au voleur!/ thief!

Le bâton/ stick

La bouteille/ bottle

Le bruit/ noise

Courir/ run

Le débarras/boxroom

Dormir profondément/ deeply as sleep

De toutes forces/ with all his force

D’abord/Firstly/First of all.

Discuter/ discuss

Doucement/ gently

Entendre/ hear

Éteindre/ to switch off

En cachette/ hiding

En voyant/ seeing

Le gardien de nuit/ the watch man

Il faisait froid/ it was cold

Le vol/ theft

Venir en aide/ to come for help

You need also to take up your dictionary and look for other words that you may not understand in the passage. Your understanding of the thrust of the passage depends largely on your ability to get the meanings of the key words in the text.

If you read and confirm the meaning of the words in the text you will definitely find it easy to discuss the themes of the text and answer any question based on the passage. Let me re-emphasise that you have a word that is a noun, you need to confirm the gender of such a noun. Your bilingual dictionary will assist you in doing this.

3.3 Grammatical Analysis

You will be introduced to some grammatical elements used in the French passage that you have just read. These elements will help you to discover some rudimentary aspects of grammar. These elements will then help you to compose your own simple sentences and composition in French.

3.3.1 Verb

The French passage you have just read is written in the imperfect tense (imparfait) also in simple past tense (passé composé). The simple past tense describe an action that was accomplished(we have earlier discussed it in the previous units) while the imperfect tense (imparfait) describes an action that was continuous in the past. It is also used to describe habitual actions in the past. An example of an imperfect tense like the one we have in the passage you've just read is; "il était une heure du matin à l'école et le silence régnait à l'école. Les élèves dormaient profondément.

The underlined verbs était, régnait and dormaient are all in the imperfect tense (imparfait). The narrator here is giving us a narration of what happened sometimes ago. Also let me emphasise here that the regular imperfect tense is formed by adding the following endings to the stem of the conjugated form of first person plural of the concerned verb.

The endings are; -ais, -ais, -ait, -ion, -iez, -aient.

For example danser – dansons – dans,

Je dansais

Tu dansais

Il/Elle dansait

Nous dansions

Vous dansiez

Ils/Elles dansaient

Regular "imparfait" tenses in the French passage you read in this unit include dormir, sentir, trembler and pouvoir.

You need to know that there are irregular imperfect forms. These will not follow the above regulations because the verbs concerned do not have a regular or fixed stem. Eg "avoir" and "Etre" will be conjugated this way:

Verbe avoir à l'imparfait

J' avais

Tu avais

Il/elle avait

Nous avions

Vous aviez

Ils/Elles avaient

Verbe Etre a l'imparfait

J' étais

Tu étais

Il/Elle était

Nous étions

Vous étiez

Ils/Elles étaient

Now take your conjugation manual and study the imperfect tense conjugation.

Now go back to the French text you have read and identify 3 sentences where imperfect tenses are used and justify the reason(s) for the choice of imperfect tense in those contexts.

3.3.2 Adjective

The passage you have just read contains simple adjectives such as:

Mal, trop tard, froid, bien,

3.3 Adverb

There are adverbs also in the French verbs you've just read. Adverbs such as; profondement, lentement, tranquillement, immediatement, daucement, and joyeusement.

3.4 Simple Composition

Having gone through the French passage provided in this unit, you must have surely seen how complex sentences are formed by using adverbs. You will now form 5 sentences using adverbs; profondement, lentement, tranquillement, immedicatement, jaueusement for each sentence

4.0 Conclusion

You have learnt in this unit, the techniques of composing complex sentences by using adverbs. You have also learnt some elements of grammar like "imparfait"; "adjective" and "adverb" that are vital to written and oral expression in French.

5.0 Summary

This unit has equipped you with the basic grammatical elements needed to compose complex sentences. It has also equipped you with some tenses that you will need to narrate event and stories in the past. It has therefore enhanced your competence of French written expression.

6.0 Tutor Marked Assignment

1. A quelle heure la lumiere a été éteint?
2. Est-ce que le narrateur dormait?
3. Où est – ce que le narrateur a entendu le bruit?
4. Le narrateur pensait que c' était qui?
5. Que portait l'homme pour se déguiser?
6. Comment était la situation du narrateur?
7. Qu 'avait fait le responsable du dortoire?
8. Est-ce que le voleur s'est échappé?

9. Quand on a attrapé le voleur qu'est ce qu'il faisait?
10. Après avoir arrêté le voleur, qu'est ce que les étudiants ont fait?

7.0 References/Further Reading

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Unit 4: La Marchand et le Voleur

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1.0 Introduction

In this unit you will read a passage about a merchant and a thief. You will further learn the techniques of reading and analyzing a French passage. You will also learn more about written expression. I am sure that this passage will also increase your word power as more vocabularies will be learned.

2.0 Objectives

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

- Read and answer questions that are related to the passage;
- Define and analyse the elements of grammar used in the passage
- Compose stories in using your own words and expressions; and
- Explain some French key words in the passage in English language.

Now read carefully the French text, I hope you will find it interesting.

3.0 Main Content

3.1 Le Marchand et le Voleur.

Une fois, un marchand se **rendait à** Paris pour les affaires. Comme la route traversait une grande forêt, il décida de passer la nuit dans un village non loin de la forêt.

Pendant qu'il disait dans une auberge, il dit à l'aubergiste: J'ai une assez grosse somme d'argent sur moi. La plus sûre c'est de ne pas voyager ce nuit. Le marchand n'avait pas remarqué un homme de mauvaise mine qui l'écoutait dans un coin de la sale.

Le lendemain le marchand reparti à cheval pour Paris. Quand il était en pleine forêt, trois voleurs. "Surgirent subitement" des arbres et l'attaquent.

Les voleurs le ligotèrent en un tour de main et le tramèrent à une petite chairière à quelque distance de la "grande" route. Quand ils l'eurent solidement attaché à un arbre, ils ouvrirent sa sacoche et en retirèrent l'argent.

Mais c'est une fortune que le chef de la bande, l'homme de mauvaise mine de l'auberge. Quelle chance ! Il faut fêter cela Georges, veux-tu aller à la ville chercher des provisions ? On va manger d'abord et on fera le partage ensuite.

N'oublie pas une bouteille de vin.

Georges partit pour la ville, et chemin faisant, il se disait : si j'avais tout cet argent à moi seul, je pourrais vivre à l'aise pendant le reste de mes jours. Une idée lui vint. Après avoir acheté des provisions, il passa chez le pharmacien et acheta un petit paquet de poudre blanche. Il déboucha la bouteille de vin et il y versa tout le contenu du paquet.

Pendant l'absence de Georges, un des autres dit : s'il n'y avait que nous deux, Guillaume, nous aurions chacun une belle somme d'argent. Qu'en dis-tu ?

Alors il lui glissa deux notes l'oreille.

Quand Georges eut rejoint ses compagnons. Il se pencha sur le sac pour sortir les provisions.

Guillaume le voyant le dos tourné, sauta sur lui et lui plongea un poignard dans le dos. Georges tomba, blessé à mort. Les deux autres traînèrent son cadavre jusqu'au buisson, puis ils commencèrent à préparer le souper. Ils mangèrent de bon appétit et naturellement ils burent tout le vin. Peu de temps après, les deux voleurs se sentirent malades et au bout de quelques minutes, ils glissaient sur l'herbe bien morts, eux aussi.

3.2 Vocabulary

There are some words in the passage, you will need to learn their meanings by making use of your bilingual (French/English) dictionary. The words are;

Marchand

Mauvaise mine

Ligoterent

Fêter

Partage

Les compagnons.

The word means someone who takes care of garage = garagiste un établissement = directeur (directs an establishment).

The following words are "nouns" but we can get verbs from these nouns.

Noun	Verb
Le marchand	Marchander
Une auberge	Auberger
La fête	Fêter
Le compagnon	Accompagner

Below are verbs, let us see the nouns we can get from them;

Verb	Noun
Traverser	le travers
Remarquer	une remarque
Attaquer	une attaque
Attacher	un attaché
Couvrir	une couverture

Crier	un cri
Manger	le manger
Boire	la boisson
Acheter	un achat
Voir	une vue

In the French text provided, there is an expression “en un tour de main”

Let us find other expressions with the word “main”

Une main d’oeuvre

La main vide

Now find 5 similar examples and explain them.

3.3 Grammatical Analysis

3.3.1 L’ Imparfait

There is the use of imperfect tense (imparfait) in the French passage you have just read. Like I told you in one of the preceding units, the imparfait sense is used to express actions that were going on in the past. It is also used to express habitual actions in the past. Infact, today, some grammarians in France call imperfect (imparfait) “le présent dans le passé” (The présent in the past)

Imparfait tense in the text includes: se rendait, traversait, dinait, avait, look for other examples in the passage.

3.3.2 L’ adverbe

You will recall that I discussed adverb and its formation in one of the previous units. An adverb modifies a verb and sometimes, it modifies an adjective majority of French adverbs are formed by adding “ment” to the feminine form of adjectives these are regular verbs. The irregular one does not obey this rule.

Let us go through the French text again and identify some of the adverbs.

The adverbs in the text include

Une fois (adverb of time)

Le lendemain (adverb of time)

Subitement (adverb of manner)

Solidement (adverb of manner)

Naturellement (adverb of manner)

Now, make a list of five other adverbs from the passage and indicate their types.

3.3.3 Groupe Nominal (Nominal Group)

A nominal group is a group of words acting as a noun. It may comprise the followings

An article (une, un. Le, la, les)

An adjective (jeune, petit, grand, belle)

A noun (homme, garçon, femme, maison)

Examples:

Une jeune fille

Une petite maison

Une belle maison

Le grand homme

A nominal group can function as a subject of a verb or as an object. Here are some examples from the passage.

Les deux voleurs se sentirent malades (the last paragraph).

The underlined words are nominal group standing in the subject and objects positions.

3.4 La Phrase Complexe (Complex Sentence)

A complex sentence consists of a main clause and one or more subordinate clauses. The subordinate clause is always introduced by a relative pronoun.

Let us look at the passage for some examples

“le marchand n’avait pas remarqué un homme de mauvaise mine qui l’écoutait dans un coin de la salle”.

The underlined sentence introduced by the relative pronoun “qui” is the subordinate clause while the main clause is “le marchand n’avait pas remarqué un homme de mauvaise mine”

Note that the main clause can stand alone: but the subordinate clause cannot stand alone and be meaningful.

Another Example is:-

Quand ils furent solidement attachés à un arbre, **ils ouvrirent sa sacoche et en retirèrent l’argent.** The underlined sentence is the main clause while the sentence is the main clause while the sentence that starts with “Quand” is the subordinate clause. There are other examples in the passage. Read through the passage once more and identify them.

Construct 3 good complex sentences. Your sentence must contain at least a subordinate clause.

4.0 Conclusion

You have learned new words and expressions relating to business, hotel and stealing in this unit. You have also learned some elements of grammar and sentence structure. You have used the techniques of the grammatical elements to analyse the French passage provided in this unit. These have no doubt, contributed to your understanding of the passage.

5.0 Summary

This unit has equipped you with basic techniques of how to analyse a text. It has also taught you the structure of complex sentences in French. Your vocabularies have also increased greatly.

6.0 Tutor Marked Assignment

Qui se rendait à Paris pour les affaires?

Où est-ce qu’il a passé la nuit?

A qui disait – t-il qu’il a une assez grosse somme?

Qui l’écoutait lorsqu’il parlait?

Le marchand partait par quel moyen?

Combien de voleurs surgirent subitement des arbres?

Qui a criait que c’est une fortune?

Qui est parti en ville pour acheter les provisions?

Qui est Guillaume?
Qui a tué Georges?

7.0 References/Further Reading

Adebayo, Aduke (1993): Textes et Travaux de langues Francaise, Jator Publishing Company Ltd, Ibadan.

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Unit 5: Mon Premier Jour au College.

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1.0 Introduction

This unit will introduce you to another yet interesting passage in French. The passage centres on life in a junior secondary school, for a first timer. You will learn some

vocabularies related to senior Secondary School settings the rules and regulations. This unit will teach you the conjugation of some verbs of these first group and in the imperfect tense (imparfait) while some in simple past tense passé composé) and also some regular adjectives.

2.0 Objectives

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

- Read and answer correctly questions related to the passage;
- Identify some grammatical elements in the passage
- Compose simple and correct sentences of your own words and expressions; and
- Use some techniques of writing acquired in your own writing exercise.

You will now read the following interesting passage.

3.0 Main Content

3.1 Mon Premier Jour au Collège

C'était le vendredi 5 Janvier 2000. Il faisait beau ce jour là. Ma valise faite et accompagné de ma merè, je suis allé à la gare de mon village. A Sept heures et demie du matin, je suis monté dans le train de Kaduna. J'étais très excité parce que c'était la première fois que je quittais Doki, mon village. J'allais commencé mes études, c'est à dire mon J.S.S 1 à Government School, Kaduna. C'était donc un long mais passionnant voyage pour moi.

Arrivé à la gare de Kaduna, j'ai pris un taxi pour aller à mon école. A l'entrée de l'école, deux moniteurs m'attendaient. Ils m'ont accueilli très chaleureusement et m'ont ordonné de porter ma valise sur la tête et de les suivre. Nous nous sommes dirigés vers les dortoirs. Au dortoir "Congo", ils m'ont montré mon lit et m'ont laissé faire mon lit et me reposer jus qu'au soir. Ensuite, ils sont parties chercher d'autres nouveaux élèves.

Le soir, quand tous les élèves sont arrivés, on nous a dit de nous parler tous le temps en anglais. Pauvre de moi! Il était difficile pour moi de bien m'exprimer en anglais surtout que j'ai fréquenté l'école primaire au village.

A Sept heures du soir, c'était l'heure du dîner. s allés au grand réfectoire près du dortoir pour dîner. J'ai eu du mal à utiliser la fourchette, la cuillère et le couteau. Au village, on mange avec les mains. Heureusement que nous avons mangé du riz au poisson, mon plat favori! J' ai mangé à ma faim.

Après le dîner, le proviseur de l'école. Monsieur Adamu est venu nous accueillir. Il nous a parlé du règlement et de la discipline au collège. Pour commencer, il nous a dit de faire la vaisselle et de nettoyer nos dortoirs toujours avant d'aller au lit. Pour moi c'était une vie dure parce qu'à la maison c'est ma mère qui fait tout. En effet, la discipline au collège était très stricte. Sans parents ni amis, que faire? C'est à ce moment que j' ai commencé à pleurer. J' ai pensé à ma mère.

3.2 Vocabulary

The French passage you've just read describes a Senior Secondary School and the kind of discipline in that school. The words and expressions used are of school and daily routine.

These expressions include;

Accueillir ____ to welcome

Avoir du mal ____ to have difficulty in

Arrivé ____ arriving
Allé au lit ____ to go to bed
Ce jour là ____ that day
Chaleureusement ____ warmly
Commencer ____ to begin
Le couteau ____ knife
La cuillère ____ spoon
Chercher ____ to look for
Difficile ____ difficult
Le doigt ____ finger
Diner ____ to dine
Le dortoir ____ dormitory
En anglais ____ in English
En effet ____ in fact
L'entrée ____ entrance
L'étude ____ study
Excité ____ excited
La fourchette ____ fork
Faire la vaisselle ____ to do the washing up of plates
Favori ____ favourite
La gare ____ station
Heureusement ____ fortunately
Il faisait beau ____ the weather was fine
La fois ____ time
Le jour ____ day
J' allais ____ I was going (imperfect)
J' ai pris ____ I took (past tense)
Jusqu'à ____ until
Mangé à sa faim ____ to eat to one's satisfaction
Le moniteur ____ prefect
Nettoyer ____ to clean
Ordonner ____ to order
Passionnant ____ exciting/thrilling
Premier ____ first
Porter ____ to carry
Pleurer ____ to weep/cry
Le plat ____ dish
Le poisson ____ fish
Le proviseur ____ principal
Quitter ____ to leave
Que faire ____ what am I to do?
Quand ____ when
Sans ____ without
Le soir ____ in the evening
Se diriger ____ to head for
S'exprimer ____ to express (oneself)

Suivre ____ to follow
Surtout ____ especially
Tout le temps ____ all the times
La vie dure ____ hard life
Le voyage ____ journey

You will now take your bilingual French/English dictionary to look for the meanings of other words and expressions you may not understand. Note that when you are looking for the meaning of a noun, you need to confirm the gender of the noun. A good dictionary will indicate the gender of every noun it gives.

3.3 Grammatical Analysis

In this section of the unit, you will be exposed to the simple present tense conjugation of verbs in French. You will also learn about adjectives in French.

3.3.1 Verb

In the French passage you've just read. There are mainly verbs of the first group, and the tenses were in both past tense (passé composé) and imperfect (imparfait) we shall concentrate on the ones conjugated in the imperfect tense (imparfait) for example:

Etre ____ to be
Faire ____ to do
Aller ____ to go
Attendre ____ to wait

We shall conjugate the above verbs, one after the other in the imperfect tense (à l'imparfait)

Verbe Etre à l'imparfait

J' étais
Tu étais
Il/Elle était
Nous étions
Vous étiez
Ils/Elles étaient

Verbe Faire à l' imparfait

Je faisais
Tu faisais
Il/Elle faisait
Nous faisions
Vous faisiez
Ils/Elles faisaient

Verbe Aller à l' imparfait

J' allais

Tu allais
Il/Elle allait
Nous allions
Vous alliez
Ils/Elles allaient

Verbe Attendre à l' imparfait

J' attendais
Tu attendais
Il/Elle attendait
Nous attendions
Vous attendiez
Ils/Elles attendaient

You will notice that in the first person to the third singular the endings are –ais, -ais, -ait while the first person plural to the third person the endings there also change. –ions, -iez, -aient.

I hope these examples will guide you in the conjugation of verbs in the imperfect tense (à l' imparfait)

Take your conjugation manual and learn further about the conjugation of French verbs.

3.3.2 Adjective

There are adjectives in the French passage you read in this unit. These adjectives include;

Beau ___ handsome
Excité ___ excited
Passionnant ___ passionately
Nouveau ___ new
Difficile ___ difficult
Grand ___ big
Dure ___ hard
Stricte ___ strict

Identify other adjectives in the French text you read in this unit.

3.4 Simple Composition

Let us compose simple sentences with the following words and expressions we have acquired in the French text provided in this unit;

Accueillir

Arrivé

Chercher

Diner

L'étude

- i. Paul a été chaleureusement accueilli
- ii. Le doyen vient d'arrivé
- iii. Je cherche mon livre de géographie
- iv. Nous venons de diner tout de suite
- v. Maurice a fait ses études en France.

Now with the aid of your dictionary and conjugation manual, construct a sentence each with the following expressions to show their meanings

Aller au lit

Ce jour là

Difficile

Le dortoir

L'entrée

Heureusement

J' ai pris

Manger à sa faim

Nettoyer

Ordonner

4.0 Conclusion

In this unit, you have learned about the first day of a student in a senior secondary school. The French text you read has exposed you to the techniques of reading and grammatical analysis of a passage. You've also learned about the use of these elements of grammar like verbs, adjectives etc.

5.0 Summary

This unit has equipped you with the basic techniques of analyzing and writing a text in French language. you have learned about conjugation of some French verbs and the use of adjectives in French. You can identify some grammatical elements like vocabularies, verbs and adjectives. You can also compose simple and correct sentences using your own words and expressions.

6.0 Tutor Marked Assignment

1. Quand est – ce que le narrateur partait au collège?
2. Qui a accompagné le narrateur?
3. Qu'est est le nom du village de narrateur?
4. Comment s' appelle le nom du college?
5. Comment le narrateur est allé au collège?
6. A quel dortoir on t'il amené le narrateur?
7. Est – ce que le narrateur sâche s'exprimer en anglais?
8. Comment mange t – on au village?
9. Qu'est ce qu' il ont mangé le soir?
10. Quels sont les règlements du collège?

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